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LTTA at a Glance

INDICATOR	RESULT
 Participants	21
 Countries Represented	7
 Training Days	6
 Curriculum Modules Tested	4
 Partner Organisations	7
 Learning Methodologies Tested	10+
 Evaluation Response Rate	100%

Executive Summary

The Learning, Teaching and Training Activity (LTTA) of the Women Empowered in Construction (WEC) project was held in Ireland from 24–30 May 2026 and brought together 21 participants from seven partner countries: Ireland, Germany, Lithuania, Croatia, Montenegro, Bosnia and Herzegovina, and Albania. Each partner organisation was represented by three participants, creating a balanced and diverse learning environment that reflected the international and collaborative nature of

the Erasmus+ Capacity Building programme.

The LTTA represented a key milestone within the WEC project, serving not only as a training event but also as a pilot implementation and validation activity for the project's developing curriculum, learning methodologies and future educational resources. The programme was designed to address the persistent underrepresentation of women in the construction sector while simultaneously responding to wider workforce challenges, including labour shortages, skills gaps, digital transformation and the need for more inclusive vocational education and training (VET) pathways.

Throughout the six-day programme, participants engaged in a carefully structured learning journey combining experiential learning, industry engagement, peer exchange, practical activities, reflective practice and curriculum testing. The programme explored four interconnected themes:

- Gender equality and inclusive construction culture;
- Leadership, communication and professional identity;
- Health, safety and wellbeing;
- Innovation, digitalisation and future construction trends.

The LTTA was intentionally designed to move participants from awareness and understanding towards practical action and implementation. Activities encouraged participants not only to explore barriers and opportunities for women in construction but also to identify concrete actions that could be implemented within their own organisations and educational contexts.

Main Achievements

The LTTA successfully achieved its educational and project objectives by:

- Increasing participants' understanding of gender-related barriers and opportunities within construction education and employment
- Strengthening awareness of inclusive teaching methodologies and learner-centred educational approaches
- Developing participants' confidence in facilitating discussions around equality, diversity and inclusion
- Enhancing understanding of leadership, communication and soft skills required within modern construction workplaces



- Introducing participants to emerging construction technologies, including drones, reality capture, BIM, digital twins, VR/AR technologies and modern methods of construction
- Encouraging entrepreneurial thinking and increasing awareness of self-employment opportunities within construction
- Facilitating international exchange of experiences, challenges and good practices across partner countries
- Generating participant-led recommendations for future curriculum development and online learning resources.

Key Learning Outcomes

Evaluation findings, reflection activities and

participant outputs demonstrated significant learning gains across multiple areas.

Participants reported increased confidence in:

- Applying inclusive teaching approaches
- Challenging stereotypes and unconscious bias
- Supporting women entering construction-related careers
- Incorporating industry role models into learning environments
- Using experiential learning methodologies
- Understanding digital construction technologies
- Discussing entrepreneurship and career development pathways
- Facilitating learner engagement and participation.

Particular impact was observed in participants' increased awareness of practical actions that can support gender inclusion within educational settings and workplaces. Rather than focusing solely on awareness raising, the LTTA encouraged participants to translate learning into specific behavioural commitments and implementation plans.

Participants from seven partner countries attending the WEC Learning, Teaching and Training Activity in Ireland.

Contribution to WEC Project Objectives

The LTTA contributed directly to the strategic objectives of the WEC project by:

- Validating the relevance and applicability of the draft curriculum
- Testing innovative learning activities and methodologies
- Collecting participant feedback to inform future course development
- Strengthening capacity among educators, trainers and stakeholders
- Supporting international collaboration and knowledge exchange
- Generating evidence-based recommendations for future project outputs.

The activity demonstrated the value of combining inclusion, innovation, entrepreneurship and

experiential learning within a single educational framework and confirmed the relevance of the WEC approach for addressing current and future challenges facing the construction sector.

Project Context and Rationale

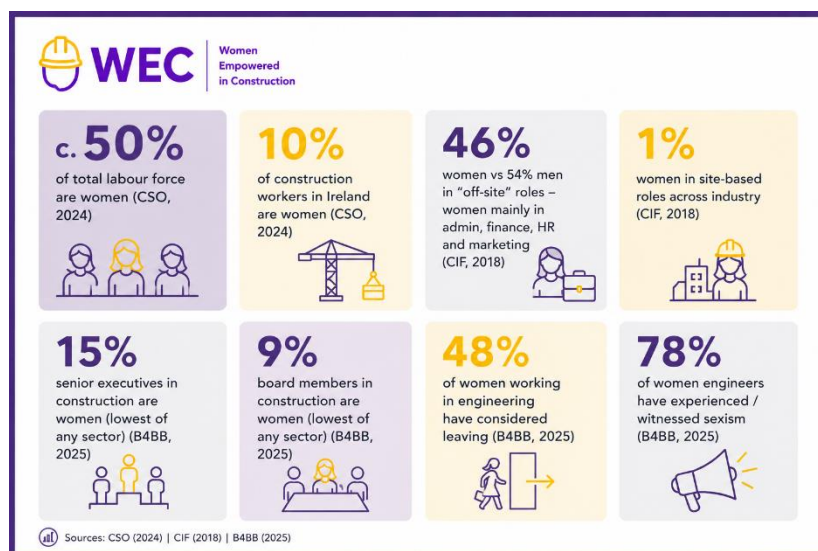
The construction sector plays a critical role in economic development, infrastructure delivery and social progress. However, across Europe the sector faces a number of interconnected challenges that threaten its long-term sustainability and growth.

Among the most significant challenges identified through the WEC research and needs assessment activities are:

- Persistent labour shortages
- Skills gaps across technical and professional roles
- An ageing workforce
- Low levels of female participation
- Slow adoption of innovative technologies
- Limited awareness of modern construction career pathways.

These challenges create a strong need for innovative educational approaches that can support workforce development while simultaneously improving inclusion and accessibility.

The WEC project was developed in response to these needs. The project recognises that increasing the participation and retention of women within construction is not simply an equality issue but also an important workforce development strategy. By creating more inclusive educational pathways and workplace cultures, the sector can access a wider talent pool and improve its ability to respond to future labour demands.



Labour Shortages and Skills Gaps

Across Europe, employers continue to report difficulties recruiting skilled workers in construction-related occupations. These challenges affect both traditional trades and emerging digital roles. Several factors contribute to current labour shortages:

- Retirement of experienced workers
- Insufficient numbers of new entrants
- Negative perceptions of

construction careers

- Rapid technological change
- Increasing demand for sustainable construction solutions.

The transition towards digital construction, sustainable building practices and modern methods of construction has created new skills requirements that many education and training systems are still

adapting to address.

The WEC project acknowledges that future workforce challenges cannot be addressed solely through recruitment efforts. Educational institutions, employers and training providers must work collaboratively to ensure that learners are equipped with both technical competencies and transferable skills required for modern construction careers.

Gender Imbalance in Construction

Despite significant progress in many sectors, women remain substantially underrepresented within construction across Europe.

Barriers identified through WEC research and partner consultations include:

- Persistent gender stereotypes
- Limited visibility of female role models
- Lack of awareness of career opportunities
- Unconscious bias within recruitment and training environments
- Workplace cultures that may discourage participation or progression
- Limited access to mentoring and professional networks.

Importantly, many of these barriers emerge before women enter the workforce. Educational experiences, career guidance, teaching materials and classroom culture all influence perceptions of construction careers and learners' confidence in pursuing them.

For this reason, the WEC project places significant emphasis on educational practice and the role of educators, trainers and institutions in creating more inclusive learning environments.

Purpose of the LTTA

The LTTA was designed as a practical implementation and validation phase within the broader WEC project.

Its objectives were to:

- Pilot key elements of the developing curriculum
- Test learning activities and methodologies
- Gather participant feedback
- Strengthen partner capacity
- Facilitate international exchange of experiences
- Generate recommendations for future project outputs.

The programme therefore served a dual purpose:

Firstly, it provided participants with a high-quality professional development opportunity.

Secondly, it generated evidence that will directly inform the refinement and improvement of future WEC educational resources.

Program Methodology and Quality Assurance Approach

The LTTA methodology combined non-formal education, experiential learning, peer learning, scenario-based analysis, expert storytelling, practical demonstrations, self-assessment, daily reflection and commitment-based action planning. This mixed-method approach was appropriate for the project because gender inclusion, leadership, communication, confidence, innovation readiness and entrepreneurship are not developed through theory alone; they require practice, discussion,

reflection and transfer into real contexts.

Quality assurance was embedded through clear curriculum alignment, balanced participation, daily outputs, reflective exercises, facilitator observation, final evaluation and participant commitments. The evidence collected during the LTTA allows the project to demonstrate not only delivery, but also relevance, learner engagement, competence development, transferability and potential impact.

Alignment with the WEC Curriculum

The LTTA was structured around four curriculum modules that form the foundation of the WEC learning framework.

Module 1: Gender Equality and Inclusive Construction Culture

This module explored gender stereotypes, unconscious bias, inclusive learning environments, workplace culture, representation and visibility, career pathways for women.

Key activities included gender inclusion workshops, bias scenario exercises, guest speaker sessions, career pathway mapping, commitment-based learning activities.

Module 2: Leadership, Communication and Professional Identity

This module focused on communication, teamwork, confidence, leadership, personal development, and professional identity.

Activities included soft skills self-assessment, escape room challenges, island challenge, reflection activities, and confidence-building exercises.

Module 3: Health, Safety and Wellbeing

Health and safety themes were integrated throughout the programme and particularly emphasised during sessions exploring digital construction technologies and innovation.

Participants examined how technologies such as drones, reality capture and digital surveys can reduce risk exposure and improve safety outcomes within construction projects.

Module 4: Innovation, Digitalisation and Future Construction Trends

Participants explored drones, BIM, digital twins, VR and AR technologies, reality capture, modern methods of construction, 3D concrete printing, emerging careers.

The module aimed to challenge traditional perceptions of construction and demonstrate the sector's increasing reliance on innovation and technology.

Learning Methodologies

A variety of complementary methodologies were used throughout the LTTA.

Experiential Learning

Participants learned through direct experience, observation, reflection and application.

Examples included escape room activities, island Challenge, practical technology demonstration, group problem-solving exercises.

Scenario-Based Learning

Participants explored realistic workplace and educational scenarios that required analysis, discussion

and solution development.

This approach encouraged critical thinking and practical application of inclusion principles.

Reflective Learning

Daily reflections, confidence exercises, commitment activities and evaluation processes encouraged participants to connect learning experiences with their own professional practice.

Peer Learning

Participants shared experiences, challenges and good practices from their own countries and organisations, creating opportunities for mutual learning and international knowledge exchange.

Industry Engagement

Guest speakers, technology demonstrations and real-world case studies ensured that learning remained grounded in current industry realities and professional practice.

Inclusive Learning Design

The programme was intentionally designed to model the inclusive teaching approaches promoted by the WEC project. Facilitators created opportunities for equal participation, structured discussion, collaborative problem solving, multiple forms of engagement, reflection and self-expression. The use of visual activities, practical exercises, discussion-based learning and experiential tasks ensured that participants with different learning preferences could engage meaningfully throughout the programme. The programme therefore served not only as a training activity but also as a practical demonstration of inclusive educational design in action.

