



# *REciprocal maieutic Approach pathways enhancing Critical Thinking*

Project n. 621522-EPP-1-2020-1-IT-EPPKA3-IPI-SOC-IN

D3.4/5

## **Report of the Experimental phase of the REACT project: train the trainers and piloting in schools**



**Co-funded by  
the European Union**



<b>Dissemination Level</b>	PU - Public
<b>Due Date of Deliverable</b>	August 2023
<b>Actual Submission Date</b>	October 2023
<b>Work Package, Task</b>	WP3 defining and Piloting the Method; task 3.4 and 3.5 Results of the pre-testing and testing
<b>Type</b>	Paper, online
<b>Version</b>	0.3
<p>Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.</p>	

### History

Version	Date	Reason	Revised by
0.0	June 2023	First draft collecting preliminary findings and numbers of the Training and Piloting at country level	FVM
0.1	August 2023	Peer review	FUSJ, RDE, CSC, CEI
0.2	September 2023	Incorporation of extra piloting sessions (Spain, Italy) due to extension period	FUSJ, FVM, CSC, CEI
0.3	October 2023	Final version	FVM



## Table of Contents

1.	PRE-PILOTING PHASE: THE TRAIN THE TRAINERS' SESSIONS.....	4
1.1.	Train the trainers in Italy, Città di Castello (Villa Montesca) .....	8
1.2.	Train the trainers in Italy, Palermo (CSC).....	11
1.3.	Train the trainers in Greece (RDE).....	13
1.4.	Train the trainers in Spain (FUSJ).....	15
1.5.	Train the trainers in Bulgaria (CEI) .....	20
2.	PILOTING PHASE.....	21
2.1.	The piloting action in Italy, Città di Castello (Villa Montesca).....	23
2.2.	The piloting action in Italy, Palermo (CSC) .....	28
2.3.	The piloting action in Spain (FUSJ).....	31
2.4.	The piloting action in Greece (RDE).....	36
2.5.	The piloting action in Bulgaria (CEI) .....	38



# 1. PRE-PILOTING PHASE: THE TRAIN THE TRAINERS' SESSIONS

As envisaged at application stage, the REACT pre-piloting phase sessions was a fundamental activity so that the REACT workshops facilitated by the teachers in the classrooms could be properly organized, scheduled, and realized. The REACT pre-piloting phase was composed of:

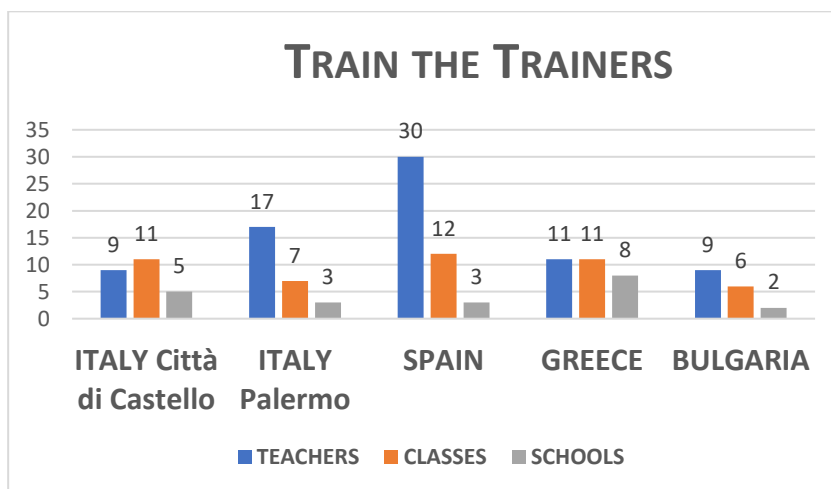
- **informal meetings with school principals and didactic coordinators** of schools to engage them in the pathway.
- the **development of training contents** in national languages and their **adaptation** to school needs.
- the **delivering of the training of trainers** in each REACT implementing country/region, and
- the **evaluation** of the training experience. Pre-piloting phase was conducted by each of the implementing partners and has a direct and indirect bearing on the success of the piloting itself.

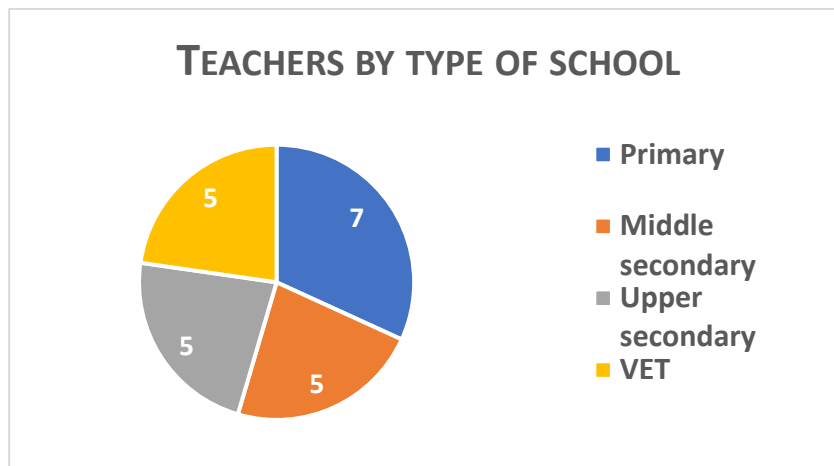
The training sessions took place in the months immediately before the start of piloting, i.e. in the period between **October/November 2022** (plenary sessions to involve teachers, meetings with schools' principals and local Educating Communities) **and March 2023** (final sharing events, plenary sessions for evaluation of the training, extra meetings with teachers to tailor the piloting on real classes' needs), as each of the partners determined the appropriate time and format of delivery, in person or online - or both.

In general, the selection of teachers to be included in the training followed a general principle, according to which the teachers from the pilot schools were selected based on previously declared interest and opportunity to participate in the piloting of the REACT Model and workshops. At the application stage, the **REACT consortium envisaged training** at least 5-7 teachers per implementing partner, so **from 25 to 35 teachers in at least 15 school**. At the end of the pre-piloting, we're proud of **having more than doubled the highest indicators, gaining a total of 76 trained teachers in 22 schools**. This exciting result is primarily due to



the intensive work done by partners' experts in involving schools formally, but also engaging teachers informally through emails, phone calls, participation in school events to promote the launching of the training (e.g. participation of REACT staff members in schools/classes councils). Another valuable factor explaining the training's success in all the involved countries/regions is the word of mouth between previously engaged teachers and newcomers to the REACT project, as well as teachers in primary and vocational education. In fact, **23%** of the involved schools are **middle secondary schools**; **23%** are **VET schools**; **32%** are **primary schools** and **23%** are **upper secondary schools**. This aspect underlines the great value given by schools to the framework of the project, not only in relation to the training and piloting but also from a sustainability perspective. Moreover, the appreciation of the REACT initiative by teachers has also been a key for keeping the **REACT ambassadorship network alive**, as the trained teachers expressed their willingness to further discuss the topics of the project, the REACT Model and methodology as well as to stay connected and exchange their experiences, results and lessons learnt.





