



BLOOMING
Inclusion and Diversity in STEAM

Training teachers for promoting inclusion and diversity in STEAM

Training programme pack



ΠΑΝΕΠΙΣΤΗΜΙΟ
ΔΥΤΙΚΗΣ ΜΑΚΕΔΟΝΙΑΣ



**Università
degli Studi
di Palermo**



BLOOMING
Inclusion and Diversity in STEAM

**BLOOMING Training
Programme**

www.erasmusblooming.eu



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Introduction

This training package has been developed as part of the project “Blooming the future of STEAM: Promoting inclusion and diversity in STEAM for a sustainable future”, co-funded by the Erasmus Plus Programme of the European Union.

All the resources produced in the context of the project and mentioned in this document are available at www.erasmusblooming.eu.

This training pack is designed to support trainers in developing and delivering effective and adapted training activities for teachers on promoting inclusion and diversity in STEAM.

The training can target particularly teachers of all subjects and at different levels of education, as well as future teachers, as part of their initial teacher education. It draws from the research and insights of the Erasmus+ BLOOMING project and on the experience of pilot training activities organized in Greece, Ireland, Italy and Romania, as part of the project.

Users of this training programme pack can get inspiration, ideas and practical suggestions and resources to design and deliver their own training activities, taking into account the contexts and needs of targeted participants and therefore they should select, adapt and combine the materials provided in a way that best suits their needs.

The proposed training programme is structured in five practical and interactive modules. Each module combines theoretical grounding with hands-on strategies for transforming classroom practices, including the use of the various resources offered by the Blooming project.

The training can be delivered in sequence as a one-day course, adapted for delivery over separate sessions in different days, or adapted for shorter formats. Each module includes learning outcomes, session plans, suggestions for slide texts, and support materials for participants.

Training objectives, approach and structure

Training objectives

The training programme has two main objectives that complement each other to enhance the capacity of teachers and schools to promote inclusion and gender equality in their work and specially to empower girls, including girls who face multiple intersectional barriers, to consider studying and envisaging a professional career in STEAM:

1. To raise the awareness of teachers on the need to prevent gender stereotypes to limit the options of girls in engaging in STEAM fields, on the role that teachers can have in both reproducing stereotypes and on challenging them
2. To enable teachers to design and implement pedagogical interventions, including interventions based on the use of the Blooming resources, to promote equality and inclusion in STEAM.

Teacher of all subjects and all levels of education can benefit from this training. The training can be particularly useful for teachers of STEM subjects. Training activities can target teachers from the same school, or teachers from different schools. When the training is done for teachers from different schools, it is more effective if there are several teachers from each school, so that they can support each other and cooperate to implement what they learn in practice.

Overview of the modules

The training proposed is structured in five modules:

Module	Title	Key Question	Duration
1	Understanding Gender & STEAM	Why Do Gender and Cultural Equity Matter in STEAM Education?	90 min
2	From Awareness to Action	How Can Teachers Build Girls' Confidence and Participation in STEAM?	120 min
3	Inclusive Classroom Practices	How Can We Design STEAM Learning Environments That Promote Equity?	90 min
4	Culturally Responsive STEAM Education	How Can We Support Girls from Diverse Backgrounds to Thrive in STEAM?	90 min
5	Planning for Whole-School Engagement	How Can We Sustainably Promote Gender and Cultural Inclusion in STEAM?	90 min

It is recommended to follow the modules in this order, as they rely on each other. In case that in the specific context of the teachers involved there are no issues with cultural or social barriers, Module 4 can be skipped, replaced, or adapted. For example, in certain cases it may be necessary to insist more on awareness aspects, while in others more time could be needed to discover the Blooming resources and reflect on their potential use.

The session plans for each module include estimations of time for the various sections or activities. These are indicative and should be adjusted depending on the number of participants and on their specific needs.