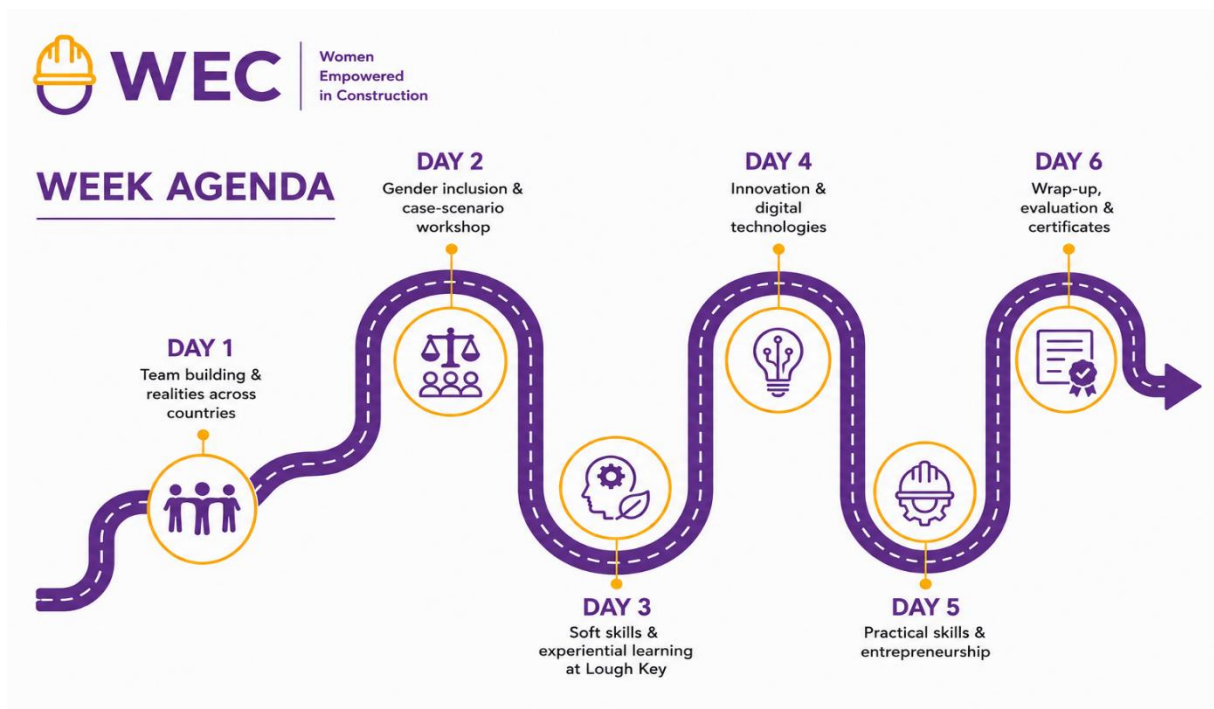
LTTA Implementation

The Learning, Teaching and Training Activity (LTTA) was designed as both a capacity-building programme and a curriculum validation exercise. Over six days, participants engaged in a structured learning journey that combined inclusion, leadership, innovation, entrepreneurship and reflective practice. The programme was intentionally designed to move participants from awareness and understanding towards practical application and action planning.

Each day contributed to the validation of specific WEC curriculum modules while generating evidence regarding the effectiveness of proposed learning methodologies, activities and educational resources.

Day	Theme	Core Learning Outcome	Evidence Produced
Day 1	Opening, realities and inclusive teaching methodologies	Shared understanding of gender barriers, inclusive teaching and participant expectations	Ice-breaker word cloud, bias spotting outputs, commitment cards, feedback forms
Day 2	Gender inclusion, role models and career pathways	Practical understanding of barriers, stereotypes, workplace culture and inclusive responses	Guest speaker reflections, scenario sheets, NOW -> HOW IT COULD BE pathway maps
Day 3	Soft skills, leadership and experiential learning	Increased self-awareness, teamwork, communication, confidence and problem-solving	Soft skills workbook, escape room reflections, Island Challenge outputs, personal reflections
Day 4	Digital construction,	Future-readiness and	Drone pros/cons task,

Day	Theme	Core Learning Outcome	Evidence Produced
	drones, BIM, digital twins and MMC	understanding of emerging technologies and career pathways	technology session outputs, presentations, discussion notes
Day 5	Entrepreneurship in construction	Understanding of business reality, risk, finance, resilience and entrepreneurship pathways	Four Pillars framework, country entrepreneurship mapping, reflections
Day 6	Reflection, country mapping, evaluation and commitments	Learning consolidation, transfer planning and evidence of intended behavioural change	Country mapping outputs, evaluation forms, participant comments, commitment summary



Day 1 – Building the Foundation: Construction Realities, Team Formation and Shared Learning

Date: 25 May 2026

Location: Sligo, Ireland

Curriculum Alignment:

Module 1 – Gender Equality and Inclusive Construction Culture

Module 2 – Leadership, Communication and Professional Identity

Learning Objectives

The first day focused on establishing a collaborative learning environment and creating a shared understanding of the challenges and opportunities facing the construction sector across Europe.

Participants were introduced to the objectives of the WEC project, the curriculum framework and the methodology underpinning the LTTA. The day also provided an opportunity to explore workforce challenges, gender imbalance and future skills needs through international exchange and peer learning.

Opening Session and Programme Introduction

The LTTA formally commenced with a welcome session introducing participants to the objectives of the WEC project, the purpose of the training activity and the structure of the week. Particular emphasis was placed on the collaborative nature of the programme. Participants were encouraged to share their experiences openly and to contribute examples from their own professional and national contexts throughout the week.

The opening session also introduced the four curriculum modules that would guide the learning journey:

- Gender Equality and Inclusive Construction Culture
- Leadership, Communication and Professional Identity
- Health, Safety and Wellbeing
- Innovation, Digitalisation and Future Construction Trends.

This helped participants understand how individual sessions connected to broader project objectives and learning outcomes.



WHY IT MATTERS?	
01	Imbalance Construction = one of the most gender-imbalanced sectors in Europe
02	Representation Women represent only 8.6–14% of the workforce across partner countries
03	Visibility Lack of role models, supporting structures and low visibility of women in technical roles

Icebreaker Activities – “How Do You Feel About Being Here Today?” and “My construction Bingo”.

The first interactive activity invited participants to reflect on their expectations and emotions at the beginning of the LTTA. The responses demonstrated a highly positive level of engagement from the outset. The most frequently expressed emotions included excited, curious, motivated, happy, inspired, positive and welcomed.

The Bingo helped participants to introduce themselves and to understand who is in the training room with them.



The activities successfully established a positive and psychologically safe learning environment while providing facilitators with valuable insights into participant expectations.

Learning from Practise: Interview with Joanne White, Founder of Women in Construction Ireland



Following the introductory activities, participants engaged in a guest speaker Interview with Joanne White (Women in Construction Ireland – WICI). Joanne shared her own journey from working in construction to becoming a lecturer in construction-related programs.

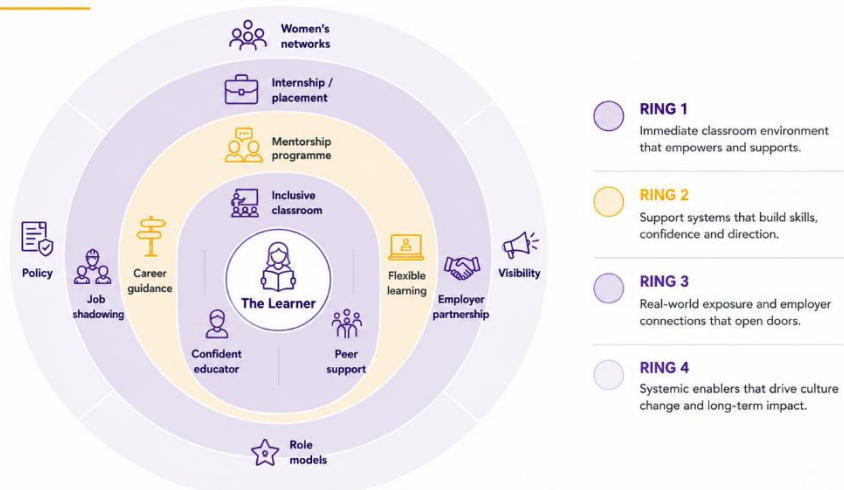
The main topics covered:

- Key challenges for women in Construction
- The retention gap
- The Role of Women in Construction Ireland (WICI) – how this supporting model looks like
- Mentorship as a Tool for Retention
- Equality, Diversity and Inclusion (EDI) in Construction Companies
- Digitalisation and New Opportunities

Key Learning Outcome

Participants developed a broader understanding of the construction sector beyond their own national context and recognised common challenges affecting workforce development across Europe. Participants raise awareness around wider ecosystem of support for students and women in construction – look further than only education.

The Ecosystem of Support



Introduction to Inclusive and Participatory Learning Methodologies

A significant component of Day 1 focused on introducing participants to the learner-centred methodologies that would underpin the entire LTTA. Rather than presenting methodologies as abstract educational theories, facilitators demonstrated them through practical application. Participants explored concepts including experiential learning, reflective practice, scenario-based learning, coaching and mentoring, inclusive element on each stage of the career path.

The session highlighted the relationship between educational methodology and learner engagement, emphasising that inclusive learning environments require intentional design and facilitation. Participants discussed how different teaching approaches can influence learner confidence, participation and retention, particularly for groups traditionally underrepresented within construction-related education and training. The session generated substantial discussion regarding participants' own experiences as educators, trainers and practitioners. Many participants reflected on opportunities to make their own teaching practices more inclusive and participatory.

Key Learning Outcome

Participants increased their awareness of how educational methodologies influence learner engagement and inclusion.

What Inclusive Teaching Actually Means

✓ IS

- equal participation
- equal visibility
- psychological safety
- fair access to practical tasks
- active encouragement

✗ IS NOT

- lower standards
- special treatment
- treating people differently
- 'being nice'

Equality? Equity? Fairness?

8 ACTIONS. BIG IMPACT.

- 1** Rotate practical tasks every session
- 2** Use gender-neutral language ("site worker" not "foreman")
- 3** Show women role models in every module
- 4** Actively invite quieter voices before louder ones
- 5** Redesign examples — include women as protagonists
- 6** Review visuals/materials before teaching
- 7** Brief industry partners on inclusion expectations
- 8** Start one mentoring relationship — formally or informally

Curriculum Validation Insight

Feedback indicated strong support for the use of interactive and experiential methodologies, suggesting that these approaches should remain central to the final WEC curriculum and future online learning resources.

Commitment Wall Activity

To conclude the day, participants were introduced to the “My Inclusive Teaching Commitment” wall activity. Each participant was invited to identify a small but meaningful action they would implement within their own educational or professional context. This activity established an important link between learning and implementation, ensuring that inclusion was treated as an ongoing professional practice rather than a theoretical concept.

Key Learning Outcome

Participants began translating learning into practical actions that could be implemented within their organisations.

- *I will actively encourage more women and girls in my community to consider careers in construction and related technical fields.*
- *I will implement at least one gender-inclusive teaching, mentoring, or recruitment practice within my organisation during the next six months.*
- *I will present the knowledge, tools, and resources gained through the WEC project to colleagues, students, or stakeholders in my local network.*
- *I will establish or expand cooperation with construction companies to create more practical learning, internship, or job-shadowing opportunities for women.*
- *I will further develop my knowledge of leadership, digital construction technologies, and inclusive workplace practices to support women's career progression in the sector.*

Examples of Participants commitments

Day 1 Outcomes

By the end of Day 1, participants had:

- Established a collaborative international learning community
- Developed a shared understanding of workforce challenges affecting construction
- Increased awareness of labour shortages and gender imbalance across Europe
- Explored learner-centred and inclusive educational methodologies

- Begun reflecting on their own professional practice
- Find out about supporting practices beyond academic institutions
- Identified personal actions to support inclusion within their organisations.

Day 1 created the trust, engagement and shared purpose necessary for the deeper exploration of inclusion, leadership, innovation and entrepreneurship that followed throughout the remainder of the LTTA.

Day 2 – Gender Inclusion, Career Pathways and Inclusive Learning Environments

Date: 26 May 2026

Location: Sligo, Ireland

Curriculum Alignment:

- Module 1 – Gender Equality and Inclusive Construction Culture

Learning Objectives



Day 2 focused on exploring the experiences of women within construction education and employment while equipping participants with practical tools and strategies for creating more inclusive learning and working environments.

The objectives of the day were to:

- Increase understanding of barriers faced by women in construction
- Explore the impact of stereotypes, unconscious bias and workplace culture
- Examine examples of successful female participation and leadership within the sector
- Develop participants' capacity to identify and challenge exclusionary practices
- Generate practical recommendations for creating more inclusive educational and professional environments
- Collect evidence to validate and refine the WEC curriculum and future learning resources.

The programme combined expert input, personal experience, scenario-based learning, collaborative problem solving and action-oriented reflection to ensure that participants could connect theoretical



concepts with real-world situations.

Learning from Experience. Women's Career Pathways in Construction

The day commenced with an exploration of women's participation within the construction sector and the factors that influence career entry, progression and retention. This session provided participants with authentic insights into career development pathways, workplace realities and personal experiences of overcoming barriers within a traditionally male-dominated sector.

Participants explored topics including:

- Motivation for entering construction careers
- Educational pathways and training experiences
- Workplace culture and team dynamics
- Challenges related to visibility and representation
- Career progression opportunities
- Confidence and self-belief
- Professional identity development
- The importance of mentoring and support networks.

