



REciprocal maieutic Approach pathways enhancing Critical Thinking

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D5.5 Data Analysis and Results Discussion – Final Evaluation Report



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1. REACT Project Overview

The REACT project was implemented in the primary, middle, lower secondary and VET schools in **five countries and six European regions** - Italy (both Umbria and Sicily regions), Greece, Bulgaria, and Spain. **Seventy-six (76) teachers** were trained to implement the REACT reciprocal maieutic workshops in **22 schools with 800 students**.

2. REACT Project Objectives

The REACT (REciprocal maieutic Approach pathways enhancing Critical Thinking) project aimed to enhance positive approach to cultural diversity among young people through the implementation of dialogic-based activities that foster acquisition and practice of critical thinking skills in schools. The project used a “Reciprocal Maieutic Approach” enriched by some peculiarities of Maria Montessori’s Method to dismiss stereotypes as well as identify and reject prejudices, thus promoting tolerance and respect for diversity.

REACT Project Objectives

The REACT project aimed to **develop an innovative pedagogical set of tools** to support teachers to **develop an attractive, dialogic based learning environment where multicultural dialogue and experiences contribute to the promotion of tolerance and the dismissal of stereotypes**.

Key features and objectives of the project included:

- ❖ Implement an enhanced reciprocal maieutic approach specifically tailored for school students.
- ❖ Combat the spreading of stereotypes and the reproduction of stereotypes, particularly the ones related to cultural diversity.
- ❖ Improve tolerance, non-discrimination, respect and mutual understanding, a social democratic dialogue.
- ❖ Develop, among students, positive perceptions of diversity, increased cooperation and empathy, mutual respect and support a peaceful conflict resolution skill



REACT Deliverables

Key deliverables of the project are the publication of the ***D3.1 REACT Manual***, addressed to members of the Educating Community that play a role in the psycho-physical development of children and youngsters, with a series of pathways and workshops aimed at developing critical thinking skills among students in primary, middle, lower secondary and VET schools across Europe; as well as the ***D3.2 Guidelines for RM workshops coordination***, including a Toolkit for implementation which address specifically teachers and aims to promote a positive attitude towards cultural diversity by applying critical reasoning and democratic discussion across different school cultures. Both the Manual and the Guidelines were reviewed by researchers and teachers from all implementing countries. They served as a basis for national training and piloting events, exploring the theoretical background, purpose, and approaches of a dialogic-based pedagogical model for multicultural dialogues and education strongly relying on critical reasoning and thinking. The Manual contains pathways and workshops templates addressing a wide range of topics related to education, responsibility of learning, learning environment and social change, ecological transition of schools, the role of the language in education, cultural diversities related to roots and identities, many of which were piloted in participating schools. The Manual and the Guidelines are available in English, Italian, Greek, Spanish, German and Bulgarian.

A wide range of data was collected throughout the implementation of the project from participating students, teachers, parents, researchers, and project coordinators in all partner countries to explore experiences with, learning from and impact of the project. This evaluation report, together with ***D5.6 Lessons Learned for further Policy Guidance***; ***D7.1 Policy Recommendations*** and ***D1.9 National and EU Biographic Report*** briefing papers will provide new insights into some key benefits as well as changes associated with multicultural dialogue in schools.



3. REACT Project Consortium

REACT project was led by (1) Fondazione Hallgarten-Franchetti Centro Studi Villa Montesca. Together with the COO, REACT project involved other five partners listed below:

2. CENTRO PER LO SVILUPPO CREATIVO DANILO DOLCI, ITALY, CSC
3. REGIONAL DIRECTORATE OF PRIMARY AND SECONDARY EDUCATION IN THE IONIAN ISLANDS, GREECE, RDE
4. AGENTUR FUER GRUNDLAGEN – UND ANGEWANDTEN FORSCHUNG GUG, GERMANY, AGRAF
5. CENTER FOR EDUCATIONAL INITIATIVES, BULGARIA, CEI
6. FUNDACIÓN UNIVERSIDAD SAN JORGE, SPAIN, FUSJ

4. REACT Background and innovation

The general purpose of innovation proposed by REACT project is to combine the Reciprocal Maieutic Approach (RMA) of Danilo Dolci with some features of Montessori approach to education, to develop a set of Reciprocal Maieutic (RM) laboratorial pathways (REACT workshops) enhancing inclusive and democratic education through the development of critical thinking skills, acquired by all the participants in an open and reciprocally communicative adapted learning space. Since from the beginning of the preparatory activities REACT consortium applies an inclusive, totally pro-active, and peer-oriented process involving the three key actors of the educative environment: **students, teachers, and parents**, involved in a whole-community approach. In fact, actions for promoting inclusive education have been previously developed in all the countries impacted by REACT. However, almost all the initiatives show a set of similar difficulties: in most of the cases, to face global problems at local level, the educational actors (schools and other educative centres, local authorities, parents, involved stakeholders at different levels) feel to be left alone to face common problems. REACT project aims at accepting the challenge related to the promotion of very local actions, involving schools and key educational players, the whole communities and other relevant actors in the enhancement of an inclusive pathway for education, starting from the development and reinforcement of critical thinking skills



acquisition not only for students but also for their parents (more often left alone in facing challenges and problems related to the psychophysical development of their children in particularly sensitive growth phases, such as pre adolescence and adolescence) and teachers (who need to have a continuing professional development that does not rely exclusively on technical competences acquisition but also related to an holistic approach to the development of their transversal skills, such as the one related to critical thinking) thus help in building a solid community sense that will encompass all the problematic situations that children may encounter during their growth. The degree of innovation of the proposed methodology stands on four main weak points raised from several experiences carried out with the aim of applying the RMA directly to educational sector and, specifically, in lower and upper middle schools:

1. **Very few experiences have been developed considering an approach to RMA that mix different target groups.** RMA is a popular dialectic methodology of research and self-analysis developed and tested by Danilo Dolci in Sicily starting from 1950. RMA promotes a sense of responsibility in the communities and individuals and can be defined as a “collective exploration process that considers individuals’ experience and intuition as a reference point” (Dolci, 1996). RMA has proven to be effective in adult learning and widely used also in a general “youth” context; however, little experiences have been developed in school environment mixing these target groups (youth/students; adults/teachers and parents) in a strategic perspective, involving them at the same time in the same activity. Thus said, REACT aims at filling in this gap, accepting the challenge in building an inclusive path for the educative systems involved with the contribution of all the key actors and exploiting the educational environment as a springboard for an improvement of the whole community – in a school perspective and in a broader community sense.
2. **Spot interventions are not enough to trigger a real change.** RMA develops its maximum possibilities only if considered as a long-term and structured process, involving the different participants during all the stages. Otherwise, it is proven how its full potential remains unexpressed, and it is not able to make a real change in the group where it is applied in a non-systemic perspective, disconnected from school formal curricula and programs. Literature and practice review demonstrates that





most transnationally dialogic learning-based experiences apply RMA as ancillary tool, quite often associated with other non-formal educational activities and in most of the cases for a very short period. REACT overcomes this approach, fully exploiting the potential of RMA laboratories in a long-term perspective: an entire schoolyear of training and piloting at transnational level in 4 out of the 5 consortium countries. To reach this innovation goal, the preparatory activities carried out in the first 18 months of the project assumed a strategic and systemic value.

3. **Evaluation of impact of RMA activities on the development of critical thinking skills is quite often weak and incomplete.** The change in perceptions about certain key concepts (such as cultural diversity) that would potentially bring to the disempowering of stereotypes and prejudices in the whole community are well known as tricky and difficult aspects to be properly evaluated. REACT develops solid basis for the evaluation of activities on a double track: 1) the definition and application of a biographic approach for the evaluation of impact on students, teachers, and parents to be conducted prior and after the implementation stage; 2) a qualitative analysis on the perception of meaning of key words and concepts to be developed before, during and after the piloting action. Combined, the biographic approach together with a semi-perceptive analysis on the eventual change of the meaning of key words (such as “learning space”, “observation”, “dialogue”) will result in important hints about how to model the laboratories to be effective and it will also result in solid basis for evaluating the impact from a formative perspective.
4. Quite often **RMA** is applied “as it is”, without **adapting its features to specific educative contexts**. It has been demonstrated by preparatory research conducted at application stage that RMA has similarities to some of the features characterising the Montessori approach to teaching and learning, and her conception of learning environment space. Due to the Montessori heritage owned by FVM and the ordinary practice of CSC in developing RMA laboratories, some key points that are particularly relevant for both the approaches have been enlightened: the conception of the learning space (e.g. exploitation of circle time, to boost the sharing of power and equality among participants that can learn in all areas of development: social, emotional, cognitive and physical); the role of the teacher as mainly a facilitator (that





should gain the ability to be at the same time “one participant” and coordinate the group process; sharing his/her power when needed and activating empathy to valorise each individual experience and expression of participants) and the related observation principle, that is central in the Montessori experience to respect the children progress guiding them indirectly, without interfering with their activities, instead of simply disciplining and transfer contents. With this regard, REACT innovated the traditional figure of “conductor” of non-formal educational activities, getting closer to the figure of Montessori “teacher” and the RMA facilitator in terms of attitudes, skills, behaviours. It is worth to be mentioned that those initial, powerful links between the two approaches have been reinforced by literature review and desk research actions at preparatory stage. More than this, innovative practices, tendencies, experience of “frontier” have been investigated and collected by the consortium at country and local level – also considering the present trends boosted by the recent pandemic situation.



5. REACT Research and Evaluation Methodology

The research/evaluation element of the REACT project aimed to explore the cultural backgrounds, cultural practices, tolerance, and experiences with diversity of middle and lower secondary school students and their teachers - before and after the pedagogical intervention. It also investigated participation and engagement levels among students and teachers in the different countries/regions as well as their experiences with the pedagogical interventions and the impact of some on their attitudes and behaviours. Qualitative and quantitative data was collected and reviewed during the overall duration of the project and in parallel with key activities and a wide range of instruments were developed by consortium partners for summative and formal evaluation purposes. Below is an overview of instruments used and data collected and analysed.



6. Research/Evaluation Instruments

- Project Progress, Engagement Indicators and Quality Assurance (WP1, WP2, WP4, WP5)
- Number of teachers involved in each country (WP1, WP3, WP7)
- Number of students involved in each country (WP1, WP3)
- Number of project coordinators/researchers and external experts involved in project meetings (WP2)
- Data collected and country reports prepared throughout the project
- Project Quality Assurance Reports (WP4)
- Train the teachers' country reports (WP3)
- Piloting the REACT Model country reports (WP3)
- Final Project Evaluation – Questionnaire (WP5)
- Lessons Learned Log (WP5 and WP7)

Individual country teams kept **reflective records and sought feedback** from teacher and student participants on a regular basis to record and explore their experiences and recommendations. More, partners' experts carried out observations during the piloting at country level, guided by a previously shared set of prompts. In formal and informal planning and review meetings at country as well as at project level the following prompts guided discussion and reflection:

1. *What are project participants' experiences of the project?*
2. *How are students and teachers experiencing working together?*
3. *What is the perceived value of the project for teachers, students, and parents?*
4. *What are teachers and students learning from the project?*
5. *What problems/obstacles are teachers and/or students encountering and how are they meeting these problems/obstacles? Have there been any critical incidents?*
6. *What changes in behaviors/practices can we observe, if any?*
7. *How satisfied are project leaders and participants with the project (project management, collaboration, design, and implementation)?*



8. *What supports are required (or are particularly useful) in the implementation of REACT workshops?*
9. *What impact is the project having – on teachers, on students, on parents and on researchers?*

The template for collecting and reporting these insights is annexed to the present Report.



7. Empirical Research Data

The empirical research during the REACT project's lifetime has been realized exploiting six main tools, interconnected to almost all the implementation Work Package of the project:

1. Pre- and Post-Questionnaire with Students, Teachers and Parents (WP1)
2. Participated observation undertaken by REACT staff members and external experts during the development of the experimental activities within the WP3 work (WP5)
3. Semi-structured interviews and focus groups addressed mainly to teachers, school staff, school management, students and parents (WP5)
4. Completion of Country-level report detailing the development of the Train the Trainers' sessions, drafted by each REACT implementing partner – together with proofs of evidence of training sessions' development and evaluation (WP3)
5. Completion of Country-level report detailing the development of the Piloting sessions in schools, drafted by each REACT implementing partner – together with proofs of evidence of workshops' development and evaluation (WP3)
6. Completion of a Final Project Evaluation Reflective Feedback Questionnaire (WP5)

A brief explanation of each empirical data collection tool is provided below.

PRE- AND POST-QUESTIONNAIRE WITH STUDENTS, TEACHERS, AND PARENTS. First, under WP1, external experts were subcontracted by CSC for the creation and the analysis of three biographic questionnaires for students, teachers and parents that have been administered by partners prior and after the implementation phases at school. The main topics at the core of the REACT conceptual framework have been operationalized with the aid of a concept mapping procedure. **Online questionnaire for students** considered four main dimensions and five sub-dimensions:

- (i) General information: collecting data at organizational and individual level.
- (ii) Scenario based assumptions
- (iii) Keywords
- (iv) Myself, the others, the world



Teachers' questionnaire includes two main dimensions and five sub-dimensions:

- (i) General information
- (ii) Impact of diversity on students

The parents' questionnaire considered two dimensions:

- (i) General information
- (ii) Impact of diversity on daughters and sons

Detailed description of biographic questionnaires' methodology and the discussion of the results at national and comparative level is contained in the ***D1.9 National and EU Biographic Report*** that collected insights both from the pre-assessment and the post-testing phases in each of the REACT implementing country/EU regions. A detailed description of each dimension of the three questionnaires is illustrated also later in the present Report.

