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CONSTRUCTHER
FUTURE

GENDER-INCLUSIVE TEACHING METHODOLOGIES

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WP3 - ConstructHer VET Educator Training and Development

Activity no. 1: Gender-Inclusive Teaching Methodologies

within the project „ConstructHer Future”

Language version: English



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INTRODUCTION

This document has been developed within the framework of the ConstructHER project to present a collection of gender-inclusive teaching methodologies designed to inspire, guide, and support educators, trainers, and institutions in fostering greater equality in learning environments. At its core, the purpose of this compilation is to provide practical and adaptable strategies that address structural barriers to inclusivity while offering concrete tools to encourage meaningful participation from all learners, particularly women and underrepresented groups.

The document is structured around seven distinct strategies, each contributed and refined by project partners. Together, these seven parts form a comprehensive resource that moves from broad, long-term visions for systemic change toward specific, hands-on practices. Each section follows a consistent progression: beginning with the overarching strategy, moving into the methods that translate this vision into action, then presenting techniques that can be applied in daily teaching, and finally—where relevant—illustrating these approaches with case studies. These case studies showcase successful women, pioneering initiatives, or effective examples of gender-inclusive practices, offering real-world evidence of what works.

By moving from strategic thinking to practical application, this compilation aims to bridge the gap between ideals and implementation. Educators and institutions will find here not just inspiration, but also actionable methods and tested approaches they can adapt to their own contexts. Ultimately, the ConstructHER Gender-Inclusive Teaching Methodologies serve as a reference point and toolkit for anyone committed to creating more inclusive, equitable, and empowering learning spaces.





STRATEGY 1:

‘A Framework for Empowerment’



Strategy:

Empowerment through Recognized Competence

Methods:

"Micro-Pathway Mapping"
Sustainable Site Simulation

Techniques:

Badge Storyboards
Bias Audit Walk

Case Studies:

Derya – Circular Economy in Practice

Bahar – Building with Credentials



STRATEGY 1:

Integrating Modular Certification as a Framework for Gender-Inclusive Pedagogy

Description: This long-term strategy uses a modular certification framework to make learning visible, valued, and transferable. It emphasizes stackable credentials like micro-credentials and digital badges as pedagogical tools.



Relevance: This approach addresses barriers for women in VET whose career paths may be non-linear. By recognizing incremental progress and diverse skills, it turns certification into a mechanism of empowerment.

Implementation: The strategy is implemented across the project:

WP2: Shapes the modular curriculum and assessment tools.

WP3: Supports educators in adopting recognition-based teaching.

WP4: Underpins a certification and mentorship system linking learning to employment.



METHOD 1

"Micro-Pathway Mapping"

A Career Design Workshop

Description: A structured workshop where learners use stackable micro-credentials to visualize personalized career paths in the construction sector. This transforms abstract qualifications into concrete, learner-centered maps.

Implementation Steps:

Introductory Briefing: Introduce the concept of modular certification.

Self-Evaluation: Participants assess their current technical, digital, green, and soft skills.

Mapping Exercise: Learners use a "Credential Map" to link their skills to specific roles.

Peer Review: Participants share their maps in small groups for feedback.

Goal Setting: Each learner drafts an action plan for the next badge or module to pursue.

Educational Value: Empowers learners, especially women with varied prior experiences, to take ownership of their learning journeys and see attainable career routes in construction.





METHOD 2

Sustainable Site Simulation

Collaborative Design for a Greener Future

Description: A collaborative simulation where a diverse group of learners co-designs a sustainable construction site. The exercise emphasizes interdisciplinary teamwork with rotating leadership and technical roles.

Implementation Steps:

Teams are briefed on a project with specific sustainability targets (e.g., urban green housing).

Mixed-background groups are formed with rotating roles like "sustainability officer" and "digital design coordinator" to promote equity.

Teams use green design guidelines to plan and present their project digitally.

Final designs are presented to a simulated stakeholder panel for feedback.

Educational Value: Promotes eco-literacy and collaborative leadership. It provides a gender-inclusive platform for female learners to engage in roles traditionally underrepresented by women.





TECHNIQUE 1

01. Badge Storyboards

Narrating My Credential Journey

Description: A reflective technique where learners create a visual narrative (storyboard) to personalize the meaning of a badge or micro-credential they have earned or will pursue.

How it works:

Badge Selection: Learner selects a badge related to a specific skill (e.g., "Digital Safety in Construction").

Narrative Planning: Learner outlines their journey related to the badge, noting key moments of learning or challenge.

Storyboard Creation: Using a 4-6 panel structure, the learner creates a visual story with drawings, icons, or digital graphics.

Peer Sharing: Storyboards are presented in small groups for constructive feedback.

Rationale: This empowers female learners navigating male-dominated fields by reinforcing identity development and connecting formal recognition to personal growth.



TECHNIQUE 2

02. Bias Audit Walk

Critical Analysis of Learning Environments

Description: A structured exercise where learners systematically examine instructional materials (textbooks, videos, posters) for gender bias using a checklist.

How it works:

Material Allocation: Small groups are assigned VET materials to analyze.

Analysis: Groups use the "CEKDEV Bias Audit Checklist" to assess gender representation, language, and stereotypes.

Critique: Groups discuss their findings and the origins of observed biases.

Redesign Proposals: Teams formulate concrete recommendations for revising the materials to be more inclusive.

Rationale: Shifts learners from passive content consumers to active critics and co-creators. It develops essential skills for building inclusive work environments.



CASE STUDY 1

Derya – Circular Economy in Practice

Green Skills Leadership in Action

Profile: Derya Yilmaz is a VET graduate now working as a Sustainability and Materials Coordinator for a construction firm in İzmir. She leads a materials innovation team on urban renewal projects.

Achievements: Derya has integrated recycled composite panels, salvaged steel, and hempcrete into projects. Her work has led to a 40% reduction in construction waste and a 17% decrease in lifecycle emissions.

Relevance:

Green Skills Leadership: Shows how VET learners can lead environmental innovation.

Gender Representation: As a woman in a senior technical role, Derya challenges gender norms in construction management and ecological design.





CASE STUDY 2

Bahar – Building with Credentials

From Learner to Trainer via Micro-Credentials

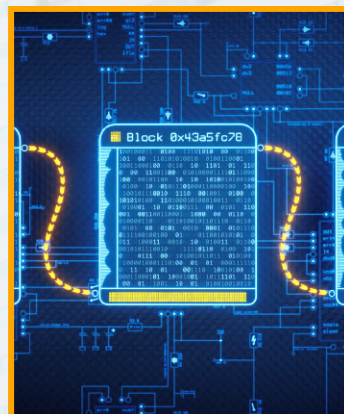
Profile: Bahar Kaya enrolled in a modular, micro-credential-based VET program in Ankara. She earned stackable certifications in areas like digital safety compliance and BIM fundamentals.

Achievements: Her blockchain-verified credentials allowed her to showcase her progress to employers. She transitioned into a site training facilitator role, where she now oversees onboarding for new VET interns, many of whom are young women.

Relevance:

Flexible Learning: Illustrates the value of modular pathways in widening access to employment.

Peer-Led Motivation: As a female trainer mentoring other women, she reinforces an inclusive learning environment.





STRATEGY 2:

‘Building HER Path’



Goal: To increase the participation and success of women in the construction industry across the EU through long-term, inclusive, and practical training reforms that address gender inequality and structural barriers.

Strategic Pillars:

1. Gender-Inclusive Curriculum Development
2. Targeted Recruitment and Outreach
3. Safe and Supportive Learning Environments
4. Flexible Training Options
5. Industry Partnerships and Work-Based Learning
6. Monitoring, Evaluation, and Continuous Improvement



STRATEGY 2:

Pillar 1: Gender-Inclusive Curriculum Development

- Revise training materials to eliminate gender bias and include case studies of female professionals in construction.
- Integrate gender awareness, equity, and labor rights into core modules.
- Include soft skills (leadership, communication) and digital skills relevant to construction.