Another successful aspect is related to the duration of the training that was planned at application stage around 4 academic hours per partner, the minimum requirement to ensure an effective coaching for teachers to properly facilitate the upcoming REACT workshops in classroom. However, due to the high interest demonstrated by teachers and unexpected request for participation made by teachers from primary and VET schools, REACT implementing partners decided to tailor the training duration to the real needs of each group of teachers involved at local level. Thus said, **the average duration of training has been doubled as well, reaching an average of 8 academic hours per partner's training.**

Even if implementing partners had room to tailor the training sessions thus fitting the needs of the school and meeting the teachers' expectations, the program was structured mostly as a one or two-day event. In fact, some partners (e.g. Villa Montesca in Città di Castello, Italy) chose a different format for delivering the training sessions. The first stage of the training logically went through a presentation of the REACT project, the Reciprocal Maieutic Approach, and its reshaping in the REACT Model and a discussion of its applicability in the respective country/region. The second stage of the program was essential and included: (i) presentation of the thematic workshops; (ii) the critical thinking pathways to guide teachers in choosing the most appropriate workshops for their students; (iii) the REACT Guidelines, Toolkit and Manual. The second stage of the training was also the right moment to simulate the facilitation



of a REACT workshop: in this sense, partners' work was as close as possible to the real piloting in classroom' scenario.

At the end of the trainings, **feedback was collected** from the participants, which clearly shows the great interest and high appreciation they give to the training. The goal of 76 teachers trained and their positive feedback demonstrates that the expectations risen during the previous phases of the project are met and the value of the REACT Model is recognized by teachers and school management.



## 1.1. Train the trainers in Italy, Città di Castello (Villa Montesca)

In Città di Castello, the REACT training phase realized by Villa Montesca was preceded by a series of formal and informal meetings with principals of schools, reference teachers for extra-curricular activities, other researchers, and educators to raise the awareness about the possibility to attend the training as facilitator of Reciprocal Maieutic Approach REACT workshops.

The whole educating Community and all the schools contacted thus participated to a plenary session hold on **27th, October 2022** that could be considered as the starting date of our train the trainers, merging with Educating Community engagement final phase. During this occasion, formal interest by **three schools** has been collected. Then, we worked closely with principals to identify one/two teachers as reference people for the training and the piloting experience of REACT project in schools. During this phase, what emerged was the interest by primary schools' teachers to be part of the piloting experience. To positively respond to this need, FVM staff worked to adapt its offer to this new target group (namely teachers and students from primary schools) as well as to define common strategies with those teachers to positively conduct the piloting in those environments that are different from what forecasted. This process, together with the continuation of non-formal meetings with teachers and schools to recruit more participants, lasted till February 2023.

The REACT training of RMA workshop coordinators at local level has been organized by FCSVM from **January to April 2023**. The training has been addressed to potential coordinator for the piloting phase in classroom and has been mainly attended by **teachers (9) and one external expert**. The training has been addressed to two main points:

- How to rise critical thinking skills acquisition in school context through dialogic learning and through the conduction of REACT Reciprocal maieutic workshops in classroom.





- Knowing the value of techniques, behaviours, attitudes of the REACT peculiar application of Reciprocal Maieutic Approach.

The first session with headmasters, teachers, FCSVM staff, external experts, and the whole Educating Community on 27th, October 2022. This session has been devoted to the illustration of the main features of the training, the scope and the learning objectives and it has been also a useful moment to sum up the REACT activities conducted so far (2 hours).



The second training session was held in February to illustrate the methodological context developed by the REACT project, starting from the figures of Danilo Dolci and Maria Montessori and then illustrating the Manual (excerpts in Italian languages) and the Guidelines (still in English, with the Toolkit translated in Italian). The session lasted about 2 hours approx.

**Danilo Dolci: dall'autoanalisi popolare all'Approccio Maieutico Reciproco**

REciprocal maieutic Approach pathways enhancing Critical Thinking

Co-funded by the European Union

Maieutica è un'attività discorsiva nei rapporti personali ed altro percorso collettivamente partecipativo educativo. Il metodo del Riciproco consiste nel fare venire da noi, da chi gli partecipano con spontaneità, le idee, quelle "scoperte" in corso di partecipazione. In questa realtà di partecipazione, dopo un'attenta ricerca dentro di noi.

"Lo sviluppo non è veramente sviluppo se non matura e valorizza pienamente **ogni singola creatura.**"

"Ho promosso una vasta azione di massa con il metodo dell'autoanalisi popolare, perché la gente **scopra i propri problemi e i propri obiettivi.**"

**Maria Montessori: apprendere in autonomia, relazionandosi con gli spazi**

REciprocal maieutic Approach pathways enhancing Critical Thinking

Co-funded by the European Union

"L'ambiente deve essere ricco di motivi di interesse che si prestano ad attività e invitano il bambino a **condurre le proprie esperienze.**"

L'adulto deve dare e fare quel tanto che è necessario affinché il bambino possa utilmente agire **da solo**: se fa meno del necessario, il bambino non può agire utilmente; se l'adulto fa più del necessario, e perciò si impone o si sostituisce al bambino, spegne i suoi impulsi fattivi.



The third training session was organized in March and has been devoted to simulation of REACT workshop in classroom, facilitating the learning of teachers through the focalization of the main steps of workshop's development. The principle of observation has been "translated" in practical tasks to be performed by facilitator during the workshop's development (e.g. what should be focused by facilitator during the workshop, the value of taking notes and sum up to give value to each contribution, ...). More, during this month, teachers reflected about the kind of pathway to be proposed to their students, considering peculiarities of each class-group, previous knowledge, and age of their pupils. This work led to the definition of different pathways to be performed in different classroom. This session lasted again approx. 2 hours; teachers worked at home in the preparation of their pathways and confrontation with FVM staff was made through email exchanges and online meetings + phone calls. It is worth mentioning that, after this session, teachers were able to kick off the pre-piloting phase in their classroom. They organized one preliminary session with their students, illustrating the ratio of the proposed workshops, the methodology of Reciprocal Maieutic Approach as well as the kind of pathway defined for their classroom. Few classes asked to re-shape some pathways, thus demonstrating since the beginning the importance of the co-planning phase for an effective and meaningful engagement of students in the piloting phase.



The last training session has been conducting on April 2023 and devoted to comparison between the work performed during the previous sessions and the one did by REACT partners' staff member during the first international REACT workshop we had here at Villa Montesca in September 2022. Thanks to the audio recording of such workshop and the transcription of the



following one (online), participants to the training were able to match their conclusions with the partners' ones. More, teachers were asked to evaluate the training received through a questionnaire.

## 1.2. Train the trainers in Italy, Palermo (CSC)

CSC organized the REACT train the training sessions in Palermo in **November 2022, from 23rd to 25th**. The total duration of the training was 9 hours, and three schools were directly involved with **17 participating teachers**.

