



# Task O4-A4

## Handbook on the improvement of inclusion of women in stone sector



# WinSTONE

## OPENING GATES FOR WOMEN IN THE STONE SECTOR



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## 1. Introduction

New manufacturing technologies of stone products have made stone products to become a main material for building facades and pavements, which automated processes of exploitation and production. Stone sector in quarries and products in buildings, even historical ones, and particularly in pavements and facades are currently an important source of employment despite the current economic crisis.

Gender equality is the philosophy that women and men, have equal conditions, treatment and opportunities for achieving their full potential, human rights and dignity, and for contributing to (and benefitting from) economic, social, cultural and political progress. Gender equality is, therefore, the fair valuing by society of the similarities and the differences of men and women, and the roles they fill. Women's participation in the global marketplace and the changing values of the modern world of the 21st century certainly deal with many problems despite the institutional, political, and legal framework focused on gender equality. Insufficient progress in practice and the disadvantaged position of women in the labour market and in the private sphere are still visible. Women still find it difficult to reconcile work, family, and personal life, whether they are women looking for work or already employed with income.

It is for this reason and in order to contribute to closing the existing gap in the labour market and, specifically in the ornamental stone sector, that all the materials developed in this project have as their main objective to solve the training needs in terms of equality and to serve as a tool that facilitates the acquisition of resources that promote equal access and effective equality in the sector.

This handbook "*Handbook on improving the inclusion of women in the stone sector*" is the fourth task of Intellectual Output 4 "*O4-A4. Handbook on the improvement of inclusion of women in stone sector*" of the WinSTONE project.

In the WinSTONE project, a Massive Open Online Course (MOOC) has been developed, where target groups will be able to attend the pilot online courses and receive distance training for the target groups can take the pilot courses online and receive distance learning to enable active participation of people from different locations. These open online courses are available for workers, trainers and VET staff, as well as for one of the main target groups of this project, unemployed women, who can acquire and improve their skills to be better prepared to enter the labour market in the stone sector.

Hosted on the OER (Open Educational Resource) platform of the project, the MOOC has been developed including three online courses addressed to an unlimited number of participants through the Internet, according to the principle of open and mass education. The target groups of these courses will focus on the 3 main groups mentioned above: women (both at risk of exclusion, young people and people over 45 years old), vocational teachers and entrepreneurs in the stone sector.

Specifically, this task "*O4-A4. Handbook on the improvement of inclusion of women in stone sector*" includes all the models, tools and methodologies produced in the courses developed in the project and which are collected and framed in a didactic guide.

This Handbook is the final product of the project and includes in an interactive way all the contents of the project, as well as a new methodological approach to the training materials developed.

## 2. Learning outcomes to open gates of women in natural stone

The first step to improve the inclusion of women in the stone sector is to define the main objectives and learning outcomes for the development of the training plan, as well as the goals to be achieved. The main objective is to collect the results of the needs analysis and literature review regarding the need for gender equality training and to represent the specific needs of the target groups and direct beneficiaries.

They are summarised below the key competences and information needed by learners to achieve the main objectives of the proposed curriculum in the WinSTONE project and are included in the document "O2-A1. Definition of the learning objectives and learning outcomes of the curriculum" developed in the project. curriculum" developed in the project.

