

**GENDER  
DIVERSITY**

**FOSTERS EMPLOYMENT**

# **TRAINING BOOKLET**

## **> WOMEN JOB SEEKERS PROFESSIONAL RETRAINING**

TO JOBS TRADITIONALLY  
HELD BY MEN

- REORIENT
- SUPPORT

This Guide was funded with the support  
of the European Commission.



**Erasmus+**

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DIVERSITY**

FOSTERS EMPLOYMENT

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# FOR WHOM IS THIS TRAINING BOOKLET?

## For coaches of professionals who support job seekers

> Who are the professionals supporting job seekers?

Professionals who welcome and advise people looking for work in structures such as job centres, organisations facilitating employment, organisations for women and employment, local employment organisations, local employment departments...

## WHY THIS BOOKLET?

**Because vocational retraining to occupations traditionally held by men is a permanent source of employment for women job seekers who are often in precarious situations.**

**Because professionals supporting job seekers sometimes feel helpless in helping the professional retraining of women who have the least professional opportunities to trades traditionally held by men.**

These professionals may lack:

- Knowledge about the success factors of this type of professional retraining
- Arguments to convince women job seekers of the benefits of this type of vocational retraining
- Training about diversity in the workplace

This training booklet provides trainers with turnkey teaching tools to train professionals in employment counseling to help reorient and support women who have the least employment opportunities in successfully retraining to jobs traditionally held by men.

# HOW DOES IT WORK?

This training booklet presents 4 pedagogical stages:

- **Committing to training**
- **Recognising of the problem**
- **Answering the problem**
- **Assessing learning**

Turnkey pedagogical tools are available for each step:

- **Explanatory notes** precisely define:
  - The goal of the training
  - The expected learning outcome
  - The pedagogical approach
  - A collection of useful information and documentation
- **A commented version** that is used as a guide for training professionals
- If need be, a **version ready to be released** to the learners

# **STEP #1**

# **REFLECT UPON GENDER DIVERSITY**

# **PEDAGOGICAL TOOL #1: SURVEY**

## **► EXPLANATORY NOTE**

### TRAINING OBJECTIVE

**Start a conversation about the link between equality and diversity in the workplace and facilitating employment**

### EXPECTED LEARNING RESULT

**The trainee assesses the way they support job seekers in terms of diversity and equality in the workplace**

### PEDAGOGICAL APPROACH

Duration: 1 hour

#### **Pedagogical principles:**

- Letting participants express themselves freely
- Foster discussion between participants

#### **How to present the survey?**

##### **• Suggestion #1:**

First, present the survey to each participant individually. Then, let participants debate based on their answers and past experiences. The coach moderates the conversation.

##### **• Suggestion #2:**

Dividing the group into 3 to 4-person groups.

Present the survey to the group. Participants are invited to discuss the questions and their past experiences.

# **PEDAGOGICAL TOOL #1: SURVEY**

Download  
ready-to-use  
survey  
here

## **► COMMENTED PEDAGOGICAL TOOL:**

**QUESTION 1 - Is equality between women and men important to support employment?**

- Yes  I did not really think about it  
 No

**QUESTION 2 - Are there any jobs you associate more with men than with women?**

- Yes, many  No, not really  
 Yes, some  No, none

**QUESTION 3 - If you answered “yes”, what trades do you associate more with men than with women?**

[Free Answer Field]

**QUESTION 4 - Do you think there are jobs that women should not or can not practice?**

- Yes, as they require physical strength  Yes, for some other reason  
 Yes, because women are less skilled in these trades  Yes, for many of these reasons  
 Yes, because they are traditionally exercised by men  No  
 I never really thought about it

**QUESTION 5 - If you think there are jobs that women should not or can not practice, please specify your answer below.**

[Free Answer Field]

**QUESTION 6 - Have you ever experienced a situation of inequality between women and men during a job search?**

- |  |  |
|--|--|
| <input type="checkbox"/> Yes, I have been treated unequally            | <input type="checkbox"/> No, but it happened to relatives        |
| <input type="checkbox"/> Yes, I have already treated someone unequally | <input type="checkbox"/> No, this is not a problem I encountered |

**QUESTION 7 - If you have experienced it, how did this inequality manifested itself?**

[Free Answer Field]

**QUESTION 8 - We believe it is important to promote equality between women and men and diversity in supporting employment.**

**According to you, why is it important?**

Select as many answers as you like.

- |  |   |
|--|---|
| <input type="checkbox"/> Gender stereotypes can impede diversity in the workplace  | <input type="checkbox"/> Women would turn to more profitable and less precarious trades                             |
| <input type="checkbox"/> Diversity in the workplace can improve working conditions | <input type="checkbox"/> Men could choose to work trades traditionally help by women without experiencing prejudice |
| <input type="checkbox"/> Equal access to work is a right                           | <input type="checkbox"/> [Free Answer Field]  |

**QUESTION 9 - What benefits could equality between women and men have on your employment counselling?**

[Free Answer Field]

[Suggestions]

- |  |  |
|--|--|
| - Fostering the diversity in the workplace   | - Providing financial stability to women with the least employment opportunities |
| - Directing women with the least employment opportunities to a wider range of trades | - Promoting a sustainable return to employment                                   |
|  | - ....   |

**QUESTION 10 - Do you think companies can benefit from diversity in the workplace?**

- Yes  I did not really think about  
 No

**QUESTION 11 - If yes, how?**

[Free Answer Field]

[Suggestions]

- Appearing as a socially involved company
- Facilitating and supporting labour relations
- Enriching the company sustainability
- Developing the economic and structural performance of the company
- ...