The schools that had already signed the memorandum and had participated in the first activities (Biographical questionnaires) of the REACT project were involved. Most of those teachers already engaged in previous REACT activities were thrilled to attend the training as they were very interested in the topics and methodology as well. The recruitment call, other than shared in the boards of the participating schools, was also published both on CSC website and shared in the ones of the participating schools. Preparation to the training also included the development of ad hoc materials as well as the application of the Italian version of the Toolkit (Appendix to "A certain formalism", Guidelines for teachers).



 **REciprocal maieutic Approach pathways enhancing Critical Thinking**

**FORMARE GLI EDUCATORI. INCONTRI SULL'APPROCCIO MAIEUTICO RECIPROCO**

Come sviluppare il pensiero critico di studenti e studentesse?  
Esiste una metodologia che promuova l'educazione inclusiva e che possa essere applicata nel mondo della scuola e nell'educazione professionale?

REACT offre una formazione sul **Metodo Maieutico Reciproco**, una metodologia dialettica di indagine e di autoanalisi popolare sviluppata e sperimentata da **Daniilo Dolci** sin dagli anni '50 e utilizzata attualmente in ambito educativo e sociologico.

La formazione è aperta a partecipanti appartenenti al mondo della formazione, sia docenti di scuole secondarie di primo e secondo grado che educatori professionali.

La formazione è gratuita.

La durata totale della formazione è di **8 ore**.

**23 e 24 novembre**  
presso la Biblioteca baqq  
Piazza Kala, 31 - Palermo

**25 novembre**  
presso le scuole partner del progetto

Per ulteriori informazioni contatta **Irene Ippolito**  
irene.ippolito@daniilodolci.org - Tel. 091 617.7252

REACT - REciprocal maieutic Approach pathways enhancing Critical Thinking  
È un progetto co-finanziato dal programma Erasmus+ - Support for Policy Reform - Social inclusion through education, training and youth.

[www.react-erasmus.eu](http://www.react-erasmus.eu)

 Co-funded by the Erasmus+ Programme of the European Union

 **CENTRO SVILUPPO CREATIVO DANILLO DOLCI**  
daniilodolci.org



**ISCRIVITI ENTRO IL 14 NOVEMBRE**  
[bit.ly/3t5le3v](https://bit.ly/3t5le3v)

Agreement N. 421522-EPN-1-2020-1-ET-EPN06A-015-SC-EN.  
The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



The aim of the training was to retrace the history and educational experience developed by Danilo Dolci and Montessori. Starting from some biographical notes, the theoretical assumptions of the reciprocal maieutic method were explored in depth, ending with the experimentation of the REACT approach.

The participants, from different schools, had the opportunity to discuss their needs, their difficulties in the school classes and the possible solutions offered by REACT Model to create a welcoming school environment and a place where the student can grow, develop dialectics and critical thinking skills. The learning objectives of the training were:

- To improve dialogue and freedom of expression.
- To help teachers and trainers to bring out each student's own resources.
- To support teachers and trainers during the development of the laboratories, so that the habit of not giving solutions but of listening to students' proposals and comparing them is encouraged and sustained.
- To create a climate of openness and collaboration in the classroom using new strategies as the ones proposed by the REACT Model.
- To promote an enriched pedagogical framework in which critical thinking abilities are seeded.

The training took place in three face-to-face sessions. The first two were held at the CSC premises, while the third one was hosted in the schools to better simulate a workshop directly with the students in the same environment.

23rd November	<ul style="list-style-type: none"> <li>• Introduction to the REACT project.</li> <li>• Biographical outline of Danilo Dolci's and Maria Montessori's life and work.</li> <li>• Theoretical background to the RMA approach and brief practical reflections on the method.</li> </ul>
24th November	Experimentation of the method through suggestions that become a vehicle for its discovery. Suggestions for workshops to be held with schools



25 November	<ul style="list-style-type: none"> <li>• RMA at school.</li> <li>• Knowledge of techniques, behaviors, attitudes.</li> <li>• Conclusions.</li> </ul>
----------------	--



### 1.3. Train the trainers in Greece (RDE)

In Greece, the training was organized by RDE internal staff **from February to May 2023** (from the first meeting to present the REACT pathways to the last observation made by RDE experts) and hosted in the ICT workshop of the 1st Junior High School of Corfu. **A total of 11 teachers attended the training**; there were three more teachers who also wanted to participate; unfortunately, they cannot attend due to previously scheduled activities with the school.

To prepare the ground for a solid train the trainers' phase, RDE staff worked intensively in visiting schools and meeting with teachers and principals about the topics covered by the REACT experimentation, the shape of the laboratories with students and time limits of the piloting. Dates and logistic arrangements for the training were discussed with enrolled participants via regular e-mail exchange. Questionnaires for evaluating the training and general templates were provided by Villa Montesca, aside the basics, RDE provided translation in Greek of the Toolkit – Appendix to “A certain formalism” Guidelines and materials for the training (slides and in-depth materials) were prepared as well by RDE in national language.

The learning objectives of the training were:



- To understand the methodology for the development of the REACT workshops.
- To familiarize with the thematic areas and relevant pathways
- To customize the Greek piloting experience with suggestions by Greek teachers
- To explore possible sensitive situations and effective ways to cope with them, e.g. reactions of students to certain themes/situations; class management during REACT workshops, ...

All the training sessions were organized on site, except the ones with the primary school of Skala (Kefalonia) which were delivered online due to the distance from RDE premises to that school. There were two plenary sessions lasting 2 hours, preceded and followed by e-mail exchanges and on-site meetings at every school prior to the launching of the piloting phase, to clarify doubts and contribute to the creation of an adequate learning environment.

All the participants attending the training filled the evaluation questionnaire: all in all, Greek teachers valued the experience, considered very useful the materials provided and feed confident in approaching the piloting in classroom. Suggestions for future editions included the provision of diluted training session.





## 1.4. Train the trainers in Spain (FUSJ)

Teacher training was implemented during the **2022-2023 academic year**, which was particularly challenging in Spanish classrooms due to the introduction of a new national education law, *Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación*, known as LOMLOE. The curriculum, standards, objectives, and assessment criteria were approved in August (non-teaching month), requiring teachers to undergo training and plan their teaching throughout the academic year. This placed a significant workload on teachers and school management teams, making it extremely difficult to enlist voluntary schools to participate in REACT project.

REACT Spanish teacher training phase took place at three centres: two in the province of Zaragoza, Spain, in March 2023 and 1 in the province of Segovia, in **November 2023**, involving **30 teachers**:

1. IZQUIERDO FP: This is an urban private-concerted (funded with public funds) vocational training centre. Many students, particularly those in basic vocational training or intermediate-level programs, have experienced previous educational setbacks, and early dropouts in secondary education, leading to lower self-esteem. This centre also boasts a diverse cultural student body. A total of 4 teachers, including their principal, participated in the project.
2. IES RODANAS: This is a rural public secondary education centre that serves students from various nearby villages. For many first-year students (around 11-12 years old), attending this school means leaving their localities and meeting new people, posing a significant challenge to social integration. Additionally, the school has a high percentage of immigrant and Roma students. A total of 12 teachers, including their principal, participated in the project.
3. CEIP ARCIPRESTE DE HITA (Segovia): This is a rural public primary school. The school had approximately 670 students, making it the largest rural school in the province of Segovia. A total of 14 teachers, including their principal and the school



counselor, participated in the project.

