



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



Programma di apprendimento  
permanente

# Newsletter

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## Summary



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## Lights, cameras, action! GALAXIES IN ACTION

In the previous Galaxies' newsletter we wrote about Galaxies' action plan and the target group needs analysis. The desk analysis underlined strength and weak points of VET system about gender guidance. After this first theoretical phase, Galaxies goes into action through the adaptation of the Good Practice (GP) and its implementation.

What do we mean for adaptation? What for implementation?

In this newsletter we want to write about Galaxies in action, paying attention to the adaptation, which has been the main topic of the International Meeting in Austria.

The adaptation of the GP has been the core activity during the IV International Meeting in Finland.

Let's start this trip talking about the III International Meeting in Austria (Innsbruck) in the II paragraph. In the III paragraph, we will reflect on the IV Meeting in Finland (Helsinki).

**Have a good reading!**

## Good Practice's adaptation: news from Innsbruck

Galaxies' partners got together in Innsbruck on October 29th and 30th (2010) in order to reflect about its adaptation. According to the main contributions of the desk analysis research, partners want to adapt the former Galaxy's GP into a new innovative model. How do partners modify the former model? How can they improve it? What kind of adaptation is it useful to implement?

Galaxies' adaptation is multidimensional: it concerns both contents and methodologies. During the III Meeting, partners also reflected about technological adaptation, introducing supporting methodologies and tools for the ODL training, managed in a blended manner.

### What is the blended training?

*The blended training is a special mixed teaching method: it includes some face-to-face activities and some distance learning activities. Face to face activities could have more importance than those in a distance way, or just the opposite. It is up to each trainer to design the right educational path.*

Partners also decided to implement a linguistic adaptation. A wide partnership as that composing Galaxies' project permits the documents' translation in at least six languages. The Turkish partner, for example, wanted to simplify the project language in order to better understand the English translations. During the first day meeting, we worked for the linguistic, technological, methodological and contents adaptation. Each partner has presented its suggestions for the implementation process. What's going on?

About Galaxies' contents, it is important to match the existing information with others concerning labour market conditions and job search. During the Innsbruck's Meeting it has been underlined the importance of local informative materials, with a special focus on the local market condition. This material also includes tutorial finalized to better understand job proposals, to write cover letters or to rehearse work interviews.

Regarding methodologies and graphics, it is important to use a simple and linear language to improve learners' use of Galaxies' Good Practice.

You could find attached to Galaxies' GP some theoretical documents. Partners decided to maintain these documents, as well as "Thought of difference and pedagogy of sexual difference" and "Gender oriented guidance".

### **Thought of difference and pedagogy of sexual difference**

*"The thought of sexual difference is the product of a long process of elaboration that, starting from the years of great sexual revolutions and of Feminism, has approached by different points of view the theme of identity, of gender specificity in manifold areas: philosophical, psychological, pedagogical, sociological, family, working, legislative, religious. The concept of difference develops then in relation to the reflections on the emancipationist culture, on the problematic nature of parity principles, equality of rights, claim, liberation and achievement of the feminine self. On this account, thinking gender difference takes on the value of a new paradigm through which rethinking knowledge, society, family, culture for breaking "the oblivion" that has characterized the western thought in all its expressions, releasing the specificity and the value of the feminine assumption from philosophical elaboration".*

A. Antinori, 2005, «MASCULINE AND FEMININE: WHAT "GENDER" OF KNOWLEDGE ?»  
CIRSES – Centre of Initiative and Research on the Educational and Scientific System



Among the activities of the III Meeting, some partners have participated to the Skype seminar coordinated by FBI Institute.

**Anita Marksteiner**, training coordinator in Tirol, has also participated to the seminar explaining her gender oriented guidance experience in Tirol.

Although in Tirol there are many guidance opportunities, in Austria as in Italy it is usual to see a kind of gender specialization in working issues.

According to this, boys are specialized in handicraft activities and they are more comfortable with ICT Technologies. "Anyway - Anita said - I think that there is a change from the view of lack to strengthen the attitudes".

She said more: "I think we must start much earlier than we do know - we should start in the kindergarten or at least in primary school - and for that I think we need new concepts which we could develop together". There is so much literature about sensitive guidance, but there is a lack of practical experiences. From this point of view, Galaxies could add value to the few existing practical experiences.

*"The seminar coordinated by Anita was very interesting for two reasons. First of all, Anita related about guidance experiences in Austria, underling strengths and weaknesses. It was also so exciting to use Skype technology for a seminar. It was the first time for me. Everyone was free to express his/her opinion using the chat format. Skype gave us the opportunity to listen to Anita's thought".*

*Valeria Cirillo  
Speha Fresia Cooperative company*



### **Transfer of innovation: news from Helsinki**

How should be the Good Practice implementation? The IV Galaxies Meeting in Finland (14th -15th April 2011) tried to answer this question. In each country of the partnership, train the trainers' workshops have been realized.

At least 20 teachers/guidance counsellors operating in VET systems have been participating to the training workshop. This was the first test of Galaxies' GP in action.



GP Transfer Analysis Report includes qualitative-quantitative data of the transfer and the analysis of the impact of the transfer conducted using direct observation checklists. It will be soon available on Galaxies website and it will be presented in the next conference in Lecce on 27th September 2011.

The main idea of the IV Meeting was to experience a practical training about gender sensitive guidance for trainers, in order to be able to transfer this training to other trainers or practising with learners. The training was face-to-face, but also at distance.



*"I liked very much the poster created by Omnia's learners to promote gender oriented guidance. Fighting against cultural barriers is the most difficult and long-term challenge we have to cope with."*

*Elisabetta Cannova  
Speha Fresia Cooperative company*

During the second day, partners and stakeholders involved in Galaxies project, participated to three original activities, like "What can I do", "The orange" and "stereotypes"... trained by Claudia Piccini.

“During the Espoo’s meeting, partners’ involvement has been very important as well as testing some training tools (the orange, what can I do, stereotypes, men vs. women). This was very helpful to share the exploration phases of guidance activities. Strengthening mechanism of identity, related to gender issues and hidden wishes, was the main objective. During the last years, I have been afraid to make guidance path as a process capable to give information, underling successful kind of jobs. On the contrary, I think it should represent a method to better know ourselves, developing a critical sense, analysing our background and our social contest”.

Claudia Piccini  
Training and counselling for CORA

The main goal of the Meeting was to make Galaxies partners more confident with the training path, which will be used and run in educational institutions, engaged with young people (14-20 years old). The training path is divided in three modules:

### 1. MYSELF AND OTHERS

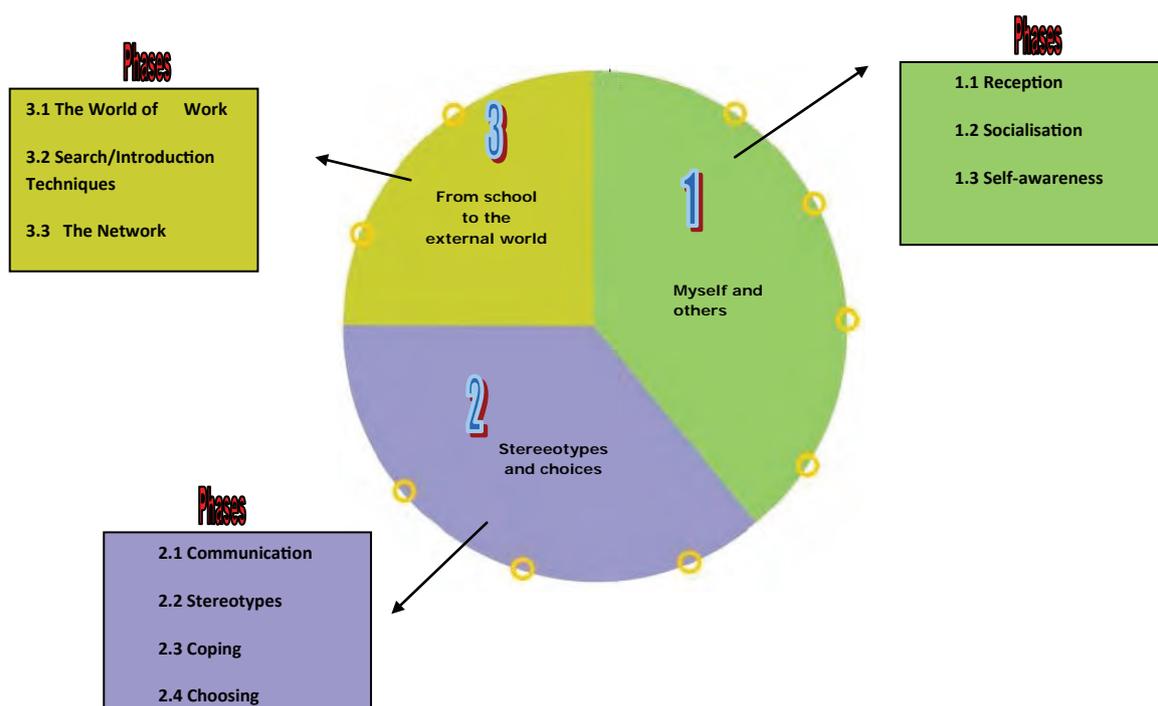
- 1.1 Reception
- 1.2 Socialisation
- 1.3 Self-awareness

