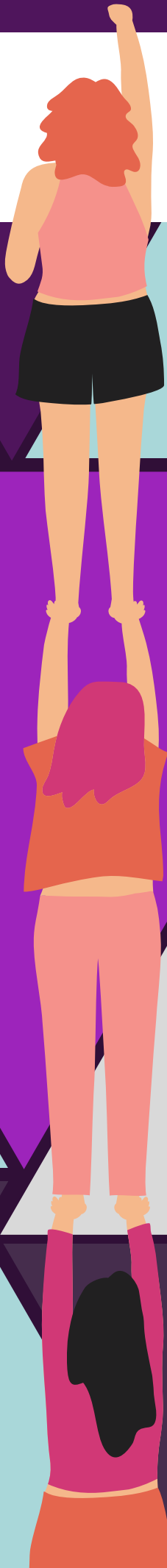




FEMALE LEGENDS

YOUTH INNOVATION & ENTREPRENEURSHIP



FLYie

"Define success on your own terms,
achieve it by your own rules, and build
a life you're proud to live."

Anne Sweeney

**METHODOLOGICAL
GUIDE**

2

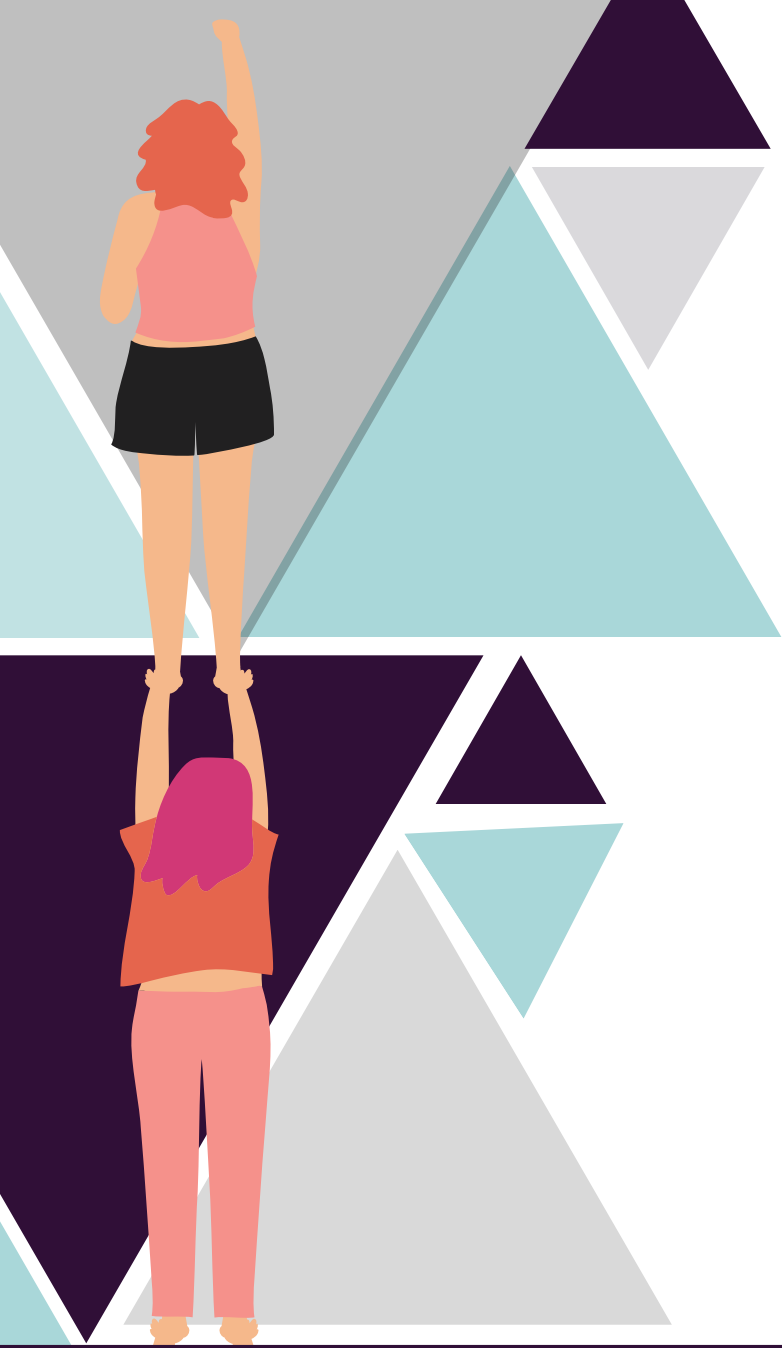


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C. Main requirements of (IO2) Role-model learning guide for succeeding the improvement of key competences of young girls and women and increase their potential to create a company