# **STEP #2**

# **RECOGNISING THE PROBLEM**

## **PEDAGOGICAL TOOL #2: DEFINITION SEARCHING WORKSHOP**

### **► EXPLANATORY NOTE**

#### TRAINING OBJECTIVE

**Define common fundamental definitions about professional equality between women and men.**

#### EXPECTED LEARNING RESULT

**Be able to define and differentiate different notions related to professional equality between women and men: professional equality, equal pay, diversity, male-female parity...**

#### PEDAGOGICAL APPROACH

**Duration: 30 minutes**

#### **Pedagogical principles:**

- Letting participants express themselves freely
- Fostering discussion between participants

### ► COMMENTED PEDAGOGICAL TOOL:

PHASE 1:

**Mention words, terms, ideas that are related to EQUALITY according to the participants**

The training officer writes down all the mentioned terms and words on the board. They have to challenge the participants by asking them to go into their thoughts in depth. The words Diversity, Parity, Equal Pay, Professional Equality will be written in CAPITAL LETTERS like EQUALITY.

PHASE 2:

**Try and define each word written in CAPS.**

The training officer asks questions to help participants define each term by relying on the final definitions that are only accessible to the training officer at the start. At the end, the participants are the ones to give the definitions, with guidance from the training officer if needed.

*Definitions:*

- *Diversity: Fact of having and valuing people with different backgrounds in the workplace, including different genders, ages, origins, sexual orientations and with people with disabilities...*
- *Parity: Fact of having as many women as men in the workplace.*
- *Equal pay: Fact of paying people the same wages for the same job.*
- *Professional equality: Fact of giving both gender the same visibility, autonomy, responsibilities and empowerment in all fields of the public and private life. In the workplace, it is about treating men and women the same and equal access to jobs, to training, new positions, promotions and equal pay.*

CONCLUSION OF THE WORKSHOP:

**Putting in perspective EQUALITY and DIFFERENCE with the following exercise:**

- The speaker writes EQUAL on the board
- Question to the learners : What is the opposite of EQUAL ?  
[Answer: UNEQUAL]
- The speaker writes the answer like this :  
EQUAL ≠ UNEQUAL
- The speaker writes a new word on the board :  
SIMILAR
- Question to the learners : What is the opposite of SIMILAR ?  
[Answer: DIFFERENT]
- The speaker writes the answer like this :  
EQUAL ≠ UNEQUAL  
SIMILAR ≠ DIFFERENT
- The speaker concludes by saying that we can be equal AND different.

# **PEDAGOGICAL TOOL #3: QUIZ - GENDER INEQUALITIES IN THE WORKPLACE**

## **► EXPLANATORY NOTE**

### TRAINING OBJECTIVE

**Shine light on gender inequalities.**

### EXPECTED LEARNING RESULT

**Raise awareness about gender inequalities. Strengthen the participants' knowledge about gender equality.**

### PEDAGOGICAL APPROACH

**Duration: 30 minutes**

**Pedagogical principles:**

Learning through games

Foster debate between participants

**How to run the quiz?**

Participants can answer the questions individually or in small groups. Then, the training officer repeats the quiz with all the participants to debate all the given answers and provide the right ones.

**► COMMENTED PEDAGOGICAL TOOL:****1 – What is the average wage gap between women and men in the countries of the European Community?**

The gender pay gap (GPG) is the difference between the average gross hourly earnings of male and female employees as a percentage of the average gross hourly wage of male employees.

- Women's wages are on average 16.8% lower than men's wages
- Women's wages are on average 5.7% lower than men's wages
- Women's wages are on average 10.8% lower than men's wages

(The correct answer is the first one, Source: Eurostat)

**2 – What was the gender pay gap in Italy in 2015?**

What was the GPG in France in 2015?

What was the GPG in Bulgaria in 2015?

- 5.5%
- 15.4%
- 8.2%
- 3.5%
- 15.8%

(The correct answer is 5.5 for Italy; Source: Eurostat. For Bulgaria, the answer is 15.4, For France, it is 15.8)

**3 – What is the percentage of women in the European Parliament in 2017?**

- 49%
- 29%
- 37.4%

(The correct answer is 37.4%; Source [www.europarl.eu](http://www.europarl.eu).)

Download  
ready-to-use  
Quiz  
here

**4 – What was the percentage of women in the Italian Parliament in 2015? In the French Parliament in 2015? In the Bulgarian Parliament in 2015?**

- 31.6
- 26.2
- 37.9
- 24.6
- 15.4

(The correct answer is 31.6% for Italy; Source: Inter-Parliamentary Union  
For Bulgaria is 24.6; For France is 26.2)

**5 – What is the percentage of women in the staff of large companies?**

- 52%
- 39.6%
- 23.8%

(The correct answer is 23.8%, Source: ISFOL)

**6 – How many women in Italy have lost their jobs in 2015 when they announced a pregnancy or returned from maternity leave?**

- 5%
- 45%
- 23%

(The correct answer is 45% - Source ISFOL)

**7 – What is the employment rate for men and women between the ages of 20 and 64 in Europe?**

- 64% of women and 76% of men
- 79% of women and 82% of men
- 76% of women and 77% of men

(The correct answer is 64% of women and 76% of men - Source Eurostat)

**8 – How many women in Italy were at risk of poverty in 2015?  
In France? In Bulgaria?**

- 5%
- 23.8%
- 67%
- 13.9%
- 20.8%

It is important to highlight that in the same timeframe, only 19% of men were at risk in Italy, 20% in Bulgaria and 13.2% in France  
(The correct answer is 20.8% in Italy - Source Eurostat)

