

# Enter STEAM – Learning, Teaching and Training - LTT in Romania Activity Report

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**Programme:** Erasmus+

**Project:** Erasmus+ KA2 – Enter STEAM

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**Title of the activity:** Report about the results of LTT in Romania, Bucharest 17-19 June, 2025

## 1. Introduction

**Project title:** Enter STEAM (Science, Technology, Engineering, Arts, Mathematics) – Promoting and strengthening Inclusion, Diversity, and Entrepreneurship through the STEAM approach as Innovation in Vocational and Non-formal Education.

**LTT training location and dates:** Bucharest, Romania, 17–19 June 2025

**Number of participants:** 18 educators (3 from each of the 6 partner countries)

### Main priorities of the project:

- Build capacity of VET providers to strengthen cooperation between private and public stakeholders in the field of VET and non-formal education for demand-oriented and opportunity-driven interventions.
- Improve the quality and responsiveness of VET to socio-economic opportunities and social developments to enhance the labor market relevance of skills provision. With these objectives, the project contributes to boosting gender equality in science and lifelong learning opportunities.

### Expected results:

- Reduce the generation and gender gap and demonstrate the importance of innovative STEAM subjects.
- Collect existing good practices to encourage educators.
- Improve accessibility, information exchange, and make the learning process more appealing to youth.

- STEAM-based workshops to create more interest and engagement.
- Improved key competencies and entrepreneurship skills within the STEAM framework.

#### **Objective of the LTT:**

To introduce educators to the project, provide insights into innovations in STEAM methodology, address practical aspects of EU values, and create space for exchange of experience and practices among educators from six European countries.

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## **2. Training Overview**

**Duration:** 3 days (10:00–16:00 daily)

**Format:** Non-formal education methods, interactive sessions, group collaboration, cultural visits

### **Day 1 – 17 June 2025**

- Icebreakers, name game, expectations vs. contributions, teambuilding.
- Introduction to the project: team, materials, results, research, objectives, and directions.
- **World Café on Enter STEAM resources & materials:** building overview and learning map of the training.
- Cultural Visit 1.

### **Day 2 – 18 June 2025**

- Results collection and **Elevator Pitch** of the World Café outcomes.
- Innovations in STEAM methodology.
- Practical aspects of EU values through educational tools from the Enter STEAM online repository.
- Role play and storytelling activities to promote collaboration between educational institutions and businesses and highlight the importance of key skill development.
- Cultural Visit 2.

### **Day 3 – 19 June 2025**

- Playtest and enriching of the digital STEAM toolkit.
- Using the guidebook and research to identify user-friendly methods of sharing and motivating educators.
- Reflection on how STEAM tools can reduce inequalities and increase opportunities in both education and the labor market.
- **Open Space experience exchange** between educators and playtesting of repository tools.

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### 3. Key Activities and Methods

#### World Café (5 thematic tables):

- Science – experiments and storytelling for inclusive learning.
- Technology – use of simple digital tools (animations, interactive visuals) to address inclusion.
- Engineering – collaborative prototyping with LEGO, wooden sticks, and creative materials.
- Arts – visual metaphors, painting, and collective artwork to explore creative inclusion.
- Mathematics – tangram, games, and logic activities to strengthen entrepreneurial skills.

**Role play and storytelling:** Used to explore challenges faced in educational contexts and simulate collaboration between schools and businesses.

**Playtesting and toolkit enrichment:** Participants explored and contributed to the improvement of the Enter STEAM repository of digital and non-digital tools.

**Open Space methodology:** Encouraged self-directed exchange of practices, challenges, and solutions from the educators' own contexts.

**Padlet online collaboration:** A digital board was used to collect scenarios, ideas, and reflections, ensuring visibility and co-creation of results.

