



GALAXIES
Gender Guidance pathways in
EDUCATION and VOCATIONAL
TRAINING SYSTEMS
for free sexism choices



Newsletter

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Summary



One year later
page 1

Training need analysis
of target groups
page 2

Matching of collected
needs and the good
practice
page 4

Working in progress:
product adaptation
and implementation
page 7

More about Galaxies
page 8

One year later ...

What's new about Galaxies project one year after its beginning? What are the activities realized?

In the Newsletter n. 1/October 2010, we explain Galaxies project structure and the partnership. Galaxies was born following the experience of the former GALAXY project (2006/2008). Our main objective is the involvement of a transnational partnership with the goal to adapt and transfer Galaxy Good Practice, deepening the analysis on gender guidance in the education and training systems, in order to break the neutral concept of knowledge.

In this number you can find the description of realized activities during this year (October 2009-December 2010) and the outcomes achieved. In detailed you can find:

Target Group Training Need Analysis
Matching of collected needs and
Good Practice } **1st PHASE**

Product adaptation and
implementation } **2nd PHASE**

The first phase is based on a desk research about gender oriented guidance environments in schools and training centres of Partners' Countries.

The desk research aims at deepening and analysing the training needs of teachers/trainers who are working in schools and training centres providing gender sensitive guidance.

The second phase, focused on the "Good Practice" adaptation and implementation, is still on progress and realized through a blended pathway. The adaptation has a multidimensional character because it concerns both theoretical models and training supports (tools, teaching materials) to make methods and tools more consistent with the needs of trainers/teachers dealing with young people, the final beneficiaries.

Here you are the main activities results achieved during 1st and 2nd phases. Enjoy the reading!

Target group need analysis

In this work-package, we want to analyse training needs of teachers/trainers and male/female VET students (focusing on those who are in the process of making a “choice”), with a special focus on the essential competences required for planning and managing gender-sensitive vocational guidance activities.

In order to realize it, we developed the following activities:

Documentation of the presence (or lack of) and methods of gender-sensitive training planning and delivery in the VET systems of Partner Countries; this activity will be carried out only by the project partners who work in other geographical areas than the one in which the Good Practice was developed. The partners who have been involved in the development of the Good Practice will derive such information from the research report produced by the former Galaxy project (www.galaxyproject.eu);

Administration - and subsequent processing - of needs assessment questionnaires aimed at the identification of the competence gaps regarding gender-sensitive guidance to a sample of upper secondary school teachers or training centres educators who are directly involved in vocational guidance (in each partner country);

Administration - and subsequent processing - of a questionnaire designed to identify the gender-sensitive guidance needs to a sample of male/female students who take part in VET activities (in each partner country);

