



REciprocal maieutic Approach pathways enhancing Critical Thinking

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D7.3 **REACT SUSTAINABILITY AND EXPLOITATION PLAN**



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1. Sustainability and Exploitation Plan

The exploitation plan aims to ensure sustainability of the major REACT project results, facilitate the adoption and application of the REACT Model proposed by the project and ensure the evolution of the REACT virtual community and network after the end of the project, with the involvement of final users and other stakeholders.

2. REACT project results

The REACT project has produced a broad range of results, some of which are instrumental to the attainment of other results (such as the preparatory work of Work Package 1) and some more directly linked to exploitation by third parties (target stakeholders and end-users).

In WP1, partners carried out extensive groundwork, consisting of background studies and desk research surveys, which show the potential value of developing and identifying interventions that enhance student's tolerant and collaborative behaviours in respect to multiculturalism and acceptance of diversity as an enriching EU value. The *D1.6 Analysis of the Status Quo* has been key to inspiring educators (teachers at secondary schools, teaching staff, administrators) to integrate the REACT and practices into their curricula and to the development of an integrated approach that infuses both promising practices and programs into the daily fabric of classrooms and schools, indispensable for inclusive education to be fully realized. The *Analysis of the Status Quo* explains in detail and at a theoretical level the key features of the chosen Methodology, the principles of the RMA (Reciprocal maieutic Approach) to be taken into account, the value of dialogic-based learning in the REACT approach to cultural education and many more important concepts that have been put in practice during the lifespan of the REACT project. In addition to the above-mentioned Analysis, within the framework of the WP1, the *D1.6 National and European Biographic Report* has also been produced. This Report, based on results gained through the administering of questionnaires (pre- and post-test) to students, teachers and parents,



summarizes, condenses and – with the aim of comparing trends and developments – frames the status quo about the cultural education in the countries involved in the project.

All these background papers are public and will remain available on the project online website and will be publicized by all REACT partners when appropriate; they constitute a valuable source of information about the state of the art on the REACT topics at European level, which are and will remain very relevant for the main target groups of the project.

Work Package 3 picked up from where WP1 left off (WP2 was devoted to management and coordination activities) and made the necessary preparations to create the REACT Methodological tools and all the accessory elements. Core elements of WP3 are the *D3.1 REACT Manual*, that apart from an extensive analysis of the Maria Montessori approach, the Danilo Dolci's RMA and the current situation of application of those principles in the participating countries (Italy, Greece, Germany, Bulgaria and Spain), includes a conclusive internationally developed section embedding 9 pathways for suggested REACT workshops to be delivered in classrooms. The second core tool developed within REACT WP3 is the *D3.2 Guidelines for RM Workshops coordination ("A certain formalism"- Teachers' Guide)* that summarize the core theoretical elements – extensively illustrated in the Manual – from a 'Train the teachers' perspective, also adding practical suggestions, tips, in-depth materials collection and clear instructions for observation and evaluation of the piloting phase. This document, delivered in all partners languages, will be fully and publicly available also after the project's lifespan. A first version of this deliverable has been drafted for training the trainers and the finalized version is edited considering the feedback received during and after the teacher training phase.

Other deliverables are more oriented towards the project partners only, being functional to the carrying out of the project rather than being intended for external impact. We will now look more in detail at the results that are specifically designed to reach the target audiences.



Title of the result	Description of the result
<p>REACT Manual</p>	<p>Reciprocal Maieutic Guide/Manual.</p> <p>It's a guideline for transferring and exploring the REACT Model in secondary schools. The Guide is addressed to educational networks, secondary school teachers, headmasters, other teaching staff, policy makers, public administrators, giving the project a broader horizon.</p> <div data-bbox="722 598 1291 1396" data-label="Image"> </div> <p>The Manual integrates all the protocols elaborated during the participatory processes of each country. The concept behind the structure and the content of this document is to deliver a comprehensive theoretical guide, a complete presentation of the REACT approach both as a pedagogical theory and a basis for further “hands-on” intervention (please refer to <i>D3.2 Guidelines for RM</i></p>



laboratories coordination) and a well-documented compendium of replicable learning activities, aiming at setting up a reference book for all potential users interested in applying the RM model within schools.

The contents and the workshops presented in the final version of the Manual were edited after the piloting, considering the results gained during this phase.


REACT Guidelines for RM workshops coordination

Even if all partners were free to deliver the train the trainers' session as they preferred, adapting the structure and the tool to their national contexts, a certain training process (mainly coming from the structure of the Manual) has been followed, together with a common procedure for the delivering and evaluation of the training itself.



