



IN-STEAM – International Conference

Deliverable D2.2 (WP2) – Minutes, Analysis and Innovative Ideas

Theme: ELP method international deployment

Verona (Italy) – 17 November 2025 | Hybrid format (in-person + online)

Project: IN-STEAM (Erasmus+ KA220-SCH)

Work Package: WP2 – Define the ELP method and its applications for inclusion

Host / organiser: Gruppo Pleiadi Società Cooperativa Sociale (IT)

Conference venue: Auditorium – Ordine degli Ingegneri di Verona e Provincia, Via Santa Teresa 12,
37135 Verona



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1. Introduction

IN-STEAM is a European cooperation project aimed at strengthening inclusive and accessible STE(A)M education, supporting educators and education ecosystems in reducing barriers for children with fewer opportunities and/or special educational needs. Within the project architecture, WP2 concentrates on defining and consolidating the ELP (Experimental Logical Processing) method and its applications for inclusion, ensuring transferability across national contexts and usability for teachers and non-formal educators.

The International Conference in Verona was organised as a WP2 milestone to disseminate project progress and to build an international conversation on inclusive STE(A)M. The event connected



institutional framing, project dissemination, expert inputs and an experiential session in order to move participants from conceptual understanding to first-hand experience of the methodology.

2. Scope

This deliverable provides an integrated record of the International Conference, including: the conference delivery approach and methodology; minutes of the conference sessions; a dedicated section on innovative ideas collected from the speakers' contributions; and a synthesis of stakeholder feedback collected through the post-event Google Form. The document is written to support both internal learning and formal reporting under WP2.

3. Data analysed

The report is based on: (a) the post-event Google Form evaluation dataset (n=74 submissions), (b) the official agenda and conference structure, (c) the content shared in the speakers' presentations, and the videos of the international conference recorded while implementing it. Attendance and participant lists are left as placeholders to be completed using the official in-person attendance list and the online platform report.

4. Conference methodology

The conference was intentionally designed as a learning pathway moving from shared framing to applied practice. The institutional opening positioned inclusion as a collective responsibility and created an explicit bridge between the project and local decision-makers. The IN-STEAM presentation then established a common baseline by summarising the project's objectives, progress and key outputs, ensuring that all participants—regardless of professional background—could engage with the subsequent discussion from a shared reference point. Building on this foundation, the roundtable explored inclusive STEM teaching methods through complementary lenses: classroom practice, research evidence and system-level considerations. The plenary Q&A offered a structured space for dialogue, clarification and contextualisation, and the programme concluded with a facilitated experiential session that allowed participants to experience the ELP method directly through hands-on inquiry followed by guided reflection and debriefing.

The event was delivered in a blended format (in-person participation combined with online access) to reduce logistical barriers and broaden stakeholder reach. This delivery choice was coherent with the conference's inclusion priority, enabling the participation of professionals who could not travel while maintaining the value of face-to-face interaction for those attending on site. Across sessions, the facilitation and content consistently reinforced inclusion-oriented principles: participation as a design outcome, multiple entry points for different learner profiles, and the use of error and uncertainty as productive resources for learning rather than triggers for exclusion. A further strategic element of the conference methodology was the deliberate mix of speakers: interventions were provided both by experts from within the IN-STEAM partnership and by external specialists with deep knowledge of STEM education and teaching practice—particularly in the Italian context, as well



as through wider European perspectives. This combination strengthened the conference in two ways: it ensured continuity with project aims and terminology while also bringing independent expertise and contextual credibility. Overall, integrating these diverse inputs during the conference allowed the discussion to connect project results with real-world constraints and opportunities, support critical reflection on transferability, and increase stakeholder confidence in the feasibility of adopting ELP and related inclusive STEM approaches across different educational settings.

Here is the improved layout for the conference outcomes, organized for readability and narrative flow.

5.Minutes: IN-STEAM International Conference

Institutional Greetings & Opening

Alessia Rotta – Referee from the Municipality of Verona

(Institutional Guest)

Topic: Institutional Welcome

Alessia Rotta opened the conference by welcoming the international partners and attendees to the city of Verona. In her address, she defined the conference not merely as a meeting, but as a crucial "cross-point of ideas," competencies, and visions from across Europe. She emphasized the significant challenge facing modern educators: the need to prepare new generations for a rapidly changing world. To meet this challenge, she argued for the necessity of new methods that integrate science, arts, technologies, and critical thinking. She concluded by highlighting that making STEM education more inclusive and accessible is vital for speaking to everyone in the community.