Training approach

The training is not supposed to be a sequence of lectures, but an interactive exercise, in which participants engage and reflect together. For the interaction and reflection to be effective, it is important to establish from the start a set of key principles:

- The training is a safe space, in which everybody is encouraged to share personal views, opinions, experiences and questions, without the concern of being judged or blamed
- The training is an opportunity for participants to learn from the trainer and the materials that are presented, but also from each other
- To ensure the benefits of interaction, the trainer will start each module with an interactive activity and include group work in which all participants take part and have an active role.
- The trainer is not someone who knows all answers and can tell participants what they should do in their practice. On the contrary, the role of the trainer is to coordinate and facilitate an open and interactive learning process. The trainer provides also input, but encourages and supports participants to reflect and make sense of these ideas for their own practice
- Teachers are recognised as the best experts who know their work context and can make the best decisions on how to interact with their students
- Reflection, individual, in small groups and with the whole group, is a key part of the learning process. Thus, all modules end also with a section dedicated to reflection and participants are also encouraged to record confidentially their thought in an Individual training reflection journal.



MODULE 1: Understanding Gender & STEAM

Key question: Why Gender and Cultural Equity Matter in STEAM Education?

Duration: 90 minutes

Learning Outcomes:

Participants will:

- Understand the structural and cultural causes of gender gaps in STEAM.
- Identify how gender stereotypes affect students' choices and performance.
- Recognize how cultural and social barriers intersect with gender in shaping opportunities and decisions related to a potential STEAM professional career.
- Reflect on their own beliefs, implicit biases, and influence as role models.

Session Plan

1. Welcome and Introduction (15 minutes)

- Recall the general aim of the training, the overview of the modules, and introduce the objectives and structure of Module 1
- Clarification of the approach that the training programme proposes (as defined in the respective section of the Training Programme Pack)
- Icebreaker: "What was your best and worst experience with math or science as a student?"

2. Key Concepts (15 minutes)

- Mini-lecture with slides:
 - Gender Equality in the EU: Treaty of the European Union, EU Gender Equality Strategy
 - Key concepts: Gender roles, stereotypes, structural discrimination, intersectionality

3. Group Activity: Stereotypes and Bias Mapping (20 minutes)

- Handout: Examples of subtle and overt stereotypes in classrooms
- In groups of 3–4: Participants identify which stereotypes they have encountered or unintentionally reinforced
- Discussion: "How do these influence students' self-perception?"

4. Cultural Barriers and Intersectionality (15 minutes) (optional)

- Case study: "Elena, a Roma girl with top marks in math, begins to disengage in high school."
- Questions:
 - What additional barriers might Elena face beyond gender?
 - How can teachers recognize and respond to cultural-specific challenges?

5. Reflection and Debrief (15 minutes)

- Individual reflection: "When might I have unintentionally reinforced a stereotype, or seen colleagues do it?"
- Share in pairs (optional)
- Wrap-up key insights: the power of self-awareness and teacher expectations

6. Preparation for Module 2

- Listen to the podcast about the Blooming project (from the Blooming website or on youtube)



- Journal prompt: Describe a moment where a teacher's belief helped or discouraged a student in a STEAM field.

Slides text suggestions for Module 1

1. Title and Module Objectives

- Module 1: Understanding Gender & STEAM
- Why Gender and Cultural Equity Matter in STEAM Education
- Objectives:
 - Understand gender gaps in STEAM
 - Explore intersectionality and stereotypes
 - Reflect on personal bias and teacher influence

2. Why Gender Equality Matters

- EU Treaty, Article 2: Equality and respect for human rights
- EU Gender Equality Strategy:
 - “women and men, girls and boys, in all their diversity, are free to pursue their chosen path in life, have equal opportunities to thrive, and can equally participate in and lead our European society
 - gender mainstreaming
 - challenging gender stereotypes
 - intersectionality as a horizontal principle
 - summary data from the Blooming research and from Eurostat, showing the gender gap

3. Gender Stereotypes in STEAM: Facts and Impacts

- Girls internalize beliefs that they are not good at STEAM
- Gendered expectations from teachers and parents
- STEAM fields seen as male domains

4. Structural Discrimination and 'Good Intentions'

- Not all discrimination is explicit
- Well-meaning actions may reinforce bias
- Example: praising girls for effort, boys for intelligence

5. Intersectionality

- Gender × ethnicity × socioeconomic status
- Ex: migrant and Roma girls face multiple barriers
- Identity-based discrimination is often overlooked

6. Case Example: Elena's Story

- Elena: Roma girl, high achieving in math, later disengaged
- What barriers is she facing?
- How might school practices play a role?
- What can be done differently?

7. Teachers as Role Models

- Students absorb expectations from teachers
- Role models shape ambition
- Reflect on implicit messaging in classroom behaviour

8. Implicit Bias

- Subtle signals: less encouragement, limited expectations
- Awareness is the first step



- Self-assessment and ongoing reflection
9. **Classroom Stereotypes**
- Examples: Boys get tech roles; girls asked to organize
 - Small actions, large impact
 - Promote mixed-gender collaboration and equal roles
10. **Key Takeaways**
- Gender stereotypes influence performance
 - Teachers shape student identity and may influence career decisions
 - Be intentional: fair roles, inclusive messages, growth mind-set

Support Materials for Module 1

Stereotypes and Bias Mapping Sheet

- Example 1: "Boys are better at physics."
- Example 2: "Girls are more creative but not technical."
- Example 3: "Roma girls are not interested in science."
- **Instruction:** Identify cases where these stereotypes were expressed. Add others.

Case Study: Elena's Story

- Elena is a Roma student with excellent grades in mathematics.
- Since starting the last year of middle-school, she has become quiet, withdrawn, and less participative in class.
- **Discussion prompts:**
 - What challenges beyond academics might Elena face?
 - How could teachers unintentionally contribute to her disengagement?
 - What can educators do to support her identity and potential?



MODULE 2: From Awareness to Action

Key question: How Can Teachers Build Girls' Confidence and Participation in STEAM?

Duration: 120 minutes

Learning Outcomes:

Participants will:

- Identify how teacher behaviour influences girls' confidence (self-efficacy) in STEAM.
- Understand the mechanisms of stereotype threat, self-fulfilling prophecy, and the Golem effect.
- Practice strategies to promote growth mind-set and equitable participation.
- Develop tools to foster supportive, inclusive interactions.

Session Plan

1. Icebreaker: What Makes a Great Teacher? (10 minutes)

- Share quick responses to the prompt: "Think of a teacher who made you feel you could succeed. What did they do?"

2. Mini-Lecture: Self-Efficacy and Teacher Expectations (20 minutes)

- Key concepts:
 - Self-efficacy (Bandura)
 - Stereotype threat (Steele)
 - Golem and Pygmalion effects (Babad et al.)
 - Growth mind-set (Dweck)
- Include examples and ask for questions or comments even during the presentation

3. Group Work: Scripting Inclusive Interactions (30 minutes)

- Handout: classroom dialogues where bias may appear (e.g. giving technical tasks only to boys)
- In small groups: rewrite the dialogues to foster equity and growth mind-set
- Discuss how these changes alter students' perceptions of their abilities

4. Case Scenario: When Praise Backfires (20 minutes)

- Read a scenario: praising a girl for "trying hard" while a boy is praised for "being smart"
- Reflect and discuss: How does this affect their long-term confidence?

5. Activity: Reframing Feedback (20 minutes)

- Participants rewrite common teacher phrases to better support competence and self-efficacy
- Examples:
 - "You're a natural at math" → "You've really improved with practice"
 - "Girls don't usually like this, but you're different" → remove stereotype framing



6. Wrap-up and Key Messages (10 minutes)

- Reaffirm the importance of teacher language and expectations
- Introduction to Module 3: Inclusive Classroom Practices

7. Homework / Preparation for Module 3

- Try using a new feedback strategy in class, and note how students respond
- Reflect: What implicit expectations do I carry about student abilities?

Slides text suggestions for Module 2

1. Title and Learning Outcomes

- Module 2: From Awareness to Action
- Teachers' Impact on Girls' Confidence and Participation in STEAM
- Objectives:
 - Identify teacher behaviours that influence self-efficacy
 - Apply equity strategies in feedback and classroom roles

2. What is Self-Efficacy?

- Belief in one's ability to succeed (Bandura)
- Affects persistence, performance, and resilience
- Girls often underestimate their abilities in STEAM

3. Stereotype Threat and Golem Effect

- Stereotype threat: Anxiety due to negative group stereotypes
- Pygmalion and Golem effects: Lower expectations → lower performance
- Both can be countered by awareness and support

4. Growth Mind-set

- Abilities can grow through effort and learning (Dweck)
- Praise the process, not innate talent
- Normalize failure as part of learning

5. Dialogue Examples

- Girl: "I'm not good at physics"
- Teacher: "Everyone can learn. Let's work on this together."
- Watch for: over-praise, low-expectation phrases

6. Praise and Unintended Effects

- "You try so hard!" (girl) vs. "You're so smart!" (boy)
- Long-term effect: Different perceptions of ability
- Solution: praise learning strategies and progress

7. Group Task: Rewrite Interactions

- Revise biased teacher dialogues
- Emphasize equity, encouragement, and challenge
- Discuss impact on classroom culture

8. Reframe Feedback

- Replace "You're a natural" with "Your practice shows"
- Avoid backhanded compliments ("You're good—for a girl")
- Encourage with structure and guidance

9. Tips for Equitable Classrooms

- Rotate technical roles
- Encourage questioning and failure



- Use gender-neutral language
- Monitor own bias

10. **Summary**

- Self-efficacy can be shaped by teachers
- Bias is often unconscious, but changeable
- Next: Practical strategies for inclusive STEAM teaching

Support Materials for Module 2

Bias in Classroom Dialogue – Rewrite Task

- Original: "Let the boys handle the building part; girls can design the poster."
- Original: "That's good, for a girl."
- **Instructions:** Rewrite each statement to foster inclusion and equal participation.
- **Reflection:** How does language shape perceived ability?

Reframing Feedback Exercise

- Original: "You're so smart!" → Better: "Your effort on this project really paid off."
- Original: "You're one of the few girls who can do this." → Better: "Great work—this shows solid analytical thinking."
- **Instruction:** Rewrite 3 of your most-used praise phrases to emphasize learning, not fixed traits.



MODULE 3: Inclusive Classroom Practices

Key question: How Can We Design STEAM Learning Environments That Promote Equity and Belonging?

Duration: 90 minutes

Learning Outcomes:

Participants will:

- Learn practical strategies to ensure equitable participation in STEAM lessons.
- Understand how classroom structures, group dynamics, and curriculum content shape inclusion.
- Explore how to make STEAM relevant to all students, regardless of gender or background.
- Practice co-designing activities that promote collaboration and self-efficacy.
- Familiarise with some of the Blooming resources (lessons plans and videos of women in STEAM)

Session Plan

1. Opening Reflection (10 minutes)

- Prompt: "What does an inclusive classroom look and sound like to you?"
- Short individual reflection, followed by small group sharing

2. Mini-Lecture: Equity in Practice (15 minutes)

- Effective equity strategies:
 - Mixed-gender cooperative learning
 - Rotating technical and non-technical roles
 - Including female scientists and innovators in curriculum
 - Addressing mistakes as part of learning
 - Using inclusive and relatable STEAM contexts
- Show the stories of women from the past on Blooming website and display one video, as example
- Discuss: Examples of small changes that yield impact

3. Group Task: STEAM Lesson Redesign (25 minutes)

- In small groups: identify a real or hypothetical lesson that includes gender equity gaps and redesign the activity with gender-inclusion principles
- Present back key changes and rationale
- Analyse the Blooming lesson plans on the website and discuss how the activities can contribute to promoting inclusion and encourage girls to consider a STEAM career.

4. Activity design: Women in STEAM (20 minutes)

- Group work: Each group will choose one video of STEAM women from the past
- Each group designs an activity that includes the use of that video
- Groups share their proposals of activities
- Proposals are compared and conclusions drawn



5. Quick Round: One Tip That Works (10 minutes)

- Participants share one strategy they use or will try to foster gender inclusion in class

6. Debrief and Key Takeaways (10 minutes)

- Classroom culture is shaped by structure, expectations, and relationships
- Every student deserves access to challenge, support, and relevance

7. Homework / Prep for Module 4

- Identify one lesson you will revise to increase inclusion
- Journal prompt: write 3 specific changes you will make (to test, next time you teach it)

Slides text suggestions for Module 3

1. Title and Objectives

- Module 3: Inclusive Classroom Practices
- Objectives:
 - Design gender-inclusive STEAM lessons
 - Use Blooming resources (lessons plans and Women in STEAM)

2. Effective gender equity strategies:

1. Mixed-gender cooperative learning
2. Rotating technical and non-technical roles
3. Including female scientists and innovators in curriculum
4. Addressing mistakes as part of learning
5. Using inclusive and relatable STEAM contexts

3. Blooming resources

- Videos of STEAM women from the past
- Lesson plans
- Guidelines for teachers

4. Explicit and Hidden Curriculum

- Implicit messages in how tasks, success, and leadership are framed
- Are there women in STEAM present in the curriculum? Can they be included?

Support Materials for Module 3

Women in STEAM as role models

- Videos of STEAM women from the past
- Lesson plans based on scientific articles written by contemporary women in STEAM

Promoting Girls' Participation in STEAM: Guidelines for Teachers

STEAM Activity Redesign Template

- Activity Name:
- Original Setup:
- Observed Gender Bias:
- Redesigned Version:
- Inclusion Strategies Applied:



Quick Guide: Building Equity into Daily Practice

- Use mixed-ability, mixed-gender groups
- Rotate leadership and technical roles
- Praise effort, strategy, and collaboration
- Avoid gendered examples and stereotypes
- Make room for multiple ways to be successful in STEAM

MODULE 4: Culturally Responsive STEAM Education

Key question: How Can We Support Girls from Diverse Backgrounds to Thrive in STEAM?

Duration: 90 minutes

Learning Outcomes:

Participants will:

- Recognize how cultural identity, migration, and ethnic background intersect with gender in STEAM.
- Identify and critically reflect on specific barriers faced by Roma, migrant, and minority girls.
- Apply intercultural strategies to create inclusive and responsive classroom environments.
- Develop culturally sensitive interventions that promote equitable participation.

Session Plan

1. Warm-up Discussion (10 minutes)

- Prompt: "Everybody knows that Marie Curie was the first women to receive a Nobel Prize. When was the second women awarded a Nobel Prize for science?" The correct answer is 1963 (Maria Goeppert Mayer, shared the Nobel Prize in Physics with J. Hans D. Jensen for their model of the atomic nucleus). Why it took 60 years? Why was Marie Curie an exception? How come more women received a Nobel Prize for science in the first quarter of the 21st Century, than in the entire 20th Century?
- The discussion will emphasize the cultural barriers faced by women, the different cultural environment and the fact that culture has changed, although it has not yet reached parity and full equality.

2. Case Study: Fatima and Ana (25 minutes)

- Recall the case study of Elena, the Roma girl, in Module 1 and emphasise that now the focus is on understanding feelings and perceptions and what teachers can do.
- Fatima: recent migrant, excellent in science, shy in group work
- Ana: Roma girl, top of her class but rarely called upon
- Group Questions:
 - What barriers might each face?
 - What might a culturally aware teacher do differently?

3. Conclusions: Culture, Identity and Opportunity in STEAM (15 minutes)

- Clarify concepts: cultural responsiveness, intersectionality, structural discrimination, racism
- How additional barriers that girls from certain cultural groups face can manifest:
 - Cultural expectations (e.g., early marriage, gender roles)
 - Racism and social exclusion
 - Lack of relatable role models



4. Identifying Culturally Responsive Strategies in STEAM (25 minutes)

- Group work: Participants write 3 culturally responsive changes to a lesson
- They can refer to:
 - Inclusive curriculum: reflecting students' backgrounds
 - Foster peer support & role model, e.g. by visits from/to diverse STEAM professionals
 - Awareness of implicit cultural bias and low expectations of teachers and intentionally manage interactions and expectations
- Groups share their ideas

5. Reflection (15 minutes)

- In pairs, reflect on how much culturally responsive teaching strategies are used in participants' schools and how would things look like if more was done on this matter. Volunteers can share some ideas or conclusions in plenary.

Slides text suggestions for Module 4

1. Title and Objectives

- Module 4: Culturally Responsive STEAM Education
- Key question: How Can We Support Girls from Diverse Backgrounds to Thrive in STEAM?
- Objectives:
 - Address intersectional barriers
 - Practice inclusive, culture-sensitive teaching

2. What Is Culture in the Classroom?

- Includes norms, roles, values, traditions
- School culture (promoting gender equality) can enter in contradiction with cultural patterns, norms and expectations from the family or community of some students

3. Intersectionality in Practice

- Gender × Ethnicity × Migration × Social status
- Risks of exclusion multiply when multiple identities are marginalized

4. Common Barriers for Roma and Migrant Girls

- Low expectations, prejudice
- Stereotyping in curriculum
- Family responsibilities and cultural expectations
- Institutional/structural racism

5. Effective Culturally Responsive Practices

- Culturally inclusive examples
- Invite diverse role models
- Normalize cultural identity as a strength
- Modify for cultural accessibility
- Ensure inclusive imagery, tasks, names, and examples



Support Materials for Module 4

Case Study Handout: Fatima and Ana

- Description of two girls' situations
- Prompts:
 - What strengths are overlooked?
 - What invisible barriers exist?
 - What small changes could support them?