Relevance:

Research shows that curricula in male-dominated fields often reflect masculine norms and exclude female perspectives, which discourages female engagement and persistence.

References:

- Cedefop (2023). Bridging the gender gap in vocational education and training. [CEDEFOP Report](#)
- UNESCO (2017). Gender equality in education: Looking beyond parity. [UNESCO Report](#)



STRATEGY 2:

Pillar 2: Targeted Recruitment and Outreach

- Host open days and school visits showcasing women in construction roles.
- Create mentorship programs pairing young women with female professionals.
- Use social media campaigns and partnerships with NGOs to normalize women in trades.

Relevance:

Awareness is a major barrier. Many young women and their families have misconceptions about construction being unwelcoming or unsuitable.

References:

- European Commission (2020). Gender Equality Strategy 2020–2025. [EU Strategy](#)
- EIGE (2021). Women and men in decision-making: Construction sector. [EIGE Gender Stats](#)





STRATEGY 2:

Pillar 3. Safe and Supportive Learning Environments

- Implement anti-discrimination and anti-harassment policies at training centers.
- Provide gender-sensitivity training for instructors and administrative staff.
- Establish support systems: peer networks, counseling, and complaint mechanisms.

Relevance:

Creating a psychologically and physically safe space increases retention rates of women in male-dominated training environments.

References:

- School Education Gateway (2023). Gender inequality in vocational education and training. [School Education EU](#)
- ILO (2018). Women in STEM and construction: Workplace experiences. ILO Report





STRATEGY 2:

Pillar 4. Flexible Training Options

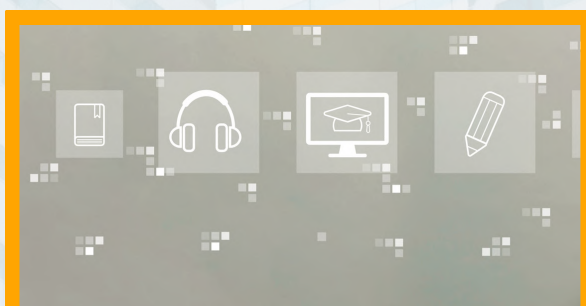
- Offer part-time, evening, and online courses.
- Provide childcare, transportation, or stipends where needed.
- Design micro-credentials for women returning to the workforce or changing careers.

Relevance:

- Women often balance unpaid care work or face mobility constraints. Flexibility enables access to training.

References:

- European Training Foundation (ETF) (2021). Women and vocational education and training in the EU neighbourhood. [ETF Study](#)
- European Commission (2021). European Skills Agenda. [Skills Agenda](#)





STRATEGY 2:

Pillar 5. Industry Partnerships and Work-Based Learning

- Develop partnerships with inclusive construction companies.
- Create apprenticeship and internship programs specifically targeting female trainees.
- Provide workplace mentoring and career guidance.

Relevance:

- Industry exposure is critical to bridge the gap between training and employment, especially in sectors with high entry barriers for women.

References:

- Erasmus+ Project: Women Can Build (2018). Project website
- CEDEFOP (2019). Work-based learning and apprenticeships in Europe. [CEDEFOP Study](#).



STRATEGY 2:

Pillar 6. Monitoring, Evaluation, and Continuous Improvement

- Track data on enrollment, dropout, job placement, and satisfaction disaggregated by gender.
- Use feedback from trainees and employers to refine programs.
- Publish annual impact reports to demonstrate progress.

Relevance:

- Without robust data and accountability mechanisms, inclusion efforts often lose momentum or fail to scale.

References:

- EIGE (2020). Monitoring progress of gender equality in education and training. [EIGE Index](#)
- CEDEFOP (2022). The role of data in modernising vocational education. [CEDEFOP Brief](#)





STRATEGY 2:

Cross-Cutting Themes

1. Intersectionality

Address the unique needs of migrant women, ethnic minorities, and LGBTQ+ individuals by ensuring representation and inclusive language in training programs.



2. Policy Alignment

Link all actions to the EU's Gender Equality Strategy, Green Deal skills roadmap, and national VET priorities to secure funding and legitimacy.

3. Sustainability & Digital Transition

Integrate green building practices and digital construction tools to align with future industry needs



METHOD 1



1. STRUCTURED ROLE ROTATION IN TEAM-BASED LEARNING

- Assign specific roles (e.g., team leader, note-taker, presenter, technician) to each team member.
- Rotate roles regularly so that every trainee—including women—gets a turn leading and managing.
- Keep a simple log or matrix to track participation and role shifts.

Why This Works:

- Prevents male students from dominating leadership and decision-making roles (a common trend in male-dominated sectors like construction).
- Gives all students, especially those lacking confidence, structured and repeated opportunities to lead.
- Builds team equity and nurtures leadership as a skill—not a personality trait.

Key References:

Cedefop (2023). Bridging the gender gap in vocational education and training. [CEDEFOP Article](#)

Oakley, B. et al. (2004). Turning student groups into effective teams.

EIGE (2022). Gender-sensitive education methods.

<https://eige.europa.eu>





METHOD 2



2. CONFIDENCE-BUILDING WORKSHOPS BEFORE GROUP WORK

Offer pre-project workshops focused on:

- Public speaking
- Assertive communication
- Giving and receiving feedback
- Include small, low-stakes leadership tasks in a supportive environment to allow women to practice before leading larger group efforts.

Why This Works:

- Female trainees often report lower self-efficacy in STEM and construction fields.
- Confidence—not competence—is one of the strongest predictors of leadership participation.
- Building communication and presentation skills improve engagement and peer respect in group settings.

Key References:

Bandura, A. (1997). Self-Efficacy: The Exercise of Control.

Cedefop (2020). Empowering adults through upskilling pathways – Building confidence through learning. <https://www.cedefop.europa.eu>
Erasmus+ Project: Women Can Build (2018).

<https://www.reforme.org/2018/03/06/women-can-build-towards-equal-construction-industry>





TECHNIQUE 1

01. The “Switch the Gender” Exercise

Description:

A quick reflection activity where learners “switch the gender” of characters or participants in real or hypothetical scenarios to reveal bias.

Step-by-Step Instructions:

1. Present a real or fictional case (e.g., "John led the team with authority and confidence...").
2. Ask the group to imagine the character is female (e.g., Jane instead of John).

3. Reflect:

- Would your reaction to the leadership style change?
- Would the behavior still be praised or seen as aggressive or bossy?
- What does this reveal about bias?
- Group discussion to normalize assertive behavior across genders.



TECHNIQUE 1

01. The “Switch the Gender” Exercise

Learning Outcomes:

1. Identifies internalized gender stereotypes
2. Helps trainees recognize implicit double standards
3. Encourages reflection on fairness in peer evaluation and leadership roles

Resources Needed:

1. Short written case scenarios or workplace examples
2. 15–20 minutes of class time
3. Optional: Use real past group project examples anonymized





TECHNIQUE 2

02. Gender Audit of Group Dynamics

Description:

A post-activity self-evaluation tool that helps learners reflect on how gender dynamics played out during teamwork. It reveals who took up leadership roles, who was excluded, and how tasks were divided.

Step-by-Step Instructions:

1. Distribute Audit Sheets

- After any group project or discussion, hand out a simple reflection form with 5–7 questions like:
- Who led the group?
- ▪Did everyone contribute equally?
- Was anyone interrupted?
- ▪Were all ideas respected?
- ▪Did gender influence task roles (e.g., technical vs. note-taking)?

2. Facilitator Reviews Responses

- Collect forms (anonymously if needed) and quickly review patterns—especially recurring exclusion of female voices or stereotypical task divisions.



TECHNIQUE 2

3. Feedback Session

Briefly discuss findings without naming names. Ask:

- How can we ensure more balanced teamwork?
- What would equitable leadership look like?

Learning Outcomes:

- 1.Immediate reflection on real group behavior
- 2.Greater awareness of unconscious role assignment
- 3.Promotes gender-inclusive leadership and decision-making.