PARTICIPATED OBSERVATIONS. To bring further understanding about changes in the school atmosphere, a participant observation by partners' researchers and experts was in place during the piloting activities at country level. The detailed tools, guidelines, adaptations suggestions and timing for the participant observation are stated in the ***D5.3 Evaluation Plan and Evaluation Compendium***. Herewith follows a light scheme about REACT participant observation, aimed at finding answers as per the following set of indicators grouped in the four main areas of school climate:

SAFETY	PHYSICAL	Clearly communicated rules Clear and consistent violation response Sense of physical safety
	SOCIAL AND EMOTIONAL	Attitudes towards individual differences Attitude to exclusion, marginalization Response to exclusion, marginalization Belief in school rules
TEACHING AND LEARNING	SOCIAL, EMOTIONAL, AND ETHICAL LEARNING	
	CRITICAL THINKING SKILLS	
	RESPECT FOR DIVERSITY	Positive adult-adult relationships between/among teachers, administrators, parents, and school staff members
		Positive adult-student relationship Positive student-student relationship



RELATIONSHIPS		Shared decision-making Diversity valued Peer norms linked to learning, cooperative learning, conflict/violence prevention
	SCHOOL COMMUNITY AND COLLABORATION	Mutual support and ongoing communication School-community involvement Parents participation in school decision-making Shared parent-teacher norms vis-à-vis learning and behaviors
	MORALE AND "CONNECTEDNESS"	Students are engaged learners Staff members are happy with their work Students connected to one or more adults Students/staff members feel good about school and school community

SEMI-STRUCTURED INTERVIEWS AND FOCUS GROUPS WITH TEACHERS. Addressed to teachers, students and parents, semi-structured interviews and focus groups are very informative to grasp transformational processes incurred by the different participants in the REACT activities – being training or piloting or both. Having critical conversations about the relevance and impact of the Model proposed and related pathways/workshops has been more comfortable to do rather than individually, in some cases. The specific questions, timing, proposals for adaptation and guidelines for the conduction of the semi-structure interviews and focus group are contained in the *D5.3 Evaluation Plan and Evaluation Compendium*. Insights about the semi-structured interviews and focus groups carried out by REACT partners’ staff experts are detailed in the national reports on training and piloting experiences, as well as summed up in the *D3.4/5 REACT Report on Piloting and Testing*. The semi structured interviews/focus groups with teachers aimed at finding answers and understanding about the following questions:

- Are the REACT Model and its workshops effective in helping students to
 - Grasp the concept of cultural diversity as a positive element that enhances democracy, inclusion, and tolerance?
 - Comprehend the information and knowledge covered by the REACT Model such as fundamental values, anti-discrimination, meaningful civic



engagement, social inclusion?

- Acquire and practice critical reasoning and thinking skills, such as identification of problems, gathering information, evaluation of available evidence, evaluation of the reliabilities of the sources of such evidence, considering different solutions, selection and implementation of the best ones?
- Are the proposed pathways and workshops adequate and helpful in transmitting the thematic knowledge?
- What did not work well in the experimentation of the REACT Model and why?
- What worked well in the experimentation of the REACT Model and why?
- Any suggestion for improvement of the REACT Model and its tools so that the level of understanding and knowledge and skills acquisition on the part of students is improved?

SEMI-STRUCTURED INTERVIEWS WITH STUDENTS, aimed at finding answers and understanding about the following questions:

- *Are the REACT workshops useful in bringing understanding about the concept of cultural diversity and its added value in building resilient schools, communities, and societies?*
- *Are the proposed pedagogical methods and tools adequate and helpful in transmitting the thematic knowledge?*
- *What worked well in the workshop activities and why?*
- *What did not work well in the workshop activities and why?*

TRAINING THE TEACHERS COUNTRY REPORT FROM ALL THE REACT IMPLEMENTING COUNTRIES.

Based on data collected from participants, all implementing country team leaders prepared a Train the Teachers Report summarising training activities, experiences, and feedback from teachers.

Country Reports on the Piloting of the REACT Model. Based on data collected from participants, all implementing country team leaders prepared a Report on the Piloting of the REACT Model in schools summarising activities, experiences and feedback from teachers and students.



A FINAL PROJECT EVALUATION REFLECTIVE FEEDBACK QUESTIONNAIRE. This questionnaire asked project coordinators to provide information regarding the project implementation in their countries, experiences of participants, benefits and challenges associated with the projects and lessons learnt.



8. Conceptual Framework – Understanding the European cultural framework

The UNESCO Declaration on Cultural Diversity reflects the diverse and pluralist understanding of culture and defines cultural diversity in Art. 1 as follows: “***Diverse forms of culture across time and space which is embodied in the uniqueness and plurality of the identities of the groups and societies making up humankind and is a source of exchange, innovation and creativity***”. The scope and definition agreed on in the UNESCO declaration were partly retained in the 2005 Convention on Cultural Diversity (UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expression), the successive legally binding Convention, which is a landmark agreement in modern international law of culture, and which sets out common rules, principles and points of reference for cultural diversity at the global level. On 18 December 2006, the European Community ratified the UNESCO Convention. Preserving and promoting cultural diversity are among the Community’s founding principles: they are enshrined in the Treaty, under Art. 151, and in the Charter of Fundamental Rights of the European Union, under Art. 22.3. Since 2007, promoting culture as a vital element in EU international relations has been one of the three main objectives of the European Agenda for Culture, a dedication renewed as part of the **2018 New European Agenda for Culture**. The New Agenda and its accompanying Staff Working Document provide the framework for cultural cooperation, focusing on the *positive contribution that culture brings to Europe’s society, its economy and international relations*. The new Agenda consists of three strategic areas, with specific objectives corresponding to social, economic and external dimensions:



The social dimension

Aimed at harnessing the power of culture and cultural diversity for social cohesion and wellbeing, the agenda seeks to:

- Foster the cultural capability of all Europeans by making available a wide range of cultural activities and providing opportunities to participate actively
- Encourage the mobility of professionals in the cultural and creative sectors and remove obstacles to their mobility
- Protect and promote Europe's cultural heritage as a shared resource, to raise awareness of our common history and values and reinforce a sense of common European identity

The economic dimension

With the goal of supporting culture-based creativity in education and innovation, for jobs and growth, the objectives of the agenda are:

- Promote the arts, culture and creative thinking in formal and non-formal education and training at all levels and in lifelong learning
- Foster favorable ecosystems for cultural and creative industries, promoting access to finance, innovation capacity, fair remuneration of authors and creators and cross-sectoral cooperation

The external dimension

The goal is to strengthen the EU's international cultural relations through three objectives:

- Support culture as an engine for sustainable social and economic development
- Promote culture and intercultural dialogue for peaceful inter-community relations
- Reinforce cooperation on cultural heritage

Cultural policy cooperation between the European Commission and the 27 EU Member States occurs in the Council of the EU's related preparatory bodies – the **Education, Youth, Culture and Sport Council** – and its **Cultural Affairs Committee**. This cooperation also



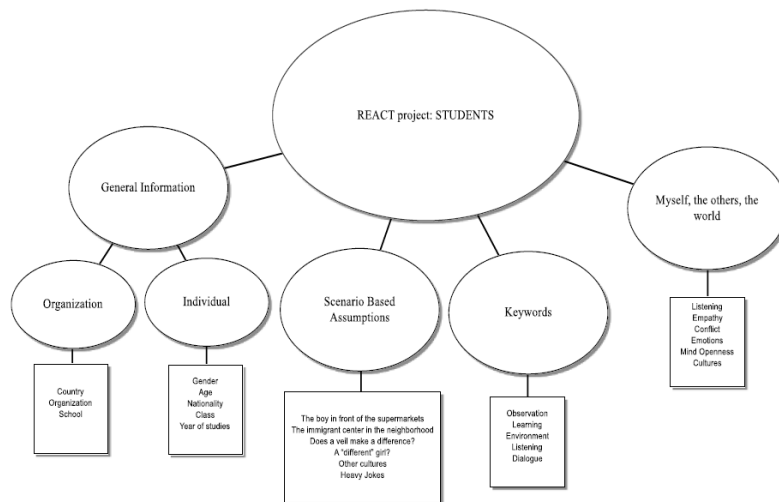
requires dialogue with civil society organisations, cultural stakeholders and other actors, such as cities and regions or international organisations, including the Council of Europe, the UNESCO and the Organisation for Economic Cooperation and Development (OECD). Cultural policy cooperation is also enforced through the adoption (in form of conclusions by the Council of the EU) of multi-annual Work Plans, next to the New Agenda and in line with its strategic orientation. The [current Work Plan for Culture covering the period 2023-2026](#) sets out four priorities for European cooperation in cultural policy making, including the empowerment of the cultural and creative sectors professionals, the enhancement of the cultural participation and of the role of culture in the society, the unleash of the power of culture as a planet-changer driver and the strengthening of the cultural dimension of EU external relation.



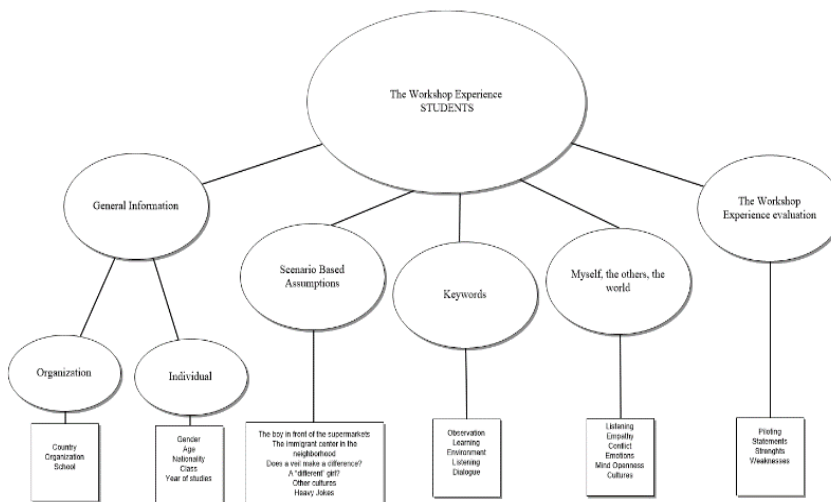
9. Instruments Design and Procedures

STUDENT QUESTIONNAIRE

The REACT project team developed a research design to explore and describe how the cultural diversity may affect young people and adults' lives, both at school and in daily life. This exploration was addressed through a quantitative method, an Online Survey with a semi-structured questionnaire administered to students in two periods: before the launching of the experimental activities, to collect relevant information for the definition of a baseline; and after the closure of the experimental activities, to have a picture of the eventual impact of the REACT activities on the students' perceptions about cultural diversity.



Students' questionnaire concept map (pre-test)



Students' questionnaire concept map (post-test)





Following the concept mapping procedure (Jackson, K. & Trochim, W., 2002) the student questionnaires were designed to measure a range of concepts/variables related to tolerance and cultural diversity and the relevant project objectives. The questionnaires were administered online, and data was collected during the Reporting Period 1 (pre-testing phase) and during the Reporting Period 2 (post-testing phase). The common structure of both the versions of the student questionnaire is focused on four dimensions:

General information: this section aims at collecting data about the profile of the students, considering the organizational level (i.e. name, Country and school related to the organizations that were involved in the research activities) and the individual level (demographic features of the students, such as gender, age, nationality, class/school and years of studies).

Scenario Based Assumptions: this conceptual dimension can be considered the key point of the research as it focuses on the way cultural diversity is conceived and experienced, albeit indirectly, by the students. Resembling some research techniques that have made storytelling the core of the data collection process, like the vignettes (Converse & Presser, 1986) or the “Storie” (Marradi, 2005), we adopted an operational definition based on a six different scenarios telling stories about cultural diversity (listed in the concept map); once the scenario was presented in the questionnaire, respondents were asked to indicate their degree to rate their agreement to some scenario-related statements.

Keywords: the focus is on perceived cultural diversity in a school context, using four main key words (observation, learning environment, listening, dialogue) and a series of adjectives for each of them, with respect to which respondents were asked to indicate how much they represented each word.

Myself, the others, the world: the last topic shown in the concept map was designed to gather information to draw up a profile of the students based on psychological and intimate aspects, such as emotions, degree of openness to cultural diversity, empathy, conflict management, listening.