The initiative of this project was well-received by teachers, and we would like to express our gratitude once again for their dedication and willingness to participate throughout the implementation of the REACT project.

As previously mentioned in the introduction, it has been a particularly challenging year to secure the participation of educational institutions in the REACT project due to the implementation of the new law. However, all centres displayed a **strong interest in the topic** and actively facilitated their involvement. All centres signed the commitments and the REACT declaration, and, participated with enthusiasm during the training.

The project's objectives and expected outcomes have been widely shared through various dissemination activities. These activities have primarily focused on social media, where we have shared relevant information via newsletters, blogs, as well as Instagram and Facebook posts, amongst others. These actions have also helped to garner attention and interest for the training sessions. Additionally, the outcomes of the project, as well as the methodology used for the training sessions, were showcased at the International Congress on Bilingual Education (CIEB 2023) which takes place annually in Spain, during the month of October.





Alongside the basic materials for the training developed by Villa Montesca, for the first session of the training FUSJ prepared a PowerPoint presentation, providing an overview of the project and explaining the content of the training workshops. It also served to establish the thematic focus they wanted to work on and the timeline for both the second training session and the pilot with the students. In the second session, FUSJ experts explained how the workshops functioned, and they had the opportunity to experience a REACT session themselves.

Learning objectives of the sessions are explained as follows:

1st SESSION:

- Presenting the REACT Methodology
- Explaining the Three Workshop Paths
- Setting Dates and topics for both the upcoming teacher training and student workshops

2nd SESSION:

- Experiencing a part of the REACT Methodology workshops.
- Understanding how to implement them in their classrooms.
- Preparing the sessions that teachers will later conduct with their students.



For both educational centres, the first session was conducted online, while the second session took place in person at their respective schools. For each school, there were two training sessions. The first session lasted for 1.5 hours, while the second session had a duration of 2 hours.

All the teachers attending the training gave their feedback. For the teachers who participated in the training at Izquierdo FP, FUSJ conducted an anonymous survey. These educators expressed moderate satisfaction, averaging 4 out of 5 points across all items in the survey. These survey results indicate a positive overall response from the teachers who participated in the training at Izquierdo, demonstrating their satisfaction with the training and its impact on their understanding of the REACT project's objectives and methodologies.

When asked for recommendations to improve the sessions, these suggestions offer valuable insights that could be considered for enhancing future training sessions, including the possibility of increasing the number of sessions, offering more concrete examples of the methodology's application, and addressing specific concerns or questions raised by the participants. Finally, we asked them "What do you believe is the most valuable aspect of this training?", and their responses highlight the perceived value of the training, including the emphasis on open dialogue, critical thinking, student engagement, personal growth, and collaborative problem-solving.

For the teachers at IES Rodanas, we conducted an informal evaluation focus group. The assessment of the training received was high, with particular emphasis on their ability to experience a portion of the REACT Methodology workshops themselves. Their improvement suggestions primarily revolve around the desire for more extensive training in this methodology, access to additional materials for its implementation, and the preference for having the training at the beginning of the school year. Regarding the aspects they valued the most, they appreciated how this methodology can promote dialogue among students and enhance their ability to empathize with their peers.

We received 12 responses to the Train the trainer workshops conducted online on 15th November and face to face on 29th November in the primary school **Arcipreste de Hita in Espinar**, Segovia, Spain. In general, responses to the training sessions were very positive with all numeric answers falling in the 4 and 5 range (the highest score on the questionnaire is 5). Strong points identified



were that the workshops gave teachers insights into their students and their students' perspectives on events that they (the teachers) would not normally be aware of and that this was extremely valuable as academic knowledge was normally the focus of communication in class. One teacher said that the workshops he attended with his class enabled him to connect with them and their needs and worries. Several teachers said that they really appreciated and were able to learn a lot in the sessions run by the React team.

The workshops were seen as a valid means of addressing or preventing conflict, relatively simple to implement and not requiring any expensive resources. Some were surprised at how easy it was to generate dialogue among students and how beneficial it was. Suggestions for improvement included using audiovisual material to introduce the subject, something that we have considered and used with other groups. This time we introduced the subject with a story.

It was suggested that we carried out the workshops with younger learners too and that the sessions should last a little longer. It is true that it is very difficult to organise lengthy sessions in schools as they are constrained by fairly inflexible timetables and often by a lack of space.

In conclusion, regarding the aspects they valued the most, they appreciated how this methodology can promote dialogue among students and enhance their ability to empathize with their peers.

It seems to be essential that trainers are fully trained and convinced of the efficacy of the method for it to function. The implementation of an educational reform in secondary schools in Spain this year has meant that it has been extremely difficult to find participants for this project with the time and energy necessary to devote to the REACT project.



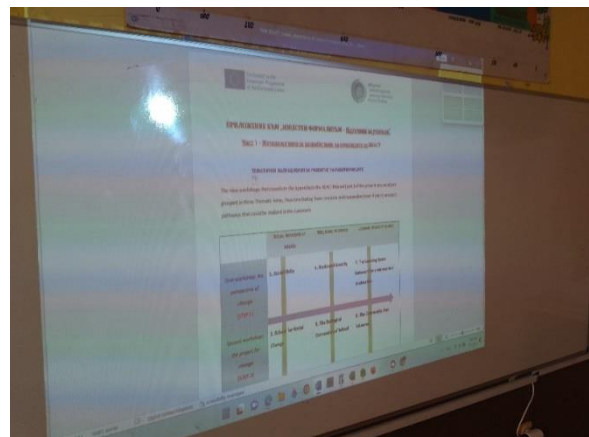
## 1.5. Train the trainers in Bulgaria (CEI)

The implementation of the REACT train the trainers' session took place in two schools, namely the High School for Foreign Languages and the 10<sup>th</sup> Primary School, both located in Pernik. The training was conducted by CEI internal staff members and a **total of 9 teachers** attended the lessons.

Together with the selected schools' board and direction, CEI proposed to involve in some of the upcoming workshops also the parents, third organizations representatives, local community members. The proposal was warmly welcomed by schools' directors, even if it urges extra-work for the teachers and specific training sessions.

Thus, alongside the Manual and Guidelines explanation and case-studying of the REACT pathways proposed in the Toolkit, CEI experts also sustained teachers with tips, suggestions, support, and cooperation to involve Educating Community in the process.

All the participants attending the training filled the evaluation questionnaire: all in all, Bulgarian teachers valued as extremely interesting the training experience, considered very useful the materials provided and feel confident in approaching the piloting in classroom. Suggestions for future editions included the provision of diluted training session.





