Erasmus+ BLOOMING Project: Teacher Training Feedback Summary
Project Website: www.erasmusblooming.eu
Training Event: Palermo, 11-13 December 2024
Grant Agreement: 2022-1-EL01-KA220-HED-000088745

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1. Overview of the Training Session
The BLOOMING project's teacher training in Palermo aimed to promote inclusion and diversity in STEAM (Science, Technology, Engineering, Arts, and Mathematics) education by empowering educators with resources and strategies to foster equitable learning environments. The initiative is designed to inspire educators to challenge gender stereotypes, close the gender gap in STEAM, and encourage young women to pursue STEAM careers.
The training focused on providing educators with practical tools, such as the **BLOOMING Toolkit** and **Storybook**, to facilitate engaging, inclusive, and culturally sensitive STEAM teaching.

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2. Participation Overview
- **Total Participants:** 19 teachers/educators/staff
- **Total Respondents:** 12 teachers
- **Countries of Respondents:**
    o Italy: 3 (25%)
    o Greece: 4 (33%)
    o Ireland: 2 (17%)
    o Romania: 3 (25%)
- **Training Format:**
    o Face-to-face: 100%

3. Key Findings from the Feedback
Preparedness and Training Impact
- **Confidence in Implementing Activities:**
    o 42% of participants rated their preparedness at 4 out of 5.
    o 50% rated their preparedness at 5 out of 5.
- **Relevance of Training Content:**
    o 58% of respondents felt that the training fully aligned with its objectives.
    o 42% rated the alignment at 4 out of 5.
Overall Impressions
- **General Impression of the Toolkit:**
    o 75% rated the toolkit 5 out of 5.
    o 25% rated it 4 out of 5.
- **Impression of the Storybook:**
    o 75% rated it 5 out of 5.
    o 25% rated it 4 out of 5.
- **Training Expectations Fulfilled:**
    o 42% fully met (5 out of 5)
    o 50% rated at 4 out of 5

4. Teacher Feedback and Suggestions

Improvements for the Toolkit and Storybook
- Increase the examples of notable women in STEAM and make the platform more interactive.
- Adapt materials to better align with different class contexts and study schedules.
- Include more stories and background information about women featured in the storybook.

Additional Comments
- Highlight the societal benefits of STEAM advancements and their role in fostering global peace and economic growth.
- Many participants found the toolkit **very useful** for classroom engagement.

5. Addressing Gender Gaps in STEAM Education
New Perspectives Gained by Educators:
- **75% of participants** reported gaining new insights on gender disparities in STEAM education.
- Teachers highlighted the importance of addressing cultural and structural barriers to promote gender equality.
- Recognized the need for targeted interventions to challenge stereotypes and encourage female participation in STEAM fields.

Challenges Identified:
- Gender stereotypes persist, particularly in technical fields like computer science and engineering.
- Lack of confidence among girls in their STEM abilities.
- Structural barriers within the education system perpetuate gender disparities.

6. Recommendations for Future Actions
- Develop more tailored teacher training programs focused on STEAM methodologies.
- Expand outreach initiatives, including mentoring programs and workshops for rural communities.
- Increase visibility of female role models in STEAM careers.
- Foster partnerships between educational institutions, industries, and civil society.
- Integrate more interactive digital content to enhance student engagement.

7. Conclusion

The teacher training carried out in Palermo within the Erasmus+ BLOOMING project clearly demonstrated the relevance and potential impact of the initiative in fostering gender inclusion in STEAM education. The feedback collected from participants highlights a very positive overall impression of both the Toolkit and the Storybook, with the majority of teachers feeling well-prepared and motivated to implement these resources in their classrooms. Importantly, the training not only provided practical tools but also raised awareness among educators about the structural and cultural barriers that continue to hinder girls' participation in STEAM, and about the need for targeted interventions to overcome gender stereotypes and increase self-confidence in technical subjects. Teachers valued the interactive, collaborative dimension of the sessions and emphasized the importance of adapting resources to different educational contexts, making them more flexible, culturally responsive, and enriched with examples of diverse female role models in

STEAM. Suggestions such as increasing interactivity, contextualizing the materials to specific school realities, and strengthening the storytelling component confirm the demand for resources that are engaging, inclusive, and meaningful for students. At the same time, the call to highlight the broader societal benefits of STEAM innovations underscores the need to connect classroom practices to global challenges such as peace, sustainability, and economic development.

