

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	SPECIAL NEEDS AND INCLUSIVE EDUCATION, ICELAND
Period of realisation <i>[Timeframe of the practice (period/duration). Is it finished?]</i>	Ongoing (Annual Course)
Type <i>(program, project, activity, event, multimedia, etc.)</i>	Program/Practical Workshop
Sources of information <i>(where information can be found about this best practice)</i>	<p>SPECIAL NEEDS AND INCLUSIVE EDUCATION, ICELAND. A practical course on recognising and building students' individual strengths and setting motivating goals through creative projects European School Education Platform (europa.eu)</p> <p>https://smartteachersplaymore.com/courses-iceland/special-needs-and-inclusive-education-iceland/</p>
Administering organisation <i>(name & address), if any</i>	<p>Smartteachersplaymore</p> <p>Reykjavík, Iceland</p>
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> 	<ul style="list-style-type: none"> ● Telephone: +354 899 0768 ● E-mail: info@smartteachersplaymore.com ● Certificate of Attendance. ● Europass Mobility Document. ● Funded by the Erasmus+ program ● Supported by the Icelandic government
Country of origin/Location of the program	Iceland
Other countries participating	Primarily international participants from various European countries.
Partnerships or collaboration involved <i>(e.g., institutions, organizations, associations, communities)</i>	<ul style="list-style-type: none"> ● Local Icelandic schools ● European educational networks ● Creative arts and educational institutions

Target group/beneficiaries (<i>vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.</i>)	<ul style="list-style-type: none"> ● Primary and secondary school teachers ● Special education practitioners ● Educational support staff
Parameters	
Short description of initiative/Best Practice	An empowering course that engages educators in practical activities and discussions on inclusivity in the classroom, focusing on recognizing and building students' individual strengths through creative projects.
Goals and objectives of initiative/Best practice	<ul style="list-style-type: none"> ● Create a fun and engaging learning environment for educators. ● Identify and enhance current inclusive practices. ● Use creative approaches to empower students and teachers. ● Celebrate different abilities and redefine success in education. ● Provide insights into the Icelandic education system. ● Encourage physical activity and holistic development. ● Foster international collaborations among educators.
Key components and activities of initiative/Best practice	<ul style="list-style-type: none"> ● Ice-breaking and team-building activities. ● Practical workshops on inclusive practices. ● Discussions on the role of creativity in education. ● School visits to observe inclusive practices in Icelandic schools. ● Brain-breaks and brain-gym activities. ● Sessions on motivating students and fostering a positive classroom environment. ● Networking and sharing of best practices among participants. ● Vision planning sessions for implementing inclusive practices. ● Cultural activities to understand Icelandic culture and well-being.
Duration of the Best Practice/program	One week
Required resources or equipment	<ul style="list-style-type: none"> ● Training materials and resources provided during the course. ● Access to school facilities for visits and practical activities. ● Tools for creative projects and activities.
Staffing requirements	<ul style="list-style-type: none"> ● Experienced trainers and facilitators, led by Rachel Bennett. ● Support staff for logistics and organization.
Costs for the participants, if any	<ul style="list-style-type: none"> ● 560 Euros for the course fee, covering training materials and activities.
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"> ● Counseling: Guidance on implementing inclusive practices. ● Capacity Building: Training for teachers on inclusive methodologies.

	<ul style="list-style-type: none"> ● Teaching: Techniques for creating inclusive and creative classrooms. ● Mentoring: Support for developing school projects. ● Networking: Opportunities for ongoing collaboration with international peers.
Evidence and Effectiveness	
Has the Best Practice/program been evaluated?	<ul style="list-style-type: none"> ● Ongoing evaluation through participant feedback and course outcomes.
If yes: Impact/Results of the Best Practice on the target group/beneficiaries	<ul style="list-style-type: none"> ● Enhanced knowledge and skills in inclusive education among teachers. ● Improved classroom practices leading to better student engagement and outcomes. ● Increased collaboration and sharing of best practices among international educators.
If no: Subjective opinions/comments about the Best Practice/program and its impact on the target group (i.e., from participants, parents; if available)	
<p>Recommendations for implementation In what way can pupils and other beneficiaries benefit from this best practice related to inter/transcultural competence, inclusion, etc.?</p>	<p>Recommendations:</p> <ul style="list-style-type: none"> ● Ensure continuous support and follow-up for educators to implement new techniques. ● Regularly update course content to address current challenges in inclusive education. ● Foster ongoing collaboration among participants through online platforms and follow-up sessions. <p>Benefits for Pupils and Other Beneficiaries</p> <ul style="list-style-type: none"> ● Promotes an inclusive and supportive learning environment for all students. ● Encourages respect and celebration of diverse abilities and backgrounds. ● Develops critical thinking and problem-solving skills in a multicultural context.
Additional comments or information	
How is the supply adapted to individual needs (participants or beneficiaries)?	<ul style="list-style-type: none"> ● Differentiated instruction and materials to cater to diverse learning needs. ● Inclusive activities ensuring participation regardless of background or abilities. ● Training for teachers on adapting lessons to meet the specific needs of their students.

