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PROMOTING GENDER EQUALITY PROFESSIONAL CONPETENCE & ENTREPRENEURSHIP FOR WOMEN IN THE CONSTRUCTION SECTOR



2026

Training **Manual**

Title: Promoting Gender Equality, Professional Competence and Entrepreneurship for Women in the Construction Sector

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How to Use This Training Manual

This manual is designed to support trainers in delivering gender-sensitive vocational education and training **(VET)** in the construction sector. It provides structured learning sessions, practical activities, and pedagogical guidance to promote inclusive, safe, and empowering learning environments in the sector.

The learning sessions align with gender-sensitive **VET** principles promoted by **CEDEFOP** and **DVV International**, which emphasise awareness-raising, learner-centred approaches, and the importance of addressing structural inequalities in vocational education and employment.

They are further aligned with the European Framework for Key Competences for Lifelong Learning, ensuring that learning outcomes contribute to the development of transferable competences relevant for personal development, active citizenship, and employability.

Structure and Use

Each module is organised into thematic learning sessions that combine:

- conceptual input,
- interactive activities,
- reflection and application.

Sessions are designed to be adaptable across:

- formal VET settings,
- non-formal training,
- blended learning environments.

Trainer Autonomy and Flexibility

The time allocations and session structures provided in this manual are indicative and intended as guidance. They do not prescribe a fixed sequence or rigid delivery format.

Trainers are encouraged to:

- adapt the pacing and sequencing of activities,
- adjust the depth of discussion,
- respond to group dynamics and learner needs,
- select and prioritise activities based on available time.

Sessions are designed to be delivered within 2–4 hour timeframes. Trainers are free to adapt each session to the available time by selecting, combining, or adjusting activities that best fit their context, group needs, and learning objectives. The primary objective is to ensure that **learning outcomes are achieved,** rather than to strictly follow a predefined timeline.

Pedagogical Approach

This manual is grounded in **participatory and learner-centred** pedagogical principles that prioritise active engagement, critical thinking, and meaningful application of knowledge. Learning is designed to be **experiential and reflective,** enabling learners to connect theoretical concepts with their own experiences and with real-life situations in the construction sector.

The use of practical exercises, scenario-based activities, and group interaction supports deeper understanding and encourages learners to explore how gender equality and workplace practices are shaped by broader social and institutional factors.

Trainers are expected to facilitate an **inclusive and respectful learning environment** in which all participants feel safe to express their views and contribute to discussions. This includes actively encouraging diverse perspectives, supporting learners' confidence, and ensuring that participation is balanced and respectful. The role of the trainer is not only to deliver content, but also to guide reflection, stimulate dialogue, and support learners in developing both professional and interpersonal competences.

Assessment and Learning Evidence

In this manual, assessment is primarily **formative** and focuses on the continuous development of learners' understanding, skills, and attitudes. Rather than relying on formal testing, it **emphasises observable engagement, application of concepts, and the production of tangible learning outputs**. These may include contributions to group discussions, analysis of scenarios, completion of structured reflection tasks, and participation in collaborative activities.

To support consistency and transparency, trainers are encouraged to use simple assessment tools such as observation checklists, guided reflection prompts, and scenario-based tasks.

These tools allow trainers to capture evidence of learning in a structured way, while maintaining flexibility and responsiveness to the learning process. The emphasis remains on supporting learning progression and reinforcing key competences, rather than on summative grading.

Adaptation to Context

This manual is designed to be adaptable across different institutional, cultural, and labour market contexts. Trainers are encouraged to tailor the content and activities to reflect local realities, including sector-specific practices, regulatory frameworks, and the characteristics of the construction industry in their country or region.

Where possible, trainers should incorporate **relevant national or local data, examples, and sources** to enhance the relevance and credibility of the learning experience. This may include labour market statistics, case studies, policy frameworks, or examples of workplace practices that reflect the learners' context.

Adapting the material in this way ensures that learning remains meaningful and applicable, while maintaining the core objectives and pedagogical principles of the manual. It also supports learners in making connections between the training content and their own professional pathways and environments.



Gender Equality and Workplace Culture

Module Purpose

To empower learners to recognise structural barriers to gender equality, challenge gender stereotypes, and apply gender sensitive practices which enable inclusive, respectful workplace cultures in the construction sector.

Learning Objectives

By the end of this module, learners will be able to:

- Identify and explain gender stereotypes and analyse structural barriers affecting women in construction
- Describe, understand, and interpret key legal frameworks on equality, non-discrimination, and labour rights
- Apply and promote gender-sensitive and inclusive workplace practices in simulated or real workplace situations
- Demonstrate self-awareness, confidence, and advocacy skills through communication, reflection tasks, or scenario-based activities

Key Competences Developed (Aligned with the European Framework for Key Competences for Lifelong Learning, 2019)

This module contributes to the development of the following competences:

- **Citizenship competence:** Understanding equality, rights, non-discrimination, and active participation in fair and inclusive workplaces.
- **Personal, social and learning to learn competence**: Developing self-awareness, confidence, resilience, and the ability to reflect on personal attitudes, biases, and learning processes.
- **Literacy competence:** Expressing ideas, experiences, and perspectives clearly in oral and written communication, particularly in discussing workplace issues and rights.
- **Entrepreneurship competence:** Taking initiative, demonstrating agency, and engaging in advocacy and problem-solving to promote inclusive practices in the workplace.
- **Cultural awareness and expression competence:** Recognising how cultural norms, values, and stereotypes influence occupational choices and workplace behaviours, and engaging respectfully with diversity.



Weekly Structure (10 weeks)

Week Focus

1. Introduction to gender equality in construction
2. Gender stereotypes and occupational segregation
3. Bias, discrimination, and harassment at work
4. Legal rights, labour standards, and equality legislation
5. Inclusive workplace culture and organisational values
6. Communication, respect, and teamwork
7. Advocacy, speaking up, and allyship
8. Case studies from the construction sector
9. Reflective learning and personal action plans
10. Review, assessment, and learning consolidation

LEARNING SESSION 1.1

Introduction to Gender Equality in Construction

Duration: 2–4 hours
Delivery mode: Formal VET / Non-formal training / Blended learning
Session type: Foundational – orientation and awareness-raising

1. Purpose and Positioning

This is the module's entry session. It introduces gender equality in construction as a structural and systemic issue (combining labour market, decent work, and inclusion), builds a safe learning environment, and connects sector realities to learners' motivations and perceived barriers.

This first session sets the foundation for later sessions on stereotypes, workplace culture, rights, and advocacy. It ensures that learners view equality as a professional standard rather than just a personal opinion.

2. Learning Outcomes

By the end of the session, learners will be able to:

1. Explain gender inequality in construction as a systemic and structural issue.
2. Describe key patterns of gender imbalance (participation, roles, progression)
3. Identify and categorise social norms, workplace culture, and institutional factors affecting women's participation
4. Articulate and document personal motivations, expectations, and perceived barriers to entering and remaining in construction.

3. Conceptual and Theoretical Content Core framing

Gender equality in construction is introduced as:

a labour market issue (discussing skills shortages, workforce sustainability, etc.),

a decent work issue (related to rights, dignity, safe environments),

an economic and development issue (its implications in inclusive growth, productivity, modernisation).

Key distinctions

Formal equality: laws/policies exist to ensure equality (e.g., non-discrimination)

Substantive equality: when formal equality is translated into real access, retention, progression, and safety in practice

Structural lens (3 levels)

Individual level – this level includes interests, confidence, and skills

Social norms level – this level concerns social expectations such as those related to "men's work vs. women's work" expectations

Institutional/workplace level – this level refers to recruitment practices, training design, site culture, PPE, facilities, career ladders
Trainer mini-case examples (use 1–2):

Example A (hidden barrier): A woman is hired but leaves after few weeks because there is no changing space and PPE (personal protection equipment) doesn't fit – not a skills problem.

Example B (network barrier): Jobs are filled informally through "who you know," excluding newcomers and women without those networks.

Example C (progression barrier): Women enter in admin/support roles but rarely get site-based experience needed for promotion.

4. Learning Session Structure and Time Allocation (2–4 hours)

Trainer setup (before learners arrive – 5 minutes):

Flipchart with: "Respect / Confidentiality / Listen / No judgement / "One mic." (Only one person speaks at a time)".

Prepare: snapshot slide/handout + reflection slips.

Block 1

Introduction and Sector Framing

30–45 minutes | Mandatory

- **Aim:** Learners understand the sector context and why gender equality matters for construction overall.

Materials

- 3–5 slides or a 1-page handout with sector snapshot; flipchart.

Step-by-step

1. Welcome + safety frame (3–5 min)

- Trainer states purpose and rules for the session: respectful space, no judgement, confidentiality.

2. Warm-up prompt (5 min)

Ask: "When you hear 'construction worker', what image comes to mind?"

- Collect 6–10 words on flipchart (don't debate yet; just gather them).

3. Mini-input: construction today (8–10 min)

- Inputs on labour shortages/workforce needs; changing skills (green/digital economy and jobs).
- **Message:** "The sector needs more people and more diversity."

4. Data snapshot (8–10 min)

- Present 2–3 simple facts (context related if available) in your materials. See for example Box 1.

- Example messaging (no over-precision needed): women are a minority in construction and often concentrated in specific roles.

5. Guided questions (5–10 min)

- "What surprises you?"

- "Which roles do women usually occupy in your context?"

- "What might explain this pattern?"

6. Micro-synthesis (2 min)

- Key takeaway: Gender equality is about how the sector is organised, not about women's ability to participate/contribute in it.

Block 2

Guided Discussion: "Why Construction?"

30–45 minutes | Mandatory

Aim: Connect personal motivations/barriers to sector realities; build cohesion.

Materials

- Discussion prompt cards or slide; flipchart.

Step-by-step

1. Set purpose (2 min)

- "We start from lived experience. This helps us learn from each other."

2. Small-group discussion (20–25 min)
In groups of 3–5, discuss:

- Why construction?
- What opportunities do you see?
- What concerns/barriers do you anticipate?

Trainer's role: circulate, encourage quieter voices, prevent judgement.

3. Plenary harvest (10–15 min)
Each group shares:

- 1 opportunity + 1 concern (only two items to keep it tight)

4. Cluster themes (3–5 min)
Trainer clusters on flipchart into:

- Opportunities (income, skills, independence, visible results)

Barriers (culture, safety, confidence, facilities, networks, balance)

5. Bridge statement (1 min)

- "Notice how many concerns are not about ability – they are about environment and structures."

Box. 1

Women in Construction

Women remain severely underrepresented across the construction workforce. Their share ranges from 8% to 14% in partner countries, and even lower in site-based roles. The few women in the sector tend to be concentrated in administrative, design, or management positions rarely in manual trades or technical roles. Data shows consistent patterns from Albania's 5% to Germany's 14%, with systematic horizontal segregation and female enrolment in construction vocational programs below 20% in most countries.

Source: Women Empowered in Construction (WEC). (2025). Needs assessment report (Deliverable D2.3). Manorhamilton Innovation and Development Company CLG.

https://womeneempoweredinconstruction.eu

Block 3 – Gender Equality as Structure, Not Individual Choice

30–60 minutes | Core (condensed for 2h)
Aim: Move from "personal problem" to "structural pattern."

Materials

- 1 slide with the 3-level model (individual/ norms/institutions); guiding questions.

Step-by-step

1. Concept input: 3-level model (10–12 min)
Explain the difference between:

- preference vs norms vs institutions.
  Use one simple diagram (See Figure 1).

2. Illustration: occupational segregation (5–8 min)

Provide concrete examples:

- women in admin/finishing/interiors vs men in heavy site trades
- leadership and site supervision often male-dominated

- Institutions (policies, systems, structures)
- Norms (believes, stereotypes)
- Preferences (individual choices)

Figure 1. Diagram: 3 level model

3. Paired activity: "Name the level" (10–15 min)

Give 6 short statements; pairs decide the level to which each of them belongs:

- Individual / Norms / Institutions

Example statements (use 4–6):

- "The job is too heavy for women." (Norms/assumption)
- "PPE is only available in men's sizes." (Institution)
- "I've never seen a woman supervisor." (Norms + institution)
- "My family thinks it's inappropriate." (Norms)
- "Jobs are shared through male networks." (Institution/norms)
- "I'm worried I won't be respected." (Workplace culture – norms/institution)

4. Debrief (8–15 min)

Ask:

"Which barriers are most 'invisible' but powerful?"

"Which ones could a workplace/training provider change?"

5. Key takeaway (2 min)

"When many individuals face the same obstacles, it's structural, and that means it can be changed."

Block 4 – Sector Snapshot Exercise

30–45 minutes | Optional (recommended for 3–4h)

Aim: Practice reading evidence and spotting what data shows/hides.

Materials

One-page snapshot (roles/participation/ progression barriers) + flipchart.

Box. 2

Women in Construction: Roles, Participation, Progression Barriers

1) Participation (who is in the sector?)

- **Albania:** Construction accounts for about 10.1% of total employment (15+) in 2024, showing that it is a major employer in the Albanian economy.

- **EU:** Women represent around 10% of workers in the construction sector (EU Labour Force Survey extraction for Q3 2021).

- **Pipeline clue (Albania):** In higher education, the most common fields differ sharply by gender: women graduate most in Business/Administration/Law,

  Health/Welfare, Social Sciences, while men graduate most in Engineering/ Manufacturing/Construction.

What this suggests: The “starting line” is not the same—training choices and pathways are already gendered before hiring begins.

2) Roles (where are women and men concentrated?)

- **EU (occupation signal):** Women are
- rarely employed in manual/trade



- construction roles. For example, women accounted for only 1.4% of “building frame and related trades workers” in the EU in Q3 2023.
- **Common pattern across contexts (illustration):** Women are more likely to be found in support/administrative/coordination functions (e.g., clerical roles, project admin, procurement) than in site-based trades—partly because of recruitment norms and workplace cultures. (Use this as a discussion hypothesis to test against learners’ experiences.)

3) Progression barriers (where do obstacles appear?)

Typical barriers that reduce entry and promotion in male-dominated construction settings include:

- **Stereotypes about “physical strength” and “men’s work”** → limits who gets offered site tasks, apprenticeships, or trade roles.
- **Informal gatekeeping and networks** → “who gets invited, mentored, recommended.”
- **Workplace culture** (banter, isolation, lack of respect) → increases dropout risk.
- **Institutional barriers** (PPE and facilities not adapted; unclear reporting pathways; weak enforcement of standards) → reduces retention and progression.



STEP BY STEP

1. Introduce task (3 min)
"You are analysts. Your job is to interpret what this tells us."

2. Group analysis (20–25 min)
Groups answer:

- What is visible in the snapshot?
- What is missing?
- What looks familiar in your context?
- Where are the entry points, and where do barriers appear?

3. Flipchart reporting (10–15 min)
Each group shares 2 insights:

- one about roles/participation
- one about progression/retention

4. Trainer synthesis (2–3 min)
Link to the following learning session, Week 2:

- stereotypes and workplace culture help explain these patterns.

Block 5

Reflection and Consolidation

15–30 minutes | Mandatory

Aim (aligned to all outcomes):

Consolidate learning; establish questions for next session.

Materials

- Reflection slips or journal prompts.



STEP BY STEP

1. Silent reflection (5–8 min)
Learners write:

- One insight I gained_____
- One question I still have_____
- One barrier that is structural (not personal) _____

2. Optional share (5–10 min)

Volunteers from the group are invited to share one item.

3. Trainer summary (3–5 min)
Re-state 3 messages:

- construction needs diverse workforce
- inequality is structural and cultural, not ability
- awareness is the first step to change

Preview Week 2 (1–2 min)

- "Next time we explore stereotypes and workplace culture, how they form and how to respond."

5. Teaching and Learning Methods

The session applies a combination of participatory and learner-centred methods to support active engagement, reflection, and practical understanding:

Interactive lecture: Short, focused inputs introducing sector context (labour market trends, gender participation) and key concepts (e.g., structural inequality, 3-level model).

Facilitated Discussion / Dialogue: Guided whole-group discussions (e.g., warm-up perceptions of construction, reactions to data, debrief questions) to surface assumptions and encourage multiple perspectives.

Collaborative Learning (Pair or Group Work): Small-group discussion and analysis tasks (e.g., "Why Construction?" discussion, sector snapshot exercise) enabling peer learning, inclusion, and shared meaning-making.

Problem-Based Learning (PBL): Structured analytical activities (e.g., "Name the level" classification task; interpreting sector snapshot data) where learners engage with real-world patterns and identify underlying structures.

Reflective Practice: Individual reflection tasks (e.g., reflection slips, personal motivations and barriers) supporting self-awareness and linking learning to personal experience.

Experiential Learning: Learning through active participation in discussions, scenario interpretation, and group exercises that connect theory with lived experience.

Peer-to-Peer Learning: Exchange of perspectives, experiences, and insights during group work and plenary sharing, fostering mutual learning and inclusion.

Brainstorming: Initial idea generation (e.g., "construction worker" image exercise) to surface stereotypes and assumptions without immediate evaluation.

6. Materials and Tools

Core

- Slides/briefing notes (trainer)
- Sector snapshot handout
- Flipchart/whiteboard + markers
- Reflection worksheet/journal

Supporting extracts (short, adapted)

- FEMCON curriculum excerpts
- CEDEFOP success story short case (1 page)
- DVV gender-sensitive TVET prompts (discussion starters)

Blended options

- Online word cloud (warm-up)
- Poll (barriers ranking)
- Shared doc for group reporting

7. Assessment and Evaluation (Formative)

Method

- Trainer observation of participation and respectful engagement, focusing on specific learner contributions during activities (e.g., identifying and analysing structural barriers, engaging in discussion respectfully)

- Review of group outputs (flipchart summaries, classification tasks, sector analysis)

- Review of individual reflection outputs (reflection slips or learning journal entries)

Criteria

Learners demonstrate the ability to:

- Name, explain and analyse at least one structural barrier affecting women's participation in construction

- Describe and interpret a pattern of gender imbalance (in participation, roles, or career progression) using provided data or examples

- Identify and categorise factors influencing participation (individual, social norms, institutional) using the 3-level model

- Articulate and document personal motivations and (perceived) barriers in a structured reflection output.

8. Evidence of Learning

- Completed reflection slips/journal entry (individual evidence)

- Group flipchart summaries (collective evidence of discussion summaries, classification results, sector analysis etc.)

- Verbal contributions observed and recorded via trainer checklist of (process evidence) See Annex for a simple assessment checklist/grid which can be adapted according to the needs of each learning session.

LEARNING SESSION 1.2

Gender Stereotypes and Occupational Segregation in Construction

Duration: 2–4 hours
Delivery mode: Formal VET / Non-formal training / Blended learning
Session type: Core analytical session – awareness to critical understanding

1. Purpose and Positioning

Learning Session 2 deepens the structural analysis introduced in Session 1 by focusing on gender stereotypes and occupational segregation as key mechanisms reproducing inequality in construction. It enables learners to **recognise, analyse, and challenge** gender stereotypes and occupational segregation as key mechanisms reproducing inequality in the construction sector.

While Session 1 answered "Why does gender equality matter?", this session addresses:

- How stereotypes are formed and reproduced, and
-
- How they translate into segregated roles, limited progression, and unequal recognition.

The session equips learners with conceptual tools and analytical skills to recognise and examine stereotypes in training environments, recruitment, workplaces, and everyday interactions. It also supports learners in beginning to question and respond to these patterns within their own learning and professional environments.

2. Learning Outcomes

By the end of this learning session, learners will be able to:

1. Explain and illustrate gender stereotypes and how they operate in education, training, and construction workplaces.

2. Distinguish and compare between horizontal and vertical occupational segregation in the construction sector.

3. Identify and analyse how stereotypes influence recruitment, task allocation, career progression, and self-perception.

4. Analyse and interpret concrete examples of segregation in construction using a structural and evidence-based lens.

These outcomes build directly on **Session 1** and prepare learners for later sessions on workplace culture, rights, and advocacy.

3. Conceptual and Theoretical Content

4.1 Gender stereotypes

Gender stereotypes are:

- socially shared beliefs about what women and men are like or should be like;

- learned early and reinforced through education, media, families, and workplaces;

- often presented as "common sense" rather than assumptions.

Key distinction

A stereotype is not simply an individual opinion or a personal belief held by one person. Rather, a stereotype is a socially shared and repeatedly reproduced narrative about a group of people, which carries real and material consequences for how individuals are perceived, treated, and evaluated in education, training, and workplace contexts.

- Stereotype ≠ individual opinion

- Stereotype = repeated social narrative with material consequences

4.2 Occupational segregation

Occupational segregation refers to the unequal distribution of women and men across jobs and positions.

- **Horizontal segregation**
  Women and men concentrated in different types of jobs or tasks (e.g. women in administration or finishing; men in site-based trades).

- **Vertical segregation**
  Women under-represented in higher-status, decision-making, or better-paid positions (e.g. site supervisors, project managers).

4.3 Link to construction

In construction, stereotypes often link:

- physical strength with competence;
- masculinity with authority and leadership;
- femininity with support or "lighter" tasks.

These assumptions shape:

- training pathways;
- recruitment decisions;
- task assignment on sites;
- promotion and recognition.

4. Learning Session Structure, Time Allocation (2–4h)

Trainer setup (before session – 5 minutes):

Prepare stereotype cards / statements, segregation diagram (flipchart), and one short sector snapshot from Session 1.

Block 1

Revisiting Session 1 and Framing Stereotypes

20–30 minutes | Mandatory

Aim: Connect structural inequality to stereotypes as a mechanism.

STEP BY STEP

1. Recap prompt (5 min)
Ask:

- "What structural barriers did we identify last session?" Write 4–5 on flipchart.

2. Bridge question (5 min)

- "How do people come to believe these barriers are 'normal'?" Introduce stereotypes as the missing link.

3. Mini-input (8–10 min)
Trainer explains:

- stereotypes as social shortcuts;
- why they are powerful in male-dominated sectors.

4. Quick reflection (5–10 min)

- Learners write one stereotype they have heard about women in construction (not necessarily one that they believe).

Learning emphasis: Stereotypes are learned and shared, not personal flaws.

Block 2

Stereotypes in Construction: Identification Exercise

30–45 minutes | Mandatory

Aim: Make implicit stereotypes visible and discussable.

Materials

- Cards or slides with stereotype statements.

STEP BY STEP

1. Introduce exercise (3 min)

- "We analyse statements, not people."

2. Small-group sorting (20–25 min)

Groups receive 8–10 statements **(see Box 3)** and sort them into:

Box. 3

Example stereotype statements

- "Women are too careful for site work."
- "Men are naturally better leaders."
- "Women prefer office roles."
- "Construction sites are no place for women."
- "Women lack confidence with tools."

- **About skills**
- **About bodies**
- **About behaviour/attitudes**
- **About leadership/authority**

3. Plenary discussion (10–15 min)
For each category, ask:

- Is this treated as fact or assumption?
- Who benefits from this belief?

4. Trainer synthesis (3–5 min)
Emphasise:

- stereotypes justify segregation;
- repetition makes them seem "true."

Block 3

Occupational Segregation in Practice

30–60 minutes | Core

Aim: Translate stereotypes into labour-market outcomes.

STEP BY STEP

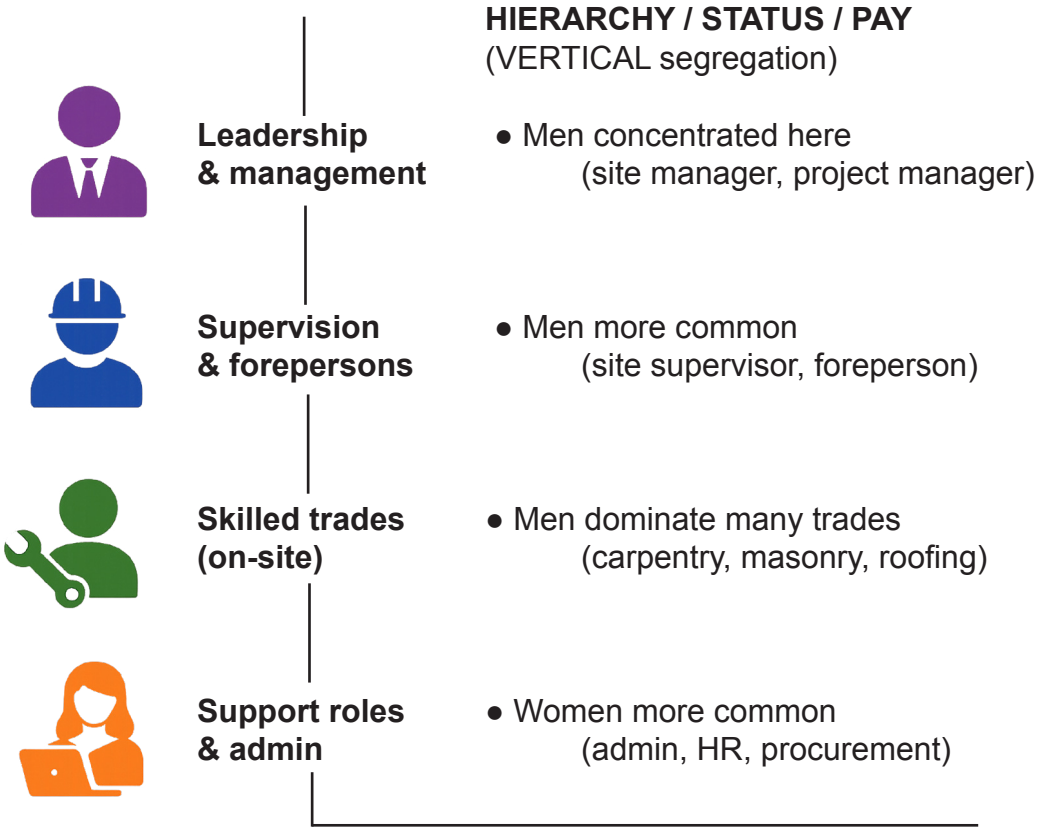
1. Concept input (10–12 min)

Explain:

- horizontal vs vertical segregation
  Draw a simple diagram (roles vs hierarchy).

Horizontal vs Vertical Occupational Segregation Diagram

X-axis	= Roles (different job types) → Horizontal segregation
Y-axis	= Hierarchy (seniority, power, pay) → Vertical segregation



Key:

Horizontal segregation	= Women and men concentrated in different roles.
Vertical segregation	= Women under-represented as positions increase in hierarchy.

***Figure 2**. Horizontal vs Vertical Occupational Segregation in Construction*

2. Case analysis (15–20 min)

Present a short, fictionalised case:

"A training centre enrols women, but most are directed to admin or finishing modules, while men go to site-based trades."

Ask group/s:

- What stereotypes are at play?
- What type of segregation is this?

3. Group work: mapping segregation (10–15 min)

Groups map:

- where women enter;
- where barriers appear;
- where progression stops.

4. Debrief (5–10 min)

Trainer links findings to:

- pay gaps;
- skill recognition;
- career ceilings.

Block 4

Stereotypes and Self-Perception

30–45 minutes | Optional (recommended for 3–4h)

Aim: Address internalisation without individualising blame.

STEP BY STEP

1. Silent reflection (5 min)
Prompt:

- "Have I ever doubted myself because of a stereotype?"

2. Paired sharing (10–15 min)

Share only what feels safe.

3. Group discussion (10–15 min)
Questions:

- How do stereotypes affect confidence?
- Who carries the burden of proving competence?

4. Trainer input (5–8 min)
Emphasise:

- internalisation is a social effect, not weakness;
- awareness reduces its power.

Block 5

Reflection and Consolidation

15–30 minutes | Mandatory

STEP BY STEP

1. Individual reflection (5–8 min)
Learners write:

- one stereotype they can now name and question;
- one form of segregation they recognise.

2. Plenary synthesis (5–10 min)
Trainer summarises:

- stereotypes lead to segregation, and segregation to inequality;
- none are inevitable.

3. Preview Session 3 (2 min)

- "Next session: workplace culture, rights, and responding to discrimination."

5. Teaching and Learning Methods

- **Interactive Lecture:** Used for short conceptual inputs on stereotypes as social shortcuts, male-dominated sectors, and the distinction between horizontal and vertical occupational segregation.

- **Facilitated Discussion / Dialogue:** Used during recap, bridge questions, plenary discussion, and debriefing to connect Session 1 concepts with stereotypes, segregation, pay gaps, skill recognition, and career ceilings.

- **Brainstorming:** Used in the opening recap and stereotype reflection to surface existing perceptions and examples learners have heard in construction-related contexts.

- **Collaborative Learning (Pair or Group Work):** Used in stereotype sorting, paired sharing, and group mapping activities to support peer learning and collective analysis.
-
- **Problem-Based Learning (PBL):** Used through the stereotype categorisation task and segregation mapping exercise, where learners classify statements, identify assumptions, and connect stereotypes to structural outcomes.

- **Case-Based Learning:** Used through the fictionalised training-centre case, where learners analyse how women and men are directed toward different pathways and identify the type of segregation involved.

- **Reflective Practice:** Used through individual reflection prompts on stereotypes heard, self-perception, and forms of segregation learners can now recognise.

- **Peer-to-Peer Learning:** Used through paired and group sharing, enabling learners to compare perspectives while maintaining a safe and non-blaming learning environment.

These methods prioritise critical distance from stereotypes without blaming individuals. Learners are encouraged to analyse statements, patterns, and structures rather than judge individuals.



6. Materials and Tools

Core

- Stereotype statement cards/slides
- Flipchart with segregation diagram
- Reflection worksheet or journal



Supporting

- Short **CEDEFOP** examples on gendered pathways
- **FEMCON** excerpts on segregation in construction

Blended

- Online polling (“Which stereotype is most common?”)
- Shared board for mapping roles and progression

7. Assessment and Evaluation (Formative)

Methods

- Structured trainer observation of group analysis and discussion
- Review of group outputs, including stereotype categories and segregation maps
- Review of individual reflection outputs, including reflection notes, categorised forms of segregation etc.
- Case-analysis outputs

Criteria

Learner demonstrates the ability to:

- Identify and document reflection on at least one stereotype and its effects;
- classify stereotype statements into relevant categories such as skills, bodies, behaviour/attitudes, or leadership/authority;
- distinguish and compare horizontal vs vertical segregation;
- analyse and link stereotypes to structural outcomes.

8. Evidence of Learning

- Individual reflection entries (slips or journal entries naming one stereotype and one recognised form of segregation)
- Completed stereotype sorting outputs showing categories such as skills, bodies, behaviour/attitudes, and leadership/authority
- Group maps of segregation pathways
- Trainer observation checklist documenting learner participation, analytical contribution, and respectful engagement

LEARNING SESSION 1.3

Gender Stereotypes and Occupational Segregation in Construction

Duration: 2–4 hours
Delivery mode: Formal VET / Non-formal training / Blended learning
Session type: Core rights-based and workplace-focused session

1. Purpose and Positioning

Learning Session 3 builds on the structural understanding developed in:

- Session 1: Structural inequality in construction
- Session 2: Gender stereotypes and occupational segregation

This session focuses on how those structures and stereotypes materialise in daily workplace interactions, specifically through bias, discrimination, and harassment.

It aims to enable learners to develop knowledge and skills to identify inappropriate behaviours, recognise bias and discrimination, understand their rights and responsibilities, and respond safely and confidently in workplace and training settings.

This session adopts a rights-based, preventive, and empowering approach. equipping learners to respond confidently while maintaining a constructive and non-confrontational learning environment. It emphasises that addressing bias and harassment is a shared responsibility, linked to workplace safety, dignity, and professional conduct.

2. Learning Outcomes

By the end of this learning session, learners will be able to:

1. Distinguish and explain the difference between bias, discrimination, and harassment in construction-related environments;
2. Identify and illustrate common forms of gender-based bias and harassment in training centres and workplaces;
3. Describe and interpret basic rights, obligations, and reporting principles related to discrimination and harassment at work;
4. Analyse real-life situations and identify appropriate responses and support options.

These outcomes prepare learners for later sessions on safe workplaces, communication, and advocacy.

3. Conceptual and Rights-Based Framework

3.1 Key concepts

- Bias: Unconscious or conscious attitudes or assumptions that influence behaviour and decisions.
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- Discrimination: Unequal treatment based on protected characteristics (legally shielded from being used as a basis for employment or social decisions such as gender), resulting in disadvantage or exclusion.
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- Harassment: Unwanted conduct related to gender (or other grounds) that violates dignity or creates a hostile environment.

Key principle:

Intent is not the same as impact. Harm can occur even without malicious intent.

3.2 Why construction is a high-risk environment

Trainer highlights:

- male-dominated workplaces;
- hierarchical site structures;
- informal cultures (“jokes,” “banter”);
- lack of clear reporting mechanisms in small companies.

These factors increase the likelihood that bias and harassment go unchallenged.

4. Learning Session Structure and Time Allocation (2–4 hours)

Trainer setup (before session – 5 minutes):

Prepare scenario cards, rights summary handout, and a clear state. ment on confidentiality and voluntary sharing.

Block 1

Setting the Frame: Safety, Respect, and Rights

20–30 minutes | Mandatory

Aim: Create a safe learning space and introduce a rights-based lens.

STEP BY STEP

1. Reaffirm safe space rules (5 min)

- Confidentiality
- No pressure to disclose personal experiences
- Speak in general terms if preferred

2. Bridge from Session 2 (5 min)

Ask:

- “How do stereotypes turn into everyday behaviour at work?”

3. Mini-input: why this session matters (8–10 min)

Trainer explains:

- bias and harassment are workplace issues, not personal conflicts;
- silence often protects the problem, not the worker.

4. Grounding statement (2 min)

o “Everyone has the right to dignity and safety at work and in training.”

Block 2

Recognising Bias and Discrimination

30–45 minutes | Mandatory
Aim: Help learners identify subtle and overt forms of bias.

Materials

- Scenario cards (short, realistic examples, see Box 4 and adapt as relevant).

STEP BY STEP

1. Introduce exercise (3 min)

- “We analyse situations, not people.”

2. Small-group analysis (20–25 min)

Groups receive 4–6 short scenarios, for example: A woman trainee is repeatedly given cleaning tasks instead of technical practice; A supervisor assumes a woman will not want overtime or site work; A woman’s mistake is treated as proof women “aren’t suited” for the job etc. (Full scenarios are suggested in Box 4).

Groups discuss:

- Is this bias, discrimination, or neither?
- What stereotype is at work?
- What is the impact?



Box. 4

Scenario Cards

Scenario Card 1:

The “Designated” Cleaner

Sarah, a carpentry apprentice, notices that whenever the site needs tidying or the coffee and tea station needs restocking, the site foreman specifically calls her name, even when male apprentices are standing closer to the mess. When she asks to stay on the power saw to finish her project, the foreman says, “You’re just better at keeping things organized than the boys.”

- **Is this bias, discrimination, or neither?**
- **What stereotype is at work?**
- **What is the impact?**

Scenario Card 2:

The “Protective” Supervisor

A high-paying night shift opens up on a remote bridge project. The supervisor doesn’t even offer the shift to Elena, the most senior technician. When Elena asks why, the supervisor says, “It’s a rough site with no proper facilities, and it gets dark and lonely out there. I didn’t think you’d be comfortable, so I gave it to Mark.”

- **Is this bias, discrimination, or neither?**
- **What stereotype is at work?**
- **What is the impact?**

Scenario Card 3:

The “Representative” Mistake

Situation: Ilir and Maria are both new hires. Ilir accidentally installs a valve backward, and the lead engineer says, “Pay attention, kid, try again.” A week later, Maria makes the same mistake. The engineer sighs and tells the group, “This is why we struggle to hit targets when we hire women; they just don’t have the mechanical intuition.”

- **Is this bias, discrimination, or neither?**
- **What stereotype is at work?**
- **What is the impact?**

Scenario Card 4:

The Silent Expert

During a project meeting, Maria suggests a specific structural fix for a drainage issue. The lead manager moves past her comment without acknowledging it. Five minutes later, a male colleague, Tom, suggests the exact same fix. The manager says, “Great idea, Tom! Let’s go with that.”

- **Is this bias, discrimination, or neither?**
- **What stereotype is at work?**
- **What is the impact?**

Scenario Card 5:

The “Old Boys” Network

Promotion opportunities are often discussed during informal Sunday football matches that most of the men on the team attend. While the jobs are technically “posted” on the board, the supervisor has usually already “hand-picked” the winner based on their weekend chats. The women on the team feel they are always one step behind the news.

- **Is this bias, discrimination, or neither?**
- **What stereotype is at work?**
- **What is the impact?**

Scenario Card 6:

The Bathroom Barrier

A female electrician is assigned to a new high-rise site. The only toilet available is a single portable unit used by 40 men, which is frequently unsanitary and has no lock. When she asks for a separate or cleaner facility, her lead hand says, “If you want to work a man’s job, you have to deal with the man’s conditions. Don’t be a diva.”

- **Is this bias, discrimination, or neither?**
- **What stereotype is at work?**
- **What is the impact?**

3. Plenary debrief (10–15 min)

Trainer highlights:

patterns across scenarios;
difference between unequal treatment and different needs.

Block 3

Harassment and Hostile Work Environments

30–60 minutes | Core

Aim: Clarify what constitutes harassment and why "normalisation" is harmful.

STEP BY STEP

1. Concept input (10–12 min)

Trainer explains:

- verbal, non-verbal, and physical harassment;
- sexual harassment as a form of gender-based discrimination;
- hostile environment vs single incident.

2. Myth-busting exercise (10–15 min)
Statements for group discussion:

- "It's just a joke."
- "She should be tougher."
- "That's how sites are."
- "If she doesn't complain, it's not a problem."

Groups decide: myth or fact, and why.

3. Case reflection (10–15 min)

Short anonymised case:

A trainee leaves a programme early due to repeated comments and isolation, without formally reporting.

Discuss:

- What went wrong institutionally?
- What could have prevented this?

4. Trainer synthesis (5–10 min)

Emphasise:

- harassment drives women out of the sector;
- prevention is an organisational responsibility.

Block 4

Responding Safely and Knowing Your Rights

30–45 minutes | Optional (recommended for 3–4h)

Aim: Provide practical, non-confrontational response options.

STEP BY STEP

1. Rights overview (8–10 min)

Trainer provides a general overview (no legal overload):

- right to dignity and non-discrimination;
- right to complain without retaliation;
- employer/training provider responsibilities

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2. Response pathways exercise (15–20 min)
In groups, learners map:

- informal responses (documenting, seeking support);
- formal responses (supervisor, HR, training coordinator);
- external support (unions, equality bodies, NGOs).

3. Empowerment framing (5 min)

Trainer stresses:

- choosing when and how to respond is legitimate;
- safety and well-being come first.

Block 5

Reflection and Consolidation

15–30 minutes | Mandatory

STEP BY STEP

1. Individual reflection (5–8 min)

Learners write:

- one behaviour they now recognise as problematic;
- one resource or response they were not aware of before.

2. Optional sharing (5–10 min)

Volunteers share insights (no personal stories required).

3. Trainer summary (3–5 min)

Key messages:

- bias and harassment are systemic, not personal;
- naming behaviour is the first step to change;
- support and rights exist.

4. Preview Session 4 (2 min)

- "Next session: creating inclusive and respectful workplace cultures."

5. Teaching and Learning Methods

- **Interactive Lecture:** Short, focused inputs introducing key concepts such as bias, discrimination, harassment, rights at work, and reporting principles, ensuring clarity without legal overload.
- **Case-Based Learning:** Analysis of realistic and anonymised scenarios illustrating bias, discrimination, and harassment in construction and training contexts.
- **Problem-Based Learning (PBL):** Structured group tasks where learners classify behaviours (bias, discrimination, harassment), identify underlying stereotypes, assess impacts, and explore responseoptions.
- **Collaborative Learning (Pair or Group Work):** Small-group discussions and mapping exercises (e.g., response pathways) that enable learners to co-construct understanding and explore multiple perspectives.
- **Brainstorming and myth-busting discussions and** rights-oriented mini-inputs
- **Guided reflection:** Guided plenary discussions and debriefs that support critical reflection while maintaining a safe and respectful environment
- **Facilitated Discussion / Dialogue:** Participatory facilitation with trauma-sensitive awareness
- **Reflective Practice:** Individual reflection tasks enabling learners to articulate insights, recognise problematic behaviours, and identify personal learning.
- **Experiential Learning:** Learning through engagement with realistic scenarios and decision-making exercises that simulate workplace situations.
- **Peer-to-Peer Learning**: Exchange of perspectives in group and paired activities, fostering mutual learning while respecting boundaries.

6. Materials and Tools

Core

- Scenario cards (printed or slides) presenting realistic workplace and training situations
- Rights summary handout outlining key principles (dignity, non-discrimination, reporting)
- Flipchart / whiteboard for mapping responses and debriefing
- Reflection worksheets or learner journals

Supporting

- **FEMCON** excerpts on workplace safety and dignity
- **CEDEFOP** examples on inclusive **VET** environments
- **DVV** guidance on safe learning spaces

Blended

- Anonymous polling (e.g. “Which behaviour is most common?”)
- Online scenario breakout rooms
- Shared digital boards for mapping response pathways and support options

7. Assessment and Evaluation (Formative) Methods

- Structured trainer observation of scenario analysis and participation
- Review of individual reflection outputs, such as reflection notes
- Review of group outputs such as group response mappings

Criteria

Learner demonstrates the ability to:

- distinguish and explain whether a situation reflects bias, discrimination, or harassment;
- analyse and explain why behaviour is problematic;
- identify and explain at least one appropriate response or support option;
- Interpret scenarios using a structural lens (linking behaviour to stereotypes, workplace culture, or institutional factors during analysis);
- document learning by identifying one problematic behaviour and one relevant response or support option.

8. Evidence of Learning

- Completed scenario analysis sheets
- Group response pathway maps (informal, formal, and external options)
- Individual reflection entries (reflection worksheets or journal entries documenting recognised behaviours and support mechanisms)
- Trainer observation checklist capturing learner participation, analytical contribution, and respectful engagement

Learning Session 1.4

Legal Rights, Labour Standards, and Equality Legislation

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning

Session type: Core rights-based and empowerment session

1. Purpose and Positioning

Learning Session 4 provides learners with essential legal literacy related to gender equality, non-discrimination, and decent work in construction. It enables them to recognise, interpret, and apply key labour rights, equality principles, and workplace obligations in construction and training contexts.

Building on:

- **Session 1:** structural inequality,
- **Session 2:** stereotypes and segregation,
- **Session 3:** bias, discrimination, and harassment,

This session answers the question:

“What protections, rights, and obligations exist, and who is responsible for ensuring equality at work?”

The session equips learners with practical legal literacy, focusing on:

- Understanding core labour rights without becoming legal experts,
- Understanding minimum labour standards,
- Recognising that equality is a legal and institutional obligation, not an individual favour,
- Identifying when rights may be at risk and how to respond appropriately.

2. Learning Outcomes

By the end of this learning session, learners will be able to:

1. Identify and explain core labour rights and minimum labour standards relevant to construction work and training;

2. Describe and interpret the basic principles of equality and non-discrimination legislation;

3. Distinguish and compare between individual rights and employer/training provider obligations;

4. Analyse workplace scenarios and determine whether a situation may constitute a violation of labour or equality standards and identify appropriate sources of support or information.

These outcomes prepare learners for Session 5 (inclusive workplace culture) and Session 7 (advocacy and speaking up).

3. Conceptual and Theoretical Content

3.1 Why legal rights matter in construction Trainer explains:

- Construction is a high-risk sector (physically and socially);
- Clear labour standards protect everyone, but are especially critical in male-dominated environments;
- Legal frameworks shift responsibility away from individuals and onto institutions.

3.2 Core concepts introduced (plain language)

- Labour rights: minimum conditions guaranteed to all workers (pay, hours, safety, leave);
- Equality and non-discrimination: the right to equal treatment regardless of gender;
- Employer obligations: proactive duties to prevent discrimination and ensure safe workplaces;
- Access to remedies: the right to complain or seek support without retaliation.

Trainer note: Emphasise that laws set minimum standards — good workplaces go beyond them.

4. Learning Session Structure and Time Allocation (2–4 hours)

Trainer setup (before session – 5 minutes):

Prepare a simplified rights handout **(1–2 pages),** scenario cards, and a "Who is responsible?" flipchart.

Block 1

Framing Rights and Responsibilities

20–30 minutes | Mandatory

Aim: Shift from personal experience to legal and institutional accountability.

STEP BY STEP

1. Opening question (5 min)

Ask:

- "When something feels unfair at work, how do we usually explain it?"

  Collect responses (bad luck, personality, culture).

2. Reframing input (8–10 min)

Trainer introduces:

- rights are not opinions;
- fairness is legally defined, not negotiable.

3. Link to previous sessions (5 min)

Stereotypes → discrimination → legal protection exists for a reason.

4. Key message (2 min)

- "Equality is not optional – it is a legal standard."

Block 2

Core Labour Standards in Construction

30–45 minutes | Mandatory

Aim: Familiarise learners with minimum labour standards relevant to construction.

Materials

- Simplified labour standards handout **(Box 5).**



STEP BY STEP

1. Mini-input: minimum standards (10–12 min)

Cover in accessible language:

- working time and rest;
- fair pay and equal pay for equal work;
- occupational health and safety;
- access to training and progression.
- occupational health and safety;
- access to training and progression.

Box 5

Labour Standards for Construction

Handout: Simplified Labour Standards for Construction

Standard	What it means on Site
1. No Forced Labour	Workers must be there by choice. No withholding passports, no "deposit" fees for tools, and no threat of punishment to stay.
2. Freedom of Association	Workers have the right to join a union or form a group to discuss pay/safety with management without being fired.
3. No Child Labour	No one under 18 in hazardous work (heavy lifting, heights, machinery). Strict age verification is mandatory.
4. Non-Discrimination	Equal pay for equal work. Hiring, firing, and promotions are based on skill, not gender, race, or religion.
5. Occupational Safety & Health	(Added recently by ILO) A safe and healthy environment is a fundamental right. Proper PPE and site hygiene are not "bonuses."

2. Small-group task: 'Is this acceptable?' (15–20 min)
Groups receive short scenarios:

- unpaid overtime expected;
- lack of safety equipment;
- exclusion from training opportunities.

Groups decide:

- acceptable / questionable / unacceptable, and why.

3. Plenary discussion (10–15 min)
Trainer clarifies:

- difference between common practice and legal practice.

Block 3

Equality and Non-Discrimination Legislation

30–60 minutes | Core

Aim: Understand equality law principles without legal overload.

STEP BY STEP

1. Concept input (10–15 min)
Trainer explains:

- direct vs indirect discrimination;
- harassment as discrimination;
- equal treatment in recruitment, training, promotion.

2. Case-based analysis (15–20 min)
Example case:

"A company does not explicitly exclude women, but schedules all training at times incompatible with care responsibilities."

Groups discuss:

- Is this discrimination?
- Direct or indirect?
- Who is responsible?

3. Debrief and synthesis (10–15 min)
Trainer reinforces:

- impact matters more than intention;
- neutral rules can still disadvantage women.

Block 4

Rights in Practice: Who Does What?

30–45 minutes | Optional (recommended for 3–4h)

Aim: Clarify responsibilities and support pathways.

STEP BY STEP

1. Responsibility mapping (10–15 min)
On flipchart, map:

- employer responsibilities;
- training provider responsibilities;
- worker/learner rights.

2. Support pathways exercise (10–15 min)
Groups identify:

- internal channels (supervisor, HR, coordinator);
- external options (labour inspectorate, equality bodies, unions, NGOs).

3. Trainer input (5–10 min)
Stress:

- seeking information is not the same with making a complaint;
- retaliation is prohibited.

Block 5

Reflection and Consolidation

15–30 minutes | Mandatory

STEP BY STEP

1. Individual reflection (5–8 min)
Learners write:

- one right they were not aware of before;
- one obligation employers/training providers have.

2. Plenary synthesis (5–10 min)
Trainer summarises:

- rights protect dignity and safety;
- equality is enforceable, not symbolic.

3. Preview Session 5 (2 min)

- "Next session: how workplaces turn legal standards into everyday culture."

5. Teaching and Learning Methods

This session applies a combination of rights-based, participatory, and **practice-oriented** methods to support learners in understanding and applying labour rights and equality principles in construction and training contexts.

- **Interactive Lecture:** Short, accessible inputs introducing labour standards, equality principles, and legal responsibilities, using plain language and practical examples.

- **Brainstorming:** Used in the opening activity to surface everyday explanations of unfairness and reframe them through a legal lens.

- Rights-based mini-inputs (plain language)

- **Case-Based Learning:** Scenario analysis (e.g., unpaid overtime, exclusion from training, indirect discrimination cases) to support understanding of how rights apply in practice.

- **Collaborative Learning (Pair or Group Work):** Small-group activities including scenario analysis, responsibility mapping, and identification of support pathways.

- **Reflective Practice:** Individual reflection tasks enabling learners to articulate newly understood rights and responsibilities. **Facilitated Discussion / Dialogue** Guided discussions to clarify differences between common practice and legal standards, and to reinforce key rights-based messages.

- **Problem-Based Learning (PBL):**Structured group tasks (e.g., "Is this acceptable?" exercise, discrimination classification) where learners evaluate situations, justify decisions, and link them to legal standards.

- **Experiential Learning:** Learning through engagement with realistic workplace situations and decision-making exercises.

- **Peer-to-Peer Learning:** Exchange of perspectives during group activities, supporting shared understanding of rights and responsibilities.

These methods ensure accessibility and empowerment, not fear or legal intimidation.

6. Materials and Tools

Core

- Simplified labour rights handout
- Scenario cards presenting realistic workplace and training situations
- Flipchart / whiteboard for mapping responsibilities and discussion outputs
- Reflection worksheet or learner journal

Supporting

- **FEMCON** guidance on equality and rights
- **CEDEFOP** examples on inclusive **VET** standards
- **DVV** International materials on rights awareness

Blended

- Online quizzes (“Is this a right or obligation?”)
- Digital resource folder with key contacts (context relevant information on labour inspectorates, equality bodies, unions, NGOs)
- Digital boards for mapping responsibilities and support pathways

7. Assessment and Evaluation (Formative) Methods

- Structured trainer observation of scenario analysis
- Review of individual reflection outputs, documenting understanding of rights and obligations
- Review of group outputs, including scenario evaluations and responsibility maps

Criteria
Learner demonstrates the ability to can:

- Identify and explain at least one core labour right or minimum standard relevant to construction;
- Distinguish and interpret an employer/training provider obligation in relation to workplace practices;
- Analyse whether a situation complies with or violates labour or equality standards;
- Recognise and interpret a potential equality violation;
- Identify appropriate sources of support or information;
- Document learning by identifying one newly understood right and one relevant obligation.

8. Evidence of Learning

- Completed scenario analyses outputs
- Case-based analysis notes identifying types of discrimination and responsibility
- Individual reflection entries (worksheets or journal entries identifying rights and obligations)
- Trainer observation checklist capturing participation, reasoning, and understanding

LEARNING SESSION 1.5

Inclusive Workplace Culture and Organisational Values

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning
Session type: Core organisational and cultural transformation session

1. Purpose and Positioning

Learning Session 5 focuses on workplace culture as the space where:

- gender equality policies succeed or fail,
- labour standards become lived reality (or not),
- inclusion and respect are reinforced through behaviours, norms, and leadership signals.

Building directly on:

- **Session 4:** legal rights and labour standards,

this session answers the question:

"What does an inclusive construction workplace look like in practice, beyond compliance?"

It equips learners with the ability to:

- examine how organisational values, informal norms, and leadership behaviours shape workplace dynamics;
- identify how inclusive or exclusionary practices emerge in daily interactions;
- recognise that inclusion is a shared and collective responsibility, not limited to formal rules.

The emphasis is on:

- shared values and norms,
- everyday behaviours and leadership signals,
- collective responsibility for inclusion and respect.

2. Learning Outcomes

By the end of this learning session, learners will be able to:

1. Explain and illustrate the concept of workplace culture and how it shapes inclusion and exclusion;

2. Identify and compare characteristics of inclusive versus exclusionary workplace cultures in construction;

3. Recognise the role of organisational values, leadership, and informal norms in sustaining equality;

4. Analyse concrete workplace situations and assess whether they reflect inclusive practice;

5. Evaluate workplace scenarios and determine whether they reflect inclusive or exclusionary practices, providing justification.

These outcomes prepare learners for **Session 6** (communication and teamwork) and **Session 7** (advocacy and allyship).

3. Conceptual and Theoretical Framework

3.1 What is workplace culture?

Trainer explains that workplace culture refers to:

- shared norms, values, and expectations;
- informal rules ("how things really work");
- accepted behaviours and language.

Trainer emphasises: "Culture is not written on the wall – it's lived every day."

3.2 Inclusive vs exclusionary cultures in construction

Inclusive cultures typically show:

- respect in communication;
- fair task allocation;
- transparency in learning and promotion opportunities;
- zero tolerance for harassment or humiliation.

Exclusionary cultures often include:

- "banter" that marginalises;
- informal male bonding that excludes women;
- tolerance of unsafe or disrespectful behaviour;
- expectation that newcomers must "fit in or leave."

4. Learning Session Structure and Time Allocation (2–4h)

Trainer setup (before session – 5 minutes):

Prepare two flipcharts labelled Inclusive and Exclusionary, plus short culture scenarios.

Block 1

From Law to Culture

20–30 minutes | Mandatory

Aim: Link legal rights (Session 4) to daily workplace practice.

STEP BY STEP

1. Opening question (5 min)

Ask:

- "If a workplace follows the law, is that enough to feel included?"
-

2. Bridge input (8–10 min)
Trainer explains:

- laws set minimum standards;
- culture determines whether people feel respected, safe, and valued.

3. Quick brainstorm (5–10 min)
Learners are invited to name:

- behaviours that make a workplace feel welcoming;
- behaviours that make it hostile.
-

Trainer records on two columns.

4. Key message (2 min)

- "Inclusion is built through everyday behaviour, not just policies."

Box 6.

Scenario Cards

Scenario Card 1: The "Invisible" Break

Every day at lunch, the male crew gathers in the main canteen, sharing jokes and discussing the afternoon's technical tasks. Two new female apprentices sit at the far end of the table. No one makes eye contact with them, and when one asks a question about the blueprint, a senior worker answers briefly without looking up, then returns to his conversation with the men.

- **What message does this send?**
- **Inclusive or exclusionary?**
- **Who benefits / who is harmed?**

Scenario Card 2: The "Testing" Environment

The breakroom walls are covered in calendars and posters featuring sexualized images of women. When a new female recruit joins the team, the men ramp up the use of aggressive profanity and "rough" jokes. When she looks uncomfortable, the lead hand laughs and says, "We're just testing your thick skin to see if you'll last on a real site. If you can't handle the banter, you're in the wrong job."

- **What message does this send?**
- **Inclusive or exclusionary?**
- **Who benefits / who is harmed?**

Scenario Card 3: The "Hidden" Knowledge

A specialized manufacturer is visiting the site to demonstrate how to calibrate a new, high-tech HVAC system. The supervisor taps three of the men on the shoulder and says, "Come on, you'll want to see this for your career progression." He doesn't invite the female technician, even though she is the one who will be maintaining the system. Later, he tells her, "I didn't want to bore you with the heavy technical stuff; I figured you had enough paperwork to get through."

- **What message does this send?**
- **Inclusive or exclusionary?**
- **Who benefits / who is harmed?**

Block 2

Identifying Workplace Culture in Practice

30–45 minutes | Mandatory

Aim: Help learners recognise cultural signals in construction environments.

Materials

- Short scenario cards (Box 6, or make your own).

STEP BY STEP

1. Introduce exercise (3 min)

- "We analyse practices, not judge individuals."

2. Small-group analysis (20–25 min)

Groups receive scenarios, e.g.:

- New female workers are ignored during breaks.
- Mistakes are treated as learning opportunities for men but as proof of incompetence for women.
- Safety concerns raised by women are dismissed.

Groups discuss:

- What message does this send?
- Inclusive or exclusionary?
- Who benefits / who is harmed?

3. Plenary discussion (10–15 min)
Trainer highlights:

- patterns of normalisation;
- links to retention and motivation.

Block 3

Organisational Values and Leadership

30–60 minutes | Core

Aim: Understand how values and leadership shape culture.

STEP BY STEP

1. Concept input (10–12 min)
Trainer explains:

- values are expressed through decisions, not slogans;
- leadership behaviour sets the tone.

2. Group task: values in action (15–20 min)
Groups receive values (e.g. respect, safety, fairness, teamwork) and answer:

- How should this value look in daily practice on a construction site?
- What behaviours contradict it?

3. Reporting and synthesis (10–15 min)
Trainer links:

- values ↔ behaviours ↔ outcomes (retention, trust, performance).

4. Key insight (2 min)

- "Silence from leadership is also a message."

Block 4

Inclusion as Collective Responsibility

30–45 minutes | Optional (recommended for 3–4h)

Aim: Shift inclusion from "women's issue" to shared responsibility.

STEP BY STEP

1. Reflection prompt (5 min)
Ask:

- "Who shapes workplace culture most?"

2. Group discussion (15–20 min)
Explore:

- role of colleagues;
- role of supervisors;
- role of organisations.

3. Collective mapping (10–15 min)
On flipchart, map:

- actions that strengthen inclusion;
- actions that undermine it.

4. Trainer framing (5 min)
Emphasise:

- inclusion requires participation from everyone;
- responsibility increases with power.

Block 5

Reflection and Consolidation

15–30 minutes | Mandatory

STEP BY STEP

1. Individual reflection (5–8 min)
Learners write:

- one sign of inclusive culture;
- one exclusionary practice they will now recognise.

2. Plenary synthesis (5–10 min)
Trainer summarises:

- culture shapes everyday experience;
- inclusion is intentional and learnable.

3. Preview Session 6 (2 min)

- "Next session: communication, respect, and teamwork in diverse construction teams."

5. Teaching and Learning Methods

- **Interactive Lecture:** Short conceptual inputs introducing workplace culture, organisational values, and the role of leadership in shaping inclusive or exclusionary environments.
- **Brainstorming:** Used in the opening activity to generate examples of behaviours that make workplaces feel welcoming or hostile, helping surface existing perceptions.
- **Case-Based Learning:** Scenario-based analysis to identify cultural signals, patterns of inclusion or exclusion, and their effects on workers.
- **Collaborative Learning (Pair or Group Work):** Group discussion, values-to-practice exercises, and collective mapping of inclusion and exclusion.
- **Reflective Practice:** Guided reflection tasks enabling learners to articulate recognised cultural patterns and their implications.
- **Facilitated Discussion / Dialogue:** Participatory facilitation used to interpret patterns, connect activities to workplace realities, and reinforce key concepts.
- **Problem-Based Learning (PBL):** Structured group tasks where learners classify practices (inclusive vs exclusionary), interpret impacts, and link behaviours to broader organisational outcomes.
- **Experiential Learning:** Learning through active engagement in exercises that simulate workplace dynamics, including decision-making and behaviour analysis.
- **Peer-to-Peer Learning:** Exchange of perspectives during group and plenary activities, supporting shared understanding and inclusive dialogue.

These methods emphasise that workplace culture is shaped through everyday behaviours, and that inclusion requires active participation rather than passive compliance.

6. Materials and Tools

Core

- Culture scenario cards presenting realistic workplace situations
- Flipchart / whiteboard for brainstorming, mapping, and synthesis
- Reflection worksheets or learner journals

Supporting

- **FEMCON** examples of inclusive construction workplaces
- **CEDEFOP** good practices on organisational culture
- **DVV** International guidance on inclusive learning environments

Blended

- Online collaborative boards for mapping inclusive vs exclusionary practices
- Polling tools on cultural signals and perceptions
- Shared digital workspace for group mapping and reporting

7. Assessment and Evaluation (Formative)

Methods

- Structured trainer observation of group analysis
- Review of individual reflection notes, documenting understanding and interpretation of workplace culture
- Review of group outputs, including classification of practices and culture-mapping outputs

Criteria

Learner demonstrates the ability to:

- Distinguish and justify whether workplace practices are inclusive or exclusionary practices;
- Analyse how workplace behaviours reflect organisational values to daily behaviour;
- Explain why culture matters for equality, motivation, and retention;
- Document learning by identifying one inclusive practice and one exclusionary behaviour.

8. Evidence of Learning

- Reflection entries (worksheets or journal entries) documenting key insights
- Group flipcharts outputs classifying inclusive and exclusionary practices
- Culture-mapping outputs linking values, behaviours, and outcomes
- Scenario analysis notes identifying cultural signals and impacts
- Trainer observation checklist capturing learner participation, reasoning, and respectful engagement

LEARNING SESSION 1.6

Communication, Respect, and Teamwork

Duration: 2–4 hours
Delivery mode: Formal VET / Non-formal training / Blended learning
Session type: Core interpersonal and teamwork skills session

1. Purpose and Positioning

Learning Session 6 enables learners to apply respectful communication and teamwork practices in construction and training environments. It focuses on how inclusion, respect, and equality are expressed through everyday interactions on construction sites, in workshops, and in training environments.

Building on:

- **Session 5:** inclusive workplace culture and organisational values,

this session answers the question:

"How do respect, inclusion, and equality show up in everyday communication and teamwork?"

The emphasis is on:

- practical communication skills,
- respectful interaction under pressure,
- teamwork in mixed-gender and diverse environments.

This session is skills-oriented, not theoretical, and prepares learners for Session 7 (advocacy, speaking up, and allyship).

2. Learning Outcomes

By the end of this learning session, learners will be able to:

1. Identify and explain key principles of respectful and inclusive communication in construction settings;

2. Recognise and analyse how communication styles and power dynamics affect teamwork and participation;

3. Apply effective communication strategies to collaborate effectively in diverse teams;

4. Respond and demonstrate constructive apporaches to misunderstandings, exclusion, or disrespectful behaviour in team contexts.

3. Conceptual and Theoretical Content

3.1 Communication in construction contexts

Trainer highlights that construction work involves:

- teamwork under time pressure,
- clear task coordination,
- hierarchical structures (supervisors, foreper-sons, trainees),
- safety-critical communication.

Effective communication is therefore:

- clear (no ambiguity),
- respectful (no humiliation or exclusion),
- inclusive (all voices heard where relevant).

3.2 Respect and power dynamics

Trainer introduces the idea that:

- respect is shown through tone, listening, and task allocation;
- power differences (experience, role, gender) affect who speaks and who is heard;
- inclusive teamwork requires intentional communication, not assumptions.

4. Learning Session Structure and Time Allocation (2–4h)

Trainer setup (before session – 5 minutes):

Prepare communication scenario cards, role cards (e.g. trainee, supervisor), and a flipchart titled "What helps teamwork / What harms teamwork."

Block 1

What Does Respectful Communication Look Like?

20–30 minutes | Mandatory
Aim: Establish shared understanding of respectful communication in construction teams.

3. Contrast question (5 min)

- “What breaks teamwork?”
  List under Harms teamwork

.

4. Trainer synthesis (5 min)

Highlight:

- tone, listening, clarity, fairness;
- disrespect often appears as normalised behaviour.

Block 2

Communication Styles and Power

30–45 minutes | Mandatory
Aim: Recognise how roles and power affect communication.

Materials

- Short role-based scenarios.



STEP BY STEP

1. Mini-input (8–10 min)
Trainer explains:

- direct vs indirect communication;
- how hierarchy affects who speaks and who stays silent.

2. Scenario analysis (15–20 min)

Groups analyse scenarios such as:

- A supervisor interrupts a woman trainee repeatedly.
- Instructions are given informally to some team members only.
- Feedback is delivered publicly and harshly to one person.

Discuss:

- What communication problem is present?
- Who holds power?
- What could be done differently?

3. Plenary discussion (10–15 min)
Trainer links:

- communication style ↔ inclusion ↔ performance.

Box 6.

Scenario Cards

Scenario Card 1: The "Direct vs. Bossy" Standard

A male site supervisor gives short, loud, one-word commands to his crew all morning (e.g., "Move that! Get this done now!"). The team responds quickly, calling him a "strong leader." Later, a female team leader uses a similarly firm, direct tone to ensure a deadline is met. Afterward, two workers complain to the manager that she is "aggressive," "bossy," and "hard to work for."

- **Communication Power Dynamic:** Why is the same communication style perceived as "leadership" in a man but "aggression" in a woman?
- **Impact on Teamwork:** How does this double standard affect the female leader's ability to manage her team?

Scenario Card 2: The "Manterruption" Cycle

During a morning toolbox talk, Ana starts to explain a more efficient way to stage materials for the day. Before she can finish her second sentence, a male colleague cuts her off, raises his voice, and says, "What she's trying to say is..." and proceeds to explain his own version of the plan. The supervisor thanks the male colleague for the "clear direction" and ends the meeting.

- **Communication Power Dynamic:** Who held the "floor" in this conversation, and how was it taken away?
- **Impact on Teamwork:** What happens to team innovation when certain voices are habitually silenced or "translated" by others?

Scenario Card 3: The "Soft Skills" Trap

In a project meeting, a junior male engineer presents a technical update. The senior manager asks him tough questions about the data. When it's the female engineer's turn, the manager spends the time commenting on her "positive energy" and how she "really brightens up the office," but asks her zero questions about her technical report.

- **Communication Power Dynamic:** How does "praising" someone for personality rather than performance actually strip them of their professional power?

- **Impact on Teamwork:** Does this interaction reinforce Horizontal Segregation (treating the woman as "office morale" rather than a "technical expert")?

Block 3

Teamwork in Diverse Construction Teams

30–60 minutes | Core

Aim: Practice inclusive teamwork skills.
Step-by-step

1. Concept input (10–12 min)
Trainer explains:

- eamwork is learned, not automatic;
- diversity improves outcomes when managed well.

2. Group task: teamwork roles (15–20 min)
Groups discuss:

- what each team member needs to contribute;
- how tasks and learning opportunities should be shared.

3. Practical exercise (10–15 min)

Short collaborative task (planning a simple site activity or workflow) with rotating roles.

4. Debrief (5–10 min)
Reflect on:

- who spoke most;
- who was silent;
- what helped inclusion.

Block 4

Handling Misunderstandings and Disrespect

30–45 minutes | Optional (recommended for 3–4h)

Aim: Build confidence to respond constructively.

STEP BY STEP

1. Reflection prompt (5 min)

- “What usually happens when misunderstandings occur at work?”

2. Response strategies input (8–10 min)
Trainer introduces simple tools:

- asking for clarification;
- using “I” statements;
- naming behaviour without accusation.

3. Role-play (15–20 min)
In pairs, practice:

- addressing being talked over;
- requesting clearer instructions;
- responding to dismissive comments.

4. Debrief (5–10 min)
Emphasise:

- respectful communication protects safety and dignity.

Block 5

Reflection and Consolidation

15–30 minutes | Mandatory

STEP BY STEP

1. Individual reflection (5–8 min)
Learners write:

- one communication skill they want to strengthen;
- one behaviour they will no longer accept as “normal.”

2. Plenary synthesis (5–10 min)
Trainer reinforces:

- teamwork is built daily through communication;
- respect improves safety, learning, and outcomes.

3. Preview Session 7 (2 min)

- “Next session: advocacy, speaking up, and allyship.”

5. Teaching and Learning Methods

- **Interactive Lecture:** Short conceptual inputs introducing principles of respectful communication, communication styles, and the influence of hierarchy and power dynamics.

- **Brainstorming:** Used in the opening activity to generate examples of behaviours that support or harm teamwork, helping surface learners' existing experiences.

- **Collaborative Learning (Pair or Group Work):** Small-group activities including scenario analysis, teamwork planning, shared problem-solving, and group mapping.

- **Case-Based Learning:** Analysis of realistic communication scenario (e.g., interruptions, unclear instructions, public criticism) to identify communication challenges and their impact.

- **Role-play/ Simulation:** Practice-based exercises where learners apply communication strategies (e.g., assertive responses, clarification, respectful feedback) in simulated

- **Reflective practice:** Individual reflection tasks supporting self-awareness and identification of communication behaviours to strengthen or change.

- **Facilitated Discussion / Dialogue:** Guided discussions and debriefs to reflect on communication patterns, participation, and inclusion. Peer-to-Peer Learning: Exchange of perspectives during group and paired activities, fostering mutual learning and inclusive interaction.

