



iTACKLE: Proj. No. 2023-1-EL01-KA220-SCH-000158723

iTACKLE

Shaping the European Active Citizen: Raising intercultural / transcultural awareness through life skills cultivation in primary education

State of the Art Analysis

1

Literature review and Best Practices

Athens, August 2024



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Abstract

This document sets out the systems, procedures and tools through which data privacy and protection and ethical compliance – including procedures and tools for conducting research – will be implemented in iTACKLE

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INTRODUCTION

iTACKLE main objective is the formation of an Active European Citizen, relying on common European values, such as democratic consciousness and intercultural and transcultural competence, through the evolution of life skills. This refers to a wide spectrum that includes:

- Knowledge and comprehension of human rights, alterity, democracy, justice, equality, freedom.
- Aptitude and capability such as critical and creative thinking, information analysis, empathy, expression of ideas, participation in conversation and dialogue.
- Values and behaviour: Respecting justice, democracy, tolerance, braveness, collaboration and defending others.

The goal of this report is twofold: a) to present, describe and analyze the theoretical framework regarding the main terms of the project, and b) to present best practices collected by the consortium on primary education on active citizenship, inter/transcultural awareness, life skills, and equity, diversity and inclusion. The Partners of the project **NKUA** (Greece), **Inspectoratul Scolar Județean Timiș** (Romania), **ISTITUTO OMNICOMPREENSIVO** (Italy) and **OLEMISEN BALANSSIA RY** (Finland), **CRETHIDEV** (Greece) contribute to the collection of the Best Practices, after fulfilling the following 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;

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The report is divided into 2 main sections, as follows:

- Part A: Theoretical Framework;
- Part B: Best Practices per country;

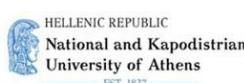
Key Words: Active European Citizen, Inter/Transcultural Awareness, Life Skills, Equity, Diversity, Inclusion

METHODOLOGY

The consortium decided during the project's kick-off meeting to collect best practices for primary education, regarding active citizenship, inter/transcultural awareness, life skills, and inclusivity. Each partner had to collect a minimum of five good practices that cover particular geographical areas. All relevant applied practices & programmes implemented in a national, EU and international level as well as theoretical approaches and educational material displayed in EU platforms, such as e-Twinning, School Education Gateway and the Eurydice Network are presented and analyzed in this report.



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PART A. THEORETICAL FRAMEWORK

1. European Active Citizenship

1.1. Term definition

According to the European Commission, ‘Active Citizenship’ is an umbrella term that concerns the acquisition and exercise of rights for political and civic participation and therefore it includes citizenship (that is the legal bond between an individual and their state), participation in political organisations, voting and/or running for office, volunteering or participating in political protest. The European Union as an intergovernmental body introduced various tools and mechanisms to make active citizenship a reality of everyday practice in order to promote participatory democracy and avoid decision making behind closed doors. Amongst the most significant tools is the right of European citizens to take initiatives in order to propose legislation in policies that affect their lives.

However, to define Active Citizenship is not an easy task. Definitions may vary according to the cultural context. Active Citizenship is often perceived as being a volunteer, doing community service, being involved in local associations or being engaged in political activities. The definition of active citizenship often carries with it political connotations as active citizenship mainly concerns either a) participation and engagement with the state or b) with other citizens (Kennedy, 2007; Keser, Akar, & Yildrim, 2011). Therefore, active citizenship is more than simply volunteering, or offering charitable work. It implies a deeper understanding and involvement in health and social care policies. Consequently, it requires to be politically literate and take on more social and political responsibilities. Active citizenship also implies the presence of democratic values (Hoskins et.al., 2008; Pateman 2012) that involve participation in political decision making and impact the quality of citizen’s everyday life.

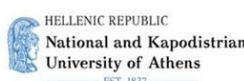
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The literature review also suggests that the definition depends on the theoretical perspective that is employed at various times. In the new era active citizenship poses significant questions about how citizens can participate in civic and civil society as there are many issues that modern societies currently confront. Several socially vulnerable groups of the population, that face structural inequalities, fail to gain equal access to decision making (Schlozman et al. 2012). In addition, phenomena such as xenophobia, nationalism, racism and discrimination create a growing gap between the rich and the poor that may lead to the breakdown of social cohesion and a lack of engagement and collective participation in civic and civil society. As a result, frustration accumulates towards the political system that is reflected in reduced participation in electoral processes on one hand and on the increase of far right parties on the other.

Citizens should have equal rights to participate in public affairs. However, this is not the case for all members of a population. For example, women are not always treated as having equal rights in domains, such as the labor market where men continue to dominate and the glass ceiling phenomenon is linked with the feminization of poverty. The emphasis on active citizenship, especially in school communities, might help to counterbalance the negative aspects of this development. Lifelong Learning and school-based educational policies can play a vital role in enhancing active citizenship but in this process all agents need to be involved: teachers, parents and pupils themselves to work in a whole-school-approach and engage all interested parties to foster active citizenship and support positive change throughout their lifetime.



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European policy places particular emphasis on:

- participation in decision making
- reducing the gap between citizens and traditional governing bodies and
- building social cohesion.

Participation in decision making on its own, it is not sufficient enough. Active Citizenship presupposes that human rights and the values of democracy should also be taken under consideration or else the risks for the rise of the far right parties are still there. Therefore, Active Citizenship is inextricably linked with democracy as it is only within democracy that it can be fostered. In this process schools as whole communities can play a significant role in assisting democratic decision making processes by informed citizens. Even though each EU member state may have different interpretations on active citizenship policies at the national level, in European Policy Papers Active Citizenship is linked with representative democracy, the enhancement of social cohesion and the reduction of the gap between citizens and governing institutions (Hoskins & Mascherini, 2009).

In a study carried out by UNESCO in 2020 in 18 cities with population from 100.000 to 350.000 inhabitants, it became evident that only half of the cities had published a strategy on active citizenship. Schools and universities, according to the survey results, are amongst the most important stakeholders for promoting active citizenship. In fact, schools seem to follow the local governments that are considered the most significant agents for promoting active citizenship. In schools, this implies that the concept of democracy and human rights should be incorporated within the curriculum and furthermore, schools should organize relevant activities for teachers, pupils and parents.

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Figure 1: Cities' strategic approaches for promoting CE (Source: UNESCO, 2021)



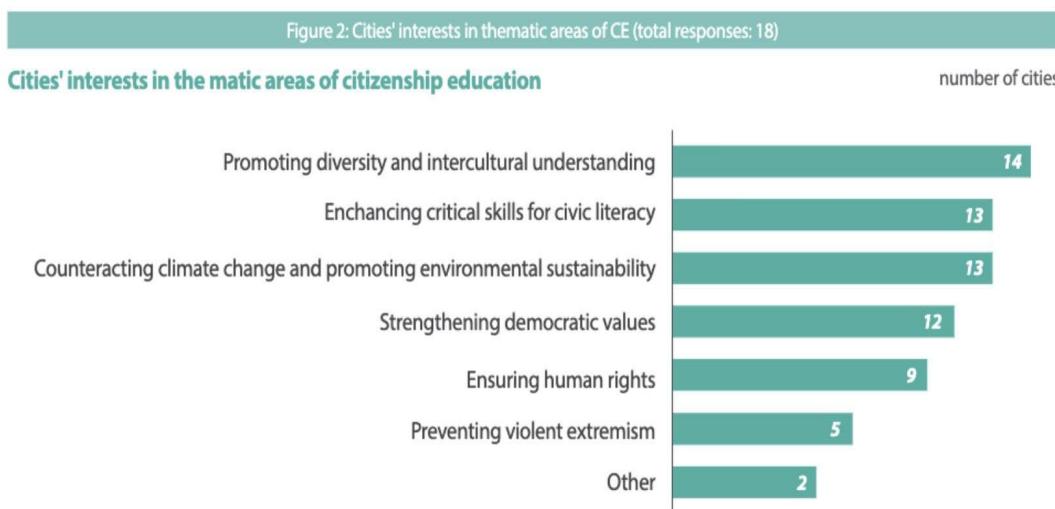
In the same report, the UNESCO survey also focuses on what constitutes Citizenship Education as each city has its own understanding of the term. However, there are some key areas that all seem to share as it is presented in Figure 2.



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Figure 2: Cities' interests in thematic areas of CE (Source: UNESCO, 2021)



The survey results suggest that intercultural understanding, environmental sustainability, democratic values, human rights and preventing extremism is top in the agenda at the global level.

UNESCO tries therefore to promote Citizenship Education for Democratic and Sustainable Communities, due to the growing threats to democracy, freedom and human rights, through the Global Network of Learning Cities that are designed to be democratic and sustainable teaching their citizens on how to live and work collaboratively with the local authorities. In this context, active citizenship helps to deal with multiple crises and find positive and sustainable solutions. Within this initiative, the Greek city of Larissa was awarded in 2019 with UNESCO's GNLC award for trying to improve people's skills and work proactively for inclusive societies.

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Concluding, it is important to add that the word “active” implies in an explicit manner that each citizen should be involved in decision making for political and other social matters aiming at social cohesion, that is *“the ability of a society to secure the long-term well-being of all its members, including equitable access to available resources, respect for human dignity with due regard for diversity, personal and collective autonomy and responsible participation”* (Council of Europe, 2005) and the enhancement of democracy. Thus, active citizenship is not simply the serving of individual purposes.

1.2. Historical Review

Citizenship as a notion was developed in Britain and received considerable attention for its shift from passive to active forms over the last two centuries. Citizenship is shaped by social and political upheavals and it fluctuates according to times of political, economic and cultural changes (Beaven & Griffiths, 2008; Raadschelders, 1995).

In Europe the notion of active citizenship was introduced as a significant challenge for building the common European values together with the notion of education for democratic citizenship in the late 1990's early 2000. In terms of education and training, Active Citizenship was initially presented in 1998 by Edith Cresson, the European Commissioner on Education, Research and Sciences. In early 2000, a special group was formed aiming to increase efforts for democratic citizenship education and a relevant study was carried out by the Council of Europe, concluding



that improvement in strategies and policies from all member states should be made in this direction.

In their OECD Dublin meeting in 2004, education ministers agreed to include in the agenda for the first time active citizenship as a very significant topic. A special report was also carried out by EURYDICE on the situation of citizenship education in European schools. In addition, the DG EAC Youth directorate launched a relevant training programme in non-formal and informal settings.

A unanimous decision was also taken by all EU education ministers to support in 2005 the “European Year of Active Citizenship through Education”. The term Active Citizenship per se was introduced in the Lisbon strategy as a way of empowering citizens for social cohesion and affected the development of the 2010 European education and training programme presented there.

Figure 3: History of the development of Active Citizenship



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The notion therefore of active citizenship became part of the EU agenda and part of the education and training programme in Europe with the aim to support social cohesion and equal opportunities. Within this context the main values are:

- democracy
- equality
- understanding different cultures and opinions and
- respecting human rights

Schools, education and a lifelong learning perspective were expected to play a significant role in this process.

At the UN and UNESCO level a new programme was launched aiming at human rights education with the special involvement of primary and secondary school systems. However, despite the efforts made, after twenty years some issues still remain open as active citizenship is not fully understood as a unanimous term across various countries and different schools and



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this may depend on cultural and historical reasons but it also depends on the extent to which active citizenship is promoted through education and training.

1.3. Principles of the active citizen

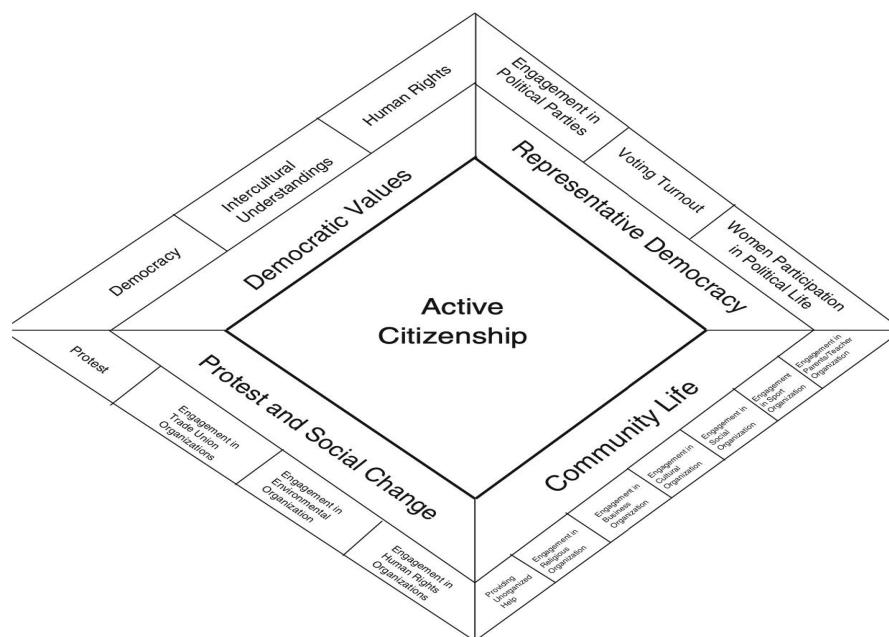
Active Citizenship principles are mainly about democratic participation through exercising voting rights and making positive change in society. Being an Active Citizen means:

- to embrace fundamental values;
- to support democracy and exercise your rights to elect and be elected;
- to care about community issues and wish to assist in solving problems and helping the communities thrive;
- to take on responsibility for individual actions that affect collective actions;
- to understand and support the rights of freedom of speech and press, justice, equality, equity and diversity;
- to understand and support your rights and the rights of others;

However, the question remains how these values can be measured. In 2005 the European Commission Centre for Research on Lifelong Learning together with the Council of Europe initiated a research project for the development of relevant indicators. The Active Citizenship Indicator was developed and proposed for measuring the dimensions of: a) democratic values b) representative democracy c) community life and d) protest and social change. Each dimension is composed of various components as these are represented in Figure 4, linking Active Citizenship with several sub-dimensions relevant to the main values.

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Figure 4: Dimensions of Active Citizenship (Hoskins & Mascherini, 2009)



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The Active Citizenship Indicator focuses relates the various sub-dimensions to the four core values as follows:

- Democratic values include the dimensions of a) democracy, b) intercultural understanding and c) human rights;
- Representative democracy includes the dimensions of a) engagement in political parties, b) voting turnout and c) women participation in political life;
- Community life includes the dimension of a) engagement in unorganized help b) engagement in various organisations (religious, business, social, cultural, sport) and c) engagement in parents/teachers organisations;
- Protest and Social Change includes a) protest and b) engagement in trade unions, environmental and human rights organisations.

On the basis of the above, researching the main indicator that concerns citizens' participation in political life, the need to develop Active Citizenship programmes becomes obvious. Relevant longitudinal studies in the four countries that participate in iTACKLE project, demonstrate that during the years 2006-2023:

- the indicator of political participation is above 7 for Greece, Italy and Finland and below 6 for Romania (Figure 5)
- the voter turnout dropped between 1990s to 2009 (Figure 6)
- young people aged 18-24 tend to vote less than older people (Figure 7) and
- one in four young people aged 15-29 years old seem to have no interest in politics (Figure 8)

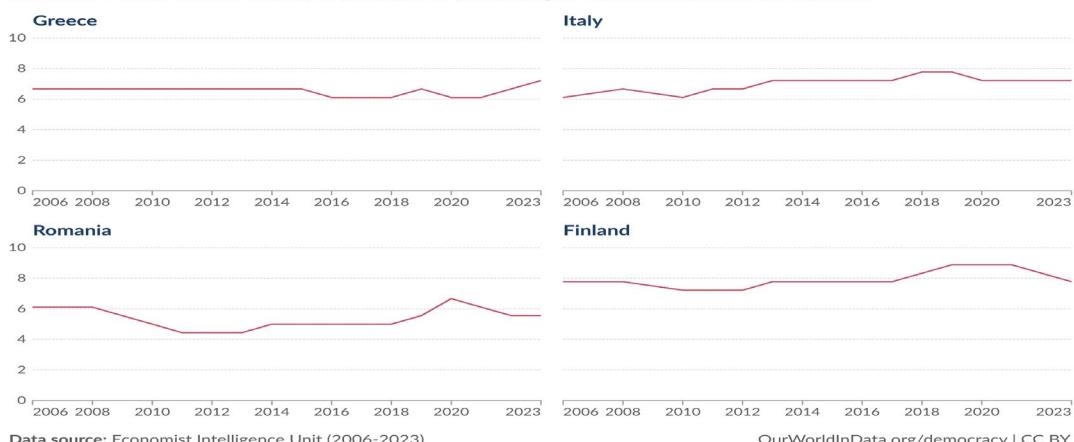
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Figure 5: Political participation index (Source: Economist-Intelligence Unit 2006-2023)

Political participation index

Based on the expert estimates and index by the Economist Intelligence Unit (2006-2023)¹. The variable captures the extent to which citizens can and do participate in politics. Higher values indicate more participation.

