

## Task 04/A3

# WinSTONE PILOT COURSES IMPLEMENTATION: ENVIRONMENT TEST AND TECHNICAL IMPROVEMENTS



# WinSTONE

## OPENING GATES FOR WOMEN IN THE STONE SECTOR



Erasmus+

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



institute of  
Entrepreneurship  
Development



## INDEX

1. DESCRIPTION OF THE TASK .....	3
2. MOOC PILOT COURSE EXPERIENCE.....	4
2.1. STARTING POINT .....	4
CONTENT OF THE PILOT COURSES: MOOC and OER.....	4
2.2. EDUCATIONAL MONITORING OF STUDENTS AND EVALUATION OF THE COURSE .....	7
3. DUAL PILOT COURSE EXPERIENCE (ONLINE AND FACE-TO-FACE). ....	9
3.1. STARTING POINT .....	9
3.2. ON-LINE MEETINGS, LIVE MEETINGS AND EDUCATION EVENTS .....	9
3.2.1. SESSION OF CLASS COUNCILS-ON-LINE.....	9
3.2.2. OER IN LOOMEN.....	11
3.2.3. LIVE CLASSES .....	12
3.2.4. ANALISYS OF WinSTONE TEACHING.....	14
4. BEYOND THE END OF THE PROJECT .....	16
5. QUESTIONNAIRE.....	17
5.1 QUESTIONNAIRE RESULTS.....	18
5.2 CONCLUSIONS .....	21

---

## 1. DESCRIPTION OF THE TASK

This report is included in the IO4 WinSTONE Open Educational Resource (OER) which is based on the implementation in technical courses and trainings on specialisation focused on the WinSTONE project. Partners of the Project have implemented pilot courses and used current courses based on the products of the project, which was also served as evaluating products for possible improvement before the end of the project.

The feedback obtained from experts during these courses and events was very useful to the improvement of the products of the project, mainly the Production of the OER, MOOC and pilot courses, and the quality assessment of technical content and pedagogical approach and IT quality assessment of ICT Based.

The beta versions of those products were shown to experts and teachers, to be checked and used in during or after the courses. It was necessary because beta versions to correct them, as well as sometimes the trainings are carrying out in facilities where there is not online connection.

Finally, the consortium has also scheduled courses, trainings, and other events (workshops, meetings, seminars, etc.) beyond the end of the project in order to guarantee the sustainability of the project.

---

## 2. MOOC PILOT COURSE EXPERIENCE.

### 2.1. STARTING POINT

The MOOC created for the WinSTONE project is based on previous reports, taking into account the main aspects to contribute to overcome the barriers related to the topic of this project. These basic contents were sent to all partners who commented on any additions or changes to be made. The content of the MOOC is mainly based on manuals accompanied by supporting material such as videos, articles, legislation and lectures.

The MOOC is available at: <https://class.winstoneproject.eu/>

Between the 3 courses, a total of 39 students have registered, including professionals from the sector, entrepreneurs, and trainers.

The people enrolled in these courses were from Spain, Germany and Greece, as Klesarska Skola made use of its own platform used by them on a regular basis.

### CONTENT OF THE PILOT COURSES: MOOC and OER

As mentioned above, a MOOC has been created for the WinSTONE project. This MOOC is hosted within the OER: <https://winstoneproject.eu/oer/>

The MOOC contains 3 courses:

- Equal gender in stone sector course
- Course on equal gender for training of trainers in stone sector
- Course on gender equality for promoters in stone sector

Within each of these courses the learners can find the necessary content for their training: the topics, related documents, videos related to the topics and the seminars and workshops of the WinSTONE project.

#### Navigation

- Dashboard
- Site home
- Site pages
- Courses
  - EGBW
    - Participants
    - Badges
    - Competencies
    - Grades
    - General
    - TOPIC 1. Equal opportunities for women and men
      - Presentation of the topic 1.
      - Video 1. Reporte minero: Mining and gender equity
      - Video 2. Interview of Gender Equality in Mining
      - Annex document 1. Directive 2006/54/EC
    - TOPIC 2. Equality in the workplace. Analysis of th...
    - TOPIC 3. Reconciliation of personal, family and pr...
    - TOPIC 4. Equality Plan in

### Presentation of the topic 1.



Last modified: Thursday, 16 September 2021, 10:25 AM

◀ Avisos

Jump to...

Video 1. Reporte minero: Mining and gender equity ▶

Figure 1: Screen shot of the MOOC.

