INSPIRE

PLAY YOUR ROLE IN SOCIAL ENTREPRENEURSHIP

IO1

METHODOLOGICAL GUIDE

PART 2

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THE PARTNERS

CHALLEDU -inclusion|games|education (Greece), is an educational NGO that pioneers new models of learning, inclusion and engagement through game based methods

MC2020 (Spain), a youth educational center with expertise in development of training material and implementation of workshops for entrepreneurship and employability of young people

CIP (Cyprus), is an educational NGO that addresses the needs and demands of people through their involvement in social and civic life by simultaneously providing them innovative material and free trainings related with a variety of fields, such as social entrepreneurship

KESO (Greece), is a Family Support Center of the Holy Archdiocese of Athens, since 1999, provides psycho-social support, legal counselling, medical care, foreign language training, vocational training and career guidance to members of every family in need

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INTRODUCTION

As thoroughly exemplified in Part 1, entrepreneurship is a key competence in the European Framework -especially for youth- and an important action in the recent Rethinking of the Education Commission Communication. The role of entrepreneurship as a tool to improve the levels of employability is also stressed in the Annual Growth Survey 2013. Several Member States have introduced successful national strategies for entrepreneurship education or made entrepreneurial learning a mandatory part of curricula; but more is needed. Education should come to life via practical experiential learning prototypes and experience of entrepreneurs from the real-world. Defined entrepreneurial learning outcomes for all educators are needed to introduce effective entrepreneurial learning methodologies (Annual Growth Survey COM (2012) 750, p.11).

Much work needs to be done for ensuring that being an entrepreneur is an attractive outlook for European youth. This should also involve social entrepreneurs whose potential is often underestimated (EUR_Lex, 2012). Social enterprises should not be underestimated as they have generated sustainable jobs and have demonstrated a stronger resilience to the crisis than the general economy. Social entrepreneurs are innovators, drive social inclusion and contribute to achieving the objectives of the EU2030 strategy. Even if young people do not choose to found businesses or social enterprises, they will benefit from entrepreneurial learning, in developing business knowledge and essential skills and attitudes creativity, teamwork, initiative, tenacity, understanding of risk and a sense of responsibility amongst others. This is a mind-set that helps the entrepreneurial transform ideas into action and also increases employability significantly (CELEX, EUR_Lex, 2012).

This is why INSPIRE project was considered as innovative and essential and this will be made clearer throughout the discussion to follow, exploiting its Intellectual Outputs one by one.

Now, this Part 2 of the Methodological guide is specifically devoted in setting the guidelines for the two innovative learning training guides to follow, namely:

- O2-Learning training guide for career development and psychometric methods,
- O3-Learning training guide for Viable business Models of Social enterprises addressing SDGs (Sustainable Development Goals) and for effective use of Social Media,

It also sets the framework for the innovative digital assessment tool:

- O4- INSPIRE -Serious- game.

In this present, Part 2, how the evaluation of the project results will ensure its quality level will be discussed as well as a more thorough description of the steps to be followed in each and every output (evaluated formatively and summatively) for the ultimate purpose of achieving the best possible results.

METHODOLOGY UNDERTAKEN FOR O1 PART 2

The methodology undertaken for Part 2 included an initial questionnaire set by the leader of this output C.I.P Citizens in Power, which was populated to the partners. The partners needed to elaborate through this questionnaire, on the output they were leading, and how they perceive the other outputs as well. This was done so as for adequate information to be retrieved in order for this present guide (O1. Part 2) to set the basis for the rest of the project. Partners have successfully answered the questionnaire by undertaking desktop research and familiarising more with the proposal and their requirements. On a second phase C.I.P has reviewed their answers making comments and on a third phase the consortium had an online meeting to discuss the pending queries. The cycle of feedbacks and the online meeting helped in finalising Part 2 and effectively setting the framework for the whole project making sure the consortium is on the same page for all the outputs.

OUTPUT 2- LEARNING TRAINING GUIDE FOR CAREER DEVELOPMENT AND PSYCHOMETRIC METHODS

OUTPUT TYPE AND EXPECTED RESULTS

This output involves mostly training material obtained from desktop analysis. It will form a manual/handbook/guidance material not only for youth educators but young people can also use the guide individually. It will be available as an Open Educational Resource (OER) through the project's platform. O2 is intending to give youth (and not alone) a useful self-assessment instrument for assessing their entrepreneurial skills. In addition, this guide will include additional self-assessment instruments for the purpose of helping young entrepreneurs to build up their TEAM. This way they are ensuring that each of its members has the role that is most suitable to their personality and/ or skills etc. The importance of constructing an 'ideal' team in any enterprise was exemplified in Part 1.

"O2- Learning training guide for career development and psychometric methods" is innovative in many ways as:

- it involves experience, approaches and practices from different European countries
- it involves approaches and tools specifically addressing ways of enabling better team-building in new Social entrepreneurship
- it direct applies to the development of young people who want to start their Social enterprise

"O2- Learning training guide for career development and psychometric methods" will be in English, Greek, and Spanish. English version will assure its transferability to other European countries.

Output description

The main objective of this output is to INSPIRE young people to create strong TEAMS for ensuring the success of their Social Enterprise. For this purpose, the partnership has agreed to build strong foundations via research, desktop study or even field work (if deemed necessary) to present approaches, assessment tools and activities which will help young entrepreneurs and/or their trainers to choose their exact role in a team and further develop their career. Partners also decided that it is vital to explain the differences by what is meant by methods, approaches and activities in order to let youth trainers understand better the content of the guide.

The Learning Training guide for career development will start by giving the theoretical background on career development and the role of psychometric methods; approaches on Vocational choice and Career development in terms of Social entrepreneurship, and Team building methods.

The development of O2 will be done through the following activities:

1st Activity: *State of the Art Research*. Here, all partners will perform a research on approaches, assessment tools and examples addressing career development, Psychometric methods and team-building

2nd Activity: *Collection and evaluation of material.* The leading partner of the output FSC will collect all the material and evaluate it in terms of effectiveness with the objectives of the INSPIRE project.

