

ALL OVER EUROPE COUNTRIES FACE RADICAL STRUCTURAL CHANGES IN THE ECONOMY OFTEN ACCOMPANIED BY THE BREAKDOWN OF TRADITIONAL BRANCHES OF BIG INDUSTRIES FORMERLY DOMINATING THE STRUCTURE. IT IS RECOGNISED THAT THERE IS A NEED FOR CREATION AND DEVELOPMENT OF SMALL AND MEDIUM SIZED ENTERPRISES (SME) TO MAKE THE NECESSARY CONTRIBUTION TO JOB CREATION, COMPETITIVENESS AND GROWTH. IN THIS PROCESS UNIVERSITIES AND HIGHER EDUCATION INSTITUTIONS PLAY AN IMPORTANT ROLE BOTH IN INNOVATION AND DEVELOPMENT OF NEW "INDUSTRIAL" FIELDS AND IN CREATING THE INFRASTRUCTURE OF



KNOWLEDGE CREATION, IDEAS AND LEARNING. STUDENTS GRADUATED FROM UNIVERSITIES AND HIGHER EDUCATION INSTITUTIONS MAKE THE FUNDAMENTAL POTENTIAL RESOURCE FOR CREATING THE NECESSARY NEW ENTERPRISES IN THE FIELD OF SCIENCE, ENGINEERING, TECHNOLOGY AND IT THAT ARE NEEDED IN DEVELOPING STRONG AND COMPETITIVE REGIONS IN EUROPE. ALTHOUGH THE PERCENTAGE OF FEMALE ENTREPRENEURS IS RECENTLY GROWING, FEMALE ENTREPRENEURS ARE STILL A MINORITY. ESPECIALLY IN TECHNICAL BRANCHES FEMALE ENTREPRENEURS ARE HARDLY NOT FOUND, EVEN IN YOUNG, MODERN, INNOVATIVE BRANCHES AS THE IT. THE PREFACE PROJECT ADDRESSES THE NEEDS FOR INTERESTING AND MOTIVATING STUDENTS IN HIGHER EDUCATION IN THE FIELD OF SCIENCE, ENGINEERING, TECHNOLOGY AND IT (SET), WITH THEIR CHOICE FOR AUTONOMOUS ENTREPRENEURSHIP. THE AIM OF THE PREFACE PROJECT IS TO DEVELOP A EUROPEAN TRAINING PROGRAMME ESPECIALLY TARGETED AT FEMALE STUDENTS IN THE SET FIELD. THE INTENTION IS TO PRESENT THE IDEA OF ENTREPRENEURSHIP TO YOUNG WOMEN ALREADY WHILE THEY ARE IN THE MIDDLE OF THEIR STUDY PERIOD IN ORDER TO MAKE THEM FAMILIAR WITH THE CONCEPT OF ENTREPRENEURSHIP AND TO INTEREST, MOTIVATE AND ENCOURAGE THEM TO SET UP THEIR OWN ENTERPRISE IN THE FIELD OF THEIR STUDIES AFTER HAVING GRADUATED.

PREFACE

PREparing Female students for Academic Entrepreneurship

Interim Report, November 2003

Agneta Hansson, Halmstad University, Sweden

www.eupreface.org

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Agneta Hansson, Halmstad University, Sweden

In co-operation with Mia Swärdh/Kicki Stridh, Internationell kompetens, Sweden

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PREFACE project aims at developing a model for supporting female engineering students to start up companies based upon their studies.

For job creation, competitiveness and growth we need to start up and develop new companies. The European women are a resource for these needs.

Summary

PREFACE project, within the Leonardo da Vinci programme, aims at developing a model for supporting female engineering students to start up companies based upon their studies. Partners from eleven European countries take part in the project by sharing their experiences, analysing the problem area, developing and trying out best practices and initiating a European training programme for the target group.

- Encouragement of women students' companies can be seen in terms of *diversity management* as means of regional and national growth.

This report mirrors the first analytic steps in the PREFACE project. One important action so far has been to gather partners in a joint dialogue. The means to do this has been to involve a broad participation from actors in all the countries. At a national level, the partners have built up "focus groups", with stakeholders involved in the entrepreneurial process. At a transnational level the partners have met in meetings. One of the most important transnational actions has been to gather participants from the national focus groups for a joint transnational dialogue. In September 2003, 60 university teachers, students, entrepreneurs and representatives from business organisations and career advisors from eleven European countries met up at a Search conference in Halmstad, Sweden, to compare their experiences and ideas of development of actions for female engineering students. They produced a European overview of the situation today. They have also provided best practises from their own countries, which are stepping-stones to the joint model that this project will produce.