**9 – What is the average difference between women and men receiving  
tertiary education in Italy in 2015?**

- 20.8%
- 23%
- 10%
- 20.6%
- 2%

(The correct answer is 10% for Italy - Source Eurostat, 20.8 for Bulgaria, 20.6 for France)

# **PEDAGOGICAL TOOL #4: GAME - TRADES AND GENDER STEREOTYPES**

## **► EXPLANATORY NOTE**

### TRAINING OBJECTIVE

**Highlight the strength of stereotypes**

### EXPECTED LEARNING RESULT

**Raise awareness about how deep stereotypes are entrenched and about unconscious bias**

### PEDAGOGICAL APPROACH

**Duration: 30 minutes**

**Pedagogical principle:**

- Encouraging participants to express themselves freely, spontaneously and instinctively
- Fostering debate between participants

**► COMMENTED PEDAGOGICAL TOOL:**

The training officer should remind the participants that their are in a situation in which everything they say is confidential and nothing said in the training room will leave the said room. The exercise aims to speak up without fearing other people’s judgement.

**The training officer tells the participants that they will have to complete 4 sentences as fast as they can with whatever comes to their mind. All participants will be answering in the same time.**

The training officer says the sentences one after the other without commenting the participants’ answers.

**Suggested sentences:**

- *Fatima, 25 years old, already has 5 .....*
- *Robert, 48 years old, does not count his hours at his job as a.....*
- *After raising her children, Mathilda, 45 years old, dreams of a job where she could sit behind.....*
- *Mounir, 20 years old, has already spent 3 years as .....*

The training officer comes back to the first sentence, gives the most frequent answer and the real answer before doing the same for each sentence.

**Completed sentences:**

- *Fatima, 25 years old, already has 5 years of experience in logistics.*
- *Robert, 48 years old, does not count his hours at his job as a male midwife.*
- *After raising her children, Mathilda, 45 years old, dreams of a job where she could sit behind the steering wheel of a truck.*
- *Mounir, 20 years old, has already spent 3 years as an apprentice.*

The training officer asks the participants to comment the difference between their answers and the actual answer.

**Question: According to you, what did you rely on to give your answers?**

**Suggested answers:**

- Stereotypes,
- Representations,
- Prejudices,
- Clichés,
- ...

The training officers end the game by saying that it aims to show that we all are unconsciously prejudiced, influenced by the ideas widely spread in our society. It often requires more effort to go against those representations in our analysing situations and making decision in our personal and professional lives that to let this prejudice crush us.

# **PEDAGOGICAL TOOL #5: WORKSHOP ABOUT THE GENDER DIVIDE IN TRADES**

## **► EXPLANATORY NOTE**

### TRAINING OBJECTIVE

**Put into perspective the way we think about the gender divide in trades**

### EXPECTED LEARNING RESULT

**Understand the influence of our way of think on gender diversity in the workplace**

### PEDAGOGICAL APPROACH

**Duration: 30 minutes**

**Pedagogical principle:**

- Confronting ideas
- Fostering debate between participants

### ► COMMENTED PEDAGOGICAL TOOL:

FIRST WORKSHOP PHASE:

**Question: According to you, what are the skills needed to become a flight attendant, also known as stewardess for women and steward for men? Determine needed hard and soft skills and know-hows.**

Participants work in small groups. Then, the training officer helps them creating a common profile of the skills needed for the job.

SECOND WORKSHOP PHASE:

Once the common profile defined, the training officer gives out or project a job offer from the 50s for this kind of position.

**Download the  
50s job offer  
here**

50s job offer for a flight attendant:

#### **STEWARDESS WANTED**

Height: less than 5 feet 2 inches

Weight: less than 8.2 stones

Elegant and well-groomed

Younger than 25 years old

Single without children

Tasks: ensuring the passengers' well-being, serving food and beverages on board, taking care of children on board.

*Please note makeup and hairdresser costs will not be reimbursed.*

**Question: Does this job offer that dates from the beginnings of this trade include the same skills as those defined together?**

The training officer lets the participants answer freely and foster exchanges to deepen the subject.

### Questions:

- According to you, can the criteria mentioned in the offer from the 50s be divided in knowledge, hard and soft skills as in the offer we wrote together?
- According to you, why was the job only for women at the beginning?
- According to you, what skills did people assume women have for this job?

# **PEDAGOGICAL TOOL #6: WORKSHOP – SKILLS AND GENDER STEREOTYPES**

## **► EXPLANATORY NOTE**

### TRAINING OBJECTIVE

**Analysing the skills expected from women and men at work.**

### EXPECTED LEARNING RESULT

**Measuring the influence of gender stereotypes on diversity in the workplace.**

### PEDAGOGICAL APPROACH

**Duration: 30 minutes**

**Pedagogical principle:**

- Making the participants confront their own stereotypes and widely-spread stereotypes
- Fostering debate between participants

**► COMMENTED PEDAGOGICAL TOOL:**

**Question:** According to you, what are the skills that are the most often associated with women and men?

Download the ready-to-use exercise here

Sort this skills in the following table:

**Knowledge:** creativity, synthesis, intuitive intelligence, logical intelligence

**Hard skills:** authority, charisma, fighting spirit, leadership, organisation, flexibility, meticulousness, action-taking, attention to detail, strategy, teamwork

**Soft skills:** communication, confidence, diplomacy, listening, empathy, stress management, negotiating, sensibility

	<b>“Male” skills</b>	<b>“Female” skills</b>
<b>Knowledge</b>		
<b>Hard skills</b>		
<b>Soft skills</b>		