Our World in Data



1. Economist Intelligence Unit: The Economist Intelligence Unit publishes data and research on democracy and human rights. It relies on evaluations by its own country experts, supplemented by representative surveys of regular citizens to assess political institutions and the protection of rights. The Economist Intelligence Unit is the research and analysis division of The Economist Group, the sister company of The Economist newspaper. Learn more: Democracy data: how do researchers measure democracy?



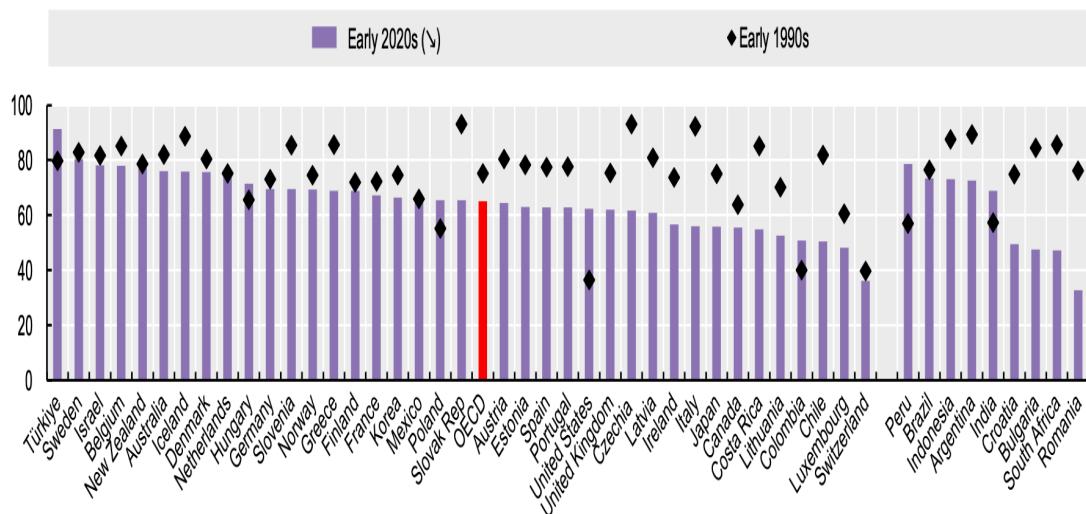
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Figure 6: Voter turnout (Source: International Institute for Democracy and Electoral Assistance)

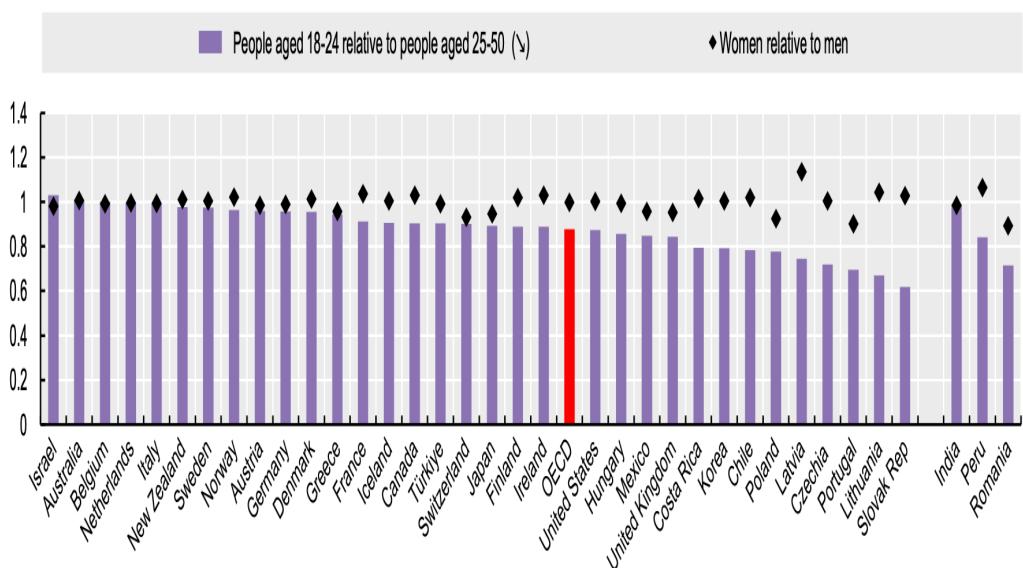
Voter turnout in latest parliamentary election, early 1990s and early 2020s, percentage of the voting age population



Source: International Institute for Democracy and Electoral Assistance (IDEA) Voter Turnout database, www.idea.int/

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Figure 7: Young people and voting behaviour (Source: Comparative Study of Electoral Systems 2016-2021)



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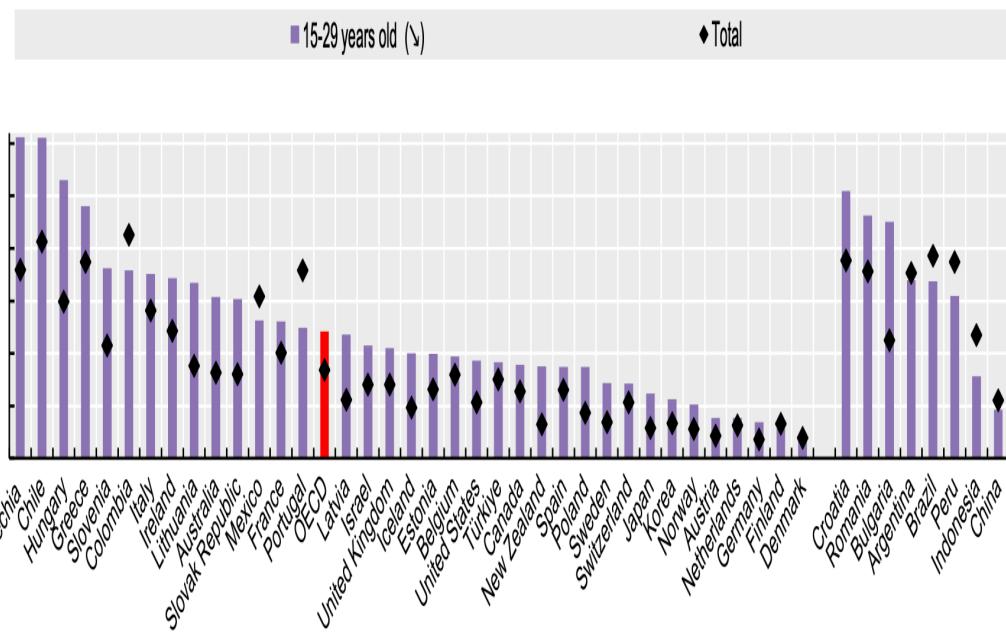
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Figure 8: Young people's interest in politics (Source: European Social Survey 2010-2020).

Percentage of people reporting to be not at all interested in politics, by age group, 2022 or last year available



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The above indicators suggest the need to develop early enough Active Citizenship programmes and help young people engage in community living and social affairs, is needed more than ever before.

Another significant principle is to support more equality. However, not all people in Europe seem to share the same principles. According to the Atlas of European Values Study (Figure 9), there are significant differences between the member states. In relation to the four countries that participate in the iTackle project, in Finland and Romania the percentage of people who believe it is very important to eliminate inequalities is 70-79% and in Italy 80-89%. However, there is no such data available for Greece.



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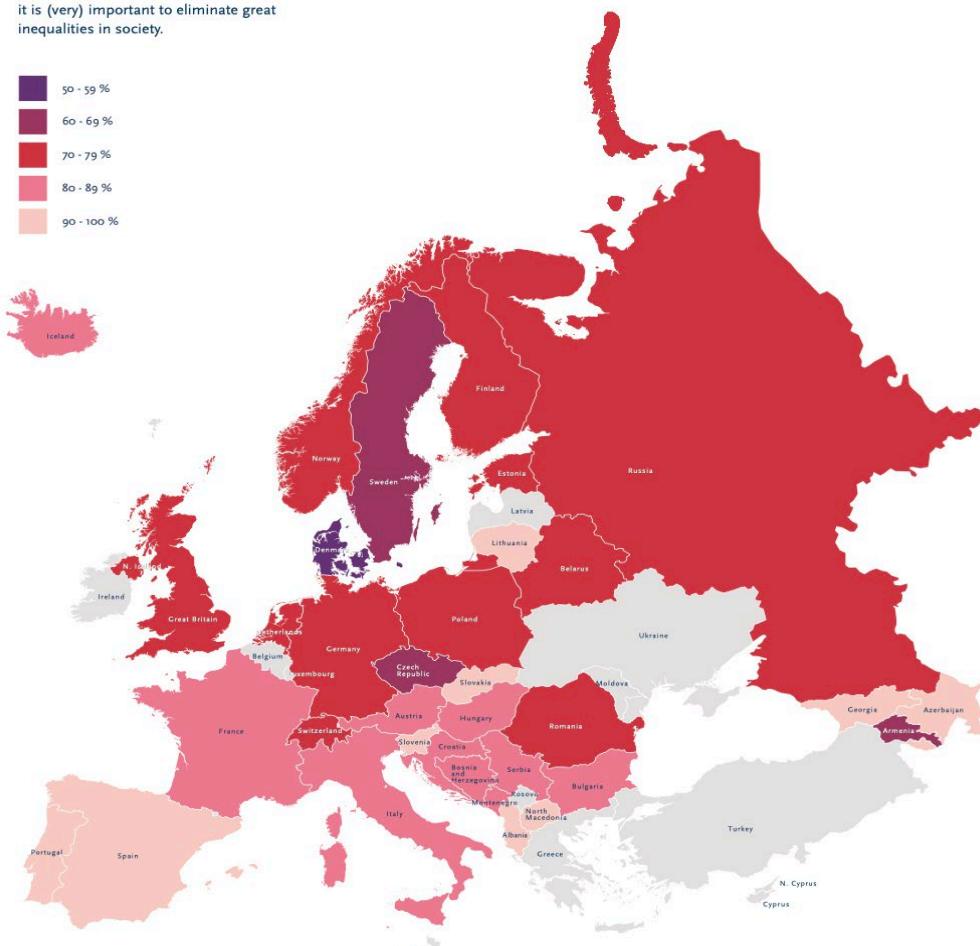
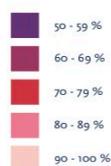




Figure 9: Support for equality (Source: *Atlas of European Values, 2022*)

Support for more equality

The percentage of people who believe it is (very) important to eliminate great inequalities in society.



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In relation to how important democracy is (Figure 10), the percentage of people who believe democracy is important varies from country to country and differences are present between the countries that participate in this project. Again there is no data available for Greece and between the other three countries, Finland and Italy share the same percentage (90-94%) of people who believe that democracy is important whilst Romania the percentages are lower (75-79%).



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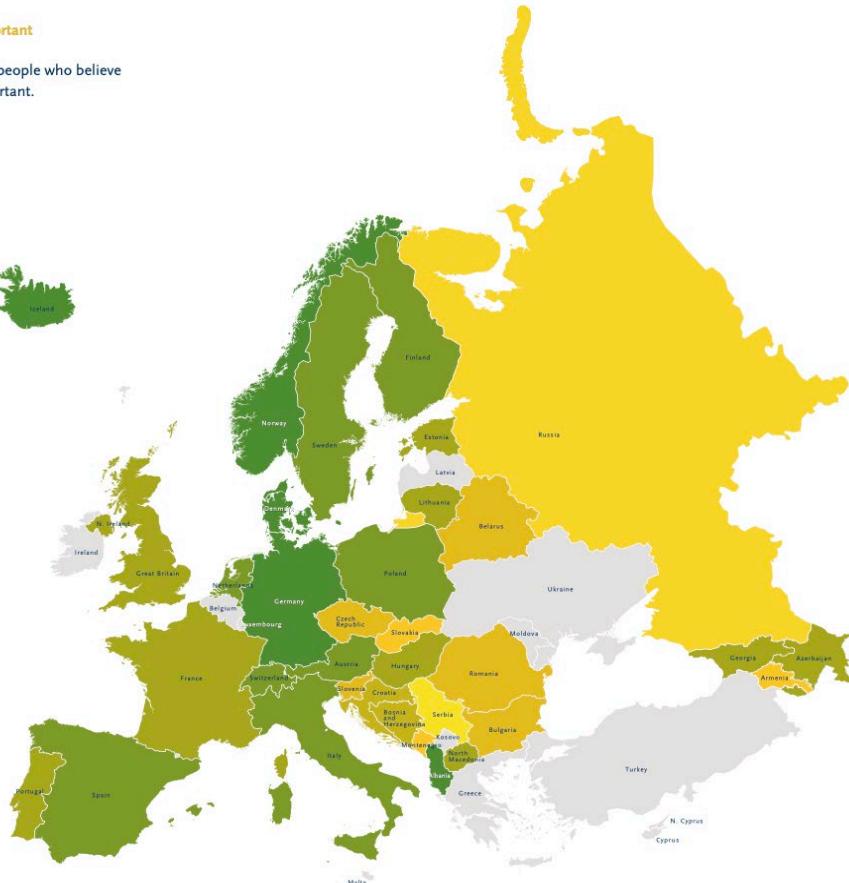
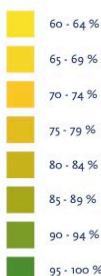


Figure 10: Significance of Democracy (Source: *Atlas of European Values, 2022*)

Democracy: steadfast or eroding?

Democracy is important

The percentage of people who believe democracy is important.



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However, the percentage of people who are interested in politics (Figure 11) is small and that places at stake democracy, participation in decision making and active citizenship. In relation to the four participating countries, there is no available data for Greece whilst in Romania and Italy the percentages are as low as 30-39% whilst in Finland is 40-49%.



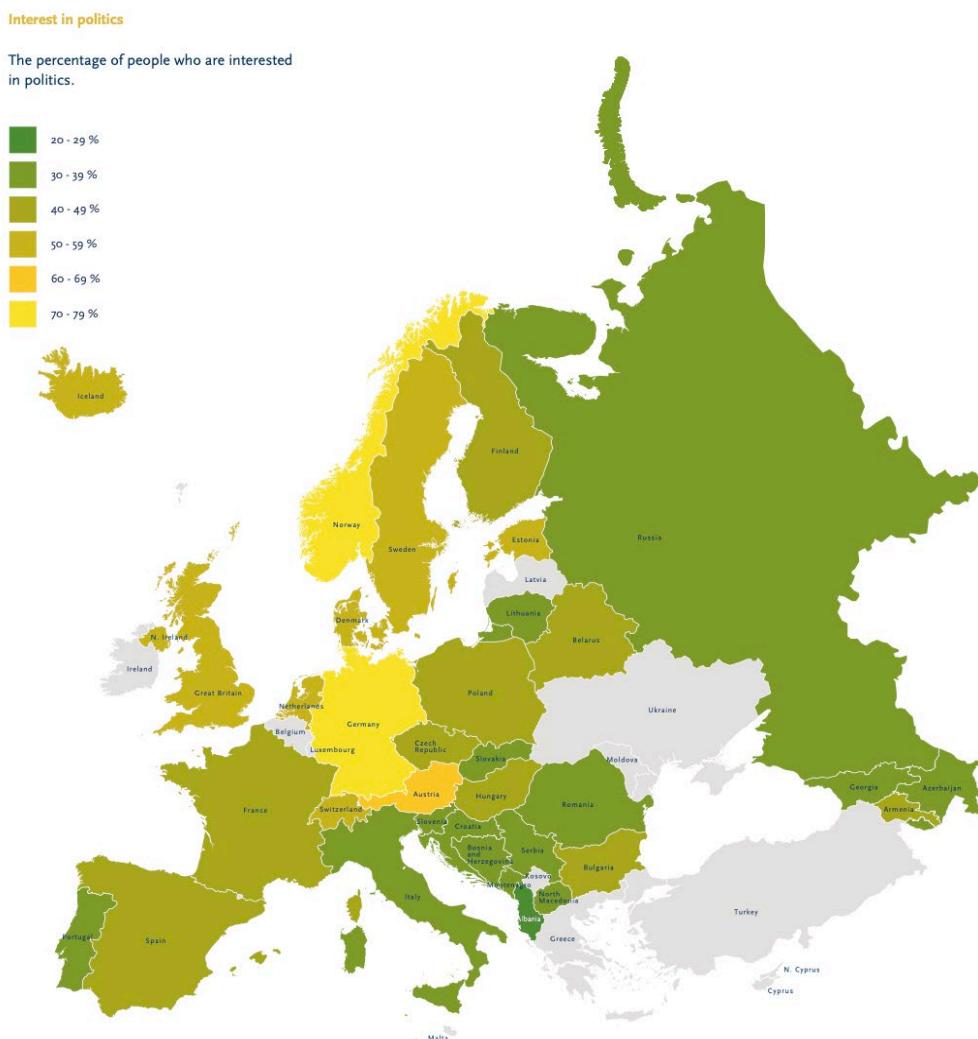
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Figure 11: Interest in politics (Source: Atlas of European Values, 2022)



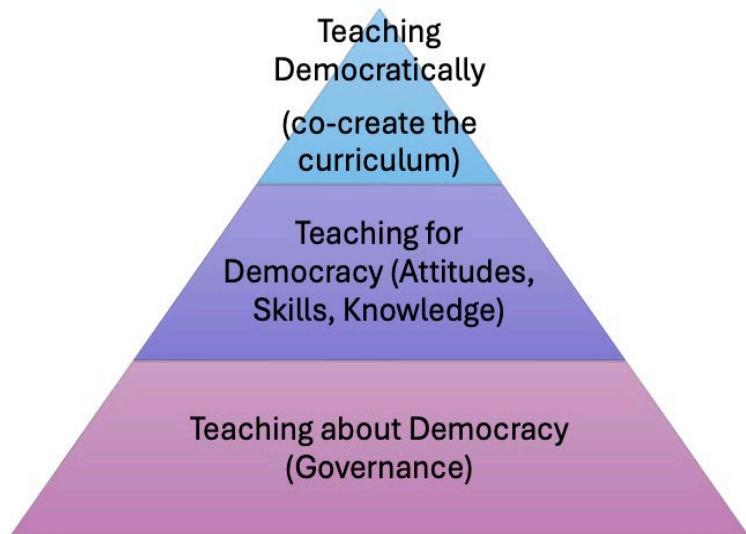
Therefore, the fundamental principles cannot be served if people fail to exercise their rights. Active citizenship is needed to cope with modern challenges that European societies face today such as increasing radicalisation and social inequalities. In this postmodern context, democratic values and critical thinking have to be reinforced. Participatory democracy is of high importance for the wellbeing of individuals, groups and society at large.