Chiara Le Rebonato & Vigia Luciani – Children's Museum Verona

(Host Organization)

Topic: The Museum as an Educational Hub

Following the institutional welcome, the representatives from the Children's Museum Verona, Chiara Le Rebonato and Vigia Luciani, provided an in-depth look at the venue hosting the event. They described the museum as a "place of curiosity" specifically dedicated to children aged 0 to 12. A central theme of their presentation was the pedagogical philosophy of "learning by playing." They noted that their greatest challenge is often convincing adults that play is a form of education. The museum features an open space layout with various thematic interactive exhibits—ranging from water and light to mechanics and urban animals—designed to stimulate creativity. They proudly reported that the museum has become a significant educational pole for the community, hosting over 80,000 visitors in 2024, including families, schools, and tourists.



IN-STEAM Project Overview

Evelina Barbanti – Pleiadi Representative (Italy)

(Consortium Member - Coordinator)

Topic: IN-STEAM Project Presentation

The core session began with a comprehensive presentation of the IN-STEAM project's mission and objectives. The speaker outlined the critical context necessitating this project: that STEAM (Science, Technology, Engineering, Arts, Maths) is currently not implemented in a structured way in most schools, a significant gender gap persists deterring girls from STEM, and there is a lack of inclusion for children with special needs. The project's mission is to democratize education by making it accessible to all students regardless of ability or background.

The presentation introduced the project's core innovation: the **ELP (Experimental Logical Processing)** method. This new pedagogical method is based on "warm cognition," which connects the cognitive domain with soft skills, social-emotional learning, and self-awareness. The consortium detailed their key results, which include "STEAM in-a-box" (ready-to-use experimental kits for teachers), a comprehensive educator training course including MOOCs, and the development of AI tools to support teachers in designing inclusive lessons. The project aims to finalize these tools in 2026 by co-creating and testing activities directly in schools.

Lucio Biondaro – Co-founder of Pleiadi (Italy)

(Consortium Member - Pleiadi)

Topic: From Field Experience to the ELP Method

Lucio Biondaro, a key figure in the IN-STEAM consortium, delivered a significant intervention during the "STEM teaching methods roundtable." His speech provided the foundational narrative and pedagogical philosophy behind the project's core methodology.

Lucio Biondaro began by sharing the personal and professional journey of Pleiadi, which started over 15 years ago with a simple yet ambitious mission: to make science accessible to everyone through clarity, experience, and emotion. He described the early days when the team was young and had few resources—"a car, a few boxes of experimental materials, and a dream"—but was driven by the conviction that science should never be distant, abstract, or boring.

He observed that the educational landscape at the time was heavily skewed towards theory. Scientific concepts were often "explained but not shown." Students were memorizing definitions without ever touching phenomena, testing variables, or building hypotheses. This lack of practical engagement meant that science remained an abstract entity rather than a lived reality for many children.



To address this, Pleiadi established a routine of visiting a different school every single day for years. This intense, daily field practice became their research laboratory. By interacting with thousands of students from kindergarten to high school, they learned to read the room immediately—identifying exactly when children were bored, confused, or genuinely engaged.

Biondaro highlighted a fundamental truth they discovered: experience beats explanation. However, he added a crucial nuance. While experience is powerful, he argued that experience alone is not enough. For deep, lasting learning to occur, the experience must be supported by other elements. It is not sufficient to just "do" science; the activity must trigger memory and emotion.

This realization led to the development of the ELP (Experimental Logical Processing) method. Biondaro explained that they began studying pedagogy, psychology, communication, and design (referencing figures like Maria Montessori and Bruno Munari) to understand how humans truly learn. They concluded that learning happens best when curiosity, logic, sensory experience, emotions, and beauty work together. He described the ELP method as the codification of these years of trial and error. It is structured around 5 Pillars (which were later demonstrated in the workshop) designed to produce a measurable reaction in students, transforming a simple lesson into a "scientific adventure."

Biondaro concluded by reaffirming Pleiadi's enduring dream: to bring science to life, to foster curiosity, and to ensure that learning is always a vibrant, emotional experience rather than a passive absorption of facts.

Academic & Theoretical Session

Luis Delgado Mayoral – University of Almería (Spain)

(Consortium Member)

Topic: Difficulties in teaching science: Teaching beyond the content

Luis Delgado Mayoral presented a rigorous academic framework addressing why science is often perceived as difficult and exclusive. He introduced the **Model-Based Inquiry (MBI)** approach as a solution to increase student engagement. He detailed that MBI is built upon four specific scientific practices: the expression of ideas (sharing guesses and models), evidence-gathering (designing valid experiments), argumentation (using reasoning to justify explanations), and modeling (constructing representations of real-world phenomena).