**Answer:**

According to an IMS Entrepreneurs\* study, managers classify skills as follow:

	<b>“Male” skills</b>	<b>“Female” skills</b>
<b>Knowledge</b>	logical intelligence, synthesis	intuitive intelligence, creativity
<b>Hard skills</b>	action-taking, strategy, fighting spirit, leadership, authority, charisma	organisation, flexibility, meticulousness, attention to detail, teamwork
<b>Soft skills</b>	negotiating, stress management, confidence, communication	diplomacy, listening, empathy, sensibility

*\*Source: 1.200 employees of major companies surveyed by IMS Entrepreneurs.*

**CONCLUSION :**

**According to IMS Entrepreneurs, the “ideal manager” is an androgynous being that combines male and female professional skills:**

“In spite of the consensus about the differences in male and female skills, managers have an androgynous idea of who a good manager or executive ideally is. Indeed, the perfect profile does not fit any of the male or female models. To the question “according to you, what are the three most important general qualities to be a good manager or a good executive?”, managers answered:

## STEP#2 RECOGNISING THE PROBLEM

Talking about men	Talking about women
Charisma, leadership	Leadership, exemplarity
Empathy, humanism, impartiality	Interpersonal skills, network, honesty
Communication, listening, bringing together, giving	Meticulousness, organisation, project leadership, results
Decision making, analysis, knowledge, control	Decision making, knowledge
Involvement, implication, innovation, adaptation, mobility	Mobility

Skills associated with women

Skills associated with men

Skills associated with both genders

# **PEDAGOGICAL TOOL #7: WORKSHOP – QUESTIONING TRADES**

## **► EXPLANATORY NOTE**

### TRAINING OBJECTIVE

**Questioning the gendered division of trades**

### EXPECTED LEARNING RESULT

**Questioning the traditional gendered division of trades**

### PEDAGOGICAL APPROACH

**Duration: 30 minutes**

**Pedagogical principles:**

- Learning through games
- Fostering debate between participants

► COMMENTED PEDAGOGICAL TOOL:

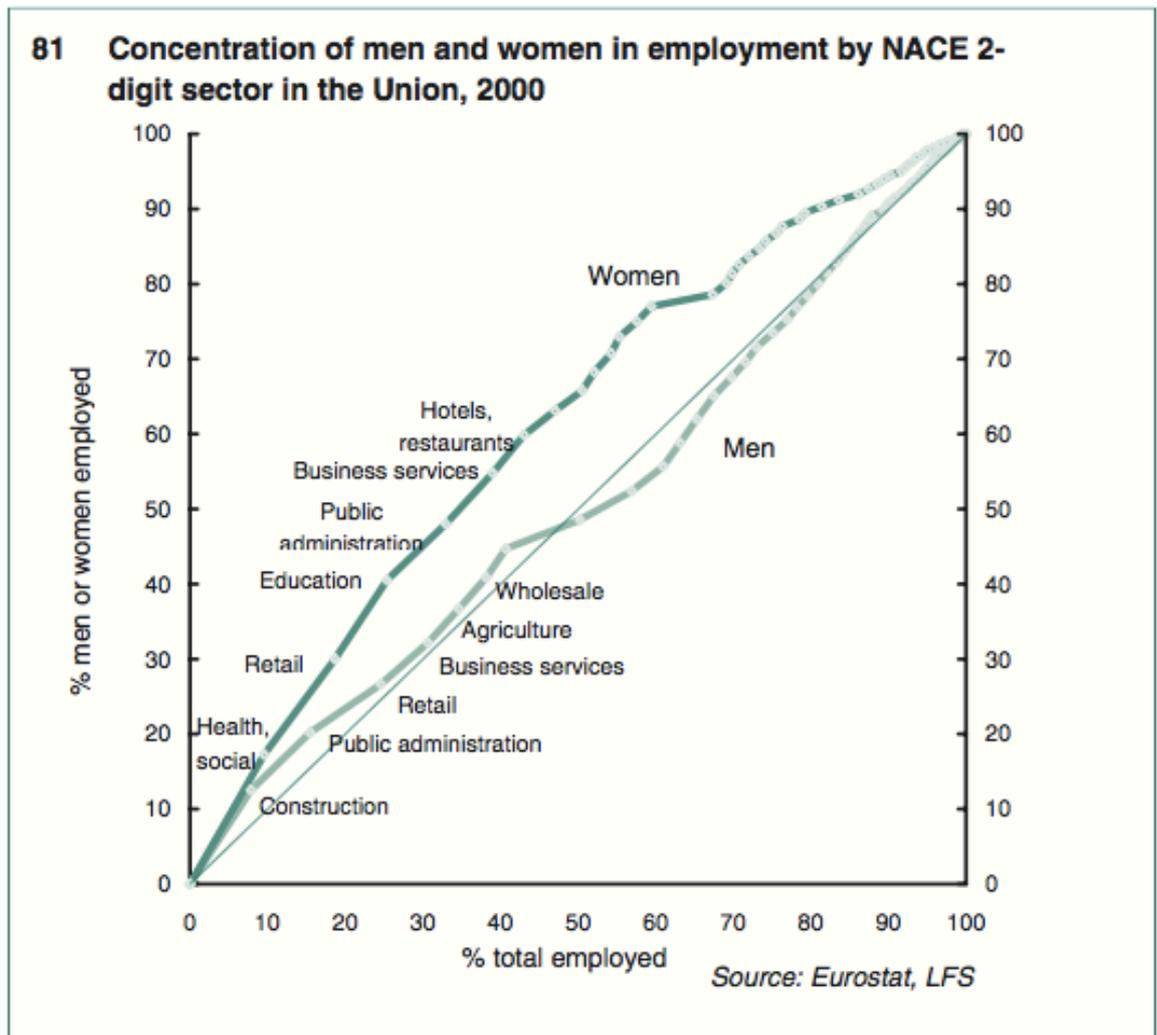
**QUESTION 1:**

Among jobs traditionally held by women, which one seems more accessible to men? Why?