Resources Needed:

- 1.Printed or digital reflection forms
- 2.10–15 minutes of time post-activity
- 3.Skilled facilitation for feedback

References:

Cedefop (2021). Trainers in work-based learning – professional development tools

Schön, D. A. (1983). The Reflective Practitioner





CASE STUDY 1

Kinga Wielgus – Building the Digital Future of Construction in Poland

Profile & Role

Kinga Wielgus is a civil engineer and Building Information Modeling (BIM) specialist based in Kraków, Poland. Her work lies at the intersection of traditional civil engineering and cutting-edge digital construction technologies. In her role, she develops and manages digital models that represent the physical and functional aspects of construction projects. She is also a mentor and educator, helping students and new professionals understand and adopt BIM practices.

Contributions and Leadership

Kinga's work exemplifies how women are redefining technical roles in construction. While much of the construction industry in Poland continues to rely on manual processes and conservative structures, Kinga champions innovation through BIM. She not only operates BIM platforms on active projects, but also actively trains apprentices and interns—many of whom are young women—on how to use digital tools for project management, architectural coordination, and on-site logistics.



CASE STUDY 1

Her ability to lead both technically and pedagogically sets her apart in a field where only 6.4% of workers are women, and most of those are in administrative or non-technical roles. Her visibility increased during WorldSkills Europe's #BreakTheBias campaign in 2023, where she was highlighted as a role model for women in construction.

Impact and Significance

Kinga's story is a testament to how digital transformation can open new pathways for women in construction. By mastering and teaching BIM, she not only contributes to project success but also facilitates systemic change—empowering future generations of women to enter roles once considered out of reach. Her work represents a bridge between educational institutions and on-site execution, ensuring that the next wave of construction professionals is more gender-diverse and tech-savvy.



Source:

WorldSkills Europe – #BreakTheBias: Kinga Wielgus

<https://worldskills.org/media/news/breakthebias-construction-field-women-roles-are-office-based/>



CASE STUDY 2

Larissa Zeichhardt – Reimagining Site Management in Germany

Profile & Role

Larissa Zeichhardt is the co-director of LAT, a Berlin-based cable-laying and infrastructure services company. Alongside her sister, Larissa leads daily operations in a field that is among the most male-dominated in Europe—heavy civil engineering and ground works. What sets her apart is her bold integration of automation, robotics, and digital tools into site workflows, all while championing inclusive and family-friendly workplace policies.

Contributions and Leadership

As one of the few women leading a construction company in Germany, Larissa is pioneering how technology can create more inclusive working conditions. For example, she introduced “robot dogs”—advanced inspection robots—for on-site monitoring. These robots reduce the need for physical inspection work and allow both men and women to engage in site management tasks that were traditionally dependent on physical strength and endurance. By implementing these changes, Larissa has redefined job descriptions in her company, enabling more flexible, equitable work environments.

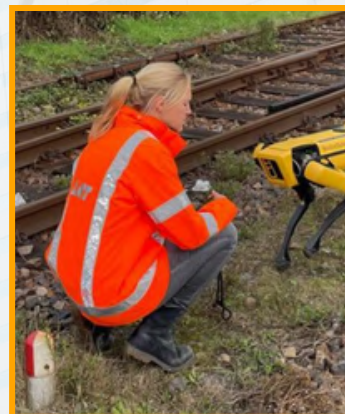


CASE STUDY 2

Larissa also advocates for work-life balance and inclusive hiring practices. LAT offers flexible work schedules and parental leave policies, which are virtually unheard of in heavy construction. As a result, the company has seen an increase in female job applicants, particularly those who were previously discouraged from applying due to the industry's inflexible hours and physically demanding roles.

Impact and Significance

Larissa's approach demonstrates how the construction industry can evolve through a combination of human-centered design and technological innovation. She proves that leadership in construction does not require fitting into a traditionally masculine mold—it can be defined by adaptability, vision, and a commitment to equity. Her success is especially meaningful in Germany, where women make up only around 14% of the construction workforce, and just 2% in on-site or heavy-duty roles.



Source:

[Deutsche Welle – Using Tech to Make Construction Appealing to Women](https://www.dw.com/en/using-tech-ai-to-make-construction-jobs-appeal-to-women/a-72110037)

<https://www.dw.com/en/using-tech-ai-to-make-construction-jobs-appeal-to-women/a-72110037>



STRATEGY 3:

‘Bias Disruption through Reflective Practice’



This strategy focuses on identifying, confronting, and interrupting unconscious bias and gender stereotypes in vocational education environments — not through punishment or blame, but through continuous observation, critical reflection, and redesign of classroom practices.

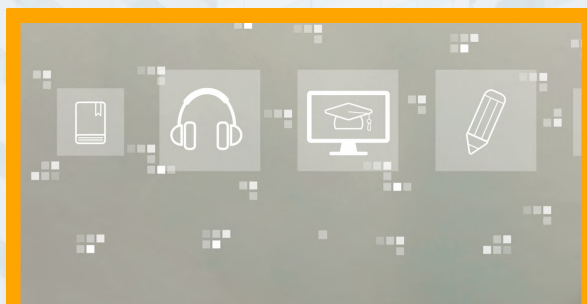
It empowers educators to see what they might otherwise overlook and to actively reshape learning environments toward inclusion.



STRATEGY 3:

Core Principles:

Principle	What It Means
Awareness	Recognizing that unconscious bias affects decisions, feedback, and materials.
Reflection	Creating time and tools for educators to analyse their own behaviours and content.
Intentional Change	Redesigning classroom dynamics, content, and interactions based on findings.
Sustainability	Embedding this reflective cycle into regular teaching practice, not as a one-off.





STRATEGY 3:

Why Use It in VET?

Vocational education often inherits deeply gendered assumptions about who belongs in which roles (e.g., “men build, women design” or “leadership is male”). These are:

- Embedded in classroom roles (e.g. who’s picked to lift, lead, organize)
- Reflected in language and visuals
- Reinforced by invisible patterns in feedback or attention

This strategy breaks that cycle through intentional review and self-awareness.

How It Works (Cycle Overview)

1. Diagnose: Observe the classroom for bias signals (e.g., who speaks, what roles are assumed).
2. Recognize: Use a bias-spotting checklist or tools like Equity Walk to gather specific examples.
3. Reshape: Actively adjust teaching strategies, group roles, materials, or assessments.
4. Reflect: Journal, peer-review, or conduct mini audits to track progress and challenges.

This cycle can be repeated every semester, or after each module.



STRATEGY 3:

Tools That Support This Strategy

- Bias Spotting Grid: Structured checklist for auditing teaching.
- Scenario Analysis: Practicing how bias appears in realistic VET contexts.
- Peer Walkthroughs: Invite colleagues to give feedback on classroom dynamics.
- Video Reflection: Record short teaching sessions and reflect on patterns.
- Curriculum Language Audit: Analyze for masculine-coded or exclusionary language.

Example in Practice

In a carpentry class:

- Male students routinely take power tools while females are assigned layout work.
- Instructor conducts a bias walk and notices this pattern.
- Next week, the instructor assigns leadership roles on rotation and explicitly challenges role assumptions.
- Debriefs students on why equity matters in task allocation.

Over time, this normalizes equity in roles and responsibility.



METHOD 1



1. EQUITY WALK METHOD

The Equity Walk is a structured, observational method that enables educators, trainers, or peer reviewers to systematically assess gender inclusivity and unconscious bias in a learning environment.

It's similar in concept to a "learning walk" or "safety inspection", but it focuses on gender representation, power dynamics, visibility, and voice in educational settings.

It is not about evaluating teachers for punitive purposes — it's about helping them see what's often invisible, and create inclusive learning ecosystems.

Objectives of the Equity Walk

- Identify gender-biased patterns in classroom interactions, content, and layout.
- Use structured tools (like the Bias Spotting Grid) to collect consistent observations.
- Reflect on the findings and adjust classroom practices or materials accordingly.





