

Best Practices from Greece¹

1. General information	
Name/title of the Best Practice	M.A.G.I.C. (Myths and tales, Art and Games for Intercultural Cooperation)
Period of realisation [<i>Timeframe of the practice (period/duration). Is it finished?</i>]	2018-2020
Type (<i>program, project, activity, event, multimedia, etc.</i>)	Project
Sources of information (<i>where information can be found about this best practice</i>)	https://twinspace.etwinning.net/98255/pages/page/1715194 https://twinspace.etwinning.net/98255/home
Administering organisation (<i>name & address</i>), if any	Schools in Greece, Bulgaria, Italy, Estonia, and Lithuania
Provide information: ○ <i>Contact details: name & email</i> ○ <i>Certification/accreditation</i> ○ <i>Financing: how is the organisation funded</i>	Contact details: Provided on the e-Twinning platform Certification/accreditation: Recognized by participating schools Financing: Funded by the Erasmus+ program
Country of origin/Location of the program	Greece
Other countries participating	Schools in Bulgaria, Italy, Estonia, Lithuania
Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities)	Collaboration with schools from participating countries
Target group/beneficiaries (<i>vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.</i>)	Primary school students
Parameters	
Short description of initiative/Best Practice	Enhancing intercultural awareness and respect for diverse cultures through exploring myths and tales.
Goals and objectives of initiative/Best practice	Promote understanding and appreciation of different cultures, create a sense of European belonging.
Key components and activities of initiative/Best practice	Cultural exchange activities, storytelling, art projects.
Duration of the Best Practice/program	2 years

¹ 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*

Required resources or equipment	Educational materials, storytelling tools.
Staffing requirements	Teachers and coordinators
Costs for the participants, if any	No costs for participants
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>)	Workshops, storytelling sessions, collaborative projects
Evidence and Effectiveness	
Has the Best Practice/program been evaluated?	Yes, positive impact on cultural awareness and appreciation
If yes: Impact/Results of the Best Practice on the target group/beneficiaries	Useful for teaching cultural heritage and fostering intercultural competence.
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>)	N/A
Recommendations for implementation In what way can pupils and other beneficiaries benefit from this best practice related to inter/transcultural competence, inclusion, etc.?	Enhances cultural heritage teaching and intercultural competence among pupils.
Additional comments or information	
How is the supply adapted to individual needs (participants or beneficiaries)?	

2. General information	
Name/title of the Best Practice	GRECO – ITALIKA: 3D VERSION (Myths and tales, Art and Games for Intercultural Cooperation)
Period of realisation [<i>Timeframe of the practice (period/duration). Is it finished?</i>]	2019-2021
Type (<i>program, project, activity, event, multimedia, etc.</i>)	STEAM project
Sources of information (<i>where information can be found about this best practice</i>)	https://twinspace.etwinning.net/226365/home
Administering organisation (<i>name & address</i>), if any	ICS "V. Vivaldi" di Catanzaro and Nea Karya Primary School,
Provide information: <ul style="list-style-type: none"> ○ <i>Contact details: name & email</i> ○ <i>Certification/accreditation</i> ○ <i>Financing: how is the organisation funded</i> 	ICS "V. Vivaldi" di Catanzaro, Nea Karya Primary School
Country of origin/Location of the program	Italy
Other countries participating	Greece
Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities)	
Target group/beneficiaries (<i>vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.</i>)	Primary school students
Parameters	
Short description of initiative/Best Practice	Combining intercultural education with STEAM by using 3D printers to explore cultural similarities.
Goals and objectives of initiative/Best practice	Promote intercultural understanding through technology and history.
Key components and activities of initiative/Best practice	3D printing projects, cultural research.
Duration of the Best Practice/program	2 years
Required resources or equipment	3D printers, historical materials.
Staffing requirements	Teachers, STEAM coordinators
Costs for the participants, if any	No costs for participants
Services that are/were developed (<i>i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant</i>)	Workshops, 3D printing sessions

<i>involvement in planning and decision making, training, coaching, etc)</i>	
Evidence and Effectiveness	
Has the Best Practice/program been evaluated?	Yes, improved technological and cultural knowledge
If yes: Impact/Results of the Best Practice on the target group/beneficiaries	Effective for integrating technology with cultural studies.
If no: Subjective opinions/comments about the Best Practice/program and its impact on the target group (i.e., from participants, parents; if available)	N/A
Recommendations for implementation In what way can pupils and other beneficiaries benefit from this best practice related to inter/transcultural competence, inclusion, etc.?	
Additional comments or information	
How is the supply adapted to individual needs (participants or beneficiaries)?	