1.5 Education for the active citizenship

Democratic education, according to Professor of Democracy and Education at the University of Ottawa, Joel Westheimer (2020), is differentiated in three categories: a) teaching about democracy, b) teaching for democracy, that is equipping pupils with attitudes, skills and knowledge needed to act and engage as active citizens and c) teaching democratically, that means employing methods that allow pupils to co-create the curriculum.



Figure 12: Democratic education



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Teaching about democracy is not sufficient in promoting democracy and active citizenship. Development of critical thinking and skills needed to participate in democratic life is far more important. However, as Westheimer (2020) suggests the curriculum does not allow much space for democracy as it focuses mainly on teaching math and literacy and measuring results. Teachers often feel that time is not adequate and pay less and less attention to citizenship education.

According to Westheimer (2020), there are three kinds of citizens: a) those who are personally responsible, b) those who are participatory and c) those who are social justice oriented. The personally responsible citizens are mainly concerned with doing charitable work, the participatory citizens take social initiatives to improve life circumstances at the local, national or international level and the social justice oriented citizens are critical thinkers and try to solve social problems by taking action in order to change traditional systems and structures (Figure 13).



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Figure 13: Types of Citizens (Source: Westheimer, 2020, p.9)

Table 1. Three Kinds of Citizens

| | <i>Personally responsible citizen</i> | <i>Participatory citizen</i> | <i>Social justice-oriented citizen</i> |
|-------------------------|--|---|--|
| DESCRIPTION | <p>Acts responsibly in the community</p> <p>Works and pays taxes</p> <p>Picks up litter, recycles, and gives blood</p> <p>Helps those in need; lends a hand during times of crisis</p> <p>Obeys laws</p> | <p>Participates as an active member of community organizations and/or improvement efforts</p> <p>Organizes community efforts to accomplish community tasks such as caring for those in need, promoting economic development, or reducing environmental waste</p> <p>Knows how government agencies work</p> <p>Knows strategies for accomplishing collective tasks</p> | <p>Critically assesses social, political, and economic structures</p> <p>Explores strategies for change that address root causes of problems</p> <p>Knows about social movements and how to effect systemic change</p> <p>Seeks out and addresses areas of injustice</p> |
| SAMPLE ACTION | Contributes food to a food drive | Helps to organize a food drive | Explores why people are hungry and acts to solve root causes |
| CORE ASSUMPTIONS | To solve social problems and improve society, citizens must have good character; they must be honest, responsible, and law-abiding members of the community. | To solve social problems and improve society, citizens must actively participate and take leadership positions within established systems and community structures. | To solve social problems and improve society, citizens must question and change established systems and structures when they reproduce patterns of injustice over time. |

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Westheimer (2020) argues that most school-based programmes aim to develop personally responsible citizens. This runs the risk of failing to train pupils for democratic citizenship that

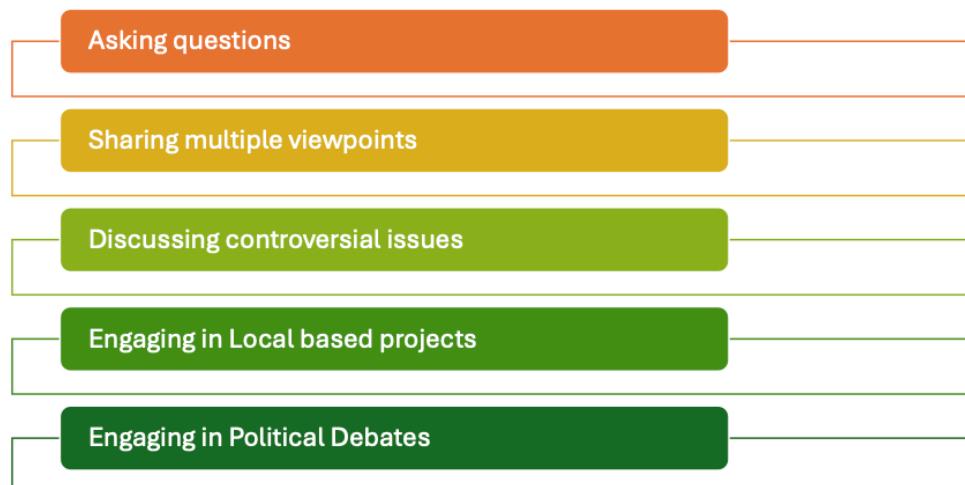


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requires a deeper understanding of the political and economic structures and the root causes that create social inequalities. Therefore, including ethics in citizenship training seems to be very significant. In that respect, Westheimer (2020) suggests that training active citizens who can function in democratic societies should follow five significant strategies that include cultivating the ability to a) ask questions, b) understand multiple viewpoints on a certain topic c) discuss controversial issues d) engage in local-based projects and e) use political debates.

Figure 14: Training Strategies



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Therefore, Westheimer (2020) suggests that teachers should be left free to engage students in active citizenship training by employing the above strategies and developing a school culture that envisions a better world. In this environment, knowledge, skills and attitudes will be cultivated and pupils will thrive.

Finnish education has already committed towards this goal. In Finland, citizenship education has been a compulsory subject in schools for over a century. Pupils learn from a very early age how to participate in school decision making, express their opinion and participate in pupils councils. However, at the same time teachers are allowed to choose their own teaching methods and course content. The Finnish educational system is democratic and decentralized and teachers are properly trained to foster a democratic culture. In Finland, through citizenship education, pupils become more aware about how:

- Society functions
- The social and political system operates
- Every citizen can have an impact in society.

Finnish education is well ahead in terms of democratic teaching. Nonetheless, Finland has employed the National Democracy Programme through which it aims in 2025 to make schools even more democratic.

Education for active citizenship is therefore very important for developing critical thinking, adopting democratic values that can be applied in daily practice and promoting shared



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responsibility. Within this context, the domains in which active citizenship should focus, include the following:

- Development of Critical and Ethical Skills to support equity, justice and diversity;
- Foster democratic values by support pupils to cultivate their social skills and engage actively in problem solving;
- Encourage democratic values in daily practice and act as a role model of democracy and active citizenship in the classroom;
- Cultivate pupils' resilience to fake news and help them develop their media and technology skills for positive purposes;

Figure 15: Domains for Active Citizenship Education



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The above domains for Active Citizenship Education, seem to be important but schools are not well prepared to cope with the above roles. Cultural variations and diverse programmes are present amongst the various countries and not just amongst those that participate in the iTACKLE project and teacher's education may also vary from country to country. Some models of teacher training seem to be more hierarchical and others pay more attention to cultivating democratic values.



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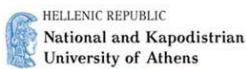
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2. Inter/transcultural awareness

Globalization emerged in the 20th century in the Western world as a result of the influence of political, social and economic conditions. Factors, such as migration and diaspora, have led people from different cultural backgrounds to coexist in the same place increasing the cultural diversity of modern societies (Tuncer, 2023). In addition, the advancement of transportation and the growth of tourism as well as the increase in travel for educational, commercial or professional purposes have led to the mixing of people from different cultures (Appadurai, 1990). Another important factor of globalization nowadays is the development of digital communication, such as the internet, social media, mobile phones and various technological applications, which have allowed people to communicate with other people from all over the world and facilitated cultural interaction and the transmission of cultural elements. The latest Covid pandemic, although it shut down or limited face-to-face contact, enabled people to connect and communicate digitally with other people all over the world and expanded cross-cultural communication (Baker & Sangiamchit, 2019; Lee & Dovchin, 2020).

2.1. Term Definition

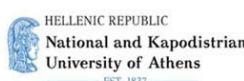
Individuals and populations that move or communicate transmit their own values, norms and cultural practices. Living in multicultural societies, they encounter different cultures, distinguish similarities and differences in perceptions, habits and attitudes and identify their cultural identity among others. The term multiculturalism is related to the coexistence in the same place of individuals and groups from different races, religions, languages and traditions independently of each other. Proponents of multiculturalism support the right of members of different cultural groups, especially minority groups, to maintain their separate and collective identities and practices without having to integrate into the society with which they live (Stanford Encyclopedia of Philosophy, 2020). Criticism of the concept of multiculturalism focuses on the lack of intercultural interaction between individuals and cultural groups. In this sense, interculturalism mainly emphasizes the need for open intercultural dialogue and communication between individuals and groups of different cultural backgrounds which is based on equality and respect for different viewpoints (Barrett, 2013; Levey, 2012; Parekh, 2000). The purpose of interculturalism lies in the deeper understanding of the different cultural, religious and moral beliefs that coexist in society and the development of mutual trust and cooperation among its members (Levey, 2012; Meer & Modood, 2012). The Council of Europe (2008) considers diversity as an asset and in the context of the Intercultural Cities Program supports cities and regions to connect in a community and to develop common initiatives and practices. Among its principles, intercultural practice emphasizes intercultural dialogue, mutual action and exchange, considers that all citizens should be interculturally competent, and suggests that this intercultural dialogue operates at the interpersonal, community, organizational, institutional and international levels (Vavitsas & Nikolaou, 2021).

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Interculturalism involves distancing community members from entrenched perceptions and preconceived systems of understanding that influence the way they think and make decisions. Challenging personal assumptions and transforming dysfunctional perceptions is a necessary condition for individuals to adapt to ever-changing modern societies (Dervin, 2016; Drolma &



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Robison, 2021). However, the impact of the coexistence of individuals and groups from different cultural backgrounds in the same place may lead to a fusion of their cultural characteristics and make it difficult for them to form their own cultural identity (Giddens, 2002). In this case, individuals and groups find it difficult to connect with one culture and may create complex identities identifying with elements of multiple cultures. In addition, cultural exchange and interaction may lead to the disappearance or assimilation of certain cultures under the influence of others, the appearance of prejudice against certain cultures or the classification of cultures into superior and inferior, and the dominance of certain cultures over others.

2.2. From intercultural to transcultural communication

The interaction between different cultures is not limited to coexistence and communication between individuals and groups, but enables new cultural expressions and compositions to emerge (Appadurai, 1996). It is not rare to see new habits emerging in food, language, artistic expression, clothing habits in different parts of the world as a result of the so-called "cultural hybridity" brought about by intercultural communication (Burke, 2010). Cultural hybridization contributes to the reshaping of a culture under the influence of other cultures (Bhabha, 1994). By drawing inspiration from other cultures people adopt new practices and develop a new open and tolerant culture that further increases cultural diversity. Cultural hybridization leads to new cultural formations which, although they have their own characteristics, do not remain stable and stagnant over time but are subject to continuous transformation through communication and interaction.

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The interaction of different cultural groups results in the synthesis of a new culture which M. L. Pratt characterized it as transculturation. This term, although quite recent in intercultural communication research, is used by many scholars with different meanings and interpretations. Fernando Ortiz in the 1940s used the term trans to highlight the complex processes of colonization and immigration that influenced the formation of Cuban culture. Recently, Pratt (2008, p.7 as cited in Baker, 2021, p. 4) links transculturation to the idea of "contact zones" which she describes as '*social spaces where disparate cultures meet, clash, and grapple with each other, often in highly asymmetrical relations of domination and subordination ... Transculturation is a phenomenon of the contact zone*'. In modern literature, the prefix trans- is adopted over inter- to give the term transculturality a special meaning. It indicates the crossing of borders, intercultural flows, mixing, fluidity, reconstruction, processes of alternative cultural production as a result of transcultural processes (Pennycook, 2007). In this light, the terms multiculturality and interculturality are considered inadequate if we conceive of cultures as homogeneous, distinct entities that simply interact with each other. The term transcultural suggests that cultures have taken on a new form that transcends national borders and the relationships between different recognizable cultures (Monceri, 2019). Transculturality is a continuous process of cultural exchange between different cultures which contributes to the creation of a diverse world without discrimination and exclusions.

According to the definition of the term, transculturality means the ability of individuals or organizations to create new commonalities beyond existing cultures and to intentionally



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develop new practices and actions within contexts of cultural complexity. The community itself consciously engages in the production of new meanings and activates in actions beyond the usual practices of shared experience. These new practices and actions result from members of society who have developed transcultural competence at a high level. They are based on a sense of belonging to a heterogeneous community that develops its own experience by transcending the boundaries set by established individual or collective identities.

In conclusion, on the subject of cultural mixing many approaches have been developed by various scholars. The process of transculturality implies the emergence of a new synthesis between cultures which increases cultural diversity and enables people to understand different cultures and demonstrate more tolerant attitudes. However, it should not be forgotten that if this process is not handled properly, negative phenomena may appear, such as discrimination or even the assimilation of specific cultures by the dominant cultures.

2.3. Becoming inter/transcultural competent

In a multicultural global community there is a need for individuals to reflect on the cultural beliefs, norms and behaviors that have been embraced through their socialization in their close cultural environment. They need to recognize cultural differences and realize that their own culture is only one possibility among many different cultural possibilities. It is necessary for them to interact effectively when communicating with people of other cultural identities and they are required to develop adaptation skills in different socio-cultural environments in different parts of the world, even in cultural destinations completely foreign to their own.

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Intercultural competence is, according to D. K. Deardorff (2006) "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills and attitudes" (p. 247). An interculturally competent person is able to develop successful solutions to issues and problems created by cultural differences within the complex cultural environment and to benefit from diversity whether related to a particular culture or multiple different cultures.

According to F. Trompenaars (as cited in Lowman, 2016), transcultural competence goes beyond the ability to adapt to any culture and includes the individual's ability to capitalize on diversity whether associated with a particular culture or with multiple different cultures. Transcultural competence enables those who possess it to recognize, respect, reconcile and realize the cultural dilemmas. The four aspects of intercultural competence (the "4Rs") are depicted on Figure 16.

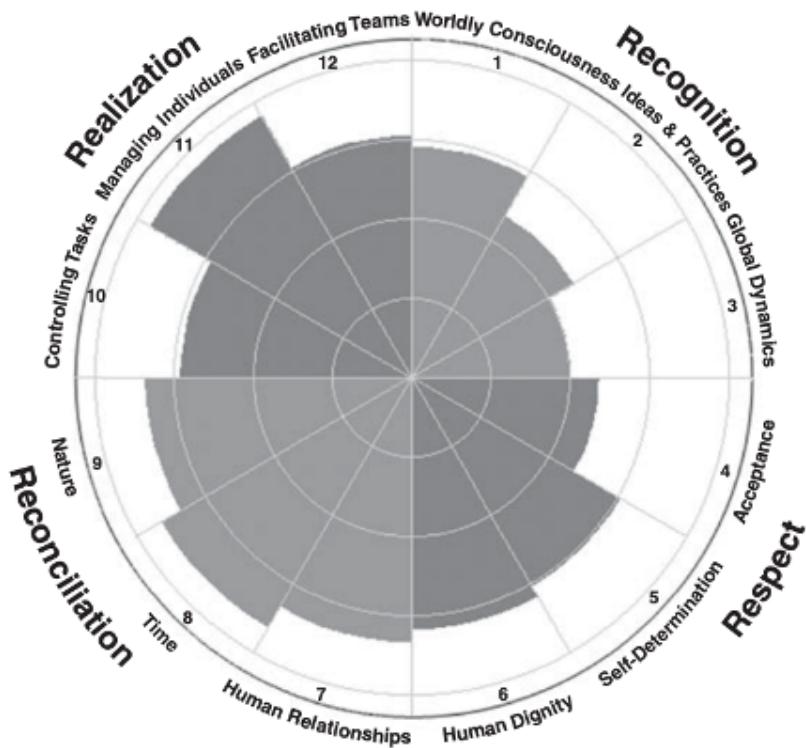


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Figure 16: Four aspects of intercultural competence.