METHOD 1



PHASES OF THE EQUITY WALK

Phase

Action

1. Preparation

Choose the class/session to observe. Define observation focus: group dynamics, language, visuals, etc.

2. Observation

Use a Bias Spotting Grid to take notes while observing. Focus on real-time classroom interactions.

3. Analysis

Review observations with reflection questions or a partner. Look for repeat patterns or blind spots.

4. Action

Identify 1–2 specific changes (e.g., change group roles, revise slides, update assessment language).

5. Repetition

Repeat the walk later in the term to track progress. Share insights in team reflection.



METHOD 1

Who Can Do an Equity Walk?

- Educators, observing their own or a peer's class
- Mentors or coordinators, supporting inclusive practice
- Students, with training, as part of feedback processes
- Including different perspectives adds credibility and depth.

Best Practices

- Keep the tone non-judgmental: focus on awareness, not blame.
- Use a checklist to avoid bias in the observation itself.
- Compare notes across observers to improve reliability.
- Debrief findings with peers or a facilitator.
- Make one small change at a time, then measure its effect.





TECHNIQUE 1

01. Bias Spotting Grid

The Bias Spotting Grid is a structured, practical observation tool used during Equity Walks or reflective teaching reviews. It guides educators to systematically identify, document, and reflect on unconscious gender bias in their learning environments — especially in real-time classroom or workshop scenarios.

Think of it as a “bias diagnostic tool” — like a site inspection for equity.

Why It's Important in Construction VET

The construction industry is deeply gendered, historically male-dominated, and full of implicit norms that can unintentionally be replicated in training spaces:

- Task assignments based on strength assumptions
- Gendered language ("manpower", "foreman")
- Role models in materials (mostly male)
- Stereotyping women into planning or "decorative" roles

The Bias Spotting Grid helps instructors notice these patterns, correct them, and gradually transform the culture of the classroom and workshop.



TECHNIQUE 1

Core Domains in the Bias Spotting Grid

1. Visual & Material Representation: images & posters, examples and case-studies, equipment
2. Language & Communication: language, feedback, encouragement
3. Student Interaction & Engagement: participation, teacher interaction, task roles
4. Learning Environment Design: space use, classroom layout, equipment & PPE)

How to Use the Grid – Step-by-Step in Construction VET

Preparation:

- Choose a lesson or session (e.g. carpentry, surveying, scaffolding setup)
- Print or prepare the grid digitally
- Decide if you'll observe live, via video, or through peer review

Observation

- During the session, mark indicators on the grid in real time
- Use short notes for examples (e.g. “Instructor said ‘guys’ 3x” / “Only men lifted beams”)

Analysis

- Highlight patterns (e.g. unequal leadership roles)
- Reflect: is this bias systemic or situational?

Action

- Select 1–2 areas to improve (e.g. rotate group leadership roles; update slides with more diverse images)



TECHNIQUE 1

Practical Examples in VET Construction

Example 1: Bricklaying Module

- Observation: Female students placed in planning groups only.
- Bias Indicator: Role segregation.
- Action: Rotate roles every session (builder, planner, QA).

Example 2: Site Safety Assessment Class

- Observation: All hazard examples feature male workers.
- Bias Indicator: Content bias.
- Action: Update examples with female supervisors and mixed teams.

Example 3: Scaffold Build Task

- Observation: Instructor only corrects female student's grip.
- Bias Indicator: Unequal feedback.
- Action: Review feedback balance in next session.

Tools & Resources

- Downloadable Templates (customizable grids for VET settings)
- UNESCO Gender-Sensitive Language Guidelines [Link](#)
- ILO Toolkit for Construction Sector [Link](#)
- Use of video for post-lesson reflection (with teacher consent)



CASE STUDY 1

Kate Fahey – Elevating Women in Construction

Overview

The construction sector in Ireland is currently facing a critical skills shortage. With women comprising less than 10% of the workforce in this field, there is an urgent need to diversify and attract untapped talent. One inspiring example of this shift is Kate Fahey, an 18-year-old from Galway, who has become a national symbol of progress as Ireland's youngest — and reportedly only — fully licensed female tower-crane operator.

Kate's story highlights a crucial opportunity within the construction industry: the need to challenge gender stereotypes and open pathways for women in skilled trades. Her achievement is particularly timely, as the sector expands and demands more qualified professionals.

Construction is no longer just a male-dominated field — it is a sector of strategic importance to Ireland's economy, with growth driven by infrastructure, housing, and commercial development. Encouraging greater gender diversity not only helps fill workforce gaps but also promotes innovation and inclusion.



CASE STUDY 1

How Kate's Case Reflects Bias Spotting Criteria

Bias Indicator	Traditional Pattern	Kate's Disruption
Gendered role assumptions	Heavy machinery = male	Kate operates high-risk equipment solo
Visual representation	Male dominance in safety/skill imagery	Kate becomes a real-life image of inclusion
Feedback expectations	Women's success seen as "exceptional"	Kate normalizes excellence without stereotype
Leadership opportunity	Men lead on-site tasks	Kate leads crane lifts on a 70-person team



CASE STUDY 1

Real Impact on Site and Beyond

Kate currently operates a tower crane on a high-profile redevelopment project in Dublin's Hume Street, where she is one of only two women among 70 workers. Her role involves navigating high-pressure tasks, such as moving heavy materials through blind lifts and tight spaces — demonstrating the high level of skill, confidence, and focus required.

She doesn't see herself as a trailblazer, but her presence challenges outdated perceptions of who belongs on a construction site. "The main thing is not to back down," she says. "Don't be scared to go onto a site full of men."

Kate's enthusiasm for her job — combined with her confidence and sense of humour — sends a powerful message to other young women considering similar careers.





STRATEGY 4:

‘Building Classrooms of Belonging’



The objective of this strategy is to build a classroom where all students, regardless of their gender identity or expression, feel respected, represented, and fully included in the learning process.

The strategy is organized into four key focus areas:

- language and communication
- representation
- participation, and
- educator reflection.

Each area includes practical steps supported by research and expert guidance.



STRATEGY 4:

Core Principles:

1. Use Inclusive Language and Communication Practices

- Avoid gendered greetings like “boys and girls” and instead use neutral terms such as “students” or “everyone.”

Why? Using non-gendered language helps reduce the emphasis on binary gender divisions and ensures that students of all gender identities feel addressed and included.

(ASCD – Creating a Gender-Inclusive Classroom)

2. Ensure Representation in Curriculum and Materials

- Integrate stories, historical figures, and scientists of various genders, especially those often underrepresented in traditional curricula (e.g., women, transgender, nonbinary individuals).

This helps all students see themselves reflected in academic content and challenges gender stereotypes.

(Inclusive Teaching Strategies Inventory)





STRATEGY 4:

Core Principles:

3. Promote Equitable Participation and Interaction

- Use a “three then me” rule: if a student has already spoken, they must wait until three others contribute before they speak again.
- Actively ensure female and quieter students are invited to participate.
- Be mindful of how praise and discipline are distributed.

These help prevent dominant voices (often shaped by gender norms) from monopolizing class time. (**ASCD – Creating a Gender-Inclusive Classroom**)

4. Reflect on Your Own Teaching Practices

- Engage in ongoing self-reflection and professional learning about gender identity, inclusive education, and unconscious bias.
- Consider keeping a teaching journal, attending diversity training, or following educators who specialize in inclusion. (**How can teachers be more gender inclusive in the classroom?**)



METHOD 1



ENSURING THAT ALL MEMBERS OR PARTICIPANTS HAVE EQUAL OPPORTUNITIES TO CONTRIBUTE TO THE DISCUSSION.

- Less outgoing individuals are encouraged to take a more active role

What is the issue?

The placement of chairs and tables is usually directed toward the teacher/facilitator as a way to force participants' attention onto them, and to ensure that the force of authority is in the "right" place.

How can we adjust the setting?

We can start with rethinking the room Layout!