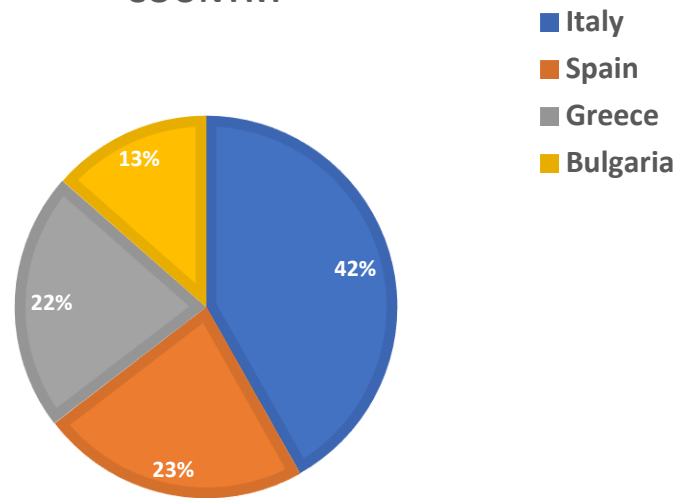
## 2. PILOTING PHASE

After the development of the preliminary activities in each country, piloting sessions in European classrooms have taken place.

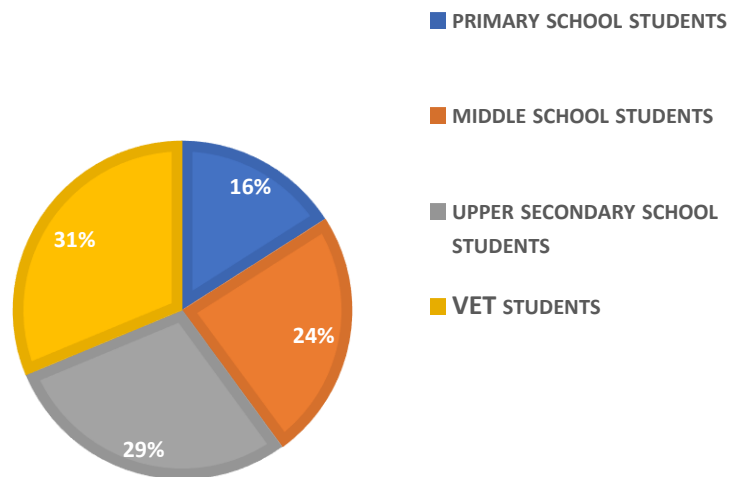
We reached 66% of the total amount of students counted at application stage, namely **887 students** enrolled in primary, middle and upper secondary & VET schools in four European countries and five European Regions. It is also worth noting that the German partner AGRAF, who was not an implementing partner for this phase of the project, decided to implement some **special piloting sessions with 14 first-year University students**, enrolled to become secondary school teachers. Thus, we reached a **total of 901 students**. To properly analyse this data, it must be considered that, at REACT application stage, our projections were made at class-level since the REACT workshops are meant as a classroom-based pathway. Thus said, we planned to involve at least 15 schools that will engage between 3 and 4 classes: after the completion of the piloting, **we have reached 25% more schools than the ones planned (22 out of 15** forecasted at application stage) enlarging the type of school from middle and upper secondary as stated at application stage to include also primary and VET schools. The **active involvement** in the REACT piloting **of 47 classes** against the 45 planned at application stage, combined with our success in **training 76 teachers** (more than the double of the highest ambitious indicator) marked our indicator as fulfilled. The discrepancy between the total number of participating students envisaged at application stage (approx. 1350) and the number of effectively involved students (887) depends mainly on the size of the class groups in the various REACT implementing countries/local areas. We forecasted classroom groups sized about 30 students, while the actual average size of classrooms was 20 students.



### STUDENTS INVOLVED IN THE REACT PILOTTING BY COUNTRY



### STUDENTS INVOLVED IN THE REACT PILOTTING PER TYPE OF SCHOOL

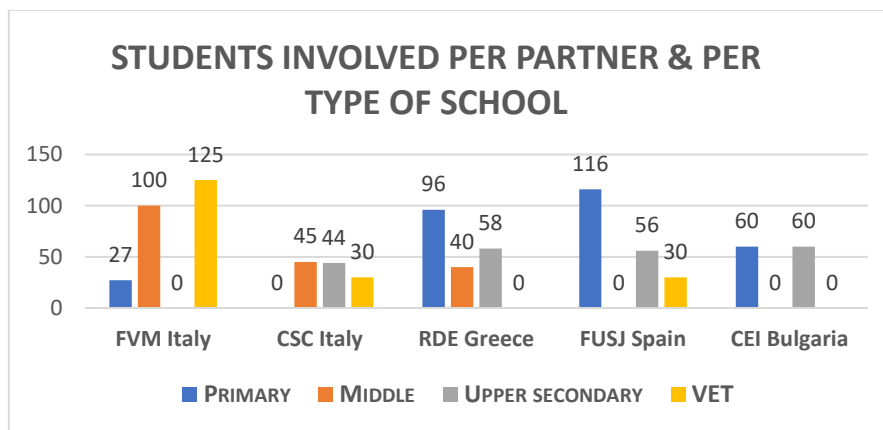


In general, one can consider the positive assessment given by all partners, teachers, students, and stakeholders for the REACT pedagogical model and for the thematic areas and pathways



we proposed as well as regarding supporting materials (REACT Manual, “A certain formalism” Guidelines for teachers and related Annex), on which the piloting was mainly based.

The duration of the piloting stage was on **average 4-6 months**. The workload of 1 or 2 workshops per week, depending on the chosen pathway and school/classes needs. Piloting in all usually going through 3 or 4 of the thematic workshops and in the end the students drafted their proposal for change.



## 2.1. The piloting action in Italy, Città di Castello (Villa Montesca)

Slightly after the conclusion of the Train the Trainers’ sessions, **teachers started piloting the REACT Model and RMA laboratories in classrooms**. Some introductory information about the REACT project, the topics afforded during their training and the Reciprocal Maieutic Approach has been given to the students (pre-piloting with students). **A total of 5 schools (2 VET, 1 primary, 2 middle) involving 11 classes with 252 students, facilitated by their 11 teachers realized the piloting phase.**

Two internal staff members plus one external expert have been involved in the piloting as facilitators and participatory observers. Teachers devoted 2 hours/weekly in March 2023 for contextualization, introductory and icebreaking activities. 2 hours/weekly from April to June



were devoted to the development of workshops. It is worth to be mentioned that, after FVM informative events and communication, also a primary school asked to be included in the experimentation phase. Then, our staff prepared a simplified structure to allow primary school students' participation (aged 10-11 years). Teachers at primary schools also participated to the Train the Trainers' sessions and, together with FVM staff and external experts, decided to carry out the Legality workshop, considering the age and the background of students and adapting the vocabulary used as well as simplifying the concepts. In this case, FVM staff acted as facilitators during the laboratories, together with teachers. In secondary schools (middle and upper), teachers implemented 2-3 workshops each, sometimes following the suggestions given by the Toolkit (annexed to the Guidelines), namely developing 2-3 workshops (vertical pathway); sometimes they decided to have the same topic developed in all the workshops (horizontal pathway).

The last session has been devoted to collect students' feedback and impressions about the work performed during the piloting (evaluation questionnaires + questions and answers time with teachers and/or FVM staff members).