3rd Activity: *Development of Learning training guide.* The leading partner will develop a first edition of the training guide.

4th Activity: Population and Feedback. The partners will populate the Guide and will grant access to it to the focus group / peer reviewers / associated partners. A cycle of feedback/adjustments will commence until it is agreeable by the fg/pr/ap. Partners will also have the opportunity to give feedback during C1 learning training activity.

5th Activity: Finalization of learning training guide

6th Activity: Translation of the guide from English to Greek and Spanish.

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To give you a clear idea, the O2 Learning Guide will include the following sections:

A. A brief introduction about Career development and psychometric methods

B. Approaches on Vocational choice and Career development in terms of Social entrepreneurship

C. Approaches on Psychometric methods and theories in terms of Social entrepreneurship

D. Team building methods in terms of Social entrepreneurship

E. Specific assessment tools addressing Skills and competences

F. Specific Personality assessment tools. Examples of assessment tools that will be presented are Holland theory of six personalities (Realistic, Investigative, Artistic, Social, Enterprising, Conventional) and Belbin theory of 9 roles in a team (Shaper, Implementer, Completer-Finisher, Coordinator, Team Worker, Resource Investigator, Plant, Monitor-Evaluator, Specialist).

G. Specific team building tools and activities

I. Specific Activities based on those approaches and assessment tools that promote Social entrepreneurship. The activities will be presented in a way that are easy to implement in groups or personal career trainings 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 trainers, evaluation sheets for the participants).

The role of partners will be divided as shown below:

FSC will lead the O2 and will be in charge of:

-Coordination of the development of the Intellectual Output O2

-Leading the development of O2-A1, O2-A2, O2-A3, O2-A4, O2-A5, O2-A6

All partners will be responsible to:

-Find and send to FSC existing approaches, methods, practices, tools, examples of career development, vocational choice, psychometric theories and tools, team building in their countries. (O2-A1)

-Send feedback for the guide to FSC (O2-A4)

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-Translate the guide to their national language (O2-A6)

After C1- "Towards a Social Entrepreneurship Culture" learning training activity, each partner will organize one or more (according to its capability) workshop with trainers and professionals, and young people based on the O2- Learning training guide. This can be done in combination with relevant workshops for O3.

SPECIFICATIONS OF O2

For the more practical part of this guide, based on the theoretical background, it was agreed that partners will have to look for established, much cited *self-assessment instruments* which are based on solid psychometrics so as to suggest the best two instruments to our target group (youth trainers and youth social entrepreneurs). These assessment instruments will be addressing *Skills and competences and assessing Specific Personality aspects*. These will be of the utmost benefit of people starting up their enterprise, so as to make up the perfect team.

So far, some initial theories have already been discussed within the partnership. Those were the Holland theory of six personalities (Realistic, Investigative, Artistic, Social, Enterprising, Conventional) and Belbin theory of 9 roles in a team (Shaper, Implementer, Completer-Finisher, Coordinator, Team Worker, Resource Investigator, Plant, Monitor-Evaluator, Specialist). The research will form the basis so as to whether these theories will be the ones chosen or some alternative ones.

Lastly, it was decided that two Specific team building activities will be proposed with the main priority being easy to be implemented in groups or personal career training sessions. It will also be thoroughly explained in O2 guide that by activity it is meant to be like a "task" given to a participant in order to help him/her understand by themselves; through getting involved in a trial situation what is his/her personal profile, and based on that, which role fits him/her better in an (social) enterprise. The O2 will give specific information and description of the activities so as to be used by trainers e.g suggested number of participants, how participants should be selected, if specific materials are

needed for its implementation, the age appropriate and where this activity can be applied e.g school, university, peer to peer etc. The two activities per se, will be clearly structured, including a clear title, scope of activity, but also evaluation sheets for the trainers, and evaluation sheets for the participants. Some participants will have the opportunity to test these activities after the project's first learning training workshop. The consortium will also benefit from this trial/pilot workshop, for amending/ refining/ finalizing the activities.

In the meanwhile, this learning training guide is very meaningful for the whole project as it will form the basis for creating the framework for the scenario of the serious game (O4) of INSPIRE.

OUTPUT 3 LEARNING TRAINING GUIDE FOR VIABLE BUSINESS MODELS OF SOCIAL ENTERPRISES ADDRESSING SUSTAINABLE DEVELOPMENT GOALS (SDGs) AND FOR EFFECTIVE USE OF SOCIAL MEDIA

OUTPUT TYPE AND EXPECTED RESULTS

This output involves learning training material through a guide offered as an Open Educational Resource (OER). It will be a manual/handbook/guidance material not only for youth educators to familiarise young people with social media but for young entrepreneurs who want to be aspired and familiarise themselves with the aforementioned topic.

"O3- Learning training guide for Viable business Models of Social enterprises addressing SDGs (Sustainable Development Goals) and for effective use of Social Medias" is innovative in many ways as:

- it involves approaches, practices and examples from different European countries
- it involves approaches and tools specifically addressing fostering of Social entrepreneurship
- it direct applies to the development of young people who want to start their Social enterprise
- it involves specific activities promoting Social entrepreneurship to young people and giving them specific directions and viable business models

O3 will be in English, Greek, Spanish. English version will assure its transferability to other European countries.

OUTPUT DESCRIPTION

This guide is aiming to INSPIRE young people to create successful Social Enterprises through best practices and examples of how to use Social Media both within their enterprise but also how to advertise and promote their enterprise. An initial research has already been done by the consortium showing how young people use Social Media in general as well as their role in Social Enterprises in the partner countries. In additon, the consortium has already undertaken a brief research on Sustainable Development Goals which outline the global sustainable development priorities and goals for 2030 and try to mobilize global energies around a shared set of targets and goals.

The specific activities to be undertaken for the successful development of this guide are:

1st Activity: *State of the Art Research*. All partners will perform a research on successful examples of Social enterprises in their country (each partner should provide at least 2 examples)

2nd Activity: *Collection and evaluation of material.* The leading partner of the output MC2020 will collect all the material and evaluate it in terms of effectiveness with the objectives of the INSPIRE project.