- Traditional setups often direct attention toward the teacher/facilitator, reinforcing authority.

Instead, use sociopetal seating:

- Arrange round tables or circles
- Strive for equal distance between participants

This type of seating reduces perceived hierarchy and encourages open, balanced discussion.





METHOD 1



By reducing the perceived hierarchy we promote cooperation over rivalry.

- Quiet or hesitant participants feel more at ease
- Supports shared responsibility and engagement



The next step is to collaboratively set ground rules

- Each participant should propose a rule they would like to see respected during this meeting or any that follow.

They should also be encouraged to voice objections to any rule that, in their opinion, is poorly formed or potentially harmful to them or the group as a whole.

Example rules:

- Respect others' opinions (excl. discriminatory views)
- Let people finish before responding
- No “bad ideas” during brainstorming – collect first, sort later

This method promotes equal participation by creating a welcoming and non-hierarchical environment through thoughtful seating arrangements and collaborative rule-setting.



TECHNIQUE 1

Role-play Advertisement - Builders Without Labels

- Practical exercise for courses on inclusivity in construction
- Participants create a humorous or inspiring commercial promoting builders regardless of gender
- The goal is to challenge stereotypes and highlight diverse strengths

Participants work in small groups to create a humorous or inspiring commercial that promotes a builder—regardless of gender—as the ultimate professional.

The commercial can be exaggerated or playful, but it should aim to challenge stereotypes and highlight diverse strengths and contributions in the construction industry.

Groups may choose to center a woman, man, or team of builders in their story.



TECHNIQUE 1

This activity uses humor, storytelling, and collaboration to:

- Recognize and critically examine common gender stereotypes in construction and media.
- Celebrate diverse contributions by reimagining how builders are portrayed—regardless of gender.
- Promote inclusive storytelling and teamwork through a creative, group-based task.
- Encourage respectful dialogue and appreciation of varied roles, identities, and perspectives.





TECHNIQUE 2

Guess the Designer - Was it a Woman?

Participants are shown a series of images featuring diverse buildings or infrastructure projects.

For each one, they are asked to guess:

- **“Was this designed or led by a woman?”**

After making their guesses—individually or in small groups—the facilitator reveals the real background and encourages discussion on what influenced their reasoning.

This reflective group activity helps participants to:

- Challenge unconscious assumptions about gender and professional competence.
- Recognize that skill and creativity are not gendered—you can’t “see” gender in a building’s design.
- Appreciate women’s often-invisible contributions to construction, architecture, and leadership.



CASE STUDY 1

Zaha Hadid

Zaha Hadid, one of the most influential architects of modern times, revolutionized the role of women in a male-dominated industry.

Her work, such as the Heydar Aliyev Center in Azerbaijan, shows how visionary women can lead and innovate at the highest levels in construction and design.

Profile:

- Born: 1950, Baghdad, Iraq – Died: 2016, Miami, USA
- First woman to win the Pritzker Architecture Prize (2004) – architecture's highest honor
- Known as the "Queen of the Curve" for her bold, flowing designs
- First woman to receive the Royal Gold Medal from the Royal Institute of British Architects (RIBA) in her own right (2016)



CASE STUDY 1



The impact of her work is quite impressive:

- She pioneered parametric design, pushing digital and computational architecture
- Challenged the male-dominated field with both visionary design and technical mastery
- Ran a large global firm (Zaha Hadid Architects) with major public and private projects
- Advocated for greater diversity and visibility of women in architecture and design



Zaha Hadid Architects

About Us

We work at all scales and in all sectors. We create transformative cultural, corporate, residential and other spaces that work in synchronicity with their surroundings.

950 projects 44 countries 400 staff 55 nations

Welcome to the interactive archive of Zaha Hadid Architects.

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Contact Us

Zaha Hadid Architects
Studio London
101 Goswell Road
London EC1V 7EZ
United Kingdom

T +44 20 7253 5147
F +44 20 7251 8322

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News

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Zaha Hadid (1950-2016)
Founder of Zaha Hadid Architects

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STRATEGY 5:

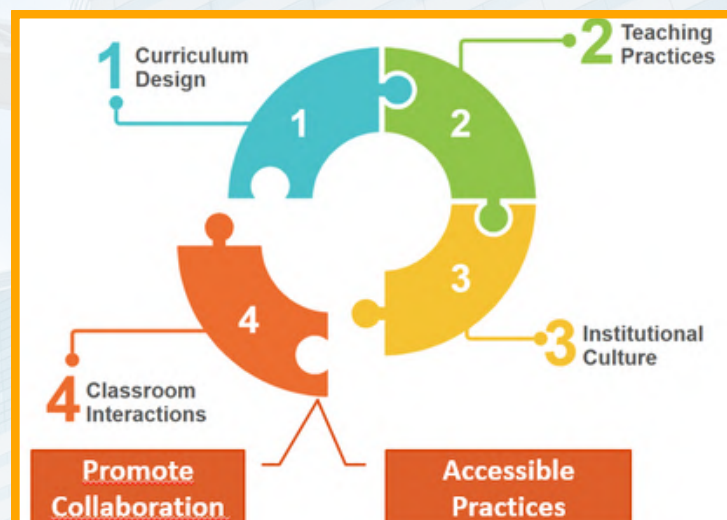
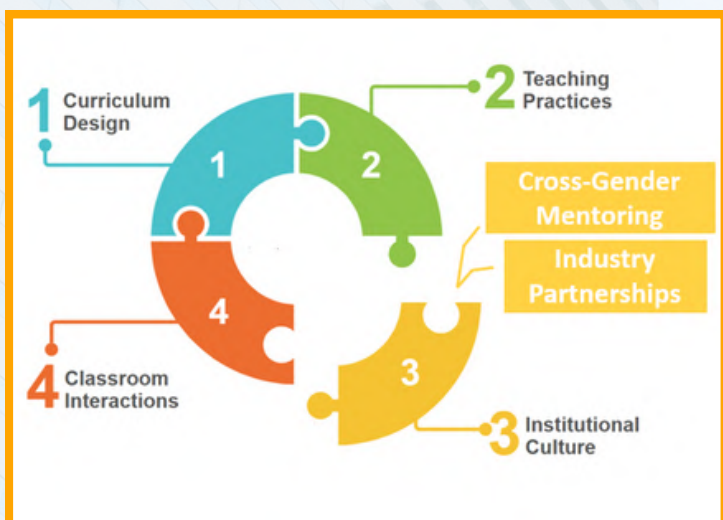
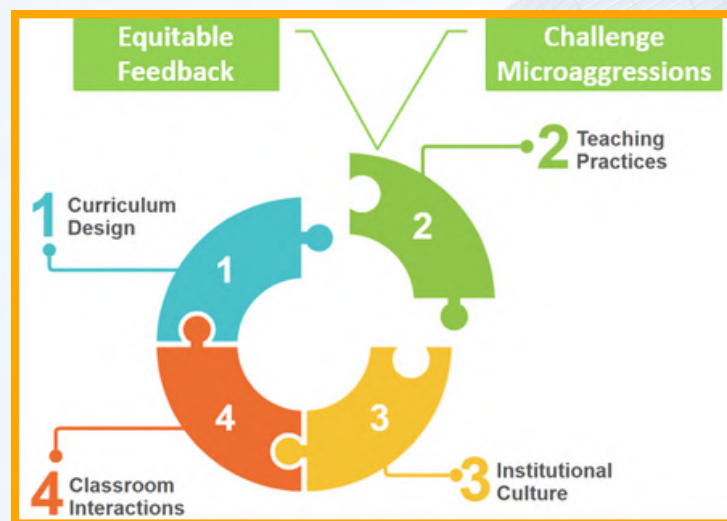
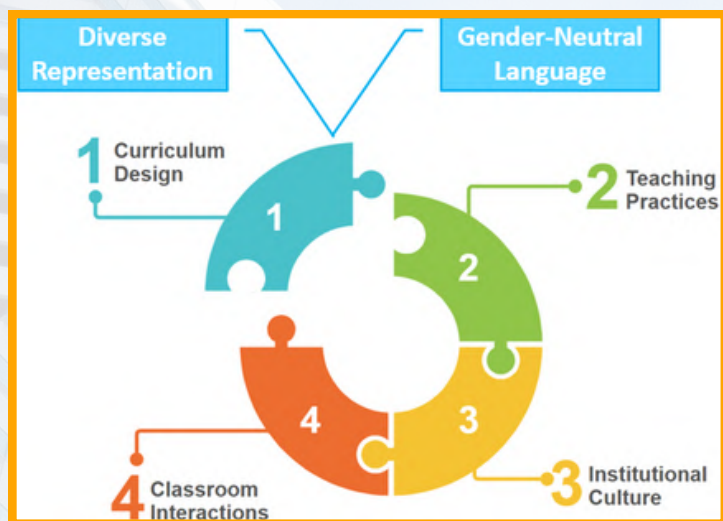
‘Establishing a Gender-Inclusive Classroom Environment’