A Learning guide on Role-model education for promoting gender equality was developed, with the main objective of fighting stereotypes in entrepreneurship and motivate young girls and women (boys and girls) through Role-models to participate and collaborate in entrepreneurship.

Target groups:

- young girls and women (aged 16-24)
- youth educators, career counsellors and coaches working on entrepreneurship and business fields
- science communicators, researchers, professionals of entrepreneurship and business fields

Main chapters of the guide:

A. Approaches on Role-model education and Evaluation of existing tools (internationally) which bring out the role of women in entrepreneurship and which give role models according to:

- Impact on the perception about the role of women (positive change)
- Empowerment of young girls and women to envisage and follow CEO careers
- availability in the European level

B. Key competences that young girls and women can improve through Role-model approach and Critical points that increase their potential to have better career prospects as entrepreneurs. Key factors for getting successful knowledge transfer, competences improvement and role-model examples to young girls and women in terms of educational approach. Those competences have been agreed on during the research phase:

-

- Persistence
- Self-confidence
- Organizational skills
- Time management
- Leadership skills
- Ability of taking initiatives
- Goal-setting
- Delegation of tasks
- Integrity
- Social Responsibility
- Active citizenship
- Soft skills
- Ability of overcoming barriers (by referring to specific examples)
- Finance management (including how they manage to seek funds)
- Balance of professional and personal life
- Emotional intelligence (including overcoming burnout and coping with anxiety)
- Self-motivation
- Digital literacy
- Building support group
- Creating personal brand



C. Biographies and short presentations of the work and life of famous Women entrepreneurs. Personal details, childhood, fields of work and every detail that are useful in order to promote gender equality in entrepreneurship were collected and presented for the aims of the project.

The partners organized online workshops for IO2 where each organization came up with suggesting 20 personalities, from which, at least, 5 were from their respective countries. As we have collected more of those personalities, the consortium agreed that those that were not mentioned in the game are in fact mentioned in a separate list. In this way the consortia ensured an adequate representation of personalities coming from all four partners' countries. In this way we have created a 'wall of fame" beyond the game.

The consortium agreed on some main characteristics of those women than will be used in the description:

- Era
- Sector and their career trajectory
- Age
- Their age when they launched their first enterprise and how long it took them to reach the point of success that they are currently now
- Problems/challenges they faced before forming it
- Problems after they succeeded
- How they managed to overcome them
- How they balance professional and personal life
- Support they received

- How they financed their enterprise/venture
- If they acquired any funding and from where
- Their impact they have to the society. Either as individuals or their companies
- Any motivational speech or quote they have said
- Short description of their personalities
- Estimated annual income
- Number of personnel they manage
- Their greatest achievements/ what are they best known for
- If they have been inspired from a role-model of them, and from whom.

D. Specific Activities based on Role-model education that enhance gender equality in entrepreneurship. The activities will be presented in a way that are easy to implement in classroom and evaluate their results (title, scope of activity, number of participants, participant selection, description of activity, specific materials needed to implement it, evaluation sheets for the youth workers, evaluation sheets for the young girls and women)

Activities for the development of the output

IO2-A1. State of the Art Research

All partners performed a research on Role-model education and existing tools, Women Role-Models in entrepreneurship as well as activities based on Role-model education that promote gender equality in entrepreneurship. Each partner involved according to his/her capability, youth workers and/or young girls and women in this phase of the project for making the research and engaging with “FLYie” project.

IO2-A2 Creation and circulation of Questionnaire

The leading partner of IO2, CWEP, after discussion with all the partners, created a questionnaire aiming to display the prominent areas which need to be in the guide.