### 2. CHOICES, CONDITIONING, STEREOTYPES

- 2.1 Communication
- 2.2 Stereotypes
- 2.3 Coping
- 2.4 Choosing

### 3. FROM SCHOOL TO EXTERNAL WORLD

- 3.1 The World of Work
- 3.2 Research and Presentation Technique
- 3.3 The Network



### **Exercise: What I'm able to do**

*Write 20 things you can do during 15 minutes, and then read it out loud. During the target group is doing exercise, the trainer is going around the class and reminds the remaining time left (also to remind young people to work in silence). Sharing feedback is done in small groups or in the class. Trainer asks who want to start and waits for max 5 minutes. Then trainer writes down all the activities in the white board that are the skills and competences of the group. It is not important to identify individual competences but have a list of all competences of the group. Trainers can also choose that only some students present their competences. After reading out loud trainer says to put a cross on what you like to do (heart), put a cross what you can do in a good way (trophy), and put a cross for things close to your identity (people). This last category reflects how the person perceives him or her gender identity (he/she expresses her/his femininity masculinity by doing a certain activity). Often there is a coincidence of the 3rd colon to the stereotypes. The aim is to discuss about it in order to sensitize students to the issue.*

Some participants to the “What I'm able to do” exercise wrote just activities typically classified as masculine/feminine activities. As for example the Turkish partner who just wrote in his list typically “men” activities as fishing or hunting. Household activities have been considered less important or even useless and so they are not listed.



Trainers were also very interested in the “orange game”.

### **Exercise: Peeling oranges**

*Everyone takes in the bag one orange each and explores it. Then oranges are put back to the bag and everyone has to find her/his own orange. Then one has to imagine how the orange is (fresh, refreshing, sweet etc.), smell it and so on. After it, everyone peels the orange, eats it and exchanges his/her own pieces with the others.*

This exercise is a symbol of vocational guidance pathways: in the beginning we think all the students are the same, but after knowing them we realize it is not true. Exchanging the pieces with one another is the symbol of importance to work in a group, and to put all our competences together.

We need each other and each other's competences. Peeling the orange delicately is a metaphor of meeting new people, and the delicacy we need when meeting these people because different things might emerge.



*“During the meeting in Helsinki I have particularly appreciated the practical application of one galaxies exercise - The Orange - which has generated a beneficial effect among participants, and this practice reconfirmed my preference to learn first from the praxis and then to deepen the theoretical framework and implications.”*

*Elisabetta Cannova  
Speha Fresia Cooperative company*

After the Finland Meeting, everyone has started his own testing with other trainers/students.  
What is going on?

The outcomes of Galaxies transfer of innovation will be presented in the final Conference that will take place in Lecce, on 27th September 2011. We look forward to hearing from you!

### **Further information**

All documents related to Galaxies project are available on our website [www.galaxiesproject.eu](http://www.galaxiesproject.eu).  
We look forward to welcoming you to Galaxies website!