

RAIN.BOW

Annual Report (3) January 2023

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<https://www.rainboweurope.eu/>



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



Annual Report (January 2023)

Introduction

In the first phase Covid had a very big impact on the project. The start was very difficult, especially because it was difficult to reach out to schools, teachers and students. In the second phase, we were still experiencing the effects of this pandemic. Yet we shifted up a gear to reach our schools with their teachers and students to meet our bottom-up strategy.

In this second phase we made a lot of progress; through the live meetings, working in depth and making clear commitments.

In the third phase, we continue to work on the flow created in the second phase. We finalised the WP. Our focus was clearly on the dissemination phase

In this report we provide an overview for each work package by zooming in and reporting about the progress and outcomes realised at each level. Next we provide summaries of the process evaluations as part of the quality assessment work package.

Work packages overview

Work package 1: MANAGEMENT AND COORDINATION OF THE PROJECT

Outcomes

At the end of the project AFP collected 6 internal reports from the partners. Based on the feedback among the partners in fall 2021, partners have ordered all necessary documents in the same way. By doing this AFP can be sure to have all necessary documents.

AFP organised an online meeting (November 2022) between the two last real life meetings (September 2022 and December 2022). This helped us to be on track. Hereby we did not need additional adaptations in the Gantt-chart.

Evaluation:

- Meetings on a regular basis are important to catch up with the tight schedule related to the final conference.

Work package 2: INQUIRIES AND ANALYSIS

Outcomes

This work package is finalised.

Inquiries

There was a delay in the organisation of this work package. Nevertheless the partners succeeded to develop the questionnaire and translate materials in their own languages.

Reports and analysis

The EU-report was written during the fall of 2020, translated in the national languages in 2021.

Methodological framework

The methodological framework builds on the results of the inquiries and analysis, hence they were completed and finalised during the spring 2021.

Dissemination

Dissemination of the reports asked first for further translation by all the partners. Since partners were only able to start translating in 2021, it was only later in 2021 that these reports were posted on the project website.

Evaluation

WP2 provided valuable input. Partners developed materials based on their own expertise and the gaps pointed out in the reports.

There were quite some delays when collecting input from teachers and students. As the covid-pandemic made it very difficult to organise education, it was difficult to engage schools for additional projects and questionnaires.

Nevertheless the partners succeeded to attain the quota's described in the project:

Secondary-level school teachers (150 teachers from 7 countries)

Students from 15 to 18 years old (800 students from 7 countries)

Although the completion of this work package was successful, there was a strong delay which influenced the next steps in the project.

Work package 3: TRAINING FRAMEWORK AND CONTENT

Outcomes

Outputs Training program for teachers (TPT 3.1) and Training materials for teacher trainings (MTTs 3.2, expected in a basic-version by 11/2020) have been produced as training modules for teachers (general structure/programs and training materials, in the form of PPT presentations and fact

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sheets). They have been revised and modified by the Partnership after their implementation in 2022 and are translated in each Partner's language. The same is for Output 3.3 (Educational materials for students), expected by 11/2020 and completed in 2022.

Finally, Output 3.4 (Stakeholders' collaboration and searching for positive role models, with a June 2022 deadline) has been completed in late summer 2022.

Dissemination

cf. Implementation phase (WP 4)

Evaluation

All deliverables are finalised.

Feedback to the materials:

- The content is very relevant to all the partners, students and teachers
- More collaboration during the last phases of the project benefit the outcomes
- We have a lot of materials
- Not all materials were ready by the implementation phase (september 2021 onwards)

Work package 4: IMPLEMENTATION

The Local teacher trainings (LTT 4.1) are implemented in the different countries between July and October 2021 (instead of 2/2021 pre-pandemic deadline).

The Local students workshops (LSW 4.2) are being implemented by all partners in the different countries.

European Values contest (4.3) on fundamental rights, respect, peace and active citizenship. This is connected with the LSW. The European values contest was organised in January/February 2022. During the TPM in Barcelona (March 2022) contest winners were discussed by the project partners.

The European values camp on fundamental rights, respect, peace and active citizenship, originally planned for 6/2022 and a crucial passage of the project - was held in July (4-8th of July), after its preparation in February-June of the same year. A FLICKR page contains all the contest-related materials (<https://www.flickr.com/photos/195476479@N06/albums>).