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Source: "Cross-Cultural Competence: Assessment and Diagnosis," by F. Trompenaars and P. Wooliams, 2006, Adaptive Options, Spring, p. 6. Copyright 2006 by Jerry Glover.

Retrieved from: <https://www.apa.org/pubs/books/Transcultural-Competence-Series-Forward-and-Ch1-Sample.pdf>

In this sense, transcultural competence is not a single ability but a wide range of abilities that enable the individual to act to ensure a healthy intercultural environment and contribute to the resolution of cultural dilemmas that arise. It includes soft skills such as empathy, critical thinking, flexibility, adaptability, the ability to listen and interact, respect for human rights, openness to the perceptions of others etc., as well as attitudes and values that uphold equality, appreciation of diversity, the promotion of meaningful intercultural interaction and active citizen participation. The transculturally competent person has revised his worldviews and assumptions about his own culture and others, is free from hate speech, racism and discrimination and recognizes the necessity of peaceful coexistence of all in a diverse society. In addition to the personal development of the individual without prejudices and stereotypes, transcultural competence also includes acting against discrimination.



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In conclusion, inter/transcultural competence is the individual's ability to function effectively across cultures, to think and act appropriately, to communicate and work with people from different cultural backgrounds – whether at home or abroad. As such, it is a valuable asset in an increasingly globalized world in which people interact with people from different cultures and countries, each with their own set of values, beliefs and experiences.

2.4. Importance of Inter/transcultural education

As our societies change and the acceptance of diversity is recognized as a necessity by international organizations and authorities, intercultural education becomes essential. Everyday business needs make many people travel or communicate with people from different backgrounds and environments. A study carried out by the Migration Policy Group on *How the intercultural integration approach leads to a better quality of life in diverse cities* underlines that cities whose citizens have developed intercultural competence show more cohesion, trust, security, prosperity and economic growth (Joki & Wolffhardt, 2017). The daily business needs of many professionals require them to communicate with people from different backgrounds and environments. The skills and abilities cultivated through inter/transcultural education are essential for the practice of several professions, such as teachers, doctors, lawyers, government, administrative officials, and military servants, etc. Inter/transcultural competent individuals can contribute to the functioning of organizations and institutions, can effectively manage multicultural environments, interact more effectively with the public, and implement more effective policies.

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2.5. Inter/transcultural education

According to Helmut Essinger, intercultural education is the pedagogical response to problems of an intercultural nature that arise in a multicultural and multinational society. The basic principles of intercultural education put forward by Helmut Essinger (1990) are: (a) education for empathy, detachment from individuality and seeing things from the perspective of others. To achieve this, education should encourage young people to show interest in the problems of "others" whether close others or those living in other countries (b) education for solidarity, developing a collective consciousness across borders of groups, countries and races and mutual support of people in their common problems (c) education for intercultural respect, openness to foreign cultures and inviting others to participate in our own culture by cultivating respect for cultural diversity (d) education against the nationalist way of thinking, getting rid of national stereotypes and prejudices that prevent a person from communicating with other peoples, mutual communication, elimination of prejudices and stereotypes. The basic purpose of intercultural education is that the cultural, national, linguistic, religious or other differences between these groups do not act as factors of negative discrimination, inequality and social exclusion but, on the contrary, in a way that favors mutual understanding, mutual respect, tolerance, acceptance and enrichment of the knowledge and experience of the younger generations. Several learning objectives derive from these principles of transcultural education, which focus on strengthening the transcultural competence of students through the creation of



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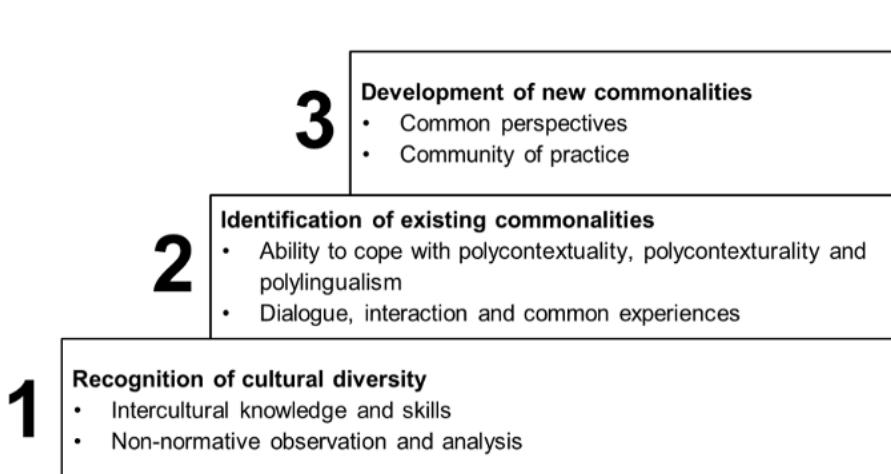


a pedagogical environment that will be inspired by cooperation, tolerance, solidarity, respect for diversity and empathy.

Inter/transcultural education engages students with cultural differences in shared experiences to get to know themselves and others better and to develop a sense of belonging to a new community. Learning in this context is not imposed but emerges through understanding the participants' experience and active participation in collaborative experiential activities. In the context of these activities, the experiences of all students are drawn up and processed in order to jointly build new meaningful knowledge (Grünfelder, et al. 2016). The task of teachers is to create transcultural learning spaces into which students will transfer different sets of knowledge from different knowledge traditions and start a conversation with each other (Zonar & Newhouse, 2019). For this reason, transcultural pedagogy aims to create a learning environment where teachers and students have the possibility to "change together" (Cadman & Song, 2012, p. 16). The tools of learning in this learning environment are dialogue, reflection, self-awareness and mutual understanding.

Transcultural education promotes a type of learning described by Grünfelder et al. (2016) with the following three-step model (see Figure 17):

Figure 17: Transcultural Learning Model



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Source: https://www.researchgate.net/publication/380753465_Transcultural_Education_-_A_Framework_for_Supporting_Students_to_Develop_Commonalities_in_Cultural_Complexity

The first step of transcultural learning is the recognition of cultural diversity with respect and acceptance of cultural differences. In this context, students' participation in activities that will help them understand themselves without prejudices and stereotypes is included. To further recognize that their beliefs and values are only one way out of many ways of approaching reality (Bennett, 2017). The second step of transcultural learning is the training of students in the variety of polycontextuality, polycontexturality and polylingualism and the search for common points. Commonalities enable dialogue and create new shared experiences, upon



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which a continuous learning process is built. Third step, is the activation of students in the construction of shared meaning, new ways of communication and joint action beyond the existing practices for their functioning in a world shaped by cultural complexity.

It is understood that inter/transcultural education addresses all students, whether they come from minorities or from the dominant culture, including cultural communication and interaction between people living in different states. In this sense, inter/transcultural education is a set of principles, concepts and practices that permeates the entire school program and the operation of the school as a whole and expands the existing aims and objectives of the provided education.





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3. Life Skills

3.1 Term Definition

In the international literature one comes across several related terms that could be included under the broader concept of life skills, but they are differentiated, mainly, based on the area they focus on and which they refer to as primary. Such terms are, for example, 'non-cognitive skills', 'soft skills', 'transferable skills', 'transversal skills', 'employability skills', 'MegaSkills', '21st century skills', and 'social-emotional skills'.

Following are indicative definitions for each of the above terms.

Incheon Declaration for Education 2030 set out a new vision for the next fifteen years (Education 2030), referring to 'non-cognitive skills', *which may include critical and innovative thinking; interpersonal skills; intrapersonal skills; global citizenship skills; media and information literacy, etc.* (UNESCO, 2015).

Soft skills, non-technical and non-industry-specific skills applicable to a wide range of tasks across many roles and professions, including interpersonal skills or "people skills" that enable individuals to work effectively in groups and organizations. Examples of soft skills include critical thinking, emotional intelligence, collaboration, creativity, problem solving, time management, flexibility, conscientiousness, and various communication skills. Hard skills, in contrast, involve specific knowledge and abilities that are unique to particular professions or roles (Donovan, 2024).

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Transferable skills are often called "portable skills" because you can bring what you've learned from one job to another. You can apply these general skills to various fields, working environments, and industries (Kaplan, 2023).

Transversal skills are those typically considered as not specifically related to a particular job, task, academic discipline or area of knowledge but as skills that can be used in a wide variety of situations and work settings (UNESCO Education Policy Brief, 2014).

In order for young people to become 'employable' and make a smooth transition from education to employment, they need a set of behaviours and attitudes, such as being flexible, adaptable, pro-active, positive and motivated, otherwise they may struggle to integrate into a company. Developing employability skills helps learners develop a positive sense for the world of work and a sense of attachment to the organization, while at the same time they will be able to make informed and responsible decisions about their future career prospects (CEDEFOP, n.d.).

Dorothy Rich (2008) at her book uses the term 'MegaSkills' to refer to basic values, character strengths and critical abilities (e.g., confidence, motivation, effort, responsibility, initiative, perseverance, caring, teamwork, common sense, problem solving, focus, respect) essential to succeed in school and beyond, that are primarily taught at home.

Twenty-first-century skills are abilities and attributes that can be taught or learned in order to enhance ways of thinking, learning, working and living in the world. The skills include creativity and innovation, critical thinking/problem solving/decision making, learning to



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learn/metacognition, communication, collaboration (teamwork), information literacy, ICT literacy, citizenship (local and global), life and career skills and personal and social responsibility (including cultural awareness and competence) (Binkley et al., 2012).

“Social and emotional skills” refer to the abilities to regulate one’s thoughts, emotions and behaviour. These skills differ from cognitive abilities such as literacy or numeracy because they mainly concern how people manage their emotions, perceive themselves and engage with others, rather than indicating their raw ability to process information (OECD, n.d.).

According to WHO (2020), life skills are *“Abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”* (p. 37).

Life skills are psychosocial competencies and abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life (International Federation of Red Cross and Red Crescent Societies, 2013).

The above terms refer in general to the competencies that support people in tackling challenges and changes in their everyday life. However, Joie-La Marle et al. (2022) points out that the lack of a clear positive definition of soft skills creates a confusion and leads to an array of issues regarding the delimitation of soft skills.

3.2 Taxonomy of Life Skills

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Various organizations, cooperatives and consortia have defined and validated core competencies frameworks, using different focus, emphasis, grouping and terminology. The most well-known taxonomies are the following:

World Health Organization describes the following five core set of skills that promote young people’s well-being (WHO, 2020):

1. decision-making (helps us to deal constructively with decisions about our lives) and problem-solving (enables us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain);
2. critical thinking (our ability to analyse information and experiences in an objective manner) and creative thinking (contributes both to decision-making and problem-solving by enabling us to explore the available alternatives and various consequences of our actions or inaction);
3. communication (able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our culture) and interpersonal relationships (help us to relate in positive ways with the people we interact with);
4. self-awareness (includes our recognition of ourselves, of our character, of our strengths and weaknesses, of our desires and dislikes) and empathy (the ability to imagine what life is like for another person, even in a situation that we might not be familiar with);
5. coping with stress (recognizing the sources of stresses in our lives, recognizing how this affects us, and acting in ways that help to control our levels of stress) and coping with



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emotions (involves recognizing emotions in ourselves and others, being aware of how emotions influence behaviour and being able to respond to emotions appropriately).

UNESCO has developed a clear holistic vision through a four-dimensional model of learning, repositioning the Delors report pillars of education and underpinning the working definition of Life Skills and Citizenship Education in a lifelong approach to learning. Specifically, the dimensions and the 12 core life skills are (Figure 18):

1. 'Learning to Know' or the Cognitive Dimension: it includes skills for learning, such as creativity, critical thinking, problem-solving
2. 'Learning to Do' or the Instrumental Dimension: it includes Skills for Employability (cooperation, negotiation, decision-making)
3. 'Learning to Be' or the Individual Dimension: it includes Skills for Personal Empowerment (self-management, resilience, communication)
4. 'Learning to Live Together' or the Social Dimension: it includes Skills for Active Citizenship (respect for diversity, empathy, participation)

Figure 18: The twelve-core life skills (UNICEF, 2017)



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The subject areas where these skills can be developed are various:

- Curricular Disciplines (language, math, science, social studies, gender, etc.)
- Vocational Disciplines (carpentry, plumbing, etc.)
- Career Education (career guidance, financial literacy, job searching, etc.)
- Entrepreneurship Education (goal setting, business planning, marketing, etc.)
- Computer Literacy (ICT, social media, etc.)
- Health Education (reproductive health, sexuality education, HIV/AIDS prevention, drug prevention, nutrition, hygiene, etc.)
- Environmental Education (water, pollution, climate change, recycling, etc.)
- Emergency Education (disaster risk reduction and risk informed programming, mine risks, etc.)
- Peace Education (conflict resolution, negotiation, etc.)
- Civic Education (institutions of governance, duties and rights of citizens, etc.)
- Arts, Culture, Sports

Another model, known as 4-H Targeting Life Skills Model includes skills that are necessary for growth and development and consists of four categories and eight subcategories (Figure 19) (Hendricks, 1998).

Figure 19: The 4-H Targeting Life Skills Model



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Source: <http://www.extension.iastate.edu/4H/skls.eval.htm>



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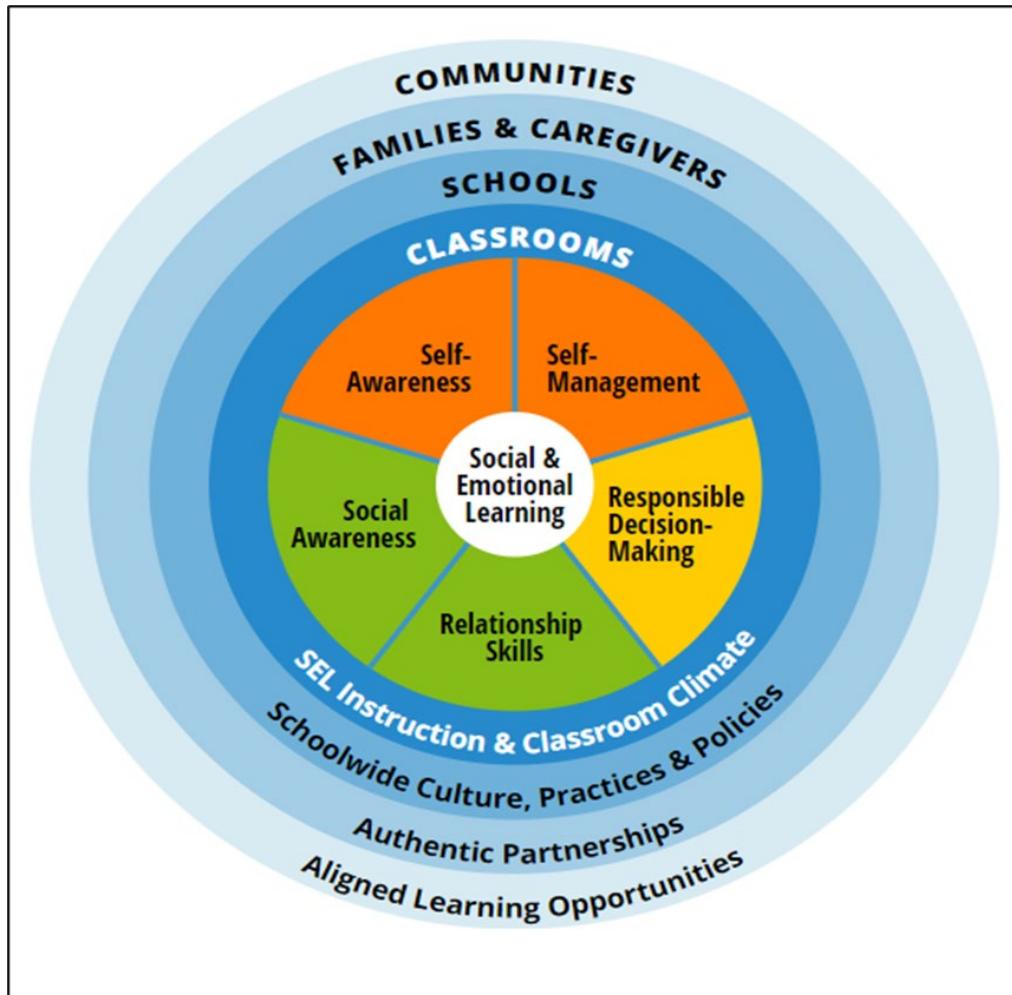
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CASEL (Collaborative for Academic, Social, and Emotional Learning) is a U.S.-based body, which has developed a framework addressing five broad and interrelated areas of competence (self-awareness, self-management, social awareness, relationship skills and responsible decision-making) and following a systemic approach to social and emotional learning, cutting across classrooms, schools, homes (families and caregivers), and communities (Figure 20).

