

FINAL REPORT SUMMARY: SCHOOL EDUCATION (SCENARIO 2)

Background and Introduction

The STEAM-AHEAD Final Report is fairly generic, repeating many of the original commitments towards innovation and confirming that all planned objectives were achieved in relation to: improving the competence, confidence and motivation of female pupils through boosting digital and entrepreneurial skills; inspiring female pupils to pursue a career in STEAM through the engagement of female role models in mentoring programmes and promotional activities (including a digital portfolio of successful female role models); equipping educators with gender-sensitive teaching resources; establishing local stakeholder networks of educators and female entrepreneurs; and delivering targeted promotional campaigns.

Results

The STEAM-AHEAD Final Report mentions a number of deviations from the original workplan but are considered as ‘insignificant’ or ‘unavoidable’ and part of delivering a complex and progressive transnational project: [see summary table overleaf](#).

Partner Engagement and Cooperation

The STEAM-AHEAD Final Report confirms that partners were active, and that, in most cases, individual partner contributions were ‘as planned’ in delivering the planned tasks and outputs. There is reference made, however, to the appointment of a new lead partner for digital resource creation and of associated budget changes related to this redivision of tasks and responsibilities. One high-level staff member from each organisation was engaged in the Steering Committee, which came together in virtual partner meetings (22) and face-to-face partner meetings (2) in M1 and M11. The final face-to-face partner meeting was eventually held virtually. Meeting attendance levels averaged 75% across all partner organisations, with one partner showing inconsistent attendance levels, which was a contributing factor to the change in WP leadership. Basecamp was used between meetings for continued partner exchange.

Impact

The STEAM-AHEAD Final Report confirms that all performance indicators were met or surpassed, including:

- Online Survey: 463 invitations; 241 unique responses; 52% response rate
- Focus Groups: 10 events; 5 countries; 100 participants
- Modules: 2 modules; 30 notional learning hours each; challenge-based learning included
- Guides: 1 multi-language mentor guide; 1 multi-language educator guide - eventually 4 languages (EN-EL-FR-ES); NL translation considered unnecessary
- User Testing: 22 educators; 5 countries; 320 pupils; 100% feedback; 70% satisfaction
- Role Models: 25 role models in 5 countries accompanied by multi-language portfolio (EN-EL-FR-ES but not NL)
- Mentoring: 25 mentor-mentee pairs established; 100% feedback; 70% satisfaction
- Digital Platform: 1 multi-language digital platform (EN-EL-FR-ES but not NL); 80% satisfaction
- Multiplier Workshops: 5 events across 5 countries; 122 participants: 81% of original participation target; 78% satisfaction.

Sharing and Promotion

The STEAM-AHEAD Final Report confirms that all planned activities/tools/channels were used to actively engage and inform key stakeholders via a process of continuous promotion, including: a website and digital learning platform; partners’ social media profiles, local multiplier workshops, and regular blogs.

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WP1: Project Management (€49,500)

Actions were delivered ‘mostly as planned with a few insignificant or unavoidable changes’ and included regular meetings of the STEERING COMMITTEE (reviewing progress, sharing experience, planning future actions), QUALITY ASSURANCE (internal peer review; external evaluation; pilot activities including positive feedback from 70% of participants; changes to leadership roles), BUDGET MANAGEMENT (six-monthly reporting on expenditure and time spent) and RISK MANAGEMENT (review of emerging risks; agreement on risk management or prevention actions). Satisfaction score: 9.

WP2: Needs Mapping and Co-Creation/Testing/Validation/Translation of Digital Learning Resources (€88,500)

Actions were delivered ‘mostly as planned with minimal changes and deviations’ including: Needs Mapping via an Online Survey (241 respondents; 52% response rate) to consider development and awareness-raising needs of female pupils in relation to STEAM careers and professions, presented in a five-page ‘review report’ delivered in EN/EL/FR/ES (not NL); Co-creation of Curriculum and Digital Learning Content, including consultation of DigComp/EntreComp frameworks and delivery of two modules, covering 64 notional learning hours, and Guide for Educators; User Testing & Validation involving 22 educators from the participating countries and institutions and with outreach to 320 female pupils in initial pilot activities; Translation of materials to 3 additional partner languages (for ES and FR, translation was prior to the pilots; no NL translation). Satisfaction score: 9.

WP3: Portfolio of Successful Female Role Models and Mentoring Programmes (€49,500)

Actions were delivered ‘mostly as planned with minimal changes’ including: Call for Participation of Female Role Models (46 were identified; 27 showed interest; 25 were selected: 5 per country) and local welcome and induction meetings were held; Portfolio Development and Translation allowed key data to be collected and shared on participating Female Role models, with the portfolio eventually hosted online in English and key partner languages (not NL); and Local Mentor Pilot Programmes in which the 25 role models were each paired with a single (matched) female student following an agreed three-month programme in which experiences were shared and career aspirations actively discussed. Satisfaction score: 10.

WP4: Digital Platform Development and Testing (€23,000)

Actions were delivered ‘mostly as planned with minimal changes’ including: Development of Multi-Language Digital Platform in EN/EL/FR/ES (not NL) to host digital learning content and a digital badging function, as well as the digital portfolio of successful female role models (written and video-based content) and a simple mentor matching tool for use by schools. Design, prototyping and alpha testing formed the basis of the first project year prior to piloting activities being launched in which Mentor-Mentee Pairs were formed (25) for a 12-hour / 12-week mentoring programmes. Satisfaction score: 9.

WP5: Communication, Dissemination and Multiplier Workshops (€39,500)

Actions were delivered ‘as planned’ and included: a range of targeted activities during the project lifetime to promote STEAM careers for women and girls, as well as the importance of positively addressing this in school environments and lessons, engaging key educational and policy-level stakeholders with an interest in the targeted developments. Post-project roles and responsibilities were agreed, including future promotional and digital hosting actions. Multiplier workshops were a resounding success and engaged 123 participants in 5 national events: 81% of target for participation. Satisfaction score: 9.