As a common basis for carrying out the teacher training sessions, partners developed the REACT Guidelines for



	<p>RM workshops coordination, summarizing the core theoretical elements – extensively illustrated in the Manual – from a Train the teachers’ perspective, also adding practical suggestions, tips, in-depth materials collection and clear instructions for observation and evaluation of the piloting phase. This document, delivered in all partners languages, will be fully and publicly available also after the project’s lifespan. A first version of this deliverable has been drafted for training the trainers and the finalized version is edited considering the feedback received during and after the teacher training phase.</p>
<p>REACT Ambassadorship</p>	<p>In the framework of Work Package 7 devoted to Sustainability and Exploitation, the process of involvement of ambassadors reached its final goal. 76 Ambassadors, namely the teachers trained within the project and taking part in the piloting sessions, have been appointed, and more are expected to be enrolled during the next few years.</p>  <p>The main tool to reach potential ambassadors is the “Ambassadors network” page on the REACT official website:</p> <p>https://www.react-erasmus.eu/ambassadorsnetwork/</p>



	<p>This page contains information about the ambassadors, their role, the expected benefits of being enrolled as an ambassador and the opportunities that ambassadorship can provide.</p>
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REACT project results for external impact

3. Measures for exploitation of results during and beyond the lifetime of the project

The project partners, individually and collectively, will implement a series of measures for the exploitation of the project results during and beyond the lifetime of the project, operating along three main axes:

1. Increasing awareness of the topics addressed by the partnership during the implementation stage, highlighting the relevance of the various results and outcomes;
2. Disseminating the project results and outcomes;
3. Involving stakeholders and target groups/beneficiaries in the project's activities and engaging them with its results after the funding phase, thus extending its impact.

The exploitation activities will also allow us to promote external recognition of the developed work, as well as allowing others to benefit from the project's activities. The exploitation plan is based on and sustained by the dissemination activities implemented during the project's lifetime and included in Work Package 6 of the project.

Throughout the project, partners have first and foremost maintained a steady flow of communication regarding the progress and outcomes of the project in their constituencies and all the stakeholders and end users within their networks. Awareness about the project results among the relevant stakeholders remains the basis for any further exploitation activity.



The starting point of the project outreach is the **REACT website**, which provides information about the project, gives access to the publicly available deliverables, presents the consortium, offers updates about the project progress and activities as well as recruiting the engaged Ambassadors – acting as a repository of all the exploitable results of the project. This is also the first step towards the construction of a virtual community around REACT, which will in turn become another steppingstone in the exploitation strategy of the project results. Many stakeholders will in fact be reached and informed through the platform, even after the closing of the project's funding period.

The website will be maintained online for at least 3 years, after which its relevance will be assessed by the partners. The website has been developed in such a way that operational costs can be kept close to zero, ensuring its full function for a significant time following the funding period of the project with minimum costs.

To ensure a degree of sustainability, project partners will keep informing their networks after the project's end about the results and any further developments. All partners will remain engaged with the REACT virtual community, and work towards its enlargement and renewal through regular updates and information activities. They will maintain information on REACT on their respective websites.

Synergies will be exploited with **other EU-funded projects**, such as PAIDEIA and GEMINI, that aim respectively to raise awareness and update teachers' skills of using AI&ED in pedagogical and ethical ways; and to support teachers to translate general gender equality recommendations into specific actions and materials that make exchanges with students easier, and more critical thinking orientated. Information about REACT will be disseminated also through the PAIDEIA and GEMINI channels and further synergies among stakeholders will be endorsed.

The relevance of the project results for the Educative sector at European level will go a long way towards encouraging the exploitation of its results. For a start, the research carried out to establish the State of the art in the application of RMA and Montessori's key principles in European Countries as well as the insights embedded in the European Biographic Report on perspectives about cultural diversity that led to the creation of the REACT Manual and



Guidelines are useful not only for the project but also for policy makers and lobbyists, to make strategic decisions in drafting policies and recommendations.

As far as emerged from the field research activities carried out during the REACT project (e.g. focus groups with teachers, formal and informal meetings with school management, the experimentation phase in implementing EU Countries) many educative staff members face the challenge of upgrading their teaching tools. This is particularly important for schools located in particularly disadvantaged areas, such as rural ones and/or schools that host a huge number of multicultural classes. The tools developed will also be a way for teachers to make some initial steps towards entering topics such as multicultural education and the transformative power of bottom-up processes to build up proposals for school and the general Educating Community, which are in several of the impacted countries relevant and complex areas for teachers. The project results will provide an important opportunity for the training of teachers to experiment, innovate and take advantage of the work carried out in this project. Training associations will be invited to present and try the tools delivered by the project.

Alongside the tools already described, a joint venture has been formed to further exploit the results of the project including a '**Network of Ambassadors**' in each country participating in the project consortium. The development of the Network is twofold, pointing to: (a) the development of a network of stakeholders, referring to synergies, connections, and collaborations with other stakeholders, projects and institutions which will contribute to the project's sustainability beyond its lifetime; and (b) the development of a network with schools across Europe.