3. General information	
Name/title of the Best Practice	"Supporting Inclusion and Diversity in Teaching (SIDiT)"
Period of realisation [<i>Timeframe of the practice (period/duration). Is it finished?</i>]	2021-2023
Type (<i>program, project, activity, event, multimedia, etc.</i>)	Program
Sources of information (<i>where information can be found about this best practice</i>)	https://www.siditproject.eu/
Administering organisation (<i>name & address</i>), if any	The "Supporting Inclusion and Diversity in Teaching (SIDiT)" project is co-funded by the Erasmus+ programme of the European Union and the Goethe-Institut (Key Action 2). Project Number: VG-IN-BY-20-36-077376
Provide information: <ul style="list-style-type: none"> ○ <i>Contact details: name & email</i> ○ <i>Certification/accreditation</i> ○ <i>Financing: how is the organisation funded</i> 	info@siditproject.eu EU Erasmus+
Country of origin/Location of the program	Greece
Other countries participating	Greece, Belgium, Ireland, Italy and Croatia.
Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities)	Local NGOs, Cultural Institutes, Universities
Target group/beneficiaries (<i>vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.</i>)	<ul style="list-style-type: none"> • primary school teachers • trainee teachers • teachers in non-formal education • professionals (e.g youth workers, social workers) concerned with integration and inclusion
Parameters	
Short description of initiative/Best Practice	SIDiT is an Erasmus+ project created to provide resources and training opportunities to teachers, so that they engage in more inclusive teaching.
Goals and objectives of initiative/Best practice	In Europe nowadays, the education of students with a migrant background is a dynamic and prevalent field. While schools become more diverse and welcome children with different socio-economic, ethnic, cultural, religious and language background, their inclusion in the classroom remains a challenge for teachers. Project's goal is inclusion within the classroom is a vital first step for learners to acquire the mind-set and skills they will need to successfully integrate in increasingly broad social groups and also society as a whole.

Key components and activities of initiative/Best practice	<p>The Teacher Training Course improves the teachers' capacity to practice effective, innovative inclusive teaching in their classrooms. It enables primary school teachers to acquire educational skills that value the individual strengths and contributions of the students and makes the learning experience richer and more diverse for everyone. The SIDiT Teacher Training Course is designed to train primarily primary school teachers that work with students aged 8-12 years. It is suitable for education professionals who work with children from diverse backgrounds, such as migrant children. That includes:</p> <p style="text-align: center;">primary school teachers</p> <p>professionals (e.g youth workers, social workers) concerned with integration and inclusion</p>
Duration of the Best Practice/program	Three years
Required resources or equipment	<p>A Practical Toolkit for teachers and learners</p> <p>A Teacher Training Course</p> <p>Policy Recommendations</p>
Staffing requirements	primary school teachers, professionals (e.g youth workers, social workers) concerned with integration and inclusion
Costs for the participants, if any	No cost
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>)	Capacity building, teaching, mentoring
Evidence and Effectiveness	
Has the Best Practice/program been evaluated?	
If yes: Impact/Results of the Best Practice on the target group/beneficiaries	Positive feedback from participants,
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.?	
Additional comments or information	

How is the supply adapted to individual needs (participants or beneficiaries)?	
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4. General information	
Name/title of the Best Practice	eTwinners as pros
Period of realisation <i>[Timeframe of the practice (period/duration). Is it finished?]</i>	2022
Type <i>(program, project, activity, event, multimedia, etc.)</i>	eTwinning project
Sources of information <i>(where information can be found about this best practice)</i>	https://twinspace.etwinning.net/121788/pages/page/1040308 https://www.youtube.com/watch?v=PpxXkwvXlxs
Administering organisation <i>(name & address), if any</i>	
Provide information: <ul style="list-style-type: none"> ○ <i>Contact details: name & email</i> ○ <i>Certification/accreditation</i> ○ <i>Financing: how is the organisation funded</i> 	10o Primary School of Ilioupoli
Country of origin/Location of the program	Greece
Other countries participating	Croatia, Greece & Spain
Partnerships or collaboration involved <i>(e.g., institutions, organizations, associations, communities)</i>	
Target group/beneficiaries <i>(vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.)</i>	7 to 11-year-old pupils
Parameters	
Short description of initiative/Best Practice	"eTwinners as pros" is an interdisciplinary eTwinning project which gives 11-year-old pupils from Croatia, Greece & Spain the choice to select topics -student agency being at the heart of the project- and take on different professional roles. Evaluation and assessment are both ongoing and fun.
Goals and objectives of initiative/Best practice	Through hands-on interactive tasks, the students learn to communicate and collaborate on the TwinSpace and beyond pursuing the path of "professional eTwinners". The eTwinning annual theme of Media Literacy runs throughout the project with diverse activities focusing on digital citizenship and disinformation and "transforming" students to ... teachers at international peer teaching sessions.
Key components and activities of initiative/Best practice	"eTwinners as pros" is an interdisciplinary eTwinning project which gives 11-year-old pupils the opportunity to take on different professional roles such as Historians, Astronomers, Cooks, Technologists, Engineers, Journalists, ICT Teachers and Athletes. The students study school coursebooks and browse online multimedia resources to learn more about the world

