

#RainBowErasmusPlus

D.5.3. Teachers' testimonials Summary report





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1. Description

At the end of the classroom implementation activities (LSWs), teachers were asked to describe in one page various aspects of their RainBow experience with students: what difficulties they encountered and how they overcame them, what adaptations they made to the RainBow resources, what the students' feedback was, etc.

Each partner managed the collection of these testimonials from teachers. Most of them are individual, but a few have been developed collectively (by two or more teachers/trainers)

Partner - Country	Number of testimonials
P1 - IT	1
P2 - BG	0
P3 - FR	2
P4 - RO	11
P5 - ES	2
P6 - BE	2
P7 - IT	1
Total	19

Annex 1 includes a list of teachers who gave testimonials, and Annex 2 contains some extracts from these testimonials with statements by teachers and students (some teachers in Romania included statements by students in their testimonials).



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2. Resources

Most teachers stated in testimonials that they used RainBow resources as provided or with slight modifications. In addition, some mentioned that they also used other resources (e.g. from other projects, from the Internet, etc.) in their activities with students. The specific additional resources mentioned by teachers are presented in Annex 3.

3. Impact on students

In **France**, students appreciated the informal approach in carrying out the activities and working with notions important to them (related to discrimination).

In **Belgium** the use of RainBow materials was perceived very positively by both teachers and the students.

According to experts in **Spain**, the RainBow activities were a space for students to learn together, a place to express themselves freely, a time to become aware of issues affecting them, an opportunity to put themselves in the other's shoes and a chance to use technology in a creative, playful, participatory and purposeful way.

In **Italy**, the meetings were a reflective training to make students approach the communication process less automatically, more reflectively. The CNOS-FAP trainers appreciate that the pupils reacted positively to the workshops.

In **Romania**, the students' feedback was very positive. According to the RO teachers, the students were receptive, engaged and active. Some teachers mentioned that the students expressed their wish to have more similar activities.

4. Difficulties/challenges

Many of the teachers who provided testimonials on implementation stated that they did not encounter any difficulties with the activities. Some mentioned that they were

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supported by the school in carrying out the activities. Some, however, mentioned a number of difficulties/challenges.

The difficulties mentioned by teachers in **France** were related to the time frame and the complexity of the terms which were difficult for students to assimilate. In order to ensure successful implementation, one of the teachers in France mentioned that he had done additional research.

In **Spain**, specialists from Associació Cultural Elparlante have been invited to some of the implementations to support the activities. Two of these guests gave a testimonial according to which the difficulties encountered were related to the lack of technical training of teachers in audiovisual and ICT issues, the time frame (the activities required much more time than the usual format of lessons in education) and the limited technical resources (for the development of products for the RainBow European Values Contest).

According to the trainers from **CNOS-FAP** in **Italy**, the students had difficulty listening to each other and describing what they felt, due to the lack of a vocabulary of emotions. Italian students also found it difficult to talk about themselves and their everyday lives and to find a link between their everyday experience and cyberbullying, as if the topic should only be addressed when serious episodes occur. According to the CNOS-FAP trainers, the ability of some students to talk about themselves stimulated others and led to positive work.

With two exceptions, teachers in **Romania** reported no difficulties during implementation. One teacher mentioned as a challenge the stereotype deeply rooted in the collective mind and the difficulty of eliminating them, and another teacher referred to the lack of media literacy among students.



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5. Conclusions

Both students and teachers appreciated the informal teaching/learning methods proposed in the RainBow educational materials. According to the teachers' testimonials, the debates, discussions, projects, case studies challenged the students and aroused their interest, motivating them to get actively involved in the activities.

It is interesting to note that in these testimonials, teachers reported a higher number of implementations than reported by partners in LSWs reports. For example, the partner in Belgium reported 3 implementations done by three teachers (one per teacher), but in the 2 testimonials received, 4 implementations are mentioned (one teacher declared she has done 3 implementations, not only one, as it was reported).

This suggests **a use of RainBow materials on a larger scale than the partners were able to monitor**, which means **a larger impact** than reported.

Most **teachers were able to implement** the proposed activities in the **RainBow materials as they were developed, with little or no modification**. Only a few teachers indicated some additional educational resources (books, texts, films, etc.) that they used in addition to the RainBow resources.

It is worth noting that teachers in Belgium mentioned that RainBow content on social media, hate speech, harassment/bullying (cyberbullying) is part of the school curriculum.

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Annex 1. List of the teachers who provided testimonials

No	Name of the teacher/trainer	School/Institution where the implementation took place	Rainbow activity (resources/materials)	Difficulties/Challenges	How they overcame difficulties/challenges
1.	Massimo Malanchini	AFP Patronato San Vincenzo (Course for Hypermedia Graphic Operator, Bergamo office), IT	Mastering listening, empathy and trust	-	-
2.	Mrs Fiarda	Charles de Gaulle high school (History and geography teacher), FR	Fight against discrimination	Time frame Some of the concepts were difficult for students to assimilate.	-
3.	Mrs Aberici	Charles de Gaulle high school, FR	Interculturality	Complex concepts difficult for students to understand	A lot of research
4.	Aron Nicoleta	"Ienăchiță Văcărescu" National College, RO	Discrimination	-	-
5.	Bucur Magdalena Iuliana	"Ienăchiță Văcărescu" National College, RO	Discrimination Fake news	Stereotypes deeply rooted in the collective mind	-
6.	Diaconu Ioana	"Ienăchiță Văcărescu" National College, RO	Media literacy	-	-
7.	Erhan Maria Simona	"Constantin Carabella" National College, RO	Media literacy	-	-
8.	Gheorghian Anca Maria	"Ienăchiță Văcărescu" National College, RO	Media literacy	-	-
9.	Leașu Manina Cerasela Pătrașcu Adelaida Catrina Luminița Cristache Monica	"Constantin Carabella" National College, RO (online)	Media literacy, "Where is the truth?"	technical and management problems inherent in online meetings with large numbers of participants	-

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No	Name of the teacher/trainer	School/Institution where the implementation took place	Rainbow activity (resources/materials)	Difficulties/Challenges	How they overcame difficulties/challenges
10.	Rafira Anca Mihaela	"Ienăchiță Văcărescu" National College, RO	Media literacy	-	-
11.	Stancu Olimpia Cristina	"Udrea Băleanu" Technological High School, RO	Discrimination hurts us Media literacy Conflict resolution Resisting misinformation and harassment.	-	-
12.	Tanislav Maria Cristina	"Ion Ghica" Economic College Targoviste	Discrimination Media Literacy Decision Making	-	-
13.	Vlad Cătălina Estera	"Ienăchiță Văcărescu" National College, RO	Media literacy	-	-
14.	Zăhărăchescu Daniela	"Ienăchiță Văcărescu" National College, RO	No bullying and cyber-bullying	-	-
15.	Joris Aerts	Atlas college technology and innovation, BE	Social media / Social networks, Hate speech, Harassment / bullying (cyberbullying), Critical awareness of the "digital identity"	Informal aspect of the activities	Documentation
16.	Sofie Colpaert	Sint Lievens college, BE	Social media / Social networks	-	-
17.	Oscar Altide	IES Quatre Cantons, Barcelona, ES	Social Media and Hate Speech	-	-



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No	Name of the teacher/trainer	School/Institution where the implementation took place	Rainbow activity (resources/materials)	Difficulties/Challenges	How they overcame difficulties/challenges
18.	Alfredo Cohen & Mireia Pellicer	IES Quatre Cantons, Barcelona, ES	Social Media and Hate Speech	Lack of technical training of teachers in audiovisual and ICT issues Time frame Limited technical resources	With creativity
19.	CNOS-FAP trainers	VET Centre SESTO SAN GIOVANNI	Cyberbullying	The students' ability to describe what they felt A lack of vocabulary of emotions A great difficulty in listening to each other To find a link between everyday life experience and cyberbullying	The ability of some students to talk about themselves has spurred others



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Annex 2. Extras from testimonials

“WORDS ARE NOT ALL THE SAME. CHOOSE THEM WITH CARE”

“At the end of the learning program, the students showed a greater awareness of the emotional implications and the communicative power inherent in the use of social networks and all digital communication tools. In particular, they have shown that they pay more attention to the role that words and images can have in interpersonal relationships when the relationships themselves also pass through social networks and the Internet in general.”

Massimo Malanchini
AFP Patronato San Vincenzo, Bergamo, Italy

“This exciting project aroused the interest of my 15-16 year old students. It allowed me to set up collaborative working times and thus freed up the floor for many young people.[...] The vast majority of young people appreciated the project and the methodology adopted, which was more informal and therefore less "academic". They also enjoyed working on concepts that were important to them. The feedback was therefore very positive!”

Mrs Fiarda
, Charles de Gaulle high school, France

“In my opinion, it allowed them [the students] to become aware of the stereotypes and prejudices that we can all convey and therefore to alert them to the need to combat any hasty and summary judgement.”

Mrs Aberici
Charles de Gaulle high school, France

“We are not always used to designing our lessons in this informal way. For me, it required a bit of searching. Both myself and the students felt this was a real added value. These are well-crafted materials and certainly useful within our school with our target group. I will definitely continue to use them in the future.”