The key points were:

- Existing Role-model education approaches
- Existing Role-model education tools
- Way of evaluation (criteria) of existing and new approaches and tools
- Collection of Bios of famous Women and Men in entrepreneurship from each partner country
- Collection of Bios of famous Women and Men in entrepreneurship from groups of fewer opportunities
- Ideas on activities based on Role-model education

The questionnaire were addressed to the staff of the partners organization. youth workers, educators, game-designers, staff from the partners institutions and associated partners as well as relevant stakeholders were also asked to assess the transferability of good practices from the results of IO2.A1.

IO2-A3. Development of Learning guide on Role-model education for promoting gender equality in entrepreneurship. CWEP will develop the Learning training guide on Role model education for fostering gender equality in entrepreneurship along with fighting stereotypes and bring out the prominent women in entrepreneurship. The guide will include all issues points described above A-D.

IO2-A4. Population and Feedback

CWEP will populate the Guide and will grant access to it to the partners and the focus group / peer reviewers / associated partners. A cycle of feedback/adjustments will commence until it is agreeable by the partners.

IO2-A5. Finalization of learning training guide

IO2-A6. Translation of learning training guide in all languages of the consortium (Greek, Polish, French, English).

Roles of partners:

Centre for Education and Entrepreneurship Support (CWEP) is leading the IO2 and is in charge of coordination of the development of the Intellectual Output IO2.

All partners have and will provide input to CWEP on:

- Situation of women in entrepreneurship in their countries
- Role model approaches, activities, educational tools, games that exist or are used in their countries
- Bios of Women and Men in entrepreneurship from their countries
- Bios of Women and Men in entrepreneurship from groups with fewer opportunities
- Ideas of activities based on Role-model education promoting gender equality in entrepreneurship
- Send feedback to CWEP (IO2-A4)
- Translate the guide to their national language (IO2-A6)
- Each partner will organize according to its capability one or more coworking session where they will discuss with young girls and women youth workers and professionals the above topics before answering the questionnaire IO2-A3. They will also ask youth workers, young girls and women, educators for feedback on IO2 during IO2-A4.

"IO2- Learning guide on Role-model education for promoting gender equality in entrepreneurship" will be useful for ensuring content creation of "IO4- FLYie game".



D. Main requirements of (IO3) Game-based educational learning guide for succeeding the improvement of key competences of young girls and women and increase their potential to create a company

A Learning guide on Game-based education and activities for promoting gender equality in entrepreneurship has been developing, with the main objective of fighting stereotypes in entrepreneurship and motivate young girls and women (boys and girls) through Serious games, Game based activities and tools to participate and collaborate in entrepreneurship.

Target groups:

- young girls and women (aged 16-24)
- youth educators, career counsellors and coaches working on entrepreneurship and business fields
- science communicators, researchers, professionals of entrepreneurship and business fields

Main chapters of the guide:

A. Approaches on Game-based education through serious games and activities and Evaluation of existing tools (internationally) which promote gender equality in entrepreneurship according to:

- Impact on the perception about the role of women (positive change)
- Empowerment of young girls and women to envisage and follow CEO careers
- Availability in the European level

B. Key competences that young girls and women can improve through Game-based approach and Critical points that increase their potential to have better career prospects in entrepreneurship. Key factors for getting successful knowledge transfer and competences improvement.

Throughout all the outputs and the project, it is important to have consistency on what kind of role-models we want to promote. Therefore, we will keep the same competences that we mentioned further above in output IO2.

C. Specific Activities based on Game-based education and serious games that enhance gender equality in entrepreneurship. The activities will be presented in a way that are easy to implement in classroom and evaluate their results (title, scope of activity, number of participants, participant selection, description of activity, specific materials needed to implement it, evaluation sheets for the youth workers, evaluation sheets for the young girls and women).

We aim to create additional game-based activities for girls and young women entrepreneurs or potential entrepreneurs. More specifically, we could divide the training in various steps. For example:

- 1st step: promote discussion and expression on belief of what the trainees should expect from their training
- 2nd step: assign to each trainee, capital management assignments so as to learn how to wisely use their enterprises income and expenses.
- 3rd step: create short term agreement with local enterprises so as for trainees to gain real life experience from relevant enterprises teaching, about ways to articulate the value proposition and customer segment for their enterprise.

The activities proposed above could be used to help the participants in the following ways.