This strategy involves implementing a comprehensive, long-term approach to ensure that the classroom environment supports gender inclusivity. It encompasses curriculum design, teaching practices, classroom interactions, and institutional culture. Key elements include using inclusive language, showcasing diverse role models, actively addressing gender stereotypes, and ensuring equal participation opportunities for all students.





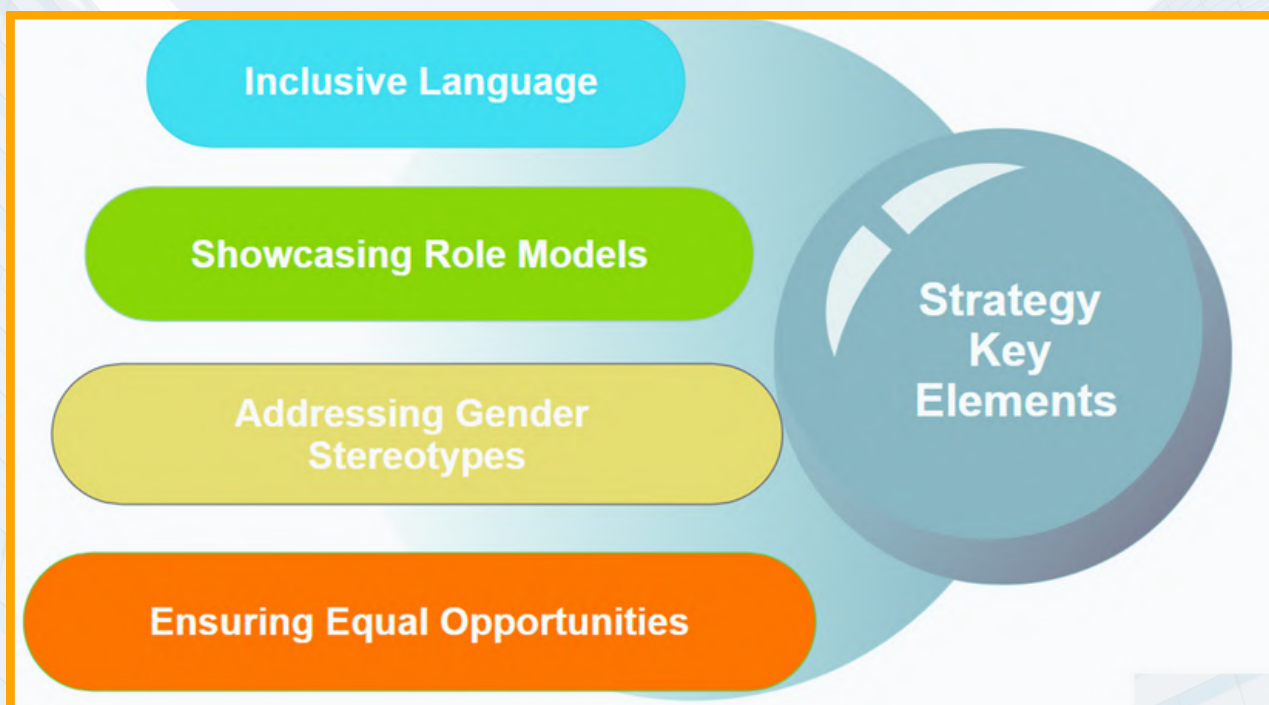
STRATEGY 5:



- This strategy sets the foundational direction for institutional change. It should be regularly reviewed and adapted based on feedback from students and staff, and integrated with other strategic efforts, such as curriculum reform and staff development initiatives. The impact of this approach grows over time, reinforcing a culture of inclusivity and mutual respect throughout the educational institution.



STRATEGY 5:



Relevance:

Creating a gender-inclusive classroom is essential for promoting equality, fostering respect, and enhancing the learning experience for all students—particularly those who may feel marginalized in traditional educational settings. This strategy aligns with broader societal goals of equity and helps prepare students to thrive in diverse work environments. In vocational education, where gender imbalance is often pronounced (e.g., in construction or technical fields), such a strategy is particularly impactful in encouraging female participation and success.



STRATEGY 5:

Resources:

- Training programs on gender sensitivity for educators
- Inclusive curriculum materials that represent a variety of gender identities and experiences
- Classroom guidelines or codes of conduct promoting respect and equality
- Access to mentoring programs and support networks for underrepresented genders
- Assessment tools to monitor gender inclusivity in teaching practices and student outcomes





METHOD 1



STRUCTURED ROLE ROTATION IN GROUP PROJECTS

This method involves assigning and regularly rotating leadership and functional roles (e.g., project manager, presenter, researcher, recorder) within group projects. Each student, regardless of gender, takes on a leadership or speaking role at some point during the project cycle.



Relevance

By ensuring that leadership opportunities are systematically shared among all group members, this method actively prevents dominant participation by a single gender and promotes equitable involvement. It helps female students develop confidence in leadership and decision-making roles and normalizes their presence in these positions.

Resources:

- A role assignment and rotation template for teachers
- Guidelines for effective collaboration and inclusive communication
- Reflective forms for students to evaluate their experience in different roles





METHOD 2



USE OF GENDER-INCLUSIVE DISCUSSION PROTOCOLS

This method introduces structured classroom discussion formats (e.g., think-pair-share, round-robin, fishbowl) that give all students equal and predictable opportunities to speak. Teachers use facilitation techniques that deliberately invite quieter or underrepresented voices into the conversation.

Relevance:

Traditional classroom discussions often reflect societal gender dynamics, where female students may hesitate to speak up or be overlooked. This method counters that by creating structured and supportive conditions for all students to contribute. It builds female students' confidence and communication skills while promoting respectful listening and inclusivity.

Resources:

- Protocol sheets explaining each discussion format
- Speaking timers or visual aids to ensure equal talk time
- Teacher training materials on inclusive facilitation
 - Student feedback forms to assess comfort and engagement levels





TECHNIQUE 1

Unpacking Bias: Role Reflection and Group Dialogue

Description

This exercise engages students in role-based group scenarios to help them recognize and reflect on unconscious gender biases that can emerge in group dynamics. By embodying different roles, students gain insight into how gender stereotypes influence behavior, communication, and leadership within collaborative settings.

Step-by-step instructions

1. Divide students into small groups of 4–5 participants.
2. Assign each group member a specific role: e.g., a female leader, a male supporter, a neutral observer, etc.
3. Provide each group with a brief, realistic scenario involving a group task (e.g., planning a project or solving a problem).
4. Instruct groups to act out the scenario while staying in character for 5–10 minutes.
5. After the role-play, distribute a reflection sheet with guided questions focusing on how gender roles influenced participation, voice, and authority.
6. Facilitate a whole-class discussion where each group shares their reflections and connects the activity to their real-life experiences.