As illustrated in the second graphic above, a fifth dimension was explored in the student questionnaire’s version drafted for the post-testing phase, namely the Workshop Experience Evaluation. This part related directly to the workshops and aimed at assessing how the students experienced them, exploring four aspects: *piloting, statements, strengths and*

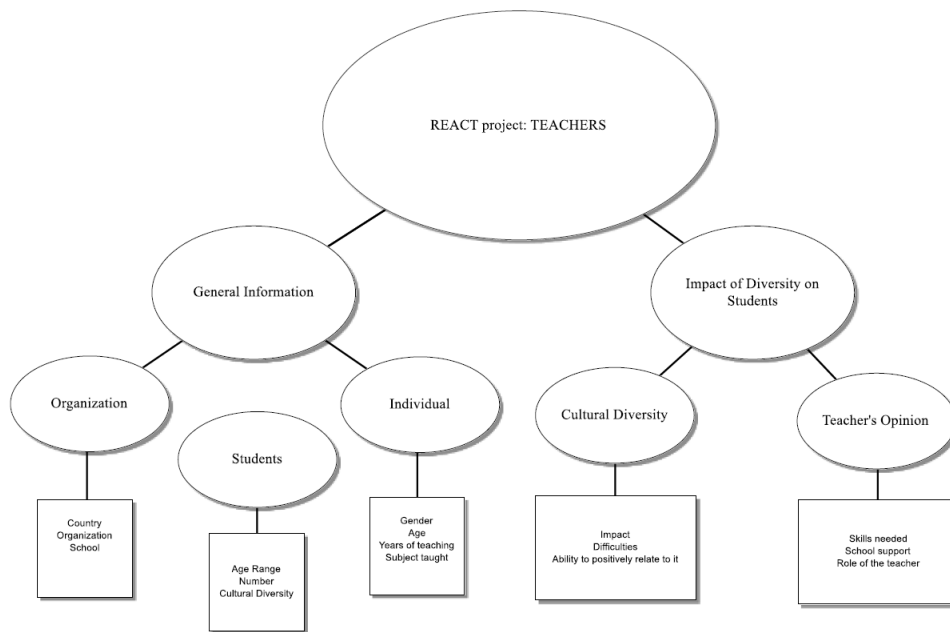




weaknesses. Therefore, the questions included in this section collect the respondents' opinions on the organisation, experience, strengths and weaknesses of the 'workshop experience'.

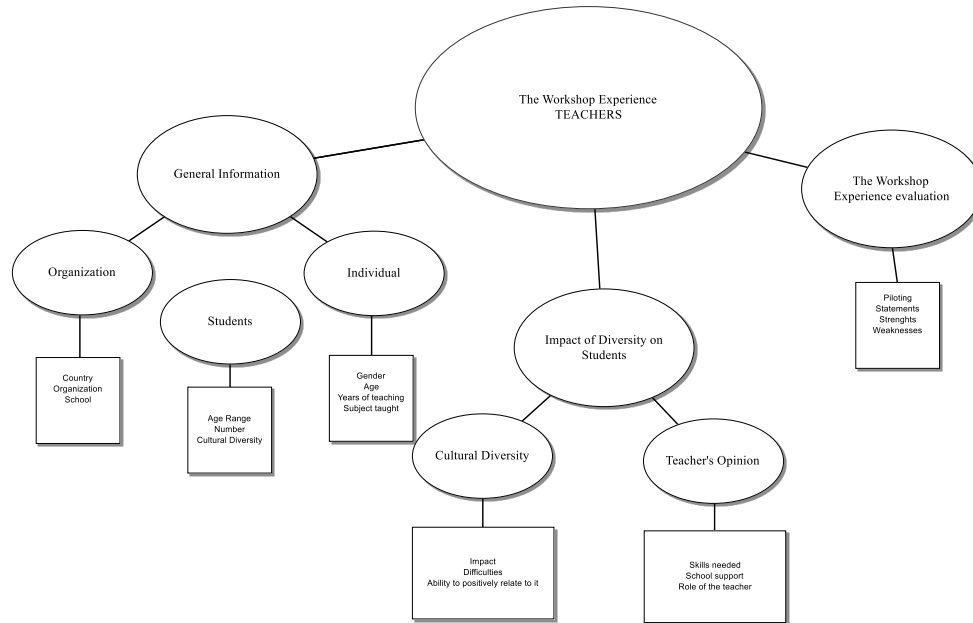
TEACHER QUESTIONNAIRE

Teachers' concept map includes two main dimensions and five sub-dimensions that were the same at pre- and post-testing phase. The post-testing version of teacher's questionnaire included also a section devoted to the evaluation of the workshop experience as well:



Teacher questionnaire concept map (pre-test)





Teacher questionnaire concept map (post-test)

General information: three sub-topics relating to the demographic characteristics and experiences of teachers were considered: organization (Country, organization and school where the survey is conducted), students (age range, number and cultural diversity of the young people taught by teachers) and individual (gender, age, years of teaching and subject taught by the teacher);

Impact of diversity on students: conceptual specification of this dimension focused on two aspects: 1) cultural diversity: impact of cultural differences on the school life of the students, the difficulties that students may experience with cultural diversity, the abilities that students have demonstrated to relate positively to cultural diversity; 2) teacher's opinion about the skills that students may need to relate positively to cultural diversity, the support that school could give to improve these skills, and the role that the teachers should play to help students develop or improve the cultural diversity ability.

The Workshop Experience evaluation: the last section relates directly to the workshops and aims to assess how the teachers evaluated and experienced them, exploring four aspects: piloting, statements, strengths and weaknesses. Therefore, the questions included in this section collect the respondents' opinions on the organization, experience, strengths and weaknesses of the 'workshop experience'. This section is like the one investigated into the students' workshop experience survey.



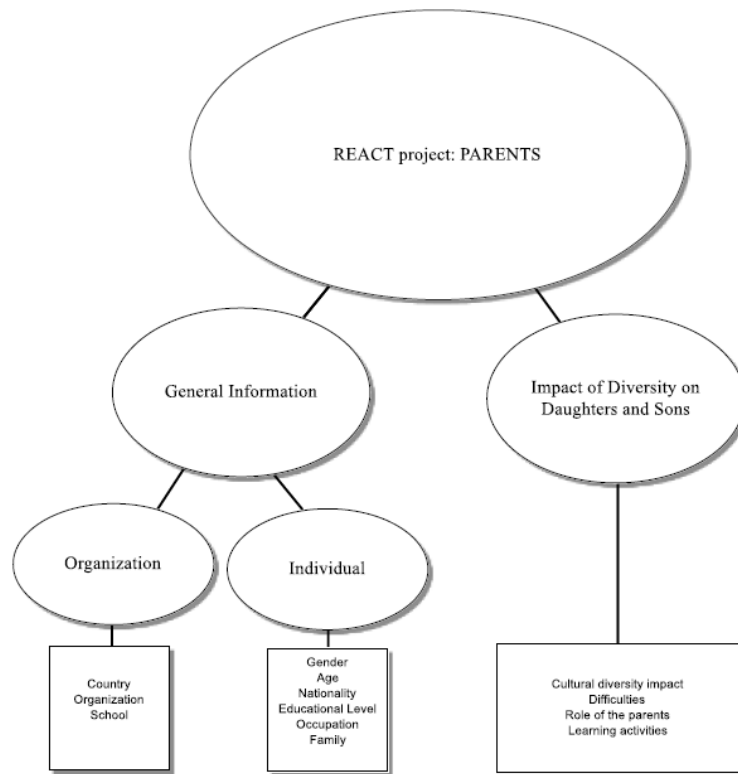


PARENTS QUESTIONNAIRE

The conceptualization of the main themes considered for the research on the Parents considered two dimensions:

General information: demographic data about the parents, considering the organizational level (i.e. name, Country and school related to the organizations that were involved in the research activities) and the individual level (gender, age, nationality, educational level, occupation, some information about the family)

Impact of diversity on daughter and son: this dimension collects the views of the parents about some aspects related to the cultural diversity, here conceived as a skill that young people might have; four aspects are considered: the impact of cultural diversity on the life of daughters and sons, the difficulties that arise when dealing with different types of cultural diversity, the role parents should play to support young people in facing cultural differences, the learning activities that may improve this ability.



Parents questionnaire (pre- and post-testing phase)

Various other data collection instruments were developed throughout the project by partners responsible for different work packages and/or by country or teacher teams in schools. For example, CSC from Italy developed a template for the purpose of collecting





information during the participated observation procedures undertaken by partner staff members and external experts during the experimental phase.

Data collection instruments used to collect data in schools, from students and teachers, included materials created by students, written student reflections, prompts for teacher reflections and other student work. The country-specific and school-based data collection instruments were designed in the national contexts by country teams.



10. Data Analysis and Evaluation of the REACT experimental phase

Questionnaire data was exported by external experts (subcontracted by CSC) into two separate reports:

- One presenting the data (from all countries) from the pre-test questionnaire, and
- One presenting the data (from all countries) for the post-test questionnaire.

Both are used to perform descriptive and correlational analyses to describe student populations and to explore their cultural affiliations, schooling experiences and levels of tolerance and acceptance of cultural diversity before and after the intervention.

For what the pre-testing phase is concerned, difficulties were mainly related to restrictions to in-presence teaching in some classes/schools in partners countries; plus, reasons were the accumulated delays in curricular activities development and the uncertainty about the available human resources (e.g. some teachers that oversaw facilitating the delivering of the questionnaires were forced at home by COVID-19). For these reasons, we re-started the pre-testing phase in early September 2022, reaching the promised impact numbers for the pre-testing phase.

For what the post-testing phase is concerned, difficulties were mainly related to (i) the enlargement of the age range of involved students (we involved also primary school students, that couldn't fill in the biographic questionnaire themselves, nor the teachers were able to administer the questionnaire to them); (ii) the fact that a certain number of students and teachers refused to perform the biographic questionnaire and several responses were considered as invalid by the external experts due to formal errors; (iii) the yearly rotation of teachers in some schools that did not allow to administer the questionnaires to the same teachers – since administering them to others would not have made any sense within the project, REACT consortium preferred to focus on the evaluation of the impact to students and teachers in classes slightly after the workshops development; (iv) the fact that the biographic questionnaire would not have, since the beginning, a statistic value – so we concentrated mostly on collecting evidence after each REACT workshops session, including the organization of informal meetings with teachers to have insight and feedback. Even if the numbers of the responses collected through the post-testing through the biographic



questionnaire were not so high, the amount of data collected during and after the experimentation phase were enough to properly analyze the impact of the actions. Particularly, the post-testing through the biographic questionnaires was conducted with the participation of: (i) all the teachers effectively involved in the piloting phase (70 involved against 66 respondents to the post-testing questionnaire; the discrepancy is related to 4 slots of responses considered incomplete/invalid by the external experts); (ii) all the students that participated to the pre-testing phase and to the piloting were invited to fill in the biographic post-testing questionnaire; (iii) the parents of the students that participated to the pre-testing phase and to the piloting phase. For all the other people (students, teachers, parents) involved in the piloting activities but not in the pre-testing, partners decided to apply other evaluation tools such as participated observation, light interviews, focus groups and informal meetings.

All above considered, REACT partners finally decided to:

- Administer the post-testing questionnaire **only to students that participated both to the pre-testing and to the piloting**
- Administer the post-testing questionnaire only to **teachers that participated both to the pre-testing, the training and the piloting**
- Administer the post-testing questionnaire **only to parents of students that participated both to the pre-testing and to the piloting**

For all the other students and teachers (namely students that did not attend the pre-testing but participated to the piloting; and teachers that did not attend the pre-testing but participated to the piloting) partners carried out extensive evaluation applying other tools (e.g. participated observation, focus groups, informal meetings and light interviews – templates are attached at the end of the present Report) to perform a complete evaluation of the action.

In the sections below, the evaluation research conducted by REACT partners is highlighted, slightly after the graphic presentation of the final numbers of the pre- and post-testing phase.



PRE-TESTING PHASE					
Partner	Country	Students	Teachers	Parents	Total per partner
FVM	Italy (Umbria Region)	50	21	40	111
CSC	Italy (Sicily Region)	85	26	46	167
RDE	Greece	71	39	43	153
AGRAF	Germany	41	40	41	126
CEI	Bulgaria	44	31	34	109
FUSJ	Spain	61	41	48	150
Sub totals per type		352	198	252	802

Students, teachers and parents that responded to the pre-testing questionnaires

POST-TESTING PHASE					
Partner	Country	Students	Teachers	Parents	Total per partner
FVM	Italy (Umbria Region)	52	6	0	58
CSC	Italy (Sicily Region)	37	4	7	48
RDE	Greece	45	39	43	127
AGRAF	Germany	14	1	0	15
CEI	Bulgaria	7	4	5	16
FUSJ	Spain	38	12	35	85
Sub totals per type		193	66	90	349

Students, teachers and parents that responded to the post-testing questionnaires



11. Piloting in schools: the experience of working together during the REACT Workshops

Villa Montesca, Umbria Region, Italy

Slightly after the conclusion of the Train the Trainers' sessions (March 2023), 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). Teachers devoted 2 hours/weekly in March for contextualization, introductory and icebreaking activities. 2 hours/weekly from April to June were devoted to the development of laboratories in 3 classes of each school, for a **total of 275 students that performed activities in 11 classrooms of 5 schools**. 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).