**QUESTION 2:**

Among jobs traditionally held by men, which one seems more accessible to women? Why?

Download the ready-to-use exercise here



Participants ask questions freely and debate together.

# **PEDAGOGICAL TOOL #8: VIDEOS: OCCUPATIONAL SEGREGATION**

## **► EXPLANATORY NOTE**

### TRAINING OBJECTIVE

**Understanding occupational segregation.**

### EXPECTED LEARNING RESULT

**Being aware of occupational segregation and of cultural factors curbing diversity in trades**

### PEDAGOGICAL APPROACH

**Duration: 30 minutes**

#### **Pedagogical principles:**

- Let professional diversity experts speak.
- Let women and men who work in trades traditionally held by people of the opposite gender speak.
- Foster debate between participants.

**► COMMENTED PEDAGOGICAL TOOL:**

The pedagogical tool #8 offers a series of videos to have a better understanding of how gender stereotypes work and work occupational segregation happens.

- **DEBUNKING GENDER STEREOTYPES**



- **PRIMARY SCHOOL CHILDREN REVEAL REALITY OF GENDER STEREOTYPING**



- **HOW TO AVOID GENDER STEREOTYPES?**



- **GENDER ROLES IN SOCIETY**



# **PEDAGOGICAL TOOL #9: WORKSHOP – RETRAINING TOWARDS “MALE” JOBS: WHAT BENEFITS FOR WOMEN IN PRECARIOUS SITUATIONS?**

## **► EXPLANATORY NOTE**

### TRAINING OBJECTIVE

**Confronting job offers for positions traditionally held by women and job offers for positions traditionally held by men.**

### EXPECTED LEARNING RESULT

**Knowing what a women in a precarious situation has to gain by retraining towards a job traditionally held by a man: work, a wider range of professional perspectives, financial and professional stability...**

### PEDAGOGICAL APPROACH

**Duration: 45 minutes**

**Pedagogical principle:**

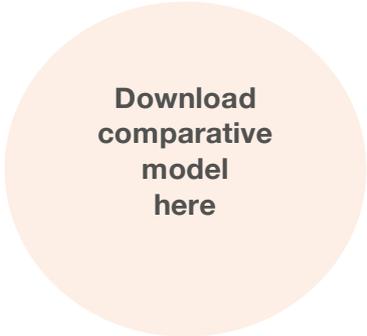
- Analyse a situation
- Foster debate between participants

**► COMMENTED PEDAGOGICAL TOOL:**

**Analysing 10 job offers thanks to a comparative model.**

The 10 job offers are:

- 5 job offers for positions traditionally held by women,
- 5 job offers for positions traditionally held by men.



**The comparative model entails:**

5 criteria,

- **Schedule:** normal, changing, night work...?
- **Working time:** is it a full-time job, part-time job...?
- **Type of contract:** permanent, fixed term, temp...?
- **Required qualifications:** are beginners accepted? Is a training offered? Is a driving licence required? ...
- **Salary:** It is a minimum wage job? more? ...



**Sample job offer to be analysed:**

		<p>Electrical Inspector / Engineer required for South London Council - £25ph plus</p> <p><b>Your new company</b> This South London Borough are currently recruiting for an Electrical Inspector to work on a range of projects and to look after a host of Commercial Buildings.</p> <p><b>Your new role</b> The key responsibility of the Electrical Inspector will be to ensure all aspects of electrical works carried out on site by contractors meet the exacting requirements of the project technical brief/specification and drawings. You must maintain detailed diaries and site notes on a daily basis and establish and maintain good channels of communication with client officers, contractors, residents, colleagues and any other stakeholders. You will undertake adequate site inspection and monitoring on all projects assigned covering for colleagues from time to time, as appropriate as well as other duties as deemed necessary.</p> <p><b>What you'll need to succeed</b> Knowledge of Fire Alarm Systems, automatic opening ventilation, CCTV, emergency lighting, lightning protection systems, integrated reception systems, digital video recorders, door entry systems and stand alone aerial systems. Experience in Electrical testing procedures in accordance with the 17th Edition of IET Wiring Regulations; C&amp;G 2330, 2357, 2365 level 3 - AM2 &amp; NVQ 2356 level 3 standard or equivalent in electrical or electronic engineering or have C&amp;G 2391, 2394 &amp; 2395 in inspecting and testing and certification of electrical installations or relevant experience gained within the industry</p>
Recruiter	HAYS	
Location	London	
Salary	£24.00 - £30.00 per hour	
Posted	31 Oct 2017	
Closes	30 Nov 2017	
Ref	3146015	
Contact	Ben Styles	
Industry	Construction, Engineering, General, Housing, Maintenance & asset management	
Job function	Consultant	
Job level	Experienced (non manager)	
Hours	Full time	
Contract	Temp	
Listing type	Job vacancy	
Education level	HND/HNC	

### CONCLUSION OF THE WORKSHOP:

Presenting examples of initiatives led by major companies to hire women in positions traditionally held by men :