The discussions highlighted that women's experiences within construction are highly diverse and cannot be reduced to a single narrative. However, common themes emerged across different contexts, including the importance of supportive environments, visible role models, inclusive leadership and access to professional development opportunities.

Many participants reflected on similarities between the experiences presented and challenges identified within their own countries.

Key Learning Outcome

Participants gained a deeper understanding of the factors that influence women's participation and progression within construction while recognising the importance of creating supportive educational and professional environments.

Understanding Inclusion Through Real-World Scenarios

The second major component of Day 2 focused on scenario-based learning.

Participants worked with a series of realistic situations designed to reflect challenges that women may encounter within construction education and workplaces.

Examples included:

- Gender stereotypes disguised as compliments
- Exclusion from practical tasks or responsibilities
- Bias in recruitment or promotion processes
- Workplace banter and inappropriate comments
- Isolation as the only woman within a team
- Assumptions regarding physical capability
- Unequal access to opportunities for progression.



Rather than simply identifying problematic behaviours, participants were asked to analyse each scenario and consider practical responses from the perspective of educators, employers, managers and colleagues. Working in small international groups, participants discussed:

- What forms of bias were present
- Why the behaviour might be problematic
- Potential impacts on learners or employees
- Appropriate responses and interventions
- Preventative strategies for creating more inclusive environments.

This approach encouraged

participants to move beyond awareness and begin developing practical problem-solving skills. The discussions revealed that many forms of exclusion are subtle and often arise through unconscious behaviours rather than deliberate discrimination. Participants recognised that seemingly minor actions can significantly influence confidence, participation and retention.

Key Learning Outcome

Participants increased their ability to identify bias and developed practical strategies for responding to inclusion-related challenges within educational and workplace contexts.

Curriculum Validation Insight

The scenario-based approach generated high levels of engagement and discussion. Participants consistently reported that practical examples were more effective than theoretical explanations in supporting understanding and reflection.

As a result, scenario-based learning should remain a core methodology within the final WEC curriculum.

From Awareness to Action – The “Now and How It Could Be” Activity

One of the most significant activities of the day was the collaborative exercise titled “Now and How It Could Be”. The activity invited participants to reflect on current realities affecting women in construction and compare these with their vision of a more inclusive future.

Working in groups, participants analysed challenges across multiple stages of the learner and career journey, including career awareness and recruitment, vocational education and training, workplace entry, career progression, leadership opportunities, retention within the sector. Participants identified existing barriers and then developed practical recommendations for improvement.

Examples of challenges identified included:

- Limited visibility of women within construction careers

- Persistent stereotypes regarding suitable occupations
- Lack of female role models
- Unequal access to networking opportunities
- Limited confidence among potential entrants
- Perceptions regarding work-life balance
- Underrepresentation in leadership positions.



In response, participants proposed a wide range of solutions, including:

- Increased visibility of successful women in construction
- Inclusive career guidance initiatives
- Mentoring programmes
- Industry partnerships with educational institutions;
- Awareness campaigns
- Gender-sensitive teaching practices
- Greater promotion of emerging digital construction careers
- Leadership development opportunities for women.

The activity encouraged participants to think systemically about inclusion and to recognise that improving gender balance requires coordinated action

across education, industry and policy contexts.

Key Learning Outcome

Participants developed a more holistic understanding of barriers affecting women throughout the construction career pathway and generated practical recommendations for change.

ACTIVITY CARD

GROUP ACTIVITY: NOW → HOW IT COULD BE

GROUP MEMBERS:

Using the flipchart paper provided, create two parallel career pathways for a woman entering construction in your countries. Draw a journey line and add what happens at each stage.

NOW

What does the journey ACTUALLY look like today?

Consider barriers at each stage:

- Before education: awareness, stereotypes, family expectations
- During VET/training: classroom climate, role models, participation
- Entering work: recruitment, first site experience, PPE, culture
- Career progression: promotion, leadership, pay equity

HOW IT COULD BE

A more supportive, inclusive pathway. What would change?

Possible additions:

- Mentorship & peer networks
- Gender-inclusive VET programmes
- Role models & career visibility
- Industry partnerships & internships
- Flexible training options
- Confidence-building activities

• Staying in the sector: support, mentorship, work-life balance	• Digital skills training • Employer engagement & policy • Women's networks & community
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YOUR 2-MINUTE SHARE-OUT:

Which ONE change on your 'HOW IT COULD BE' path would make the biggest difference?

Day 2 Outcomes

By the end of Day 2, participants had:

- Increased understanding of barriers affecting women within construction
- Explored real-world examples of female participation and leadership
- Developed practical strategies for responding to bias and exclusion
- Enhanced their capacity to facilitate discussions around equality and inclusion
- Generated recommendations for improving recruitment, retention and progression
- Contributed valuable feedback for curriculum development and validation.

Day 2 shifted the focus of the LTTA from awareness to action. Participants moved beyond recognising challenges and began actively exploring solutions that could contribute to a more inclusive construction sector across Europe. The outputs generated during the day provided some of the strongest curriculum validation evidence collected during the LTTA and confirmed the relevance of inclusion-focused content within future WEC learning resources.

Day 3 – Soft Skills, Leadership and Personal Development Through Experiential Learning

Date: 27 May 2026

Location: Lough Key Forest Park, Ireland

Curriculum Alignment:

- Module 2 – Leadership, Communication and Professional Identity

Learning Objectives

Day 3 focused on the development of transferable skills that are increasingly recognised as critical to success within modern construction workplaces. While technical competencies remain essential, research consistently demonstrates that communication, teamwork, adaptability, leadership and problem-solving abilities play a significant role in employability, career progression and workplace effectiveness.

The objectives of the day were to:

- Strengthen participants' awareness of key soft skills required within construction
- Explore the relationship between confidence, communication and professional identity
- Develop teamwork and collaboration competencies
- Encourage reflection on personal strengths and areas for development
- Demonstrate the value of experiential learning approaches
- Validate practical methodologies that can be integrated into future WEC learning resources.

Unlike traditional classroom-based training, Day 3 was intentionally designed around active participation and real-life experiences. Participants were encouraged to learn through action,

observation, reflection and discussion rather than through direct instruction alone.

Understanding Soft Skills in Construction

The day began with an exploration of the growing importance of soft skills within construction education and employment. Participants discussed how technological change, increasing project complexity and multidisciplinary collaboration have transformed the skills profile required within the sector. Modern construction professionals must not only possess technical expertise but also be capable of communicating effectively, collaborating across teams, adapting to change and solving problems in dynamic environments.

Using the WEC Soft Skills Workbook, participants reflected on their own perceptions of key competencies, including communication, teamwork, leadership, adaptability, listening, problem solving, confidence, self-awareness, initiative, resilience. The workbook encouraged participants to assess their strengths and identify areas they wished to develop further during the training week. Importantly, the exercise reinforced one of the key messages of the WEC curriculum: soft skills are not fixed personal characteristics but competencies that can be developed through experience, reflection and practice.

Key Learning Outcome

Participants increased awareness of the role soft skills play within construction careers and began reflecting on their own professional development needs.

Curriculum Validation Insight

The workbook proved to be an effective self-reflection tool and encouraged meaningful engagement from participants with diverse professional backgrounds.



Women Empowered in Construction



Day 3

SOFT SKILLS IN ACTION: LEARN THROUGH EXPERIENCE

TODAY WE ARE NOT ONLY PARTICIPATING — WE ARE OBSERVING OURSELVES.

WHAT ARE WE EXPLORING TODAY?

Soft skills are the tools that help us work with others, solve problems and create positive change.



BEFORE WE START, RATE YOURSELF (1-5)

SKILL	MY RATING (1 = LOW, 5 = HIGH)				
	1	2	3	4	5
Communication	☐	☐	☐	☐	☐
Confidence	☐	☐	☐	☐	☐
Teamwork	☐	☐	☐	☐	☐
Leadership	☐	☐	☐	☐	☐
Adaptability	☐	☐	☐	☐	☐
Listening	☐	☐	☐	☐	☐
Problem Solving	☐	☐	☐	☐	☐
Self-awareness	☐	☐	☐	☐	☐

A page from the Soft Skills Workbook for raising self-awareness

Escape Room Challenge – Communication, Problem-solving, Negotiation and Creativity in Action



Participants during the practical experience in Escape Rooms

One of the most engaging activities of the day was the Escape Room challenge.

Working in teams, participants were required to solve a series of interconnected problems within a limited timeframe. Success depended not on individual performance but on the ability of the group to communicate effectively, share information and work collaboratively. During the challenge, participants demonstrated a variety of leadership and communication styles. Some individuals naturally assumed leadership roles, while others contributed through organisation, observation, encouragement or creative problem solving.

The activity highlighted several important lessons:

- Effective communication is essential for successful teamwork
- Diverse perspectives strengthen problem solving
- Leadership can emerge in different forms
- Trust and collaboration improve team performance
- Listening is as important as speaking.

Following the challenge, participants engaged in a structured debrief session to analyse their experiences and identify key learning points. Many participants noted that the activity revealed behaviours and strengths that may not have emerged during more traditional classroom-based learning.

Key Learning Outcome

Participants experienced the practical application of communication, teamwork and leadership skills

and gained greater awareness of their own behavioural patterns.

The Island Challenge – Discovering Leadership and Collaboration Through Observation

The Island Challenge represented one of the most innovative and memorable activities of the LTTA. Participants were invited to explore the surrounding environment and identify objects, locations or natural features that symbolised key soft skills and professional competencies.

Examples included leadership, communication, teamwork, confidence, adaptability, trust, growth, inclusion, resilience. The exercise encouraged learners to move beyond abstract definitions and engage in deeper reflection regarding the meaning and application of these competencies.



Examples of participant reflections included:

- Trees representing resilience and growth
- Bridges symbolising communication and connection
- Water representing adaptability and change
- Pathways symbolising career journeys and progression
- Natural ecosystems representing teamwork and interdependence.

The activity also provided opportunities for participants to observe leadership behaviours, group dynamics and communication styles within a less structured learning environment.

Key Learning Outcome

Participants developed a deeper understanding of soft skills through observation, reflection and discussion while strengthening collaboration and communication skills.

Reflection and Consolidation

The day concluded with a structured reflection session that encouraged participants to consider what they had learned about themselves and others throughout the activities.

Participants identified several recurring themes, including:

- The importance of trust within teams
- The value of listening and communication
- Different styles of leadership
- The role of confidence in participation and decision making
- The benefits of diversity within problem-solving processes
- The importance of adaptability in responding to change.

Many participants reported that experiential activities had enabled them to understand soft skills in a more meaningful and practical way than traditional classroom approaches. The reflection process also generated valuable insights into the types of methodologies participants would like to use within their own organisations and educational settings.



Day 3 Outcomes

By the end of Day 3, participants had:

- Increased awareness of key soft skills required within construction
- Strengthened communication, teamwork and leadership competencies
- Improved self-awareness and confidence
- Experienced the practical application of transferable skills through experiential learning
- Reflected on their own professional development journeys
- Identified opportunities to apply experiential methodologies within their own educational and professional contexts.

Most importantly, Day 3 demonstrated that effective learning extends beyond knowledge acquisition and requires opportunities for experience, reflection and personal growth. The activities provided strong evidence supporting the inclusion of experiential learning methodologies within the final WEC curriculum and future training resources.

Day 4 – Digital Construction Technologies, Innovation and Future Skills

Date: 28 May 2026

Location: Sligo, Ireland

Curriculum Alignment:

- Module 3 – Health, Safety and Wellbeing
- Module 4 – Innovation, Digitalisation and Future Construction Trends

Learning Objectives

Day 4 focused on exploring the transformation of the construction sector through technological

innovation, digitalisation and emerging methods of project delivery.

The objectives of the day were to:

- Increase awareness of emerging digital technologies within construction
- Explore how innovation is transforming traditional construction processes
- Demonstrate the role of technology in improving productivity, safety and sustainability
- Strengthen understanding of how innovation can support a more inclusive and accessible construction sector.

The programme combined expert presentations, practical demonstrations, group discussion and critical reflection, enabling participants to examine both the opportunities and challenges associated with technological change.

Reimagining Construction – A Sector in Transformation

The day commenced with a discussion exploring how construction is evolving in response to technological innovation, sustainability requirements and workforce challenges. Participants reflected on the image many people still associate with construction: physically demanding work, manual labour and traditional building methods. Facilitators then introduced examples illustrating how modern construction increasingly relies on digital technologies, data-driven decision making, automation and interdisciplinary collaboration.