Methods emphasise that effective communication and teamwork are learned skills, shaped by awareness, practice, and reflection, and are essential for safety, inclusion, and performance in construction settings.

6. Materials and Tools

Core

- Communication scenario cards presenting realistic workplace situations
- Role cards (e.g., trainee, supervisor, team member) for role-play activities
- Flipchart / whiteboard (including "What helps teamwork / What harms teamwork")
- Reflection worksheets or learner journals

Supporting

- **FEMCON** examples on teamwork and inclusion
- **CEDEFOP** guidance on transversal skills in **VET**
- **DVV** International materials on participatory learning

Blended

- Online role-play rooms
- Digital collaboration boards for mapping teamwork behaviours and communication strategies
- Shared documents for group task planning and reflection

7. Assessment and Evaluation (Formative)

Methods

- Structured trainer observation of participation and role-play
- Review of individual reflection notes, documenting learning and skill development
- Review of group task outputs, including teamwork plans and scenario responses

Criteria
Learner demonstrates the ability to:

- Identify and explain respectful vs harmful communication;
- analyse how communication affects teamwork;
- apply and demonstrate at least one inclusive communication strategy (e.g., active listening, clarification, assertive communication);
- Respond constructively to misunderstandings or disrespectful behaviour;
- Reflect on personal communication practice.

8. Evidence of Learning

- Reflection entries: Individual reflection worksheets or journal entries documenting learning and intentions
- Group task outputs, e.g. teamwork plans, communication strategies, workflow exercises
- Scenario analysis notes identifying communication challenges and responses
- Trainer observation checklist capturing participation, application of skills, and respectful engagement

Learning Session 1.7
Advocacy, Speaking Up, and Allyship

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning

Session type: Empowerment, participation, and collective action session

1. Purpose and Positioning

Learning Session 7 builds on the progressive pathway established in Sessions 1–6, by enabling learners to apply knowledge, skills, and awareness to situations requiring voice, participation, and action in construction and training environments. It moves learners from:

- understanding structural inequality (**Session 1),**
- recognising stereotypes and segregation **(Session 2),**
- identifying bias, discrimination, and harassment **(Session 3)**,
- knowing legal rights and labour standards **(Session 4),**
- analysing workplace culture and organisational values **(Session 5)**,
- practising respectful communication and teamwork **(Session 6),** towards active engagement in promoting equality and inclusion through participation, voice, and agency.

This session addresses the question: “How can individuals and groups contribute to change, even in hierarchical and male-dominated construction environments?”

It equips learners with the ability to:

- recognise opportunities to raise concerns or support others;
- distinguish between different forms of advocacy, including individual action, collective engagement, and allyship;
- identify safe and appropriate strategies for speaking up in hierarchical and male-dominated environments.

The emphasis is on realistic, safe, and collective forms of advocacy, rather than heroic or confrontational action.

2. Learning Outcomes

By the end of this learning session, learners will be able to:

1. Explain and illustrate the concept of advocacy in the context of workplaces and vocational training;

2. Distinguish and compare between individual speaking up, collective advocacy, and allyship;

3. Identify and evaluate appropriate and safe ways to raise concerns or promote equality in construction settings;

1. Recognise and analyse the role of allies, especially those in positions of power, in advancing inclusive practices.

These outcomes prepare learners for **Session 8** (case studies) and Session 9 (personal action planning).

3. Conceptual and Theoretical Content
3.1 What is advocacy?

In this session, advocacy is defined as:

- intentional action aimed at improving fairness, safety, or inclusion;
- action that can be individual or collective, formal or informal;
- action that does not require confrontation or legal expertise.

Advocacy in construction often involves:

- naming problems;
- asking questions;
- proposing improvements;
- supporting others.

3.2 Speaking up versus collective advocacy
Trainer clarifies the distinction:

- Speaking up refers to raising concerns or ideas related to one's own experience or immediate environment (e.g. unfair task allocation, unsafe practices).

- Collective advocacy involves coordinated action by several people (e.g. trainees, workers, teams) to address systemic issues.

Both are legitimate and complementary forms of participation.

3.3 Allyship
Allyship refers to:

- active support for equality by colleagues who may not be directly affected;
- particularly important in male-dominated and hierarchical settings;
- most effective when exercised by those with greater power or voice.

Trainer emphasises: "Allyship is not speaking for others, but using one's position to open space and reduce risk."

4. Learning Session Structure and Time Allocation (2–4h)

Trainer setup (before session – 5 minutes):

Prepare advocacy scenarios, a simple advocacy pathway diagram, and a flipchart titled Individual actions / Collective actions.

Block 1
Why Speaking Up Matters

20–30 minutes | Mandatory

Aim: Normalise voice and participation as part of decent work.

STEP BY STEP

1. Opening reflection (5 minutes)
Trainer asks:

- "What usually happens when people stay silent about unfair or unsafe practices?"

2. Plenary discussion (8–10 minutes)
Learners identify consequences such as:

- normalisation of poor practices,
- high turnover,
- reduced safety and morale.

3. Mini-input (5–7 minutes)
Trainer explains:

- silence is often a rational response to power imbalance;
- change rarely happens without voice.

4. Key message (2 minutes)

- "Speaking up is not complaining – it is participation."

Block 2

Forms of Advocacy in Construction Settings

30–45 minutes | Mandatory

Aim: Broaden learners' understanding of what advocacy can look like.

STEP BY STEP

1. Concept input (8–10 minutes)
Trainer introduces different forms of advocacy:

- asking clarifying questions;
- raising concerns informally;
- proposing improvements;
- collective feedback;
- peer support.

2. Small-group task (15–20 minutes)
Groups receive short situations, for example:

- unequal access to training opportunities;
- orepeated sexist comments dismissed as jokes;
- unsafe practices affecting several workers.

Groups discuss:

- what advocacy options exist;
- which are individual and which are collective.

3. Plenary synthesis (10–15 minutes)
Trainer highlights:

- advocacy is often gradual;
- collective approaches reduce individual risk.

Block 3

Allyship and Shared Responsibility

30–60 minutes | Core

Aim: Emphasise that inclusion is not the responsibility of women alone.

STEP BY STEP

1. Concept input (10–12 minutes)
Trainer explains:

- why allyship matters in male-dominated sectors;
- how power and voice operate in teams.

2. Scenario analysis (15–20 minutes)
Example scenarios:

- A male colleague intervenes when a woman is interrupted.
- A supervisor ensures equal task rotation.

Groups discuss:

- what makes this effective allyship;
- how it reduces pressure on women.

3. Group discussion (10–15 minutes)
Questions:

- What prevents people from acting as allies?
- What enables allyship?

4. Key insight (2 minutes)

- "Allyship changes norms, not just outcomes."

Block 4

Safe and Strategic Speaking Up

30–45 minutes | Optional (recommended for 3–4h)

Aim: Equip learners with practical and safe approaches.

STEP BY STEP

1. Mapping pathways (10–15 minutes)
On flipchart, map:

- informal options (conversation, peer support);
- formal options (supervisor, training provider);
- collective channels.

2. Risk-aware framing (5–7 minutes)
Trainer stresses:

- choosing when and how to act is legitimate;
- safety and well-being come first.

3. Practical exercise (10–15 minutes)
Learners are invited to draft one respectful sentence to:

- raise a concern;
- support a colleague;
- propose an improvement.

Block 5
Reflection and Consolidation

15–30 minutes | Mandatory

STEP BY STEP

1. Individual reflection (5–8 minutes)
Learners write:

- one situation where advocacy could make a difference;
- one form of allyship they value.

2. Plenary synthesis (5–10 minutes)
Trainer reinforces:

- voice can be individual or collective;
- advocacy is a skill, not a personality trait.

3. Preview Session 8 (2 minutes)

- "Next session: real case studies from the construction sector."

57. Teaching and Learning Methods

- **Interactive lecture:** Short conceptual mini-inputs introducing advocacy as participation, different forms of speaking up, and the concept of allyship in hierarchical and male-dominated settings.

- **Scenario-based learning:** group work where learners identify advocacy options, weigh risks, and consider individual and collective responses.

- **Strategic mapping and categorisation exercises:** Visual mapping of advocacy pathways (informal, formal, and collective), supporting learners in understanding options and decision-making processes.

- **Collaborative Learning (Group Work):** Small-group activities analysing advocacy situations and distinguishing between individual and collective approaches.

- **Reflective Practice:** Guided reflection on personal attitudes toward speaking up, perceived risks, and the role of allyship.

- **Facilitated Dialogue:** Guided discussions focusing on barriers to speaking up, enabling conditions for advocacy, and the role of organisational culture and power. Applied Practice Exercises: Short, structured tasks where learners draft respectful and context-appropriate statements to raise concerns, support colleagues, or propose improvements.

- **Peer-to-Peer Learning:** Exchange of perspectives during group work and plenary discussion, reinforcing shared responsibility and collective learning.

All methods emphasise that advocacy is a learned, context-sensitive skill, shaped by awareness, judgement, and collaboration rather than confrontation.

6. Materials and Tools

Core

- Advocacy scenario cards reflecting common workplace and training situations
- Flipchart / whiteboard (including "Individual actions / Collective actions" and advocacy pathway mapping)
- Simple advocacy pathway diagram (informal, formal, collective options)
- Reflection worksheets or learner journals

Supporting

- **FEMCON** materials on empowerment and participation
- **CEDEFOP** examples on learner voice and participation in **VET**
- **DVV** International guidance on adult learner empowerment

Blended

- Online breakout discussions for scenario analysis
- Shared advocacy-mapping digital boards
- Collaborative documents for drafting and sharing advocacy statements

7. Assessment and Evaluation (Formative)

Methods

- Structured trainer observation of group analysis
- Review of applied outputs, including drafted advocacy statements and group advocacy maps
- Review of individual reflection notes, documenting understanding of advocacy and allyship

Criteria

Learner demonstrates the ability to:

- Explain and illustrate advocacy and allyship in workplace contexts (e.g. provides at least one example during discussion or scenario analysis);

- Identify and evaluate appropriate speaking-up options (e.g. contributes to mapping or selects appropriate strategies during group work);

- Recognise and analyse the importance of collective approaches (e.g. explains advantages or risks during discussion or synthesis);

- Apply a respectful and context-appropriate communication strategy (such as drafting or presenting a clear and constructive advocacy statement);

- Reflect on agency and responsibility (e.g. identifies one situation where advocacy could make a difference and one form of allyship in reflection output).

8. Evidence of Learning

- Reflection entries – Individual reflection worksheets or journal entries on advocacy and allyship

- Group advocacy maps showing individual, collective, and formal pathways

- Drafted advocacy statements (e.g., raising concerns, supporting colleagues, proposing improvements)
- Scenario analysis notes identifying options and risks

- Trainer observation checklist capturing participation, reasoning, and application of strategies

Learning Session 1.8

Case Studies from the Construction Sector

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning
Session type: Applied and integrative learning session



1. Purpose and Positioning

Learning Session 8 serves as the integration and application point of Module 1, enabling learners to apply concepts, language, analytical tools, and practical skills developed across the previous sessions to realistic construction-sector scenarios.

Building on:

- structural analysis **(Session 1),**
- stereotypes and segregation **(Session 2),**
- bias, discrimination, and harassment **(Session 3),**

- legal rights and labour standards **(Session 4),**
- workplace culture and values **(Session 5),**
- communication and teamwork (**Session 6),**
- advocacy, speaking up, and allyship **(Session 7),**

this session answers the question: “How do all these elements come together in real construction settings, and how can we respond?”

The session supports learners to:

- integrate multiple perspectives (structural, cultural, legal, and interpersonal);
- interpret complex workplace situations;
- consider realistic and context-sensitive responses.

The session prioritises analysis, judgement, and collective learning, not “right or wrong” answers.

2. Learning Outcomes

By the end of this learning session, learners will be able to:

1. Analyse and interpret real or realistic construction-sector cases using a gender-sensitive and rights-based lens;

2. Identify and explain stereotypes, structural barriers, and power dynamics present in workplace situations;

3. Apply knowledge of labour rights, communication strategies, and advocacy options to concrete cases;

4. Evaluate and propose realistic, safe, and constructive responses at individual, team, and organisational levels.

These outcomes prepare learners directly for Session 9 (reflective learning and personal action plans).

3. Conceptual and Theoretical Content
3.1 Why case-based learning matters

Trainer explains that:

- construction workplaces are complex and hierarchical;
- equality issues rarely appear as “textbook examples”;
- case studies allow learners to practise judgement, not memorisation.

The purpose of the session is not to “solve” cases perfectly, but to:

- recognise patterns,
- practise analysis,
- explore response options.

3.2 Analytical lenses to apply

Learners are reminded to use the following lenses simultaneously:

- Structural lens **(Session 1);**
- Stereotypes and segregation lens **(Session 2);**
- Rights and obligations lens **(Session 4);**
- Culture, communication, and advocacy lens **(Sessions 5–7)**.

4. Learning Session Structure and Time Allocation (2–4h)

Trainer setup (before session – 5 minutes):

Prepare 3–4 case study handouts (fictionalised but realistic), analysis worksheets, and a flipchart titled What is happening / Why / What could be done.

Block 1

Introducing Case-Based Learning

20–30 minutes | Mandatory

Aim: Set expectations and analytical framework.

STEP BY STEP

1. Opening framing (5 minutes)
Trainer explains:

- cases are realistic, not personal;
- there may be multiple valid interpretations.

2. Recall activity (5–8 minutes)
Ask learners:

- "What concepts from previous sessions might help analyse cases?" List on flipchart.

3. Analytical checklist introduction (8–10 minutes)
Trainer presents guiding questions:

- What is happening?
- Who holds power?
- What norms or stereotypes are present?
- Are any rights or standards at risk?

Block 2

Case Study Analysis in Small Groups

45–60 minutes | Mandatory

Aim: Apply integrated analysis to realistic situations.

Materials

- Case handouts (see **Box 7**; by now, participants can come up and share more scenarios from their contexts – non personal ones).

STEP BY STEP

1. Group allocation (3 minutes)
Assign one case per group.

2. Structured analysis (30–40 minutes)
Groups analyse using worksheet prompts:

- Identify stereotypes and segregation.
- Identify possible rights or standards involved.
- Analyse culture and communication dynamics.
- Discuss advocacy or allyship options.

3. Preparation for reporting (10–15 minutes)
Groups prepare a short summary.

Box 7.

Example cases **trainer selects 2–3**

Case A
Training and Segregation
A vocational training centre enrols women in construction programmes, but most women are steered toward interior finishing modules, while men are encouraged to pursue site-based trades.

Case B
Workplace Culture and Harassment
A woman apprentice reports frequent "jokes" and exclusion during breaks. Supervisors dismiss it as normal site culture.

Case C
Speaking Up and Risk
Several workers are concerned about unsafe practices, but only women who raise the issue are labelled as "difficult."

Block 3

Plenary Discussion and Comparative Learning

30–45 minutes | Core

Aim: Learn across cases and identify patterns.

STEP BY STEP

1. Group presentations (15–20 minutes)
Each group presents:

- key issues identified;
- possible responses.

2. Comparative discussion (10–15 minutes)
Trainer asks:

- What patterns repeat across cases?
- Where do institutions fail or succeed?

3. Trainer synthesis (5–8 minutes)
Emphasise:

- problems are rarely isolated;
- solutions often require collective or organisational action.

Block 4

From Case Analysis to Real-World Insight

30–45 minutes | Optional (recommended for 3–4h)

Aim: Bridge cases to learners' own contexts.

STEP BY STEP

1. Individual reflection (5–8 minutes)
Learners note:

- which case felt most familiar;
- why.

2. Small-group discussion (15–20 minutes)
Discuss:

- similarities with own experience or expectations;
- what responses feel realistic.

3. Plenary synthesis (5–10 minutes)
Trainer reinforces:

- recognising patterns reduces isolation;
- preparation increases confidence.

Block 5

Reflection and Consolidation

15–30 minutes | Mandatory

STEP BY STEP

1. Written reflection (5–8 minutes)
Learners write:

- one insight gained from the cases;
- one response option they consider realistic.

2. Group synthesis (5–10 minutes)
Trainer summarises:

- case analysis builds readiness, not perfection.

3. Preview Session 9 (2 minutes)

- "Next session: reflecting on learning and developing personal action plans.**"**

5. Teaching and Learning Methods

- **Case-based learning:** Central method of the session, using realistic scenarios to examine complex workplace situations where multiple factors interact.
- **Problem-Based Learning (PBL):** Structured group analysis in which learners interpret cases, identify issues, and explore possible responses using guiding questions.
- **Comparative Learning (Group Work):** Small-group analysis and discussion, enabling shared reasoning and collective interpretation.

- **Reflective Practice:** Guided reflection linking case insights to learners' own expectations, contexts, and decision-making.

- **Analytical Framework Application:** Use of structured guiding questions (e.g., what is happening, who holds power, what norms are present, what rights are at risk) to support consistent and multi-dimensional analysis

- **Facilitated Comparative Discussion:** Plenary discussions comparing cases to identify recurring patterns, institutional dynamics, and systemic issues.

- **Experiential Learning:** Learning through engagement with realistic, context-based situations that simulate workplace complexity and decision-making.

- **Peer-to-Peer Learning:** Exchange of perspectives during group and plenary work, strengthening shared understanding and critical dialogue.

These methods emphasise interpretation, judgement, and collective learning, recognising that workplace situations are complex and that multiple responses may be valid.

6. Materials and Tools

Core

- Case study handouts
- Structured analysis worksheets
- Flipchart / whiteboard (including "What is happening / Why / What could be done")
- Reflection worksheets or learner journals

Supporting

- **FEMCON** case examples and narratives
- **CEDEFOP VET** good-practice stories
- **DVV** International problem-based learning guidance

Blended

- Digital breakout rooms for group analysis
- Shared documents for group analysis
- Online boards for comparative mapping of case findings

7. Assessment and Evaluation (Formative)

Methods

- Structured trainer observation of group analysis and presentations focusing on learner contributions during analysis, discussion, and presentations
- Review of group outputs, including completed analysis worksheets and case summaries

- Review of reflection notes, documenting insights and response strategies

Criteria

Learner demonstrates the ability to:

- Analyse and interpret a case using multiple lenses (i.e. (structural, cultural, legal, and interpersonal, such as identifies key elements such as power relations, norms, and rights during group work or presentation);
- Identify and explain rights and cultural issues;
- Apply knowledge of rights, communication strategies, and advocacy options (e.g. propose at least one realistic response);
- Evaluate and justify realistic response options: explains why a response is appropriate given context, risks, and power dynamics;
- Reflect on learning and transfer to practice: identifies one insight and one realistic response option in reflection output.

8. Evidence of Learning

- Completed case analysis worksheets demonstrating structured and multi-dimensional analysis
- Group presentation summaries highlighting key issues and proposed responses
- Comparative notes or flipchart outputs identifying patterns across cases
- Reflection entries – Individual reflection worksheets or journal entries documenting insights and response strategies

Learning Session 1.8

Case Studies from the Construction Sector

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning

Session type: Reflective, integrative, and action-oriented session

1. Purpose and Positioning

Learning Session 9 serves as the reflective and personal integration core point of Module 1, enabling learners to consolidate learning, interpret its relevance, and translate it into practical and realistic next steps. It provides structured time and guidance for learners to:

- look back across Sessions 1–8,
- make sense of what they have learned,
- identify how their perspectives have shifted,
- translate learning into realistic and personal next steps.

Where Session 8 focused on external cases, Session 9 focuses on the learner's own position, agency, and pathway.

It supports learners to:

- synthesise key insights from the module;
- recognise changes in their perspectives and expectations;
- identify realistic opportunities for action;
- define personal boundaries and goals in relation to workplace culture, communication, and equality.

The session addresses the question: "Given what I have learned, what does this mean for me, and how do I want to act going forward?"

2. Learning Outcomes

By the end of this learning session, learners will be able to:

1. Summarise, interpret, and reflect critically on key insights gained throughout Module 1 in relation to gender equality, workplace culture, and professional practice;

2. Identify, describe, and illustrate changes in their understanding, confidence, or expectations regarding construction work;

3. Define and document at least one realistic and achievable personal action related to equality, participation, or workplace behaviour;

4. Articulate and record personal learning goals and boundaries in relation to future training or work environments.

These outcomes prepare learners directly for Session 10 (review, assessment, and learning consolidation).



3. Conceptual and Theoretical Content
3.1 Why reflection matters

Trainer explains that:

- learning is not complete until it is processed and owned;
- reflection helps learners move from information to meaning;
- action planning bridges awareness and practice.

The emphasis is on realism, not ambition: "A small, achievable action is more powerful than a vague commitment."

3.2 What a personal action plan is (and is not)

Trainer clarifies that a personal action plan:

- is voluntary and personal;
- does not require disclosure of private experiences;
- focuses on what is within the learner's control.

It is not:

- a promise to change others;
- a requirement to confront unsafe situations;
- a test of courage.

4. Learning Session Structure and Time Allocation (2–4h)

Trainer setup (before session – 5 minutes):

Prepare a visual timeline of Sessions 1–8, reflection worksheets, and a simple action-planning template.

Block 1

Looking Back: What Have We Learned?

20–30 minutes | Mandatory

Aim: Help learners reconnect with the full learning journey.

STEP BY STEP

1. Learning timeline (5–8 minutes)
Trainer briefly revisits the module:

- Session 1: structural inequality
- Session 2: stereotypes and segregation
- Session 3: bias and harassment
- Session 4: rights and standards
- Session 5: workplace culture
- Session 6: communication and teamwork
- Session 7: advocacy and allyship
- Session 8: case studies

2. Guided recall (8–10 minutes)
Ask learners:

- "Which session stayed with you most?"
- "Which concept was new or challenging?"

3. Pair sharing (5–10 minutes)
Learners share reflections in pairs, if comfortable.

Learning emphasis: Learning is cumulative and interconnected.

Block 2
Reflecting on Personal Change

30–45 minutes | Mandatory

Aim: Support awareness of shifts in understanding or confidence.

STEP BY STEP

1. Individual written reflection (10–15 minutes)
Learners respond to prompts:

- One belief or assumption I now question;
- One situation I would interpret differently now;
- One strength or resource I recognise in myself.

2. Small-group discussion (15–20 minutes)

In groups of 3–4, learners share insights they feel comfortable sharing.

3. Trainer synthesis (5–8 minutes)
Trainer highlights:

- reflection shows growth even without dramatic change;
- increased awareness is itself an outcome.

Block 3
Developing Personal Action Plans

30–60 minutes | Core

Aim: Translate reflection into realistic and safe action.

STEP BY STEP

1. Action planning input (8–10 minutes)
Trainer introduces a simple structure:

- What I want to do differently or continue doing;
- Why it matters to me;
- One concrete step I can take;
- Support or conditions I may need.

2. Individual action planning (15–20 minutes)
Learners complete a short action plan.
Examples of actions:

- asking for equal learning opportunities;
- supporting respectful communication;
- seeking information about rights or support;
- setting personal boundaries.

3. Optional peer exchange (10–15 minutes)

Learners share action plans in pairs for encouragement and realism-checking.

Trainer note: Emphasise that not acting in unsafe situations can also be a valid, informed choice.

Block 4

Identifying Enablers and Barriers

30–45 minutes | Optional (recommended for 3–4h)

Aim: Strengthen realism and resilience.

STEP BY STEP

1. Barrier identification (10–15 minutes)
Learners are asked to list:

- possible obstacles to their action plan (fear, hierarchy, time).

2. Enabler mapping (10–15 minutes)
Learners identify:

- allies;
- resources;
- supportive structures.

3. Group discussion (5–10 minutes)
Trainer reinforces:

- planning includes anticipating limits;
- support increases sustainability.

Block 5

Reflection and Consolidation

15–30 minutes | Mandatory

STEP BY STEP

1. Final reflection (5–8 minutes)
Learners write:

- one insight they want to carry forward;
- one value they want to uphold in future workplaces.

2. Plenary synthesis (5–10 minutes)
Trainer summarises:

- learning leads to informed choice;
- agency includes knowing when and how to act.

3. Preview Session 10 (2 minutes)

- "Next session: review, assessment, and consolidation of learning."

5. Teaching and Learning Methods

- **Interactive Recall and Synthesis:** Facilitated activities (e.g., learning timeline, recall questions) supporting integration of concepts across Sessions 1–8.

- **Guided reflective practice:** Structured prompts and written tasks enabling learners to review learning, question assumptions, and interpret personal change.

- **Individual writing**

- **Peer-to-Peer Learning:** exchange perspectives during optional sharing of action plans, promoting encouragement and collective learning.

- Action planning (Applied Learning Method): Use of structured templates to translate reflection into concrete, realistic, and context-sensitive personal actions.

- **Problem-Solving and Scenario Anticipation:** Identification of potential barriers and enablers to action, supporting realistic and strategic thinking.

- **Experiential Learning:** Learning through personal engagement with reflection, planning, and decision-making processes.

- **Participatory Facilitated Dialogue:** Guided discussions to synthesise learning, highlight common themes, and reinforce key messages about agency and choice.

Methods are chosen to respect adult learners' autonomy, safety, and diversity of experience.

6. Materials and Tools

Core

- Reflection worksheets with structured prompts
- Personal action plan template (simple, step-based format)
- Flipchart / whiteboard for timeline, synthesis, and mapping
- Visual timeline of Sessions 1–8

Supporting

- **FEMCON** reflective learning guidance
- **CEDEFOP** resources on lifelong learning and learner agency
- **DVV** International materials on adult reflection and empowerment

Blended

- Digital reflection journals
- Private online reflection submissions
- Shared (optional) documents for action planning and feedback
- Online tools for individual reflection and goal tracking

7. Assessment and Evaluation (Formative) Methods

- Review of individual outputs such as reflection and action plan templates
- Structured trainer observation focusing on learner engagement in discussion
- Optional review of peer exchange contributions, where applicable

Criteria

Learner demonstrate the ability to:

- Summarise and interpret key learning insights from Module 1 (e.g. articulate at least one key learning insight);
- Describe, illustrate, and document realistic personal action or boundary;
- reflect critically on her learning journey (e.g. records at least one goal or boundary relevant to future training or work).

8. Evidence of Learning

- Completed reflection worksheets demonstrating interpretation of learning
- Personal action plans outlining concrete steps, motivations, and conditions
- Notes or outputs from barrier and enabler mapping exercises
- Optional peer feedback or exchange summaries
- Trainer observation checklist capturing engagement, reflection depth, and planning

Learning Session 1.10

Review, Assessment, and Learning Consolidation

Duration: 2–4 hours

Delivery mode:
Formal VET / Non-formal training / Blended learning

Session type:
Consolidation, formative assessment, and closure session

1. Purpose and Positioning

Learning Session 10 concludes Module 1: Gender Equality in Construction. It serves as the final consolidation and validation point of the module by providing structured and non-examination formats for learners to demonstrate, synthetise, and articulate their learning. It provides opportunities for learners to:

- review and synthesise learning from Sessions 1–9,
- demonstrate understanding and reflection in non-examination formats,
- consolidate key concepts, skills, and attitudes,
- formally close the learning experience with clarity and recognition.

This session does not introduce new content. Instead, it ensures that learning is made:

- explicit (what has been learned),
- visible, recognised and validated (how learning can be demonstrated),
- transferable – meaningfully connected to future modules or training pathways.

The session addresses the question: “What have we learned, how do we know it, and how do we carry it forward?”

The session adopts a formative and learer-centred assessment approach, emphasising:

- demonstration rather than testing;
- reflection supported by evidence;
- recognition of progress and engagement across the module.

2. Learning Outcomes

By the end of this learning session, learners will be able to:

1. Summarise and synthetise key concepts and insights from Module 1 in a coherent way;

2. Demonstrate and apply understanding of gender equality, rights, culture, communication, and advocacy in construction contexts;

3. Articulate and evidence their learning journey and personal development across the module;

4. Explain and relate how learning from Module 1 connects to future learning, work, or training contexts.

These outcomes confirm achievement of Module 1 objectives and prepare learners for subsequent modules or pathways.

3. Conceptual and Theoretical Content

3.1 Why consolidation matters

Trainer explains that:

- learning is strengthened through review and synthesis;
- assessment in this module focuses on understanding and reflection, not memorisation;
- consolidation helps learners retain and transfer learning to new contexts.

3.2 Assessment principles in Module 1

Assessment in this session is:

- formative,
- inclusive,
- non-competitive,
- respectful of different learning styles and experiences.

There are no “right” or “wrong” opinions — only more or less well-reasoned and reflective responses.

4. Learning Session Structure and Time Allocation (2–4h)

Trainer setup (before session – 5 minutes):

Prepare a module overview slide/poster, reflection templates, and a simple assessment checklist aligned with Module 1 learning outcomes.

Block 1

Revisiting Module 1: The Big Picture

20–30 minutes | Mandatory

Aim: Help learners see Module 1 as a coherent whole.

STEP BY STEP

1. Module recap (8–10 minutes)
Trainer revisits the 10-session structure:

1. **Gender equality as structural issue**
2. **Stereotypes and segregation**
3. **Bias, discrimination, and harassment**
4. **Legal rights and labour standards**
5. **Workplace culture and values**
6. **Communication and teamwork**
7. **Advocacy and allyship**
8. **Case studies**
9. **Reflection and action planning**
10. **Review and consolidation**

2. Guided discussion (8–10 minutes)
Ask:

- "Which themes connect several sessions?"
- "Which ideas kept returning?"

3. Trainer synthesis (5 minutes)
Emphasise:

- structural thinking,
- rights and responsibility,
- communication and collective action.

Block 2

Demonstrating Learning Through Reflection

30–45 minutes | Mandatory

Aim: Enable learners to articulate what they have learned.

STEP BY STEP

1. Individual reflective task (15–20 minutes)
Learners respond (in writing or orally) to prompts such as:

- One key concept I now understand better;
- One situation in construction I would now see differently;
- One skill or insight I gained through this module.

2. Optional small-group sharing (10–15 minutes)
Learners share selected reflections in groups of 3–4.

3. Trainer feedback (5–8 minutes)
Trainer highlights:

- depth of reflection;
- links to module learning outcomes.

Block 3

Applied Review: Linking Concepts to Practice

30–60 minutes | Core

Aim: Consolidate learning through applied understanding.

STEP BY STEP

1. Short applied task (15–20 minutes)
Learners choose one option:

- analyse a short scenario using module concepts; or
- explain how they would respond to a hypothetical workplace situation.

2. Group discussion (15–20 minutes)
Groups discuss:

- which concepts are relevant;
- how responses differ depending on context and power.

3. Trainer synthesis (5–10 minutes)
Reinforce:

integrated thinking across equality, rights, culture, and communication.

Block 4

Recognition of Learning and Next Steps

30–45 minutes | Optional (recommended for 3–4h)

Aim: Support closure and motivation.

STEP BY STEP

1. Learning recognition (10–15 minutes)
Trainer explains:

- how learning will be recognised (certificate, record, portfolio);
- how evidence collected supports competence-based tracking.

2. Forward-looking discussion (10–15 minutes)

Ask:

- "Where could this learning be useful next?"
- "What would you like to explore further?"

3. Trainer framing (5–10 minutes)
Emphasise:

- learning is cumulative;
- equality competence is relevant across careers.

Block 5

Final Reflection and Closure

15–30 minutes | Mandatory

STEP BY STEP

1. Final reflection (5–8 minutes)
Learners write:

- one message they would give to a new learner entering this module;
- one value they consider essential for construction workplaces.

2. Closing circle or plenary (5–10 minutes)
Trainer thanks learners and acknowledges engagement.

3. Formal closure (2–5 minutes)
Trainer:

- confirms completion of Module 1;
- explains what comes next in the programme.

5. Teaching and Learning Methods

- **Interactive Review and Synthesis:** Structured recap activities (e.g., module timeline, thematic connections) supporting learners in integrating key concepts across sessions.
- **Guided Reflective Practice:** Individual reflective writing and discussion in small-groups to review and synthesise.
- **Collaborative Learning (Small-Group Dialogue):** Group discussions to compare interpretations, explore different responses, and reinforce collective understanding.
- **Applied Scenario-Based Learning:** Short applied analysis tasks where learners analyse or respond to workplace situations using concepts from across the module.
- **Facilitated Participatory Dialogue and Feedback:** Trainer-led synthesis and feedback linking learner contributions to module learning outcomes.
- **Experiential Learning (Demonstration of Learning):** Opportunities for learners to demonstrate understanding through articulation, application, and discussion rather than formal testing.
- **Recognition and Closure Practices:** Positive reinforcement and closure practices supporting acknowledgement of learning, consolidation of key messages, and transition to future learning pathways.

These methods emphasise learning demonstration, integration, and recognition, ensuring that knowledge, skills, and attitudes developed across the module are made visible and transferable.

6. Materials and Tools

Core

- Module overview handout or slide **(Sessions 1–10 structure)**
- Reflection and assessment templates aligned with learning outcomes
- Flipchart / whiteboard for synthesis and mapping
- Simple assessment checklist aligned with Module 1 competences (see assessment tool at the end of this module)

Supporting

- Learners' reflection journals and action plans **(from Session 9)**
- Trainer observation and assessment checklist
- Consolidated examples or notes from previous sessions (optional)

Blended

- Digital portfolios compiling learner outputs across the module
- Online reflection submissions shared documents
- Digital tools for summarising key learning points

7. Assessment and Evaluation (Formative and Summative Elements)

Methods

- Review of learner outputs, including reflection tasks and applied resources
- Structured trainer observation of applied discussion, focusing on learner participation, reasoning, and integration of concepts
- Consideration of engagement and participation across Module 1

Criteria
Learner demonstrates the ability to:

- define and synthetise key module concepts in a coherent manner (e.g. articulates connections across sessions during discussion or reflection;
- apply learning to practice (i.e. selects and uses relevant concepts in applied tasks or discussion);
- demonstrate understanding of equality, rights, culture, communication, and advocacy (e.g. references multiple dimensions of the module when explaining responses);
- Articulate and evidence personal learning and development by providing examples of learning, change in perspective, or gained skills in reflection outputs;
- Explain transfer of learning to future contexts (e.g. identifies how knowledge and skills may be applied in training or work environments).

8. Evidence of Learning

- Final reflection task – Completed reflection and synthesis templates
- Applied review activity output (scenario analysis or response explanations)
- Trainer assessment checklist documenting learner progress and demonstration of competences
- Learner portfolio (where applicable, such as personal action plans and reflection outputs from Session 9).

Module 1

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Module 1

End of Module Quick Assessment Checklist

Module: Gender Equality in Construction

Trainer: _____

Learner: _____

Date: _____

Scoring Key: 0 = Not demonstrated; 1 = Emerging; 2 = Adequate; 3 = Strong

	0	2	3	4	
1. Understanding & Analysis					
Explains gender inequality & structural issues	☐	☐	☐	☐	Criteria
Identifies stereotypes, segregation, or bias	☐	☐	☐	☐	
Recognises rights, responsibilities, or violations	☐	☐	☐	☐	
2. Workplace Culture & Communication	0	2	3	4	
Distinguishes inclusive vs exclusionary practices	☐	☐	☐	☐	Criteria
Applies respectful communication strategies	☐	☐	☐	☐	
Participates constructively in teamwork activities	☐	☐	☐	☐	
3. Application & Problem-Solving	0	2	3	4	
Analyses scenarios using relevant concepts	☐	☐	☐	☐	Criteria
Identifies key issues (rights, culture, power)	☐	☐	☐	☐	
Proposes realistic and appropriate responses	☐	☐	☐	☐	
4. Advocacy & Agency	0	2	3	4	
Explains advocacy or allyship	☐	☐	☐	☐	Criteria
Identifies safe ways to speak up	☐	☐	☐	☐	
Suggests or drafts a constructive action	☐	☐	☐	☐	
5. Reflection & Action Planning	0	2	3	4	
Articulates key learning insight	☐	☐	☐	☐	Criteria
Describes change in perspective	☐	☐	☐	☐	
Develops a realistic personal action	☐	☐	☐	☐	
6. Integration of Learning	0	2	3	4	
Connects concepts across sessions	☐	☐	☐	☐	Criteria
Applies learning to real/work situations	☐	☐	☐	☐	
Explains relevance for future practice	☐	☐	☐	☐	

Overall Summary

Total Score: _____ / 54

- ☐ Emerging
- ☐ Developing
- ☐ Competent
- ☐ Strong

Trainer Comments

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Module 1

Professional Development

Module Purpose

To empower learners to develop professional skills, exercise leadership capacity in workplace context, and actively plan career advancement strategies within the construction sector.
Learning Objectives

Learners will be able to:

- Identify and compare career pathways and progression opportunities within the construction sector
- Apply leadership and decision-making skills in practical or simulated workplace situations
- Demonstrate effective communication, negotiation, and teamwork skills in professional interactions
- Establish and engage in professional networks and mentorship relationships to support career development

Key Competences Developed

- **Personal, social, and learning-to-learn competence:** Developing self-awareness, adaptability, resilience, and the ability to manage one's own learning and career development.
- **Entrepreneurship competence:** Taking initiative, making decisions, managing projects, and pursuing opportunities for professional growth.
- **Literacy competence:** Communicating clearly and effectively in professional contexts, including expressing ideas, negotiating, and collaborating with others.
- **Citizenship competence:** Engaging responsibly in workplace environments, demonstrating respect, participation, and accountability.

Indicative Weekly Structure
Week Focus

1. Career paths and professional identity
2. Leadership styles and self-assessment
3. Communication skills and assertiveness
4. Negotiation and conflict management
5. Project management basics
6. Team leadership and collaboration
7. Mentorship and networking
8. Work–life balance and resilience
9. Career planning and goal setting
10. Practical assignments and review

Learning Session 2.1

Career Paths and Professional Identity

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning

Session type: Foundational professional development session

1. Purpose and Positioning

Learning Session 1 of Module 2 introduces learners to career pathways and professional identity within the construction sector. It serves as the entry point to Module 2: Professional Development and Leadership, which focuses on strengthening professional skills, leadership capacity, and career advancement strategies. While Module 1 focused on gender equality, workplace culture, rights, and participation, Module 2 shifts the focus toward professional growth, leadership development, and long-term career advancement.

This session supports learners to:

- recognise the diversity of roles and pathways within the construction sector;
- understand how careers develop through skills, experience, and learning over time;
- begin positioning themselves as active participants in the sector, rather than passive trainees.

The session addresses the guiding question:

"What professional opportunities exist in the construction sector, and how can I begin to see myself as a professional within it?"

The session adopts a developmental and reflective approach, emphasising that:

- careers are not linear and may involve transitions across roles and specialisations;
- professional identity is built over time through experience, learning, and reflection;
- individuals can actively shape their career direction based on interests, strengths, and opportunities.

2. Learning Outcomes

By the end of this learning session, learners will be able to:

1. Identify and describe a range of career pathways and occupational roles within the construction sector.

2. Explain and illustrate how training, skills development, and experience contribute to career progression.

3. Analyse and articulate their own interests, strengths, and motivations in relation to construction careers.

4. Begin articulating and present elements of their emerging professional identity.

These outcomes provide a foundation for subsequent sessions on leadership, communication, networking, and career planning.

3. Conceptual and Theoretical Content
3.1 Career paths in the construction sector

Trainer explains that a career path refers to the sequence of roles and responsibilities that a person may experience during their professional life.

In the construction sector, career paths can include progression through different types of roles, for example:

- entry-level positions or apprenticeships (e.g. site assistant, warehouse or materials assistant, helper etc.)
- skilled trade roles (e.g., carpentry, electrical work, masonry etc.)
- technical roles (e.g., technicians, engineers, surveyors etc.)
- supervisory and management roles (e.g., site supervisors, project managers etc.)

Trainer emphasises that careers are not always linear. People may move between roles, develop specialisations, or pursue additional training throughout their professional lives. Careers may:

- include transitions across sectors, where skills gained in one field are applied in another (e.g., administrative, technical, or project coordination skills moving between construction, services, or industry);
- combine different types of roles over time, such as technical, supervisory, or support roles;
- include periods of training, employment, and re-entry, especially in response to life circumstances or labour market changes;
- evolve through informal learning and on-the-job experience, not only through formal qualifications;
- be influenced by opportunities, networks, and external conditions, not only by individual planning.

Box 1

Construction Sector and Careers in Albania

Sectoral employment position

- Construction is part of the **industry sector** in Albania's labour market classification.
- It accounts for **7.9% of total employment.**

Construction represents a **significant employment sector,** though smaller than services and agriculture.

Industry context

- **The broader industry sector (including construction) forms a substantial share of employment and is characterised by:**

- technical and manual occupations
- higher concentration of male workers
- linkages with infrastructure and economic development

Construction should be understood within this **industrial labour structure,** not as a standalone isolated sector.

Nature of employment (relevant to construction)

- The labour market shows:

- **24.7% informal employment in non-agricultural sectors** (which includes construction).

- Employment is influenced by:

- **sectoral demand and economic cycles**
- **regional concentration**
- **type of occupation and skills**

Construction jobs are often:

- **project-based and temporary**
- partly **informal or unstable**
- dependent on **investment and market dynamics**

Gender context (labour market baseline)

- Labour force participation:

- **~70% men**
- **~58% women**

Although construction-specific gender data is not disaggregated in detail,
this gap indicates that **male-dominated sectors like construction are likely to have very low female participation.**



3.2 Professional identity

Professional identity refers to how individuals see themselves in relation to their profession and workplace.

It develops through:

- acquiring technical knowledge and practical skills
- building confidence and professional behaviour
- gaining recognition and belonging within a professional community

For learners entering male-dominated sectors such as construction, developing professional identity may also involve overcoming stereotypes and strengthening confidence in one's expertise and voice.

4. Learning Session
Structure and Time Allocation (2–4h)

Trainer setup (before session – 5 minutes):

Prepare a simple diagram of construction career pathways, reflection worksheets, and a flipchart to record learner ideas.

Block 1
Understanding Career Pathways in Construction

20–30 minutes | Mandatory

Aim: Introduce learners to the range of occupations and career trajectories in construction.

STEP BY STEP

1. Opening discussion (5 minutes)
Trainer asks learners:

- "What different jobs or roles exist in the construction sector?"

Learners share ideas while the trainer records them on the flipchart.

2. Trainer input: sector overview (8–10 minutes)

Trainer introduces a broader range of roles within construction (see the Conceptual and Theoretical Content), including:

- skilled trades
- technical professions
- site supervision and project management
- administrative and coordination roles

3. Career pathway illustration (5–8 minutes)

Referring also to the records on the flipchart and the input just provided, trainer shows how individuals may progress from:

training → entry-level roles → skilled roles → supervisory or managerial positions.

4. Trainer synthesis (2 minutes)

Emphasise that construction careers offer multiple entry points and pathways for progression.

Block 2
Mapping Personal Interests and Strengths

30–45 minutes | Mandatory

Aim: Help learners connect sector opportunities with their own interests and abilities.

STEP BY STEP

1. Individual reflection (8–10 minutes)
Learners complete a worksheet identifying:

- skills they already possess
- skills they would like to develop
- types of work they find interesting

2. Small-group discussion (15–20 minutes)
Learners discuss:

- which construction roles interest them most
- what motivates their interest
- what skills they might need to develop

3. Trainer synthesis (8–10 minutes)
Trainer highlights common motivations such as:

- interest in practical work
- desire for stable employment
- interest in technical or leadership roles

Block 3
Developing Professional Identity

30–60 minutes | Core

Aim: Support learners begin to view themselves as active participants in the professional field.

STEP BY STEP

1. Concept input (10–12 minutes)
Trainer explains how professional identity develops through:

- competence and technical skills
- professional behaviour
- confidence in expressing ideas and opinions
- recognition by colleagues and supervisors

2. Role model discussion (10–15 minutes)

Learners discuss examples of professionals they admire.

Discussion is facilitated with questions like:

- What qualities make someone a strong professional?
- What behaviours earn respect in a workplace?

3. Professional identity exercise (10–15 minutes)

Learners complete the prompt: “As a professional in construction, I want to be known for…”

4. Group reflection (5–10 minutes)
Trainer emphasises the importance of:

- continuous learning
- professionalism and reliability
- confidence in one’s expertise.

Block 4
Identifying Opportunities and Barriers

30–45 minutes | Optional (recommended for 3–4h)

Aim: Encourage learners to think realistically about career development.

STEP BY STEP

1. Group discussion (10–15 minutes)

Learners identify possible challenges / barriers they may need to face/overcome to development a career in construction, such as:

- limited training opportunities
- stereotypes in male-dominated workplaces
- lack of mentorship

2. Opportunity mapping (10–15 minutes)
Learners identify resources that support career development, such as:

- training programmes
- professional networks
- mentors and supportive colleagues

3. Trainer synthesis (5–10 minutes)
Trainer highlights that career progression depends on both:

- individual initiative
- supportive workplace environments.

Block 5

Reflection and Consolidation

15–30 minutes | Mandatory

STEP BY STEP

1. Individual reflection (5–8 minutes)
Learners write:

- one career path that interests them
- one skill they would like to develop further.

2. Plenary discussion (5–10 minutes)

Learners share reflections voluntarily.

3. Preview of Session 2 (2 minutes)

Trainer introduces the next topic: “In the next session, we will explore leadership styles and how individuals can assess their own leadership strengths.”

5. Teaching and Learning Methods

- **Interactive Lecture:** Short inputs introducing the structure of the construction sector, career pathways, and progression opportunities.

- **Brainstorming:** Used in the opening activity to identify existing knowledge of construction roles and surface learners’ perceptions.

- **Collaborative Learning (Small-Group Work):** Guided discussion exploring career interests, motivations, and required skills.

- **Guided Reflective Practice:** Structured individual exercises where learners identify strengths, interests, and aspirations.

- **Facilitated Dialogue (Small-group):** Trainer-led synthesis and discussion to connect learner inputs with broader labour-market realities.

- **Career pathway mapping (Applied Learning Method):** Visual exploration of progression routes within the construction sector, linking training, roles, and advancement.

- **Experiential Learning:** Engagement in activities that connect personal experience with professional opportunities.

- **Peer-to-Peer Learning:** Exchange of perspectives during group discussions, supporting mutual learning and validation.

These methods emphasise that career development is an active and evolving process, shaped by both individual choices and structural opportunities.

6. Materials and Tools

Core

- Career pathway diagram illustrating roles and progression in construction
- Reflection worksheets (skills, interests, professional identity prompts)
- Flipchart / whiteboard for brainstorming and synthesis

Supporting

- Career examples from the construction sector
- Instructor notes on professional roles and sector structure
- Local or national labour market data (update and adapt as relevant)

Blended

- Digital worksheets for reflection and career mapping
- Online discussion boards for sharing career interests and insights
- Interactive tools for visualising career path-ways

7. Assessment and Evaluation (Formative) Methods

- Structured trainer observation of learner participation (focusing on learner contributions during discussion and mapping activities)

Review of reflection exercises such as:

- Review of individual outputs, including reflection worksheets and identity statements
- Review of group discussion outputs, where applicable

Criteria

Learner demonstrates the ability to:

- Identify and describe a range of construction career pathways (e.g. names and explains at least one role or pathway during discussion or worksheet activity)
- Explain how skills, training, and experience contribute to career progression
- Analyse and articulate personal strengths and interests (e.g. completes reflection worksheet with relevant and coherent responses)
- Describe elements of an elements of professional identity (i.e. completes identity prompt or articulates how they want to be perceived as a professional).

8. Evidence of Learning

- Completed reflection worksheets (on skills, interests, career preferences)
- Written professional identity statements (e.g., “As a professional, I want to be known for…”)
- Group discussion notes on career pathways and motivations
- Trainer observation checklist capturing participation, clarity of expression, and engagement

Learning Session 2.2

Leadership Styles and Self-Assessment

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal train ing / Blended learning

Session type: Foundational leadership development session

1. Purpose and Positioning

Learning Session 2 introduces learners to core leadership concepts and different leadership styles, and behaviours while supporting them in identifying and developing their own leadership potential within construction context. Building on the previous session, it helps expand learners’ understanding of professional growth by introducing leadership as a set of skills and practices that can be developed across roles and career stages.

In the construction sector, leadership is often associated only with formal supervisory positions. However, effective leadership can also occur through initiative, problem-solving, teamwork, and professional responsibility, regardless of job title.

This session encourages learners to recognise leadership as a set of skills and behaviours that can be developed over time.

The session supports learners to:

- understand different leadership styles and when they are effective;
- recognise how leadership behaviours shape teamwork, safety, and performance;

begin assessing their own strengths and development areas in relation to leadership.

The session addresses the guiding question:

“What does leadership mean in the construction sector, and what kind of leader could I become?”

The session adopts a practical and developmental approach, emphasising that:

- leadership is context-dependent and situational;
- individuals can demonstrate leadership at any stage of their career;
- leadership skills are developed through experience, reflection, and continuous learning.

2. Learning Outcomes

By the end of this learning session, learners will be able to:

1. Identify and describe several common leadership styles and their characteristics.

2. Explain and illustrate how leadership behaviours influence team performance and workplace culture.

3. Assess and articulate their own leadership strengths, preferences, and areas for development.

4. Demonstrate understanding of how leadership skills can be developed through experience, learning, and practice.

These outcomes contribute to the broader objectives **Of Strengthening Women's Leadership Capacity And Professional Confidence In Construction Careers.**

3. Conceptual and Theoretical Content
3.1 Understanding leadership

Trainer explains that leadership refers to the ability to guide, support, and influence individuals or teams toward achieving shared goals.

Leadership is not limited to formal authority (use examples as the one provided in the box). In many workplaces, leadership is demonstrated through:

- initiative and problem-solving
- supporting colleagues
- communicating clearly and respectfully
- taking responsibility for tasks and outcomes

In construction environments, leadership is especially important for **coordination, safety, teamwork, and project success.**

Example: How Good Leadership Makes A Difference In Construction

Trainer Provides A Practical Example:

On A Construction Site, A Team Is Working Under Time Pressure To Complete A Task. One Worker Notices That Materials Are Not Properly Secured, Which Could Create A Safety Risk.

A Team Member, Without Being A Formal Supervisor, Takes Initiative To:

- Point Out The Risk Calmly And Respectfully,
- Suggest A Safer Way To Organise The Materials,
- Encourage Colleagues To Pause Briefly And Fix The Issue.

As A Result:

- A Potential Accident Is Prevented,
- The Team Continues Work More Safely And Efficiently,
- Trust And Cooperation Within The Team Are Strengthened.

Trainer Emphasises:

This Is An Example Of Informal Leadership. The Individual Did Not Rely On Authority, But Demonstrated Leadership Through:

- Awareness,
- Communication,
- Responsibility For Collective Safety.

3.2 Common leadership styles

Trainer introduces widely recognised leadership styles, drawing on established leadership theories such as the Path–Goal Theory (House, 1971) and transformational leadership theory (Bass, 1990).

- **Authoritative (or directive) leadership**
  Leader provides clear direction and expectations, often useful in situations requiring quick decisions or safety control.

- **Participative leadership**
  Leader involves team members in decision-making and encourages collaboration.

- **Supportive leadership**
  Leader focuses on supporting and motivating team members, building trust and positive workplace relationships.

- **Transformational leadership**
  Leader inspires others through vision, motivation, and commitment to improvement.

Trainer emphasises that **effective leaders often adapt their style depending on the situation and team needs.**

4. Learning Session
Structure and Time Allocation (2–4h)

Trainer setup (before session – 5 minutes):

Prepare leadership style descriptions, self-assessment worksheets, and a flipchart for recording discussion points.

Block 1
Exploring Leadership in Construction

20–30 minutes | Mandatory

Aim: Introduce the concept of leadership within construction workplaces.

STEP BY STEP

1. Opening discussion (5 minutes)
Trainer asks:

- "When you hear the word 'leader', what comes to mind?"
- "Who are examples of leaders in construction or other workplaces?"

Responses are recorded on the flipchart.

2. Trainer input: leadership roles (8–10 minutes)

Trainer explains that leadership in construction may appear in roles such as:

- team leaders
- site supervisors
- project managers
- experienced workers who guide others

3. Discussion (5–8 minutes)

Trainer asks learners: "What qualities make someone a good leader in a workplace?"

4. Trainer synthesis (2 minutes)

Emphasise that leadership combines technical competence, communication, responsibility, and respect for others.

Block 2
Understanding Leadership Styles

30–45 minutes | Mandatory

Aim: Help learners recognise different approaches to leadership.

STEP BY STEP

1. Concept input (10–12 minutes)

Trainer introduces the leadership styles described above and provides simple examples of each.

2. Small-group discussion (15–20 minutes)
In groups, learners discuss:

- Which leadership styles they have observed in workplaces or training environments?
- Which styles help teams work effectively?
- Which styles create difficulties?

3. Group reporting (8–10 minutes)

Groups share their insights with the whole class.

Trainer highlights how leadership styles influence motivation, communication, and teamwork.

Block 3

Leadership Self-Assessment

30–60 minutes | Core

Aim: Support learners in reflecting on their own leadership strengths and preferences.

STEP BY STEP

1. Self-assessment exercise (10–15 minutes)
Learners complete a short questionnaire (see Handout: Leadership Self-Assessment Questionnaire) exploring leadership tendencies, such as:

- preference for organising tasks
- willingness to support colleagues
- comfort with decision-making
- communication style.

2. Individual reflection (10–15 minutes)
Learners review their results and consider:

- Leadership strengths that they already possess.
- Skills that they would like to develop further.

Reflection on individual scores

- Which area did you score highest in?
- Which area would you like to improve?
- What does this tell you about your leaDership tendencies?

Trainer Note (not for learners)

A = Task-oriented tendencies
B = Supportive tendencies
C = Decision-making confidence
D = Communication strengths

Key message: Leadership is a combination of skills that can be developed over time.

3. Peer discussion (10–15 minutes)

In pairs, learners share insights and discuss how leadership skills might be developed through experience.

4. Trainer synthesis (5–10 minutes)
Trainer emphasises:

- leadership skills can develop over time.
- different leadership styles can be effective in different contexts.

Block 4

Leadership in Practice

30–45 minutes | Optional
(recommended for 3–4h)

Aim: Connect leadership concepts with real workplace situations.

STEP BY STEP

1. Scenario discussion (10–15 minutes)
Learners analyse short scenarios, such as:

- coordinating tasks during a project.
- resolving disagreements within a team.
- ensuring safety procedures are followed.

Hand-out
Leadership Self-Assessment Questionnaire

(10–15 minutes)

Instructions

For each statement, circle the number that best reflects your usual behaviour.

There are no right or wrong answers — this is for self-reflection.

Scale:
1 = Strongly disagree **2 =** Disagree **3 =** Neutral **4 =** Agree **5 =** Strongly agree

A. Organising and Task Orientation

1. I like to organise tasks and make sure work is structured.
   1 2 3 4 5
2. I prefer having a clear plan before starting work.
   1 2 3 4 5
3. I feel comfortable taking responsibility for completing tasks.
   1 2 3 4 5

B. Supporting Others

4. I pay attention to how my colleagues are doing and offer help when needed.
   1 2 3 4 5
5. I try to create a positive and respectful atmosphere in a team.
   1 2 3 4 5
6. I encourage others when they face difficulties.
   1 2 3 4 5

C. Decision-Making

7. I feel confident making decisions when needed.
   1 2 3 4 5
8. I can make decisions even under time pressure.
   1 2 3 4 5
9. I consider different opinions before making a decision.
   1 2 3 4 5

D. Communication Style

10. I express my ideas clearly and respectfully.
    1 2 3 4 5
11. I listen carefully to others before responding.
    1 2 3 4 5
12. I feel comfortable speaking up when I notice a problem.
    1 2 3 4 5

Hand-out:

Leadership scenarios

Scenario 1

Coordinating Tasks During a Project

A small team is working on installing materials on-site. Tasks are not clearly divided, and two workers start doing the same job while another task is left unfinished. Time is limited, and the supervisor is not immediately available.

- How can someone step in to organise the work?
- What leadership behaviour would help the team work more efficiently?

Scenario 2

Resolving Disagreement in a Team

Two team members disagree about how to complete a task. One prefers a faster method, while the other insists on following a more careful approach. The discussion becomes tense, and work slows down.

- How can the situation be handled constructively?
- What communication and leadership skills are needed?

Scenario 3

Ensuring Safety Procedures

During a busy workday, a worker notices that a colleague is not wearing required protective equipment (PPE). The colleague says they are in a hurry and continues working.

- What should be done in this situation?
- How can safety be addressed without creating conflict?

Scenario 4

Supporting a New Team Member

A new worker joins the team and seems unsure about how to complete tasks. They hesitate to ask questions and start making small mistakes.

- How can team members support the new worker?
- What kind of leadership behaviour helps build confidence?

Scenario 5

Decision-Making Under Pressure

A team is behind schedule, and there is pressure to finish quickly. A decision must be made whether to continue working at a faster pace or pause to reorganise tasks safely.

- What factors should be considered in making this decision?
- How can leadership balance efficiency and safety?

2. Group reflection (10–15 minutes)
Groups discuss:

- What leadership behaviours would be effective in each situation?
- How communication and teamwork influence outcomes?

3. Trainer synthesis (5–10 minutes)

Trainer highlights that effective leadership often involves adaptability, listening, and clear communication.

Block 5
Reflection and Consolidation

15–30 minutes | Mandatory

STEP BY STEP

1. Individual reflection (5–8 minutes)
Learners write:

- one leadership quality they already possess
- one leadership skill they would like to develop.

2. Plenary sharing (5–10 minutes)

Learners share insights voluntarily.

3. Preview of Session 3 (2 minutes)

Trainer introduces the next session: “In the next session, we will focus on communication skills and assertiveness in professional environments.”

5. Teaching and Learning Methods

- **Interactive Lecture:** Short inputs introducing leadership concepts, roles in construction, and common leadership styles.

- **Brainstorming:** Used in the opening discussion to surface learners’ existing perceptions of leadership and workplace experiences.

- **Collaborative Learning (Small-Group Work):** Guided discussions analysing leadership styles and their effects on teamwork and performance.

- **Self-Assessment (Reflective Practice):** Structured questionnaire enabling learners to evaluate their leadership tendencies and preferences.

- **Peer-to-Peer Learning:** Small-group dialogue/ pair discussions where learners share self-assessment insights and discuss development opportunities.

- **Case-Based Learning / Scenario analysis:** Application of leadership concepts to realistic workplace situations.

- **Experiential Learning:** Learning through personal reflection, discussion, and application to real-world contexts.

- **Facilitated Dialogue:** Trainer-led synthesis linking learner contributions to leadership concepts and workplace practice.

These methods emphasise that leadership is a practical, learnable competence, shaped by context, experience, and interaction with others.

6. Materials and Tools

Core

- Leadership style descriptions (clear, simplified summaries with examples)
- Self-assessment handout
- Flipchart / whiteboard for recording ideas and synthesis

Supporting

- Workplace leadership scenarios illustrating different styles and behaviours
- Trainer notes on leadership models and examples relevant to construction
- Optional visual summaries (e.g., leadership style comparison charts

Blended

- Online self-assessment tools or digital forms
- Digital reflection forms
- Shared platforms for discussion and feedback

7. Assessment and Evaluation (Formative) Methods

- Structured trainer observation of learner participation focusing on learner contributions during discussions and scenario analysis Review of self-assessment reflections (including completed self-assessment and reflection responses)

- Optional review of group outputs, where applicable

Criteria

Learner demonstrates the ability to:

- Identify and describe common understanding of leadership styles (correctly names and explains at least one style during discussion or activity)
- Explain how leadership behaviours influence teamwork and workplace outcomes
- (i.e. links leadership style to effects on communication, motivation, or performance)
- Assess and articulate personal leadership strengths (completes self-assessment and identifies at least one strength and one area for improvement)
- Apply key concepts to leadership behaviours to workplace situations.

8. Evidence of Learning

- Completed self-assessment worksheets
- Reflection notes identifying strengths and development areas
- Notes or outputs from group discussions on leadership styles
- Optional scenario analysis outputs (if applied learning is included)
- Trainer observation checklist capturing participation, clarity of understanding, and engagement

Learning Session 2.3

Communication Skills and Assertiveness

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning

Session type: Professional communication and confidence-building session

1. Purpose and Positioning

Learning Session 3 focuses on developing practical communication skills and assertiveness in professional environments, particularly within construction workplaces where clear communication is essential for teamwork, safety, coordination, and effective decision-making. Building on previous sessions on career development (Session 2.1) and leadership (Session 2.2), this session strengthens learners' ability to communicate confidently and participate actively in workplace interactions.

The session supports learners to:

- understand how communication styles influence collaboration and professional relationships;
- develop the ability to express ideas clearly in technical and team contexts;
- respond constructively to misunderstandings, interruptions, or dismissive behaviour;
- strengthen confidence in contributing to workplace discussions.

In male-dominated sectors such as construction, women may sometimes experience situations where their opinions are interrupted, overlooked, or minimised.

Developing assertive communication skills helps learners express their views respectfully while maintaining professionalism.

This session builds on previous sessions addressing career pathways and leadership development, and prepares learners for upcoming topics such as negotiation, conflict management, and team leadership.

It adopts a practical and empowering approach, emphasising that assertive communication:

- supports clarity and efficiency;
- contributes to safer and more inclusive workplaces;
- enables individuals to express ideas respectfully without creating conflict.

The session addresses the guiding question: "How can I communicate clearly, confidently, and professionally in technical and workplace settings?"

2. Learning Outcomes

By the end of this learning session, learners will be able to:

1. Identify, describe, and explain key principles of effective workplace communication.

2. Distinguish and compare between passive, aggressive, and assertive communication styles.

3. Demonstrate clear and respectful expression of ideas and technical opinions in simulated or real workplace situations

4. Apply appropriate communication strategies to respond professionally to interruptions, disagreement, or minimisation in workplace discussions.

These outcomes support the broader goal of strengthening women's professional presence and participation in construction workplaces.

3. Conceptual and Theoretical Content
3.1 Workplace communication in construction

Trainer explains that construction environments require clear and effective communication to ensure:

- safety on worksites
- coordination between team members
- accurate understanding of tasks and responsibilities
- efficient problem-solving

Communication in technical environments often involves both verbal communication and non-verbal communication, including tone, body language, and clarity of instructions.

3.2 Communication styles

Trainer introduces three common communication styles.

1. Passive communication: Passive communicators may avoid expressing opinions or concerns, often prioritising harmony over clarity. While this may prevent conflict in the short term, it can lead to misunderstandings or unmet needs.

2. Aggressive communication: Aggressive communicators may express their views in ways that dismiss or dominate others. This can create tension and undermine teamwork.

3. Assertive communication: Assertive communication involves expressing ideas, needs, and concerns clearly, respectfully, and confidently, while also listening to others.

Trainer emphasises that assertive communication is generally the most effective approach for professional and collaborative workplaces.

4. Learning Session
Structure and Time Allocation (2–4h)

Trainer setup (before session – 5 minutes):

Prepare communication style examples, short workplace scenarios, and role-play prompts.

Block 1

Understanding Communication in the Workplace

20–30 minutes | Mandatory

Aim: Introduce the role of communication in construction workplaces.

STEP BY STEP

1. Opening discussion (5 minutes)
Trainer asks learners:

- "Why is communication important in construction workplaces?"
- "What can happen when communication breaks down?"

Responses are recorded on the flipchart.

2. Trainer input (8–10 minutes)
Trainer explains how communication affects:

- Safety
- coordination between teams
- problem-solving and decision-making.

3. Group reflection (5–8 minutes)

Learners discuss examples of effective or ineffective communication they have observed in workplaces or training environments.

4. Trainer synthesis (2 minutes)

Emphasise that communication skills are essential for professional effectiveness and safety.

Block 2

Recognising Communication Styles

30–45 minutes | Mandatory

Aim: Help learners identify different communication approaches.

STEP BY STEP

1. Concept input (10–12 minutes)

Trainer explains passive, aggressive, and assertive communication styles with simple examples.

2. Scenario exercise (15–20 minutes)
Learners read short workplace scenarios and identify:

- which communication style is being used
- how the situation could be improved through assertive communication.

3. Group discussion (8–10 minutes)

Groups share insights with the class.

Trainer highlights how assertive communication supports **respectful collaboration and effective teamwork.**

Block 3

Practising Assertive Communication

30–60 minutes | Core

Aim: Build confidence in expressing professional opinions and responding to challenging situations.

STEP BY STEP

1. Introduction to assertive language (8–10 minutes)
Trainer presents examples of assertive communication phrases such as:

- "I would like to suggest another approach."
- "Can I finish my point?"
- "From my perspective, this option may be safer."

Box:

Scenarios of Communication Styles

- **Passive Communication**

A worker notices that a task is being done incorrectly and could cause delays. However, they remain silent because they do not want to create tension or challenge their colleague.

Later, the mistake leads to rework and frustration within the team.

Key point: Avoiding communication may seem easier in the moment, but it can lead to ***problems and unmet needs.***

- **Aggressive Communication**

A team member sees a colleague making a mistake and reacts by saying:

"You're doing this completely wrong. You never follow instructions properly."

The colleague becomes defensive, and the situation escalates into conflict.

Key point: Expressing concerns in a harsh or disrespectful way can ***damage relationships and teamwork.***

- **Assertive Communication**

A worker notices the same mistake and says:

"I think this step might need adjustment to avoid problems later. Can we check it together?"

The colleague responds positively, and they correct the issue collaboratively.

Key point: Clear, respectful communication helps ***solve problems while maintaining good working relationships.***

2. Role-play exercises (15–25 minutes)

Participants practise responding to situations such as:

- presenting a technical idea in a group discussion
- responding to an interruption
- clarifying misunderstandings about a task.

3. Peer feedback (10–15 minutes)

Learners provide constructive feedback on: clarity, confidence, and professionalism.

4. Trainer synthesis (5–10 minutes)

Trainer reinforces that assertiveness involves clarity, respect, and confidence.

Block 4

Professional Presence and Communication Confidence

30–45 minutes | Optional (recommended for 3–4h)

Aim: Strengthen professional presence in workplace communication.

STEP BY STEP

1. Mini speaking exercise (10–15 minutes)

In pairs, learners briefly explain a technical task or idea to a partner.

2. Group discussion (10–15 minutes)
Learners reflect on:

- what helped them communicate clearly
- what challenges they experienced.

3. Trainer synthesis (5–10 minutes)
Trainer emphasises the importance of:

- clear explanations
- confident tone
- respectful interaction.

Block 5

Reflection and Consolidation

15–30 minutes | Mandatory

STEP BY STEP

1. Individual reflection (5–8 minutes)
Learners write:

- one communication strength they already have
- one communication skill they want to improve.

2. Plenary discussion (5–10 minutes)

Learners share insights voluntarily.

3. Preview of Session 4 (2 minutes)

Trainer introduces the next topic:

“In the next session we will explore negotiation and conflict management in workplace situations.”

5. Teaching and Learning Methods

- **Interactive Lecture:** Short inputs introducing workplace communication principles and communication styles.

- **Brainstorming:** Used in the opening discussion to explore learners’ understanding of communication and its role in safety and teamwork.

- **Guided Reflective Practice:** Guided discussion to identify communication strengths and areas for improvement.

Collaborative Learning (Pair and Group Work): Small-group discussions to interpret scenarios and share communication strategies.

- **Case-Based Learning /Scenario analysis:** Learners analyse short workplace situations to identify communication styles and propose improved responses.

- **Role-Play/Simulation:** Exercises where learners practise assertive communication in realistic workplace interactions.

- **Peer-to-Peer Learning and Feedback:** Learners provide structured feedback on clarity, tone, and professionalism during role-play activities.

Facilitated Dialogue: Trainer-led synthesis linking learner practice to professional communication standards. These methods emphasise that communication is a practical competence, developed through practice, feedback, and reflection, and essential for safety and teamwork in construction environments.