Moving forward, the results of the Palermo training underline the importance of consolidating and expanding these efforts through more tailored professional development programs, continuous mentoring opportunities, and stronger partnerships with industry, academia, and civil society. The emphasis on increasing the visibility of female role models, integrating more interactive digital content, and reaching out to underrepresented communities, such as rural schools, provides a clear roadmap for the future development of the BLOOMING project and similar initiatives. By aligning with the objectives of the EU Gender Equality Strategy 2020–2025 and the UN Sustainable Development Goals—particularly SDG4 (Quality Education) and SDG5 (Gender Equality)—this training represents a concrete step toward building an inclusive, equitable, and inspiring educational environment. Ultimately, the Palermo experience showed that empowering teachers with knowledge, strategies, and shared reflections can generate meaningful change, paving the way for a new generation of students, especially girls, to engage with STEAM fields with confidence, curiosity, and ambition.
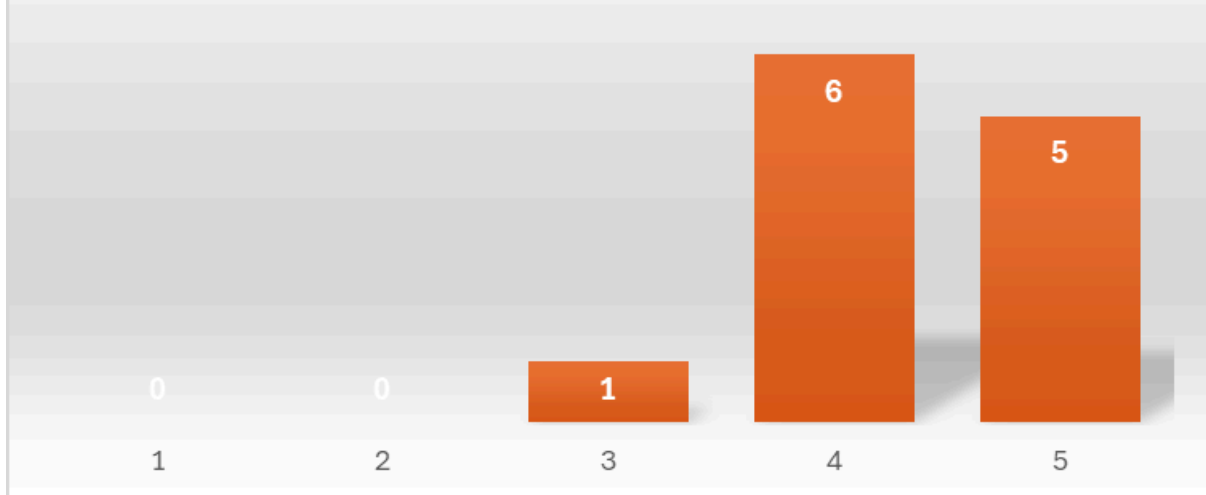
Which country are you from?