As **final activity** of the piloting and National event, FVM organized an event hosted in the cinema of Città di Castello on **25th, May 2023**. Together with the High Tiber Valley Educating Community and under the patronage of the Città di Castello Municipality, the event has been facilitated by FVM staff and conducted by **Alessandro di Nuzzo**, writer, journalist and editor and **Stefano Baudino** (writer and activist) with the online participation of **Salvatore Borsellino** (younger brother of Paolo Borsellino, one of the judges killed by the mafia in 1992). The event has been attended by 150 students, 20 teachers and it has been web streamed on FVM YouTube channel (available here <https://www.youtube.com/watch?v=omOB1D92u64> ).

Teachers and facilitators that carried out the workshops taken notes of each step (see pictures below) respecting the guidelines for conducting the RMA workshops set out in the Toolkit.

Some pictures were taken (at one secondary school) and one workshop has been recorded.

Picture from the final event has been taken (sample attached below).

Students of one secondary school decided to also realize a small video, after the development of the workshops on the fight against all mafias.

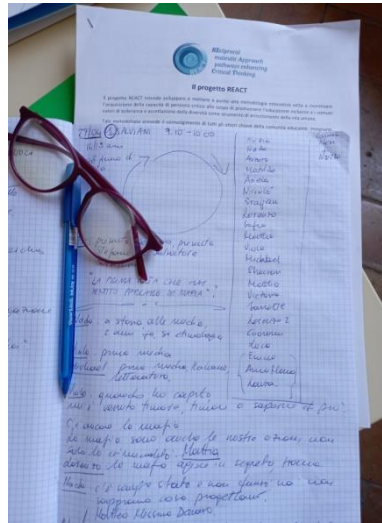
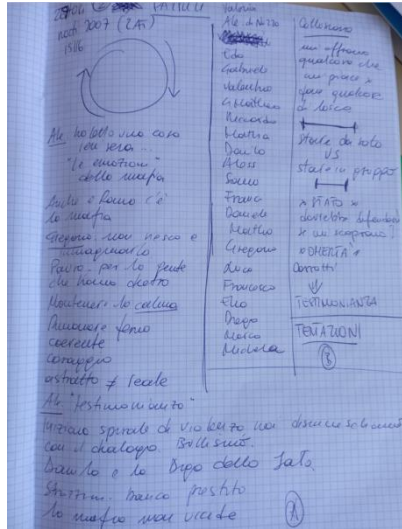




Co-funded by  
the European Union



REciprocal  
maieutic Approach  
pathways enhancing  
Critical Thinking



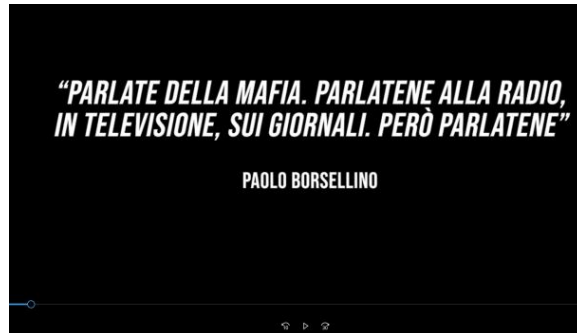
Notes taken during some of the workshops.



Pictures of the final event of 25<sup>th</sup> May 2023



Pictures taken from the video recording of one of the workshops (secondary school)



Screenshots from the video "No Mafia" realized by students of Patrizi Baldelli Cavallotti secondary school (classes 2AC, 2BS and 2AMAT)

We collected feedback from teachers both through administering the evaluation questionnaire and thanks to informal meetings with them (group meetings and one-to-one meetings). The feedback by students have been collected through the evaluation questionnaire that has been administered in paper version during the last scheduled workshop.

All in all, we received very positive feedback from both. Students expressed their satisfaction about the methodology applied, the Reciprocal Maieutic Approach that allowed them to change, together with the traditional arrangement of desks in the classrooms, also their attitude to dialogue, mutual respect, active listening.

They also appreciated the topics: most of the workshops were focused on legality and fight against all the mafias, even because this is the topic chosen by our municipality for the 2022/23 school year. However, the school for change and social transformation as well as ecological conversion of school and society have been chosen too. Both students and teachers noticed that even if "critical thinking" wasn't the direct focus of the workshops, the structure of the workshops as well as the dialectic methodology ensured acquisition and practice of those soft skills related to critically think about school climate, relationships among mates and teachers and external experts such as FVM staff. Each topic afforded has been used as a lever to encourage discussion, trigger mutually respectful confrontation.



Teachers also expressed their appreciation about the pathways proposed by REACT Manual as well as for the Toolkit, considered as guiding documents for a fruitful development of the activities. The pathways developed in the Manual have been valued positively also because it has been developed at European level, including topics less known in our local context – regarding methodology, subjects, tools. Teachers agreed on the importance of such kind of activities to foster critical thinking, mutual understanding, active and empathetic listening among students – all preconditions to prevent marginalization and exclusion phenomena as well as to promote positive attitude to cultural differences in the classroom, school and in the whole Educating Community.

Teachers were initially less confident with the proposed methodology, it has been important to be present as FVM staff to guide them, support them when needed and remark the subtle but important differences between RMA and other dialogic methodologies.

One difficulty experienced during some workshops was related to active participation by students. In some cases, to include in the activity all the students, teachers had to stress the importance of individual contribution to the workshop, even with one idea or word. However, these resistances at the very beginning of the piloting experience have been overcome.

As suggested by the Guidelines for the development of REACT workshops in classroom, teachers taken notes about the various steps of the workshops' development. FVM staff collected observation about the development of the workshop, the climate and the relationships between students and their teachers when carrying out the activities. Informal discussion between teachers and students, teachers and FVM staff and informal focus groups with students and FVM staff have been developed during the piloting phase.



## 2.2. The piloting action in Italy, Palermo (CSC)

In Palermo, CSC organized the REACT workshops carefully following the indications given in the D3.2 Guidelines for Teachers (“A certain formalism”) for teachers and related Annex and Toolkit; so, the first step of each workshop was devoted to mutual introduction of participants, that shared their inner dream. This created a more relaxed and friendly atmosphere and prepared the ground for next phases. **The piloting was realized in 3 schools (1 VET, 1 secondary and 1 middle school) involving 7 classrooms with 119 students piloting the Model, facilitated and sustained by 9 teachers.** Three internal staff members and 2 external experts were involved as facilitators and participatory observers.

During the first workshop, participants seemed always curious about having to change the setting of the classroom by having to stand in a circle and by having the opportunity to share their opinions with adults. All the participants involved were interested in the topics of Social Skills, School and Responsibility, Critical Thinking as in general, according to the students, the greatest difficulty is to relate to each other without being aggressive and to respect different opinions and especially students with a different cultural background. The middle school with younger students needed to learn more on the topic of social skills for the same reason, but above all because the relationship with families is very difficult.

Pictures were taken of both the more formal workshops and some (e.g. middle school) where we had to find a creative solution to achieve the result because they usually don’t want to stay in the classroom for a formal lesson.