Do European students see common obstacles for starting up companies in the university context? Are there common views from entrepreneurs in the different countries? At this stage we can say a clear "yes". When transnational groups of students, university teachers, career advisors, entrepreneurs and business organisations compare their experiences they can identify common needs like:

- Pedagogical forms within university that are suitable for entrepreneurship
- Learning modules on the net, but also in courses at university
- Involvement of companies in university context, providing role models and working life experience
- An IT-based map for Student's Entrepreneurship providing tools, skills and support to students

A common theme in the transnational discussions is that the individual entrepreneur always has to **balance private life and job situation**. When female students are encouraged to become entrepreneurs this is an important fact to raise: "How can I match entrepreneurship with family life?"

About the PREFACE project

PREFACE – PREparing Female students for Academic Entrepreneurship

Partners: *Denmark, MHT Consult APS; Germany, European Association for Women in Science, Engineering and Technology – WiTEC; Estonia, Tallin Technical University; Spain, Universitat Politècnica de Catalunya – UPC; Finland, Tulossilta Ltd; Greece, EDEM (Greek Women’s Engineering Association); Italy, University of Bologna UETP Alma Mater; The Netherlands, VHTO, Landelijke organisatie vrouwen in hogere technische opleidingen en functies; Sweden, Högskolan i Halmstad; United Kingdom, Merad Internet Services.; Switzerland, SOL Swiss Occidental Leonardo.*

Contractor and co-ordinator: *Sweden, Halmstad University*

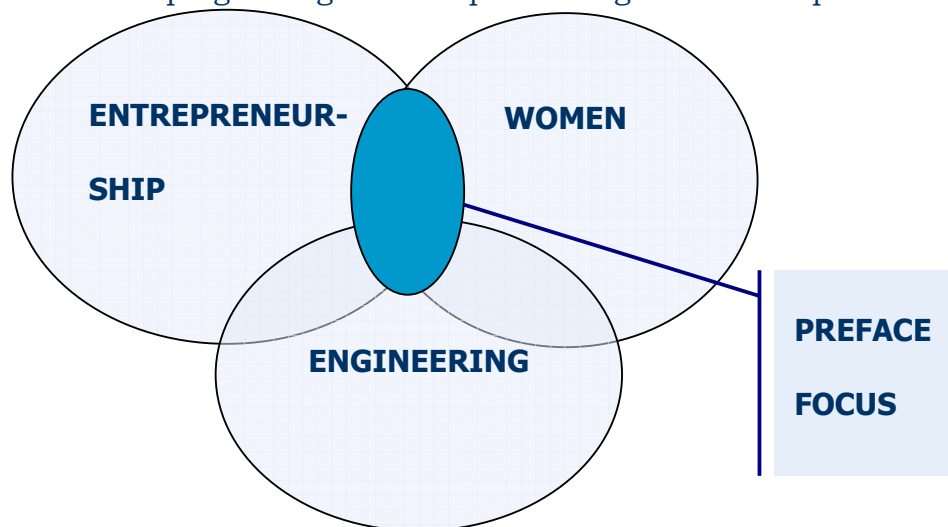
Time table: *December 2002 – May 2005*

Programme: *Leonardo da Vinci*

Website: *www.eupreface.org*

Countries all over Europe face radical structural changes in the economy, often accompanied by the breakdown of traditional branches of big industry formerly dominating the structure. It is recognised that there is a need for creation and development of small and medium sized enterprises (SMEs) to make the necessary contribution to job creation, competitiveness and growth.

In this process *universities and higher education institutions* play an important role both in innovation and development of new “industrial” fields and in creating the infrastructure of knowledge creation, ideas and learning. *Students* graduated from universities and higher education institutions make the fundamental potential resource for creating the necessary new enterprises in the field of science, engineering, technology and IT that are needed in developing strong and competitive regions in Europe.



Entrepreneurship for Women and science and engineering students are in the focus for the PREFACE project

WOMEN ENTREPRENEURS – A MINORITY IN EUROPE

Although the percentage of female entrepreneurs is recently growing, female entrepreneurs are still a minority. Especially in technical branches female entrepreneurs are hardly found, not even in the young, modern IT-branch.

- The PREFACE project addresses the needs for *interesting, motivating and supporting* female students in higher education in the field of *science, engineering, technology and IT* (SET), with their choice for autonomous *entrepreneurship*.
- The aim of the PREFACE project is to *develop a European training programme* especially targeted at female students in the SET field.

