



**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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*After the enthralling experience of the 2006-2008 Leonardo GALAXY project, the Italian partner organisations decided to further develop the main themes of that project: education/training and vocational guidance and gender differences.*

*They worked on a new project proposal – always within the framework of the Lifelong Learning Programme - Leonardo da Vinci projects – that, starting from the analysis of the strengths and weaknesses identified during Galaxy, aims to take a further step in the direction of addressing the topic of education and training guidance systems and of the importance of male-female differences for those who provide guidance as well as for those who receive guidance.*

*A new transnational partnership has once again taken on the challenge to address the complexities and the problems connected with the stereotypes that often still condition teachers and students during the process of definition of life paths and career goals – which begins at school level - that will lead students to fulfil their personal potential as men and women by choosing careers that are as close as possible to their desires and aspirations.*

## **GALAXIES** **A Transfer of Innovation project**

The main goal of the “GALAXIES - Gender guidance pathways in education and vocational training systems for free sexism choices” - project proposal is to establish a transnational partnership that will conduct further research and perform analysis on gender-sensitive guidance in education and training systems for the adaptation and dissemination of the good practice developed by the GALAXY project. The overall objective of GALAXIES is to disseminate a gender-sensitive culture and, in particular, to integrate such culture into VET guidance activities.



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The project plan entails **three main phases**:

**The first phase** focuses on the analysis of the situation of gender-sensitive guidance in the VET systems of the Partner Countries.

**The second phase** foresees the adaptation and implementation of the “product” that has been identified as good practice. The adaptation, also in consideration of the information gathered during the first phase and of the elements identified through the comparison of the situation in the different Partner Countries, involves several fields: content, methodology,





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language and technology.

**During the third phase**, the “final product” will be transferred to all Partner Countries and tested in a number of selected upper secondary schools and/or VET organisations that work with young people aged 14-20 years old.

Indeed, during the **Galaxy** project, the testing conducted on the reference target (teachers, trainers, guidance counsellors, professionals involved in guidance activities) led to identify a number of significant criticalities in the area of education and training. The results indicate that the role of guidance providers is quite complex and challenging for teachers and trainers. While on one hand, during their teaching activity, they provide implicit guidance to their students, on the other hand they also influence the education and career decisions of their students whilst still having to evaluate and follow them in their traditional day-by-day teaching activities.

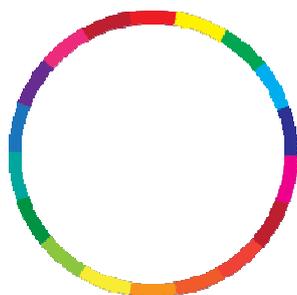
The results of the **GALAXY** project have also showed that the education sector in all Partner Countries is basically still dominated by the “neutral knowledge” paradigm and by education practices that are still strongly pervaded by male and female stereotypes. Therefore, the initiatives that seek to breakdown stereotypes and raise awareness of gender identity are often isolated, do not generally lead to lasting results and tend to have a marginal role because they are not fully integrated into mainstream education but just the results of efforts made by individual teachers.

Therefore, the present project proposal aims to address the above mentioned criticalities and the need to create new opportunities for collaboration among professionals who have different responsibilities and competencies in order to facilitate the sharing of information on the labour market and its dynamics, on the new career opportunities available for young people, as well as on the potential benefits and pitfalls of the different careers.

The goal of the GALAXIES Transfer of Innovation project is to adapt and enhance, by using the gender perspective provided by the GALAXY good practice, education and training programmes for **teachers and professionals involved in guidance activities in education and training systems**, through:

- ◆ assessing and analysing what teachers need to provide gender-sensitive guidance
- ◆ enhancing of the original study programmes with tools and materials that are better suited to the roles of teachers/trainers who work in guidance counselling in education and training organisations
- ◆ the development of tools to support blended learning activities
- ◆ establishment of laboratories and discussion sessions through distance and classroom-based classes (enhancing distance education through blended learning)





- ◆ testing short gender-sensitive guidance programmes with young people aged 14-20 who are in decision-making stages of their school/training life, when they are required to make future education and/or training and career choices
- ◆ integrating the above mentioned education/training programmes into the guidance services provided by the schools and VET organisations that have been identified as the recipients of the good practice.