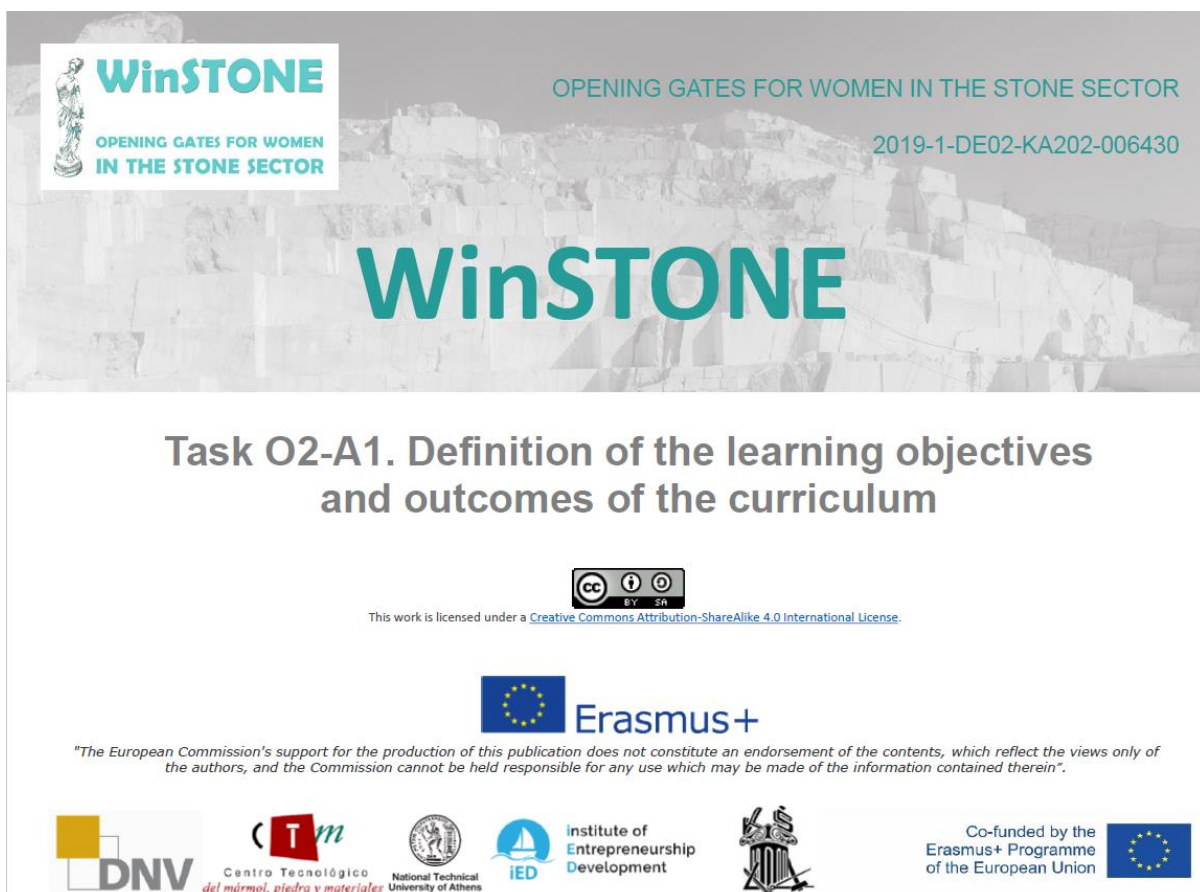


Figure 1. O2-A1. Definition of the learning objectives and learning outcomes of the curriculum.

In the specific context of research organisations and higher education institutions, the European Commission considers a Gender Equality Plan as a set of actions aiming at:

1. Conducting impact assessment / audits of procedures and practices to identify gender bias.



2. Identifying and implementing innovative strategies to correct any bias.
3. Setting targets and monitoring progress via indicators.

A Gender Equality Plan can be broken up in different steps or phases, each requiring specific types of interventions:

- An analysis phase, in which sex-disaggregated data is collected; procedures, processes and practices are critically assessed with a view to detect gender inequalities and gender bias.
- A planning phase, in which objectives are defined, targets are set, actions and measures to remedy the identified problems are decided, resources and responsibilities are attributed, and timelines are agreed upon.
- An implementation phase, in which activities are implemented and outreach efforts are undertaken so as to gradually expand the network of stakeholders.
- A monitoring phase, in which the process and the progress are regularly followed through and assessed. Findings from the monitoring exercise(s) allow to adjust and to improve interventions, so that their results can be optimised.