MOTIVATION AND SUPPORT

The intention is to present the idea of entrepreneurship to young women already while they are in the middle of their study period in order to make them familiar with the concept of entrepreneurship. The aim is to interest, motivate and encourage them to set up their own enterprise in the field of their studies after their graduation. The project idea is also to find forms to follow and support their start-ups, for example within incubators or science parks linked to the universities. A digital «information- and test kit» will be developed and tested, a model where students can orient themselves and test their own entrepreneur skills.

A BOTTOM-UP PERSPECTIVE

In creating a method for interaction and co-operation between universities, SMEs, and the business support system PREFACE has taken on a bottom-up perspective. Different actors – teachers, students, experienced entrepreneurs and experts from the business support system – are integrated in the process. In nine of the countries involved a reference group (in some cases there are several groups) has been put together, a “focus group”, involving teachers, students, entrepreneurs, career counsellors, etc, connected to a higher education institution, where the training will be piloted. These focus groups form the base for a European network of teachers, students, entrepreneurs, counsellors and business supporters interested in improving the conditions for women’s entrepreneurship.

RESULTS SO FAR

From the exchange of experiences so far we can say that we have gathered and committed partners with long experience from the field of development work within university and with women’s entrepreneurship. In the transnational context of PREFACE we have found that the terms we use are ambiguous. We are speaking about “entrepreneurship”, sometimes perhaps meaning different things. We also speak about “engineering”, meaning different things in different countries and contexts. Perhaps also “women” is a more complex concept than we first think?

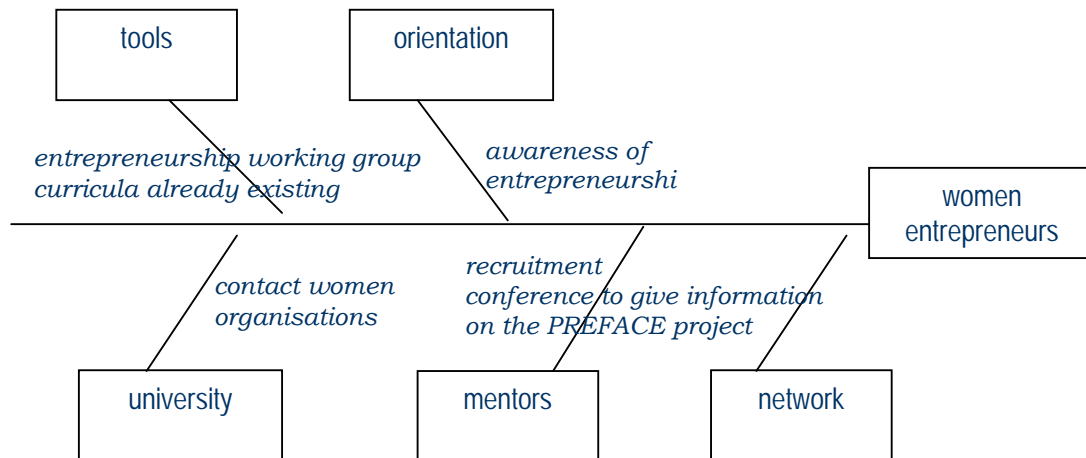
This report mirrors some of these discussions from the analysis stages.

We have also begun to identify in the PREFACE projects actions that are working in their national context, that will provide fruitful models to implement in the European arena for growth and development. In this report you will find best practices from all over Europe, and you will find experiences that the partners have identified as crucial for development work.

PROJECT WORK PLAN

PREFACE project will work until May 2005. In the attachments you will find a detailed working agenda.

This model was produced by the partners during the transnational meeting in September in Halmstad, Sweden, as a means of understanding its structure and how actions are linked to the PREFACE model:



Situation today - a European perspective

A unique co-operation took place in Sweden in September 2003: 60 persons from 11 nations took part in a transnational Search Conference. During two days they shared their views and experiences, made analyses, and provided basis for the PREFACE project work.

From the nine partners who have organised FOCUS groups in their country we had descriptions of the situation in Europe today. For Denmark, Estonia, Finland, Greece, Italy, The Netherlands, Spain, Switzerland and Sweden national partners have put together material to answer questions like:

- How many new started enterprises in percent of all enterprises do you have in your region/nation?
- In which field(s) do we see the new starters?
- How many women are there in percent of new business starters?
- How many students start enterprises related to their academic exams?
- Are there business incubators?
- Are there business incubators for students who want to start academic entrepreneurship?

KEY WORDS FROM THE PARTNERS

Summing up, here are some key words that the European partners have wanted to put forward in the process of building a model for support of women science and engineering students in their entrepreneurship.