Joris Aerts
Atlas college technology and innovation, Belgium

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“The relationship and involvement of the students in the project and the different sessions was very good. The students perceived and appreciated the professional support provided by the organization and were very willing to work and debate on the subject. [...] In conclusion, and as the students expressed, it has been a very enriching process both for them, but also for me, as a teacher.”

Oscar Altide
IES Quatre Cantons, Spain

“We consider that the project was a success to the extent that for the students it meant:

- A shared learning space.
- A place of expression in freedom.
- A moment of awareness on issues that affect them.
- An opportunity to put yourself in the other's place
- A chance to use technology in a creative, playful, participatory and purposeful way.”

Alfredo Cohen & Mireia Pellicer
Associació Cultural Elparlante, Spain

“The main difficulty encountered by the students during workshops was the transition between their feelings and the ability to describe what they felt, finding and using the most appropriate words to describe what they felt; a lack of vocabulary of emotions and a great difficulty in listening to each other emerged.
[...] the meetings were a training in reflection, to make the communication process less automatic, more thoughtful. The attempt was to help them stay in the discussion and in the reasoning despite the fatigue of dealing with delicate topics; training in critical thinking, sharing and listening, in an attempt to push them a little out of their comfort zone.”

CNOS-FAP, Italy

“The role-play proved to be effective, as the pupils became personally aware of the effects of discrimination. Students were actively involved and interested and learned from each other about discrimination and how it affects people in all its aspects.”

Aron Nicoleta
"Ienăchiță Văcărescu" National College, Romania



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The students “actively participated during the presentation, coming up with their own examples or solutions to the problems discussed in the material. They were very engaged, as the topic was easily accessible to them and topical in today's society.”

Diaconu Ioana
"Ienăchiță Văcărescu" National College, Romania

“The activity had a positive impact on the students, it was engaging, interactive, and above all, useful. Throughout the activity, the pupils were receptive, and engaged, asked questions, and expressed their views. At the end of the activity, the students realized how important it is to be vigilant, to pay attention to every detail of both written and oral texts, to constantly check the sources from which they get their information, and concluded that everyone should be a "journalist for themselves", showing curiosity and desire to participate in such activities.”

Erhan Maria Simona,
“Constantin Carabella” National College, Romania

“The debate was attended by students, parents, teachers at home and three classes of students who were at school in the afternoon during the debate. The participants asked questions, expressed their views, showed interest, curiosity and a desire to participate in such activities again”.

Leașu Manina Cerasela, Pătrașcu Adelaida, Catrina Luminița, Cristache Monica
“Constantin Carabella” National College, Romania

“The adolescents present at the activities identified themselves in some of the situations presented (of a confrontational nature) or in the refusal to respond to social norms, which can lead to rejection and labelling of the adolescent. I believe that the objectives of the activities have been achieved, the students, preoccupied with various complex problems of their own, remain open to change, to the media, curious to know but also to experiment.”

Stancu Olimpia Cristina
Udrea Băleanu Technological High School, Romania

“It was discussed what are the possibilities that the articles/information presented are part of the Fake News category and if they follow the 5W rule. Students also presented



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examples of known Fake News and understood why it is important to know the source of the information, but also how to ensure that the message is credible.”

Vlad Cătălina Estera

"Ienăchiță Văcărescu" National College, Romania

“In this activity we established together with the students the concepts of bullying, cyberbullying, their types, while focusing on the tools that can be used to understand and analyze the behavior of the bully, but also the behavior of the victim or witnesses.”

Zăhărăchescu Daniela,

"Ienăchiță Văcărescu" National College, Romania

“Today's activity was full of information that I will keep in mind from today on!”

Student: Ruxandra Necșoiu, 11th grade

"Ienăchiță Văcărescu" National College, Romania

“I will try to teach others what I learned today! It is very important to educate ourselves and not fall into the trap of others!”

Student: Olivia Măntescu, 11th grade

"Ienăchiță Văcărescu" National College, Romania

“Nowadays, a lot of children are discriminated against in schools or various institutions because of their ethnicity, religion or other things. In my opinion, this should be stopped by educating children from an early age not to differentiate between people for various reasons characteristic of them.”

Student: Gagiu Antonia, 10th grade

Ion Ghica Economic College, Romania



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Annex 3. Specific additional resources

No	Theme/Lesson plan/Modules	Resources
1.	Interculturality	Text Abigaël Game BARNGA
2.	Media literacy and fake news	Video - What Is Fake News? Video - Check the Claim Quiz – New coronavirus and misinformation
3.	Bulling and Cyberbullying	Book- The Bully by Paul Langan