

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	Tutto il mondo in una scuola: arte e fotografia sociale
Period of realisation <i>[Timeframe of the practice (period/duration). Is it finished?]</i>	October 2016 - May 2017 (Finished)
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.giuntiscuola.it/articoli/tutto-il-mondo-in-una-scuola-arte-e-fot">https://www.giuntiscuola.it/articoli/tutto-il-mondo-in-una-scuola-arte-e-fot</a>
Administering organisation <i>(name &amp; address), if any</i>	I.C.S. "Scialoia" di Milano
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>	Contact details: Name & email: Not specified Certification/accreditation: Not specified Financing: Funded by JR (artist), Municipality 9, and community contributions
Country of origin/Location of the program	
Other countries participating	
Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities)	Municipality 9 of Milan Collirio Collective (photographers) Artist JR and the "Inside Out" project Parents of students
Target group/beneficiaries <i>(vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.)</i>	Children of various ages (5 years old, IV and V primary, I secondary) Immigrant families Teachers Local community
Parameters	
Short description of initiative/Best Practice	A project involving street art and social photography to promote multiculturalism, inclusion, and self-expression in a Milanese school.
Goals and objectives of initiative/Best practice	Address the needs of a school in a high migration area

	Center children and adolescents, enhancing self-awareness, emotional intelligence, and knowledge of others Expand skills across various disciplines (art, geography, expression, languages) Create paths for inclusion and integration
Key components and activities of initiative/Best practice	Installation of large-format black-and-white photographs on school walls Collaborative efforts between students, parents, teachers, and artists Engagement with the "Inside Out" international project
Duration of the Best Practice/program	Approx. 8 months
Required resources or equipment	Photographic equipment and expertise Printing services for large-format photos Installation materials for displaying photos
Staffing requirements	Teachers Photographers from the Collirio Collective Support from parents and the local community
Costs for the participants, if any	None specified
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> )	Inclusion and integration activities Community engagement Art and photography workshops Promotion of self-expression and cultural awareness
<b>Evidence and Effectiveness</b>	
Has the Best Practice/program been evaluated?	Yes / No
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> )	Positive feedback from teachers, parents, and local authorities Enhanced sense of community and cultural pride Improved visibility and appreciation of the school's diverse student body
Recommendations for implementation In what way can pupils and other beneficiaries benefit from this best practice related to inter/transcultural competence, inclusion, etc.?	Highlight the importance of collaboration between schools, artists, and local authorities Secure funding for similar projects through community and external support Use art and photography as tools for inclusion and self-expression Develop intercultural competence through exposure to diverse backgrounds and stories Foster inclusion by creating a shared community project Encourage self-expression and emotional intelligence through art
<b>Additional comments or information</b>	
How is the supply adapted to individual needs (participants or beneficiaries)?	The project was inclusive of various ages and backgrounds, reflecting the multicultural nature of the student body and addressing the specific needs of a high-migration area.

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General information	
Name/title of the Best Practice	La classe come “giardino delle conoscenze”: che bello imparare nell’arcipelago dei banchi!
Period of realisation [ <i>Timeframe of the practice (period/duration). Is it finished?</i> ]	Four lessons (Completed)
Type ( <i>program, project, activity, event, multimedia, etc.</i> )	Activity
Sources of information ( <i>where information can be found about this best practice</i> )	<a href="https://www.giuntiscuola.it/articoli/la-classe-come-giardino-delle-conoscenz">https://www.giuntiscuola.it/articoli/la-classe-come-giardino-delle-conoscenz</a>
Administering organisation ( <i>name &amp; address</i> ), if any	SSPG di Fondo-Revò (Province of Trento)
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>	
Country of origin/Location of the program	
Other countries participating	
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> )	Students of the first class of secondary school Teachers
Parameters	
Short description of initiative/Best Practice	An innovative teaching method using station-based learning to engage students in geography lessons, promoting cooperative learning and active participation.
Goals and objectives of initiative/Best practice	Enhance students' understanding of regional geography through interactive and practical tasks