6. Materials and Tools

Core

- Communication style examples (passive, aggressive, assertive) with short descriptions
- Scenario cards illustrating workplace communication situations
- Role-play prompts for structured practice
- Reflection worksheets (strengths and development areas)
- Flipchart / whiteboard for recording ideas and synthesis

Supporting

- Role-play prompts
- Trainer guidance notes
- Optional short scripts or dialogue examples

Blended

- Online discussion tools for role-play practice
- Digital reflection forms or journals
- Shared platforms for feedback and discussion

7. Assessment and Evaluation (Formative) Methods

- Structured trainer observation of participation in role-play exercises focusing on learner participation in role-play and scenario activities
- Review of individual outputs, including reflection worksheets
- Peer feedback observations, where applicable

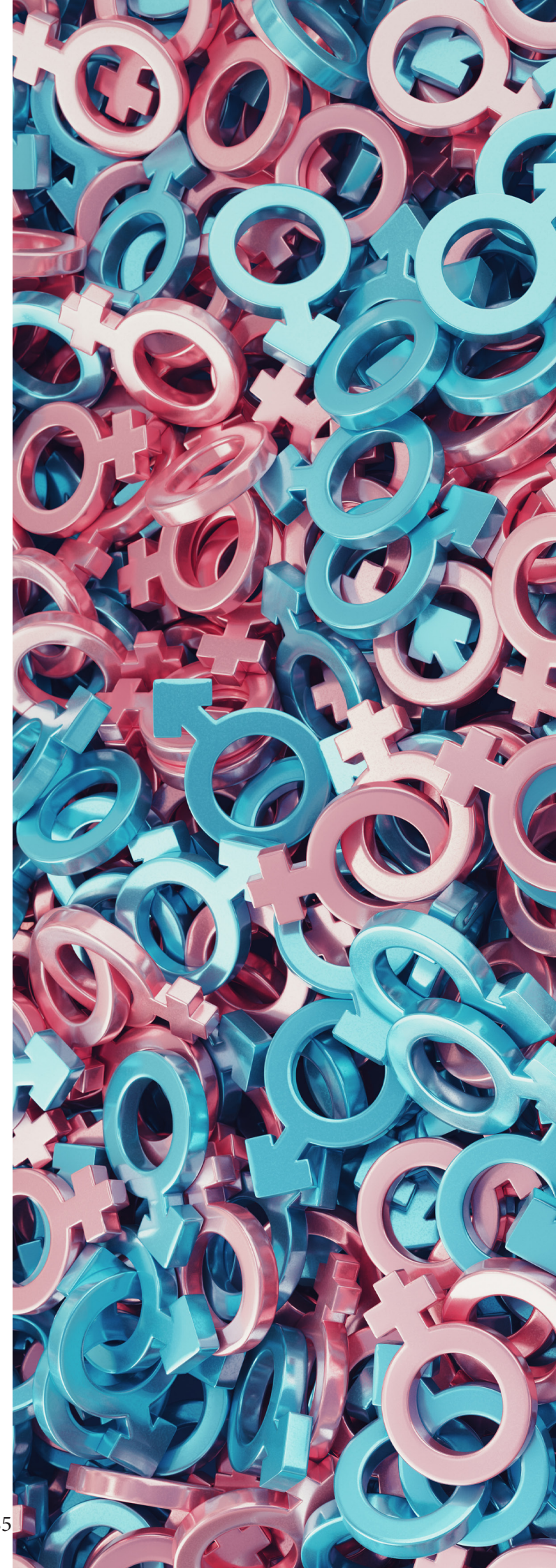
Criteria

Learner demonstrates the ability to:

- Identify and explain different communication styles (i.e. correctly classifies and explains styles during scenario analysis);
- Ability to practise assertive communication (e.g. uses clear, respectful language during role-play activities);
- Confidence in expressing ideas respectfully (e.g. communicates technical or workplace ideas with clarity and appropriate tone;
- Identify personal communication strengths and areas for development (i.e. completes reflection worksheet with relevant and specific responses).

8. Evidence of Learning

- Completed reflection worksheets identifying communication strengths and development needs
- Observed participation in role-play exercises demonstrating assertive communication
- Notes or outputs from scenario analysis activities
- Peer feedback exchanges (where applicable)
- Trainer observation checklist capturing communication performance, clarity, and engagement



Learning Session 2.4

Negotiation and Conflict Management

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning
Session type: Professional interaction and conflict resolution session





1. Purpose and Positioning

Learning Session 4 focuses on developing practical negotiation skills and constructive conflict management in workplace environments, particularly within construction settings where teamwork, coordination, and clear decision-making are essential. Building on Session 2.3 (communication and assertiveness), this session extends learners' ability to engage in professional dialogue under pressure, manage disagreements, and contribute to solution-oriented decision-making.

Construction projects often involve:

- multiple teams and specialisations,
- time pressures and technical challenges,
- differing perspectives on how tasks should be completed.

In such contexts, disagreements and conflicts can arise. This session emphasises that conflict is not inherently negative, but its outcomes depend on how it is managed.

Effective professionals are able to manage disagreements constructively, communicate clearly, and negotiate solutions that support team goals and workplace safety.

The session supports learners to:

- recognise typical sources of workplace conflict;
- distinguish between constructive and unproductive responses;
- apply negotiation strategies that support clarity, fairness, and team outcomes;
- respond to disagreement in ways that maintain professionalism and respect.

For women working in male-dominated sectors, negotiation skills can also support professional visibility, participation in decision-making, and confidence when expressing technical opinions or needs.

This session builds on the communication and assertiveness skills introduced in Session 3 and prepares learners for later topics such as project management, team leadership, and mentorship.

The session addresses the guiding question:

"How can I manage disagreements and negotiate solutions professionally in workplace situations?"

The session adopts a practical and solution-oriented approach, emphasising that:

- conflict management and negotiation are learnable professional skills;
- effective responses balance assertiveness, listening, and collaboration;
- negotiation aims to reach workable and safe outcomes, not to "win" an argument.

2. Learning Outcomes

By the end of this learning session, learners will be able to:

1. Identify, describe, and explain common sources of conflict in workplace environments.
2. Distinguish and compare between constructive and destructive approaches to conflict.
3. Apply basic negotiation strategies in professional discussions.
4. Demonstrate resolving workplace disagreements in a respectful and solution-oriented manner.

These outcomes contribute to the broader objective of strengthening learners' professional confidence, leadership potential, and collaboration skills.

3. Conceptual and Theoretical Content
3.1 Understanding workplace conflict

Trainer explains that conflict is a natural part of teamwork and can occur when individuals or groups have different:

- priorities or goals
- interpretations of tasks
- communication styles
- expectations regarding responsibilities.

Conflict itself is not necessarily negative. When managed constructively, it can lead to better solutions, improved communication, and stronger collaboration.

3.2 Constructive conflict management
Trainer explains that constructive conflict management involves:

- listening to different perspectives,
- focusing on the issue rather than personal criticism,
- identifying shared goals,
- working toward mutually acceptable solutions.

In professional environments, the objective of conflict management is not to "win" an argument but to solve problems effectively while maintaining professional relationships.

3.3 Basic negotiation principles

Trainer introduces several simple negotiation principles:

- **Clarifying interests:** Understanding the underlying needs or concerns of each party.

- **Exploring options:** Considering multiple possible solutions rather than focusing on one position.

- **Seeking mutual benefit:** Identifying outcomes that address the interests of all parties when possible.

Trainer emphasises that negotiation in workplaces often involves collaboration rather than competition.

4. Learning Session
Structure and Time Allocation (2–4h)

Trainer setup (before session – 5 minutes):

Prepare workplace conflict scenarios, negotiation strategy examples, and reflection worksheets.

Block 1
Understanding Conflict in Workplaces

20–30 minutes | Mandatory

Aim: Introduce the concept of workplace conflict and its causes.

STEP BY STEP

1. Opening discussion (5 minutes)
Trainer asks:

- "Why do conflicts sometimes occur in workplaces?"
- Can conflict ever lead to positive outcomes?"

Responses are recorded on the flipchart.

2. Trainer input (8–10 minutes)
Trainer explains common sources of workplace conflict, such as:

- misunderstandings about responsibilities
- differences in working styles
- time pressures or project constraints.

3. Group reflection (5–8 minutes)
Learners discuss examples of conflicts they have observed in team environments.

4. Trainer synthesis (2 minutes)

Emphasise that conflict can be constructive when addressed professionally.

Block 2
Approaches to Conflict Management

30–45 minutes | Mandatory

Aim: Help learners recognise constructive and unproductive ways of handling disagreements.

STEP BY STEP

1. Concept input (10–12 minutes)
Trainer explains different responses to conflict, such as:

- avoiding the issue
- escalating the disagreement
- collaborating to find a solution.

2. Scenario analysis (15–20 minutes)
Learners analyse short workplace scenarios, which they bring for discussion, and discuss:

- what caused the conflict?
- how the situation could be addressed constructively?

3. Group reporting (8–10 minutes)

Groups share their conclusions.

Trainer highlights effective strategies such as ***listening actively and focusing on the problem rather than the person***.

Block 3

Negotiation Skills Practice

30–60 minutes | Core

Aim: Practise basic negotiation strategies in simulated workplace situations.

STEP BY STEP

1. Introduction to negotiation strategies (8–10 minutes)
Trainer introduces key steps:

- clarify the issue
- express your perspective clearly
- listen to the other perspective
- identify possible solutions.

2. Role-play exercise (15–25 minutes)
Participants practise negotiating solutions in situations such as:

- a. disagreement about task responsibilities
- b. differing views on how a task should be completed
- c. negotiating time or resources for a project.

3. Peer feedback (10–15 minutes)
Participants provide feedback on:

- clarity of communication
- respectfulness
- effectiveness of the proposed solutions.

4. Trainer synthesis (5–10 minutes)

Trainer reinforces that effective negotiation combines communication, listening, and problem-solving.

Block 4

Managing Difficult Conversations

30–45 minutes | Optional (recommended for 3–4h)

Aim: Strengthen learners' confidence in addressing challenging discussions.

STEP BY STEP

1. Discussion of challenging situations (10–15 minutes)

Learners identify situations where difficult conversations may arise in workplaces.

2. Group strategy discussion (10–15 minutes)

Groups discuss how such situations could be addressed respectfully.

3. Trainer synthesis (5–10 minutes)
Trainer highlights strategies such as:

- staying calm and professional
- focusing on solutions
- asking clarifying questions.

Block 5

Reflection and Consolidation

15–30 minutes | Mandatory

STEP BY STEP

1. Individual reflection (5–8 minutes)
Learners write:

- one strategy they could use to manage conflict professionally;
- one negotiation skill they would like to develop further.

2. Plenary discussion (5–10 minutes)
Learners share insights voluntarily.

3. Preview of Session 5 (2 minutes)
Trainer introduces the next topic:

"In the next session we will explore basic project management concepts used in construction projects."

5. Teaching and Learning Methods

Interactive Lecture: Short inputs introducing sources of workplace conflict, approaches to conflict management, and basic negotiation strategies.

- **Brainstorming:** Used in the opening discussion to explore learners' experiences and perceptions of conflict in workplaces.

- Guided discussion & Reflective practice

- **Case-Based Learning / Scenario analysis:** Learners analyse realistic workplace situations to identify causes of conflict and propose constructive responses.

- **Role-Play / Simulation:** Structured exercises in which learners practise negotiation strategies and conflict resolution in simulated workplace interactions.

- **Collaborative Learning (Group problem-solving):** Group tasks focused on identifying solutions and evaluating different approaches to managing disagreements.

- **Peer-to-Peer Learning and Feedback:** Learners provide structured feedback on negotiation performance, communication clarity, and professionalism.

- **Experiential Learning:** Learning through active participation in realistic scenarios, emphasising decision-making and interpersonal skills.

Facilitated Dialogue: Trainer-led synthesis connecting learner practice to effective professional behaviour and workplace expectations.

These methods emphasise that conflict management and negotiation are practical competencies, developed through experience, structured practice, and feedback.

6. Materials and Tools

Core

- Workplace conflict scenarios (realistic and construction relevant)
- Reflection worksheets (strategies and development areas)
- Flipchart / whiteboard for recording ideas and synthesis

Supporting

- Negotiation strategy examples
- Trainer guidance notes on conflict management approaches
- Optional communication or negotiation phrase examples

Blended

- Digital scenario-based exercises or simulations
- Online breakout rooms for role-play activities
- Online reflection tools

7. Assessment and Evaluation (Formative)

Methods

- Structured trainer observation of participation in role-play exercises
- Review of individual outputs, such reflection worksheets
- Peer feedback observations, where applicable

Criteria
Learner demonstrates the ability to:

- Identify and explain sources of workplace conflict (recognises and explains causes of conflict during discussion or s cenario analysis);

- Apply communication strategies to manage disagreements via constructive and respectful communication;
- Identify personal strategies for improvement (completes reflection worksheet with at least one relevant strategy and development goal).

8. Evidence of Learning

- Completed reflection worksheets identifying conflict management and negotiation strategies
- Role-play participation
- Notes or outputs from scenario analysis and group problem-solving activities
- Peer feedback exchanges (where applicable)
- Trainer observation checklist capturing communication, problem-solving, and engagement

Learning Session 2.5

Project Management Basics

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning

Session type: Technical-professional skills development session

1. Purpose and Positioning

Learning Session 5 introduces learners to core concepts of project management within construction environments, with a focus on how work is planned, organised, and coordinated across teams and tasks. Construction projects require careful coordination of tasks, resources, time, and people. Even workers who do not hold formal managerial roles often contribute to project organisation through planning, communication, and problem-solving. Building on previous sessions on leadership (Session 2.2), communication (Session 2.3), and negotiation (Session 2.4), this session strengthens learners' ability to understand and contribute to structured work processes within construction projects.

Understanding the fundamentals of project management helps learners:

- recognise how construction projects are organised,
- understand how different roles contribute to project success,
- develop organisational and planning skills useful in many workplace contexts.

This session builds on earlier sessions addressing leadership, communication, and negotiation, and prepares learners for subsequent topics related to team leadership, collaboration, and professional networking.

The session addresses the guiding question:

"How are construction projects organised, and how can I contribute effectively to project coordination and planning?"

The session adopts a practical and systems-oriented approach, emphasising that:

- project management is not limited to formal managers;
- all workers contribute to project success through organisation, communication, and responsibility;
- clear planning and coordination improve efficiency, safety, and teamwork outcomes.

2. Learning Outcomes

By the end of this learning session, learners will be able to:

1. Identify and describe the basic stages of a construction project.

2. Explain and differentiate among key roles involved in project coordination and implementation.

3. Explain the importance of planning, scheduling, and task organisation.

4. Apply basic concepts of planning, scheduling, and task organisation to simple work scenarios

5. Explain and illustrate how inclusive teamwork and communication support successful project outcomes.

These outcomes support learners in developing organisational awareness and professional responsibility within construction environments.

3. Conceptual and Theoretical Content
3.1 What is project management?

Trainer explains that project management refers to the process of planning, organising, coordinating, and monitoring tasks to achieve specific objectives within a defined time and budget.

Construction projects typically involve multiple teams and specialists working together toward a shared goal.

Effective project management ensures:

- efficient use of time and resources
- clear task coordination
- safe working conditions
- quality project outcomes.

3.2 Typical stages of a construction project

Trainer introduces simplified phases of a construction project.

- **Planning phase**: During this phase, project goals, timelines, resources, and responsibilities are defined.

- **Design and preparation:** During this phase, technical plans and specifications are prepared and reviewed.

- **Implementation or construction phase:** The building work is carried out, often involving coordination among multiple teams and trades.

- **Completion and review:** Final checks, inspections, and evaluations are conducted to ensure the project meets required standards.

Trainer emphasises that communication and coordination are essential throughout all stages.

3.3 Roles and responsibilities in project management

Trainer explains that project management in construction involves different roles with specific responsibilities, all of which contribute to the successful completion of a project.

• Project manager

Responsible for overall project planning, coordination, and delivery. Key responsibilities include:

- **a)** defining project goals, timelines, and budgets

- **b)** coordinating teams and resources

- **c)** monitoring progress and addressing challenges

- **d)** ensuring communication between all stakeholders

- **Site supervisor (or foreperson)**

Responsible for managing day-to-day activities on the construction site. Key responsibilities include:

- **a)** organising daily tasks and assigning work to team members
- **b)** ensuring that work is carried out according to plans
- **c)** monitoring safety procedures and site conditions
- **d)** reporting progress and issues to the project manager

• Engineers and technicians

Responsible for technical planning, design, and quality control. Key responsibilities include:

- **a)** preparing and interpreting technical drawings and specifications
- **b)** ensuring that construction work meets required standards
- **c)** providing technical guidance to workers
- **d)** identifying and solving technical problems

• Skilled workers and team members

Responsible for carrying out construction tasks and contributing to teamwork on site. Key responsibilities include:

- **a)** performing specific technical tasks (e.g., installation, assembly, finishing)
- **b)** following safety procedures and using equipment correctly
- **c)** cooperating with colleagues and supporting team work
- **d)** reporting issues or risks observed during work

4. Learning Session
Structure and Time Allocation (2–4h)

Trainer setup (before session – 5 minutes):

Prepare a simple diagram of project phases, task planning worksheets, and example project scenarios.

Block 1
Understanding Construction Projects

20–30 minutes | Mandatory

Aim: Introduce learners to the structure and organisation of construction projects.

STEP BY STEP

1. Opening discussion (5 minutes)
Trainer asks:

- "What steps are involved in building a house or other construction project?"

- Learners share ideas while the trainer records them on the flipchart.

2. Trainer input (8–10 minutes)

Trainer explains the typical stages of a construction project and illustrates them using a simple diagram

(see Conceptual and Theoretical Content).

3. Group reflection (5–8 minutes)

Learners discuss how different professionals contribute to each stage.

4. Trainer synthesis (2 minutes)

Emphasise that construction projects require careful coordination among multiple teams and roles.

Block 2
Roles and Responsibilities in Projects

30–45 minutes | Mandatory
Aim: Help learners understand how different roles contribute to the success of a project.

STEP BY STEP

1. Concept input (10–12 minutes)

Trainer introduces key roles involved in construction projects and their responsibilities (see Conceptual and Theoretical Content).

2. Group activity (15–20 minutes)

Learners work in groups to match roles (e.g., site supervisor, technician, skilled worker) with typical tasks and responsibilities.

3. Group reporting (8–10 minutes)

Groups present their answers and discuss how different roles interact.

Trainer highlights the importance of coordination and communication across roles.

Block 3

Basic Task Planning Exercise

30–60 minutes | Core
Aim: Practise simple planning and task coordination skills.

STEP BY STEP

1. Introduction to task planning (8–10 minutes)
Trainer explains that project success often depends on:

- clear task organisation
- realistic timelines
- good coordination between activities.

2. Planning exercise (15–25 minutes)

Learners receive a simplified project scenario (e.g., building a small structure, like the one provided in the Box) and identify: main tasks involved; sequence of activities; and, roles responsible for each task. Below are provided instructions to facilitate this exercise.

Task for Learners

Working in small groups, learners act as a **project team.** They are asked to identify:

1. Main tasks involved
Examples may include:

- preparing the site
- measuring and marking the area
- assembling the structure
- installing the roof and door
- final inspection and cleaning

2. Sequence of activities
Learners should organise tasks in a logical order, for example:

1. Site preparation
2. Measurement and layout
3. Structure assembly
4. Installation of components
5. Final checks and clean-up

3. Roles responsible for each task
Learners assign responsibilities, for example:

- **Project manager** → overall coordination
- **Site supervisor** → daily task organisation
- **Technician** → measurements and technical guidance
- **Workers** → construction tasks

Box.

Planning Exercise Scenario

Scenario: Building a Small Storage Shed
A construction team has been assigned to build a small storage shed on a site. The shed will be used to store tools and materials. The structure is simple but must be completed safely, on time, and according to basic specifications.

The project includes:

- preparing the ground,
- building a basic structure (walls and roof),
- installing a door,
- ensuring the area is safe and clean after completion.

The team consists of:

- a project manager,
- a site supervisor,
- one technician,
- several skilled workers.

There is a limited timeframe, and the team must coordinate tasks efficiently.

Optional Challenge (if time allows)
Ask learners:

- What could go wrong if tasks are not well coordinated?
- How can communication improve the process?
- Where are safety checks needed?

Trainer Note
Encourage learners to:

- think practically (not perfectly)
- justify their choices
- consider both efficiency and safety

3. Group discussion (10–15 minutes)

Groups present their project plans and explain their reasoning.

4. Trainer synthesis (5–10 minutes)

Trainer emphasises the importance of planning, communication, and teamwork in project environments.

Block 4

Challenges in Project Coordination

30–45 minutes | Optional (recommended for 3–4h)

Aim: Explore common challenges in project management.

STEP BY STEP

1. Discussion of challenges (10–15 minutes)
Learners identify common challenges such as:

- delays;
- miscommunication between teams;
- resource constraints.

2. Group problem-solving (10–15 minutes)

Groups discuss how such challenges could be addressed through better planning or communication.

3. Trainer synthesis (5–10 minutes)
Trainer synthetases and highlights successful strategies such as:

- ✓ regular communication;
- ✓ clear task allocation;
- ✓ collaborative problem-solving.

Block 5

Reflection and Consolidation

15–30 minutes | Mandatory

STEP BY STEP

1. Individual reflection (5–8 minutes)
Learners write:

- ✓ one thing they learned about project organisation
- ✓ one skill that helps workers contribute effectively to project coordination.

2. Plenary sharing (5–10 minutes)

Learners are invited to share reflections voluntarily.

3. Preview of Session 6 (2 minutes)
Trainer introduces the next topic:

“In the next session we will explore team leadership and collaboration in construction environments.”

5. Teaching and Learning Methods

- **Interactive Lecture:** Short inputs introducing project phases, roles, and coordination principles.

- **Brainstorming:** Used in the opening activity to elicit learners’ existing knowledge of construction processes.

- **Guided discussion and Reflective Practice**: reflection tasks to consolidate learning and connect it to workplace contribution

- **Case-Based Learning / Scenario-based learning:** Use of simplified project scenarios to explore real-world construction processes and coordination needs.

- **Collaborative Learning (Group Work):** Group planning exercises matching roles to tasks and developing project plans.

- **Problem-Based Learning:** Group planning exercises requiring learners to organise tasks, assign roles, and sequence activities in a realistic scenario.

- **Task Planning Simulation (Applied Learning Method):** Hands-on exercise where learners act as a project team and develop a basic work plan.

- **Facilitated Dialogue:** Trainer-led synthesis linking group outputs to project management concepts and workplace practices.

- **Experiential Learning:** Learning through active participation in planning, coordination, and problem-solving activities.

These methods emphasise that project coordination is a shared responsibility, and that effective planning depends on communication, organisation, and teamwork.

6. Materials and Tools

Core

- Project phase diagram illustrating key stages of construction projects
- Task planning worksheets (structured for tasks, sequence, and roles)
- Flipchart / whiteboard for brainstorming and synthesis

Supporting

- Example construction project scenarios (e.g., small structure planning)
- Trainer guidance notes on project roles and coordination
- Optional visual templates for task sequencing or workflow mapping

Blended

- Digital planning tools (e.g., simple task lists or workflow diagrams)
- Online collaboration platforms for group planning
- Shared digital worksheets or templates

7. Assessment and Evaluation (Formative)

Methods

- Structured trainer observation of participation in planning and problem-solving exercises/activities
- Review of individual reflection worksheets
- Review of group outputs, including task planning worksheets and project plans

Criteria

Learner demonstrates the ability to:

- Define basic project management concepts
- Identify and describe key stages of a construction project (i.e. correctly outlines project steps during discussion or planning exercise)
- Explain and differentiate roles and responsibilities within a project (e,g, matches roles to tasks and explains their contribution)
- Apply basic planning and coordination concepts in task planning discussions
- Demonstrate awareness of teamwork and coordination needs and explain the role of communication and teamwork in project success (learner links coordination outcomes to communication and collaboration during discussion or reflection).

Learning Session 2.6

Team Leadership and Collaboration

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning
Session type: Teamwork and collaborative leadership development session

1. Purpose and Positioning

Learning Session 6 focuses on developing teamwork and collaborative leadership skills in construction environments. Construction projects typically require coordination between workers with different roles, technical skills, and responsibilities. Effective teamwork depends on clear communication, mutual respect, and the ability to organise tasks collectively.

Building on previous sessions on communication (Session 2.3), negotiation (Session 2.4), and project management (Session 2.5), this session strengthens learners' ability to work effectively within teams and contribute to shared outcomes.

Leadership in teams is not limited to formal supervisors. Workers often demonstrate leadership through:

- organising tasks,
- supporting colleagues,
- sharing technical knowledge,
- facilitating communication within the team.

The session supports learners to:

- understand the characteristics of effective teamwork;
- recognise behaviours that strengthen collaboration and trust;
- practise coordinating tasks and communicating within a team;
- build confidence in contributing ideas and taking initiative.

For women entering construction professions, developing teamwork and leadership skills can support professional confidence, visibility, and participation in technical decision-making. This session builds on previous sessions addressing communication, negotiation, and project management, and prepares learners for upcoming topics related to mentorship, networking, and career planning.

The session addresses the guiding question:

"How can I contribute effectively to teamwork and demonstrate leadership within a professional team?"

The session adopts a practical and collaborative approach, emphasising that:

- teamwork is a learnable and structured process;
- effective teams rely on clear roles, communication, and mutual respect;
- leadership in teams is shared and situational.

2. Learning Outcomes

By the end of this learning session, learners will be able to:



1. identify, describe and explain key characteristics of effective teamwork in construction environments.
2. Identify and demonstrate behaviours that support collaborative leadership within teams.
3. Apply basic skills in organising tasks and coordinating with team members in simulated project activities.
4. Demonstrate confidence in expressing ideas and contributing to team discussions.

These outcomes support learners in strengthening leadership capacity and professional presence within collaborative work environments.

3. Conceptual and Theoretical Content

3.1 Teamwork in construction projects

Trainer explains that construction projects rely heavily on teamwork because tasks are often interconnected. Delays or misunderstandings in one part of the project can affect the entire workflow.

Effective teams typically demonstrate these important features:

- clear communication
- mutual respect
- shared responsibility
- coordination of tasks and resources.

3.2 Collaborative leadership

Collaborative leadership refers to guiding and supporting team members while encouraging participation and shared problem-solving. Key behaviours of collaborative leadership include:

- listening to different perspectives;
- encouraging and welcoming participation from all team members, regardless of gender or other characteristics;
- coordinating tasks clearly;
- recognising and valuing team contributions.

Trainer emphasises that collaborative leadership helps create productive and respectful working environments.

3.3 Professional participation in team discussions

Trainer explains that active participation in team discussions includes:

- presenting ideas clearly
- asking clarifying questions
- contributing technical suggestions
- responding respectfully to different opinions.

Developing confidence in professional communication supports both teamwork and leadership development.

4. Learning Session
Structure and Time Allocation (2–4h)

Trainer setup (before session – 5 minutes):

Prepare teamwork scenarios, task planning cards, and materials for a small collaborative simulation activity.

Block 1
Understanding Effective Teamwork

20–30 minutes | Mandatory

Aim: Introduce the characteristics of effective teamwork in construction settings.

STEP BY STEP

1. Opening discussion (5 minutes)
Trainer asks learners:

- “What makes a team work well?”
- “What problems can occur when teamwork breaks down?”

Responses are recorded on the flipchart.

2. Trainer input (8–10 minutes)
Trainer explains key teamwork principles such as:

- Communication
- Coordination
- Trust
- Shared goals.

3. Group reflection (5–8 minutes)

Learners discuss examples of positive teamwork experiences in training or work environments.

4. Trainer synthesis (2 minutes)

Emphasise that effective teamwork improves efficiency, safety, and project outcomes.

Block 2
Leadership within Teams

30–45 minutes | Mandatory

Aim: Help learners understand how leadership can emerge within team settings.

STEP BY STEP

1. Concept input (10–12 minutes)
Trainer explains that leadership in teams may include:

- organising tasks
- supporting colleagues
- facilitating communication
- helping resolve problems.

2. Group discussion (15–20 minutes)
Learners discuss:

- examples of positive team leadership
- behaviours that support cooperation and inclusiveness within teams

3. Group reporting (8–10 minutes)

Groups present their insights to the class. Trainer highlights the importance of inclusive participation and respectful communication.

Block 3
Team Collaboration Simulation

30–60 minutes | Core

Aim: Practise teamwork, task coordination, and professional communication.

STEP BY STEP

1. Introduction to the exercise (8–10 minutes)

Trainer presents a simplified project scenario (for example, planning the tasks needed to build a small structure). Recalling examples and discussions form previous session can serve well.

2. Team planning exercise (15–25 minutes)

Learners work in small teams to:

- identify tasks required
- assign responsibilities
- organise the sequence of activities.

3. Team presentation (10–15 minutes)

Each team explains their project plan and reasoning.

4. Trainer synthesis (5–10 minutes)

Trainer emphasises how communication, organisation, and participation contributed to the team's plan.

Block 4
Professional Communication Practice

30–45 minutes | Optional (recommended for 3–4h)

Aim: Strengthen confidence in professional communication within team discussions.

STEP BY STEP

1. Short speaking exercise (10–15 minutes)

Each learner briefly presents an idea or suggestion related to the project simulation.

2. Peer feedback (10–15 minutes)
Participants provide feedback on:

- clarity of explanation
- confidence in speaking
- constructive communication.

3. Trainer synthesis (5–10 minutes)

Trainer highlights strategies for professional communication such as: clear explanations, respectful listening, and constructive feedback.

Block 5

Reflection and Consolidation

15–30 minutes | Mandatory

STEP BY STEP

1. Individual reflection (5–8 minutes)
Learners write:

- one teamwork skill they already demonstrate
- one leadership behaviour they would like to develop/ are working on developing.

2. Plenary sharing (5–10 minutes)

Learners share reflections voluntarily.

3. Preview of Session 7 (2 minutes)
Trainer introduces the next topic:

"In the next session we will explore mentorship and professional networking."

5. Teaching and Learning Methods

- **Interactive Lecture:** Short inputs introducing principles of effective teamwork, collaborative leadership, and professional participation in team settings.

- **Brainstorming:** Used in opening discussions to identify characteristics of effective and ineffective teamwork.

- **Guided Reflective Practice and Discussion:** reflection activities ncouraging learners to identify teamwork strengths and leadership development goals.

- **Experiential Learning:** Team simulations where learners practise communication, task allocation, and collaborative decision-making in realistic project scenarios.

- **Collaborative Learning (Group Work) & Problem-based Learning:** Learners work in teams to analyse teamwork dynamics, organise tasks, and coordinate responsibilities. Team-based planning activities requiring learners to solve practical coordination and organisation challenges.

- **Peer-to-Peer Learning & Feedback:** Learners provide constructive feedback on communication, participation, and teamwork during collaborative activities.

- **Facilitated Discussion and Dialogue:** Trainer-guided discussions exploring leadership behaviours, participation, and inclusive collaboration.

These methods emphasise that effective teamwork and leadership are developed through active participation, communication, coordination, and shared responsibility.

6. Materials and Tools

Core

- Teamwork scenarios (those from previous sessions or additional ones)
- Task planning cards for team coordination exercises
- Reflection worksheets focused on teamwork and leadership behaviours
- Flipchart / whiteboard for brainstorming and synthesis
- Supporting
- Project simulation materials and instructions
- Trainer guidance notes on collaborative leadership and teamwork facilitation
- Optional communication prompts or role descriptions for simulation activities
- Blended
- Online collaboration tools
- Digital task planning templates and workflow tools
- Online breakout rooms for team exercises and discussions

7. Assessment and Evaluation (Formative) Methods

- Structured trainer observation of teamwork exercises focusing on participation, collaboration, communication, and task coordination
- Review of individual reflection worksheets

- Review of group outputs, including planning exercises and simulation activities
- Peer feedback observations, where applicable

Criteria
Learner demonstrates the ability to:

- Identify and explain characteristics of effective teamwork (e.g. learner contributes relevant examples and explanations during discussion or group activities)
- Demonstrate collaborative leadership behaviours via active participation in teamwork activities
- Apply teamwork and coordination skills in practice (communicate ideas within a team such as expresses suggestions, asks questions, and responds constructively during group work or presentations)
- Reflect on personal strengths regarding f collaborative leadership behaviours.

8. Evidence of Learning

- Team planning outputs and simulation activity results
- Reflection worksheets identifying teamwork strengths and leadership goals
- Notes or outputs from collaborative problem-solving activities
- Peer feedback exchanges (where applicable
- Trainer observation checklist capturing participation, communication, collaboration, and leadership behaviours

Learning Session 2.7
Mentorship and Networking

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning

Session type: Professional development and career support session

1. Purpose and Positioning

Learning Session 7 focuses on the role and importance of mentorship and professional networking in career development within the construction sector. Building on previous sessions, this session strengthens learners' ability to build professional relationships and access career support systems.

Professional growth in construction often depends not only on technical skills but also on access to guidance, professional relationships, and information about opportunities. Mentorship relationships and professional networks can help individuals:

- gain advice and support from experienced professionals,
- access information about training and job opportunities,
- develop confidence and professional identity,
- navigate challenges in workplace environments.

The session supports learners to:

- understand the role of mentorship in professional growth and learning;
- identify different forms of professional networking;
- recognise how professional relationships can support career development;
- practise presenting themselves confidently in networking situations.

For women entering male-dominated sectors such as construction, mentorship and networking can be particularly valuable for building professional visibility, confidence, and career progression opportunities.

This session builds on earlier sessions addressing leadership, teamwork, communication, and project management, and prepares learners for upcoming topics related to work–life balance, resilience, and career planning.

The session addresses the guiding question:

"How can mentorship and professional networks support my career development in he construction sector?"

The session adopts a practical and empowerment-oriented approach, emphasising that:

- professional relationships are built gradually through communication and participation;
- networking is not limited to formal events, but includes everyday professional interaction;
- mentorship can support both technical learning and professional confidence.

2. Learning Outcomes

By the end of this learning session, learners will be able to:

1. Explain and illustrate the role of mentorship in professional development.

2. Identify and differentiate between different types of professional networks relevant to construction careers.

3. Recognise and evaluate the benefits of seeking advice, support, and guidance from experienced professionals.

4. Demonstrate / practise basic networking skills by introducing themselves and discussing their professional interests in networking situations.

These outcomes support learners in building career awareness, professional relationships, and confidence in professional environments.

3. Conceptual and Theoretical Content

3.1 What is mentorship?

Trainer explains that mentorship refers to a supportive relationship in which a more experienced professional provides guidance, advice, and encouragement to someone with less experience.

Mentors can help learners:

- understand workplace expectations
- develop technical and professional skills
- navigate challenges or uncertainties in their careers
- identify opportunities for growth and advancement.

Mentorship relationships may be formal (through organised programmes) or informal (through workplace relationships).

3.2 Professional networking

Trainer explains that professional networking involves building relationships with individuals who share professional interests or work within the same sector.

Professional networks may include:

- colleagues and classmates
- instructors and trainers
- industry professionals
- professional associations and organisations.

Networking helps individuals access information, share experiences, and learn about new opportunities.

3.3 Networking in construction careers

Trainer emphasises that networking in construction can support:

- learning about job opportunities
- gaining practical advice about career pathways
- developing professional confidence
- expanding knowledge about the sector.

Professional networks often develop gradually through participation in training, workplace collaboration, and professional events.

4. Learning Session
Structure and Time Allocation (2–4h)

Trainer setup (before session – 5 minutes):

Prepare networking scenario cards, reflection worksheets, and examples of professional introduction statements.

Block 1

Understanding Mentorship

20–30 minutes | Mandatory

Aim: Introduce the concept and benefits of mentorship.

STEP BY STEP

1. Opening discussion (5 minutes)
Trainer asks learners:

• “Have you ever received guidance or advice from someone more experienced?”
• “How did that help you?”

Responses are recorded on the flipchart.

2. Trainer input (8–10 minutes)

Trainer explains the role of mentorship in career development and provides examples of how mentors can support professional growth (see Conceptual and Theoretical Content).

3. Group reflection (5–8 minutes)

Learners discuss what qualities they would value in a mentor.

4. Trainer synthesis (2 minutes)

Emphasise that mentorship relationships often develop through trust, communication, and shared professional interests.

Block 2

Building Professional Networks

30–45 minutes | Mandatory

Aim: Help learners understand how professional networks develop.

Box.

Networking Scenario Cards

You can print and cut these for group work.

Scenario 1
First Day on Site

You are starting your first day on a construction site. You meet several colleagues but do not know anyone yet.

Task: How would you introduce yourself and start building connections?

Scenario 2
Asking for Guidance

You are unsure how to complete a task correctly. A more experienced worker is nearby but seems busy.

Task: How would you approach them respectfully and ask for support?

Scenario 3
Meeting a Potential Mentor

During training, you meet an experienced technician who shares useful advice.
You would like to stay in contact.

Task: What would you say to express interest in learning from them?

Scenario 4
Team Break Conversation

During a break, colleagues are discussing work experiences. You feel hesitant to join the conversation.

Task: How could you participate and build rapport with the team?

Scenario 5
Networking Opportunity (Training/Event)

You attend a training or workshop where professionals from different backgrounds are present.

Task: How would you introduce yourself and explain your interests?

STEP BY STEP

1. Concept input (10–12 minutes)

Trainer explains the purpose of networking and how professional connections can support career opportunities (see Conceptual and Theoretical Content) and provides context relevant examples.

2. Group discussion (15–20 minutes)
Learners identify possible networking opportunities such as:

- training programmes
- workplace teams
- professional associations
- industry events.

3. Group reporting (8–10 minutes)

Groups share their ideas.

Trainer highlights how networking can support learning, collaboration, and career advancement.

Block 3

Professional Introduction Practice

30–60 minutes | Core

Aim: Practise professional self-introductions and networking communication.

STEP BY STEP

1. Introduction to professional introductions (8–10 minutes)
Trainer explains that networking often begins with a clear and confident introduction, including:

- Name
- training or professional role
- area of interest within construction.

2. Individual preparation (10–15 minutes)

Learners prepare a short professional introduction statement.

Example structure:

• "My name is …"
• "I am currently training in …"
• "I am interested in developing skills in …"

3. Pair practice (10–15 minutes)

Participants practise introducing themselves to a partner.

Box.

Examples of Professional Introduction Statements

Trainer provides examples and invites learners to adapt them.

Basic Introduction (Beginner Level)

"Hello, my name is [Name]. I am currently training in construction and interested in learning more about this field."

Slightly More Developed

"Hello, I'm [Name]. I'm currently developing my skills in construction, and I'm particularly interested in [area, e.g., technical work, site coordination]."

Networking-Oriented Introduction

"Hello, I'm [Name]. I'm training in construction and looking to gain more experience in [specific area]. I'd be interested to hear about your experience."

Mentorship-Oriented Approach

"I really appreciated your insights during the session. I'm still learning and would value any advice you could share as I develop my skills."

Emphasise:

Professional networking does not require perfection. It starts with simple, respectful communication

3. Pair practice (10–15 minutes)

Participants practise introducing themselves to a partner.

4. Peer feedback (10–15 minutes)
Participants provide feedback on:

- Clarity
- Confidence
- Professionalism.

5. Trainer synthesis (5–10 minutes)

Trainer emphasises that networking involves building professional relationships gradually and authentically.

Block 4

Mapping Professional Support Networks

30–45 minutes | Optional (recommended for 3–4h)

Aim: Help learners identify potential sources of mentorship and support.

STEP BY STEP

1. Network mapping exercise (10–15 minutes)
Learners create a simple diagram identifying:

- instructors or trainers
- experienced professionals
- classmates and colleagues
- professional organisations.

2. Group discussion (10–15 minutes)

Learners discuss how these individuals or groups might support their career development.

3. Trainer synthesis (5–10 minutes)

Trainer highlights the value of maintaining professional relationships and seeking advice when needed.

Block 5

Reflection and Consolidation

15–30 minutes | Mandatory

STEP BY STEP

1. Individual reflection (5–8 minutes)
Learners write:

- one person who could potentially support their professional development
- one networking opportunity they would like to explore.

2. Plenary discussion (5–10 minutes)

Learners share insights voluntarily.

3. Preview of Session 8 (2 minutes)
Trainer introduces the next topic:

“In the next session we will explore work–life balance and resilience in professional careers.”

5. Teaching and Learning Methods

- **Interactive Lecture:** Short inputs introducing mentorship concepts, professional networking, and career support mechanisms within construction environments.
- **Brainstorming:** Used in opening discussions to explore learners’ previous experiences of receiving guidance, advice, or support.
- **Collaborative Learning (Group Work):** Small-group guided discussion identifying networking opportunities and analysing how professional relationships support career progression.
- **Experiential Learning:** Networking simulation exercises where learners practise professional introductions and networking communication.

- **Peer-to-Peer Learning and Feedback:** Pair practice in which learners provide constructive feedback on professional introductions, communication style, and confidence.

- **Guided Reflective Practice:** Reflection activities helping learners identify professional support networks and future networking opportunities.

- **Mapping Exercise (Applied Learning Activity):** Learners create visual maps of professional support networks and mentoring opportunities.

- **Facilitated Discussion and Dialogue:** Trainer-guided discussions exploring qualities of effective mentors and the role of professional relationships in career development.

These methods emphasise that professional networking and mentorship are active, learnable career-development practices, built through communication, participation, and sustained professional relationships.

6. Materials and Tools

Core

- Networking scenario cards illustrating professional interaction situations
- Reflection worksheets focused on mentorship and networking opportunities
- Flipchart / whiteboard for brainstorming and synthesis

Supporting

- Professional introduction examples
- Trainer guidance notes
- Optional templates for network mapping exercises

Blended

- Online networking exercises
- Digital reflection tools
- Shared digital templates for professional network mapping

7. Assessment and Evaluation (Formative) Methods

- Structured trainer observation of networking exercises
- Review of individual outputs, including professional introduction statements and reflection worksheets
- Peer feedback observations, where applicable

Criteria

Learner demonstrates the ability to:

- Explain and illustrate the role of mentorship and networking concepts (e.g. contributes relevant examples or explanations during discussion or reflection)
- Identify and evaluate professional networking opportunities (e.g. identifies relevant professional contacts, organisations, or networking spaces during activities)
- Demonstrate professional self-introduction skills (i.e. delivers a clear and structured professional introduction)
- Map and reflect on potential career support networks.

8. Evidence of Learning

- Written professional introduction statements
- Completed reflection worksheets on mentorship and networking
- Professional support network maps or diagrams
- Peer feedback exchanges from networking practice activities
- Trainer observation checklist capturing communication, participation, and networking skills

Learning Session 2.8

Work–Life Balance and Resilience

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning
Session type: Well-being, resilience, and professional sustainability session



1. Purpose and Positioning

Learning Session 8 focuses on developing awareness and practical strategies related to

work–life balance and resilience in construction careers. Construction work environments can involve demanding schedules, physical work, project deadlines, and dynamic team interactions. Developing strategies for managing work responsibilities alongside personal well-being is therefore an important professional skill.

Work–life balance refers to the ability to maintain a healthy and sustainable relationship between professional responsibilities and personal life, including family, health, rest, and personal interests.

Resilience refers to the capacity to adapt positively to challenges, setbacks, or stressful situations, while maintaining motivation, professionalism, and long-term career engagement.

For women entering construction professions, maintaining work–life balance and resilience can be particularly important because they may encounter additional pressures such as:

- navigating non-traditional career paths,
- balancing family responsibilities with demanding work schedules,
- responding to workplace stereotypes or expectations.

This session encourages learners to reflect on strategies that support long-term well-being, professional sustainability, and personal confidence.

The session addresses the guiding question:

“How can I maintain well-being, motivation, and resilience while pursuing a professional career in construction?”

The session adopts a reflective, practical, and empowerment-oriented approach, encouraging learners to develop realistic strategies for sustaining both professional growth and personal well-being.

2. Learning Outcomes

By the end of this learning session, learners will be able to:

1. Explain and differentiate the concepts of work–life balance and professional resilience.

2. Identify and analyse common sources of stress or pressure in construction careers.

3. Describe and evaluate practical strategies for maintaining personal well-being and motivation.

4. Develop and articulate personal approaches for managing professional challenges and maintaining resilience.

These outcomes support learners in developing sustainable professional habits and long-term career engagement.

3. Conceptual and Theoretical Content

3.1 Understanding work–life balance

Trainer explains that work–life balance involves managing professional responsibilities while maintaining personal health, relationships, and well-being.

In demanding sectors such as construction, work–life balance may require:

- effective time management
- clear communication about responsibilities
- prioritising rest and recovery
- setting realistic expectations.

Maintaining balance helps individuals sustain their energy, motivation, and productivity over time.

3.2 Sources of stress in professional environments

Trainer explains that workplace stress may arise from different factors, including:

- tight project deadlines

- complex tasks requiring coordination between teams
- uncertainty or changing project conditions
- interpersonal challenges within teams.

Stress is a normal part of many professional environments. However, recognising sources of stress helps individuals develop relevant constructive coping strategies.

3.3 Professional resilience

Resilience refers to the ability to adapt and recover from challenges, setbacks, or difficult situations.

Resilient professionals typically demonstrate:

- persistence when facing obstacles
- problem-solving abilities
- emotional self-regulation
- willingness to seek support when needed.

Resilience does not mean avoiding difficulties; rather, it involves learning from challenges and continuing to move forward.

4. Learning Session
Structure and Time Allocation (2–4h)

Trainer setup (before session – 5 minutes):

Prepare reflection worksheets, discussion prompts, and simple scenario examples related to work–life balance and workplace challenges.

Block 1
Understanding Work–Life Balance

20–30 minutes | Mandatory

Aim: Introduce the concept of balancing professional and personal responsibilities.

STEP BY STEP

1. Opening discussion (5 minutes)
Trainer asks learners:

- “What does work–life balance means to you?”
- “Why might it be important for long-term career success?”

Responses are recorded on the flipchart.

2. Trainer input (8–10 minutes)

Trainer explains the importance of balancing work responsibilities, personal well-being, and family or social commitments.

3. Group reflection (5–8 minutes)

Learners discuss how demanding work environments may affect work–life balance.

4. Trainer synthesis (2 minutes)

Emphasise that maintaining balance helps individuals remain healthy, motivated, and productive.

Block 2
Recognising Workplace Stressors

30–45 minutes | Mandatory

Aim: Help learners recognise common challenges in professional environments.

STEP BY STEP

1. Concept input (10–12 minutes)
Trainer explains typical workplace stressors in construction such as:

- time pressure
- complex coordination between teams
- physical demands
- unexpected project changes.

Box.

Scenarios of Work–Life Balance and Workplace Challenges

Scenario 1
Long Working Hours

A worker has been asked to stay late several days in a row to meet project deadlines. They feel tired and have less time for personal responsibilities.

Discuss:

- What are the possible risks (e.g., fatigue, reduced concentration)?
- How could this situation be managed more effectively?

Scenario 2
Balancing Work and Family Responsibilities

A team member needs to leave work on time to care for a family member, but the team is under pressure to complete tasks quickly.

Discuss:

- How can the situation be handled fairly?
- What role do teamwork and communication play?

Scenario 3
Feeling Overwhelmed at Work

A worker is assigned multiple tasks at the same time and feels unsure how to prioritise them. They hesitate to ask for clarification.

Discuss:

- What could the worker do in this situation?
- How can communication help reduce stress?

Scenario 4
Lack of Breaks

During a busy workday, workers skip breaks to keep up with deadlines. By the end of the day, mistakes start to occur.

Discuss:

- How do breaks contribute to safety and productivity?
- What could be done differently?

Scenario 5
Pressure to Work Faster

A supervisor encourages the team to speed up work to meet deadlines, but some workers are concerned that safety procedures are being overlooked.

Discuss:

- How can efficiency and safety be balanced?
- What should workers do if they feel safety is at risk?

2. Scenario discussion (15–20 minutes)
Learners analyse short scenarios describing stressful workplace situations and discuss:

what factors create pressure;
how individuals might respond constructively.

3. Group reporting (8–10 minutes)

Groups share their reflections.

Trainer highlights the importance of communication, planning, and support networks in addressing stress.

Block 3

Building Professional Resilience

30–60 minutes | Core

Aim: Explore strategies for maintaining motivation and resilience.

STEP BY STEP

1. Concept introduction (8–10 minutes)

Trainer explains resilience as the ability to adapt and maintain focus during challenges.

2. Resilience strategy discussion (15–20 minutes)
Learners discuss practical strategies such as:

- setting achievable goals
- seeking advice from mentors or colleagues
- maintaining supportive relationships
- taking breaks and prioritising health.

3. Personal reflection exercise (10–15 minutes)

Learners identify personal strategies they could use to manage challenges or setbacks.

4. Trainer synthesis (5–10 minutes)

Trainer emphasises that resilience develops gradually through experience, learning, and supportive environments.

Box
Personal Support Network Mapping Exercise (10–15 minutes)

Purpose: This activity helps you identify the people and resources that can support your learning, well-being, and professional development.

Instructions

- Think about the people and groups you can rely on for different types of support.
- Write names or roles in the spaces below. You can include individuals, groups, or institutions.

1. My Support Network
A. Professional Support (learning, advice, career guidance)
(e.g., teachers, trainers, supervisors, mentors)

_____
_____
_____
_____

B. Peer Support (colleagues, classmates, friends)
(e.g., people you work or study with)

_____
_____
_____
_____

C. Personal Support (family or close contacts)
(e.g., people who support your well-being and daily life)

_____
_____
_____
_____

D. Institutional Support (organisations, services)
(e.g., training centres, employment services, support organisations)

_____
_____
_____
_____

2. Reflection

- Which type of support is strongest in your network?
- Where do you feel you need more support?
- What is one step you could take to strengthen your support network?

3. Optional Visual Mapping (if time allows)

Draw yourself in the centre and add people or groups around you.

Use lines to show connections and support relationships.

(You may use the space below)

Block 4

Support Systems and Professional Well-being

30–45 minutes | Optional (recommended for 3–4h)

Aim: Highlight the importance of supportive relationships.

STEP BY STEP

1. Discussion of support networks (10–15 minutes)
Learners identify sources of support such as:

colleagues, mentors, friends or family, and professional organisations.

2. Group activity (10–15 minutes)

Learners map (use Box: Personal Support Network Mapping Exercise) their personal support networks.

Encourage learners to:

- recognise both formal and informal support systems
- reflect without pressure or judgement
- consider how networks can support career development and well-being

Key message: **Strong support networks contribute to confidence, learning, and professional growth.**

3. Trainer synthesis (5–10 minutes)

Trainer emphasises that seeking support is a strength, not a weakness.

Block 5

Reflection and Consolidation

15–30 minutes | Mandatory

STEP BY STEP

1. Individual reflection (5–8 minutes)
Learners write:

- one strategy they could use to maintain work–life balance
- one personal strength that helps them stay resilient.

2. Plenary sharing (5–10 minutes)

Learners share insights voluntarily.

3. Preview of Session 9 (2 minutes)
Trainer introduces the next topic:

"In the next session we will explore career planning and goal setting."

5. Teaching and Learning Methods

- **Interactive Lecture:** Short inputs introducing concepts of work–life balance, workplace stress, resilience, and professional sustainability.
- **Brainstorming:** Used in opening discussions to explore learners' perceptions of balance, stress, and well-being in professional environments.
- **Collaborative Learning (Group Reflection and Dialogue):** Guided discussion examining constructive responses to workplace challenges and identifying resilience-supporting practices.
- **Case-Based Learning / Scenario Analysis:** Learners analyse realistic workplace situations involving time pressure, workload, communication challenges, or competing responsibilities.
- **Guided Reflective Practice:** Reflection exercises encouraging learners to identify personal coping strategies, support systems, and professional sustainability goals.
- **Experiential Learning:** Learning through reflection, scenario analysis, group dialogue

- and practical exploration of coping and resilience strategies.

- **Facilitated Discussion and Dialogue:** Trainer-guided discussions exploring how stress affects motivation, teamwork, health, and professional performance.

These methods emphasise that well-being and resilience are professional competencies, strengthened through reflection, support, communication, and sustainable workplace practices.

6. Materials and Tools

Core

Supporting

- Trainer notes on resilience strategies
- Examples of professional well-being practices

Blended

- Digital reflection forms
- Online discussion and breakout-room tools
- Shared digital templates for support-network mapping and resilience planning

7. Assessment and Evaluation (Formative) Methods

- Structured trainer observation of participation in discussions, scenario analysis, and reflection activities
- Review of individual reflection worksheets
- Review of group discussion outputs, where applicable

Criteria
Learner demonstrates the ability to:

- Explain and differentiate work–life balance concepts
- Identify and analyse common workplace stressors (e.g. recognises sources of stress and their effects during scenario analysis activities)
- Describe and evaluate resilience and well-being strategies
- Reflect on personal well-being and professional sustainability.

8. Evidence of Learning

- Reflection worksheets on work–life balance and resilience
- Group discussion and scenario-analysis notes
- Trainer observation checklist capturing participation, reflection, communication, and engagement

Learning Session 2.9
Career Planning and Goal Setting

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning

Session type: Career planning and professional development session

1. Purpose and Positioning

Learning Session 9 focuses on career planning and goal setting as tools for professional development, long-term motivation, and career progression within the construction sector. As learners develop technical skills, leadership capacity, and professional confidence, it becomes important to translate these competencies into clear career goals and development strategies.

Career planning involves identifying professional aspirations and determining the steps required to achieve them. This may include:

- acquiring additional technical skills,
- gaining practical work experience,
- developing leadership or communication abilities,
- building professional networks and mentorship relationships.

The session supports learners to:

- reflect on possible career directions within construction and related sectors;
- identify strengths, interests, and development areas;
- develop realistic short-term and long-term goals;
- connect career aspirations with concrete action steps and learning opportunities.

Goal setting helps individuals move from general aspirations to specific and achievable objectives, enabling them to track progress and remain motivated throughout their careers.

This session builds on earlier sessions addressing career pathways, leadership, communication, networking, and resilience, and prepares learners for the final session of the module, which will consolidate learning and reflect on professional development.

The session addresses the guiding question:

"What kind of professional path do I want to build, and what steps can help me move toward that goal?"

The session adopts a reflective, practical, and future-oriented approach, encouraging learners to connect personal aspirations with realistic and achievable professional development strategies.

2. Learning Outcomes

By the end of this learning session, learners will be able to:

1. Explain and evaluate the importance of career planning in professional development.

2. Identify and assess personal career interests and possible professional pathways.

3. Develop realistic short-term and long-term professional goals.

4. Outline and justify practical steps that can support their career development.

These outcomes help learners transform learning from previous sessions into concrete career strategies and professional development plans.

3. Conceptual and Theoretical Content

3.1 Career planning

Trainer explains that career planning involves thinking strategically about professional development over time. It helps individuals identify the direction they would like their career to take and determine the skills, experiences, and opportunities required to reach their goals.

Career planning is often an ongoing process rather than a single decision. As individuals gain experience and learn new skills, their goals and interests may evolve.

Effective career planning typically involves:

- understanding available career pathways
- recognising personal strengths and interests
- identifying opportunities for learning and advancement.

3.2 Goal setting

Trainer introduces the concept of goal setting as a tool for professional development.

Goals help individuals focus their efforts and measure progress. Effective goals are often described as being SMART, i.e.:

- **(s)pecific –** clearly defined
- **(m)easurable –** includes clear indicators (e.g., milestones, or outcomes) that show when progress has been made or a goal has been achieved
- **(a)chievable –** realistic given available resources and time
- **(r)elevant –** aligned with personal interests and career aspirations
- **(t)ime-oriented –** connected to a realistic timeframe.

Setting goals encourages individuals to break larger ambitions into smaller, manageable steps.

3.3 Continuous professional development

Trainer explains that career development in construction often involves continuous learning and skill development.

Professionals may expand their expertise through:

- additional training or certifications
- new responsibilities in the workplace
- mentorship and professional networking
- participation in professional organisations.

Continuous learning helps individuals remain adaptable in evolving professional environments.

4. Learning Session
Structure and Time Allocation (2–4h)

Trainer setup (before session – 5 minutes):

Prepare career planning worksheets, goal-setting templates, and examples of career pathways within the construction sector.

Block 1
Reflecting on Career Aspirations

20–30 minutes | Mandatory

Aim: Encourage learners to reflect on their professional interests and aspirations.

STEP BY STEP

1. Opening discussion (5 minutes)
Trainer asks learners:

- "What attracted you to the construction sector?"
- "What kind of professional role would you like to have in the future?"

Responses are recorded on the flipchart.

2. Trainer input (8–10 minutes)
Trainer explains that career aspirations often develop through a combination of:

- Interests
- Skills
- opportunities and experiences.

3. Individual reflection (5–8 minutes)

Learners write about their professional interests and possible career paths.

4. Trainer synthesis (2 minutes)

Emphasise that career planning is a flexible process that evolves over time.

Block 2
Identifying Skills and Opportunities

30–45 minutes | Mandatory

Aim: Help learners identify strengths and development needs.

STEP BY STEP

1. Self-assessment exercise (10–12 minutes)
Learners identify:

✓ skills they already possess
✓ skills they would like to develop
✓ areas of construction that interest them most.

2. Group discussion (15–20 minutes)

Learners discuss how their skills and interests relate to different career pathways.

3. Group reporting (8–10 minutes)

Groups share insights about skills required for different roles.

Trainer highlights how ***continuous learning*** supports career development.

Box.

Career Planning Worksheet
(15–25 minutes)

Purpose

This activity helps you reflect on your interests, strengths, and possible career directions in the construction sector.

1. My Interests and Strengths

- What tasks or activities do I enjoy most?

_____
_____
_____

- What skills do I already have? (e.g., technical, communication, teamwork)

_____
_____
_____

- What would I like to learn or improve?

_____
_____
_____

2. Exploring Career Options

- Which roles in construction interest me? (e.g., technician, supervisor, project manager, skilled worker)

_____
_____
_____

- **Why do these roles interest me?**

_____
_____
_____

3. My Career Pathway (Initial Ideas)

- Where could I start? (entry-level role or training)

_____
_____
_____

What could be my next step?

_____
_____
_____

- **What could be a longer-term goal?**

_____
_____
_____

4. Challenges and Support

- What challenges might I face?

_____
_____
_____

- **What support or resources could help me?**

_____
_____
_____

5. One Action Step

- One step I will take in the next month:

_____
_____
_____

Block 3

Goal-Setting Exercise

30–60 minutes | Core

Aim: Support learners in defining concrete career goals.

STEP BY STEP

1. Introduction to goal-setting framework (8–10 minutes)
Trainer explains how goals can be structured in terms of:

- short-term goals **(next 6–12 months)**
- medium-term goals **(2–3 years)**
- long-term goals **(future career aspirations).**

2. Individual planning exercise (15–25 minutes)
Learners complete a career planning worksheet including:

- desired career direction
- skills to develop
- possible training opportunities
- steps they can take to achieve their goals.

Note:

Encourage learners to think realistically but positively. Emphasise that career paths are flexible and can change over time.

3. Peer discussion (10–15 minutes)

Learners share their goals with a partner and provide supportive feedback.

Learners identify resources such as:

- Mentors
- professional networks
- training opportunities
- industry organisations.

2. Group activity (10–15 minutes)

Learners identify steps they can take to access these resources.

3. Trainer synthesis (5–10 minutes)

Trainer highlights the importance of seeking guidance and building professional relationships.

Box.

Examples of Career Pathways in Construction

(present these as a handout or slide).

Pathway 1
Technical / Skilled Route

- **Entry:** Construction labourer / trainee
- **Next:** Skilled worker (e.g., electrician, plumber, carpenter)
- **Progression:** Senior technician / specialised expert
- **Long-term:** Site supervisor or technical consultant

Pathway 2
Site Coordination / Supervision

- **Entry:** Assistant / trainee
- **Next:** Skilled worker with experience
- **Progression:** Site supervisor (foreperson)
- **Long-term:** Project manager

Pathway 3
Technical / Engineering Route

- **Entry:** Technical training (VET or higher education)
- **Next:** Junior technician / assistant engineer
- **Progression:** Engineer / specialist
- **Long-term:** Project manager / technical director

Pathway 4
Support to Leadership Route

- **Entry:** Administrative or support role
- **Next:** Project assistant / coordinator
- **Progression:** Project coordinator
- **Long-term:** Project manager or operations manager

4. Trainer synthesis (5–10 minutes)

Trainer emphasises that goals can be reviewed and adapted as careers develop.

Block 4

Identifying Resources and Support

30–45 minutes | Optional (recommended for 3–4h)

Aim: Help learners recognise resources that support career development.

STEP BY STEP

1. Discussion of support resources (10–15 minutes)

Box.

SMART Goal-Setting Template

My Goal: Write one professional goal you would like to achieve:

Make Your Goal SMART

- **Specific –** What exactly do I want to achieve?
- **Measurable –** How will I know I have achieved it? (e.g., completed training, gained a skill, finished a task)
- **Achievable –** Is this realistic for me now? What resources do I need?
- **Relevant –** Why is this important for my career?
- Time-oriented – When will I achieve this?

My First Step
What is one small step I can take now?

Trainer Note:
Encourage learners to keep goals realistic and focused on short-term development.

Block 5

Reflection and Consolidation

15–30 minutes | Mandatory

STEP BY STEP

1. Individual reflection (5–8 minutes)
Learners write:

- one career goal they want to pursue
- one practical step they can take toward achieving it.

2. Plenary sharing (5–10 minutes)

Learners share insights voluntarily.

3. Preview of Session 10 (2 minutes)
Trainer introduces the final session:

"In the next session we will review the module and reflect on the learning journey and professional development goals."

5. Teaching and Learning Methods

- **Interactive Lecture:** Short trainer inputs introducing concepts of career planning, goal setting, and continuous professional development, including SMART goal principles.
- **Guided Self-assessment:** exercises enabling learners to identify existing strengths, development needs, career interests, and professional aspirations
- **Goal-setting activities:** Practical activities where learners develop short-term, medium-term, and long-term professional goals linked to realistic development steps
- **Collaborative Learning (Pair and Group Work):** Learners exchange ideas, discuss professional goals, and provide constructive peer feedback

- **Facilitated Discussion and Dialogue:** Trainer-guided discussions exploring career pathways, workplace opportunities, professional growth, and barriers to progression.

These methods emphasise that career development is an ongoing and adaptable process, supported by continuous learning, professional relationships, and realistic planning.

6. Materials and Tools

Core

- Career planning worksheets
- Goal-setting templates (including short-, medium-, and long-term goals)
- Flipchart / whiteboard for collaborative mapping and discussion

Supporting

- Examples of construction career pathways
- Trainer guidance notes on SMART goal setting and professional development
- Sample professional development plans or career maps

Blended

- Digital planning templates
- Online reflection forms
- Shared digital boards for collaborative career-mapping activities

7. Assessment and Evaluation (Formative) Methods

- Structured trainer observation of participation in planning exercises focusing on participation in planning discussions, self-assessment activities, and peer feedback exercises
- Review of career planning worksheets
- Review of reflective outputs and action-planning activities

Criteria
Learner demonstrates the ability to:

- Explain the purpose and value of career planning (e.g. contributes relevant concepts and explanations during discussions or written reflections)
- Develop realistic short-term and long-term professional goals
- Reflect critically on personal career aspirations and future career pathways (e.g. produces reflective outputs connecting personal interests with professional development plans).

8. Evidence of Learning

- Career planning worksheets
- Goal-setting and professional development templates
- Reflection notes
- Peer-feedback notes or discussion outputs
- Trainer observation checklist documenting participation, planning, reflection, and engagement

Learning Session 2.10
Practical Assignments and Review

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning

Session type: Consolidation, practical application, and module closure session

1. Purpose and Positioning

Learning Session 10 concludes Module 2: Professional Development and Leadership by providing structured opportunities for learners to:

- review and synthesise learning from Sessions 1–9;
- apply leadership, communication, and career development concepts through practical exercises;
- reflect on their professional growth and future career aspirations;
- consolidate key skills and knowledge developed throughout the module.

This session does not introduce new theoretical content. Instead, it allows learners to demonstrate and integrate what they have learned, while preparing them to apply these skills in real professional contexts.

The session emphasises the practical application of topics explored in the module, including:

- leadership development
- professional communication
- teamwork and collaboration
- networking and mentorship
- career planning and resilience.

Rather than introducing new theoretical content, the session prioritises: application; integration of learning; reflective evaluation; preparation for future professional and training contexts.

The session addresses the guiding question:

"How can I apply the professional and leadership skills developed in this module to my future career?"

The session adopts an applied, participatory, and reflective approach, encouraging learners to connect module learning with realistic work-place practices and future professional goals

2. Learning Outcomes

By the end of this learning session, learners will be able to:

1. Summarise and connect key professional development concepts covered in Module 2.

2. Demonstrate leadership, communication, and teamwork skills in practical activities.

3. Present and justify elements of their personal career development plans.

4. Reflect critically on their professional growth and future learning goals.

These outcomes confirm the achievement of Module 2 objectives and support learners in applying their knowledge to real workplace situations.

3. Conceptual and Theoretical Content
3.1 Why reviewing and applying learning matters

Trainer explains that reviewing learning helps individuals:

- strengthen their understanding of key concepts,
- recognise progress in their professional development,
- identify areas for further learning or improvement.

Reflection and application are essential steps in transforming learning into practical professional competence.

3.2 Integrating professional development skills

Trainer briefly revisits the core themes of the module:

- career pathways and professional identity
- leadership development
- communication and negotiation skills
- project management awareness
- teamwork and collaboration
- mentorship and networking
- resilience and career planning.

The goal of this session is to connect these themes and apply them in practical exercises.

4. Learning Session
Structure and Time Allocation (2–4h)

Trainer setup (before session – 5 minutes):

Prepare reflection worksheets, practical scenario cards, and templates for reviewing career plans developed in Session 9.

Block 1

Revisiting Module 2: Key Learning Themes

20–30 minutes | Mandatory

Aim: Help learners review and connect the main topics covered throughout the module.

STEP BY STEP

1. Module recap (8–10 minutes)
Trainer briefly revisits the 10-session structure:

1. Career paths and professional identity
2. Leadership styles and self-assessment
3. Communication skills and assertiveness
4. Negotiation and conflict management
5. Project management basics
6. Team leadership and collaboration
7. Mentorship and networking
8. Work–life balance and resilience
9. Career planning and goal setting
10. Practical assignments and review
11. Guided discussion (8–10 minutes)

Ask learners:

- "Which topic was most useful for your professional development?"
- "Which skills do you think will be most important in your career?"

3. Trainer synthesis (5 minutes)
Emphasise the importance of combining:

- technical competence
- leadership skills
- professional communication
- continuous learning.

Block 2

Practical Scenario Exercise

30–60 minutes | Core

Aim: Practise applying professional skills in realistic workplace situations.

STEP BY STEP

1. Scenario introduction (5–8 minutes)
Trainer presents/invites participants to present workplace scenarios such as:

- coordinating tasks within a project team
- presenting an idea during a team discussion
- addressing a disagreement about task responsibilities.

2. Group work (20–30 minutes)

Learners work in small groups to analyse the scenario and propose solutions.

Groups consider:

- leadership approaches
- communication strategies
- negotiation techniques.

3. Group presentations (10–15 minutes)

Each group presents their approach and reasoning.

4. Trainer synthesis (5–10 minutes)

Trainer highlights how different skills from the module contribute to effective problem-solving.

Block 3

Career Plan Presentation

30–45 minutes | Mandatory

Aim: Encourage learners to articulate and refine their career plans.

STEP BY STEP

1. Review of career plans (10–15 minutes)

Learners revisit the career plans developed in Session 9.

2. Small-group sharing (15–20 minutes)

Learners present key elements of their career plans to peers.

3. Peer feedback (5–10 minutes)

Participants provide supportive feedback and suggestions.

Trainer highlights the importance of adapting and updating career plans as experience grows.

Block 4

Reflection on Professional Development

30–45 minutes | Optional (recommended for 3–4h)

Aim: Encourage deeper reflection on learning and future development.

STEP BY STEP

1. Individual reflection (10–15 minutes)
Learners write about:

- the most important skill they developed during the module
- how they plan to apply this skill in their professional life.

2. Group discussion (10–15 minutes)

Learners share reflections and discuss how the module may influence their career paths.

3. Trainer synthesis (5–10 minutes)

Trainer emphasises the importance of continuous learning, adaptability, and confidence in professional development.

Block 5

Final Reflection and Module Closure

15–30 minutes | Mandatory

STEP BY STEP

1. Final reflection exercise (5–8 minutes)
Learners write:

- one key lesson they will carry forward into their professional career;
- one professional value they want to demonstrate in their work.

2. Closing discussion (5–10 minutes)

Trainer invites volunteers to share reflections.

3. Formal closure (2–5 minutes)

Trainer thanks learners and summarises the module's key achievements.