The REACT website includes a section devoted to the enlargement and reinforcement of the REACT informal Network of Ambassadors. REACT Ambassadors inform, inspire and support a positive vision of cultural diversity in their school, communities and networks. REACT consortium' members are currently welcoming Ambassador applications from teachers, school leaders, volunteers in the youth and/or educative sector as well as those who are leaders in civil society organizations, mayors and other public office holders primarily from Italy, Greece, Bulgaria, Spain, Germany and from across Europe as well.



What is the role of REACT Ambassadors?

- Lead by example: showcase your dedication to the fight against cultural, ethnical, religious or any other kind of stereotypes
- Inspire others to act: encourage school leaders, educating communities, networks of parents, associations of teachers and educators as well as local, regional and national education departments to get involved in tackling the diffusion of stereotypes through the boosting of critical thinking skills acquisition and exploiting the REACT tools already available.
- Connect with others: with likeminded individuals, work together with different stakeholders from REACT countries and Europe, and benefit from updates on critical thinking skills acquisition strategies, fight against cultural stereotypes diffusion and dialogic learning inspiring practices across Europe

Who can become a REACT Ambassador?

We are currently seeking out the following individuals to become REACT Ambassadors:

- Headmistresses, headmasters, teachers and student group leaders of upper and middle secondary schools with a commitment to multicultural action and advocacy
- Researchers, University professors, other educators (e.g. adult, VET educators) with commitment to ambitious educative action through innovation and non-formal education activities

What are the benefits of being a REACT Ambassador?

- Recognition from the REACT consortium and a short individual bio on the REACT official website
- Access to a local as well as European-wide network of REACT Ambassadors
- Access to resources and tools on critical thinking skills acquisition through dialogic learning methods, Reciprocal Maieutic Approach, Montessori approach to education for engaging and communicating with others
- Use of REACT branded materials for the creation of contents for web and social media channels



- Opportunities to gain visibility for your cultural action and advocacy on the REACT website and social media channels
- Opportunities to participate in European and national events across Europe
- Dedicated access to online and in-person workshop with REACT consortium experts on multiculturalism related topics, as well as ah-hoc capacity building support.

What kind of activities can the REACT Ambassadors undertake?

- Raising awareness of the causes and impacts of cultural stereotypes
- Promoting individual and group actions in their school, community and networks
- Participating in public and private events as a representative of the REACT project
- Communicating in cultural action
- Organization of online and offline events and thematic discussions
- Organizing activities related to cultural action and critical thinking skills acquisition pathways
- Connecting local cultural activists with other relevant network and stakeholders
- Exchanging knowledge through peer-to-peer learning

Nowadays, there are 76 REACT teachers who have completed the training and piloting sessions in the 4 implementing countries who expressed their willingness to join the network and have been recruited. Partners will continue the effort in reaching other teachers, school leaders, students' leaders to enlarge the network. The Consortium's plan is to recruit, in two years, at least other 25 Ambassadors.



4. Timing

The dissemination activities forming the basis of the exploitation strategy started shortly after the inception of the project, with all partners communicating about the project, its aims and results within their networks and beyond. In addition, the project website was launched early in the project and has been running and regularly updated and enriched ever since.

The piloting phase, a milestone in the exploitation strategy, took place in the second half of the project - also being enlarged due to the extension of the project's lifetime. Feedback from this phase has been included in the revision of the exploitation strategy, other than in the final versions of the REACT WP3 key deliverables, namely the REACT Manual and the REACT Guidelines for teachers. Further promotion activities started right after the end of the project.

All the REACT consortium members will keep informing their stakeholders of the project results and developments. All partners will leverage their respective calendars of events and initiatives to implement the exploitation strategy accordingly. Engagement will continue in the mid-to long-term.



5. Target users and key stakeholders



The project results are targeted toward several categories of beneficiaries, identified in a broad term as anyone with an interest in understanding and acquiring (part of) the competencies and the methodologies related to the application of the REACT Model to the cultural education at school through the application of a dialogic-based methodology focused on critical thinking skills acquisition – mainly at secondary school level, being middle or upper secondary. More specifically, the main intended users' groups are illustrated in the figure above. The target groups of the REACT sustainability and exploitation strategy include Universities, many local stakeholders, European and international organizations and NGOs and the general public as well. The REACT consortium seeks to strengthen the links among beneficiaries, spreading and possibly transferring the project's results after the project's lifetime. The identification of target users and key stakeholders is clearly not exhaustive or exclusive: partners updated and reviewed the stakeholders and target users maps since the beginning of the project, arriving at identifying the most effective lists for exploitation and follow-up purposes – as per the image in the next and last page of the present document.