Furthermore, he shared the results of a massive systematic review conducted by the Sensociencia team, which analyzed 1,502 articles to map how inclusion and equity are currently addressed in science education literature. To bridge the gap between theory and practice, he outlined a teacher training program designed around Grossman's phases—representation, decomposition, and approximation to practice—to help new teachers effectively implement these inclusive sequences.



Carlo Matteo Callegaro – Pedagogist

(External Expert)

Topic: Creating a learning space for STEM

Carlo Matteo Callegaro provided a pedagogical analysis of the current state of STEM learning. He began with concerning data, noting that 5-10% of students face significant learning difficulties in math and science, and in Italy specifically, nearly 30% of 15-year-olds fail to reach basic competency levels. He dedicated a portion of his talk to dismantling "false myths," such as the idea that "you are born a mathematician" or that "math kills creativity".

He proposed that the solution lies in the method rather than the content. He advocated for **Kolb's Learning Cycle** as the ideal model for STEAM education. He explained the distinction between "Apprehension" (concrete, sensory knowledge) and "Comprehension" (abstract, symbolic knowledge). He argued that effective learning spaces must alternate between these modes—moving from concrete experience to reflective observation, then to abstract conceptualization, and finally to active experimentation—while ensuring that errors are treated as discussion points rather than failures.

Laura Donà – Inspector, Italian Ministry of Education

(Institutional Guest)

Topic: STEM and the Italian school system

Laura Donà provided the institutional perspective, discussing the evolution of terminology from STEM to STEAM (adding Arts) and STREAM (adding Reading/Research). She outlined the Italian Ministry's current guidelines, which align with the conference's themes by promoting experiential learning and the critical use of technology. She strongly emphasized the pedagogical value of error, stating that in an inclusive classroom, mistakes must be viewed as a vital resource for learning rather than a deficit.

Synergies with European Projects

Sophie Juillard – Traces (France)

(Consortium Member)

Topic: IN-STEAM EU projects: RoadSTEAMer and TinkerLib experiences

Sophie Juillard presented two parallel European projects that share the IN-STEAM consortium's goals. First, she introduced **RoadSTEAMer**, a 3-year project involving 10 partners that focuses on developing a "STEAM Edu Roadmap" and policy recommendations. It is a research project that created a framework to analyse STEAM practices across Europe based on criteria such as collaboration, disciplinary inter-relationships, and real-world connections. In addition to a rigorous review regarding



existing criteria and evaluation frameworks, a variety of practices have been mapped and can be found on the project website.

She then detailed the **TinkerLib** project, which creates partnerships between science centers and libraries to reach adults with fewer opportunities. This project utilizes "Tinkering" as a non-hierarchical, inclusive pedagogical approach. She shared concrete examples of activities co-created with specific audiences, such as the "Pop-corn book" (making pop-up books), "Automata," and "Poetry in stop motion". She highlighted that TinkerLib has produced a "Map-Guideline of Inclusive Practices", an activity kit and a methodological kit, available in six languages to help practitioners implement these methods.

Practical Workshop

Alessio Scaboro – Pleiadi (Italy)

(Consortium Member)

Topic: Pleiadi ELP Experiential Workshop

The conference concluded with a practical demonstration led by Alessio Scaboro, who showcased the ELP Method in action to validate the consortium's theoretical work. He demonstrated the method's **"5 Pillars"**: **Narration**, which uses storytelling (such as the legend of Magnes) to anchor abstract concepts; **Experimentation**, ensuring hands-on engagement; **Mediation**, where the educator facilitates rather than instructs; the **Wow Effect**, designed to spike attention and memory; and **Aesthetic Care**, emphasizing the importance of a beautiful learning environment. He performed live experiments using simple, accessible materials like suction cups and balloons to teach complex concepts of air pressure and sound, proving the conference's central thesis that "experience beats explanation."

Participants :

In-person participants: [30] | Online participants: [81] | Total participants: [111].

Here is the reformulated section on "New Ideas Collected," extended to include the specific details shared during the conference, with all reference tags removed as requested.