## 3. Training materials for inclusion of women

### 3.1. Definition and scope

The balanced participation of women and men in family and working life must be one of the basic pillars for the formation of an advanced and more egalitarian society.

Promoting the incorporation of women into decent employment, fostering the female entrepreneurial spirit and encouraging their promotion in traditionally male-dominated work environments, such as the stone sector, is essential to achieve an egalitarian society at all levels.

### 3.2. 3 target groups and 3 handbooks

In relation to the project's target groups, the analysis of the situation determines three necessary lines of action:

1. **Promoters** in stone sector.
2. **Trainers**.
3. **Students** and **workers** (specifically blue workers and women).

Once the target groups of the project have been identified and the necessary training objectives have been established in order to achieve the inclusion of women at all levels of the value chain of the stone sector, the learning outcomes set for each target group are shown below, to satisfy the training needs detected.



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**Learning outcomes for promoters:**

1. Gain knowledge about the current **regulations on equality** and have a first approach to equal opportunities between men and women in the company.
2. Gain knowledge about the **situation of equality** between men and women in the stone sector
3. Learn how to put into practice an **equality plan** in the company.
4. Review the most important **concepts** regarding **equal opportunities** in general and those specific to the productive field with the aim of having a tool that facilitates the understanding of the contents that will be developed.
5. Analyse the current **situation of women** and men in the companies to make a diagnosis of the needs for the introduction of positive actions.
6. Carry out a **temporary analysis** of the advances in **equality matters** to end up with a visualization, through practical examples, of the inequalities that are produced in the business environment.
7. Gain knowledge about the **institutional policies** both European and national, for the promotion of equal opportunities.
8. Gain knowledge about what an **egalitarian business culture** is and the advantages and opportunities that its **implementation** means for companies.
9. Provide students with the necessary tools to be able to make an **effective diagnosis of the situation of companies** about the implementation of equality measures.

**Learning outcomes for trainers:**

1. Fundamentals of **Gender Equality**.
2. Programming **training actions** with a gender perspective.
3. Development of **didactic materials** with a gender perspective.
4. Making **training actions** on gender equality more **dynamic**.
5. Evaluating the **teaching-learning process**.



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**Learning outcomes for students and workers:**

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

Once the learning objectives and outcomes have been established, the main focus is to ensure that the most appropriate and effective tools and approaches for curriculum development are considered, in order to ensure that the social entrepreneurship curriculum is as effective as possible on the main target group of women at risk of social exclusion, trainers and vocational training centres and promoters, ensuring the most innovative and stimulating learning experience.

## 4. New technologies using educational platforms

### 4.1. Context and needs

Women's participation in the global marketplace and the changing values of the modern world of the 21st century certainly deal with many problems despite the institutional, political, and legal framework focused on gender equality. Insufficient progress in practice and the disadvantaged position of women in the labour market and in the private sphere are still visible. Women still find it difficult to reconcile work, family, and personal life, whether they are women looking for work or already employed with income.

Women are seen as those responsible for the family and the sphere of private life (the term woman is associated with unpaid work), and men as those who work in the public sphere and professional work (hence they are linked to paid work). Such a division leads to a well-established unequal division of household and family responsibilities, which is one of the main reasons for discrimination against women in the labour market, as well as one of the main reasons for their limited social and political inclusion.

Research shows that this balance is one of the key factors that affects not only gender equality in the labour market, but also the quality of life of the individual, which is why there is a need to adapt employers to the requirements of modern families today and tomorrow. This balance does not only mean reconciling household and family responsibilities related to children, but also caring for older



family members, which is becoming more widespread throughout Europe due to the aging process. Thus, at different stages of life, employees, most of them women, needs to be offered solutions that will help them overcome the present difficulties in combining work and family responsibilities.