Figure 20: Interactive CASEL Wheel



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Source: <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>

The Cedefop's European skills index (ESI) (2022) approaches skills in a multi-dimensional way and apart from the skills development, it also measures the role of skills activation and skills matching (Figure 21) (CEDEFOP, 2022).



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Figure 21: The European skills index approach to characterising skills systems



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The Partnership for 21st Century Learning (P21) (2007) developed a Framework with input from teachers, education experts, and business leaders, which focuses on the development of 39 skills across four student outcomes:

Key Subjects and 21st Century Themes

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

Learning and Innovation Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication



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- Collaboration

Information, Media and Technology Skills

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

These are the skills that students need to succeed in work, life, and citizenship.

3.3 Necessity of Life Skills Education

On December 18, 2006 Wallis & Steptoe published an article at the TIME Magazine entitled: *How to Build a Student for the 21st Century?* and on the cover there was a picture of a one-armed desk and apple. The writers were concerned about an entire generation of kids who couldn't think their way through abstract problems, work in teams, distinguish good information from bad, or speak a language other than their own. The content of the article was focusing on the following four points:

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1. Knowing more about the world.
2. Thinking outside the box.
3. Becoming smarter about new sources of information.
4. Developing good people skills.

The same year a report with the title: *Are They Really Ready to Work?* was published by The Conference Board, Inc., the Partnership for 21st Century Skills, Corporate Voices for Working Families, and the Society for Human Resource Management (2006) presenting the results from an in-depth survey examining the readiness of new entrants into the U.S. workforce by level of educational attainment. The report concluded that workforce requirements highlight that improvements are needed in the readiness of new workforce entrants, who will not only have “excellent” basic knowledge (the 3 R’s in education and other academic subjects), but also applied skills (cognitive abilities such as Critical Thinking/Problem Solving, social and behavioral skills such as Professionalism/Work Ethic and combination of the previous two, such as Oral Communications and Teamwork/Collaboration). These skills will help them better perform in the workplace. When schools build on life skills, students can graduate better prepared to thrive in local and global economy.

Economic, health and geopolitical trends have influenced the trends of the labour markets globally. The Future of Jobs Report 2023 features for the first time the Skill profiles, apart from the Economy and Industry, which drive the evolution of workplace. Two core skills, analytical thinking, and creative thinking, rank first and second, ahead of self-efficacy skills, – resilience,

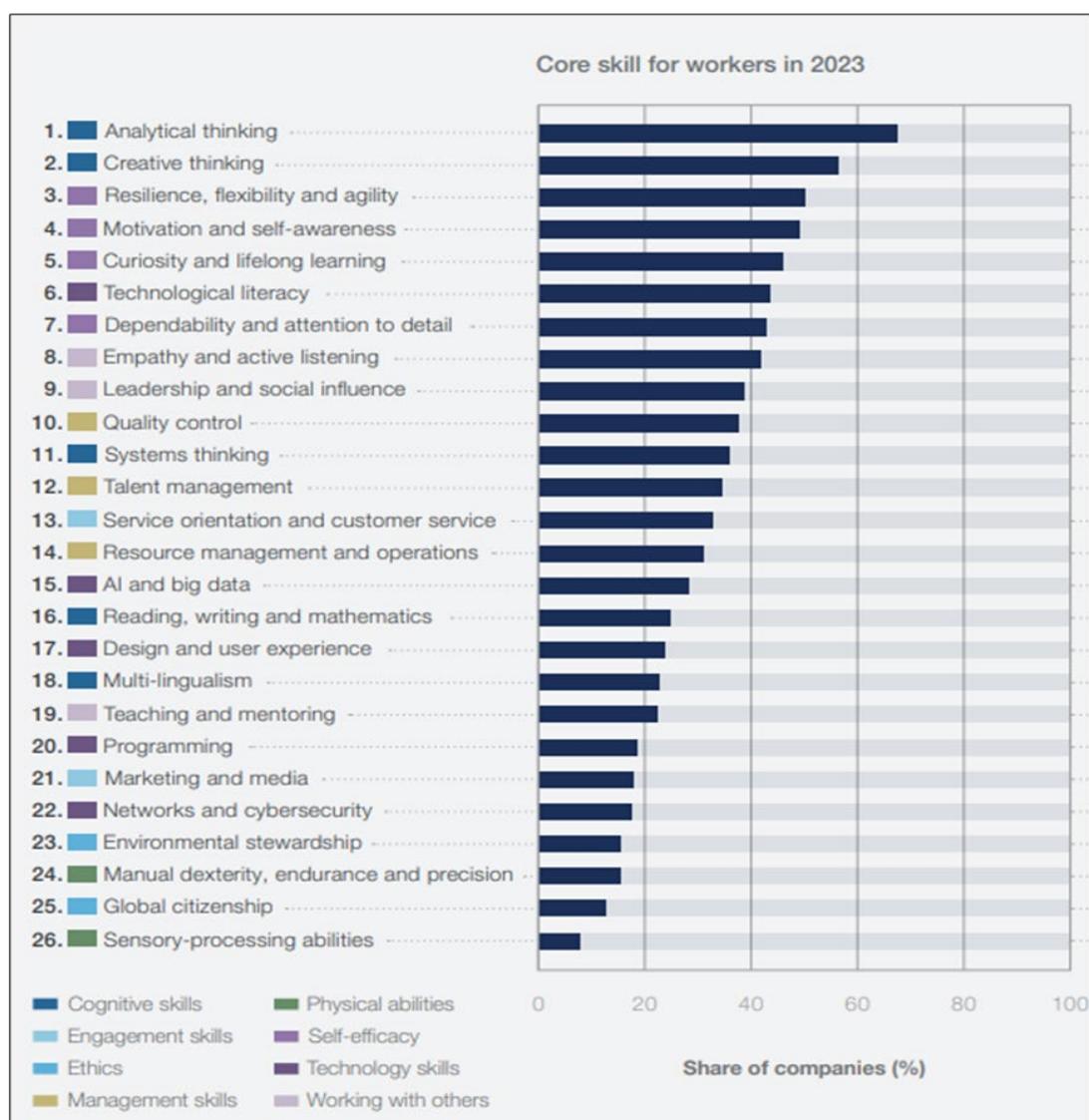


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flexibility and agility; motivation and self-awareness; and curiosity and lifelong learning, dependability and attention to detail. Moreover, socio-emotional attitudes relating to working with others – empathy and active listening, leadership and social influence are also included in the top ten core skills, which is completed with the technological literacy and quality control, a skill important to a limited group of companies and businesses. Figure 22 shows the 26 skills considered by organizations to be core skills for their workforce. It seems that cognition, self-efficacy, and working with others are more important skills than management skills, engagement skills, technology skills, ethics, and physical abilities. Organizations have identified skills gaps and an inability to attract talent as barriers that prevent talent transformation; therefore, they have set priority to talent progression and promotion processes rather than high waves and reskilling and upskilling practices.

Figure 22: World Economic Forum, Future of Jobs Survey 2023



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In a complex diverse world that rapidly changes at all levels of life, where the environmental, economic, digital and societal sustainability of our global society is at stake, we need to rethink education or said differently change education to build an education for change (Council of Europe, 2014). For international bodies and organizations the emphasis on life skills is self-evident considering that since the middle of the 20th century they publish mandates to promote peace and human rights and to develop healthy children through education. These mandates emphasize a holistic approach to the development of the individual and at the same time they go beyond the cognitive aspect of schools and the vision of preparing future citizens for the workforce. Examples of life-skills promotion initiatives and publications are (Global Partnership for Education, 2020):

- UNESCO's work on Education for Sustainable Development (ESD) and Global Citizenship Education (GCED).
- Every Child Learns UNICEF Education Strategy (2019–2030), which focuses on three broad strategies that are implemented from early childhood to adolescence: a) direct service delivery in resource poor environments and emergencies (e.g., provision of quality teaching and learning materials, for a supportive and safe environment for learning, for skills development, etc.), b) systems strengthening to deliver skills at scale (e.g., integrating skills in national curricula), and c) global partnerships and public goods (e.g., dialogue with governments, civil society and private sector).
- The World Bank's work on skills divided in three main categories: a) cognitive skills, foundational (e.g., literacy and numeracy) and higher order (e.g., critical thinking and problem solving), socio-emotional skills (e.g., leadership, teamwork, self-control, and grit) and context-specific technical skills (knowledge and expertise needed to perform a specific job).
- There is therefore a remarkable consensus among educators and business and policy leaders on one key conclusion: we need to provide our students with opportunities to develop their life skills. In other words, we must infuse life skills education into the curriculum to lead them towards growth and success.

In sum, Life Skills Education (LSE):

- helps children address health issues, e.g., use of drugs, alcohol, tobacco;
- helps youth translate knowledge, attitudes and values into actual abilities, influencing their behavior and adopting healthy lifestyle;
- prevents risk-associated behaviours and promotes interpersonal relationships, critical and creative thinking, negotiation skills, etc.;
- provides readily available tools to deal with challenges/demands of daily lives;
- contributes to social and civic engagement;
- assures coexistence in democratic society, inclusion for all and active citizenship within a multicultural society.

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3.4 The role of teachers

According to the Council of Europe (2014), the role of teachers is advisory, supportive, guiding, coordinating, consulting, facilitating, encouraging. They are aware of the task they have undertaken, understand their multidimensional role, demonstrate empathy, create communication networks, collaborate with their colleagues, the director and various local and



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wider community agencies. They also give priority to the pedagogical relationship they will develop with all their students, which includes two dimensions:

the emotional dimension: it can range from "positive emotional attitude", such as acceptance, understanding, support, support, protection, security, encouragement, strengthening of self-concept, to "negative emotional attitude", such as cold and rejecting attitude, aggression, lack of understanding and support of the teacher to the student;

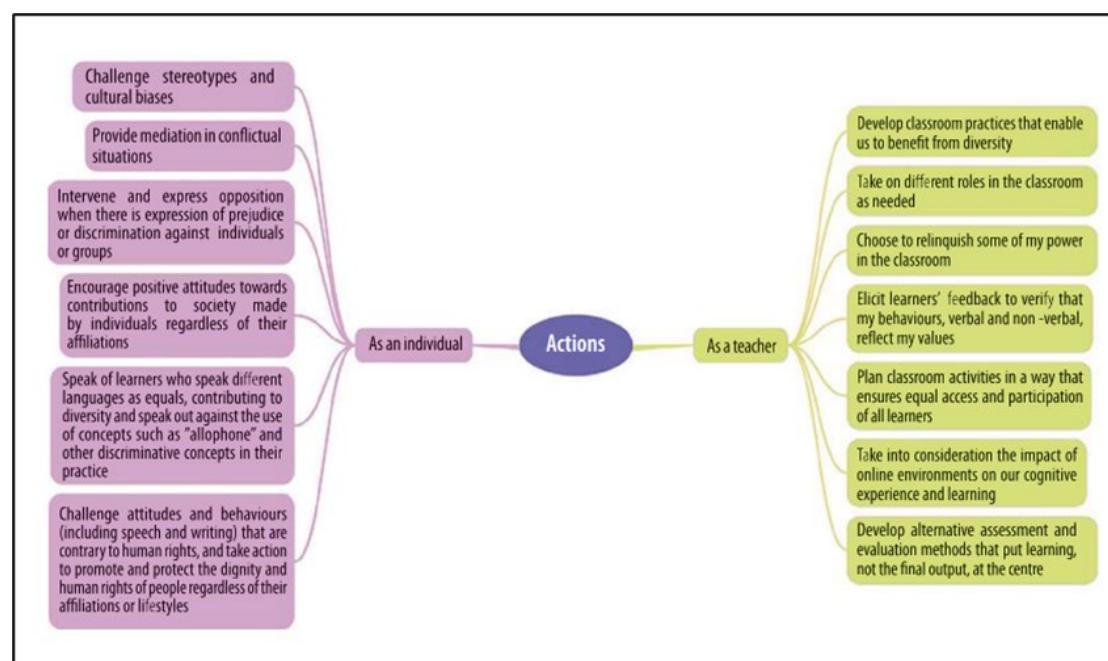
the dimension of the degree of freedom-autonomy and control: it can extend from control and manipulation to the provision of opportunities for autonomy, initiative, free expression of opinions, exercise of criticism.

Additionally, they take care of educating students in life skills in an active and experiential way, e.g., role plays, vignettes, interactive readings of books with stories (Babalis & Tsoli, 2017). Only if teachers understand the importance of developing children's life skills, will and can the life skills education be successful. Therefore, LSE should be supported already in the initial but also the lifelong training of educators. Teachers should create a positive, trusted, respectful, caring, and inclusive learning environment, where pupils will feel comfortable to share their ideas and express their thoughts and feelings. They can act as role models for healthy behaviours and listen to their pupils' 'voices' treating them as equals and not as superiors (WHO, 2020).

Finally, it is important that teachers themselves develop lifelong transversal attitudes, skills, and knowledge that will enable them to take actions of respect, equality, and inclusion both as individuals and as teachers (Figure 23) (Council of Europe, 2014).

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Figure 23: Actions of individuals and teachers (Council of Europe, 2014)



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3.5 Methods and techniques for teaching Life Skills at schools

Assisting children and adults in developing the competencies that are important to their success in present and in future is one of the goals that schools should encounter.

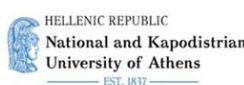
Life skills are best learned through practice, experiential and active learning, interactive and participatory methods, that gives pupils the opportunity to try and make mistakes. The most important part of such learning is that it allows time for reflection and feedback on students' thoughts and feelings. Real-life examples, problem-based scenarios, case studies, simulations, activities that focus on idea exploration and learner autonomy, debates, discussions in small groups, cooperative learning, group-learning, projects are some examples of the ways life skills are taught. Other activities that can be used to enhance Life Skills based on a whole-class approach are brainstorming, brain writing, role plays, games, storytelling, debates, etc.

Life skills are cultivated and taught, since most of them are acquired, through primary prevention programs, i.e., programs aimed at all the children in the class. With training seminars and appropriate awareness, teachers can be agents of cultivating life skills, form a positive and supportive climate in the school classroom, so that their students have the opportunity to apply problem and conflict resolution procedures, discuss the choice of solutions and decision-making, perceive the perspective and position of others, think critically, express creatively and explore in a dynamic context where critical analysis and dialogue will prevail with innovative practices such as emergent program and pedagogical documentation (Stacey, 2020). The development of life skills is not limited to specific hours but should be spread throughout school life. Therefore, they should have continuity and sequence over time (World Health Organization. 1997). Of course, Artificial Intelligence can also be used in teaching life skills by presenting problems through games or scenarios training students through interaction to think critically, creative and innovative in a learning environment that supports exploration, learning from failure seeing other perspectives and taking risks (Robinson & Aronica, 2018).

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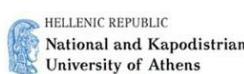
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4. Equity, Diversity and Inclusion

Based on the concept of biodiversity, which refers to all species in a region or ecosystem, today's social organisations aim to be supportive of different groups of individuals, including people of different races, ethnicities, religions, abilities, genders and sexual orientations. Diversity, Equity and Inclusion (DEI) are three distinct but closely related values (DiTomaso, 2024). Modern societies and their organisations promote these values so that to ensure a diverse environment of respect and fairness, and to better support their members, especially those who feel they have little sense of belonging and are underrepresented.

Education plays an essential role in promoting and implementing DEI, enabling thus people of all backgrounds to live and work together in harmony. That is why the aim of schooling today is not only to impart knowledge and develop skills. It is also to socialise students, to shape their personalities through the transmission of values and to promote healthy role models and expectations.