TECHNIQUE 1

Unpacking Bias: Role Reflection and Group Dialogue

Learning outcomes:

- Students will identify manifestations of unconscious gender bias in teamwork and communication.
- Students will develop empathy by experiencing different gendered perspectives.
- Students will enhance their reflective thinking and group discussion skills.

Resources or Materials Required:

- Printed role cards and case scenarios
- Reflection question handouts
- Flipchart or whiteboard for note-taking
- Timer or stopwatch





TECHNIQUE 2

Bias Busters: Stereotype Challenge Cards

Description:

This interactive discussion activity helps students identify and challenge common gender stereotypes using a set of “challenge cards.” By analyzing real-world biases and presenting counterarguments, students build awareness and communication skills necessary to counteract stereotyping in daily and professional settings.

Step-by-step instructions:

- 1.Prepare a set of cards, each with a statement representing a common gender stereotype or unconscious bias.
- 2.Hand out one card per student or student pair.
- 3.Ask students to take 5 minutes to analyze their stereotype and prepare a rebuttal or set of arguments that challenge the statement.
- 4.Have students take turns reading their card aloud and sharing their response with the group.
- 5.Encourage brief open discussion after each presentation, allowing peers to build on or question the responses.
- 6.Conclude with a summary of strategies for identifying and addressing bias in everyday situations.





TECHNIQUE 2

Bias Busters: Stereotype Challenge Cards

Learning outcomes:

- Students will practice critically analyzing gender stereotypes.
- Students will gain confidence in expressing counter-narratives and challenging biased assumptions.
- Students will enhance their collaborative discussion and critical thinking skills.
-

Resources or Materials Required:

- Printed “Bias Buster” cards with stereotype prompts
- Paper and pens for brainstorming responses
- Optional: Whiteboard or projector for visual support





CASE STUDY 1

Tradeswoman Trailblazer – Judaline Cassidy

Judaline Cassidy is a master plumber and activist originally from Trinidad and Tobago. After moving to the United States, she became one of the first women accepted into New York's Plumbers Union.

In addition to her hands-on work in the field, Cassidy founded Tools & Tiaras, a nonprofit organization that introduces girls to the skilled trades through summer camps and workshops.

Relevance

- Cassidy's career illustrates how women can succeed in physically demanding and highly technical trades—fields traditionally perceived as "male-only." Her outreach work is a powerful example of how representation, mentorship, and visibility can create pathways for young women to enter and thrive in vocational careers. Her story is especially valuable for students from underrepresented backgrounds who may not have considered the trades as a viable option.

Resources:

- TEDx Talk: "The Tools to Build a Life" by Judaline Cassidy
- Website: www.toolsandtiaras.org
- Interview articles from NPR, Forbes, and BBC
- Photos and testimonials from camp participants



STRATEGY 6:

‘Creating a gender-inclusive classroom environment by actively integrating women role models and inclusive teamwork’

The strategy’s goal is to transform the classroom setting into an environment where gender inclusivity is integrated into the culture, mindset, and educational methods, particularly to support and normalise women's participation in construction-related careers.

- Ensure equitable access to learning opportunities for all genders.
- Foster an inclusive environment.
- Enhance the visibility of women in construction through mentorship and guest speakers.





STRATEGY 6:

Strategic Pillars

- **To operationalize this vision and reduce the barriers for women in the construction industry**, a policy based on the following pillars should be followed;
 - **Role Model Integration:** Involve women working in the construction industry as mentors or guest speakers to provide examples of success.
 - Facilitate regular engagement with female professionals from the construction sector through guest lectures, mentoring programs, workshops, and field visits.
 - Promote visibility of women in promotional and educational materials (e.g., textbooks, videos, posters).
- **Teacher Sensibilization and Training:** Provide training to educators in order to provide them with tools and knowledge that skill them to be aware of to recognize unconscious bias, use inclusive language and encourage participation from all genders.
 - Inclusive curriculum design; embed gender inclusive perspectives
 - Provide mandatory training for educators on gender inclusivity, unconscious bias, and inclusive pedagogical practices.
 - Encourage reflective teaching practices that promote equitable participation in classroom discussions and technical tasks.





STRATEGY 6:

Strategic Pillars

- **Community and Industry Partnerships:** Collaborate with construction companies and advocacy groups to support internships, scholarships, and career pathways for women.
 - Develop partnerships with construction companies and gender equality organizations to provide internships, job-shadowing programs, and scholarships for female students.
 - Involve parents and community stakeholders to challenge cultural norms and promote inclusive career guidance.
- **Inclusive Curriculum Design:** Embed gender-inclusive perspectives into construction-related content, showcasing the achievements of women in the field.
 - Integrate gender perspectives and examples of female achievements in construction and engineering into course content.
 - Highlight the historical and contemporary contributions of women in construction in teaching materials.
 - Ensure that practical learning opportunities reflect equal participation and do not reinforce gender roles.





METHOD 1



BRING IN FEMALE MENTORS AND ROLE MODELS

Invite women working in construction and STEM fields to actively engage in various projects, offering their expertise and insights. Encourage them to become mentors for those entering these industries, sharing their experiences and guidance. Additionally, invite them to judge presentations, providing valuable feedback and a fresh perspective to aspiring professionals



Relevance

Successful women in various industries inspire girls by helping them see themselves in leadership and technical roles. This representation is vital in male-dominated fields, as it encourages young girls to pursue careers they might have thought were unattainable. By showcasing these role models, we empower the next generation to dream big and pursue their goals with confidence.





METHOD 1



BRING IN FEMALE MENTORS AND ROLE MODELS

Implementation:

- Organize "Women in Construction" talks or Q&A panels.
- Set up mentoring sessions with female professionals.
- Use videos or case studies in group activities.

Resources:

- Contact local women's engineering/construction associations
- Role model video libraries (e.g., SheCanSTEM)

Expected Outcomes:

- Increased career aspirations among girls
- Deeper connection between classroom content and real-world applications
- Improved perception of gender roles in construction





TECHNIQUE 1

Rethinking the Blueprint: Learning from Inclusive Case Studies

Description :

- This activity uses real-world case studies featuring women in leadership or technical roles within construction or STEM projects (we can utilise the case studies gathered in this form).
- Students analyse these cases not only for their technical content but also for how gender roles, diversity, and inclusive teamwork influenced the outcomes.
- This approach helps normalise female participation in male-dominated fields and encourages discussions about leadership, credibility, collaboration, and bias.





TECHNIQUE 1

Rethinking the Blueprint: Learning from Inclusive Case Studies

Emphasizing the significance of representation in STEM and construction fields
“When you think of a project engineer or site manager, what gender comes to mind?”

Divide the students into small groups of 3–4 people.
Provide each group with a different case study (or the same one for uniform discussion).
Distribute a worksheet containing guided questions

- Who was part of the team, and what were their roles?
- What contributions did women make to the project's success?
- Did the case describe any challenges related to gender (e.g., credibility, respect)?

Each group will present a 5-minute summary of their findings.
The instructor will facilitate a class discussion

- How has this case challenged your perceptions of who belongs in technical leadership roles?
- How will this influence your approach to teamwork in the future?

Learning outcomes:

- ✓ Identify and analyse how gender dynamics appear in real-world technical projects
- ✓ Recognise women's contributions to successful project outcomes in construction/engineering
- ✓ Reflect on stereotypes about leadership, competence, and collaboration
- ✓ Discuss the value of inclusive teams in solving complex problems



CASE STUDY 1

Mulheres na Arquitetura – Women in Architecture

Women in Architecture (Mulheres na Arquitetura -MA) is a Lisbon-based association committed to challenging gender inequality in architecture and spatial practice. Through activism, research, and public engagement, they work to highlight the contributions of women, question dominant narratives, and integrate feminist perspectives in architecture and urbanism.

Their mission is to promote gender equity in architecture, the city, and the built environment. They combine research, public engagement, and activism to address structural inequalities in the field.

Website: www.mulheresnaarquitectura.pt – currently being updated.

Facebook & Instagram: Actively used to promote events, share reflections, and connect with their audience.

