

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	Translanguaging in a Swedish Multilingual Classroom
Period of realisation [<i>Timeframe of the practice (period/duration). Is it finished?</i>]	Ongoing
Type (<i>program, project, activity, event, multimedia, etc.</i>)	Educational practice
Sources of information (<i>where information can be found about this best practice</i>)	https://www.diva-portal.org/smash/get/diva2:1701960/FULLTEXT01.pdf https://su.diva-portal.org/smash/get/diva2:1387709/FULLTEXT01.pdf https://su.diva-portal.org/smash/record.jsf?pid=diva2%3A1057276 https://www.researchgate.net/profile/Annika-Karlsson/publication/325409957_Multilingual_students%27_use_of_translanguaging_in_science_classrooms/links/5b1e8f670f7e9b68b42cca25/Multilingual-students-use-of-translanguaging-in-science-classrooms.pdf https://doi.org/10.15626/hn.20224807
Administering organisation (<i>name & address</i>), if any	
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> 	Funded by the Swedish government
Country of origin/Location of the program	Sweden
Other countries participating	While the practice of translanguaging has been implemented in Swedish classrooms, it's a global concept and has been adopted in various forms in many other countries. For example, it's been used in bilingual education programs in the

	United States, in multilingual classrooms in the United Kingdom, and in language education in South Africa.
Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities)	The implementation of translanguaging in Swedish classrooms involves collaboration between various stakeholders, including teachers, students, parents, and educational researchers. Institutions such as universities and research centers may also be involved in studying and promoting the practice. For example, the Centre for Research on Bilingualism at Stockholm University has conducted research on translanguaging.
Target group/beneficiaries (<i>vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.</i>)	Multilingual students in Swedish classrooms, teachers, and other educational stakeholders
Parameters	
Short description of initiative/Best Practice	Translanguaging is a practice that allows participants to use all available language resources in all meaning-making situations.
Goals and objectives of initiative/Best practice	To enhance language learning and understanding among multilingual students.
Key components and activities of initiative/Best practice	Use of first and second languages, gestures, images, and objects.
Duration of the Best Practice/program	Ongoing
Required resources or equipment	Multilingual classroom environment
Staffing requirements	Teachers trained in translanguaging practices
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>)	Enhanced language learning and understanding
Evidence and Effectiveness	
Has the Best Practice/program been evaluated?	Yes
If yes: Impact/Results of the Best Practice on the target group/beneficiaries	Translanguaging has been found to lead to broader and deeper knowledge of language and subjects.
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.?	<ul style="list-style-type: none"> • Translanguaging allows students to use all their language resources, which can lead to improved language skills. This can be particularly beneficial for students who are learning a new language or who come from multilingual backgrounds. • By allowing students to use their entire linguistic repertoire, translanguaging can enhance their understanding of the content being taught. This can lead to better academic performance and a deeper understanding of various subjects.

	<ul style="list-style-type: none"> • Translanguaging can increase classroom engagement by making students feel more comfortable and confident in expressing their thoughts and ideas. This can lead to a more active and participatory learning environment. • Translanguaging encourages the use of different languages and cultural references, which can promote intercultural competence. This can help students develop a better understanding and appreciation of different cultures, fostering a more inclusive and diverse learning environment. • Translanguaging can be particularly beneficial in classrooms with multilingual students. By recognizing and valuing the different languages that students bring to the classroom, translanguaging can promote inclusion and equality.
Additional comments or information	
How is the supply adapted to individual needs (participants or beneficiaries)?	<ul style="list-style-type: none"> • The practice of translanguaging is adapted to individual needs by allowing students to use all available language resources.

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	Barnrättsarbete i Skolan (Children's Rights Work in School)
Period of realisation <i>[Timeframe of the practice (period/duration). Is it finished?]</i>	Ongoing
Type <i>(program, project, activity, event, multimedia, etc.)</i>	Educational program
Sources of information <i>(where information can be found about this best practice)</i>	https://resourcecentre.savethechildren.net/document/save-the-children-swedens-global-civil-society-strengthening-programme-2022-2026/
Administering organisation <i>(name & address), if any</i>	Save the Children Sweden
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> 	Supported by the Swedish government

Country of origin/Location of the program	Sweden
Other countries participating	Save the Children Sweden, Swedish government
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 in Swedish schools
Parameters	
Short description of initiative/Best Practice	<p>A program that integrates the UN Convention on the Rights of the Child into school curricula, encouraging students to engage in activities that promote their rights and responsibilities as active citizens.</p> <p>https://www.unicef.org/media/63081/file/UNICEF-Child-Rights-Education-Toolkit.pdf</p>
Goals and objectives of initiative/Best practice	To empower both children and adults to take action and put children's rights into practice in their day-to-day lives.
Key components and activities of initiative/Best practice	Integration of the UN Convention on the Rights of the Child into school curricula, promotion of activities that encourage active citizenship.
Duration of the Best Practice/program	Ongoing
Required resources or equipment	Standard classroom resources
Staffing requirements	Teachers trained in children's rights 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>)	Education in children's rights and active citizenship
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>The program has been found to have a significant impact on promoting children's rights in schools. It has helped empower both children and adults to take action and put children's rights into practice in their day-to-day lives.</p> <p>https://barnrattsresan.barnombudsmannen.se/for-kommuner-och-regioner/metoder-och-verktyg</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)	
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"> The program can be effectively implemented by integrating the UN Convention on the Rights of the Child into school curricula and encouraging students to engage in activities that promote their rights and responsibilities as active citizens.

	<ul style="list-style-type: none"> • It's important to provide teachers with training and resources on children's rights education. • Regular evaluation and feedback can help ensure that the program is effective and beneficial for all students.
<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"> • The practice of Barnrättsarbete i Skolan is adapted to individual needs by allowing teachers to tailor their teaching methods to the needs of their students. • The program is part of a broader effort by Save the Children Sweden to promote children's rights and ensure that all children have the same right to access education, and to enjoy a safe, secure and stimulating learning environment, where they can find the opportunity to develop their talents and personality.

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	Coeducation "Europe , a community of values"
Period of realisation [<i>Timeframe of the practice (period/duration). Is it finished?</i>]	Start date 01-09-2019 End date 31-08-2021
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-ES01-KA229-064124 https://eucoeducationvalues.com/
Administering organisation (<i>name & address</i>), if any	Edvardslundsskolan SE Sweden ADDRESS: Hammarbyvägen 11 644 34 Torshälla Södermanlands län SE Sweden
Provide information: <ul style="list-style-type: none"> ○ <i>Contact details: name & email</i> ○ <i>Certification/accreditation</i> 	Website: https://www.eskilstuna.se Phone: +46167107380 EU funded

○ <i>Financing: how is the organisation funded</i>	
Country of origin/Location of the program	Sweeden
Other countries participating	Czechia, France, Greece, Spain, Sweden, Türkiye
Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities)	<ul style="list-style-type: none"> • Burhaniye Bilim Sanat Merkezi TR Türkiye • OGEC St-Genès - LP St-Genès FR France • SCHOOL OF PALEKASTRO GR Greece • Základní škola Ostrožská Nová Ves, okres Uherské Hradiště příspěvková organizace CZ Czechia
Target group/beneficiaries (<i>vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.</i>)	Pupils, Teachers and Educators, Families and Local Communities, School Staff and Administrators:
Parameters	
Short description of initiative/Best Practice	Coeducation: Europe a Community of Values aimed at raising public awareness about the importance of European cultural heritage and promoting citizenship values such as freedom, gender equality, tolerance, and non-discrimination. The project addresses various societal challenges including discrimination, racism, bullying, violence, and gender inequality, using education to equip students, school staff, families, and the community with tools to combat these negative influences and foster critical thinking, inclusion, and assertive communication.
Goals and objectives of initiative/Best practice	<ul style="list-style-type: none"> • Promote European Citizenship Values: Foster awareness and understanding of cultural heritage and citizenship values such as freedom, equality, tolerance, and non-discrimination. • Combat Negative Influences: Equip participants with the tools to fight against discrimination, racism, bullying, and other negative societal influences.

	<ul style="list-style-type: none"> • Enhance Critical Thinking: Develop students' ability to critically interpret information and make informed decisions. • Improve Language and Technological Skills: Support foreign language learning and improve knowledge of new technologies and European platforms. • Foster Inclusion and Healthy Behaviors: Encourage inclusive practices, environmental awareness, healthy behaviors, and violence prevention.
<p>Key components and activities of initiative/Best practice</p>	<ul style="list-style-type: none"> • Collaborative Learning: Activities where students and staff compare and contrast the values and social realities of each partner country. • Cultural Exchange: Opportunities for pupils and teachers to physically and mentally go beyond their borders to understand different cultures, habits, and climates. • Educational Tools and Resources: Development of tools for students, school staff, families, and the community to promote citizenship values. • Workshops and Training: Workshops and training sessions for participants on values education, critical thinking, and technology use. • Dissemination Activities: Using 10-14-year-old pupils to disseminate the project's aims and values throughout the schools and local communities. • Utilization of Digital Platforms: Enhancement of digital skills through the use of eTwinning, Erasmus+ projects, and other EU platforms.
<p>Duration of the Best Practice/program</p>	
<p>Required resources or equipment</p>	<ul style="list-style-type: none"> • Digital Tools: Computers, internet access, and software for online collaboration and learning. • Educational Materials: Resources and materials for workshops, training sessions, and classroom activities.

	<ul style="list-style-type: none"> • Travel and Accommodation: Funding for travel and accommodation for exchange visits and transnational meetings. • Venues: Spaces for conducting workshops, training sessions, and meetings.
Staffing requirements	<ul style="list-style-type: none"> • Project Coordinators: To oversee project implementation and coordination among partner schools. • Teachers and Educators: To facilitate classroom activities, workshops, and training sessions. • Support Staff: To assist with logistics, administrative tasks, and technical support.
Costs for the participants, if any	<ul style="list-style-type: none"> • Generally 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>)	<ul style="list-style-type: none"> • Counseling and Support: Guidance for students and staff on values education and critical thinking. • Capacity Building: Training sessions for teachers to enhance their ability to deliver values-based education. • Teaching and Mentoring: Professional development for educators on fostering inclusive practices and healthy behaviors. • Participant Involvement: Engaging students in planning and decision-making processes related to project activities. • Training and Coaching: Workshops and coaching sessions on digital skills, language learning, and critical thinking.
Evidence and Effectiveness	
Has the Best Practice/program been evaluated?	Yes
If yes: Impact/Results of the Best Practice on the target group/beneficiaries	<ul style="list-style-type: none"> • Enhanced Awareness: Increased understanding of European cultural heritage and citizenship values among students, teachers, and communities.

	<ul style="list-style-type: none"> • Improved Critical Thinking: Development of critical thinking skills and informed decision-making among students. • Fostering Inclusion: Promoted inclusivity, tolerance, and non-discrimination in school environments. • Strengthened Language Skills: Improved foreign language skills and digital literacy among participants. • Positive School Climate: Enhanced school climate with a focus on peaceful, tolerant, and respectful interactions.
<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>	<ul style="list-style-type: none"> • Continuous Feedback: Implement regular feedback mechanisms to refine and improve project activities. • Broad Dissemination: Ensure wide dissemination of project outcomes and educational tools to maximize impact. • Adaptability: Customize activities and materials to suit the specific needs and contexts of different schools and communities. • Community Engagement: Foster strong ties between schools and local communities to support project goals and sustainability. <p>Benefits for Pupils and Other Beneficiaries</p> <p>Inter/Transcultural Competence and Inclusion:</p> <ul style="list-style-type: none"> • Cultural Awareness: Pupils gain a deeper understanding and appreciation of diverse European cultures. • Inclusivity: Promotion of inclusive practices and social cohesion within schools and communities.

	<ul style="list-style-type: none"> • Critical Thinking and Decision-Making: Development of skills to critically analyze information and make informed decisions. <p>Long-term Benefits:</p> <ul style="list-style-type: none"> • Sustained Impact: Continued collaboration among partner schools to promote European values and cultural heritage. • Enhanced Educational Practices: Adoption of innovative teaching methods and integration of values-based education into the curriculum. • Community Integration: Stronger relationships between schools and local communities, fostering mutual support and enrichment.
Additional comments or information	
<p>How is the supply adapted to individual needs (participants or beneficiaries)?</p>	<ul style="list-style-type: none"> • Inclusive Practices: Activities are accessible to all students, using assistive technologies and Universal Design for Learning (UDL) principles. • Multilingual Resources: Materials are provided in multiple languages to overcome language barriers. • Cultural Sensitivity: Activities respect and incorporate diverse cultural backgrounds. • Mentoring and Support: Ongoing support through counselors, peer mentors, and professional development. • Feedback Mechanisms: Regular feedback from participants helps improve and adapt activities. • Community and Parental Involvement: Engagement with parents and the community supports students both at school and home. • Professional Development for Teachers: Training for teachers on inclusive practices and adaptive teaching methods.