The results of the research "The impact of gender division of family responsibilities and household chores on the professional life of employed women" (2017) conducted by the institution of the Croatian Gender Equality Ombudsman as a project holder within the EU project "Towards real equality between men and women: reconciling professional and family life", said that 58% of surveyed women in the Republic of Croatia take care of all or most of the children compared to 0.2% of men, care for elderly, infirm and sick family members is mostly taken by women in 42% of cases, while mostly men in 5% of cases. At the same time, all (or most) routine household chores are performed by women in a share of 83%, and all or most household chores are performed by men in a share of 0.4%. The same research also provided interesting data on the percentage of employed women in the Republic of Croatia who experienced a negative consequence in their business life due to this imbalance: giving up business travel - 29.5%, giving up professional training - 29.8% and giving up promotion - 20.3%. Due to all the above, this issue is proving to be extremely important in achieving gender equality in the labour market.

One of the biggest obstacles to higher employment for women is the need to reconcile, on the one hand, family obligations and, on the other, work-related obligations. Since the middle of the 20th century, we have seen an increase in the employment rate of women in Europe, however, it should be borne in mind that they are often employed in sectors such as health, social care and education in which women dominate and in which salaries are slightly lower than average.

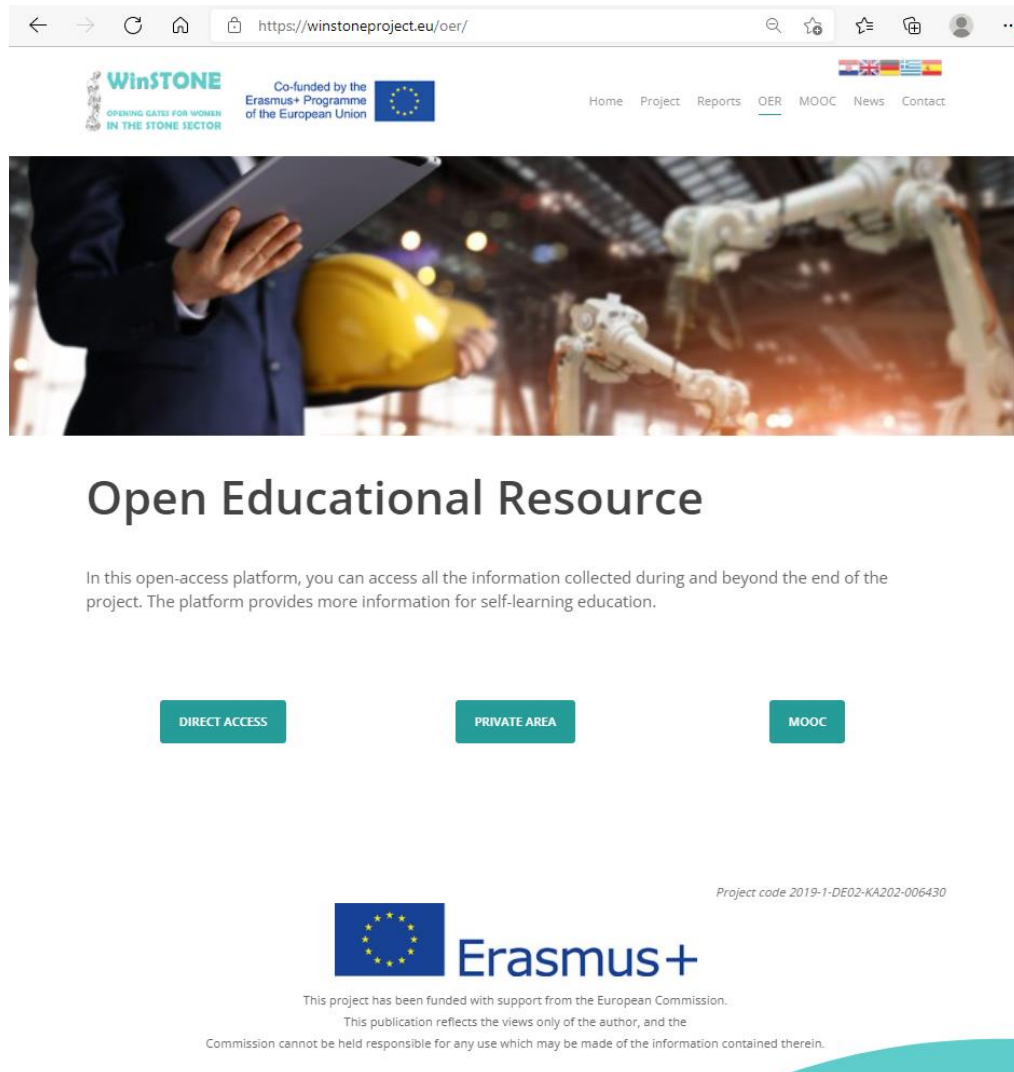
## 4.2. OER and MOOC

OER has been shown to increase student learning while breaking down barriers of affordability and accessibility. Feldstein et al. (2012) conducted a research study at Virginia State University, where OER were implemented across nine different courses in the business department. Researchers found that students in courses that used OER more frequently had better grades and lower failure and withdrawal rates than their counterparts in courses that did not use OER.

OERs give faculty the ability to customize course materials, creating the "perfect" course packet or textbook instead of being bound to a traditional one-size-fits-all model. Customization gives faculty control over the quality of their course materials as well as the type and timing of updates to textbooks and other resources.