The GALAXIES project duration is 24 months: it started on October 1st, 2009 and will end on September 30, 2011.

## The Good Practice: Galaxy

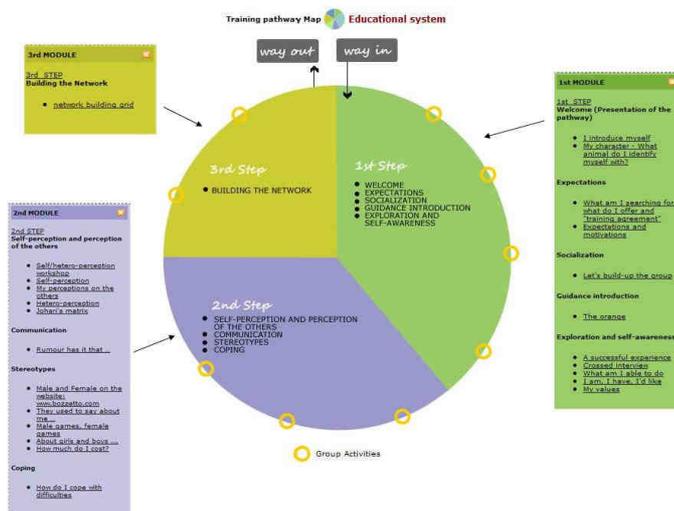
The “GALAXY - Gender Guidance for Employment choices: pathways against sexism for equality” project was designed to identify innovative procedures and management tools for women guidance activities. It also aimed at the creation of a gender-sensitive network of guidance professionals and institutions to promote the exchange of experiences, knowledge and competencies among teachers, trainers and guidance counsellors of all Partner Countries involved (Italy, France, Belgium, Spain, Portugal, Romania).

The project had a direct target, i.e. professionals involved in guidance activities (guidance counsellors, teachers, trainers), as well as an indirect target, made up by young and adult women.

Education programmes for guidance professionals – developed taking into account the results of the studies conducted by Partner Countries on guidance systems and on the competencies of guidance professionals which identified a competence gap – were designed to provide them with competencies needed to manage guidance activities that are especially suited to women’s needs.

The good practice – derived from the GALAXY project – that will be disseminated both at European level, through the transnational partnership, and at Italian level through the Italian partnership, involves two short Distance Education programmes that will serve as a “first approach” to gender-sensitive guidance. These education programmes aim at disseminating and identifying a set of competencies which are considered indispensable to develop guidance programmes for women or, more in general, programmes that will take into account gender diversity.

The **Training Units** are basically focused on two main intervention areas, school education and training/labour market, taking into account the different types of recipients: young people with a medium-long learning background (school) and employed/ unemployed/looking for a job young people and adults with a short training background.





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## GALAXIES' Meetings

The project work plan foresees 5 partners' meetings to be held in Italy – the Country that promoted the good practice transfer project - and in the rest of the Partner Countries.

**The project kick-off meeting was held in Lecce (Italy) on January 18-19, 2010, at Istituto "A. De Pace" (project promoter).**

During this meeting, each partner presented the mission of its organisation and provided a first outline of the education/training and guidance systems of its country. Moreover, there was a first

discussion on the main themes of the GALAXIES project, on the issues concerning guidance activities and gender differences and stereotypes in schools and VET systems.

**The second transnational meeting was held in Brussels (Belgium) on June 18-, 2010, at the headquarters of project partner Siréas.** During the meeting, the partners presented the results of the first project phase which was focused on the analysis of the requirements of the target groups. In order to carry out the analysis, all Partner carried out the following activities:

- ◆ administration of questionnaire-based surveys both to teachers/trainers and upper secondary school students
- ◆ focus-group meetings both with teachers/trainers and upper secondary school students
- ◆ processing of collected (qualitative and quantitative) data



The cross-national comparison of the presentations of the partners was particularly interesting and led to a lively discussion, also thanks the use of the Metaplan method which allowed to gather and display the differences and similarities identified during the analysis conducted in each Partner Country using a schematic and comprehensive representation.