Ireland 17%
Italy 25%
Greece 33%
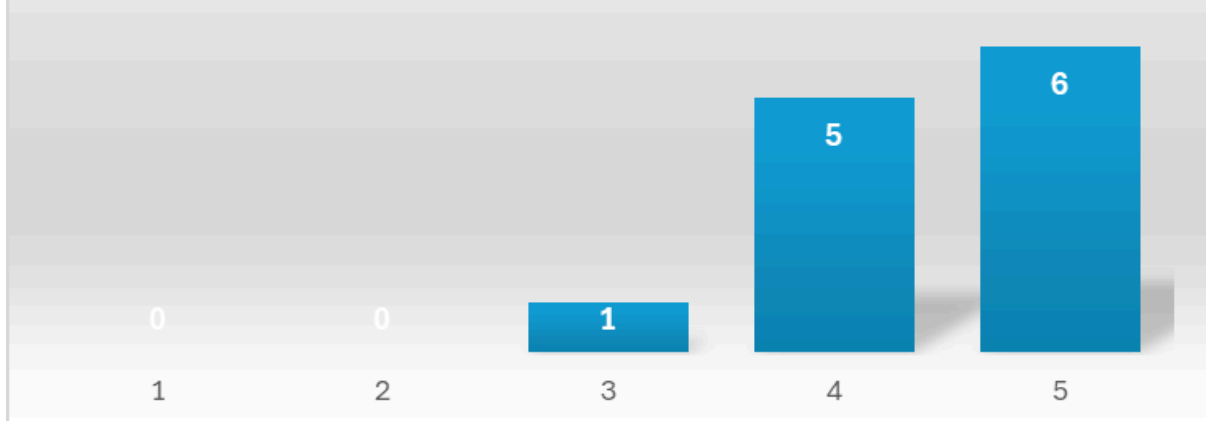Romania 25%
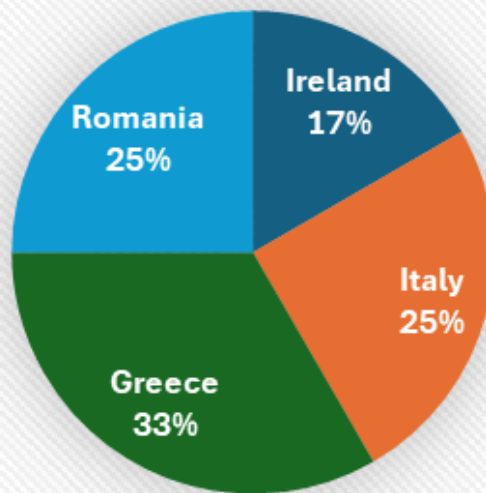
■ Ireland ■ Italy ■ Greece ■ Romania

What is your general impression about the training?