New Ideas Collected

A recurring and transformative theme across the interventions was the necessity to move beyond traditional content delivery toward a holistic pedagogical approach. The most significant innovation presented was the **Experimental Logical Processing (ELP)** method. This approach redefines scientific instruction through "warm cognition," positing that for deep and lasting learning to occur, cognitive domains must be intrinsically linked with soft skills, social-emotional learning, and self-awareness. The conference validated the philosophy that "experience beats explanation," but added the critical nuance that experience alone is insufficient without the support of emotion and memory triggers. This concept was



operationalized through the **5 Pillars of ELP: Narration** (using storytelling to anchor concepts), **Experimentation**, **Mediation** (where the teacher facilitates rather than instructs), the **"Wow Effect"** (to stimulate memory retention), and **Aesthetic Care** (emphasizing the importance of a beautiful, organized learning environment).

Significant attention was also given to the **Model-Based Inquiry (MBI)** approach as a structural solution to student engagement challenges. This idea shifts the focus from rote learning to active scientific practices. Specifically, it advocates for a sequence where students engage in the **expression of ideas**, **evidence-gathering**, **argumentation**, and **modeling**. A novel proposal for teacher training accompanied this, suggesting that educators should be trained using **Grossman's phases**—representation, decomposition, and approximation to practice—to effectively master and implement these inclusive sequences in the classroom.

To accommodate diverse learning styles, the integration of **Kolb's Learning Cycle** was proposed as the ideal pedagogical model for STEAM. This model advocates for a cyclical flow between "Apprehension" (concrete, sensory knowledge) and "Comprehension" (abstract, symbolic knowledge), ensuring that teaching methods alternate between feeling, watching, thinking, and doing.

The distinct role of the learning environment was redefined not just as a physical space but as an emotional container where **"errors are treated as a resource"** rather than a deficit. This aligns with the institutional push to evolve from STEM to **STREAM** (incorporating Reading/Research alongside Arts), promoting a more holistic educational standard. Furthermore, the concept of **"Tinkering"** was introduced as a specific, non-hierarchical pedagogical approach that leverages "thinking with hands" to reach adults and students with fewer opportunities. This was illustrated through co-created activities like "Pop-corn books" and "Automata," designed to lower entry barriers and foster community.

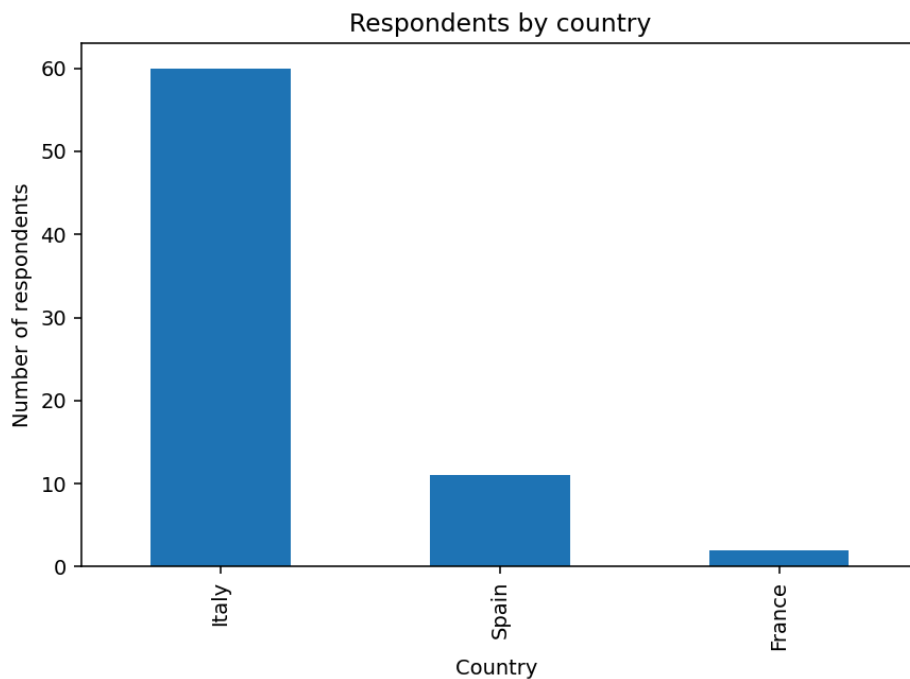
Finally, the scaling of these ideas is supported by practical innovations such as **"STEAM in-a-box"** (ready-to-use experimental kits) and **AI tools** designed to assist teachers in creating inclusive lessons. These tools ensure that high-level pedagogical concepts are not just theoretical but are actionable in daily classroom settings.

