



# ICT-GO-GIRLS!

# NATIONAL REPORT AFTER PILOTS AT SCHOOLS



# ICT-GO-GIRLS! NATIONAL REPORT AFTER PILOTS AT SCHOOLS

## PROJECT COORDINATOR

### Authors:

Joanna Szczecińska  
and Monika  
Błażewicz-Kurzawa  
from Społeczna  
Akademia Nauk



(Poland)



CESGA

CESGA (Galicia Supercomputing Center), Spain

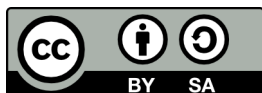
[www.cesga.es/](http://www.cesga.es/)

### Contributors:

USC, die Berater, Fraunhofer IAO, SAN.

## PROJECT PARTNERS

### License



This handbook is licensed under Creative Commons Attribution – Share Alike “This license lets others remix, tweak, and build upon your work even for commercial purposes, as long as they credit you and licence their new creations under the identical terms. This licence is often compared to “copyleft” free and open source software licences. All new works based on yours will carry the same licence, so any derivatives will also allow commercial use. This is the license used by Wikipedia, and is recommended for materials that would benefit from incorporating content from Wikipedia and similarly licensed projects:

<http://creativecommons.org/about/license/>.”



USC (University of Santiago de Compostela)

Educational Technology Research Group, Spain

[www.usc.es/tecneduc/](http://www.usc.es/tecneduc/)



die Berater®, Austria

[www.dieberater.com](http://www.dieberater.com)



SAN (Academy of Management), Poland

[www.san.edu.pl](http://www.san.edu.pl)



Universität Stuttgart

Institut für Arbeitswissenschaft und Technologiemanagement IAT

University of Stuttgart in cooperation with Fraunhofer IAO, Germany

[www.iao.fraunhofer.de](http://www.iao.fraunhofer.de)



CVO Antwerpen  
centrum voor volwassenenonderwijs

CVO Antwerpen, Belgium

[www.cvoantwerpen.be](http://www.cvoantwerpen.be)



Danube University Krems – The University for Continuing Education, Austria

[www.donau-uni.ac.at/imb](http://www.donau-uni.ac.at/imb)



# TABLE OF CONTENTS

<b>1. Name of the partners who organized pilots:</b> .....	<b>3</b>
<b>2. When the pilots took place? (dates) &amp;.....</b>	<b>3</b>
<b>3. Please give the names of the schools, where the pilots took place. And short description of the school profile.....</b>	<b>3</b>
<b>4. How many teachers provided the pilots at one school?.....</b>	<b>4</b>
<b>5. How many pupils participated in the pilots? What was the age of the pupils? How many girls and how many boys participated in the pilots?.....</b>	<b>4</b>
<b>6. Please explain how the pupils was recruitment for the participation in the pilot.....</b>	<b>5</b>
<b>7. If the pilot was provided on normal lessons, please give the name of the subjects.....</b>	<b>5</b>
<b>8. Please explain how the pilot was adopted to the existing curriculum at schools. Please tell if any additional lessons took place. If yes, please explain what kind.....</b>	<b>5</b>
<b>9. Please tell how much time or how many lessons were dedicated to the pilots at schools..</b>	<b>6</b>
<b>10. Please explain what was the content of the lessons at schools, what was the educational programme. Which lessons proposed by the partnership were chosen by the teachers for the pilot at classes?.....</b>	<b>7</b>
<b>11. Please explain how the pilot lessons were different form the national ones offered by the normal curriculum. What was the added value of the pilot lessons from content point of view?</b>	<b>7</b>
<b>12. How you introduce social platform for the students? Was it a special lesson about it?...</b>	<b>8</b>
<b>13. Please tell which materials created by the partnership were used during the pilot at schools. Which materials were given to pupils? If the teachers used didactic IT programmes suggested by partnership, please name which one.....</b>	<b>8</b>
<b>14. Please tell if all pupils were interested in the pilot and if all of them participated in the pilot from the beginning till the end.....</b>	<b>9</b>
<b>15. Please explain what kind of the techniques teachers used to motivate pupils to participation in the pilot.....</b>	<b>10</b>
<b>16. Please explain how the pilot was organised from equipment point of view. If you used school equipment or pupils private equipment, or may be you have to hire it for the pilot... </b>	<b>10</b>
<b>17. Please tell if in your project teachers and pupils participated in the transnational communication with teachers and pupils participating in the pilots in other partner countries. If yes, please tell which tool you have used and for which lessons.....</b>	<b>11</b>
<b>18. What kind of problems appeared during the pilots from the teachers or pupils side?....</b>	<b>12</b>
<b>19. What kind of problems you as organiser faced during the pilot?.....</b>	<b>12</b>
<b>20. Please explain how you as partner institution supported schools during realisation of the pilot.....</b>	<b>12</b>
<b>21. Other comments.....</b>	<b>13</b>
<b>22. CONCLUSIONS.....</b>	<b>14</b>