	Develop various skills including map reading, summarizing, and information synthesis Foster cooperative learning and self-directed education
Key components and activities of initiative/Best practice	Station-based learning with tasks related to the Trentino-Alto Adige region Students work in pairs or individually, choosing their own learning paths Use of authentic texts and multi-sensory activities
Duration of the Best Practice/program	Four lessons (one hour each for the first and third lessons, three hours for the second lesson, two hours for the fourth lesson)
Required resources or equipment	Classroom setup with desks arranged as learning stations Texts, maps, atlases, photocopies, and web resources Learning materials like notebooks and drawing tools
Staffing requirements	Teacher to prepare and oversee activities Support staff as needed for larger groups
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> )	Interactive geography lessons Cooperative learning and peer support Personalized feedback and guidance from the teacher
<b>Evidence and Effectiveness</b>	
Has the Best Practice/program been evaluated?	Yes / No
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> )	Positive feedback from students who enjoyed the learning experience and found it memorable Improved engagement and cooperation among students Teachers observed longer concentration spans and better understanding of the subject matter
Recommendations for implementation In what way can pupils and other beneficiaries benefit from this best practice related to inter/transcultural competence, inclusion, etc.?	Clearly explain the rules and objectives to students before starting Ensure the classroom is well-prepared with all necessary materials Provide a mix of simple and complex tasks to cater to different learning levels Encourages inclusion by allowing students to work at their own pace and choose tasks that suit their interests Promotes intercultural competence by exploring regional characteristics and cultural aspects Fosters a collaborative learning environment that values individual contributions
<b>Additional comments or information</b>	
How is the supply adapted to individual needs (participants or beneficiaries)?	Tasks are designed to be multi-sensory and varied, allowing students to engage with the material in different ways

	The approach is inclusive, providing scaffolding and differentiated tasks based on individual needs and abilities
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General information	
Name/title of the Best Practice	Il giro del mondo in 80 cappelli
Period of realisation [ <i>Timeframe of the practice (period/duration). Is it finished?</i> ]	Initiated in November 2017, ongoing with periodic workshops
Type ( <i>program, project, activity, event, multimedia, etc.</i> )	Activity
Sources of information (where information can be found about this best practice)	<a href="https://www.giuntiscuola.it/articoli/il-giro-del-mondo-in-80-cappelli-una-st">https://www.giuntiscuola.it/articoli/il-giro-del-mondo-in-80-cappelli-una-st</a>
Administering organisation ( <i>name &amp; address</i> ), if any	La Grande Fabbrica delle Parole, Insieme nelle Terre di mezzo Onlus
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>	

Country of origin/Location of the program	
Other countries participating	
Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities)	Mason Perkins Deafness Fund onlus Pio Istituto dei Sordi
Target group/beneficiaries ( <i>vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.</i> )	Children, including those with hearing impairments and those learning Italian as a second language
<b>Parameters</b>	
Short description of initiative/Best Practice	A creative writing workshop for children focusing on intercultural exchange and inclusion, particularly for non-native Italian speakers and deaf children.
Goals and objectives of initiative/Best practice	Encourage children to find and express their own voice through creative writing Foster intercultural understanding and inclusion Make cultural and literary activities accessible to children with hearing impairments
Key components and activities of initiative/Best practice	Writing and storytelling workshops using "bridge characters" to connect different cultures Activities centered around cultural objects such as hats, with storytelling and crafting components Workshops subtitled and translated into Sign Language to ensure accessibility
Duration of the Best Practice/program	Periodic workshops, each lasting a few hours
Required resources or equipment	Creative writing materials (paper, pens, etc.) Recycled materials for crafting hats Visual aids and Sign Language interpreters for accessibility

Staffing requirements	<p>Facilitators experienced in creative writing and intercultural education</p> <p>Sign Language interpreters</p> <p>Volunteers to assist with workshop activities</p>
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> )	<p>Creative writing workshops</p> <p>Intercultural education and storytelling</p> <p>Inclusive educational activities for children with hearing impairments</p>
<b>Evidence and Effectiveness</b>	
Has the Best Practice/program been evaluated?	Yes / No
<p>If yes:</p> <p>Impact/Results of the Best Practice on the target group/beneficiaries</p>	
<p>If no:</p> <p>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>Positive feedback from children and parents</p> <p>Enhanced engagement and participation from children, especially those with hearing impairments</p> <p>Successful creation of an inclusive and intercultural learning environment</p>
<p>Recommendations for implementation</p> <p>In what way can pupils and other beneficiaries benefit from this best practice related to inter/transcultural competence, inclusion, etc.?</p>	<p>Collaborate with organizations specializing in disabilities to ensure accessibility</p> <p>Use culturally significant objects to foster engagement and intercultural dialogue</p> <p>Incorporate visual elements and Sign Language to make activities inclusive</p> <p>Promotes intercultural understanding by exploring stories and objects from different cultures</p>

	<p>Inclusive approach ensures that children with different linguistic and sensory abilities can participate</p> <p>Encourages creativity and self-expression, helping children feel valued and included</p>
<p>Additional comments or information</p>	
<p>How is the supply adapted to individual needs (participants or beneficiaries)?</p> <p>Workshops are designed to be visually engaging and inclusive of Sign Language interpretation</p> <p>Activities are adaptable to different skill levels and linguistic backgrounds, ensuring all children can participate and benefit</p>	