The feedback of both teachers and students has always been positive.

What worked very well and was appreciated by everyone is: the new setting of the room, the possibility for everyone to take turns expressing themselves and choosing a topic based on their needs.

In the middle classes in a very difficult context (both cultural and economic) it was quite difficult at the beginning to get the students sitting because they usually don't want to do lessons and hang around the school. But at the third meeting we managed to attract their attention by talking about topics of interest to them and using colours and posters.

We had the opportunity to have small meetings with students from some classes who expressed the desire to continue seeing us. Specifically, the middle school students asked us if we could organize meetings outside the school to continue talking and walk around the city at the same time. They are students from difficult cultural contexts, for them it was important to be listened to and to be able to tell what they think.



## 2.3. The piloting action in Spain (FUSJ)

Previously trained teachers from Rodanas secondary school, Izquierdo VET school and Arcipreste Primary school developed different sessions according to the schools' needs – with an overall duration of 3 months.

**With 12 classrooms of 3 schools (1 VET, 1 secondary and 1 primary), 202 students and 30 facilitating teachers** attended the REACT piloting experience in the schools of **Épila, Zaragoza** and **Segovia**. Four partner staff members were involved as facilitators and participatory observers to sustain the teachers' pathways.

For the first workshop, the following activities were developed:

1. Brief introduction to the REACT project, objectives of the workshops, available supporting materials.
2. Practical session with the name and achievement dynamic. To this we added the selection of a photograph each one of us identified with (from a random selection of about 30 photos) and, in addition to explaining our name and inner dream, we all explained why we had chosen the photo.
3. First workshop in which we defined the meaning of the words “self-esteem” (in Izquierdo FP), “well-being” (in IES Rodanas) and “respect” in Arcipreste de Hita.
4. The causes and consequences of low levels of self-esteem, well-being and respect were then discussed.
5. An observer took notes and put key words on adhesive notes. At the end of each of the previous stages the adhesive notes were arranged on the floor and participants confirmed that they reflected what had been said.

For the second workshop, the following steps were carried out:

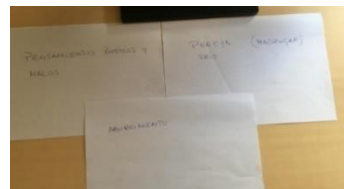
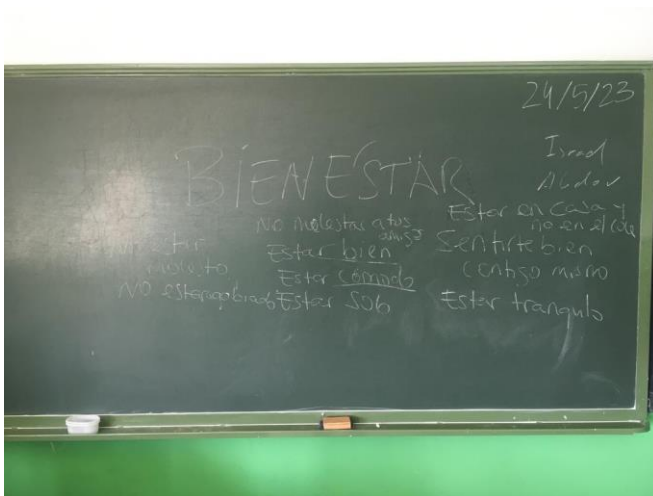
1. Brief recap of what had been discussed in the previous sessions.
2. Students were asked to come up with one or 2 proposals for improving self-esteem/well-being/respect at the centre/school. To do this, students formed groups of



- 2 or 3 and worked for 10 minutes.
- 3. We then resumed the circle dynamic and listened to suggestions without criticism.
- 4. The observer took notes on post its and we then grouped the suggestions into different areas.



Working groups in IES Rodanas



Defining "well-being" at school, IES Rodanas





*Defining "self-esteem" in Izquierdo FP*



*Workshops and proposals from all schools*

The feedback from both teachers and students has been overwhelmingly positive regarding the REACT project.



Teachers appreciated the open and sincere dialogue that fostered critical thinking and encouraged students to practice values such as respect, participation, and integration in their school. For teachers, the most notable aspects were reflected in some of their standout quotes from surveys or group discussions, which included:

- "Open and sincere dialogue fostering critical thinking and encouraging our students to practice values of our institution such as respect, participation, and integration".
- "The most valuable aspect is that students bring their perspectives, allowing us to understand them better and enhance their well-being within the institution".
- "The skills that both students and teachers can acquire to achieve personal goals".
- "Emphasizing the value of individual critical thinking and the opinions of others in collaborative problem analysis and resolution".

Overall, the impact has been notably positive, as perceived by both students and educators. A teacher at IES RODANAS expressed astonishment at the multitude of activities proposed by students aimed at fostering camaraderie and mutual understanding: "We couldn't imagine the number of activities they were going to propose aimed at improving coexistence and getting to know each other better..." (Teacher at IES RODANAS).

Additionally, teachers at Izquierdo FP were impacted by the extent to which students' self-esteem had been affected, particularly those who had experienced academic setbacks. For instance, the students' proposal for an end-of-educational-stage study trip was driven by their desire to rectify what they perceived as a past educational failure, highlighting the profound impact on their self-esteem: "It impacts me how injured their self-esteem was... we already knew because many of them carry the label of academic failure, but not to what extent... For example, when one of their proposals was that they could have an end-of-educational-stage study trip, as they couldn't complete secondary education, not having participated in a study trip was experienced by them as a failure". At CEIP ARCIPRESTE DE HITA, teachers expressed great concern about the constant lack of respect observed in some classrooms. The circle dynamics, respecting speaking turns, and how well the students followed these simple rules, impressed the teachers as they observed all the students speaking and listening to each other.



Students expressed that the workshops were valuable in helping them develop empathy and a deeper understanding of their peers. They recognized the diverse perspectives within their class and learned to appreciate the uniqueness of everyone. As some of them said:

*This activity makes me realize that behind every person, there is a different world.*

*I have learned more about my classmates and how we have different perspectives on the same thing.*

*The fact of learning to open and communicate my moods in general with my classmates.*

The main area of improvement was the timing of the project within the school year. Many participants felt that conducting the workshops towards the end of the academic year was not ideal. They suggested that the workshops would have been more effective if held at the beginning of the school year. Another aspect highlighted by teachers was the need for more dedicated time for their training in these types of workshops and additional time for preparation.

The team members conducted observations during each of the workshops held in all the classes. Throughout these observations, we systematically documented the various interactions that took place among the students and between the students and their teachers. This included noting the dynamics of peer interactions, teacher-student dialogues, and student-student conversations. We also paid close attention to the reactions exhibited by the participants in response to the topics addressed during the workshops. Additionally, we recorded significant words or phrases that encapsulated the essence of their discussions and reflections. These comprehensive observations served as a foundation for generating subsequent reports and assessments. By carefully analysing the recorded interactions, we were able to gain valuable insights into the effectiveness of the workshop implementation. These insights played a pivotal role in shaping our conclusions and recommendations for optimizing the impact of future workshops and educational initiatives.