Feedback collected and analysis (Google Form)

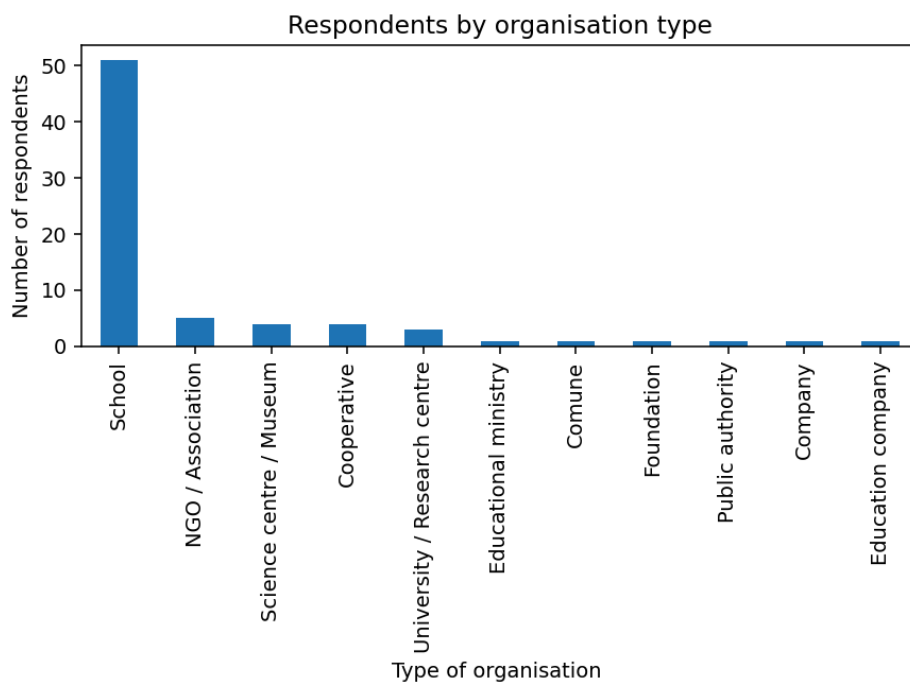
The post-event evaluation collected 74 responses. Satisfaction was measured on a 1–5 scale and results show a consistently positive reception. The charts and table below summarise respondent profile, satisfaction results and interest indicators.

1 Respondent profile

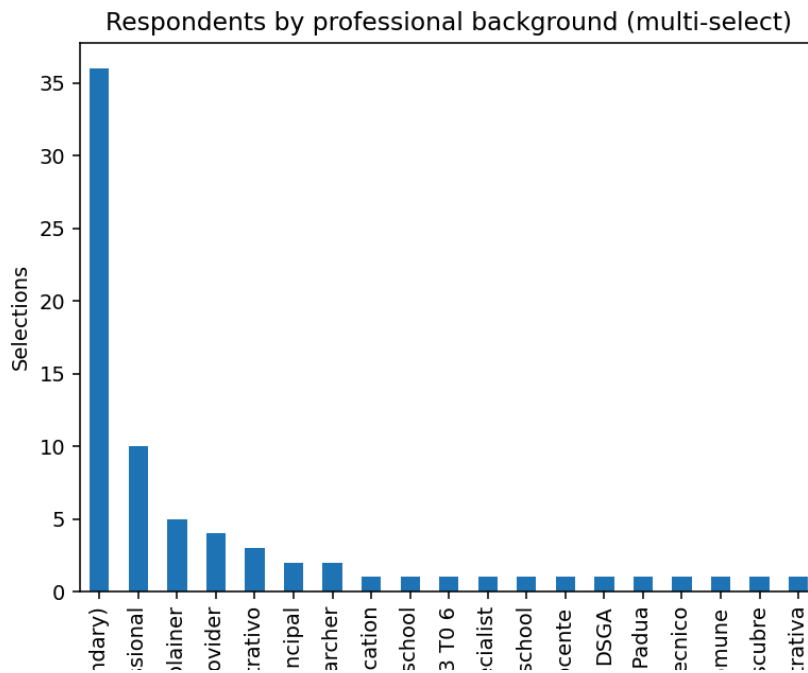
Respondents by country:



Respondents by organisation type:

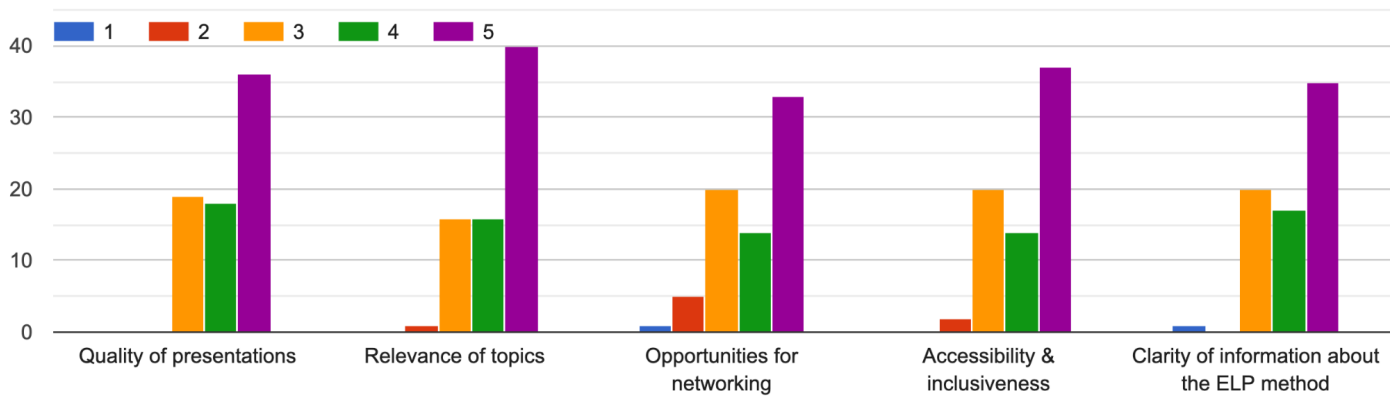


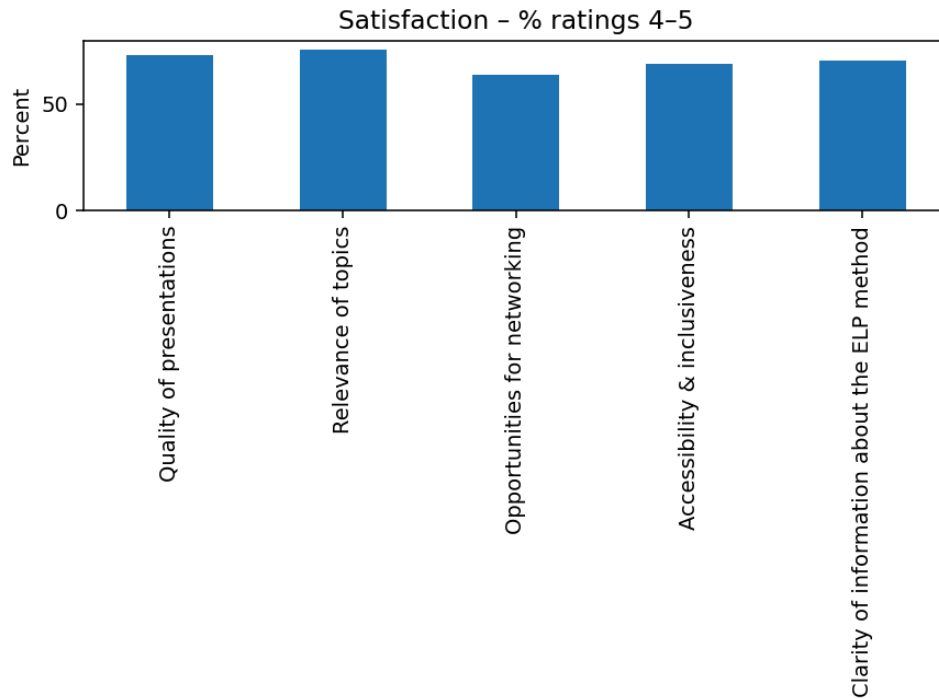
Respondents by professional background (multi-select; counts represent selections):



2 Satisfaction results

Overall satisfaction with the conference Linear scale (1 = Very low, 5 = Very high)