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General information	
Name/title of the Best Practice	L'AltRoparlante
Period of realisation [ <i>Timeframe of the practice (period/duration). Is it finished?</i> ]	Initiated in 2016, 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://cluss.unistrasi.it/1/116/153/L-AltRoparlante.htm">https://cluss.unistrasi.it/1/116/153/L-AltRoparlante.htm</a>
Administering organisation ( <i>name &amp; address</i> ), if any	Centro CLUSS and Centro Bilinguismo Conta - Nuovi Cittadini
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>	Financing: Cassa di Risparmio di Tortona (for specific activities)

Country of origin/Location of the program	
Other countries participating	
Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities)	Local schools and educational institutions
Target group/beneficiaries ( <i>vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.</i> )	Students with diverse linguistic backgrounds, including those from migrant families
<b>Parameters</b>	
Short description of initiative/Best Practice	A transformative research-action project aimed at promoting and implementing translanguaging practices in classrooms to value and utilize all languages spoken by students.
Goals and objectives of initiative/Best practice	<p>Promote educational practices based on translanguaging to recognize and value students' linguistic repertoires.</p> <p>Assess the impact of these practices on teachers, students, and parents.</p> <p>Encourage the development of multilingual literacy skills and strategies to empower students' heritage languages, thereby addressing marginalization and stigmatization.</p> <p>Foster language awareness and metalinguistic reflection, supporting the creation of a global citizenship identity.</p>
Key components and activities of initiative/Best practice	<p>Translanguaging pedagogical activities</p> <p>Multilingual literacy development</p> <p>Meta-linguistic reflection and language awareness activities</p> <p>Creation and implementation of inclusive curricula that embrace linguistic diversity</p>

Duration of the Best Practice/program	Continuous, with activities integrated into the school curriculum annually
Required resources or equipment	Educational materials for multilingual activities Training resources for teachers on translanguaging and inclusive practices
Staffing requirements	Research fellows and educators experienced in translanguaging and multilingual education
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> )	Teacher training in translanguaging practices Classroom activities promoting multilingualism Support and mentoring for implementing inclusive pedagogical approaches
<b>Evidence and Effectiveness</b>	
Has the Best Practice/program been evaluated?	Yes / No
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.</i> , from participants, parents; if available)	Positive feedback from participating schools and educators Enhanced recognition and value of students' linguistic repertoires Improved inclusivity and engagement in classrooms with diverse linguistic backgrounds
Recommendations for implementation In what way can pupils and other beneficiaries benefit from this best practice related to inter/transcultural competence, inclusion, etc.?	Develop comprehensive training programs for teachers on translanguaging Incorporate translanguaging activities into the regular school curriculum

	<p>Engage with local communities to support and value students' heritage languages</p> <p>Encourages students to use and value their entire linguistic repertoire, promoting self-esteem and inclusivity</p> <p>Supports the development of intercultural competence through recognition and engagement with diverse languages and cultures</p> <p>Reduces linguistic marginalization and stigmatization, fostering a more inclusive and supportive learning environment</p>
<p>Additional comments or information</p>	
<p>How is the supply adapted to individual needs (participants or beneficiaries)?</p>	<p>Tailored activities that recognize and integrate students' linguistic backgrounds</p> <p>Flexible and adaptive pedagogical approaches to meet the diverse needs of students</p>

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General information	
Name/title of the Best Practice	E-BRAVE (E-BUILDING RESPECT AND ANTI-BULLYING VALUES EVERYWHERE)
Period of realisation <i>[Timeframe of the practice (period/duration). Is it finished?]</i>	27/02/2024 It's finished
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>	<a href="https://school-education.ec.europa.eu/en/networking/projects/178655">https://school-education.ec.europa.eu/en/networking/projects/178655</a>
Administering organisation <i>(name &amp; address), if any</i>	eTwinning
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>	Funded by 19 different teachers from: Turkey, Hungary, Italy, Greece, Spain, Portugal, Croatia