- Inspire them and help them directly to create their own companies.
- Activities addressing soft skills and leadership skills which will help women to overcome barriers they will face in their paths and feel more confident to take the risk of founding an enterprise.
- Activities addressing the business model canvas, fundraising and social media, will enable women to create a right model for their company before they start it.
- Networking events which will enable them to find ways on how to support their companies.

Additionally, the consortium has come up with a recommended division of chapters for IO3:

- Training on business model canvas
- Training on fundraising
- Training on leadership skills
- Training on soft skills
- Training on social media promotion
- Networking activities

Activities for the development of the output

IO3-A1. State of the Art Research

All partners have performed a research on Game-based education and existing serious games, tools, activities promoting gender equality in entrepreneurship. Each partner has involved according to his/her capability, youth workers and/or young girls and women in this phase of the project for making the research and engaging them with "FLYie" project through online workshops.

IO3-A2 Creation and circulation of Questionnaire

SCS Logopsycom has constructed a questionnaire aiming to display the prominent areas which need to be in the guide.

The key points were:

- Existing Game-based approaches for gender equality in entrepreneurship
- Existing games, tools and activities promoting gender equality in entrepreneurship
- Way of evaluation (criteria) of existing and new approaches, games, activities and tools
- Collection of Serious games and game-based activities on entrepreneurship
- Ideas on game-based activities for fostering gender equality in entrepreneurship

The questionnaire has been addressed to the staff of the partners organization, youth workers, young girls and women, game-designers, staff from the partners institutions and associated partners as well as relevant stakeholders will also be asked to assess the transferability of good practices from the results of IO3.A1.

IO3-A3. Development of Learning guide on Game-based education and activities for promoting gender equality in entrepreneurship. Creation of schematic approach of Game-based education and activities for fostering gender equality in entrepreneurship along with fighting stereotypes and bring out the prominent women in entrepreneurship. The guide will include all issues points described above A-C.

IO3-A4. Population and Feedback

SCS Logopsycom will populate the Guide and will grant access to it to the partners and focus group (fg)/ peer reviewers (pr) / associated partners (ap). A cycle of feedback/adjustments will commence until it is agreeable by the partners and the fg/pr/ap.

IO3-A5. Finalization of learning training guide

IO3-A6. Translation of the learning training guide to the languages of the consortium (Greek, Polish, French, English).

Roles of partners

SCS Logopsycom leads the IO3 and is in charge of coordination of the development of the Intellectual Output IO3.

All partners have and will provide input to SCS Logopsycom on:

- Situation of game-based education in their country
- Game-based approaches, activities, educational tools, games that exist or are used in their countries
- Ideas of activities based on Role-model education promoting gender equality in entrepreneurship
- Send feedback to SCS Logopsycom (IO3-A4)
- Translate the guide to their national language (IO3-A46)

Each partner has performed a research and has organized workshops where we discussed with young girls and women, youth workers and professionals the above topics before answering the questionnaire of IO3-A3. They will also ask youth workers, young girls and women, educators for feedback on O3 during IO3-A4.

“IO3- Learning training guide on Game-based education and activities for promoting gender equality in entrepreneurship” will be useful for ensuring content creation of “IO4-FLYie game”. Moreover it will be directly connected with “IO2- Learning training guide on Role-model education for promoting gender equality in entrepreneurship”.



E. Main requirements of (IO4) FLYie game for succeeding the improvement of key competences of young girls and women and increase their potential to have better career prospects

The objectives of FLYie game are:

- To increase the visibility and bring out the role of women in Entrepreneurship
- To fight stereotypes of society and young girls and women concerning their competences in the field of entrepreneurship
- To inspire and empower young girls and women to become entrepreneurs through Role models.

The FLYie game toolkit will include:

- A cooperative card game through which young girls and women learn about important women in different fields of Entrepreneurship
- A guide-book on how to play the game

The consortium choose to create a Cooperative game for fostering the soft skills of young girls and women while enabling them to meet and get motivated by inspiring women personalities in the world of Entrepreneurship. Cooperative game means a game where players have to cooperate in order to face the challenges of the game. Example of cooperative games are Pandemic (players try to save the world from pandemics and have to cooperate in order to treat people and find the cure), Mysterium (players try to guess who murdered the phantom of a castle, while the phantom provides to them information through dreams), Freedom (players try to set the slaves of south America free).

