

ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA



Promoting gender balance and inclusion
in research, innovation and training

Social Sciences and Humanities for a changing Europe

SSH projects and networks at the University of Bologna

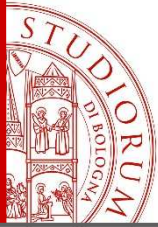
**PLOTINA: PROMOTING GENDER BALANCE AND
INCLUSION IN RESEARCH, INNOVATION AND TRAINING**

Prof. Tullia Gallina Toschi

*16-17 November 2017,
University of Bologna*

ALMA MATER STUDIORUM - UNIVERSITÀ DI BOLOGNA

IL PRESENTE MATERIALE È RISERVATO AL PERSONALE DELL'UNIVERSITÀ DI BOLOGNA E NON PUÒ ESSERE UTILIZZATO AI TERMINI DI LEGGE DA ALTRE PERSONE O PER FINI NON ISTITUZIONALI



Project facts and figures

PROJECT COORDINATOR

ALMA MATER STUDIORUM - UNIVERSITÀ
DI BOLOGNA (UNIBO)

Coordinator: Prof. Tullia Gallina Toschi

Project manager: Dr. Ilaria Carbone

**PLOTINA: Promoting Gender
Balance and Inclusion in Research,
Innovation and Training**

EU funded **H2020 project** (GERI-4-
2014-1)

Starting date: **February 2016**

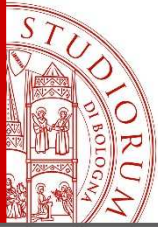
Final date: **January 2020**

total duration: **48 months**

PROJECT CONSORTIUM

- University of Warwick, UK
- Kemijski Institut, Slovenia
- Instituto Superior de Economia e Gestao, Portugal
- Mondragon Unibertsitatea, Spain
- Ozyegin Universitesi, Turkey
- Zentrum fur Soziale Innovation GMBH, Austria
- Centro Studi Progetto Donna e Diversity MGMT, Italy
- Elhuyar Aholkularitza, Spain
- Elhuyar Komunikazioa, Spain

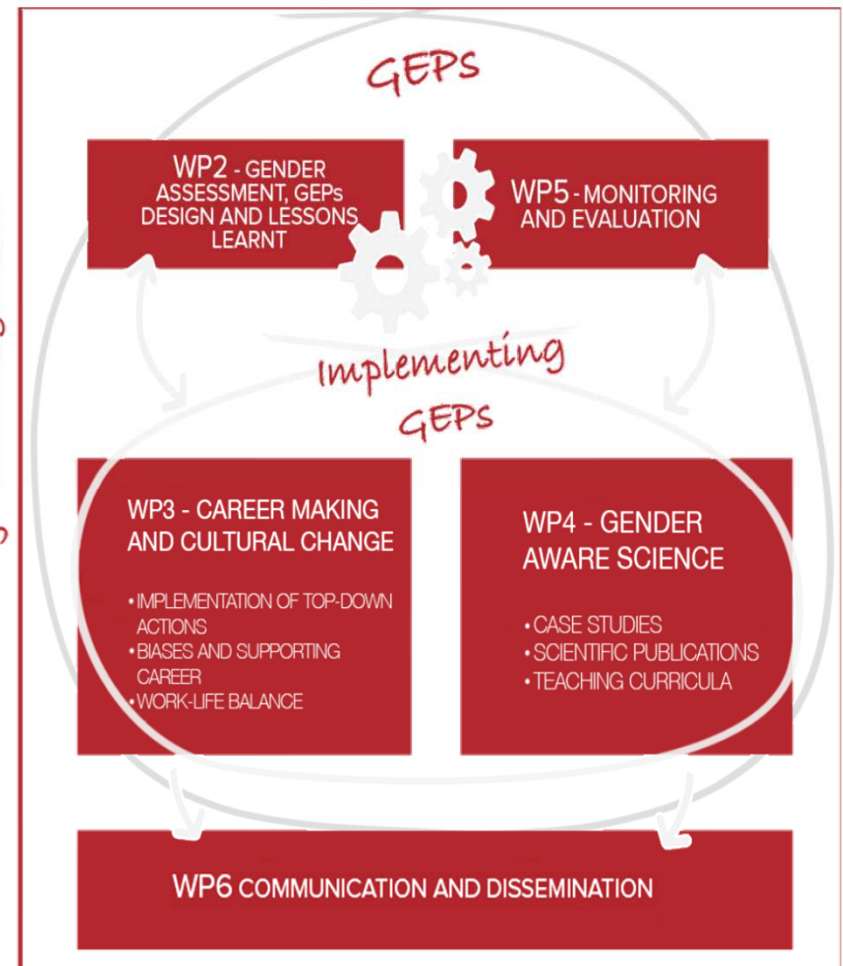


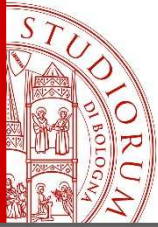


Project objectives

Development, implementation and assessment of **self-tailored Gender Equality Plans** with innovative strategies, by:

- stimulating a **gender-aware cultural change**;
- promoting **career-development of researchers** to prevent the waste of talent, particularly for women;
- ensuring **diversification of views in research and teaching**;
- preventing underutilization of qualified female researchers** by removing barriers to recruitment, retention and career progression, allowing the EU to benefit from the talents of all its researchers;
- improving **decision making by addressing gender imbalances**;
- incorporating the **sex/gender dimension in research** especially where not applied





Projects results and/or highlights

➤ First phase

Gender Audit



Gender Equality Plans

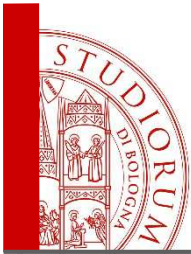
- Approved by all RPOs
- Implementation of actions at departmental and institutional level
- National and international dissemination
- Establishment of a catalogue of core and specific indicators

Monitoring Evaluating

2017 | 2018 | 2019 | 2020

PLOTINA OUTPUT

Gender Audit Tool
Monitoring tool
Library of actions
Good Practice Database



New calls in Horizon 2020

- **Supporting research organisations to implement gender equality plans** (Deadline: 02 April 2019)

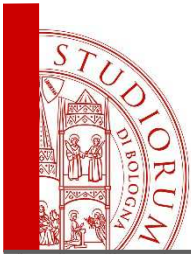
<http://ec.europa.eu/research/participants/portal/desktop/en/opportunities/h2020/topics/swafs-03-2016-2017.html>

- **The gender perspective of science, technology and innovation (STI) in dialogue with third countries** (Deadline: 02 April 2019)

<http://ec.europa.eu/research/participants/portal/desktop/en/opportunities/h2020/topics/swafs-12-2019.html>

- **Gender Equality Academy and dissemination of gender knowledge across Europe** (Deadline: 10 April 2019)

<http://ec.europa.eu/research/participants/portal/desktop/en/opportunities/h2020/topics/swafs-13-2018.html>



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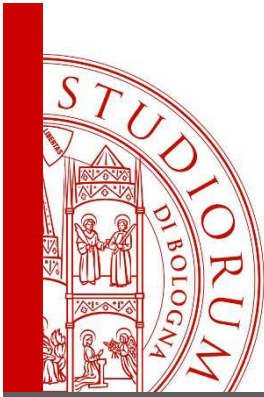
PLOTINA

Promoting gender balance and inclusion
in research, innovation and training

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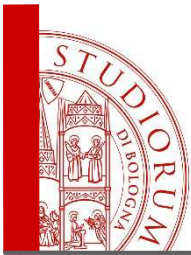


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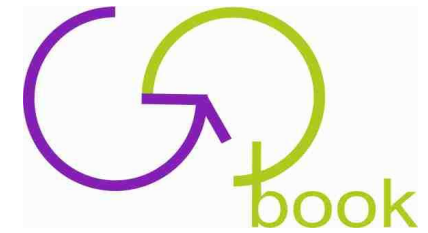
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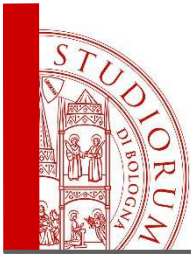
Project facts and figures



- Raffaella Baccolini – Project coordinator
- Gender Identity: Child Readers and Library Collections – G-BOOK
- Creative Europe
- Project funding
 - 313.540,00 – EU 188.124,00
- UNIBO funding
 - 99.983,31 – EU 59.989,99
- 19 months - 01/06/2017 – 31/12/2018

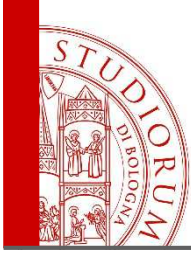
PROJECT CONSORTIUM

- Centro MeTRa – Università di Bologna
- Universidad de Vigo
- Javna Ustanova Biblioteka Srajeva
- Dublin City University
- Regionalna Narodna Biblioteka Petko P Slaveikov
- Université Paris 13