The session highlighted that the future construction workforce will require a broader combination of competencies, including:

- Digital literacy
- Data interpretation
- Problem solving
- Collaboration across disciplines
- Innovation awareness
- Adaptability and continuous learning.

Participants explored how these developments may create new opportunities for individuals who may not have previously considered construction as a career option, particularly women and young people who are often underrepresented within traditional construction pathways.

Key Learning Outcome

Participants developed an understanding of how technological innovation is reshaping the construction sector and creating new professional opportunities.

Curriculum Validation Insight

The discussion confirmed the importance of presenting construction as a diverse and evolving industry rather than focusing exclusively on traditional occupations.

Digital Site Surveys and Reality Capture Technologies

The first technical session introduced participants to digital site investigation and reality capture technologies.

The session explored how modern projects increasingly rely on digital data collection methods to improve accuracy, efficiency and decision making.

Participants were introduced to:

- Drone surveying
- Photogrammetry
- LiDAR scanning

- Laser scanning technologies
- Reality capture workflows
- Digital site modelling.

Facilitators demonstrated how large volumes of site information can be collected rapidly and transformed into highly accurate digital representations of existing conditions.

The discussion emphasised that reality capture technologies are increasingly replacing time-consuming and labour-intensive traditional surveying methods. Particular attention was given to the role these technologies play in improving project efficiency and reducing the likelihood of errors during later project stages.

Key Learning Outcome

Participants increased their understanding of digital surveying technologies and their application within modern construction projects.

Curriculum Validation Insight

The session highlighted strong participant interest in practical examples demonstrating how technology is applied in real-world projects.

Drones in Construction – Opportunities and Challenges

A dedicated session focused on the growing role of drones within the construction industry.


WEC | Women Empowered in Construction

WHAT TYPE OF DRONE CAN I FLY?

Operation			Drone Operator / pilot			
C-Class	Max Take off mass	Subcategory	Operational restrictions	Drone Operator registration?	Remote pilot qualifications	Remote pilot minimum age
Privately build	<250g 	A1 Not over assemblies of people (can also fly in subcategory A3)	Operational restrictions on the drone's use apply (follow the QR code below)	Yes No if toy or not fitted with camera/sensor 	Read user's manual	No minimum age (certain conditions apply)
legacy < 250g						
C0						
C1	<900g 					
C2	<4kg 	A2 Fly close to people (can also fly in subcategory A3)		Yes	Check out the QR code below for the necessary qualifications to fly these drones	16
C3	<25kg 	A3 Fly far from people				
C4						
Privately build						
Legacy drones (art 20)						

Participants explored how drones are currently used for:

- Site inspections
- Topographical surveys
- Progress monitoring

- Safety assessments
- Environmental monitoring
- Infrastructure inspections
- Asset management.

The session combined technical information with practical discussion regarding both the advantages and limitations of drone technologies.

Through group activities, participants analysed potential benefits including faster data collection, improved accessibility, reduced costs, enhanced visualisation, improved safety outcomes, reduced need for work at height. Participants also considered limitations and challenges, including weather dependency, regulatory requirements, data processing complexity, equipment costs, training requirements, privacy considerations. The exercise encouraged participants to critically evaluate technology rather than viewing innovation as inherently beneficial. The discussion also highlighted the emergence of new professional roles associated with drone operations, data processing and digital surveying.

Health and Safety Perspective

A particularly important theme was the contribution of drones to health and safety. Participants examined how drone technologies can reduce the need for workers to access hazardous environments and perform high-risk inspections. Examples included roof inspections, structural assessments, infrastructure monitoring, remote site investigation. This provided a strong link between digitalisation and the WEC curriculum's health and safety objectives.

Key Learning Outcome

Participants developed a balanced understanding of both the opportunities and limitations associated with drone technologies.

Curriculum Validation Insight

The practical evaluation activity generated high levels of engagement and demonstrated the value of combining technical knowledge with critical reflection.

Building Information Modelling (BIM) and Digital Twins

Participants were introduced to Building Information Modelling (BIM) as one of the most significant developments in contemporary construction management.

The session explored BIM as a collaborative process that enables multiple stakeholders to contribute to and access a shared digital model throughout the project lifecycle.

Participants learned how BIM supports design coordination, clash detection, project planning, quantity take-offs, construction sequencing, asset management.

A key concept introduced during the session was:

“Building Twice”

Participants explored the idea that projects can effectively be constructed first within a digital environment before physical construction begins. This enables project teams to identify and resolve issues before they become costly site problems. The discussion then progressed to Digital Twins, which extend BIM concepts by integrating real-time operational data and enabling continuous monitoring and optimisation throughout a building's lifecycle.

Key Learning Outcome

Participants gained an understanding of how BIM and Digital Twins improve collaboration, efficiency and decision making across construction projects.

Day 4 Outcomes

By the end of Day 4, participants had:

- Increased understanding of digital construction technologies
- Explored the role of innovation in improving safety, productivity and sustainability
- Developed awareness of BIM, Digital Twins and reality capture technologies
- Critically evaluated opportunities and challenges associated with drones
- Recognised how innovation can support a more inclusive and attractive construction sector.

Most importantly, Day 4 challenged traditional perceptions of construction and demonstrated how technological transformation is creating new opportunities for participation, learning and career development.

Day 5. Entrepreneurship, Innovation and Future Career Pathways in Construction

Date: 29 May 2026

Location: Sligo, Ireland

Curriculum Alignment:

- Module 2 – Leadership, Communication and Professional Identity
- Module 4 – Innovation, Digitalisation and Future Construction Trends

Learning Objectives

The fifth day of the LTTA focused on entrepreneurship, innovation and career development within the construction sector. Building on the themes explored throughout the week, the programme encouraged participants to consider how leadership, resilience, adaptability and innovation can be translated into entrepreneurial opportunities and professional growth.

The objectives of the day were to:

- Explore entrepreneurship as a viable career pathway within construction
- Increase awareness of the realities, opportunities and risks associated with self-employment and business ownership
- Challenge traditional perceptions of construction careers
- Introduce participants to future skills and emerging professional roles
- Allow participants to explore how VR/AR technologies are used in construction
- Promote confidence, initiative and self-determination as key components of professional success.

The day combined storytelling, industry experience, practical business insights, reflection and practical usage of equipment and software to ensure that entrepreneurship was presented as a realistic and accessible option rather than an abstract concept.



Immersive Technologies – VR, AR and XR

The programme also explored immersive technologies that are increasingly influencing construction education, design and project delivery. Participants were introduced to Virtual Reality (VR), Augmented Reality (AR), and Extended Reality (XR). Examples demonstrated how these technologies can be used for:

- Design visualisation
- Stakeholder engagement
- Construction training
- Safety simulations
- Remote collaboration
- Facility management.

Participants discussed how immersive technologies can improve accessibility to learning and support more engaging educational experiences. The session generated particular interest regarding the use of VR within vocational education and workforce development.

Key Learning Outcome

Participants developed awareness of emerging immersive technologies and their potential applications within construction and education.

Entrepreneurship in Construction

The day commenced with a discussion exploring the meaning of entrepreneurship within the modern construction sector. Participants were encouraged to consider entrepreneurship not only as the creation of a business but also as a mindset characterised by initiative, problem solving, innovation, adaptability and continuous learning.



Facilitators highlighted that entrepreneurial competencies are increasingly valuable regardless of whether individuals choose self-employment, leadership positions within organisations or independent consultancy pathways.

The discussion linked entrepreneurship to themes explored earlier in the week, including confidence, leadership and communication, adaptability, innovation and lifelong learning. Participants reflected on how entrepreneurial thinking can support both personal career development and broader sectoral transformation.

The Four Pillars of Construction Entrepreneurship

The core educational framework of the day was structured around four key principles identified as essential for successful entrepreneurship within construction:

- Pillar 1. Know Your Offer
- Pillar 2. Know Your Numbers
- Pillar 3. Know Your Risk
- Pillar 4. Know Your Support

Key Learning Outcome

Participants developed a broader understanding of entrepreneurship as a set of transferable competencies rather than solely a business ownership model. Also, participants gained practical insights into the foundational elements required for sustainable entrepreneurship.

Curriculum Validation Insight

The discussion confirmed the value of integrating entrepreneurial thinking throughout the WEC curriculum rather than limiting entrepreneurship to a standalone topic.

Learning from Experience. A Twenty-Year Construction Journey

A central feature of the day was the contribution of an experienced construction entrepreneur who shared an authentic account of building, managing and sustaining a business within the construction sector. The session was deliberately designed around lived experience rather than theory.

Participants were introduced to a professional journey spanning more than two decades, including:

- Entering the construction sector
- Building a successful business
- Managing and leading teams
- Experiencing periods of growth
- Navigating economic uncertainty
- Adapting to technological change
- Reinventing professional identity through digital transformation.

The presentation offered participants a realistic and honest perspective on entrepreneurship, highlighting both achievements and challenges. The speaker's willingness to discuss setbacks and difficulties created a highly engaging and credible learning experience.

Key Learning Outcome

Participants gained practical insights into the realities of entrepreneurship and recognised that successful careers are often characterised by continuous adaptation and learning.

Curriculum Validation Insight

Authentic industry stories generated strong engagement and should be incorporated throughout future WEC learning resources to strengthen relevance and learner connection.

Entrepreneurship, Empowerment and Women in Construction

Throughout the day, entrepreneurship was discussed not only as an economic activity but also as a pathway to empowerment. Participants reflected on how entrepreneurship can increase autonomy, create leadership opportunities, and enable women to shape their own career pathways.

The discussions reinforced the connection between entrepreneurship and the broader objectives of the WEC project, particularly the goal of expanding opportunities for women within construction and related sectors. Participants highlighted the importance of visible female entrepreneurs and role models in encouraging future participation and strengthening confidence among learners.

Innovation, Sustainability and Future Construction Trends

The afternoon session broadened the discussion to explore wider trends shaping the future of construction.

Topics included:

- Modern Methods of Construction (MMC)



- Off-site manufacturing
- Modular construction
- 3D concrete printing
- Automation and robotics
- Circular economy principles
- Sustainable construction practices.

Participants examined how these innovations are responding to current challenges such as labour shortages, housing demand, productivity pressures and sustainability targets.

The session emphasised that future construction professionals will need to combine technical knowledge with

adaptability and lifelong learning.

Participants also explored how emerging technologies may contribute to more inclusive workplaces by reducing physical barriers and creating new professional pathways.

Key Learning Outcome

Participants increased awareness of future industry trends and their implications for workforce development and education.

Curriculum Validation Insight

The strong level of engagement confirmed the importance of integrating innovation and future trends throughout the WEC curriculum.

Emerging Careers and Future Skills

The final component of the day focused on the emergence of new career opportunities within construction. Participants explored roles including drone operators, BIM coordinators, digital construction specialists, reality capture technicians, sustainability specialists, robotics technicians, modular construction specialists etc.

The discussion challenged traditional assumptions regarding construction careers and demonstrated how the sector increasingly offers opportunities that combine technology, creativity, communication and problem solving. Participants reflected on how these evolving career pathways could support greater diversity and attract new groups of learners into the sector.

Key Learning Outcome

Participants recognised that technological transformation is creating new and diverse opportunities within construction.

Curriculum Validation Insight

Future careers content was identified as a particularly valuable component for attracting women and young people to construction-related education and training.

Day 5 Outcomes

By the end of Day 5, participants had:

- Developed a broader understanding of entrepreneurship within construction
- Examined practical frameworks supporting entrepreneurial success

- Examined emerging trends such as MMC, modular construction and 3D concrete printing
- Identified future skills and emerging career pathways
- Compared entrepreneurship ecosystems across partner countries
- Recognised entrepreneurship as a pathway for empowerment and professional growth

Day 6 – Reflection, Evaluation, Commitment and Future Action

Date: 30 May 2026

Location: Sligo, Ireland

Curriculum Alignment:

- Cross-cutting validation of all WEC curriculum modules
- Evaluation of learning outcomes
- Curriculum refinement and future implementation planning

Learning Objectives

The final day of the LTTA was designed to consolidate learning, evaluate outcomes and transform knowledge gained throughout the week into practical actions that participants could implement within their organisations and professional contexts.

The objectives of the day were to:

- Reflect on learning experiences and key insights from the LTTA
- Evaluate the effectiveness of activities, methodologies and curriculum content
- Facilitate exchange of experiences and perspectives across partner countries
- Encourage participants to identify practical actions for future implementation
- Collect evidence to support curriculum validation and future course development
- Strengthen the sustainability and long-term impact of the WEC project.