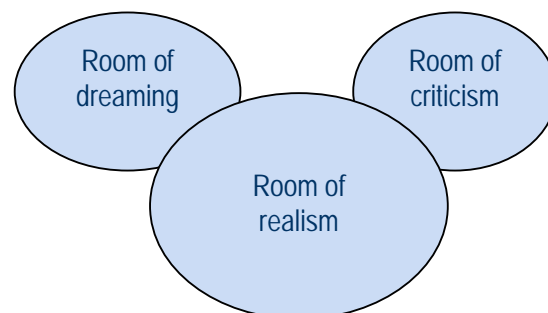
Full material from this analyses can be found on the project website (www.eupreface.org).

These key words from the partners' overviews comment on the regional/national situation and relate to conditions to consider for the Preface project in the process of developing a training programme.

DENMARK

“The holistic learning model
– a unique business plan, continuous process tool, continuous evaluation- /assessment tool.”

- Dreams and visions
- Capitalise competence
- Pedagogical methods



The Disney model

ESTONIA

*“We will have to learn, we have a lot of strategy in every level but **implementation** is very poor.”*

- Importance of strategy
- Implementation – for example links university/industry
- Sustainability (including financing)

FINLAND

“Businesses as co-operatives where every stakeholder has their voice. A flat organisation, low risk, school has moral responsibility and students have operative responsibility. Projects field are in marketing, consulting and IT.”

- JOT-learning (Just on time)
- Learning by doing
- Flat organisations
- Real business
- Coaching
- Commitment for university

GREECE

“We have difficulties to carry on because of bureaucracy and other administrative obstacles. There is lack of law and tax information, lack of knowledge in how to approach clients, lack of money, and how to find money, etc.”

- Political level influence
- Support (info, financing)

ITALY

“Listen to the students! This is not only an economical question!”

- Creativity
- Many different positive environments for entrepreneurs
- Intellectual property (help from university)

THE NETHERLANDS

“Knowledge valorisation is a problem. Scientific findings become collective property of universities. The Dutch system does not have an ideal framework to stimulate entrepreneurship in universities, there is lack of marketing and commercial skills, investors are not keen on high risk companies, women are underrepresented in new tech-based businesses. Legal frames are obstacles, and also that teachers teach and don't coach.”

- University: Legal frames and no entrepreneur skills with the teachers are anti productive.
- University: But the programmes are productive for entrepreneurship.

- Modules, flexibility

SPAIN

“10 % of the entrepreneurs in our best practice example are women. When asking students if they are interested in entrepreneurship the figures are 50/50.

The entrepreneurial potential of the university is not fully taken care of.”

- General conditions for women are obstacles for entrepreneurship.
- Female students are interested in entrepreneurship, but few find the possibility to start up business.

SWEDEN

- Networking (support actors, university, industry)
- Co-operation between university and industry
- JustOnTime-learning, modules
- Continuity

SWITZERLAND

“In Switzerland women entrepreneurship is among the lowest in the world. Female entrepreneurs run 4,8% of the companies.

We have five focus groups, consisting of 50 persons. Obstacles for women entrepreneurs: lack of self-confidence, no role models, lack of support from family, school, enterprise, little information about possible career opportunities for women, socio-cultural norms. Life organisation is important, we need to work with self development and networking.”

- Life organisation, social context
- Self development
- Networking
- Support and action to *young* women – before they become university students

The full material from the European overview is presented on the project website www.eupreface.org

Best practices

DENMARK

- The Unique Business Plan (course, pedagogic method)

FINLAND

- Tammerfors proACADEMY, started 1999. 2 of 3 students are females in a programme for entrepreneurs. www.proakademia.fi

GREECE

- Business incubators www.iven.gr and www.igvp.gr

ITALY

- University of Bologna: a laboratory for start up companies.
- University competition for the best ideas (start up) presented by the students, building of teams to support business plans.
- The Spinner organisation to support starting up businesses, supported by Impresa Donna.
- Women that enters courses within the university.
- Impresa Donna of CNA, organisation of training.

THE NETHERLANDS

- Leiden University stimulating female entrepreneurship in ICT (combining female entrepreneurship with private family life). Results so far out of 16 women, 80% started up their businesses.
- HAN University, centre for entrepreneurship. Products: educational package for the orientation phase, mini-business, modules providing SME skills and knowledge, tailored study programme (dual programme), assessment, supervision (including mentor), supervision before and during start-up, bridge to intermediary organisations, advice to SMEs.