Additional information about the results, programmes and reports of the first two meetings is available at <http://www.galaxiesproject.eu>, together with a photo gallery.

# Partners

## (IT) Project Promoter :

### Istituto d'istruzione Secondaria Superiore di Stato "Antonietta De Pace"

I.I.S.S "A. De Pace" was established in Lecce in 1952 with the name "Istituto Professionale Femminile di Stato (State Vocational School for Girls)". I.I.S.S "A. DE PACE" aims to enable students to enter the labour market confidently or to go on further education by boosting the skills they acquired in view of lifelong learning. Its branches well interpret what is required by the local economic system. Widening basic culture, boosting foreign languages knowledge and IT skills, preparing for self-employment can offer pupils the possibility to be actors in their own growth. The school adds to this the acquisition of a culture that, starting from accepting differences, takes today's students to respect and enhance diversity, considering that human enrichment is only found in cooperation and breaking barriers down in an international and intercultural society. Tomorrow's citizens will contribute to eliminate inequality and difficulty in accepting "others".

Mission, aims and objectives: Education, Development, Interculture

I.I.S.S "A. De Pace" welcomes boys and girls aged 14 -19 and it offers 6 Vocational Education branches:

- ◆ Fashion and Clothing
- ◆ Chemical – Biological
- ◆ Business and Economics
- ◆ Tourism
- ◆ Graphic Design and Advertising
- ◆ Audiovisual

[www.ipdepace.com](http://www.ipdepace.com)



## (IT) Coordinator Partner :

### SVILUPPO & COMPETENZE, SV&CO S.r.l.

Sviluppo & Competenze, SV&CO S.r.l., is an organisation which operates in different sectors of the Research, Planning and Programming fields with regard for Education and Vocational Training problems.

SV&CO was founded under the conviction of the ever raising need of creating support structures able to sustain general and sectors related training paths, on account of the growing demand of a quantitative and qualitative professional education.

In particular SV&CO focuses on the development of "Learning Society" paying a specific attention for the gradual creation of a Lifelong Learning System of Education and for its connected multiple problems.

SV&CO plays an important role of counselling, planning and research for state and private educational and training schools and institutions granting high-quality standards thanks to the contribution of experts and the permanent co-operation with a staff of qualified renowned researcher with a long experience in various scientific and productive sectors, as well as in the fields of Education, Training and Community Policy particularly referring to European Community Initiatives and Structural Programmes.

[www.sviluppoecompetenze.it](http://www.sviluppoecompetenze.it)



**(IT) CORA** - CORA is a network that includes 15 centres in 14 Italian regions. The mission of CORA is promoting equal opportunities between men and women in the labour market by means of training and guidance actions, helping people in getting a progressive awareness of their own resources and in a wider understanding of the cultural, organisational and social changes. The history of CORA dates back to 1986 when it was founded in Milan, Bologna and Roma, the Centres that brought the Retravailler methodology to Italy, set up in 70's by the sociologist Evelyne Sullerot and addressed to adult women re-entering the labour market. Other centres were opened all over Italy, both public and private. The Centres of the CORA network propose different actions according to the needs of different target. Above re-entering adult women, the

Centres offer projects for different kind of youth: at school and in transition from school to job, from school to the university, from the university to the job; adults trying to change their job; long-term unemployed people; people at risk of social exclusion; migrants.

([www.retecora.it](http://www.retecora.it)).

**(IT) SPEHA FRESIA** Speha Fresia has been operating since 1983 in the areas of Consulting, Training and Socio-economic Research, with its own structure of associated professionals and a wide range of consultants with specific professional competences, for the implementation of innovative projects characterised by a high level of inter-disciplinary knowledge and approaches. Since 2003 Speha Fresia is conformed to the quality management systems standard UNI EN ISO 9001:2000, as regards:

- ◆ provision of job counselling services and services for local development;
- ◆ design of systemic measures in support of the weak, social research services;
- ◆ continuous and lifelong learning training activities.