Work package 5: EVALUATION OF OUTPUT AND IMPLEMENTATION

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Evaluation sessions are organised at the end of each partner meetings

Each partner used the evaluation materials developed in the project.

UVT, CEF and the lead partner checked the indicators and discussed more in general about the whole RAINBOW process, to capitalise what is doing good and what could be enhanced or improved.

Work package 6: QUALITY ASSURANCE

Quality assurance strategy is based on a project handbook and a Gantt-chart

Three annual public reports are written.

Quality assessment reports on the implementations are finalised. Initially planned for July 2021, realized in the beginning of January due to the delay in other work packages.

Work package 7: PROJECT DISSEMINATION

A dissemination strategy has been developed at the start of this project in 2020. Because of delays we adjusted during the TPM of July this strategy. This was successful.

During the last phase of the project each partner had a lot of dissemination activities. You can find this in the Dissemination report.

Project website & European Values stockpile: A website has been completed for the EU Stockpile while the web site implementation is not (some contents are still missing) but it will be by mid-January 2023

Project blog & social media networking are being developed and implemented throughout 2021. The Romanian facebook page is used as a starting point to create the general facebook page.

European Values Campaign is launched during the conference in September 2022
“#AcceptanceIsTheFuture!”

Work package 8: EXPLOITATION PLAN

During the last phase of this project, partnership had to focus on the upscaling seminars (8.3). They were held in September until December 2022 in all partner Countries as planned.

Process evaluations

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- Process evaluation during the camp

During the camp in Kranevo, there was a campfire meeting every evening. During these consultation moments, we collected feedback from the different target groups (students, teachers and experts) These meetings were well prepared using different active work forms to get the target groups working and get clear feedback. Based on this working format and feedback, we came up with the beautiful "European Value Campaign".

A selection of the many forms of work:



- Take your sheet of paper and come to 1 main slogan for our campaign.
- Write down this slogan on the sheet of paper of your group on the window.

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- **ACTIVITY = stickers to divide**
- There are 7 slogans you can find in the room.
- You will receive 5 stickers, which you can divide.
 - Choose wisely:
 - 5 stickers for 1 slogan
 - 3 stickers for 1 slogan + 2 for another one
 - ...

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How was your day?

- **ACTIVITY = SPEEDDATE in a circle**
- Choose a picture of a shoe and tell your partner how your day was, using the chosen shoe.
- After the whistle, we will change chairs.



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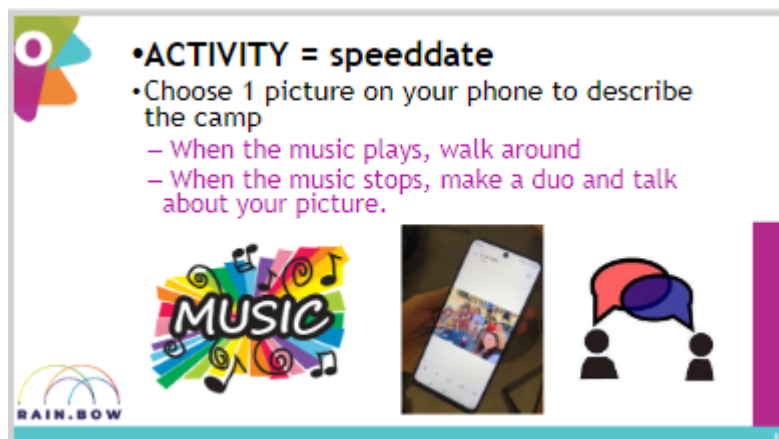
Reflection on the camp

- **ACTIVITY: SAVE - SKIP - CHANGE**
- Focus on 3 things:
 - What is good? What should we **SAVE**?
 - What can be improved? What should we **CHANGE**?
 - What is not good? What should we **SKIP**?
- Walk around & write on the sheets of paper
- Check the bottom of your chair to see where to start



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ACTIVITY = speeddate

- Choose 1 picture on your phone to describe the camp
 - When the music plays, walk around
 - When the music stops, make a duo and talk about your picture.