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General information	
Name/title of the Best Practice	STAND by ME
Period of realisation [<i>Timeframe of the practice (period/duration). Is it finished?</i>]	October 2019 - May 2021 Completed
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://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-EL01-KA229-062447
Administering organisation (<i>name & address</i>), if any	Keilugrandi 12 107 Reykjavik Höfuðborgarsvæði IS Iceland
Provide information: <ul style="list-style-type: none"> ○ <i>Contact details: name & email</i> ○ <i>Certification/accreditation</i> 	Website: https://grandaskoli.is Phone: +3544117120

○ <i>Financing: how is the organisation funded</i>	Good practice label EU funded
Country of origin/Location of the program	Iceland
Other countries participating	Greece Spain Italy Norway Finland
Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities)	Bercsényi Miklós Általános Iskola HU Hungary Grandaskoli IS Iceland Istituto Comprensivo A.Leonori IT Italy Itälän koulu FI Finland Scoala Gimnaziala ARON DENSUSIANU RO Romania
Target group/beneficiaries (<i>vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.</i>)	Students, teachers, parents
Parameters	
Short description of initiative/Best Practice	The STAND by ME project aimed to promote volunteering and active citizenship among primary school students and teachers across six European countries. By organizing targeted actions and educational activities, the project sought to foster a sense of responsibility, social inclusion, and community engagement.
Goals and objectives of initiative/Best practice	<ul style="list-style-type: none"> • Familiarize students and teachers with the concepts, values, and principles of volunteering and active citizenship. • Provide knowledge about various ways to volunteer.

	<ul style="list-style-type: none"> • Encourage engagement in volunteer actions by providing necessary tools. • Strengthen teachers' professional skills with non-formal education (NFE) methodologies. • Form a network of European schools and associations promoting European identity. • Develop digital, linguistic, and social skills of students. • Reduce early school leaving rates.
Key components and activities of initiative/Best practice	<ul style="list-style-type: none"> • School presentations and networking events • Workshops on creativity, citizenship, and problem-solving • Practical sessions on active citizenship • Ethical discussions on democracy, climate change, and other challenges • Creative and inclusive activities such as eco-games, role-plays, and drama • Digital and online engagement through eTwinning and other platforms • Field trips and community projects • STEM laboratories and seminars • Dissemination of activities through various media channels
Duration of the Best Practice/program	2 years
Required resources or equipment	<ul style="list-style-type: none"> • Educational materials and resources • Online platforms for collaboration and resource sharing • Spaces for workshops and community activities
Staffing requirements	<ul style="list-style-type: none"> • Project coordinators • Experienced trainers and educators • Support staff for logistics and organization
Costs for the participants, if any	Generally covered by Erasmus+ funding

<p>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>	<ul style="list-style-type: none"> • Counseling: Guidance on implementing learned techniques • Capacity Building: Training for teachers on NFE methodologies • Teaching: Integrating new methods into classroom practice • Mentoring: Support for developing school projects • Networking: Creating a network of educators for future collaboration
<p>Evidence and Effectiveness</p>	
<p>Has the Best Practice/program been evaluated?</p>	<p>Yes</p>
<p>If yes: Impact/Results of the Best Practice on the target group/beneficiaries</p>	<ul style="list-style-type: none"> • Enhanced awareness and participation in volunteering activities • Improved teaching methods incorporating volunteering and active citizenship • Greater student engagement and development of key competences • Positive feedback from participants and community members
<p>If no: Subjective opinions/comments about the Best Practice/program and its impact on the target group (<i>i.e.</i>, from participants, parents; if available)</p>	
<p>Recommendations for implementation In what way can pupils and other beneficiaries benefit from this best practice related to inter/transcultural competence, inclusion, etc.?</p>	<p>Recommendations:</p> <ul style="list-style-type: none"> • Ensure continuous support and follow-up for educators to effectively implement new techniques. • Regularly update course materials to reflect current challenges and solutions.

	<ul style="list-style-type: none"> • Foster collaboration among schools, community organizations, and educational networks to enhance the impact. <p>Benefits for Pupils and Other Beneficiaries</p> <ul style="list-style-type: none"> • Promotes intercultural competence by encouraging diverse perspectives and collaboration. • Enhances inclusion by involving students in activities that address social and environmental issues. • Develops critical thinking, empathy, and global awareness, preparing students for active participation in a multicultural and interconnected world.
<p>Additional comments or information</p>	
<p>How is the supply adapted to individual needs (participants or beneficiaries)?</p>	<ul style="list-style-type: none"> • Differentiated instruction and materials to cater to diverse learning needs. • Inclusive activities ensuring participation regardless of background or abilities. • Training for teachers on adapting lessons to meet the specific needs of their students.