The game will be designed for 2-5 players and will last around 1 hour. However, the consortium strongly considers creating an additional version of the game that will last for half an hour. The main issues that the cards will be addressing are:

- Era
- Sector
- Innovation
- Impact
- Country
- Initial motivation
- Barriers
- Family condition

At FLYie game the player will have a deck of cards with Women entrepreneurs, with around 50 role models (5 role-models from each partner country and 5 role-models coming from a disadvantaged group and/or face exceptional challenges). Additionally, the role models will be categorized by sector in order for the players to see the evolution of activity per field. The scope of the players will be to find the more competent Woman (Role Model) of each ones deck to succeed in competition with the others the challenge of the game.

There will be 4 types of cards within the game:

LEGENDS CARDS

will include an illustration of the Woman, with details of things or spaces that declare the industry she works in. On the upper part of the card there will be the name of the woman and at the bottom some info about her life and work. Moreover there will be special symbols that enable players to understand quicker the industry or other information about the career of the woman.

CHALLENGES CARDS

Each card depicts a certain type of challenge and the effort the players need to put in order to face it. The card also contains at the end what players win and what they loose if they succeed or not the challenge. In the Challenges deck there are also unique cards that help or challenge more the players.

SIMPLE STARS

These cards are like power cards for each player and are used in combination with Legends cards and Super Stars

SUPER STARS

These cards give more power to specific Legends whose text contains specific keywords

The game will be played from 2 to 5 players and in different modes (easy, medium, hard). Alterations to this main game concept can be done depending on the needs of the project. Emphasis will be given to the selection of the personalities of women who will be illustrated in the FLYie game, in order to involve women from the partners countries and women from disadvantaged groups. Women personalities will be selected by Challedu from O2 learning training guide. If more personalities are needed each partner will propose some based on the criteria given by game-designers of Challedu.

During C2 learning training activity, youth trainers and staff from partners organization will test the first version of the game. They will also give their feedback. After C2 each organization will implement 2 workshops with 5 young girls or women in order to test the first of middle version of game to the target group. The 20 young girls (from all organizations) will also give their feedback.

The partners, according to their capacity, could use the game produced in relevant trainings in schools, universities and incubators, in entrepreneurship festivals and events, or by hosting relevant workshop in house. During the workshops and the pilot sessions, organized within the context of FLYie partners should have a facilitator from our organizations. Concurrently, we should also develop it in a way that the users will be able to play it themselves without necessarily having a facilitator.

The FLYie game toolkit will be a combination of all the acquired knowledge and material of IO1, IO2, IO3. The development of "IO4- FLYie game" will be created according to the specifications, information and guidelines included in IO1. All the tools and activities of IO4 will be refined and finalized after "pilot sessions" and "play-testing sessions" among youth workers, young girls and women who participate in the project.

It would be great to connect the rulebook with activities or pages (e.g. extended bios) included in the other guides. This can help and inspire our target groups by providing more information. It is also useful to connect it with the game-based activities promoted in IO3. We could also include that additional information, in a more extensive guide which will interconnect all the guides (IO2, IO3, IO4).

The FLYie game is innovative in many aspects:

- the first ever game depicting Women entrepreneurs
- game promoting Role-model education in Entrepreneurship
- game promoting Gender equality in Entrepreneurship
- cooperative game through which players learn new Role-models but also enhance their soft skills (collaboration, self-esteem, critical thinking, etc.)
- the game can be used as motivating tool for more research on women personalities in Entrepreneurship

The game will be in English, Greek, Polish and French. A printable pdf Version will be free to download from the project's e-platform. Both English and digitalized form of the game will enable its transferability in the Europe and Worldwide.

Activities for the development of the output

IO4-A1. Evaluation of the Role models presented in IO2
Challedu in collaboration with the other partners will decide which personalities of Women Entrepreneurs are more favourable to be presented through the game

IO4-A2. Development of the framework and main mechanic of the game

Challedu will develop the framework of the game and define the main parameters and mechanics of the game. Challedu will decide the main mechanism of the game and the core scenario (scope of players, challenges, mechanism of challenges, mechanism of interaction etc).