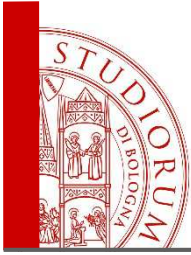
Project objectives

- **Supporting the circulation of “gender-positive children’s literature” at the EU level** and sharing the knowledge among libraries, research centers, non-profit sectors about children’s literature and gender identity
- **Stimulating and encouraging local libraries** to enrich their offer of gender-positive children’s literature
- **Raising awareness within local communities on the importance (and benefits) of gender-positive children’s literature** and encouraging parents, teachers, pedagogues and local administrators to adopt and to embrace this kind of literature in their educational and policy makers’ processes, supporting in the meantime the libraries in order to expand the number of their “users”



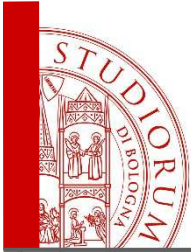
Projects results and/or highlights

- **Online bibliography + 6 public libraries (Forlì, Vigo, Dublin, Paris, Sarajevo and Veliko Tarnovo) will be supplied with 200 new books** (1.200 in total) thus going to increase the number of positive-gender books available to citizens in each involved city
- **Audience development and raising awareness activities** will stress the importance and benefits of positive-gender children's literature in personal development of children and encourage teachers and parents to adopt these kinds of books in their everyday life (at school/nursery and at home)
- **Publishers will be provided with exhaustive information about good books which have not been translated yet**, but which could have a high interest among potential buyers on national level



New calls in Horizon 2020

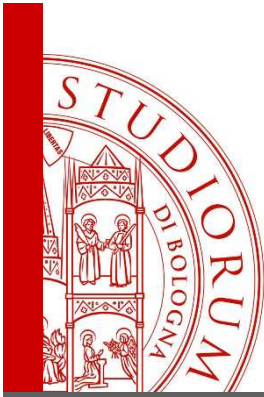
- Gender
- Inclusion
- Diversity
- Cultural Heritage



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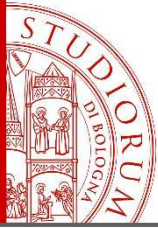


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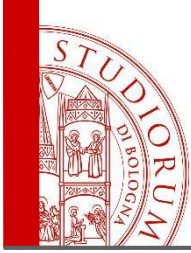


Project facts and figures

- Félix San Vicente
(Coordinator)
- SHIFT in Orality: Shaping the Interpreters of the Future and of Today
- Erasmus+
- Project funding: Euro 368.206;
Unibo funding: Euro 116.499
- Duration: 35 months -
October 1°, 2015- August 31°,
2018

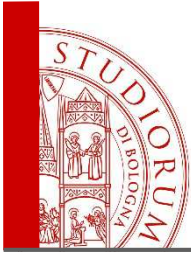
PROJECT CONSORTIUM

- University of Bologna - IT
- University of Surrey - UK
- Pablo de Olavide University - ES
- University of Granada - ES
- VEASYT Srl - IT
- Dualia SL - ES



Project objectives

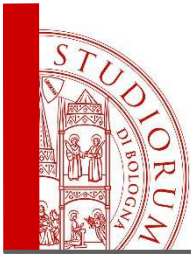
- Developing a comprehensive solution for **training in remote interpreting** in Higher Education and Lifelong Learning
- This solution will be based on
 - a thorough study of orality in remote monolingual communication (English, Spanish, Italian) and remote, interpreter-mediated multilingual communication (for Italian<->Spanish, English<->Spanish, Italian<->English) vs *face-to-face* communication.
 - A market analysis to gain an insight into the current and future demand for remote interpreting and to understand educational implications.



Projects results and/or highlights

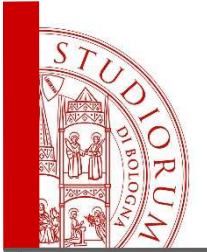
- Theoretical and methodological framework (2 Research reports)
- Market survey
- Handbook on remote interpreting (telephone and video)
- Materials for teaching remote interpreting
- Glossary of remote interpreting

- Summer School

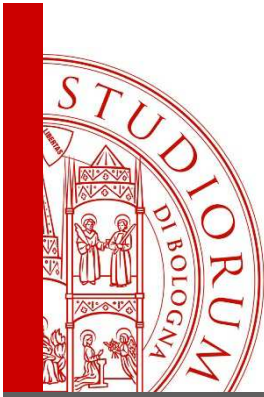


New calls in Horizon 2020

- (if relevant) interests towards the new calls 2018-2020 of Horizon 2020



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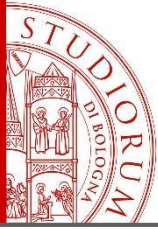


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Project facts and figures

- Olivia Levrini - coordinator
- *I SEE* – Inclusive Stem Education to Enhance the capacity to aspire and imagine future careers

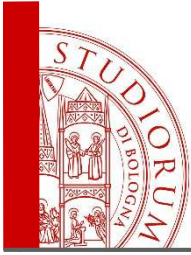


It's your time to imagine the futures

- Erasmus +
- TOTAL FUNDING: 393.941€
UNIBO: 76.910€
- 36 months – from 01/09/2016 to 31/08/2019

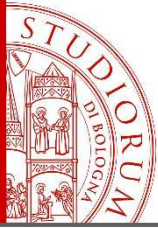
PROJECT STRATEGIC PARTNERSHIP

- **Department of Physics and Astronomy – UNIBO**
- Lyceum “Einstein” – Rimini
- Fondazione Golinelli – Bologna
- University of Helsinki and Normal Lyceum
- Association for Science Education – UK
- Landvernd – Reykjavik
- Hamralid College – Reykjavik



Framework and main questions

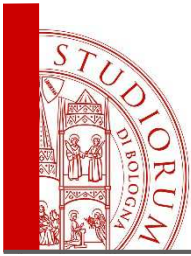
- The project focuses on the problematic relationship between young generation and **time**
- In this age of social acceleration (Rosa, 2013) and uncertainty (Morin, 2001), the future is perceived no more as a promise but as a **threat** (Benasayag & Schmit, 2003)
- How can STEM teaching support secondary students to develop **skills** for managing (*rationally and emotionally*) uncertainty towards the future and projecting **imagination** forwards? How can STEM education be a **vehicle of social innovation**?



Framework and main questions

- The project focuses on the problematic relationship between young generation and **time**
- In this age of social acceleration (Rosa, 2013) and uncertainty (Morin, 2001), the future is perceived no more as a promise but as a **threat** (Benasayag & Schmit, 2003)

Future-scaffolding Skills: competencies for imagining and projecting oneself into the future as individual, citizen and professional



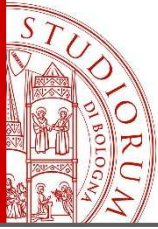
Project General Objectives

- Contribute to innovating the contents and the methods of science teaching at the level of upper secondary school students in order to foster the development of **future-scaffolding skills**
- Contribute to innovating teaching methods to make science teaching **inclusive** and supportive of **cultural diversity**
- Contribute to creating networks of **stakeholders** (from different academic disciplinary areas, schools, companies, policy, ...) to renew the sense of **disciplinary learning** and turn it into vehicle of **social innovation**



Project Intellectual Outputs

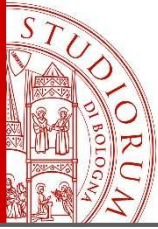
- Teaching/learning **modules** on advanced STEM topics (e.g. climate change, artificial intelligence, nanotechnologies, quantum computing, ...)
- **Guidelines** for the development of further I SEE modules (design principles, commented examples, recommendations)
- Research **case studies** on focal students or on focal collective dynamics aimed to investigate the impact of I SEE modules on learning
- **Policy recommendations** for crossing the barriers between schools and society and innovating STEM education



The I SEE Summer School

- Fondazione Golinelli (Bologna), 5-9 June 2017
- 24 students and 8 teachers (from Italy, Finland and Iceland) + 8 researchers
- The I SEE start-up module on climate change. Three slots:
 - conceptual and epistemological activities (8 hours)
 - future-scaffolding skills activities (8 hours)
 - action competencies activities (8 hours)



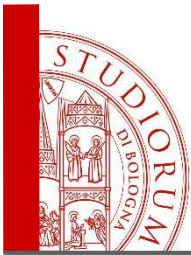


Project Results

“Our perspective as young people about climate change was **pessimistic**: we saw little hope to be able to do something about it. I’m not saying solutions to the problems are so easy and just take a few hours to plan some actions, but for me, for us, it’s exactly this **optimistic thinking** that **will serve us well in the future**”



- Students learnt to share views about their desirable future and felt they could become agent of their future
- STEM education, if properly renewed to address societal challenges, can be a vehicle of social innovation



Website and contacts

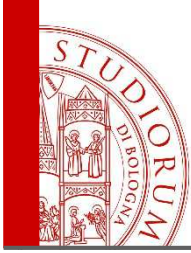


It's your time to imagine the futures

www.iseeproject.eu
iseeproject.eu@gmail.com



The project is co-funded by the Erasmus+ Programme of the European Union.
Grant Agreement n° 2016-1-IT02-KA201-024373.



New calls in Horizon 2020

- We want to share the interest of the Research Group in Stem Education of the University of Bologna to participate in calls and projects in which the perspective of STEM and scientific citizenship education can be beneficial to the achievement of the objectives



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