Within this framework, teachers are asked, with the cooperation and support of parents, to identify the knowledge and special characteristics of their students. By identifying them, teachers will be able to take into account the whole diversity of their pupils - ethnic, intellectual, social, psychological - in order to build up as complete a profile as possible of each of them, to be aware of their problems and concerns, and thus to be able to take appropriate and effective action where necessary. But most importantly, they will manage and promote harmonious classroom conditions and teach children to respect the DEI.

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4.1 Term Definition

4.1.1. Diversity

The term diversity is used to describe differences (either visible or not) between people and refers to the composition of a group of people who do not have similar characteristics, such as social background (Bopaiah, 2021; Wyland et al., 2024). Diversity has captured our interest largely because technology, travel and immigration have made the world more accessible and less insular. In this global world society, it is common to live and work with people who have differences. Also there is a need for acceptance of differences and celebration of the diversity of human experience (International Labour Organization, 2021).

In an organisational context, these differences could be related not only to social background, but also to the following issues:

- (a) Gender, i.e., is there diversity beyond the binary?
- (b) Age (generations), i.e., is there acceptance and inclusion of people from different age groups? Do they work together harmoniously, based on good humanity, trust and honesty? Are its members mostly from one generation or is there a mix of different generations in the organisation's community?
- (c) Ethnicity, i.e., do the people in the group share a common national or cultural tradition, or do they represent a variety of backgrounds?



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(d) Physical ability and the functionality of the human brain, i.e., are the perspectives of people with disabilities, whether obvious or not, taken into account?

In addition, differences may come from life experiences, personality types, socio-economic status - social class, sexual orientation, country of origin, ability - auditory, motor, etc., cultural traditions, political, religious and other beliefs.

It is important to note that young people are expected to live in increasingly diverse communities. For example, data from the 2018 censuses in the United States indicate that most children under 15 are from non-white groups (Menchaca et al., 2023). In the European Union, around 7.4 million children aged under 18 did not have the citizenship of their country of residence in the EU on 1 January 2023. This represents 9.2 per cent of the total number of children living in the EU and 17.9 per cent of the total number of non-nationals. Regarding the distribution by main age groups, the highest proportions were found in the 5 to 9-year age group (30.1%). In comparison, the share of children aged 5-9 in the total number of children under 18 in the EU was 27.8% (Eurostat, 2024).

As difference exists, and will continue to exist, in many more forms all around us, it is suggested that children should become familiar with diversity from an early age, starting with their physical appearance. New generations need to get used to the idea that we are different. For example, we may be taller, shorter, heavier or thinner. We may also have a different skin colour, dress differently, have tattoos, be fans of a different football or basketball team, or have different political views. We may also be different because we don't all learn in the same way, due to innate strengths or weaknesses or acquired problems (genetic condition, mental retardation, paralysis after an accident). But we can also be different because we come from families of different composition, from minorities, from immigrants, from different socio-economic statuses and from different religious beliefs.

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The above makes up the jigsaw of life's diversity, the positive attitudes to which are very likely to change as children grow and socialise. This is because as children grow into adulthood, they become more familiar with and aware of the hidden and overt perceptions of adults that either reinforce or undermine the positive attitudes of their early childhood towards diversity. Let us not forget that young children do not mind being different. In fact, it is we, the adults, who create the different perceptions that they have for others. (Killen & Rutland, 2011; Killen et al, 2018). For this reason, diversity, equity and inclusion should be part of the curriculum and the way modern schools of all types/age groups operate.

4.1.2 Equity

The term "equity" is used to describe a concept of fairness and justice for all people. It is important to note that equity is distinguished from equality in a subtle but significant manner. Equality assumes that all people should be treated the same (i.e., equally), whereas equity acknowledges that we do not all start from the same place and that imbalances must be acknowledged and addressed in order to achieve equality. Despite the fact that the terms "equity" and "equality" are sometimes used interchangeably, the following may help the reader to better understand the difference between the terms and that treating people exactly the same can lead to unequal results: "The law, in its majestic equality, forbids the rich as well as the poor to sleep under bridges, to beg in the streets, and to steal bread. Therefore, it is more important to treat people in an equitable way taking into account their individual needs" (France 1984 in Sepielli, 2012:673).



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In the context of DEI initiatives, equity can also be defined as a system or practice that is fair and just. It is based on the recognition of individual differences and/or socio-political contexts that disproportionately advantage or disadvantage some people more than others. Equity in practice is reflected in fair treatment, access, opportunity and advancement for all people, while seeking to identify and remove barriers that prevent some people from participating fully. Improving equity involves increasing justice and fairness in the procedures and processes of institutions, systems and programmes, and in the distribution of resources (O'Brien, 2011; Thomson, 2020).

To gain a deeper understanding of the concept, it is also important to keep in mind the following key points:

- Social equity is not about equality but rather about flexibility. This implies that it is crucial for a social organisation to assess the needs of its members and to provide them with access to opportunities for success. Social equity is important for an organisation to understand how its procedures may have negatively affected certain groups and to ensure access to the same opportunities for all by lifting up people who may not have been able to reach those opportunities on their own.
- Social equity is not about outcomes but rather about access. When outcomes are prioritised, this results in a dilution of equity, as the individual's success becomes the sole criterion for measuring success. Moreover, the focus on outcomes shifts the perspective from the systematic barriers faced by a group, to the individual's specific choices, character, or circumstances. Consequently, the onus is on the individual to find a way through the barriers built against them, rather than on the collective to dismantle those barriers altogether.
- Social equity is predicated on the principle of mutuality, rather than individuality. This implies that the pursuit of equity is not merely about providing one individual with the opportunity to become stable and thriving. Rather, social equity is about fostering robust, unified relationships within the collective society. In other words, social equity benefits all members of society, not just those whom it is designed to serve.

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In the context of schooling, the principle of equity is concerned with ensuring fairness and equality of opportunity for all students (Sibanda, 2023; UNESCO, 2017). To promote equity, public schools have the responsibility (a) to provide equitable access to education for all students and to ensure that they have the necessary knowledge, skills and attitudes to succeed, regardless of factors such as race, gender, sexual orientation, ethnic background, language proficiency, immigration status, socio-economic status or disability (Barth, 2016), (b) To create equitable learning environments within schools, it is paramount that teachers are culturally competent and have the ability to communicate and work effectively across cultural boundaries (Hannover Research, 2014, 2017).

Equity in education encompasses two interrelated dimensions. The first is about fairness, which means ensuring that personal and social circumstances, such as gender, socio-economic status or ethnic origin, do not hinder the realisation of educational potential. The second dimension of equity in education is about inclusion. This means guaranteeing a basic minimum standard of education for all, so that everyone can read, write and do basic arithmetic.

The importance of equity in education lies in its capacity to ensure that all individuals have a reasonable opportunity to develop their capacities and to participate fully in society (Levin, 2003). Specifically, equity in education (Lee, 2024):



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- Creates opportunities for underprivileged and underserved students so that they can overcome disadvantages and find success.
- Gives each student the chance to learn in the way that best supports his/her particular way of learning
- Increases accessibility to tools that can advance students' studies.
- Sets up a strong family-teacher connection to create a better learning environment at home for each student.
- Guides students to success in their educational career, work life, and beyond.
- Impacts the school community in positive ways (e.g. it Increases learning opportunities for students, it supports personalised student learning journeys, it nurtures collaboration and reflective practice, it provides a common meeting place and becomes a source of community knowledge).
- By securing social cohesion and trust, it has a beneficial effect on the school's local community e.g. cuts crime rates and tackles poverty.

School communities, especially teachers and parents, can promote equity in education in many ways. These include (Lee, 2024):

- To become more aware of systemic issues such as poverty, ethnicity and gender, and finding ways to circumvent the impact these situations have on a student's educational journey.
- To focus on the role of leading and managing. Sometimes educational inequity may be perpetuated unwittingly by school leaders and administrators. In these cases, teachers and parents should first bring this to the attention of the school leadership and management. Then they have to cooperate in seeking a solution or a positive change. After all, equity in the classroom, in the school and in the community can be greatly enhanced by teachers and parents who know when and how to work as partners with school leadership and administration.
- To remove barriers in the school environment. By removing barriers to education, teachers can inform parents about support systems and resources available to their children. Parent-teacher conferences, one-to-one tutors and after-school programmes are some of these resources.
- To embrace, enable and provide access to reliable technology in the classroom, teachers can create a valuable way to support their students.
- To assess student performance regularly. Monitoring student performance is an important part of teaching, as it can highlight both effective and ineffective teaching strategies. Teachers dedicated to educational equity check often on how students are performing and then determine what steps are needed to maintain healthy performance.
- To encourage teachers to participate in professional development such as training sessions, conferences, or online courses on how to promote equity in the classroom and school community.

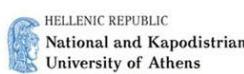
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4.1.3 Inclusion

The term inclusion was formed after years of development and a series of processes, both theoretical and practical. It refers to the position of today's citizen in a society of cultural diversity, where the unity and functional coexistence of its members derives from their diversity rather than from their uniformity. Inclusion is not only seen as a desirable social condition. It is also a tool for social integration. For example, it proposes and actively supports the participation of all individuals and groups in society, while enhancing the capacities, opportunities and dignity of those disadvantaged by their identity (e.g. ideological, political, religious, sexual). Inclusion exists when all those who are affected by a programme, its rules,



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processes or outcomes have the opportunity to participate and contribute, and when all people are invited and welcomed.

Bearing the above in mind, we would argue that an inclusive society is a democratic society that values freedom, equality, and justice, in which “every individual, each with rights and responsibilities, has an active role to play” (World Summit for Social Development & United Nations, 1995: 65). It embraces both diversity and the desire for equality. It is rooted in the principles of social justice, inclusive societies afford all individuals and groups regardless of any factor of discrimination such as age, gender, sexual orientation, ethnicity, race, ability, religion, immigration status, and socioeconomic status. Inclusive society supports the full participation principle for all its members, cultural, economic, social, environmental, legal, physical, political, relational, spatial etc. (Laidlaw Foundation, 2002). In addition, an inclusive society challenges exclusionary laws, traditions and practices that often marginalize individuals and groups based on their identity (such as gender, race, ethnicity, religion and disability (World Bank, 2013; Yang, 2022).

For a better understanding, inclusive society can also be viewed through the lens of exclusion, which, according to the World Bank (2013), focuses on the behaviours and practices, including stereotypes, prejudices and stigmas, that are socially constructed and influence everyday interactions. These practices operate at different levels and are often underpinned by sophisticated and entrenched social norms and the beliefs of both the excluded and those who exclude.

The benefits of the inclusive society, are multifaceted and include both social and economic advantages. In a broad sense, the social benefits of an inclusive society include the creation of a just and equitable world, while the economic benefits include the opportunities for shared prosperity (UNDESA, 2009). For example, research suggests that the existence of a diverse labour force and gender equality contribute to greater economic growth and social prosperity (Backman & Kohlhase, 2022; Niebuhr & Peters, 2021; Šimovičová & Urbančíková, 2022). Other studies suggest that there is a positive economic and social impact when people from disadvantaged groups are included in education and the workforce, and have access to health care (Carter, 2015; Morgan Banks, & Polack, 2014). The Australian Government/Department of Foreign Affairs and Trade (2014) demonstrates the multiple benefits of inclusive societies, citing Oportunidades in Mexico. This government assistance program, founded in 2002 in Mexico, replaced a series of inefficient food transfer programmes with cash, school supplies, and nutritional supplements for women. The receipt of this support was made conditional on the attendance of children at school and visits to a health centre. Findings from this initiative showed that those participating in the programme had a higher consumption and entrepreneurial rate (Lutfiyya & Bartlett, 2020).

In conclusion, inclusive societies must be truly inclusive societies for all. Given the diversity of contexts and the intersectionality of exclusion and marginalisation, there is no clear path to an inclusive society. However, in (a) government policies that promote the full participation of all, (b) an equitable legal system that incorporates a rights-based approach, and (c) inclusive education, it is possible to identify the components of a genuine inclusive society.





4.2 Inclusive Education

Inclusive education has brought about a number of changes in the school system. Since 1994 (Salamanca Declaration), the term "inclusion" gradually replaced the older terms "integration" and "incorporation". Furthermore, the concept of "education for all" was employed in order to challenge the previously dominant term "special needs," which was perceived to be limited to children with physical difficulties or weaknesses (Hausstätter & Jahnukainen, 2014). This term is now understood to encompass any obstacle that a student may face in school life or in the learning process, regardless of whether this obstacle stems from personal weaknesses, the school, the family or even the wider socio-cultural environment (Ainscow, 2016; Sebba & Ainscow, 1996).

Today, inclusive education may be regarded as a dominant force in the field of education. Its principal objective is to fundamentally transform the current school system in order to establish a "different" inclusive society, a society "for all" in which individuals from diverse backgrounds coexist harmoniously on the basis of mutual respect and social solidarity. But today, 30 years after the Salamanca Declaration, much remains to be done. The first is to move towards creating integrated schools, which need to be consolidated. These schools are expected to guarantee education for all, to express a new policy of continuous school improvement and to promote the principle of equality and values such as respect for diversity, the rights and needs of all pupils, regardless of gender, mental or physical ability, nationality, socio-economic level, religion, etc. (Ainscow, 2016; Ferreira, 2022). Secondly, the term "inclusive education" needs to be defined in a more concrete way. This is because it remains complex and quite difficult to arrive at a specific and widely accepted definition. In fact, the concept is still subject to ideological debate, different interpretations and alternative views. As a result of the conceptual ambiguity that seems to characterize inclusive education, there has been much debate in recent years about its philosophy, aims and characteristics, as well as the schooling procedures and practices that are appropriate for its implementation.

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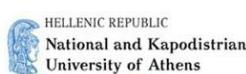
Given the above, we could argue that:

- (a) Inclusive education refers to that form of education which is changing and broadening because of the need to acknowledge, value and respect diversity. The main objective of this change and broadening is the inclusion in its processes and practices of all those who are at risk of being excluded from education and, by extension, from social exclusion.
- (b) Inclusive education seems to be still a new policy direction for continuous school improvement (Rombo, 2006). It promotes the principle of equality and values such as respect for the diversity, rights and needs of all children, without exception. Furthermore, it continues to influence the design of educational frameworks and pedagogical practices that view differences, whether individual or otherwise, as an opportunity to enrich the teaching and learning process through the "co-education" of children with and without special educational needs.

Therefore, inclusive education cannot be limited to the cognitive domain or the learning skills it provides. It (a) extends to the construction of an inclusive conscience in individuals and groups, indifferent to discriminatory grounds such as special needs, ethnicity and culture, and (b) seeks to shape tolerant attitudes towards diversity and active coexistence with the 'other' within the same geographical, political, social and cultural space. In practice, this means that the curriculum is not the limiting boundary which, if not followed, will exclude one student



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from general education. Rather, the curriculum, methods, techniques and procedures must be flexibly and individually adjusted as necessary to meet the needs of all students.

Regarding the concept of inclusive education, it is also significant to note that according to the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2023), inclusion could be defined as a process of addressing and responding to the diversity of needs of all children, youth and adults. This is achieved through increasing participation, cultivating learning and communities, and through reducing and eliminating exclusion in and from education. Such changes and modifications may be observed in the content, approaches, structures and strategies employed. A shared vision is evident, encompassing all children, and the belief that it is the responsibility of the system to educate all children is also apparent.

Based on the above, it is evident that inclusive education (Ainscow et al., 2006):

- Is employed to refer to the addressing of the diverse needs of all children, encompassing those with disabilities and those without. In other words, inclusion is about the presence, participation and achievement of all students.
- Is in favour of the idea that diverse needs of all children must be met by the single education system, i.e. the “normal” school. Therefore, no approach promoting the segregation of children into different schools can be justified.
- Contrary to conventional understanding, inclusive education is best defined as a continuous process, not as an outcome.
- Is concerned with the identification and removal of barriers. It therefore involves the collection, collation and evaluation of relevant information from a variety of sources in order to plan improvements in school policy and practice.
- Involves a particular emphasis on those groups of learners who may be at risk of marginalisation, exclusion or underachievement. This indicates the moral responsibility to ensure that those groups are carefully monitored, and that, where necessary, steps are taken to ensure their presence, participation and achievement within the education system.

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The optimal setting for inclusive education is considered to be the common and innovative learning environment. This is an educational setting where students from different backgrounds and with different abilities learn together in a common, inclusive environment while being responsive to their individual needs as learners. Moreover, in this setting, inquiry and innovation becomes everyday practice in terms of ‘this is how we do things around here’ rather than ‘we are just trying this out?’ (Blackmore et al., 2011:10). Common learning and innovative environments can be classrooms, libraries, gymnasiums, computer labs, music spaces, play spaces, and community spaces. Such a learning environment should mainly (Page & Davis, 2023; Blackmore et al., 2011; Istance, 2011):

- Enable each student to participate fully in the learning environment.
- Focus on all school activities.
- Use research to inspire.
- Transform information into usable formats (assessments) and has well-developed feedback practices for the dissemination of this assessment information to learners and teachers.
- Allow communication with peers since learning is most effective when cooperative and in-group settings.
- Provide a positive climate and promotes a sense of belonging.