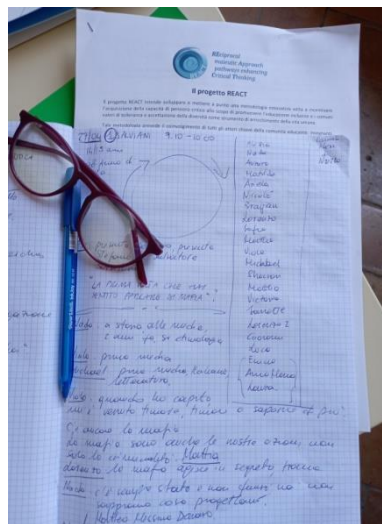
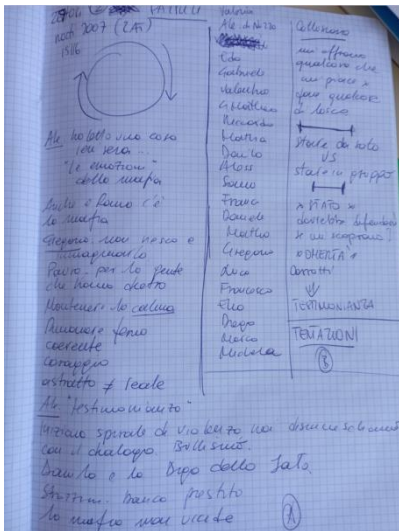
As **final activity** of the piloting and National event, FVM organized an event hosted in the cinema of Città di Castello on **25th, May 2023**. Together with the High Tiber Valley Educating Community and under the patronage of the Città di Castello Municipality, the event has been



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 took notes of each step respecting the guidelines for conducting the RMA workshops set out in the Toolkit. Some pictures were taken (at one secondary school) and one laboratory has been recorded. Picture from the final event has been taken.

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



Notes during some of the workshops

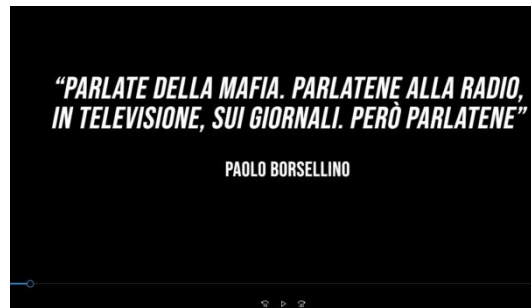


Pictures of the final event of 25th May





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)

Students performed well and in a collaborative perspective, sharing their opinions and points of view in a democratic, respectful and open way. Teachers prepared the ground during pre-piloting sessions with them, giving information about the upcoming activities, the overall objective of RMA approach and having the opportunity to practice what they learned during the train the trainers' sessions. In this way, the environment was safe and fertile for open discussion. More, teachers self-preparing themselves and performing preparatory activities with FVM staff to minimize the risk of discrimination, marginalisation and/or application of stereotypes, prejudices, cognitive bias. For the adaptation of the activities to primary school students, FVM and teachers (under the coordination of the principals) had extra sessions in which also the background of students has been disclosed, to ensure that each student can participate to the activities in relation to her/his personal background and previous knowledge. In some cases, confrontation between teachers and FVM staff was



required to clarify some activities' step. Those kinds of feedback have been collected and contributed to enrich and detail the Toolkit in a future sustainability perspective.

In two schools (one primary and one secondary schools) the workshops have been attended also by students with physical (1 student) and cognitive/mental disabilities (3 students). It is worth mentioning that all the mates in those situations were supportive and inclusive – the same is said for support teachers – contributing to realize a real experience of integration and equal opportunities for all.

We collected feedback from teachers both through administering the evaluation questionnaire and thanks to informal meeting with them (group meetings and one-to-one meetings). The feedback by students has 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 laboratory 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 previously said, teachers took 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.

Centro Sviluppo Creativo Danilo Dolci, Sicily Region, Italy

The workshops were held following the indications according to the RMA methodology, therefore in the first meeting of each lesson all the participants introduced themselves also sharing their own dream. This created a more relaxed and friendly atmosphere. During the first workshop they always seemed 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. Photos 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.





In general, 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.

The experience of working together was very positive for all classes, only less so for one where there had been some quarrels between students for private reasons and there was a lot of tension in the classroom.

Below a list of sentences, they (both students and teachers) shared about their experience:

- *since school started, we have never had the opportunity to get to know each other like this and know each other's interests.*
- *It was interesting when we talked about our problems. I felt free.*
- *Very useful because we talked about social skills. I have a lot of difficulty expressing myself and I'm always afraid of other people's prejudices.*
- *we are not used to have these workshops; in this way we can express ourselves*
- *they helped me discover a new part of myself, I discovered my ability to talk about certain topics.*
- *Nice because we felt vulnerable, but also safe. Doing it with others helps.*

Regional Directorate of Primary and Secondary Education of the Ionian Islands, Greece

After teachers were informed and trained about the RMA 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 collaborated with each other (those 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. During the 1st workshop they asked students to talk about their dream and then during the next workshops each teacher focused on different issues raised by the students' answers.

There were no products, only some photos and notes taken by the teachers during the workshops. Relevant material has been uploaded in WP3 IMPLEMENTATION DELIVERABLES on the REACT Private Forum Space. Herewith follows our analysis about strong and weak points of the piloting as performed in Greece:

Strong points:





- free expression of ideas and emotions,
- active listening,
- communication,
- dialogue,
- critical thinking,
- reflection,
- openness,
- manifestation/ expression of feelings,
- getting to know each other better,
- emphasis on respecting everyone's uniqueness and opinions
- students who usually find it difficult to express themselves managed to talk

Weak points:

- little time to implement /run workshops
- unwillingness on the part of some students to participate,
- mocking or expressing disparagement of certain views which were expressed
- difficulty in expressing feelings, opening up oneself to others
- indifference or boredom
- lack of trust
- not interested in all topics of discussion
- first time in this procedure

Apart from the biographic survey, the following evaluation tools have been applied:

1. observation by partners' staff members,
2. e-mails with teachers,
3. school visits,
4. questionnaires for Teachers participating to the REACT Train the Trainers' sessions,
5. questionnaires for school students participating to the REACT piloting
6. REACT Template reports piloting,
7. questionnaires from students, teachers and parents



It was a fruitful and effective experience for all sides, explaining, discussing the theoretical background of the approach and various parameters of implementation according to different levels of education, ages and class profiles.





Center for Educational Initiatives, Bulgaria

Previously trained teachers from the High School for Foreign Languages and the 10th Primary School in Pernik developed various sessions according to the specific needs of their schools. They adjusted the timing and topics to suit the students' ages and previous knowledge, ensuring that the content was accessible and engaging for all participants. The strategy implemented by CEI was to involve as many members of the Pernik Educating Community as possible in the workshops. This inclusive approach allowed schools to organize REACT workshops with the participation of parents and other community members, often sharing the intellectual products of the REACT pathways conducted in classrooms through simulations (e.g., TV news, trial in a court).

The Key Elements of Collaboration were as follows:

- Pre-Piloting Sessions: Teachers prepared students by providing information about upcoming activities, the overall objectives of the Reciprocal Maieutic Approach (RMA) and practicing what they learned during train-the-trainer



sessions. This preparation created a safe and fertile environment for open discussion.

- **Facilitation and Support:** Teachers worked closely with CEI staff to minimize the risk of discrimination, marginalization, and the application of stereotypes. Extra sessions were held to adapt activities for primary school students, considering their backgrounds and previous knowledge.
- **Inclusive Participation:** The workshops included students with disabilities and from minorities, ensuring that all participants felt supported and included. The involvement of support teachers and the positive, inclusive behavior of classmates contributed to a genuine experience of integration and equal opportunities.
- **Feedback Collection:** Teachers and CEI staff gathered feedback through evaluation questionnaires and informal meetings. This feedback was used to refine the Toolkit and improve future activities.

All public workshops conducted illustrate the collaborative and dynamic nature of the REACT sessions bringing to the fore the main objectives of the project:

- fostering critical thinking and democratic communication.
- engaging students and community members in a cultural exchange.
- using historical perspectives to provoke critical thinking about Bulgarian history, with active involvement from parents and CEI experts.
- challenging students to explore significant social and historical events through binary oppositions.
- encouraging discussions about holistic ecological transitions, engaging both students and parents.
- allowing students to apply critical thinking in a real-world context.

The REACT workshops in Pernik demonstrated the power of collaborative educational strategies. By involving a broad range of community members and tailoring activities to meet diverse needs, the workshops successfully promoted critical thinking, inclusion, and cultural awareness among students and teachers alike.



Fundación San Jorge University, Spain

For the first workshop, the following activities were developed:

- Brief intro to the project
- 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 a dream, we all explained why we had chosen the photo.
- First workshop in which we defined the meaning of the word self-esteem (in Izquierdo FP) and well-being (in IES Rodanas).
- The causes and consequences of low self-esteem and a poor well-being were then discussed.



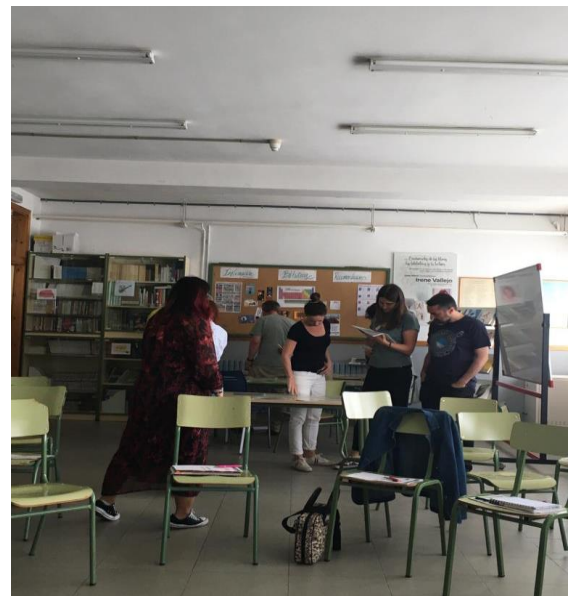


- An observer took notes and put key words on adhesive notes. At the end of each of the previous stages the adhesive notes were arranged on the floor and participants confirmed that they reflected what had been said.

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

- Brief recap of what had been discussed the previous day.
- Students were asked to come up with one or 2 proposals for improving self-esteem/well-being at the center. To do this, students formed groups of 2 or 3 and worked for 10 minutes.
- We then resumed the circle dynamic and listened to suggestions without criticism.

The observer took notes on post its and we then grouped the suggestions into different areas.

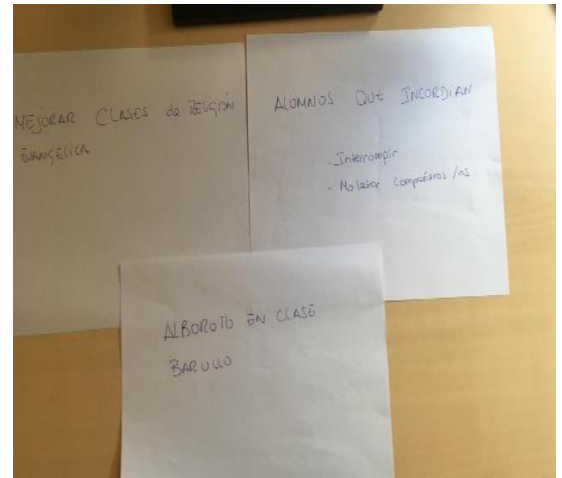
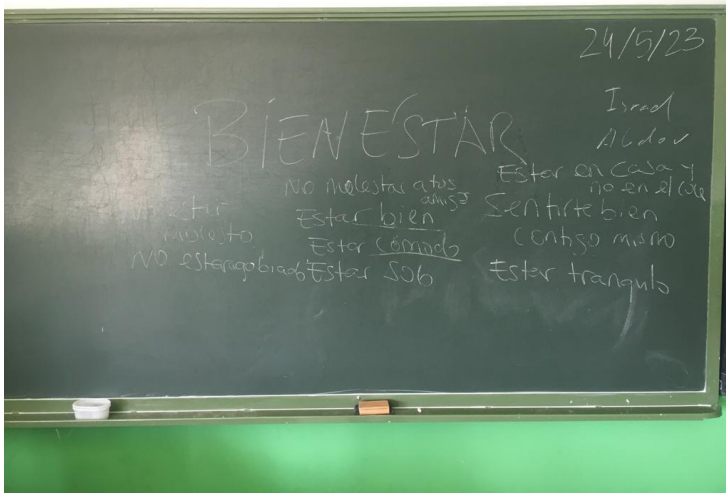




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REciprocal
maieutic Approach
pathways enhancing
Critical Thinking





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

Apart from the biographic survey, 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 analyzing 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.

The experience of working together, both among our staff as part of the university and with the participating educational institutions, has been well received. We maintained a seamless communication throughout the duration of the project. Our role involved providing suggestions for conducting the workshops, while the teachers added their invaluable insights due to their deeper understanding of the students. It has been a fruitful collaboration.



12. The perceived value of the REACT Workshops

Villa Montesca, Umbria Region, Italy

Regarding the teachers, their main value has been the possibility to practice a totally new methodology (RMA with Montessori's features) applying it to cross-sectorial topics that are key for sustain positive vision of cultural diversity in classroom. Teachers were equipped with tools that can be easily applied and adapted to different subjects, different range of students and different learning environment.

Regarding the students, they fostered critical thinking skills, being able to present evidence for their ideas, analysing topics from different perspectives and mutually learn. Students had the opportunity to put their previous knowledge into action, to sharpen their reasoning skills, to demonstrate to peers their understanding and to engage constructively with each other; finally, students participating to the activities were able to break down complex and sensitive topics into different phases and reasoning perspectives. The REACT workshops realisation fostered students' attitude to mutual respect, active listening, mutual understanding, thus increasing their ability to express opinions, ideas and beliefs in an open, safe and respectful space. Students were able to practice group work and have been stimulated to change their perspective on subjects continuously – thus challenging and eventually reinforcing their assumptions.