5. Teaching and Learning Methods

- **Guided review and synthesis:** Trainer-facilitated review activities connecting key themes from Sessions 1–9 and reinforcing relationships between leadership, communication, teamwork, resilience, and career development.
- **Case-Based and Scenario-Based Learning:** Learners analyse and respond to realistic workplace situations requiring the application of communication, negotiation, teamwork, and leadership skills.
- **Group Problem-Solving:** Small-group exercises where learners jointly develop responses to workplace challenges, project coordination issues, or professional communication situations.
- **Guided Reflective Practice:** Structured reflection activities encouraging learners to evaluate their professional growth, identify strengths, and recognise future development priorities. Applied Learning and Simulation Activities: Practical exercises enabling learners to demonstrate integrated professional skills in simulated workplace contexts.
- **Peer-to-Peer Learning and Feedback:** Learners present career plans, discuss professional strategies, and provide constructive feedback to
- **Participatory facilitation:** Methods promoting inclusive participation, learner voice, collaborative learning, and supportive professional dialogue.

These Methods emphasise that professional development is strengthened through practice, reflection, feedback, and continuous learning, and that leadership competencies develop progressively through workplace participation and experience.

6. Materials and Tools
Core

- Scenario cards (from previous sessions)
- Career plan templates (from previous sessions)
- Reflection worksheets focused on professional growth and future goals
- Flipchart / whiteboard for synthesis, brainstorming, and collaborative discussion

Supporting

- Trainer guidance notes
- Examples of professional development strategies

Blended

- Digital reflection tools
- Online collaboration platforms
- Editable digital career-planning templates and presentation tools

7. Assessment and Evaluation (Formative and Summative Elements)

Methods

- Structured trainer observation of participation in group exercises, focusing on participation, collaboration, leadership behaviours, communication, and problem-solving during applied activities.
- Review of practical outputs including scenario analyses and career plans
- Review of reflective tasks and professional development reflections
- Peer feedback activities, where applicable

Criteria
Learner demonstrates the ability to:

- Summarise and connect key professional development concepts
- Apply leadership and communication skills (i.e. participates constructively in scenario-based activities and collaborative problem-solving tasks)
- Reflect critically on career goals and professional growth
- Demonstrate professional participation and collaborative engagement by contributing
- respectfully and actively during group discussions, peer-feedback activities, and simulations.

8. Evidence of Learning

- Scenario exercise outputs and problem-solving outputs
- Career planning worksheets and goal-setting templates
- Reflection notes
- Peer-feedback notes and collaborative discussion outputs
- Trainer observation checklist documenting participation, leadership, communication, teamwork, and reflective engagement



Module 2

End of Module Quick Assessment Checklist

Module: Professional Development and Leadership

Trainer: _____

Learner: _____

Date: _____

Scoring Key: 0 = Not demonstrated; 1 = Emerging; 2 = Adequate; 3 = Strong

	0	2	3	4
1. Professional Awareness & Career Development				
Identifies career pathways and professional opportunities	☐	☐	☐	☐
Explains steps needed for career development	☐	☐	☐	☐
Develops realistic short- and long-term professional goals	☐	☐	☐	☐
2. Leadership & Teamwork	**0**	**2**	**3**	**4**
Recognises effective leadership behaviours	☐	☐	☐	☐
Participates constructively in teamwork activities	☐	☐	☐	☐
Demonstrates initiative, coordination, or collaborative problem-solving	☐	☐	☐	☐
3. Communication & Negotiation Skills	**0**	**2**	**3**	**4**
Applies respectful and assertive communication strategies	☐	☐	☐	☐
Participates constructively in negotiation or conflict-management activities	☐	☐	☐	☐
Communicates ideas clearly and professionally in discussions or exercises	☐	☐	☐	☐
4. Project Coordination & Collaboration	**0**	**2**	**3**	**4**
Demonstrates understanding of basic project coordination concepts	☐	☐	☐	☐
Contributes to planning or task-organisation exercises	☐	☐	☐	☐
Recognises the importance of communication and coordination in project work	☐	☐	☐	☐
5. Networking, Resilience & Professional Sustainability	**0**	**2**	**3**	**4**
Explains the value of mentorship or professional networking	☐	☐	☐	☐
Identifies strategies that support resilience and work–life balance	☐	☐	☐	☐
Reflects on personal well-being and long-term professional sustainability	☐	☐	☐	☐
6. Reflection & Integration of Learning	**0**	**2**	**3**	**4**
Reflects critically on personal strengths and development areas	☐	☐	☐	☐
Connects concepts across multiple module sessions	☐	☐	☐	☐
Explains how learning applies to future professional practice	☐	☐	☐	☐

Overall Summary
Total Score: _____ / 54

- ☐ Emerging
- ☐ Developing
- ☐ Competent
- ☐ Strong

Trainer Comments

_____
_____
_____
_____

Module 3

Health and Safety from a Gender Perspective

Module Purpose

To empower learners to recognise occupational health and safety (OHS) in construction, analyse gender-specific factors, and apply safe and inclusive safety practices in workplace settings.

Learning Objectives

Learners will be able to:

- Explain core OHS principles in construction contexts
- Identify and assess gender-specific health and safety risks
- Apply preventive measures and safe work practices in practical or simulated workplace situations
- Demonstrate and promote behaviours that contribute to a safety culture that is inclusive and responsive

Key Competences Developed

- **Personal, social and learning to learn competence:** Developing awareness of personal well-being, resilience, and responsible behaviour in relation to health and safety at work.
- **Citizenship competence:** Understanding rights and responsibilities related to occupational safety, and contributing to safe and respectful workplace environments.
- **Entrepreneurship competence:** Taking initiative in identifying risks, solving problems, and contributing to improved safety practices and work organisation.
- **Literacy competence:** Understanding and communicating safety procedures, reporting incidents, and interpreting workplace instructions effectively.
- **Mathematical competence and competence in science, technology and engineering (STEM):** Applying basic technical and scientific understanding to risk assessment, safe use of equipment, and interpretation of safety measures.

Indicative Weekly Structure

Week Focus

1. Introduction to OHS in construction
2. Legal frameworks and employer responsibilities
3. Gender-specific risks and ergonomics
4. Personal protective equipment (PPE)
5. Physical and mental health at work
6. Safe site practices and procedures
7. Reporting incidents and unsafe conditions
8. Inclusive safety culture
9. Case studies and practical exercises
10. Assessment and review

Learning Session 3.1

Introduction to Occupational Health and Safety in Construction

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning

Session type: Foundational safety awareness session

1. Purpose and Positioning

Learning Session 1 introduces learners to the fundamental principles of occupational health and safety (OHS) in construction environments and establishes safety awareness as a core professional competence within the sector. Construction is widely recognised as one of the sectors where safety risks are significant due to the nature of work activities, the use of equipment and machinery, and the dynamic conditions of construction sites.

Understanding health and safety principles is essential for all workers in the sector, regardless of their role or level of experience. Safe practices help protect workers from accidents, injuries, and long-term health risks while also contributing to the overall efficiency and quality of construction projects.

This session provides a foundation for the rest of the module by introducing:

- key concepts in occupational health and safety,
- common hazards in construction environments,
- the importance of prevention and shared responsibility in maintaining safe workplaces.

The session supports learners to:

- recognise common construction-site hazards and risks;
- understand the principles of prevention and risk reduction;
- identify the responsibilities of workers, supervisors, and employers in maintaining safe workplaces;
- begin recognising that safety practices should respond to the needs of diverse workers, including gender-sensitive safety considerations.

In addition, the session begins to introduce the idea that safety practices should be inclusive and responsive to different workers' needs, including gender-sensitive needs, which will be explored further in later sessions of the module.

The session addresses the guiding question:

"Why is occupational health and safety essential in construction, and how can workers contribute to safer workplaces?"

The session adopts a preventive, participatory, and practice-oriented approach, encouraging learners to view safety as an active and continuous process rather than a set of isolated rules.

2. Learning Outcomes

By the end of this learning session, learners will be able to:

1. Explain and apply basic principles of occupational health and safety in construction.
2. Identify and classify common hazards and risks present on construction sites.
3. Describe and differentiate the responsibilities of workers and employers in maintaining safe workplaces.
4. Recognise and evaluate the importance of preventive approaches to workplace safety.

These outcomes provide the conceptual basis for later sessions addressing legal responsibilities, gender-specific safety considerations, and practical safety procedures.

3. Conceptual and Theoretical Content

3.1 What is occupational health and safety?

Trainer explains that occupational health and safety (OHS) refers to the policies, procedures, and practices designed to protect workers from injuries, illnesses, and accidents related to their work.

3. Conceptual and Theoretical Content
3.1 What is occupational health and safety?

Trainer explains that occupational health and safety (OHS) refers to the policies, procedures, and practices designed to protect workers from injuries, illnesses, and accidents related to their work.

OHS focuses on creating work environments that minimise risks and promote well-being. This involves both **preventive measures and clear safety procedures.**

Occupational safety is not only a regulatory requirement but also a fundamental aspect of responsible and professional work practices.

3.2 Why safety is particularly important in construction
Construction work often involves activities that carry potential risks, such as:

- working at heights
- operating heavy machinery
- handling tools and materials
- working in changing environments.

Because construction sites are dynamic and involve multiple teams working simultaneously, maintaining safety requires constant awareness, coordination, and adherence to safety procedures.

3.3 The prevention approach

Trainer introduces the concept of preventive safety management, which focuses on identifying risks before accidents occur.

Prevention involves:

- recognising hazards
- assessing risks
- implementing safety measures
- ensuring workers are informed and trained.

A preventive approach encourages workers to actively participate in maintaining safety rather than reacting only after incidents occur.

5. Learning Session

Structure and Time Allocation (2–4h)

Trainer setup (before session – 5 minutes):

Prepare visual examples of construction site hazards , reflection worksheets, and safety scenario cards.

Block 1

Understanding Safety in Construction

20–30 minutes | Mandatory

Aim: Introduce the importance of safety in construction workplaces.

STEP BY STEP

1. Opening discussion (5 minutes)
Trainer asks learners:

- “Why is safety important in construction work?”
- “What types of accidents might occur on construction sites?”
- Responses are recorded on the flipchart.

2. Trainer input (8–10 minutes)

Trainer explains common hazards in construction environments and the importance of safety awareness.

3. Group reflection (5–8 minutes)

Learners discuss situations where unsafe practices could lead to accidents.

4. Trainer synthesis (2 minutes)

Emphasise that safety is essential for protecting workers and ensuring successful project outcomes.

Block 2

Identifying Workplace Hazards

30–45 minutes | Mandatory

Aim: Help learners recognise different types of risks in construction settings.

STEP BY STEP

1. Concept input (10–12 minutes)
Trainer explains different categories of hazards, such as:

- physical hazards (e.g., falling objects, slips, machinery)
- environmental hazards (e.g., noise, dust)
- organisational risks (e.g., poor coordination between teams).

2. Hazard identification exercise (15–20 minutes)

Learners examine images or descriptions of construction sites and identify potential hazards.

3. Group reporting (8–10 minutes)

Groups share their observations.
Trainer highlights how awareness helps prevent accidents.

Block 3

Shared Responsibility for Safety

30–60 minutes | Core

Aim: Emphasise that safety requires cooperation between workers and employers.

STEP BY STEP

1. Trainer explanation (8–10 minutes)
Trainer explains that safety responsibilities are shared between:

- Employers – who are responsible for providing safe working conditions and training;

Box.

Safety Scenario Cards

Scenario Card 1 – Missing Protective Equipment (PPE)

During a busy workday, a worker starts a task without wearing required protective equipment (helmet and gloves). They say they will only work "for a few minutes" and do not see it as a serious risk.

Discuss:

- What are the risks in this situation?
- What should be done immediately?
- How can this be addressed respectfully and effectively?

Scenario Card 2
Unsafe Work Practice Under Time Pressure

A team is behind schedule, and a supervisor encourages workers to speed up the process. Some workers begin skipping safety steps to save time.

Discuss:

- What are the potential consequences?
- How can safety be maintained under time pressure?
- What leadership behaviours are needed here?

Scenario Card 3
Unclear Instructions on Site

A worker receives unclear instructions about how to perform a task. They are unsure but proceed anyway without asking for clarification.

Discuss:

- What could go wrong in this situation?
- What should the worker do instead?
- How can communication improve safety?

Scenario Card 4
Hazard Not Reported

A worker notices a loose cable on the ground that could cause someone to trip. They assume someone else will deal with it and continue working.

Discuss:

- Why is this situation risky?
- What should be done when hazards are identified?
- How does reporting contribute to safety culture?

- Workers – who are responsible for following safety procedures and report hazards).

2. Scenario discussion (15–25 minutes)

Learners analyse scenarios where safety rules are not followed and discuss possible consequences.

3. Group discussion (10–15 minutes)
Learners consider how workers can contribute to safer workplaces by:

- following safety procedures
- reporting unsafe conditions
- supporting colleagues in maintaining safety.

4. Trainer synthesis (5–10 minutes)
Trainer emphasises that safety culture depends on collective responsibility and awareness.

Block 4
Preventive Safety Thinking

30–45 minutes | Optional (recommended for 3–4h)

Aim: Introduce the idea of anticipating and preventing risks.

STEP BY STEP

1. Preventive thinking exercise (10–15 minutes)

Learners analyse everyday work situations and identify potential risks.

2. Group problem-solving (10–15 minutes)

Groups propose preventive actions that could reduce risks.

3. Trainer synthesis (5–10 minutes)

Trainer highlights that prevention is the most effective strategy for workplace safety.

Block 5
Reflection and Consolidation

15–30 minutes | Mandatory

STEP BY STEP

1. Individual reflection (5–8 minutes)
Learners write:

- one workplace hazard they should always be aware of;
- one action that can help prevent accidents.

2. Plenary sharing (5–10 minutes)

Learners share reflections voluntarily.

3. Preview of Session 2 (2 minutes)

Trainer introduces the next topic:

“In the next session we will explore legal frameworks and employer responsibilities for workplace safety.”

5. Teaching and Learning Methods

- **Interactive Lecture:** Short trainer-led inputs are used to introduce core occupational health and safety concepts, including workplace hazards, preventive approaches, and shared safety responsibilities. The trainer uses accessible language and practical construction-sector examples to support understanding.

- **Facilitated Discussion and Dialogue:** Structured discussions encourage learners to reflect on workplace safety experiences, identify common construction risks, and explore how safety practices affect workers, teams, and project outcomes.

- **Hazard Identification and Risk Awareness Exercises:** Learners analyse construction-site images, descriptions, and scenarios to identify hazards, classify risks, and discuss possible preventive measures. These exercises strengthen observational skills and promote preventive safety thinking.

- **Scenario-Based Learning:** Realistic workplace scenarios are used to help learners examine how safety procedures, communication, and shared responsibilities influence workplace safety outcomes.

- **Collaborative Learning and Group Problem-Solving:** Small-group activities support peer learning and collective analysis of safety situations. Learners work together to identify unsafe practices, discuss possible consequences, and propose realistic preventive actions.

- **Reflective Practice:** Individual reflection activities encourage learners to connect session content with their own experiences, observations, and future professional responsibilities in construction environments.

- **Participatory facilitation:** Trainers facilitate inclusive participation and encourage learners to contribute observations, ask questions, and share perspectives in a respectful learning environment that promotes collective responsibility for safety.

These teaching methods prioritise practical application of knowledge, active learner participation, prevention-oriented thinking, and collaborative responsibility for workplace safety.

6. Materials and Tools

Core

- Construction hazard images / visual examples
- Reflection worksheets
- Safety scenario cards
- Flipchart / whiteboard or presentation slides
- Markers, sticky notes, or annotation tools for group exercises

Supporting

- Safety scenario cards
- Relevant national or workplace OHS guidance materials, where available
- Context-specific safety examples and statistics relevant to the learners' country or local construction sector
- Trainer guidance notes

Blended

- Digital hazard identification exercises
- Online discussion tools
- Interactive polling or quiz tools for safety awareness activities
- Digital reflection forms or learning journals
- Shared online folders for safety resources and reference materials

7. Assessment and Evaluation (Formative) Methods

- Observation of participation in exercises
- Review of reflection worksheets and hazard-analysis

Criteria

Learner demonstrates the ability to:

- identify and classify common construction hazards
- propose realistic of preventive safety practices
- recognition of shared responsibility for safety.

8. Evidence of Learning

- Hazard identification exercise outputs (e.g. group problem-solving outputs and preventive-action proposals)
- Reflection worksheets, visual risk maps, and brief group presentations related to workplace safety scenarios.
- Trainer observation checklist documenting participation, risk awareness, and application of preventive thinking

Learning Session 3.2
Legal Frameworks and Employer Responsibilities

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning

Session type: Regulatory awareness and workplace rights session

1. Purpose and Positioning

Learning Session 2 introduces learners to the legal and regulatory frameworks governing occupational health and safety (OHS) in construction. While the previous session emphasised the importance of safety awareness and hazard identification, this session focuses on the legal responsibilities of employers and the rights and responsibilities of workers in maintaining safe workplaces.

In most countries, occupational health and safety regulations require employers to:

- provide safe working conditions,
- assess workplace risks,
- supply protective equipment,
- ensure workers receive adequate training and information about safety procedures.

Workers also have important responsibilities, such as following safety procedures, using protective equipment correctly, and reporting unsafe conditions.

The session supports learners to:

- recognise occupational safety as both a professional and legal responsibility;
- understand how legal frameworks protect workers' health, dignity, and well-being;
- identify the shared responsibilities of employers, supervisors, and workers in preventing accidents and injuries;
- recognise that safety standards and protections should apply equally and inclusively to all workers, regardless of gender or background.

Understanding these legal frameworks helps workers recognise that safety is not only a professional responsibility but also a legal obligation designed to protect everyone in the workplace.

The session also reinforces the idea that safety regulations should apply equally and inclusively, ensuring that all workers – regardless of gender or background – are protected.

The session addresses the guiding question:

"What legal rules protect workers' safety, and how do employers and workers share responsibility for safe workplaces?"

The session adopts a rights-based, preventive, and practice-oriented approach that encourages learners to connect legal responsibilities with everyday workplace safety behaviours.

2. Learning Outcomes

By the end of this learning session, learners will be able to:

1. Describe and explain the purpose of occupational health and safety regulations in construction.
2. Identify and describe key responsibilities of employers in maintaining safe workplaces.
3. Recognise and differentiate workers' rights and responsibilities related to workplace safety.
4. Explain the importance of reporting hazards and following safety procedures.

These outcomes support learners in understanding how legal frameworks support safe and responsible work environments.

3. Conceptual and Theoretical Content

3.1 Why safety regulations exist

Trainer explains that occupational health and safety regulations are designed to protect workers from accidents, injuries, and long-term health risks.

Without clear rules and standards, workplaces may expose workers to unnecessary dangers. Safety regulations therefore establish minimum requirements for safe working conditions.

These regulations typically require:

- risk assessments before work begins
- safety training for workers
- appropriate protective equipment
- procedures for reporting and addressing hazards.

3.2 Employer responsibilities

Trainer explains that employers have primary responsibility for ensuring safe working environments.

Typical employer obligations include:

- identifying potential workplace hazards
- implementing preventive safety measures

- providing training and safety instructions
- supplying appropriate personal protective equipment (PPE)
- ensuring supervision and compliance with safety rules.

Employers must also ensure that safety procedures are applied consistently and fairly to all workers.

3.3 Worker rights and responsibilities
Workers also play an important role in maintaining workplace safety. Workers generally have the right to:

- receive safety training
- work in safe environments
- receive protective equipment
- report unsafe conditions.

At the same time, workers are expected to:

- follow safety procedures
- use equipment correctly
- report hazards or incidents
- cooperate with colleagues to maintain safe practices.

4. Learning Session
Structure and Time Allocation (2–4h)

Trainer setup (before session – 5 minutes):

Prepare summaries of key OHS principles, case examples of workplace safety situations, and reflection worksheets.

Block 1
Understanding Safety Regulations

20–30 minutes | Mandatory

Aim: Introduce the purpose of safety regulations in construction.

STEP BY STEP

1. Opening discussion (5 minutes)
Trainer asks learners:

- “Why do workplaces need safety regulations?”
- “What might happen if there were no safety rules?”

Responses are recorded on the flipchart.

2. Trainer input (8–10 minutes)

Trainer explains the role of occupational safety regulations and their importance in protecting workers.

3. Group reflection (5–8 minutes)

Learners discuss examples of how safety regulations might prevent workplace accidents.

4. Trainer synthesis (2 minutes)

Emphasise that safety regulations aim to prevent accidents and protect workers’ health.

Block 2
Employer Responsibilities

30–45 minutes | Mandatory

Aim: Help learners understand the responsibilities of employers.

STEP BY STEP

1. Concept input (10–12 minutes)

Trainer explains key employer responsibilities in maintaining safe workplaces.

2. Group activity (15–20 minutes)

Learners review workplace scenarios and identify which employer responsibilities apply.

3. Group reporting (8–10 minutes)

Groups share their conclusions.

Trainer highlights how employer actions contribute to safe working conditions.

Box.

Scenario Discussion: Unsafe Conditions

Scenario 1
Slippery Work Area

After rainfall, part of the construction site becomes muddy and slippery. Workers continue moving materials through the area without addressing the condition.

Discuss:

- What are the risks in this situation?
- What should be done immediately?
- Who is responsible for addressing the hazard?

Scenario 2
Faulty Equipment

A worker notices that a piece of equipment is not functioning properly. It occasionally stops working but is still being used to avoid delays.

Discuss:

- What could go wrong if this continues?
- What is the correct response?
- How should this be reported?

Scenario 3
Blocked Emergency Exit

Materials have been placed in front of an emergency exit to save space on-site. Workers are aware but continue working as usual.

Discuss:

- Why is this situation dangerous?
- What should be done immediately?
- What safety principles are being violated?

Scenario 4
Unsafe Behaviour on Site

A worker climbs onto an unstable surface instead of using proper equipment to reach a higher area. Others observe but do not intervene.

Discuss:

- What are the risks for the worker and others?
- What should colleagues do in this situation?
- How can such behaviour be prevented?

Block 3

Worker Rights and Responsibilities

30–60 minutes | Core

Aim: Explore the role of workers in maintaining workplace safety.

STEP BY STEP

1. Trainer explanation (8–10 minutes)

Trainer explains workers' rights and responsibilities in relation to workplace safety.

2. Scenario discussion (15–25 minutes)

Learners analyse scenarios involving unsafe conditions and discuss appropriate responses.

3. Group discussion (10–15 minutes)

Learners consider how workers can contribute to safer workplaces through:

- reporting hazards
- following safety procedures
- supporting colleagues.

4. Trainer synthesis (5–10 minutes)

Trainer emphasises the importance of shared responsibility and cooperation.

Block 4

Reporting Unsafe Conditions

30–45 minutes | Optional (recommended for 3–4h)

Aim: Encourage learners to recognise the importance of reporting hazards.

STEP BY STEP

1. Discussion of reporting procedures (10–15 minutes)

Learners discuss why hazards should be reported promptly.

2. Group exercise (10–15 minutes)

Groups develop examples of how workers might report unsafe conditions professionally.

3. Trainer synthesis (5–10 minutes)

Trainer emphasises that reporting hazards helps prevent accidents and improve workplace safety.

Block 5

Reflection and Consolidation

15–30 minutes | Mandatory

STEP BY STEP

1. Individual reflection (5–8 minutes)
Learners write:

- one employer responsibility they consider essential for safety
- one worker responsibility they should always follow.

2. Plenary sharing (5–10 minutes)

Learners share reflections voluntarily.

3. Preview of Session 3 (2 minutes)
Trainer introduces the next topic:

"In the next session we will explore gender-specific health and safety risks and ergonomics."

5. Teaching and Learning Methods

- **Interactive Lecture:** Short trainer-led inputs are used to introduce key occupational health and safety regulations, employer obligations, and worker rights and responsibilities in construction environments.

- **Facilitated Discussion / Dialogue:** Structured discussions encourage learners to examine why safety regulations exist, how safety responsibilities are shared, and how workplace safety procedures contribute to accident prevention and worker protection.

- **Case-Based Learning:** Scenario analysis to identify employer responsibilities, worker obligations, and appropriate responses to unsafe conditions or non-compliance with safety procedures.

- **Collaborative Learning (Pair or Group Work):** Group exercises support learners in discussing safety scenarios, interpreting workplace responsibilities, and developing practical approaches to reporting hazards and promoting safer work practices.

- **Problem-Based Learning (PBL):** Learners work through safety-related problems and propose preventive actions, communication strategies, and appropriate reporting procedures for workplace risks.

- **Reflective Practice:** Reflection activities support learners in connecting legal safety principles with their own professional responsibilities and future workplace behaviour.

- **Participatory facilitation:** Trainers facilitate inclusive participation and encourage learners to contribute ideas, ask questions, and engage critically with workplace safety responsibilities and rights.

These methods prioritise: practical legal awareness; prevention-oriented thinking; collaborative responsibility for safety; and application of occupational safety principles to realistic workplace situations.

6. Materials and Tools

Core

- Safety regulation summaries
- Workplace safety scenario cards
- Reflection worksheets
- Flipchart / whiteboard

Supporting

- Trainer guidance notes on occupational health and safety responsibilities

- Case examples of safety practices
- Examples of workplace reporting procedures and preventive safety practices
- Relevant national or workplace OHS guidance materials, where available
- Context-specific examples related to the local construction sector and labour regulations

Blended

- Online scenario discussions
- Digital reflection forms
- Interactive quizzes or polling tools related to workplace safety responsibilities
- Shared online folders containing OHS resources and reference materials

7. Assessment and Evaluation (Formative) Methods

- Structured trainer observation of participation in discussions and collaborative exercises, focusing on legal awareness, identification of workplace responsibilities, participation in safety discussions, and application of preventive thinking during group activities.
- Review of scenario-analysis and reflection worksheets
- Observation of contributions during discussions on employer responsibilities and worker rights
- Review of proposed responses related to hazard reporting and workplace safety procedures

Criteria

Learner demonstrates the ability to:

- Explain the purpose and importance of OHS regulations
- Identify employer responsibilities related to workplace safety, risk prevention, and worker protection.
- Recognise worker's rights and duties related to occupational health and safety practices.
- Analyse workplace safety situations and propose appropriate responses related to hazard reporting and preventive measures.
- Demonstrate constructive participation and collaborative engagement during safety discussions, group exercises, and scenario-based learning activities.

8. Evidence of Learning

- Scenario analysis outputs (worksheets and workplace responsibility-mapping exercises)
- Reflection worksheets or learning journal entries.
- Hazard-reporting examples and preventive-action proposals.
- Group discussion outputs related to employer and worker responsibilities.
- Trainer observation checklist documenting participation, legal awareness, preventive thinking, collaborative engagement, and application of workplace safety principles.

Learning Session 3.3
Gender-Specific Risks and Ergonomics

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal train ing / Blended learning

Session type: Risk awareness and ergonomic safety session

1. Purpose and Positioning

Learning Session 3 introduces learners to gender-specific health and safety risks and the importance of ergonomic design in construction work. Building on the previous session on occupational health and safety regulations and workplace responsibilities, this session shifts the focus from general legal and organisational responsibilities to the ways safety practices and workplace design affect different workers in different ways.

Traditional occupational health and safety approaches have often been based on the assumption of a "standard worker", typically reflecting the average physical characteristics and work patterns of male workers.

As a result, tools, equipment, protective gear, and workplace procedures have not always been designed with the diversity of workers in mind.

This can create additional safety risks or barriers, particularly for women or workers whose physical characteristics differ from traditional assumptions.

Ergonomics, the science of adapting work tasks, equipment, and environments to human capabilities and limitations, plays an important role in ensuring that workplaces are safe and accessible for everyone.

The session combines occupational health and safety awareness with practical reflection on workplace design, task organisation, equipment suitability, and preventive approaches to risk reduction. It encourages learners to critically examine how construction environments can become safer and more inclusive through better planning, adaptation, and awareness of diverse worker needs.

This session helps learners understand that:

- safety measures should consider the needs of different workers,
- workplace design can influence both safety and productivity,
- inclusive safety practices benefit all workers.

The session addresses the guiding question:

"How can workplace design and safety practices take into account the needs of diverse workers?"

2. Learning Outcomes

By the end of this learning session, learners will be able to:

1. Explain the concept of ergonomics in construction work.

2. Identify examples of gender-specific health and safety risks.

3. Recognise how equipment, tools, and workplace design can influence safety.

4. Analyse workplace situations suggest ergonomic practices that can reduce physical strain and injury.

These outcomes help learners understand how inclusive safety practices contribute to healthier and more effective workplaces.

3. Conceptual and Theoretical Content

3.1 Understanding ergonomics

Trainer explains that ergonomics refers to designing work tasks, tools, and environments so they match the capabilities and limitations of workers.

Ergonomic practices aim to:

- reduce physical strain
- prevent injuries and fatigue
- improve comfort and efficiency
- support long-term health.

Examples of ergonomic practices include:

- adjusting tool sizes or weights
- organising workspaces to reduce unnecessary movements
- ensuring appropriate lifting techniques.

3.2 Gender-specific safety considerations

Trainer explains that workers may experience safety risks differently due to variations in:

- body size and strength
- equipment fit
- task allocation patterns.

For example:

- personal protective equipment (PPE) may not always be available in sizes suitable for all workers;
- tools designed for larger hands may be difficult for some workers to use safely;
- tasks involving repetitive lifting may affect workers differently depending on physical capacity.

Recognising these differences helps create more inclusive and safer work environments.

3.3 Ergonomic risk factors in construction
Trainer introduces common ergonomic risk factors such as:

- repetitive movements
- heavy lifting
- awkward working positions
- prolonged standing or bending.

If these risks are not managed properly, they may lead to injuries such as:

- musculoskeletal disorders
- back pain
- joint strain.

Preventive strategies may include:

- adjusting work methods
- rotating tasks
- using appropriate tools and equipment.

4. Learning Session
Structure and Time Allocation (2–4h)

Trainer setup (before session – 5 minutes):

Prepare visual examples of ergonomic practices, tool images, and short workplace scenarios illustrating ergonomic challenges.

Block 1
Understanding Ergonomics

20–30 minutes | Mandatory

Aim: Introduce the concept of ergonomics in construction work.

STEP BY STEP

1. Opening discussion (5 minutes)
Trainer asks learners:

- "What makes a task physically difficult or uncomfortable?"
- "Have you ever used tools or equipment that were difficult to handle?"

Responses are recorded on the flipchart.

2. Trainer input (8–10 minutes)

Trainer explains ergonomic principles and how they improve workplace safety.

3. Group reflection (5–8 minutes)

Learners discuss examples of tasks that may create physical strain.

4. Trainer synthesis (2 minutes)

Emphasise that ergonomic design helps prevent injuries and improve efficiency.

Block 2
Gender-Specific Safety Risks

30–45 minutes | Mandatory

Aim: Explore how workplace design and equipment can affect different workers.

STEP BY STEP

1. Concept input (10–12 minutes)

Trainer explains how safety equipment and workplace design may not always consider the diversity of workers.

2. Case analysis exercise (15–20 minutes)
Learners analyse examples such as:

- ill-fitting protective equipment
- tools designed for larger hand sizes
- task assignments that create unequal strain.

3. Group reporting (8–10 minutes)

- Groups share observations and possible improvements.

- Trainer highlights the importance of inclusive safety design.

Block 3

Identifying Ergonomic Risks

30–60 minutes | Core

Aim: Practise identifying ergonomic risks in work tasks.

STEP BY STEP

1. Introduction to ergonomic risk identification (8–10 minutes)

Trainer explains how to recognise common ergonomic hazards.

2. Workplace analysis exercise (15–25 minutes)
Learners examine images or descriptions of work tasks and identify:

- physical strain
- awkward body positions
- repetitive movements.

3. Group discussion (10–15 minutes)

Learners suggest possible ergonomic improvements.

Block 4

Improving Ergonomic Practices

30–45 minutes | Optional (recommended for 3–4h)

Aim: Encourage learners to propose practical ergonomic improvements.

STEP BY STEP

1. Problem-solving activity (10–15 minutes)

Groups propose ways to reduce physical strain in specific work scenarios.

2. Presentation of solutions (10–15 minutes)

Groups present their ideas.

Box.

Ergonomic Risk Scenario Cards

Scenario Card 1
Manual Lifting

A worker repeatedly lifts heavy materials from the ground without bending their knees or using lifting aids. By the end of the day, they feel pain in their lower back.

Discuss:

- What is the ergonomic risk?
- What could be done differently?
- What long-term effects could this cause?

Scenario Card 2
Repetitive Movements

A worker performs the same hand and arm movements for several hours without breaks (e.g., drilling or assembling materials).

Discuss:

- What type of strain may develop?
- How could the task be organised more safely?
- What role do breaks play?

Scenario Card 3
Poor Working Posture

A worker installs materials while bending or twisting their body for extended periods because the work surface is too low or not adjustable.

Discuss:

- What risks are associated with this posture?
- How could the workstation be improved?
- What adjustments could reduce strain?

Scenario Card 4
Tools Not Fit for the User

A worker is using tools that are too heavy or not suited to their hand size, making the task more difficult and tiring.

Discuss:

- How can equipment design affect safety and comfort?
- What could be improved in this situation?
- Why is this important for inclusive workplaces?

Scenario Card 5
Prolonged Standing Without Support

A worker stands for long hours on a hard surface without adequate footwear or rest periods. They experience fatigue and discomfort in their legs.

Discuss:

- What are the risks of prolonged standing?
- What measures could reduce discomfort?
- How can work be organised to support well-being?

3. Trainer synthesis (5–10 minutes)

Trainer highlights how ergonomic improvements support both safety and productivity.

Block 5

Reflection and Consolidation

15–30 minutes | Mandatory

STEP BY STEP

1. Individual reflection (5–8 minutes)
Learners write:

- one ergonomic risk they should always be aware of;
- one practice that can reduce physical strain.

2. Plenary sharing (5–10 minutes)

Learners share insights voluntarily.

3. Preview of Session 4 (2 minutes)
Trainer introduces the next topic:

"In the next session we will explore personal protective equipment (PPE) and its role in workplace safety."

5. Teaching and Learning Methods

- **Interactive Lecture:** Short trainer-led inputs introduce key concepts related to ergonomics, gender-specific occupational health and safety considerations, ergonomic risk factors, and inclusive workplace design in construction environments.
- **Facilitated Discussion / Dialogue:** Structured discussions encourage learners to reflect on physical strain, workplace accessibility, equipment suitability, and how different workers may experience workplace risks differently.
- **Case-Based Learning:** Learners analyse realistic workplace situations involving ergonomic challenges, unsuitable PPE, repetitive tasks, awkward working positions, or unequal physical strain, and discuss possible preventive or adaptive measures.
- **Collaborative Learning (Pair or Group Work):** Hazard identification exercises
- **Problem-Based Learning (PBL):** Group problem-solving aimed at reducing physical strain, discomfort, and injury risks.
- **Experiential Learning:** Learners examine workplace images, tools, task descriptions, or movement patterns in order to recognise ergonomic hazards and connect theoretical concepts with realistic work situations.
- **Reflective Practice:** Reflection activities encourage learners to consider how workplace design and safety practices influence worker well-being, participation, comfort, and long-term health.
- **Participatory facilitation:** Trainers facilitate inclusive and respectful participation while encouraging learners to critically engage with workplace safety practices without reinforcing stereotypes or deficit-based assumptions.

These methods prioritise: preventive and inclusion-oriented safety thinking; practical application of ergonomic principles; collaborative workplace problem-solving; and awareness of diverse worker needs in construction environments.

6. Materials and Tools

Core

- Ergonomic risk scenario cards and workplace-task descriptions
- Workplace images or diagrams or visual examples of ergonomic and non-ergonomic practices
- Reflection worksheets or learning journals
- Flipchart / whiteboard
- Examples or images of PPE, tools, and equipment used in construction environments

Supporting

- Trainer notes on ergonomic practices
- Tool and equipment illustrations demonstrating ergonomic challenges or adaptations
- Case examples related to repetitive strain, lifting, posture, and workplace accessibility
- Context-specific examples from local construction environments, where relevant

Blended

- Digital workplace analysis exercises
- Online reflection forms
- Online collaborative boards for workplace-mapping and problem-solving activities
- Video demonstrations illustrating ergonomic practices and safe movement techniques

7. Assessment and Evaluation (Formative) Methods

- Structured trainer observation of participation in exercises, focusing on learners' ability to apply preventive and inclusive safety thinking.
- Review of reflection worksheets, ergonomic-risk identification exercises, and proposed improvement strategies.

Criteria

Learner demonstrates the ability to:

- Explain the concept and purpose of ergonomics in construction work environments.
- Analyse workplace situations and recognise factors contributing to physical strain, discomfort, or increased injury risk.
- Demonstrate constructive participation and collaborative engagement during ergonomic analysis, group exercises, and preventive problem-solving activities.
- Identify potential improvements in workplace design.

8. Evidence of Learning

- Ergonomic risk analysis outputs
- Scenario-analysis outputs related to workplace design, PPE suitability, and ergonomic adaptation
- Reflection worksheets or learning journal entries.
- Group problem-solving outputs and proposed ergonomic improvement strategies.
- Trainer observation checklist documenting participation, ergonomic awareness, preventive thinking, collaborative engagement, and application of inclusive safety principles.

Learning Session 3.4

Personal Protective Equipment (PPE)

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning

Session type: Practical occupational safety skills session



1. Purpose and Positioning

Learning Session 4 introduces learners to personal protective equipment (PPE) and its role in preventing workplace injuries in construction environments. PPE refers to specialised equipment designed to protect workers from hazards that cannot be eliminated through other safety measures. Building on the previous session on ergonomics and inclusive safety practices, this session focuses on one of the most visible and practical components of occupational health and safety systems: the correct selection, use, maintenance, and management of protective equipment.

Construction work often involves exposure to risks such as: falling objects, dust and airborne particles, excessive noise, sharp tools and materials, electrical risks, and physically demanding tasks. PPE provides an additional layer of protection when risks cannot be completely removed through workplace design or procedures.

However, PPE is effective only when it is appropriate for the task, properly fitted, and used correctly. In recent years, increasing attention has been given to ensuring that **PPE is available in sizes and designs suitable for diverse workers, including women and workers with different body types.**

This session provides learners with practical knowledge about:

- common types of PPE used in construction,
- correct use and maintenance of protective equipment,
- the importance of proper fit and ergonomic considerations.

The session addresses the guiding question:

“How can personal protective equipment help prevent injuries and improve safety on construction sites?”

Through practical discussion, observation, and applied safety exercises, learners develop awareness of different types of PPE used in construction settings and strengthen their understanding of responsible safety behaviour and preventive workplace practices.

2. Learning Outcomes

By the end of this learning session, learners will be able to:

1. Identify common types of personal protective equipment used in construction.
2. Explain the role of PPE in reducing workplace risks.
3. Demonstrate correct use and basic maintenance of PPE.
4. Recognise the importance of proper fit and ergonomic design in protective equipment.
5. Analyse workplace situations and identify appropriate PPE choices based on specific tasks, hazards, and worker needs.

These outcomes support learners in developing practical safety awareness and responsible workplace behaviour.

3. Conceptual and Theoretical Content

3.1 What is personal protective equipment (PPE)?

Trainer explains that personal protective equipment refers to protective clothing or devices designed to reduce exposure to workplace hazards.

PPE is typically used when hazards cannot be completely eliminated through engineering controls (e.g., machine guards), or organisational measures (e.g., safe work procedures).

Examples of PPE commonly used in construction include:

- safety helmets
- protective gloves
- safety glasses or goggles
- protective footwear
- high-visibility clothing
- hearing protection.

3.2 The hierarchy of safety measures

Trainer introduces the concept of the hierarchy of risk control, which prioritises safety measures in the following order:

1. Eliminating the hazard
2. Substituting safer materials or methods
3. Engineering controls
4. Administrative controls
5. Personal protective equipment

PPE is therefore considered an important but final layer of protection, complementing other safety measures.

3.3 PPE fit and inclusivity

Trainer explains that PPE must be properly fitted to the individual worker to be effective. Ill-fitting PPE may:

- reduce protection
- create discomfort or distraction
- increase accident risk.

Therefore, ensuring that PPE is available in different sizes and designs helps improve safety for all workers.

4. Learning Session
Structure and Time Allocation (2–4h)

Trainer setup (before session – 5 minutes):

Prepare examples or images of PPE , demonstration materials, and scenario cards describing workplace tasks requiring protective equipment.

Block 1
Introduction to PPE

20–30 minutes | Mandatory

Aim: Introduce the role of personal protective equipment in workplace safety.

STEP BY STEP

1. Opening discussion (5 minutes)
Trainer asks learners:

- “What types of protective equipment have you seen on construction sites?”
- “Why is PPE important for worker safety?”

Responses are recorded on the flipchart.

2. Trainer input (8–10 minutes)

Trainer introduces common types of PPE used in construction and explains their protective functions.

3. Group reflection (5–8 minutes)

Learners discuss which types of PPE may be required for different construction tasks.

4. Trainer synthesis (2 minutes)

Emphasise that PPE protects workers from hazards that cannot be fully removed.

Block 2
Types of PPE and Their Uses

30–45 minutes | Mandatory

Aim: Help learners recognise appropriate PPE for different tasks.

STEP BY STEP

1. Concept input (10–12 minutes)

Trainer presents examples of PPE and explains which hazards each type addresses.

1. Opening discussion (5 minutes)
Trainer asks learners:

- “What makes a task physically difficult or uncomfortable?”
- “Have you ever used tools or equipment that were difficult to handle?”
- Responses are recorded on the flipchart.

2. Trainer input (8–10 minutes)

Trainer explains ergonomic principles and how they improve workplace safety.

3. Group reflection (5–8 minutes)

Learners discuss examples of tasks that may create physical strain.

4. Trainer synthesis (2 minutes)

Emphasise that ergonomic design helps prevent injuries and improve efficiency.

Block 2

Gender-Specific Safety Risks

30–45 minutes | Mandatory

Aim: Explore how workplace design and equipment can affect different workers.

STEP BY STEP

1. Concept input (10–12 minutes)

Trainer explains how safety equipment and workplace design may not always consider the diversity of workers.

2. Case analysis exercise (15–20 minutes)
Learners analyse examples such as:

- ill-fitting protective equipment
- tools designed for larger hand sizes
- task assignments that create unequal strain.

3. Group reporting (8–10 minutes)

Groups share observations and possible improvements.

Trainer highlights the importance of inclusive safety design.

Block 3

Identifying Ergonomic Risks

30–60 minutes | Core

Aim: Practise identifying ergonomic risks in work tasks.

STEP BY STEP

1. Introduction to ergonomic risk identification (8–10 minutes)

Trainer explains how to recognise common ergonomic hazards.

2. Workplace analysis exercise (15–25 minutes)
Learners examine images or descriptions of work tasks and identify:

- physical strain
- awkward body positions
- repetitive movements.

3. Group discussion (10–15 minutes)

Learners suggest possible ergonomic improvements.

4. Trainer synthesis (5–10 minutes)

Trainer emphasises that small changes in workplace design can significantly improve safety.

Block 4

Improving Ergonomic Practices

30–45 minutes | Optional (recommended for 3–4h)

Aim: Encourage learners to propose practical ergonomic improvements.

STEP BY STEP

1. Problem-solving activity (10–15 minutes)

Groups propose ways to reduce physical strain in specific work scenarios.

2. Presentation of solutions (10–15 minutes)

Groups present their ideas.

3. Trainer synthesis (5–10 minutes)

Trainer highlights how ergonomic improvements support both **safety and productivity.**

Block 5

Reflection and Consolidation

15–30 minutes | Mandatory

STEP BY STEP

1. Individual reflection (5–8 minutes)
Learners write:

- one ergonomic risk they should always be aware of;
- one practice that can reduce physical strain.

2. Plenary sharing (5–10 minutes)

Learners share insights voluntarily.

3. Preview of Session 4 (2 minutes)
Trainer introduces the next topic:

"In the next session we will explore personal protective equipment (PPE) and its role in workplace safety."

Box.

Ergonomic Risk Scenario Cards

Scenario Card 1
Manual Lifting

A worker repeatedly lifts heavy materials from the ground without bending their knees or using lifting aids. By the end of the day, they feel pain in their lower back

Discuss:

- What is the ergonomic risk?
- What could be done differently?
- What long-term effects could this cause?

Scenario Card 2
Repetitive Movementsdw

A worker performs the same hand and arm movements for several hours without breaks (e.g., drilling or assembling materials).

Discuss:

- What type of strain may develop?
- How could the task be organised more safely?
- What role do breaks play?

Scenario Card 3
Poor Working Posture

A worker installs materials while bending or twisting their body for extended periods because the work surface is too low or not adjustable.

Discuss:

- What risks are associated with this posture?
- How could the workstation be improved?
- What adjustments could reduce strain?

Scenario Card 4
Tools Not Fit for the User

A worker is using tools that are too heavy or not suited to their hand size, making the task more difficult and tiring.

Discuss:

- How can equipment design affect safety and comfort?
- What could be improved in this situation?
- Why is this important for inclusive workplaces?

Scenario Card 5
Prolonged Standing Without Support

A worker stands for long hours on a hard surface without adequate footwear or rest periods. They experience fatigue and discomfort in their legs.

Discuss:

- What are the risks of prolonged standing?
- What measures could reduce discomfort?
- How can work be organised to support well-being?

5. Teaching and Learning Methods

- **Interactive Lecture:** Short trainer-led inputs introduce key concepts related to ergonomics, gender-specific occupational health and safety considerations, ergonomic risk factors, and inclusive workplace design in construction environments.

- **Facilitated Discussion / Dialogue:** Structured discussions encourage learners to reflect on physical strain, workplace accessibility, equipment suitability, and how different workers may experience workplace risks differently.

- **Case-Based Learning:** Learners analyse realistic workplace situations involving ergonomic challenges, unsuitable PPE, repetitive tasks, awkward working positions, or unequal physical strain, and discuss possible preventive or adaptive measures.

- **Collaborative Learning (Pair or Group Work):** Hazard identification exercises

- **Problem-Based Learning (PBL):** Group problem-solving aimed at reducing physical strain, discomfort, and injury risks.

- **Experiential Learning:** Learners examine workplace images, tools, task descriptions, or movement patterns in order to recognise ergonomic hazards and connect theoretical concepts with realistic work situations.

- **Reflective Practice:** Reflection activities encourage learners to consider how workplace design and safety practices influence worker well-being, participation, comfort, and long-term health.

- **Participatory facilitation:** Trainers facilitate inclusive and respectful participation while encouraging learners to critically engage with workplace safety practices without reinforcing stereotypes or deficit-based assumptions.

These methods prioritise: preventive and inclusion-oriented safety thinking; practical application of ergonomic principles; collaborative workplace problem-solving; and awareness of diverse worker needs in construction environments.

6. Materials and Tools

Core

- Ergonomic risk scenario cards and workplace-task descriptions
- Workplace images or diagrams or visual examples of ergonomic and non-ergonomic practices
- Reflection worksheets or learning journals
- Flipchart / whiteboard
- Examples or images of PPE, tools, and equipment used in construction environments

Supporting

- Trainer notes on ergonomic practices
- Tool and equipment illustrations demonstrating ergonomic challenges or adaptations
- Case examples related to repetitive strain, lifting, posture, and workplace accessibility
- Context-specific examples from local construction environments, where relevant

Blended

- Digital workplace analysis exercises
- Online reflection forms
- Online collaborative boards for workplace-mapping and problem-solving activities
- Video demonstrations illustrating ergonomic practices and safe movement techniques

7. Assessment and Evaluation (Formative) Methods

- Structured trainer observation of participation in exercises, focusing on learners' ability to apply preventive and inclusive safety thinking.

- Review of reflection worksheets, ergonomic-risk identification exercises, and proposed improvement strategies.

Criteria

Learner demonstrates the ability to:

- Explain the concept and purpose of ergonomics in construction work environments.
- Analyse workplace situations and recognise factors contributing to physical strain, discomfort, or increased injury risk.
- Demonstrate constructive participation and collaborative engagement during ergonomic analysis, group exercises, and preventive problem-solving activities.
- Identify potential improvements in workplace design.

8. Evidence of Learning

- Ergonomic risk analysis outputs
- Scenario-analysis outputs related to workplace design, PPE suitability, and ergonomic adaptation
- Reflection worksheets or learning journal entries.
- Group problem-solving outputs and proposed ergonomic improvement strategies.
- Trainer observation checklist documenting participation, ergonomic awareness, preventive thinking, collaborative engagement, and application of inclusive safety principles.

Learning Session 3.4
Personal Protective Equipment (PPE)

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning

Session type: Practical occupational safety skills session

1. Purpose and Positioning

Learning Session 4 introduces learners to personal protective equipment (PPE) and its role in preventing workplace injuries in construction environments. PPE refers to specialised equipment designed to protect workers from hazards that cannot be eliminated through other safety measures. Building on the previous session on ergonomics and inclusive safety practices, this session focuses on one of the most visible and practical components of occupational health and safety systems: the correct selection, use, maintenance, and management of protective equipment.

Construction work often involves exposure to risks such as: falling objects, dust and airborne particles, excessive noise, sharp tools and materials, electrical risks, and physically demanding tasks. PPE provides an additional layer of protection when risks cannot be completely removed through workplace design or procedures.

However, PPE is effective only when it is appropriate for the task, properly fitted, and used correctly. In recent years, increasing attention has been given to ensuring that PPE is **available in sizes and designs suitable for diverse workers, including women and workers with different body types.**

This session provides learners with practical knowledge about:

- common types of PPE used in construction,
- correct use and maintenance of protective equipment,
- the importance of proper fit and ergonomic considerations.

The session addresses the guiding question:

“How can personal protective equipment help prevent injuries and improve safety on construction sites?”

Through practical discussion, observation, and applied safety exercises, learners develop awareness of different types of PPE used in construction settings and strengthen their understanding of responsible safety behaviour and preventive workplace practices.

2. Learning Outcomes

By the end of this learning session, learners will be able to:

1. Identify common types of personal protective equipment used in construction.

2. Explain the role of PPE in reducing workplace risks.

3. Demonstrate correct use and basic maintenance of PPE.

4. Recognise the importance of proper fit and ergonomic design in protective equipment.

5. Analyse workplace situations and identify appropriate PPE choices based on specific tasks, hazards, and worker needs.

These outcomes support learners in developing practical safety awareness and responsible workplace behaviour.

3. Conceptual and Theoretical Content

3.1 What is personal protective equipment (PPE)?

Trainer explains that personal protective equipment refers to protective clothing or devices designed to reduce exposure to workplace hazards.

PPE is typically used when hazards cannot be completely eliminated through engineering controls (e.g., machine guards), or organisational measures (e.g., safe work procedures).

Examples of PPE commonly used in construction include:

- safety helmets
- protective gloves
- safety glasses or goggles
- protective footwear
- high-visibility clothing
- hearing protection.

3.2 The hierarchy of safety measures

Trainer introduces the concept of the hierarchy of risk control, which prioritises safety measures in the following order:

1. Eliminating the hazard
2. Substituting safer materials or methods
3. Engineering controls
4. Administrative controls
5. Personal protective equipment

PPE is therefore considered an important but final layer of protection, complementing other safety measures.

3.3 PPE fit and inclusivity

Trainer explains that PPE must be properly fitted to the individual worker to be effective. Ill-fitting PPE may:

- reduce protection
- create discomfort or distraction
- increase accident risk.

Therefore, ensuring that PPE is available in different sizes and designs helps improve safety for all workers.

4. Learning Session
Structure and Time Allocation (2–4h)

Trainer setup (before session – 5 minutes) :

Prepare examples or images of PPE , demonstration materials, and scenario cards describing workplace tasks requiring protective equipment.

Block 1
Introduction to PPE

20–30 minutes | Mandatory

Aim: Introduce the role of personal protective equipment in workplace safety.

STEP BY STEP

1. Opening discussion (5 minutes)
Trainer asks learners:

- "What types of protective equipment have you seen on construction sites?"
- "Why is PPE important for worker safety?"

Responses are recorded on the flipchart.

2. Trainer input (8–10 minutes)

Trainer introduces common types of PPE used in construction and explains their protective functions.

3. Group reflection (5–8 minutes)

Learners discuss which types of PPE may be required for different construction tasks.

4. Trainer synthesis (2 minutes)

Emphasise that PPE protects workers from hazards that cannot be fully removed.

Block 2

Types of PPE and Their Uses

30–45 minutes | Mandatory

Aim: Help learners recognise appropriate PPE for different tasks.

STEP BY STEP

1. Concept input (10–12 minutes)

Trainer presents examples of PPE and explains which hazards each type addresses.

See here: https://www.shutterstock.com/search/images-of-ppe

2. Matching exercise (15–20 minutes)

Learners match workplace tasks with appropriate PPE.

Box.

PPE Scenario Cards

Scenario Card 1
Cutting Materials

A worker is using a power tool to cut construction materials. Dust and small particles are released into the air, and fragments may fly during the process.

Discuss:

- What PPE is required in this situation?
- What are the risks if PPE is not used?
- What additional safety measures could be taken?

Scenario Card 2
Working at Height

A worker is installing materials on a raised structure. There is a risk of falling, and the surface is uneven.

Discuss:

- What PPE is necessary for working at height?
- What are the consequences of not using it?
- What other precautions should be in place?

Scenario Card 3
Handling Chemicals or Hazardous Substances

A worker is applying a chemical product (e.g., paint, adhesive, or sealant) in an enclosed area with limited ventilation.

Discuss:

- What protective equipment is needed?
- What are the health risks involved?
- How can exposure be reduced?

Scenario Card 4
Noisy Work Environment

A worker is operating machinery in a high-noise area for several hours.

Discuss:

- What type of PPE is required?
- What are the long-term risks of exposure to noise?

- How can noise exposure be managed?

Scenario Card 5
Manual Handling and Site Movement

A worker is moving materials around a busy construction site where objects may fall or be dropped.

Discuss:

- What PPE should be used?
- What risks exist in this environment?
- How does PPE support overall safety?

Examples may include:

- working at height
- operating machinery
- handling construction materials.

3. Group reporting (8–10 minutes)

Groups share their answers.

Trainer clarifies correct PPE choices.

Block 3

Correct Use and Maintenance of PPE

30–60 minutes | Core

Aim: Practise correct use and care of protective equipment.

STEP BY STEP

1. Demonstration (8–10 minutes)
Trainer explains correct use of PPE, including:

- proper fitting
- adjusting equipment
- checking for damage.

2. Practical exercise (15–25 minutes)

Learners practise inspecting and correctly using different PPE items.

3. Discussion (10–15 minutes)

Learners discuss common mistakes when using PPE.

4. Trainer synthesis (5–10 minutes)

Trainer emphasises that PPE must be used consistently and maintained properly to provide effective protection.

Block 4

PPE Fit and Safety Considerations

30–45 minutes | Optional (recommended for 3–4h)

Aim: Highlight the importance of proper fit and inclusive design.

STEP BY STEP

1. Discussion of fit issues (10–15 minutes)

Learners consider situations where PPE might not fit properly.

2. Problem-solving exercise (10–15 minutes)
Groups propose solutions such as:

- adjusting equipment
- requesting appropriate sizes
- ensuring workplaces provide inclusive PPE.

3. Trainer synthesis (5–10 minutes)

Trainer emphasises that proper fit improves both comfort and safety.

Block 5

Reflection and Consolidation

15–30 minutes | Mandatory

STEP BY STEP

1. Individual reflection (5–8 minutes)
Learners write:

- one type of PPE they consider essential for safety
- one practice that ensures PPE remains effective.

2. Plenary sharing (5–10 minutes)

Learners share reflections voluntarily.

3. Preview of Session 5 (2 minutes)
Trainer introduces the next topic:

"In the next session we will explore physical and mental health in construction work."

5. Teaching and Learning Methods

- **Interactive Lecture:** Short trainer-led inputs introduce key concepts related to personal protective equipment (PPE), the hierarchy of risk control, workplace hazards, and inclusive safety practices in construction environments.

- **Facilitated Discussion / Dialogue:** Structured discussions encourage learners to reflect on workplace hazards, the importance of preventive safety measures, and how PPE contributes to protecting workers in different construction tasks.

- **Demonstration-Based Learning:** Trainers demonstrate the correct selection, fitting, adjustment, inspection, and maintenance of PPE items, supporting practical understanding of safe equipment use.

- **Collaborative Learning (Pair or Group Work):** Matching exercises

- **Experiential Learning:** Learners participate in hands-on practical safety activities involving PPE inspection, fitting, adjustment, and safe-use practice connected to realistic construction-site situations.

- **Problem-Based Learning (PBL):** Learners analyse workplace scenarios involving inappropriate, damaged, or ill-fitting PPE and propose practical safety improvements or corrective actions.

- **Reflective Practice:** Reflection activities encourage learners to consider how PPE use, maintenance, fit, and workplace safety culture influence personal safety and collective responsibility.

- **Participatory facilitation:** Trainers facilitate inclusive participation and encourage learners to critically examine practical workplace safety behaviours, PPE accessibility, and inclusive safety considerations.

These methods prioritise: practical occupational safety competence; preventive and responsibility-oriented safety thinking; correct and consistent PPE use; and awareness of inclusive and ergonomically appropriate protective equipment practices.

6. Materials and Tools

Core

- PPE examples or images
- Task–PPE matching cards or workplace-task scenarios
- PPE inspection and fitting demonstration materials
- Reflection worksheets or learning journals
- Flipchart / whiteboard

Supporting

- Trainer guidance notes on PPE use, maintenance, and risk prevention
- Safety procedure summaries and workplace safety signage examples
- Context-specific examples from local construction environments and occupational safety practices

Blended

- Digital hazard–PPE matching and workplace-safety exercises
- Online reflection tools

- Video demonstrations illustrating correct PPE use and maintenance
- Digital reflection forms and collaborative discussion tools

7. Assessment and Evaluation (Formative) Methods

- Structured trainer observation of participation in practical exercises
- Review of workplace-task and PPE-matching exercises, practical inspection activities, and scenario-analysis tasks.
- Review of reflection worksheets related to PPE use, maintenance, workplace safety, and inclusive safety considerations.

Criteria
Learner demonstrates the ability to:

- Identify common types of PPE types and explain their functions
- Identify and select appropriate PPE for tasks
- Demonstrate correct PPE use and recognise the importance of proper fit, comfort, and inclusive design in ensuring effective protection and workplace safety.

8. Evidence of Learning

- PPE matching activity outputs
- Practical PPE inspection, fitting, and demonstration activities
- Reflection worksheets or learning journal entries
- Trainer observation checklist documenting participation, practical safety competence, preventive thinking, collaborative engagement, and correct application of PPE practices.

Learning Session 3.5
Physical and Mental Health at Work

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning

Session type: Occupational health awareness and well-being session

1. Purpose and Positioning

Learning Session 5 focuses on physical and mental health in construction work. While occupational health and safety discussions often focus on accidents and immediate risks, it is equally important to consider long-term health and well-being in demanding work environments.

Construction work can involve physically demanding tasks, exposure to environmental conditions, tight project deadlines, and complex coordination between teams. These factors may affect workers' health through:

physical strain or repetitive movements,
fatigue due to long working hours,
exposure to noise, dust, or vibrations,
psychological stress related to deadlines or workplace pressures.

Promoting occupational health therefore requires attention to both physical safety and mental well-being.

This session helps learners understand that maintaining health at work involves:

- recognising early signs of physical strain or fatigue,
- adopting safe work practices,
- managing stress in professional environments,
- supporting a workplace culture that values well-being.

The session addresses the guiding question:

"How can workers maintain physical and mental well-being while working in demanding construction environments?"

Through practical reflection, workplace analysis, and collaborative discussion, learners strengthen their awareness of occupational well-being and explore realistic strategies that support long-term health, resilience, and safe professional participation in construction environments.

2. Learning Outcomes
By the end of this learning session, learners will be able to:

1. Identify common physical and mental health risks associated with construction work.

2. Explain the importance of maintaining both physical and psychological well-being in professional environments.

3. Recognise early signs of fatigue, strain, or stress at work.

4. Analyse workplace situations and identify factors that may affect workers' long-term health and well-being.

5. Suggest practical strategies and workplace practices that support occupational health, stress reduction, recovery, and sustainable professional participation.

These outcomes help learners understand that health and safety include both accident prevention and long-term occupational well-being.

3. Conceptual and Theoretical Content
3.1 Physical health in construction work

Trainer explains that construction work often involves physically demanding activities, such as:

- lifting or carrying heavy materials
- repetitive movements
- working in uncomfortable positions
- exposure to environmental conditions such as noise or dust.

If these risks are not properly managed, workers may experience:

- musculoskeletal disorders
- fatigue or reduced concentration
- long-term physical injuries.

Preventive practices such as proper lifting techniques, task rotation, and ergonomic tools can help reduce these risks.

3.2 Mental health and workplace stress
Trainer explains that workplace stress may occur when workers experience:

- high workload or tight deadlines
- unclear instructions or expectations
- conflicts within teams
- uncertainty about work tasks.

While some level of pressure may be normal in professional environments, prolonged stress can affect concentration, decision-making, and overall well-being.

Maintaining psychological well-being is therefore an important component of occupational health.

3.3 Promoting healthy workplaces
Trainer introduces practices that help support health and well-being in workplaces, such as:

- maintaining clear communication within teams
- ensuring adequate rest and recovery periods
- encouraging supportive teamwork
- recognising early signs of fatigue or stress.

Healthy workplaces contribute not only to workers' well-being but also to higher productivity and safer work practices.

4. Learning Session
Structure and Time Allocation (2–4h)

Trainer setup (before session – 5 minutes):

Prepare workplace scenarios related to fatigue or stress, reflection worksheets, and visual examples of safe work practices.

Block 1
Understanding Health in Construction Work

20–30 minutes | Mandatory

Aim: Introduce the concept of occupational health beyond accident prevention.

STEP BY STEP

1. Opening discussion (5 minutes)
Trainer asks learners:

- "What types of physical strain might workers experience in construction work?"
- "What factors might create stress in workplace environments?

Responses are recorded on the flipchart.

2. Trainer input (8–10 minutes)

Trainer explains the importance of considering both physical and mental health in workplace safety.

3. Group reflection (5–8 minutes)

Learners discuss how demanding work conditions may affect workers' well-being.

4. Trainer synthesis (2 minutes)

Emphasise that protecting workers' health includes both *preventing injuries and supporting long-term well-being.*

Block 2

Recognising Physical Health Risks

30–45 minutes | Mandatory

Aim: Help learners identify physical health risks in construction tasks.

STEP BY STEP

1. Concept input (10–12 minutes)
Trainer explains common physical health risks such as:

- repetitive strain
- heavy lifting
- prolonged standing or bending.

2. Task analysis exercise (15–20 minutes)

Learners analyse examples of construction tasks and identify possible physical risks.

3. Group reporting (8–10 minutes)

Groups present their observations.

Trainer highlights preventive practices such as ergonomic tools and safe lifting techniques.

Block 3

Managing Workplace Stress

30–60 minutes | Core

Aim: Explore strategies for recognising and managing workplace stress.

STEP BY STEP

1. Concept introduction (8–10 minutes)

Trainer explains how workplace stress may affect concentration, safety, and well-being.

2. Scenario discussion (15–25 minutes)

Learners analyse scenarios involving stressful workplace situations and discuss possible responses.

3. Group discussion (10–15 minutes)
Learners identify strategies for managing stress, including:

- clear communication
- seeking support from colleagues or supervisors
- maintaining healthy work habits.

4. Trainer synthesis (5–10 minutes)

Trainer emphasises that supportive workplaces help maintain both safety and productivity.

Block 4

Promoting Healthy Work Practices

30–45 minutes | Optional (recommended for 3–4h)

Aim: Encourage learners to propose strategies that support well-being at work.

STEP BY STEP

1. Group brainstorming (10–15 minutes)

Learners identify practices that promote healthy workplaces.

2. Group presentations (10–15 minutes)

Groups present their ideas.

3. Trainer synthesis (5–10 minutes)

Trainer highlights the importance of **rest, teamwork, and safe work practices.**

Box.

Workplace Scenarios: Fatigue and Stress

Scenario 1

Extended Working Hours

A worker has been working long shifts for several consecutive days due to project deadlines. They begin to feel tired, lose concentration, and make small mistakes.

Discuss:

- What risks are associated with fatigue in this situation?
- What should be done to reduce these risks?
- Who has responsibility (worker, supervisor, team)?

Scenario 2

Pressure to Meet Deadlines

A team is under pressure to complete work quickly. Workers feel stressed and rush tasks, paying less attention to safety procedures.

Discuss:

- How can stress affect safety and performance?
- What could be done to manage pressure more effectively?
- How can leadership support the team?

Scenario 3

New Worker Feeling Overwhelmed

A new team member is still learning tasks and feels stressed trying to keep up with others.

They hesitate to ask for help and begin making errors.

Discuss:

- What are the signs of stress in this situation?
- How can colleagues or supervisors support the worker?
- What could the worker do differently?

Scenario 4

Work–Life Balance Challenges

A worker is managing both work responsibilities and personal obligations. They arrive at work tired and distracted.

Discuss:

- How can external stress affect workplace safety?
- What support mechanisms could help?
- How can communication play a role?

Scenario 5

Repetitive Tasks and Mental Fatigue

A worker performs repetitive tasks for long periods without variation. Over time, they become mentally fatigued and less attentive.

Discuss:

- How does mental fatigue affect safety?
- What strategies could reduce fatigue?
- How can tasks be organised differently?

Block 5

Reflection and Consolidation

15–30 minutes | Mandatory

STEP BY STEP

1. Individual reflection (5–8 minutes)
Learners write:

- one physical health risk they should be aware of;
- one strategy that helps maintain well-being at work.

2. Plenary sharing (5–10 minutes)

Learners share reflections voluntarily.

3. Preview of Session 6 (2 minutes)
Trainer introduces the next topic:

"In the next session we will explore safe site practices and procedures."

5. Teaching and Learning Methods

- **Interactive Lecture:** Short trainer-led inputs introduce key concepts related to occupational physical health, workplace stress, fatigue, well-being, and preventive health practices in construction environments.

- **Facilitated Discussion / Dialogue:** Structured discussions encourage learners to reflect on how physical demands, workplace organisation, communication, and environmental conditions may affect workers' health, concentration, and long-term well-being.

- **Case-Based Learning:** Scenario analysis involving fatigue, stress, physical strain, workload pressures, or unhealthy work practices, and discuss possible preventive or supportive responses.

- **Collaborative Learning (Pair or Group Work):** Task analysis exercises and group activities supporting learners in identifying occupational health risks, analysing demanding work situations, and proposing practical strategies that promote safer and healthier workplaces

- **Problem-Based Learning (PBL):** Learners work through workplace-health scenarios and develop realistic strategies related to fatigue reduction, stress management, communication, recovery, and supportive teamwork.

- **Reflective Practice:** Reflection activities encourage learners to consider the relationship between workplace culture, personal well-being, safe work practices, and long-term professional sustainability.

- **Participatory facilitation:** Trainers facilitate inclusive participation and encourage respectful discussion of occupational health challenges, workplace stress, well-being strategies, and preventive health practices.

These methods prioritise: preventive and well-being-oriented thinking; practical awareness of occupational health risks; collaborative workplace problem-solving; promotion of healthier and safer work environments.

6. Materials and Tools

Core

- Workplace health scenario cards
- Task-analysis and workplace-risk exercises
- Visual examples illustrating safe work practices and healthy workplace behaviours
- Reflection worksheets
- Flipchart / whiteboard

Supporting

- Trainer notes on occupational health
- Visual examples of safe work practices
- Examples of supportive communication and teamwork practices that contribute to well-being
- Context-specific examples from construction environments and occupational health practice

Blended

- Online reflection tools
- Digital scenario discussions
- Collaborative online boards for identifying health risks and preventive practices

7. Assessment and Evaluation (Formative) Methods

- Structured trainer observation of participation in discussions
- Review of reflection worksheets
- Review of scenario-analysis worksheets, task-analysis exercises, and proposed well-being strategies.

