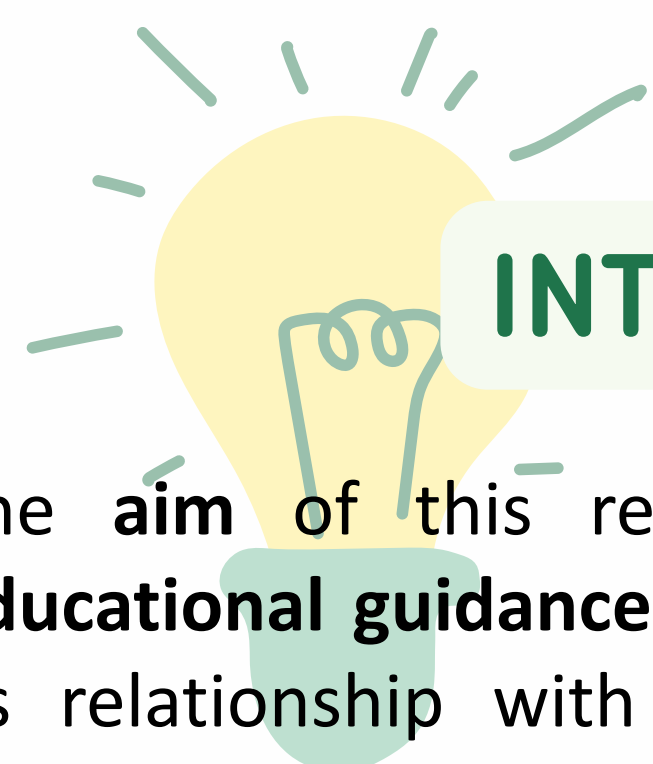




Educational guidance between identity, rights and differences: a gender-based pedagogical research

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INTRODUCTION

The **aim** of this research is about the issues related to **educational guidance** as a training and intentional process and its relationship with rights and equal opportunities from a gender perspective.

Guidance represents a key tool for the scholastic and training success of every student and plays a fundamental role in deconstructing the gender stereotypes and prejudices that still today limit and condition girls' and boys' life choices.

The objective of educational guidance is to build interventions that enhance the autonomy, potential and skills of people throughout their lives.

Given these premises, theoretical reflection and research on guidance must keep in mind the epistemological categories linked to **gender pedagogy, identity pedagogy and the pedagogy of rights and differences**. The aim of educational guidance is to guaranteeing everyone a path of growth and personal and professional development that is fair and free from stereotypes and discrimination.

METODOLOGY & FIRST RESULTS

The first phase of the research abroad took place at **Lucian Blaga University** in Sibiu (RO). The study was divided into a series of activities designed to explore in depth the processes of educational guidance and to identify the factors that influence students' university choices.

QUESTIONNAIRE

INTERVIEWS

NARRATIVE WORKSHOP

OBJECTIVES

1. The role of guidance as a **continuous and intentional process** that accompanies people in exploring and defining their personal educational and professional identity;
2. The impact of **gender stereotypes** on academic choices, with a focus on the under-representation of women in STEM disciplines and the absence of men in educational and socio-pedagogical pathways;
3. The need to rethink guidance practices within school and university systems, promoting educational models that **value plurality of identities** and are capable of **countering gender inequalities**;
4. The development of inclusive guidance strategies, starting from early childhood, that are capable of offering all people equal opportunities for access to education and work, in line with the **European Strategy for Gender Equality 2020–2025**.

FUTURE DIRECTIONS

The research will continue with a **second empirical phase** that will further explore these aspects through comparison with the Italian context, allowing for a more detailed comparative analysis. This continuation will enrich the analysis with new data and outline good practices and pedagogical intervention models useful for **promoting a more equitable, inclusive and informed approach**.

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