- P&G: <http://us.pg.com/who-we-are/our-approach/diversity-inclusion>
- Mastercard: [https://www.mastercard.co.uk/content/dam/mccom/en-gb/documents/MCUS-14012\\_Diversity\\_Brochure\\_v1\\_July23.pdf](https://www.mastercard.co.uk/content/dam/mccom/en-gb/documents/MCUS-14012_Diversity_Brochure_v1_July23.pdf)

# **PEDAGOGICAL TOOL #10: WORKSHOP: “MALE” JOBS: WHAT ARE THE BRAKES FOR RETRAINING WOMEN?**

## **► EXPLANATORY NOTE**

### TRAINING OBJECTIVE

**Identifying brakes to the retraining of women towards jobs traditionally help by men.**

### EXPECTED LEARNING RESULT

**Knowing brakes to the retraining of women towards jobs traditionally help by men.**

### PEDAGOGICAL APPROACH

**Duration: 45 minutes**

#### **Pedagogical principles:**

- Exchange participants' ideas and experiences.
- Foster debate between participants.

### ► COMMENTED PEDAGOGICAL TOOL:

#### QUESTION 1:

**We have just seen that the job market is broadly divided into jobs that are traditionally held by men – with a better paid and more perspective – and jobs that are traditionally held by women.**

**According to you, why is that so?**

The training officer writes down the participants' answers on a board.

The answers are classified into categories:

- mentalities,
- culture,
- education,
- media...

Training officer's conclusion:

**There is a wide range of brakes in several fields, they do not always depend on the job officer, are deeply entrenched and unconscious.**

#### QUESTION 2:

**According to you, when a women considers retraining towards a job traditionally held by men, what obstacles can she face in her retraining?**

To help participants find the answers, you can give them the steps of a retraining programme:

- choice the future job
- support in retraining
- training
- access to the job market
- ...

The training officer writes down the participants' answers on a board and can classify them according to steps of the retraining journey.

Possible answers:

- while choosing the future job: personal environment...
- during the support in retraining: brakes from the job officer...
- during training: lack of infrastructure dedicated to women, lack of equipment created for women...
- while entering the job market: sexism, integration...

Training officer's conclusion:

Most women who retrain towards jobs traditionally held by men face professional and personal obstacles.

It makes it necessary to support these women at each step of their retraining process. Job support structures play a key role in their long-term successful retraining.

# **STEP #3**

## **Answering the problem**

# **PEDAGOGICAL TOOL #11: THE 10 KEYS FOR A SUCCESSFUL RETRAINING**

## **► EXPLANATORY NOTE**

### TRAINING OBJECTIVE

**Understanding the 10 keys for a successful retraining of women towards jobs traditionally held by men**

### EXPECTED LEARNING RESULT

**Having keys to support the successful retraining of women towards jobs traditionally held by men**

### PEDAGOGICAL APPROACH

**Duration: 1 hour**

### ► COMMENT PEDAGOGICAL TOOL:

Presentation of the 10 keys for a successful retraining of women towards jobs traditionally held by men. For each key, participants exchange ideas and experiences.

**Download  
the 10 keys  
here**

# **PEDAGOGICAL TOOL #12: ROLE-PLAY: CHOOSING A CAREER PATH**

## **► EXPLANATORY NOTE**

### TRAINING OBJECTIVE

**Confront arguments for and against the retraining of women towards jobs traditionally held by men.**

### EXPECTED LEARNING RESULT

**Being able to give women in precarious situations arguments about the benefits of retraining of women towards jobs traditionally held by men**

### PEDAGOGICAL APPROACH

**Duration: 1 to 2 hours**

**Pedagogical principle:**

- Role-play with real-life situation
- Foster debate between the participants

► **COMMENTED PEDAGOGICAL TOOL:**

ROLE-PLAY PRINCIPLES:

2 players

Player A is the job officer.

Player B is a woman job seeker among those profiles:



**WOMAN JOB SEEKER #1**

NAME/First name: UNEAU Claire

Age: 41

Current situation: Finds it difficult to provide for her family

Family situation: Single mother with two children (4 & 12)

No childcare for the children

Professional situation: Several odd jobs as a cleaner. Rarely works a full week and has a schedule that is not fitting for a family life.

Other information: Has a family member working on construction sites, likes flowers, has not thought about working with men

**WOMAN JOB SEEKER #2**

NAME/First name: BILL Amanda

Age: 38

Current situation: Has not worked for the past two years.

Family situation: Married for 6 years, her husband is a cleaner

Professional situation: Has a secretary degree. Has worked for a few years, has been fired and cannot find an administrative position since.

Other information: Does not have a driving license, loves DIY

#### ROLE-PLAY OBJECTIVE:

Player A has to convince player B that she could work in much more fields, especially in trades traditionally held by men. Player B is reluctant and has to express what brakes prevent her from consider those trades.

To make the game more interesting, players can be assessed according to the amount of arguments they give. The assessment gave be done by the training officer or by the participants that do not take part in the role-play.

Several scenes can be played.

During the role-play, the training officier writes down the arguments for and against retraining on a board.

At the end of each scene, the speaker fosters discussion between all the participants using the arguments given by the players.

The most relevant arguments are chosen.

Participants leave the workshop with the list of most relevant argument for and against retraining.

# **PEDAGOGICAL TOOL #13: ROLE-PLAY: SUPPORTING RETRAINING**

## **► EXPLANATORY NOTE**

### TRAINING OBJECTIVE

**Identifying brakes against the retraining of women towards jobs traditionally held by men thanks to a real-life situation.**

**Learn to provide arguments to remove those braking factors.**

### EXPECTED LEARNING RESULT

**Being able to help women retraining towards jobs traditionally held by men to remove brakes to successful retraining**

### PEDAGOGICAL APPROACH

**Duration: 1 to 2 hours**

**Pedagogical principle:**

- Role-play with real-life situation
- Foster debate between the participants

**► COMMENTED PEDAGOGICAL TOOL:**

ROLE-PLAY PRINCIPLES:

2 players

Player A is the job officer.

