



## Needs Comparative Matrix (Result Number 5)

The matrix below is the first product expected as a result of the activities carried out in the work package n. 4.

The first step of this work phase, aimed at identifying correlations between the BP characteristics and the target groups' needs, has provided a comparison of the needs of teachers / operators of the VET system and students found in each partner countries.

A comparative analysis of the research reports prepared by each partner country (see result n. 4) has been, therefore, realized and, through a graphical summary the homogeneities and differences were highlighted.

The reflection made about the peculiarities of each national context has been developed, of course, keeping in mind the final objective of the work phase in question: that is to say to identify the elements of the good practice which require an adjustment to address the needs identified.

The matrix reported below is, in fact, meant as an output "servant" to the process of qualitative and quantitative definition of the information which will be summarized in the successive product, that is to say the **"Guidelines for the process of adaptation of Good Practice"**.

The matrix was structured on the basis of the three areas under investigation in the initial research and survey phase for the analysis of the context of needs: 1) vocational guidance supply existing in the VET system and mapping of project initiatives and / or legislation relating to gender orientation; 2 ) activities carried out and needs expressed by teachers and VET operators, and 3) experiences and needs expressed by the male and female students.

The areas have been reported in the columns of the matrix, while the rows describe the existing conditions and the gaps of needs with respect also to the model proposed by the BP.

In case of major deviations between national contexts, in the related box there are the initials of the partner countries that highlight a different "context" or "need" and in the footnote below the deviations are explained.



We hereby report below the matrix.

	<b>Areas of investigation</b>		
	<b>Vocational guidance provision by the VET system</b>	<b>Activities and Competences of VET teachers/operators</b>	<b>The experiences and expectations of male and female students</b>
<b>Existing</b>	<p>In the Partnership countries emerges the presence of vocational guidance activities and actions that, on average, from 5 years now, are more planned and integrated with the provision of training with respect to the specific vocational guidance actions than they had been before 2005.</p> <p>In all countries initiatives have been identified with "permanent" character the</p>	<p>In all the partnership countries, the professional profile of the vocational guidance counsellor has been emerging over the past ten years as a full professional profile dedicated to this activity.</p> <p>However, vocational guidance activities are mainly carried out, either explicitly or implicitly, by teachers who, beyond planning the actions, also choose the methods and subjects to be involved.</p> <p>Vocational guidance is mainly achieved with techniques and methods taken from curricular activities: lectures, study visits,</p>	<p>Most of the students surveyed have taken advantage of the guidance activities which resulted to be perceived much more as an information "service" and only rarely as an interactive self-discovery activity. Consequently, perceptions and judgments made on these experiences are necessarily influenced by their own characteristics of the experience.</p> <p>The final beneficiaries have therefore a distorted perception of what does vocational guidance mean, perception which is even further from the truth when it comes to gender-sensitive vocational</p>



	<p>proposals in the VET system, obviously management organization of the system (mainly distinguished between national contexts where there is centralized management of VET and those where management is delegated at regional level, eg Italy) reflect a different regulatory and organizational framework, but this will not impact the presence of guidance.</p> <p>In the Partnership countries vocational guidance activities are concentrated in VET system with a permanent proposal character, obviously the</p>	<p>participation in exhibition workshops, all procedures that do not involve an active or central role of the target beneficiaries. The main purpose of the vocational guidance action orientation is, therefore, to give INFORMATION.</p> <p>Among teachers and operators, although being perceived the difference in approach and "demand" linked to gender, cognitive tools that enable action and operation of gender-sensitive vocational guidance do not exist.</p>	<p>guidance, this concept is too often tied to "equal opportunities".</p> <p>The final beneficiaries, therefore, seek in vocational guidance the information about the training context and about the labour market, support to practical aspects of the job seeking (CV, job seeking, etc.) but it is only in a latent way that they require an individual pathway for the knowledge of the self and their potentialities.</p>
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	<p>management organization of the system (mainly distinguished between those national contexts where there is a centralized management of VET and those where management is delegated at regional level, eg Italy) reflect a different regulatory and organizational framework, but this will not impact the presence of vocational guidance.</p> <p>In the Partnership countries vocational guidance activities are concentrated in the qualitative and quantitative sense in times of "choice" and are mainly strengthened for the</p>		
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	<p>disadvantaged targets.</p> <p>In all the partnership countries there is not a particular attention to the issue of gender in vocational guidance, this peculiarity is found only in sporadic project initiatives or in response to legislation protecting equality.</p>		
<p><b>The need</b></p>	<p>Making vocational guidance activity transversal to ALL VET pathways integrating these actions and models for curricular teaching. Widespread gender-sensitive vocational guidance not as a "niche" of vocational guidance activities, but as a general</p>	<p>It is necessary in all the analyzed contexts to provide that vocational guidance activities are carried out by integrated multidisciplinary teams: teachers, psychologists, counselors, experts in the labour market, tutors, peer guidance.</p> <p>To train those involved in guidance about gender issues and improve skills across the "work as a team".</p>	<p>Deconstructing the idea and the perception that male and female students have about vocational guidance offering different activities and actions. Wide-spreading a culture and sensitivity of "gender differences" also through transversal modalities to curricular pathways.</p>



	<p>approach and fundamental to be given to ALL vocational guidance activities.</p>	<p>This change would provide guidance activities that are based not on the simple supply of information, but processes involving the exploration of resources, skills and potential, constraints and values support / help to overcome conformism, exploration / awareness of their own aspirations.</p> <p>The above reported concept obviously should be supported by a knowledge and awareness of gender differences and the importance they play in personal and professional pathways of each person.</p>	
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