## 2.4. The piloting action in Greece (RDE)

The training in Greece started slightly after the completion of the teachers' training and involved **8 schools (4 primaries, 2 middle and 2 middle + upper secondary) in Corfu, Kefalonia, Kinopiastes and Skripero**, welcoming to experimentation **194 students in 11 classrooms with the facilitation of 11 trained teachers**. The facilitation process has been sustained by 8 internal staff members involved in the piloting that lasted 3 months.

After teachers were informed and trained about the REACT workshops, they chose a grade and a particular class they would cooperate with.

They took age, class profile and motivation into consideration and in some cases, they set up mutual collaboration (teachers who worked in the same school) to discuss which would be the first steps. Having talked about the subjects of the workshops during lessons as they appear in many syllabuses and having given the 1st package of questionnaires, teachers explained the program to their students and described the sitting arrangement, aims and procedure.



*Students performing REACT workshops in Corfu, Greece*



*RDE experts that supported the piloting experience in Corfu, Greece*

During the 1st workshop they asked students to talk about their inner dream and then, during the next workshops, each teacher focused on different issues raised by the students' answers. Feedback given by teachers and students were truly positive: weaknesses and strengths of the REACT piloting experience have been collected as follows:

Strengths	Weaknesses
Free expression of ideas and emotions	Little implementation timing
Active listening enhanced	Unwillingness of few students in participating
Effective communication enhanced	Mocking or expressing disparagement of certain views which were expressed by others
Democratic dialogue	Difficulties in expressing feelings, opening oneself to others
Critical thinking skills acquisition and practicing	Indifference/boredom
Reflection and openness	Lack of trust
Manifestation/expression of feelings	Some topics were less interesting to students
Getting to know each other better, mutual comprehension	Newcomers in the process



Emphasis on respecting everyone’s uniqueness and opinions	
Students who usually find it difficult to express themselves managed to talk	

That feedback was collected through observation by RDE staff members, through e-mails exchange with teachers, during formal and informal meetings at school. More, RDE performed the whole set of evaluation tools such as: questionnaires for teachers attending the REACT train the trainers’ session; questionnaires for school students participating to the REACT piloting phase – other than biographic questionnaires administered to teachers, students, and parents.

## 2.5. The piloting action in Bulgaria (CEI)

Previously trained teachers from **High School for Foreign Languages** and the **10th Primary School in Pernik** developed different sessions according to the schools’ needs and adequate the timing and the topics to the students’ age and previous knowledge. A total of 120 students within 6 classes participated to the REACT experimental phase, sustained by their 9 teachers and 1 external expert and 2 CEI staff members.

The strategy performed by CEI was to simultaneously involve in the workshops as many Pernik Educating Community’s actors as possible, so that schools were able to organize REACT workshops together with parents and other members of the educating community, sometimes sharing intellectual products of the REACT pathways they conducted in classroom in the form of a simulation (e.g. TV news, trial in a court).



The public workshop described below are the intellectual products of the pathways carried out in classrooms by students, with the facilitation of previously trained teachers and with the support – on demand – of the CEI experts.

1. **22<sup>nd</sup> March 2023.** At the Language School in the upper course (grades 10-12) the first workshop on the “**Social Inclusion at school**” pathway carried out by students was held. The workshop was conducted, with the presence of parents, people from the local community and the media and conceived as a television news, reports, interviews with students acting as authors and characters. All students, without exception, were engaged in it. Inferences, quotations, literary and biographical facts were included. This method proved extremely effective in practicing the critical thinking skills acquired during the REACT workshops because it strengthened students’ learning on how to make accurate generalization and how to effectively, democratically communicate to others.



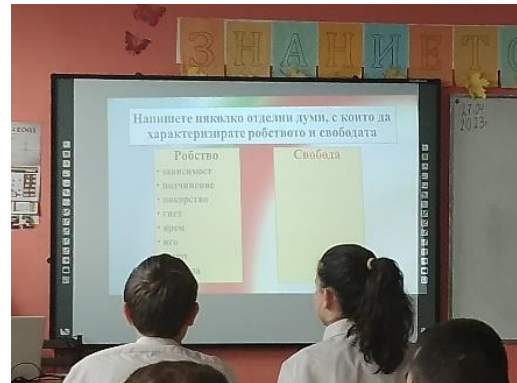


2. **29<sup>th</sup> March 2023.** At the Pernik 10<sup>th</sup> Primary School (grades 3-5) the second public workshop on the “**Wellbeing at school**” pathway carried out by students was held, followed by a folklore concert during which children performed Bulgarian folk songs in front of parents, teachers and Educating Community members.
3. **19<sup>th</sup> April 2023.** At the High School of Foreign Languages (10<sup>th</sup> grade) the third public workshop on the “Wellbeing at school” an, particularly, focusing on the topic “**Roots and Identity**” with an historical perspective, also involving parents and CEI experts as facilitators. The idea behind the workshop was to provoke the imagination and critical thinking of students by changing key historical events related to Bulgarian history, and then discuss on possible and different “results” responding to some guiding questions, e.g. *What would have happened and how would the Bulgaria society have developed if, during the First World War, Bulgaria had joined the Entente, and not Germany and Austria-Hungary?*



4. **27<sup>th</sup> April 2023.** The fourth closure workshop was held in 10<sup>th</sup> Pernik Primary School with junior high school stage (grades 5-7), on the same topic of the third one, namely “**Wellbeing at school**” and in particular “Roots and Identity” – slightly adapting vocabulary and general perspective on the topic to the age of the students’ group. Students were “challenged” to discuss and evaluate significant social and historical events by exploring them through binary oppositions as prescribed by the REACT methodology, such as *slavery vs freedom*.





5. **18<sup>th</sup> May 2023.** The fifth closure workshop was held in 10<sup>th</sup> Pernik Primary School with the participation of 5<sup>th</sup> grade students as well as teachers and parents, exploring the theme “**Ecological conversion of the school**”. Students and parents triggered a discussion to create a meaningful commitment of participants on ecological conversion, moving forward from traditional perspective adopted by school when dealing with green transition – e.g. studying about the recycling procedures – and shifting towards a holistic approach to the ecological conversion of the society that includes also other important aspects such as wellbeing of the entire school community.





6. **14<sup>th</sup> June 2024.** The sixth and last public workshop was held by students attending the 10<sup>th</sup> Pernik Primary school (grades 9-11) and conceived as a simulation of a trial, organized in one of the City Court's Hall. Parents, teachers and representatives of the justice system were present to the workshop. This workshop was the closure of the "The Learning Spaces at School" REACT pathway, during which students reasoned around the concept of what a learning space is, where knowledge could be spread, and which are the key conditions for a critical learning. Thanks to these reflections, school management approved the possibility to ask the City Court their availability for the simulation, that has been positively welcomed. The students acted the roles in such a simulated trial – e.g. accused, prosecutor, judges, lawyers, witnesses and acted shifting the roles, thus changing several times the perspective, and applying critical thinking to do so.