SPAIN

- UPC, Technical University of Catalonia.
- Programa Innova foster innovation culture and entrepreneur spirit. It aims at lecturers, students, administrative staff and graduates. Fields of action: Inno-seed, Inno-net, Inno-creation. Results: Inno-creation ca 420 entrepreneurs, starting up 70 companies.

SWEDEN

- Web based edutainment model Affärsskolan (*Business school*) for students, university teachers and researchers. www.affarsskolan.nu

- The Halmstad model, a step-by-step model with mentoring, networks etc, and an incubator linked to the University Science Park, TeknoCenter. Has attracted few women.

SWITZERLAND

- Opportunity booster at the university of Geneva, focusing entrepreneurial behaviour, the strategy is a toolkit based on Management by opportunity approach. Programme is a combination of exercises, roundtables role-plays with concrete real-world case studies.
- Apprendre à entreprendre (*Learn to enterprise*). The focus is students between 15-19 years old. The objective is to stimulate entrepreneurship, raise awareness of being an entrepreneur. Team-building, individual responsibility. Coaching by experts and entrepreneurs. Partnership between schools, economic development. This has attracted girls more than boys.

Bottom-up analyses

An important action in PREFACE project has been to provide an arena for a transnational dialogue, with a bottom-up perspective. In the Search conference in Sweden, 60 European participants met in person to discuss the situation for the target group from their different point of views.

Five transnational groups were formed, consisting of

- University teachers
- Entrepreneurs
- Students
- Business organisations
- Career advisors

The aim for these transnational groups was to put their specific perspective on the entrepreneurial process. What is important for a teacher? What is important for a student? Questions raised were:

- Can you in your group find any common ground on the issue of support and development of student's entrepreneurial skills? Is there any important aspect that crosses country borders?
- Are there common obstacles?
- Are there interesting development ideas you would like to stress?
- What are the important issues – from your point of view – to deal with in the PREFACE project?

European university teachers

COMMON POINTS

1. Join economics to technical teaching...
 2. Work in groups...
 3. More tutoring than “information teaching” ...
 4. Case histories from companies...
 5. Lectures from entrepreneurs ...
- ...to reach an active and dynamic teaching!

COMMON OBSTACLES

1. Culture of the “follow-me” (both on the job and the family). It's more difficult for women, at present men are still the leader in the family and enterprise.
2. Lack of flexibility on the job (ex part-time, home job etc).
3. Lack of social services and supports.

INTERESTING IDEAS

1. Pro-academy programme (Finland), a good example of what we should develop.

2. Centre of entrepreneurship –HAN University (The Netherlands) is also a good programme that offers a possibility of individuality and that could be developed.

IMPORTANT ISSUES TO DEAL WITH

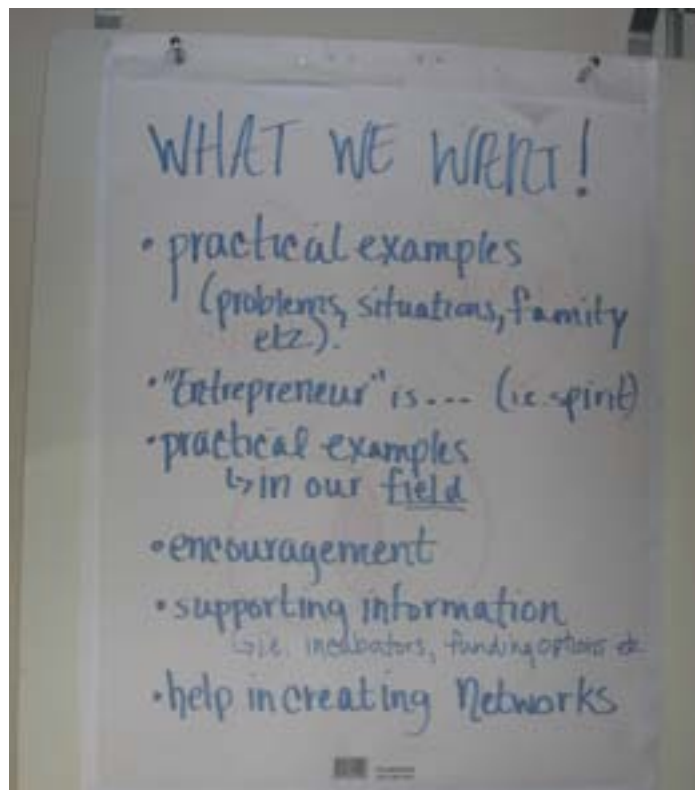
- a. How to improve leadership?
- b. Orienting women at the beginning of the university curricula to make them aware about the possibility to become an entrepreneur.
- c. Trying to change women's perspectives about what an entrepreneur is (so that you will be your own master).
- d. Create personal coaching within university in co-operation with enterprises (organise meeting between students and entrepreneurs).
- e. Promote learning by doing with mentoring and individual coaching
...so that the projects can grow during the studentship.



European students

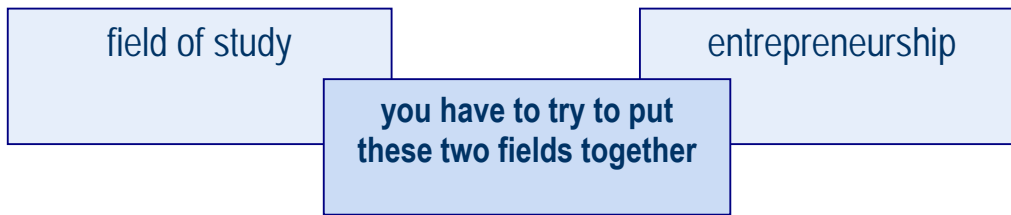
WHAT WE WANT!

- **Practical examples – entrepreneurial life** (problems, situations, family etc). Is it possible to have a family as well as your own business, not to choose one or the other?
- **“Entrepreneur” is...** (i.e. the spirit). What does the word stand for? What kind of skills do you need? Which kind of person fits for being an entrepreneur? What do I need? To be aware of what skills and



knowledge you are missing.

- **Practical examples – in our field of studies.** To meet people in your own field.
- **Encouragement.** Important. There are a lot of skilled people who can give us this. Desirable to have a teacher that is perhaps an entrepreneur him/herself.
- **Supporting information** (i.e. incubators, funding options etc). Where and how can I get money, legally help, etc?
- Help in **creating networks.** Help to get contacts in the area. The network can help you with economical skills, you can't do everything by yourself.



European entrepreneurs

How to develop entrepreneurial skills?

- Combine all you do which will lead to new possibilities to combine business, work and family and dreams, see the possibility.
- Create an entrepreneurial atmosphere in society.
- Entrance to customer (for example fairs).
- You must have a dream.
- Dream is uniqueness and your competitive force.
- Information and knowledge (business plan, legal rules etc).
- The entrepreneurial experience is very important can be obtained via mentor, network or coach also family is important.
- Incubator idea is very good (combined with the above).
- Money – make money before you spend them, financial protection, not too easy.
- Learning by doing.

European business organisations

OBSTACLES

Social & economic level

Social & family policies, growth and value conceptions in western societies etc.

We are used of thinking in a certain way of growth, if the firm is not growing very fast, we are not successful, which can be hard for women, we can instead think of forming a small firm that is working together with other small firms.

Educational level

Women status in the engineering field (and generally) etc.

It's important too look from the engineers' point of view. It is also much about status. How do young women feel and how can they realise themselves in the educational system

Normative & mental level

Low self esteem, fear of self realisation, "120 pct"-rule etc (women have to be better than maximum).

Why is it that – in all our countries –women still have low selfesteem? Why do young women still think in this way? "120 pct"-rule means that women think that they have to be more than good to take a step forward, which goes back to the mental thinking we have.

POTENTIALS

- New mental models
- Competence/"women must perform 120%"
- Let's look upon this as a competence, a mental turn-around, also to have learning model that can deal with this
- Charm (more self confidence)
- Social vision
- Why do we have to be entrepreneurs? To make money... Women perhaps would say; I don't need money... It should be legitimate to say "yes I want to earn money". Perhaps instead we could formulate it in another way and say that "I want to contribute to society, and I want to be independent".
- New value/growth system
- Networking
- Entrepreneurship goes very close to networking
- Influence on curricula/media
- Today we actually have a good opportunity to influence and to deal with change of things. Also use role models in media for discussions.
- Transfer of successful experiences through mentors and role models
- We have different models in our different countries
- Determination/persistence to catalyse "the drive" to show ways of capitalising the potentials (how to make models in how to "push" the new entrepreneurs).

European career advisors

WHAT IS IMPORTANT?

- abilities: listen, interact, facilitate, meet people.
- information channels: mail, posters, website, meetings, etc.
- network: inside and outside the university.
- person to person: 1 to 1 basis, communication.

OBSTACLES

- academy versus entrepreneurship, problem of attitudes, no-matching.

- financing – a lot of universities are interested in entrepreneurship but they don't have any funding.

A teacher is not an entrepreneur. We believe it's a good idea not to put all these things in all courses, but at a centre.

IMPORTANT ISSUES FOR PREFACE

- Stimulate entrepreneurship/make attractive
- Gender inclusive
- Diversity, mix of disciplines, mix of people (male/female).

Conclusions and models

PRODUCTION OF AN IT-BASED MAP FOR STUDENT'S ENTREPRENEURSHIP

The PREFACE model can use the experience with the partners to build an IT-based map that will match the needs of the students.

- Content: tools, skills and support
- Content: important to notice that each entrepreneur has to balance job and private life
- Modules: access just in time (needs come up instantly on specific questions)
- IT-advantage: access whatever time, geography and level

GENDER PERSPECTIVE – DIVERSITY MANAGEMENT

There are different approaches to the gender perspective within the partnership. Do women have other qualities in their entrepreneurship than men do? Are women better entrepreneurs? Etc.

In the discussion we said that a workable common ground could be to see the encouragement of women students in terms of *diversity management*, and ask the question: "what is my uniqueness?"

ENTERPRISES/UNIVERSITY INTERFACE, MIX STUDENTS AND BUSINESS

Many partners have experiences from how to build up interfaces between industry/companies and university.

Companies can provide

- role models
- open up companies
- work experience

Mix business and students

- University can make contracts with companies

ENTREPRENEUR COURSES/TRAINING

The models for courses and training – partners have knowledge

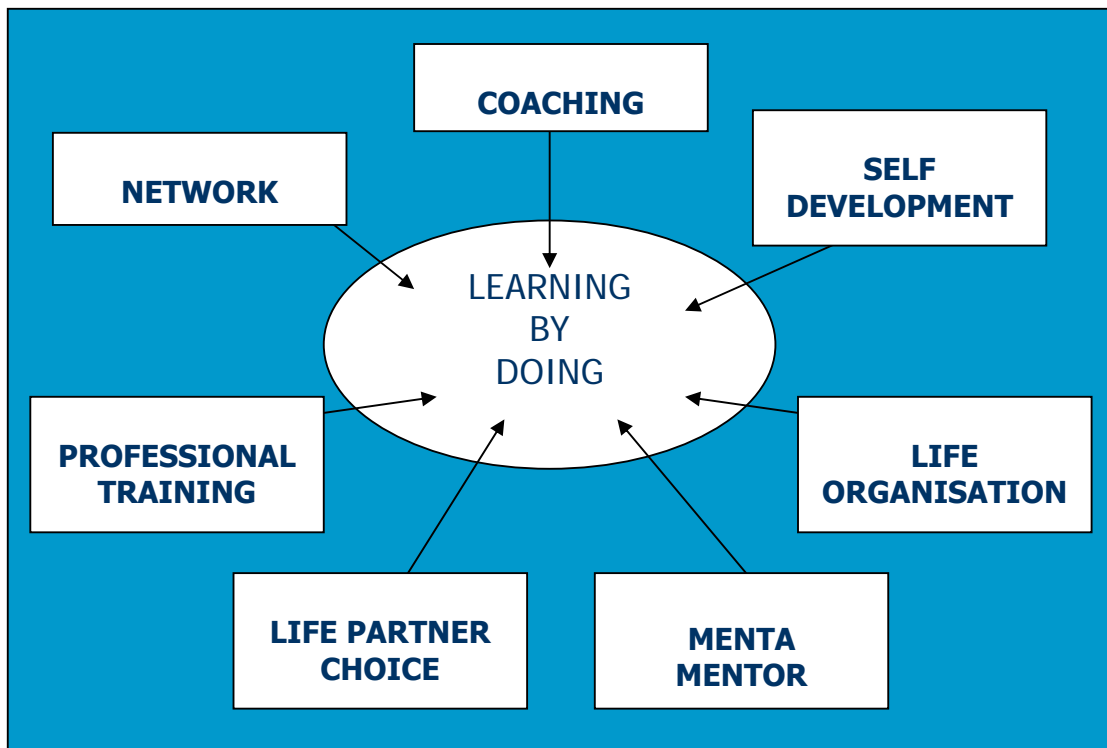
- what/who is needed in each step?
- how to attract women?

To be considered in the models

- step-by-step construction
- pedagogical models (IT, product teams etc)

ENTERPRISING INVOLVES THE WHOLE LIFE SITUATION

The model below is a description of the problem area from the Swiss partner, stressing that entrepreneurship is a life project for the individual. The young students' first questions about entrepreneurship is, how to manage a company within their whole life situations. This is also a question that women entrepreneurs continuously struggle with.



Attachments

Att 1: PREFACE. Time table and activities (overview)

DEC 02, PROJECT START

- Setting up a project management organisation.
- Developing an Internet PREFACE home page.
- Collect information from partners and making up project reports.
- Management of national focus groups.

FEBRUARY 03 – SEPTEMBER 03

Start up period and preparing study

- Installation of nine national PREFACE focus groups. Each focus group consists of the national PREFACE coordinator, teacher(s), student(s), career councillor(s), entrepreneur(s) and representative(s) from business organisation(s).
- The national focus groups discuss the conditions for entrepreneurship in general and for business ideas coming out from engineering programmes.
- Discuss conditions for gender inclusive entrepreneurship.
- Collect and analyse best practice projects on entrepreneurship related to the aims and objectives of PREFACE.
- Chosen best practice projects discussed in the national focus groups.
- Decision in the focus groups about good project example(s) to bring to the transnational PREFACE *Search Conference*.

Outcomes:

- Development of the focus group working method.
- 'Experts' from different areas brought together in a constructive dialogue.
- Best practices from different European countries to bring to PREFACE Search Conference.

SEPTEMBER 2003. SEARCH CONFERENCE

A planning conference in Sweden two days in the end of September 2003.

There are at least three aims with the Search Conference (planning conference);

1. to start the development process of the training program,
2. to create a network,
3. to train the participants to use the conference as a method for development.

- Bring teachers, students, career counsellors, entrepreneurs and representatives from business organisations together in order to discuss the conditions and infrastructure of (engineering and technology) women's entrepreneurship.
- Creating a European network for promoters of female entrepreneurship in the SET field.
- Using the Search Conference as a tool for a democratic and constructive dialogue in order to train the participants to use these methods in their own countries to disseminate the PREFACE model.
- Bring together and discuss good example(s) from the partner countries and outline on how to compose a relevant training programme for the target groups (students and teachers).
- Focus groups from nine countries (about 60 persons) will participate in the conference.
- 2nd PREFACE partnership meeting will be held in connection to the conference.

Outcomes:

- A bottom up planned project, where the target groups and experts have themselves outlined the structure of a European training program for female entrepreneurship and suggested good examples to be used.
- A plan and division of responsibility between partners.
- Installation of thematic working group leaders, responsible for a qualitative involvement in the project of:
 - ❖ Teachers and career advisors (Spain)
 - ❖ Students and Information test kit tool (NL)
 - ❖ Entrepreneurs and business organisations (Denmark and Switzerland)

SEPTEMBER 03 – OCTOBER 04

Developing a European training model on how to promote female engineering students to start their own company. (The model will be applicable as well on male students). The model will include training for teachers and business supporters regarding gender inclusiveness.

- With the results from the Search Conference the focus groups continue their work in their respective country.
- Develop and test new pedagogic methods and learning models where the university and the business support system interact in the process, for example mentor and trainee programmes.
- IT prototyping of the PREFACE model.
- Design a model on how universities and business organisations/entrepreneurs together can support (female) students, when they have decided to start their company.

Outcomes:

- Tested learning activities according to the earlier chosen best practice examples.
- Discussed and determined prototypes of learning activities.

OCTOBER 04 – APRIL 05

- Implementation and testing of the PREFACE model.
- Introduce and test the model in the study programmes at universities.
- Complete and test the IT based “info- and test kit entrepreneurship”.
- Evaluation of the model with educational staff, students, entrepreneurs and business organisations outside the focus groups.
- Production of a CD including the PREFACE “info- and test kit entrepreneurship”.
- Implementation of the model in engineering curricula in some universities.
- Support women business starters.
- Test a university based system of supporting women business starters in the SET field (e.g combination of studies and work, teaching and work, business incubators etc).
- Outcomes:
 - International dissemination conference.
 - Printed and digital material.
 - Complement to engineering curriculum.
 - Women business starters.
 - Teachers and business organisations trained in including a gender perspective.

TRANSNATIONAL PARTNERSHIP MEETINGS

1st partnership meeting in Denmark, 14-15 February 2003.

2nd partnership meeting, Sweden, September 2003.

3rd partnership meeting, Greece in October 2004.

4th partnership meeting in Italy, April 2005.

DISSEMINATION

- Building up a network of people and organisations interesting in supporting women's entrepreneurship.
- Implementing the PREFACE methods, working in focus groups and the search conference.
- Media contacts.
- PREFACE homepage, linked to other home pages relating to entrepreneurship and higher education.
- Dissemination workshops in 10 countries related to big events on entrepreneurship and higher education and research,
- Final dissemination conference in Italy, April 2005.

Att 2: Contact persons

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