**1. Name of the partners who organized pilots:**

die Berater (Austria)  
 Fraunhofer IAO (Denmark)  
 University of Social Sciences (Poland)  
 University of Santiago de Compostela (USC Team) (Spain);

**2. When the pilots took place? (dates) &**

**3. Please give the names of the schools, where the pilots took place. And short description of the school profile**

Country/partner	Name of school/profile	When/dates
AUSTRIA die Berater	School 1: Junior High School, Neue Mittelschule 6, Wels School 2: Neue Sportmittelschule 3 Wels <b>Lower secondary schools in Austria with the main focus on professional orientation, chemistry, German, English, geography, mathematics, physics and religion.</b>	started in February and lasted until the end of June 2014
GERMANY Fraunhofer IAO	School 1: Gustav-Stresemann-Gymnasium, <b>in general a sport profile</b> School 2: Paracelsus Gymnasium in Stuttgart-Hohenheim	27.1. – 28.07.2014  2014-06-24 – 2014-07-30
POLAND SAN, Łódź	Lower Secondary School no 14 Lower Secondary School no 44 <b>Both schools are lower secondary schools with general profile.</b>	April 2014 – June 2014
SPAIN University of Santiago Compostela	CPI O Cruce: <b>The C.P.I. "The Crossing" Cerceda, is located in the province of A Coruña, schooling 381 students in Early Childhood Education, Primary Education, Compulsory Secondary Education (ESO). Actually it has 42 teachers.</b>  IES Rosalía de Castro: <b>is located in Santiago de Compostela in the province of A Coruña, schooling 751 students in Compulsory Secondary Education (ESO). Actually it has 56 teachers.</b>	from 28/11/2013 to 20/06/2014    from 16/02/2013 to 20/06/2014

Timeframe for the entire pilot	
The earliest start	The latest end
November 2013 (ES)	July 2014 (DE)



#### 4. How many teachers provided the pilots at one school?

Country/partner	Number of teacher	Additional information
AUSTRIA	3	Three teachers were actively involved and school principals supported the project
GERMANY	2	One main teacher at each school. Each school had a backup teacher who participated in the training and was a partner in case of IT-questions.  (dedicated teacher, in the background there was the internal multimedia consultant (another teacher), who helped in case of technical questions)
POLAND	4	In each school there were 2 teachers assigned to this task.  We offered support of 2 IT specialist (employees of SAN) in case of technical problems
SPAIN	6	CPI O Cruce 4 Teachers and IES Rosalía de Castro 2 Teachers

#### 5. How many pupils participated in the pilots? What was the age of the pupils? How many girls and how many boys participated in the pilots?

Country/partner	Number of pupils	Additional information
AUSTRIA	Around 50 pupils	Mostly 2002 birth year, also 12 years old.  Average 45 girls and 5 boys.
GERMANY	45	25 students, 11-12 years, 11 girls (Gustav-Stresemann-Gymnasium)  20 students ~ 14 years old (Paracelsus Gymnasium in Stuttgart-Hohenheim)
POLAND	21	17 girls and 4 boys
SPAIN	103	CPI O Cruce 73 Students (11-13 years) (39 boys - 34 girls).  IES Rosalía de Castro 30 Students (11-12 years) (19 boys - 11 girls).



## 6. Please explain how the pupils was recruitment for the participation in the pilot

### AUSTRIA:

Girls did not know what needs to be done but they showed interest and could be motivated to be part of the project.

### GERMANY:

(school 1) It was mainly decided by the age range and it was the teacher's own class. The teacher is kind of tutor and counselor for the class.

(school 2) The teacher are passionate about the working attitude of the whole class but also demand and foster the students, who are fortunately not very hard to handle. She loves teaching this particular class.

### POLAND:

In agreement with each school headmaster the teachers who were engaged in the initial training approached to pupils and asked in they are willing to participate in pilot phase of ICT-Go-Girls!. Participation in the pilot was voluntary. – in one case after 3 meeting one girl resigned and she was replaced with another one.

### SPAIN:

The mode of selection was random among schoolchildren. They presented the project to all students and participation was part of the class as a whole.

## 7. If the pilot was provided on normal lessons, please give the name of the subjects.

### AUSTRIA:

The project was carried out during the curriculum of history and English, since it was not possible to find teachers from ICT.

### GERMANY:

In 6<sup>th</sup> grade the German system has one lesson per week, which is dedicated to teach social and methodical competences and which is meant to strengthen the class community. Within this lesson the pilot was conducted during the project period (school 1). Social science (school 2)

### POLAND:

In school no 2 (Lower secondary school no 44) the pilot was run during normal lessons of computer sciences (informatics) classes and technical classes.

### SPAIN:

Subject: technology and information (IES Rosalia de Castro)

## 8. Please explain how the pilot was adopted to the existing curriculum at schools. Please tell if any additional lessons took place. If yes, please explain what kind.

### AUSTRIA:

Teachers could carry out the piloting during the curriculum only partly. They needed to work extra hours – extra-curriculum activities, in order to complete all tasks. The challenge was that some marginalized girls did not have computers at home and could not practice and



prepare at home. They needed to stay longer at school but sometimes computer rooms were not free.

**GERMANY:**

Not at all,

*(it was subsequently implemented after the obligatory topics of the year. However there are currently considerations made, whether to include the methodology into the curriculum of the 8<sup>th</sup> grade by default for the next years. Nowadays career guidance is designated in German schools only from the beginning of the 9<sup>th</sup> grade. The school perceives the value to start with it earlier and is considering to implement the methodology in a project approach in social science classes).*

**POLAND:**

In school no 1 (Lower Secondary school no 14) the pilot was performed as on extra-curricular activities specially dedicated to the pilot. No adaptations were made.

**SPAIN:**

CPI O Cruce (The pilot took place across the board in all subjects in the curriculum).

IES Rosalía de Castro (The pilot focused on the subjects of technology and information).

**9. Please tell how much time or how many lessons were dedicated to the pilots at schools**

Country/partner	Timing	Additional information
AUSTRIA	2-3 hours in the week between April and June 2014	<i>All three teachers put effort and gave the highest priority to the ICT-Go-Girls! project between April and June 2014. They were involved in the activities on a daily basis. Some girls worked at home and prepared some activities and they could reflect in the classroom with teachers. Approximately, teachers invested 2-3 hours in the week but girls invested more time in exercises and activities.</i>
GERMANY	18 school lessons, 45 minutes each (school 1)*  10-15 hours(school 2)**	<i>* Originally planned were 12-15 hours. Especially the project (activity 5) was a bit more time consuming as seen from the start of the project.  ** 10-15 hours were originally scheduled, but more likely at least 4 further hours will be needed</i>
POLAND	12 school hours in each school (45 minutes)	<i>The pilot meetings took place once a week for 3 months</i>
SPAIN	3-4 hours per week*  1-2 hours per week**	* CPI O Cruce  ** IES Rosalía de Castro



**10. Please explain what was the content of the lessons at schools, what was the educational programme. Which lessons proposed by the partnership were chosen by the teachers for the pilot at classes?**

**AUSTRIA:**

English and history

**GERMANY:**

The content of the lessons were given by the methodology. It is planned that all activities will be conducted until the end of July. They are now working on creating posters with Glogster<sup>1</sup>.

**POLAND:**

Extra curriculum activity (school 1) and IT and technique classes (school 2)

The lessons were conducted according to the methodology: they beginning from the Activity 0 and followed the activities. They didn't perform Activity 5 – creating a virtual company: it was a challenge for them to perform this task because of lack of time (summer/second semester is difficult at schools because of work load, free days, exams etc.) – they only discussed about possibilities of creating a company supported/connected with IT.

**SPAIN:**

The content of the curriculum was adapted to the activities proposed in the project methodology ICT-Go-Girls!. Were carried out by teachers in schools all proposed activities.

**11. Please explain how the pilot lessons were different form the national ones offered by the normal curriculum. What was the added value of the pilot lessons from content point of view**

**AUSTRIA:**

The impact of the ICT-Go-Girls! project was huge since the project aimed at encouraging young girls to think very early of their professional future and opt for ICT and entrepreneurship. The methodology and tools provided raised awareness of the importance of ICT in the professional life. Young girls could reflect a lot and learn to use social platforms, use computers more frequently, research and search for information on the Internet. The project helped young girls to reflect on their professional future and to prepare for it on time.

**GERMANY:**

- More people with different skills were involved
- More technology was used by the teacher as well as by the students
- More “abwechslungsreich” (More “varied”/” diversified”)

The main difference existed in the use of the working material. Students are not yet used to have such a comprehensive use of new media. That rose motivation for the kids. The teacher added as well, that preparation effort was comparably low as the lessons/activities were very well restructured and materials, tools and forms were ready to use. An additional difference was to invite external adults to the class room and to bring fresh thoughts and new ways of insights to the students. That is as well not typical.

**POLAND:**

Usually lessons are more “static” – based on lectures of the teacher. Lesson performed with usage of our methodology were interactive, supported on close cooperation between pupils

<sup>1</sup><http://edu.glogster.com/?ref=com>





and with support of the teachers. Moreover added value was the knowledge about the subject: new possibilities which come from usage of It and the knowledge of new interactive tools: infographics and online posters. We have to mention about e-portfolio: our students by putting their reflections in one place had a chance to reflect about their performance and their school and professional future. The added value was the introduction of the existence of gender gap in IT: not every girl and boy realise that this gap exists and how from the early childhood the environment influence on persons to choose the future that is “dedicated” to women or men.

SPAIN:

To sensitize the students' attitudes and values towards ICT.

Modify your initial ideas and emphasize the gender-aware ICT entrepreneurship as opportunity and professional opportunities.

added value: active role of students in the learning process, creativity using ICT, Girls leading.

## 12. How you introduce social platform for the students? Was it a special lesson about it?

AUSTRIA:

Teachers and school principals were informed by the project partner about the social platform. They received information how to register, how to use it. Afterwards, they involved all young girls and boys to register and exchange information on the platform.

GERMANY:

Yes, it was a special lessons. The project partner came to participate in the lesson and showed the login and use of the platform. It was included in activity 1

The partner (Anna Hoberg) came into the class room for the introduction of the project and for the platform training for the students. This act simplified the effort of the teacher and gave the students a background, why this new format of project is implemented in their class.

POLAND:

First meeting with pupils was dedicated to introducing the platform. It was made by teachers and the students very quickly learned how to use the platform. If they had any problems they contacted our organisation/supporting persons.

SPAIN:

By the teachers participating in the project ICT-Go-Girls! and members of CESGA and USC. Initial session carried out and then teachers complete the training

## 13. Please tell which materials created by the partnership were used during the pilot at schools. Which materials were given to pupils? If the teachers used didactic IT programs suggested by partnership, please name which one

AUSTRIA:

The main document was the methodology with all the activities to be carried out by girls. It was deemed as “quite difficult” for 12years old marginalized girls and they needed a lot of support. Additionally, teachers needed to understand the project in depth and additional information transfer regarding the project itself and its objectives was presented to the school principals and teachers.



## GERMANY:

Posters (how to use technology), posters for the “selling activity” (activity 5)

Students received a USB-Stick as present at the end of the pilot.

Glogster was used, but not successfully, there occurred issues with the local infrastructure.

By partner IAT: platform training (just for teachers), profiles of professional women

There were now materials given to the students. They were the ones, who created material out of their learning outcomes.

Used IT programs: Survey tool (Survey monkey for evaluation, Fraunhofer IAO On-line Survey tool to conduct Activity 0 and 6), Powerpoint, Glogster, Social Wire

## POLAND:

*Materials used during pilot provided by partner:*

Methodology step-by-step and manual for social platform.

*Which materials were given to pupils?*

Some parts of methodology and manual for social platform.

*If the teachers used didactic IT programmes suggested by partnership, please name which ones.*

They used instructions how to create infographics and multimedia posters and examples of this. Some teachers found and used Polish versions of the manuals how to create infographics and multimedia posters.

## SPAIN:

Students created different digital materials during the project: webs, multimedia posters, videos.

Different materials were given to pupils: tools tutorials (prezzi, infographic resources), video camera and mobile devices

## 14. Please tell if all pupils were interested in the pilot and if all of them participated in the pilot from the beginning till the end

### AUSTRIA:

Since we worked with marginalized young girls it was much more challenging to work with them right from the beginning. It took more effort to convince them to clarify why ICT is so important and how to manage a career in the ICT-sector.

### GERMANY:

Yes, they were motivated to participate in the activities conducted.

Two students created an e-magazine. They were especially involved and interested.

The pupils where very motivated and interested in individual initiative, entrepreneurial thinking, team spirit and career oriented topics.

### POLAND:

Yes they have been interested – they stated so during personal meeting/consultations with representatives/support persons from project partner. Moreover some of them did “more” than was assigned in particular tasks. Only in one case after 3 meeting one girl resigned and she was replaced with another one – but the girl couldn’t attend the classes in early morning and that was the reason of resignation.

### SPAIN:

The information was generally to all pupils and students who began the pilot ended entirely.



## 15. Please explain what kind of the techniques teachers used to motivate pupils to participation in the pilot

### AUSTRIA:

Teachers worked quite a lot individually on a personal level with the girls. They could motivate the girls to be more open-minded and to look out of the box. Girls could improve their communication skills, ICT skills and change their attitudes and perception towards ICT-professions.

### GERMANY:

Additional motivation was not necessary. It was more interesting to not have the typical methodology training of this type of lesson. Additionally the IT and technique forms the day to day life. So they were quite grateful to use it school and in the project as well

There were several motivating incentives:

- It was motivating for the students that they were chosen as pilot class. Beforehand they didn't know what a pilot actually is. They expected it had something to deal with the job of a pilot (flying an airplane). It was a motivating honor for them.
- Especially the girls were proud to have a project that is explicitly dedicated for them.
- An external motivating impetus was also given by the participation of Partners and successful women from IT.
- The rich use of new media had an impact on the students motivation

### POLAND:

The most common and efficient technique was the personal contact/conversation with pupils at the beginning of the pilot phase. Later they used examples from life to illustrate the benefits coming from usage of IT to tech/learn entrepreneurship and to plan future education and professional path. The occasion to "play" with new tools and to create new thing was additional motivation for students. And the lessons was different from everyday lessons: there was less boredom and more freedom.

The additional motivation were certificates. In agreement with us, as a Polish pilot coordinators, teachers suggested that students should be given the certificates, confirming participation in the European project. In Poland, there is no system for the collection of credits in lower secondary schools, so each certificate/proof documenting participation in extra-curricular activities of the pupils is valuable to qualify for the next stage of education.

### SPAIN:

The ICT for learning processes. Learner-centered methodologies. Proactive learning. Reflections group. Autonomous work. Students were very motivated in general to develop their own ICT services companies.

## 16. Please explain how the pilot was organised from equipment point of view. If you used school equipment or pupils private equipment, or may be you have to hire it for the pilot.

### AUSTRIA:

The equipment was provided at school. Some girls did not have private computers at home and needed to be very flexible, to stay longer at school and to use computer rooms when they were free.

### GERMANY:

The school used the existing IT infrastructure.



The Tool Glogster was bought from the budget spend by the European Union.

The local project partner printed out some poster in larger scale to hang it on the wall of the class room.

IT Rooms and inventory are sufficiently equipped and fit all needs for the project.

#### POLAND:

All schools used own equipment. Of course after classes some students used their private computer at home. There was no need to hire equipment but: Remark: in one school sometimes there were problems with the speed of the connection with internet so they had to wait for some time to for example upload the file to the platform.

In both cases the lessons was provided in special informatic classroom and each student had access to one PC

#### SPAIN:

Only school materials and tools available in social platform was used. Social Software to create and publish contents, schools resources (Informatic Room, mobile devices/laptop in the classroom and WiFi, video camera)

### **17. Please tell if in your project teachers and pupils participated in the transnational communication with teachers and pupils participating in the pilots in other partner countries. If yes, please tell which tool you have used and for which lessons**

#### AUSTRIA:

Teachers and pupils could exchange information on the social platform; they could upload their developed materials etc. The social platform helped them to communicate with each other, to develop technical skills and attitudes that they can help them in the future, in particular, if they want to work in an ICT-environment.

#### GERMANY:

No, it was not intended as it would have been too time consuming.

The English skills in 6<sup>th</sup> grade are not appropriate to get in touch with foreign student in English language.

They used the ICT-Go-Girls! Platform<sup>2</sup> to interact with each other. But with respect to limited time capacity an exchange with other schools was not planned

#### POLAND:

Because not every partner conducted the pilot in the same time we weren't able to establish close contact with the schools from other countries. Pupils tried to contact for example schools from Spain but they didn't succeeded to "cooperate" on the same subjects.

#### SPAIN:

Since the CPI O Cruce is communicatively participated with other participating schools, recognizing the work and sharing the experiences developed. All this was done through the tools of the social platform.

<sup>2</sup>social.ictgogirls.eu



## 18. What kind of problems appeared during the pilots from the teachers or pupils side?

### AUSTRIA:

The main factor was the time, in particular, by the end of the semester. Teachers were exhausted and complained that they need more overview and that they are not able to invest that much time in the future.

### GERMANY:

Glogster as a tool didn't work on the student computers.

No real problems. The only hindering fact occurred while working with the platform. The answers to the e-portfolio questions could not be saved by the majority of the students in their profile.

### POLAND:

Most problems appeared during initial contact with local companies connected with IT business. Sometimes the companies weren't willing to share very specific and detailed information with pupils (they mentioned the data protecting law). Another problem was sometimes the equipment: some of their computer weren't "modern enough" to upload every files they created (for example some of infographics) but they managed to do so.

### SPAIN:

Some issues with access to social platform, but of little relevance. Overall, there were no problems during the implementation of the pilot by the CPI O Cruce. IES Rosalía de Castro was not able to keep pace with the proposed activities. The educative program of school was closed and not flexible in this case to include new activities in the learning process.

## 19. What kind of problems you as organiser faced during the pilot?

### AUSTRIA:

Our main challenge was that our schools were around 300 km distanced from Vienna. We could communicate mostly via email and phone which was not always very easy. Our attempts were to engage schools from Vienna but it was not possible since they had too many same engagements and they could not promise us to be part of this project. Therefore, additional efforts needed to be made since the communication was necessary to be exchange between all partners, teachers and school principals.

### GERMANY: no answer

### POLAND:

We didn't face big problems during pilot phase: our schools (teachers and pupils) were motivated to work and to fulfil all tasks so our collaboration was good and in our opinion efficient.

### SPAIN:

Few problems arose in the activity organizer. The most complex was meeting deadlines for reasons beyond and follow the work of IES Rosalía de Castro.

## 20. Please explain how you as partner institution supported schools during realisation of the pilot

### AUSTRIA:

We needed to be continuously available for clarifications, providing documentations, being attentive and solution-oriented.



GERMANY: no answer

POLAND:

We as project partner and coordinator of Polish pilots were in constant contact: we communicated via our project social platform, via e-mail, Skype and telephone. Whenever teachers or pupils needed support we were at their disposal. Moreover we have provided IT specialist assistance in case of technical problems.

SPAIN:

Assessments and support teachers during the implementation of activities of the project methodology Girls Go ICT, classroom and through the social platform. Weekly visits and on-line feedback through the social platform

## 21. Other comments

AUSTRIA:

We think that the ICT-Go-Girls! was an attempt to change the factum that young girls do not opt for ICT. We did make small steps that need to be continued; either in an additional similar project or strong exploitation and sustainability activities need to be implemented. Teachers definitely need support and they cannot only be made responsible for educational activities. Parents, school institutions, school principals and the whole society need to be made aware of the reality that young girls are not opting for ICT and entrepreneurship and lose their opportunity to be in higher positions.

GERMANY:

It was really useful to implement it as a “class teacher”, the one who is tutoring and counseling the class.

POLAND:

Some of our teachers were very creative – they supported their students. Moreover some of them are willing (and actually asked us if it's possible) to use the platform or similar kind of tool/tools to conducts lessons on their subjects (chemistry for example) because they observed that the idea of using IT is encouraging and facilitating their work.

SPAIN: no comments

## 22. CONCLUSIONS

In general, the pilot was received positively - ***all schools, teachers and students are satisfied that they could take the part.*** We can observe a strong commitment of participants and interest in its subject: the promotion of entrepreneurial attitudes using ICT. Several participants encountered on technical barriers: not enough computers or not a sufficient level of skill to use them. In such cases, used (very creative) other possibilities to carrying out the tasks (for example: they created posters on paper not on-line).

The most frequently mentioned the part of the pilot which wasn't carried out in a complete way was the lack of contact between schools from different countries of partnership: it was caused by various terms: different dates conducting pilot as well as a lack of confidence in using a foreign language, here: English.

Activity no 5 didn't end with international contest because of the reason mentioned above as well as lack of time.

We can also say that the pilot was an excellent opportunity to integrate a group of teachers and students, an opportunity to know each other better, as well as occasion to reflect deeper on the stereotypes associated with girls and ICT.

Teachers said they the desire to utilize the methodology developed by a team of ICT Go Girls! in their daily work.





# ICT-GO-GIRLS!

<http://ictgogirls.eu/>

<https://twitter.com/ictgogirls>

<https://www.facebook.com/ICTGoGirls>