



# **ICT-Go-Girls! Methodology step by step**

Promoting Entrepreneurship among Secondary School Girls through ICT



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STAGE 1

# **Prior socialization**

**Ideas about professional roles and gender perspective**





# Thinking about my professional future

Activity *0*: What would I like to do professionally in the future?

## I. AIMS

### THE AIMS OF THE PROJECT

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1. To identify the professional fields that most attract students.
2. To reflect on the vocational preferences of students.

### TEACHERS' AIMS

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1. To promote the knowledge of one-self: to make students aware of their preferences in relation to their future professional career.

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## II. METHODOLOGY (STEP BY STEP)

### TASK

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Each student will write a description about her/his vocational preferences individually. For this reason, an on-line tool will be used. The tool consists of a series of focused questions orientated towards promoting individual reflection. The answers are open. To collect the students' reflections a template will be used. It will automatically be saved until the end of the programme. Individual answers will be private and will not be visible on the platform.

|                           |                                                                                                                                                                   |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Prime location</b>     | The classroom                                                                                                                                                     |
| <b>Media</b>              | It will be an on-line tool with a link that will be provided by CESGA. Each student must have a computer with an URL bar to access the link and fill in the tool. |
| <b>Didactic materials</b> | Tool for students to cover with open questions.                                                                                                                   |

Thinking about my professional future:  
What would I like to do professionally in the future?

Imagine that the years go by and you are working:

- *What would you like to be?*
- *Which are your professional interests?*








## COORDINATOR'S ROLE (PARTNER)

The coordinator will explain to the teacher the aims of the activity. This activity is prior to the presentation of the project to the students. The coordinator will have to explain to the teacher that there must not be any kind of conditioning nor previous guidance. Its aim is more as an exploration. The coordinator will tell the teacher that she/he cannot make any comment on the project's theme and will provide the teacher with the necessary instructions on how to access and fill in the tool to complete the task.



PROJECT

Comenius Multilateral Project, co-financed by the European Commission, under LLP program. The experts behind this project belong to 7 Institutions from 5 European Countries:

University of Santiago de Compostela (USC)  
 Die Berater (Austria)  
 Spoleczna Akademia Nauk (Poland)  
 Institute Fraunhofer IAO-Stuttgart Uni (Germany)  
 CVO Antwerpen-Zuid (Belgium) and Donau-Universität Krems (Austria).

Thinking about my professional future: What would I like to do professionally in the future?  
 Imagine that the years go by and you are working:

What would you like to be?

Which are your professional interests?

- The coordinator will explain to the teacher how to prepare the activity's report.
- The coordinator will present this report to the consortium in English.

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## TEACHER'S ROLE

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1. To introduce the task and to manage the class dynamics so that the task is undertaken by students in an individual and independent way and so that students have the freedom to write down whatever they wish and without consulting their schoolmates.
2. To check the contributions of each student and to prepare a report on the students' work. This report will have two sections:
  - a) A table with professions or professional activities that appear in the students' work and another column with the number of girls/boys that chose them.
  - b) If in the contributions of the students any reference is made to technologies, teachers must copy the sentence and include it in the report.

### Report template:

| Profession | Number of girls | Number of boys |
|------------|-----------------|----------------|
|            |                 |                |
|            |                 |                |

| ICT references | Girl | Boy |
|----------------|------|-----|
|                |      |     |
|                |      |     |



## CLASSROOM DYNAMICS

### *Classroom Dynamics*

The activity will take place in one session guided by the teacher, according to the following phases:

1. Presentation to students of the aim of the activity by the teacher who will not mention the ICT-Go-Girls! Project. Students' spontaneity will be promoted without any previous conditioning nor guidance to professions related to technology. (We want students to express their expectations and preferences about their concerns/professional projections freely).
2. Presentation of the tool and the questions it includes to guarantee that all the students understand correctly how to complete their reflection and that their responses must be spontaneous.
3. To check that the task is undertaken in a personal and individual manner

### III. COMMENTS

It is important to insist on the spontaneity of students' replies. The activity tries to make students' pre-conceptions, previous ideas, expectations and preferences come up to the surface. This spontaneous starting point will allow us, once the programme is implemented, to assess if we have modified the expectations of students in relation to the possibilities ICT offers to their professional future.

Activity 0 is related to Activity 6. In this last activity, the process is repeated so that students can compare their initial spontaneous opinion with the final perspective once the ICT-Go-Girls! methodology is implemented. This is important so students can be aware of their first expectations and how these have changed.





# Project presentation

Activity **1**: ICT-Go-Girls! Project and Social Platform presentation

## I. AIMS

### THE AIMS OF THE PROJECT

1. To introduce the ICT-Go-Girls! Project to participating students of the pilot schools.
2. To introduce the different technological tools that will be used during the development of the educational experience (Social Platform, individual e-portfolio, specific tools and purposes).
3. To introduce the different participants that will accompany students during all the process and the roles that they will play (partner/contact person, teaching staff, counsellors –if available in schools-, leading women in technology, entrepreneurship or experts).

## II. METHODOLOGY (STEP BY STEP)

### TASK

To explain the way it is necessary to work throughout the project, the technological support and the roles of each participant. Opening of the virtual environment to all the participants of the school. It can be undertaken in a class session (class group) or in a joint session in each centre. An e-portfolio will be used during the project so that each student can write down her/his individual reflections on her/his progress throughout the project.