Regarding the FVM staff and the external experts involved in the experimentation, they had the opportunity to test the efficiency of the REACT RMA methodology, applying dialogic learning-based pathways that could be transversal to the subjects taught. FVM staff performed also observation of some workshops, that has been particularly relevant to refine the structure of some pathways for further developing the final version both Manual and of the Guidelines.

All the participants to the piloting (FVM internal and external staff members, students and teachers) were also able to strengthen their engagement on the topics (and methodology) thanks to the final event held on 25th May and open to all the educational institutions of our Municipality. This event has been a great occasion for participants to experiment results of their previous learning in term of critical thinking skills.





Centro Sviluppo Creativo Danilo Dolci, Sicily Region, Italy

The main things they learned were the ability to dialogue, to listen to each other, not to judge, to be able to change what is not right.

They were really surprised how it is important to develop the ability to express themselves, to think critically and to work in a group to find possible elements of change together.

Regional Directorate of Primary and Secondary Education of the Ionian Islands, Greece

According to teachers, this method can help students acquire analytical and critical thinking skills and be able to express and submit alternative perspectives, new information and personal value judgments.

It can also help them to learn to value human dignity and human rights, cultural diversity and democracy, therefore these values can be used as a basis for all their future choices and actions.

Students valued the fact that they learnt things about their classmates and the way they think that they expressed themselves, exchanged ideas and were heard by others.

Teachers also thought that the program would be good for Senior High School students as well as Adult Education Centers, Second Chance Schools and Detention Centers as it would foster critical thinking through discussions on topics of interest to particular groups.

Partners' staff members found the procedure intriguing and the collaboration with teachers and students, as trainers and observers, illuminating as to students' needs, thoughts and interaction of both parts.

Center for Educational Initiatives, Bulgaria

Overall, the perceived value of the REACT workshops in Pernik was multifaceted. Teachers appreciated the adaptability and practical application of the new methodology, students benefited from enhanced critical thinking and mutual respect, and facilitators gained insights that helped refine educational materials for future use. The workshops fostered a





collaborative and inclusive educational environment, promoting a positive vision of cultural diversity and critical engagement among all participants.

The REACT workshops provided teachers from the High School for Foreign Languages and the 10th Primary School in Pernik with the opportunity to practice and implement a new and innovative methodology – the Reciprocal Maieutic Approach (RMA) complemented by Montessori principles. This methodology was particularly valued for its adaptability to cross-sectorial topics, which are crucial for fostering a positive vision of cultural diversity within the classroom.

Teachers were equipped with tools that could be easily applied and adapted to various subjects, student age ranges, and different learning environments. This flexibility allowed them to tailor the workshops to meet the specific needs and backgrounds of their students, thereby enhancing the educational experience.

Students benefited significantly from the REACT workshops by developing critical thinking skills and learning to present evidence for their ideas. They were encouraged to analyze topics from multiple perspectives, facilitating mutual learning and deeper understanding. The workshops provided a platform for students to apply their prior knowledge, sharpen their reasoning abilities, and engage constructively with their peers. Students demonstrated their understanding by breaking down complex and sensitive topics into manageable phases and reasoning perspectives. The workshops promoted an environment of mutual respect, active listening, and open dialogue, allowing students to express their opinions, ideas, and beliefs in a safe and respectful space. Group work and continuous perspective-changing were key components, challenging students' assumptions and reinforcing their learning.

The facilitators from CEI and external experts, such as Mrs. Malina Audoin from the National Inspectorate of Education, had the opportunity to test the efficiency of the REACT RMA methodology. This included applying dialogic learning-based pathways that were transversal to various subjects taught in the schools. Observations made during these workshops were invaluable in refining the structure of the pathways, contributing to the development of the final versions of both the Manual and the Guidelines.

Fundación San Jorge University, Spain

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".

Students expressed significant value in the lessons they learned through the laboratories, as they said:

- "Understanding the potential impact of words on people's feelings".
- "Identifying what needs improvement for better self-esteem".
- "Learning to appreciate and value ourselves more".



13. Participants takeaways: impact on the participants' future practice

Villa Montesca, Umbria Region, Italy

Critical thinking is a particular mental habit, and it requires students to think about their thinking, about improving their general reasoning process, thus being able to use higher-order thinking that are far away from data memorization and/or acceptance of that is read or told to them. Being able to critically think during the experimentation in classroom made clear for students that, at certain conditions, they are fully responsible for their own learning. Applying a cooperative and dialogic learning tool – as REACT Method forecasts – has been a powerful level to engage students with their learning, something precious in our post-pandemic times and after the distance learning experiences suffered by them.

The common values shared for a fruitful development of the piloting experience (such as active listening, empathetic approach, cooperation, respect for differences – within the boundaries of the common wellbeing) are particularly relevant in our Country: data from the last available Education and Training Monitor (2021, EC) show that, on average, Italian pupils report a relatively high exposure to exclusion, marginalisation and violent phenomena such as bullying – thus reducing the sense of wellbeing at school other than academic performance.

In addition, the ownership of what is learned during a maieutic workshop experience, engaged students in further applying the methodology also during other difficult moments in classroom. They practiced a more fruitful, democratic and peaceful way to deal with eventual differences of opinion that is immediately applicable in all the other group situations where stress, tensions, conflicts might rise.

Centro Sviluppo Creativo Danilo Dolci, Sicily Region, Italy

The main things they learned were the ability to dialogue, to listen to each other, not to judge, to be able to change what is not right.

They were really surprised how it is important to develop the ability to express themselves, to think critically and to work in a group to find possible elements of change together.





Regional Directorate of Primary and Secondary Education of the Ionian Islands, Greece

Teachers learnt the REACT rationale and implementation, ways of carrying out the particular workshops and a bank of topics through the particular thematic areas proposed as pathways to be implemented in the class. Students learnt about the objectives and steps to be followed in this method but also how to exchange experiences and ideas asking and answering questions, to practice dialogue as a learning and self-awareness tool through their ability to reason and present arguments. Both teachers and students will benefit from this methodology by exercising a challenging practice in their classes, by fostering democratic values and respect for everyone, by initiating free thinking and expression.

Center for Educational Initiatives, Bulgaria

The impact of the REACT workshops on future practice is profound. Students have developed critical thinking skills and a sense of responsibility for their own learning. They have learned to engage constructively and respectfully with peers, which is crucial for their overall development. Teachers have adopted new pedagogical strategies that promote inclusive and dialogic learning, enhancing the educational experience for all participants. The shared values and cooperative practices fostered during the workshops are likely to have a lasting positive impact on the educational community in Pernik.

The REACT workshops provided a valuable platform for students to develop critical thinking skills. This approach encouraged students to think about their own thinking, improve their general reasoning processes, and utilize higher order thinking far beyond simple data memorization. Through classroom experimentation, students realized that they were responsible for their own learning under certain conditions. This awareness fostered a sense of ownership and personal responsibility in their educational journey.

Applying a cooperative and dialogic learning tool, as prescribed by the REACT methodology, proved to be an effective way to engage students with their learning. This approach was particularly valuable in the post-pandemic context, where distance learning had previously hindered student engagement. By fostering a cooperative environment, the workshops





helped students reconnect with their learning and each other, which was crucial for their overall educational experience.

The workshops emphasized common values such as active listening, empathy, cooperation, and respect for differences within the boundaries of common wellbeing. These values are particularly important in educational contexts where students might be exposed to exclusion, marginalization, and bullying. In Pernik, these values were crucial for improving the sense of wellbeing at school, which directly impacts academic performance and overall student satisfaction.

The ownership and skills learned during the maieutic workshops encouraged students to apply the REACT methodology in other challenging moments in the classroom. They practiced more democratic and peaceful ways to deal with differences of opinion, which are applicable in various group situations where stress, tension, and conflicts might arise. This practice not only enhanced their critical thinking and problem-solving skills but also promoted a more harmonious and collaborative classroom environment.

Teachers also benefited significantly from the REACT workshops. They gained new pedagogical strategies that emphasized dialogic and inclusive practices, which they could integrate into their regular teaching routines. The experience of preparing and conducting these workshops, supported by CEI staff and external experts, helped teachers feel more confident in their ability to foster a positive and engaging learning environment.

The positive experiences and feedback from the REACT workshops are likely to influence future educational practices in Pernik. Teachers and students have adopted new approaches to learning and interaction that emphasize critical thinking, mutual respect, and cooperative problem-solving. These practices are expected to continue to shape the educational landscape, promoting a more inclusive and effective learning environment for all students.

Fundación San Jorge University, Spain

Participants in the project, both teachers and students, have learned valuable lessons that will significantly impact their future practices:

- Teachers have gained insights into innovative pedagogical approaches that promote open and sincere dialogue, critical thinking, and collaborative problem-solving. They have



acquired new methods for engaging students in meaningful discussions and fostering a positive classroom atmosphere. The project has deepened teachers' understanding of their students' perspectives, experiences, and challenges.

- Students have learned about the emotional impact of words and actions on others. This newfound awareness will equip them with emotional intelligence skills, enabling them to navigate social interactions more effectively and promote positive relationships in their personal and professional lives. Students have improved their communication skills, allowing them to express themselves more effectively and engage in constructive dialogues, and they have gained a deeper appreciation for diverse perspectives and cultural differences.



14. Problems and obstacles encountered by REACT facilitators

Villa Montesca, Umbria Region, Italy

Teachers were meaningfully engaged by the train the trainers experience and prepared students to the development of classroom activities in a pre-piloting meeting, where both teachers and students were happy and curious about the path. Among the most interesting feedback received after the experimentation, some teachers said that if they failed in their classroom guidance and facilitation, the student dialogues could easily transform into discussions, sometimes more a more competitive type of conversation that has been intended by the RMA application. Teachers also reported that, when dialogues moved closed to personal, family, daily life, certain theoretical insights (as well as the steps to be followed for conducting the workshop) that were communicated to – and agreed by – students could be forgotten. Thus, the teachers’ understanding of her/his role as facilitator is very important, especially because the dialogue is expected to be continuous and not meant as a spot intervention/simple extra-curricular activity in classroom.

Moving to the students’ feedback, it is worth mentioning that initially – during the pre-piloting meetings with their teachers and with FVM researchers – they were not so able to focus on the peculiarities of REACT workshop if compared with other dialogic methodologies – i.e. circle time, debate sessions. However, due to the feedback collected through the evaluation questionnaires, we’re happy to know that they fully understood at the end the characteristics that made REACT workshops peculiar and the added value of such a methodology in respect to other dialogic ones. Another important feedback is that few of them were not highly committed in expressing or hearing the personal views of classmates, and even some who enjoyed the REACT workshops were not so comfortable with the idea of fellows sharing personal views. When asked about it, participants said that it seems that fellows only shared a limited part of their intimate and existential thinking, often mediated by influences from their peers, the adults, the media – social media in particular.

Centro Sviluppo Creativo Danilo Dolci, Sicily Region, Italy



The main difficulties of the teachers, according to us external experts, were:

- waiting for the student to finish speaking
- not trying to change their thinking by interpreting and changing their words.
- In some cases, students expressed negative opinions about their teaching methods, and it was difficult to talk about that in a positive way
- Don't find a solution without listen the students
- Don't talk over the students

Regional Directorate of primary and Secondary Education of the Ionian Islands, Greece

- There was little time to implement /run workshops
- There was sometimes unwillingness on the part of some students to participate
- There was mocking or expressing disparagement of certain views which were expressed during the workshop
- Some students found it difficult to express feelings, or to open up to others
- Some students showed indifference or boredom during the workshops
- There was lack of trust regarding free expression
- Some students were not interested in all topics of discussion
- It was the first time for all participants adopting this methodology

Teachers tried to explain again certain points that were not clear, they were patient, understanding and encouraging to achieve a satisfactory students' participation. In case they did not get answers, they moved on to the next student but always gave another chance after all students had spoken.

Center for Educational Initiatives, Bulgaria

The REACT facilitators in Bulgaria encountered several challenges, including initial student resistance, difficulties in maintaining constructive dialogues, and discomfort with sharing personal views. Overcoming these obstacles required close collaboration between teachers and CEI staff, continuous guidance from teachers, and a clear understanding of the REACT methodology's unique aspects. Despite these challenges, the workshops ultimately succeeded in fostering critical thinking and respectful dialogue among students, demonstrating the value and impact of the REACT approach.





In Bulgaria, teachers were significantly engaged through the train-the-trainers experience and were proactive in preparing students for the classroom activities. During pre-piloting meetings, both teachers and students displayed curiosity and enthusiasm for the upcoming REACT workshops. However, the transition from curiosity to effective engagement posed several challenges.

Teachers reported that if they failed in their guidance and facilitation roles, student dialogues could easily devolve into competitive discussions rather than the cooperative exchanges intended by the RMA methodology. This was particularly noticeable when conversations touched on personal, family, or daily life topics, where theoretical insights and agreed-upon steps for the workshops could be forgotten. This highlights the importance of the teacher's role as a facilitator, ensuring that dialogues remain constructive and aligned with the workshop objectives.

Initially, during the pre-piloting meetings with their teachers and CEI researchers, students struggled to differentiate the REACT workshops from other dialogic methodologies, such as circle time or debate sessions. This lack of clarity affected their initial engagement and understanding of the unique aspects of the REACT approach. Over time, and with continuous feedback and evaluation, students eventually recognized the distinct value of the REACT workshops, but this initial confusion was a significant obstacle.