Criteria

Learner demonstrates the ability to:

- Identify common physical and mental health risks associated with construction work environments
- Recognise factors that may contribute to fatigue, stress, physical strain, or reduced well-being at work.
- Analyse workplace situations and identify preventive practices
- Reflect on personal well-being in workplace contexts suggesting realistic strategies that support physical well-being, stress management, recovery, and healthy work-place practices.

8. Evidence of Learning

- Scenario analysis outputs
- Reflection worksheets or learning journal entries
- Group discussions and collaborative problem-solving outputs related to occupational health and workplace well-being.
- Trainer observation checklist documenting participation, occupational health awareness, preventive thinking, collaborative engagement, and application of workplace well-being principles.

Learning Session 3.6

Safe Site Practices and Procedures

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning

Session type: Operational safety practices session

1. Purpose and Positioning

Learning Session 6 focuses on safe site practices and operational procedures used to maintain safety on construction sites. While previous sessions explored hazards, legal frameworks, ergonomics, personal protective equipment, and occupational health, this session addresses how safety principles are applied in everyday work practices.

Construction sites are complex environments where multiple teams, machines, materials, and activities operate simultaneously. Without clear procedures and communication, these dynamic conditions can increase the risk of accidents or unsafe situations.

The session introduces learners to the importance of operational safety practices such as:

- maintaining safe movement and access routes on construction sites;
- handling tools, equipment, and materials safely;
- following site procedures and safety
- instructions;
- communicating effectively with colleagues and supervisors;
- coordinating activities in shared or high-risk work areas.

These procedures help ensure that work activities are organised safely and efficiently. The session also reinforces that every worker contributes to maintaining safe practices, regardless of their specific role. Learners are encouraged to recognise that all workers contribute to safer workplaces through consistent application of safe practices, attention to surroundings, communication, and cooperation with others on site.

These procedures help ensure that work activities are organised safely and efficiently. The session also reinforces that every worker contributes to maintaining safe practices, regardless of their specific role.

Learners are encouraged to recognise that all workers contribute to safer workplaces through consistent application of safe practices, attention to surroundings, communication, and cooperation with others on site.

The session also highlights the relationship between operational safety, teamwork, productivity, and workplace culture. Safe work practices are presented not as isolated rules, but as part of professional conduct and collective responsibility in construction environments.

The session addresses the guiding question:

"How can everyday work practices contribute to safer construction sites?"

2. Learning Outcomes

By the end of this learning session, learners will be able to:

1. Identify key safety practices commonly applied on construction sites.

2. Explain why clear procedures and communication are essential for workplace safety.

3. Recognise safe behaviours related to movement, tools, and materials on construction sites.

4. Demonstrate awareness and suggest practical actions and workplace behaviours that support site coordination and teamwork in maintaining safety.

These outcomes support learners in understanding that safety depends not only on equipment and regulations but also on daily work practices and behaviours.

3. Conceptual and Theoretical Content

3.1 Construction sites as dynamic environments

Trainer explains that construction sites are constantly changing environments where tasks, equipment, and teams move frequently. This creates conditions where hazards can appear quickly if work is not properly coordinated.

Common risks may include:

- moving machinery or vehicles
- falling objects
- uneven surfaces or temporary structures
- overlapping work activities between teams.

Clear procedures and communication help reduce these risks.

3.2 Safe movement and site awareness

Trainer explains that safe site behaviour involves maintaining awareness of surroundings and following site movement rules.

Examples include:

- using designated walkways
- maintaining safe distance from machinery
- avoiding restricted areas
- paying attention to warning signs and signals.

Workers must remain attentive to both their own actions and the actions of others around them.

3.3 Communication and coordination

Effective communication is essential on construction sites because many tasks depend on coordination between workers and teams. Clear communication helps ensure that:

- workers understand instructions and procedures
- teams coordinate tasks safely
- hazards are reported quickly.

Communication practices may include:

- verbal instructions
- visual signals
- safety briefings or toolbox talks.

4. Learning Session

Structure and Time Allocation

Trainer setup (before session – 5 minutes):

Prepare visual examples of construction site layouts , scenario cards illustrating safe and unsafe behaviours, and reflection worksheets.

Block 1

Understanding Safe Site Behaviour

20–30 minutes | Mandatory

Aim: Introduce the concept of safe behaviour in construction environments.

STEP BY STEP

1. Opening discussion (5 minutes)
Trainer asks learners:

- "What behaviours help keep workers safe on construction sites?"
- "What actions might create risks for others?"

Responses are recorded on the flipchart.

2. Trainer input (8–10 minutes)
Trainer explains typical safe practices such as:

- following site rules
- maintaining awareness of surroundings
- respecting restricted areas.

3. Group reflection (5–8 minutes)

Learners discuss examples of safe and unsafe behaviours.

4. Trainer synthesis (2 minutes)

Emphasise that individual actions can influence the safety of the entire team.

Block 2

Recognising Unsafe Practices

30–45 minutes | Mandatory

Aim: Help learners identify behaviours that may increase workplace risks.

ATEP BY STEP

1. Concept input (10–12 minutes)
Trainer explains common unsafe practices such as:

- ignoring warning signs
- improper tool use
- lack of communication between workers.

2. Scenario analysis (15–20 minutes)

Learners analyse short scenarios describing unsafe site behaviours.

3. Group reporting (8–10 minutes)

Groups explain what risks they identified and how they could be prevented.

Trainer highlights the importance of attention, discipline, and cooperation.

Block 3

Safe Handling of Tools and Materials

30–60 minutes | Core

Aim: Develop awareness of safe work practices related to tools and materials.

STEP BY STEP

1. Trainer explanation (8–10 minutes)
Trainer explains safe practices related to:

- carrying materials
- handling tools
- maintaining organised work areas.

2. Task analysis exercise (15–25 minutes)

Learners examine work scenarios and identify safe practices related to tool use and material handling.

3. Group discussion (10–15 minutes)

Learners propose improvements that could reduce risks.

4. Trainer synthesis (5–10 minutes)

Trainer emphasises that organised workspaces and proper tool use reduce accidents.

Box.

Scenario Cards: Safe vs Unsafe Behaviours

Scenario Card 1
Housekeeping on Site

At the end of the day, one worker leaves tools and materials scattered around the work area. Another worker takes time to organise and store equipment properly.

Discuss:

- Which behaviour is safe and why?
- What risks are created by poor housekeeping?
- How does this affect others on site?

Scenario Card 2
Reporting a Near-Miss

A worker almost slips on loose gravel but regains balance. They decide not to report it since "nothing happened." Another worker later reports a similar issue.

Discuss:

- Which behaviour supports safety culture?
- Why is reporting near-misses important?
- What could happen if such incidents are ignored?

Scenario Card 3
Following Instructions

A worker receives instructions for a task but decides to do it "their own way" because they believe it is faster. Another worker carefully follows the given procedure.

Discuss:

- What are the risks of not following instructions?
- Why are procedures important in construction work?
- When is it appropriate to question instructions?

Scenario Card 4
Team Communication

A worker notices a change in site conditions (e.g., unstable surface) but does not inform others. Another worker identifies a similar issue and immediately alerts the team.

Discuss:

- How does communication influence safety?
- What are the consequences of not sharing information?
- What is the safest response?

Scenario Card 5
Use of Equipment

A worker uses equipment without checking if it is properly set up. Another worker takes a few minutes to inspect the equipment before use.

Discuss:

- Which behaviour is safer and why?
- What risks are associated with skipping checks?
- How do small actions prevent larger accidents?

Block 4

Communication and Coordination on Site

30–45 minutes | Optional (recommended for 3–4h)

Aim: Highlight the role of teamwork and communication in site safety.

STEP BY STEP

1. Discussion of coordination challenges (10–15 minutes)

Learners identify situations where poor communication could lead to accidents
.

2. Group problem-solving (10–15 minutes)

Groups propose strategies to improve communication and coordination.

3. Trainer synthesis (5–10 minutes)

Trainer emphasises the importance of clear instructions, teamwork, and situational awareness.

Block 5

Reflection and Consolidation

15–30 minutes | Mandatory

STEP BY STEP

1. Individual reflection (5–8 minutes)
Learners write:

- one safe site behaviour they should always follow
- one unsafe behaviour they should avoid.

2. Plenary sharing (5–10 minutes)

Learners share insights voluntarily.

3. Preview of Session 7 (2 minutes)
Trainer introduces the next topic:

“In the next session we will explore reporting incidents and unsafe conditions.”

5. Teaching and Learning Methods

- Interactive Lecture: Short trainer inputs introducing safe site practices, operational safety procedures, communication requirements, and coordination principles in construction environments.
- **Guided discussion:** Facilitated discussions exploring how everyday worker behaviour influences workplace safety and team coordination.
- **Case-Based Learning/ Scenario Analysis:** Learners analyse realistic construction-site situations involving safe and unsafe behaviours, communication breakdowns, and operational risks.
- **Task Analysis:** Structured activities examining movement on site, tool handling, material organisation, and coordination between workers and teams.
- **Collaborative Problem-Solving:** Small group problem-solving activities where learners identify risks and propose practical improvements to site safety and communication.
- **Experiential Learning:** Learning through applied reflection, discussion, and analysis of realistic workplace situations and operational practices.
- **Participatory facilitation:** Trainer-guided synthesis linking learner contributions to operational safety principles and collaborative responsibility.

These methods emphasise that safe construction sites depend not only on regulations and equipment, but also on everyday behaviours, communication, coordination, and shared responsibility among workers.

6. Materials and Tools

Core

- Construction site scenario cards illustrating safe and unsafe workplace behaviours
- Reflection worksheets
- Visual examples of construction-site layouts, pathways, warning signs, and work zones
- Flipchart / whiteboard for recording ideas, risks, and preventive strategies

Supporting

- Visual site layout examples
- Trainer guidance notes
- Images illustrating safe movement, material handling, and communication practices

Blended

- Digital scenario analysis exercises
- Online collaborative safety-mapping activities
- Online reflection tools
- Shared virtual boards for identifying operational risks and preventive measures

7. Assessment and Evaluation (Formative) Methods

- Structured trainer observation of participation in exercises
- Review of completed task-analysis and reflection worksheets
- Optional review of group outputs and safety-improvement proposals, where applicable

Criteria

Learner demonstrates the ability to:

- Identify and explain common safe site practices
- Recognise unsafe behaviours, coordination failures, or operational risks in workplace scenarios
- Explain how communication, teamwork, and situational awareness contribute to workplace safety

8. Evidence of Learning

- Scenario analysis outputs and safety-improvement proposals
- Reflection worksheets
- Optional workplace safety maps or annotated site-layout analyses
- Trainer observation checklist capturing participation, situational awareness, communication, teamwork, and application of safe site practices



Learning Session 3.7

Reporting Incidents and Unsafe Conditions

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning

Session type: Safety reporting and responsibility session

1. Purpose and Positioning

Learning Session 7 focuses on the importance of reporting incidents, near-misses, and unsafe conditions in construction environments. Even when workplaces implement safety procedures and protective measures, unexpected situations may still occur. When hazards or incidents are not reported, they may remain unaddressed and increase the risk of accidents.

Reporting unsafe conditions is therefore a key component of effective occupational health and safety systems. By communicating risks early, workers and supervisors can take corrective actions before serious harm occurs.

This session helps learners understand that reporting practices help organisations:

- identify recurring safety risks,
- improve safety procedures and training,
- prevent future accidents.

In modern occupational health and safety frameworks, reporting is considered a shared responsibility between workers, supervisors, and employers. A positive safety culture encourages workers to report hazards without fear of blame or negative consequences.

This session helps learners understand that reporting incidents and unsafe conditions is not about assigning blame, but about improving safety for everyone in the workplace.





The emphasis is on:

- preventive and non-blaming approaches to safety reporting;
- clear communication and timely reporting;
- shared responsibility between workers, supervisors, and employers;
- reporting as part of everyday professional safety practice.

The session addresses the guiding question:

"How can reporting hazards and incidents contribute to safer construction sites?"

2. Learning Outcomes

By the end of this learning session, learners will be able to:

1. Explain why reporting incidents and unsafe conditions is important for workplace safety.

2. Identify and compare different types of reportable situations, including accidents, near-misses, and hazards.

3. Describe basic procedures for reporting safety concerns.

4. Recognise how reporting contributes to prevention, organisational learning, and continuous improvement of workplace safety..

These outcomes help learners understand that reporting is an essential element of preventive safety management.

3. Conceptual and Theoretical Content
3.1 Why incident reporting matters

Trainer explains that reporting helps organisations learn from workplace events and identify risks that may otherwise go unnoticed.

Many safety improvements result from analysing previous incidents or near-misses. By understanding what happened and why, organisations can implement better preventive measures.

Reporting therefore contributes to:

- improved safety procedures
- better risk management
- continuous learning in workplaces.

3.2 Types of reportable situations

Trainer explains that not only serious accidents should be reported. Workers should also report:

- unsafe conditions (e.g., damaged equipment, unstable structures)
- near-misses (situations where an accident almost occurred)
- unsafe behaviours that may create risks.

Near-miss reporting is particularly important because it contributes to prevention by allowing organisations to address hazards before injuries occur.

3.3 Reporting and safety culture

Trainer emphasises that effective reporting systems require a positive safety culture.

In supportive safety cultures:

- workers feel encouraged to report hazards
- mistakes are analysed continuously and constructively
- the focus is on improving safety rather than assigning blame.

Such environments help create trust and collective responsibility for safety.

4. Learning Session
Structure and Time Allocation (2–4h)

Trainer setup (before session – 5 minutes):

Prepare incident scenario cards, reporting examples, and reflection worksheets.

Block 1

Understanding Incident Reporting

20–30 minutes | Mandatory

Aim: Introduce the importance of reporting incidents and hazards.

STEP BY STEP

1. Opening discussion (5 minutes)
Trainer asks learners:

- "Why might workers hesitate to report unsafe conditions?"
- "What problems could arise if hazards are not reported?"

Responses are recorded on the flipchart.

2. Trainer input (8–10 minutes)

Trainer explains the role of reporting in preventing accidents and improving safety systems.

3. Group reflection (5–8 minutes)

Learners discuss how reporting could help improve workplace safety.

4. Trainer synthesis (2 minutes)

Emphasise that reporting contributes to collective safety improvement.

Block 2

Recognising Reportable Situations

30–45 minutes | Mandatory

Aim: Help learners identify different types of reportable safety issues.

STEP BY STEP

1. Concept input (10–12 minutes)
Trainer explains the difference between:

- Accidents
- near-misses
- unsafe conditions.

2. **Scenario analysis (15–20 minutes)**

Learners analyse workplace scenarios and determine whether they should be reported.

Box.

Reporting Examples (Simple Templates)

Example 1
Minor Injury Report

Type of incident: Minor injury
Date/Time: [Insert]
Location: Construction site – storage area
Description: Worker sustained a small cut while handling materials.
Action taken: First aid applied.
Follow-up needed: Check handling procedures and use of protective gloves.

Example 2
Near-Miss Report

Type of incident: Near-miss
Date/Time: [Insert]
Location: Work area below elevated platform
Description: A tool fell from above and nearly hit a worker.
Action taken: Work paused; area checked.
Follow-up needed: Secure tools and reinforce safety procedures at height.

Example 3
Hazard Report

Type of issue: Unsafe condition
Date/Time: [Insert]
Location: Site entrance
Description: Slippery surface due to water accumulation.
Action taken: Temporary warning given.
Follow-up needed: Improve drainage and ensure regular inspection.

3. Group reporting (8–10 minutes)

Groups explain their reasoning.

Trainer clarifies correct responses and highlights preventive thinking.

Block 3
Practising Reporting Procedures

30–60 minutes | Core

Aim: Familiarise learners with practical reporting approaches.

STEP BY STEP

1. Trainer explanation (8–10 minutes)

Trainer explains typical reporting procedures, such as informing supervisors or completing incident reports.

2. Role-play exercise (15–25 minutes)

Learners practise reporting unsafe conditions in simulated workplace situations.

3. Group discussion (10–15 minutes)

Learners reflect on how clear communication supports effective reporting.

4. Trainer synthesis (5–10 minutes)

Trainer emphasises the importance of timely and accurate reporting.

Block 4
Learning from Incidents

30–45 minutes | Optional (recommended for 3–4h)

Aim: Highlight how organisations use incident reports to improve safety.

STEP BY STEP

1. Discussion of incident analysis (10–15 minutes)

Trainer explains how organisations analyse incidents to identify root causes.

2. Group problem-solving (10–15 minutes)

Learners propose improvements that could prevent similar incidents.

3. Trainer synthesis (5–10 minutes)

Trainer emphasises that incident analysis helps strengthen safety systems.

Block 5
Reflection and Consolidation

15–30 minutes | Mandatory

STEP BY STEP

1. Individual reflection (5–8 minutes)
Learners write:

- one situation they should always report
- one reason why reporting improves safety.

2. Plenary sharing (5–10 minutes)

Learners share reflections voluntarily.

3. Preview of Session 8 (2 minutes)
Trainer introduces the next topic:

“In the next session we will explore inclusive safety culture.”

Box.
Incident Scenario Cards

Scenario Card 1
Minor Injury

A worker cuts their hand slightly while handling materials. They clean the wound and continue working without informing anyone.

Discuss:

- Should this incident be reported? Why or why not?
- What risks arise from not reporting minor injuries?
- What is the correct procedure?

Scenario Card 2
Near-Miss with Falling Object

A tool falls from a higher level and narrowly misses a worker below. No one is injured, and work continues as usual.

Discuss:

- Why is this considered a near-miss?
- What should be done after such an event?
- How can similar situations be prevented?

Scenario Card 3
Repeated Unsafe Condition

A worker notices that a surface becomes slippery every morning due to water accumulation. The issue is not formally reported, and workers simply "work around it."

Discuss:

- Why is this a reporting issue?
- What could happen if it continues?
- What is the appropriate response?

Scenario Card 4
Equipment Incident

A machine suddenly stops working during operation. The worker restarts it and continues without reporting the malfunction.

Discuss:

- Why should this incident be reported?
- What are the risks of continuing work?
- Who should be informed?

5. Teaching and Learning Methods

- I**nteractive Lecture:** Short trainer inputs introducing the purpose of incident reporting, categories of reportable situations, and the role of reporting in preventive occupational health and safety systems.Guided discussion Facilitated discussions exploring why workers may hesitate to report hazards and how reporting contributes to safer workplaces.
- **Case-Based Learning** / Scenario analysis Learners analyse realistic workplace situations involving accidents, near-misses, unsafe conditions, and unsafe behaviours to determine appropriate reporting responses.
- Role-play exercises Structured communication activities where learners practise reporting hazards or unsafe situations professionally and clearly.
- **Collaborative Problem-Solving:** Group problem-solving focused on identifying preventive actions and organisational improvements following incidents or near-misses.
- Participatory facilitation Trainer-guided synthesis linking learner contributions to preventive safety culture, organisational learning, and shared responsibility.

These methods emphasise that reporting is a preventive and professional safety practice that supports communication, organisational learning, and collective responsibility for workplace safety.

6. Materials and Tools

Core

- Incident and near-miss scenario cards
- Reflection worksheets
- Flipchart / whiteboard
- Simplified examples of workplace reporting procedures

Supporting

- Sample reporting templates
- Trainer guidance notes
- Illustrative examples of workplace hazards, unsafe conditions, and corrective actions
- Visual examples of reporting flows or communication pathways

Blended

- Digital reporting scenarios
- Online reflection tools
- Shared virtual boards for analysing incidents and proposing preventive measures
- Digital forms for collaborative reporting exercises

7. Assessment and Evaluation (Formative) Methods

- Structured trainer observation of role-play exercises
- Review of reflection worksheets and reporting exercises
- Optional review of collaborative problem-solving outputs and preventive-action proposals, where applicable

Criteria
Learner demonstrates the ability to:

- Explain the purpose and importance of reporting principles
- Identify and distinguish between different types of reportable situations
- Apply basic reporting principles and communication practices in simulated workplace situations
- Recognise the role of reporting in safety systems.

8. Evidence of Learning

- Scenario analysis outputs
- Reflection worksheets
- Group discussion notes and collaborative problem-solving outputs
- Role-play participation and reporting communication exercises
- Trainer observation checklist capturing participation, communication, preventive reasoning, and understanding of reporting practices

Learning Session 3.8
Inclusive Safety Culture

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning

Session type: Workplace culture and participatory safety session

1. Purpose and Positioning

Learning Session 8 explores the concept of inclusive safety culture in construction workplaces. Building on previous sessions addressing hazards, legal responsibilities, ergonomics, PPE, occupational health, safe site practices, and reporting procedures, this session shifts attention toward the social and organisational dimensions of occupational safety.

While safety regulations, equipment, and procedures are essential, the effectiveness of occupational health and safety systems also depends on the attitudes, behaviours, and interactions of workers and supervisors.

A safety culture refers to the shared values, practices, and expectations that influence how people think about and act regarding safety in the workplace. In strong safety cultures, workers feel responsible not only for their own safety but also for the safety of their colleagues.

An inclusive safety culture goes further by ensuring that all workers – regardless of gender, age, experience level, or background – are able to participate in safety practices and discussions. When workers feel respected and heard, **they are more likely to:**

- report hazards or incidents,
- contribute ideas for improving safety,
- support colleagues in maintaining safe practices.

The session introduces the concept of safety culture as the shared values, attitudes, behaviours, and expectations that influence how safety is understood and practised in the workplace. In strong safety cultures:

- workers actively participate in safety discussions and practices;
- hazards and concerns are communicated openly;
- safety responsibilities are shared collectively;
- respectful communication and cooperation support prevention.

Inclusive safety environments also help ensure that safety measures take into account the needs and perspectives of diverse workers, which improves the effectiveness of safety systems.

This session therefore builds on previous sessions addressing reporting, communication, ergonomics, and teamwork, and emphasises the importance of participation, respect, and collaboration in maintaining safe workplaces. It helps learners understand that effective occupational safety depends not only on rules and equipment, but also on communication, participation, cooperation, and organisational culture.

The session addresses the guiding question:

"How can workplace culture support safety for everyone?"

2. Learning Outcomes

By the end of this learning session, learners will be able to:

1. Explain the concept of safety culture in construction workplaces.

2. Describe the characteristics of inclusive and supportive safety environments.

3. Recognise how respectful communication and participation contribute to safer workplaces.

4. Identify practical ways workers can contribute to building a positive safety culture.

These outcomes help learners understand that safety is influenced not only by rules and equipment but also by workplace culture and cooperation.

3. Conceptual and Theoretical Content
3.1 Understanding safety culture

Trainer explains that safety culture refers to the shared attitudes, values, and behaviours that influence how people approach safety in the workplace.

In positive safety cultures:

- workers follow safety procedures consistently
- communication about risks is encouraged
- safety is treated as a shared responsibility.

Organisations with strong safety cultures typically experience fewer accidents and more proactive risk prevention.

3.2 Inclusive participation in safety

Trainer explains that safety systems are more effective when all workers can contribute their observations and concerns.

Inclusive participation means:

- workers feel comfortable speaking up about hazards
- ideas for improving safety are welcomed
- diverse perspectives are respected.

When participation is limited or workers feel excluded, important safety information may not be shared.

3.3 Respect and trust in workplace environments

Trainer emphasises that respectful c ommunication helps build trust between workers and supervisors.

Trust encourages workers to:

- report hazards
- ask questions about safety procedures
- seek clarification when unsure about tasks.

Respectful interactions therefore contribute to stronger safety cultures and safer workplaces.

4. Learning Session
Structure and Time Allocation (2–4h)

Trainer setup (before session – 5 minutes):

Prepare workplace culture scenarios, reflection worksheets, and examples of positive safety practices.

Block 1
Understanding Safety Culture

20–30 minutes | Mandatory

Aim: Introduce the concept of safety culture.

STEP BY STEP

Box.
Workplace Culture Scenario Cards

Scenario 1
Excluding a Team Member

A new worker joins the team. During breaks and informal conversations, colleagues do not include them, and they are rarely asked for input during work discussions.

Discuss:

- How does this affect the individual and the team?
- What could be done to create a more inclusive environment?
- What role do colleagues and supervisors play?

Scenario 2
Dismissing Ideas

During a team discussion, one worker suggests a different way to organise tasks. Another team member interrupts and dismisses the idea without listening.

Discuss:

- How does this behaviour affect teamwork?
- What would be a more respectful approach?
- How can teams encourage participation?

Scenario 3
Respectful vs Disrespectful Communication

A supervisor gives feedback to a worker. In one case, the feedback is given calmly and clearly. In another, it is delivered in a harsh and critical tone in front of others.

Discuss:

- How do these two approaches affect motivation and performance?
- What is the impact on workplace culture?
- Which approach supports a positive environment?

Scenario 4
Sharing Responsibility

A mistake happens on site, and team members begin blaming each other instead of focusing on solving the issue.

Discuss:

- How does blame affect team performance?
- What would a constructive response look like?
- How can responsibility be shared?

Scenario 5
Encouraging Learning

A less experienced worker makes a mistake. One colleague criticises them, while another takes time to explain how to improve.

Discuss:

- Which behaviour supports learning and development?
- How does this influence team culture?
- What kind of environment helps people improve?

1. Opening discussion (5 minutes)
Trainer asks learners:

- “What does a safe workplace look like?”
- “What behaviours help create a safe working environment?”

Responses are recorded on the flipchart.

2. Trainer input (8–10 minutes)

Trainer explains the concept of safety culture and how attitudes and behaviours influence workplace safety.

3. Group reflection (5–8 minutes)

Learners discuss examples of workplaces where safety is taken seriously.

4. Trainer synthesis (2 minutes)

Emphasise that safety culture develops through shared responsibility and cooperation.

Block 2

Inclusive Participation in Safety

30–45 minutes | Mandatory

Aim: Explore how participation influences safety outcomes.

STEP BY STEP

1. Concept input (10–12 minutes)

Trainer explains how inclusive environments encourage workers to contribute safety observations.

2. Scenario analysis (15–20 minutes)

Learners analyse situations where workers hesitate to speak up about safety concerns.

3. Group reporting (8–10 minutes)

Groups discuss how workplaces could encourage more open communication.

Trainer highlights the importance of respect and trust.

Block 3

Building a Positive Safety Culture

30–60 minutes | Core
Aim:

Identify practices that support inclusive and proactive safety environments.

STEP BY STEP

1. Trainer explanation (8–10 minutes)
Trainer explains practices that support safety culture, including:

- regular safety discussions
- teamwork and cooperation
- constructive responses to reported hazards.

2. Group brainstorming (15–25 minutes)

Learners identify behaviours that contribute to positive safety culture.

3. Group discussion (10–15 minutes)

Learners discuss how these behaviours can be encouraged on construction sites.

4. Trainer synthesis (5–10 minutes)

Trainer emphasises that safety culture develops through consistent practices and leadership support.

Block 4

Respectful Communication for Safety

30–45 minutes | Optional (recommended for 3–4h)

Aim: Highlight how communication supports inclusive safety environments.

STEP BY STEP

1. Communication exercise (10–15 minutes)

Learners practise expressing safety concerns in a respectful and constructive way.

2. Group discussion (10–15 minutes)

Learners discuss how communication styles can influence workplace culture.

3. Trainer synthesis (5–10 minutes)

Trainer emphasises that respectful communication encourages participation and trust.

Block 5

Reflection and Consolidation

15–30 minutes | Mandatory

STEP BY STEP

1. Individual reflection (5–8 minutes)
Learners write:

- one behaviour that supports positive safety culture
- one way they can contribute to safer workplaces.

2. Plenary sharing (5–10 minutes)

Learners share reflections voluntarily.

3. Preview of Session 9 (2 minutes)
Trainer introduces the next topic:

“In the next session we will work on case studies and practical safety exercises.”

5. Teaching and Learning Methods

- **Interactive Lecture:** Short trainer inputs introducing the concepts of safety culture, inclusive participation, trust, and respectful communication in construction environments.

- **Guided discussion:** Facilitated discussions exploring how workplace attitudes, behaviours, and communication influence safety outcomes and worker participation.

- **Case-Based Learning / Scenario Analysis:** Learners analyse realistic workplace situations involving communication barriers, hesitation to report hazards, and inclusion or exclusion in safety discussions.

- **Group Brainstorming:** Collaborative activities where learners identify behaviours and practices that contribute to positive and inclusive safety cultures.

- **Communication Exercises:** Structured activities allowing learners to practise expressing safety concerns respectfully and constructively in workplace contexts.

- **Participatory facilitation:** Trainer-guided synthesis linking learner contributions to concepts of trust, participation, communication, and shared responsibility.

These methods emphasise that safety culture is built through everyday workplace interactions, respectful communication, inclusive participation, and collective commitment to prevention.

6. Materials and Tools

Core

- Workplace culture scenario cards
- Reflection worksheets
- Flipchart / whiteboard for recording ideas, behaviours, and safety-culture practices
- Examples of positive safety communication practices

Supporting

- Trainer guidance notes on safety culture and inclusive participation
- Examples of safety culture practices
- Optional visual summaries of inclusive safety practices

Blended

- Online scenario discussions and collaborative activities
- Digital reflection tools
- Shared virtual boards for mapping safety-culture behaviours and communication practices

7. Assessment and Evaluation (Formative) Methods

- Structured trainer observation of participation in discussions
- Review of reflection worksheets and collaborative outputs
- Optional review of group discussions and proposed safety-culture improvement strategies, where applicable

Criteria
Learner demonstrates the ability to:

- Explain safety culture concepts
- Recognise behaviours and communication practices that support inclusive workplace practices
- Explain how participation, trust, and respectful communication contribute to workplace safety
- Identify practical ways workers and teams can contribute to safer and more inclusive workplace environments and reflect on personal contribution to safety culture.

8. Evidence of Learning

- Scenario analysis outputs
- Reflection worksheets
- Group brainstorming outputs identifying positive safety-culture behaviours and practices
- Group discussion notes and participatory activity outputs
- Trainer observation checklist capturing participation, communication, collaboration, reflective engagement, and understanding of inclusive safety culture

Learning Session 3.9

Case Studies and Practical Safety Exercises

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning

Session type: Applied learning and practical analysis session

1. Purpose and Positioning

Learning Session 9 provides learners with opportunities to apply occupational health and safety concepts to realistic construction scenarios. It provides learners with structured opportunities to apply occupational health and safety concepts to realistic construction-site situations and practical workplace scenarios.

Throughout the module, learners have explored key topics such as:

- hazard identification,
- legal responsibilities,
- ergonomics and gender-specific safety risks,
- personal protective equipment,
- physical and mental health,
- site procedures and communication,
- incident reporting and safety culture.

This session integrates these concepts by encouraging learners to analyse real-world situations and propose practical safety solutions.

Case-based learning is particularly useful in occupational safety training because it helps learners:

- recognise risks in complex environments,
- connect theory with real workplace situations,
- practise decision-making related to safety.

By working through practical examples, learners develop the ability to anticipate hazards and apply preventive thinking in their professional roles.

The session addresses the guiding question:

“How can safety knowledge be applied to real construction site situations?”

2. Learning Outcomes
By the end of this learning session, learners will be able to:

1. Analyse construction workplace scenarios and identify potential safety risks.

2. Apply occupational health and safety concepts to practical situations.

3. Propose realistic preventive actions that reduce risks and improve safety.

4. Demonstrate collaborative problem-solving in safety-related discussions.

These outcomes help learners consolidate and apply their understanding of how safety principles operate in real workplace contexts.

3. Conceptual and Theoretical Content
3.1 Learning from workplace situations

Trainer explains that many safety improvements in construction come from analysing real workplace situations and learning from previous experiences.

By examining how accidents or near-misses occur, workers and organisations can:

- identify weaknesses in safety procedures
- improve communication and coordination
- strengthen preventive measures.

Case studies therefore serve as valuable learning tools in safety training.

3.2 Integrating multiple safety principles
Trainer explains that workplace safety often requires considering several safety principles simultaneously, such as:

- hazard identification
- appropriate PPE
- ergonomic practices
- clear communication and coordination
- proper reporting procedures.

Effective safety management involves combining these elements to address complex situations.

4. Learning Session
Structure and Time Allocation (2–4h)

Trainer setup (before session – 5 minutes):

Prepare case study descriptions, hazard identification worksheets, and group discussion prompts.

Block 1
Introduction to Case-Based Learning

20–30 minutes | Mandatory

Aim: Introduce the purpose and value of case-based learning in safety training.

STEP BY STEP

1. Opening discussion (5 minutes)
Trainer asks learners:

- “Why might accidents occur even when safety rules exist?”
- “How can analysing past incidents improve safety?”

Responses are recorded on the flipchart.

2. Trainer input (8–10 minutes)

Trainer explains how case studies help workers understand risks and improve safety practices.

3. Group reflection (5–8 minutes)

Learners discuss examples of workplace situations where safety decisions must be made quickly.

4. Trainer synthesis (2 minutes)

Emphasise that analysing real situations helps workers recognise risks more effectively.

Block 2

Hazard Identification Case Studies

30–45 minutes | Mandatory

Aim: Practise identifying hazards in realistic scenarios.

STEP BY STEP

1. Scenario introduction (5 minutes)

Trainer distributes case study descriptions of construction site situations.

2. Group analysis (15–20 minutes)
Learners identify:

- hazards present in the scenario
- workers potentially at risk
- safety procedures that should be followed.

3. Group reporting (8–10 minutes)

Groups present their analyses.

Trainer highlights key hazards and preventive strategies.

Block 3

Developing Safety Solutions

30–60 minutes | Core

Aim: Encourage learners to propose practical safety improvements.

STEP BY STEP

1. Problem-solving exercise (10–15 minutes)

Learners work in groups to develop safety recommendations based on the case studies.

2. Presentation of solutions (15–20 minutes)

Groups present their proposed preventive measures.

3. Group discussion (10–15 minutes)
Learners discuss how different safety principles apply to the scenario.

4. Trainer synthesis (5–10 minutes)

Trainer emphasises the importance of integrated safety thinking.

Block 4

Reflecting on Safety Decisions

30–45 minutes | Optional (recommended for 3–4h)

Aim: Encourage deeper reflection on decision-making in safety situations.

STEP BY STEP

1. Discussion of decision-making challenges (10–15 minutes)
Learners discuss factors that may influence safety decisions, such as:

- time pressure
- communication problems
- unclear responsibilities.

2. Group reflection (10–15 minutes)

Learners consider how these challenges can be addressed.

3. Trainer synthesis (5–10 minutes)

Trainer highlights the importance of situational awareness and teamwork.

Block 5

Reflection and Consolidation

15–30 minutes | Mandatory

STEP BY STEP

1. Individual reflection (5–8 minutes)
Learners write:

one safety risk they had not considered before
one preventive strategy they found useful

2. Plenary sharing (5–10 minutes)

Learners share insights voluntarily.

3. Preview of Session 10 (2 minutes)
Trainer introduces the final session:

“In the next session we will review the module and assess the learning outcomes.”

5. Teaching and Learning Methods

- **Case-Based Learning / Scenario analysis:** Analysis of realistic construction-site situations requiring learners to identify hazards, apply safety principles, and propose preventive measures.

- **Collaborative Learning (Small-Group Work):** Group problem-solving where learners analyse risks, discuss preventive strategies, and develop safety recommendations.

- **Guided discussion:** Facilitated discussions linking practical scenarios to occupational health and safety concepts explored throughout the module.

- **Practical Safety Exercises:** Applied activities requiring learners to identify hazards, prioritise risks, and propose realistic corrective or preventive actions.

- **Problem-Solving Activities:** Learners work through complex workplace situations requiring preventive thinking, coordination, and decision-making.

- **Experiential Learning:** Learning through application, reflection, discussion, and practical analysis of realistic construction contexts.

- Participatory facilitation Trainer-led synthesis connecting learner observations and proposed solutions to broader occupational health and safety principles.

These methods emphasise that occupational safety competence develops through practical analysis, preventive thinking, teamwork, and the ability to apply knowledge to realistic workplace situations.

6. Materials and Tools

Core

- Case study descriptions
- Hazard identification and risk-analysis worksheets
- Reflection worksheets
- Flipchart / whiteboard for recording risks, preventive actions, and discussion outcomes

Supporting

- Trainer guidance notes on hazard analysis and preventive safety approaches
- Safety scenario examples
- Optional workplace-layout diagrams or annotated safety examples

Blended

- Digital case analysis exercises
- Online discussion platforms
- Shared virtual platforms for group risk mapping and preventive planning

7. Assessment and Evaluation (Formative) Methods

- Structured trainer observation of participation in group exercises
- Review of case study analysis outputs
- Optional review of group presentations and scenario-analysis outputs, where applicable

Criteria
Learner demonstrates the ability to:

- Identify and explain workplace hazards and safety risks within construction scenarios
- Apply preventive safety strategies to realistic workplace scenarios
- Participate constructively in collaborative safety analysis and in collaborative problem-solving.

8 Evidence of Learning

- Case study analysis worksheets
- Scenario-analysis outputs and preventive-action proposals
- Reflection notes or learning journal entries
- Trainer observation checklist capturing participation, preventive thinking, communication, collaboration, and application of occupational safety concepts

Learning Session 3.10
Assessment and Review

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning

Session type: Consolidation, formative assessment, and module closure session

1. Purpose and Positioning

Learning Session 10 serves as the consolidation, formative assessment, and closure session of Module 3: Health and Safety from a Gender Perspective. It provides learners with opportunities to:

- review and synthesise the main concepts explored across Sessions 1–9;
- demonstrate understanding of occupational health and safety principles in construction;
- reflect on how gender perspectives and inclusive practices influence workplace safety;
- consolidate key skills related to hazard recognition, prevention, and safety culture.

Throughout the module, learners explored multiple dimensions of occupational health and safety, including:

- the foundations of OHS in construction,
- legal frameworks and employer responsibilities,
- gender-specific risks and ergonomic considerations,
- personal protective equipment and physical health risks,
- safe site practices and reporting procedures,
- inclusive safety culture and collaborative safety management.

This session does not introduce new theoretical content. Instead, it ensures that learning is integrated and consolidated, demonstrated through practical reflection and discussion, and connected to real workplace situations.

Through reflective activities, collaborative review, and applied discussion, learners are encouraged to recognise their role in contributing to safer, healthier, and more inclusive construction environments.

The session addresses the guiding question:

What safety knowledge and practices should I carry into my professional work in construction?”

2. Learning Outcomes

By the end of this learning session, learners will be able to:

1. Summarise and connect key occupational health and safety concepts covered in Module 3.
2. Demonstrate understanding of hazard identification, prevention strategies, and safety responsibilities.
3. Reflect critically on the importance of inclusive and gender-responsive safety practices.
4. Identify how they can contribute to safer construction workplaces.
5. Apply occupational health and safety concepts to realistic workplace situations and identify ways they can contribute to safer construction environments

These outcomes confirm achievement of the module’s learning objectives and reinforce learners’ readiness to apply safety knowledge in professional environments.

3. Conceptual and Theoretical Content
3.1 Why reviewing safety knowledge is important

Trainer explains that occupational health and safety learning is strengthened through continuous reflection and reinforcement.

Construction environments evolve constantly, and workers must remain attentive to safety risks and preventive measures. **Reviewing safety knowledge helps ensure that workers:**

- remember key safety principles,
- apply them consistently in practice,
- remain attentive to emerging risks.

3.2 Safety as a shared professional responsibility

Trainer emphasises that safety in construction depends on cooperation between workers, supervisors, and organisations.

Safe workplaces are built through:

- consistent adherence to safety procedures,
- effective communication and reporting,
- inclusive participation in safety discussions.

All workers therefore contribute to maintaining and improving workplace safety.

4. Learning Session
Structure and Time Allocation (2–4h)

Trainer setup (before session – 5 minutes):

Prepare module overview materials, reflection templates, and simple assessment checklists aligned with Module 3 learning outcomes.

Block 1
Revisiting Module 3: Key Themes

20–30 minutes | Mandatory

Aim: Help learners review and connect the topics explored during the module.

STEP BY STEP

1. Module recap (8–10 minutes)
Trainer revisits the 10-session structure:

1. Introduction to occupational health and safetyLegal frameworks and employer responsibilities
2. Gender-specific risks and ergonomics
3. Personal protective equipment
4. Physical and mental health at work
5. Safe site practices and procedures
6. Reporting incidents and unsafe conditions
7. Inclusive safety culture
8. Case studies and practical exercises
9. Assessment and review

11. Guided discussion (8–10 minutes)
Trainer asks learners:

- “Which safety topics were most relevant to construction work?”
- “Which concepts might help prevent workplace accidents?”

3. Trainer synthesis (5 minutes)

Trainer highlights key connections between hazard identification, prevention, and workplace culture.

Block 2
Demonstrating Safety Understanding

30–45 minutes | Mandatory

Aim: Allow learners to demonstrate understanding of safety concepts.

STEP BY STEP

1. Individual reflection task (15–20 minutes)
Learners respond to prompts such as:

- one important safety concept they learned in this module;
- one workplace situation where this knowledge could be applied.

2. Small-group sharing (10–15 minutes)

Learners share selected reflections in groups of 3–4.

3. Trainer feedback (5–8 minutes)

Trainer highlights examples of strong safety awareness and preventive thinking.

Block 3

Applied Safety Review

30–60 minutes | Core

Aim: Consolidate knowledge through applied discussion.

STEP BY STEP

1. Scenario analysis (15–20 minutes)
Learners analyse a workplace safety scenario and identify:

- hazards present
- preventive measures
- appropriate reporting actions.

2. Group discussion (15–20 minutes)

Groups discuss their analyses and compare approaches.

3. Trainer synthesis (5–10 minutes)

Trainer reinforces the importance of integrating multiple safety principles.

Block 4

Recognising Learning and Professional Responsibility

30–45 minutes | Optional (recommended for 3–4h)

Aim: Encourage reflection on professional responsibility for safety.

STEP BY STEP

1. Discussion on professional responsibility (10–15 minutes)

Learners discuss how workers contribute to safer workplaces.

2. Group reflection (10–15 minutes)

Learners consider how safety practices support both workers and organisations.

3. Trainer synthesis (5–10 minutes)

Trainer emphasises that safety awareness is an essential professional competence.

Block 5

Final Reflection and Module Closure

15–30 minutes | Mandatory

STEP BY STEP

1. Final reflection exercise (5–8 minutes)
Learners write:

- one safety principle they will always follow in their professional work;
- one value that supports safe workplaces.

2. Closing discussion (5–10 minutes)

Trainer invites learners to share reflections.

3. Formal closure (2–5 minutes)

Trainer confirms completion of Module 3 and thanks learners for their engagement.

5. Teaching and Learning Methods

- **Guided review and synthesis:** Structured revisiting of the module's main concepts, helping learners connect occupational health and safety topics explored across Sessions 1–9.

- **Interactive Discussion:** Trainer-led discussions encouraging learners to reflect on key safety principles, workplace responsibilities, and preventive practices.

- **Case-Based / Scenario-Based Learning:** Analysis of realistic workplace safety situations requiring learners to identify hazards, propose preventive measures, and apply reporting and safety procedures.

- **Reflective Learning:** Individual reflection tasks encouraging learners to connect safety concepts to professional practice and personal responsibility and reflective discussions

- **Applied Learning:** Practical integration of occupational health and safety concepts through case analysis, hazard identification, and preventive thinking exercises.

Participatory facilitation

- **Collaborative Learning (Small-Group Work):** Group discussions and peer exchange activities supporting shared reflection, comparative analysis, and collective problem-solving.

These methods reinforce that occupational health and safety competence develops through continuous reflection, practical application, communication, and active participation in workplace safety culture.

6. Materials and Tools

Core

- Module overview handout or slide
- Reflection worksheets
- Scenario cards and hazard-analysis exercises
- Flipchart / whiteboard for synthesis, discussion mapping, and key conclusions

Supporting

- Learners' notes, worksheets, and outputs from previous sessions
- Trainer assessment checklist
- Optional visual summaries of hazard-prevention and reporting processes

Blended

- Digital reflection tools
- Online discussion platforms
- Digital scenario-analysis exercises and review activities
- Shared virtual workspaces for group reflection and collaborative problem-solving

7. Assessment and Evaluation (Formative and Summative Elements)

Methods

- Review of reflection tasks, hazard-analysis outputs, and scenario-based problem-solving activities
- Structured trainer observation of applied discussion, scenario analysis, collaborative exercises, and applied safety review activities
- Participation and engagement across the module
- Optional review of learner portfolios, worksheets, or practical outputs developed throughout the module



Criteria
Learner demonstrates the ability to:

- Summarise and connect key occupational safety concepts and principles
- Apply safety concepts to workplace situations
- Explain the importance of hazard prevention, reporting procedures, communication, and shared responsibility in maintaining safe workplaces
- Demonstrate reflective awareness of personal and professional responsibility for inclusive safety practices.

80. Evidence of Learning

- Final reflection outputs
- Scenario analysis worksheets
- Group discussion notes and collaborative problem-solving outputs
- Trainer observation checklist documenting participation, preventive thinking, communication, collaboration, and application of occupational health and safety concepts
- Learner portfolios (if applicable)

Module 2

End of Module Quick Assessment Checklist

Module: Health and Safety from a Gender Perspective

Trainer: _____

Learner: _____

Date: _____

Scoring Key: 0 = Not demonstrated; 1 = Emerging; 2 = Adequate; 3 = Strong

1. Understanding Occupational Health and Safety Principles	**0**	**2**	**3**	**4**
Explains basic occupational health and safety principles relevant to construction	☐	☐	☐	☐
Identifies common workplace hazards and risks	☐	☐	☐	☐
Explains the importance of preventive safety practices	☐	☐	☐	☐

2. Legal Responsibilities and Safety Procedures	**0**	**2**	**3**	**4**
Recognises employer responsibilities related to workplace safety	☐	☐	☐	☐
Explains worker rights and responsibilities regarding safety	☐	☐	☐	☐
Demonstrates understanding of reporting procedures and safe site practices	☐	☐	☐	☐

3. Ergonomics, PPE, and Health Awareness	**0**	**2**	**3**	**4**
Identifies ergonomic risks and inclusive safety considerations	☐	☐	☐	☐
Recognises appropriate use and importance of PPE	☐	☐	☐	☐
Demonstrates awareness of physical and mental health risks at work	☐	☐	☐	☐

4. Application and Preventive Thinking	**0**	**2**	**3**	**4**
Analyses workplace safety scenarios effectively	☐	☐	☐	☐
Identifies realistic preventive actions and safety improvements	☐	☐	☐	☐
Applies safety concepts to practical construction situations	☐	☐	☐	☐

5. Communication, Reporting, and Safety Culture	**0**	**2**	**3**	**4**
Explains the importance of reporting hazards and incidents	☐	☐	☐	☐
Demonstrates awareness of inclusive and respectful safety communication	☐	☐	☐	☐
Participates constructively in collaborative safety discussions and activities	☐	☐	☐	☐

6. Integration of Learning and Professional Responsibility	**0**	**2**	**3**	**4**
Connects concepts across different module sessions	☐	☐	☐	☐
Reflects on personal responsibility for workplace safety	☐	☐	☐	☐
Explains how safety practices contribute to healthier and safer workplaces	☐	☐	☐	☐

Overall Summary
Total Score: _____ / 54

- ☐ Emerging
- ☐ Developing
- ☐ Competent
- ☐ Strong

Trainer Comments

_____
_____
_____

Annexes

Sample of Trainer's Checklist/Grid

Assessment Checklist – Evidence of Learning (Session 1.1)

Trainer Name: _____
Date: _____
Group: _____

Instructions for Trainer

Use this checklist during group work and plenary discussion.
Tick (✓) if the learner demonstrates the criterion. Add brief comments if needed.

Assessment Criteria

Learner Name

Explains & Analyses a Structural Barrier	Describes & Interprets Gender Imbalance Pattern	Identifies & Categorises Factors (3-level model)	Produces Reflection (Motivation + Barrier)	Respectful Participation
☐Yes ☐Partial☐No	☐Yes ☐Partial☐No	☐Yes ☐Partial☐No	☐Yes ☐Partial☐No	☐Yes ☐Partial☐No

Overall Comments (Optional)

_____
_____
_____
_____

Trainer's note

Quick Indicator Guide

- **Explains & analyses a structural barrier:** Learner connects a barrier to norms, institutions, or workplace structures
- **Describes & interprets imbalance patterns:** Learner refers to participation, roles, or progression patterns using examples/data
- **Identifies & categorises factors:** Learner correctly places examples under individual, social norms, and institutional factors
- **Produces reflection output:** Learner completes reflection slip/journal including at least 1 motivation and at least 1 perceived barrier
- **Respectful participation:** Learner listens to others, contributes appropriately, follows agreed group norms



Module 4:

Technical Skills and Entrepreneurship

Module Purpose

To build awareness of emerging technologies and strengthen entrepreneurial and business skills for women in construction.

Learning Objectives



Learners will be able to:

- Understand emerging trends and digital tools in construction
- Apply basic entrepreneurial thinking and opportunity recognition
- Develop financial literacy and business planning skills
- Explore pathways to self-employment or enterprise development

Key Competences Developed

- Digital Competence
- Entrepreneurship Competence
- Mathematical Competence and Competence in Science, Technology and Engineering (STEM).
- Personal, Social and Learning to Learn Competence

Weekly Structure (10 weeks)

Week	Focus
1	Trends and innovation in construction
2	Digital tools and technologies
3	Green and sustainable construction
4	Entrepreneurship basics
5	Business models in construction
6	Financial literacy and budgeting
7	Marketing and client relations
8	Legal aspects of entrepreneurship
9	Business plan development
10	Presentation and evaluation

The learning sessions align with gender-sensitive VET principles promoted by CEDEFOP (European Centre for the Development of Vocational Training) and DVV International (Deutscher Volkshochschul-Verband International), which emphasise awareness-raising as a foundational step in reducing gender gaps in vocational education and employment.

Learning Session 1

Trends and Innovation in Construction

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning

Session type: Foundational – orientation and awareness-raising

9. Purpose and Positioning

The purpose of this session is to introduce learners to the key technological, economic, and social trends currently transforming the construction sector. By exploring innovation areas such as digitalisation, sustainable construction practices, and new ways of working, participants gain a foundational understanding of how the industry is evolving and what skills are increasingly in demand.

This session positions learners—particularly women in construction—to recognise emerging opportunities for employment, entrepreneurship, and leadership.

Also referred to as the Institute for International Cooperation of the German Adult Education Association.

It serves as an entry point for the module by building sector awareness, encouraging forward-looking thinking, and demonstrating how innovation and change can support career progression, business creation, and pathways to self-employment within construction and related fields. In doing so,

Tthe session reinforces gender equality and inclusion as professional standards within the modern construction sector, rather than as personal opinions or optional values.

10. Learning Outcomes
By the end of the session, participants will be able to:

1. Identify major trends and new technologies shaping the construction industry.

2. Describe how innovations like digital tools and sustainable methods are changing construction work.

3. Recognize how these trends create new career and entrepreneurship opportunities for girls and young women.

4. Spot at least one potential business or innovation opportunity in the construction sector.

5. Reflect on how adopting new technologies can improve efficiency and competitiveness in a small business.

11. Competence References
This lesson contributes to the development of the following competences:

This module contributes to the development of the following EU Key Competences:

- **Digital Competence**

Confident, critical, and responsible use of digital technologies for learning, work, and participation in construction-related activities, including awareness of emerging digital tools and technologies in the sector.

- Entrepreneurship Competence
- Ability to act upon opportunities and ideas and transform them into value for others, including creativity, initiative-taking, risk awareness, opportunity recognition, and sustainable business thinking (aligned with the EntreComp framework).
- Mathematical Competence and Competence in Science, Technology and Engineering (STEM)

Application of basic numerical, financial, and analytical skills to budgeting, costing, and problem-solving within construction and business contexts.

- Personal, Social and Learning to Learn Competence
- Development of self-management, confidence, adaptability, and reflective learning skills that support career development, self-employment, and lifelong learning pathways.

12. Conceptual and Theoretical Content

Core framing (trainer input)

Trends and innovation in construction are introduced as:

- **A labour market transformation issue**
  Emerging technologies (digital tools, automation, new materials) are reshaping skills needs, work roles, and productivity expectations in the sector.

- **A quality and safety issue**
  Innovations such as digital modelling, sensors, and prefabrication improve accuracy, reduce risks, and contribute to safer, more efficient worksites.

- **An economic and development issue**
  Innovation drives competitiveness, reduces project costs, increases sustainability, and creates new opportunities for entrepreneurship and inclusive growth.

Key distinctions

- **Traditional construction practices**
Labour-intensive, manual processes, limited digital integration, and slower workflows.

- **Modern and technology enabled construction**
Incorporates digital tools (BIM, drones, AR/VR), lean methods, green materials, and data driven decision making to enhance efficiency and quality.

- **Incremental vs. disruptive innovation**
Incremental innovation: Small improvements such as upgrading tools or adopting basic digital apps.

Disruptive innovation: Technologies that fundamentally change processes, such as 3D printing, modular construction, or robotics.

Structural lens (3 levels)

To understand how innovation influences the sector, it can be examined across three levels:

- **Individual level**
Skills development, confidence to use new tools, digital literacy, ability to adapt to change.

- **Workplace level**
Adoption of technology, investment in equipment, training culture, workflow redesign, access to modern tools, and openness to innovation.

- **Industry/system level**
Regulations, sustainability standards, market trends, client expectations, supply chain modernisation, and national innovation strategies.

Trainer mini-case examples (use 1–2):

Example A (technology adoption barrier)

A small construction business loses contracts because clients now require digital visualisations (BIM/3D models), but the company does not have staff trained in digital tools.

Example B (innovation opportunity)

A tradeswoman starts offering drone based site inspections in her area—faster, safer, and cheaper than traditional methods—quickly becoming a sought after specialist.

Example C (sustainability-driven change)

A contractor gains new business after learning to use eco-friendly materials and promoting green retrofitting services, aligning with new environmental regulations.

13. Learning Session

Structure and Time Allocation (2–4 hours)

Trainer setup (before learners arrive – 5 minutes):

Flipchart with: *“Respect / Confidentiality / Listen / No judgement / “One mic.” (Only one person speaks at a time)”.*

Prepare: *snapshot slide/handout + reflection slips.*

Note: *Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners’ needs and group dynamics.*

Block 1

Introduction and Innovation Framing

30–45 minutes | Mandatory

Aim: Learners understand how construction is changing and why innovation matters for the future of the sector and for emerging women entrepreneurs.

Materials

- 3–5 slides or a 1-page handout with sector snapshot; flipchart.

STEP BY STEP

Welcome + safety frame (3–5 min)

- Trainer introduces the purpose of the session and sets shared agreements.
- Warm-up prompt (5 min)
- Ask: “What comes to mind when you hear the phrase ‘modern construction’?”
- Collect 6–10 words on the flipchart (don’t discuss yet).

Mini-input: construction today (8–10 min)

- Short input on digitalization, automation, sustainability, and new skills emerging in the sector.
- Key message: “Construction is transforming — and this opens new roles, pathways, and opportunities.”

Trend snapshot (8–10 min)

- Present 2–3 simple examples of innovation (e.g., BIM use, drones, prefabrication, green materials).
- Keep examples accessible and contextual (local or regional examples if possible).

Guided questions (5–10 min)

- “Which innovation interests you the most?”
- “How do you see these trends affecting small businesses or workers?”
- “What new opportunities might appear because of these changes?”

Micro-synthesis (2 min)

- Key takeaway: Construction is evolving, and innovation creates new spaces for women to participate, lead, and build businesses.

Trends and Innovation in Construction

Construction is rapidly changing due to digitalisation, automation, and new building technologies. Recent industry reports highlight rising use of digital tools, data-driven planning, and modern methods that improve safety, efficiency, and productivity.

Workforce analyses also show that companies are modernising work processes, improving training, and adopting leadership practices that support innovation and adaptability.

These trends create new roles and business opportunities—especially for new entrants and women entrepreneurs.

Source: Fixr (2025) Construction Innovation & Workforce Trends Report; NCCER (2025) Workforce Development Report.

Block 2

Understanding Key Innovations and Opportunities

30–45 minutes | Mandatory

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners’ needs and group dynamics.

Aim: Learners gain a practical understanding of specific innovations and begin identifying where opportunities exist for employment or entrepreneurship.

Materials

Discussion prompt cards or slide; flipchart.

STEP BY STEP

6. Set purpose (2 min)

“Today we explore how innovation is changing construction — and what new roles or business opportunities can emerge from these changes.”

7. Small-group discussion (20–25 min)
In groups of 3–5, discuss the following questions:

- Which innovation in construction interests you the most?
- (Examples: BIM, drones, modular construction, energy efficient retrofits)
- What problem does this innovation help solve?
- What opportunity could it create — a job, a role, or a business idea?

8. Each group shares two items only:

- **1 opportunity** created by innovation.
- **1 challenge/barrier** to adopting that innovation.

Examples that may emerge:

- Opportunity: offering drone inspection services; starting a green retrofitting micro business.
- Challenge: cost of tools, lack of training, limited awareness among clients.

9. Cluster themes (3–5 min)
Trainer clusters group inputs on a flipchart:

Opportunities:

- New tech-enabled services (digital surveying, 3D modelling)
- Green construction work (energy retrofits, eco materials)
- Faster pathways for women to enter skilled roles
- Potential small business niches

Barriers:

- Access to training
- Cost of equipment/software
- Workplace readiness to adopt tech
- Client awareness or demand

10. Bridge statement (1 min)

“Notice how most barriers are not about your ability — they are about access, tools, training, and workplace systems. With the right support, these innovations open new and viable opportunities.

Block 3

Reflection and Opportunity Identification

30–60 minutes | Core (condensed for 2h)

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners’ needs and group dynamics.

Aim: Learners reflect on how industry innovations connect to their own goals and identify personal opportunities for skill development, employment, or entrepreneurship.

Materials

- 1 slide with the 3-level model (individual/ norms/institutions); guiding questions.

STEP BY STEP

1. **“We connect innovation to your own goals. This helps you notice where you fit in a changing industry.”**

6. Individual reflection (5–7 min)
Learners write brief answers on a slip of paper:

- Which innovation did you find most relevant to your future?
- Why? What could it change for you—skills, income, opportunities?

Trainer note: encourage personal reflection without judgement.

7. Pair exchange (8–10 min)
In pairs, learners share their reflections:

- What stood out?
- What new possibilities or ideaideas came up during the discussion?

Trainer role: circulate and prompt deeper thinking.

8. Plenary harvest (5–7 min)
Each pair shares one insight, either:

1 opportunity they identified,
0r 1 shift in thinking about innovation and future options.

Trainer captures key points on a flipchart.

9. Cluster themes (3–5 min)
Trainer groups the input into:

Emerging opportunities (digital services, retrofitting, niche trades)

Skill needs (digital literacy, green skills, client communication)

Motivators (independence, income potential, modern work environments)

10. Bridge statement (1 min)

“Notice how innovation creates new and different pathways—not just more work, but smarter, safer, and higher-value opportunities.

Block 4

Sector Snapshot Exercise

30–45 minutes | Optional (recommended for 3–4h)

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners’ needs and group dynamics.

Aim: Practice reading evidence and spotting what data shows/hides.

Materials

- One-page snapshot (roles/participation/progression barriers) + flipchart.

Box 2.

Snapshoot

Trends and Innovation in Construction: Albania + Western Balkans (Sector Evidence & Exercise)

(Albania + EU – quick evidence for analysis)

1). Sector Context (What is happening in Albania and the region?)

Labor shortages and demand for skills: Construction labor shortages are rising sharply across EU and Western Balkan countries. EU shortages are now nearly **three times higher** than a decade ago, and Albania mirrors this trend, indicating a pressing need for new workers and updated skills. **Post COVID acceleration and sector pressures:** Recovery efforts demand for modern, efficient methods—digital tools, prefabrication, and sustainable building—requiring new skills that women and girls often have less access to due to systemic barriers in

VET and employment pathways.

VET modernization: Albania is part of the Women Empowered in **Construction (WEC) initiative, which is developing new construction VET curricula, digital learning platforms, and training toolkits** designed to address gender disparities and prepare women for innovation linked roles.

What this suggests: Innovation-driven skills are increasingly necessary. If Albania’s construction sector modernizes without closing gender gaps in training and recruitment, women risk being excluded from emerging opportunities.

2) Innovation Trends (Where is change happening?)

Digital tools: BIM-style modelling, digital design, and project management apps are slowly expanding in Albania. These tools create new skill based roles that do not rely on physical strength,

offering accessible pathways for women and girls entering non traditional fields.

Modern construction methods: Prefabrication and modular construction make site processes more efficient and less physically intensive. These trends can reduce gendered barriers around "physical strength," enabling more equitable task distribution.

Sustainable construction: Growing demand for energy efficient renovations and eco materials is creating new "green jobs." Many of these roles require digital, analytical, or client facing skills—areas where women often excel when given fair training access.

Training and capacity building: WEC is developing 4 innovation aligned curricula, including digital and green components, with targeted efforts to make these skills accessible to women and girls.

What this suggests: Innovation isn't neutral. If training systems proactively include women, digital and green trends can become major entry points into technical roles—roles women have historically been excluded from.

3) Opportunities & (What does this mean for women and girls?)

Opportunities for Women & Girls:

- New digital and analytical roles (surveying, modelling, documentation) reduce reliance on male dominated physical tasks.
- Green construction (retrofits, eco materials) offers entrepreneurship pathways for women-led micro enterprises.
- The WEC project strengthens gender responsive VET, offering new routes into innovation-driven professions

Barriers that Women Still Face:

- Limited access to training in digital and modern construction skills—training pathways often do not reach women and girls.
- Smaller Albanian firms may lack equipment, digital tools, or willingness to train women in innovation-related tasks.
- Structural gender barriers highlighted in WEC assessments—such as stereotypes, limited networks, and low progression prospects—can prevent women from benefitting from innovation.

What this suggests:

Innovation brings real opportunities for women and girls, but only if systems ensure equal access to training, supportive workplace environments, and gender aware upgrading of skills and facilities.

STEP BY STEP

5. Introduce task (3 min)
Trainer script:

"You are analysts. Your job is to interpret what this snapshot tells us — especially for women and girls — about innovation, opportunity, and the barriers that still exist in Albania's construction sector."

This primes learners to look at **how sector changes open (or close) pathways for women, given** evidence of labour shortages, VET reforms, and digital/green transitions.

6. Group analysis (20–25 min)
Groups of 3–5 answer four questions, always keeping women and girls in mind:

1. What is visible in the snapshot?

- (Examples groups may extract)
- Modernisation pressures and demand for new skills (digital, green, prefabrication).
- Albania participating in VET reform and innovation-focused curricula.
- High construction activity and continuing labour shortages in the region.

b) What is missing?
(Examples below)

- No explicit gender-disaggregated data on access to innovation-linked roles.
- Limited information on whether women benefit from digital/green skill programs.
- Missing clarity on company readiness to include women in tech-enabled work.

c) What looks familiar in your context?
(Examples below)

- Women remain underrepresented in technical and site-based roles.
- Small firms struggle with modernisation, limiting opportunities for women to progress.
- Green and digital opportunities are often poorly communicated to girls.

d) Where are the entry points — and where do barriers appear — for women and girls?

Entry points may include:

- Digital surveying and documentation (less physically demanding, skill-based).
- Eco retrofits and sustainable construction niches where women can lead.
- New VET curricula and toolkits under WEC that can improve training access.

Barriers may include:

- Limited access to innovation-related training (digital, BIM, modern methods).
- Costly tools and technology in small firms where many women work.
- Existing labour market structures that restrict women's progression.

Trainer role:

Encourage groups to reflect on gendered access to innovation and opportunity.

Prompt deeper questions: *"Who benefits first when innovation arrives?".* "Do women and girls get equal access to training pathways?"

7. Flipchart reporting (10–15 min)
Each group shares **2 insights,** framed through a gender lens:

1 insight about roles/participation
(Examples below)

"Digitalisation could open new pathways for women if training is accessible."

"Green construction roles may appeal to girls but require targeted outreach."

1 insight about progression/retention
(Examples below)

"Women may be excluded if small firms don't modernise or invest in digital tools."

"Retention depends on supportive workplaces that allow upskilling in new methods."

Trainer notes only concise, high leverage points.

8. Trainer synthesis (2–3 min)
Trainer script:

"What we see here is that innovation creates new opportunities — but only if women and girls have access to the training, tools, and supportive workplaces needed to participate. Many barriers are not about ability, but about **systems, access, and inclusion."**

Bridge to Week 2: "In our next session, we explore **Digital Tools and Technologies** — and we will examine how digital skills can become a powerful equaliser for women and girls in construction."

Block 5
Reflection and Consolidation

15–30 minutes | Mandatory

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Purpose To ensure learners leave the session with a clear understanding of how construction is changing, how innovation creates opportunities—especially for girls and young women—and what this means for their own pathways.

Materials

- Reflection slips or journal prompts.

STEP BY STEP

- **Trainer prompt:**

"Take a moment to reflect on today's session. What is one insight about innovation in construction that feels most relevant to your future?"

Learners jot down one key insight or one takeaway.

Possible reflections might include:

- Realizing that digital tools reduce physical barriers.
- Seeing that sustainable construction opens new business niches.
- Understanding how innovation can create safer, more efficient workplaces for women.

2. Pair or triad exchange (3–4 min)

Learners briefly share their reflections with a partner/small group.

Suggested prompts:

- What new possibility did you see today?
- Which innovation felt most accessible or interesting to you?
- Did anything challenge how you previously imagined construction work?

3. Plenary consolidation (3–4 min)
Trainer asks for **3–5 volunteer inputs on:**

- **One opportunity** innovation creates for girls and young women.
- **One shift is thinking** about what construction work can look like.
- **One area they want to learn more about next.**

Trainer captures insights on a flipchart under headings such as:

Opportunities | New Skills | Motivation | Questions

4. Trainer synthesis (2 min)

Trainer script: "Today we explored how construction is transforming—through digital tools, new materials, and sustainable methods. These changes are not abstract; they create real, practical openings for young women and girls to enter, lead, and innovate in this sector. Remember: innovation lowers barriers, creates new roles, and rewards those who are ready to learn and adapt."

5. Bridge to Week 2 (1 min)

Trainer script: "In Week 2, we go deeper into digital tools and technologies. If innovation is the big picture, digital skills are the practical entry point—skills that can empower women to participate in the modern construction workforce and even start their own businesses."

Key Messages to Reinforce

- Innovation is **changing the sector** and creating new values.
- Many new roles are **skill based,** not strength based—opening doors for women and girls.
- Digital and green construction are **growth areas** ideal for entrepreneurship.
- Barriers are mostly **structural** (access to training, tools, networks), not ability based.
- Learning the basics of digital tools is the **first step** toward benefiting from change.

14. Practical Application

Practical application in this session occurs through three integrated learning elements, each designed to make innovation real, relevant, and actionable for girls and young women entering construction:

Experience-based reflection (Block 2)

Learners connect key innovations (digital tools, green practices, modern methods) to their own experiences and aspirations, identifying areas where new roles or business ideas feel accessible.

Opportunity and barrier analysis (Block 3)

Learners analyze how innovation intersects with the realities faced by women and girls—skills, access, workplace readiness, and cultural expectations—building the ability to map structural factors.

Evidence interpretation (Block 4)

Using the Albania + Western Balkans snapshot, learners practice reading sector data to identify what trends create openings and where gendered barriers still persist.

Together these elements translate theory into:

personal relevance: learners see their own place within an evolving sector.

analytical skill: learners learn to interpret data, name patterns, and identify leverage points.

confidence: learners gain the ability to discuss barriers without self blame, focusing on systems and opportunities.

15. Teaching and Learning Methods

To ensure accessibility, inclusion, and active participation, the session uses:

Interactive lecture (short inputs with guiding questions)

- **Facilitated Small-group discussion/ Dialogue** (peer learning, safer entry point into complex topics)
- Collaborative Learning
- **Opportunity mapping** (structured classification of ideas in Blocks 2–3)
- Reflective Practice; Peer to Peer Learning
- **Guided reflection** (individual slips, pair-sharing, whole-group harvesting)
- Facilitated Discussion / Dialogue
- Participatory facilitation (safe-space norms: respect, no judgement, one mic)
- Case Based Learning; Demonstration
- **Evidence-based analysis** (using the Albania/WB snapshot to practice reading trends and gendered implications)

Optional blended additions:

- Online word cloud (warm-up: “What does innovation mean to you?”)
- Polling tools (rank opportunities or barriers)
- Shared digital document for group reporting

16. Materials and Tools

Core materials

- Trainer slides/briefing notes (trend overview, innovation examples)
- Sector snapshot handout (Albania + Western Balkans)
- Flipchart or whiteboard + markers
- Reflection worksheet
- Prompt cards for small-group tasks

Supporting extracts (optional short readings)

- WEC project summary on innovation and VET modernisation (Albania context)
- Short case/story on digital or green construction roles for women
- Gender-sensitive TVET prompts (e.g., identifying access barriers, norms, progression issues)

Blended learning options

- Online brainstorming (Padlet, Mentimeter)
- Shared Google Doc for group outputs

17. Assessment and Evaluation (Formative)

Methods

- Trainer observation of group participation and respectful dialogue
- Review of flipcharts from Blocks 2–4 (opportunity mapping, barrier identification)
- Individual reflection

Criteria — Learner can:

- Identify at least one innovation-related opportunity for women/girls
- Describe one barrier linked to skills, access, or workplace systems

- Reflect on how innovation connects to their own future goals
- Recognize how digital/green shifts open new roles in construction

18. Evidence of Learning

Individual evidence

- Reflection notes on personal relevance of innovation
- Written responses identifying opportunities or skills needs
- Trainer Checklist

Collective evidence

- Group flipchart summaries from discussion blocks
- Clustered themes (Opportunities / Barriers / Skills) created during plenary

Process evidence

- Trainer's facilitation checklist (participation, inclusion, comprehension)
- Learner engagement patterns across individual, pair, and group formats

19. Compatibility with 2–4 Hours Session

2 hours: Blocks 1 + 2 + condensed Block 3 + short reflection

3 hours: Blocks 1–3 + short version of Block 4

4 hours (full session): Blocks 1–4 + detailed consolidation + optional blended elements

Condensed Block 3 format:

- Use the 3-level model (individual/workplace/system)
- Provide 4 sample statements to classify
- Conduct short pair-share + quick plenary harvest



Anex

Trainer's Checklist / Grid

Session Title: Trends and Innovation in Construction

Trainer Name:

_____

Date:

_____

Group / Cohort:

_____

Delivery Mode:

☐ Formal VET ☐ Non formal ☐ Blended

Instructions for Trainer

This checklist is designed to help you o**bserve, record, and reflect on evidence of learning** during the 1st learning session. It supports **EQAVET quality assurance** by focusing on learner participation, understanding, inclusion, and achievement of learning outcomes.

Please use this checklist to:

- ✓ Monitor whether learners are **engaging with key concepts** (trends, innovation, opportunity).
- ✓ Identify evidence that learners u**nderstand how construction** is changing.
- ✓ Observe how learners connect **innovation to careers, entrepreneurship, and opportunities for women and girls.**
- ✓ Note participation patterns and **ensure inclusive engagement,** especially for women and quieter learners.
- ✓ Reflect on the **effectiveness of facilitation methods** and content relevance.

How to complete the checklist:

- Tick boxes based on **observed evidence,** not assumptions.
- Use the **Notes** sections to capture examples (learner statements, group outputs, reflections).
- There is **no pass/fail judgement** — the purpose is learning quality and improvement.
- Complete the **Trainer Reflection** section after the session to support continuous improvement.

1. Planning & Relevance (EQAVET: Planning & Labour-market relevance)

- ☐ Objectives aligned with construction sector trends
- ☐ Content reflects digital, green, and innovation-driven labour needs
- ☐ Learning outcomes communicated clearly
- ☐ Gender equality framed as a professional standard
- ☐ Materials adapted to learner level

2. Access, Participation & Inclusion (EQAVET: Equal access)

- ☐ Safe and respectful learning environment established
- ☐ Active participation encouraged for all learners
- ☐ Inclusive language and examples used
- ☐ Structural barriers discussed (not ability-based)
- ☐ Teaching methods suitable for women and underrepresented learners

3. Teaching, Learning & Engagement (EQAVET: Teaching effectiveness)

- ☐ Interactive teaching methods applied
- ☐ Learners engaged in discussion and group work
- ☐Innovation linked to jobs or business opportunities
- ☐ Trainer adapted pace to group needs

4. Learning Outcomes & Achievement (EQA VET: Learning results)

- ☐ Learners can identify key construction trends
- ☐ Learners explain how innovation changes work

- ☐ Learners recognise opportunities for women
- ☐ Learners identify at least one role or business idea

5. Guidance, Motivation & Progression (EQAVET: Employability)

- ☐ Learners reflected on personal goals
- ☐ Digital and green skills positioned as progression pathways
- ☐ Clear bridge made to next learning module

6. Evaluation & Continuous Improvement (EQAVET: Quality cycle)

- ☐ Learner feedback collected
- ☐ Trainer reflected on session strengths
- ☐ Improvements identified for future delivery

Trainer Reflection (Post-Session)
What worked well?

_____
_____
_____

What needs improvement?

_____
_____
_____

Which examples resonated most with women learners?

_____
_____
_____

Learning Session 2

Digital tools and technologies

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning

Session type: Core analytical session – awareness to critical understanding

9. Purpose and Positioning

Learning Session 2 builds on the sector awareness developed in Session 1 by introducing learners to **practical digital tools, emerging technologies, and tech enabled processes** that are transforming how construction work is planned, executed, and managed. The session supports the development of **digital competence** as defined by DigComp, with a focus on employability, inclusion, and innovation in construction.

While Session 1 addressed "*What is changing in the construction industry?"*, Session 2 focuses on:

"How digital change is applied in practice", specifically:

- What digital tools and technologies are used in modern construction?
- How are these tools applied across different construction roles and phases?
- How can women and girls use digital skills as accessible entry points to technical roles and entrepreneurship?

The session enables learners to:

- **Engage with digital tools and information** relevant to construction workflows (DigComp Area 1: Information and Data Literacy)
- **Use digital technologies for collaboration and professional communication,** including team coordination and project documentation (DigComp Area 2: Communication and Collaboration)
- **Understand and apply digital tools to create, adapt, or manage content,** such as BIM models, digital plans, or project data (DigComp Area 3: Digital Content Creation)
- **Build awareness of safe, responsible, and confident technology use** in professional settings (DigComp Area 4: Safety)

- **Develop problem solving and adaptability skills** to keep pace with technological change in the construction sector (DigComp Area 5: Problem Solving)

Through applied examples and discussion, the session demonstrates how digitalisation can reduce **physical and entry barriers,** improve safety and precision, and expand access to new and emerging roles—from BIM modelling and digital surveying to drone inspection, data driven project management, and tech enabled construction services.

This session positions **digital competence as a gateway and empowerment skill,** enabling women not only to enter technical and professional roles but also to innovate, add value, and pursue entrepreneurial pathways within construction. It reinforces the view of digital skills as a core professional requirement and a key driver of sustainable, inclusive participation in the modern construction workforce.

10. Learning Outcomes
By the end of this learning session, learners will be able to:

1. **Describe key digital tools and technologies** used in modern construction (e.g., BIM, AR/VR, drones, digital PM tools).

2. **Explain what digitalisation changes** about construction workflows, accuracy, safety, and productivity.

3. **Identify entry-level digital tasks** accessible to beginners, including girls and young women entering construction pathways.

4. **Recognise opportunities** created by digitalisation for entrepreneurship, micro-business services, and specialised roles.

5. **Analyse exmples** of how digital tools solve practical problems on sites or in small enterprises.

These outcomes deepen the trends discussed in Session 1 and prepare learners for Week 3 (Green and Sustainable Construction) and Week 4 (Entrepreneurship Basics).

11. Competence References
This session strengthens:

- **Digital competence**

Understanding and using digital tools for design, measurement, planning, and documentation.

- **Entrepreneurial competence (EntreComp)**

Recognising digitalisation as an opportunity to innovate, create value, and build new services.

- **Critical thinking & problem-solving**

Assessing which tools solve which problems and how small businesses can adopt them.

• Technical literacy

Developing familiarity with digital processes increasingly standard in the construction industry.

12. Conceptual and Theoretical Content

4.1 What are digital tools in construction? (Trainer input)

Digital technologies include:

- **BIM (Building Information Modelling)**

A digital 3D model of a building that integrates design, planning, quantities, and project data, supporting coordination across disciplines.

- **Drones**

Used for site surveys, inspections, safety monitoring, and progress tracking, reducing time, cost, and physical risk.

- AR/VR (Augmented & Virtual Reality)Tools for training, design visualization, and client presentations.

- Digital project management tools (e.g., Trello, Procore, PlanRadar) for communication and workflow coordination.

- 3D scanning and measurement tools For accurate, fast, error reducing documentation.

Key Distinction

- **Digital tools ≠ "advanced engineering only."**

Many are accessible at beginner level and ideal entry points for women entering the sector.

4.2 Why digitalization matters (structural lens)

Digitalization reshapes construction at three levels:

Individual level

- Reduces physical barriers
- Builds confidence through visual learning
- Creates new roles requiring precision, not strength

Workplace level

- Improves accuracy
- Supports safer worksites through data
- Opens roles in coordination, inspection, modelling

Industry/system level

- Aligns Albania and the Western Balkans with EU standards
- Supports green transition and modern VET approaches
- Creates demand for digitally skilled workers (especially under WEC reforms)

4.3 Mini-case examples

Case A
BIM for winning contracts

A small firm begins using simple BIM visualization for tenders. The improved presentation and accuracy help them secure new clients despite limited staff.

Case B
A young woman as drone operator

A beginner-level drone certification allows a young woman to offer roof inspection and progress tracking services—faster, safer, and less labour intensive.

Case C
Digital measurement for micro enterprises

A woman-led renovation business adopts a laser measurement app, reducing errors and improving pricing accuracy.

14. Learning Session
Structure, Time Allocation (2–4h)

Trainer setup (before session – 5 minutes):

Prepare:

- Tool cards (BIM, drones, AR/VR, apps)
- A simple BIM image/model or sample digital plan
- Flipchart: "Digital tools = Access + Precision + Opportunity"
- Reflection slips

Block 1
Framing Digitalization in Construction

20–30 minutes | Mandatory

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Build understanding of what "digitalization" means and why it matters.

STEP BY STEP

5. Warm-up question (5 min)
"What digital tools have you seen or heard of in construction—or in everyday life?"

Capture words (e.g., apps, drones, 3D models).

6. Mini-input: What digitalisation looks like (8–10 min)
Show 3–5 simple examples: BIM screenshot, drone photo, digital plan.

Emphasize: "These tools reduce errors, increase safety, and open new roles."

7. Quick pair share (5–7 min)
"Which tool seems easiest to learn, and why?"

8. Micro-synthesis (2 min)

Key takeaway: "Digital skills are learnable—and they unlock modern roles."

Block 2

Digital Tools Overview & Categorization Activity

30–45 minutes | Mandatory

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Make digital tools concrete, accessible, and gender-inclusive by helping participants recognise what tools exist and how they support modern construction tasks

Materials

Tool cards or slides with:

- BIM / 3D modelling screenshots
- Drone photos
- Laser measurement app screenshots
- Digital project management tools (e.g., Trello/Procore)
- AR/VR training or visualization images

Four category posters:

- Design / Modelling
- Measurement / Inspection
- Coordination / Management
- Safety / Visualization

STEP BY STEP

5. Introduce exercise (3 min)

"We're exploring the most common digital tools used in construction.

Your task is to examine the tools, identify what they help workers do, and group them by function."

6. Small-group activity (20–25 min)

Participants work in groups of 3–5.

Each group receives a set of tool cards showing an image + a short, simple description (e.g., "Drone: captures roof photos safely without climbing").

Groups sort the cards into four categories:

A) Tools for Design / Modelling

- BIM
- 3D design apps

B) Tools for Measurement / Inspection

- Drones
- Laser measuring tools
- Scanning apps

C) Tools for Coordination / Management

- Digital project management apps
- Shared plans and cloud folders

D) Tools for Safety & Visualization

- AR/VR
- Safety training simulations
- Visual walkthroughs

Optional prompt for deeper thinking: "Which of these tools could you imagine learning? Why?"

3. Plenary discussion (10–15 minutes)
The trainer walks through each category and asks:

A. "What problem does this tool solve?"

Examples:

- **BIM** → reduces errors in drawings
- **Drone** → avoids dangerous roof climbs
- **PM apps** → stop miscommunication
- **VR** → improves safety training

B. "Who benefits from using it?"

Highlight:

- beginners
- small businesses
- women entering the sector
- supervisors and coordinators

4. Trainer synthesis (3–5 minutes)
Key messages to emphasize:

- Digital tools democratize access. You don't need strength — you need digital curiosity.
- They reduce physical gatekeeping. Tasks that once required climbing, lifting, or physical endurance can now be done digitally.
- They create women-friendly entry points. Digital roles (inspection, modelling, coordination) are growing fast and open pathways to technical careers or micro-business services.
- Digital competence = a gateway to entrepreneurship. (Preview of Week 4)

Block 3

Digital Tools in Practice (Case Analysis)

30–60 minutes | Core

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Analyze real world (fictionalized) scenarios to understand how digital tools solve construction problems, reduce physical barriers, and create women-friendly technical and entrepreneurial opportunities.

STEP BY STEP

1. Introduce the Exercise (5 min)
Trainer explains "Now that we know the tools, let's look at real examples of how they change construction work.

Your task is to analyze: What tool is used? What problem does it solve? And how does it create opportunities — especially for women?"

2. Group Case Analysis (20–25 minutes)

Participants work in groups of 3–5.

Each group receives one or two case cards. For each case, groups answer four questions:

- Which digital tool is used? (Drone, BIM, app, scanner, VR, etc.)
- What task does it replace or improve?
- Examples:
- dangerous roof climbs
- paper plans
- manual tape measurement
- miscommunication on site

What skills are needed to use the tool?

basic smartphone use
photo/video interpretation
navigation in BIM viewer
using checklists in apps

What new opportunities does this create for women and beginners?

- safer technical roles
- coordination roles
- micro-business services
- visibility and professionalism
- flexibility (some work can be done remotely)

Optional deeper reflection:

"How could this tool improve safety, accuracy, or client trust?"

Groups record their answers on flipchart paper.

3. Plenary discussion (10–12 minutes)

The trainer walks through each case.

For each case, ask:

A. "What problem does this tool solve?"
Examples:

- **Drone** → eliminates height risk
- **BIM** → reduces errors, supports tendering
- **App** → improves communication
- **Laser app** → increases pricing accuracy

B. "Who benefits from using it?"
Key answers:

- Workers
- Clients
- Small businesses
- Women entering the sector
- Beginner learners
- Supervisors

C. "Could a beginner learn this?"
Trainer reinforces:

"Yes. Most digital tools are designed for general users — not engineers. Many can be learned within a few hours or days".

4. Trainer synthesis (3–5 minutes)
Use a flip chart to summarize three key insights:

1. **Digital tools democratize access**
   They reduce the physical demands that often exclude women and young people.

2. **They increase safety and precision**
   Digital methods prevent risky climbs, improve measurements, and reduce errors.

3. **They create women friendly technical and entrepreneurial roles**

Examples:

- drone inspection services
- BIM visualization for tenders
- laser measurement micro-services
- documentation roles for contractors

Trainer concluding message:

"Digital competence" is a gateway skill. It opens new roles, builds confidence, and supports entrepreneurship — especially for women."

CASE CARD A

Drone Roof Inspection

Scenario

A small renovation company in Shkodër needs to inspect an old apartment building with a damaged roof. Traditionally, this required climbing ladders and walking on unstable surfaces. Instead, the owner asks a young woman on the team—recently trained in basic drone piloting—to carry out the inspection.

She uses a beginner friendly drone app to take photos and videos. The images are uploaded to the cloud and shared with the structural engineer the same day.

What the case shows

- Digital tools improve safety and speed.
- Drone tasks do not require physical strength.
- Offers an accessible technical entry point for women and youth.
- Creates a marketable micro service (inspection & documentation packages).

CASE CARD B

BIM for Tender Preparation

Scenario

A small construction firm in Durrës is preparing a bid for a municipal school renovation project. They have limited staff and used to prepare tenders only with 2D drawings and PDFs. A young technician—recent VET graduate—uses a simple BIM viewer (not full design software) to produce:

- 3D visuals of the planned works
- Quantity take-offs
- A clear phasing diagram

These visuals help the small firm stand out in the tender evaluation.

What the case shows

- BIM tools support professionalism and accuracy.
- Beginners can work with BIM viewers, not full modelling software.
- Digital competence strengthens women's technical credibility.
- BIM visualization can become a paid service for micro-firms.

CASE CARD C

Laser Measurement for Renovation Pricing.

Scenario

A woman-led interior renovation micro business in Tirana struggles with inaccurate manual measurements. Mistakes in pricing have caused disputes with clients.

She adopts a **laser measurement app** connected to her smartphone. It allows her to:

- Scan rooms
- Automatically calculate square meters
- Export data to clients

The improved accuracy helps her prepare professional quotations and reduce material waste.

What the case shows

- Simple digital tools solve very practical problems.
- Accurate measurement builds client trust.
- Reduces physical effort (no tape measuring, climbing, leaning).
- Supports small businesses and women entrepreneurs.

CASE CARD D

Digital Site Documentation App

Scenario

A site supervisor at a medium construction firm introduces a digital project management app (e.g., PlanRadar/Procore) for daily reporting.

A young woman intern is tasked with using the app to document:

- progress photos
- completed tasks
- safety issues
- delays or changes

She uses her phone to upload everything. The data automatically syncs with the office team.

What the case shows

- Digital reporting supports transparency and coordination.
- It creates new administrative/technical hybrid roles.
- App-based tasks are highly accessible for beginners.
- Women gain a visible and valued function on the site.

Block 4

Skills Mapping for Digital Tools

30–45 minutes | Optional (recommended for 3–4h)

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Help participants identify the skills needed to use digital tools, understand how these skills can be learned, and recognize entry points into technical roles and micro entrepreneurship for women and girls.

Materials

- Skill mapping template (flipcharts or worksheets)
- Tool cards (from Block 2)
- Case cards (from Block 3)
- Marker pens
- "Training pathways" cards (optional)
- Short courses
- VET modules
- Peer learning

STEP BY STEP

1. Introduce the exercise (3 minutes)

Trainer says: "You've seen the tools and analysed real cases. Now let's break down the skills required to use these tools — and how beginners, especially women and girls, can learn them quickly."

2. Group Activity: Skill Mapping (12–15 minutes)
Participants work in small groups. Each group chooses one tool or one case:

Examples:

- BIM viewer
- Drone inspection
- Laser measurement app
- Digital project management app

Groups answer three mapping questions:

A. What skills are needed?

Encourage groups to list skills in three categories:

Basic Digital Skills

- Smartphone use
- File upload & cloud storage
- Photo/video handling
- Email or messaging apps

Tool Specific Skills

- Navigating a BIM model
- Piloting a drone with app controls
- Capturing a laser scan
- Filling digital checklists

Soft & Technical Competencies

- Visual interpretation
- Communication with clients
- Safety awareness
- Attention to detail

B. How can someone learn these skills?
Groups choose from training pathway cards or write their own:

- Short practical workshops
- VET centre modules
- Apprenticeship-based learning
- YouTube and online tutorials
- Manufacturer training (e.g., DJI for drones)
- Peer learning from colleagues

Emphasize that most entry-level skills can be learned quickly.

C. What opportunities does this create?
Groups identify:

Entry-level roles

- Site documentation assistant
- BIM support technician
- Drone inspection assistant
- Measurement technician

Micro-business services

- Progress photo packages
- Client-ready 3D visuals
- Renovation measurement services
- Digital tender preparation support

Gender-specific opportunities

- Lower physical strain
- Higher visibility in technical tasks
- Professional credibility
- Pathways to entrepreneurship

Groups present their skill map on flipchart.

3. Plenary Discussion (5–7 minutes)
Trainer guides discussion with three questions:

1. What skills seem easiest to learn?

Most groups will say:

- Laser apps
- PM apps
- Drone basics
- BIM viewer navigation

2. What roles could women enter with these skills?

Encourage participants to connect digital competence with:

- safer roles
- respected technical positions
- entrepreneurship potential

3. How does this reduce barriers? Highlight:

- Less physical strain
- More precision and safety
- Fast learning curve
- Equal access to digital tools

4. Trainer Synthesis (3–5 minutes)
On the flipchart, write:

Digital Skills = Fast to Learn + High Value + Women-Friendly Roles

Conclude with: "Digital tools do not require strength — they require confidence, curiosity, and basic digital fluency. With these skills, women and girls can enter technical roles, support businesses, or start their own service-based micro-enterprises."

Block 5

Reflection and Consolidation

15–30 minutes | Mandatory

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

STEP BY STEP

4. Individual reflection (5–8 min)
Learners write brief responses to three prompts:

One digital tool they now understand more clearly and how it is used in construction.

One way digitalisation reduces barriers for women and girls in technical roles.

One opportunity they can imagine for themselves (technical task, role, or micro enterprise).

This encourages internalisation of the gender inclusive message of the session.

5. Plenary synthesis (5–10 min)
Trainer summarises key insights gathered from the group:

Digital tools change **"who can do the job."** They reduce reliance on physical strength and increase reliance on precision, coordination, and basic digital competence.

Digitalisation can counter gender inequality. It opens pathways for women into inspection, modelling, coordination, documentation, and small technical services.

Opportunities are structural, not individual. When tools become accessible, the sector becomes more inclusive—skills, not stereotypes, define capability.

Trainer reinforces: "Digital competence is not advanced engineering — it is an accessible gateway into modern construction roles and women friendly entrepreneurship."

6. Preview of Week 3 (2 minutes)
Trainer introduces next week's theme:

"Next session: Green and Sustainable Construction. We will explore how digital tools connect to energy efficiency, responsible materials, and sustainability practices — areas where women increasingly take leadership roles."

15. Practical Application

Practical learning is embedded throughout Blocks 1–4 and consolidated here through:

- analysis of real-world digital tool scenarios **(Case Cards)**
- categorisation and comparison of tools **(Block 2)**
- applied case analysis **(Block 3)**
- skill-mapping of actual job/entrepreneurship pathways **(Block 4)**
- reflection on personal relevance **(Block 5)**

Learners practice:

- recognising which digital tools solve which problems
- linking tools to entry level tasks
- identifying realistic pathways for women and girls
- imagining their own opportunities or roles

The practical application strengthens both confidence and career imagination.

16. Teaching and Learning Methods

- Mini-inputs with simple visuals
- Tool sorting and categorisation
- Case based analysis
- Skills mapping
- Guided reflection
- **Participatory plenary discussion**

These methods emphasise:

- hands-on learning
- relevance to real construction tasks
- gender-transformative understanding without blame
- learner agency and confidence

17. Materials and Tools

Core

- Tool cards (BIM, drones, laser apps, PM apps, AR/VR)
- Case cards (inspection, BIM tendering, measurement, PM app)
- Flipchart: "Digital Tools = Access + Precision + Opportunity"
- Reflection worksheets or journals

Supporting

- **CEDEFOP** examples on digital skills in VET
- **FEMCON** or similar research excerpts on gender inclusion in construction
- Local examples from Albania's VET reforms

Blended / Online

- Online polling ("Which digital tool seems most useful?")
- Shared collaborative board
- Short demo videos of BIM viewers, drones, or measurement apps

18. Assessment and Evaluation (Formative) Methods

- Observation during group activities
- Analysis of case outputs
- Review of reflection notes
- Trainer questioning during plenary

Criteria
Learner can:

- Identify at least one digital tool and its purpose
- Describe one way digitalisation changes workflows

- Recognize one opportunity created by digital tools for women or beginners
- Connect tools to skills (Learning Outcome 3)
- Explain how digitalisation enables entrepreneurship (Learning Outcome 4)

1. Evidence of Learning

- Reflection entries from (**Block 5)**
- Completed case analysis sheets **(Block 3)**
- Skill mapping flipcharts **(Block 4)**
- Trainer observation checklist

10. Compatibility with 2–4 Hour Session

- **2 hours:** Blocks 1–3 + Block 5
- **3 hours**: Blocks 1–4 + Block 5
- **4 hours:** Full session **(Blocks 1–5 with extended discussion/activity depth)**



Anexes | **ANNEX A**

Observation Checklist: Group Activities

(Method: Observation during group activities)

Learning Session 2

Digital Tools and Technologies

Trainer: _____
Date: _____
Group: _____

Instructions for trainer:
Use this checklist while circulating during **Blocks 2, 3, and 4.**

Criteria (Observed in Group Work)	Yes	Partially	Not yet	Notes / Evidence
Identifies at least one digital tool (e.g. BIM, drone, app)	☐	☐	☐	
Correctly explains the tool's purpose	☐	☐	☐	
Describes how digitalisation changes workflow (speed, safety, accuracy, coordination)	☐	☐	☐	
Recognises an opportunity created by digital tools for women or beginners	☐	☐	☐	
Connects a tool to specific skills needed (LO3)	☐	☐	☐	
Participates respectfully and collaborates with peers	☐	☐	☐	

Criteria (Observed in Group Work)
☐ Strong engagement ☐ Adequate engagement ☐ Needs support

ANNEX B

Case Analysis Assessment Grid

(Method: Analysis of case outputs)

Used in: Block 3

Digital Tools in Practice

Assessment focus: Application, understanding, opportunity recognition

Instructions for trainer:
Review flipcharts or worksheets prepared by groups.
Evidence does **not** need to be perfect—look for understanding.

Assessment Criteria	Clear Evidence	Partial Evidence	No Evidence	Examples / Notes
Identifies at least one digital tool (e.g. BIM, drone, app)	☐	☐	☐	
Correctly explains the tool's purpose	☐	☐	☐	
Describes how digitalisation changes workflow (speed, safety, accuracy, coordination)	☐	☐	☐	
Recognises an opportunity created by digital tools for women or beginners	☐	☐	☐	
Connects a tool to specific skills needed (LO3)	☐	☐	☐	
Participates respectfully and collaborates with peers	☐	☐	☐	

Trainer comment (optional):

ANNEX C

Reflection Notes Review Checklist

(Method: Review of reflection notes)

Used in: Block 5

Reflection and Consolidation

Instructions for trainer:
Scan reflection slips/journal entries. Depth may vary—look for **authentic engagement**, not formal language.

Assessment Criteria	Clear Evidence	Partial Evidence	No Evidence	Examples / Notes
Names one digital tool and describes its use	☐	☐	☐	
Explains one way digitalisation changes construction work	☐	☐	☐	
Identifies at least one opportunity for women or beginners	☐	☐	☐	
Connects tool use to skills or learning needs (LO3)	☐	☐	☐	
Mentions entrepreneurship or micro business potential (LO4)	☐	☐	☐	

Overall reflection quality:
☐ Strong ☐ Developing ☐ Needs support

ANNEX D

Plenary Questioning Guide & Evidence Log

(Method: Trainer questioning during plenary)

Instructions for trainer:
Use these questions during plenary moments (Blocks 2, 3, and 5).
Note representative answers.

Core Assessment Questions

1. “Can someone name a digital tool used in construction and what it helps workers do?”
2. “How does this tool change the way work is done compared to traditional methods?”
3. “Why might this tool be especially useful for women or beginners?”
4. “What skills would someone need to start using this tool?” (LO3)
5. “How could this tool support a small business or self employment?” (LO4)

Evidence Log (short notes):

_____

_____

_____

_____

ANNEX E

Summary Assessment Decision (Trainer Use)

(Not for grading – formative overview)

Based on observations, case outputs, reflections, and plenary responses, most learners can:

☐ Identify at least one digital tool and its purpose
☐ Describe how digitalisation changes workflows
☐ Recognise opportunities for women or beginners
☐ Connect digital tools to skills (Learning Outcome 3)
☐ Explain how digitalisation enables entrepreneurship (Learning Outcome 4)

Follow up actions (if needed):

☐ Revisit tool examples
☐ More skills demonstration
☐ Additional discussion on entrepreneurship
☐ Extra support for beginners

Learning Session 3

Green and sustainable construction

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning

Session type: Core applied session – conceptual understanding to practical application

1.1. Purpose and Positioning

Learning Session 3 introduces participants to the core principles of green construction, resource efficiency, and sustainable building practices that are reshaping the sector.

Where Session 2 answered
"How is construction becoming digital?",

Session 3 answers:

- What makes construction green or sustainable?
- Why is sustainability now a requirement, not a trend?
- Which green practices and tools can small firms and workers adopt?
- How can women and young people enter green construction roles and businesses?

This session positions sustainability as both a technical competence and a market opportunity. It shows how green practices generate safer environments, reduce waste, support EU alignment, and open pathways for women led enterprises (e.g., energy audits, insulation services, waste sorting, eco renovation).

2.2. Learning Outcomes

By the end of this session, learners will be able to:

1. Define green and sustainable construction and explain its importance for Albania and the Western Balkans.

2. Identify common sustainable materials, methods, and technologies used in modern construction.

3. Recognise how green practices reduce waste, improve energy efficiency, and protect health and the environment.

4. Describe entry level green construction tasks suitable for youth and women (waste sorting, measurement, documentation, insulation prep, eco material handling).

5. Analyse simple green construction cases to understand how sustainability improves quality and reduces cost.

6. Recognise opportunities for micro-business services (eco painting, energy efficient retrofits, low waste renovations).

This session prepares learners for

Week 4 – Entrepreneurship Basics and
Week 5 – Business Models in Construction.

3. Competence Development and Alignment

Green Competence (European GreenComp Framework)
Resource efficiency
Circular economy awareness
Sustainable practices in work tasks

Technical & Vocational Competence
Understanding new materials and techniques
Basic energy efficiency awareness
Safe and environmentally-aware work habits

Entrepreneurial Competence (EntreComp)
Identifying eco opportunities
Creating value through sustainable services

Gender & Inclusion Competence
Understanding how green construction reduces physical barriers

Recognising women friendly roles (documentation, measurement, eco finishing, site sorting)

3. 4. Conceptual and Rights-Based Framework

4.1 What is Green & Sustainable Construction? (Trainer Input)

Green construction refers to building methods that:

- Use materials responsibly
- Reduce energy consumption
- Minimise waste
- Improve indoor health
- Lower long term environmental impact

It involves:

- Energy-efficient design
- Sustainable materials (e.g., wood-based composites, eco-paints)
- Efficient water use
- Waste sorting and recycling
- Durable, low impact construction methods

Key Distinction:

Sustainable construction is not only large engineering work—many green practices are practical, small scale, and ideal for micro-enterprises.

4.2 Why Green Construction Matters (for Albania & the region)

Individual level

- Safer, healthier work environments
- Less exposure to chemicals
- New roles requiring organisation and precision

Workplace level

- Reduced waste → lower costs
- Better energy performance for clients
- Improved building durability

Industry/system level

- Alignment with EU green standards
- Creates demand for workers with eco skills

4. Learning Session

Structure and Time Allocation (2–4 hours)

Trainer setup (before session – 5 minutes):

Prepare:

- Material samples (eco-paint, insulation, recycled tiles)
- A simple sustainability checklist
- Case cards (provided below)
- Flipchart: “Green Construction = Quality + Efficiency + Opportunity”

Block 1

What Is Green Construction?

20–30 minutes | Mandatory

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners’ needs and group dynamics.

Aim: Build foundational understanding of sustainability.

STEP BY STEP

5. Warm-up question (5 min)

“Where have you seen sustainable building or renovation in your community?”

Capture visible examples.

6. Mini-input (10 min)

Show photos of:

- insulation installation
- waste sorting area
- eco-painting
- ventilation improvements

Emphasize: “Small actions → big impact.”

7. Pair-share (5–7 min)

"Which sustainable practice seems easiest to adopt?"

8. Micro-synthesis (2 min)

Key takeaway: "Green practices save money and improve quality."

Block 2

Green Materials & Practices Sorting Activity

30–45 minutes | Mandatory

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Make sustainability tangible through hands-on categorization.

Materials
Cards with images & short descriptions of:

- eco-paints
- insulation materials
- water-saving fixtures
- demolition waste bins
- recycled materials

STEP BY STEP

4. Introduce exercise (3 min)

"Let's explore which materials and methods count as 'green' and why."

5. Small-group sorting (20–25 min)
Groups sort items into:

- Energy efficiency
- Water efficiency
- Waste reduction
- Healthy materials
- Sustainable design

6. Plenary discussion (10–15 min)
Ask:

- "What problem does this practice solve?"
- "Is this feasible for small firms?"
- "Could a beginner learn this?" (Yes—many tasks are practical and simple.)

7. Trainer synthesis (3–5 min)
Emphasise:

- many green tasks are entry-level and gender-inclusive;
- sustainable materials often mean higher client demand.

Block 3

Green Construction in Practice (Case Analysis)

30–60 minutes | Core

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Apply concepts to real situations.

STEP BY STEP

5. Introduce exercise (5 min)

"Now we'll analyze real cases to see how sustainability works on actual projects."

6. Group case analysis (20–25 min)
Groups answer:

- Which sustainable practice is used?
- What problem does it solve?
- What skills are needed?
- What opportunities does it create (for
- quality, clients, women, micro-business)?

7. Plenary (10–12 min)

Compare cases, highlight cost savings, safety, client value.

8. Micro-synthesis (2 min)

Key takeaway: “Green practices save money and improve quality.”

Case Card 1

Waste Sorting & Cost Reduction

Scenario:

A small contractor in Tirana renovates apartments. Previously, all waste went into one mixed container, resulting in high disposal fees. A young woman trainee reorganizes the waste area into four labeled bins: wood, plastics, metals, mixed waste. Within one month, disposal costs drop by 25% and the site becomes cleaner and safer.

Analysis Questions:

1. Which green practice is shown?
2. What problem does it solve?
3. What skills are needed?
4. How could this create a micro-business opportunity?
5. How is this a women friendly role?

Case Card 2

Eco Painting & Indoor Air Quality

Scenario:

A woman-led renovation business uses low VOC (eco) paints for families with allergies. She charges slightly more but offers “healthy room packages” including ventilation and clean-up. Clients prefer the service because it improves indoor air quality and reduces chemical exposure.

Analysis Questions:

1. What sustainable material is used?
2. What benefits does it create for clients?
3. What training is needed to use low VOC materials?
4. What makes this an ideal women led micro service?
5. Could this be offered in rental housing upgrades?

Case Card 3

Energy Efficient Window Installation

Scenario:

A VET graduate is employed for a public school retrofit. Her task is to check thermal seals and ensure proper installation of energy efficient windows. She uses a simple checklist to verify airtightness and minimize heat loss.

Analysis Questions:

1. What energy efficiency practice is used?
2. What skills does the technician need?
3. Why does this matter for school energy savings?
4. What beginner friendly tasks are involved?
5. What services could this lead to for small firms?

Case Card 4

Water-Saving Fixtures in Renovation

Scenario:

A plumbing apprentice installs low-flow faucets and dual-flush toilet systems in a hotel renovation. She documents water savings and presents results to the client, helping the hotel qualify for a local eco-certification.

Analysis Questions:

- What water-saving practices are visible?
- What data does the apprentice collect?
- What value does this bring to the hotel?
- How does this create women-friendly roles?
- Could this turn into a specialized service?

Block 4

Skills Mapping for Green Tasks

30–45 minutes | Optional (recommended for 3–4h)

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Help learners translate green construction concepts into concrete, learnable skills and identify real entry level opportunities.

STEP BY STEP

5. Introduce the activity (2–3 minutes)

Trainer says: "We've explored what sustainable practices look like. Now let's identify the specific skills behind these tasks — and how beginners, including women and youth, can learn them quickly."

Groups receive a skill-mapping template

6. Small-group work: Map three dimensions (20–25 minutes)

Each group selects one green practice (e.g., waste sorting, eco painting, insulation prep, energy efficient window checks) and maps three elements:

A. Skills Needed

Groups list the practical skills required to perform the task. Encourage classification:

Basic Practical Skills

- handling materials safely
- reading product labels and eco certifications
- preparing work areas
- basic use of protective equipment

Technical Skills (Beginner Level)

- measuring window or seal gaps
- identifying recyclable materials
- mixing or applying low VOC paints
- placing insulation correctly
- recognising water saving fixtures

Organisational & Documentation Skills

- organising and labeling waste bins
- using simple checklists or recording sheets
- taking photos (before/after) for clients or supervisors
- keeping track of materials used

B. How These Skills Can Be Learned

Groups explore realistic, accessible learning pathways:

- short practical workshops at VET centres
- manufacturer tutorials (e.g., insulation, eco-painting)
- online demonstrations (YouTube, tool suppliers)
- peer learning from more experienced workers
- on site mentoring during real jobs

Highlight that many green tasks do not require advanced skills and can be mastered in days or weeks.

C. Opportunities Created

Groups identify entry-level roles and micro-entrepreneurial opportunities linked to the skill.

Entry-Level Roles

- waste sorting coordinator
- eco renovation assistant
- insulation preparation helper
- energy efficiency check assistant

Micro Business Services

- eco painting packages for homes/businesses
- energy seal inspections (windows/doors)
- small-scale insulation services
- water saving fixture installation
- waste-sorting & cleanup packages for small contractors

Women- and Youth-Friendly Opportunities

- roles emphasizing precision rather than strength
- clean, low risk tasks
- client facing services where communication and reliability matter
- opportunities for part time or flexible scheduling

3. Group Presentation (5–7 minutes)

Each group shares their map. Trainer notes common themes on a flipchart.

Prompts:

- "Which skills were easiest to identify?"
- "Which learning pathway feels most accessible?"
- "Which opportunity seems most realistic in your community?"

4. Trainer Synthesis (3–5 minutes)
Key messages to emphasise:

- Green skills are practical and learnable — they do not require advanced engineering.
- Most green tasks are accessible to beginners, including women entering the sector for the first time.
- Sustainability creates business opportunities, not just compliance.
- Green construction = new technical and entrepreneurial pathways.

Support learning material

SKILL MAPPING TEMPLATE (PRINTABLE)

Learning Session 3

Green & Sustainable Construction

Group Name:

_____

Selected Green Practice:

_____

(Example: Waste sorting, eco painting, insulation prep, water saving fixtures, energy efficient windows)

A. Skills Needed

List the practical skills required to perform this task. Use the sub categories to guide your thinking.

1. Basic Practical Skills

_____

_____

_____

_____

2. Technical Skills (Beginner Level)

_____

_____

_____

_____

3. Organisational & Documentation Skills

_____

_____

_____

_____

B. How These Skills Can Be Learned
Identify realistic, accessible learning pathways.

Training & Learning Options

Short workshop / practical training:

_____

_____

_____

Online tutorial / video:

_____

_____

_____

Manufacturer guidance:

_____

_____

_____

_____

Peer learning / mentor:

_____

_____

_____

_____

On the job practice:

_____

_____

_____

_____

C. Opportunities Created
List roles or micro services this skill could lead to.

1. Entry Level Roles

_____

_____

_____

2. Micro Business or Service Ideas

_____

_____

_____

3. Why This Is Women and Youth Friendly

_____

_____

_____

D. Materials, Tools, or Checklists Needed
(Optional but useful for planning real work tasks.)

_____

_____

_____

E. Group Summary (2–3 sentences)
What makes this a valuable green skill for the future?

_____

_____

_____

Block 5

Reflection and Consolidation

15–30 minutes | Mandatory

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Learners reflect on:

- One green practice they understood better
- One role they could imagine themselves doing
- One micro-business idea inspired by
- sustainability

7.6. Teaching and Learning Methods

- Mini-inputs
- Material sorting
- Case-based group analysis
- Skills mapping
- Reflection
- Participatory discussion

Emphasis on experiential learning and gender-inclusive facilitation.

7. Practical Application

This session integrates practice through:

- sorting real materials
- analysing cases
- mapping skills
- identifying gender-friendly roles
- reflecting on eco-business potential

Learners actively practice linking green methods → work tasks → opportunities.

8.8. Materials and Tools

Core

- Green materials cards
- Case cards
- Flipcharts & markers
- Sustainability checklist

Supporting

- Photos of green buildings
- Short videos of insulation, waste sorting, eco-renovation

Blended

- Shared online boards
- Short interactive quizzes

9.9. Assessment and Evaluation (Formative)

Methods

- Observation
- Case outputs
- Reflection notes
- Group presentation

Criteria

Learner can:

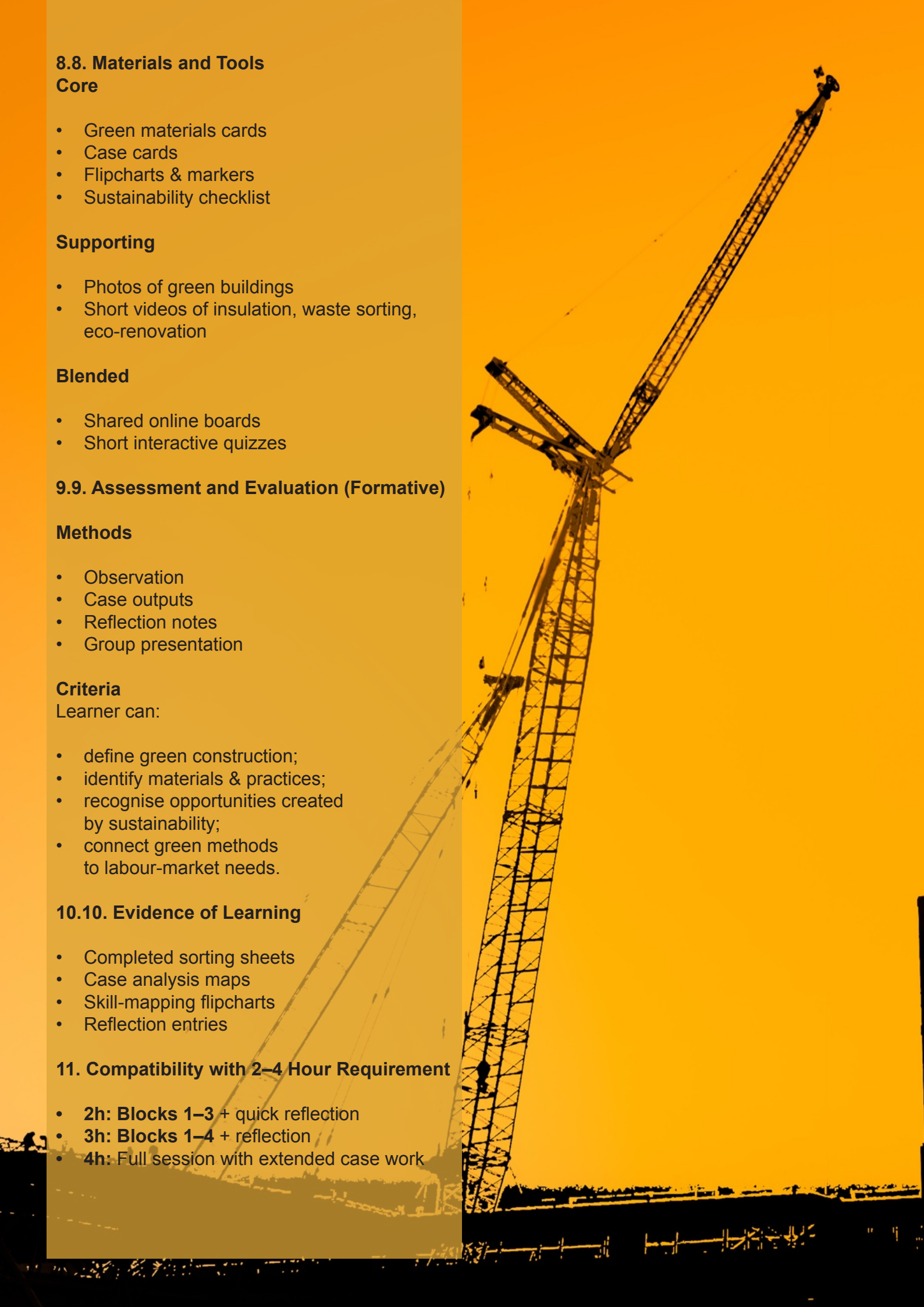
- define green construction;
- identify materials & practices;
- recognise opportunities created by sustainability;
- connect green methods to labour-market needs.

10.10. Evidence of Learning

- Completed sorting sheets
- Case analysis maps
- Skill-mapping flipcharts
- Reflection entries

11. Compatibility with 2–4 Hour Requirement

- **2h: Blocks 1–3** + quick reflection
- **3h: Blocks 1–4** + reflection
- **4h:** Full session with extended case work





Annexes | ANNEX A

Sustainability Checklist

Learning Session 3:

Green & Sustainable

Construction

Purpose

This checklist helps learners recognise, apply, and discuss sustainable construction practices that improve quality, reduce costs, and create inclusive job and business opportunities.
Use in session:

- **Block 2** (Materials & Practices Sorting)
- **Block 3** (Case Analysis)
- **Block 4** (Skills Mapping)

A. Resource Efficiency & Waste Reduction

☐ Waste is sorted on site (wood, metal, plastics, general waste)

☐ Reusable or recyclable materials are identified

☐ Material over ordering is avoided through measurement and planning

☐ Packaging waste is minimised or reused
Why this matters:

Reduces disposal costs, improves site organisation, and supports circular economy practices.

B. Energy Efficiency Practices

☐ Insulation is installed or prepared correctly

☐ Gaps around windows/doors are checked and sealed

☐ Energy efficient materials or systems are identified

☐ Simple measurements or inspections are carried out accurately

Why this matters:

Lower energy bills for clients, higher building quality, strong market demand.

C. Healthy & Low Impact Materials

☐ Low VOC or eco certified paints are used

☐ Materials are labelled and handled safely

☐ Exposure to harmful substances is reduced

☐ Indoor air quality is considered

Why this matters:

Protects worker health and improves living conditions for occupants.

D. Water Efficiency

☐ Water saving fixtures are recognised or installed

☐ Leaks or inefficiencies are identified

☐ Responsible water use is discussed or planned

Why this matters:

Reduces operating costs and supports sustainability standards.

E. Organisation, Documentation & Quality

☐ Work areas are kept clean and organised

☐ Simple checklists or logs are completed

☐ Before/after photos or notes are taken

☐ Materials and tasks are tracked clearly

Why this matters:

Improves professionalism, client trust, and supports beginner friendly roles.

F. Inclusion & Entry Level Opportunities

☐ Tasks rely on precision rather than physical strength

☐ Roles are suitable for beginners, women, and youth

☐ Tasks can be learned quickly with short training

☐ Opportunities for micro services or self employment are visible

Examples:

- Eco painting services
- Waste sorting coordination
- Insulation preparation
- Energy efficiency checks

✓ Sustainability Summary (Learner Reflection)

One green practice I understand better now:

One role or task I could realistically do:

ANNEX B

Trainer Checklist / Assessment Grid

(Formative Assessment – Session 3)

Session: Learning Session 3

Green & Sustainable Construction

Trainer: _____

Date: _____

Group: _____

Instructions for Trainer
Use this grid to observe, document, and reflect on evidence of learning during:

- material sorting
- case analysis
- skills mapping
- group discussion and reflection

This is a **formative tool** (no pass/fail). Focus on **understanding, application, and inclusion.**

Criteria	Yes	Partial	Not Yet	Evidence Notes
Defines green/sustainable construction correctly	☐	☐	☐	
Identifies at least one sustainable material or practice	☐	☐	☐	
Explains how green practices reduce waste or cost	☐	☐	☐	
Recognises entry level green tasks	☐	☐	☐	
Links green practices to labour market demand	☐	☐	☐	
Participates respectfully in group work	☐	☐	☐	

B. Case Analysis Review

Criteria	Clear	Partial	Missing	Evidence
Case Criteria	☐	☐	☐	
Sustainable practice identified	☐	☐	☐	
Problem solved is explained	☐	☐	☐	
Skill requirements identified	☐	☐	☐	
Quality or cost improvement recognised	☐	☐	☐	
Opportunity for women or micro business identified	☐	☐	☐	

C. Skills Mapping Evidence

☐ Skills broken down into practical, technical, and organisational tasks

☐ Learning pathways identified (short training, peer learning, on the job)

☐ Entry level roles named

☐ Micro business ideas formulated

☐ Gender friendly aspects explicitly mentioned

D. Reflection Notes Review

☐ Learner describes one green practice clearly
☐ Learner identifies a realistic role or task

☐ Learner mentions sustainability based opportunity

☐ Language shows understanding (not memorisation)

E. Overall Learning Outcome Check

Most learners can:

☐ Define green construction

☐ Identify sustainable materials and methods

☐ Explain benefits for quality, cost, or health

☐ Recognise women and youth friendly roles

☐ Connect sustainability to employment or entrepreneurship

F. Trainer Reflection (Post Session)

What worked well?

What needs improvement or deeper support?

Which examples most resonated with women learners?

Learning Session 4

Entrepreneurship basics

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning
Session type: Core work readiness and responsibility session



1.1. Purpose and Positioning

Learning Session 4 introduces learners to entrepreneurship as a realistic form of economic participation, particularly relevant in sectors such as construction and related trades where self employment, subcontracting, and project based work are common.

Building on:

- **Session 1:** Understanding work and economic participation – introducing learners to different forms of work participation, including employment, training, and informal or project based work.
- **Session 2:** Roles, responsibilities, and expectations at work – supporting learners to understand accountability, decision making, and responsibility in professional contexts.
- **Session 3:** Planning, communication, and reliability – developing foundational skills needed to manage tasks, time, and interactions effectively.

This session does not assume that learners aim to become entrepreneurs. Instead, it answers the question: “What does entrepreneurship involve in practice, and what should someone understand before considering self employment?”

The session is positioned to:

- provide clear, accessible understanding of entrepreneurship without technical or legal complexity,
- support informed and voluntary choice, rather than promoting entrepreneurship as a solution to limited employment options,
- highlight both opportunities and responsibilities associated with self employment,
- strengthen learners’ economic literacy and decision making capacity.

The emphasis is on:

- demystifying entrepreneurship and challenging unrealistic or idealized narratives,
- understanding entrepreneurship as one option among multiple work pathways,
- recognizing that entrepreneurship involves risk, accountability, and planning,
- reinforcing that economic empowerment requires information, support, and conscious choice, not pressure to “be independent”.

This session provides a foundation for later learning on work readiness, risk management, negotiation, and participation, and supports learners in navigating diverse labor market pathways with confidence and realism.

2.2. Learning Outcomes

By the end of this learning session, learners will be able to:

- Explain what entrepreneurship involves in everyday work situations.
- Identify key responsibilities and challenges of being self employed.
- Compare basic features of employment and entrepreneurship.
- Recognize situations where entrepreneurship may or may not be appropriate.
- Identify information or support that would be needed before starting a self employed activity.

These outcomes prepare learners for Session

- **5 (Business models in construction) and Session**
- **6 (Financial literacy and budgeting)**
- **3. Competence Reference**

This session contributes to:

- **Entrepreneurial competence**
  Understanding entrepreneurship as a form of economic participation, including initiative, responsibility, and value creation in everyday work contexts.

- **Economic and financial literacy**
  Developing basic awareness of income generation, economic uncertainty, and financial responsibility associated with self employment.

- **Critical thinking** – Evaluating entrepreneurship realistically by considering opportunities, risks, responsibilities, and personal circumstances rather than idealised assumptions.

- **Self management and responsibility**
  Recognising planning, accountability, and reliability as essential requirements for sustainable self employment and independent work.

- **Informed decision making**
  Knowing when and how to seek information, advice, or support before considering self employment or entrepreneurial activity.

3.4. Conceptual and Theoretical Content
4.1 Why entrepreneurship matters as a form of work

The trainer introduces entrepreneurship as one form of economic participation, alongside employment and training. In sectors such as construction and related trades, entrepreneurship often appears in the form of self employment, subcontracting, short term projects, or small family businesses.

Key points for learners:

- Entrepreneurship is common in sectors with **project based or flexible work.**
- It can offer **autonomy, choice, and income opportunities.**
- At the same time, it involves **greater responsibility and uncertainty** than standard employment.
- Entrepreneurship should be understood realistically, not idealized or romanticized.

Trainer notes: Emphasize that entrepreneurship is a choice, not a requirement or a solution to lack of employment.

4.2 Core concepts introduced (plain language)
The session introduces the following core concepts using everyday examples:

- **Entrepreneurship** – Creating and managing an activity that provides goods or services and generates income, usually by working independently rather than for an employer.

- **Self employment** – A form of work in which the individual is responsible for finding work, organizing tasks, and managing income.

- **Value creation** – Offering something useful that people are willing to pay for, such as a skill, service, or product.

- **Responsibility** – Being accountable for decisions, quality of work, organization, and follow up.

- **Risk and uncertainty** – Accepting that work and income may vary over time and are not guaranteed.

Trainer notes: Avoid technical language (e.g. business law, taxation). Focus on everyday meaning and lived realities.

4.3 Employment and entrepreneurship: key differences

Learners explore basic differences between employment and entrepreneurship to support informed choice.

Conceptual distinctions include:

- Employment usually provides regular income and structured conditions;

- Entrepreneurship usually involves variable income and greater independence;
- Employers typically carry organisational responsibility in employment;
- Self employed individuals carry responsibility for planning, organisation, and continuity of work.

Key message: Entrepreneurship brings **greater autonomy,** but also **greater accountability and exposure to risk.**

4.4 Opportunities and challenges
The trainer emphasises a balanced understanding:

Potential opportunities:

- Flexibility in how work is organised;
- Greater control over tasks and schedules;
- Possibility to build experience, reputation, and independence.

Common challenges:

- Irregular or uncertain income;
- Responsibility for tools, time, and organisation;
- Need to find clients or projects;
- Limited protection compared to standard employment.

This framing supports **realistic expectations and critical thinking.**

4.5 Entrepreneurship as informed choice, not pressure

A central theoretical message of the session is that:

- Entrepreneurship **is not a measure of personal success or failure;**
- Choosing employment or training can be equally valid and appropriate;
- Economic empowerment comes from **information, preparation, and support,** not from being forced into independence.

Trainer note: Reinforce that deciding not to pursue entrepreneurship can also be a responsible and informed decision

Key takeaway for learners

Entrepreneurship is not about taking risks blindly.

It is about understanding responsibility, uncertainty, and choice, and deciding what fits one's skills, circumstances, and goals.

4. Learning Session
Structure and Time Allocation (2–4 hours)

Trainer setup (before session – 5 minutes):

Prepare a simplified rights handout (1–2 pages), scenario cards, and a "Who is responsible?" flipchart.

Block 1
Framing Entrepreneurship as a Form of Work

20–30 minutes | Mandatory

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Shift learners from idealised or unclear ideas about entrepreneurship to a **realistic, work based understanding**

STEP BY STEP

5. Opening question (5 min)
Ask:

"When you hear the word entrepreneurship, what comes to mind?"

Collect responses (e.g. money, freedom, stress, business owners, risk).

6. Clarifying input (8–10 min)
Trainer introduces:

- entrepreneurship as one form of work, not a personality trait.
- it is common in sectors with project based work.
- It involves earning income by working independently.

7. Reframing input (8–10 min)
Emphasize:

Entrepreneurship is not for everyone.

Choosing employment can be equally valid and responsible.

8. Key message (2 min)

- "Entrepreneurship is not a dream or a status – it is a way of working that comes with responsibility."

Block 2

What Entrepreneurship Involves in Practice

30–45 minutes | Mandatory

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Help learners understand what entrepreneurship looks like **in everyday work situations**, without legal or technical detail.

Materials

1. What Entrepreneurship Involves in Practice(Box 5).

STEP BY STEP

2. Trainer input: core concepts (10–12 min)
Introduce in plain language:

- Entrepreneurship.
- self employment.
- value creation.
- responsibility.
- risk and uncertainty

3. Group exercise: "What does the entrepreneur do?" (15 min)

In small groups, learners list tasks a self employed person might handle (finding work, organising time, buying tools, dealing with clients).

4. Group debrief (5–8 min)

Highlight: many tasks already exist in training or employment; difference is who carries responsibility.

5. Key message (2 min)

"Being self employed means being responsible not only for work, but for organisation and continuity."

Box 5.

What Entrepreneurship Involves in Practice

Handout: What Entrepreneurship Involves in Practice

Area of Entrepreneurship	Area of Entrepreneurship
Doing the work	**Doing the work**
Finding work	**Finding work**
Organising time	**Organising time**
Managing income	**Managing income**
Taking responsibility	**Taking responsibility**

Block 3

Employment and Entrepreneurship: Comparing Pathways

30–45 minutes | Core

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Support informed choice by clearly distinguishing **employment** and **entrepreneurship.**

STEP BY STEP

4. Comparison input (10 min)
Trainer introduces a simple comparison:

- income regularity
- responsibility
- structure
- protection
- autonomy

5. Materials

Scenarios

6. Scenario activity (15–20 min)
Learners analyze short scenarios:

1. employee on a fixed contract
2. self employed worker depending on projects

Questions:

- What are the advantages?
- What are the challenges?

7. Plenary discussion (8–10 min)

Reinforce that: no option is "better"; suitability depends on **situation and priorities.**

8. Key message (2 min)

"Entrepreneurship offers autonomy, but employment offers stability – informed choice matters." Support learning materials

LEARNING SCENARIO A

Construction Apprentice on a Fixed Training Contract

Profile

Elira is a **construction apprentice** working for a medium sized construction company under a **fixed training contract.**

She:

- works s**et hours** on construction sites,
- is supervised by a site manager or trainer,
- receives a **regular monthly training allowance/wage,**
- follows a structured training plan,
- is provided with tools, equipment, and protective clothing,
- is reassigned if a project ends,
- reports problems to a supervisor or training coordinator.

Discussion Questions

1. What are the advantages of Elira's situation as an apprentice?
2. What are the challenges or limitations?
3. How predictable are her income and working hours?
4. Who carries most of the responsibility and risk?

LEARNING SCENARIO B

Construction Trainee Working on a Self Employed / Project Basis

Profile

Ida has completed basic construction training and works on short term projects, finding work independently.

She:

- finds work through contacts or small contractors,
- experiences busy and quiet periods,
- is paid per day or per project,
- provides or arranges his own basic tools,
- decides which jobs to accept and when to work,
- does not get paid if a project is cancelled,
- has no fixed training structure.

Discussion Questions

1. What are the advantages of Arben's situation?
2. What are the challenges or risks, especially for someone still learning?
3. How stable is his income?
4. Who is responsible if work stops or problems arise?

WORKSHEET

Comparing Employment and Entrepreneurship in Construction

Session: Entrepreneurship Basics
Activity: Scenario comparison

Name (optional): _____

Date: _____

Step 1 – Read the Scenarios

- **Scenario A:** Construction Apprentice on a Fixed Training Contract
- **Scenario B:** Construction Trainee Working on a Project Basis

Step 2 – Complete the Comparison Table

Fill in the table based on the two scenarios.

Aspect	Scenario A Apprentice (Fixed Contract)	Scenario B Project Based / Self Employed
Income regularity		
Working hours		
Responsibility for finding work		
Responsibility if problems arise		
Structure and support		
Level of autonomy		
Level of risk or uncertainty		

Step 3 – Reflect

1. What are the main advantages of Scenario A?

_____

_____

2. What are the main advantages of Scenario B?

_____

_____

3. Which situation offers:

- **More stability?** _____
- **More flexibility?** _____

Step 4 – Personal Reflection (Optional)

There is no right or wrong answer.

- Which pathway would feel more suitable during training, and why?

Block 4

Opportunities and Challenges of Self Employment

30–45 minutes | Optional (recommended for 3–4h)

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Provide a **balanced understanding** of entrepreneurship without glamorization.

STEP BY STEP

1. Brainstorming (8–10 min)
On flipchart, collect:

- opportunities (flexibility, independence, learning);
- challenges (income uncertainty, responsibility, finding work).

2. Trainer synthesis (10–12 min)
Emphasize:

- **a)** opportunities and challenges exist together;
- **b)** challenges are structural, not personal failure.

3. Reflection in pairs (10 min)
Learners discuss:

- **a)** Which challenge would be hardest?
- **b)** Which opportunity would matter most?

Key message (2 min)

"Entrepreneurship is neither easy nor impossible – it is demanding and context dependent."

Support Block 4

Opportunity & Challenge Cards (Recommended)

Printable cards for training activities

Opportunity Cards

OPPORTUNITY
Flexibility - Choosing when and how to work
Independence - Making your own decisions
Choice of work - Selecting projects
Learning by doing - Gaining experience on different sites
Variety of experience - Different tasks and environments
Income potential - Higher income during busy periods

Challenge Cards

CHALLENGE
Irregular income - No guaranteed monthly wage
Finding work - Clients and projects must be found
Responsibility - Problems handled alone
Uncertainty - Projects may cancel
Planning pressure - Time and resources must be managed
Stress and fatigue - Balancing work and income

Block 5

Informed Choice and Support

20–30 minutes | Mandatory

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Reinforce entrepreneurship as an informed and supported decision, not an obligation.

STEP BY STEP

Informative Box

Informed Choice and Support

Entrepreneurship should be grounded in reliable information, not assumptions or external pressure. Actively seeking information helps people understand what self employment involves in practice and make realistic decisions.

Advice, training, and peer support play a key role in this process. They help individuals clarify responsibilities, learn from experience, reduce avoidable risks, and plan more sustainably. Support is a normal and responsible part of preparation, not a sign of weakness or uncertainty.

Trainer input (8–10 min)
Introduce:

- importance of seeking information
- role of advice, training, and peer support.

Individual mapping exercise (10 min)
Learners note:

- what information they would need before starting;
- who they would ask for advice or support.

Closing reflection (5–8 min)
Ask:

"What would make entrepreneurship more realistic or safer for someone?"

Key message (2 min)

"Economic empowerment comes from information, preparation, and choice."

Material – Individual Mapping Worksheet

Purpose

Supports Step 2

Individual mapping exercise (10 min)

Worksheet: Making an Informed Choice

Instructions:

Think about what someone would need to know or arrange before starting self employment. There are no right or wrong answers.

A. Information I would need

Tick ✓ or write examples:

☐ Type of work I could realistically do
☐ How to find work or clients
☐ How income might vary
☐ Time commitment
☐ Skills I would need to improve
☐ Other: _____

B. People or places I could ask for support

☐ Trainer or training centre
☐ Experienced worker or mentor
☐ Business advisor or local service
☐ Family or friends
☐ Peers or colleagues
☐ Other: _____

C. One question I would want to ask before starting

_____

_____

_____

Block 6

Session Wrap Up

10–15 minutes | Mandatory

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim:

Consolidate learning and link to next sessions.

STEP BY STEP

1. One sentence takeaway (5–7 min)

Each learner completes: "After this session, I understand that entrepreneurship…"

2. Link forward (3–5 min)
Trainer explains:

- Next sessions will explore business models in construction and financial literacy.

3. Final message (2 min)

"Choosing how to work is part of economic independence — there is no single right path."

6. Teaching and Learning Methods

- **Short trainer inputs (plain language)** Introducing core entrepreneurship concepts without legal or technical complexity.

- **Scenario analysis** Comparing employment and self employment pathways through realistic construction related scenarios.

- **Group discussion and brainstorming** Exploring opportunities, challenges, and perceptions of self employment collectively.

- **Pair and small group reflection** Supporting peer learning and safe discussion of preferences, risks, and priorities.

- **Individual mapping and guided reflection** Helping learners identify information and support needs before considering self employment.

- **Participatory facilitation** Encouraging active engagement, informed choice, and learner agency.

Methods are designed to promote realism, empowerment, and informed decision making, rather than promoting entrepreneurship as an obligation or idealised outcome.

7. Practical Application
Learners apply key entrepreneurship concepts by:

- analysing realistic construction related scenarios involving employment and self employment;
- comparing income stability, responsibility, autonomy, and risk in different work pathways;
- identifying everyday tasks and responsibilities associated with self employment;
- reflecting on personal skills, circumstances, and readiness for independent work;
- mapping information needs and potential sources of advice or support.

The focus is on recognition, reflection, and informed choice, not on starting a business or taking immediate entrepreneurial action.

8. Materials and Tools
Core materials:

- **Simplified Entrepreneurship Basics handout** (plain language concepts and comparisons)
- **Scenario cards** (employment vs self employment in construction contexts)
- **Comparison worksheet** (employment and entrepreneurship pathways)
- **Opportunity and Challenge cards** (for brainstorming and discussion)
- **Individual Mapping Worksheet** (information and support needs)

Supporting tools:

- Flipchart or whiteboard with markers
- Sticky notes or voting dots **(optional)**
- Slides or digital documents **(for blended delivery)**

Materials are designed to support active participation, reflection, and informed choice, without requiring technical, legal, or financial knowledge.

9. Assessment and Evaluation (Formative)

Methods

- Observation of participation in scenario analysis and group discussions
- Review of completed comparison and mapping worksheets
- Reflection notes from individual and pair activities

Criteria
Learners can:

- explain key characteristics of entrepreneurship and self employment;
- distinguish between employment and self employment in terms of responsibility, income stability, and risk;
- identify at least one opportunity and one challenge of self employment;
- recognise when additional information or support is needed before considering entrepreneurship.

Assessment focuses on understanding, reflection, and informed judgement, not on technical accuracy or business planning.

10. Evidence of Learning

- Completed scenario analysis and comparison worksheet
- Individual mapping worksheet (information and support needs)
- Learner reflection statements or notes
- Trainer observation checklist (engagement and understanding)

11. Compatibility with 2–4 Hours Session

- **2 hours:** Blocks 1–3 + condensed Block 5
- **3 hours:** Blocks 1–3 + Block 4 + Block 5
- **4 hours:** Full session (Blocks 1–6)

Anex | ANNEX

Trainer Observation Checklist

Learning Session 4:

Entrepreneurship Basics

Session type: Core work readiness and responsibility

Duration: 2–4 hours

Delivery mode: Formal VET / Non formal / Blended

Trainer:

_____

Date:

_____

Group:

_____

Instructions for Trainer

This checklist supports **formative assessment and reflection on learning quality** during **Session 4.**

Use it to:

- observe learner participation and understanding during discussions, scenario analysis, and reflection;
- note evidence that learners can **distinguish entrepreneurship from employment;**
- assess whether learners demonstrate **a realistic and informed view** of self employment;
- identify learners who may need further clarification or support.

Tick boxes based on **observable evidence** (statements, questions, worksheet responses, group discussion).

A. Engagement and Participation

Indicator	Yes	Partial	Not Yet	Notes / Evidence
Actively participates in discussions or group tasks	☐	☐	☐	
Listens respectfully to different viewpoints	☐	☐	☐	
Contributes examples or questions related to work situations	☐	☐	☐	
Engages with scenarios without judgement or idealisation	☐	☐	☐	

B. Understanding Entrepreneurship as a Form of Work

Indicator	Yes	Partial	Not Yet	Notes / Evidence
Explains entrepreneurship in everyday, non technical terms	☐	☐	☐	
Recognises self employment as one option among many	☐	☐	☐	
Identifies that entrepreneurship involves responsibility	☐	☐	☐	
Mentions uncertainty or risk without romanticising it	☐	☐	☐	

C. Employment vs Entrepreneurship: Comparative Understanding

Indicator	Yes	Partial	Not Yet	Notes / Evidence
Distinguishes income stability vs income variability	☐	☐	☐	
Identifies differences in responsibility and organisation	☐	☐	☐	
Recognises differences in protection and structure	☐	☐	☐	
States that neither pathway is “better” in all cases	☐	☐	☐	

D. Opportunities and Challenges Awareness

Indicator	Yes	Partial	Not Yet	Notes / Evidence
Identifies at least one opportunity of self employment	☐	☐	☐	
Identifies at least one challenge or risk	☐	☐	☐	
Understands that challenges are structural, not failure	☐	☐	☐	
Avoids idealised or stereotypical views of entrepreneurs	☐	☐	☐	

E. Informed Choice and Support Awareness

Indicator	Yes	Partial	Not Yet	Notes / Evidence
Recognises need for information before self employment	☐	☐	☐	
Identifies at least one source of advice or support	☐	☐	☐	
Understands that seeking support is responsible	☐	☐	☐	
Accepts that choosing employment can be a good decision	☐	☐	☐	

F. Reflection and Learning Integration

Indicator	Yes	Partial	Not Yet	Notes / Evidence
Reflection shows realistic understanding of entrepreneurship	☐	☐	☐	
Learner articulates a clear takeaway from the session	☐	☐	☐	
Learner demonstrates informed judgement, not pressure	☐	☐	☐	

G. Overall Trainer Assessment (Formative)
Based on observation, most learners can:

- ☐ Explain what entrepreneurship involves in everyday work
- ☐ Identify responsibilities and risks of self employment
- ☐ Compare employment and entrepreneurship realistically
- ☐ Recognise when entrepreneurship may not be appropriate
- ☐ Identify information or support needed before deciding

H. Trainer Reflection (Post Session)

What worked well?