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## 4. Results and Learning Outcomes

### For participants:

- Strengthened competences in designing and implementing STEAM-based workshops.
- Gained practical experience with non-formal education tools that integrate inclusion, creativity, and entrepreneurship (ICE).
- Improved understanding of EU values and how to integrate them in education.
- Increased intercultural awareness and collaborative capacity.

### For the project:

- Collection of innovative practices, scenarios, and materials stored in the online repository.
- Enrichment of the Enter STEAM toolkit with resources tested and refined during the training.
- Creation of a dissemination plan for each participant to implement in their local community.

### Learning outcomes achieved:

- Ability to design inclusive STEAM learning activities that reduce barriers for disadvantaged learners.
- Capacity to integrate creativity and entrepreneurial thinking into STEAM lessons.
- Skills to use storytelling, visual methods, and board games as teaching tools.
- Confidence to act as multipliers by sharing tools and results in their home institutions.

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## 5. Evaluation and Feedback

**Pre-training:** Many participants reported only limited or medium-level knowledge of integrating STEAM and ICE into practice.

**Post-training:**

- Most participants declared significant improvement in knowledge and confidence.

- Non-formal and interactive methods were highlighted as highly engaging and relevant.
- Participants appreciated the collaborative environment and international exchange.
- Positive comments emphasized practical applicability, inspiration, and creative tools.
- Suggestions included adding more ready-to-use examples and concrete STEAM lesson models.

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## 6. Dissemination Plan

- Each participant is committed to organizing a local dissemination activity/workshop with at least 15 educators, learners, or community members in their country.
- Estimated outreach: **270 people** across 6 countries.-
- Tools and resources for dissemination: Enter STEAM guidebook, online repository, Padlet, educational games, creative methods, and digital toolkit.
- Evidence of dissemination will be collected through reports, photos, and participant feedback from local workshops.

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## 7. Conclusions

The Enter STEAM LTT in Bucharest successfully met the objectives of the project:

- Strengthened the competences of 18 educators in STEAM methodologies linked to inclusion, creativity, and entrepreneurship.
- Facilitated international exchange of practices and tools through World Café, role play, and Open Space methods.
- Produced concrete outputs such as enriched repository resources, lesson ideas, and creative teaching materials.
- Empowered educators to act as multipliers and disseminate the project's results in their local communities, reaching at least 270 people.

The training demonstrated the importance of combining STEAM with non-formal approaches to foster inclusion, reduce inequalities, and enhance entrepreneurial skills. It also laid the

groundwork for stronger collaboration among partner countries, ensuring sustainability of results and future cooperation.

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## **Improvements and suggestions for future LTT:**

Suggestions and improvements for the next LTT

- Let's clarify expectations from the start.

Before the LTT, explain clearly that the training is based on nonformal and playful methods, but still very “serious” in terms of results and professional development. Connect every method to concrete skills and tools educators can use at home.

- Talk together more about roles.

Before the next LTT, the coordinator and partners can have a short online check-in to align expectations, who does what, and how much “formal” input vs. nonformal activities there will be. This can help everyone feel on the same page and avoid confusion.

- Make nonformal and gamification “visible”.

During the sessions, take small moments to say: “Now we are using World Café / Open Space / playtesting – this is nonformal learning and here is how you can reuse it with your learners.” This helps participants understand that it’s not “just playing”, but structured learning.

- Add more ready-to-use stuff.

Participants asked for more concrete examples and lesson ideas. Next time, include at least one short block per day where they create or adapt a STEAM activity that is ready to try as soon as they go back home.

- Keep the strong points – and show them.

The LTT already helped participants feel more confident with STEAM, nonformal tools and EU values, and gave them lots of practical ideas. It is good to show this progress at the end (for example, with a quick before/after reflection) and remind them they are multipliers in their own communities.

- Link everything to what they will do after.

At the end of each day, invite participants to think: “How will I use at least one of today’s activities in my own context?” A simple little plan for a local workshop or lesson helps ensure the LTT does not stay only in Bucharest, but continues in their schools and organisations.



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