

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	“Share the music for inclusive learning in education”
Period of realisation <i>[Timeframe of the practice (period/duration). Is it finished?]</i>	Ongoing Start date: 28-02-2022 End date: 27-08-2024
Type <i>(program, project, activity, event, multimedia, etc.)</i>	Project (Program Erasmus +)
Sources of information <i>(where information can be found about this best practice)</i>	https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-EL01-KA220-SCH-000032762
Administering organisation <i>(name & address), if any</i>	Coordinator Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education Terma Sismanoglou 69100 Komotini Ανατολική Μακεδονία, Θράκη (Anatoliki Makedonia, Thraki)
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> 	Coordinator Type: Regional Public body
Country of origin/Location of the program	Macedonia
Other countries participating	Greece, Cyprus, Italy, Poland, Sweden
Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities)	A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD, Cyprus Partner Type: Small and medium sized enterprise Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej, Poland Partner Type: Foundation

	<p>Università degli studi di Catania, Italia</p> <p>Partner Type: Higher education institution (tertiary level)</p> <p>Viksjojfors skola, Sweden</p> <p>Partner Type: School/Institute/Educational centre – General education (primary level)</p>
<p>Target group/beneficiaries (<i>vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.</i>)</p>	<p>The SMILE project primarily targets the following groups and beneficiaries:</p> <p>Target Group:</p> <ol style="list-style-type: none"> 1. Pre-primary and Primary School Teachers: The main target group of the SMILE project includes teachers who work with young children at the pre-primary and primary education levels. These educators are the focus because their early intervention can significantly shape a child's educational journey and sense of belonging within the school community. <p>Beneficiaries:</p> <ol style="list-style-type: none"> 1. Students: The ultimate beneficiaries of the SMILE project are the students, particularly those from national, ethnic, religious, and linguistic minorities. 2. School Communities: By promoting inclusive education practices, the entire school community benefits. An inclusive environment fosters better social cohesion, mutual respect, and understanding among students from diverse backgrounds. 3. Educational Institutions: Schools and educational institutions benefit from improved teaching practices and a more inclusive school culture. This can lead to better educational outcomes and a more positive school reputation. 4. Parents and Families: Families of students benefit from knowing their children are in an environment that values diversity and inclusion. This can improve parental engagement and support for the school. 5. Teacher Training Institutions: These institutions, responsible for the education and professional development of teachers, benefit from the resources and frameworks provided by the SMILE project. This can enhance their curricula and training programs to better prepare future teachers for diverse classrooms.
<p>Parameters</p>	
<p>Short description of initiative/Best Practice</p>	<p>The SMILE project equips pre-primary and primary school teachers with tools to promote inclusive education through music. It provides a practical framework, best practices, and ready-to-use materials, enhancing teachers' social and digital skills. By fostering a supportive and diverse learning environment, the project aims to improve the well-being and academic performance of students, especially those from minority backgrounds.</p>
<p>Goals and objectives of initiative/Best practice</p>	<p>The SMILE project introduces music as a powerful tool for</p>