Which concepts needed most clarification?

Did learners demonstrate informed choice rather than pressure toward entrepreneurship?

Adjustments for future sessions:

Learning Session 5

Business models in construction

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning

Session type: Core economic literacy and work readiness session

1.1. Purpose and Positioning

Learning Session 5 introduces learners to business models commonly used in the construction sector, helping them understand how work is organised, paid for, and managed across different employment and self-employment arrangements.

Building on: Session 4
Entrepreneurship basics – understanding entrepreneurship as one form of economic participation and informed choice.

This session answers the question:

"How is work organised in the construction sector, and what do different business models mean for income, responsibility, and risk?"

The session is positioned to:

- explain business models in plain, practical terms, without legal or financial complexity;
- help learners understand the realities of subcontracting and project-based work;
- support informed decision-making about work pathways in construction;
- avoid presenting any business model as inherently better or more desirable.

The emphasis is on:

- recognising business models as ways of organising work, not personal identities;
- understanding how responsibility and risk shift across different models;
- building sector-specific economic literacy;
- reinforcing that informed choice depends on understanding how work is structured.

This session prepares learners for Session 6 (Financial literacy and budgeting) and strengthens their capacity to navigate construction labour markets realistically.

2.2. Learning Outcomes
By the end of this learning session, learners will be able to:

- Identify common business models used in the construction sector;
- Explain, in basic terms, how income, responsibility, and risk differ across models;
- Compare employment, subcontracting, and self employment arrangements in construction;
- Recognise how business models affect job security, work continuity, and learning opportunities;
- Reflect on which business models may be more or less suitable at different stages of a career.

3. Competence Reference
This session contributes to:

- **Entrepreneurial competence** Understanding how value creation and initiative are organised through different construction business models.

- **Economic and financial literacy** Recognising how income flows, payment structures, and responsibility differ across models.

- **Critical thinking** Comparing business models realistically rather than idealising flexibility or independence.

- **Self management and responsibility** Understanding how responsibility increases or decreases depending on the work arrangement.

- **Informed decision making** Knowing what questions to ask before accepting work under a specific business model.

3.4. Conceptual and Theoretical Framework (Trainer Input)

The trainer explains that a business model describes how economic activity works in practice—how work is arranged, delivered, and paid for on a day to day basis.

In simple terms, a business model explains:

- How work is organised
- (Who plans the work, who carries it out, and how tasks are coordinated),
- Who provides or secures the work
- (Clients, developers, main contractors, subcontractors, or individuals),
- How and when payment is made
- (Hourly, daily, per task, per project, regular wages, or irregular payments),
- Who carries responsibility
- (For costs, delays, mistakes, tools, safety, and continuity of work).
- Understanding a business model helps learners see who depends on whom, where income comes from, and where risk sits.

In the construction sector, business models are strongly shaped by:

- Project based work, where jobs start and finish rather than continuing indefinitely,
- Multiple actors, such as main contractors, subcontractors, self employed workers, and specialist trades,
- Changing demand and timelines, influenced by seasons, contracts, public investment, and private development.

As a result, two people working side by side on the same site may:

- be paid in different ways,
- have different levels of job security,
- carry different responsibilities for tools, insurance, or problem solving,
- face very different levels of financial risk.

For example:

- an employee may receive a regular wage and have limited responsibility beyond their assigned tasks;
- a self employed worker may decide which jobs to accept but must ensure continuity of work and income;
- a micro enterprise or subcontractor may manage a full package of work, taking on cost, quality, and deadlines.

The trainer emphasises that a business model:

- is not about ambition, personality, or status,
- does not automatically mean success or independence,
- can be stable or unstable depending on how it is organised.

Key message:

A business model is not about “being your own boss” or personal ambition.

It is about how work functions in reality—how value is created, how money flows, and who carries responsibility when conditions change.

4.2 A business model explains how someone works, how they are paid, and who carries responsibility. In construction, it is common for different workers on the same site to work under different models.

The main models discussed are:

Direct employment

Working for a company with regular wages and structured working conditions.

The employer usually finds the work, provides tools, and carries most responsibility.

Fixed term or project based employment

Working for a company for a limited time or for the duration of a specific project.

Income is regular during the project, but work may end when the project ends.

Subcontracting

Working for a main contractor on a specific part of a project (for example, electrical work, plastering, or insulation). Payment is often linked to tasks or outputs, and responsibility for quality and deadlines is higher.

Self employment / sole trader. Finding work independently and being paid per job, per day, or per period.

The individual decides when and how to work but carries full responsibility for finding work and managing income.

Small business / micro enterprise

Running a small business or team offering construction services.

This model involves managing people, clients, time, costs, and quality, in addition to doing the technical work.

Trainer note:

Avoid describing models as “better” or “worse.” Emphasise that they are different ways of organising work, each with different levels of structure, responsibility, and risk.

Key message:

People often move between these models over time. Understanding the differences helps learners make informed choices.

4.3 How business models affect work conditions

Learners explore how different models influence:

- Income regularity (stable vs variable);
- Responsibility (employer vs individual);
- Protection and support;
- Learning and progression pathways;
- Exposure to risk or uncertainty.

Key message: More flexibility usually comes with more responsibility and risk.

4.4 Opportunities and constraints in construction business models

Potential opportunities:

- Access to work through different pathways;
- Flexibility in choosing projects;
- Chance to build experience and reputation.

Common constraints:

- Irregular work and income;
- Dependence on projects and contractors;
- Responsibility for continuity of work.

This balanced framing supports realistic expectations, not aspiration driven decision making.

4.5. Learning Session
Structure and Time Allocation (2–4h)

Trainer setup (before session – 5 minutes)
Prepare:

- Business model overview handout;
- Construction specific scenarios;
- Comparison worksheet and flipchart.

Block 1
What Are Business Models in Construction?

20–30 minutes | Mandatory

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners’ needs and group dynamics.

Aim: Help learners identify and understand **common construction business models** as ways of organising work, payment, and responsibility — without judging individuals or promoting any pathway.

Materials

- Short business model cards (employment, subcontracting, self employment)
- Flipchart or whiteboard
- Markers

STEP BY STEP

1. Framing the Topic (5 minutes)

The trainer introduces the topic by explaining that in construction, **the same type of work can be organised in different ways.** These ways of organising work are called business models.

Learners are informed that a business model is not about personal ambition, success, or skill level. Instead, it describes:

- who provides the work,
- how payment is organised,
- and who carries responsibility if work stops or changes.

The trainer emphasises that the purpose of this session is to understand how construction work is structured, not to decide which option is better or worse.

"Today we are looking at how construction work is organised in practice. We are not judging people's choices or saying what anyone should do."

2. Explaining Business Models in Plain Language (8–10 minutes)

The trainer explains that business models in construction often exist because work is:

- project based,
- time limited,
- dependent on demand, weather, and contracts.

Using the business model cards as visual support, the trainer presents three common models.

Employment

In this model, a worker is employed by a construction company. The company organises the work, pays a regular wage, and carries responsibility for continuity of work when projects change.

Subcontracting

In this model, a worker or small company is engaged by a larger contractor for a specific project. Payment is usually connected to the project, and responsibility is shared between the main contractor and the subcontracted worker.

Self Employment

In this model, a worker finds work independently and organises tasks, tools, and time. Income depends on finding and completing work, and responsibility for continuity rests mainly with the individual.

The trainer highlights that **the work itself may look very similar on site,** even though the organisation behind it is different.

3. Visualising Differences in Organisation and Responsibility (7–8 minutes)
Using the flipchart or whiteboard, the trainer draws simple headings such as:

- **Who** provides the work?
- **How** is income organised?
- **Who** carries responsibility?

Under each heading, the trainer briefly notes how answers differ across the three models, referring to the cards.

The trainer reinforces that:

- employment usually offers structure and continuity,
- subcontracting sits between stability and independence,
- self employment involves more autonomy and more responsibility.

This explanation remains descriptive, not evaluative.

Step 4
Key Message and Transition (3–5 minutes)

"Business models explain how construction work is organised and paid for.

They shape responsibility and risk, but they do not define personal value or success."

The trainer explains that the next part of the session will look more closely at **how these differences affect everyday work situations,** such as income stability and planning.

Block 2

Common Construction Business Models

30–45 minutes | Mandatory

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Help learners understand common business models used in the construction sector and how each model shapes work organisation, payment, responsibility, and continuity of employment.

Materials

Short business model scenario cards (Employment, Subcontracting, Self employment) Flipchart or whiteboard Markers

STEP BY STEP

1. Introduce the exercise (3–5 minutes)
Trainer frames the activity clearly:

"We analyse business models and work practices, not individual choices or ambitions."

Trainer explains:

- Business models describe how work is organised, not how capable someone is.
- The same construction task can be organised in different ways.
- The aim is to understand structures, responsibilities, and patterns.

2. Small group analysis (15–20 minutes)

Learners work in small groups (3–4 people).

Each group receives one or more scenario cards, for example:

- An employee working for a construction company.
- A subcontractor working project to project
- A self employed construction worker finding clients independently

Groups analyse the scenario(s) by discussing:

- Who provides the work?
- How is payment organised?
- Who decides tasks and working time?
- Who carries responsibility if the project ends or work stops?

Keep in mind: Groups are instructed to describe, not judge.

Guided discussion questions (within groups)

Groups consider:

- What does this business model allow the worker to control?
- What responsibilities come with this model?
- What happens when work is interrupted or finishes?
- How does this model organise continuity of work?

Trainer circulates, supporting clarity and neutral language.

Plenary discussion (10–15 min)
In plenary, each group shares one key observation. Trainer highlights:

- patterns across business models;
- differences in organisation, payment, and responsibility;
- how risk and continuity are structured differently.

Trainer explicitly names:

- **employment** → organisational responsibility
- **subcontracting** → shared responsibility
- **self employment** → individual responsibility
- Key concepts are written on the flipchart.

3. Key message (2 minutes)
Trainer concludes the block with a clear framing message:

"Business models organise work differently. They shape responsibility and risk, not personal value or success."

Business Model Scenario Cards

CARD 1
EMPLOYMENT

BUSINESS MODEL: EMPLOYMENT
(Construction Company)

Scenario

Alma works as an employee for a construction company.

- The company provides the work.
- Tasks are assigned by a site manager.
- Alex works set hours.
- She receives a regular wage.
- Tools, materials, and safety equipment are provided.
- When one project ends, the company assigns the next job.
- The employer carries responsibility for continuity of work.

Discuss in your group

- Who organises the work?
- How predictable is income?
- Who is responsible if work stops?

CARD 2
SUBCONTRACTING

BUSINESS MODEL: SUBCONTRACTING
(Project Based Work)

Scenario

Pat works as a subcontractor for a main construction company.

- Pat is hired for specific projects.
- Payment is agreed per project or per period.
- Work follows the main contractor's site rules.
- Some tools are provided; others are Pat's responsibility.
- When the project ends, Pat must secure the next contract.
- Responsibility for continuity is shared but limited.

Discuss in your group

- How is work organised between projects?
- Who finds the next job?
- How is responsibility shared?

CARD 3
SELF EMPLOYMENT

BUSINESS MODEL: SELF EMPLOYMENT
(Sole Trader)

Scenario

Sam is a self employed construction worker.

- Sam finds work independently.
- Income depends on completed jobs.
- Sam organises time, tools, and tasks.
- There is no payment if work is cancelled.
- Sam plans future work and income alone.
- Responsibility for continuity lies with Sam.

Discuss in your group

- Who carries most responsibility?
- How stable is income?
- How is work planned?

WORKSHEET
Comparing Business Models in Construction

Session: Learning Session 5
Business Models in Construction

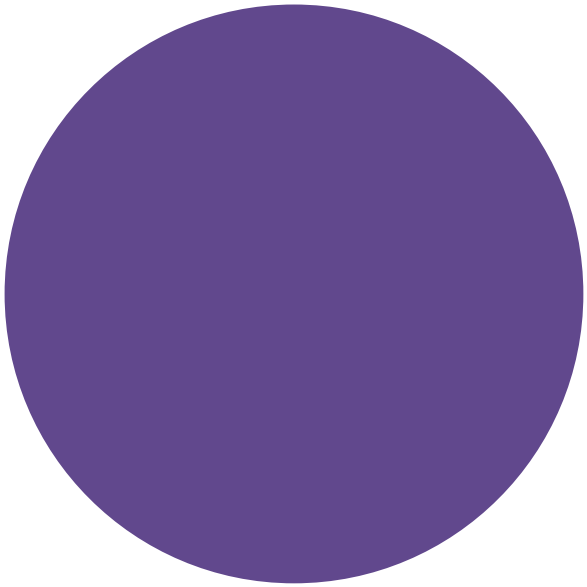
Activity: Small Group Analysis

Group members:

_____

Date:

_____



Step 1

Read the Scenario Cards

Read the assigned scenario cards:

☐ Employment
☐ Subcontracting
☐ Self Employment

Step 2

Complete the Comparison Table

Aspect	Employment	Subcontracting	Self Employment
Who provides the work?			
How is income paid?			
Income stability			
Who organises tasks and time?			
Responsibility if work ends			
Level of autonomy			
Level of risk or uncertainty			

Step 3

Group Discussion

Answer together:

1. **What stays similar across all three business models?**
2. **What changes most between the models?**
3. **Which model places the most responsibility on the individual? Why?**

Step 4

Key Reflection

Business models shape how work is organised, paid, and sustained.

Understanding them supports **informed choice,** not pressure.

Block 3

Comparing Business Models in Construction

30–60 minutes | Core

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Support learners in analysing and comparing construction business models by examining how income stability, responsibility, autonomy, and risk differ across employment, subcontracting, and self employment — without re describing the models or presenting any pathway as preferable.

Materials

- Business model comparison cards
- (Income Stability, Responsibility for Continuity, Autonomy and Control, Risk and Uncertainty)
- One page comparison worksheet
- (Business Models in Construction)
- Flipchart or whiteboard
- Markers

STEP BY STEP

5. Framing the comparison (5 minutes)
The trainer clearly positions this block as a new analytical step:

"In the previous block, we looked at what different business models are and how they work.

Now we focus on what changes between them — and what those changes mean in practice."

Trainer clarifies:

- This block is not about defining employment, subcontracting, or self employment again.
- The focus is on consequences and trade offs, not descriptions.
- Learners are comparing structures, not judging people or pathways.

6. Group comparison using scenarios and worksheet (15–20 minutes)
Learners work in small groups (3–4 people). Each group receives:

- the comparison cards (one or more per group),
- the one page comparison worksheet.
- Instead of starting from scenarios, groups use the comparison cards as analytical lenses, for example:
- **Income Stability:** How does income differ across models?
- **Responsibility for Continuity:** Who must ensure future work exists?
- **Autonomy and Control:** Where do decision making power and support change?
- **Risk and Uncertainty:** Who absorbs risk when work stops or projects change?

Groups complete the worksheet by:

- comparing models across these dimensions,
- identifying patterns rather than isolated facts,
- using neutral, descriptive language.

Trainer circulates to:

- reinforce analysis rather than repetition,
- redirect groups that begin re describing models instead of comparing them,
- support learners unfamiliar with analytical comparison.

7. Plenary discussion and synthesis (8–12 minutes)

In plenary, groups share patterns and contrasts, not summaries of models. The trainer structures discussion around the comparison dimensions:

- **Income stability**→ more predictable vs more variable
- **Responsibility** → organisational vs individual
- **Autonomy**→ structured guidance vs independent decision making
- **Risk**→ absorbed by organisation vs absorbed by individual

The trainer highlights that:

- stability and autonomy often move in opposite directions;
- responsibility increases as organisational support decreases;
- risk is shaped by business model design, not effort or competence.

8. Key message (2 minutes)

“Business models create different trade offs.

Employment, subcontracting, and self employment organise responsibility, autonomy, and risk in different ways.”

Comparison Card A
Income Stability

Focus: Income patterns across business models

Compare:

- Which model usually provides regular income?
- Which model has income linked to projects or availability?
- Which model carries the highest income uncertainty?

Key lens: Income stability is shaped by how work is organised, not by effort.

Comparison Card B
Responsibility for Continuity

Focus: What happens when work ends?

Compare:

- Who is responsible for finding the next job in each model?
- Where does responsibility shift from organisation to individual?
- Which model concentrates responsibility most strongly on one person?

Key lens: Continuity of work is a structural feature, not a personal failure.

Comparison Card C
Autonomy and Control

Focus: Control over work and decisions

Compare:

- Who decides tasks and working time?
- Who sets priorities?
- Where is autonomy gained, and where is structure lost?

Key lens: More autonomy usually means less organisational support.

Comparison Card D
Risk and Uncertainty

Focus: Exposure to risk

Compare:

- Which model offers protection against sudden work loss?
- Which model involves exposure to project cancellation or gaps?
- Who absorbs risk: the organisation or the individual?

Key lens: Risk level depends on business model, not confidence or skill.

WORKSHEET
Comparing Business Models in Construction

(Block 3 – Analysis and Comparison)

Group:

_____

Date:

_____

Step 1
Comparison Across Models

Aspect	Employment	Subcontracting	Self Employment
Income stability			
Responsibility when work ends			
Level of autonomy			
Exposure to risk			
Organisational support			

Step 2
Analytical Questions (Group)

1. Which differences between models would affect monthly financial planning the most?
2. Which model shifts the most responsibility to the individual? Why?
3. Why might a model be suitable at one career stage, but risky at another?

Block 4

Opportunities and Challenges of Construction Business Models

30–45 minutes | Optional (recommended for 3–4h)

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Enable learners to recognise that each construction business model involves both opportunities and challenges, and that these arise from how work is structured, not from individual capability, effort, or motivation.

Materials

- **Opportunity & Challenge cards** (linked to income stability, responsibility, autonomy, and risk)
- Flipchart or whiteboard
- Markers
- Sticky notes (optional)

STEP BY STEP

5. Framing the block (5 minutes)

The trainer introduces Block 4 by clearly linking it to the analytical work of Block 3: "In the previous block, we compared business models and identified differences. Now we will look at what these differences actually lead to in real working life."

The trainer emphasises:

- Opportunities and challenges always exist together.
- No business model provides only benefits.
- Challenges should be understood as structural features, not personal shortcomings.

This framing prevents learners from internalising risk or uncertainty as failure.

6. Identifying opportunities and challenges (10–15 minutes)

Using the Opportunity & Challenge cards, the trainer guides a structured discussion. On the flipchart, the trainer creates two columns:

- Opportunities
- Challenges

Learners are invited to connect opportunities and challenges to the comparison dimensions from Block 3, such as:

Income stability

- → **opportunity:** predictable income
- → **challenge:** income gaps or variability

Autonomy and control

- → **opportunity:** flexibility and choice
- → **challenge:** responsibility for decisions and planning

Responsibility for continuity

- → **opportunity:** independence
- → **challenge:** need to constantly secure work

The trainer records contributions without evaluation or ranking.

7. Trainer synthesis: linking structure to experience (10–12 minutes)
The trainer highlights key patterns, for example:

More autonomy often comes with less organisational support.

Income flexibility often comes with income uncertainty.

Greater independence usually brings greater responsibility.

The trainer explicitly reframes challenges:

"These challenges are not personal weaknesses.

They are consequences of how work is organised in each business model."

8. Reflection in pairs (8–10 minutes)
Learners briefly reflect in pairs on guided prompts such as:

- Which challenge would be most difficult to manage in construction work?
- Which opportunity might be important at different stages of a career?
- How might experience or support change how opportunities and challenges are handled?

The reflection remains exploratory and does not require personal commitment.

9. Key Message (2 minutes)

"Construction business models involve trade-offs. Entrepreneurship and employment both create opportunities and challenges."

Learners are reminded that understanding these trade-offs is essential for realistic planning and informed decision-making.

Opportunity & Challenge Cards
Construction Business Models

Purpose for learners: These cards help identify how income stability, responsibility, autonomy, and risk create both opportunities and challenges in construction work.

They describe structural features, not personal strengths or weaknesses.

CARD SET 1
INCOME STABILITY

Opportunity Card
Income Stability

Regular or predictable income can:

- make monthly budgeting easier,
- reduce financial stress,
- support longer term planning.

This opportunity is often linked to organisational responsibility for continuity of work.

Challenge Card

Income Uncertainty

Variable or project based income can:

- make planning difficult,
- create gaps between jobs,
- require savings or adjustment.

Income uncertainty is a structural feature of how work is organised, not personal failure.

CARD SET 2

RESPONSIBILITY FOR CONTINUITY

Opportunity Card

Organisational Support

When organisations manage job continuity:

- workers can focus on tasks and learning,
- planning future work is less demanding,
- responsibility is shared or transferred.

This opportunity is linked to structured business models.

Challenge Card

Individual Responsibility

When individuals carry responsibility for continuity:

- finding work becomes ongoing,
- gaps between projects must be managed,
- planning demands increase.

This challenge arises from where responsibility is placed, not lack of motivation.

CARD SET 3

AUTONOMY AND CONTROL

Opportunity Card

Autonomy and Flexibility

Greater control over:

- working time,
- task selection,
- project choice, can support independence and variety in work.

Autonomy often increases as organisational structure decreases.

Challenge Card

Reduced Guidance and Support

With more autonomy:

- less guidance may be available,
- decisions must be handled independently,
- mistakes carry greater consequences.

Autonomy and support often move in opposite directions.

CARD SET 4

RISK AND UNCERTAINTY

Opportunity Card

Shared Risk

When risk is absorbed by an organisation:

- workers are protected from sudden income loss,
- uncertainty is reduced,
- stability increases.

This opportunity reflects risk distribution, not personal ability.

Challenge Card

Exposure to Risk

When individuals absorb risk:

- cancelled work affects income directly,
- planning becomes more complex,
- uncertainty increases.

Risk exposure depends on business model design, not confidence or effort.

Block 5

Informed Choice and Support Across Business Models

15–30 minutes | Mandatory

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Reinforce that choosing or working within a construction business model requires information, preparation, and support, and that managing income variability, responsibility, and risk is not an individual burden, but a process supported by advice, learning, and planning.

Materials

Individual reflection sheet (optional, ½ page)

STEP BY STEP

4. Framing the block (5 minutes)

The trainer explicitly links this block to the previous one: "We have seen that business models create different opportunities and challenges. The question now is: what helps people manage these challenges responsibly?"

The trainer emphasises:

- Business models do not require people
- to "cope alone".
- Information and preparation reduce
- unnecessary risk.
- Seeking support is a responsible action,
- not a weakness.

This framing prevents learners from internalising risk as personal failure.

5. Guided input: what informed choice means in practice (8–10 minutes)
The trainer explains, in plain language, that informed choice involves:

- understanding how income may change across time;
- knowing what responsibilities come with different levels of autonomy;
- recognising when planning and budgeting become essential;
- seeking advice and training before problems arise.

Key message reinforced verbally: "Economic independence does not mean doing everything alone. It means knowing when and where to get information and support."

6. Individual reflection: mapping information and support needs (8–10 minutes)
Learners reflect individually (or quietly in pairs if preferred) on questions such as:

- What type of information would help someone manage variable income?
- Who could provide advice or guidance in construction work?
- What kind of planning becomes important when responsibility increases?

7. Plenary sharing and transition (5–7 minutes)
The trainer collects general themes from learner reflections, writing them on the board, such as:

- need for budgeting skills,
- understanding income cycles,
- planning for quiet periods,
- importance of trusted advice.

The trainer closes with a clear transition to the next session: "The next session looks at financial literacy and budgeting. These skills help people manage the realities of different business models."

8. Key Message (2 minutes)

The block concludes with a strong framing statement: "Informed choice is built on information, preparation, and support. Financial skills help people manage responsibility — they do not eliminate risk, but they reduce v ulnerability."

Individual Reflection Sheet

Informed Choice and Support

Session: Learning Session 5

Business Models in Construction

Block: Informed Choice and Support

Name (optional):

_____

Date:

_____

Instructions

This reflection is about thinking ahead, not making decisions. There are no right or wrong answers, and you do not need to share anything you are not comfortable sharing.

1. Information and Preparation

What kind of information would help someone manage work that is project based or variable?

☐ Understanding how income can change over time
☐ Knowing how to plan for quiet periods
☐ Knowing what responsibilities increase with autonomy
☐ Understanding typical work patterns in construction
Other: _____

_____

_____

2. Support and Advice

Who could someone turn to for advice or support when facing uncertainty or responsibility at work?

☐ Trainer or training centre
☐ Experienced worker or mentor
☐ Employer or contractor
☐ Business or career advisor
☐ Peers or colleagues
☐ Other: _____

_____

_____

3. Reflection

In your own words, complete one sentence:

One thing that could make construction work more realistic or manageable is: _____

_____

_____

Key Reminder

Economic independence does not mean working alone. Informed choice involves information, preparation, and support.

9.6. Teaching and Learning Methods

- Scenario based analysis
- Comparative discussion and mapping
- Small group analytical work
- Guided reflection
- Participatory facilitation

7. Practical Application (Integrated)
Learners apply concepts by:

- identifying construction business models in practical scenarios;
- comparing income stability, responsibility, autonomy, and risk across models;
- analysing trade offs between employment, subcontracting, and self employment;
- assessing implications of business models for work continuity and planning.

10. 8. Materials and Tools

Core

- **Business model scenario cards** (employment, subcontracting, self employment)
- **Business model comparison cards** (income stability, responsibility, autonomy, risk)
- **One page comparison worksheet** (Business Models in Construction)
- **Flipchart /** whiteboard and markers

Supporting

- **Opportunity & Challenge cards** (linked to trade offs in construction work)
- **Individual reflection sheet** (informed choice and support)
- **Trainer synthesis prompts** (patterns across business models)

Blended (where applicable)

- Digital versions of scenario and comparison cards
- Online collaborative boards for comparison mapping
- Polls or prompts on work continuity and income variability

11. 9. Assessment and Evaluation (Formative)

Methods

- Observation of group comparison and discussion
- Review of completed comparison worksheets
- Review of individual reflection notes

Criteria
Learners can:

- distinguish between employment, subcontracting, and self employment using analytical dimensions.
- explain how income stability, responsibility, autonomy, and risk differ across business models.
- recognize business model trade offs without evaluating them as preferable or inferior.
- explain why understanding business models is important for informed work and financial decisions.

12. 10. Evidence of Learning

- Completed business model comparison worksheets
- Group flipcharts or shared comparison outputs
- Individual reflection sheets (informed choice and support)
- Trainer observation checklist

11. Compatibility with 2–4 Hour Requirement

2 hours: Blocks 1–3 (condensed), Block 5
3 hours: Blocks 1–4, Block 5
4 hours: Full session (Blocks 1–5)

Learning Session 6
Financial literacy and budgeting

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning

Session type: Core economic literacy and life skills session

1.1. Purpose and Positioning

Learning Session 6 develops learners' financial literacy and budgeting skills, with a focus on managing income variability, planning expenses, and preparing for uncertainty, particularly relevant in construction and related trades.

Building on:

- **Session 4 – Entrepreneurship Basics:** understanding entrepreneurship as a realistic form of work.

- **Session 5 – Business Models in Construction:** understanding how employment, subcontracting, and self employment shape income, responsibility, and risk.

This session answers the question:

"How can people manage their money realistically when income is stable, variable, or project based?"

The session is positioned to:

- support learners in understanding **everyday financial decisions,** not accounting or taxation;
- strengthen capacity to manage **irregular income and expenses;**

- reduce financial vulnerability linked to project based work;
- reinforce budgeting as a protective and empowering skill, not a technical requirement.

The emphasis is on:

- practical financial habits rather than complex calculations;
- preparation rather than reaction;
- planning for uncertainty rather than eliminating risk;
- recognizing that financial skills support both employment and self employment.

2. 2. Learning Outcomes

By the end of this learning session, learners will be able to:

- Explain what financial literacy means in everyday work situations.
- Distinguish between fixed, variable, and irregular income.
- Identify common fixed and variable expenses.
- Create a simple, realistic budget.
- Recognize the importance of planning for income gaps and unexpected costs.
- Identify sources of information or support for financial planning.

3. Competence Reference

This session strengthens:

- **Economic and financial literacy** Understanding income, expenses, budgeting, and planning.
- **Self management and responsibility** Planning ahead and managing uncertainty.
- **Entrepreneurial competence** Managing resources and coping with risk (EntreComp perspective).
- **Informed decision making** – Knowing when to seek advice or adjust plans.

3. 4. Conceptual and Theoretical Content (Trainer Input)

4.1 What is financial literacy?

Financial literacy means:

- understanding where money comes from,
- knowing where money goes,
- planning for regular and irregular costs,
- making informed choices to avoid unnecessary stress.

Trainer note: Avoid technical definitions.

Focus on **everyday life and work realities.**

4.2 Types of income

Learners are introduced to:

- **Regular income** predictable wages or allowances.
- **Variable income** income that changes month to month.
- **Irregular or project based income** income linked to available work.

Key message: Different business models create different income patterns — budgeting helps manage all of them.

4.3 Types of expenses

The trainer explains:

- **Fixed expenses** (rent, utilities, transport, phone);
- **Variable expenses** (food, fuel, materials);
- **Occasional or unexpected expenses** (repairs, health, tools).

Emphasis: Not all expenses happen every month — but they still need planning.

4.4 Why budgeting matters

Budgeting:

- helps manage irregular income,
- reduces stress during quiet periods,
- supports realistic decision making,
- does not remove risk, but reduces vulnerability.

Trainer note: Avoid framing budgeting as "restriction"; frame it as **control and preparation.**

4.5. Learning Session

Structure and Time Allocation (2–4h)

Trainer setup (before session – 5 minutes):

Prepare communication scenario cards, role cards (e.g. trainee, supervisor), and a flipchart titled “Financial literacy / types of income”

Block 1

Understanding Income and Expenses

20–30 minutes | Mandatory

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners’ needs and group dynamics.

Aim: Help learners recognise **different types of income and expenses** in everyday work situations, and understand why clarity about money flows is essential for budgeting later

STEP BY STEP

5. Opening prompt (5 min)

Ask:

- Think about a time when you felt financially comfortable. What made that situation manageable?”
- Think about a time when you felt financially comfortable. What made that situation manageable?”

Learners may mention: (regular income, predictable expenses, knowing what to expect, having a small buffer).

6. Group brainstorm (8–10 min)

Trainer invites learners to name factors that help manage money. Trainer writes responses on flipchart under the heading:
Helps managing money

Possible learner inputs:

- knowing income in advance,
- tracking expenses,
- paying essentials first,
- planning ahead,
- stability.

7. Contrast question (5 min)

Ask:

“What makes managing money difficult?”

Trainer writes responses under a second heading: **Makes managing money difficult**

Possible learner inputs:

- irregular income,
- unexpected costs,
- not knowing where money goes,
- late payments,
- pressure during quiet periods.

8. Trainer synthesis (5 min)

Highlight:

Income and expenses are not always regular, especially in construction.

Difficulty often comes from **uncertainty,** not poor choices.

Financial stress is frequently linked to **lack of visibility,** not lack of effort.

Trainer reframes gently: **“Financial literacy starts with understanding money flows.**

It is not about being good or bad with money — it is about clarity.

Block 2

Income Patterns and Uncertainty

30–45 minutes | Mandatory

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Help learners understand that income patterns differ across types of work, and that uncertainty is often structural, not the result of poor individual choices.

Materials

- Short role based income scenarios (employment, project based work, mixed income)
- Flipchart or whiteboard
- Markers

STEP BY STEP

4. Mini input (8–10 minutes)
Trainer briefly explains, in plain language:

Income can be regular, variable, or irregular. In many sectors (especially construction), income depends on:

- projects,
- availability of work,
- contracts and timelines.

Income uncertainty is often linked to how work is organised, not to effort or skill.

Key framing sentence: "Not all jobs pay the same way — and uncertainty is often built into the system."

5. Scenario analysis (15–20 min)
Groups analyse scenarios such as:

Learners work in small groups (3–4 people).

Each group analyses short income scenarios, for example:

Scenario A:

A worker is paid the same amount every month, regardless of which project they are assigned to.

Background context (trainer may add):

- The worker is employed by a company.
- If one project ends, the worker is moved to another.
- Income continues even if work tasks change.

Scenario B:

A worker is paid per project and may have very busy months followed by quieter periods with little or no work.

Background context:

- The worker depends on projects becoming available.
- Payment arrives when a project is completed or during active periods.
- Income can change significantly from month to month.

Scenario C:

A worker combines short contracts with occasional gaps between jobs.

Background context:

- The worker signs contracts that last a few weeks or months.
- Between contracts, there may be periods without income.
- The worker must look for the next opportunity while waiting.

Guiding Questions for Group Discussion
Groups discuss each scenario using the following questions:

1. How predictable is income in this situation?

- Is income regular, irregular, or uncertain?
- Can the worker easily plan monthly expenses?

2. What makes income stable or unstable here?

- Is stability linked to the type of contract?
- Does it depend on projects ending or continuing?

3. Where does uncertainty come from?

- Is it caused by the worker's choices or behaviour?
- Or is it mainly caused by how work is organised?

4. How might this affect everyday life? (Optional prompt)

- Planning rent, transport, food, or family responsibilities.
- Feeling secure or stressed about the future.

5. What type of support would help in this situation? (Optional prompt)

- Stable contracts?
- Savings?
- Training?
- Advice or guidance?

6. Plenary discussion (10–15 min)

Groups share key observations.

Trainer records answers under headings such as:

More predictable

Less predictable

Depends on projects

Trainer links learner input to earlier sessions:

Employment often → more predictable income
Project based work → variable income
Self employment → irregular income patterns

7. Trainer synthesis (5 minutes)
Trainer highlights:

- Income uncertainty is common in project based sectors.
- Financial pressure often comes from irregular timing, not poor decisions.
- Budgeting is a response to uncertainty — not a sign of failure.

Strong reframing message: "Income uncertainty is structural. Financial skills help manage it; they don't eliminate it."

Block 3

Teamwork in Diverse Construction Teams

30–45 minutes | Core

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Support learners in understanding how a simple budget helps manage variable or irregular income, and how budgeting can be a protective and empowering tool, particularly for women navigating construction work and project based income.

Materials

- **Short budget related role scenarios** (adapted to construction contexts)
- **Simple blank budget template** (monthly overview)
- Flipchart or whiteboard
- Markers

Step-by-step

5. Mini input (8–10 minutes)
Trainer introduces budgeting in plain, non technical language:

- A budget is **not** a restriction or punishment.
- A budget is a **planning tool** that helps people:

- prioritise essentials,
- manage income changes,
- prepare for quiet periods or unexpected costs.

In construction, budgeting is especially useful when:

- income is project based,
- work is interrupted,
- responsibilities outside work (e.g. care, household costs) remain constant.

Trainer uses a gender aware framing:

"For many women in construction, budgeting is not about spending too much — it's about making income stretch across uncertainty."

6. Scenario analysis (15–20 minutes)
Learners work in small groups (3–4 people). Each group receives one short budget scenario, for example:

Scenario A

A woman apprentice receives a fixed monthly allowance but has regular household expenses and transport costs.

Scenario B

A woman subcontractor has high income months during projects and low income months between them, while rent and childcare costs stay the same.

Scenario C

A woman re entering construction after a break works short contracts with gaps and needs to plan for tools and travel.

Groups discuss the scenarios using guiding questions:

- What income is regular, and what is variable?
- Which expenses are fixed and cannot be avoided?
- What problems could arise without planning?
- How could a simple budget help in this situation?

7. Plenary discussion (10–15 minutes)

Groups share their observations. Trainer records key points under headings such as:

- Income
- Fixed expenses
- Variable expenses
- Pressure points

Trainer highlights cross cutting patterns:

- expenses are often more predictable than income;
- gaps in income disproportionately increase stress;
- budgeting provides visibility, not guarantees.

The trainer links back to Block 2:
Different income patterns require different budgeting strategies.

8. Trainer synthesis (5 minutes)
Trainer draws out key learning:

- Budgets help people respond to uncertainty — they do not eliminate it.
- Financial difficulty often arises from timing gaps, not mismanagement.

For women in construction, budgeting can:

- support independence,
- reduce reliance on emergency borrowing,
- increase confidence in navigating variable work.

Strong reframing statement: "Budgeting is a form of self protection in uneven systems — not a sign that someone is struggling."

9. Key Message (2 minutes)

Trainer closes with: "A simple budget helps turn uncertainty into something manageable.

It supports stability in both regular and irregular work."

Budget Role Scenario Cards

Purpose for learners: These scenarios help analyse **how budgeting supports women managing different income patterns in construction,** without judging personal choices.

Instructions for trainer: Print as **A6 or A5 cards.** Use **one card per group.**

Scenario Card A
Apprentice with Fixed Income

Context

Mira is a construction apprentice.

- She receives a fixed monthly training allowance.
- Her expenses include rent, transport to site, phone, and food.
- Some months include extra costs (tools, work clothes).
- Her income is stable, but expenses can still change.

Group discussion prompts

- Which expenses are fixed?
- Which expenses can change?
- What financial problems might appear without planning?
- How could a simple budget help Mira feel more secure?

Scenario Card B
Subcontractor with Variable Income

Context

Elira works as a subcontracted construction worker.

- Some months she has full time project work.
- Other months work is limited or paused.
- Rent, utilities, and childcare costs remain the same every month.
- Income changes, but responsibilities do not.

Group discussion prompts

- What is unpredictable in this situation?
- Which costs cannot be delayed?
- Why might budgeting be especially important here?
- What could help bridge quieter periods?

Scenario Card C
Returning to Construction After a Break

Context

Arta is returning to construction work after time away.

- She starts with short contracts and trial periods.
- Income is irregular at first.
- She has upfront costs (transport, tools, training refreshers).
- She wants to regain stability step by step.

Group discussion prompts

- What financial pressures might Arta face?
- Which costs come before income arrives?
- How could a budget support a gradual return to work?

Block 4

Planning for Risk and Unexpected Costs

30–45 minutes | Optional (recommended for 3–4h)

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Help learners understand that unexpected costs and financial risk are normal in construction work, and that planning and preparation can reduce vulnerability, particularly for women working in project based or irregular employment.

Materials

- Short risk and unexpected cost role scenarios
- Flipchart or whiteboard
- Markers
- Sticky notes (optional)

STEP BY STEP

5. Mini input (8–10 minutes)
Trainer introduces the topic in plain, supportive language:

- In construction, not all costs are planned.
- Unexpected costs can relate to:
- work (tools, transport, training),
- health or safety,
- gaps between projects.
- Risk is often connected to how work is organised, not to poor planning or mistakes.

Trainer uses a gender aware framing:

"For many women in construction, financial risk is not about spending choices — it's about managing uncertainty in systems that were not designed with them in mind."

6. Scenario analysis (15–20 minutes)

Learners work in small groups (3–4 people).

Each group receives one short scenario focused on unexpected costs, for example:

Scenario A

A woman subcontractor finishes a project earlier than expected and has two unpaid weeks before the next job starts.

Scenario B

A worker's essential tool breaks and must be replaced immediately to continue working.

Scenario C

A woman apprentice needs to pay for safety equipment or certification earlier than planned.

Groups discuss using guiding questions:

- What is the unexpected cost or risk here?
- Is this situation unusual or quite common in construction work?
- What stress or vulnerability could this create?
- What kind of preparation or planning could help in this situation?

Groups are reminded:

- not to judge decisions,
- not to suggest "working harder" as a solution.

7. Plenary discussion (10–15 minutes)
Groups share observations.

Trainer records key points on the flipchart under headings such as:

- Types of risk
- Unexpected costs
- Pressure points

Trainer highlights patterns:

- many risks are work related, not personal;
- unexpected costs often arrive before income;
- gaps in income and sudden expenses are connected.

Trainer links back to previous blocks:

- income uncertainty (Block 2),
- budgeting (Block 3).

8. Trainer synthesis (5 minutes)
Trainer draws together the learning:

- Risk is a normal part of construction work.
- Preparation does not remove risk, but it reduces its impact.
- Planning is not about fear — it is about choice and control.

Strong reframing message:

"Planning for risk is not pessimistic.
It is a realistic strategy for working
in uncertain environments."

Trainer emphasises that support and information will be addressed next.

9. Key Message (2 minutes)
Trainer closes the block with:

"Unexpected costs are part of construction work. Planning ahead helps turn shocks into manageable situations."

Support learning materials

Risk Focused Role Scenario Cards

Purpose for learners: These scenarios help identify common risks and unexpected costs in construction work, and explore how planning can reduce vulnerability, without judging personal choices.

Scenario Card A
Gap Between Projects

Context

Nora works as a subcontracted construction worker.

- A project finishes earlier than expected.
- Her next contract starts in two weeks.
- She has rent, transport, and utility costs during the gap.
- No income is paid during this period.

Group discussion prompts

- What is the risk or unexpected situation here?
- Is this common in construction work?
- What pressure does the income gap create?
- What kind of preparation could help reduce stress?

Scenario Card B
Essential Tool Breakdown

Context

Elira relies on her own tools for site work.

- One essential tool breaks suddenly.
- The tool must be replaced to continue working.
- Replacement cost was not planned this month.
- The expense comes before the next payment.

Group discussion prompts

- Why is this expense difficult to manage?
- Is the risk work related or personal?
- What could help prepare for this type of situation?
- How could planning reduce vulnerability?

Scenario Card C
Unplanned Certification or

Equipment Cost

Context

Risk Focused Role Scenario Cards

Purpose for learners: These scenarios help identify common risks and unexpected costs in construction work, and explore how planning can reduce vulnerability, without judging personal choices.

Scenario Card A

Gap Between Projects

Context

Nora works as a subcontracted construction worker.

- A project finishes earlier than expected.
- Her next contract starts in two weeks.
- She has rent, transport, and utility costs during the gap.
- No income is paid during this period.

Group discussion prompts

- What is the risk or unexpected situation here?
- Is this common in construction work?
- What pressure does the income gap create?
- What kind of preparation could help reduce stress?

Scenario Card B

Essential Tool Breakdown

Context

Elira relies on her own tools for site work.

- One essential tool breaks suddenly.
- The tool must be replaced to continue working.
- Replacement cost was not planned this month.
- The expense comes before the next payment.

Group discussion prompts

- Why is this expense difficult to manage?
- Is the risk work related or personal?
- What could help prepare for this type of situation?
- How could planning reduce vulnerability?

Scenario Card C

Unplanned Certification or Equipment Cost

Context

Mira is a construction trainee.

- She is asked to complete certification or safety equipment purchase earlier than expected.
- The cost is necessary to stay on site.
- Her income is fixed and limited.
- The expense was not included in her initial plan.

Group discussion prompts

- What kind of risk does this represent?
- Why does it create pressure?
- How could advance planning help?
- What support or information might help in this situation?

Planning for the Unexpected” Reflection
Sheet Purpose:

Support individual reflection on risk, preparation, and support, without requiring personal disclosure or numerical details.

Reflection Sheet
Planning for the Unexpected

Session: Learning Session 6

Financial Literacy and Budgeting

Block: Planning for Risk and Unexpected Costs

Name (optional):
_____

Date:
_____

Instructions

This reflection is about thinking ahead, not solving problems now.

There are no right or wrong answers.

1. Common Unexpected Costs
Which of these might happen in construction work?

(Tick ✓ any that make sense)

☐ Gaps between projects
☐ Tool or equipment replacement
☐ Transport or travel changes
☐ Training or certification costs
☐ Health or safety expenses
☐ Other: _____

2. Why Planning Matters

Complete one sentence:

Unexpected costs are difficult because:

3. Ways to Prepare (No amounts required)

Which actions could help someone feel more prepared?

☐ Knowing which costs might appear
☐ Planning for quiet periods
☐ Setting priorities for essential expenses
☐ Getting information or advice early
☐ Having a basic budget
☐ Other: _____

4. One Insight

One thing I understand better about risk in construction work:

Block 5

Reflection and Consolidation

15–30 minutes | Mandatory

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Support learners in consolidating key learning from the session, reflecting on how financial literacy relates to their work context, and reinforcing that preparation, reflection, and support are central to managing uncertainty in construction work.

STEP BY STEP

1. Guided reflection prompt (5 minutes)
Trainer invites learners to pause and reflect, using a calm and inclusive tone:

"Think back over today's session. What is one idea or realisation that stands out for you?"

2. Individual reflection (5–8 minutes)
Learners complete a short written reflection (can be anonymous if preferred), using prompts such as:

- One thing I understand better about income and budgeting is…
- One thing that makes financial planning important in construction work is…
- One thing that could make managing uncertainty easier is…

3. Voluntary sharing and group synthesis (8–10 minutes)

Learners who wish to share may contribute short reflections.

Trainer records general themes on the flipchart, for example:

- planning helps reduce stress,
- income changes are structural,
- budgeting supports confidence,
- preparation matters more than perfection.

Trainer ensures:

- no comparison between learners,
- no correction of personal reflections,
- respectful listening.

4. Trainer synthesis (5 minutes)
Trainer draws together the main messages of the session:

- Financial literacy is about understanding and planning, not control.
- Income uncertainty is common in construction and not a personal failure.
- Budgeting and planning are protective tools, especially important for women in project based work.
- Support, information, and learning are part of financial independence.

5. Key Message (2 minutes)

Trainer closes the block — and the session — with: "Financial literacy supports confidence, choice, and stability. Planning does not remove uncertainty — it helps manage it."

5. 6. Teaching and Learning Methods

- Scenario based learning
- Guided trainer input (plain language)
- Small group discussion
- Individual reflection
- Participatory and supportive facilitation

7. Practical Application
Learners apply concepts by:

- identifying income and expense patterns;
- analysing budgeting scenarios relevant to construction work;
- developing simple budgeting and planning strategies;
- reflecting on ways to manage financial uncertainty and risk.

6. 8. Materials and Tools

Core

- Income and budgeting role scenario cards
- Simple monthly budget template
- Risk focused scenario cards
- Reflection sheets
- Flipchart or whiteboard and markers

Supporting

- Trainer synthesis prompts
- Example completed budgets (illustrative only)

Blended (where applicable)

- Digital budget templates
- Online collaborative boards
- Anonymous reflection or polling tools

7.9. Assessment and Evaluation (Formative)

Methods

- Observation of participation in discussions and scenario analysis
- Review of budgeting templates and reflection sheets

Criteria
Learners can:

- explain different income and expense patterns;
- create a simple, realistic budget;
- identify common financial risks in construction work;
- explain why planning and preparation matter.

8.10. Evidence of Learning

- Completed simple budget templates
- Reflection sheets (planning and consolidation)
- Group discussion outputs
- Trainer observation notes

11. Compatibility with 2–4 Hour Session

2 hours: Blocks 1–3
3 hours: Blocks 1–4
4 hours: Full session (Blocks 1–5)

Learning Session 7

Marketing and client relations

Duration: 2–4 hours

Delivery mode: Formal VET / Non formal training / Blended learning

Session type: Core employability and professional practice session

1.1. Purpose and Positioning

Learning Session 7 develops learners' understanding of marketing and client relations in construction and related sectors, focusing on visibility, communication, trust, and professionalism rather than sales techniques.

Building on:

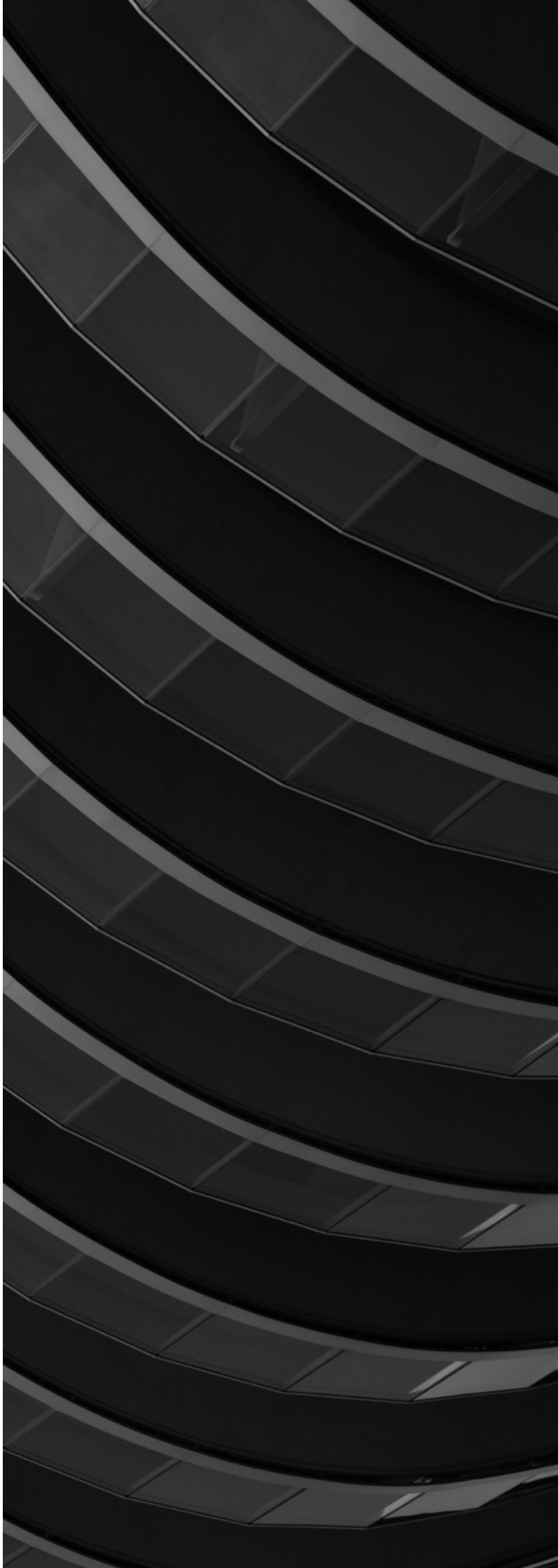
- **Session 5 –** Business Models in Construction: understanding how work is accessed (employment, subcontracting, self employment);
- **Session 6 –** Financial Literacy and Budgeting: understanding income continuity and planning.

This session answers the question:

"How do people make their work visible, communicate professionally, and build working relationships with clients and employers?"

The session is positioned to:

- demystify "marketing" as everyday professional communication;
- normalise the fact that access to work often depends on networks and reputation;
- support women in construction in navigating client relations confidently;
- avoid framing marketing as aggressive self promotion or personality driven behaviour.



The emphasis is on:

- clear communication rather than persuasion;
- reliability, boundaries, and trust;
- equal professionalism across gendered expectations;
- recognising informal marketing (word of mouth, referrals) as legitimate.

2.2. Learning Outcomes

By the end of this learning session, learners will be able to:

- Explain what marketing means in construction and skilled trades contexts;
- Distinguish between marketing and client relations;
- Identify common ways construction workers find work and clients;
- Demonstrate principles of professional communication;
- Recognise challenges women may face in client interactions and identify strategies to manage them;
- Reflect on how trust and reputation are built and maintained.

3. Competence Reference
This session contributes to:

- **Entrepreneurial competence** Communicating value and building professional relationships;
- **Social and communication competence** Clear, respectful interaction with clients and employers;
- **Self management** Setting boundaries and managing expectations;
- **Work readiness** Understanding informal and formal access to work opportunities.

3.4. Conceptual and Theoretical Content (Trainer Input)

4.1 What marketing means in construction (plain language)

Marketing in construction includes:

- letting others know what work you do;
- communicating reliably and clearly;
- being visible and contactable;
- building trust over time.

Key message: Marketing is not about selling yourself — it is about making your work understandable and accessible.

4.2 Client relations as professional practice
Client relations involve:

- clear communication about tasks and timelines;
- setting and respecting boundaries;
- managing expectations;
- responding to problems professionally.

4.3 Gender aware considerations
The session acknowledges that women in construction may:

- be questioned more than men;
- face assumptions about competence;
- feel pressure to over prove reliability.

The framing avoids personalising these challenges and focuses on practical strategies, not behaviour change.

4.5. Learning Session
Structure and Time Allocation (2–4h)

Block 1
What Is Marketing and Who Is a client?

20–30 minutes | Mandatory

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Help learners understand marketing and client relations as everyday work practices in construction, and recognise that marketing already happens informally through communication, reliability, and visibility.

Materials:

- Flipchart or whiteboard/Markers
- Optional short work situation prompt cards

STEP BY STEP

5. Opening reflection (5 minutes)
Trainer asks: “When you hear the word marketing, what do you think of?”

Learners respond freely.
Typical answers may include:

social media,
advertising,
selling,
promoting yourself,
something uncomfortable or unfamiliar.

Trainer listens without correcting and writes key words on the board.

6. Group brainstorm: everyday realities (8–10 minutes)

Trainer follows with a second prompt: “How do people usually get work in construction?” Learners name examples such as:

- someone recommending you,
- being called back by the same client,
- word of mouth,
- being known as reliable,
- being visible on site.

Trainer lists responses under a new heading:

How work is actually found

7. Contrast and reframing question (5 minutes)

Trainer asks: “Which of these things look like marketing, even if we don’t call them that?”

This helps learners recognise that:

- reliability,
- clear communication,
- reputation,
- being known for a type of work
- are all forms of marketing.

Trainer gently reframes: “Marketing doesn’t always look like advertising.

Often, it looks like everyday professional behaviour.”

8. Trainer synthesis (8–10 minutes)
Trainer delivers a short synthesis, linking concepts clearly:

In construction, marketing usually means:

- letting others know what work you do,
- being clear and contactable,
- building trust over time.

A client can be:

- a private customer,
- a contractor,
- an employer,
- a site manager or supervisor.

Marketing and client relations are **work skills,** not personality traits.

Gender aware framing (without personalization): **“Women in construction are often told they need to ‘sell themselves more’. In reality, professionalism, clarity, and boundaries matter more than self promotion.”**

9. Key Message (2 minutes)

Trainer closes the block with: “Marketing in construction is about making your work visible and understandable. Client relations are about communication and trust — not selling yourself.”

Block 2
How Work Is Found in Construction

30–45 minutes | Mandatory

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Help learners understand different ways work is accessed in construction, introduce key terms in plain language, and explore how networks and relationships influence access to work, without framing this as personal responsibility or self promotion.

Materials

- Flipchart or whiteboard
- Markers
- Small group task sheet (½ page)

Step-by-step

4. Trainer input: key definitions (10 minutes)

The trainer introduces simple, plain language definitions, reading them aloud and checking understanding.

Core definitions

Client- A person or organisation that requests or pays for work. In construction, this can be a private customer, a contractor, or an employer.
Access to work- The way a person finds jobs or opportunities to work.

Formal access- Work found through official channels, such as:

- job advertisements,
- applications,
- agencies,
- company recruitment processes.

Informal access- Work found through:

- word of mouth,
- recommendations,
- being known on site,
- being called back after previous work.

Network- The people who know your work or can recommend you. Networks can be small, new, or grow over time.

Trainer emphasises: "Informal does not mean unprofessional. It describes how work circulates in the sector."

5. Small group task: mapping access to work (15–20 minutes)

Learners work in small groups (3–4 people).

Each group receives a task sheet with short work access examples, such as:

- **A worker** is called back after completing a job well.
- **A site manager** recommends someone to another contractor.
- **A job** is advertised online and applications are reviewed.
- **A subcontractor** hears about upcoming work through contacts.
- **A company** hires through an agency.

Group task

Groups sort each example into: Formal access, or Informal access

Then discuss:

- **Which type appears** more often in construction?
- **Which type relies** more on relationships?
- **Which type might** be less visible to newcomers?

6. Plenary discussion (8–10 minutes)
Groups share observations. Trainer highlights key patterns on the flipchart:

- Construction often relies heavily on informal access.
- Formal systems coexist with informal ones.
- Informal pathways can be harder to see, especially at the beginning.

Trainer introduces the structural framing:
"Not everyone starts with the same access to networks. This is about opportunity structures, not confidence or ability."

7. Trainer synthesis (5 minutes)
Trainer summarises:

- Access to work is shaped by how the sector operates.
- Reputation and relationships grow over time, not overnight.

Women in construction may face:

- smaller initial networks,
- higher scrutiny,
- fewer informal recommendations.

Trainer frames this without personalising: "Understanding these mechanisms helps navigate them. It does not mean you need to change who you are."

8. Key Message (2 minutes)

Trainer closes with: "In construction, work often comes through people. Knowing how work flows helps you make sense of the system."

Small Group Task Sheet (½ page)
How Is Work Accessed?

Session: Learning Session 7
Marketing and Client Relations

Block: How Work Is Found in Construction
Group: _____

Step 1 – Read the examples
Read each short situation as a group.

Work Access Situations

- **A**. A worker finishes a project and is asked back for the next job.
- **B**. A company advertises a position and reviews applications.
- **C**. A site manager recommends someone to another contractor.
- **D**. A worker hears about upcoming work through colleagues.
- **E**. A job is filled through an employment agency.

Step 2 – Sort the situations
For each situation, decide whether it shows:

☐ Formal access to work
☐ Informal access to work

Write F (formal) or I (informal) next to each letter.

A ☐ **B** ☐ **C** ☐ **D** ☐ **E** ☐

Step 3 – Group discussion
Answer together:

1. Which type of access happens **more often** in construction work?
2. Which type relies more on **relationships and visibility?**
3. Which type might be **harder to access** for newcomers?

Step 4 – Reflection
Complete one sentence:

Understanding how work is found helps because

Block 3

Professional Communication and Boundaries

30–60 minutes | Core

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Help learners understand professional communication and boundary setting as essential work skills in construction, and explore how clarity and boundaries support quality work, fairness, and wellbeing, particularly for women working in male dominated and informal environments.

Materials

- Short communication situations (on cards or slide)
- Flipchart or whiteboard/ Markers

STEP BY STEP

1. Trainer input: framing the topic (8–10 minutes)
The trainer introduces the topic in plain, practical language:

Professional communication is about work clarity, not personality.

Boundaries define:

- what work is included,
- when communication happens,
- how expectations are managed.

Many problems in construction do not

start with conflict — **they start with unclear expectations.**

Trainer explicitly reframes boundaries:

"Boundaries are not about saying no to people. They are about saying yes to clear, fair work." Gender aware positioning: "Women in construction are often expected to be flexible or accommodating. Professional boundaries reduce pressure to constantly prove competence."

2. Small group task: analysing work situations (15–20 minutes)

Learners work in small groups (3–4 people). Each group is given short, realistic situations, for example:

- A client keeps adding small tasks without discussing time or scope.
- Instructions change verbally on site but are never clearly confirmed.
- A supervisor contacts a worker outside agreed working hours.
- A client expects extra work to be done **"as a favour"**.

Group discussion focus
Groups discuss each situation using these guiding questions:

- What is unclear in this communication?
- Is a boundary missing or not clearly stated?
- What expectation might be assumed rather than agreed?
- What could happen if the situation continues unchanged?

3. Plenary discussion (8–10 minutes)

Groups share key observations.

The trainer records recurring themes, such as:

- unclear scope of work;
- assumptions instead of agreement;
- blurred time boundaries;
- pressure to be "easy" rather than clear.

4. Trainer synthesis (5 minutes)
The trainer consolidates learning:

Clear communication:

- protects time and energy,
- supports quality work,
- reduces misunderstanding.

Boundaries:

- are part of professionalism,
- support trust and respect.

- **For women in construction:**

- clarity reduces the need to over explain or over perform;
- setting boundaries is not uncooperative or unprofessional.

5. Key Message (2 minutes)

The trainer closes the block with:
"Professional communication and boundaries support good work, fair expectations, and sustainable working relationships."

6. Support learning materials

Teaching Materials

Definition Card 1 – Trust

Trust- Confidence that someone will:

- do the work as agreed,
- communicate clearly,
- act professionally.

In construction, trust is built through consistency, not personality.

Definition Card 2
Reputation

Reputation- What people remember about:

- the quality of your work,
- your reliability,
- how you communicate.

Reputation develops over time and repeated interactions.

Definition Card 3
Professional Credibility

Professional credibility- Being recognised as competent and reliable based on:

- work delivered,
- clarity of communication,
- consistency over time.

Credibility is about evidence, not self promotion.

Definition Card 4
Gendered Expectations

Gendered expectations- Unspoken assumptions about how someone should behave or perform based on gender.

In construction, women may be:

- questioned more often,
- expected to be more accommodating,
- required to prove competence repeatedly.

Definition Card 5
Structural Bias

Structural bias- Patterns in systems or cultures that:

- advantage some groups over others,
- affect access to trust, visibility, or opportunity.

Structural bias is not caused by individual behaviour.

Small Group Task Sheet (½ page)
Purpose:

Help learners analyse trust and reputation building situations, including gendered dynamics, without turning them into personal stories or role play.

SMALL GROUP TASK
Trust and Reputation at Work

Session: Learning Session 7
Marketing and Client Relations

Block: Trust, Reputation, and Gendered Dynamics

Group: _____

Step 1

Read the situations

Read each situation quietly together.

Work Situations

- **A**. A woman worker's technical decisions are questioned repeatedly, while colleagues' decisions are not.

- **B**. A client assumes tasks will be done outside the agreed scope without discussion.

- **C**. A worker consistently delivers good work but is rarely recommended further.

- **D.** A worker feels pressure to be overly polite or flexible to avoid being labelled "difficult".

Step 2

Identify what affects trust or reputation

For each situation, discuss:

1. What affects trust or reputation here?
2. Is this about work performance, communication, or assumptions?

Write short notes:

A: _____
_____
_____

B: _____
_____
_____

C: _____
_____
_____

D: _____
_____
_____

Step 3

Structural reflection

Discuss together:

- Which situations reflect gendered expectations?
- Which reflect structural bias or informal norms?

Which are not about individual behaviour?

(No personal examples required.)

Step 4

Group insight

Complete one sentence as a group:

Trust and reputation are influenced by

Block 4

Trust, Reputation, and Gendered Dynamics

30–45 minutes | Optional (recommended for 3–4h)

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Help learners understand how trust and reputation are built in construction work, recognise how gendered expectations and structural bias can affect professional relationships, and support women in navigating these dynamics without personalising blame or pressure.

Materials

- Flipchart or whiteboard/ Markers
- Short work situations (spoken or on cards/ slides)

STEP BY STEP

1. Trainer input: framing trust and reputation (8–10 minutes)
The trainer introduces the topic in clear, plain language, linking it to previous blocks:

Trust in construction usually develops through:

- consistency,
- reliability,
- clear communication.

Reputation is built over **repeated interactions,** not one off actions.

Trust and reputation are **not neutral processes** — they are shaped by**:**

- workplace culture,
- informal norms,
- existing power relations.

Gender aware framing: **"Women in construction are often assessed differently. They may need to prove competence more often or be judged faster for mistakes.**

The trainer emphasises: "These dynamics are structural. They are not caused by individual behaviour."

2. Small group task: analysing trust and reputation situations (15–20 minutes)

Learners work in small groups (3–4 people). Each group discusses short, realistic situations, for example:

- A woman's technical decisions are questioned more often than colleagues'.
- A client assumes flexibility or extra tasks without discussion.
- A worker's good performance is recognised on site but does not lead to referrals.
- A worker feels pressure to be overly polite to avoid negative labels.

3. Group discussion focus
For each situation, groups discuss:

- What affects trust or reputation here?
- Is this about:

1. work performance,
2. communication,
3. assumptions or expectations?

- Are there gendered expectations influencing how behaviour is interpreted?

- What is structural rather than personal?

Learners are reminded:

- not to share personal stories unless they wish,
- not to evaluate individuals,
- to focus on patterns and systems.

4. Plenary discussion (8–10 minutes)

Groups share general insights (not personal experiences).

Trainer notes recurring themes on the flipchart, such as:

- trust taking longer to build for some workers;
- higher scrutiny affecting confidence;
- reputation depending on who communicates, not only what is done;
- informal norms influencing opportunity.

5. Trainer synthesis (5 minutes)
The trainer brings together the key learning:

Trust grows through clarity, consistency, and professionalism.

Reputation is influenced by:

- work quality,
- communication,
- who holds influence in networks.

Gendered expectations can lead to:

- unequal scrutiny,
- pressure to over perform,
- misinterpretation of boundaries.
- 6Key Message (2 minutes)

The trainer closes the block with: "Trust and reputation are not just individual achievements. They are shaped by workplace culture, expectations, and systems."

Block 5
Reflection and Consolidation

15–30 minutes | Mandatory

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Support learners in consolidating key insights from the session, reflecting on marketing and client relations as professional work practices, and reinforcing confidence in navigating visibility, communication, and trust in construction contexts.

STEP BY STEP

4. Guided reflection prompt (5 minutes)

The trainer invites quiet reflection, using a calm and inclusive tone: "Thinking about today's session, what is one idea or realisation that stands out for you?"

5. Individual reflection (5–8 minutes)
Learners reflect individually (on paper or mentally) using prompts such as:

- One thing I understand better about marketing in construction is…
- One thing I understand better about client relations is…
- One insight about trust, communication, or reputation that feels important is…

6. Voluntary sharing and group synthesis (8–10 minutes)
Learners who wish to share offer short reflections. The trainer records general themes on the flipchart, such as:

- marketing happens through everyday work practices;
- relationships shape access to work;
- clarity and boundaries support professionalism;
- trust grows from consistency, not self promotion.

The trainer ensures:

- no comparison between learners,
- no correction of reflections,
- respectful listening.

7. Trainer synthesis (5 minutes)
The trainer draws together the learning across all session blocks:

- Marketing in construction is about visibility and clarity, not selling.
- Client relations depend on communication, boundaries, and trust.
- Reputation builds over time through consistent work and professionalism.
- Gendered expectations affect how work and behaviour are interpreted, but they are structural, not personal.

8. Learning Materials

Short Work Situations

Trust, Reputation, and Gendered Dynamics

Situation 1

Technical Decisions on Site

A woman construction worker explains a technical decision on site, such as material choice or installation order. Despite the explanation, the site manager asks her to justify it again, even though similar decisions made by male colleagues are accepted without further discussion.

Focus:
Credibility, unequal scrutiny, trust based on gender rather than competence.

Situation 2

Quality Checks That Feel Unequal

A woman worker completes tasks to specification and on time.

The client regularly asks her to “double check” or re inspect the work, even though there have been no quality issues and other workers are not asked to do the same.

Focus:
Assumptions about competence; delayed trust.

Situation 3

Good Work, Limited Referrals

A woman worker consistently delivers high quality work on several projects.

She receives positive verbal feedback on site, but when new projects arise, the contractor continues to recommend the same familiar workers instead of her.

Focus:
Reputation versus access to opportunities; informal networks.

Situation 4

Boundaries Interpreted Differently

Two construction workers clearly state what is included and not included in a job.
One worker is described as “professional and organised,” while the woman worker is described as “difficult” or “not flexible.”

Focus:
Gendered interpretation of the same professional behaviour.

Situation 5

Pressure to Be Extra Accommodating

A woman worker feels she must always agree to last minute changes, extended hours, or additional tasks to avoid being seen as uncooperative or difficult to work with.

Focus:
Unequal emotional labour; pressure created by informal norms.

Situation 6

Small Mistakes, Long Memory

A woman worker makes a minor, easily corrected mistake early in a project.

The issue is mentioned again later as a reason to “keep an eye” on her work, while similar mistakes by other workers are treated as normal and quickly forgotten.

Focus:
Reputation, tolerance of error, heightened scrutiny.

Situation 7

Trust Based on Familiarity

A client or contractor continues to hire the same group of familiar workers, even when newer workers — including women — have the same qualifications and experience.

Focus:
Trust built through familiarity instead of demonstrated skill.

Situation 8
Reputation Without Feedback

Informal comments circulate on site about a woman worker being “hard to work with” or “too assertive,” but no one raises concerns directly with her or gives specific examples.

Focus:
Informal reputations, power, lack of feedback channels.

6. Teaching and Learning Methods

This learning session applies learner centred, participatory, and empowerment oriented methods, suitable for adult learners and women in male dominated vocational fields.