ACTIVITY = Mentimeter

- Take your phone and scan the QR-code
- Summarise the camp in 1 word

www.menti.com – code **6679 9265**

- Swot analysis made by the partners in Kranevo – July 2022

Strengths Everyone is positively engaged Lots of expertise and materials The content is valuable	Weakness Too many changes related to who is involved in the project Missing framework/ templates for communication Amount of work More coordination needed related to the work packages, connection between the work packages
Opportunities Good results after the camp European year of youth The camp Opportunities to disseminate the materials more in the future	Threats Poor outcome of the Camp Lack of exploitation after the project

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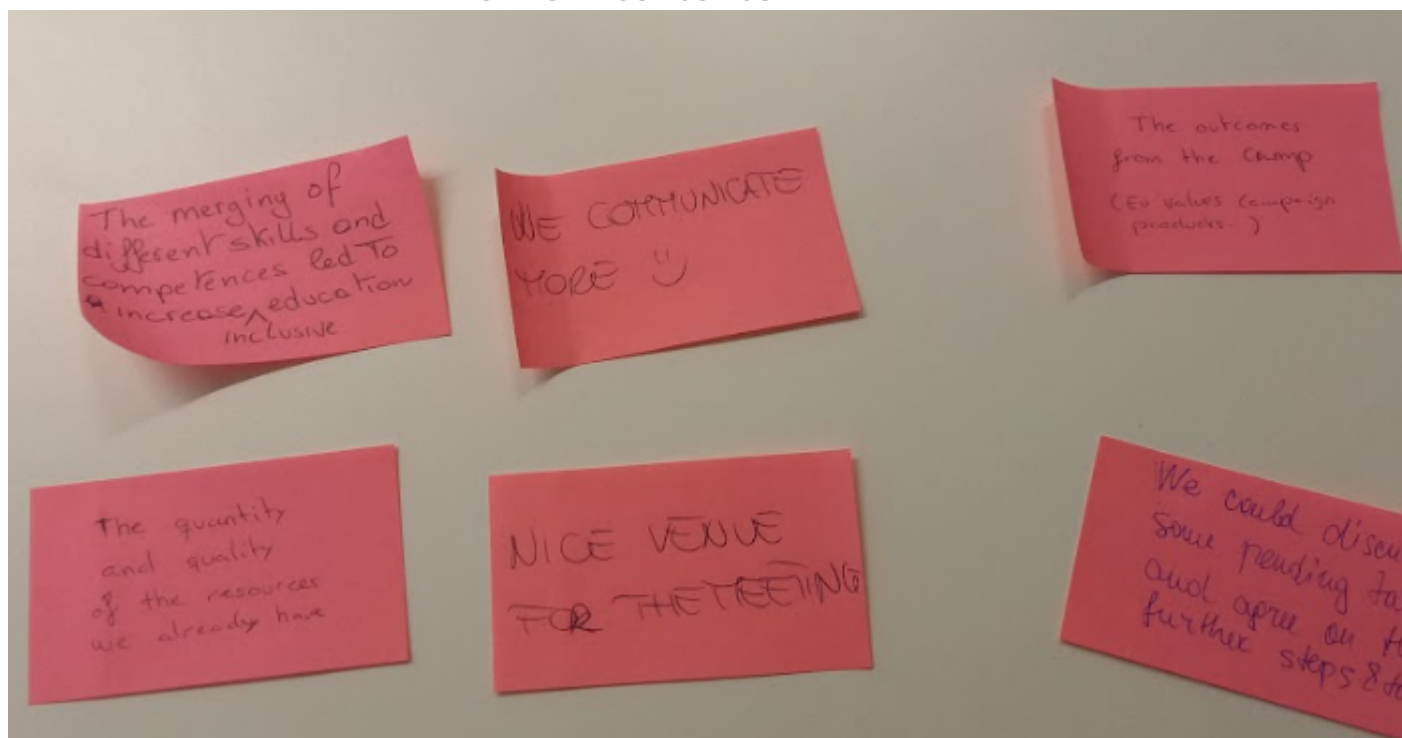
Evaluation sessions during the TPM in Brussels (September 2022)

Question 1:

What went well? I'm happy about.... (pink)

- The quantity & quality of the resources we already have
- The merging of different skills and competences led to an increased and inclusive education
- Nice venue for the meeting
- We communicate more
- The outcomes from the camp (EU value campaign products)
- We could discuss some pandering tasks and agree on the further steps and tasks
- More relaxed environment
- Freedom of expression your own opinion
- I'm happy about finishing WP3 materials and about having nice materials for the campaign (prepared during the camp)
- Listening to each other, open communication
- The conference we've organised
- I'm happy about the fact that young people in Kranevo loved it.