The day marked the transition from learning to action and provided participants with an opportunity to consider how the knowledge, skills and experiences acquired during the week could contribute to positive change within their own educational and professional environments.

Country Mapping Exercise – Construction Realities Across Europe

One of the central activities of the final day was the Country Mapping Exercise.

As part of the LTTA wrap-up session, participants engaged in a collaborative country mapping exercise designed to explore the current realities of the construction sector in their respective countries. Working across four themes: Problems, Innovation, Sustainability, and Education, participants reflected on both national challenges and emerging opportunities, linking them to the knowledge and experiences gained throughout the training.

- The exercise revealed that, despite differences in economic development, regulatory environments, and labour market conditions, partner countries face a remarkably similar set of challenges. Across almost all countries represented, participants identified workforce shortages, skills gaps, ageing populations within the sector, and difficulties attracting younger generations to construction careers. These issues were often accompanied by concerns regarding the limited visibility of construction as an attractive career pathway, particularly for women.

- Education emerged as one of the strongest common themes. Participants highlighted the need to modernise curricula, strengthen practical learning opportunities, increase the use of digital technologies, and improve cooperation between education providers and industry. While countries such as Germany were recognised for strong dual-learning and practical training systems, many participants noted that education systems still struggle to keep pace with rapid technological and environmental changes affecting the construction sector.
- Innovation discussions demonstrated that digitalisation is becoming a central driver of sector transformation. Examples raised by participants included Building Information Modelling (BIM), automation of construction activities, digital public services, advanced material testing, and increased use of digital tools for communication and project management. Several countries recognised that while innovative solutions are available, their adoption remains uneven and often requires additional investment, training, and organisational change.
- Sustainability was consistently identified as both a challenge and an opportunity. Participants discussed the growing importance of renewable energy, circular economy approaches, construction waste recycling, energy-efficient buildings, and the use of local and sustainable materials. Many countries reported increasing pressure from environmental regulations and market expectations, creating demand for new skills and competencies within the construction workforce.

An important finding from the exercise was the recognition that the challenges facing construction are no longer purely technical. Participants repeatedly referred to the need for greater diversity, stronger collaboration between stakeholders, and improved opportunities for women to enter and progress within the sector. Overall, the country mapping exercise provided a valuable opportunity to translate the LTTA learning experience into local contexts while identifying common priorities that align strongly with the objectives of the WEC project. Participants left the session with a clearer understanding of both the challenges and opportunities within their national construction sectors and with renewed motivation to contribute to a more inclusive, innovative, and sustainable future for the industry.

Reflecting on the Learning Journey

The final day began with a structured reflection process designed to revisit the key themes explored throughout the LTTA and encourage participants to identify the most significant aspects of their learning journey.

Participants were invited to consider:

- What they had learned during the week
- Which activities had the greatest impact
- How their perspectives had changed
- What new ideas they intended to implement
- Which challenges remained relevant within their own countries and organisations.

The reflection process highlighted the interconnected nature of the LTTA programme. Participants recognised that topics explored throughout the week were not isolated themes but rather complementary elements contributing to a broader vision of a more inclusive, innovative and sustainable construction sector.

Many participants highlighted connections between:

- Inclusion and leadership
- Confidence and career progression
- Innovation and workforce development
- Entrepreneurship and empowerment
- Digitalisation and future skills.

This reinforced one of the core principles of the WEC curriculum: meaningful change requires integrated approaches that address educational, professional, technological and cultural dimensions simultaneously.

Curriculum Validation Insight

The reflection process confirmed that participants perceived the LTTA as a coherent learning journey rather than a collection of individual sessions.

[From Learning to Action. The Inclusive Teaching Commitment Exercise](#)

A defining feature of the LTTA was the emphasis placed on translating learning into practical action. Throughout the week participants had been developing individual commitments regarding how they intended to promote inclusion within their own professional environments.

The final day revisited these commitments and encouraged participants to reflect on how their ideas had evolved during the training programme.

MY INCLUSIVE TEACHING COMMITMENT

Individual | ~3 minutes | Keep this card for the week



WHY THIS CARD?

This is for YOU — not the group. Your personal commitment to one small, intentional change. It will go on the Commitment Wall for the week. You'll be asked about it at each daily wrap-up.



I WILL ROTATE PRACTICAL TASKS

Which task? Which class? Starting when?



I WILL CHANGE MY LANGUAGE

Which word or phrase? What will I say instead?



I WILL ADD WOMEN ROLE MODELS

Which module? Slide, video, speaker or alumni?



I WILL BUILD ONE INDUSTRY CONNECTION

Who? By when? First step?



I WILL AUDIT MY MATERIALS

Which materials? Looking for what?



I WILL START ONE MENTORING RELATIONSHIP

With whom? In what form?



I WILL INVITE QUIETER VOICES

In which context? How — direct invite, structured turn?



MY OWN IDEA

Something not on this list:



I will _____ because _____

The commitments covered a wide range of themes, including:
Inclusive Learning Environments. Participants committed to:

- Reviewing learning materials
- Using more inclusive language
- Encouraging equal participation
- Challenging stereotypes within educational settings.

Role Models and Visibility. Participants highlighted the importance of:

- Inviting female guest speakers

- Showcasing successful women in construction
- Promoting diverse career pathways
- Increasing representation within learning resources.

Mentoring and Support. Commitments included:

- Supporting women entering construction programmes
- Developing mentoring opportunities
- Creating peer-support networks
- Encouraging confidence and participation.

Industry Engagement. Participants also committed to:

- Strengthening relationships with employers
- Developing workplace learning opportunities
- Improving collaboration between education and industry.

Key Learning Outcome

Participants identified concrete actions that could contribute to more inclusive and supportive educational and professional environments.

Curriculum Validation Insight

The commitment-based approach proved highly effective in encouraging reflection, accountability and future-oriented thinking and should be incorporated into future WEC learning resources.

Evidence Recommendation

Figure 31. My Inclusive Teaching Commitment activity.

Figure 32. Examples of participant commitments.

Appendix Reference:

Commitment summaries and participant action plans.

Evaluation and Curriculum Validation

A substantial portion of the final day was dedicated to evaluation and curriculum validation activities.

Participants completed comprehensive evaluation processes designed to gather both quantitative and qualitative feedback regarding learning outcomes, session quality, facilitation, learning methodologies, and practical relevance.

Feedback demonstrated particularly strong appreciation for experiential learning activities, guest speakers and industry engagement, practical group work, international peer learning, digital technology demonstrations, and reflection and commitment activities.

Participants consistently highlighted the value of learning from colleagues representing different countries and professional backgrounds.

Key Learning Outcome

Participants demonstrated increased confidence, awareness and readiness to apply learning within their own contexts.

Curriculum Validation Insight

Evaluation findings confirmed the relevance and effectiveness of the curriculum structure, content and methodologies while also generating recommendations for future refinement.

Celebrating Learning and Building Future Collaboration

The final session provided an opportunity to celebrate achievements and acknowledge participants' contributions to the LTTA and wider WEC project. Certificates were presented to participants in recognition of their active engagement throughout the week.

The session also provided space for participants to discuss future collaboration opportunities and identify ways in which project learning could continue beyond the LTTA.

Many participants expressed interest in:

- Sharing resources within their organisations
- Applying methodologies in future training programmes
- Developing new partnerships
- Participating in future project activities
- Acting as multipliers for WEC outcomes.

The closing discussion reinforced the importance of sustaining momentum and ensuring that the impact of the LTTA extends beyond the duration of the training activity itself.



Day 6 Outcomes

By the end of Day 6, participants had:

- Reflected critically on their learning experiences
- Identified practical actions for future implementation
- Contributed to curriculum validation and refinement
- Shared national perspectives on construction sector challenges and opportunities
- Strengthened commitment to inclusive educational practice
- Evaluated the effectiveness of the LTTA programme
- Identified opportunities for future cooperation and knowledge exchange.

Most importantly, Day 6 transformed learning into action. Through reflection, evaluation and commitment-building activities, participants moved beyond understanding challenges and began planning concrete steps that can contribute to more inclusive, innovative and sustainable construction education and practice across Europe.

The outputs generated during the final day provide some of the strongest evidence of long-term impact within the LTTA and demonstrate the potential of the WEC project to influence educational practice, workforce development and inclusion beyond the immediate project partnership.

Evaluation and Impact Assessment

Evaluation Methodology

Evaluation was integrated throughout the LTTA and was not limited to the final day of the programme. The WEC project adopted a continuous and participatory evaluation approach designed to capture not only participant satisfaction but also learning outcomes, behavioural intentions and curriculum validation findings.

A combination of quantitative and qualitative methods was used to assess the effectiveness of the training programme, including daily reflection activities, participant self-assessment exercises, group discussions and debrief sessions, observation of participant engagement, country mapping activities, end-of-programme evaluation questionnaires, open-ended participant feedback, facilitator observations.

This mixed-method approach ensured that evaluation findings reflected both measurable outcomes and participant experiences. The evaluation process also served an important curriculum validation function by providing evidence regarding the relevance, effectiveness and applicability of proposed WEC learning content and methodologies.

Participant Satisfaction and Overall Programme Quality

Evaluation findings demonstrated a consistently high level of participant satisfaction across all aspects of the LTTA.

Participants reported positive experiences regarding:

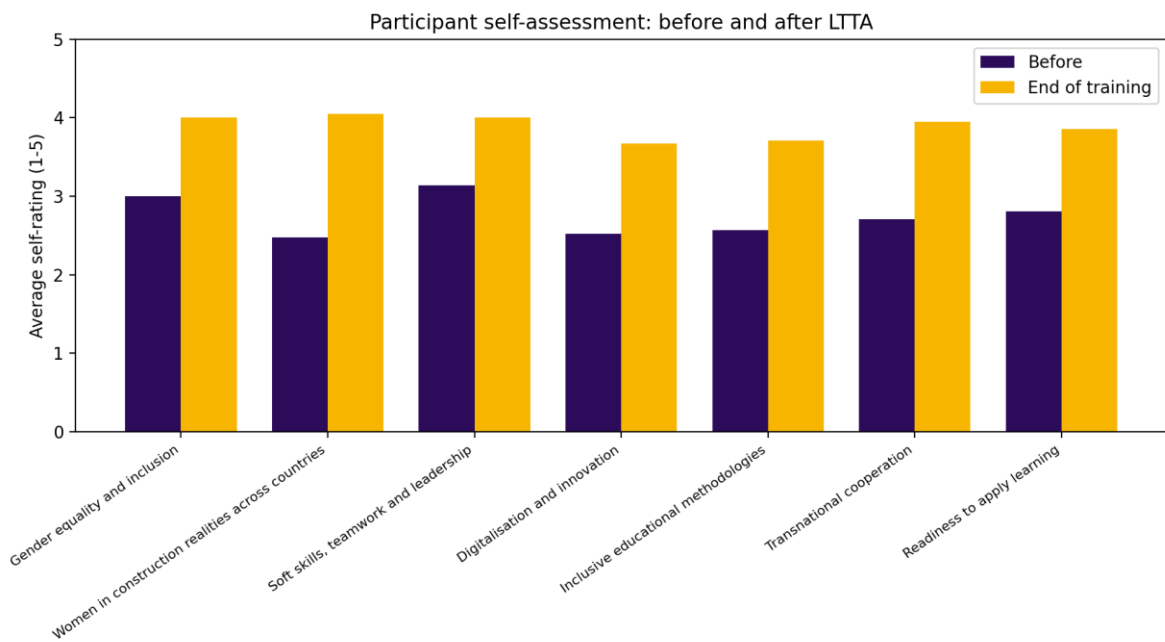
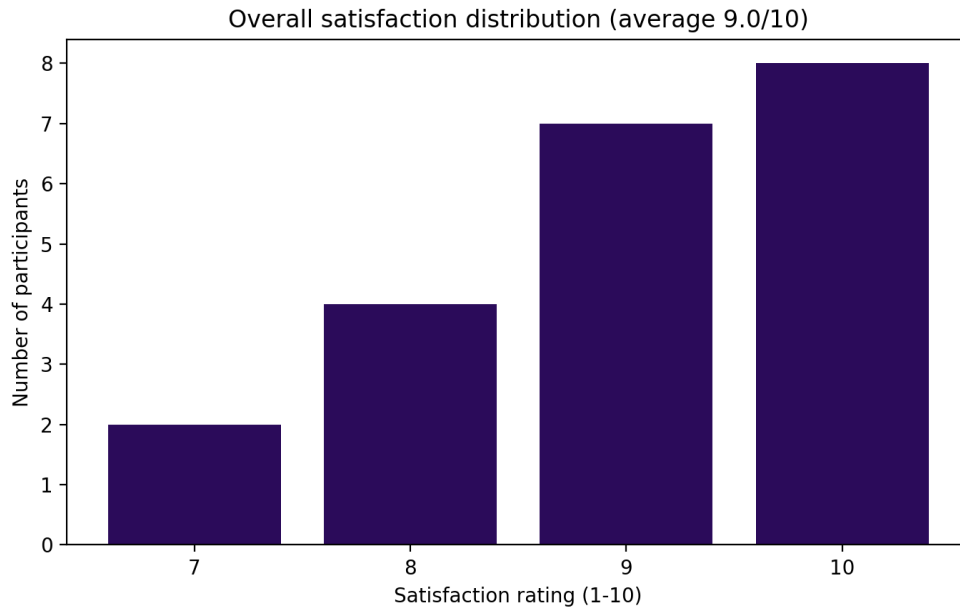
- Programme organisation
- Quality of facilitation
- Relevance of topics
- Learning methodologies
- Opportunities for participation
- Practical applicability of content
- International learning environment.