	around us and cover a variety of topics, from technological innovations, cars and books to computer animation films, celestial bodies, traditional games and recipes. The students share this knowledge and put it to practice in hands-on tasks creating models of inventions or car replicas or co-creating digital works such as timelines of events, eBooks of stories, galleries of technological mechanisms and many more.
Duration of the Best Practice/program	The project idea of professional roles is outlined above. There is also the eTwinning annual theme of Media Literacy which runs throughout the project in the form of diverse activities and the use of various tools. Focusing on digital citizenship issues such as eSafety, Copyright, Netiquette, fake news and disinformation, the Media Literacy theme sets off with the "Digital Citizens" activity and proceeds with the core activity of Journalists-ICT Teachers.
Required resources or equipment	
Staffing requirements	
Costs for the participants, if any	
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>)	
Evidence and Effectiveness	
Has the Best Practice/program been evaluated?	This project was a winner in this category due to way students got to be protagonists in the learning process: creating, designing and even evaluating their progress. Student agency was the center of the project, which included frequent peer-teaching sessions and engagement in research, analysis and the creative process.
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.?	
Additional comments or information	

How is the supply adapted to individual needs (participants or beneficiaries)?	
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5. General information	
Name/title of the Best Practice	Schools4Inclusion
Period of realisation [<i>Timeframe of the practice (period/duration). Is it finished?</i>]	2020 - 2022
Type (<i>program, project, activity, event, multimedia, etc.</i>)	Erasmus+ funded project
Sources of information (<i>where information can be found about this best practice</i>)	https://www.upf.edu/web/schools4inclusion/schools4inclusion https://www.upf.edu/web/schools4inclusion/news/-/asset_publisher/mAMWwIKUF8Jr/content/schools4inclusion-is-in-epale/maximized
Administering organisation (<i>name & address</i>), if any	TIDE Research Group at Universitat Pompeu Fabra στη Βαρκελώνη της Ισπανίας.
Provide information: <ul style="list-style-type: none"> ○ <i>Contact details: name & email</i> ○ <i>Certification/accreditation</i> ○ <i>Financing: how is the organisation funded</i> 	Coordination: Davinia Hernández Leo, davinia.hernandez-leo@upf.edu
Country of origin/Location of the program	Spain
Other countries participating	Greece, U.K., Romania and Portugal
Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities)	Twenty schools throughout Europe will pilot the Inclusive Education Whole-School Approach.
Target group/beneficiaries (<i>vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.</i>)	<ul style="list-style-type: none"> • migrant school-aged children, so that they improve their educational attainment <ul style="list-style-type: none"> • education professionals [teachers, principals, administrative staff etc.], so that they build their capacities in dealing with the educational needs of migrant students • schools where migrant children learn, so that they adopt whole school approaches in the support of migrant inclusion
Parameters	
Short description of initiative/Best Practice	Aims to help schools evolve into becoming inclusive environments, conducive to the successful integration of children of migrant backgrounds. The project holds the view that inclusive education can help improve social cohesion, prevent child poverty and foster participation in host societies.
Goals and objectives of initiative/Best practice	This underlying methodology of the project draws upon two broad areas of educational discourse:

	<p>Principles of inclusive education: Responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education.</p> <p>A whole-school approach: Improving the quality of the education that migrant children enjoy by involving all those dimensions of school life which may have an impact on educational achievement.</p>
Key components and activities of initiative/Best practice	<p>The project involves the development and implementation of an “Inclusive Education Whole-School Approach” which is comprised of two distinct components:</p> <p>The Inclusive Schools Methodology and Guidelines</p> <p>The Inclusive Education Online Toolkit</p> <p>https://epale.ec.europa.eu/ro/node/320363</p>
Duration of the Best Practice/program	
Required resources or equipment	
Staffing requirements	
Costs for the participants, if any	No cost
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>)	<p>The project has achieved to progress in i) enriching the understanding of the impact of digital divides for inclusive education in teachers, in order to build mid-term plans to address them and ii) in tackling specific aspects during the course of the project, such as solving problems experienced by families in accessing and using digital tools, structuring internal and community resources to better align support within and outside schools (including the digital dimension) and setting up structures to better welcome and integrate newcomers in the educational communities in the districts.</p>
Evidence and Effectiveness	
Has the Best Practice/program been evaluated?	Yes
If yes: Impact/Results of the Best Practice on the target group/beneficiaries	<p>Two teachers from the three participating schools, which piloted the Schools4Inclusion project approach and results, shared their personal views and experiences regarding inclusive education in their schools, the obstacles they faced during their participation in the project and the results of their efforts in their school environments. One of them presented the school’s Action Plan and some of the activities which were organized and implemented in the school (such as intercultural activities and a song, produced by migrant students with collaboration with their schoolmates from Greece). Afterwards, participants were given the opportunity to express their concerns and thoughts regarding the future of inclusive education in Greece.</p>
If no: Subjective opinions/comments about the Best Practice/program and its impact on the target group (<i>i.e., from</i>	