Facebook : <https://www.facebook.com/mulheresnaarquitectura/>

Instagram:

<https://www.instagram.com/mulheresnaarquitectura/>





CASE STUDY 1



MULHERES NA ARQUITETURA – WOMEN IN ARCHITECTURE

Some Initiatives organized by MA:

- **Talk Series:** “Architects: Mode(s) of (R)existence” (2017–2018) held at Teatro São Luiz, Lisbon.

- **“Space for Women Architects”** (since 2018), a regular event at Roca Lisboa Gallery, focused on sharing professional experiences.

- Exhibition **“Architects of Freedom”** (2025), honoring women’s roles in post-revolution housing efforts like the SAAL program. The exhibition will tour several cities in Portugal, including Évora, Porto, Covilhã, and Coimbra.

“Mulheresem Construção” is a **pilot ecofeminist training** and urban empowerment project launched in Aveiro’s Bairro de Santiago in Portugal (starting November 2021). It responds directly to the needs of women living in socially and labour-vulnerable conditions, enabling them both to improve their homes and access professional opportunities in construction

- Exhibition **“Architects of Freedom”** (2025), honoring women’s roles in post-revolution housing efforts like the SAAL program.





STRATEGY 7:

Visibility and Validation

This long-term strategy aims to fundamentally shift the classroom and institutional VET environment by consistently and proactively making diverse career pathways in construction visible, and by actively validating the wide range of skills (technical, digital, communication, leadership, sustainability-focused) required for these modern roles as equally valuable.

The Goal: To make diverse careers in construction visible and to validate the wide range of skills required for these modern roles (technical, digital, leadership).

The Principle: "If they can see it, they can be it, and they will feel they belong."

The Approach: This is an embedded approach that goes beyond occasional guest speakers. The curriculum, teaching materials, and classroom interactions will consistently reinforce that construction offers engaging and empowering careers for everyone.

The Focus: The aim is to increase the attraction, retention, and confidence of female VET students and broaden all students' understanding of the modern, evolving construction industry.





METHOD 1



"DIGITAL PATHFINDER" STRUCTURED GROUP PROJECT

What it is: A structured, mid-term project for mixed-gender groups to research and present on a digitally-enabled career path in construction (e.g., BIM Modeler, Drone Data Technician).



Key Steps:

Role Discovery: Define the role's responsibilities and daily tasks.

Skill Mapping: Connect VET program skills to the role.

Impact Analysis: Explore the role's growth potential.

Showcasing Diversity: Find and present examples of diverse individuals, especially women, in these roles.

Outcome: This method encourages female participation by focusing on roles that leverage digital proficiency, which is often less gender-stereotyped. It helps students explore careers "Beyond the Trowel and Hammer."





METHOD 2



"INCLUSIVE DIGITAL TOOLBOX TALK" SIMULATION & ROTATION

What it is: Students prepare and deliver short, simulated "Toolbox Talks" on topics like digital tools, online safety, or inclusive communication on a construction site.

Key Steps:

Topic Assignment: Assign relevant, digital-focused topics to mixed-gender groups.

Mandatory Role Rotation: For each talk, assign and rotate roles like Lead Presenter, Visual Aid Creator, and Q&A Facilitator to ensure all students, including young women, gain leadership experience.

Inclusive Content: Guide students to use clear, simple, and accessible language.

Outcome: This method builds confidence in public speaking and presenting on technical subjects in a safe environment, while mandatory role rotation ensures female students gain leadership experience.





TECHNIQUE 1



DIGITAL CAREER MYTH-BUSTING

What it is:

A short, interactive session where educators present common myths about digital roles in construction, and students work in groups to debunk them.



Example Myths: "It's only for coders," "You need a university degree in IT," "It's not 'real' construction work."

How it works:

The educator introduces 3-4 common myths.

Small groups are assigned a myth to research using provided resources.

Groups find counter-evidence and real-world examples, especially featuring women, to debunk the myth.

Each group presents their findings in 2-3 minutes.

Learning Outcome: Students will be able to identify common stereotypes and use factual arguments to counter them.





TECHNIQUE 2



CAREER STORY RE-FRAME

What it is:

A hands-on exercise where students take a traditional construction role and brainstorm how digital tools and skills are transforming it.

How it works:

The educator presents 1-2 traditional construction roles (e.g., site worker).

In small groups, students brainstorm how digital tools (BIM, apps, drones) are changing this role and what new specializations might emerge.

Groups share their "re-framed" role description, highlighting the new digital skills involved.

Learning Outcome: This helps students see the relevance of digital skills across all of construction and allows them to imagine themselves in these evolving roles.





CASE STUDY 1

The Digital Information Coordinator

Trainee 1 is part of a team working on a small renovation project. The architect sometimes sends updated drawings or specifications. Trainee 1 is responsible for making sure her small team always has the latest versions. She uses a shared cloud folder (like Google Drive or Dropbox - free versions) where the architect uploads new files. Trainee 1 checks the folder daily, downloads any new versions to the site tablet, and quickly informs her team members of changes via a group chat app. This stops them from working off old plans and making mistakes

Skill Focus:

- Digital literacy (cloud storage, file management), proactivity, clear communication (digital group chat), responsibility for information accuracy.
- Illustrates a clear pathway into a high-demand, digitally-focused construction career that doesn't involve on-site physical labor stereotypes.
- Provides a relatable role model for young women interested in tech and design.
- Highlights problem-solving and digital competence.



CASE STUDY 1

The Digital Information Coordinator

Relevance:

- Illustrates a very common and essential digital task in modern construction, even on small projects.
- Showcases how good digital communication and information management prevent costly errors.
- Highlights skills valuable in any team support or coordination role.

Resources:

- Screenshot of a generic cloud storage folder structure.
- Example of a simple update message sent via a chat app (mock-up).
- Short written anecdote (3-4 sentences).

Easy to Record/Prove: Educator explains this simple workflow. “Proof” could be the mock-up screenshots or a note “Explained use of cloud storage for version control.”





CASE STUDY 2

The Digital Safety Checker

Trainee 2, a recent VET graduate, works on a construction site. Part of her role involves helping with daily safety checks. Instead of paper forms, her company uses a simple tablet app with digital checklists for PPE, equipment safety, and site tidiness.

Trainee 2 is very organized and ensures all checks are completed thoroughly and submitted on time through the app. Because it's digital, the site manager gets instant updates, and any issues (e.g., missing guardrail) are flagged immediately with a photo Trainee 2 attaches. This helps prevent accidents.

Attention to detail, organization, reliable use of basic digital tools (tablet app), clear communication (through digital reporting).





CASE STUDY 2

The Digital Safety Checker

Describe Relevance:

- Shows a common, practical use of simple digital tools on any site.
- Highlights skills like organization and diligence which are valuable and not gender-specific.
- Demonstrates how digital tools contribute to a core construction value (safety) in a non-physically demanding way.
- Relatable to VET students learning about site procedures.

Resources:

- Educator can create a mock digital checklist (even in a Word doc or simple form builder) to show as an example.
- A photo of a tablet being used on site (generic, easily found or simulated).
- Short written anecdote (3-4 sentences) that the educator can read or paraphrase.

Easy to Record/Prove: Educator can describe this common scenario. “Proof” for reporting could be the mock checklist created or a note saying “Discussed digital safety checklists as a common role.”



CLOSING WORDS



We hope this booklet has offered you practical and inspiring methodologies to foster more inclusive and equitable learning environments in construction.

Our aim is to support educators, trainers, and institutions in breaking down barriers and creating opportunities for women and underrepresented groups.

This resource is part of the ConstructHER Future initiative, which continues to develop tools and strategies for gender-inclusive vocational education and training. For further information and resources on women in construction, please visit <https://constructherfuture.eu/>

Together, we can build a stronger, more inclusive future for the construction sector!



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FREE PUBLICATION

CONSTRUCTHER FUTURE GENDER-INCLUSIVE TEACHING METHODOLOGIES

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