#### Navigation

- Dashboard
- Site home
- Site pages
- My courses
  - GEP
  - EGTT
  - EGBW
    - Participants
    - Badges
    - Competencies
    - Grades
    - General
    - TOPIC 1. Equal opportunities for women and men
    - TOPIC 2. Equality in the workplace. Analysis of th...
      - Presentation of the topic 2.
      - Video 1. Equality in the workplace
      - Video 2. Promoting equality between women and men
      - Annex document 1. Article in FocusPiedra
    - TOPIC 3. Reconciliation of personal, family and pr...
    - TOPIC 4. Equality Plan in the stone sector
    - WinSTONE conferences. AÑADIR ENLACES DE LAS 4
    - BIBLIOGRAPHY AND SOURCES
    - Exam

### Video 2. Promoting equality between women and men

Promoting equality between women and men [Policy Podcast]

The European Union (EU) is committed to eliminating inequalities and promoting gender equality 'in all its activities' and has made considerable advances over the years. Nevertheless, the situation remains uneven across the EU, and in recent times progress has slowed, stalled or even regressed in some areas. Yet, the evidence points clearly to the benefits of gender equality for individuals, the economy and society as a whole. Public opinion surveys show that a large majority of Europeans agree that promoting gender equality is important for a fair and democratic society, the economy and for them personally and that a growing share of citizens would like the EU to do more in this area. Europeans also expect increased EU action on related policies. During the current legislative term, as part of a broader gender equality programme, the EU institutions have been working on proposals for new EU laws to improve work-life balance and combat violence against women and promoting equality between women and men will remain one of the major challenges in the coming years. Demographic trends, technological developments and changes to the way we work are just some of the issues where different impacts on women and men will need to be considered. Options for further EU involvement could include better implementation and enforcement of existing legislation, moves to modernise it, fill gaps in protection and address emerging issues, and non-legislative measures such as data collection and monitoring, awareness-raising, and support for national and grassroots initiatives. It will require the political will at all levels to tackle issues across a broad spectrum of policies, together with the provision of the necessary institutions, tools and resources to put that resolve into action.

Source: European Parliamentary Research Service  
European Parliamentary Research Service



Last modified: Thursday, 12 August 2021, 11:47 AM

Figure 3: Screen shot of the MOOC.

Figure 4: Screen shot of the MOOC.

Dashboard / Courses / EGTT / TOPIC 5. Areas of intervention of the training act... / Video 2. Interview of Gender Equality in Mining

#### Navigation

- Dashboard
- Site home
- Site pages
- Courses
  - EGTT
    - Participants
    - Badges
    - Competencies
    - Grades
      - General
      - TOPIC 1. The figure of the equal opportunities tra...
      - TOPIC 2. Legal framework for equal opportunities
      - TOPIC 3. Training planning for the integration of ...
      - TOPIC 4. Design and evaluation of training programs
      - TOPIC 5. Areas of intervention of the training act...
        - Presentation of the topic 5
        - Video 1. Women in stone
        - Video 2. Interview of Gender Equality in Mining
        - Annex document 1. Article in FocusPiedra
      - WinSTONE conferences. Add links
      - BIBLIOGRAPHY AND

### Video 2. Interview of Gender Equality in Mining

The gender debate is gaining momentum around the world - but the mining sector has been behind the curve. Up to this point, the conversation in the industry has been fragmented, sketchy, and to a large extent, emotional and reactive.

Highgrade Media, alongside gender-equality champions GIZ and The Dutch Ministry of Foreign Affairs, are launching a unique interview series on gender equality in mining that is set to shake up the industry.

The series captures uncompromising views of vested women and men; it takes a rigorous look at the unlevelled playing field in both the workforce and mining communities; it takes stock of the lessons learned so far, and it explores the policy options available to advance gender equality.



Last modified: Thursday, 12 August 2021, 2:56 PM

◀ Video 1. Women in stone

Jump to...

Annex document 1. Article in FocusPiedra ▶

Figure 5: Screen shot of the MOOC.

In addition, in the OER the trainees have been provided with the project assignments to complete their training.

## 2.2. EDUCATIONAL MONITORING OF STUDENTS AND EVALUATION OF THE COURSE

The following criteria were used to ensure that participants in WinSTONE courses had completed their training:

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

Below, we can see the format of the exams taken by the students of the courses:

Dashboard / Courses / EGBW / Exam / Exam of the course

**Navigation**

- Dashboard
- Site home
- Site pages
- Courses
  - EGBW
    - Participants
    - Badges
    - Competencies
    - Grades
    - General
    - TOPIC 1. Equal

**Exam of the course**

Please, answer the following single-answer questions.