Particular appreciation was expressed for the balance between theoretical input and practical activities. Participants frequently highlighted that the programme succeeded in maintaining engagement through a diverse range of methodologies, including experiential learning, scenario-based activities, industry engagement and collaborative exercises.

Several participants commented positively on the structure of the programme, noting that the sequence of activities enabled them to build knowledge progressively throughout the week. The combination of inclusion, leadership, innovation and entrepreneurship was also viewed positively, as participants recognised the interconnected nature of these themes within contemporary construction education and workforce development.

Key Finding

Participants perceived the LTTA as a coherent and meaningful learning journey that successfully connected individual topics into a broader vision of inclusive and future-focused construction education.



Achievement of Learning Outcomes

Evaluation findings indicate that the LTTA successfully achieved its intended learning outcomes across all curriculum areas.

Gender Equality and Inclusive Construction Culture

Participants reported significant increases in their understanding of gender-related barriers within construction, inclusive educational practices, workplace culture and representation, unconscious bias and stereotypes, and strategies for supporting women entering the sector.

Many participants highlighted that discussions regarding lived experiences, role models and practical scenarios helped transform inclusion from a theoretical concept into a practical professional responsibility.

Leadership, Communication and Professional Identity

Activities focusing on soft skills and personal development contributed to increased awareness of communication styles, teamwork dynamics, confidence and self-belief, professional identity development, reflection and self-awareness.

Innovation, Digitalisation and Future Skills

Participants reported substantial increases in awareness of digital construction technologies, drones and reality capture, BIM and Digital Twins, VR and AR applications, modern methods of construction, and emerging careers within the sector.

The innovation sessions challenged traditional perceptions of construction and helped participants recognise the diversity of future career opportunities available within the industry.

Key Finding

Learning outcomes were achieved across all four curriculum modules, demonstrating the relevance and effectiveness of the WEC educational framework.

Area assessed	Before average	End average	Increase
Gender equality and inclusion	3.0	4.0	1.0
Women in construction realities across countries	2.48	4.05	1.57
Soft skills, teamwork and leadership	3.14	4.0	0.86
Digitalisation and innovation	2.52	3.67	1.14
Inclusive educational methodologies	2.57	3.71	1.14
Transnational cooperation	2.71	3.95	1.24
Readiness to apply learning	2.81	3.86	1.05

Impact of Learning Methodologies

One of the strongest findings emerging from the evaluation process relates to the methodologies used throughout the LTTA.

Participants consistently reported that interactive and experiential approaches were significantly more engaging than traditional lecture-based delivery.

The highest levels of engagement were associated with scenario-based learning, escape room challenge, country mapping exercises, group discussions, technology demonstrations, and guest speaker sessions.

Participants valued opportunities to actively contribute, share experiences and apply learning rather than passively receive information.

Many comments highlighted the importance of practical examples and real-world relevance.

The international composition of the group further strengthened the learning experience by enabling participants to compare perspectives, challenges and good practices from different countries.

Key Finding

Experiential, collaborative and learner-centred methodologies were identified as major contributors to participant engagement, learning and reflection.

Curriculum Validation Insight

The evaluation strongly supports the continued use of experiential and participatory learning approaches within future WEC educational resources.

Behavioural Change and Future Application

A key objective of the LTTA was to encourage participants not only to learn but also to apply learning within their own professional contexts. Evidence of this intention was captured through reflection exercises, commitment activities and evaluation responses.

Participants identified numerous actions they intend to implement following the LTTA.

Common themes included:

- **Inclusive Teaching Practice.** Participants committed to reviewing teaching materials for bias, using more inclusive language, ensuring balanced participation during activities, creating more welcoming learning environments.
- **Role Models and Representation.** Participants indicated plans to introduce female role models into learning activities; highlight diverse career pathways, and increase visibility of women working within construction.
- **Mentoring and Support.** Some of participants expressed intentions to provide mentoring opportunities and support women considering construction-related careers.
- Promote stronger links between education and industry.

The LTTA successfully encouraged participants to move from awareness towards action, generating a strong foundation for future implementation and multiplier effects.

Participant Reflections and Testimonials

Qualitative feedback provides additional insight into the impact of the LTTA.

Participants frequently described the programme as inspiring, practical, engaging, relevant, and thought-provoking. Many participants highlighted that the programme increased both their confidence and motivation to support inclusion within their own organisations.

Others emphasised the value of understanding how construction is evolving and recognised opportunities to integrate innovation, entrepreneurship and digitalisation into future educational activities.

Participants consistently described the LTTA as a meaningful and professionally relevant experience that expanded their perspectives and strengthened their confidence.

Participant voices: open feedback

- *“Fantastic event. The Programme of Activities, presentations and organisation of events was exemplary. Content was the optimum combination of accessible and challenging.”*
- *“The importance of inclusive approach, the value of networking, the impact of digital technologies in construction.”*
- *“Stereotypical roles of women in construction exist right across Europe... Role models pave the way for the future of Women in construction.”*
- *“I will try to start a mentoring program for young female architects... and I made lots of new connections with people from around Europe.”*
- *“Everything was excellently organised. Each day was different, interesting, and*

educational, making the whole experience both enjoyable and valuable.”

- *“I’d highly recommend this training course in terms of understanding the experiences of women in the construction industry and how we could all help more females join the construction industry.”*

Quotes are anonymised and taken from the final WEC LTTA evaluation form open comments.

Contribution to Curriculum Validation

The LTTA was designed not only as a training activity but also as a curriculum validation exercise.

Evaluation findings confirmed that:

- Curriculum content was relevant to participant needs
- Learning outcomes aligned with identified sector challenges
- Activities supported meaningful engagement and reflection
- Methodologies were appropriate for adult and vocational learners
- Content addressed current and emerging issues affecting construction.

Participants also generated recommendations for further strengthening future learning resources.

Common suggestions included:

- Additional practical examples
- More industry case studies
- Expanded digital construction content
- Additional entrepreneurship resources
- Further opportunities for peer learning and exchange.

These findings will directly inform the refinement of future WEC educational materials. The LTTA successfully validated both the content and methodological foundations of the WEC curriculum while generating evidence-based recommendations for future development.

Overall Impact Assessment

The LTTA achieved its intended objectives and generated positive outcomes across multiple dimensions.

The programme:

- Increased awareness of gender equality and inclusion
- Strengthened leadership and communication competencies
- Improved understanding of digital construction technologies
- Encouraged entrepreneurial thinking and professional resilience
- Promoted international collaboration and knowledge exchange
- Generated practical commitments for future action
- Validated key components of the WEC curriculum.

Most importantly, the programme demonstrated that inclusive, experiential and future-focused learning approaches can contribute meaningfully to addressing workforce challenges within the construction sector.

The evaluation findings provide strong evidence that the WEC educational framework is relevant, effective and capable of supporting positive change within construction education and workforce development across Europe.

Curriculum Validation Findings and Recommendations for Educational Resource Development

Purpose of Curriculum Validation

A core objective of the LTTA was to pilot and validate the educational framework developed within the WEC project. The training programme was intentionally designed to test not only curriculum content but also learning methodologies, educational resources and participant engagement strategies. Throughout the week, participants actively contributed to the validation process through discussions, practical activities, reflection exercises, evaluation surveys and commitment-based learning activities.

The validation process aimed to determine:

- Whether curriculum content was relevant to participant needs
- Whether learning outcomes aligned with workforce and educational challenges identified during project research
- Whether selected methodologies effectively supported learning and engagement
- Which topics generated the strongest participant interest and impact
- What improvements should be made before finalising future WEC learning resources and online courses.

The findings presented in this chapter draw upon participant feedback, activity outputs, facilitator observations, commitment exercises, country mapping activities and evaluation results collected throughout the LTTA.

Curriculum area	Evidence from LTTA	Recommendation
Module 1: Gender Equality and Workplace Culture	Scenario activities revealed strong relevance of language, role models, trainer intervention and hidden bias.	Keep scenario-based activities as core methodology. Add facilitator guidance on dealing with “banter”, microaggressions and promotion bias.
Module 2: Leadership, Communication and Professional Identity	Soft skills day demonstrated strong impact of experiential learning and reflection.	Embed self-assessment, peer observation and practical teamwork challenges in the module. Include confidence as a learnable competence.
Module 3: Health, Safety and Wellbeing	Drone, BIM and MMC sessions showed how technology can reduce risk and improve safety.	Strengthen examples of gender-sensitive safety, PPE, facilities and digital safety tools. Include technology-enabled risk reduction.
Module 4: Innovation, Digitalisation and Sustainable Construction	Participants showed high interest in drones, VR, BIM, 3D printing, MMC and emerging careers.	Make future construction careers visible, especially digital roles that can attract women and learners from non-traditional backgrounds.
Entrepreneurship and self-employment	Four Pillars and financial literacy sections were practical and memorable.	Develop a practical entrepreneurship worksheet or mini-course focused on offer,

Curriculum area	Evidence from LTТА	Recommendation
		numbers, risk and support.
Transnational cooperation	Country mapping showed shared challenges and opportunities across partner countries.	Use country comparison tasks earlier in future training to support peer learning from the start.

Validation of Module 1 – Gender Equality and Inclusive Construction Culture

Relevance of Content. Evaluation findings strongly confirmed the relevance of gender equality content within the WEC curriculum. Participants consistently identified gender inclusion as one of the most important themes addressed during the LTТА.

Participants recognised that these issues influence both educational participation and long-term career progression.

Most Effective Activities. The following activities generated particularly strong engagement: guest speaker sessions, female role model case studies, gender inclusion scenarios, “Now and How It Could Be” activity, reflection and discussion exercises.

Participants frequently highlighted the value of real-world examples and authentic experiences.

Recommendations for Future Development Courses.

Participants recommended:

- Increasing the number of real-life case studies
- Including more examples from different countries
- Expanding content related to workplace culture
- Incorporating additional role model interviews
- Providing practical inclusion tools for educators and employers.

Validation of Module 2 – Leadership, Communication and Professional Identity

Relevance of Content. The soft skills and leadership module was consistently identified as one of the most engaging and personally impactful components of the LTТА.

Participants recognised that technical knowledge alone is insufficient for successful participation and progression within modern construction environments.

The module successfully addressed competencies including communication, teamwork, leadership, confidence, self-awareness, adaptability, and professional identity.

Most Effective Activities. Activities receiving particularly positive feedback included escape room challenge, island challenge, Soft Skills Workbook, confidence and Personal Growth exercises, reflection activities. Participants frequently commented that experiential activities enabled them to understand soft skills more effectively than traditional classroom approaches.

Recommendations for Future Development of Courses.

Participants suggested

- Inclusion experiential learning activities
- Structured reflection opportunities
- Expanded leadership content
- Greater emphasis on confidence building
- Practical communication exercises.

Validation of Module 3 – Health, Safety and Wellbeing

Relevance of Content. Although health and safety was not delivered as a standalone module during the LTТА, participants recognised its integration throughout several activities.

Particularly strong links emerged during discussions relating to:

- Digital construction technologies
- Drone applications
- Remote inspections
- Risk reduction
- Workforce wellbeing
- Safe working practices.

Participants acknowledged that technological innovation can contribute significantly to safer working environments.

Most Effective Activities. The strongest learning outcomes were generated through drone technology sessions, digital surveying demonstrations, discussions regarding remote inspections, innovation case studies.