IO4-A3. Script-text design

The script of the game will be based on the frame and main mechanic of the game (IO5-A1). It will be in all languages of the consortium. Challedu will provide an English version of the text and each partner is responsible to translate it in his/her country language (French, Greek, Poland)

IO4-A4. Development of the game

Specialized game-developers/designers of Challedu will develop a first version of the game

IO4-A5 Development of graphics of the game

Specialized graphic designers of Challedu will create the environment, characters and all graphic material needed for the game in order to be appealing and inspiring for the players.

IO4-A6 Development of a guide for the implementation of the game. A guide on how to play the game will be created. The guide will address young people, youth trainers, career advisors, coaches etc. It will be in all

languages of the consortium. Challedu will provide an English version of the game guide and each partner is responsible to translate the guide in his/her country language (French, Greek, Polish).

IO4-A7 Playtesting workshops of first version of the game with trainers and young people
 After C2 learning training activity the partners will test the first version of the game. All partners will organize in their country small playtesting workshops with young people and more trainers in order to give feedback on the game. Specific questionnaires designed by Challedu will be given to both young people and trainers for giving their feedback. At least 2 playtesting workshops will be implemented in each country in order to effectively finalize the game

IO4-A8 Finalization of game

After taking feedback from the playtesting workshops with the first version of the game the game-designers will finalize the game and refine it in terms of graphics, mechanics, script etc. If extra translation of text is needed during this step all partners will translate it in their national language.

IO4.A9: Translation of game

As explained above during all the creation process the games will be translated to the languages of the consortium in order to be accessible to all. The final versions of the games will also be translated from English to the national languages of partners.

Roles of partners

Challedu is in charge of coordination of development of Intellectual output IO4.

All partners have and will

- Provide examples of leading figures (women) from their countries with short bios.
- Translate materials in their language IO4.A9
- Playtest the cooperative card game and provide feedback IO4.A7
- Contribute to the development of IO4

Requirements for making the cards inclusive for DYS

FLYie project pays particular attention to producing inclusive content that is suitable for people who face Specific Learning Disorders (SLDs). Before explaining how the consortium will achieve this, it is important to briefly examine what different types of SLDs mean in practice.

Dyslexia: it is a cognitive disorder causing difficulties in reading and language-based processing skills.

Dyspraxia: refers to difficulties with movement and coordination, language and speech.

Dyscalculia: affects a person's ability to understand numbers and learn math facts.

Dysgraphia: affects a person's handwriting ability and fine motor skills.

Dysphasia: refers to difficulties with speaking and understanding spoken words.

Now that we have a clearer view on what those disorders mean in practice and how they affect in practice those who face them, we can explain what adaptations could be done in order make all the project's outputs and activities inclusive for them.

Adaptation of printed material:

- Use adapted font for printed paper (Arial/ Century Gothic/ OpenDys 12 with 1,5 line spacing);
- Print on one side only to avoid having to turn pages;
- Make sure to separate your text in small easily readable pieces of information;
- Structure your paper with clearly distinguishable titles, subtitles, etc.;
- Use colours to separate information, but be consistent in your codes;
- Try to use off-white or pastel coloured paper whenever possible.

Adaptation of the challenges, and games:

- Use an adapted font for written riddles and enigmas (Arial/ Century Gothic/ OpenDys 12 with 1,5 line spacing);
- Break down the tasks in different steps;
- Give explicit guidelines;
- Focus on logic rather than memory;
- Avoid long eye movement and support learner with tasks involving space management such as puzzles or labyrinths;
- Reduce the amount of writing tasks;
- Avoid difficult manipulations;
- Use visual elements to illustrate the concepts;
- Present the important items in bullet points;
- Foster collaboration as it will combine the strengths of all participants;
- Present role models for students with SLD.

Adaptation of the activities:

- Provide a quiet environment;
- Start the story with an explicit explanation of the activity;
- Use a multisensory method (visual, auditory, kinaesthetic, ...);
- Avoid distraction and unnecessary information;
- Multiply the types of exercises to train participants to process different types of situations.