Since 1996 the cooperative, in partnership with local, national and European public and private organisations, started its experiences with transnational projects: Adapt, Now, Integra, Equal, LLP. ([www.speha-fresia.it](http://www.speha-fresia.it))

**(AT)** The FBI Centre is an autonomous research institution with a basically holistic and participatory approach to out special topics: knowledge transfer, gender, gender sensitive education, lifelong learning, migration, women in science and participation. The main objective of the FBI Centre is to bridge the gap between science and the society in the sense of making advanced knowledge accessible, understandable and applicable for a broad public. It serves as a link between knowledge producing systems (academia) and society, between scientific knowledge and experiential knowledge and between theory and practice. In 1992 we started as a Science Shop focusing on the mediation task. Now the FBI Centre's work focuses on conducting own research projects generated from requests from citizen groups or generated within the FBI team. Our special expertise covers development and use of participatory and gender sensitive methods. ([www.uibk.ac.at/fbi](http://www.uibk.ac.at/fbi)).

**(BE) SIREAS** asbl SIREAS is a non profit organisation created 45 years ago with the aim to help migrants and refugees with their social, cultural and professional integration in the Belgian society. Our activities include individual social work and advocacy, adult education, health prevention, and vocational training of young adults who have no more access to the official educational system. Our activities are mainly located in Brussels, but also in two other towns in the French speaking part of Belgium (Namur and Liège). Our vocational training courses include: secretarial work, cooking and restaurant, textile and leather manufacturing, carpentry, electricity, auto mechanics, construction renovation, plumbing. They are focused on competence-based programmes striving at giving access to the labour market and/or to possibilities of further training in the official adult vocational education system (evening classes). We strive at giving access to the labour market and/or to possibilities of further training in the formal educational system. SIREAS is supported by public funds. Its role as a recognized "Organisation d'Insertion Socio-Professionnelle" (OISP) includes the observation and orientation of the trainees. ([www.sireas.be](http://www.sireas.be)).



**(FI) Omnia**, Omnia, the Joint Authority of Education in the Espoo Region is a VET provider in Espoo, Finland. VET in Omnia includes Omnia Vocational College, Omnia Adult Education Centre, Apprenticeship training and Youth Workshops. Omnia provides upper secondary education leading to basic vocational qualifications. Omnia also offers apprenticeship training and vocational further education for adults. The education sectors are business, catering, cleaning services, culture, hotel and restaurant, technology, health and social care. The total number of students is approximately 7,000 annually, and we employ more than 600 staff members. International activities in Omnia are diverse. We promote student and staff mobility through various international projects and extensive language and culture training. We have wide international and national partner networks and we are involved in many projects to develop materials, methods and skills for training, coaching and counselling purposes. ([www.omnia.fi](http://www.omnia.fi)).

**(TR) TRABZON DIRECTORATE OF NATIONAL EDUCATION.** Is a provincial directorate of national education. The directorate is responsible in terms of educational services and duties on the basis of province and districts. Our directorate consists of branches, bureaus, permanent boards and commissions according to the characteristics of the service. Main duties of the educational directorate are Administrative Services, Personnel Services, Education–Training Services, Budget–Investment Services, Research–Planning–Statistics Services, Inspection–Guidance–Investigation Services, Civil Defense Services, Apprenticeship & Non-formal Education and EU Project Coordination Unit. In the province there are 38 pre-primary schools and 332 pre-school classes with 16845 students (between the ages of 3-4-5-6) and 423 teacher; 361 primary schools with 97993 students (between the ages of 7-14) and 6031 teachers; 106 secondary schools with 50671 students (between the ages of 15-18) and 2979 teachers; 18 non-formal training centres with 117861 students with 179 + part time teachers (2010 Trabzon MEM statistics). Trabzon MEM is experienced in local/regional/national/international projects. ([www.trabzonab.net](http://www.trabzonab.net)).



IIS "DE PACE" (Italy)



Sviluppo & Competenze (SV&CO) (Italy)



Cora (Italy)



Speha Fresia Società Cooperativa (Italy)



FBI CENTRE (Austria)



SIREAS (Belgium)



OMNIA (Finland)



TRABZON DIRECTORATE OF NATIONAL EDUCATION (Turkey)



## 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!!**



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