

NEWSLETTER

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Entrepreneurship Education:

meeting social and economic challenges in Europe

Today's challenging economic climate and rapidly changing workplace call for long term solutions in our approach to work and in our ability to adapt to ever evolving technologies. Lifelong learning, innovation and entrepreneurship are key to meeting these challenges and optimising the benefits from the opportunities they present. The concept of lifelong learning is at the heart of EU policies and actions in the field of education and training. Entrepreneurship has been identified as a key objective in this context. In its Education and Training 2020 agenda, the European commission includes entrepreneurship as one of four long-term strategic objectives.

Q-Planet is LLP project in the area of cooperation between universities and enterprises funded under the Erasmus programme. The project sets up quality assurance standards to provide students, enterprises and universities with a solid and secure basis for European-wide job placements. Q-Planet now also connects several quality reference centres all across Europe where these standards are applied. This has translated into a rise in student mobility in practical training and furthermore has contributed to social inclusion.

This theme was also taken up by Entrepreneurship Education at school in Europe: National Strategies, Curricula and Learning Outcomes, a study carried out by Eurydice which confirms that entrepreneurship education is indeed being fiercely promoted in most European countries today, although to differing degrees and with varied strategies. The report states that "closer cooperation between stakeholders in education and business is one of the means used to promote and implement entrepreneurship education in Europe". Projects that stimulate cooperation between the worlds of education and enterprise enable students to acquire work experience, and also provide a bridge between policy and entrepreneurial practice.

In this context, following two successful pilot actions by the European Commission, "Knowledge Alliances" will become a new Erasmus priority under the next LLP call for proposals. It will provide financial support for projects where universities and business join forces to boost their innovation potential, by developing new learning and teaching methods, fostering entrepreneurial skills and attitudes, and promoting structured mobility.

Through a collective approach between policy, strategy and projects, entrepreneurship education is playing its part in building an entrepreneurial Europe!

WiTEC Estonia

Madli Krispin - Project Manager

Institute of Industrial Psychology (TUT)

Research and activities from the Centre for Gender and Education Studies

The Centre for Studies on Gender and Education (CSGE) in the Department of Education of the University of Bologna deals with interdisciplinary research on gender and education. The CSGE collects and promotes different approaches of research, focusing on gender topics.

Members of the centre, from across a variety of disciplines, are involved in research and activities that deal with women's careers as a result of educational paths and work contexts that are particularly unbalanced from a gender perspective.

CSGE's research and activities in this field include:

Women, science and technology in modern and contemporary history

History of the relationship between women and men in science and technology in Italian universities since 1877; historical origins and sociological reasons for the gap between them from a comparative perspective

Paola Govoni (PhD in Philosophy) p.govoni@unibo.it

Gender stereotypes about mathematics starting from 5 years old

Socialization processes (e.g., family influences) and the cognitive factors that trigger girls' vulnerability to the negative effects of gender stereotypes about mathematics starting from 5 years old.

Carlo Tomasetto (PhD in Psychology) carlo.tomasetto@unibo.it

Gender stereotypes in secondary school choices.

The influence of gender stereotypes on the choice of secondary school. How the effect of gender stereotypes can be reduced in order to promote scientific training among female students and create a gender balance in every educational field.

Federica Zanetti (PhD in Education) f.zanetti@unibo.it

Women Returners

Evidence-based research on women returning to work in order to understand their situation, assess their competences and define their educational needs.

Elena Luppi (PhD in Education) elena.luppi@unibo.it

Elisa Truffelli (PhD in Education) elisa.truffelli@unibo.it

Gender balance in public administration

Evidence-based research defining indicators and tools for assessing gender balance in public administration. The research deals with evaluation models for gender mainstreaming and gender discrimination in working contexts.

Elisa Truffelli (PhD in Education) elisa.truffelli@unibo.it

Leadership and education

Evidence-based research on adolescent beliefs, prejudices and personal life expectations towards female and male leadership.

Elena Luppi (PhD in Education) elena.luppi@unibo.it

Microcredit and micro-entrepreneurship for migrant women

Research on a microcredit programme which targets migrant women. This focuses in particular, on how becoming a micro-entrepreneur can empower migrant women.

Francesca Crivellaro (PhD in Antropology) francesca.crivellaro@unibo.it

Women and citizenship on the web

It has been noted that the internet has a tendency to re-propose and reconfirm gender-related stereotypes, reinforcing a dominant male culture. Women are experimenting with new forms of psychical nomadism, research, and respect for their own culture and their own identity.

Federica Zanetti (PhD in Education) f.zanetti@unibo.it

Web page: <http://www.csge.unibo.it/>

WiTEC Italy

GirlsDay!

WiTEC in the Netherlands is represented by VHTO, the Dutch National Expert Organisation on Girls and Women in Science and Technology.

VHTO makes an effort in many different ways to increase the involvement of women and girls in science, technology, engineering and mathematics (STEM). Efforts to generate interest amongst girls for STEM need to start at an early stage, otherwise these girls are prematurely excluded from the

world of STEM when making their academic career decisions. Collaboration amongst all relevant players throughout the entire education chain is vital for early intervention and a structured policy; from primary education, secondary education and higher education to the labour market. In order to retain the interest of girls in STEM, VHTO has been organising the annual Girls' Day in the Netherlands.

On Thursday the 25th of April more than 260 technical companies will invite approximately 7,000 girls aged 10-15 years into their business, aiming to increase their interest in a technical career from a young age. On Girls' Day girls will visit technical companies throughout the Netherlands and will come into contact with female professionals working in STEM. Multinationals like ASML, Philips and Shell will open their doors to girls, as well as SMEs (small medium sized companies) such as ship-builders, furniture makers and theatres - all welcoming girls from primary and secondary education.

Please look at: www.girlsday.nl/deelnemers/aangemelde-scholen-2012.html for a list of participating companies.

Girls' Day has proven to be one of the best opportunities to generate interest amongst girls for science and technology. In order to increase the numbers of girls attending technical institutions in Europe, VHTO works closely with other European partners.

For instance partners from Italy, Germany, Austria, Hungary and Poland are active in the Veneto Region to stimulate the dissemination of good practice on guidance in school choices through the WITE-project. To achieve this goal innovative tools developed by partners from

Germany and Austria, University, will be transferred and tested in Italy.

The WITE-project aims at promoting technical education towards a female audience, whose characteristics and attitudes effectively responds to the professional needs of manufacturing companies, resulting in substantial job opportunities.

In Italy this project is coordinated by Fondazione CUOA and transferred in the Veneto Region through the regional body, Vicenza Industrial Association, and the Technical Institute (high school) "Rossi" of Vicenza, who are both involved in experimenting with new initiatives and instruments from other European countries.

The great news is that all the activities and efforts of the WITE-team have already been successful. In the Veneto Region many middle schools were visited and meetings were organized, which included the technical curriculum of the high school being presented and explained. Products of the WITE-project, for instance the video clip (<http://youtu.be/MKOg4wSSCB0>), were also shared with pupils. These actions have resulted in the fact that the traditionally male-oriented technical school is starting to appeal to girls as well, with many more girls expressing their interest in applying to it.

For more information about the WITE-project see <http://www.wite.it> and for Girls' Day in the Netherlands have a look at: <http://www.girlsday.nl/girlsday-in-english.html>.

WITEC THE NETHERLANDS

Additional Features

SiGold is an EU funded project aiming to help address the challenges of an ageing society by promoting active ageing and supporting 50+ workers in employment through the development of courses for employees, HR Managers and training providers.

For more information

[*visit the website*](#)

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