3rd Activity: Development of Learning training guide

4th Activity: Population and Feedback. The partners will populate the Guide and will grant access to it to the focus group / peer reviewers / associated partners. A cycle of feedback/adjustments will commence until it is agreeable by the fg/pr/ap.

5th Activity: Finalisation during CI learning training activity

The roles of the partners in this output are:

MC2020 will lead the O3 and will be in charge of:

- Coordination of the development of the Intellectual Output O3
- Leading the development of O3-A1, O3-A2, O3-A3, O3-A4, O3-A5, O3-A6

CiP will be responsible for:

- leading the development of 2nd part of O3 "effective use of Social media"

All partners will be responsible to:

- Find and send to MC2020 at least two examples of successful innovative social enterprises in their country (O3-A1)
- Send feedback for the guide to MC2020 (O3-A4)
- Translate the guide to their national language (O3-A6)

After C1- "Towards a Social Entrepreneurship Culture" learning training activity, each partner will organize one or more according to its capability) workshop with trainers and professionals, and young people based on the O3- Learning training guide (train the trainer workshop or/and young people training). This can be in combination with the similar workshops for O2.

The Learning Guide will include 2 parts.

1st part: Business models of Social enterprises, specific examples addressing the SDGs agenda, Challenges and Opportunities in the field. More specifically:

A. A brief introduction to Social entrepreneurship in partners' countries

B. Main management skill for Social entrepreneurs

C. Viable Business models for Social enterprises addressing SDGs agenda

D. Main Challenges of new Social entrepreneurs and ways of overcoming them

E. Main opportunities of new Social entrepreneurs and how to take advantage of

F. Specific examples of successful social enterprises in Europe and specifically the partners' countries. The examples will be presented in a way that the business model is clear and easily applicable in relevant environment (Name of Enterprise, country key SDG it addresses, model canvas, team members, impact, supporters etc), If there can be found details on specific challenges the team members overcame they will be described as well.

G. Specific Activities that promote Social entrepreneurship based on the material of the guide. The activities will be presented in a way that are easy to implement in groups or personal career trainings 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 trainers, evaluation sheets for the participants)

2nd part: Practices, tools and examples for use of Social medias in Social Entrepreneurship. More specifically:

A. A brief introduction to Social Media

B. Challenges and opportunities of use of Social Media in a Social enterprise

C. Methods of creating an effective Social Media plan for a Social enterprise

D. Tools for Social media planning

E. Specific methods for engaging more supporters for a Social enterprise through use of Social media

F. Specific methods for engaging new members for the core team of the social enterprise through use of Social media

G. Examples of effective Social media use. The examples should be clear in terms of social media plan, main scope, specific objectives, social media

selection procedure, implementation, impact.

E. Specific Activities that promote the use of Social media for engaging more people for Social initiative based on the material of the guide. The

activities will be presented in a way that are easy to implement in groups or personal career trainings 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 trainers, evaluation sheets for the participants)

SPECIFICATIONS OF O3

All partners will make research on examples of successful social enterprises in their countries. Each partner is responsible for finding 2 as the best examples. Some tools were already discussed within the consortium such as SWOT analysis and business model canvas, but these are going to be analysed thoroughly along with other tools, so we make sure the most effective ones are suggested in this guide. Also, the initial research and meetings led to the decision to state in this guide the social media that young social enterprises are more likely to use and then state their pros and cons. The leading partner

of the O3, MC2020, will collect all the material and select in collaboration with the other partners the most effective examples. Then MC2020, will develop the learning training guide and publicize it to the partners. Partners are responsible for giving feedback, especially on aspects concerning their expertise. All content of O3 will be refined and finalized after C1 and a pilot workshop in each country. In the workshop will take part 12-15 young people from each organization (in total 50 young people). The workshop can be based on O2, O3 at the same time. Partners and participants will give their feedback

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OUTPUT 4- INSPIRE SERIOUS GAME

OUTPUT TYPE AND EXPECTED RESULTS

The main objective of "O4- INSPIRE Serious Game" is to INSPIRE young people to engage Social Entrepreneurship by identifying the key role they can play in a team.

The INSPIRE serious game will be a combination of all the acquired knowledge and material of O1, O2, and O3 and will challenge the players to participate in a social initiative addressing specific SDGs and overcoming existing challenges of young or/and old entrepreneurs. While playing the personality, skills and characteristics of the player will be assessed on the role s/he can take in a team of young envisionairs and how to develop their skills.

"O4- INSPIRE Serious Game" is innovative in many aspects as:

- it focuses on Social Entrepreneurship
- it addresses the needs of young people in terms of fun, learning outputs and psychometric assessment
- it is both a game that help young people engage with Social Entrepreneurship, learn about business and at the same time identify their skills and competences
- the assessment can lead young people to the collaboration with the right team for design and implement a Social idea.

"O4- INSPIRE Serious Game" will be in English, which makes the material easily transferable to all Europe and worldwide.

OUTPUT DESCRIPTION

Serious games are considered today as one of the most innovative and effective ways of learning and assessing. It is argued that serious games can provide more meaningful and authentic contexts for assessments through interactive immersive environments. Moreover, the increased user engagement in assessments that can be promoted in these contexts through fun and interactive game design approaches is further

presumed to increase the validity of the assessments compared to typical pen and paper assessments that can be repetitive and boring (Shute & Rahimi, 2017).

In addition, the interactive environment of serious games is being explored as a means to reduce user test anxiety through a "stealth" approach. Finally, the serious games provide a context for measuring and assessing a broader range of skills compared to traditional assessment approaches. These skills include competencies that have been identified in various domains as important for success in the "real world." Some examples of serious games in the field of assessment are [Biz-e Bee] (assessing the skills of people to become entrepreneurs), [Owiwi] (assessing the skills of employees).