Player B is a woman job seeker who is retraining towards a job traditionally held by men:

**Download  
profile  
here**

**PROFILE OF A WOMAN JOB SEEKER WHO IS RETRAINING TOWARDS A JOB TRADITIONALLY HELD BY MEN (based on a real-life case)**

Caroline H. has decided to become a plastics technician. She is passionate about her job. When she started her training (as the only woman in her course), she faced obstacles that led her to question her choice. She started to doubt herself and shared her experience and doubts with her job officer.

She faced two major obstacles:

Sexist speech from other training participants (according to her manager, her presence in her department and the resulting diversity are an advantage – her experience with sexist speech during the training has prepared her for the same experience within the company)

Carrying heavy loads (the training facility lacked equipment helping in carrying heavy loads, Caroline H. will see that companies are much better equipped)

*To help participants, give out a plastic technician job description, available here: <http://career.iresearchnet.com/career-information/plastics-engineer-and-plastics-technician-careers/>*

Role-play objective:

Player A has to convince Player B to carry on with their retraining towards the job she is passionate about. Player B shares her difficulties.

Several scenes can be played.

During the role-play, the training officer writes down given arguments for and against retraining.

At the end of each scene, the training officer fosters debate within the group thanks to the arguments they have written down.

The most relevant arguments are chosen.

Participants leave the workshop with the list of most relevant argument for and against retraining.

# **PEDAGOGICAL TOOL #14: WORKSHOP – FOR A SUCCESSFUL LONGTERM ACCESS TO THE JOB MARKET**

## **► EXPLANATORY NOTE**

### TRAINING OBJECTIVE

**Creating an action plan to give an easier job market access to women job seekers retraining towards a job traditionally held by men**

### EXPECTED LEARNING RESULT

**Be able to foster long-term job market access to women job seekers retraining towards a job traditionally held by men**

### PEDAGOGICAL APPROACH

**Duration: 1 to 2 hours**

**Pedagogical principle:**

- Practical implementation
- Foster debate between the participants

### ► COMMENTED PEDAGOGICAL TOOL:

In small groups, participating job officers build an action plan to give women job seekers retraining towards a job traditionally held by men a long-term access to the job market.

They will be able to use this action plan in their everyday work.

Participants will use keys 8, 9 & 10 from the 10 keys to build their plan. They will create solutions that are relevant for their network and audience.

After this workshop, participants will share their action plans with the whole group.

The goal is to share action plans, experiences and ideas.



**Download  
the 10 keys  
here**

**STEP #4**  
**ASSESSING**  
**MY POSITION**  
**BEFORE/AFTER**  
**TRAINING**

## **PEDAGOGICAL TOOL #15:**

### **► EXPLANATORY NOTE**

#### TRAINING OBJECTIVE

**Assessing a change in attitude before/after the training**

#### PEDAGOGICAL APPROACH

**Duration: 30 minutes**

#### **Pedagogical principles:**

- Assess the change in attitude before/after training
- Foster debate between participants about their impressions before/after training

**► COMMENTED PEDAGOGICAL TOOL:**

Answers have to be compared with answers given at the beginning of the training (see pedagogical tool #1).

**Download the  
ready-to-use  
assessment  
survey  
here**

**QUESTION 1 – Is equality between women and men important to support employment?**

- Yes  I did not really think about it  
 No

**QUESTION 2 – Are there any jobs you associate more with men than with women?**

- Yes, many  No, not really  
 Yes, some  No, none

**QUESTION 3 – If you answered “yes”, what trades do you associate more with men than with women?**

[Free Answer Field]

**QUESTION 4 – Do you think there are jobs that women should not or can not practice?**

- Yes, as they require physical strength  Yes, for some other reason  
 Yes, because women are less skilled in these trades  Yes, for many of these reasons  
 Yes, because they are traditionally exercised by men  No  
 I never really thought about it

**QUESTION 5 – If you think there are jobs that women should not or can not practice, please specify your answer below.**

[Free Answer Field]

**QUESTION 6 – Have you ever experienced a situation of inequality between women and men during a job search?**

- |  |  |
|--|--|
| <input type="checkbox"/> Yes, I have been treated unequally            | <input type="checkbox"/> No, but it happened to relatives        |
| <input type="checkbox"/> Yes, I have already treated someone unequally | <input type="checkbox"/> No, this is not a problem I encountered |

**QUESTION 7 – If you have experienced it, how did this inequality manifested itself?**

[Free Answer Field]

**QUESTION 8 – We believe it is important to promote equality between women and men and diversity in supporting employment.**

**According to you, why is it important?**

Select as many answers as you like.

- |  |   |
|--|---|
| <input type="checkbox"/> Gender stereotypes can impede diversity in the workplace  | <input type="checkbox"/> Women would turn to more profitable and less precarious trades                             |
| <input type="checkbox"/> Diversity in the workplace can improve working conditions | <input type="checkbox"/> Men could choose to work trades traditionally help by women without experiencing prejudice |
| <input type="checkbox"/> Equal access to work is a right                           | <input type="checkbox"/> [Free Answer Field]  |

**QUESTION 9 – What benefits could equality between women and men have on your employment counselling?**

[Free Answer Field]

[Suggestions]

- Fostering the diversity in the workplace
- Directing women with the least employment opportunities to a wider range of trades
- Providing financial stability to women with the least employment opportunities
- Promoting a sustainable return to employment
- ....