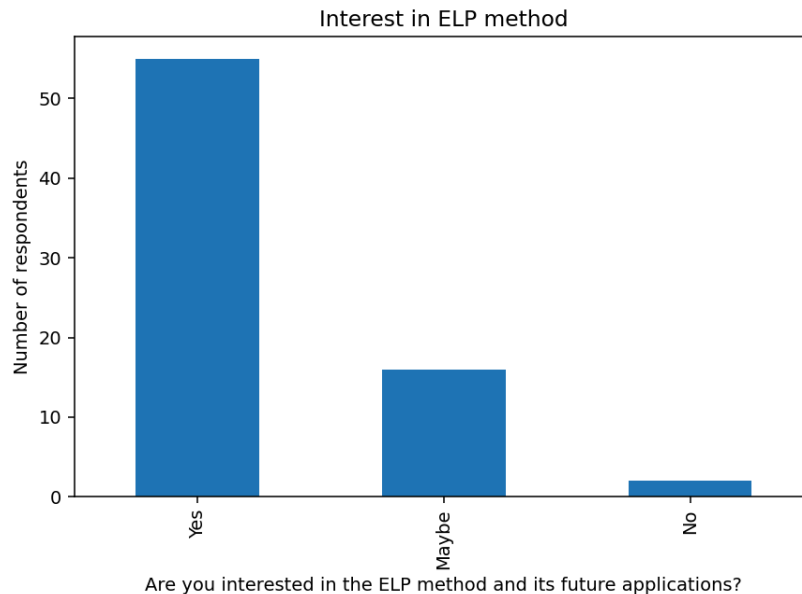




Item	n	Mean	Median	% rating 4-5	% rating 5
Quality of presentations	73	4.23	4.0	73.0	48.6
Relevance of topics	73	4.3	5.0	75.7	54.1
Opportunities for networking	73	4.0	4.0	63.5	44.6
Accessibility & inclusiveness	73	4.18	5.0	68.9	50.0
Clarity of information about the ELP method	73	4.16	4.0	70.3	47.3

3 Interest indicators

Interest in the ELP method and its future applications:



Did you contribute or hear innovative ideas for improving inclusive STEAM education? (n=73): Yes: 65 (89.0%); No: 8 (11.0%).

Are you interested in the ELP method and its future applications? (n=73): Yes: 55 (75.3%); Maybe: 16 (21.9%); No: 2 (2.7%).

Are you interested in being involved in future project activities? [Receiving project updates / deliverables] (n=73): Yes: 68 (93.2%); No: 5 (6.8%).

Are you interested in being involved in future project activities? [Participating in future focus groups] (n=70): Yes: 54 (77.1%); No: 16 (22.9%).

Are you interested in being involved in future project activities? [Participating in training courses] (n=70): Yes: 57 (81.4%); No: 13 (18.6%).

Are you interested in being involved in future project activities? [Learning more about the ELP method] (n=68): Yes: 62 (91.2%); No: 6 (8.8%).

Commentary on feedback collected and analysis

The post-event evaluation gathered **74 responses**, indicating a strong level of engagement and providing a solid evidence base for reporting on the conference's effectiveness. Overall, the dataset shows a **consistently positive reception**, with satisfaction results that are not only high in average values, but also supported by strong proportions of high ratings (4–5) across all assessed dimensions. This suggests that the conference delivery model—combining institutional framing, project dissemination, expert contributions, Q&A, and a hands-on experiential component—was **efficient in meeting stakeholder expectations** and in communicating the value of the ELP method in relation to inclusive STE(A)M.



Respondent profile and relevance across a varied audience

The respondent profile (by **country**, **organisation type**, and **professional background**) indicates that feedback reflects a **heterogeneous audience**, rather than a single stakeholder category. Even without listing each category in the text, the charts demonstrate variety across respondent groups (formal education, non-formal education, training/research, and other profiles). This is important for interpretation: the fact that satisfaction remains consistently strong across such a mixed audience suggests that the conference content and format were **broadly accessible and relevant**, not overly specialised for one sector only. In other words, the event appears to have succeeded in bridging stakeholders who often operate in separate ecosystems (schools, museums/science centres, networks, authorities).

Satisfaction results: strengths and what they imply

Satisfaction means range from **4.00 to 4.30** (n=73), which is high on a 1–5 scale and indicates that the conference performed strongly on its core objectives.

- **Relevance of topics** scored highest (**mean 4.30; median 5.0; 75.7% rated 4–5**). This supports the conclusion that the theme—ELP method deployment and inclusive STE(A)M—matched the needs and interests of the audience and that the agenda composition was appropriate.
- **Quality of presentations** was also very strong (**mean 4.23; 73.0% rated 4–5**), suggesting that speakers were perceived as credible and effective in delivering their content (both partnership and external expertise).
- **Accessibility & inclusiveness** scored **mean 4.18** with **median 5.0** and **68.9% rating 4–5**. The median of 5.0 is particularly meaningful: it indicates that many participants perceived the event as highly accessible and inclusive, which aligns with the project's priorities and supports the appropriateness of a blended format.
- **Clarity of information about the ELP method** received **mean 4.16; 70.3% rating 4–5**, confirming that participants generally left with a clear understanding of ELP. At the same time, this item is slightly below the top scores, which can be read as an opportunity: ELP clarity is strong, but could be strengthened further through additional scaffolding materials or follow-up resources.
- **Opportunities for networking** scored lowest (**mean 4.00; 63.5% rating 4–5**). Importantly, this is still a positive score, but it is the most “improvable” dimension relative to the others. This is also common in hybrid events, where informal interaction is naturally harder to facilitate across formats.