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- Ensure each student progress towards his/her personal, social, emotional and academic goals; Hence, it is sensitive to individual and group differences in terms of prior knowledge, motivation and abilities.
- Provide sufficient levels of support and apply student-centred teaching practices and principles to meet individual learning needs. The role of teachers is supportive to inquiry and autonomous learning.

Within the context of a common and innovative learning environment, the involvement of parents has been identified as a key factor in the support of students' success. Also, it is strongly correlated to teachers' behaviour (Filler & Xu, 2006). Relative studies show that when parents perceive that teachers want their involvement in classroom and school life, they often overcome barriers (e.g. lack of resources or time) to participate in inclusive settings (Anderson & Minke, 2007; Hornby & Blackwell, 2018; Hornby & Lafaele, 2008, 2023). Brown & Medway (2007) examined the relationships between measures of school climate, teacher expectations and instructional practices in a high-minority, low-income elementary school. They found that when teachers valued parental input and family involvement, they created ways to facilitate communication between home and school. Some teachers also felt a responsibility to build a positive relationship with parents and placed a high value on parents helping their children with their homework and other activities. These teachers saw parental involvement as more than a physical presence at school and felt that parents could have a significant educational impact beyond what they could contribute by attending meetings and volunteering in the classroom. For their part, parents showed great willingness to support both teachers' and school's work (Anderson & Minke, 2007; Brown & Medway, 2007; Xu & Filler, 2008; Yulianti et al., 2022).

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5. CONCLUSION on Theoretical Framework

The theoretical framework outlined in Part A provides essential conceptual underpinnings that are vital for understanding the project's goals of promoting best practices in primary education, specifically in the context of fostering active citizenship, intercultural competence, life skills development, and inclusion. Each theoretical element plays a distinct role in shaping the educational strategies that are not only pedagogically sound but also socially transformative. An analytical synthesis of these insights highlights their interconnectedness and their contribution to the overarching objectives of the project.

1. Active Citizenship: The exploration of active citizenship within this framework establishes the foundational importance of democratic participation and civic engagement. By dissecting the historical evolution of the concept and its implications for contemporary European societies, the framework illustrates how fostering active citizenship in schools is not simply about participation in democratic processes but about cultivating critical, politically literate individuals. Active citizenship, as framed here, encompasses a deeper engagement with societal structures, urging individuals to address inequalities and contribute to social cohesion. This is particularly relevant to the project's goal of preparing young learners to be not only participants in but also agents of social change. The theoretical underpinnings of active citizenship directly support the project's efforts to promote a more democratic, inclusive school culture that empowers students to challenge structural inequalities and actively engage in their communities.

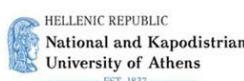
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2. Inter/Transcultural Awareness: The analysis of intercultural and transcultural awareness moves beyond traditional notions of multiculturalism, positioning these concepts as dynamic and integrative approaches to education. By emphasizing the fluidity and hybridity of cultural identities, the framework highlights the importance of fostering not just awareness but competence in navigating diverse cultural contexts. The shift from intercultural to transcultural communication reflects the necessity for educational systems to prepare students for increasingly globalized and interconnected societies. This theoretical insight reinforces the project's emphasis on creating inclusive environments where diversity is celebrated, and students are equipped with the skills to engage in meaningful intercultural dialogue. The focus on transcultural competence aligns with the goal of developing students who are not merely tolerant of differences but are active participants in creating inclusive communities that transcend cultural boundaries.

3. Life Skills Development: The framework's discussion of life skills foregrounds their critical role in preparing students for both personal and social challenges. Life skills such as critical thinking, emotional intelligence, and problem-solving are not only essential for academic success but are also crucial for fostering responsible, engaged citizens. The emphasis on life skills within the theoretical framework supports the project's objective to cultivate holistic educational practices that develop students' abilities to navigate complex social environments. Life skills education, as outlined, intersects with the promotion of active citizenship and intercultural awareness by equipping students with the tools to engage in thoughtful, ethical decision-making and to participate effectively in civic life. This theoretical approach underscores the necessity of integrating life skills into curricula as a means of promoting both individual growth and social responsibility, aligning with the project's vision of fostering socially conscious, resilient students.



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4. Equity, Diversity, and Inclusion: The theoretical exploration of equity, diversity, and inclusion (EDI) challenges the traditional paradigms of educational equality by introducing the concept of equity as a more nuanced and contextually sensitive approach. The distinction between equity and equality within the framework is critical, as it recognizes that treating students equally does not necessarily address systemic disadvantages. The focus on creating equitable educational environments—where all students, regardless of their backgrounds, have the resources and opportunities to succeed—supports the project's aim of promoting inclusive education. The framework's analysis of EDI highlights the importance of addressing not only visible differences such as race and gender but also less apparent disparities, such as socio-economic status and disability. This theoretical insight is pivotal in shaping the project's strategies for implementing inclusive practices that not only accommodate but actively embrace diversity within educational settings.

The theoretical framework provided in Part A serves as a comprehensive foundation for the development of best practices within the project, aligning closely with the objectives of fostering active citizenship, intercultural competence, life skills, and inclusion in primary education. By critically analyzing each component—active citizenship, intercultural awareness, life skills, and equity—the framework underscores the importance of an integrated, holistic approach to education. The theoretical insights presented support the project's commitment to creating inclusive, democratic, and culturally responsive educational environments that empower students to become engaged, ethical citizens. Ultimately, these theoretical foundations reinforce the relevance of the project's objectives, ensuring that the educational practices developed are not only academically sound but also socially transformative, promoting a more just, inclusive, and cohesive society.





PART B. BEST PRACTICES

The second part is devoted to presenting best practices from various countries and not just from the partner countries that participate in the iTACKLE project. Therefore, good practices are presented from Italy, Greece, Norway, Austria, Belgium, Turkey, Spain, Finland, Iceland, Sweden and the USA.

6.1. Best Practices in Italy, Austria, Belgium, Lithuania, Turkey, Spain

The **ISTITUTO OMNICOMPENSIVO** (Italy) collected best practices covering the following geographical areas:

Italy

| General information | |
|---|---|
| Name/title of the Best Practice | Tutto il mondo in una scuola: arte e fotografia sociale |
| Period of realisation [Timeframe of the practice (period/duration). Is it finished?] | October 2016 - May 2017 (completed) |
| Type (program, project, activity, event, multimedia, etc.) | Project |
| Sources of information (where information can be found about this best practice) | https://www.giuntiscuola.it/articoli/tutto-il-mondo-in-una-scuola-arte-e-fot |
| Administering organisation (name & address), if any | I.C.S. "Scialoia" di Milano |
| Provide information: Contact details: name & email Certification/accreditation Financing: how is the organisation funded | 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 | |

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| 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 (vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.) | 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 |

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|---|--|
| 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.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc) | Inclusion and integration activities Community engagement Art and photography workshops Promotion of self-expression and cultural awareness |
| Evidence and Effectiveness | |
| Has the Best Practice/program been evaluated? | 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.e., from participants, parents; if available) | 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 |

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| | |
|---|---|
| <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>Highlight the importance of collaboration between schools, artists, and local authorities</p> <p>Secure funding for similar projects through community and external support</p> <p>Use art and photography as tools for inclusion and self-expression</p> <p>Develop intercultural competence through exposure to diverse backgrounds and stories</p> <p>Foster inclusion by creating a shared community project</p> <p>Encourage self-expression and emotional intelligence through art</p> |
| Additional comments or information | |
| <p>How is the supply adapted to individual needs (participants or beneficiaries)?</p> | <p>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.</p> |

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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>[Timeline of the practice (period/duration). Is it finished?]</i> | Four lessons (Completed) |
| Type (program, project, activity, event, multimedia, etc.) | Activity |
| Sources of information <i>(where information can be found about this best practice)</i> | https://www.giuntiscuola.it/articoli/la-classe-come-giardino-delle-conoscenze |
| Administering organisation <i>(name & address), if any</i> | SSPG di Fondo-Revò (Province of Trento) |
| <p><i>Provide information:</i></p> <p><i>Contact details: name & email</i></p> | |



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| <i>Certification/accreditation</i> | |
| <i>Financing: how is the organisation funded</i> | |
| Country of origin/Location of the program | |
| Other countries participating | |
| Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities) | |
| Target group/beneficiaries (vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.) | 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) |

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| Required resources or equipment | <p>Classroom setup with desks arranged as learning stations</p> <p>Texts, maps, atlases, photocopies, and web resources</p> <p>Learning materials like notebooks and drawing tools</p> |
| Staffing requirements | <p>Teacher to prepare and oversee activities</p> <p>Support staff as needed for larger groups</p> |
| Costs for the participants, if any | |
| Services that are/were developed (i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc) | <p>Interactive geography lessons</p> <p>Cooperative learning and peer support</p> <p>Personalized feedback and guidance from the teacher</p> |
| Evidence and Effectiveness | |
| Has the Best Practice/program been evaluated? | 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.e., from participants, parents; if available) | <p>Positive feedback from students who enjoyed the learning experience and found it memorable</p> <p>Improved engagement and cooperation among students</p> <p>Teachers observed longer concentration spans and better understanding of the subject matter</p> |
| Recommendations for implementation In what way can pupils and other beneficiaries benefit | <p>Clearly explain the rules and objectives to students before starting</p> |

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| from this best practice related to inter/transcultural competence, inclusion, etc.? | <p>Ensure the classroom is well-prepared with all necessary materials</p> <p>Provide a mix of simple and complex tasks to cater to different learning levels</p> <p>Encourages inclusion by allowing students to work at their own pace and choose tasks that suit their interests</p> <p>Promotes intercultural competence by exploring regional characteristics and cultural aspects</p> <p>Fosters a collaborative learning environment that values individual contributions</p> |
| Additional comments or information | |
| How is the supply adapted to individual needs (participants or beneficiaries)? | <p>Tasks are designed to be multi-sensory and varied, allowing students to engage with the material in different ways</p> <p>The approach is inclusive, providing scaffolding and differentiated tasks based on individual needs and abilities</p> |

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| General information | |
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| 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 (program, project, activity, event, multimedia, etc.) | Activity |
| Sources of information <i>(where information can be found about this best practice)</i> | https://www.giuntiscuola.it/articoli/il-giro-del-mondo-in-80-cappelli-una-st |
| Administering organisation <i>(name & address), if any</i> | La Grande Fabbrica delle Parole, Insieme nelle Terre di mezzo Onlus |
| <i>Provide information:</i> Contact details: name & email Certification/accreditation | |



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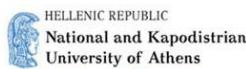


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| <i>Financing: how is the organisation funded</i> | |
| Country of origin/Location of the program | |
| Other countries participating | |
| Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities) | Mason Perkins Deafness Fund onlus Pio Istituto dei Sordi |
| Target group/beneficiaries (vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.) | Children, including those with hearing impairments and those learning Italian as a second language |
| Parameters | |
| 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.) |

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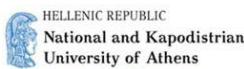


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| | Recycled materials for crafting hats Visual aids and Sign Language interpreters for accessibility |
| Staffing requirements | Facilitators experienced in creative writing and intercultural education Sign Language interpreters Volunteers to assist with workshop activities |
| Costs for the participants, if any | |
| Services that are/were developed (i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc) | Creative writing workshops Intercultural education and storytelling Inclusive educational activities for children with hearing impairments |
| Evidence and Effectiveness | |
| Has the Best Practice/program been evaluated? | Yes / No |
| If yes: Impact/Results of the Best Practice on the target group/beneficiaries | Positive feedback from children and parents Enhanced engagement and participation from children, especially those with hearing impairments Successful creation of an inclusive and intercultural learning environment |
| If no: Subjective opinions/comments about the Best Practice/program and its impact on the target group (i.e., from participants, parents; if available) | |

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| <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> |
| Additional comments or information | |
| <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. Activities are adatable to different skill levels and linguistic backgrounds, ensuring all children can participate and benefit</p> |

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| General information | |
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| Name/title of the Best Practice | L'AltRoparlante |
| Period of realisation [Timeframe of the practice (period/duration). Is it finished?] | Initiated in 2016, ongoing |
| Type (program, project, activity, event, multimedia, etc.) | Project |
| Sources of information (where information can be found about this best practice) | https://cluss.unistrasi.it/116/153/L-AltRoparlante.htm |
| Administering organisation (name & address), if any | Centro CLUSS and Centro Bilinguismo Conta - Nuovi Cittadini |



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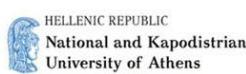


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| <p><i>Provide information:</i></p> <p><i>Contact details: name & email</i></p> <p><i>Certification/accreditation</i></p> <p><i>Financing: how is the organisation funded</i></p> | Financing: Cassa di Risparmio di Tortona (for specific activities) |
| 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 (vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.) | Students with diverse linguistic backgrounds, including those from migrant families |
| Parameters | |
| 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> |

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| | Creation and implementation of inclusive curricula that embrace linguistic diversity |
| 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.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc) | Teacher training in translanguaging practices Classroom activities promoting multilingualism Support and mentoring for implementing inclusive pedagogical approaches |
| Evidence and Effectiveness | |
| Has the Best Practice/program been evaluated? | 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.e., 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 |

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| <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>Develop comprehensive training programs for teachers on translanguaging</p> <p>Incorporate translanguaging activities into the regular school curriculum</p> <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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Austria

| General information | |
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| Name/title of the Best Practice | <p>“Interkulturelles mentoring fur schüler” (Intercultural mentoring for schools)</p> |
| Period of realisation <i>[Timeline of the practice (period/duration). Is it finished?]</i> | <p>The project started in 2017 and is still ongoing</p> |
| Type (program, project, activity, event, multimedia, etc.) | <p>Project</p> |
| Sources of information (where) | |



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| <p>information can be found about this best practice)</p> | <p>https://multininclude.eu/multininclude-case/interkulturelles-mentoring-fur-schulen-intercultural-mentoring-for-schools/</p> |
| <p>Administering organisation (name & address), if any</p> | <p>Vienna University children's office</p> |
| <p><i>Provide information:</i></p> <p><i>Contact details: name & email</i></p> <p><i>Certification/accreditation</i></p> <p><i>Financing: how is the organisation funded</i></p> | <p>The program was initiated by a department lecturer and chairperson of the Alumni Association together with a student of Turkish origin as a direct response to demands in migration engagement that was reported from and visible in schools.</p> |
| <p>Country of origin/Location of the program</p> | <p>Austria</p> |
| <p>Other countries participating</p> | |
| <p>Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities)</p> | <p>BMEIA – Ministry for Foreign Affairs; Büro für Diversität St. Pölten (Municipality of St. Pölten – diversity office)</p> |
| <p>Target group/beneficiaries (vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.)</p> | <p>Total of beneficiaries: 1.326 beneficiaries, female: 795 beneficiaries, male: 531 beneficiaries under 18: 1.134 (pupils) beneficiaries over 18: 192 (teachers, parents)</p> <p>Pupils who have experienced migration or flight in their biographies are faced with difficult assumptions in school education – our approach is to provide them with support that includes sharing of their own experiences with a mentor.</p> <p>Student mentors who have also personally experienced migration or flight can offer appreciative and esteeming recognition of their competencies and knowledge gained from their own experience through working in the project.</p> |

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| | <p>All of our mentors have a migration or refugee background and are currently students or have already graduated. We are therefore working with a group of individuals who are underrepresented in society at large as well as in the university system.</p> <p>The mentors were either born in Austria, to first generation immigrants, or were born abroad and moved to Austria to continue their education. Our mentors who have refugee/asylum status have all worked in the education system in their respective home countries and hold university degrees.</p> <p>Our mentors speak 19 different languages, ranging from Arabic to Pashto. Currently, 35 mentors are active in 25 schools and reach approximately 25 beneficiaries per school class.</p> <p>The implementation is happening mainly on the compulsory school level in Vienna and St. Pölten (Lower Austria). Most of the schools we work with are on the primary and secondary level ("Volkschulen" and "Neue Mittelschulen") with a few exceptions. Over the course of the project we have worked with Gymnasiums and higher secondary vocational schools of economics (Gymnasiums, HAK).</p> |
| Parameters | |
| Short description of initiative/Best Practice | <p>Support for pupils who had experienced migration or flight and support for teachers in classrooms who are being characterized by manifold facets of multi-culturalism – through role-modelling of university students, sharing of experiences, individual empowerment and strengthening of self-esteem.</p> |
| Goals and objectives of initiative/Best practice | <p>The objectives of this initiative include:</p> <ol style="list-style-type: none"> 1. Providing support for pupils who have experienced migration or flight. 2. Supporting teachers in classrooms characterized by multiculturalism. 3. Acting as role models for students. 4. Providing caregivers and contact persons for students. |