OER and MOOC are a really useful tools to give a quick, comfortable and accurate training about any topic. WinSTONE consortium has developed an OER platform has been provided with the training materials of the project, where is included an area of Community of Practice for open discussions and exchange and is included an e-library with important and relevant resources, compiling new training materials.





The screenshot shows the WinSTONE Open Educational Resource (OER) platform. The browser address bar displays <https://winstoneproject.eu/oer/>. The website header includes the WinSTONE logo, the Erasmus+ Programme of the European Union logo, and a navigation menu with links for Home, Project, Reports, OER, MOOC, News, and Contact. A large banner image depicts a person in a blue suit holding a tablet and a yellow hard hat, standing in a factory with robotic arms. Below the banner, the text reads: "Open Educational Resource" and "In this open-access platform, you can access all the information collected during and beyond the end of the project. The platform provides more information for self-learning education." Three buttons are visible: "DIRECT ACCESS", "PRIVATE AREA", and "MOOC". At the bottom, the Erasmus+ logo is displayed with the text: "Project code 2019-1-DE02-KA202-006430", "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."

Final version of the OER: <https://winstoneproject.eu/oer/>

Regulations on the project: <https://winstoneproject.eu/oer/regulations/>

Technical documents of the project: <https://winstoneproject.eu/oer/technical-documents/>

Final version of the Web page: <https://winstoneproject.eu/>

List of reports on the project: <https://winstoneproject.eu/reports/>

Specifically, The MOOC is based on previous reports, taking into account the main aspects to contribute to overcome the barriers related with the topic of this project.

The MOOC content is mainly based on handbooks accompanied by supporting material such as videos, webinars, articles, legislation and conferences.



Final version of the MOOC: <https://class.winstoneproject.eu/>




### Available Courses



**Navigation**

- ▼ Dashboard
  - 🏠 Site home
  - > Site pages
  - ▼ My courses
    - > GEP
    - > EGTT
    - > EGBW

**Recently accessed courses**




No recent courses

**Course overview**

▼ All (except removed from view)
🔍 Course name

🗪 Card




Miscellaneo... ☰

Course on equal gender for training of trainers

...