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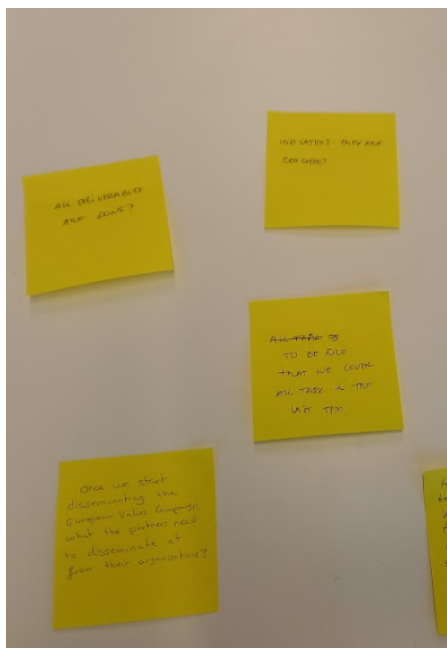
Question 2:

I have a question and like an answer before Thursday 29/09 14.00 (Yellow)

- All deliverables are done?
- Once we start disseminating the European Value Campaign, what do partners need to disseminate in their own organisation?
- To be sure that we cover all tasks in the last TPM
- Which indicators are ready?
- Clear to do & clear agreements
- How the campaign will be carried out?
- What I and my team have to do about it?
- How do we involve schools in the campaign (if)?
- Are we able to finance all the deliverables?

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Project's evaluation by images

The in-presence evaluation session was based on *Dixit cards*¹ submitted to each Partners' representatives. Three evaluation items were posed in three rounds and to respond each of them, participants have been asked to pick-up a card representing – through its image – his/her answer and then to motivate/explain the choice. Each round had two sub-rounds, with the second giving participants the possibility to join the choice another Partner made in the first sub-round. The guiding-questions covered the following 3 items:

- 1) projects' strength main element/aspect/dimension;
- 2) the same for weakness;
- 3) the image to put on an hypothetical project's book cover-page.

Here below the results of the three rounds are presented.

Project's main strengths

In the first table, the cards chosen by each Partner (for a maximum of two options) are presented while the second presents their motivation(s) for the choice(s). Focusing on motivations, the most recurring key-concepts describing Rainbow main strengths are the following:

¹ A table game by J.L. Roubira and M. Cardouat, Libellud, Poitier (France).

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- The assumption by the project of an important, relevant and *sensitive* topic/issue, also ambitious to face up, in the educational contexts, for both students and teachers/trainers;
- The combination of project's topic, differences in Partners' profile(s) and pandemic urgencies resulted in an implementation process which was challenging and hard in some passages but which finally led to the achievement of the expected goals;
- Many sub-topics (related to the main topic) have been explored and developed in the project which was largely able to keep them all together in a coherent design;
- Differences in Partners' profiles and approaches as well as different visions on project's topic(s) were more a resource for the projects than an obstacle.

