

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	European Erasmus project: E-COURSE – Enhancing the Participation and Learning Performance of Migrant and Refugee Children in Primary School Education
Period of realisation <i>[Timeframe of the practice (period/duration). Is it finished?]</i>	2018 - 2019
Type <i>(program, project, activity, event, multimedia, etc.)</i>	Erasmus Project
Sources of information <i>(where information can be found about this best practice)</i>	https://e-course.eu/the-project/ School Support Learning Platform https://learning.e-course.eu/ https://e-course.eu/media/E-COURSE_teacher_handbook.pdf
Administering organisation <i>(name & address), if any</i>	
Provide information: <ul style="list-style-type: none"> ○ Contact details: name & email ○ Certification/accreditation ○ Financing: how is the organisation funded 	<ul style="list-style-type: none"> • https://e-course.eu/contact-us/
Country of origin/Location of the program (described in this good practice)	EU
Other countries participating	<ul style="list-style-type: none"> • Germany • Greece • UK • Cyprus • Netherlands • France • Italy
Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities)	The project involves 8 organisations: <ul style="list-style-type: none"> • IMA (Coordinator, Germany); • KMOP (Greece); • FOUR ELEMENTS (Greece); • Canary Wharf Consulting LTD (UK); • CARDET (Cyprus);

	<ul style="list-style-type: none"> • ESHA (Netherlands); • Pistes Solidaires (France); • CESIE (Italy).
Target group/beneficiaries (<i>vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.</i>)	<ul style="list-style-type: none"> • Teachers, school leaders and non-teaching staff <p>Fostering their competences and knowledge to address diversity and inclusion in schools. They will gain access to tools that will allow them to deal with the learning needs of newly arrived migrant and refugee students.</p> <ul style="list-style-type: none"> • Newly arrived migrant and refugee students and their families <p>Fostering an inclusive and tolerant school community by involving all the relevant actors in school education.</p>
Parameters	
Short description of initiative/Best Practice	<p>E-COURSE aims at enhancing the access, participation and learning performance of newly arrived migrants and refugee children in primary school education in Germany, Greece, Italy, France and Cyprus as well as at a European level in order to promote their overall integration in the host societies.</p> <p>E-COURSE envisages to enhance the skills of teachers and school staff by providing them with valuable tools to address the learning needs of migrant and refugee children.</p>
Goals and objectives of initiative/Best practice	<ul style="list-style-type: none"> • Enhancing the professional development of teachers in dealing with migrant and refugee learners and diversity in classrooms • Supporting schools to facilitate inclusion and success of newly arrived migrant and refugee students, thus contributing to the tackling of Early School Leaving (ESL) • Supporting and enhancing the performance of newly-arrived migrant and refugee students in primary schools • Strengthening collaboration among all members of the school community: school leaders, teachers and non-teaching staff, learners, parents/families
Key components and activities of initiative/Best practice	<ul style="list-style-type: none"> • Learning modules for teachers and school staff in order to be able to effectively address equity, diversity and inclusion: <ol style="list-style-type: none"> 1. Mapping interculturality. 2. Non-formal methodologies and approaches: how to foster multiculturalism. 3. School and parenting in the countries of origin of migrant and refugee children. 4. The use of Web 2.0 technology for enhancing learning in a multicultural classroom. 5. Teaching non-native language students: methods and tools. • A School Support Platform to facilitate schools in supporting the active participation of migrant and

	<p>refugee children and the collaboration among all members of the school community</p> <ul style="list-style-type: none"> • A methodology for the elaboration and implementation of school diversity policies and action plans.
Duration of the Best Practice/program	2 years
Required resources or equipment	<ul style="list-style-type: none"> • Computer • Speakers • Internet • Paper and coloured pencils • Crafts tools
Staffing requirements	Teachers trained in the methodology of the project
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"> • Modules for the training/capacity building of teachers and school managers on managing diversity and promoting social inclusion; • An online homework support tool where students can upload articles with specific exercises, proposed solutions and questions that they might have in order to receive help from volunteer teachers; • And an online space/forum to facilitate communication and collaboration between the school/teachers and the families/parents of migrant and refugee students.
Evidence and Effectiveness	
Has the Best Practice/program been evaluated?	During pilot implementation.
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"> • Acquire the knowledge and skills, and to shape the necessary attitudes for living in a world of diversity • Be able to interact, negotiate, and communicate with people of different cultural backgrounds
Additional comments or information	
How is the supply adapted to individual needs (participants or beneficiaries)?	The variety of tools and methods that the handbook includes allows for the selection of the most appropriate ones according to the individual needs.