0% complete




Miscellaneo... ☰

Course on gender equality for promoters in

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Equal gender in stone sector course

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**Timeline**

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No upcoming activities due

**Private files**

No files available

[Manage private files...](#)

**Online users**

1 online user (last 5 minutes)

👤 [Student Zero](#) 👁️

**Latest badges**

You have no badges to display

## 5. Successful experiences

We are going to examine below real cases where organisations have implemented gender equality plan and the results:

**GenderNet Freie Universität Berlin (Germany)** is a network structure aimed at facilitating and boosting communication and cooperation between actors in the areas of gender research and gender equality practice at different levels. This innovative, flexible structure brings together researchers, gender equality officers, actors in management and administration and members of committees and other relevant bodies. They jointly address current challenges and drive forward excellent gender research, inclusive gender equality practice, international dialogue and transnational cooperation. The work within GenderNet Freie Universität Berlin is coordinated by a steering team (“Leitungsteam”) consisting of key actors in university management, gender equality work and gender research of Freie Universität Berlin. Five project teams have been set up to each address one of the following current



challenges through joint efforts: gender in research; internationalisation; gender in MINT subjects (mathematics, information sciences, natural sciences, and technology); diversity; and the institutional strategy.

**WiSER (Centre for Women in Science and Engineering Research)** at Trinity College Dublin (TCD) (Ireland) was established following a funding call from Science Foundation Ireland in 2005 aimed at addressing the under-representation of women in science, engineering and technology. The Centre aims to recruit more women and girls into STEM careers and education; to enable highly skilled women researchers to remain in STEM careers; and to encourage and assist top-level researchers to return to work following a career break. WiSER's activities and practices are underpinned by the core value that scientific excellence is only achievable in an environment that supports, enables and sustains all outstanding researchers, regardless of gender. WiSER collects gender disaggregated statistics in TCD and reports on them annually to highlight gender gaps and to monitor progress. WiSER offers a range of practical professional development training to women academics and researchers working in STEM in TCD such as a mentoring programme, seminars which provide networking opportunities for women, WiSER academic writing group seminars and tips and information on how women can build their academic research profile via online tools and checklists and other supports. There is also information on work life balance and TCD policies and support for career breaks and flexible working. Funding for the Centre comes from the university (TCD). However, many of the WiSER activities have been funded through EU projects such as INTEGER.

### **Prezi**

Prezi, now one of the most successful tech companies in Hungary, began life as a start-up project supported by Kitchen Budapest and Hungarian Telekom in 2008. Its main product is a cloud-based presentation software that was designed to replace traditional linear presentation methods with a new, freemium storytelling tool. The software enables ideas to be presented in a non-linear way, allowing users freestyle navigation through content. The word prezi in Hungarian is short for 'presentation'.

The company reported 85 million users in 2017 and now operates out of the two headquarters in Budapest and San Francisco. Prezi maintains a very strong commitment to diversity. It views diversity as a key to creative ideas and an inspirational working atmosphere and ultimately to success. Prezi is probably equally well known for its high-quality services, as for its inclusive, motivating, progressive working environment. Improving its employees' work-life balance is part of Prezi's overarching diversity strategy, and the company has many different initiatives underway that support its employees to live and work to their full potential, whatever their life situation.

Prezi is implementing a range of parallel initiatives supporting work-life balance. The company's success in creating a truly employer-friendly work environment lies in multiple medium-sized and smaller initiatives. Their combination ensures a progressive, inclusive, friendly working environment.

### **Netlight**

Netlight considers equality to be its cornerstone and a strategic objective since 2012. All Netlight partners sign the company's Declaration of Equality, and those in Helsinki have signed an agreement on promoting equality. An equality clause is also included in all job contracts and client agreements.



Equality is a mainstreamed ideology from strategy level to the everyday behaviour of each individual employee. In practice, equality is emphasised throughout the entire recruitment process and induction of new employees. Netlight's ongoing in-house recruiting of new talents ensures that role models for women can be found, and good practices disseminated and developed.

The company aims to be a role model in equality across the industry. It wants to show that positive change can occur through positive action. While diversity is a stand-alone value, it also relates to innovation and productivity. Therefore, Netlight's strategic line comes to life at every level of the organisation, from the highest-level manager to the newest employee, every day.

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