Adaptation of group activities:

- Try to make creative, constructive activities, rather than exclusion or competition-based activities;
- Favour cooperative large tools instead of small individual tools that requires precise motor skills;
- Make sure that everyone has understood everything before proceeding;
- Divide your activities in clear, short steps, allow enough time for each one;
- Keep the groups small, so that people do not get lost in the mass and learn to know each other instead;
- Try to have your activities in an obstacle-free, wide open space.

E. Evaluation and quality assurance for the project's outputs and expected results

The "Activity 2 - Quality management, Research Validity and Evaluation of Content" has derived from the quality Assurance Plan that has been made by the Project Coordinator with the support of the Technical Board defining a Quality Control Plan for every requirement - intellectual output, including Indicators (qualitative or quantitative), Targets, Measurement, Methods, Responsibilities and Timing.

Intellectual Output Leaders are responsible for the performance of the foreseen activities related with the development of each Intellectual Output, while Logopsycom is in charge of the overall Activity coordinaton.

The activity leader has defined concrete activities that will ensure the highest quality of the project coordination itself, as well as the quality of each output at stake. In order to achieve that the consortia has agreed on the following activities in regards to evaluations:

- 4 evaluations of transnational meeting;
- 2 evaluations of the training sessions;
- 4 quality evaluation of the outputs;
- The evaluation of the whole project (except intellectual outputs) in 2 stages: mid-evaluation and final evaluation

The mid-evaluation will check whether the project has achieved its established objectives by the dates defined in the work plan and if it's on track to achieve its general objectives by the end of the project.

The criteria of the mid-evaluation will be Relevance, Efficiency and Added value:

- The appropriateness and clarity of objectives;
- Commitment to the project by each partner;
- Quality of project management;
- Quality of the financial management;
- Effective and good communication among partners;
- Adherence to the timescale
- Satisfactory outputs of the project.

Indicators

In order to track the quality of the project development the consortia has agreed on the following indicators for the output evaluation:

- Didactic and Pedagogical Sustainability;
- Quality of Content
- Language
- Structure – Organizing
- Aesthetics
- Illustrative material

The achievement of objectives and results have been built in a way that the Intellectual Outputs and Activities have been divided into indicators of Achievement. This way, possible deviations will be identified with time enough to let the partners take corrective actions.

In particular, the Indicators of Achievement used for the project objectives and results are as follows

Result 1: IO1 Development of methodological guide for FLYie

- Indicator 1.1: Concluded in Month 6
- Indicator 1.2: Content according to Form IO1
- Indicator 1.3: Improvements according to feedback reports of learning activities

Result 2: IO2 Development of training learning material for Role Omodel education with the scope of promoting gender equality in Entrepreneurship

- Indicator 2.1: Concluded in Month 12
- Indicator 2.2: Content according to Form IO2
- Indicator 2.3: Participation of 10 youth trainers and professionals to the learning activity C1 (2 Cyprus, 2 Greece, 4 Poland, 2 Belgium)
- Indicator 2.4: 7 trainees out of 10 find the material easy to implement and effective, concerning the gender equality in Entrepreneurship.
- Indicator 2.5: Improvements according to feedback reports of testings

Result 3: IO3 Development of educational material on game-based education for promoting gender equality in Business and Entrepreneurship

- Indicator 3.1: Concluded in Month 12
- Indicator 3.2: Content according to Form IO3
- Indicator 3.3: Participation of 10 youth educators and professionals to the learning activity C1 (2 Cyprus, 2 Greece, 4 Poland, 2 Belgium)
- Indicator 3.4: 7 trainees out of 10 find the material easy to implement and effective concerning the gender equality in Entrepreneurship.
- Indicator 3.5: Improvements according to feedback reports of testings

Result 4: IO4 FLYie game

A cooperative card game featuring women entrepreneur's role-model examples worldwide

Indicator 4.1: Concluded in Month 23

Indicator 4.2: Content according to Form IO4

Indicator 4.3: Participation of 10 youth educators, or professionals in training session CW (2 Cyprus, 2 Poland, 2 Belgium, 4 Greece)

Indicator 4.4: Testing of game to 20 young girls and women (5 participants from each organization)

Indicator 4.5: 7 youth educators or relevant out of 10 find the material easy to implement and effective concerning the gender equality in Entrepreneurship