Another challenge faced by facilitators was students' comfort levels in expressing and hearing personal views. While some students enjoyed the REACT workshops, they were not entirely comfortable with the idea of sharing personal thoughts and opinions. Participants mentioned that classmates often shared only a limited part of their intimate and existential thinking, influenced by peers, adults, and particularly social media. This selective sharing hindered the full realization of the workshop's potential for open and honest dialogue.

To address these challenges, teachers and CEI staff often had to collaborate closely, discussing and refining the activities to ensure they were effective and inclusive. This collaboration was crucial for overcoming initial resistance and ensuring that the workshops were conducted in a manner that aligned with the REACT methodology.

The role of the teacher as a continuous facilitator rather than a sporadic interventionist was emphasized as critical. Teachers needed to consistently guide the dialogues, ensuring they



stayed on track and were beneficial for all participants. This continuous involvement was essential for maintaining the integrity and effectiveness of the REACT workshops.

Fundacion San Jorge University, Spain

Teachers encountered a couple of challenges during the project and addressed them as follows:

- Engaging 1st-Year secondary students at IES RODANAS: Encouraging participation from 1st-year secondary students at IES RODANAS posed a challenge due to their relatively limited critical thinking skills and maturity.
- Ensuring equal participation in large groups: Another obstacle faced by teachers was ensuring that all students, particularly in larger groups, had equal opportunities to participate actively.



15. Changes in the behaviours and practice of teachers and students participating in the REACT Workshops

Villa Montesca, Umbria Region, Italy

From a learning perspective, the REACT workshops performed by students fostered their acquisition of knowledge about complex topics such as the relation between school and responsibility – i.e. the responsibility to learn), the contribution given by school to their idea about roots and identity (i.e. the role of group choices on their own definition of identity), the ecological conversion of schools (i.e. if there are new parameters for a new society, more environmentally sustainable, and the role of school in this “ecological conversion”) and many other more. However, alongside the learning dimension of REACT workshops, the appreciation of getting to know one another better, by listening to mates discussing freely and openly their ideas in a democratic and safe space has been prominent in the students’ feedback. They discovered that REACT workshops improved their soft skills in terms of asking clear and relevant questions to peers, being able to distinguish causes from consequences while discussing, improved their ability to actively listen to peers and practicing their empathy. All in all, that kind of feedback is the most valuable for REACT consortium, because the overall objective of the project and activities is to increase student, teachers and community’s critical thinking reasoning skills. Applying the RMA as a cooperative and dialogic learning tool, combined with a proper attention to learning environment rebuild and an application of observation principle engaged students with their learning and contributed to the definition of their needs (not only the educative one and not only in a learning perspective, but in a class and society’s perspective). More than this, the egalitarian involvement of teacher as fully participants to the REACT workshops increased the students’ sense of taking part in something “holistic”, even “bigger” than usual non-formal educational activities: this made them feel important, appreciated as human beings and valued not only as students but as levers to trigger the change they deserve.

From their side, teachers appreciated the students’ exchanging ideas on theoretical topics such the ones briefly described above and fully recognized the importance of lively discussion and space for egalitarian, meaningful dialogue. As external observers, FVM staff we recognize this as belonging to a typical teacher narrative about what could be considered as a “good lesson with students”, as said when learners have participated in an engaged way





and exchanged opinions on the topic covered. More, after the train the trainers experience and the piloting in classroom, teachers said they felt themselves more equipped with tools, methodologies and strategies based on inclusion, equal participation and dialogic teaching that could be easily adapted to other educational contexts and subject. We had proofs about this assumption because we enlarged, after warm requests made by teachers themselves, the possibility to attend the train the trainers to primary school teachers – and we did it, adapting the dichotomies and the subjects to the age and previous knowledge of such students. Also, the piloting has been conducted in some primary school classes, with FVM researchers’ facilitation in this case, resulting in super positive feedback after the workshops and meanwhile.

Centro Sviluppo Creativo Danilo Dolci, Sicily Region, Italy

As we have already said the main change regarding behaviours were:

- for students to trust and be listened to by teachers.
- For teachers to listen to students and take into consideration their thoughts and sometimes discomfort.

The main change in practice was the new setting in circle as a democratic space.

**Regional Directorate of Primary and Secondary Education of the Ionian Islands,
Greece**

Teachers were motivated and interested in seeing this methodology work as it would create added value to their teaching and students were curious about this procedure, asking and answering questions and especially being allowed to freely express their thoughts and opinions without being judged was quite innovative and effective as it led to reflexion and self-awareness.

Center for Educational Initiatives, Bulgaria

The REACT workshops in Bulgaria brought about significant changes in the behaviors and practices of both students and teachers. Students developed critical thinking and soft skills, engaged in meaningful discussions, and felt valued as active participants in their education.





Teachers gained new methodologies and strategies for creating inclusive and dialogic learning environments. The overall impact of the REACT workshops was a more engaged, respectful, and collaborative educational experience for all participants.

The REACT workshops in Bulgaria led to significant changes in student behaviors and practices. Students engaged deeply with complex topics, such as the relationship between school and responsibility, roots and identity, and the ecological conversion of schools. These workshops facilitated a broader understanding of these subjects and helped students appreciate the importance of school in shaping their perspectives and responsibilities.

Students reported improved soft skills, such as the ability to ask clear and relevant questions, distinguish causes from consequences in discussions, and actively listen to their peers. The REACT workshops provided a democratic and safe space for open dialogue, which encouraged students to express their ideas freely and respectfully. This environment helped students practice empathy and better understand their classmates' viewpoints.

The egalitarian involvement of teachers in the REACT workshops made students feel that they were part of something larger and more significant than usual non-formal educational activities. This holistic approach increased their sense of importance and appreciation, valuing them as human beings and active participants in their learning process. The cooperative and dialogic nature of the workshops fostered a sense of community and mutual respect among students and teachers.

Teachers appreciated the lively discussions and the opportunity for meaningful dialogue on theoretical topics. They recognized the importance of creating spaces for egalitarian and engaged exchanges of ideas. The train-the-trainers experience and classroom piloting equipped teachers with new tools, methodologies, and strategies focused on inclusion, equal participation, and dialogic teaching. These methods proved adaptable to various educational contexts and subjects.

The positive feedback from the workshops encouraged the expansion of the train-the-trainers program to include primary school teachers. Teachers and students alike appreciated the adaptation of the dichotomies and subjects to suit younger students' age and previous knowledge. The involvement of CEI researchers in facilitating these sessions contributed to the success and positive reception of the workshops.





The REACT workshops transformed classroom dynamics, promoting a more inclusive and participatory atmosphere. Teachers observed that students were more engaged and willing to share their thoughts openly. The workshops' structure and the use of the Reciprocal Maieutic Approach (RMA) as a cooperative and dialogic learning tool enhanced students' critical thinking skills and their ability to work collaboratively.

Fundación San Jorge University, Spain

The project has brought about significant changes in both teachers and students.

- For teachers: In the case of IZQUIERDO FP, students have expressed a strong desire to participate in more workshops of this nature. Teachers have observed a heightened level of enthusiasm among students regarding the workshops' content and the overall learning experience.
- For students: At IES RODANAS, there were positive changes in the behaviour and attitudes of their students during the workshops. Even the more active and energetic students at the school showed a high level of dedication when participating in the workshops and proposing ideas to enhance the well-being of their educational institution.



16. REACT Workshops participants’ satisfaction about collaboration with REACT partner organisations

Villa Montesca, Umbria Region, Italy

From their side, FVM internal staff (project coordinator, managers and researchers involved) as well as external experts involved during the training and piloting activities expressed their full satisfaction with the activities, the materials used and the cooperation with teachers, schools and students. From their point of view, teachers were happy to know that the experience was an experimentation (first attempt, a real piloting experience) and that there is room to repeat the activities in the future, after having capitalized on impact assessment results. They were happy to have the occasion to consult and exploit materials (such as the REACT Manual and the Toolkit) that are the result of an international effort, embedding different perspectives and approaches. They felt thus enriched their teaching approach and knowledge on available methodologies to foster the acquisition of critical thinking skills, not only by students but for their own personal and professional development.

From their side, students appreciated the topics developed through the REACT workshops and the methodology that lay down. More than this, what we’re particularly proud of is students’ curiosity, the smooth way they found to adapt to the new setting of the learning environment and the new relations they experienced with teachers – perceived as more egalitarian, not hierarchically defined.

Centro Sviluppo Creativo Danilo Dolci, Sicily Region, Italy

They were all satisfied and glad of this opportunity. They would like to continue with the workshops.



Regional Directorate of Primary and Secondary Education of the Ionian Islands, Greece

As already mentioned, they were quite satisfied with the program and willing to get more training and try to implement these principles to other classes as well. The collaboration with REACT partners' staff members was also useful, though not to the desired extent, as were the relevant meetings and observations.

Center for Educational Initiatives, Bulgaria

The collaboration between REACT partner organizations, teachers, students, parents and Local Community in Bulgaria was highly successful and satisfying for all parties involved. The workshops provided valuable learning experiences, enriched teaching practices, and fostered a more inclusive and cooperative educational environment. The positive feedback and high levels of satisfaction from participants underscore the effectiveness of the REACT methodology and the importance of continued collaboration and refinement in future implementations.

The teachers involved in the REACT workshops in Bulgaria expressed high levels of satisfaction with the collaboration with REACT partner organizations, including CEI and external experts like Mrs. Malina Audoin from the National Inspectorate of Education. They appreciated the opportunity to be part of an experimental and pioneering project, knowing that their feedback would be used to refine and improve future iterations of the workshops. The availability of comprehensive materials, such as the REACT Manual and Toolkit, which were the result of international collaboration and diverse perspectives, was particularly valued. Teachers felt that these resources enriched their teaching approaches and broadened their knowledge of methodologies that foster critical thinking skills. Teachers found that the REACT workshops not only benefited their students but also contributed to their own personal and professional development. The innovative methodologies and strategies introduced during the workshops provided teachers with new tools to enhance their classroom practices. The collaborative and inclusive nature of the workshops also helped teachers to see their students and themselves in a more egalitarian light, fostering a more respectful and cooperative learning environment.

Students responded positively to the topics covered in the REACT workshops and the methodology employed. They appreciated the structured yet flexible approach that allowed them to explore complex topics such as social inclusion, roots and identity, and ecological conversion. The workshops encouraged them to engage deeply with these subjects, promoting curiosity and a willingness to adapt to new learning environments.



One of the most significant outcomes noted by students was the change in their relationship with teachers. The workshops facilitated a more egalitarian dynamic, where teachers were seen less as authoritative figures and more as facilitators and collaborators in the learning process. This shift helped create a more open and supportive classroom atmosphere, enhancing students' willingness to participate and share their thoughts.

CEI staff and external experts involved in the training and piloting phases also expressed their full satisfaction with the activities, materials, and overall collaboration with teachers, schools, and students. They were pleased with how the REACT methodology was implemented and the positive reception from participants. The feedback collected from both students and teachers during the workshops was instrumental in refining the approach and ensuring its effectiveness.

The involvement of parents in the REACT workshops was a critical factor in their overall success and was met with high satisfaction from both teachers and students. Parents were invited to participate in various workshop activities, including simulations, discussions, and public presentations. This engagement provided a valuable opportunity for students to demonstrate their learning and for parents to see firsthand the benefits of the REACT methodology.

The REACT workshops facilitated stronger relationships between schools and the local community. By involving community members, including local authorities and external experts, the workshops created a supportive network around the students. This network helped reinforce the importance of critical thinking, mutual respect, and active citizenship, both within and beyond the classroom.

The collective feedback from all participants highlighted the positive impact of the REACT workshops. Teachers felt more equipped and confident in their ability to foster critical thinking and inclusive dialogue in their classrooms. Students enjoyed the engaging and thought-provoking activities, which helped them develop important soft skills and build stronger relationships with their peers and teachers. The support and cooperation from CEI and external experts were crucial in achieving these outcomes, ensuring that the workshops were well-coordinated and impactful.

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Participants, including teachers, students, and school administrative teams, have expressed a high level of satisfaction with the project overall and their collaboration with REACT partners' staff members. The high level of satisfaction expressed by teachers, students, and school administrative teams underscores the project's effectiveness in achieving its goals and fostering a positive and





collaborative learning environment. Participants have found the project enriching and impactful, both personally and academically.

17. REACT Evaluation of the impact

Villa Montesca, Umbria Region, Italy

We believe that the project enhanced students' awareness related to the value of diversity in defining their own identity. The piloting increased students' empathy toward peers' different backgrounds and opinions; they benefited from an immersion in a different setting (maieutic workshop) that allows egalitarian dialogue, mutual respect, active listening, that are preconditions to think critically. The pathways proposed by REACT are quite often based on dichotomies: individual and group reflection around couple of words, ideas, concepts have been an effective trigger to engage in critical discussion on the subjects. The methodology of REACT reciprocal maieutic workshops fostered the freedom of speech within democratic and collaborative boundaries: this aspect sustained in practice the value of individual contribution to group-discussion (especially when a group-response is needed as workshop's output, and this response cannot be formulated without expressed agreement among participants) and indirectly contribute to avoid exclusion and marginalization. In a world where sensitive topics (e.g. legality, climate change and green transition, roots and identity, ...) are sometimes linked with divisive worldviews, intolerance, polarization and radicalization, teachers might fear that any discussion surrounding these topics is too sensitive and too challenging. Despite the premise, the application of REACT RMA to sensitive and society-challenge matters demonstrated that exploring issues in a dialogic perspective, together with setting a democratic and safe space for discussion encourage the recognition of the experiential and personal nature of opinions as well as an openness to critical engagement in discussion. Thus, democratic values and the valorisation of cultural diversity as an opportunity to avoid exclusion and marginalization are supported and enhanced.