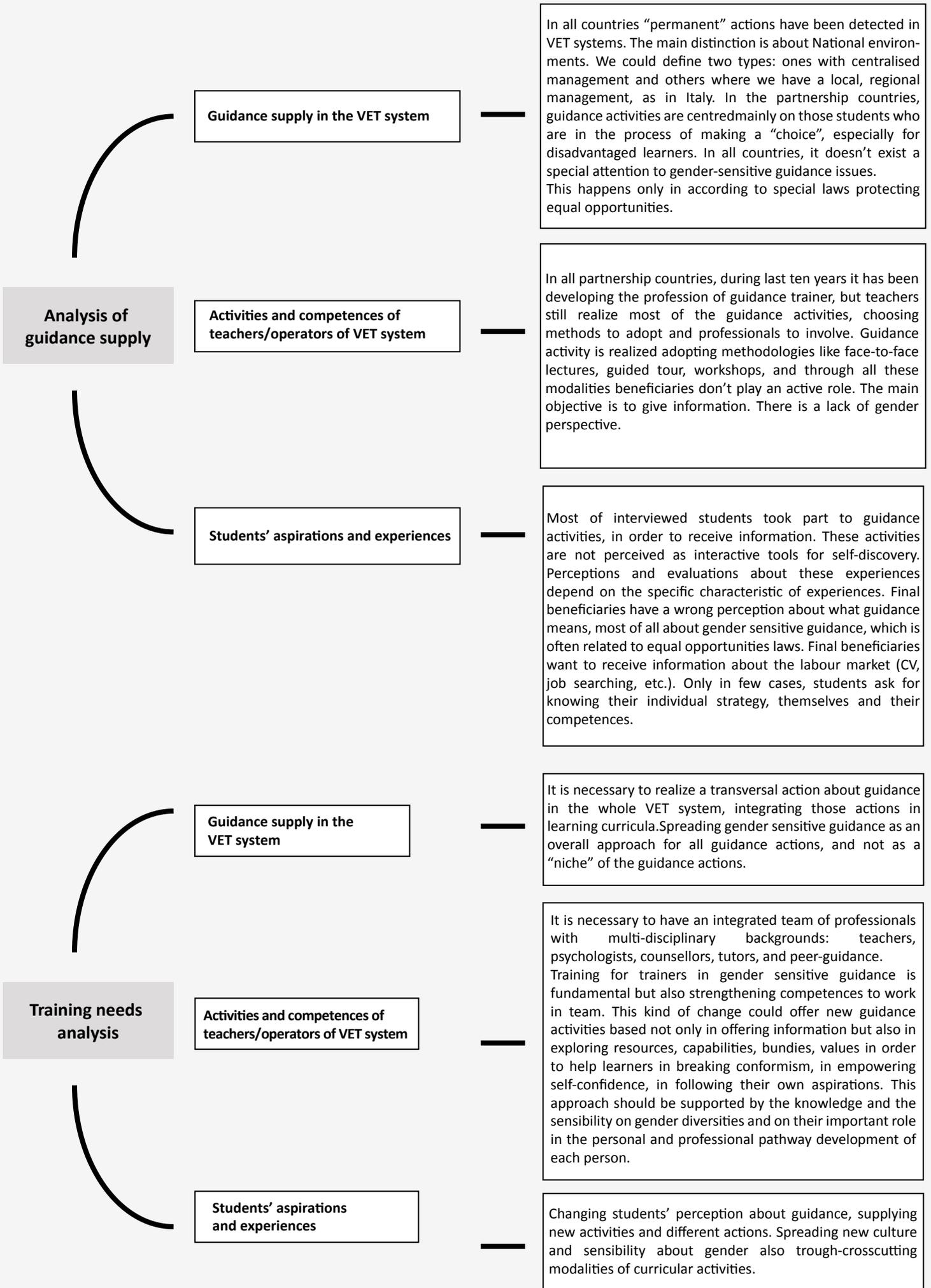
Establishment of some focus group, which the engagement of a sample of teachers/operators and students, to identify and compare methods, tools, procedures etc. currently used by the partners in the VET guidance practices, as well as the identified needs;

Which are the main findings¹ ?

The comparison matrix of needs allows the benchmarking of the needs identified by each partner through desk and field analysis. The matrix is shared in two macro areas: the analysis of the supplied training guidance and the training need analysis among teachers/trainers in the integrated VET system about gender guidance. For each area, we have considered: 1) guidance supply in the VET system, 2) activities/competences of operators/trainers in VET system, 3) students' aspirations and experiences.

Data have been aggregated in order to overcome special conditions of each National environment. Desk analysis for each partner country are available on our website.

¹ For further information, see the “Target group need analysis Report” available for downloading at www.galaxiesproject.eu



Matching of identified needs with the good practice

After desk and field analysis during December/April 2009/2010, for the 2^o meeting in Brussels, teamwork has revised main results emerging from focus group.

The main objective in this phase was to compare needs identified by all partner countries. Identify the strengths of the Good Practice that can meet those needs, the sustainability elements of the methods and tools to be integrated into the VET system from the description of vocational guidance systems given by each partner country.



The partnership during the meeting in Brussels at Sireas



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The following Metaplan describes the matching of identified needs with the Good Practice. It was developed with the active participation of all partners:

Guidance	Professional Profiles Involved	Needs / Competences
<ul style="list-style-type: none"> • What is being done - Interviews - Test Visits - On-the-job training - Open days - Guidance on study, work, and development of paths - Especially men counsellors are used to deliver prescriptive guidance - Women counsellors are used to deliver protective guidance 	<ul style="list-style-type: none"> • People who presently deliver guidance - Guidance experts, school teachers, university teachers, labour market experts, social workers, families 	<ul style="list-style-type: none"> • Present guidance activities and techniques - Teaching lessons, guidance visits, information, workshops, informative material and brochures, dissemination seminars - Footages, visits to workplaces, role models with examples of professional activities, meetings with parents, work life knowledge, personal guidance, individual interviews, aptitude and web-related tests, group guidance, self assessment of skills and personal development
<ul style="list-style-type: none"> • What should be done - Motivational and educational guidance - University curricular information, information on professional profiles and labour market - Psychological analysis - Exploring resources, potential, and competences, as well as constraints and values - Providing support/help to go beyond conventionality - Exploring/becoming aware of one's aspirations - Discussions to support student choices, so to diminish family pressure - Testing one's skills through extra-curricular activities - Devising listening sessions 	<ul style="list-style-type: none"> • People who should deliver guidance - Multidisciplinary teams made up of teachers, psychologists, counsellors, labour market experts, tutors - Peer guidance 	<ul style="list-style-type: none"> • What one would need to deliver guidance - Professionals that do not belong to the school world - Information on the labour market and professional profiles, an activity aiming at eliminating stereotypes - More time available to deal with the decision-making process - Better knowledge of boys and girls' personal aptitudes and expectations - Better communication skills

Working in progress: products adaptation and implementation

How can we adapt GALAXY Good Practice to new needs identified by desk and field research? Which are strengths and weakness of the Good Practice that can respond to the needs identified in the Matrix?

Partnership have elaborated some Guidelines for the process of adaptation of the Good practice, which include three parts:

- 1) SWOT Analysis
- 2) Detailed description of the sustainability elements of methods and tools
- 3) Description of modalities of transfer adaptation.

In this number we want to emphasise on SWOT analysis, which is auseful tool to analyse actual guidance supply and to improve it according a gender perspective.

The overall objective is to develop a prototype for schools and training centres to facilitate the adoption of a gender-sensitive guidance. In the process of Good practice adaptation partners should consider:

- 1) Specific elements of their own training institution, professional skills of operators and previous experiences;
- 2) Weakness and eventual resistances;
- 3) External opportunities;
- 4) Role of information and stakeholder active participation in order to cope threats.

Strengths	Weaknesses
<p>Galaxy methodology responds to the specific competence needs of teachers and trainers of the VET system.</p> <p>It is an original guidance methodology compared to the existent one, and it is consistent to the training needs of final beneficiaries and to present socio-economic environment.</p> <p>Sustainability of tools and materials able to support self-directed learning and coaching.</p> <p>It is an innovation of methodologies to deep guidance in according to gender perspective.</p>	<p>Too much on-line training available.</p> <p>Languages and tools, which foresee a minimum knowledge about gender issues.</p> <p>Large amount of materials available, which could confuse beneficiaries.</p> <p>Big consistency of materials, which are difficult to read in full.</p> <p>Formulation of the language "men-centred".</p> <p>Lack of self-evaluation tools.</p>
Opportunities	Threats
<p>To build a teamof teachers/operators with more awareness about gender issues in order to promote and spread the elements of the Good Practice.</p> <p>Flexibility of the Good Practice tools aiming to collect feedback and promote corrective actions.</p> <p>Reaching final beneficiaries (students) trough new innovative modalities to guidance.</p> <p>Widening the network of VET relations with other local actors.</p> <p>Sharing modalities about guidance at transnational level, which allows knowledge/practice exchanges.</p>	<p>The training proposal is not suitable for beneficiaries, in term of times.</p> <p>Structural resistances deriving from working processes in schools.</p> <p>Lack of motivation for teachers/operators of VET system because of system resistance in the adaptation of innovations.</p> <p>Resistance to gender culture.</p>

More about Galaxies

All the documents concerning the project and the products that have been developed are available for download from our website <http://www.galaxiesproject.eu>.

If you wish to play a more active role in the Galaxies project, we gladly invite you to join our Virtual Community where we can share and Exchange knowledge, experiences and emotions on gender-sensitive guidance systems and opportunities. It's very easy to join the Virtual Community, all you have to do is go to our website <http://www.galaxiesproject.eu> and submit a request to become a member of the Community by filling in a registration form. You will receive an email with your password and a short guide for interacting within the Community.

We look forward to welcoming you to the Community!!