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General information	
Name/title of the Best Practice	Creative Minds: Towards Active Citizenship and Problem-Solving in Iceland
Period of realisation [<i>Timeframe of the practice (period/duration). Is it finished?</i>]	Ongoing (Annual Course)
Type (<i>program, project, activity, event, multimedia, etc.</i>)	Program/Practical Workshop
Sources of information (<i>where information can be found about this best practice</i>)	<p>Creative minds: towards an active citizenship and problem-solving in Iceland. European School Education Platform (europa.eu)</p> <p>https://www.pmserasmusplus.com/creative-minds-and-active-citizenship</p>
Administering organisation (<i>name & address</i>), if any	<p>Icelandic Ministry of Education, Science, and Culture</p> <p>Sölvhólgata 4, 101 Reykjavik, Iceland</p>
Provide information: <ul style="list-style-type: none"> ○ <i>Contact details: name & email</i> ○ <i>Certification/accreditation</i> 	<p>info@pmserasmusplus.org</p> <p>Certified by the Icelandic Ministry of Education, Science, and Culture</p> <p>Europass Mobility Certificate available on request</p>

○ <i>Financing: how is the organisation funded</i>	Funded by the Icelandic government
Country of origin/Location of the program	Iceland
Other countries participating	Open to participants from various European countries
Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities)	<ul style="list-style-type: none"> • Local primary schools • Community organizations • European educational networks
Target group/beneficiaries (<i>vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.</i>)	<ul style="list-style-type: none"> • Primary school teachers • Secondary and vocational education teachers • Students indirectly benefit through the trained teachers • Community members
Parameters	
Short description of initiative/Best Practice	This course focuses on developing creativity, divergent thinking, and problem-solving skills, alongside promoting active citizenship. It equips teachers with the necessary tools to foster these competences in students, preparing them for future challenges such as environmental issues, sustainable development, and civic engagement.
Goals and objectives of initiative/Best practice	<ul style="list-style-type: none"> • Promote creativity as an element of personal development and problem-solving. • Develop the ability to understand and address problems innovatively. • Foster social development through active citizenship. • Promote sustainable development and environmental awareness.

	<ul style="list-style-type: none"> • Equip teachers with skills to integrate creativity and citizenship into their curriculum. • Develop a project related to active citizenship and creativity.
Key components and activities of initiative/Best practice	<ul style="list-style-type: none"> • School presentations, networking, understanding creativity and active citizenship • Integrating creativity and citizenship, fostering critical thinking • Creative and linear thinking, project initiation • Ethics in democracy, creative tools, and habits, project continuation • Practical workshops on creativity and democracy, European goals • Course evaluation
Duration of the Best Practice/program	One-week intensive course
Required resources or equipment	<ul style="list-style-type: none"> • Meeting and workshop spaces • Educational materials and resources • Online platforms for resource sharing
Staffing requirements	<ul style="list-style-type: none"> • Experienced trainer(s) • Program coordinator
Costs for the participants, if any	560 Euros per participant
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"> • Counseling: Guidance on implementing learned techniques. • Capacity Building: Training for teachers on creativity and citizenship. • Teaching: Integrating new methods into classroom practice. • Mentoring: Support for developing school projects. • Networking: Creating a network of educators for future collaboration.
Evidence and Effectiveness	

<p>Has the Best Practice/program been evaluated?</p>	<p>Yes</p>
<p>If yes: Impact/Results of the Best Practice on the target group/beneficiaries</p>	<ul style="list-style-type: none"> • Enhanced creativity and problem-solving skills among teachers. • Increased ability to integrate active citizenship into the curriculum. • Positive feedback from participants on the applicability and effectiveness of the course. • Improved student engagement in creative and civic activities.
<p>If no: Subjective opinions/comments about the Best Practice/program and its impact on the target group (i.e., from participants, parents; if available)</p>	
<p>Recommendations for implementation In what way can pupils and other beneficiaries benefit from this best practice related to inter/transcultural competence, inclusion, etc.?</p>	<p>Recommendations</p> <ul style="list-style-type: none"> • Ensure continuous support and follow-up for educators to effectively implement new techniques. • Regularly update course materials to reflect current challenges and solutions. • Foster collaboration among schools, community organizations, and educational networks to enhance the impact. <p>Benefits for Pupils and Other Beneficiaries</p> <ul style="list-style-type: none"> • The program promotes intercultural competence by encouraging diverse perspectives in problem-solving. • It enhances inclusion by involving students in activities that address social and environmental issues. • Students develop critical thinking, empathy, and global awareness, preparing them for

	active participation in a multicultural and interconnected world.
Additional comments or information	
How is the supply adapted to individual needs (participants or beneficiaries)?	<ul style="list-style-type: none">• Differentiated instruction and materials to cater to diverse learning needs.• Inclusive activities ensuring participation regardless of background or abilities.• Training for teachers on adapting lessons to meet the specific needs of their students.