Country of origin/Location of the program	Turkey, Hungary, Italy, Greece, Spain, Portugal, Croatia
Other countries participating	Turkey, Hungary, Italy, Greece, Spain, Portugal, Croatia
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> )	Members: 19 Membership: Turkey(8), Hungary(6), Greece(1), Spain(1), Italy(1), Portugal(1), Croatia(1) Age range: 8-16
<b>Parameters</b>	
Short description of initiative/Best Practice	They aim to eliminate physical, verbal, social, and digital bullying among students and to create a school climate based on tolerance, respect, and love. Also, they want students to gain a deeper understanding of different cultures. This promotes empathy, reduces stereotypes, and contributes to bridging the intercultural divide. Project activities include creating short films to introduce their own cultures and get to know other cultures, workshops on peer bullying, correct ways of communication, empathy and conflict resolution skills, awareness-raising campaigns on bullying, online meetings for cultural interaction, and creating holiday greeting messages.
Goals and objectives of initiative/Best practice	1-The aim is to eliminate physical, verbal, social and digital bullying and to create a school climate based on tolerance, respect and love, productive and sustainable communication. This is linked to "prevention of bullying". Creating a safe and inclusive school environment is fundamental to preventing bullying and fostering positive interactions among students. When students learn appreciate and accept differences, it reduces the likelihood of prejudiced behavior and creates an atmosphere where bullying is less likely to occur. Cultivating a school climate based on love and empathy is a powerful preventive measure. 2-The aim is

	<p>to know different cultures and to introduce our own culture to people from different cultures. This is linked to "bridging intercultural intergenerational and social divide". By actively engaging in intercultural interaction, individuals gain a deeper understanding of different cultures. This promotes empathy, reduces stereotypes, and contributes to bridging the intercultural divide. When people from different cultures engage in dialogue, share experiences and collaborate, it breaks down social barriers. International interaction gives individuals a global perspective and at the same time a European citizen identity.</p>
<p>Key components and activities of initiative/Best practice</p>	<ul style="list-style-type: none"> <li>-A student experience questionnaire and project efficiency survey results graphs.</li> <li>-Short videos of the students involved in the project describing their schools and countries.</li> <li>-The project logo and project logo announcement poster. -Images and short presentations of workshops - Jointly prepared visuals related to the project.</li> <li>-Videos and images of exhibition, Digital exhibition link of students' pictures and brochures in 8 different languages as collaborative works.</li> <li>-Posters designed by students, banners, and other visual materials to raise awareness campaigns about bullying. -Online meetings photos</li> <li>-Global voices fusion: A video feedback diary</li> <li>-Social media account (Instagram ) and you tube channel -Best wishes images of the Celebrations of festivals such as Easter and Ramadan</li> <li>-Drawings and images conveying messages of unity and diversity</li> <li>-A project efficiency survey-Graphs of surveys</li> </ul>
<p>Duration of the Best Practice/program</p>	<p>3 months</p>
<p>Required resources or equipment</p>	
<p>Staffing requirements</p>	<p>Teachers and students</p>
<p>Costs for the participants, if any</p>	
<p>Services that are/were developed (<i>i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying,</i></p>	<p>Teaching, mentoring, decision making, supporting</p>

<p><i>participant involvement in planning and decision making, training, coaching, etc)</i></p>	
<p><b>Evidence and Effectiveness</b></p>	
<p>Has the Best Practice/program been evaluated?</p>	<p>no</p>
<p>If yes: Impact/Results of the Best Practice on the target group/beneficiaries</p>	
<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</p> <p>In what way can pupils and other beneficiaries benefit from this best practice related to inter/transcultural competence, inclusion, etc.?</p>	<p>Subjects of teaching:<a href="#">Art</a>, <a href="#">Citizenship</a>, <a href="#">Drama</a>, <a href="#">Ethics</a>, <a href="#">Social Studies / Sociology</a>, <a href="#">Technology</a></p> <p>Vocational subjects of teaching: <a href="#">Art</a></p> <p>Key competences:</p> <p><a href="#">Citizenship</a></p> <p><a href="#">Cultural awareness and expression</a></p> <p><a href="#">Digital</a></p> <p><a href="#">Entrepreneurship</a></p> <p><a href="#">Multilingual</a></p> <p><a href="#">Personal, social and learning to learn</a></p> <p>This initiative, aligned with the prevention of bullying, emphasizes the importance of creating a safe and inclusive space where students can appreciate diversity, thereby reducing prejudiced behavior and minimizing instances of bullying. Furthermore, by promoting intercultural exchange and understanding, individuals can bridge divides and cultivate empathy, ultimately</p>

	fostering a global perspective and a sense of European citizenship.
Additional comments or information	
How is the supply adapted to individual needs (participants or beneficiaries)?	The supply is tailored to meet the individual needs of participants or beneficiaries through personalized approaches and accommodations. This adaptation involves assessing the specific requirements of each individual and adjusting the supply of resources, services, or support accordingly. By considering factors such as learning styles, cultural backgrounds, abilities, and preferences, the supply can be customized to optimize effectiveness and ensure inclusivity. This tailored approach helps to address diverse needs comprehensively and enhance the overall experience and outcomes for participants or beneficiaries.