Recommendations for Future Development of Courses.

Participants recommended:

- Expanding health and safety examples
- Including wellbeing and mental health content
- Demonstrating links between innovation and safety
- Developing additional case studies focused on risk reduction.

Validation of Module 4 – Innovation, Digitalisation and Future Construction Trends

Relevance of Content. Innovation and digitalisation emerged as one of the most positively evaluated areas of the programme. Participants consistently reported increased awareness of drones, reality capture, BIM, Digital Twins, VR and AR technologies, Modern methods of construction, emerging careers. Many participants noted that the sessions challenged traditional perceptions of construction and demonstrated how rapidly the sector is evolving.

Most Effective Activities. Particularly effective components included drone demonstrations, digital construction presentations, future careers discussions, innovation trend exploration, practical technology examples.

Recommendations for Future Courses

Participants suggested:

- Additional practical demonstrations
- More visual examples and case studies
- Expanded content on BIM and Digital Twins
- Greater focus on future career pathways
- Additional resources relating to emerging technologies.

Validation of Learning Methodologies

A key objective of the LTTA was to test not only curriculum content but also educational methodologies. Evaluation findings demonstrated strong support for learner-centred approaches.

Participants consistently highlighted:

- Experiential learning
- Scenario-based learning
- Peer learning
- Reflective practice
- Group discussions

- Storytelling
- Action planning.

These methodologies generated higher engagement than traditional lecture-based approaches and encouraged deeper reflection and application of learning.

International Learning Environment

The multinational composition of the group was also identified as a major strength. Participants valued opportunities to compare national experiences, share good practices, learn from different perspectives, and build professional networks.

Overall Curriculum Validation Conclusion

The LTTA successfully fulfilled its curriculum validation function.

Findings confirmed that:

- Curriculum content is relevant and aligned with participant needs
- Learning outcomes address key workforce challenges identified during project research
- Methodologies effectively support engagement and learning
- Educational resources have strong potential for transferability across partner countries
- Participants are willing and able to apply learning within their own organisations.

Most importantly, the validation process demonstrated that the WEC curriculum provides a strong foundation for supporting greater inclusion, innovation and participation within the construction sector.

The findings and recommendations generated through the LTTA will directly inform the finalisation of curriculum materials, online courses, trainer resources and future project outputs, ensuring that they remain evidence-based, practical and responsive to the needs of learners, educators and industry stakeholders.

Best Practices Identified

One of the objectives of the LTTA was to identify effective educational approaches that could support inclusion, engagement and capacity building within construction education and training. Throughout the programme, a number of methodologies and practices consistently generated high levels of participant engagement, reflection and learning. These approaches were repeatedly highlighted in evaluation responses, reflection activities and facilitator observations as particularly valuable and should be considered best practices for future WEC implementation and wider vocational education initiatives.

Experiential Learning as a Driver of Engagement

The strongest evidence of participant engagement emerged during activities that required active participation and direct experience. Examples included Escape Room Challenge, Island Challenge, country mapping activities, scenario-based discussions, practical technology demonstrations. Participants consistently reported that learning through experience enabled them to better understand concepts, remember key messages and connect learning to real-life situations. The experiential approach proved particularly effective for developing soft skills, leadership competencies and reflective thinking.

Best Practice Identified - Create opportunities for learners to experience concepts rather than simply discuss them.

Scenario-Based Learning for Inclusion and Critical Thinking

The gender inclusion scenarios generated some of the richest discussions of the entire programme. The activity enabled participants to explore realistic workplace situations, identify bias and exclusion, analyse consequences, develop practical responses. Participants valued the opportunity to discuss real-world situations rather than hypothetical theories.

Best Practice Identified - Use authentic scenarios to facilitate discussion of sensitive topics such as equality, diversity and inclusion.

Learning Through Role Models and Lived Experience

Guest speakers and personal stories emerged as one of the most impactful aspects of the LTTA. Participants consistently highlighted the value of hearing directly from professionals who had built careers in construction, overcome challenges, established businesses, experienced workplace barriers, and successfully navigated career transitions. The authenticity of these contributions increased learner engagement and strengthened the relevance of programme content.

Best Practice Identified - Integrate authentic voices and role models into educational programmes to increase relevance, inspiration and learner connection.

Reflection and Commitment-Based Learning

The "My Inclusive Teaching Commitment" activity demonstrated the value of linking learning to future action. Rather than ending learning with discussion alone, participants were encouraged to identify practical changes they would implement within their own organisations. This approach helped bridge the gap between awareness and action.

Best Practice Identified - Incorporate structured reflection and commitment activities that encourage learners to translate knowledge into practical implementation.

International Peer Learning

The multinational composition of the LTTA significantly enriched the learning experience. Participants benefited from comparing national contexts, sharing challenges, exchanging good practices, exploring different approaches to education and workforce development. This diversity of perspectives generated discussions that would not have emerged within a single-country training environment.

Best Practice Identified - Create opportunities for international knowledge exchange and collaborative problem solving.

Sustainability and Follow-Up Actions

The LTTA was designed not as a standalone training event but as part of a broader capacity-building process. A key priority moving forward is ensuring that knowledge, skills and methodologies developed during the training continue to influence practice beyond the lifetime of the activity. Participants demonstrated strong commitment to transferring learning into their organisations and professional environments.

Implementation Within Partner Organisations

Participants identified numerous actions they intend to implement, including:

- Adopting more inclusive teaching practices;
- Reviewing educational materials;
- Introducing role models into training programmes;
- Strengthening industry partnerships;
- Promoting innovation and future skills awareness;
- Supporting women considering construction careers.

These actions will contribute to a multiplier effect across partner organisations and national contexts.

Dissemination of Project Results

The LTTA generated a wide range of resources and outputs that can be used to support future dissemination activities. These include curriculum materials, case studies, learning methodologies, activity templates, evaluation findings, good practice examples.

Partners will be encouraged to share these outputs through workshops, training events, networks and professional communities.

Future Collaboration and Networking

The LTTA strengthened relationships between partner organisations and created opportunities for continued collaboration. Participants expressed interest in sharing resources and experiences, joining future Erasmus+ projects, exchange of good practices. The networks established during the LTTA represent an important outcome in their own right and contribute to the sustainability of project results.

Contribution to Sectoral Change

While long-term change requires sustained effort, the LTTA has contributed to building a community of educators, trainers and practitioners committed to promoting inclusion, innovation and workforce development within construction. The commitments generated during the programme provide a strong foundation for future action and demonstrate participants' willingness to act as ambassadors for change within their own contexts.

Conclusions

The WEC Learning, Teaching and Training Activity successfully achieved its objectives and represented a significant milestone within the project's curriculum development and capacity-building process. Bringing together 21 participants from seven European countries, the programme created a collaborative learning environment in which participants could explore the challenges and opportunities shaping the future of construction education and workforce development.

Throughout the six-day programme, participants engaged with themes relating to:

- Gender equality and inclusion
- Leadership and communication
- Health, safety and wellbeing
- Innovation and digitalisation
- Entrepreneurship and professional development.

The programme successfully combined theoretical knowledge, practical activities, experiential learning and international knowledge exchange to create a comprehensive and engaging learning experience. Evaluation findings demonstrate that participants increased their awareness, confidence

and readiness to apply learning within their own organisations and professional contexts. Particularly strong outcomes were observed in relation to inclusive educational practice, awareness of barriers affecting women in construction, leadership and soft skills development, understanding of emerging technologies, entrepreneurial thinking and resilience, commitment to future action.

The LTTA also successfully fulfilled its curriculum validation function, generating valuable feedback regarding content, methodologies and future educational resources. Participants confirmed the relevance of the WEC curriculum and provided evidence-based recommendations that will strengthen future project outputs. Most importantly, the programme demonstrated that inclusion, innovation and entrepreneurship are not separate priorities but interconnected elements of a modern, sustainable and future-focused construction sector.

The learning, partnerships and commitments generated during the LTTA provide a strong foundation for the continued development of the WEC project and contribute to wider efforts aimed at creating a more inclusive, innovative and resilient construction workforce across Europe.

The LTTA therefore represents not only a successful training activity but also a meaningful contribution to long-term educational and workforce development objectives within the construction sector.

Evidence Sources

	The Evidence
1	Sign-in sheets for all days
2	Photos
3	Social media posts on the project platforms
4	Agenda of the LTTA
5	Learning materials and outputs for Day 1 of the LTTA
6	Learning materials and outputs for Day 2 of the LTTA
7	Learning materials and outputs for Day 3 of the LTTA
8	Learning materials and outputs for Day 4 of the LTTA
9	Learning materials and outputs for Day 5 of the LTTA
10	Learning materials and outputs for Day 6 of the LTTA
11	Evaluation of the LTTA – form and results

Appendix: Local Training Activity – Mostar, Bosnia and Herzegovina (Mitigation Measure)

The WEC LTTA in Ireland (24–30 May 2026) is described above as bringing together 21 participants from seven partner countries, three from each partner including Bosnia and Herzegovina. However, the Okret – Spin (Bosnia and Herzegovina) delegation was ultimately unable to travel to Ireland. As a mitigation measure, Okret – Spin organised a local training activity in Mostar (29 June – 2 July 2026) for 10 VET educators, delivered in full alignment with the Ireland LTTA methodology and curriculum. The report of that activity is appended below in full, in its original form.

LOCAL TRAINING ACTIVITY

Mostar, Bosnia and Herzegovina

29 June – 2 July 2026

Hotel Buna, Mostar

Implementation, Evaluation and Evidence Report

Prepared for project reporting, quality assurance, curriculum validation and dissemination purposes.

Project: Women Empowered in Construction (WEC)

Coordinator: Future Cast, Ireland

Implementing Partner: Okret – Spin, Mostar, Bosnia and Herzegovina

Training location: Hotel Buna, Mostar, Bosnia and Herzegovina

Participants: 10 VET educators (9 female, 1 male) + 2 facilitators

Note: This local training activity was implemented as a mitigation measure following the inability of Okret – Spin participants to attend the WEC LTTA held in Ireland (25–30 May 2026). The activity was designed and delivered in full alignment with the methodology, content and learning outcomes of the Ireland LTTA, ensuring that all planned educational objectives were achieved at the local level.

Executive Summary

The Women Empowered in Construction (WEC) Local Training Activity was held in Mostar, Bosnia and Herzegovina, from 29 June to 2 July 2026, at Hotel Buna. The activity was organised and implemented by Okret – Spin as a mitigation measure ensuring that the educational objectives of the WEC Learning, Teaching and Training Activity (LTTA) were fully achieved at the local level.

The training brought together 10 VET educators from vocational secondary schools in the Herzegovina-Neretva Canton (HNK) and one representative of the Ministry of Education HNK, alongside one educator from Okret - Spin. The group comprised 9 female and 1 male participant, reflecting the gender-inclusive focus of the WEC project.

The programme was delivered over 4 working days by two facilitators, using the same materials, methodologies and curriculum framework developed for and validated during the LTTA in Ireland.

Knowledge transfer from the Ireland event was ensured through direct participation of the facilitating team, who had been part of the Ireland LTТА process and directly applied lessons learned and insights gained there to the local Mostar programme.

The activity explored four interconnected themes aligned with the WEC curriculum modules: gender equality and inclusive construction culture; leadership, communication and professional identity; health, safety and wellbeing; and innovation, digitalisation and future construction trends. The programme was adapted to the specific local context of Bosnia and Herzegovina, with particular attention to the realities of VET educators working in the HNK region.



Main Achievements

- Successfully delivered a 4-day training programme to 10 VET educators and 1 representative of the Ministry of Education HNK, reaching key multiplier stakeholders in the Herzegovina-Neretva Canton region.
- Transferred knowledge and learning from the Ireland LTТА to the local context through the direct involvement of facilitators who participated in the Ireland event.
- Validated the relevance of the WEC curriculum modules in the specific context of the Western Balkans VET system.
- Increased participants' awareness of gender-related barriers and opportunities within construction education and employment in Bosnia and Herzegovina.
- Strengthened inclusive teaching competences among VET educators from vocational secondary schools in HNK.
- Introduced participants to emerging construction technologies, digital skills and innovation trends relevant to future VET curricula.
- Generated practical recommendations from participants that will feed into the further development of WEC educational resources.
- Established local connections between Okret – Spin, the Ministry of Education HNK and vocational schools, supporting sustainability of the WEC project outcomes in the region.