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.?	
How is the supply adapted to individual needs (participants or beneficiaries)?	

6. General information	
Name/title of the Best Practice	Project AVIOR!
Period of realisation [Timeframe of the practice (period/duration). Is it finished?]	2016-2020
Type (program, project, activity, event, multimedia, etc.)	Erasmus+
Sources of information (where information can be found about this best practice)	https://avior.risbo.org/
Administering organisation (name & address), if any	Risbo – Netherlands (Project Leader)
Provide information: <ul style="list-style-type: none"> ○ Contact details: name & email ○ Certification/accreditation ○ Financing: how is the organisation funded 	Contact person: Tomislav Tudjman, tudjman@risbo.eur.nl AVIOR Risbo-EUR Postbus 1738 3000 DR Rotterdam
Country of origin/Location of the program	Netherlands
Other countries participating	<p>2. Rutu Foundation – Netherlands Contact person: Ellen-Rose Kambel, ellen-rose@rutufoundation.org https://www.rutufoundation.org/</p> <p>3. European Forum for Migration Studies (EFMS) – Germany: replaced in 2019 by Farafina Institute Contact person: Claudia Köhler, claudia.koehler@uni-bamberg.de http://www.farafina-institute.org/</p> <p>4. Network of Education Policy Centers (NEPC) – Croatia Contact person: Lana Jurko, lane@edupolicy.net http://www.edupolicy.net/</p> <p>5. University of Western Macedonia (UWM) – Greece Contact person: Nektaria Palaiologou, nekpalaiologou@uowm.gr http://www.edupolicy.net/</p> <p>6. Praxis – Estonia Contact person: Eve Mägi, eve.magi@praxis.ee http://www.praxis.ee/en/</p> <p>7. Terremondo società cooperativa – Italy Contact person: Paola Gargano, Paola.gargano@asai.it http://www.terremondo.it/</p>
Partnerships or collaboration involved (e.g., institutions,	research and training centers, NGOs and network organizations.

organizations, associations, communities)	
Target group/beneficiaries (<i>vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.</i>)	The ultimate beneficiaries of this project are primary school children between 4-8 years with migrant backgrounds who speak a different language at home than the school language. The target groups are teachers, teacher trainers, school leaders, parents and migrant communities, schools, municipalities, Ministries of Education and EU policy makers.
Parameters	
Short description of initiative/Best Practice	Aimed at improving the basic numeracy and literacy skills of migrant children and to reduce the achievement gap between native and non-native pupils in Europe. By collaborating and sharing best practices at European level, we can reduce the costs of producing bilingual materials, improve teacher professional competence and enhance migrant parental involvement in the learning process of their children.
Goals and objectives of initiative/Best practice	
Key components and activities of initiative/Best practice	<p>1) Bilingual resources: rather than creating new materials, we translate and adapt existing bilingual materials of high quality which are offered in both the host language and the mother tongue of migrant children. Originally, the goal was to use existing bilingual materials, but these turned out to be very difficult to find. Therefore, in addition to a small number of available materials, we developed new bilingual materials based on existing monolingual materials;</p> <p>(2) Teacher competence: teachers, parents and teacher trainers share best practices on multilingual and mother tongue education through study visits to schools and teacher training institutes in European countries;</p> <p>(3) Teacher/parent collaborative networks: parents and teachers are actively engaged in local case studies involving the newly translated bilingual resources in order to provide deeper insight into the barriers and opportunities of migrant parental involvement. This has the added benefit of creating informal local networks of parents, communities and schools, ensuring the continuity of the project's objectives.</p>
Duration of the Best Practice/program	4 years
Required resources or equipment	
Staffing requirements	
Costs for the participants, if any	No cost
Services that are/were developed (<i>i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant</i>)	

<i>involvement in planning and decision making, training, coaching, etc)</i>	
Evidence and Effectiveness	
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.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.?	
How is the supply adapted to individual needs (participants or beneficiaries)?	