Once the time is up, your answers will be sent automatically. If you finish earlier, click on the submit button.

If you are not happy with your score you have a second chance to improve it. We will save your highest mark.

Attempts allowed: 2

Time limit: 15 mins

Grading method: Highest grade

**Quiz navigation**

**Exam of the course**

12345

Finish attempt ...

Start a new preview

**Question 1**

Not yet answered

Marked out of 2.00

Flag question

Edit question

Select the incorrect statement

- ☐ a. Compared to men only 55% of adult women work.
- ☐ b. 78% of men work.
- ☐ c. Women are generally paid the same as men.
- ☐ d. Women earn 60% of what men earn.

**Navigation**

- Dashboard
- Site home
- Site pages
- Courses
  - EGBW
    - Participants
    - Participate

Next page

Figure 6: Screen shot of the exam.



At the end of the courses, students were asked to complete questionnaires (see below) to find out what aspects of the pilot courses could be improved and to implement these improvements in future courses.

### 3. DUAL PILOT COURSE EXPERIENCE (ONLINE AND FACE-TO-FACE).

#### 3.1. STARTING POINT

The Stonemason school is a vocational school that is the only one in the Republic of Croatia that educates students for the profession of stonemason.

We have 6 girls at school this year. This year 4 new girls have arrived. The female students in the upper grades are well received by their colleagues, they are respected as equals, but the cavaliers are also aware that they are girls in the class.

The first grades are also correct, but they need time to mature in terms of female-male professional and other relationships, and at the Stonemason school we want to actively participate in this process and properly guide and help them.

That is why we conducted several trainings, online and live.

In total, between students, teachers and professionals in the sector, a total of 24 students attended the 3 types of courses.

#### 3.2. ON-LINE MEETINGS, LIVE MEETINGS AND EDUCATION EVENTS

##### 3.2.1. SESSION OF CLASS COUNCILS-ON-LINE

The working group that has worked on the project has gathered a lot of information, lawyers, statistics, and others, and presented them to other members of the team. The exchange of all information in the school is mainly done through the teachers' council meetings and class councils. Thus, the work and results of the working group on the WinSTONE project have been presented to other teachers through a series of sessions. In the picture, one of the clips with the agenda in which, among other important topics for the educational process in the school, there is a report of the WinSTONE project.

Some of the meetings were on Teams platform which we use for the on-line classes and councils.

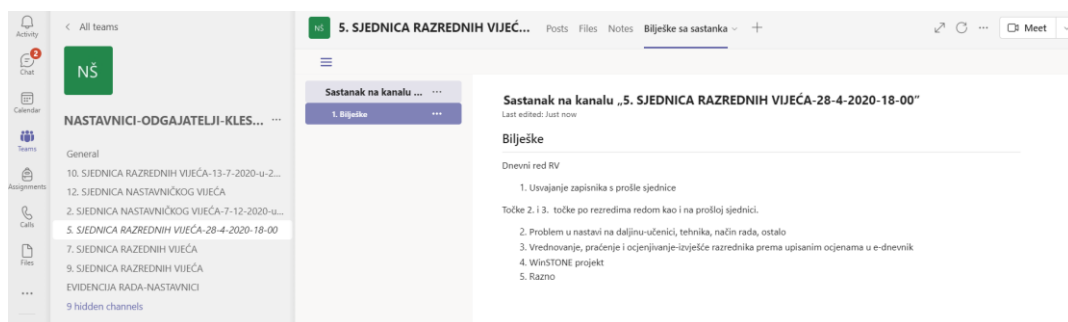


Figure 6: On-line council with the agenda

## Sastanak na kanalu „5. SJEDNICA RAZREDNIH VIJEĆA-28-4-2020-18-00”

Last edited: Just now

### Bilješke

#### Dnevni red RV

1. Usvajanje zapisnika s prošle sjednice

Točke 2. i 3. točke po rezredima redom kao i na prošloj sjednici.