The dialogical approach at the basis of the reciprocal maieutic approach as defined by REACT project involves participants talking to, listening to and learning from others whose beliefs and cultural traditions could be very different to their one. This kind of dialogue leads to refining and clarifying learners' individual approach while fostering a greater confidence in the capability of the group to identify a common output (theoretical or more practical). This



double binary contributed positively to the development of meaningful interpersonal relationships among students & students and teachers.

Centro Sviluppo Creativo Danilo Dolci, Sicily Region, Italy

The project had an important role in enhancing students' ability to think critically through choosing topics according to their needs and taking time for a useful reflection for themselves and to understand that there is a different way of approaching communication. The project promoted knowledge and understanding of fundamental values and cultural diversity as a resource to avoid exclusion and marginalization through concrete case studies, biographical questionnaires and above all through comparisons between participants on cases of exclusion experienced with others even inside the classroom. Talking about it and reflecting together on the reasons was very useful and a moment of growth for everyone, even for the teachers who often had not noticed some episodes of marginalization.

The project contributed to the development of positive interpersonal relationships between students in different ways: sharing their dreams allowed them to both get to know each other better and discover something new about their classmates. Furthermore, communicating peacefully helped to listen to each other well and better understand the reasons or difficulties of the other, creating a relationship of respect and trust that did not exist before.

Regional Directorate of Primary and Secondary Education of the Ionian Islands, Greece

Taking a first look at student's attitude and points of view on the topics discussed in class shows that this approach has developed their critical thinking skills, their knowledge and understanding of fundamental values and cultural diversity and their interpersonal relations.

Center for Educational Initiatives, Bulgaria

The REACT workshops in Pernik demonstrated significant positive impacts on students, teachers, and the broader community. By fostering an environment of mutual respect and open dialogue, the workshops enhanced students' critical thinking skills and empathy



towards others. The involvement of the local community reinforced these outcomes, creating a more inclusive and supportive educational experience. The positive feedback from all participants underscores the effectiveness of the REACT methodology and the importance of continued collaboration and engagement with the community

The REACT project significantly enhanced students' awareness of the value of diversity in defining their own identities. By participating in the maieutic workshops, students in Pernik experienced an environment that encouraged egalitarian dialogue, mutual respect, and active listening, which are essential for developing critical thinking skills. These workshops increased students' empathy towards peers from different backgrounds and opinions, fostering a more inclusive and supportive school community.

The pathways proposed by the REACT methodology often involved discussions based on dichotomies, such as individual vs. group reflection on pairs of words, ideas, and concepts. This approach proved effective in engaging students in critical discussions about various subjects, helping them to think more deeply and broadly about the issues at hand.

The REACT workshops promoted freedom of speech within democratic and collaborative boundaries. This aspect was crucial in sustaining the value of individual contributions to group discussions, especially when a collective response was required as a workshop's output. Such an approach helped prevent exclusion and marginalization, ensuring that every student's voice was heard and valued.

In a world where discussions about sensitive topics can often lead to divisive views, intolerance, and polarization, the REACT methodology provided a safe and democratic space for these conversations. By exploring issues from a dialogic perspective, the workshops encouraged students to recognize the personal and experiential nature of opinions while remaining open to critical engagement. This approach supported democratic values and emphasized the importance of cultural diversity to avoid exclusion and marginalization.

The reciprocal maieutic approach of the REACT project involved participants in meaningful dialogues, where they listened to and learned from others with different beliefs and cultural traditions. This type of dialogue not only refined and clarified students' individual approaches but also built greater confidence in the group's ability to identify common outputs, whether theoretical or practical. This dual benefit positively influenced the





development of meaningful interpersonal relationships among students and between students and teachers.

The involvement of the local community in Pernik, including parents and community members, further enhanced the impact of the REACT workshops. By engaging a broad spectrum of the educational community, the workshops fostered a supportive network that reinforced the importance of critical thinking, mutual respect, and active citizenship. The community's participation in events such as simulations and public presentations helped create a sense of ownership and shared responsibility for the educational initiatives.

Feedback collected from students, teachers, parents, and community members indicated a high level of satisfaction with the REACT workshops. The positive responses highlighted the effectiveness of the workshops in promoting critical thinking and fostering a more inclusive educational environment. This feedback also emphasized the importance of continuing to engage the local community in future educational activities to sustain and build upon the successes of the REACT project.

Fundación San Jorge University, Spain

The project has made significant improvements in enhancing students' critical thinking abilities, especially considering the contemporary influence of social media and the susceptibility of students to misinformation and questionable behavioural models. This impact is evident in the reflective processes observed during the project.

At IZQUIERDO FP, students actively engaged in critical reflections about their exposure to social media influencers. They articulated concerns such as "fashion and health influencers do not show the whole reality" and "filters make them look better, and if you lack critical thinking skills or are more immature, you can develop self-esteem issues." This reflective exercise enabled students to question the authenticity of online personas and critically evaluate the content they consume.

Similarly, students at IES RODANAS reflected on the socio-economic challenges that can hinder academic progress and impact their overall school experience. Their reflections emphasized the importance of creating a calm and respectful environment within the school to promote emotional well-being: "I need there to be calm and tranquillity in the school so that I can feel comfortable". Students acknowledged the significance of mutual respect and avoiding actions that could negatively affect their peers' feelings, emphasizing the need for a safe and inclusive school space: "We shouldn't



interfere with each other; we should try not to bother each other because we can make our classmates feel bad".

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".

In conclusion, the project has effectively contributed to the development of critical thinking skills in both educational institutions. The reflective exercises and discussions have equipped students with the tools to analyse and question the information they encounter, fostering a more discerning and critical mindset.

The project has played a significant role in fostering knowledge and understanding of fundamental values and cultural diversity, particularly in environments where students come from diverse cultural backgrounds.

In Izquierdo FP, for instance, students were given the opportunity to share their varying perspectives on self-esteem, what it meant to them personally, and the significance each attached to it. This open dialogue allowed students to appreciate the diversity of viewpoints within the group and encouraged them to explore the cultural and personal factors that influenced their perceptions of self-esteem.

At IES RODANAS, while the central theme revolved around well-being within the educational institution, discussions frequently touched upon the religious backgrounds of the students. Given the diverse composition of the groups, these conversations enriched the discourse, enabling students to share what they valued most, how they lived or experienced those values, and how these values impacted their lives.

A remarkable example came from a student from Gambia at IES RODANAS who shared that well-being, for him, was linked to his place of origin because he deeply missed "the sky of his hometown." This statement prompted profound reflections among his classmates, encouraging them to consider





how their personal circumstances and backgrounds influenced their perspectives and behaviors. It underscored the idea that well-being can have varied meanings for different individuals, shaped by their unique life experiences.

Another notable aspect was the strong sense of unity among the students when formulating proposals. They demonstrated attentive listening to each other's suggestions and felt empowered to actively participate in the activity. This collaborative atmosphere provided a platform for them to express their ideas for enhancing their educational institution, reinforcing their engagement in the project's objectives.

In conclusion, the project has been instrumental in nurturing an appreciation for fundamental values and cultural diversity among students. It has fostered an environment where students can openly explore their beliefs and experiences, encouraging empathy and understanding among peers from diverse cultural backgrounds. Additionally, it has empowered students to actively contribute to the improvement of their educational environment, reinforcing the project's positive impact.

The project has made significant contributions to the development of positive interpersonal relationships among students, primarily through the following mechanisms:

Firstly, the project created a unique space where students were encouraged to discuss personal topics, share past experiences, dreams, and challenges they had previously encountered. This environment fostered a deeper understanding of one another, enabling students to perceive their peers from different perspectives and cultivate empathy. By engaging in meaningful conversations about their lives and aspirations, students built stronger connections and formed bonds rooted in empathy and mutual understanding.

Moreover, the project's collaborative elements, such as the opportunity to propose improvements within their educational institution, played an important role in enhancing students' interpersonal skills. The process of reaching a consensus on which proposals to present to the school administration required students to harmonize their ideas, negotiate differences, and ultimately work collectively towards shared goals. This collaborative experience not only improved their communication skills but also instilled a sense of responsibility and teamwork.

Furthermore, the requirement to articulate and explain their proposals to their peers further refined their communication abilities. Expressing their ideas and reasoning in front of their classmates allowed students to develop clarity in communication and the ability to effectively convey their thoughts and intentions. These enhanced communication skills acquired during the project have significant implications beyond the classroom, as they are valuable assets for personal relationships and future career accomplishments.



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*REciprocal
maieutic Approach
pathways enhancing
Critical Thinking*

In summary, the project has not only facilitated the formation of positive interpersonal relationships among students but has also equipped them with essential communication and teamwork skills. By encouraging open discussions and collaboration, the project has created a supportive environment that nurtured empathy, understanding, and effective communication among participants, setting a valuable foundation for their personal lives and future professional career.

18. Key enablers, Key barriers, Key learning outcomes and Key recommendations

PARTNER	KEY ENABLERS	KEY BARRIERS	KEY LEARNING OUTCOMES	KEY RECOMMENDATIONS
<p>VILLA MONTESCA</p>	<p>The multicultural setting of the classroom, that often embeds students coming from different cultural backgrounds could be considered as an enabling factor for the application of RMA because it enriches a lot the possibilities to have an original output at the end of REACT RMA workshop.</p> <p>Previous direct involvement of students and teachers in preparatory activities (e.g. biographic survey, train of the teachers, pre-piloting sessions) make them feel part of a process and not passive subject of an external and spot experience.</p>	<p>A certain complexity related to the informative and social dimensions raised during the piloting in classroom: information and opinions previously acquired by students (and teachers too, sometimes) through online channels seems to constitute an ideological barrier to overcome when setting the ground for an open and critical space for discussion. This barrier was evident when dealing with sensitive topics such as immigration, war, global economy, human rights. Students are not confident with the idea to reason starting from dichotomies: this approach blurs the boundary between “true” and “false”, opening discussion first around</p>	<p>The application of REACT RMA demonstrated that critical-driven dialogue is not only possible between prepared and positioned students; it also makes all the people reconsider their positions and prompts others to think about what they believe.</p> <p>RMA is a valid supporting tool to enhance critical thinking skills acquisition, practice and thus maintaining in the classroom. The skills needed for enhancing dialogue may give a key contribution to a constructive understanding of the relationship between opinions, conflicts and the role of education. This is perceived as particularly important today, since we live in a world where young people often hear and see a direct relationship between dialogue and conflicts – namely extreme polarisation of public debates.</p>	<p>In the future, such projects could even aim to equip students to organize the RMA themselves. We think it would be very positively impacting that students could learn how to facilitate a REACT workshop, thus making them more autonomous and empowered.</p> <p>Include in the curricula “conceptual bridges”, as done in developing the REACT pathways, aimed to realize a positive non formal educative environment while speaking and reflecting upon reality.</p>



	<p>Approach sensitive topics with a different model of thinking rather than “school subjects” approached in traditional ways.</p>	<p>the meaning of the words. Students are not very confident with such a kind of methodology.</p> <p>As identified in previous risk assessment phases, particular attention should be paid to ensure balance between individual identity formation and group related identification, that is always a tricky matter, and it is especially under the light when dealing with classroom activities that forecast groups to perform the work. However, the need to arrive to a shared output, definition and/or proposal for change at group level demonstrated that the approach is effective.</p>	<p>Physical dimension of the REACT workshops development demonstrated to have a great appeal for students, probably also in relation to their experiences of distance learning due to COVID-19 recent pandemic experience. The idea that physical presence and a certain environmental setting to conduct discussions (e.g. sit in circle, the role of facilitator that take notes during the speeches of participants, summarize and ask for feedback, agree on a common position) could lead to more positive results in terms of learning outcomes and perception of usefulness in developing activities is for us a great key learning acquired through the project.</p> <p>The structured approach to enhance critical thinking skills through RMA could support teachers in crafting their classes and approaches. It can provide teachers with a basic underpinning and create a</p>	
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			collectivized effort of teaching and practicing critical thinking. Consequently, this might lead to a long-lasting effect on the students' perception of reality, sensitive topics and related value systems in their local areas as well as more awareness about the importance of their opinion at classroom level.	
CSC	Students' availability to new approaches A relationship of trust with the partner school	Continue the workshops in the daily routine without experts	Communicate clearly Identify the needs of a group Learn how to coordinate a group in a democratic way Work in a new setting (sitting in a circle) Create processes of change Know more about critical thinking	Try to have a good communication between students and teachers. Not to delegate only to class representatives, but all should participate at the schools' decisions. Say with more frequency which are their needs.
	Positive Heads of schools and administration	Time limits	Acceptance and respect for others Active listening	More time to training,