Overall, the pattern suggests a conference that was **highly efficient in content delivery (relevance + quality + clarity)** and **strong in inclusion/accessibility**, while **networking** is the dimension with the most realistic room for improvement.

Interest indicators: evidence of motivation and follow-up potential

The interest indicators reinforce that the conference did not only perform well as a one-off dissemination moment, but also functioned effectively as a **mobilisation and engagement mechanism**:

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- **89.0%** report that they **contributed or heard innovative ideas** for improving inclusive STEAM education. This confirms that the conference format succeeded in stimulating idea generation and reflection, not only passive listening.
- Interest in the ELP method is particularly strong: **75.3% “Yes”**, **21.9% “Maybe”**, and only **2.7% “No”**. The high “Maybe” share is also valuable, as it suggests a substantial group that is open but may require more concrete examples, implementation guidance, or trial opportunities to convert interest into adoption.
- Willingness to remain connected is very high: **93.2%** want to receive updates/deliverables, and **91.2%** want to learn more about the ELP method. These two indicators together strongly support follow-up dissemination and community building.
- Engagement in more active future actions is also strong: **77.1%** interest in focus groups and **81.4%** interest in training courses. This is particularly relevant for next steps because it signals readiness not only for communication, but for structured capacity building.

A small note on interpretation: the sample size varies slightly across questions (e.g., n=70, n=68). This is normal in survey datasets and typically reflects partial completion rather than disagreement; the consistency of the positive pattern across items remains robust.

Realistic improvement points

Based on the results, the conference does not require major redesign; it is performing well. However, if repeated, improvements could focus on strengthening the lowest-scoring dimension and reinforcing clarity/transferability:

1. **Improve networking in a blended setting** by adding structured interaction moments (e.g., moderated breakout groups, guided peer exchange, “who’s in the room” introductions by stakeholder type, or a short facilitated matchmaking segment between schools and non-formal educators). This directly addresses the networking dimension without altering the overall agenda.
2. **Increase ELP clarity and transferability** by providing a short “ELP in practice” handout or one-page implementation guide (steps, timing, variations, inclusion tips, adaptation for SEN, classroom constraints). This would likely push the “clarity about ELP” ratings even higher and help convert “Maybe” interest into “Yes”.
3. **Enhance hybrid inclusion** by explicitly designing for online participation (e.g., a dedicated online moderator, clear online Q&A procedure, and digital tools for participation during experiential segments). Given the already strong accessibility score, these refinements would make the blended model even more effective.

Overall conclusion from the evaluation

Taken together, the evaluation indicates that the conference was **highly effective and efficient** in delivering its objectives: it offered relevant and high-quality content, communicated ELP clearly, supported inclusion through both content and delivery choices, and generated strong stakeholder interest for future activities. The diverse respondent profile strengthens the credibility of these results, suggesting that the event succeeded in speaking across sectors and professional



backgrounds. The main improvement opportunity—networking—does not signal a weakness in the conference concept, but rather a typical challenge of blended events that can be addressed through targeted design enhancements.

Conclusion

The IN-STEAM International Conference in Verona successfully met the dissemination objectives of Work Package 2 (WP2). By effectively communicating the **Experimental Logical Processing (ELP)** method and its associated outputs—such as "STEAM in-a-box" and AI tools for educators—the event reinforced a shared understanding of inclusion within STE(A)M education. The conference moved beyond theoretical discussion, demonstrating a practical methodological alternative through experiential learning sessions like the "Pleiadi ELP Experiential Workshop," which validated the core philosophy that "experience beats explanation."

The event's impact is strongly supported by participant feedback. Evaluation results confirm a highly positive reception, with participants rating the **quality of presentations at a mean of 4.23/5** and the **relevance of topics at 4.3/5**. Crucially, the event was perceived as accessible and inclusive (mean 4.18/5), validating the effectiveness of the hybrid format in reaching a diverse audience of educators, researchers, and policymakers.

Furthermore, the conference served as a powerful mobilization tool. Interest indicators reveal a high willingness among participants to remain engaged: **93.2% expressed interest in receiving future project updates**, and over **80% showed interest in participating in future training courses**. This strong engagement signals that the conference successfully functioned not just as a dissemination event, but as a bridge towards sustained community involvement and the practical adoption of inclusive STE(A)M methodologies in future project phases.