2. Problem u nastavi na daljinu-učenici, tehnika, način rada, ostalo
3. Vrednovanje, praćenje i ocjenjivanje-izvješće razrednika prema upisanim ocjenama u e-dnevnik
4. WinSTONE projekt
5. Razno

Figure 7: Agenda of teacher's and class council with The WinSTONE project report (point 4)



Figure 8: Screen shot of the meeting in Teams

### 3.2.2. OER IN LOOMEN

Since a large number of schools in Croatia, and Stonemason School also has access, we have used a special platform for OER, Loomen, transferring most of the content and part of the communication to that platform as well.

Through this platform, content has been provided not only for Klesarska Skola, but also for other schools, for their teachers and pupils. Also, for higher levels of education, colleges and universities.

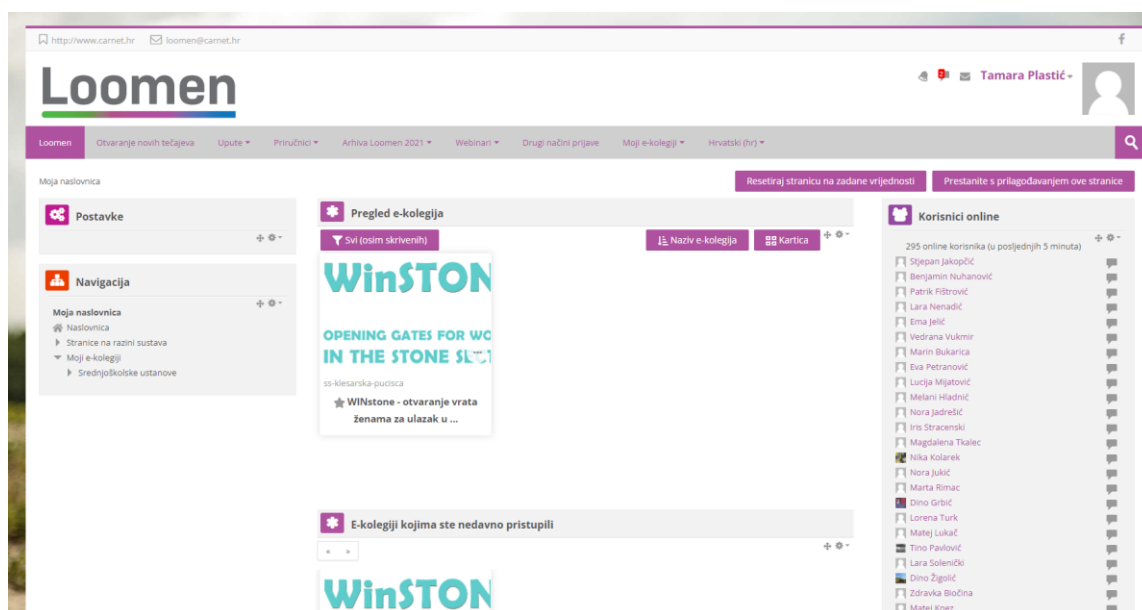


Figure 9: Loomen OER platform with WinSTONE channel

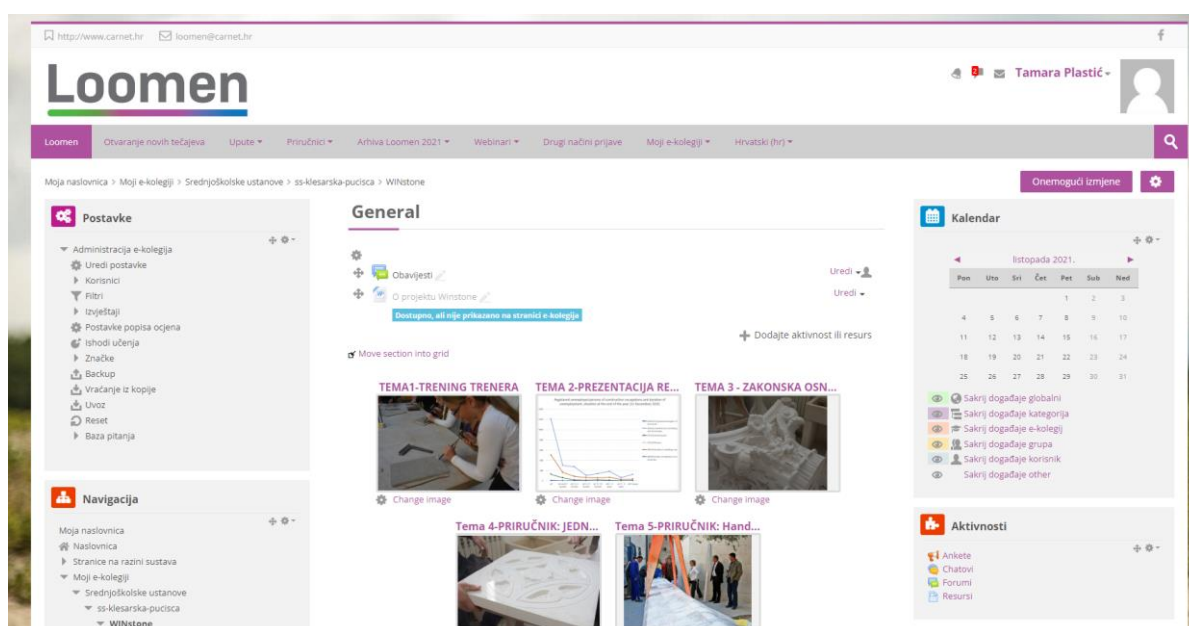


Figure 10: Loomen OER platform with WinSTONE chanal – inside the chanal

### 3.2.3. LIVE CLASSES

Although online tools are very useful in teaching, some students prefer to learn face-to-face with their peers and teachers. The theme of the project is essentially the basis of socialisation and fair attitude towards other individuals.

In the schools, the first course dedicated to workers was started, because it was decided among the consortium partners that such education is the most necessary for them. Moreover, this year, in Klesarska Skola, perhaps thanks to the WinSTONE project, the highest number of girls enrolled has been registered. In the future, it is planned that in Klesarska Skola, WinSTONE-related training will also be provided in the upper grades.



Figure 11: WinSTONE education in the classroom – girls are absent because they are on mobility in Erasmus+ project





*Figure 12: WinSTONE in classes- stonemason 1<sup>st</sup> grade – combination of subjects: English language and Ethics*



*Figure 13: WinSTONE-discussion and team work in the classroom*

#### 3.2.4. ANALISYS OF WinSTONE TEACHING

After class, teachers discuss the lesson conducted and the students' thoughts on the topic done.

The topic of gender equality, it concluded, has a beneficial effect not only on the attitude towards girls in the classroom, but also on the relationships in the classroom in general.



Figure 14: Analysis of the conducted education among teachers

Because some teachers work in other schools or are prevented from attending the meeting for health reasons, they were allowed access online.

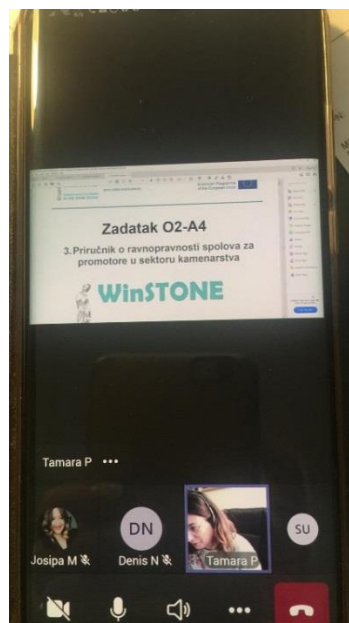


Figure 15: Teacher who attended the meeting online on her mobile phone

#### 4. BEYOND THE END OF THE PROJECT

Partners of the project will use the final version of the WinSTONE Learning Application in their courses beyond the end of the project. In the following tables are shown some examples scheduled.

Tables 4.1. Courses or trainings where WinSTONE project will be shown

##### DNV

Name of the course/training	Venue	Date/Period	Number of students
Not yet scheduled	-	-	-

##### CTM

Name of the course/training	Venue	Date/Period	Number of students
Not yet scheduled	-	-	-

##### NTUA

Name of the course/training	Venue	Date/Period	Number of students
Marbles and Industrial Minerals	Athens	May 2022	25
Marbles and Industrial Minerals	Athens	May 2023	25
Open Pit planning and Design	Athens	December 2022	30

##### KSK

Name of the course/training	Venue	Date/Period	Number of students
Winstone for teachers and trainers-online	Pučišća	April and May 2022.	20
Winstone for upper grades	Pučišća	April to Jun 2022.	40



## 5. QUESTIONNAIRE

A specific questionnaire was created for checking and improving the course curricula, the training activities.

This training activities was implemented with the aim at providing assessment by education staff about the content of the curricula and the training material produced during the project.

The questionnaires delivered to participants included a generic question to propose the comments they consider necessary to improve the quality of all WinSTONE project products.

Below is the questionnaire carried out for the evaluation of the training activities carried out (dual and only online trainings).

### 1. Overall, how satisfied were you with the training activity?

Very satisfied	Rather satisfied	Neither satisfied nor unsatisfied	Rather unsatisfied	Not satisfied at all
0	0	0	0	0

### 2. To what extent do you agree or disagree with the following statements?

	Fully disagree	Rather disagree	Neither agree nor disagree	Rather agree	Fully agree
Q1: Training materials' contents were of my interest.	0	0	0	0	0
Q2: I feel now better informed on various aspects related to the stone sector.	0	0	0	0	0
Q3: I now better understand the benefits of the WinSTONE project approach.	0	0	0	0	0
Q4: I feel that I have broaden my knowledge, competences and skills regarding equal gender.	0	0	0	0	0

### 3. To what extent did the training activity show the following attributes?

	Fully disagree	Rather disagree	Neither agree nor disagree	Rather agree	Fully agree
Q1: Contents were clearly and understandable.	0	0	0	0	0
Q2: Contents were interesting and motivating.	0	0	0	0	0
Q3: Training activity was well-organised and well-structured.	0	0	0	0	0
Q4: Overall atmosphere was pleasant.	0	0	0	0	0

4. Do you have any further comments and recommendations on the WinSTONE training activity? What could have been done better? (1:Inefficiently, 5: Efficient)

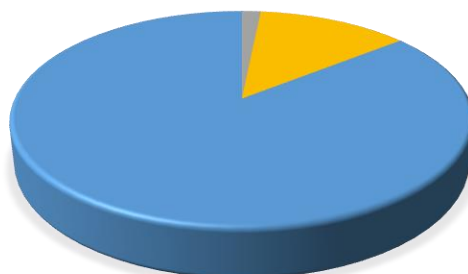
	1	2	3	4	5
Q1:Te coordination and the secretariat functioned:					
Q2: The information you received before the training activity, intended to facilitate your participation was:					
Q3: The organisation of the facilities used for the training activity were:					
Q4: How was available technical equipment during the training activity?					
Q5: The agenda of the training activity was:					
Q6: The material distributed during the training activity was:					
Q7: The way you were received at the training activity was:					
Q8: At the start of the training activity, the time available and the procedures were:					
Q9: The time management of the training activity was:					
Q10: The working conditions for the training activity were:					
Q11: The general management of the training activity was:					
Q12: The management of the development of the work in the training activity was:					

Please, tell us what kind of improvement you can suggest:

Tu respuesta

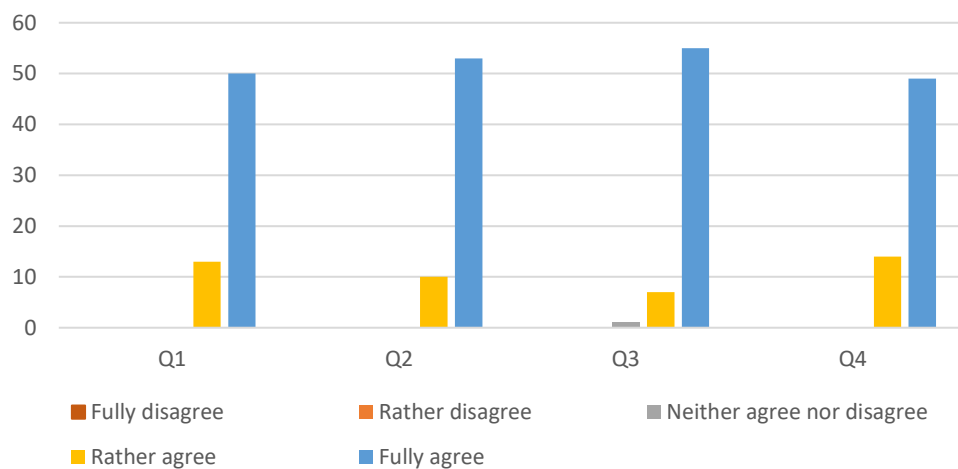
## 5.1 QUESTIONNAIRE RESULTS

## 1. Overall, how satisfied were you with the training activity?

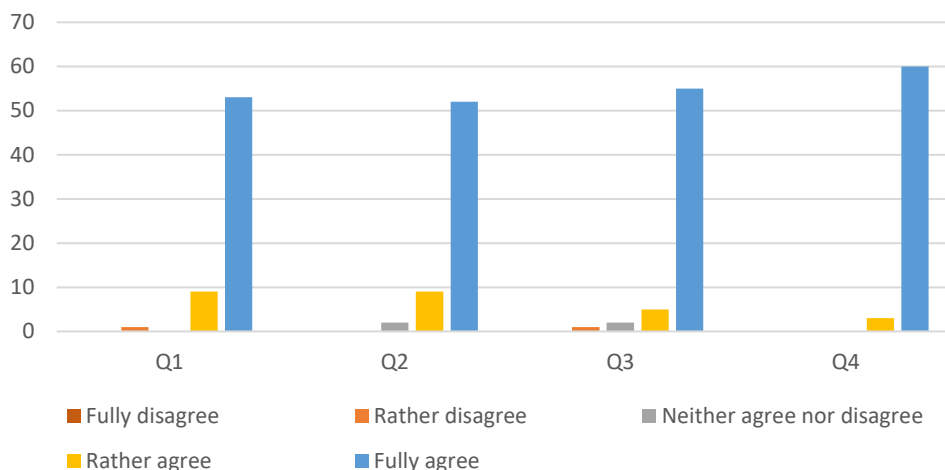


■ Very satisfied      ■ Rather satisfied  
■ Neither satisfied nor unsatisfied   ■ Rather unsatisfied  
■ Not satisfied at all

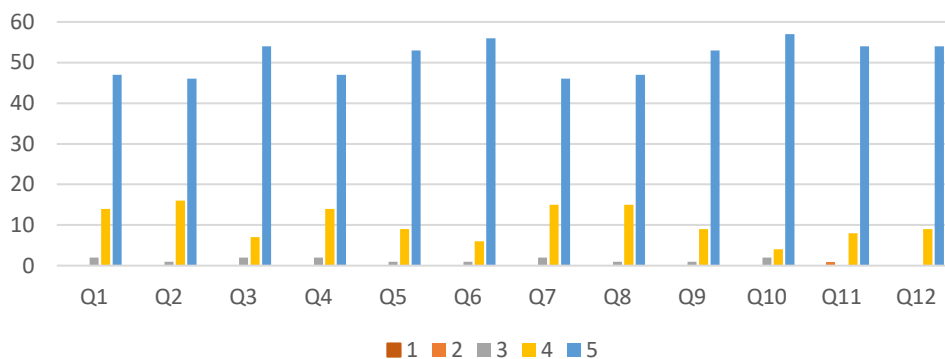
## 2. To what extent do you agree or disagree with the following statements?



### 3. To what extent did the training activity show the following attributes?



### 4. Do you have any further comments and recommendations on the WinSTONE training activity? What could have been done better? (1:Inefficiently, 5: Efficiently)



Please, tell us what kind of improvement you can suggest:

7 respuestas

I want more materials like this and even training face to face on how to involve materials in everyday work with students.

everything was great.

More practice

I would like trainings face to face, that would be great.

Everything is great.

Everything is ok

Great programme, just keep going forward. very helpful

## 5.2 CONCLUSIONS

### CONCLUSIONS OF SURVEYS:

According to the data obtained from the questionnaires carried out in the training activities, it can be concluded that the results have been quite positive. From the surveys collected, the vast majority of the participants in the training activities considered that all aspects related to the activity (contents, organisation, materials used, etc.) were good or very good.

Only 7 of all the participants made suggestions. Of these suggestions, the most important was the wish of the trainees to take the courses in person.

### CONCLUSIONS OF MOOC PILOT COURSE:

Despite being pilot courses, the students of the three types of courses available have been very happy with them. This may be due to the personalised attention they have received with the tutorials, as they have always tried to get quick answers to their questions, either through video calls or email conversations.

In addition, some of the students expressed their satisfaction with the supplementary material, as it strengthened their learning process.

### CONCLUSIONS OF DUAL PILOT COURSE:

---

Until now, only the basic terms and results of the project have been presented to teachers and students. Implementation in the teaching process based on an elaborate curriculum has not yet started.

However, the good sides of the project are already visible, and the atmosphere and message that this project sends is especially important.

In fact, by introducing these contents into the roots, we have prevented an indication of the attitude of some students who have just come to school this year that girls could be "less good" stonemasons. We're still working on it.

All persons and institutions that have collaborated on the project are informed about the drawn-up manuals and can also use them in their institutions and companies.