<p>RDE</p>	<p>Collaborative and friendly school climate</p> <p>Willingness to participate and experiment with a new methodology in class</p> <p>Need for free expression of ideas and interaction</p>	<p>All innovations and extra-curricular activities must be approved by the Ministry of Education, Religious Affairs and Sports</p> <p>Difficulty in opening to others</p> <p>Stereotypes</p> <p>Routine way of work in school</p> <p>Lack of flexibility</p> <p>Strict timetable and curricula</p>	<p>Democratic dialogue and discussion</p> <p>Learning space,</p> <p>Tolerance</p> <p>Critical thinking,</p> <p>Empathy,</p> <p>Cultural diversity,</p> <p>Social skills,</p> <p>Rights-obligations/ violation of rights</p>	<p>Topics directly chosen by students,</p> <p>Need for longer implementation of the program, starting early at the beginning of the school year to have time to discuss occurring issues</p> <p>Interaction and discussion among teachers implementing the program for feedback and exchange of good practices</p>
<p>CEI</p>	<p>The multicultural setting of the classroom, which often includes students from diverse cultural backgrounds, is a significant enabler. This diversity</p>	<p>A significant barrier encountered was the preconceived information and opinions students and teachers brought into the workshops, often acquired through online channels. These</p>	<p>The application of the REACT RMA demonstrated that critical-driven dialogue is possible and beneficial. The workshops encouraged participants to reconsider their positions and think critically about their</p>	<p>Future projects could aim to train students to facilitate REACT workshops themselves. This empowerment would enhance their autonomy and engagement,</p>





	<p>enriches the possibilities for original and meaningful outputs at the end of the REACT RMA workshops.</p> <p>The involvement of students and teachers in preparatory activities, such as biographic surveys, train-the-trainer sessions, and pre-piloting meetings, makes participants feel like active contributors rather than passive recipients. This engagement fosters a sense of ownership and investment in the process.</p> <p>The REACT methodology promotes an environment that encourages egalitarian dialogue, mutual respect, and active listening. This setting</p>	<p>preconceptions sometimes constituted ideological barriers, especially when dealing with sensitive topics like immigration, war, and human rights.</p> <p>Students initially struggled with the REACT methodology, particularly with the concept of dichotomies, which blurred the lines between "true" and "false." This lack of confidence hindered their ability to engage fully in the workshops.</p> <p>Ensuring a balance between individual identity formation and group-related identification was challenging. The need to arrive at a shared output required careful facilitation to ensure that both individual and group identities were respected and valued.</p>	<p>beliefs, fostering a deeper understanding of complex issues.</p> <p>The physical aspect of the workshops—sitting in a circle, having a facilitator take notes, and summarizing discussions—was particularly appealing to students. This setup, contrasted with their experiences of distance learning during the COVID-19 pandemic, contributed to more positive learning outcomes and a greater perception of the workshops' usefulness.</p> <p>The structured approach of the REACT methodology provided teachers with tools to enhance their teaching practices. This support helped them create a more inclusive and dialogic classroom environment, promoting critical thinking and mutual understanding among students.</p>	<p>fostering a deeper investment in the learning process.</p> <p>Incorporate "conceptual bridges" in curricula, like those used in REACT pathways, to create a positive non-formal educational environment. These bridges can help students connect academic content with real-world issues, enhancing their critical thinking and engagement.</p> <p>Allocate more resources for teacher training, providing comprehensive examples, guidance on facilitating dialogic workshops, and strategies for addressing potential challenges. Enhanced training will reinforce teachers' capacity to implement the REACT program effectively.</p>
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*RE*ciprocal
*ma*ieutic Approach
pathways enhancing
Critical Thinking

	<p>is conducive to critical thinking and helps students appreciate the value of diverse perspectives.</p>			<p>To optimize the impact of the REACT workshops, focus on students aged 15 and older. At this developmental stage, students have more advanced critical and abstract thinking skills, allowing for deeper engagement with the workshop content.</p> <p>Encourage continuous dialogue within the classroom, emphasizing the importance of active listening, empathy, and mutual respect. This approach will help maintain a supportive and inclusive learning environment, essential for fostering critical thinking and understanding.</p>
	<p>Commitment of School Leadership and Staff: The solid dedication and</p>	<p>Complexity of New Education Law: The introduction of the new education law, LOMLOE, in Spain,</p>	<p>Student Expression and Communication Needs: Educators recognized the importance of providing students with more</p>	<p>Age-Appropriate Workshops: To optimize the impact of the REACT workshops, it is advisable to</p>



<p>FUSJ</p>	<p>engagement of school principals and teaching staff played a pivotal role in ensuring the seamless execution of the workshops. Their support provided a strong foundation for the success of the program, fostering a positive environment for implementation.</p> <p>Facilitated Collaboration: In our specific context, the REACT program fostered valuable collaboration between universities and secondary schools. This synergy enabled the sharing of resources, expertise, and perspectives, enriching the overall learning experience</p>	<p>particularly during its inaugural year of implementation, introduced significant complexity and adjustment challenges. Adapting to the new educational framework alongside the REACT program posed additional hurdles for participants.</p> <p>Scheduling Challenges: The timing of the workshops, which occurred at the end of the school year, presented scheduling difficulties. This timing also meant that any improvements suggested by students could not be implemented during the same academic year, deferring them to the beginning of the next school year, which affected the immediacy of change.</p>	<p>opportunities to express themselves and engage in meaningful communication. This need was particularly pronounced among vocational students who displayed a strong desire for attentive adult listening. Creating a space for students to express themselves laid the foundation for more fluid and constructive dialogues among peers.</p> <p>Power of Dialogue: Once again, the workshops reaffirmed the potency of dialogue as a transformative tool for fostering understanding, empathy, and critical thinking among students. Dialogue emerged as a powerful means for students to explore diverse perspectives and collaborate effectively.</p> <p>Physical Arrangement's Influence: The physical arrangement of participants in a circular formation played an important role in promoting dialogic learning. This seating arrangement encouraged open</p>	<p>target individuals aged 15 and older. At this stage, critical thinking and abstract thinking skills are more developed, allowing for deeper engagement with the content and concepts presented.</p> <p>Invest in Teacher Training: Allocating more time and resources for teacher training is essential. This investment should include providing additional workshop examples, comprehensive guidance on facilitating dialogic workshops, and strategies for addressing potential challenges. Enhanced teacher training will reinforce their capacity to successfully implement the REACT program, ensuring its effectiveness in the classroom.</p>
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	<p>for both students and educators.</p> <p>Teacher Training Workshops: Preparatory training workshops conducted with teachers proved to be instrumental in equipping them with a comprehensive understanding of the REACT methodology. These sessions empowered educators with the necessary knowledge and skills to effectively implement the program within their classrooms.</p>	<p>Age-Related Differences: Age differences among participants had a noticeable impact. First-grade secondary education students, typically around 11 or 12 years old, exhibited varying levels of reflective capacity compared to 16-year-old vocational students. These differences influenced the dynamics and outcomes of the workshops.</p>	<p>communication, active engagement, and a sense of equality among participants, contributing significantly to the success of the workshops.</p>	
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19. Appendices

Questionnaire for school students participating to the REACT piloting

Open questions (6 to 8) are for upper secondary school students

Please answer the questionnaire using the following scale:

1. Strongly disagree; **2.** Disagree; **3.** Undecided; **4.** Agree; **5.** Strongly Agree; **6.** Not applicable

		1	2	3	4	5	6
The activities implemented in class:							
1	Were enjoyable						
2	Were interesting to me						
3	Were suitable to make me participate actively						
4	Helped me to express my emotions						
5	Helped me to better understand myself and my mates						
6	What do you learn that is new for you during the workshop?						
7	Is there anything (in terms of topics, questions...) that you would you like to add in the topics?						



8	Do you think the activities helped you to better understand what critical thinking is?
8	Would you like to participate again in future workshops developed in the same way?

Questionnaire for Teachers participating to the REACT Piloting

Please answer the questionnaire using the following scale:

1. Strongly disagree; 2. Disagree; 3. Undecided; 4. Agree; 5. Strongly Agree; 6. Not applicable

1 2 3 4 5 6

General feedback							
1	The thematic information presented in the REACT tools (Manual, Guidelines, Toolkit) were useful to help you conduct the laboratory						
2	The methodology applied by REACT helped students understand how to positively approach to diversity in classroom						



3	The methodology applied by REACT helped students recognize the value of critical thinking						
Reception by students							
4	Students were interested by the topics covered by the laboratories						
5	Students participated actively in the laboratorial session(s)						

6 Would you suggest any changes in the topics of the laboratories and/or in the learning methods? Did you actively change some activities in relation to the needs/expectations of the students?

In case of YES, please explain

7 Did students face any difficulties during the laboratorial sessions? (Y/N)

In case of YES, please explain

8 Did you face any difficulties during the laboratorial sessions? (Y/N)

In case of YES, please explain

Motivation for cultural diversity acceptance

Please answer the questionnaire using the following scale:

1. Strongly disagree; 2. Disagree; 3. Undecided; 4. Agree; 5. Strongly Agree; 6. Not applicable

1 2 3 4 5 6

Did you observe any changes in the group dynamics of the class?							
9	Acceptance of individual differences						
10	Disapproval of marginalization and exclusion related to cultural difference						
11	Acting against marginalization and exclusion related to cultural difference						
How would you rate the group dynamics in the class?							
12	Mutual support						
13	Individualistic						
14	Cultural diversity respected and viewed as an asset						
Would you say that any changes occurred among the students participating in the laboratories?							
15	Knowledge						
16	Views, perceptions, attitudes						
17	Behaviour						

Implementation and cooperation with REACT organisations



18 How you would describe the collaboration with staff member of **NAME OF THE PARTNER** for the development of the laboratories?

Please explain

Questionnaire for Teachers participating to the REACT Train the Trainers' sessions

Please answer the questionnaire using the following scale:

1. Strongly disagree; 2. Disagree; 3. Undecided; 4. Agree; 5. Strongly Agree; 6. Not applicable

		1	2	3	4	5	6
1	I was well informed about the objectives of the training						
2	This training lived up to my expectations						
3	The objectives of the training were clear						
4	The training stimulated my interest on critical thinking skills development and value of dialogic learning tools (such as Reciprocal Maieutic Approach)						
5	The training gave me a clear vision about what REACT project can give to students						
6	REACT approach for the acquisition of critical thinking skills through RM application seems to be very effective						
7	Facilitators/trainers were well prepared and helpful						

8. What would you recommend improving in this training?



9. What do you think was most valuable about this training?

19.1. Evaluation of REACT Piloting in schools (NAME OF THE PARTNER)

Country, Region and City(ies) of REACT piloting implementation: _____

Schools involved in the piloting				
Name of the school	Type (e.g. middle school; secondary school; ...)	Country and City	Number of classes and students involved	Sex (m/f/other)

Number of teachers involved in the piloting	
Number of internal staff involved in the piloting	
Number of external experts involved (training and piloting, if any)	
Duration of the piloting (in months)	



Topic/laboratory/pathway chosen for piloting	
Any other relevant information	

GENERAL INFORMATION ABOUT THE IMPLEMENTATION IN THE NATIONAL CONTEXT

BRIEF DESCRIPTION OF THE IMPLEMENTATION

What did teachers and students do? Describe the teaching and learning that took place.

Were there any products (e.g. artwork, writing samples, videos, etc. – please send samples for the evaluation report)?

What was the feedback from teachers and students. What worked well? What did not work so well?



What data was collected, apart from the survey (e.g. observation by partners' staff members; informal meetings with students and teachers; focus groups, ...)?

EVALUATION OF IMPACT

Please provide some evidence – student work (writing, art work, etc.), notes taken by teachers during the development of RMA laboratories in classroom, quotes (from teachers and/or from students) etc. - where possible to support your responses to the questions below. You can integrate quotes in your answers, send pictures, notes taken during the laboratories or other items as attachments or send links to online documents

How did the experience of working together?

What do participants perceive as the value of the laboratories? Please underline the value for teachers, the value for students and the value for partners' staff members and/or external experts involved

What did participants learn from the project? How will their learning impact on their future practice?

What problems/obstacles did teachers encounter and how did they deal with them?



Was there any change in behaviors/practice? Please underline the changes for teachers and the changes for students

How satisfied were participant with the project overall and collaboration with REACT partners' staff members?

What was the impact of the project? Please underline the following:

- I. In how far and in what ways has the project enhanced students' ability to think critically?
- II. In how far and in what ways has the project fostered knowledge and understanding of fundamental values and cultural diversity as an asset to avoid exclusion and marginalization?
- III. In how far and in what ways has the project contributed to the development of positive interpersonal relationships among students

LESSONS LEARNT

Please provide a summary of the lessons learnt in your country. List and explain some specific key enablers of and barriers to the successful implementation of the REACT model. Those elements can relate to the school environment, the nature of relationships, assumptions/perceptions of different participants, readiness and capacity to implement interactive laboratories in classroom.



Key enablers

Key barriers

Key Learning

Key recommendations



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*C*ritical *T*hinking

19.2. Template for the Evaluation of single REACT workshop implementation



REACT REciprocal maieutic Approach pathways enhancing Critical Thinking
REPORTING TEMPLATE - RMA WORKSHOPS
DATE:
COUNTRY:
WORKSHOP NUMBER:
NUMBER OF PARTICIPANTS:
TARGET GROUP:
TOPICS COVERED / QUESTIONS ADDRESSED:
NEEDS IDENTIFIED:



DESIRES IDENTIFIED:

STRENGTH POINTS:

CRITICITIES:

KEY WORDS:



TOPICS FOR THE NEXT WORKSHOP:

NOTES: