



FemSTEM Coaching Circles™

NATIONAL REPORT

Partner Organisation: CESUR

Partner Country: SPAIN

Pilot: 1



Co-funded by the
Erasmus+ Programme
of the European Union

INDEX

FEMSTEM COACHING CIRCLES™	0
National Report	0
INTRODUCTION	2
RECRUITMENT	2
OVERVIEW OF PARTICIPANTS	3
THE FORMAT AND PROCESS OF THE COACHING CIRCLES™ IN SPAIN	4
ADDITIONAL INFORMATION.....	6
IMPACT OF THE ARTIST CIRCLES™	6
SESSION EVALUATION FORMS.....	8
FINAL EVALUATION FORM	10
TESTIMONIALS.....	11
SOFT SKILLS DEVELOPMENT	12
FACILITATOR’S COMMENTS AND RECOMMENDATIONS FOR IMPROVEMENT	13
CONCLUSION	13
ANNEXES	13

Introduction

This report has been created to report the successes and challenges of the implementation of the first stage of IO3 A4 (piloting 1 of the coaching circles) at national level in all partner countries. Therefore, Spain has prepared a national implementation report recording the results of the FemSTEM IO3 piloting 1 to facilitate the achievement of a common structure and content of the piloting results at a transnational level. This document includes all details about the implementation of this activity as well as suggestions and feedback from participants.

The piloting of the FemSTEM IO3 was held online in July 2021. In total, 6 participants were involved in it, however, only information of 4 (Soft skills, learning agreements and forms) has been collected. This is due to two absences. All participants are related with the IT field and are VET students in the STEM sector, with the expectations of broadening their networks and learning more about the secondary role of women and labour inclusion.

Even though both the participants and facilitator, underlined the importance of face-to-face training in order to be fully capable of implementing the Career Circles™ methodology, the online webinars proved themselves to be valuable alternatives in times of health pandemics, when social contact is restricted, and face-to-face activities are impossible to implement.

Recruitment

The recruitment of participants was implemented via e-mail throughout CESUR's broad network of VET female students as well as through posts on our own social media channel. Due to this dissemination action, more than 40 students were contacted. The selection process was made among the female students enrolled in VET programmes related to computing (mainly Apss and Web Development). Due to some data protection policies, only the ones who had accepted previously being contacted for other purposes were contacted for this activity. In addition, some companies in the field of STEM were also contacted via email.

Mensaje reenviado el 10/06/2021 10:20.

[Si no puedes ver el correo, compruébalo síghe aquí](#)








¡Suma un plus a tu curriculum!

¡Hola, Rocío!

Nos ponemos en contacto contigo desde el Departamento Internacional de **Cesur** como integrante de nuestro alumnado de los ciclos de ciencias y tecnologías porque queremos ofrecerte la oportunidad de participar en nuestro proyecto **Fem STEM** cofinanciado por el programa **Erasmus+**. Puedes consultar más información sobre el proyecto en su [página web](#).

Este proyecto tiene como objetivo paliar la brecha de género en las carreras profesionales **STEM** (Science, Technology, Engineering, Maths) y para ello, Cesur junto a otros socios europeos del programa Erasmus han creado un programa de formación en **coaching** y **soft skills**, competencias cada vez más demandadas por el mercado laboral.

La formación se llevará a cabo los días **6, 7 y 8 de julio de 10:00 a 12:00 de la mañana de forma online** y está dirigida a todas nuestras alumnas y egresadas de los ciclos de la rama de informática.

♥ ¡Nos encantaría contar con tu participación! Se expedirá **certificado de participación** en proyecto europeo.

¡Formación gratuita y limitada!

 Esta formación es completamente **gratuita** y las plazas son **limitadas**, por lo que si estás interesada, te pedimos por favor que nos **confirmites a este correo confirmándonos tu interés de participación** y enviándonos tus datos (nombre completo, ciclo, centro Cesur y número de teléfono).

¡Te esperamos!








Overview of Participants

For each pilot of the IO3 Coaching Circles™, the Partner Organisation brought together a minimum of 5- 7 women in STEM. Below is an overview of the participants involved in the pilot which took place in Spain.

In order to protect the anonymity of participants, and due to GDPR, names have not been included in this document, and just some relevant background information can be found below:

Participant	Background Information
-------------	------------------------

Participant 1	- She is student of development of web applications and she is expecting to work in the sector after finishing her studies. She participated in the three sessions.
Participant 2	She is a student of development of web applications she has been studying IT for many years. She participated in the three sessions.
Participant 3	She is a student of the development of cross-platform applications. She participated in the three sessions.
Participant 4	She is an IT engineer and VET student. She participated in the second and third session.
Participant 5	She is a student of the development of applications web, and she wants information about the sector and knowing women professionals. She participated in the first session.
Participant 6	She is a student of the development of web applications. She participated in the first session.

The Format and Process of the Coaching Circles™ in Spain

The first pilot of the Circles, in Spain was attended by 5 participants. All sessions took place online. The Spanish facilitator was Paula Callejas Ruiz, after finishing her degree in Translation and Interpreting she decided to do a master's related to International Relations where she developed her interest in feminist studies.

<u>Session Number</u>	<u>Date</u>	<u>Number of Participants</u>	<u>Tools Used/Comments</u>
1	06/07/2021	5	Microsoft Teams /PPT presentations/Evaluation forms/Jamboard
2	07/07/2021	4	Microsoft Teams/PPT presentations/Evaluation forms/Jamboard
3	08/07/2021	4	Microsoft Teams/PPT presentations/Evaluation forms/Jamboard

ADDITIONAL INFORMATION

Unfortunately, due to the pandemic it was not possible for us to implement this piloting face to face as it was initially previewed. Failing this, we implemented three sessions online through TEAMS. Participants showed up on time and accessed to the meeting that normally had these characteristics:

- Duration: 2 hours per session and 10min of break, this timeline was prepared in advance by the facilitator.
- Structure:
 - Presentation of the project and the website (session 1)
 - Collection of Learning agreement soft skills forms (Session 1)
 - Collection of evaluation forms (Sessions 1,2 and 3)
 - Ice break activity (Session 1,2 and 3)
 - Present the website and platform (Session 2)
 - Explanation of the concept of coaching circles (Session 1)
 - DEBATE: Problem, change, opportunity (Each one in each session)
 - Use of tools (Two per session): Mental maps, influence circle, what they to start/stop/continue doing/etc, Young/old lady, Roman numbers, etc...
 - SMART goals explanation and recapitulation (Session 1,2 and 3)
 - Collection of soft skills (Session 3)

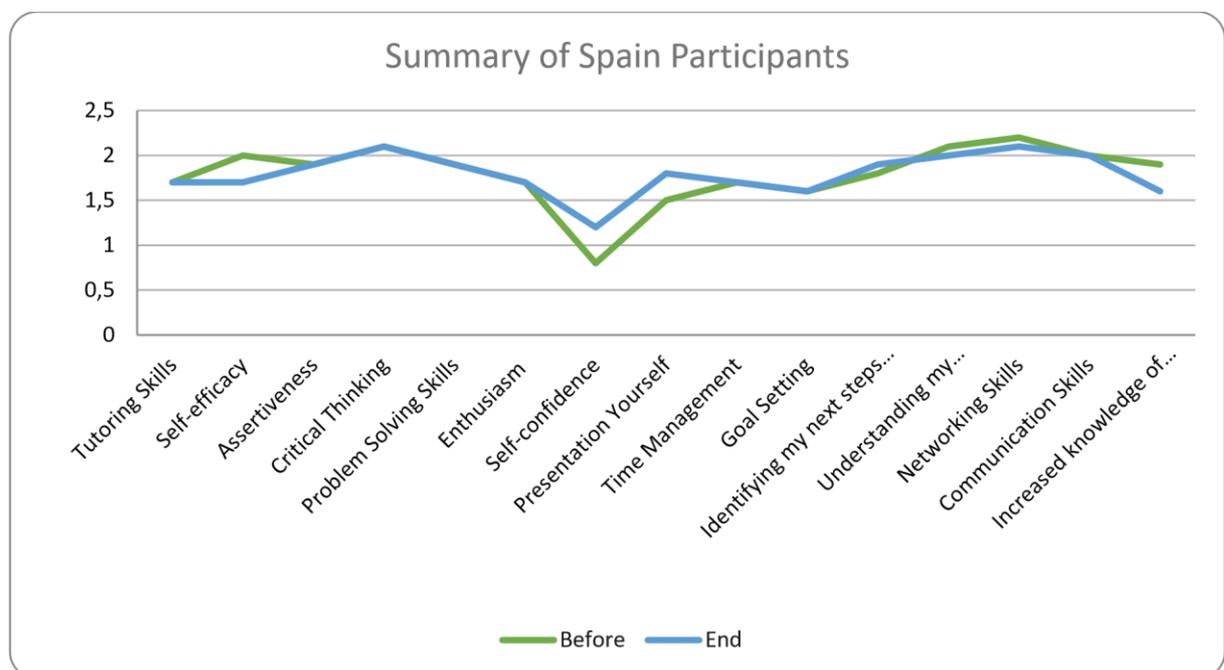
All this was facilitated through Jamboard, an application that allows participants to write, draw or post with freedom in the presentation that the facilitator prepared. Participants showed themselves happy and comfortable with this platform and the interaction was particularly high.

Impact of the Coaching Circles™

In order to ensure a thorough assessment of the impact of the Circles, two evaluation exercises were undertaken by the participants:

- Session and final Evaluation Forms: participants completed one form at the end of each Circle session and a final evaluation form at the end of the last session.
- Soft Skills Development: participants evaluated themselves at the beginning (Circle 1) and end (Circle 3) of the training:

According to this graph line which can be seen below, it can be appreciated how the blue line which corresponds to the second soft skills questionnaire, is higher in the majority of the aspects, especially in self-confidence, presentation yourself, time-management, critical thinking, assertiveness and goal setting. We can also distinguish how there are some other points that did not suffer any relevant alteration (like communication skills) and, additionally, it is important to note that we can also find features that did decrease (like tutoring skills),



- Testimonials: participants were asked to provide testimonials about the sessions they attended.

These forms and feedback will provide the basis for the analysis of the impact of the training programme below.

SESSION EVALUATION FORMS

A Session Evaluation Form was completed by participants at the end of each of the Circle sessions. This included asking the participants about their expectations, the methodology and what they found most useful about the session.

Circle 1

Expectations for the session?

Learning about soft skills.

Getting to know new things and new people.

Knowing more about the STEM field in the female world.

Networking.

3 main things to take away from the session:

Networking, facing new challenging situations and learning more about the FemSTEM Erasmus project.

Managing my feelings, learning other points of views and getting to know new people.

Things that are in my influence zone, what I can and can't control.

What the Coaching Circles are, which smart goals mean and listening to others' opinions.

Other's point of views, coaching circles and soft skills.

The best part of the Coaching Circles™ so far?

The facilitator's talks.

Meeting new people.

Thinking about things I haven't thought about before.

Learning new things.

Open my mind and talking about my own experiences.

Any further comments?

N/A

Follow up session

As our coaching circles were held consecutively because the participants, who are students, were on their summer break and their availability was so limited, we were asked to organize a follow up session with the participants. Once again, their condition of students, made it really difficult to organize a whole meeting through teams, so we did private calls asking them

whether or not the piloting had any impact in their lives. We took note of their comments and in general it could be said that there is a general agreement on the preference of F2F sessions. They also declared that knowing other women's experiences empowered them and encouraged them to be more social and supportive between them. For example, one student stated that she would like to participate in similar activities in order to make networks and new friends of her sector.

FINAL EVALUATION FORM

A Final Evaluation Form was completed by participants at the end of the final Circle session. This included asking the participants the usefulness of the session and how the sessions have helped them in thinking about the next steps to developing in the STEM sector.

				
Were the Coaching Circles™ useful for your soft skills development and goal setting?		1/4	1/4	2/4
Do you have a clear idea on your next steps after these sessions?			1/4	3/4
How useful was the peer support, and small group environment, to help you with self-exploration?			1/4	3/4
Would you recommend the FemSTEM Coaching Circles™ to a friend?				4/4

How have the Coaching Circles™ helped you to think about moving forward with your career in STEM and/or your soft skills development and you next steps to achieve this?

“Increase their soft skills”

Any further comments or notes regarding the Circles?

N/A

TESTIMONIALS

Name: Paola (Edith)

Took part in: Pilot [1/2] of the FemSTEM Coaching Circles™ in Spain

How did you find the sessions?

“Very thoughtful and useful”

What did you enjoy most from these sessions?

“To be able to talk with my colleagues about common experiences”

What will you take away and implement after these sessions?

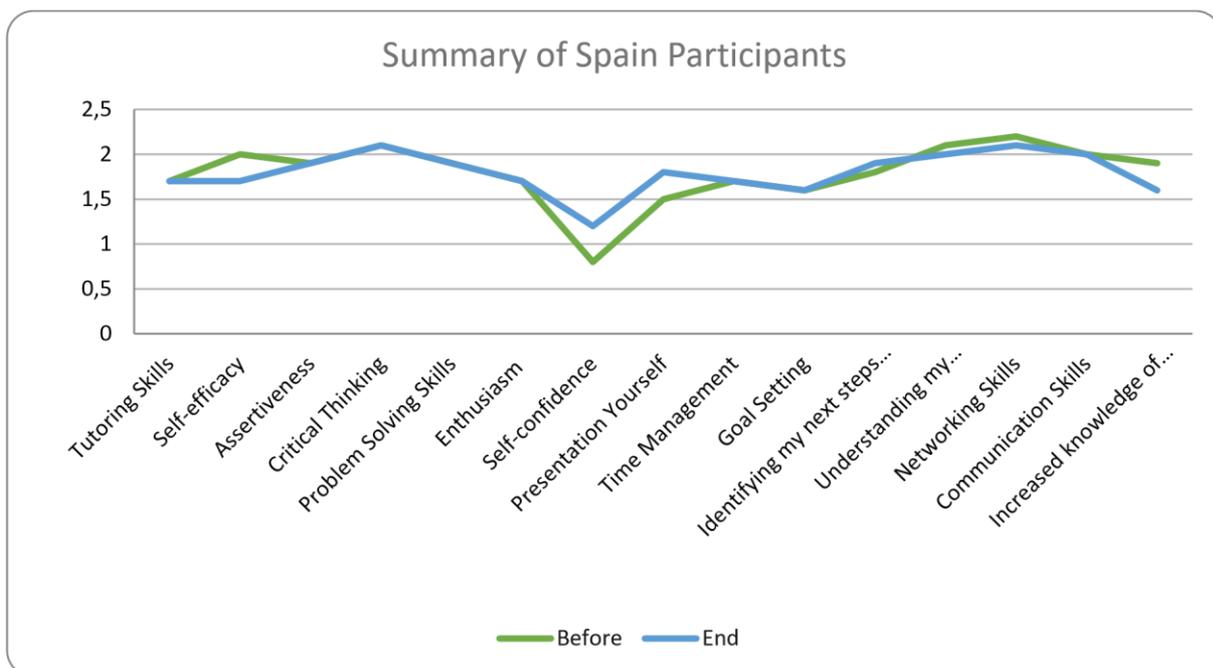
“Assertiveness”

SOFT SKILLS DEVELOPMENT

As we mentioned before we can find three dynamics:

- The skills that have increased: This is the majority group, examples of skills that have increased are assertiveness, critical thinking, problem solving skills, communication, enthusiasm, self-confidence, etc. This can be given by the experience of knowing other experiences and by the reflection provoked by the Coaching circles.
- The skills that have remained the same: Some women did not consider that skills like goal setting changed thanks to coaching circles.
- The skills that have decreased: This is the minority. Skills like self-efficacy or tutoring skills possibly decreased because the activities proposed were not focused to this strictly.

In general, it can be noted how the reaction of the participants is highly positive and this should encourage next efforts to maintain this dynamic when implementing Coaching circles.



Facilitator's Comments and Recommendations for improvement

The whole process was followed without any complication from part of the participants; however, it is true that face to face meetings would have been more enjoyable. During the first session, participants were a bit reluctant to express their experiences and then, the questioning technique did resonate with them as much as it should. Nevertheless, by the second session, they felt more comfortable, so they responded well to the coaching circles technique.

As a facilitator, the facilitator guide was extremely good, complete, and useful. It contained a detailed structure of each session which was particularly meticulous and carefully planned. From my point of view the best tools implemented were tools 5, 7 and 8, while tools 1 and 3 did not provoke great impact. In addition, as I felt that the group was not as open as previous groups, I included ice-breakers activities like 1 true 2 lies. In this activity participants stated 3 facts about themselves (2 of them were lies) and the rest of the group had to guess which was the truth. As I see it, this activity helped the group to be more communicative and open in the rest of the sessions. Therefore, my recommendation is to include more social activities to enable participants to feel more comfortable with each other prior to sharing their personal goals and experiences.

Conclusion

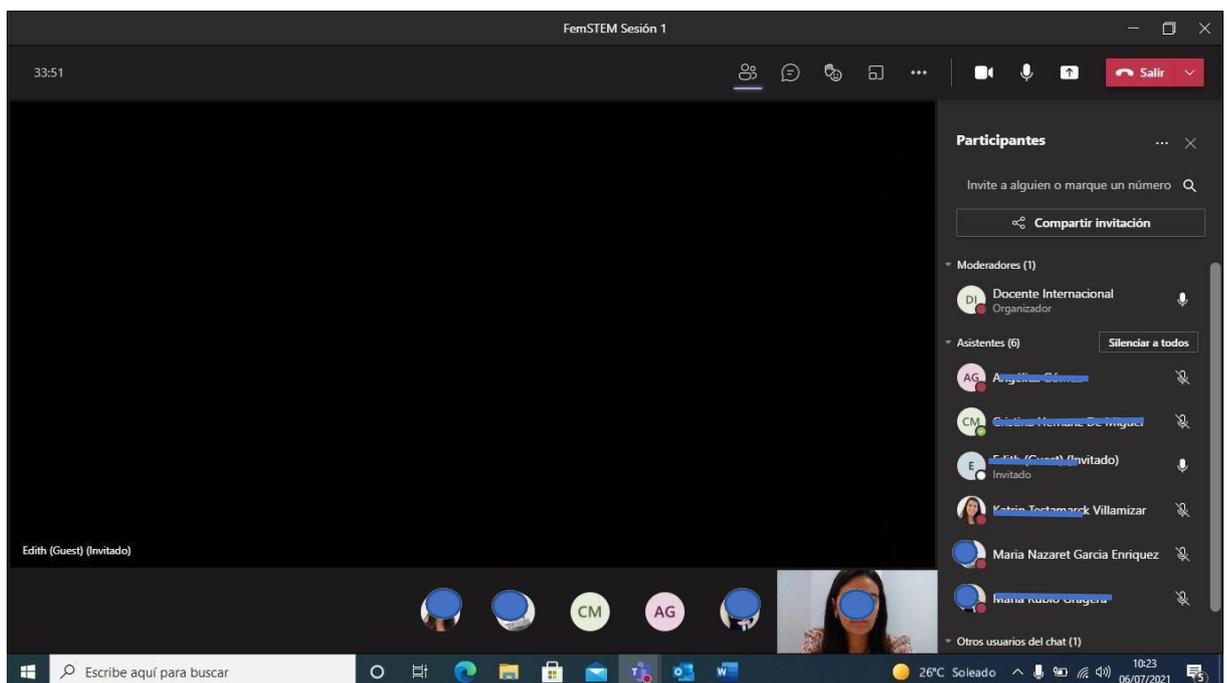
In conclusion, I consider that this piloting has been an overall successful. It has not only served to disseminate the project and test the content, but it also had a real impact on the participants that felt more confident after the third session, even exchanging contact numbers and experiences.

If I had, then, to express any recommendation, I would encourage to include more social activities at the beginning and hold these coaching circles face to face. In addition, I would delete tools like 1 and 3 and I would reinforce the other activities which are more related to self-reflection.

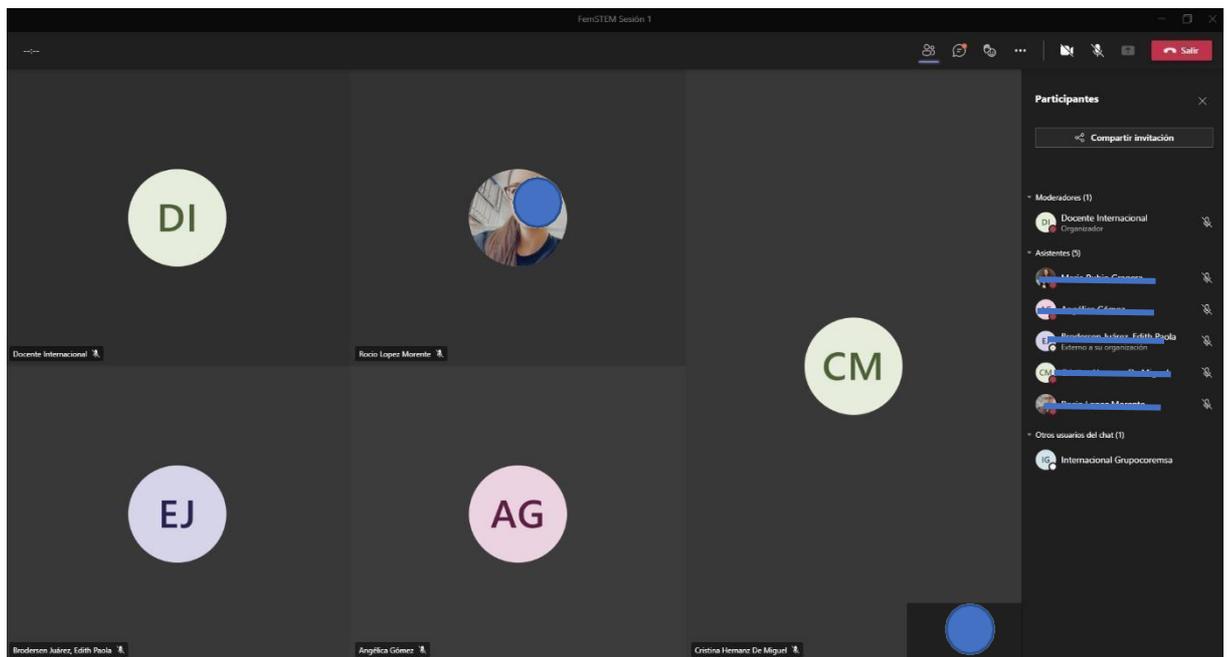
Annexes

- Signed attendance list from each Circle session – or declaration of attendance signed by the legal representative.

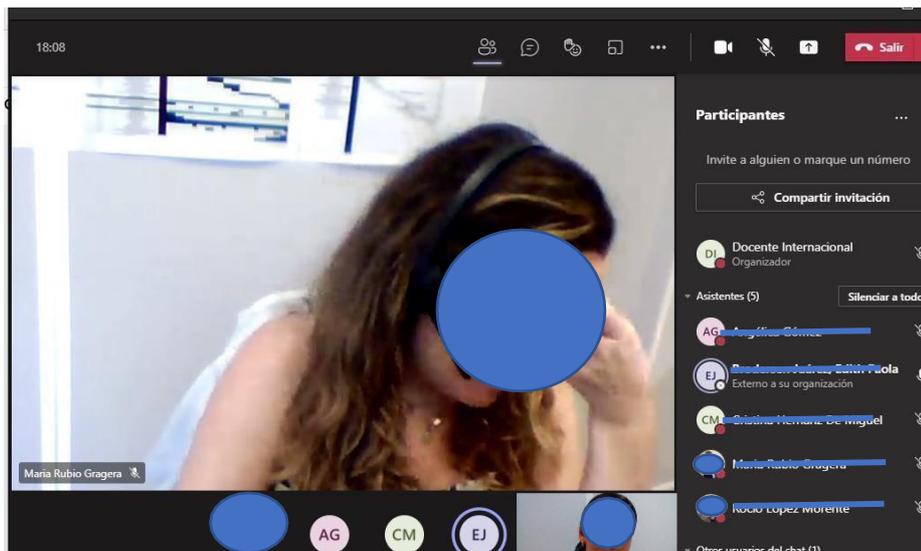
First piloting:



Second piloting



Third Piloting



- Signed Programme Agreement from each participant They can be found in this [folder](#)
- Soft Skills Evaluation (at the start of their journey) - or completed via google form. They can be found in this [Folder](#)
- Soft Skills Evaluation (at the end of their journey) - or completed via google form. They can be found in this [folder](#)

- Session Evaluation Forms (from each session) - or completed via google form. They can be found in this folder [folder](#)
- Photos: (Seen above)
- Evidence of recruitment activities (e.g. screenshots on online advertising, social media, press releases etc): Seen above (Page 3)

PARTNERS



COORDINATOR

Inova Consultancy (UK)

<http://www.inovaconsult.com>

Marina Larios: info@inovaconsult.com



Cesur (Spain)

<http://www.cesurformacion.com>

Amalia Romero Moreno: internacional@cesurformacion.com



CESIE (Italy)

<http://www.cesie.org>

Maryna Manchenko: maryna.manchenko@cesie.org



Women in Digital Empowerment (Luxemburg)

<http://wide.lu>

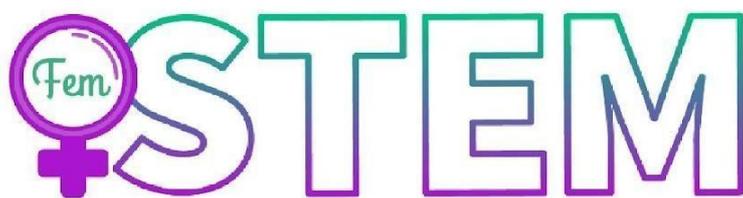
Marina Andrieu: contact@women-digital.lu



University of Thessaly (Greece)

<http://www.uth.gr>

Charalampos Samantzis: hasamant@uth.gr



FemSTEM

Recruitment, retention, progression



Co-funded by the
Erasmus+ Programme
of the European Union



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.