- Guided trainer input.
- Scenario based learning
- Small group analytical tasks
- Structured reflection
- Facilitated discussion

Methods reflect:

- **FEMCON** principles of empowerment and participation (voice, confidence, agency);
- **CEDEFOP** guidance on learner voice and active participation in VET;
- **DVV** International approaches to adult learner empowerment and dialogue based learning.

7. Practical Application

Learners apply session concepts by:

- analysing how marketing already happens through everyday work practices;
- identifying formal and informal pathways to work in construction;
- examining professional communication and boundary-setting situations;
- reflecting on trust, reputation, and gendered expectations at work;
- developing awareness of how visibility and relationships affect access to opportunities.

7.8. Materials and Tools

Core

- Short work situation cards (marketing, access to work, communication, trust)
- Definition handouts (marketing, client, boundary, reputation)
- Flipchart or whiteboard and markers
- Reflection prompts (verbal or written)

Supporting

- FEMCON materials on:
- empowerment,
- participation,
- confidence building for women in construction and vocational pathways

CEDEFOP examples and case studies on:

- learner voice,
- participation-in-practice in VET,
- recognition of informal learning and networks
- DVV International guidance on:
- adult education for empowerment,
- dialogue based learning,
- safe learning environments for adult learners

Blended (where applicable)

- Digital versions of scenario cards
- Shared online boards for group analysis
- Short anonymous reflection tools (polls, comments)
- Slide decks summarising key concepts

8.9. Assessment and Evaluation (Formative)

Methods

- Observation of engagement in small group discussions
- Review of group task outputs
- Review of individual reflection contributions
- Informal trainer questioning and synthesis



Criteria
Learner can:

- explain marketing and client relations in plain language;
- identify formal and informal ways work is accessed in construction;
- recognise the role of trust, communication, and reputation;
- identify how gendered expectations may influence professional interactions;
- reflect on professional strategies without self blame.

9.10. Evidence of Learning

- Small group flipchart notes or digital boards
- Completed reflection prompts or sheets
- Trainer observation checklist
- Verbal contributions during plenary synthesis

11. Compatibility with 2–4 Hour Session

- **2 hours:** Blocks 1–3 (core understanding and communication)
- **3 hours:** Blocks 1–4 (including trust and gendered dynamics)
- **4 hours:** Full session (Blocks 1–5 with reflection and consolidation)

Learning Session 8

Legal aspects of entrepreneurship

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning

Session type: Awareness, protection, and work readiness

1.1. Purpose and Positioning

Learning Session 8 introduces learners to key legal aspects of entrepreneurship and self employment in construction, with a focus on rights, responsibilities, and protection, rather than legal complexity.

Building on:

- **Session 5 –** Business Models in Construction (forms of work),
- **Session 6 –** Financial Literacy and Budgeting (risk and planning),
- **Session 7 –** Marketing and Client Relations (clients, trust, boundaries),

this session answers the question:

"What legal issues should women in construction be aware of when working independently or with clients, and how can legal awareness reduce risk?"

The session is positioned to:

- demystify legal topics that often feel inaccessible or intimidating.
- clarify differences between employment and self employment.
- support women in recognizing **when legal knowledge protects them.**
- Reinforce that **legal awareness is a form of empowerment, not bureaucracy.**

2.2. Learning Outcomes

By the end of this learning session, learners will be able to:

- Identify basic legal forms of work in construction (employment, subcontracting, self employment);
- Recognise core legal responsibilities linked to self employment;
- Understand why contracts and written agreements matter;
- Identify common legal risks and protections in construction work;
- Recognise when and where to seek professional legal advice.

3. Competence Reference

This session contributes to:

- **Entrepreneurial competence** Acting responsibly and within legal frameworks;
- **Self management and responsibility** Understanding obligations and limits;
- **Informed decision making** Knowing when to ask for advice;
- **Workplace literacy** Understanding basic legal concepts in plain language.

3.4. Conceptual and Theoretical Content (Trainer Input)

4.1 Why legal awareness matters in construction work

Trainer explains that:

construction work often operates in complex and unequal power relationships;

legal issues rarely appear as clear cut or "textbook" situations;

many legal problems emerge gradually, through:

- informal agreements,
- unclear responsibilities,
- silence rather than written decisions;

women in construction may face additional pressure to accept risk or uncertainty to "keep work".

The trainer emphasises:

the purpose of legal awareness in this session is not to:

- become a legal expert,
- interpret law independently,
- resolve legal disputes;

but to:

- recognise warning signs,
- understand limits of responsibility,
- identify when legal advice or support is needed.

4.2 Why "doing it alone" increases risk
Trainer highlights that:

• in self employment and subcontracting, individuals often carry:

- legal responsibility,
- financial liability,
- contractual risk;

• lack of legal clarity can lead to:

- unpaid work,
- unclear liability for accidents,
- loss of protection or entitlements;

women may be more exposed to these risks due to:

- informal work arrangements,
- weaker negotiating position,
- pressure to appear cooperative or flexible.

4.2 Analytical lenses to apply to legal situations

Learners are reminded to use the following lenses simultaneously when analysing legal situations:

Form of work lens (employee, subcontractor, self employed – Session 5)

Rights and obligations lens:

Who is responsible for what?
Who carries risk, cost, and liability?

Contract and agreement lens

What is written?
What is assumed?
What is missing?

Power and gender lens

Who sets terms?
Who feels able to ask questions or request clarity?

Risk and protection lens

What could go wrong?
What protection exists?
What protection is missing?

4.3 Knowing when to ask for help
Trainer explains that asking for help is a legal skill, not a weakness. Learners are encouraged to recognise situations where they should not proceed alone, such as:

- signing unfamiliar contracts;
- disputes about payment or responsibility;
- unclear liability after incidents or accidents;
- pressure to accept informal or verbal arrangements;
- confusion about legal status or obligations.

4.5. Learning Session
Structure and Time Allocation (2–4h)

Trainer setup (before session – 5 minutes):

Prepare 3–4 case study handouts (fictionalised but realistic), analysis worksheets, and a flipchart titled What is happening / Why / What could be done.

Block 1
Forms of Work and Legal Status

20–30 minutes | Mandatory

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Help learners recognise that different forms of work in construction carry different legal meanings, responsibilities, and protections, and that understanding one's legal status is the foundation of legal awareness and protection.

STEP BY STEP

4. Opening framing (5 minutes)
Trainer introduces the topic in plain language:

In construction, people work under different arrangements:

- as employees,
- as subcontractors,
- as self employed or independent workers.

These arrangements are not only practical — they are legal categories.

The law treats each form of work differently, especially regarding:

- responsibility,
- protection,
- risk.

Trainer makes the key point:

“How you work legally matters as much as what work you do.”

5. Recall activity (5–8 minutes)

Trainer invites learners to recall and name forms of work they recognise, without discussing law yet. Prompt questions:

- “What different ways of working have you seen in construction?
- “Who do people work for, and how?”

Learners may mention:

- being employed by a company,
- working project by project,
- invoicing for work,
- working ‘on trust’ or verbally.

Trainer records responses on a flipchart under: Ways people work in construction

6. Analytical checklist introduction (8–10 minutes)

Trainer introduces a simple analytical checklist, explaining that it will be used throughout the session.

Learners are told:

“Whenever you think about a work situation, ask these questions.”

Legal awareness checklist (plain language)

What is my form of work here? (employee, subcontractor, self employed)

Who is legally responsible for:

- payment?
- safety?
- insurance?
- taxes or contributions?

What is written, and what is only assumed?

- What risks am I carrying personally?

Trainer emphasises:

The checklist is not for giving answers.

- It helps learners pause, reflect, and notice risk.
- It supports informed decision making.

Closing framing:

“Legal protection starts with understanding your position.”

Key Definitions

Forms of Work and Legal Status

Legal status

Legal status refers to how the law officially recognises the way you work. It determines what rights you have, what responsibilities you carry, and what protection you can rely on if something goes wrong. In construction, legal status is not always clearly explained, especially when work starts informally, but it has a strong impact on risk, safety, and income security.

Employee

An employee is someone who works for a company or employer under an employment relationship. Employees are usually paid a regular wage or salary and follow instructions given by the employer. The employer is responsible for issues such as insurance, safety arrangements, and social contributions. Employment generally offers stronger legal protection, but also less independence.

Subcontractor

A subcontractor is hired by another contractor or company to complete specific tasks or parts of a project. Subcontractors often work more independently than employees and are usually paid per task or project. They are often responsible for their own taxes and insurance. Some protection exists, but more responsibility and risk are shifted onto the subcontractor.

Self employed / Independent worker

A self employed or independent worker works for themselves and sells their services directly to clients or contractors. This usually involves invoicing for work, managing taxes and social contributions personally, and organising insurance and safety measures. While self employment offers flexibility and independence, it also comes with higher legal and financial responsibility.

Informal work arrangement

An informal work arrangement is when work is agreed verbally or “on trust”, without a clear written agreement. This may include unclear payment terms, undefined responsibilities, or missing documentation. Informal work is common in construction, but it increases legal risk because it is harder to prove what was agreed if a problem arises.

Responsibility

Responsibility refers to who the law expects to take care of important obligations such as safety, insurance, payments, and legal compliance. Responsibility does not depend on personal intentions or goodwill—it depends on legal status and agreements. When responsibility is unclear, individuals often carry more risk than they realise.

Risk

Risk is what you personally may lose if something goes wrong. This can include unpaid work, liability after an accident, loss of income, or legal disputes. Risk tends to be higher in self employment, subcontracting, and informal arrangements, especially when agreements are unclear or undocumented.

Protection

Protection refers to legal measures that reduce personal risk and provide support if difficulties arise. Examples include employment rights, written contracts, insurance coverage, and access to legal advice or worker organisations. Protection is strongest when legal status, responsibilities, and agreements are clearly defined.

Block 2

Contracts, Agreements, and Client Obligations

45–60 minutes | Mandatory

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Help learners understand why contracts and clear agreements matter in construction work, recognise common risks linked to informal or verbal arrangements, and see contracts as tools for protection and clarity, not distrust or bureaucracy.

Materials

Case handouts (see Box 7; by now, participants can come up and share more scenarios from their contexts – non personal ones).

STEP BY STEP

1. Opening framing (5 minutes)
Trainer introduces the topic in plain language:

In construction, many agreements are made quickly and informally. This can feel practical, but it often hides:

- unclear payment terms,
- unclear responsibilities,
- unclear legal protection.
- Contracts are not about distrust — they are about clarity.

Trainer reframing:
"A contract is not a conflict tool. It is a clarity tool."

Women in construction framing:

Women may feel pressure:

- to start work before terms are clear,
- not to slow things down,
- not to question agreements.

Legal awareness helps shift focus from people to structure.

2. Recall activity (5–8 minutes)
Trainer prompts learners to recall everyday practice:

- "How are work agreements usually made in construction?"
- "What is written, and what is often just assumed?"

Learners mention:

- verbal agreements,
- messages or calls,
- starting work before pricing is clear,
- uncertainty about extra tasks.

Trainer briefly notes responses under:

- Written
- Assumed

No analysis yet — this sets up the exercise.

3. Practical exercise
Agreement analysis (15–20 minutes)

Exercise: **"What Is Clear – What Is Missing?"**

Format: Small group exercise (3–4 learners per group)

Trainer explains:

"You don't need legal knowledge to see whether an agreement protects you."

Each group receives one short work agreement scenario, for example:

"A worker agrees verbally to complete a project for a fixed price. During the work, additional tasks are requested, and payment timing is not discussed."

Groups receive a simple worksheet or flipchart with three columns:

Group task

For the given situation, groups discuss and note:

1. What is clear?

- What has been agreed?
- What seems certain?

2. What is unclear or missing?

- Payment terms?
- Scope of work?
- Responsibility?
- What happens if things change?

3. Who carries the risk if something goes wrong?

- Worker?
- Client?
- Both?

Rules of the exercise

- No legal terms required.
- No personal stories needed.
- Focus on structure, not behaviour.

Trainer circulates to support discussion.

4. Trainer led synthesis and analytical checklist (5–10 minutes)

Groups briefly share key insights.

Trainer links findings back to a simple agreement awareness checklist:

- What work is clearly agreed?
- What is not written?
- Who is responsible for payment and changes?
- What proof exists if there is a dispute?

Trainer highlights patterns:

- Missing written clarity often shifts risk to the worker.
- Informal agreements are common but not neutral.
- Women may carry disproportionate risk in these situations.

Closing reframing: **"Contracts don't need to be complex to be protective. They need to be clear."**

Exercise Scenario Cards

Scenario Card 1

Extra Work Without Clarity

Context

A woman construction worker agrees verbally to complete a renovation task for a fixed price.

The scope of work is discussed quickly, and no written agreement is made.

During the project:

- the client asks for "a few extra things",
- timelines change,
- payment terms are never clearly discussed.

The worker feels pressure to continue so as not to damage the relationship.

Use this scenario to discuss:

- What is clear in this agreement?
- What is unclear or missing?
- Who carries the risk if payment or scope becomes a problem?

Scenario Card 2

Starting Work Before Terms Are Confirmed

Context

A woman subcontractor is contacted for urgent construction work. She is asked to start immediately so the project is not delayed.

- The price is discussed briefly by phone.
- No written confirmation is provided.
- Payment timing and responsibility for materials are not clarified.

Work begins the same day.
Use this scenario to discuss:

- What assumptions are being made?
- What should ideally be clarified before starting?
- Who carries the legal and financial risk if things go wrong?

Block 3

Legal Risks, Obligations, and Protection

30–45 minutes | Core

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Help learners recognise common legal risks in construction work, understand how obligations and responsibilities are distributed, and identify basic protection mechanisms that reduce vulnerability, especially for women working under informal or project based arrangements.

Materials:

- Short risk focused work situation cards (2–3 per group)
- Flipchart or whiteboard
- Markers
- Protection awareness checklist (paper or slide)

STEP BY STEP

4. Trainer introduces the block in plain language:

In construction, legal risk often appears after something goes wrong. Risk is not always about breaking rules — it often comes from:

- unclear agreements,
- informal arrangements,
- unclear responsibility.

Legal problems rarely start as **"legal"** — they start as practical issues.

Trainer sets the tone: "**This block is about recognising risk, not avoiding work or opportunity." Women in construction framing (non personalised):**

Women may be more likely to:

- accept informal arrangements,
- carry responsibility without clarity,
- feel pressure not to question risk.

Legal awareness helps name risk before it becomes personal loss.

5. Recall activity – identifying risk situations (5–8 minutes)

Trainer prompts learners: **"What kinds of problems appear in construction work when things go wrong?" "Where do people usually lose time, money, or protection?"**

Typical responses may include:

- non payment or late payment,
- accidents,
- disputes about responsibility,
- extra work without agreement.

Trainer records responses under: Common problems in construction work

6. Practical exercise – Risk and responsibility mapping (15–20 minutes)

Exercise: "Where Is the Risk?" Format: Small groups (3–4 learners)

Trainer explains: "Risk grows when responsibility is unclear."

Each group receives one short work situation, for example:

- work done without a written agreement,
- subcontracted work with unclear safety responsibility,
- payment delayed after extra tasks are added.

a) Group task

Groups discuss and answer:

1. What could go wrong here?

- Payment?
- Safety?
- Dispute?
- Liability?

2. Who carries responsibility?

- Worker?
- Client?
- Contractor?
- Unclear?

3. What protection is missing or weak?

- Written agreement?
- Clear role definition?
- Insurance?
- Proof of agreement?

Rules

- No legal terms required
- No personal stories required
- Focus on structure and responsibility, not behaviour

Trainer circulates to support discussion.

7. Trainer led synthesis and protection checklist (5–10 minutes)

Groups share key insights briefly.Trainer highlights patterns:

- Risk increases when agreements are informal.
- Responsibility often shifts silently to the worker.
- Women may carry disproportionate risk due to power imbalance.

Trainer introduces a basic protection awareness checklist:

- Is my role clearly defined?
- Is responsibility for payment and safety clear?
- Is there written proof?
- Do I know what protection exists if something goes wrong?

Closing reframing: **"Protection does not remove risk. It reduces how much risk you carry alone."**

8. Key Message for Learners: Legal risk increases when responsibility is unclear.

Awareness is the first form of protection.

9. Risk Scenario Cards



Risk Scenario Card 1

Responsibility After an Accident

Context

A woman subcontractor is working on a construction site.

She brings her own tools and works independently, but follows daily instructions from a contractor.

An accident happens on site involving equipment.

It is unclear:

- who is responsible for safety,
- whether insurance covers the incident,
- who carries legal responsibility.

No written agreement clearly defines roles or responsibilities.

Use this scenario to discuss:

- What legal or practical risks appear here?
- Who may be considered responsible?
- What protection is missing or unclear?

Risk Scenario Card 2

Non Payment After Extra Work

Context

A woman construction worker agrees to complete a task based on a verbal agreement. During the project, additional work is requested and completed.

After the job:

- payment is delayed,
- the client questions the final amount,
- there is no written record of agreed changes.

The worker has already invested time and materials.

Use this scenario to discuss:

- What risks are involved?
- Who carries the financial risk?
- What protection could have reduced the problem?

Protection Awareness Checklist

Protection Checklist

Asking the Right Questions

Use this checklist to pause and reflect in any work situation.

1. My role and responsibility

☐ Do I know my form of work (employee, subcontractor, self employed)?
☐ Is my role clearly defined?
☐ Do I know what I am responsible for?

2. Payment and work scope

☐ Is payment clearly agreed?
☐ Is the scope of work clearly defined?
☐ Is there a clear agreement if work changes?

3. Safety and liability

☐ Who is responsible for safety on site?
☐ Do I know what happens if there is an accident or damage?
☐ Is insurance in place, and do I know what it covers?

4. Proof and clarity

☐ Is there written proof of what was agreed (even simple messages)?
☐ Would I be able to explain what was agreed if there was a dispute?

5. Awareness and next steps

☐ Do I understand where the main risk lies?
☐ Do I know when I should ask for advice or support?

Block 4

Reflection, Judgement, and Informed Next Steps

30–45 minutes | Optional (recommended for 3–4h)

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Support learners in consolidating their legal awareness, reflecting on how legal status, agreements, and risks affect their work, and reinforcing that knowing when to pause and ask for help is a professional skill, especially for women working in construction.

STEP BY STEP

4. Individual reflection (5–8 minutes)

Trainer invites quiet, individual reflection, using a calm and non judgemental tone. Learners are asked to think (or write privately) about prompts such as:

- Which aspects of legal risk or responsibility feel most relevant to my work?
- Which situations feel unclear or risky in construction work?
- What signs suggest I should pause before accepting work or terms?
- What kind of support or advice might be helpful in such situations?

Trainer reminder (spoken): **"This is about awareness, not about having answers."**

5. Small-group discussion (15–20 minutes)
Learners move into small groups (3–4 people). Discussion focus:

Groups discuss patterns and general insights, not personal cases.

Suggested guiding questions:

- What types of situations seem to involve higher legal risk?
- What often makes risk difficult to see in construction work?
- Why might women feel pressured to accept unclear arrangements?
- What would make it easier to ask for clarity or support?

Trainer guidance:

- Encourage listening, not debate.
- Keep discussion at structural level (work practices, norms).
- Avoid problem solving individual cases.

Trainer circulates to support safe discussion.

6. Plenary synthesis (5–10 minutes)

Groups share general insights or themes, not personal stories.

Trainer records key points on a flipchart, such as:

- Risk often comes from unclear responsibility.
- Informal arrangements are common but unequal.
- Pressure to "keep work" increases vulnerability.
- Legal awareness helps slow decisions.

Trainer synthesises the session, linking all blocks:

- Legal status shapes responsibility and protection.
- Agreements make expectations visible.
- Risk grows when responsibility is unclear.
- Asking for advice is part of professionalism.

Closing message: **"Legal awareness does not mean knowing the law. It means knowing your position, your limits, and when to seek support."**

Block 5

Reflection and Consolidation

15–30 minutes | Mandatory

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Consolidate learning from Learning Session 8 by supporting learners to reflect on key insights, reinforce confidence in recognising legal risk and protection, and prepare mentally for the next session in the learning pathway.

STEP BY STEP

4. Written reflection (5–8 minutes)

Trainer invites individual written reflection, using a calm, non judgemental tone.

Learners are asked to write short responses (bullet points or sentences) to prompts such as:

- One thing I understand better now about legal aspects of work in construction is…
- One situation where legal clarity or protection feels important is…
- One question or issue I would not try to handle alone anymore is…
- One reminder I will take forward into my work is…

5. Group synthesis (5–10 minutes)

Learners are invited to share general insights they are comfortable sharing.

Trainer summarises key messages from the session, linking all blocks together:

- Legal status affects responsibility and protection.
- Clear agreements reduce misunderstanding and risk.
- Legal risks often come from unclear roles and informal arrangements.
- Legal awareness is about knowing when to pause and seek support.

6. Preview Session 9 (2 minutes)

Trainer introduces the next session, linking it clearly to what has been learned in Session 8. Trainer says: "Next session: Learning Session

9 – Business Plan Development.

In the next session, we will move from legal awareness and protection to planning and forward looking thinking."

Trainer explains briefly:

Session 8 focused on:

- understanding legal status,
- recognising risk,
- protecting yourself through clarity and awareness.

Session 9 will focus on:

- turning ideas into structured plans,
- understanding what a business plan is (and what it is not),
- using planning as a tool for confidence and sustainability, not bureaucracy.

Women in construction framing:

"Business planning is not only for large companies.

It is a practical tool that helps women in construction think ahead, make informed choices, and reduce uncertainty."

Trainer closes the preview with:

"Session 8 was about protection and awareness.

Session 9 is about direction and decisions for the future."

5. 6. Teaching and Learning Methods

This learning session applies participatory, empowerment oriented, and adult centred methods, appropriate for legal awareness without technical instruction.

- Plain language trainer input.
- Scenario based learning
- Small group analytical exercises
- Guided reflection
- Facilitated synthesis

7. Practical Application
Learners apply learning by:

- identifying legal status in construction work situations;
- analysing agreements to see what is clear and what is missing;
- recognising legal risks linked to informal arrangements;
- mapping responsibility and protection in realistic scenarios;
- practising reflective judgement to decide when to seek support.

6.8. Materials and Tools

Core

- Plain-language definition handouts (legal status, contracts, risk, protection)
- Short scenario cards (agreements, risk, responsibility)
- Agreement analysis worksheet
- Protection awareness checklist
- Flipchart / whiteboard and markers

7.9. Assessment and Evaluation (Formative)

Methods

- Observation of participation in group discussions and exercises
- Review of worksheets and reflection notes
- Trainer questioning during plenary synthesis

Criteria
Learner can:

- describe different legal forms of work in construction;
- explain why clear agreements matter;
- identify common legal risks and responsibilities;
- recognise basic protection mechanisms;
- explain when legal advice or support is needed.

8.10. Evidence of Learning

- Completed agreement analysis worksheets
- Risk-mapping exercise outputs
- Written reflection notes
- Trainer observation checklist

11. ANNEXES

Learning Session 8:
Legal Aspects of Entrepreneurship

ANNEX A
Agreement Analysis Worksheet

Purpose: To help learners identify clarity, gaps, and risk in work agreements.

Agreement Analysis Worksheet

Scenario title: _____

Group name (optional):_____

Date: _____

Step 1 | **What Is Clear?**

☐ Type of work
☐ Payment amount
☐ Timeline or deadline
☐ Who the client or contractor is

Notes: _____
_____
_____

Step 2 | **What Is Unclear or Missing?**

☐ Payment timing
☐ Extra work or changes
☐ Responsibility for materials
☐ Responsibility if something goes wrong
☐ Written proof of agreement

Notes: _____
_____
_____

Step 3 | **Who Carries the Risk?**

☐ Worker ☐ Client ☐ Contractor ☐ Shared
☐ Unclear

Why: _____

_____

_____

Step 4 | **Reflection**

One thing that could reduce risk in this situation is: _____

_____

_____

ANNEX B

Risk Mapping Exercise Worksheet

Purpose: To identify where legal and financial risk appears in construction work.

Risk Mapping Worksheet

Scenario title: _____

Group name (optional):_____

Date: _____

Step 1 | **What Could Go Wrong?**

☐ Non-payment or late payment
☐ Dispute about extra work
☐ Safety issue or accident
☐ Damage or liability
☐ Loss of income

Step 2 | **Who Carries Responsibility?**

Payment:
☐ Worker ☐ Client ☐ Contractor ☐ Unclear

Safety:
☐ Worker ☐ Client ☐ Contractor ☐ Unclear

Insurance:
☐ Worker ☐ Client ☐ Contractor ☐ Unclear

Tools / Materials:
☐ Worker ☐ Client ☐ Contractor ☐ Unclear

Step 3 | **What Protection Is Missing?**

☐ Written agreement
☐ Clear role definition
☐ Insurance coverage
☐ Proof of agreement

Step 4 | **Risk Reflection**

Risk is high in this situation because:

_____

_____

_____

ANNEX C

Trainer Observation Checklist

Trainer: _____

Group name (optional):_____

Date: _____

Participation and Engagement

☐ Participates in discussion ☐ Partial ☐ Not yet
☐ Listens respectfully ☐ Partial ☐ Not yet
☐ Engages with scenarios ☐ Partial ☐ Not yet

Legal Forms of Work Understanding

☐ Identifies employment vs self employment
☐ Partial ☐ Not yet

☐ Recognises responsibility differences
☐ Partial ☐ Not yet

☐ Understands informal work risk
☐ Partial ☐ Not yet

Contracts and Agreements

☐ Explains why agreements matter
☐ Partial ☐ Not yet

☐ Identifies missing elements

☐ Partial ☐ Not yet

☐ Sees contracts as protection

☐ Partial ☐ Not yet

Risk and Protection Awareness

☐ Identifies legal risks ☐ Partial ☐ Not yet

☐ Recognises responsibility shifts

☐ Partial ☐ Not yet

☐ Uses protection checklist correctly

☐ Partial ☐ Not yet

Informed Decision Making

☐ Knows when to pause ☐ Partial ☐ Not yet

☐ Identifies need for advice ☐ Partial ☐ Not yet

☐ Understands support as strength

☐ Partial ☐ Not yet

Trainer Reflection

What worked well:_____

_____

_____

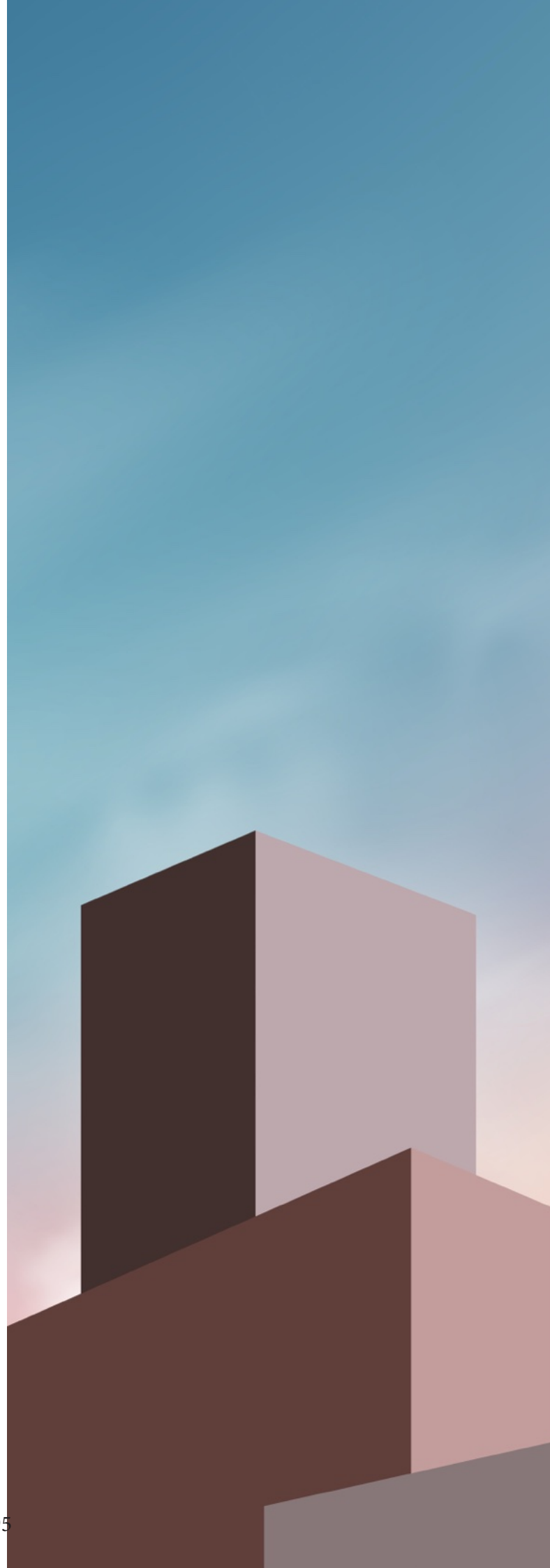
What needs reinforcement: _____

_____

_____

11. Compatibility with 2–4 Hour Session

- **2 hours:** Blocks 1–2 + short consolidation
- **3 hours**: Blocks 1–3 + short reflection
- **4 hours:** Full session (Blocks 1–5)



Learning Session 9

Business plan development

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning

Session type: Planning, decision making, and future orientation

1. Purpose and Positioning

Learning Session 9 introduces learners to business plan development as a practical planning process, helping women in construction clarify:

- what they want to do,
- how they want to work,
- what they need to make their work sustainable.

Building on:

Session 7 – Marketing and Client Relations (how work is accessed),

Session 8 – Legal Aspects of Entrepreneurship (protection, risk, clarity),

this session addresses the question:

"How can I plan my work in construction in a way that is realistic, protective, and sustainable?"

The session is positioned to:

- demystify the term business plan;
- avoid financial or academic complexity;
- validate multiple paths (employment, subcontracting, partial self employment);
- support confidence and informed decision making.

2. Learning Outcomes

By the end of this learning session, learners will be able to:

- Explain what a business plan is and what it is not;
- Identify key elements of a simple, realistic business plan;
- Reflect on how their skills, work model, and goals fit together;
- Recognise business planning as a tool for clarity, not bureaucracy;
- Use planning to reduce uncertainty and risk.

3. Competence Development and Alignment

This session contributes to:

- **Entrepreneurial competence** – Planning, decision making, and sustainability;
- **Self management –** Goal setting and forward planning;
- **Financial and legal awareness –** Linking planning to protection;
- **Work readiness –** Understanding how different work models affect planning.

4. Conceptual and Theoretical Content

Key principles of this session:

A business plan is a thinking tool, not just a document.

Planning supports:

- clarity,
- confidence,
- risk reduction.

- **Not all women in construction need the same type of plan.**
- **Good plans are realistic, flexible, and personal.**

5. Learning Session

Structure and Time Allocation (2–4h)

Block 1

What Is a Business Plan (and What It Is Not)

20–30 minutes | Mandatory

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Help learners reconnect with the full learning journey, recognise how Sessions 7 and 8 lead naturally into planning, and begin to view a business plan as a practical thinking and direction setting tool, rather than a formal or bureaucratic document.

STEP BY STEP

4. Learning timeline (5–8 minutes)
Trainer introduces a visual or verbal learning timeline, revisiting the previous sessions briefly. The trainer highlights:

Session 7– Marketing and Client Relations

→ How work is found, communicated, and sustained through relationships.

Session 8 – Legal Aspects of Entrepreneurship

→ How legal status, agreements, and protection reduce risk and uncertainty.

Trainer then positions Session 9:

"Business planning brings these elements together.

It helps turn understanding into direction."
Key message to learners: "A business plan connects how you find work, protect yourself, and move forward."

5. Guided recall (8–10 minutes)
Trainer facilitates a guided recall discussion, asking learners to reflect on earlier sessions. Prompt questions:

- "What stood out for you from the sessions on marketing or legal awareness?"
- "What questions about work, income, or risk are still open for you?"
- "Where do you still feel uncertainty about the future?"

The trainer listens and notes themes, not individual answers, such as:

- uncertainty about job continuity,
- questions about combining work models,
- concern about risk and protection,
- desire for stability or growth.

Trainer reframes gently: "Many of these questions are planning questions."

6. Pair sharing (5–10 minutes)
Learners form pairs and discuss one or two prompts:

Suggested prompts:

"When you hear business plan, what do you think of?"

"What feels useful — and what feels uncomfortable — about planning?"

"What decisions would you like more clarity on?"

Important framing:

- No right or wrong views.
- Planning does not mean starting a business tomorrow.
- Sharing stays general, not personal.

Trainer closes the activity by bringing the group back together: **"A business plan is not a promise or a test. It is a way to think clearly about your work and your future."**

Block 2
Understanding Your Work Model and Goals

30–45 minutes | Mandatory

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Support learners in clarifying how they currently work and how they want to work, and recognising that a business plan must start from realistic work models, personal goals, and constraints, rather than abstract business ideas or fixed templates.

Materials:

Individual reflection worksheet:
“My Work Model and Goals”

Flipchart or whiteboard

Markers

STEP BY STEP

4. Individual written reflection (10–15 minutes)

Trainers invite learners to reflect individually and privately, emphasising that this is the foundation for planning.

Learners are asked to write short notes in response to prompts such as:

How do I currently work in construction?

- employment,
- subcontracting,
- self employment,
- or a combination.

- **What do I like about my current way of working?**
- **What feels difficult, uncertain, or risky?**
- **How would I like to work in the future (even if it feels far away)?**
- **What limits or responsibilities influence my choices (e.g. income needs, time, family, health)?**

Trainer reassurance: “Planning starts from reality, not from perfection.”

5. Small-group discussion (15–20 minutes)
Learners form small groups (3–4 people).

Discussion focus:
Sharing patterns and insights, not personal details.

Suggested guiding questions:

- What different work models exist in construction?
- Why do many women combine more than one work model?
- What makes certain work models feel safer or riskier?
- How do personal goals and responsibilities influence planning choices?

Trainer guidance:

- Keep discussion general and respectful.
- Avoid giving advice to individuals.
- Focus on **structures and choices,** not success stories.

6. Trainer synthesis (5–8 minutes)
The trainer brings the group back together and synthesises key themes from discussions, such as:

- There is no single “correct” way to work in construction.
- Many women plan around **mixed or flexible work models.**
- Planning must consider:
- income stability,
- risk and protection,
- personal goals and constraints.

Trainer explicitly links this block to business planning:

“A business plan does not start with a document.

It starts with understanding how you work and what you want to work towards.”

The trainer closes by preparing learners for the next block:

“Now that you have reflected on your work model and goals,

we can look at the key elements that make a simple business plan useful.”

Individual reflection worksheet: **“My Work Model and Goals”**

Individual Reflection Worksheet
My Work Model and Goals

Purpose of this worksheet

This reflection helps you think clearly about **how you work now, what works for you, and what you want to work towards.**

There are no right or wrong answers. Use short notes, keywords, or sentences.

Part 1
How I Work Now

1. How do I currently work in construction?
(You can select more than one.)

☐ Employee
☐ Subcontractor
☐ Self employed / independent
☐ Combination of the above
☐ Other: _____

_____

_____

2. What does my current work situation look like?
(Example: type of work, projects, schedules, income pattern)

_____

_____

_____

_____

_____

Part 2
What Works Well

_____

_____

_____

_____

_____

3. What do I like about my current way of working?
(Example: flexibility, stability, income, skills used, independence)

_____

_____

_____

_____

4. What feels strong or stable in my work right now?

_____

_____

_____

_____

_____

Part 3
Challenges and Uncertainty

_____

_____

_____

_____

_____

5. What feels difficult, uncertain, or stressful in my current work?
(Example: income gaps, unclear agreements, time pressure, risk)

_____

_____

_____

_____

_____

6. Where do I feel less protected or less confident?

_____

_____

_____

_____

_____

Part 4
Looking Ahead

7. How would I like to work in the future?
(This does not have to be a final decision.)

☐ More stability
☐ More flexibility

☐ More independence
☐ Combination of work models
☐ Other: _____

_____

_____

8. What would "better" or "more sustainable" work look like for me?

_____

_____

_____

_____

_____

Part 5

Personal Priorities and Constraints

9. What factors influence my work choices?
(For example: income needs, time, family responsibilities, health, location)

_____

_____

_____

_____

_____

10. What do I need to take into account when planning ahead?

_____

_____

_____

_____

_____

Part 6

Reflection

11. One thing I want more clarity about going forward is:

_____

_____

_____

_____

_____

12. One small planning step that could help me feel more confident is:

_____

_____

_____

_____

_____

Block 3

Core Elements of a Simple Business Plan

30–60 minutes | Core

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Help learners understand the essential elements of a simple, realistic business plan, and see how these elements connect directly to their work model, goals, legal awareness, and sustainability in construction—without turning planning into a technical or financial exercise.

Materials

Simple business plan framework (1–2 pages)
Prompt cards for business plan elements (work offered, clients, income, costs, risks)
Flipchart or whiteboard/ Markers

STEP BY STEP

4. Opening framing – demystifying the business plan (8–10 minutes)
Trainer introduces the block in plain language:

A business plan does not have to be:

- long,
- technical,
- written for banks or investors.

In many construction contexts, a business plan is simply: a clear picture of how work, income, and risk fit together.

Trainer reframes strongly: **"A business plan is a thinking tool, not a document test."**

Link to earlier learning:

- **Session 7** → How work is found and communicated
- **Session 8** → How risk and protection matter
- **Session 9** → How to bring this together into clear planning

5. Trainer input – introducing the core elements (10–15 minutes)

Using a flipchart or handout, the trainer introduces the core elements of a simple business plan, one by one, in plain language.
Core elements

- What work I offer (Skills, services, type of construction work)
- Who I work for (Clients, contractors, employers, repeat relationships)
- How income comes in (Wages, invoices, project payments, mixed income)
- Main costs and responsibilities (Tools, transport, time, insurance, contributions)
- Risks and protection (What could go wrong and how risk is reduced)

Trainer emphasises: "You already know most of this. Planning just puts it into one clear picture."

6. Practical exercise – mapping a simple business plan (20–25 minutes)

Exercise: **"My Simple Business Plan Map"**

Format: Small group exercise (3–4 learners)

Each group works with a large sheet or flipchart divided into five sections matching the core elements.

Learners use general examples, not personal financial data.

Group task

Groups discuss and note:

A) What work is offered?

- Types of construction work
- Skills or services

B) Who are the clients or employers?

- Companies, private clients, contractors

C) How does income usually flow?

- Regular, irregular, project based

D) What are the main costs or obligations?

- Time, tools, travel, insurance

E) What risks and protections exist?

- Lack of work, non payment, unclear roles
- Protection: agreements, planning, awareness

Rules of the exercise

- No precise numbers needed
- No personal details required
- Focus on structure and clarity, not perfection

7. Trainer synthesis – connecting planning to sustainability (5–10 minutes)

Groups briefly share key observations, not full plans.

Trainer highlights common patterns:

- Income in construction is often variable.
- Costs and risks are frequently underestimated.
- Planning helps make **hidden issues visible.**

- **Planning links directly to:**
- legal protection,
- budgeting,
- marketing decisions.

Trainer closes the block with a strong reframing: **"A good business plan does not predict the future. It helps you be prepared for it."**

8. Key Message for Learners

A simple plan helps you see connections between work, income, and risk.
That clarity is the foundation of sustainability.

Support learning Materials

My Simple Business Plan – Working Draft

1. What work do I offer?

What kind of construction work do I do or want to do?

(Example: specific trade, services, skills)
What am I good at or experienced in?

2. Who do I work for?
Who are my typical clients or employers?

☐ Company / contractor
☐ Private clients
☐ Agencies
☐ Combination

How do I usually find work?
(Referrals, repeat work, sites, applications, networks)

3. How does income come in?
How am I usually paid?

☐ Wage / salary
☐ Per project
☐ Invoices
☐ Mixed income

Is income regular, irregular, or project based?

4. Main costs and responsibilities

What do I need to cover to work?
(Examples: tools, transport, time, insurance, contributions)

What responsibilities do I carry myself?

5. Risks and protection

What could go wrong in my work?
(Examples: gaps in work, late payment, accidents, unclear agreements)

What helps protect me or reduce risk?
(Examples: agreements, planning, awareness, support)

6. My next planning step
One small step that would help me feel more confident about my work:

Learning Material 2

Prompt Cards

Business Plan Elements

(Use as A6 cards, slide prompts, or table cards)
These cards are used to guide thinking and discussion, not to test knowledge.

Prompt Card 1

Work Offered

- What type of construction work do you do?
- What skills or services do you offer?
- What kind of work do you want more of?

Focus **on what you actually do,** not job title

Prompt Card 2

Clients and Work Access

Clients

- Who do you work for?
- Who decides if you get work?
- How do new jobs usually start?

Think about **relationships and access,**
not marketing language.

Prompt Card 3

Income

- How does money come in?
- Is income regular or project based?
- Do you combine different income sources?

Income patterns matter more than exact amounts.

Prompt Card 4

Costs and Responsibilities

Costs

- What do you need to pay for to work?
- What costs are easy to forget?
- What responsibilities fall on you?

Costs include **time, energy, and risk** — not only money.

Prompt Card 5

Risks and Protection

Risks

- What could go wrong?
- Where do problems usually appear?
- What reduces risk or helps protect you?

Planning is a way to **notice risk early,** not to avoid work.

Block 4

Planning as Protection and Sustainability

30–45 minutes | Optional (recommended for 3–4h)

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Help learners understand business planning as a protective and empowering tool, linking planning directly to risk reduction, legal clarity, financial awareness, and long term sustainability in construction work—especially for women navigating informal, project based, or mixed work models.

STEP BY STEP

Box 1

Planning as Protection and Sustainability

Why planning matters in construction work

In construction, work is often:

- project based,
- irregular,
- dependent on informal agreements,
- affected by power imbalance.

For many women in construction, this can mean:

- uncertainty about income,
- unclear responsibilities,
- pressure to accept work quickly,
- carrying risk individually.

Planning is not only about growth or business success.

1. Opening framing
linking planning and protection (5 minutes)

Trainer introduces the block in plain language:

Planning is often seen as:

- paperwork,
- bureaucracy,
- something only for large businesses.

In reality, planning is a way to:

- reduce uncertainty,
- notice risk early,
- protect time, income, and energy.

Trainer reframing: **"Planning is not about predicting the future. It is about being less exposed to risk."**

Women in construction framing:

Women are more likely to:

Box 2

Planning as Protection

What "planning as protection" means

Planning as protection means using planning to:

- make risks visible before they cause problems,
- reduce uncertainty,
- avoid carrying all responsibility alone.

It does not mean:

- avoiding work,
- predicting the future,
- writing complex documents.

Instead, planning helps answer questions like:

- How do I usually find work?
- Where do gaps in income appear?
- What risks do I often face?
- What responsibilities do I carry personally?
- What helps reduce these risks?

By thinking about these questions in advance, planning protects:

- time,
- income,
- energy,
- confidence.

Key idea: Protection comes from clarity, not from control.

Why this matters especially for women in construction

Women in construction may:

- work more often in informal or mixed work models,
- feel pressure not to question terms,
- take on additional emotional or organisational labour,
- absorb risk to maintain relationships.

Planning helps shift risk from being:

personal and hidden to being:

- visible, shared, and manageable.

Planning moves risk from the person to the plan

- work with informal arrangements,
- combine different work models,
- absorb risk personally.

Planning helps shift risk from personal to visible and manageable.

2. Small group reflection – where planning protects (10–15 minutes)

Learners form small groups (3–4 people).

Each group uses their simple business plan elements (from Block 3) and discusses guiding questions such as:

Where in our plan do risks usually appear?

- income gaps,
- unclear scope,
- legal status,
- over commitment.

Which parts of planning help reduce these risks?

- clarity about clients,
- realistic income expectations,
- awareness of costs,
- linking planning to legal agreements.

How does planning support sustainability over time?

Important guidance

- No personal financial details required.
- Discussion stays general and structural.
- Focus on how planning protects, not on success stories.

3. Trainer synthesis – sustainability and empowerment (5–10 minutes)

Groups share key insights or patterns, not individual plans.

Trainer synthesises core messages:
Planning makes hidden risks visible.

Planning supports:

- better decisions,
- clearer boundaries,
- realistic expectations.

Planning connects directly to:

legal protection (Session 8),
income stability (Session 6),
client relations (Session 7).

Trainer delivers a strong closing framing:
"Sustainable work is not about working more. It is about working with clarity, protection, and direction."

Block 3
Planning for Sustainability

What sustainability means here

In this context, sustainability does not mean rapid growth, expanding a company, or working more hours.

Sustainability means:

- being able to continue working over time,
- maintaining income and health,
- avoiding constant crisis or last minute decisions,
- balancing work and personal responsibilities.

Sustainable work is work you can maintain, not work that exhausts you.

4. Key Message for Learners

"Planning is a way to take care of your work and your future. It is protection, not pressure."

Block 4
How planning supports sustainability

Planning supports sustainability by:

- linking work, income, and costs realistically,
- helping you see patterns over time,
- supporting better decisions about what work to accept
- connecting planning with legal and financial awareness.

A simple plan can help you:

- prepare for income ups and downs,
- rely less on last minute decisions,
- feel more confident saying yes or no,
- know when to ask for support or advice.

Block 5
Planning as Empowerment (Not Pressure)

Planning in this programme:

- is voluntary,
- is flexible,
- belongs to the learner,
- does not require perfection.

A plan can be informal, short, and updated many times.

Planning is not a test of ambition or ability. It is a tool to support confidence, agency, and protection.

Support learning material

Example:
Completed Simple Business Plan Framework

1. What work do I offer?

I work in **general construction and finishing work,** mainly interior tasks such as:

- plastering and repairs,
- basic tiling,
- surface preparation,
- small renovation jobs.

I am experienced in working on site with other trades and can work independently on small projects.

2. Who do I work for?
I work mainly for:

- small construction companies and contractors,
- occasionally private clients for renovation work.

Most jobs come through:

- people I have worked with before,
- recommendations from site managers,
- being available for short term projects.

My work is mainly **repeat or referral based,** not advertised.

3. How does income come in?
Income comes from a mix of work models:

- some periods working as an employee on projects,
- invoicing for specific tasks as a subcontractor.

Income is project based and irregular, depending on available work. Some months are stable; others have gaps between projects.

4. Main costs and responsibilities
To work, I need to cover:

- transport to sites,
- basic tools and equipment,
- work clothing and safety gear,
- my own time between projects.

When subcontracting, I am responsible for:

- invoicing,
- checking payment terms,
- clarifying scope of work.

I also need to be aware of:

- insurance responsibilities,
- social contributions when not employed.

5. Risks and protection
Main risks in my work:

- gaps between projects,
- late payment after completing tasks,
- unclear agreements about extra work,
- unclear responsibility in informal arrangements.

What helps reduce risk:

- agreeing tasks and payment clearly before starting,
- confirming key points by message or email,
- avoiding starting work without clarity,
- planning income and expenses realistically,
- knowing when to ask for advice or support.

Planning helps me notice risks earlier, not eliminate work.

6. My next planning step
One small step that would help me feel more confident is:

- writing down my typical work pattern across a few months,
- noting when income is stable and when it drops,
- being more consistent about confirming agreements in writing.

This helps me plan with reality, not pressure.

Trainer Notes

How to Use This Example

Use as a demonstration, not a target
Emphasise:

- mixed work models are normal,
- plans do not require numbers,
- clarity matters more than ambition

Reinforce:

“If your plan looks similar to this, you are doing it right.”

Block 5

Reflection and Consolidation

15–30 minutes | Mandatory

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Support learners in consolidating what they have learned about business planning, reinforcing planning as a tool for clarity, protection, and sustainability, and helping each learner identify a realistic next step they can take forward.

Step-by-step

4. Written reflection (5–8 minutes)

Trainers invite quiet individual reflection, emphasising that this is about personal sense making, not performance. Learners are asked to write short notes or bullet points in response to prompts such as:

- **One thing** I understand better now about business planning is…
- **One part** of my work that feels clearer after this session is…
- **One risk** or uncertainty that planning helps me see differently is…
- **One small planning step** I want to take next is…

5. Group synthesis (5–10 minutes)

Learners are invited to share general insights they are comfortable sharing. Trainer synthesises key messages from Session 9, linking back to earlier learning:

- A business plan is a thinking tool, not a formal document.
- Planning starts from real work situations, not ideals.

Planning helps connect:

- work models,
- income patterns,
- risks and protection.

Planning supports sustainability by helping learners make informed choices.

Trainer reinforces the women in construction framing: **"Planning supports confidence and protection in a sector where work is often uncertain or informal."**

6. Closing consolidation (5–10 minutes)
The trainer closes Session 9 by situating it within the broader learning journey:

- **Session 7** → How work is found and relationships are managed
- **Session 8** → How legal awareness protects work
- **Session 9** → How planning brings clarity, direction, and sustainability

Closing message to learners: **"You do not need a perfect business plan. You need clarity about your work, your risks, and your next step."**

6. Teaching and Learning Methods

Learning Session 9 uses **learner centred, empowerment based teaching methods** suited to adult learners and vocational contexts, with a strong emphasis on **reflection, dialogue, and practical sense making** rather than technical business writing.

Key methods include:

- **Plain language trainer input** Introducing business planning concepts without jargon or financial complexity.
- **Guided reflective learning** Individual reflection activities enable learners to connect planning concepts to their lived work experience.
- **Small group discussion and peer learning** Learners share patterns, insights, and common challenges without personal disclosure.
- **Scenario and framework based exploration** Using simple frameworks and examples rather than templates or calculations.
- **Facilitated synthesis** Trainers connect learner input to key messages around clarity, protection, and sustainability.

7. Practical Application

Practical application is embedded throughout the session and focuses on thinking and decision making, not document production. Learners apply learning by:

- reflecting on their current work model and goals;
- mapping work, clients, income patterns, costs, and risks;
- linking planning with legal and financial awareness from previous sessions;
- identifying realistic next steps toward greater clarity and sustainability.

8. Materials and Tools

Core

- Simple business plan framework (1–2 pages, plain language)
- Individual reflection worksheets
- Prompt cards for business plan elements (work offered, clients, income, costs, risks)
- Flipchart or whiteboard and markers

9. Assessment and Evaluation (Formative)

Methods

- Observation of participation in reflection and group discussions
- Review of completed planning frameworks or sketches
- Trainer questioning during synthesis moments

Assessment is formative, non graded, and supportive, focusing on understanding rather than completion.

Criteria

Learner can:

- explain what a business plan is and what it is not;
- identify key elements relevant to their work situation;
- link planning to protection, risk awareness, and sustainability;
- articulate a realistic next planning step.

10. Evidence of Learning

- Completed reflection worksheets
- Simple business plan frameworks or sketches
- Group discussion notes or flipchart outputs
- Trainer observation records

Evidence demonstrates clarity, awareness, and judgement, not business performance.

Annexes

PART A

Trainer Observation Checklist (Formative)

Trainer: _____

Date: _____

Group: _____

Instructions for Trainer: Use this checklist to observe learner engagement, understanding, and reflection. This checklist is formative and non graded. Tick boxes based on observable evidence.

A. Engagement & Participation

☐ Participates in guided recall and discussion
☐ Partial ☐ Not yet

☐ Listens respectfully to others
☐ Partial ☐ Not yet

☐ Engages with planning concepts without resistance
☐ Partial ☐ Not yet

B. Understanding What a Business Plan Is (and Is Not)

☐ Understands a business plan as a thinking tool
☐ Partial ☐ Not yet

☐ Does not frame planning as bureaucracy
☐ Partial ☐ Not yet

☐ Recognises planning as not a test or obligation

☐ Partial ☐ Not yet

C. Linking Planning to Previous Learning

☐ Links planning to marketing and client relations

☐ Partial ☐ Not yet

☐ Links planning to legal awareness and protection

☐ Partial ☐ Not yet

☐ Understands planning as combining learning across sessions

☐ Partial ☐ Not yet

D. Work Models & Goals Awareness

☐ Identifies own current work model(s)

☐ Partial ☐ Not yet

☐ Recognises mixed or flexible work models

☐ Partial ☐ Not yet

☐ Connects goals with real-life constraints

☐ Partial ☐ Not yet

E. Risk, Protection & Sustainability Awareness

☐ Identifies areas of uncertainty or risk

☐ Partial ☐ Not yet

☐ Recognises planning as risk reduction

☐ Partial ☐ Not yet

☐ Sees planning as supportive and empowering

☐ Partial ☐ Not yet

Trainer Reflection

What worked well in this block:

_____

_____

What needs reinforcement or clarification:

_____

_____

PART B

Learner Reflection Worksheet

What Is a Business Plan for Me?

Purpose:

This reflection helps you think about planning as a practical thinking tool—not a formal document. There are no right or wrong answers. Use short notes or keywords.

Part 1

First Thoughts

1. When you hear the words “business plan”, what do you think of?

_____

_____

_____

2. After today’s discussion, this idea feels:

☐ More useful ☐ Less frightening ☐ Still unclear

☐ Other: _____

_____

_____

Part 2

Connecting the Learning Journey

3. Which earlier learning feels most relevant for planning?

☐ Finding work ☐ Legal protection ☐ Income

☐ Risk ☐ All of the above

4. One question planning could help me think about:

_____

_____

_____

Part 3

Understanding My Work Situation

5. How do I currently work?

☐ Employee ☐ Subcontractor ☐ Self employed
☐ Combination

6. What feels stable in my work right now?

_____

_____

_____

7. What feels uncertain or risky?

_____

_____

_____

Part 4

Planning as a Tool

8. Planning could help me mostly with:

☐ Clarity ☐ Risk awareness ☐ Decision making
☐ Confidence ☐ Protection

9. One thing I do NOT expect from a business plan:

_____

_____

_____

Part 5

My Next Step

10. One small planning step that could help me feel more confident:

_____

_____

_____

Key reminder:

A business plan is not a promise or a test. It is a way to think clearly about your work, your risks, and your direction.

11. Compatibility with 2–4 Hour Session

- **2 hours:** Blocks 1–2 + shortened Block
- 5 (reflection)
- **3 hours:** Blocks 1–3 + consolidation
- **4 hours:** Full session (Blocks 1–5)





Learning Session 10

Presentation and evaluation

Duration: 2–4 hours

Delivery mode: Formal VET / Non-formal training / Blended learning
Session type: Consolidation, formative assessment, and closure session

1.1. Purpose and Positioning

Learning Session 10 concludes Module 4 – Technical Skills and Entrepreneurship by providing structured opportunities for learners to:

- review and synthesise learning from Sessions 1–9;
- present and articulate learning in non exam, non competitive formats;
- consolidate key technical, entrepreneurial, and professional insights;
- reflect on personal development and changing career perspectives;
- formally close the module with clarity, validation, and recognition.

This session does not introduce new content. Instead, it ensures that learning from **Module 4 is:**

- made explicit,
- recognised and valued,
- connected to real work, training, or entrepreneurial pathways.

The session addresses the guiding question:

“What have we learned about technical skills, entrepreneurship, and opportunity — and how do we carry this forward?”

2.2. Learning Outcomes

By the end of this learning session, learners will be able to:

1. Summarise key concepts and insights from Module 4 in a coherent way;

2. Demonstrate understanding of:

- innovation, digital tools, and green construction,
- entrepreneurship, finance, legal awareness, and planning;

3. Reflect on personal learning and confidence development across the module;

4. Articulate how Module 4 learning connects to future work, training, or enterprise pathways.

These outcomes confirm achievement of Module 4 objectives and prepare learners for further deepen their knowledge or transition into employment, self employment, or continued training.

3. Competence Reference

This session consolidates competences developed throughout Module 4:

- Learning to learn competence
- Reviewing, synthesising, and articulating learning outcomes.
- Entrepreneurial competence (EntreComp)

Learning from experience, opportunity awareness, reflective planning.

- Digital and technical awareness
- Integrating understanding of modern construction tools and practices.
- Professional communication competence
- Presenting ideas clearly, confidently, and respectfully.

3.4. Conceptual and Theoretical Content
4.1 Why consolidation matters

The trainer explains that:

- learning is strengthened through review and synthesis;
- entrepreneurship and technical competence grow through reflection, not memorisation;
- consolidation helps learners transfer learning to new work or training contexts.

Key framing: **“This session is not about testing knowledge. It is about recognising learning.”**

4.2 Assessment principles
Assessment in this session is:

- formative,
- inclusive,
- non competitive,
- respectful of different aspirations (employment, training, entrepreneurship).

There are no ‘right’ or ‘wrong’ pathways — only more or less informed and reflective understandings.

4.5. Learning Session
Structure and Time Allocation (2–4h)

Trainer setup (before session – 5 minutes):

Prepare:

- module overview slide or poster (Sessions 1–9),
- reflection templates,
- presentation prompt cards,
- simple assessment checklist aligned with Module 4 outcomes.

Block 1
Revisiting Module 1: The Big Picture

20–30 minutes | Mandatory

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners’ needs and group dynamics.

Aim: Help learners see Module 4 as a coherent skills and entrepreneurship journey.

STEP BY STEP

4. Module recap (8–10 minutes)
Trainer revisits the 10-session structure:

- Trends and innovation in construction
- Digital tools and technologies
- Green and sustainable construction
- Entrepreneurship basics
- Business models in construction
- Financial literacy and budgeting
- Marketing and client relations
- Legal aspects of entrepreneurship
- Business plan development

5. Guided discussion (8–10 minutes)

Ask:

- ““Which ideas appeared across multiple sessions?”
- “Where did technical skills and entrepreneurship connect?”

6. Trainer synthesis (5 minutes)
Emphasise:

- innovation creates opportunity,
- skills are learnable,
- entrepreneurship is an informed choice, not an obligation.

Block 2
Demonstrating Learning Through Reflection

30–45 minutes | Mandatory

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners’ needs and group dynamics.

Aim: Enable learners to articulate learning and insight without pressure.

STEP BY STEP

4. Individual or small group task (15–20 minutes)
Learners present (3–5 minutes each or per group) using prompts such as:

- One technical or entrepreneurial insight that changed how I see construction;
- One skill or area I feel more confident about;
- One opportunity I now recognise (employment, training, business idea).

5. Optional peer sharing (10–15 minutes)
Learners respond with:

- one idea that resonated,
- one shared challenge or opportunity.

6. Trainer feedback (5–8 minutes)

Trainer highlights: Highlight clarity, reflection, and connection to real contexts.

Block 3

Applied Review: Linking Learning to Practice

30–60 minutes | Core

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Consolidate learning through applied understanding.

STEP BY STEP

4. Short applied task (15–20 minutes)
Learners choose one:

- explain how two Module 4 topics connect (e.g. digital tools + entrepreneurship);
- describe how learning could be used in a real construction or business situation.

5. Group discussion (15–20 minutes)
Groups explore:

- which skills are involved,
- which barriers are structural,
- what support would be needed.

6. Trainer synthesis (5–10 minutes)

Reinforce: **integrated thinking across technical, financial, legal, and business skills.**

Block 4

Recognition of Learning and Next Steps

30–45 minutes | Optional (recommended for 3–4h)

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

Aim: Support closure and motivation.

STEP BY STEP

4. Learning recognition (10–15 minutes)
Trainer explains:

- certification or record of completion
- how evidence supports competence based tracking.

5. Forward-looking discussion (10–15 minutes)

Ask:

- "Which skill do you want to develop further?"
- "Where could this learning be useful next?"

6. Trainer framing (5–10 minutes)
Emphasise:

- learning pathways remain open,
- skills developed here support multiple futures.

Block 5

Final Reflection and Closure

15–30 minutes | Mandatory

Note: Time allocations are indicative only and allow trainers the flexibility to adapt the session pace and structure to learners' needs and group dynamics.

STEP BY STEP

4. Final reflection (5–8 minutes)
Learners write:

- one skill or insight they are taking forward,
- one message they would give a future learner.

5. Closing circle or plenary (5–10 minutes)

Shared acknowledgements and group learning harvest.

6. Formal closure (2–5 minutes)

Trainer confirms completion of Module 4 and outlines what comes next.

5.6. Teaching and Learning Methods

- Guided review and synthesis
- Learner presentations
- Reflective writing and discussion
- Applied task analysis
- Participatory facilitation and closure practices

7. Practical Application
Practical application in this session focuses on:

- synthesising learning across technical and entrepreneurial domains;
- articulating understanding in one's own words;
- linking skills to realistic work or enterprise pathways.

6.8. Materials and Tools

Core

- Module overview slide/handout
- Presentation prompt cards
- Reflection and assessment templates
- Flipchart / whiteboard

Supporting

- Learners' previous worksheets and plans (Sessions 6–9)
- Trainer assessment checklist

Blended

- Digital portfolios
- Online presentation or reflection submissions

7.9. Assessment and Evaluation (Formative and Summative Elements)

Methods

- Review of reflections and presentations
- Observation of applied discussions
- Participation across Module 4

Criteria
Learner demonstrates:

- understanding of key module concepts;
- ability to connect learning to practice;
- reflective awareness of personal development.

8.10. Evidence of Learning

Presentation notes or summaries

- Final exam reflection task
- Applied review outputs
- Trainer assessment checklist

11. Compatibility with 2–4 Hour Session

- **2 hours:** Blocks 1, 2, condensed Block 3, Block 5
- **3 hours**: Blocks 1–3 + Block 5
- **4 hours:** Full session (Blocks 1–5)

9. Annex

Trainer Assessment Checklist

Learning Session 10
Presentation and Evaluation

Module 4:

Technical Skills and Entrepreneurship

Session Information

Trainer:

_____

Date:

_____

Group / Cohort:

_____

Instructions for Trainer

This checklist supports formative, inclusive, and non competitive assessment. Use it to observe learner participation, reflection, and synthesis during presentations, discussions, and written activities. Tick boxes based on observable evidence. There are no right or wrong career pathways.

A. Participation and Engagement

☐ Participates in presentation or reflection activities

☐ Partial ☐ Emerging

☐ Engages respectfully with peers

☐ Partial ☐ Emerging

☐ Shows openness to reflection and learning consolidation

☐ Partial ☐ Emerging

B. Understanding of Module 4 Core Themes

☐ Understands innovation and construction trends

☐ Partial ☐ Emerging

☐ Understands digital tools and technologies

☐ Partial ☐ Emerging

☐ Understands green and sustainable construction

☐ Partial ☐ Emerging

☐ Understands entrepreneurship and business models

☐ Partial ☐ Emerging

☐ Understands financial, legal, and planning basics

☐ Partial ☐ Emerging

C. Synthesis and Application of Learning

☐ Connects ideas across multiple sessions

☐ Partial ☐ Emerging

☐ Links technical skills with entrepreneurship

☐ Partial ☐ Emerging

☐ Applies learning to real or realistic work contexts

☐ Partial ☐ Emerging

D. Reflection and Personal Development

☐ Reflects on personal learning journey

☐ Partial ☐ Emerging

☐ Identifies growth in confidence or awareness

☐ Partial ☐ Emerging

☐ Recognises strengths or areas of learning development

☐ Partial ☐ Emerging

E. Communication and Presentation Skills

☐ Expresses ideas clearly and coherently

☐ Partial ☐ Emerging

☐ Uses respectful, accessible language

☐ Partial ☐ Emerging

☐ Communicates with confidence appropriate to context

☐ Partial ☐ Emerging

F. Linking Learning to Next Steps

☐ Identifies possible next steps (work, training, enterprise)
☐ Partial ☐ Emerging

☐ Understands learning as transferable
☐ Partial ☐ Emerging

☐ Recognises multiple valid future pathways
☐ Partial ☐ Emerging

Overall Module 4 Learning Evidence

Based on observation, the learner can demonstrate:

☐ Integrated understanding of Module 4 topics
☐ Reflective awareness of personal development
☐ Ability to link learning to future pathways

Trainer Reflection (Post Session)

What worked particularly well in this session:

_____
_____
_____

Key signs of learner growth or confidence:

_____
_____
_____

Areas to strengthen in future delivery:

_____
_____
_____

FINAL EXAM

MODULE 4

Technical Skills and Entrepreneurship in Construction

Duration: 90–120 minutes

Format: Mixed (Multiple Choice + Short Answers + Applied Scenarios + Reflection)

Delivery: Written / Blended

Total Marks: 100

(Marks are indicative; focus is on demonstrated understanding, not perfection.)

SECTION A

Construction Trends, Innovation & Sustainability (Multiple Choice – 20 points)

Answer ALL questions. Choose ONE correct option.

1. Which of the following is a major trend transforming the construction sector?

(4 pts)

A. Increased reliance on unpaid labour
B. Digital tools, sustainability, and automation
C. Reduced use of technology
D. Informal work without planning

✓ Correct answer: **B**

2. Which digital tool is commonly used to improve accuracy and reduce errors?

(4 pts)

A. Handwritten notes
B. BIM (Building Information Modelling)
C. Paper-only drawings
D. Verbal instructions only

✓ Correct answer: **B**

3. Which action is an example of green or sustainable construction?

(4 pts)

A. Ignoring waste separation
B. Using low VOC eco paint
C. Increasing material waste
D. Skipping insulation

✓ Correct answer: **B**

4. Why do digital and green innovations create new opportunities for women and beginners?

(4 pts)

A. They reduce the need for organisation
B. They rely only on physical strength
C. They focus on precision, skills, and planning
D. They remove the need for training

✓ Correct answer: **C**

5. Sustainability in construction mainly helps to:

(4 pts)

A. Increase short term risk only
B. Reduce quality
C. Reduce waste and improve long term performance
D. Eliminate the need for planning

✓ Correct answer: **C**

SECTION B
Business Models, Entrepreneurship & Income

(Multiple Choice + Short Answer – 20 points)

6. Which of the following best describes entrepreneurship in construction?

(4 pts – MCQ)

A. Working without responsibility
B. Creating value by working independently or managing services
C. Avoiding risk completely
D. Working only as an employee

✓ Correct answer: **B**

7. Which business model usually provides the most stable monthly income?

(4 pts – MCQ)

A. Self employment
B. Subcontracting
C. Direct employment
D. Project based invoicing

✓ Correct answer: **C**

8. Income that changes from month to month is called:

(4 pts – MCQ)

A. Fixed income
B. Guaranteed income
C. Variable income
D. Protected income

✓ Correct answer: **C**

9. Short Answer (8 pts)

Explain one key difference between employment and self employment in construction. (2–3 sentences)

SECTION C
Financial Literacy, Legal Awareness & Risk

(Multiple Choice + Scenario – 25 points)

10. Which situation carries the highest legal and financial risk?

(5 pts – MCQ)

A. Written contract with clear payment terms
B. Verbal agreement with unclear responsibilities
C. Employment contract
D. Insured subcontracting agreement

✓ Correct answer: **B**

11. Why are written agreements important in construction work?

(5 pts – MCQ)

A. They slow work down
B. They show distrust
C. They clarify responsibilities and reduce disputes
D. They replace communication

✓ Correct answer: **C**

12. Scenario Question (15 pts)

A woman construction worker starts work based on a verbal agreement.

Extra tasks are added, and payment timing is not clear.

Answer briefly:

- **a)** Name two risks in this situation. (6 pts)
- **b)** Who carries most of the risk, and why? (5 pts)
- **c)** Name two actions that could reduce risk in the future. (4 pts)

SECTION D
Business Planning & Sustainability

(Multiple Choice + Short Answer – 20 points)

13. A business plan is best described as:

(5 pts – MCQ)

A. A document only for banks
B. A test of ambition
C. A tool to think clearly about work, income, and risk
D. A fixed rule book

✓ Correct answer: **C**

14. Which THREE are core elements of a simple business plan?

(5 pts – MCQ – choose THREE)

✓ Work offered

☐ Clients
☐ Income
☐ Decoration style
☐ Risks and protection

✓ Correct answers:

Work offered, Clients, Income, Risks and protection

(Any 3 acceptable if correctly selected)

15. Short Answer (10 pts)

Explain two ways planning helps improve sustainability or reduce risk in construction work.

SECTION E
Integration & Personal Reflection

(Short Answer – 15 points)

16. Applied Integration (8 pts)

Explain how two topics from Module 4 connect in practice.

(Example: digital tools + entrepreneurship, legal awareness + income stability, green skills + business planning)

17. Final Reflection (7 pts)

- **a)** One skill or insight you developed during Module 4. (3 pts)
- **b)** One way this learning can support your future work, training, or decisions. (4 pts)




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MANUAL

Promoting Gender Equality, Professional Competence and Entrepreneurship for **Women in the Construction Sector**