## STEP#4 ASSESSING MY POSITION BEFORE/AFTER TRAINING

**GENDER  
DIVERSITY**

FOSTERS EMPLOYMENT

**QUESTION 10 – Do you think companies can benefit from diversity in the workplace?**

- Yes
- No

I did not really think about

**QUESTION 11 – If yes, how?**

[Free Answer Field]

[Suggestions]

- Appearing as a socially involved company
- Facilitating and supporting labour relations
- Enriching the company sustainability
- Developing the economic and structural performance of the company
- ...

## **PEDAGOGICAL TOOL #16:**

### **► EXPLANATORY NOTE**

#### TRAINING OBJECTIVE

**Assess the knowledge learned during training**

#### PEDAGOGICAL APPROACH

**Duration: 30 minutes**

#### **Pedagogical principles:**

- Assess the knowledge learned during training
- Foster debate between participants about their impressions before/after training

**► COMMENTED PEDAGOGICAL TOOL:**

**QUESTION 1 – In an electricity company with 35 employees, can we use the term “diversity” if 10 of them are women?**

- Yes  Other  
 No

Download the  
ready-to-use  
survey  
here

[Answer : Yes, it can be considered as diversity. But there is no trade diversity if the 10 women work in administrative positions.]

**QUESTION 2 – Professional equality between women and man is:**

- Equal treatment on the job market  Equal treatment in terms of promotions  
 Equal treatment in terms of training

[Answer: All three, and equal pay and professional mobility are to be added.]

**QUESTION 3 – In France, women have always been able to work without authorisation of their husband.**

- Right  Wrong

[Answer: Wrong. It is only possible since 1965.]

**QUESTION 4 – Boys are better at maths than girls.**

- Right  Wrong

[Answer: Wrong. Girls are as good as boys at maths. In 2012, 88% of 15-year-old girls and 87% of 15-year-old boys knew the fundamentals of maths.]

**QUESTION 5 – In which job are women the least present?**

- Teach  
 IT Engineer  
 Doctor

[Answer: IT engineer. There is a lack of female engineers and qualified engineers. Women made up for 27% of all engineers hired in 2013 and 22% in 2010.]

**QUESTION 6 – Which trade hires the most women?**

- Land forces  Air forces  
 Navy

[Answer: Air forces, with 22% of women. Women know fly all types of military planes.]

**QUESTION 7 – According to you, who is the most influenced by stereotypes?**

- The less educated  Mostly men  
 Older people  Everybody  
 Mostly women

[Answer: Everybody]

**QUESTION 8 – Why don't women retrain to trades traditionally held by men?**

[Answer field]

[Answer: Several answers are right, but the lack of knowledge about the trades, stereotypical representations and the lack of confidence are the first brakes.]

**QUESTION 9 – Give 3 arguments that you would give to a women to help her retrain to a trade traditionally held by men.**

[Answer field]

# AUTHORS OF THE BOOKLET

This training booklet has been written for the project “Gender diversity fosters employment” by the economic development agency Hauts de Garonne développement and the professional equality consultant Charline Jambert. The project has been funded by the European commission thanks to a strategic partnership within the professional and educational programme Erasmus+.

5 partners has been involved in the project:

## Hauts de Garonne Développement (France)



4 main missions:

- **Support developing companies:** development of new activities, creating professional networks, human resources & diversity.
  - **Studies/Engineering:** watchdog, incubator, office provider.
  - **Support to company creation:** workshops, support of the network of players helping new companies, custom counselling.
  - **Support to company transmission:** Finding, orienting and supporting assignors
- [www.hdgdev.com](http://www.hdgdev.com)

## Charline Jambert (France)

Charline Jambert is a consultant specializing in **professional equality between women and men**. She supports public and private organisations in their approach of professional equality. **She launches and takes part in Erasmus+ partnership** in vocational training. She is especially involved in diversity and gender stereotypes issues. Thoses partnerships are meant to develop training and awareness raising tools through e)learning, videos, serious games... She is **part of the Erasmus+ network**.

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## Dobrich Chamber of Commerce and Industry (Bulgaria)



BULGARIA  
DOBRIKH  
CHAMBER OF COMMERCE  
AND INDUSTRY

The Chamber of Commerce and Industry – Dobrich is an autonomous non-governmental organisation established to support local entrepreneurial activities and to enhance regional **economic development** and prosperity. The CCI is part of the 28 Bulgarian CCIs. The chamber’s main goals include the encouragement of **international trade** and investment as well as serving as a reliable representative of its local members at the national and international level.

[www.cci.dobrich.net](http://www.cci.dobrich.net)

### Vocational training center (Italy)



CIAPE (Centro Italiano per l'Apprendimento Permanente) carries out training activities to develop and validate **soft skills**, as well as **competences required** in the future labour market.

[www.ciape.it](http://www.ciape.it)

### Guimel (France)



Guimel is a French social company. Its team has a great experience in handling European projects thanks to a participation as leader or partner in more than 80 projects in 15 years through the EQUAL and LLP programmes. GUIMEL is involved in Erasmus+ projects in several themes: new technologies, sports, health, women/men equality... Guimel is also involved in research project, the development of ECVET, European Credit System for Vocational Education and Training and ECF (EU certification framework)

[www.guimel.eu](http://www.guimel.eu)

To find out more about the project:

[www.mixite.eu](http://www.mixite.eu)