A blog (diary) will be available for the teacher to use freely and without any conditioning with the aim of commenting on anything she/he wishes about the project.

|                           |                                                                                                                                                               |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Prime location</b>     | The classroom                                                                                                                                                 |
| <b>Media</b>              | Classroom session with computers and access to the Internet.<br>One computer per student to access the ICT–Go–Girls! Social Platform with their own password. |
| <b>Didactic materials</b> | ICT–Go–Girls! Social Platform and all other necessary tools to develop the pilot phase.                                                                       |



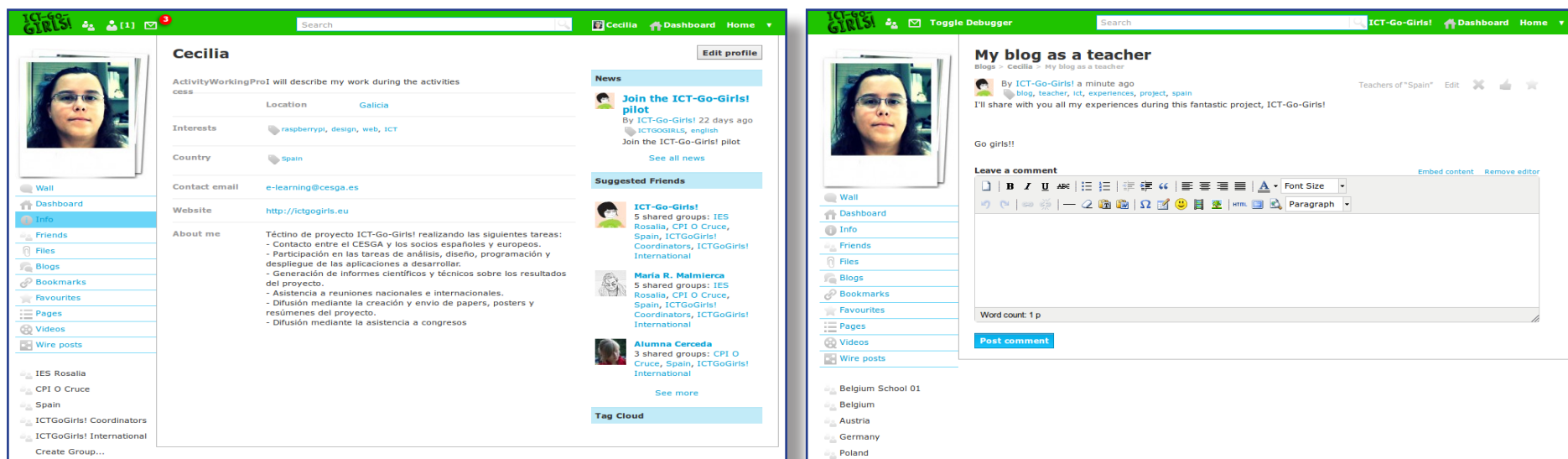


| Structure of the e-portfolio                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 <b>Personal profile</b><br>(public)                 | It will consist of a personal page with a common format in which students will present themselves to the rest of the ICT-Go-Girls! community members (focussed on her/his hobbies, interests, personal traits, leisure activities, etc.)                                                                                                                                                                                                                                                                                |
| 2 <b>Learning process and activities</b><br>(private) | On that same page the different sections related to the activities of the training programme will appear. For each activity a personal reflection on what the activity means and how it contributes to her/his learning process will be included.                                                                                                                                                                                                                                                                       |
| 3 <b>Learning diary</b><br>(public)                   | It will consist of a personal self-reflection blog for each student. Continuous and spontaneous reflection will be promoted. The author of the blog (student) can decide whom to invite in the Social Platform. The idea is that the learning diary serves as a reflective basis of the input students share in the Social Platform. It is voluntary. It is a space to share impressions with others and their contributions can be commented on by other members of the Social Platform (teachers, students, experts). |

#### Teachers blog

A diary will be available for the teacher, with the objective of gathering her/his reflections and comments during the process and the different activities undertaken. Teachers can write down their impressions, encountered difficulties, improvement suggestions, remarks with the aim of taking them into account during the revision of the methodology following the pilot. This will be a voluntary reflection and the blog will be public to the group of coordinators.





## COORDINATOR'S ROLE (PARTNER)

The coordinator is responsible for introducing the project, the Social Platform and the available tools during all the pilot. In this session, the e-portfolio tool that will be used for the follow-up of the process will be explained. The rest of the tools will be explained in detail when needed.

For this session, each partner will have to previously agree with the school how the sequence will take place, because the methodology will vary according to the country to adjust to its specific characteristics.

## TEACHER'S ROLE

To cooperate with the coordinator in the access of students to the Social Platform and to guarantee that the access permits work and that all students access during the session.

It should be taken into account that to promote an active involvement of students in their e-portfolio, teachers should give them feedback. For this reason, one of the roles participant teachers, tutors or counsellors will carry out should be the following up of the public sections of the students' e-portfolio and the stimulation of their participation in the different interactive tools of the Social Platform.

Who and how she/he will undertake this follow up (one or more teachers) must be agreed upon from the beginning of the pilot. All participants involved in methodology must contribute to this task.





## CLASSROOM DYNAMICS

### *Classroom Dynamics*

The activity will take place in one session guided by the coordinator with the help of the teacher, according to the following phases:

1. **Presentation of the aims of the project.** Explanation of the pilot phase, what it is about, how long it will go on, and how it will take place in schools.
2. **Presentation of the virtual working and interaction environment (Social Platform),** emphasizing the different tools set up and their functions and possible uses. It is important in this phase to motivate students to use the platform and to interact with the other participants during all the process.
3. **Detailed presentation of the individual e-portfolio.** This project tool will be integrated in the Social Platform and should be used by students with continuity during the pilot experience. The e-portfolio developed will be a tool to promote self-reflection about the construction of professional identity and the possibilities of ICT in the working market.

### III. COMMENTS

Parents could be invited to the project presentation. The contact person (partner) of each country should take part in this session.





# Technology

## Activity<sup>2</sup> : How and why do we use technologies?

### I. AIMS

#### THE AIMS OF THE PROJECT

1. To raise awareness in students of the variety of uses of ICT in all areas of daily life and to promote a diversified use of them.
2. To identify possible gender stereotypes.

#### TEACHERS' AIMS

1. To know the different types of uses students make of ICT (in their learning process, leisure time, relationships, etc.).
2. To identify the differences existing in relation to gender.
3. To reflect on the identified differences of gender and to analyse how the gender variable (conditioning factors, stereotypes, equal opportunities, gender roles, prejudices, etc.) can be influencing/conditioning the uses students make of ICT.

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## II. METHODOLOGY (STEP BY STEP)

### TASK

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Two sessions are proposed for the development of the activity.

- |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| First session:  | Presentation of the activity to the students and explanation of how the infographics will be used and the tools for their production. In this same session, work groups will be organized and each group will address the idea of “how and for what do students use technologies” by brainstorming. Each group develops their infographic to answer the questions raised. This can be done in the classroom or as course work. The infographics will be published in the ICT–Go–Girls! Social Platform |
| Second session: | Presentation and final debate on the infographics developed by the different groups. We recommend that the final debate is undertaken in a face-to-face session. In case this is not possible, it can be done through the Social Platform and the interaction tools available around the published infographics. Initially, the infographics will be published in the pilot centre group. But they can also be shared nationally and internationally.                                                  |

In the case that it should not be possible to use a technological tool to develop an infographic, it can be developed on paper like a poster and then have a photo taken for its dissemination in the Social Platform (this second option is not recommendable because we are trying to promote the acquisition and development of ICT competence in students). For this reason, it should only be taken into account in cases that it is not possible to work with this or another similar tool.

|                       |                                                                                                                                                                                                                                                                                             |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Prime location</b> | The Classroom and the ICT–Go–Girls! Social Platform                                                                                                                                                                                                                                         |
| <b>Media</b>          | Tool for the development of the infographic. Visual Ly, inforg.am, easei.ly, etc. Other alternatives can be proposed, even students or schools can suggest other possibilities. Tool for sharing/publishing the infographic of each group in the Social Platform so it can be commented on. |



## Didactic materials

Help tutorials for the use of the infographics tool. They can be developed or searched in the Internet in different languages. Examples of infographics. Each partner should at least search for two in her/his language.



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## COORDINATOR'S ROLE (PARTNER)

The coordinator will support the teacher both during the use of the tool for the development of the infographics as well as during the publication of them in the ICT-Go-Girls! Social Platform.

Each partner should at least search for two examples in her/his language

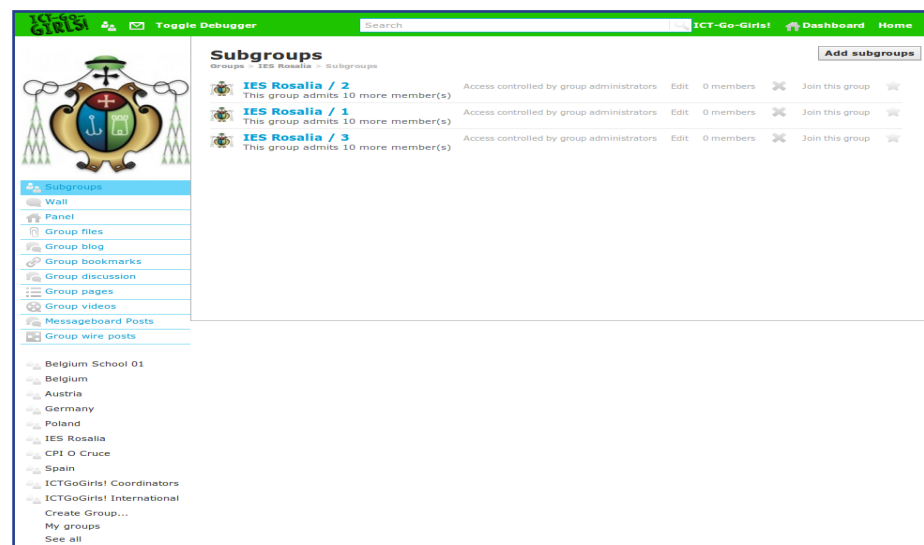
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## TEACHER'S ROLE

To introduce the task and to manage the classroom dynamics (brainstorming and final debate) promoting that students get involved in the group work and make interesting and non repetitive contributions on the use of ICT.

To check the contributions of each group and to verify that all the infographics have been published in the Social Platform.

Teachers should have manuals or tutorials for the use of the tool to develop the infographics that can be examined by students, or teachers can briefly explain the functioning of the tool so that students can develop their infographics freely.





## CLASSROOM DYNAMICS

### *Classroom Dynamics*

The tasks will consist in the development of a digital infographic in groups about ICT tools that they usually use and why they use them, with a special stress on the gender differences:

1. **Presentation of the activity and explanation of what an infographic is with examples** (examples in English and mother tongue). Introduction of the tool to make an infographic and the tutorials for the use of this tool. (Large group work session).
2. **Group brainstorming to share their experiences.** For what and in which daily fields do you use technologies? Which technologies do you usually use? (Team work).
3. **Each group develops their infographic** that should answer the questions raised in phase 2 (Team work).
4. **Presentation and debate about the infographics of each one of the groups** (Work session with the whole class or on-line debate).

## III. COMMENTS

Working groups should be formed in a mixed manner, girls and boys.







# Professionals and companies

Activity **3**: Professionals and companies that use ICT present in the community

## I. AIMS

### THE AIMS OF THE PROJECT

1. To explore the labour market in the student's community to identify gender stereotypes and ICT in relation to different professions.

### TEACHER'S AIMS

1. To identify in the neighbourhood of the pilot schools examples of professions/companies that use ICT.
2. To provide a short description of each example with information from the Internet or provided by the professionals/companies.
3. To analyse different examples and to identify the gender roles in each case.

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## II. METHODOLOGY (STEP BY STEP)

### TASK

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The task consists in researching, by means of an information search and direct contact, about professionals/companies in the neighbourhood related to ICT and the different uses that are made of them. Also, the gender perspective in relation to women and men and the roles they have in these jobs will be analysed. The task will be undertaken in mixed work groups that will design a multimedia poster (Glogster) of one of the cases to show it to the rest of their classmates and to reflect on all the cases.

This activity can be completed in one common session that includes the introduction to the activity, some examples and the explanation of the tool to be used (Glogster). So that afterwards, students can contact the selected professionals/companies directly with the aim of gathering relevant information and to be able to design the multimedia poster in the classroom or during free time. We recommend that the final debate is undertaken through the Social Platform and the available tools in relation to the published multimedia poster.

|                           |                                                                                                                                                                                                                                                                                                               |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Prime location</b>     | The classroom and the ICT–Go–Girls! Social Platform.                                                                                                                                                                                                                                                          |
| <b>Media</b>              | <ul style="list-style-type: none"><li>• Tool for the design of the multimedia poster, (<i>Glogster <a href="http://www.glogster.com">http://www.glogster.com</a></i>).</li><li>• Tool to share/publish the multimedia poster of each group in the Social Platform so that they can be commented on.</li></ul> |
| <b>Didactic materials</b> | Help tutorials for the use of the tool to design the multimedia poster (Glogster). They can be developed or found in the Internet in different languages.                                                                                                                                                     |

#### Help questions (for identifying the examples)

- *What kind of jobs are offered in our community?*
- *To what sectors do they belong?*
- *What kind of professions or trades are the most needed?*
- *What enterprises are most known?*
- *Which of these professions/companies use technologies?*



## Template for the description of the examples

### A. Examples of professionals

- Personal information: gender, age, training and work experience.
- Job description.
- Contact information, web page, profile in the professional and social webs.
- Job title.
- Duties performed.
- Use of ICT in the job.

### B. Examples of companies

- Name of the company.
- Contact information, web page, profile in the professional and social webs.
- Sector to which it belongs.
- Number of employees distributed according to gender.
- Company's Staff (managers and distribution according to gender).
- Use of ICT in the company's activities.



## COORDINATOR'S ROLE (PARTNER)

The coordinator will support the teacher both in the use of the tool to design the multimedia poster as in the publication of them in the ICT-Go-Girls! Social Platform. The posters of the different groups will be available in the platform so that both schools of each country taking part in the pilot can share the information and make comments on them

Every partner will, at least, look up two examples of professions/companies in their community as well as information regarding them. They will contact them to get to know and analyse them.

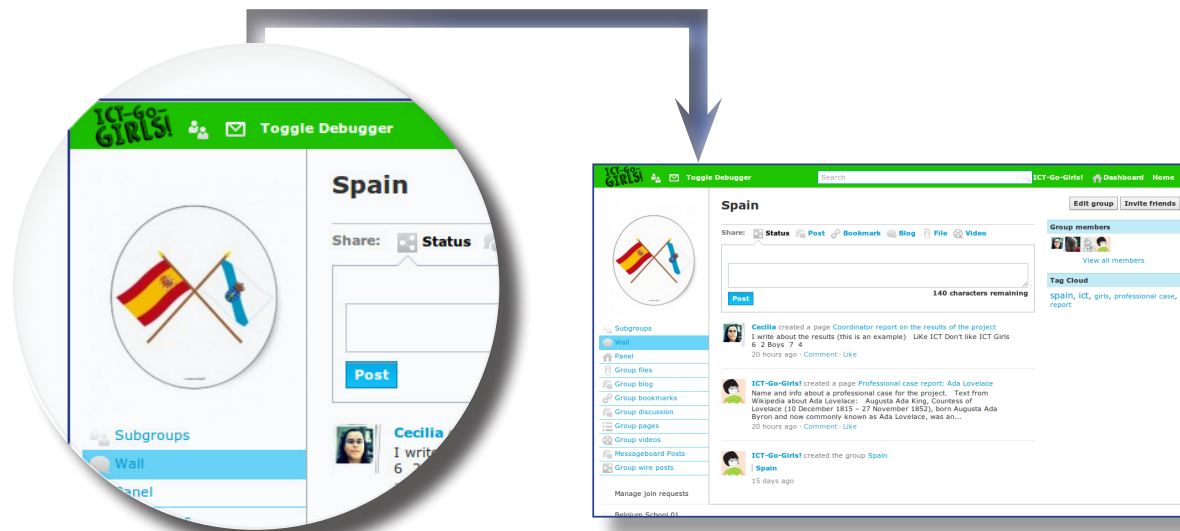
## TEACHER'S ROLE

To introduce the task and to manage the classroom dynamics (information search and presentation of examples) promoting the action of students in the team work. The teacher will stimulate reflection on stereotypes in gender and ICT.

The teacher will help the different groups to identify examples in order to do a short research activity. She/he helps them find information in the Internet and how to establish personal contact. She/he will advise students on how to address these professionals and companies. She/he will supervise the files completed by students. It is advisable that teachers help students in the in-depth analysis of professional roles and tasks of the companies associated with gender stereotypes with the aim of letting students come round by themselves to the reflections about stereotypes and responsibilities in jobs: do women become Senior Managers?

To check the contributions of each group and to check that they have published the posters in the Social Platform.

Teachers should have at their disposal manuals or tutorials for the use of the tool to develop the posters that can be examined by students, or teachers can briefly explain the functioning of the tool so that students can develop their posters freely.





## CLASSROOM DYNAMICS

### *Classroom Dynamics*

The case description will be done by means of the design of a multimedia poster with the Glogster tool that will be published in the ICT-Go-Girls! Social Platform and shared between the pilot schools.

1. **Presentation of the activity** (including the selected examples by partners and their distribution between the work groups) and the explanation of the Glogster tool (tutorials and examples). Work session in large group (classroom).
2. **Development of a multimedia poster by each team that describes the selected case** (Team work).
3. **Presentation and debate on the multimedia posters** designed by students. (Work session in large group or on-line debate).

## III. COMMENTS

The follow-up of the cases and the direct contact with the company, not necessarily must be done by all the group. Only one member of the team can be in charge of the direct contact, follow-up and multimedia documentation pick-up for the development of the case.





STAGE 2

# **PROFESSIONAL MODELS**

**Leaders, entrepreneurs and expert women in ICT**







# Professional models

Activity **4**: Case studies of women experts in ICT professions

## I. AIMS

### THE AIMS OF THE PROJECT

1. To present examples of women who stand out for their successful professional career related to ICT to be able to analyse the presence of women in these sectors and professions with ICT.
2. To promote the breaking-off of stereotypes related to professional activities in ICT and gender.

### TEACHER'S AIM

1. To analyse deeply successful case studies of women and ICT.
2. To identify personal and professional elements that have been decisive in the building up of their professional career path (life history).
3. To reflect on the opportunities and the role that technologies have carried out in the development of these professional career paths.
4. To establish a direct contact with them, with the aim of getting to know their career path and their experience.
5. To develop a presentation that describes the profile of the women experts in ICT and their professional career path.

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## II. METHODOLOGY (STEP BY STEP)

### TASK

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The task consists of analysing deeply and debating in the classroom about case studies of women that stand out because of their successful professional career related to ICT. For this reason, two courses of action will be established in relation to the study cases:

- The partners of the project will propose the cases and develop them by means of a common descriptive template.
- Students will carry out a search choosing one of the cases and gathering information directly through the leading actors (successful professional women related to ICT).

The aim of the development of the case by the students is to permit them to have a direct contact with women experts in ICT, entrepreneurs, students of ICT careers and let them get to know their daily activities and interests, ask them questions and also, if possible, develop a video report to show to the rest of the classmates.

In those cases where it is possible, the women experts in ICT could be invited to the presentation of the activity, either present physically or by videoconference.

The analysis of the cases is intended to differentiate the areas of employment and entrepreneurship with ICT: technological service companies, ICT experts, innovation or professional activity improvement with ICT. Also, professional posts of women that are in management positions will be identified.

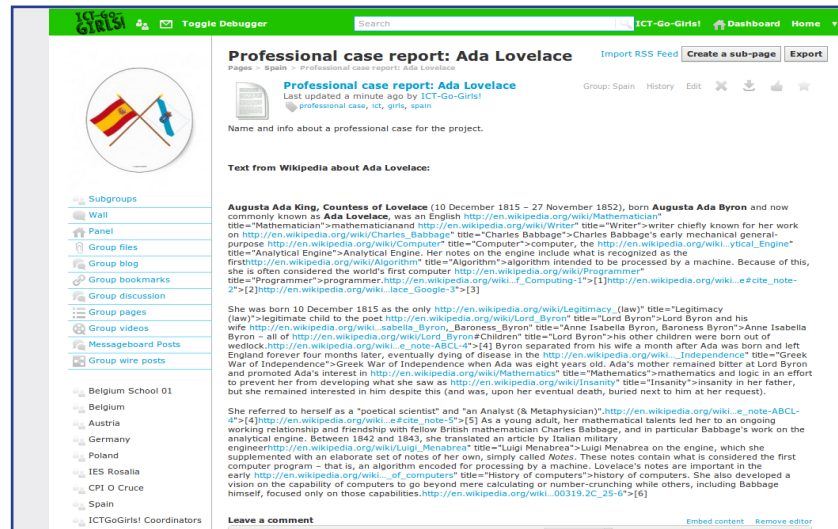
The first phases of the case studies and the group analysis can be done through the Social Platform in a virtual manner. The introduction session and debate, must be a face-to-face session.

|                           |                                                                                                                                                           |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Prime location</b>     | Classroom, ICT–Go–Girls! Social Platform and field work (direct contact with the cases).                                                                  |
| <b>Media</b>              | The cases will be published in the ICT–Go–Girls! Social Platform and will be available to all participants, or other media for video-reports or podcasts. |
| <b>Didactic materials</b> | The template for the description of the case has the following sections:                                                                                  |



| Case description template                                          |                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Descriptive data of the case and professional position carried out | <ul style="list-style-type: none"> <li>• Photo</li> <li>• Age</li> <li>• Profession</li> <li>• Position carried out</li> <li>• Company/institution/organism for which she works at present</li> <li>• Principal activity carried out by the company</li> </ul>                            |
| Duties performed                                                   | <ul style="list-style-type: none"> <li>• What does the job consist in</li> <li>• What activities does she perform and what ICT does she use</li> </ul>                                                                                                                                    |
| Professional choice                                                | <ul style="list-style-type: none"> <li>• How and why do they reach the job position they have</li> <li>• Professional career path and key moments</li> </ul>                                                                                                                              |
| Training path (Background)                                         | <ul style="list-style-type: none"> <li>• Academic degrees</li> <li>• Internships in companies or institutions</li> <li>• Experience in ICT in different sectors (leisure, work, interaction)</li> <li>• Other training courses</li> <li>• Self-training</li> <li>• Experiences</li> </ul> |
| Difficulties / obstacles                                           | <ul style="list-style-type: none"> <li>• Difficulties/obstacles come up against during the career path and overcome with success</li> </ul>                                                                                                                                               |
| Resources / other complementary information                        | <ul style="list-style-type: none"> <li>• For the analysis of the case (links, available materials, etc.)</li> </ul>                                                                                                                                                                       |





## COORDINATOR'S ROLE (PARTNER)

Each pilot country (partner) must, at least, provide 3 cases that will be available to all pilot centres.

It will be necessary that the contact person of the project identifies and contacts some suitable women to ask them for their collaboration and suggests, at least, three cases accompanied by the description.

## TEACHER'S ROLE

To introduce the task and manage the classroom dynamics (search for information and presentation of the cases) encouraging students to get involved in the team work.

Teachers will promote in-depth analysis of the cases and will guide the field research. In this analysis teachers will help distinguish the different employment fields in which the cases are set.



## CLASSROOM DYNAMICS

### *Classroom Dynamics*

The activity will take place according to the following phases.

1. **Presentation of the activity** (including the selected cases and their distribution between the work groups). Work session in large group (classroom).
2. **Analysis of the assigned case in small groups with the guidance of the teacher.** In this phase, the curiosity of the students for the case as well as their assessment about the professional career path analysed will be promoted.
3. **Design of the presentation of the case by the work groups.** In this phase, the possibility that the groups contact the women chosen directly (recording, interview, mail contact, etc.) must be taken into account. Direct contact will help develop the multimedia elements (photos, short video clips, podcasts, data collection that the women selected want to share, etc.) to be included in the presentation. Voluntarily, students could do the activity *'Reporters: one day in the life of...'* to accompany a professional and, thus, gather direct information to contribute to the presentation of the case. This could be done by a small group.
4. **Presentation of the cases in the classroom and debate** (large group). The aim of this session is that all students get to know the professional career paths selected and exchange opinions and reflections about them.

### III. COMMENTS

To describe the cases and to present the training paths, partners must take into account that professionals have very different training work in the ICT sector and that it is a very interdisciplinary sector. For this reason, not necessarily women with an initial training related to ICT should be searched for.





# Business Project

## Activity 5: Creating a virtual company

### I. AIMS

#### THE AIMS OF THE PROJECT

1. To promote leadership and entrepreneurship abilities related to ICT in the girl students participant in this pilot study.
2. To employ in a practical manner attitudes, abilities in ICT use and knowledge of its potentials addressed throughout the training activities during the pilot.
3. To make visible the most innovative ideas of the use of ICT proposed by the different pilot schools and the ability of girl students to lead them.

#### TEACHERS' AIMS

1. To design and to launch a virtual company related to the ICT sector (it must have a very clear ICT component, use of technology in the company's activity and services provided).
2. To help students present the business project proposals to their classmates.
3. To select the best business project of each centre to compete with the other pilot schools in each country.

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## II. METHODOLOGY (STEP BY STEP)

### TASK

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The development of the business project, unlike the rest of the activities, requires continuous work that must be managed temporarily in each school. Previous experiences in the development of these types of proposals tells us that they require several weeks (4 approximately) of students' group work with a variable dedication in or outside the classroom. It will all depend on the depth of the development of the six elements that integrate the business project detailed in phase 3. For this reason, in each pilot school students, in mixed teams (6-8 students), will design and create their entrepreneurship projects.

Each school will select the best proposal with the aim of representing the school in a national competition. This national competition consists in a role play in which the proposals of each school will be defended and will compete to reach the financing of their proposal.

The activity consists in a role-play between the schools of each country directed to the selection of the best business project of the ICT-Go-Girls! international consortium.

To stimulate the interaction between centres at an international level, a role-play by videoconference will be undertaken, in those cases where it is possible. The role-play consists in that the selected projects of each school being presented and defended by their leaders before the other schools, by videoconference, to obtain the necessary funding to be able to launch the business.

The videoconference sessions will depend on the number of national projects and the number of schools who will take part in the transnational competition. In each session, only two projects will be explained. Once all the projects have been presented, voting of the best project will take place in the ICT-Go-Girls! Social Platform.

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Prime location</b>     | The classroom and individual and group work outside the classroom.                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Media</b>              | Tool for videoconference (Webinar) that allows a simultaneous connection of schools and that allows sharing video, audio and the presentation with a moderator.                                                                                                                                                                                                                                                                               |
| <b>Didactic materials</b> | Examples of business projects undertaken by schools.<br>European Kem Project:<br><a href="http://centros.edu.xunta.es/cpiocruce/comeniuskem/schools.htm">http://centros.edu.xunta.es/cpiocruce/comeniuskem/schools.htm</a><br>Instruction booklet for the development of the business project:<br><a href="http://centros.edu.xunta.es/cpiocruce/comeniuskem/publast5.pdf">http://centros.edu.xunta.es/cpiocruce/comeniuskem/publast5.pdf</a> |





## Assessment proposal to select the best project.

### Evaluation of the Business Plans

Items to be considered in the business project competition (virtual role play)

**These questions could help to reflect on the virtual companies presented and help determine the best proposal:**

- Examine whether the business idea would also work in your country and the value it could have. Give reasons. Pay special attention to the target group and the proposals of all the companies who take part in the competition.
- Take a look at the costs, e.g. employee's salary, living expenses, other costs to take into account for the launching of the business. Compare them with the costs they could have in your country to analyse feasibility.
- Further comments concerning the business idea.



### COORDINATOR'S ROLE (PARTNER)

Each pilot country (partner) must consider the possibility of taking part in the role-play by videoconference. Both as evaluator of ideas and school that proposes a business to take part in the competition. The coordinator must help schools, with the support of CESGA, make the videoconference sessions possible (accessible software, coordination with the coordinators of other countries, etc.).

It will be necessary that the contact person together with the school teachers assess the feasibility of taking part in the role-play/competition.

### TEACHER'S ROLE

Coordinates in her/his school the selection of the best business project to take part in the transnational competition. Helps students develop their virtual company project giving them support, follow-up and preparing with them the presentation of ideas for the transnational competition.

During the role-play/competition, the teacher will promote in-depth analysis of the cases and will guide the debate and reflection on the proposals that take part in the competition in her/his school. Finally, the teacher will help students discuss and express their opinions on the best business project selected in their school.

The activity will take place according to the following phases.

1. **Presentation of the activity, including the setting-up of work groups and the assignment of roles in these teams.** Each business project will be led by a girl member of the team, chosen between its members, and who will be the business manager (Chief Executive Officer: CEO) and leader of the team. Work session in large group (classroom).
2. **Entrepreneurship idea proposal session.** A tutor for each entrepreneur idea will be assigned who will be responsible for helping students obtain all the basic information about products, marketing, prices, etc. needed to develop the idea. Teachers, experts from activities 3 and 4, school counsellors... can be tutors. Work session in teams (classroom).
3. **Development of the business project** (classroom and free time). Throughout this phase the role of the tutor is essential. The work teams will rely on this figure to obtain advice and feedback.

**The different parts of the project are the following**

- Description of the idea and its potential.
- Development of a business plan for the company.
- Development of a budget for the launching.
- Development of a web page for dissemination and visibility of the idea.
- Organisation of an open house / posters to present / disseminate the ideas in the pilot centre.
- Search and registration of potential clients.

4. **Selection of the best business project of the pilot centre according to the assessment proposal.** The business proposals will also be disseminated through the ICT-Go-Girls! Social Platform. The selection of the best idea in each school could be done by means of electronic voting (ICT-Go-Girls! Social Platform, Voting tool. For example, the most voted) or by means of a negotiation process undertaken in the schools.



(Cont.)

Classroom Dynamics

5. **Transnational competition** (optional). The role-play consists in the selected projects of each school being presented and defended by their leaders before the other schools. The evaluators of the ideas (the other schools) will carry out the role of financial institution and will choose by vote the best proposal.

**Role play: You are on the board of an international bank**

You are on the board of an international bank and you must assess business proposals from different countries that ask for funding for the launching of their business

- Participants from each pilot school that take part in the Role-play.
- Each country presents new businesses (represented by one or two entrepreneurs each) all wanting a loan from your bank to set up their businesses. However, only one or two enterprises will receive money. That means the bankers will have to decide which of the business ideas are the best and could be financed.
- The entrepreneurs present their ideas to the bank and explain why they should be the ones to get the money.
- Once all the business plans have been presented by videoconference, the Bank will tell the group who is going to be the lucky one and inform the entrepreneurs about their decision.

### III. COMMENTS

The coordination between the different participant agents is necessary: coordinator, teachers and tutors. Perhaps the possibility of a videoconference will not be possible for all schools. In this case, the presentation could take place with recorded videos and, afterwards, interaction in the ICT-Go-Girls! Platform could take place.



It's a Girl's Surprise!



# Thinking again about my professional future

Activity **6** : Professional profiles and my professional career preferences

## I. AIMS

### THE AIMS OF THE PROJECT

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1. To identify the change in perceptions related to professions and ICT.
2. To assess if we have changed the expectations of students in relation to the possibilities ICT offers to their professional future
3. To analyse job preferences in relation to gender.

### TEACHERS' AIMS

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1. To promote the knowledge of one-self: "professional profiles and my professional career preferences"

## II. METHODOLOGY (STEP BY STEP)

### TASK

Each student will write a description about her/his vocational preferences individually. For this reason, an on-line tool will be used. The tool consists of a series of focused questions orientated towards promoting individual reflection. The answers are open. To collect the students' reflections a template will be used. It will automatically be saved together with the initial activity in her/his e-portfolio to promote a personal analysis of her/his identity. Individual answers will be private and will not be visible on the platform.

This activity is related to the starting point activity. At this moment, at the end of the project, the process will be repeated so that students can compare their initial spontaneous opinion with their final perspective once the ICT-Go-Girls! methodology has been implemented. This will help them to be conscious of their first expectations and how they have changed.

|                           |                                                                                                                                                                   |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Prime location</b>     | The classroom                                                                                                                                                     |
| <b>Media</b>              | The tool will be available in the ICT-Go-Girls! Social Platform and the personal contributions of the initial activity will be activated for each of the students |
| <b>Didactic materials</b> | Tool for students to cover. Thinking about my professional future.<br><i>"Professional profiles and my professional career preferences"</i>                       |

#### Personal reflection

Imagine that the years go by and you are working:

- *What would you like to be? Which are your professional interests?*
- *With the new information I have, do other professions interest me? Why?*

Think of five professions in which you would like to work in the future and arrange them by order of preference, explaining the reasons why you would like to work in them.

- *What efforts must I make if I want to be the professional I want to be if I am a man or if I am a woman.*

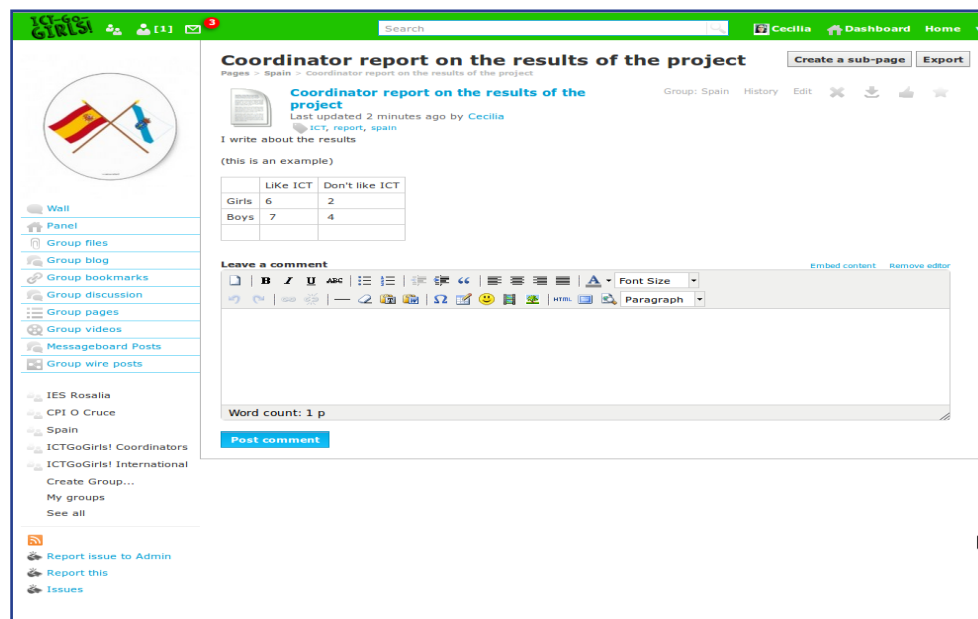




## COORDINATOR'S ROLE (PARTNER):

This activity picks up the information of the starting point activity and will be analysed by the coordinator (partner) with the support of the teacher.

The coordinator will present this report to the consortium in English.



## TEACHER'S ROLE:

1. To introduce the task and to manage the class dynamics so that the task is undertaken by students in an individual and independent way and so that students have the freedom to write down whatever they wish and without consulting their schoolmates.
2. To check the contributions of each student and give in the starting point initial reflections so that students can revise them.
3. Will support the coordinator in the elaboration of the report.

The activity will take place in one session guided by the teacher, according to the following phases:

1. **Presentation to students of the aim of the activity.** Students' spontaneity will be promoted without any previous conditioning nor guidance to professions related to technology. (We want students to express their expectations and preferences about their concerns/professional projections freely).
2. **Presentation of the tool and the questions** it includes to guarantee that all the students understand correctly how to complete their reflection and that their responses must be spontaneous.
3. **Check that the task is undertaken in a personal and individual manner.**
4. **The reflection of the starting point activity will be handed out to each student** so that she/he can analyse her/his change of perspective of professions and gender roles in the vocational choice.

### III. COMMENTS

It is important to insist on the spontaneity of students' replies. The activity tries to make students' pre-conceptions, previous ideas, expectations and preferences come up to the surface.

This activity is related to the initial activity. At this moment, at the end of the project, the process will be repeated so that students can compare their initial spontaneous opinion with their final perspective once the ICT-Go-Girls! methodology has been implemented. This will help them to be conscious of their first expectations and how they have changed.







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