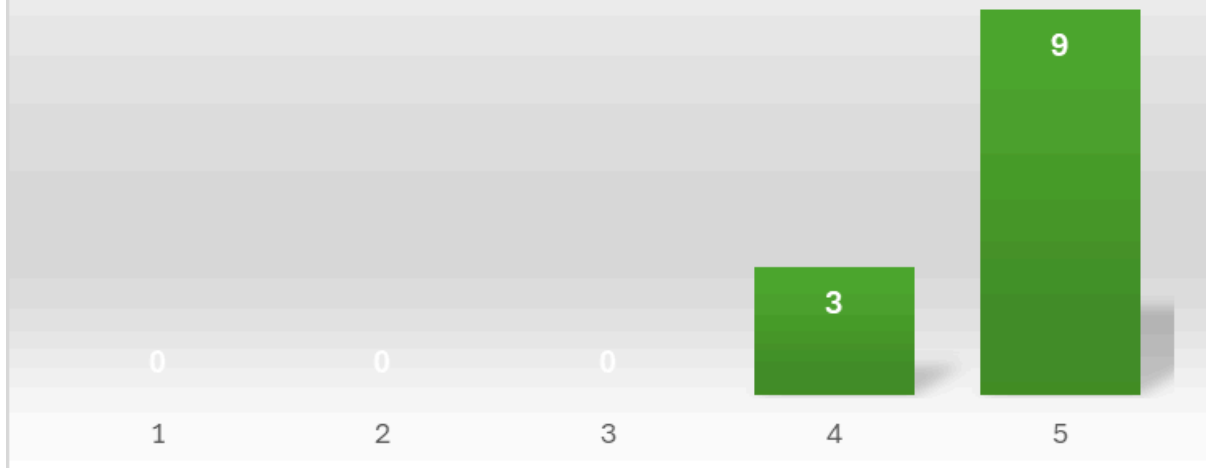| 1	2	3	4	5
0	0	0	5	7
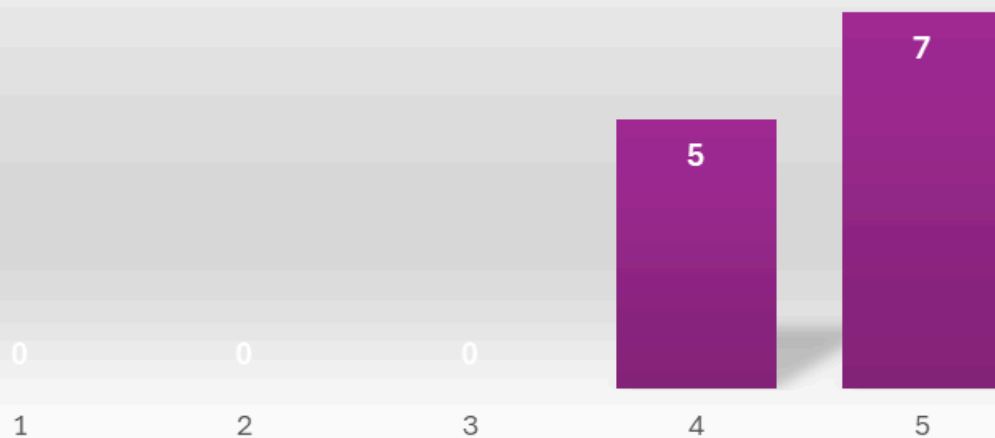
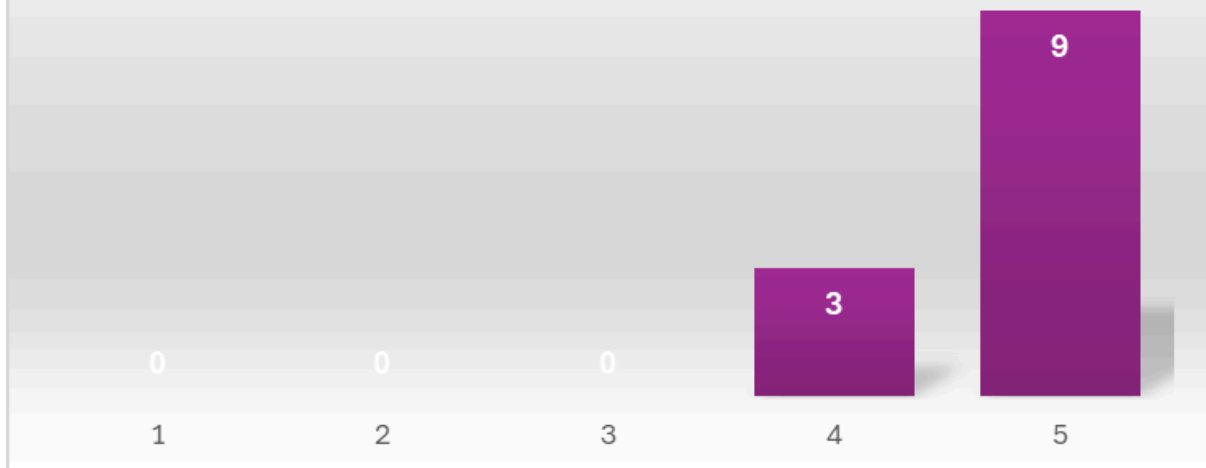To what extent did the training fulfill your expectations?

To what extent did the agenda and the content of the training correspond to the stated objectives?

What is your impression about the Blooming Toolkit?

	1	2	3	4	5
Count	0	0	0	3	9

What is your impression about the Blooming Storybook?

	1	2	3	4	5
Count	0	0	0	3	9

How prepared you feel to implement activities with your students?