Inclusive Lesson Redesign Template (Culture Lens)

- Subject:
- Current content:
- Cultural mismatch observed:
- Revision:
- Strategy to validate student identity:

Classroom Audit Checklist

- Do your STEAM examples include aspects that all students can relate to?
- Is cultural identity discussed positively?
- Do students see themselves in STEAM role models?
- Are there additional support measures to take into account cultural barriers generated by the family background or by the structural racism?

MODULE 5: Planning for Whole-School Engagement

Key question: How Can We Sustainably Promote Gender and Cultural Inclusion in STEAM Education?

Duration: 90 minutes

Learning Outcomes:

Participants will:

- Reflect on insights from Modules 1–4 and identify areas for action.
- Develop a personalized or school-based action plan for inclusive STEAM education.
- Explore strategies for engaging colleagues, leadership, families, and community stakeholders.
- Commit to realistic, measurable next steps to advance inclusion in their own contexts.

Session Plan

1. Welcome and Recap (10-20 minutes)

- Overview of the journey: gender stereotypes, self-efficacy, role models, importance of teachers' attitudes, classroom practices, and cultural responsiveness
- Quick group activity: Each participant shares one key insight from the training
- Ask if anyone has thoughts, doubts or questions regarding the topics discussed or the Blooming materials

2. What Makes Change Sustainable? (15 minutes)

- Ask participants for ideas and comment on the following:
 - Change is a process: mindset, behavior, structure
 - Barriers to sustainability: lack of support, overload, isolation
 - Importance of institutional backing and peer collaboration

3. Action Planning Workshop (30-40 minutes)

- Participants use the “Inclusive STEAM Action Plan” template
 - Choose a focus: classroom change, curriculum review, peer mentoring, parent involvement
 - Define goals, actions, timeline, support needed, and success indicators
- Peer feedback in pairs: Are plans realistic, context-aware, and equity-focused?

4. Building Alliances and Communicating Change (15 minutes)

- How to engage others in your school or community:
 - Use data and stories
 - Identify allies (teachers, families, students, NGOs)
 - Communicate through inclusive language and shared values
 - Celebrate early wins

5. Final Reflection and Commitments (10 minutes)

- Individual task: Write a commitment card — “My next step is...”
- Invite volunteer participants to share aloud
- Wrap-up with group affirmation or quote



Slides text suggestions for Module 5

1. Title and Objectives

- Module 5: Action Planning and Whole-School Engagement
- Key question: How Can We Sustainably Promote Gender and Cultural Inclusion in STEAM?
- Objectives:
 - Reflect, plan, and engage stakeholders for change

2. From Awareness to Action

- What have we learned?
 - Gender stereotypes
 - Self-efficacy and feedback
 - Importance of role models
 - Inclusive practices
 - Cultural responsiveness
- Blooming resources available at www.erasmusblooming.eu

3. Why Some Changes Fail

- Common barriers:
 - Overambition with no support
 - One-off activities with no follow-up
 - Resistance from others

4. Action Plan Elements

- Goal
- Actions
- Timeline
- Allies and support
- How you'll measure impact

5. Peer Feedback Prompts

- Does this action match your context?
- Will it help girls who are most excluded?
- What support do you need to make it work?

6. Involving Others

- Leadership
- Peers
- Families
- Community

7. Message Framing Tips

- Focus on rights, fairness, success for all
- Avoid blame or guilt language
- Emphasize shared responsibility

8. Closing Slide

- “Change happens when ordinary people do extraordinary things consistently.”
- Thank you and good luck on your journey!



Support Materials for Module 5

Inclusive STEAM Action Plan Template

- Focus area:
- What problem am I addressing?
- What actions will I take?
- Who will support me?
- Timeline:
- Indicators of success:

Commitment Card Template

- My next step to promote inclusion is...
- I will take this step by...
- What I need to succeed is...

Stakeholder Mapping Sheet

- Allies I can rely on:
- People I need to convince:
- Strategies to communicate:
- What common values can I appeal to?

Resources mentioned in this Training Programme Pack are available free of charge on www.erasmusblooming.eu