Participant Profile



The local training activity was attended by 10 participants and 2 facilitators, totalling 12 individuals over the 4-day programme. The participant group comprised:

- 1 educator from Okret – Spin, Mostar (female)
- 1 representative of the Ministry of Education of Herzegovina-Neretva Canton (female)
- 8 teachers from vocational secondary schools (VET schools) in the Herzegovina-Neretva Canton region (7 female, 1 male)

Gender distribution: 9 female participants, 1 male participant. All participants work directly in the VET field in Bosnia and Herzegovina and represent key stakeholders for the future use and multiplication of WEC

educational resources in the region.

Programme Methodology

The local training programme was designed in full alignment with the methodology developed and tested during the WEC LTTA in Ireland. The programme drew directly on the materials, activities and learning design validated in Ireland and adapted them to the 4-day format and the specific local context of the Western Balkans VET system.

Core methodological approaches included:

- Experiential learning – participants learned through direct experience, structured activities, group challenges and reflection rather than passive instruction.
- Scenario-based learning: participants explored realistic workplace and educational scenarios requiring analysis, discussion and solution development.
- Reflective practice: daily reflections, commitment activities and evaluation exercises connected learning to participants' own professional contexts.
- Peer learning: participants shared their own experiences from VET work in BiH, generating mutual learning and practical insight.
- Role model and storytelling approaches: facilitators used case studies and examples from the Ireland LTTA, including experiences of women working in construction across partner countries.
- Inclusive learning design: sessions were designed to model inclusive teaching practices promoted by the WEC curriculum, ensuring equal participation and engagement.



Training Agenda

Day	Theme	Core Learning Outcome	Curriculum Module
Day 1 (29 June)	Opening, Construction Realities and Inclusive Teaching	Shared understanding of gender barriers in construction; introduction to inclusive teaching methodologies; establishment of collaborative learning environment	Module 1, Module 2
Day 2 (30 June)	Gender Inclusion, Career Pathways and Workplace Culture	Practical understanding of barriers, stereotypes, workplace culture and inclusive responses in the BiH context	Module 1
Day 3 (1 July)	Leadership, Soft Skills and Digital Construction Technologies	Increased self-awareness, teamwork and communication skills; introduction to digital tools and technologies shaping the future of construction	Module 2, Module 3, Module 4
Day 4 (2 July)	Entrepreneurship, Reflection, Commitment and Future Action	Understanding of entrepreneurship pathways and self-employment in construction; consolidation of learning and individual action planning	Module 4

Day 1 (29 June 2026) – Opening, Construction Realities and Inclusive Teaching

Curriculum Alignment: Module 1 – Gender Equality and Inclusive Construction Culture; Module 2 – Leadership, Communication and Professional Identity

Learning Objectives

- Establish a safe and collaborative learning environment among participants.
- Introduce participants to the WEC project, its objectives and the training programme structure.
- Build a shared understanding of the current situation of women in the construction sector in Bosnia and Herzegovina and across Europe.
- Introduce participants to inclusive and participatory learning methodologies.
- Set individual and group learning intentions for the 4-day programme.

Session Overview

The day began with a welcome session introducing participants to the WEC project, the local training activity and its connection to the broader consortium LTTA held in Ireland. Facilitators presented the

four curriculum modules that would guide the learning journey and explained the connection between the local Mostar activity and the outcomes generated during the Ireland training.

An icebreaker activity invited participants to share expectations and feelings about the training using a word cloud format, establishing a psychologically safe and positive learning environment. Participants expressed feelings of curiosity, motivation and openness, with several highlighting a strong interest in finding practical tools they could apply directly in their VET classrooms.

The morning continued with a group exploration of the current realities of the construction sector in Bosnia and Herzegovina, using data from the WEC research report and comparative examples from Ireland and other partner countries shared by the facilitating team. Participants discussed the persistent underrepresentation of women in the construction workforce locally and identified structural, cultural and educational factors contributing to this situation.



The afternoon session introduced participants to inclusive and participatory learning methodologies, including experiential learning, scenario-based learning, reflective practice and coaching approaches. Facilitators demonstrated these approaches through practical application rather than theory, modelling the inclusive educational design promoted by the WEC curriculum.

The day concluded with a Commitment Wall activity, in which each participant identified one small but meaningful inclusive practice they would commit to introducing in their own teaching. This established a link between learning and implementation from the very first day.

Key Learning Outcome: Participants established a shared foundation of understanding regarding the gender gap in the construction sector and expressed increased readiness to explore inclusive teaching approaches in their professional practice.

Day 2 (30 June 2026) – Gender Inclusion, Career Pathways and Workplace Culture

Curriculum Alignment: Module 1 – Gender Equality and Inclusive Construction Culture

Learning Objectives

- Increase participants' understanding of barriers faced by women in construction education and employment in Bosnia and Herzegovina.
- Explore the impact of stereotypes, unconscious bias and workplace culture on women's participation and career progression.
- Examine examples of successful female participation in the construction sector across partner countries.

- Develop participants' capacity to identify and challenge exclusionary practices within VET education.
- Generate practical recommendations for creating more inclusive educational environments in HNK vocational schools.

Session Overview

Day 2 opened with an exploration of women's career pathways in construction. Facilitators drew on case studies and testimonials collected during the Ireland LTTA, presenting authentic accounts of women working in construction across Europe and the Western Balkans. Participants reflected on the similarities and differences between these experiences and the local BiH context.

A scenario-based learning session invited participants to explore realistic workplace and educational situations involving gender bias, exclusionary language and barriers to women's participation. Small groups analysed each scenario, identified the problem, discussed contributing factors and proposed practical responses. This approach generated rich discussion and encouraged participants to critically examine assumptions within their own professional environments.

The afternoon featured the 'Now and How It Could Be' activity, in which participants mapped the current situation for women in construction in Bosnia and Herzegovina against a desired future state. Groups worked collaboratively to identify specific actions that educators, school directors, policymakers and employers could take to support change. The representative from the Ministry of Education HNK contributed particularly valuable insight during this activity, connecting educational policy with practical implementation.

Key Learning Outcome: Participants developed a practical understanding of gender inclusion challenges in the local context and identified concrete actions within the reach of VET educators and institutions.

Day 3 (1 July 2026) – Leadership, Soft Skills and Digital Construction Technologies

Curriculum Alignment: Module 2 – Leadership, Communication and Professional Identity; Module 3 – Health, Safety and Wellbeing; Module 4 – Innovation, Digitalisation and Future Construction Trends

Learning Objectives

- Develop participants' awareness of leadership, communication and teamwork competences relevant to modern construction workplaces.
- Increase participants' confidence in facilitating active and experiential learning sessions with their own students.
- Introduce participants to digital construction technologies and their implications for future VET curricula.
- Explore the relationship between digital transformation, health and safety, and gender inclusion in construction.

Session Overview

The morning of Day 3 focused on soft skills development through experiential learning activities adapted from the Ireland LTTA programme. Participants took part in a group challenge activity requiring communication, negotiation, problem-solving and creativity, followed by a structured debrief exploring the dynamics of teamwork and leadership. The activity generated significant engagement and prompted participants to reflect on how these skills are developed or neglected

within current VET education in Bosnia and Herzegovina.

The afternoon session introduced participants to the digital transformation of the construction sector. Facilitators presented an overview of technologies including Building Information Modelling (BIM), drone applications, digital site surveys, reality capture technologies and Virtual and Augmented Reality tools. The session emphasised how digital technologies are changing construction roles, creating new career pathways and opening opportunities for women in a sector that is increasingly knowledge-based and technology-driven.

The connection between digital technology and health and safety was also explored, with participants examining how tools such as drones and BIM can reduce physical risk exposure on construction sites and improve safety outcomes for all workers, including women in on-site roles.

Key Learning Outcome: Participants increased their awareness of leadership competences and digital construction technologies and reflected on how these could be integrated into their VET teaching.

Day 4 (2 July 2026) – Entrepreneurship, Reflection, Commitment and Future Action

Curriculum Alignment: Module 4 – Innovation, Digitalisation and Future Construction Trends

Learning Objectives

- Introduce participants to entrepreneurship pathways and self-employment opportunities within the construction sector.
- Explore how VET education can better prepare young women for entrepreneurial and leadership roles in construction.
- Consolidate learning from the 4-day programme through structured reflection and peer sharing.
- Develop individual action plans for implementing inclusive teaching practices and using WEC resources.
- Evaluate the training activity and generate feedback for curriculum development.

Session Overview

Day 4 opened with an entrepreneurship session exploring opportunities for women to establish and grow their own businesses within the construction sector. Facilitators drew on examples and frameworks from the Ireland LTTA, including the Four Pillars of entrepreneurship (business reality, risk, finance and resilience), and participants mapped these against the local entrepreneurial landscape in Bosnia and Herzegovina.

A country mapping exercise invited participants to reflect on the specific challenges and opportunities for women's entrepreneurship in construction in BiH, comparing their local experience with examples shared from Ireland, Germany, Croatia and other WEC partner countries. The representative from the Ministry of Education HNK contributed reflections on policy frameworks and the potential to introduce entrepreneurship education more systematically into VET programmes.

The afternoon was dedicated to programme consolidation, reflection and evaluation. Participants revisited their Commitment Wall entries from Day 1 and updated their action plans, identifying specific steps they would take within their own schools and teaching practice. A final group reflection session invited participants to share their key learning moments from the 4 days and to celebrate the learning

journey.

The activity concluded with a formal evaluation session in which participants completed evaluation forms covering programme content, methodology, facilitation quality and relevance to their professional practice. Participants also provided written recommendations for the further development of WEC curriculum modules and online learning resources.

Key Learning Outcome: Participants completed the programme with individual action plans and strengthened confidence in applying inclusive teaching methodologies and WEC resources within their VET contexts.

Evaluation and Impact Assessment

Evaluation was embedded throughout the 4-day programme through daily reflection activities, facilitator observation and a final participant evaluation form completed on Day 4. The evaluation approach was consistent with the methodology used during the Ireland LTTA, enabling comparability of findings.

Participant feedback indicated high levels of satisfaction with the programme content, facilitation approach and relevance of topics to their professional contexts. Participants particularly highlighted the practical and interactive nature of the sessions, the relevance of gender inclusion topics to their everyday VET teaching experience, and the value of learning about digital construction technologies they had not previously encountered.

The involvement of the Ministry of Education HNK representative was noted by several participants as a particularly significant element, adding institutional relevance and opening a dialogue about potential policy-level follow-up actions in the region.

Recommendations generated by participants during the evaluation session will be incorporated into the ongoing development of WEC curriculum modules and online learning resources, contributing directly to the quality and local relevance of future project outputs.



Sustainability and Follow-Up

The local training activity in Mostar established important connections between Okret – Spin, the Ministry of Education HNK and vocational secondary schools in the Herzegovina-Neretva Canton region. These connections will support the dissemination and long-term use of WEC educational resources in Bosnia and Herzegovina beyond the project lifetime.

- All 10 participants committed to sharing selected WEC resources with colleagues in their schools following the training.
- The Ministry of Education HNK representative expressed interest in discussing the potential integration of WEC curriculum elements into regional VET development planning.

- Okret – Spin will continue to use the WEC platform and online learning resources in its ongoing work with VET providers and unemployed women in the Mostar region.
- Participants will be invited to join the WEC stakeholder network and to participate in the project's final online conference.

Conclusions

The WEC Local Training Activity in Mostar successfully achieved its educational objectives, delivering a high-quality 4-day programme to 10 VET educators and 1 Ministry of Education representative in the Herzegovina-Neretva Canton region. The programme was implemented in full alignment with the WEC curriculum framework and the methodology validated during the Ireland LTTA, ensuring consistent quality and learning outcomes across the consortium.

The activity demonstrated the relevance and applicability of the WEC project approach in the specific context of the Western Balkans VET system and generated valuable evidence and recommendations that will contribute to the further development of WEC educational resources. Through the direct involvement of facilitators who participated in the Ireland LTTA, knowledge transfer from the international event was effectively achieved at the local level.

The connections established during the Mostar training activity between Okret – Spin, vocational schools and the Ministry of Education HNK provide a strong foundation for the sustained use and multiplication of WEC outcomes in Bosnia and Herzegovina.

Evidence Sources

- [Signed participant attendance list \(4 days\)](#)
- Daily reflection outputs and Commitment Wall contributions
- Scenario-based learning worksheets
- Now and How It Could Be activity outputs
- Country entrepreneurship mapping outputs
- Final participant evaluation forms
- Photographs from the training activity (included inside the report)