	<p>inclusive teaching methods. Its objectives are twofold:</p> <p>a. To equip pre-primary and primary school teachers with educational material and skills to effectively integrate music into inclusive education. This includes providing new knowledge through SMILE's Teacher's Guide, access to educational materials from SMILE's Repository, and the development of key competencies and digital skills through SMILE's Training and MOOC. Additionally, the project aims to increase awareness of music's role in inclusive education among EU citizens and promote personal development on a European level.</p> <p>b. To benefit students from diverse cultural backgrounds by enhancing their academic achievement, preventing early school leaving, and promoting learner voice and respect for diversity. This includes incorporating inclusive tools into learning processes to ensure sustainability and celebrating multiculturalism within the classroom.</p>
<p>Key components and activities of initiative/Best practice</p>	<p>PR1: Conduct a transnational research to analyze teachers' attitudes towards using music for inclusive education and identify needs for project material.</p> <p>PR2: Establish a digital repository containing songs, activities, and methods for inclusive education, aiding teachers in integrating music effectively into their teaching.</p> <p>PR3: Develop a Teachers' Guide, incorporating research on music's role in intercultural learning and inclusive education, along with methods for integration based on the needs analysis and material from the digital repository.</p> <p>Activity 1: Conduct face-to-face teacher training sessions focusing on utilizing music as a pedagogical tool for social inclusion in primary and pre-primary schools.</p> <p>Piloting Phase: Teachers implement activities in their classrooms, provide feedback, and improvements are made. Successful practices are recorded and shared in project reports and dissemination events.</p> <p>PR4: Create an online MOOC training to further educate teachers across Europe and beyond on incorporating music into multicultural classrooms for inclusive education.</p>
<p>Duration of the Best Practice/program</p>	<p>2 years</p>
<p>Required resources or equipment</p>	<p>The required resources or equipment for the SMILE project include:</p> <ol style="list-style-type: none"> 1. Research resources for conducting transnational surveys and needs analysis. 2. Digital infrastructure for developing and hosting the online repository and MOOC. 3. Educational materials such as songs, activities, and lesson plans for the digital repository. 4. Printing and distribution resources for producing the Teachers' Guide. 5. Training facilities for conducting face-to-face teacher

	<p>training sessions.</p> <p>6. Recording equipment for documenting piloting phase activities.</p> <p>7. Technical support for the development and maintenance of digital resources.</p> <p>8. Dissemination materials for promoting project results, such as websites, brochures, and presentations.</p>
Staffing requirements	
Costs for the participants, if any	Covered by Erasmus+ funding
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>)	The services developed within the SMILE project include teaching, mentoring, training, capacity building, coaching, counselling, supporting, participant involvement in planning and decision making, and dissemination.
Evidence and Effectiveness	
Has the Best Practice/program been evaluated?	yes
<p>If yes:</p> <p>Impact/Results of the Best Practice on the target group/beneficiaries</p>	<p>-PR1 Need analysis Survey</p> <p>-PR2 Digital Repository</p> <p>-PR3 Teachers' Guide</p> <p>-PR4 SMILE MOOC During SMILE's implementation teachers will come familiar with an innovative pedagogical tool, the power of Music, for achieving inclusive education and acquiring the knowledge and the competencies on how to use music in their classes.</p> <p>SMILE aims to have an impact on the educational field both during and after the project lifetime:</p> <p>-Encouraging and supporting teachers to implement new teaching techniques in their classrooms that will contribute to the increase of students' engagement in learning procedures, enhancement of positive clima in the classroom and improvement of academic results.</p> <p>- Using inclusive pedagogy to enhance teaching and learning for all -Providing opportunities to acknowledge the benefits of European cooperation regarding experience and practices on education</p> <p>-Supporting improvements at ministries of education, decision makers on methodologies and pedagogical approaches that can enhance inclusive education</p> <p>-Improving the professional development and support the attempts for providing quality education</p> <p>-Teachers will provide inclusive tools and procedures to students in order to help them to become more active learners. Although, SMILE project is proposed for the teachers, its real beneficiaries will be students, who's well-being and performance in schools is expected to be improved.</p>
<p>If no:</p> <p>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>Pupils and other beneficiaries can benefit from the best practices related to inter/transcultural competence and inclusion in several ways:</p> <ol style="list-style-type: none"> 1. Enhanced Cultural Understanding 2. Improved Social Skills 3. Increased Inclusivity 4. Academic Achievement 5. Promotion of Diversity and Multiculturalism <p>Overall, implementing best practices related to inter/transcultural competence and inclusion through music can enrich the educational experience, promote social cohesion, and empower pupils to become active participants in a diverse and interconnected world.</p>
<p>Additional comments or information</p>	
<p>How is the supply adapted to individual needs (participants or beneficiaries)?</p>	<p>The supply within the SMILE project is adapted to individual needs by personalizing resources, providing differentiated instruction, offering flexible delivery methods, implementing ongoing assessment and feedback, and ensuring continuous support.</p>