



**Gender Equality and  
Entrepreneurship for all  
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Intellectual output**

# Entrepreneurship and Gender Equality

- Attitudes
  - self-confidence
  - sense of initiative
- Skills
  - creativity,
  - planning,
  - financial literacy,
  - managing resources,
  - managing uncertainty/risk,
  - teamwork
- Knowledge
  - knowing how to assess opportunities,
  - understanding the role of women and men/entrepreneurs in society
  - awareness of entrepreneurial career options.

# How entrepreneurship education is integrated into curricula

- For each level of general education and for the phase of initial vocational education, the following subsections analyse to what extent, and how entrepreneurship education is integrated into curricula.

Three broad approaches have been identified:

- a cross-curricular approach, where entrepreneurship education objectives are expressed as being transversal and horizontal across different subjects;
- entrepreneurship education is taught as a compulsory separate subject, or as part of (a) compulsory subject(s);
- entrepreneurship education is taught as an optional subject, or as part of (an) optional subject(s)

# Many schoolteachers are unprepared for these new challenges

- This analysis of central guidelines is based on the four types of teaching and learning method commonly, but not exclusively, associated with entrepreneurship and gender equality education:
  - Active learning
  - Project-based learning
  - Experiential learning
  - Activities outside the classroom/school linking students with the local community or businesses

# Examples of practical experiences

- doing project-based work – where there is a clear idea generation process and a specific end product;
- being given a practical challenge – projects set by business or community organisations to address a problem they face;
- taking part in a community challenge – using innovative ideas to develop solutions to tackle local or community problems;
- creating a mini/junior company – having an idea for a business or social enterprise, and setting up and running it for a set period of time;
- micro-financing student initiatives – concrete ideas and crowd-funded projects to make a profit and/or have a social impact.

# Project-based teaching

- what is explored here is different, as it puts the student at the centre of an actual process to generate ideas for a specific task or end product.
- General project based teaching methods certainly might also be used to develop gender equality & entrepreneurial skills,

# Project-based teaching

- A **practical entrepreneurial experience** is understood to be an educational experience where the learner has the opportunity to come up with ideas, identify a good idea and turn that idea into action. It should be a student-led initiative either individually or as part of a small team, involve learning-by-doing and should produce a tangible outcome.
- The aim of these opportunities is to allow learners to develop the skills, confidence and capability to spot opportunities, identify solutions and put their own ideas into practice

## Attitudes common to entrepreneurship and gender equality

- **self-confidence** is quite widespread across European school curricula. As an element of socialisation, fostering self-confidence is also a general educational objective, not only applicable to gender equality or entrepreneurship.
- It can be expressed in a number of other ways, ranging from self-knowledge, to self-awareness, self-esteem, self-affirmation, assertiveness, or a feeling of mastering a skill.

# Sense of Initiative

- A 'sense of initiative' is at the core of entrepreneurship education as defined in the European recommendation on key competences. Therefore, it is often found in curriculum areas explicitly referring to entrepreneurship education, whether in the curricula of compulsory or optional subjects or in cross-curricular themes.
- When looking at it from the angle of learning outcomes, it is closely related to problem-solving, as well as to taking responsibility, or it is simply formulated as 'being enterprising' or 'pro-active'. Being pro-active is useful for raising awareness of Gender equality.

# Creativity

- Creativity, understood as the ability to think in new and imaginative ways, is an essential ingredient and a motor for the idea generation and innovation process involved in any activity.
- It can also be understood to mean a creative approach to problem-solving. Unlike the more usual understanding of creativity, it is not understood in this context to be just a personal trait or gift, but as something that can also be learned and developed
- However, it seems more difficult to find clearly stated learning outcomes **linked to creativity**.
- Sometimes it is rather a general aim of school education, **promoted across the curriculum**, as

# Teamwork

- As with learning outcomes related to self-confidence, **teamwork** is a broader objective that can be embedded in any area of the curriculum, not only as a learning outcome, but also as a mode of learning.
- In this sense, on its own, it is not specific to entrepreneurship or gender education. But, within context, it is an essential skill, to be developed alongside all the others. It also involves other related skills such as **communication**, **negotiation** and **decision making**.

# Assessment

- the use of portfolios '[...]' since they provide comprehensive information regarding student learning, they contribute to **on-going** evaluation and allow for the sharing of relevant learning outcomes.

The portfolio is a motivating tool for students, since it fosters their autonomy and develops their critical thinking'.

# Evaluation

- Several evaluation methods are recommended, such as: practical activities, individual and group projects, posters/drawings/collages, portfolios'.  
Evaluation is understood as an evaluation of the
- learning process. In addition to cognitive development, it takes into consideration other indicators such as:
  - personality,
  - conduct,
  - attitudes,
  - practical application of what has been learnt
  - relationships. Various evaluation techniques are used.
- The evaluation process focuses on positive aspects instead of negative ones, and transforms the ss into a partner in the evaluation process, by using **self-evaluation**, **peer evaluation** and **controlled evaluation**.

## European Commission, 2011a, pp. 2-3

- 'Such competencies are best acquired through people-led enquiry and discovery that enable students to turn ideas into action. They are difficult to teach through traditional teaching and learning practices in which the learner tends to be a more or less passive recipient. They require active, learner-centred pedagogies and learning activities that use practical learning opportunities from the real world. [...] These changes will require significant changes in the way teachers themselves are educated' (European Commission, 2011a, pp. 2-3).