

Criteria:

- Implemented in Primary Schools the last 5 years
- Promote inter/intracultural skills
- Funded or supervised by a reliable national/international agency, organisation
- Accessible at platforms, such as e-Twinning, School Education Gateway and the Eurydice Network

General information	
Name/title of the Best Practice	Together For Humanity (TFH) programs
Period of realisation [ <i>Timeframe of the practice (period/duration). Is it finished?</i> ]	Ongoing, several programs (annual, bi-annual, per term, etc) Results from the 2018 – 20219 delivery of Prejudice and Belonging and Good Practice Programs
Type ( <i>program, project, activity, event, multimedia, etc.</i> )	Primary and secondary schools' programs linked to the Australian curriculum.
Sources of information ( <i>where information can be found about this best practice</i> )	<a href="https://togetherforhumanity.org.au/our-programs/">https://togetherforhumanity.org.au/our-programs/</a>
Administering organisation ( <i>name &amp; address</i> ), if any	<b>Together For Humanity</b> , a not-for-profit provider of educational services that works with school communities to foster intercultural understanding and help students learn how to deal with differences.
Provide information: <ul style="list-style-type: none"> <li>○ <i>Contact details: name &amp; email</i></li> <li>○ <i>Certification/accreditation</i></li> <li>○ <i>Financing: how is the organisation funded</i></li> </ul>	Together For Humanity <ul style="list-style-type: none"> <li>• email: admin@togetherforhumanity.org.au</li> <li>• Address: Sydney Office, PO Box 71, Broadway NSW 2037</li> <li>• Telephone: 0419 279 750</li> <li>• Funded by the Australian Government Department, donors, fundraising events.</li> </ul>
Country of origin/Location of the program (described in this good practice)	South-Eastern Sydney metropolitan region
Other countries participating	N/A
Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities)	<ul style="list-style-type: none"> <li>• Government Partner</li> <li>• Institutions, Colleges, Corporate Partners, Foundation Partners, etc.</li> </ul>
Target group/beneficiaries ( <i>vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.</i> )	<ul style="list-style-type: none"> <li>• Primary and secondary school students</li> <li>• Primary and secondary school teachers</li> </ul>
Parameters	

<p>Short description of initiative/Best Practice</p>	<p>TFH offers a range of face-to-face and online programs linked to the Australian curriculum that help foster greater connection and inclusion among students. The Australian Curriculum (2019) recognises intercultural understanding as comprising three core capabilities: to recognise and develop respect for culture, to interact and empathise with others, and to take responsibility and reflect on intercultural experiences.</p> <p>Schools applied for this program received the TFH \$5,000 grant, which they used to facilitate implementation of the Good Practice Program. Each school used the grant differently depending on their particular needs. One school hired a program writer to observe classes and write the program, another school used it to create a cultural identity unit, while another used it to write a program focusing on attitudes towards gender.</p>
<p>Goals and objectives of initiative/Best practice</p>	<ul style="list-style-type: none"> <li>• Support learners (students, teachers, and other school members) to improve their understandings and skills in relation to intercultural understanding</li> <li>• To assist students to challenge stereotypes and alleviate their fears</li> <li>• To deal with prejudice and discrimination and promote the acquisition of empathy and mutual acceptance and belonging.</li> </ul>
<p>Key components and activities of initiative/Best practice</p>	<p>Short, curriculum-linked presentations that explore themes of identity, belonging, faith, culture, racism, stereotypes, prejudice and more.</p> <p>Presentations include:</p> <ul style="list-style-type: none"> <li>• Anti-prejudice</li> <li>• Assumptions</li> <li>• Cultural celebrations</li> <li>• Migration stories</li> <li>• Studies of Religion</li> <li>• First Nations perspectives</li> <li>• Peace &amp; conflict transformation</li> <li>• Special event presentations, e.g. Harmony Day</li> </ul> <p>Interschool Programs</p> <ul style="list-style-type: none"> <li>• Students from different schools come together to explore similarities and differences in beliefs and culture through experiential activities.</li> </ul> <p>For Teachers</p> <p>A 'pre-program' discussion with TFH where staff could ask questions, be informed and educated about the program's aims, consequently empowering them to follow this up in class and support the students attending the programs. This also kept staff 'on board' with the program when students were asked to leave their classes to attend TFH programs.</p>
<p>Duration of the Best Practice/program</p>	<p>One year</p>
<p>Required resources or equipment</p>	<ul style="list-style-type: none"> <li>• Different resources were required depending on the focus of the program in each school</li> </ul>

Staffing requirements	<ul style="list-style-type: none"> <li>Different staffing requirements depending on the focus of the program in each school</li> </ul>
Costs for the participants, if any	N/A
Services that are/were developed ( <i>i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc</i> )	<ul style="list-style-type: none"> <li>Students participated in the content selection and organisation of their programs. Some older students also participated in delivering the content they initiate.</li> </ul>
<b>Evidence and Effectiveness</b>	
Has the Best Practice/program been evaluated?	<ul style="list-style-type: none"> <li>Evaluation of the program in schools (2028-2019): Gale, F., Edenborough, M., Boccanfuso E., Hawkins, M., Thomson, R., Sell, C. (2021). Promoting intercultural understanding, connectedness and belonging: An independent evaluation of Together For Humanity programs. Western Sydney University, Australia. <a href="https://doi-org.ezproxy.uws.edu.au/10.26183/5e44b23990048">https://doi-org.ezproxy.uws.edu.au/10.26183/5e44b23990048</a></li> </ul>
If yes: Impact/Results of the Best Practice on the target group/beneficiaries	TFH was effective in bringing about changes in attitudes and behaviours for students and also for teachers. Positive effects on indices such as suspension rates and attendance rates, and whole-of school change towards greater inclusion and acceptance.
If no: Subjective opinions/comments about the Best Practice/program and its impact on the target group (i.e., from participants, parents; if available)	
Recommendations for implementation In what way can pupils and other beneficiaries benefit from this best practice related to inter/transcultural competence, inclusion, etc.?	<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>Ensure participants understand what is meant by "culture". Culture is a complex construct comprised of many facets, including language, history, customs, traditions, food, and values. Students have diverse interpretations and some understand their culture to be their religion.</li> <li>Reality-testing stereotypes. As people of different backgrounds interact, they recognise that others often have many similarities to themselves, consequently allowing stereotypes and stigma to be disestablished and dismantled, opening up a broader worldview.</li> <li>Teacher observation of TFH role in promoting intercultural understanding. Teachers are in a valuable position having been witness to their students' attitudes and behaviours both before and after taking part in TFH programs. So, they can observe and report if there have been any changes.</li> <li>Extending the benefits. <u>TFH programs could start earlier</u> that is, from junior primary school, since many younger people may not have yet learned discriminatory ways of thinking, and so starting TFH at an early age would be preventative. <u>TFH programs could include and support parents' learnings and</u></li> </ul>

	<p><u>understandings</u> so that home and school environs are consonant with each other, and student learning is supported at home. A <u>'whole-school' approach</u> extending beyond traditional classroom learning environments to include culture, ethos, and the environment—such as leadership practice—plus engagement with families and the wider community. <u>Widening diversity</u> involving a more extensive range of diverse cultures, religions, and schools.</p> <p><b>Benefits for Pupils and Other Beneficiaries</b></p> <ul style="list-style-type: none"> <li>• Intercultural understanding – TFH participants clearly articulated that they valued gaining more nuanced understandings of culture.</li> <li>• Respect – TFH participants praised how TFH programs equipped them to have open and respectful discussions about cultural and religious differences.</li> <li>• Empathy – TFH participants speak of becoming more open to reaching out to connect with people from different backgrounds to themselves.</li> <li>• Belonging – TFH programs were key spaces for the expansion of language and terminology around belonging, promoting articulate, meaningful discussions.</li> <li>• Diversity, multiplicity, and shared humanity – TFH participants expressed recognising and seeing the similarities and shared understanding that they have with others from different cultural backgrounds.</li> <li>• Confidence – TFH participants perceived markedly improved self-confidence through expanding interpersonal communication abilities, building new connections with others from diverse backgrounds and overcoming fears of new social and intercultural situations.</li> </ul>
Additional comments or information	
How is the supply adapted to individual needs (participants or beneficiaries)?	TFH was flexible in responding to school-specific needs in relation to discrimination.

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General information	
Name/title of the Best Practice	TOOLKIT Supporting Australian Schools to Build Global Engagement
Period of realisation <i>[Timeframe of the practice (period/duration). Is it finished?]</i>	Ongoing
Type <i>(program, project, activity, event, multimedia, etc.)</i>	Project
Sources of information <i>(where information can be found about this best practice)</i>	<a href="https://www.monash.edu/_data/assets/pdf_file/0007/2443930/Monash-Toolkit-Supporting-Australian-Schools-to-Build-Global-Engagement.pdf">https://www.monash.edu/_data/assets/pdf_file/0007/2443930/Monash-Toolkit-Supporting-Australian-Schools-to-Build-Global-Engagement.pdf</a>
Administering organisation <i>(name &amp; address), if any</i>	Monash University
Provide information: <ul style="list-style-type: none"> <li>○ <i>Contact details: name &amp; email</i></li> <li>○ <i>Certification/accreditation</i></li> <li>○ <i>Financing: how is the organisation funded</i></li> </ul>	<ul style="list-style-type: none"> <li>• This project was funded by the Australian Government Department of Education, Skills and Employment's Enabling Growth and Innovation program.</li> </ul>
Country of origin/Location of the program (described in this good practice)	Australia
Other countries participating	Yes
Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities)	<ul style="list-style-type: none"> <li>• Australian Governments</li> <li>• The education community</li> </ul>
Target group/beneficiaries <i>(vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.)</i>	<ul style="list-style-type: none"> <li>• The toolkit aims to enable school leaders, teachers, governing boards and the wider school community to explore the topic and the associated resources in a flexible way, and to decide how their school could best be globally engaged.</li> </ul>
Parameters	
Short description of initiative/Best Practice	"Global engagement" by Australian schools means schools participating in activities that seek to connect with and better understand other countries and their peoples, so as to achieve schools' educational and other objectives.

	<p>This Toolkit aims to be a user-friendly resource for Australian schools to begin or enhance their global engagement. It has been created for all schools, wherever they are located and whatever their current experience might be.</p> <p>The toolkit draws on a large number of evidence-based good-practice resources and examples to assist schools to engage globally. It provides a map for schools to take a deep dive into global engagement.</p> <p>The focus of global education is:</p> <p>Interdependence and globalisation – an understanding of the complex social, economic and political links between people and the impact that changes have on others.</p> <p>Identity and cultural diversity – an understanding of self and one’s own culture, and being open to the cultures of others.</p> <p>Social justice and human rights – an understanding of the impact of inequality and discrimination, the importance of standing up for our own rights and our responsibility to respect the rights of others.</p> <p>Peace building and conflict resolution – an understanding of the importance of building and maintaining positive and trusting relationships and ways conflict can be prevented or peacefully resolved.</p> <p>Sustainable futures – an understanding of the ways in which we can meet our current needs without diminishing the quality of the environment or reducing the capacity of future generations to meet their own needs.</p>
Goals and objectives of initiative/Best practice	<ul style="list-style-type: none"> <li>• Goal 01: The Australian education system promotes excellence and equity.</li> <li>• Goal 02: Young Australians become: <ul style="list-style-type: none"> <li>- confident and creative individuals;</li> <li>- successful lifelong learners; and</li> <li>- active and informed members of the community</li> </ul> </li> </ul>
Key components and activities of initiative/Best practice	<p>Schools could choose different avenues to internationalise their curriculum – they may be adopting one, some or all of these approaches:</p> <ul style="list-style-type: none"> <li>• Intensive thematic timetable block.</li> <li>• A thematic study for an extended period of a region or global theme or problem.</li> <li>• A global study year involving an intensive global learning project.</li> <li>• A globally focused enquiry curriculum.</li> <li>• Whole-curriculum approach to global citizenship.</li> <li>• A global focus on cross-curriculum themes.</li> <li>• Designated global/international themes for each year level.</li> <li>• Innovative school-cluster strategies to strengthen and diversify languages in the curriculum.</li> <li>• Content and language integrated learning (CLIL) combining teaching content from a curriculum area with explicit teaching of the target language.</li> <li>• Global issues to shape a problem-solving curriculum.</li> </ul>

	<ul style="list-style-type: none"> <li>Global communication skills development involving a primary school program for international student to-student peer teaching and communication.</li> </ul>
Duration of the Best Practice/program	Short and long term
Required resources or equipment	N/A
Staffing requirements	N/A
Costs for the participants, if any	N/A
Services that are/were developed ( <i>i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc</i> )	<ul style="list-style-type: none"> <li>Capacity building</li> </ul>
<b>Evidence and Effectiveness</b>	
Has the Best Practice/program been evaluated?	
If yes: Impact/Results of the Best Practice on the target group/beneficiaries	
If no: Subjective opinions/comments about the Best Practice/program and its impact on the target group ( <i>i.e., from participants, parents; if available</i> )	
Recommendations for implementation In what way can pupils and other beneficiaries benefit from this best practice related to inter/transcultural competence, inclusion, etc.?	<ul style="list-style-type: none"> <li>Curriculum planning, resourcing, innovation and teacher capability and professional development are all critical to the effective implementation of global literacy. The most successful schools use a range of proven strategies and approaches across the curriculum; refining and applying pedagogy to ensure its appropriateness.</li> <li>Systematic support and involvement by all stakeholders in the school community (leadership, teachers, students and parents) is required for successful global engagement by schools.</li> </ul>
<b>Additional comments or information</b>	
How is the supply adapted to individual needs (participants or beneficiaries)?	The Toolkit is quite flexible, it presents different paths according to the experience the schools have on global engagement and it includes many stories of success and many examples of excellent practice to choose from.