Indicator 4.6: 7 young girls out of 10 find the material interesting

Indicator 4.7: Improvements and updates according to feedback reports

Result 5: Dissemination Actions

- Indicator 5.1: Development of Communication Plan in Month 2
- Indicator 5.2: Development of Project Website in Month 3
- Indicator 5.3: Development of 4 Multiplier Events
- Indicator 5.4: 1000 visits to the website
- Indicator 5.5: 8 articles/press releases in the own media of the partners (websites, newsletter)
- Indicator 5.6: 40 attendants of Multiplier Event in Cyprus, 20 attendants in Greece, 20 attendants in Poland, 20 attendants in Belgium.
- For the certification of the above indicators we will collect the evaluation questionnaires, attendance lists, google analytics, moth progress reports and event logs.

Result 6: Quality assurance plan

For measuring the quality of the project results the following indicators will be used: ((i) Didactic and Pedagogical Sustainability; (ii) Quality of Content; (iii) Language; (iv) structure, Organizing and Functionality; (v) Aesthetics).

Indicator

1-quantitative:

- Participation in pilot workshops concerning IO2, IO3, IO4; 20 young girls and women will participate (5 from each organization)
- Participation in playtesting sessions; 20 young girls and women will test the game (5 from each organization)
- Participation in learning training activities; 10 staff of organizations
- Participation in train the trainer workshops; 40 youth trainers and relevant professionals (10 from each organization)
- Use of the finalized games; 40 young girls and women, (10 from each organization)
- Visits in website; 1500 visits within the 2 years of project implementation

Indicator 2- qualitative:

Number of young girls and women feeling more motivated to start their own Business

Number of young girls and women feeling more capable to be leaders

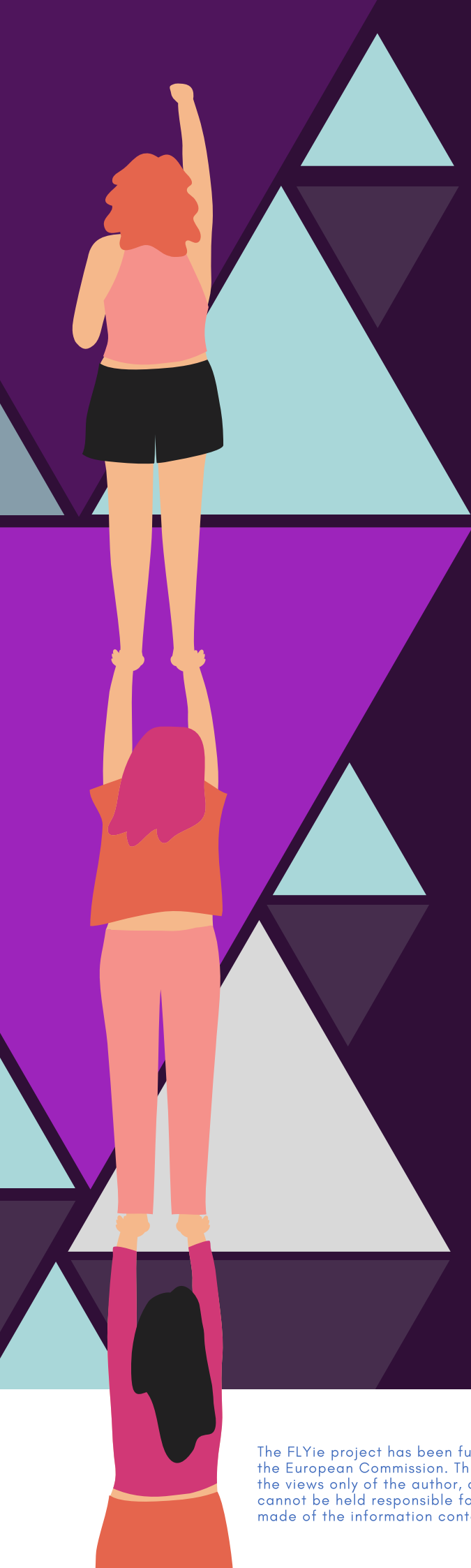
Number of young people feeling more aware of their skills and competences and understand how to benefit from them (Evaluation forms)

Number of trainers scoring the toolkit effective above 70%

Indicator 3- quantitative:

1500 people will be informed through dissemination actions during the project

5000 people will be informed after 5 years of project's completion



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