Project's main Weaknesses

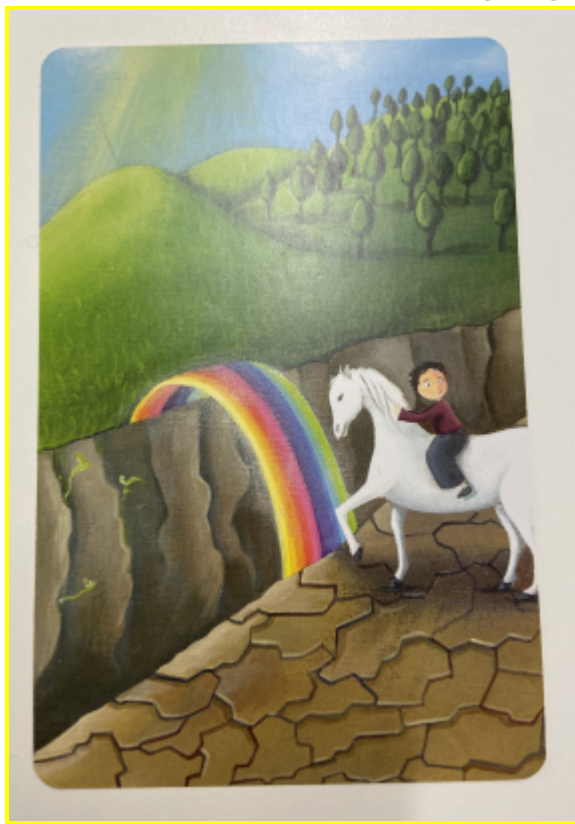
The most evident key-weaknesses reflected by cards' images are the following (again, the focus is on motivations expressed by the Partners):

- The richness of the project (in terms of outputs, results, materials made available, covered topics) which was hard to manage during its implementation and may be at risk of under-utilisation after project's conclusion;
- Differences in Partners profiles (above indicated also as a strength of the project) have been complicated and sometimes hard to manage, by both each Partner (in its relations with the others) and by the leading Partner, especially in the initial part of the project, when pandemic obliged to only at-distance activities/cooperation;
- The pandemic situation, it is almost banal to mention, very strongly affected project' implementation, not only *during* its peak (corresponding to the first year of project operations) but also in terms of consequences in the following two years (delays, rushes for catching-up, re-planning of activities' schedules, activities implementation in contexts profoundly *marked* by pandemic).

The project's book cover page image

This drawing was chosen by the partners as the book cover.

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To sum up, the most recurring elements (to be intended as words, concepts, ideas, references) in the cards/images picked-up by the Partners in the three round of the session are the following:

- Differences (among project's partners)
- Plurality (of project's partners visions)
- Complexity (of project's implementation)
- Common values (both as project's focus and as elements shared by all the partners)
- Progression (in project's implementation)
- Richness of achieved outputs and results
- Looking back (to project's implementation and outputs) but, at the same time, looking ahead (to project's legacy).

A clear prevalence of positive – although not always easy to manage – references is easily recognizable in the list.

B. Project's evaluation in words

In this section, the main results of the evaluation questionnaire (Annex 1) submitted to each Partner will be presented and commented: if *images* have been used for representing Partners' evaluation in

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the previous section, in this one, *words* will be – more typically – used for communicating Partners' opinions and summative judgments on project's implementation. Section's contents will follow the questionnaire's structure.

B1) The overall implementation of the projects since its start-up² (to be described in max 3 statements, preferably using adjectives, images or key-words, each followed by a short explanation)³

Here are the (mostly) single words used by the Partners for representing project's overall implementation, from the beginning until the conclusion. They are the following: exciting (P1⁴), interesting (P1, P2, P3), valuable (P2), challenge (P1), hard (P2, P6), uncertain (P5), expert (Partner, P3), difficulties (in communication among partners, P3; in involving schools, pupils and trainers, P6), complex (P5), outputs and objectives achieved (P6), "lot of implementation work" (P7). It must be noted that only three of them (uncertain, difficulties ..., "a lot of implementation work") refer to negative issues while the majority reflect positive feelings/elements.

B2) A summative overview of pandemic's most relevant impacts on project's implementation and their consequences (max. 3)

The list of the project's aspects mostly impacted by the pandemic is the first one presented here below: the *involvement* (less intense and deep than planned or usually occurring) of project's beneficiaries, Partners and stakeholders is the *dimension* which is most recurring in the list. Strongly linked with this dimension is the *easy and full understanding* of project's rationale and optimal development, especially by Partners. The combination of these two dimensions, moving to the second list (presenting the perceived consequences on project's advancement of the pandemic's impact), mainly caused delays in activities' implementation; difficulties and slow-down in internal (to the partnership) communication, coordination and alignment; problems in activating and engaging project's beneficiaries.

² Since January 2020 to September 2022.

³ No answer from P4.

⁴ The codes used for identifying partners (P1, P2 and so on) do **not** correspond to those used in the EU official project application. This is for assuring anonymity in reporting Partners' opinions and feedbacks.