INSPIRE serious game is focusing on assessing the skills and competences of the players in terms of their personality and career roles so as to provide them guidelines on how to form a strong team for their Social idea. In the beginning of the game the players select their character (female or male) and pick their characteristics (age, nationality, etc). Then the player is transferred to an environment where he or she has to solve a problem based on SDGs. S/He should find the resources, plan a business model, find team members, within his/her network or through social media and try to grow his/her social enterprise. During the game the player will meet these and other specific challenges and he/she has to choose between different options. The different options that players have will be based on existing assessment tools explained in O2, while the business challenges and social media tactics will be based on O3. At the end of the game the player will receive an assessment on his/her skills and competences as well as his/her personality characteristics and roles within a team.

A first version of the game will be designed before the second training. The partners will test a first beta version of the game during the second training. They will give feedback on the scenario of the game and the effectiveness of the assessment. Challedu will use this feedback to produce a next beta version of the game. After the second training workshop 2 pilot workshops with 5 young people (18-24) in each country will be organized by each partner in order to test the next versions of the game.

The development of O4 will be done through the next Activities:

1st Activity: *Development of the frame and main mechanic of the game.* Challedu will develop the frame of the game and define the main parameters and mechanics of the game. Based on the methods presented in O2, O3 and mainly the assessment tools of O2 Challedu will decide the main mechanism of the game and the core scenario (scope of players, levels, challenges, mechanism of challenges, mechanism of interaction etc).

2nd Activity: *Script design.* The script of the game will be based on the frame and main mechanic of the game (O4-A1) and O2, O3 guides.

3rd Activity: *Programming of the game/ backend.* Specialized game-developers of Challedu will program the first beta (test) version of the game.

4th Activity: *Development of graphics and sound of the game.* Specialized graphic designers and animators 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. Moreover game-sound designers will create the sound environment of the game.

5th Activity: *Development of a guide for the implementation of the game*. A guide on how to download and play the game in person or in groups will be created. The guide will address young people, youth trainers, career advisors, coaches etc. It will be in all languages of the consortium (Greek, English and Spanish). Specific guidelines will be given on how to implement the game in NEETs groups

SPECIFICATIONS OF O4

After thorough analysis of the proposal, meetings and the questionnaire answered for the present output it was clarified that the game will be a solo digital game thus not played in groups and it will take max 30-45min to be completed (preferably less than 30min).

Main scope and expected results of the project in national and European level

Some of the desired impacts and results of the INSPIRE project are already evident. The four partners from three different countries have been collaborating successfully from the beginning of the project, bringing together their expertise for setting the foundations of the whole project as expected. In the upcoming months, the consortium will create more opportunities for collaborations at the National and European level. The platform of the project, which has already been established (https://inspireyouth.eu/) is going to function as an OER Open Educational Resource, available in English, Greek and Spanish for outputs O2, O3, and the guide of O4. The experience of the partner organisations but also of other individuals will lead to a fruitful collaboration and co-creation of the material.

A great network between youth centres, technology institutions, educational training centres, game-design companies who are active in the Social Entrepreneurship will be developed through the dissemination strategies, exploitation strategies and workshops. Youth trainers, career advisors, coaches, relevant professionals' game-designers, game-developers, social media experts and other professionals will have the opportunity through this OEC, to pursue Continuing Professional Development. This will de facto strengthen their skills.

One of the major ambitions of this project is to promote self-awareness, self-management and self-motivation to young people (age 18-24) through serious gaming and empower them to develop skills and competences in terms of Social Entrepreneurship.

Social Entrepreneurship will be promoted to a local, national and European level even from the Methodological guide of INSPIRE project.

Then, according to each person's aspiration, background and targets he/she can go deeper through Output 2 for familiarising more with existing examples of assessment tools for assessing their personality and their plausible role in a team of Young Entrepreneurs, best practices existing approaches, methods, tools, examples of career

development, vocational choice, psychometric theories and tools, team building from the partner countries but also from Europe in general.

Through Output 3 young people who want to start their Social Enterprise can indulge into approaches, practices and examples from different European countries and specific tools addressing the fostering of Social Entrepreneurship. They will also familiarise with specific activities promoting Social Entrepreneurship including specific directions to viable business models.

The most innovative output of all, the INSPIRE Serious Game, will be an asset to Young people, youth trainers and other professionals worldwide, as it will be the culmination of all the material. It is also going to be given in the English language, which will enhance its transferability. This game will address the needs of young people in terms of "fun", while running a psychometric assessment and engaging young people with aspects of Social Entrepreneurship. The assessment will lead young people to identify their role in a SE and collaborate with the complementary team members in the design and implementation of a Social idea.

Foreseen impacts on young people (age 18-24):

- 50 young people will participate in pilot workshops based on O2, O3 (12-15 from each organization)
- 15- 20 young people will participate in pilot playtesting workshops of testing the first beta version of the game (5-7 from each organization)
- develop competences and skills on Social Entrepreneurship
- use instruments to identify skills, competences and personality characteristics through INSPIRE serious game
- enhanced learning experiences through serious game
- 20 young people will play the finalized game (5 from each organization)
- 400 young people will be aware of outputs and results of INSPIRE project through the dissemination actions, multiplier events and website

Now, the expected impacts on youth trainers and relevant professionals include analytically:

- 10 trainers and professionals who will participate in C1 and develop their skills in Career development, team building, social media and Social entrepreneurship
- 10 trainers and professionals to participate in C2 and will develop their skills in terms of game-based learning and assessing
- 20 more trainers will be trained in use of toolkit and game through train the trainer workshops in the partners countries by the trained staff (5 from each partner)
- 200 more trainers, professionals, stakeholders etc will become aware about the outputs and results of the project through the dissemination actions, multiplier events and website.

Foreseen impacts on other stakeholders (e.g. universities, youth organizations, career centers, HR managers, NGOs, Social enterprises, start-ups etc):

- 400 persons related to other stakeholders will get aware of the INSPIRE project outputs and results through dissemination actions, multiplier events and website.
- visit website, find toolkit, guides and game
- use INSPIRE serious game in their context

During the project (as a short-term impact), 1500 young people, youth trainers, career advisors, coaches, relevant professionals, HR managers, Social media experts, etc will be aware of the project, seminars, events and be invited to use the project's outputs. In the long term, we expect during 5 years after the project completion, through the website and the INSPIRE serious game, 100 trainers-professional will increase their competences and 500 young people will have played the serious game. Moreover, during this period, 5000 persons, including young people, youth trainers, relevant professionals, local people etc will be aware of the INSPIRE project through the dissemination actions to be carried on accordingly to the sustainability strategy.

EVALUATION OF PROJECT RESULTS

To assess the project outcomes, we will analyse the different results obtained to determine their relevance in the project framework and in the target groups. In order to assess whether and to what extent the project reaches its objectives and results, both quantitative as well as qualitative indicators will be used.

The partners of the project "INSPIRE" have set qualitative and quantitative guide indicators for the activities, the outputs, the deliverables, the results, the aim and the scopes of the project.

The following **indicators** have already been established

(Further refinement during the project will be done.)

- Meeting of all deadlines
- Team satisfaction level of 7 or higher on a scale from 1 to 10
- Spending of budget on track with outputs
- 1 skype call per month (if needed)
- 1 transnational meeting per year
- Develop all outputs on time (O1, O2, O3, O4)
- Publications on online and offline resources- at least 8
- Distribution of leaflets at events- at least 400

Using the results of the evaluation reports, the partners will decide how to improve the final outputs and enhance the dissemination and valorisation plan at the end of the project.

The assessment of the impacts of the INSPIRE project will be measured via both quantitative and qualitative methods under a complementary perspective. Measures will be taken in pre-determined short-term and long-term periods of time. The team of this project has already developed a Quality Assurance Plan, which includes all partners' responsibilities and indicators for monitoring the project's success. The Quality Assurance Plan is available to all partners and stakeholders involved via questionnaires, checklists and interviews, depending on the information needed to collect.

Europa Media Creadiva (MC2020) is in charge for the assessment of the Quality Assurance Plan, in order to measure the impacts, proceed to changes/corrections and for the dissemination of knowledge gained and the benefits of this project.

Indicator 1-quantitative:

- Participation in pilot workshops concerning O2, O3; 20 young people will participate (5 from each organization)
- Participation in playtesting sessions; 20 young people will test the game (5 from each organization)
- Participation in learning training activities; 10 staff of organizations in C1, 10 staff of organizations in C2
- Participation in train the trainer workshops; 20 youth trainers (5 from each organization)
- Use of the finalized games; 20 young people, (5 from each organization)
- Visits in website; 1500 visits within the 2 years of project implementation

Indicator 2- qualitative:

- Number of young people filing more capable to create a Social Enterprise (Evaluation Forms)
- Number of young people filling more aware of their skills and competences and understand hot 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

Reports will be made through the administration of evaluation questionnaires.

Data will be collected through participant data sheets, contact and meeting registers, electronic assessment tools.

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The achievement of objectives and results will be built in a way that the Intellectual Outputs and Activities will be 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 will be the next:

Result 1: O1- Methodological guide of INSPIRE project

Indicator 1.1; Concluded in Month 6

Indicator 1.2; Content according to Form O1

Indicator 1.3; 7 members of staff out of 10 find the material easy to follow

Indicator 1.4; Improvements according to feedback reports of partners

Result 2: O2- Learning training guide for career development and psychometric methods

Indicator 2.1; Concluded in Month 12

Indicator 2.2; Content according to Form O2

Indicator 2.3; Participation of 10 trainers to C1

Indicator 2.4; Testing of tools to 20 young people (age 18-24)

Indicator 2.5; 7 trainers out of 10 find the material easy to implement and effective

Indicator 2.6; 7 young participants out of 10 find the material interesting

Indicator 2.7; Improvements according to feedback reports of testing

Result 3: O3- Learning training guide for Viable business Models of Social enterprises addressing SDGs (Sustainable Development Goals) and effective Use of Social Media

Indicator 3.1; Concluded in Month 12

Indicator 3.2; Content according to Form O3

Indicator 3.3; Participation of 10 trainers in C1

Indicator 3.4; Testing to 20 young people (age 18-24)

Indicator 3.5; 7 trainers out of 10 find the material easy to implement and effective

Indicator 3.6; 7 young participants out of 10 find the material interesting

Indicator 3.7; Improvements and updates according to feedback reports.

Result 4: O4-INSPIRE Innovative psychometric Serious Game.

Indicator 4.1; Concluded in Month 24

Indicator 4.2; Content according to Form O4

Indicator 4.3; Participation of 10 trainers in C2

Indicator 4.4; Testing to 20 young people (age 18-24)

Indicator 4.5; 7 trainers out of 10 find the game easy to implement and effective

Indicator 4.6; 7 young participants out of 10 find the game interesting

Indicator 4.7; Improvements and updates according to feedback reports.

EVALUATION AND QUALITY ASSURANCE OF THE PROJECT'S OUTPUTS

The consortium considers the evaluation for the quality assurance of the project's outputs and expected results very important. From the first Kick off meeting, the consortium has built the team to be working on the Quality Assurance Plan of the project.

Here a small debriefing will be given only on how the evaluation of the outputs and results will be achieved in order to reassure quality of the project.

EVALUATION OF PROJECT OUTPUTS

According to the proposal. All outputs are structured in such a way that partners need to collaborate closely and share their experience and expertise in developing the outputs.

FORMATIVE ASSESSMENT OF OUTPUT 1 'METHODOLOGICAL GUIDE OF INSPIRE PROJECT'

More specifically the Quality Assurance of the first output during its commencing included mostly feedback within the consortium and several online meetings. The initial proposal and intentions were to populate the Guide and grant access to it to the focus group(fg) /peer reviewers (pr)/ and associated partners (ap). A cycle of feedback/adjustments would have then commenced until it is agreeable by the fg/pr/ap. Due to the lockdown in all the partner countries because of the pandemic, only internal peer reviews and focus groups were commenced within the organisations but with project managers that were not involved in the INSPIRE project and with youth trainers within the organisations. The colleagues (project managers) were given a finalised version of the guide to comment on and a focus group also was scheduled 10 days after the population of the guide to discuss points of improvement. This is given more clearly in the following cycle:
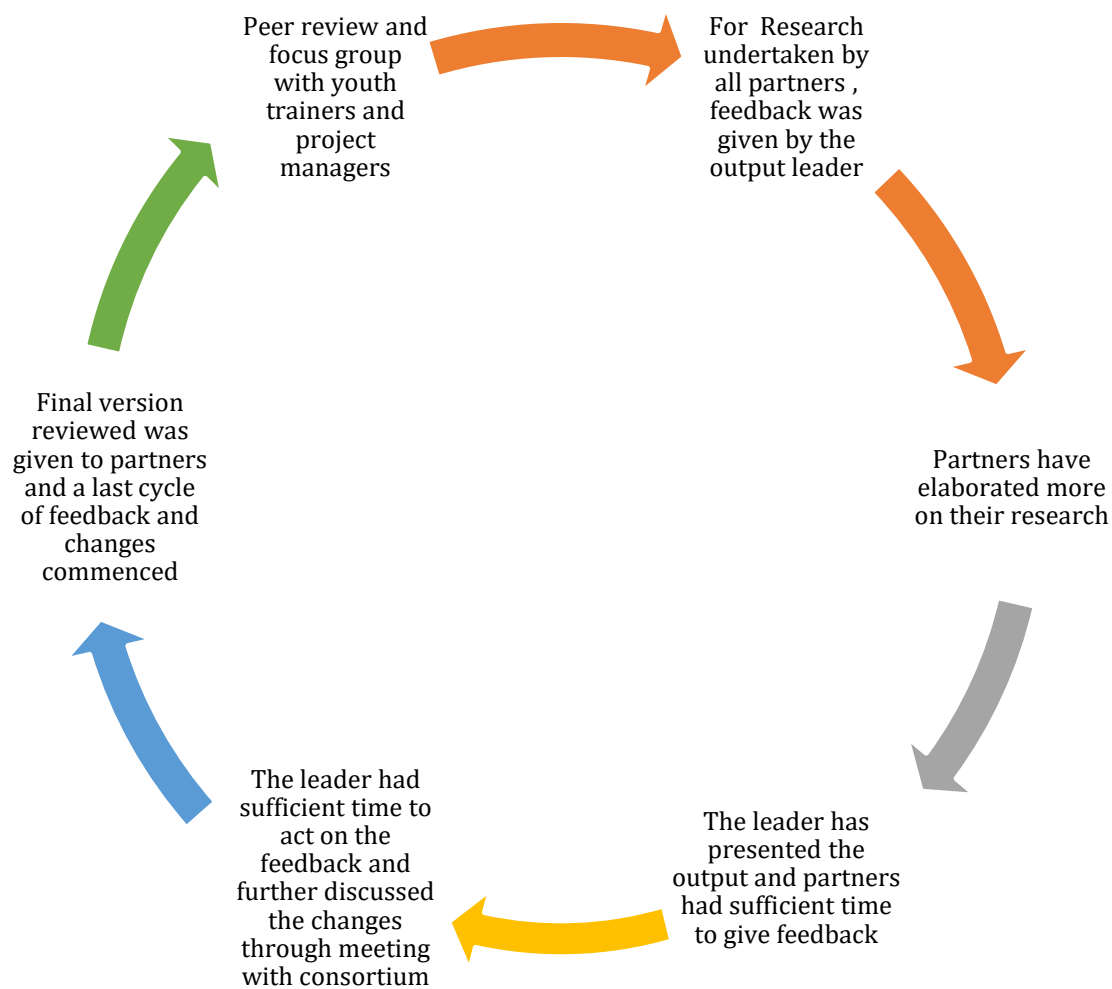
Figure 1 Actions assuring quality of Output 1

SUMMATIVE ASSESSMENT OF OUTPUT 1

The Output 1 is only going to be assessed internally by a Google form to be filled by all partners. Then a report can be made by the output leader.

The evaluation form of the first output will include both closed questions on a Likert scale from 1= Very poor 5= Excellent and open-ended questions for partners to elaborate. More details are given in the Quality assurance plan of the project.

FORMATIVE ASSESSMENT OF OUTPUT 2 'LEARNING TRAINING GUIDE FOR CAREER DEVELOPMENT AND PSYCHOMETRIC METHODS'

The Quality Assurance of the second output during its commencing will include mostly feedback within the consortium and monthly online meetings. In antithesis with the first output the second output will also be evaluated by the partners during the C1 and the target group during the pilot workshops. This target group involves 12-15 people from each organisation thus giving us a total of approximately 50 participants from Greece, Spain and Cyprus. The uncertain situation of COVID-19 does not let us know a priori of whether the C1 training will precede the local training. The final one will be ready to be disseminated and exploited, by start of February 2021. This is given more clearly in the following cycle:
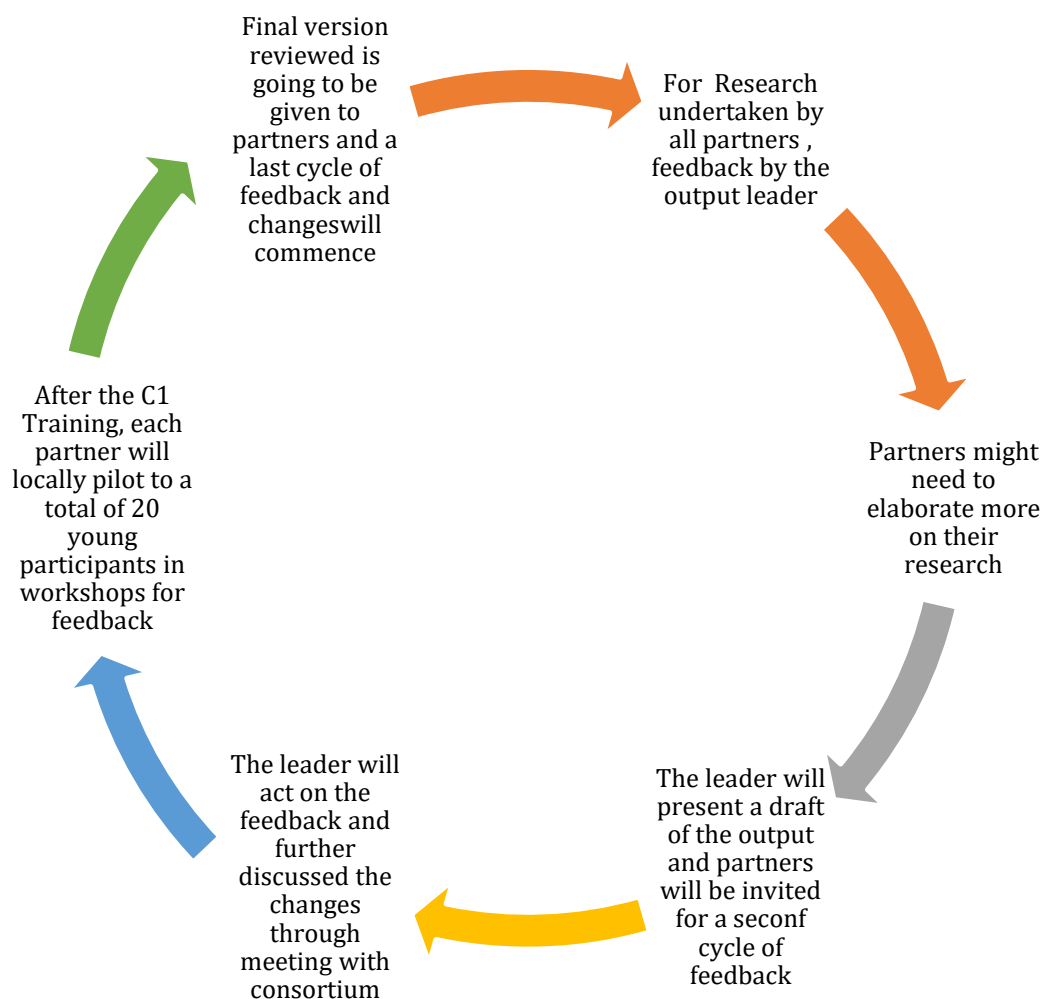

Figure 2 Actions assuring quality of Output 2

Summative Assessment of Output 2

The second output will be evaluated both by the consortium and recipients of the guide for its final version to be launched. The Output 2 is going to be assessed internally by a Google form to be filled by all partners and externally with the target group which will involves 12-15 people from each organisation thus giving us a total of approximately 50 participants from Greece, Spain and Cyprus who are going to participate in the pilot workshops and who can answer a slightly modified version of the questionnaire to be answered internally (with less questions and details). The same modified questionnaire can also be given in the first learning training activity for more feedback. Then a report can be made by the output leader.

The evaluation form of this output will include both closed questions on a Likert scale from 1= Very poor 5 = Excellent and open-ended questions for partners to elaborate. The evaluation form is already developed by the Quality Assurance leader MC2020.

Formative Assessment of Output 3 'Learning Training Guide for Viable business models of social enterprises addressing SDGs

The Quality Assurance of the third output during its commencing will include mostly feedback within the consortium and monthly online meetings. It will also be given for feedback by partners in the C1 Training activity and then it will be evaluated by the target group in local pilot workshops. This target group involves 12-15 participants from each organisation thus a total of 50 participants from all 3 countries. Then we will have the final one to be disseminated and exploited, some more modifications might possibly occur after the feedback. This is given more clearly in the following cycle:
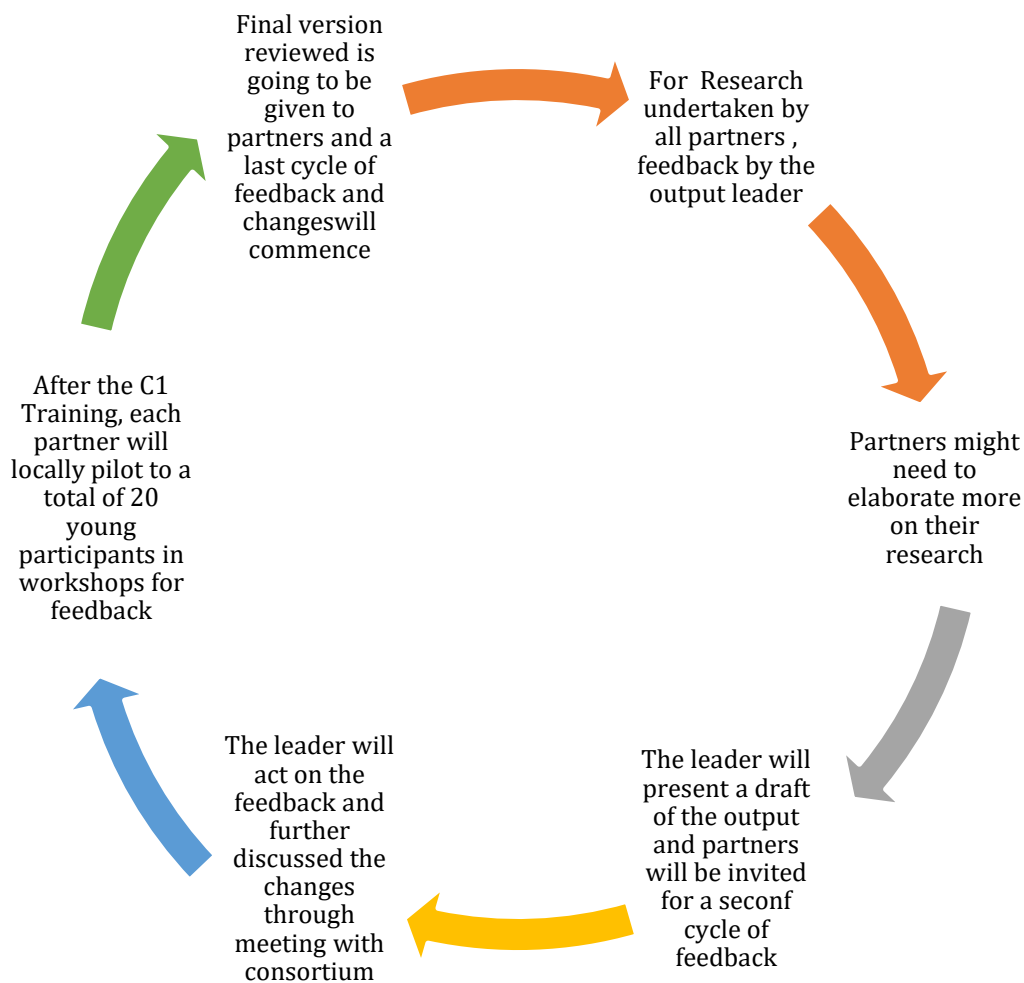
Figure 3 Actions assuring quality of Output 3

OUTPUT 3 SUMMATIVE ASSESSMENT

Like with the Second output the Third one will also be evaluated both by the consortium and recipients of the guide for its final version to be launched. The Output 3 is going to be assessed internally by a Google form to be filled by all partners. The 50 external participants from all 3 countries (12-15 from each organisation) who are going to participate in the pilot workshops can answer a slighlty modified version of the questionnaire than the one given internally around the areas of didactic and pedagogical suitability, content, language of the output, structure and aesthetics. The same modified

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questionnaire can also be given in the first learning training activity for more feedback. Then a report can be made by the output leader.

The evaluation form of the first output will include both closed questions on a Likert scale from 1= Very poor 5= Excellent and open-ended questions for partners to elaborate.

FORMATIVE ASSESSMENT OF OUTPUT 4 SERIOUS GAME

As this output in antithesis with the others does not involve a theoretical type, its applicability is also evident in the way it is evaluated. See cycle below for more details:
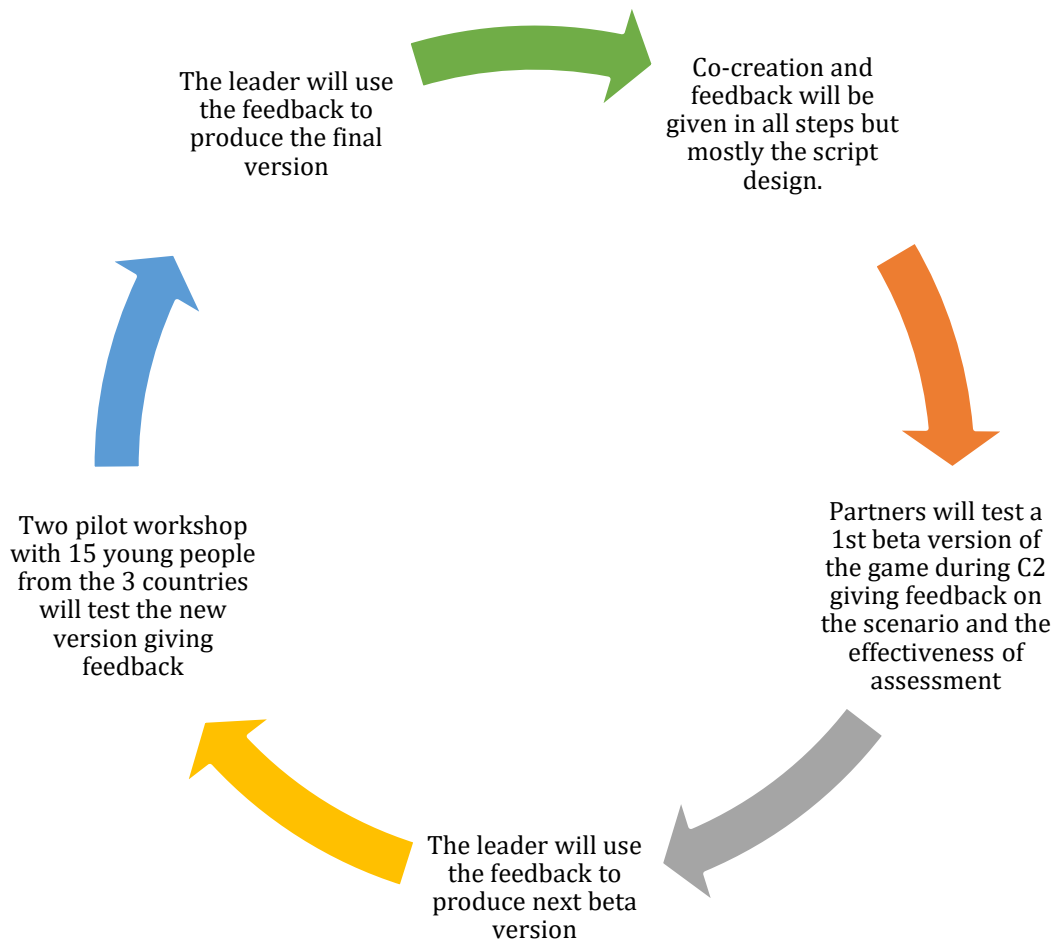
The leader will use the feedback to produce the final version

Co-creation and feedback will be given in all steps but mostly the script design.

Partners will test a 1st beta version of the game during C2 giving feedback on the scenario and the effectiveness of assessment

Two pilot workshop with 15 young people from the 3 countries will test the new version giving feedback

The leader will use the feedback to produce next beta version

Figure 4 Actions assuring quality of Output 4

OUTPUT 4 SUMMATIVE ASSESSMENT

The evaluation form of this output will include both closed questions on a Likert scale from 1= Very poor 5= Excellent and open-ended questions for partners to elaborate most probably around :

a. Didactic and pedagogic suitability of the game
b. Script of the guide of the game
c. Mechanics of the guide of the game
d. Graphics of the guide of the game
e. Usefulness
f. Willingness to replay

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