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| | <p>5. Representing a positive example of the value of education.</p> <p>6. Leveraging personal experiences and language skills to support migrant students.</p> <p>7. Enhancing language skills and self-esteem of students.</p> <p>8. Facilitating communication with parents, including preparing appointments or parent conference days.</p> |
| Key components and activities of initiative/Best practice | University students with personal experience in migration or flight visit school classes as mentors once in a week and join the lessons in accordance with the teacher. They interact with the pupils, support them in their learning and, in case of language difficulties, help them to perform better in school. Moreover, they serve as role models, care givers and contact persons because they represent positive examples of the value of education. Due to their own experiences and language, they can support migrant school students the best they possibly can – may that be in language support or enhancement of self-esteem. Moreover, they can have an important role in working and communication with parents, e.g. for preparing appointments or parent conference days. |
| Duration of the Best Practice/program | Every year |
| Required resources or equipment | Most parts of the activities are on a voluntary basis; mentors only receive a minor remuneration. |
| Staffing requirements | Teachers, mentors |
| Costs for the participants, if any | |
| <i>Services that are/were developed (i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc)</i> | Teaching, mentoring, supporting, training |

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| Evidence and Effectiveness | |
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| Has the Best Practice/program been evaluated? | 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.e., from participants, parents; if available) | <p>Mentors join a school class for at least one full school year in order to allow for stable relations.</p> <p>Some of the mentors have been working with a particular class for 4 years now and the impact this has on the pupils is lasting.</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>The project pursues an “Anti-bias approach” (prejudice-conscious education and pedagogy), skills-oriented pedagogy and migration pedagogy: cultural diversity made perceivable as being normal in classrooms, experiencing of lived multilingualism, acknowledgement of competences, setting examples of positive identity models.</p> |
| Additional comments or information | |
| How is the supply adapted to individual needs (participants or beneficiaries)? | |





Belgium

| General information | |
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| Name/title of the Best Practice | “Art, Time, Culture and Language (taalCULTuur)” |
| Period of realisation <i>[Timeframe of the practice (period/duration). Is it finished?]</i> | Start date: 01-09-2018 End date: 31-08-2021 |
| Type (program, project, activity, event, multimedia, etc.) | Project |
| Sources of information <i>(where information can be found about this best practice)</i> | <p>https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-BE02-KA201-046844</p> <p>https://www.articulan.eu/</p> |
| Administering organisation (name & address), if any | <p>Coordinator Hogeschool PXL Elfde Liniestraat 24 A 3500 Hasselt Belgium</p> |
| <i>Provide information:</i> Contact details: name & email Certification/accreditation <ul style="list-style-type: none"> Financing: how is the organisation funded | <p>Coordinator Type: Higher education institution (tertiary level)</p> <p>Phone: +321177 55 55</p> <p>Contact Person</p> <p>Name: Karen Reekmans</p> <p>Email: Karen.Reekmans@pxl.be</p> |
| Country of origin/Location of the program | Belgium |

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| Other countries participating | Portugal, Spain, Turkiye |
| Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities) | <p>Istanbul universitesi cerrahpasa main campus rectorship building avcilar (turkiye)</p> <p>Partner Type: higher education institution (tertiary level)</p> <p>Universidad de las Palmas de Gran Canaria, 35001 LAS PALMAS DE GRAN CANARIA (Spain)</p> <p>Partner Type: Higher education institution (tertiary level)</p> <p>Universidade do Porto (Portugal)</p> <p>Partner Type: Higher education institution (tertiary level)</p> |
| Target group/beneficiaries (vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.) | <ul style="list-style-type: none"> • artiCULan set up a framework for artistic projects to offer children (from 9 to 12 years old) in CLIL and refugee classes the opportunity to create art. • Primary school teachers focused more on interactive learning and responsive teaching to support the creative process. • Artists of cultural organisations and arts academies paid more attention to communication and interaction for language acquisition in multilingual groups. They all valued the output of the ArtiCULan-project. |
| Parameters | |
| Short description of initiative/Best Practice | ArtiCULan set up a framework for artistic projects to offer children in CLIL and refugee classes the opportunity to create art. The main innovation of our approach is the integration of several artistic domains in one workshop. As we focused on arts education, cultural identity and qualitative interactions in our multilingual classrooms, learning outcomes will be important both for wellbeing and for the key competences. The project is based on interdisciplinary collaboration. |
| Goals and objectives of initiative/Best practice | <p>The goals and objectives of the ArtiCULan initiative are:</p> <ol style="list-style-type: none"> 1. Eliminate Bullying and Foster a Positive School Climate: |

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| | <p>- Goal: Eliminate physical, verbal, social, and digital bullying.</p> <p>- Objective: Create a school climate based on tolerance, respect, love, productive and sustainable communication.</p> <p>2. Promote Intercultural Understanding and Inclusion:</p> <ul style="list-style-type: none"> - Goal: Promote intercultural competence by introducing children to different cultures and encouraging them to share their own. - Objective: Foster empathy, reduce stereotypes, and bridge intercultural divides through artistic projects and interactions. <p>3. Enhance Education Through the Arts:</p> <ul style="list-style-type: none"> - Goal: Use arts education to improve learning outcomes and personal growth. - Objective: Implement interdisciplinary arts education practices to stimulate creative processes and interactions in multilingual classrooms. <p>4. Create a Supportive and Inclusive Learning Environment:</p> <ul style="list-style-type: none"> - Goal: Establish a warm, safe, and emotionally supportive environment for children. - Objective: Encourage exploration, experimentation, and mutual support in small groups, facilitating meaningful interactions and overcoming language barriers. <p>5. Foster Social Cohesion and Multicultural Understanding:</p> <ul style="list-style-type: none"> - Goal: Strengthen social cohesion and promote an inclusive multicultural perspective. - Objective: Use art-based activities to encourage appreciation of different opinions, active involvement, and the development of a shared identity. <p>6. Develop Responsive Teaching Practices:</p> <ul style="list-style-type: none"> - Goal: Improve teaching practices to better meet the needs of diverse students. - Objective: Train teachers to use responsive, interdisciplinary, and multisensory approaches that enhance the creative and educational experience for children in multilingual and multicultural settings. <p>7. Disseminate and Scale Successful Practices:</p> |
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| | <ul style="list-style-type: none"> - Goal: Share effective educational practices across Europe. - Objective: Evaluate and transfer local evidence-based practices to other European contexts, making resources and findings accessible online for broader implementation. |
| Key components and activities of initiative/Best practice | <p>The key components and activities of the ArtiCULan initiative include:</p> <ol style="list-style-type: none"> 1. Framework for Artistic Projects 2. Cross-Fertilization of Expertise 3. Education Through the Arts 4. Responsive Teaching 5. Multisensory Activities and Team Teaching 6. Focus on Social Cohesion, Inclusion, and Multicultural Understanding 7. Evaluation and Transfer of Practices 8. Training and Professional Development 9. Involvement of Policy Makers and Educational Decision Makers 10. Online Resources and Dissemination <p>By integrating these components and activities, the ArtiCULan initiative aims to create a comprehensive and inclusive educational environment that values and leverages the power of arts education to foster intercultural understanding, personal growth, and social cohesion.</p> |
| Duration of the Best Practice/program | 3 years |
| Required resources or equipment | <p>The required resources or equipment for the ArtiCULan initiative include:</p> <ol style="list-style-type: none"> 1. Art Supplies and Materials: <ul style="list-style-type: none"> - Paints, brushes, canvases, drawing tools (pencils, crayons, markers) - Sculpture materials (clay, tools for shaping) - Craft supplies (paper, glue, scissors, fabric, beads) 2. Technology and Digital Tools: |

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| | <ul style="list-style-type: none"> - Computers or tablets with internet access - Software for creating and editing digital art (graphic design software, video editing tools) - Projectors and screens for displaying digital art and presentations - Cameras and microphones for recording and documenting projects <p>3. Classroom Equipment:</p> <ul style="list-style-type: none"> - Adequate seating and workspaces for individual and group activities - Storage units for art supplies and students' projects - Display boards or areas for showcasing artwork <p>4. Educational Resources:</p> <ul style="list-style-type: none"> - Curriculum guides and lesson plans focused on arts education - Multilingual educational materials to support diverse classrooms - Books and references on intercultural education and arts integration <p>5. Professional Development Tools:</p> <ul style="list-style-type: none"> - Training modules and resources for teachers and facilitators - Access to workshops, seminars, and webinars on responsive teaching and arts education - Collaborative platforms for sharing best practices and resources among educators <p>6. Support Services:</p> <ul style="list-style-type: none"> - Access to counselors and support staff for addressing the emotional and psychological needs of students - Assistance from cultural organizations and local artists to enrich the arts education experience <p>7. Evaluation and Assessment Tools:</p> <ul style="list-style-type: none"> - Surveys and questionnaires to evaluate student experiences and project efficiency - Tools for collecting and analyzing feedback from participants, parents, and educators |
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| | <p>8. Communication and Collaboration Tools:</p> <ul style="list-style-type: none"> - Platforms for online meetings and virtual collaborations (e.g., Zoom, Microsoft Teams) - Social media accounts and channels (Instagram, YouTube) for sharing project updates and engaging the community - Tools for creating and distributing digital content (e.g., blogs, newsletters) <p>By ensuring the availability of these resources and equipment, the ArtiCULan initiative can effectively support the artistic and educational development of children in CLIL and refugee classes, fostering a creative and inclusive learning environment.</p> |
| Staffing requirements | <p>The staffing requirements for the ArtiCULan initiative include:</p> <p>Project Coordinators, Art Educators and Instructors, CLIL and Language Teachers, Local Artists, Training Facilitators and Workshop Leaders, Technical Support Staff, Administrative Staff, Evaluation and Research Specialists, Volunteers and Interns.</p> |
| Costs for the participants, if any | Covered by Erasmus+ funding |
| <i>Services that are/were developed (i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc)</i> | <ol style="list-style-type: none"> 1. Counseling: Emotional and psychological support for students. 2. Capacity Building: Professional development for teachers and staff. 3. Teaching: Arts-based education and language instruction. 4. Mentoring: Guidance and support for student growth. 5. Supporting: Resources and assistance for student learning. 6. Accompanying: Continuous support throughout the project. 7. Participant Involvement: Engaging students in planning and decision-making. 8. Training: Workshops on responsive teaching and arts integration. 9. Coaching: Personalized coaching for teachers and facilitators. |

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| Evidence and Effectiveness | |
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| Has the Best Practice/program been evaluated? | YES |
| If yes: Impact/Results of the Best Practice on the target group/beneficiaries | <p>The impact and results of the Best Practice on the target group or beneficiaries include:</p> <ol style="list-style-type: none"> 1. Improved engagement and active participation of participants in the workshops. 2. Increased awareness and appreciation of cultural diversity and various forms of artistic expression. 3. Boosted confidence and self-assurance in their creative talents and abilities. 4. Development of social skills and empathy through collaboration and sharing experiences. 5. Enhancement of communication and problem-solving skills through art and intercultural dialogue. 6. Fostering greater social inclusion and community cohesion through participation and sharing of creative experiences. 7. Promotion of a positive and stimulating school environment that encourages personal growth and emotional well-being of the participants. |
| If no: Subjective opinions/comments about the Best Practice/program and its impact on the target group (i.e., from participants, parents; if available) | |

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| <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 this best practice related to inter/transcultural competence, inclusion, etc., in several ways:</p> <ol style="list-style-type: none"> 1. Enhanced Intercultural Competence: By engaging in activities that promote understanding and appreciation of diverse cultures, participants can develop the skills needed to navigate and interact effectively in multicultural settings. 2. Increased Inclusivity: The practice encourages an environment of acceptance and respect for differences, fostering a sense of belonging among all participants regardless of their cultural backgrounds. 3. Improved Communication Skills: Through collaborative projects and intercultural dialogue, participants can enhance their communication abilities, including active listening, empathy, and effective expression of ideas across cultural boundaries. 4. Expanded Perspectives: Exposure to different cultural perspectives and experiences broadens participants' worldviews, helping them develop empathy, tolerance, and open-mindedness towards others. 5. Promotion of Social Cohesion: By working together towards common goals and celebrating diversity through artistic expression, participants can build stronger bonds and foster a sense of community and unity among themselves. <p>Overall, the best practice serves as a platform for promoting intercultural understanding, fostering inclusivity, and equipping participants with valuable skills for navigating diverse and multicultural societies.</p> |
| <p>Additional comments or information</p> | |
| <p>How is the supply adapted to individual needs (participants or beneficiaries)?</p> | <p>The supply is adapted to individual needs by employing personalized approaches and accommodations. This involves assessing the specific requirements of each participant or beneficiary and adjusting the resources, services, or support accordingly. By considering factors such as learning styles, cultural backgrounds, abilities, and preferences, the supply is customized to optimize effectiveness and ensure inclusivity. This tailored approach helps address diverse needs comprehensively.</p> |





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| | and enhances the overall experience and outcomes for participants or beneficiaries. |
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Lithuania

| General information | |
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| Name/title of the Best Practice | “WE ARE COLOURFUL” |
| Period of realisation <i>[Timeline of the practice (period/duration). Is it finished?]</i> | Start date: 28-02-2022 End date: 27-02-2024 |
| Type (program, project, activity, event, multimedia, etc.) | Project (Program Erasmus +) |
| Sources of information (where information can be found about this best practice) | https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-LT01-KA220-SCH-000032445 |
| Administering organisation (name & address), if any | FUNDACION INTERED VSI EDUKACINIAI PROJEKTAI EZERO GATVE 8-1 77141 SIAULIAI Šiaulių apskritis Lithuania |
| Provide information: Contact details: name & email Certification/accreditation • Financing: how is the organisation funded | Coordinator Type: Non-governmental organisation/association/social enterprise Phone: +37067688421 |
| Country of origin/Location of the program | Lithuania |

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| Other countries participating | Bulgaria, Italy, Latvia, Lithuania, Spain |
| Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities) | <ul style="list-style-type: none"> MICROKOSMOS ASSOCIAZIONE CULTURALE ITALO-ELLENICAPER LA FORMAZIONE (ITALY) ASSOCIACIO PROGRAMES EDUCATIUS OPEN EUROPE (SPAIN) FIRST PRIVATE SCHOOL LEONARDO DA VINCI (BULGARIA) FOUNDATION FOR EDUCATION AND INNOVATION (LATVIA) KRETINGOS MARIJONO DAUJOTO PROGIMNAZIJA (LITHUANIA) |
| Target group/beneficiaries (vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.) | <p>The target group for the WE ARE COLOURFUL project includes school teachers and educators engaged in both formal and informal education of children. Specifically, the project aims to address the needs of educators who work with diverse student populations, including those from various cultural backgrounds, socioeconomic statuses, and with different learning needs. These educators may face challenges related to identifying and addressing the root causes of classroom problems stemming from neurodevelopmental disorders, learning processes and styles, cultural diversity, and social inequality. The project seeks to provide training and resources to support these educators in promoting inclusive education and effectively managing diverse classrooms.</p> |
| Parameters | |
| Short description of initiative/Best Practice | <p>The WE ARE COLOURFUL project is designed to address the challenges faced by educators in managing diverse classrooms. It focuses on providing training and resources to support teachers and educators working with students from diverse cultural backgrounds, socioeconomic statuses, and with different learning needs. The initiative aims to bridge the gap in educators' knowledge of cognitive development and group dynamics, empower them to identify and address classroom problems effectively, and break stereotypes that hinder inclusive education. Through early detection, support, and training, the</p> |





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| | project seeks to promote inclusive practices and optimal class management in European schools. |
| Goals and objectives of initiative/Best practice | Many educators, including some from newer teaching paradigms, lack the holistic approach needed to effectively support students' affective, behavioral, and cognitive development, especially those with special needs or socio-cultural differences. This deficiency stems from a lack of familiarity with methodologies beyond therapeutic approaches. Partners aim to address this by providing theoretical and practical training on cultural diversity, social inequality, developmental disorders, and various learning processes. Specific objectives include selecting relevant data for educators, equipping them with tools to address diversity-related challenges, developing new methods for detecting learning difficulties, raising awareness of classroom issues, promoting inclusive action plans, and fostering international cooperation and knowledge exchange. |
| Key components and activities of initiative/Best practice | <p>The key components and activities of the initiative include:</p> <ol style="list-style-type: none"> 1. Educator Training: Providing training sessions to enhance educators' understanding of children's cognitive, affective, and behavioral development. 2. Resources and Tools: Developing practical materials and tools to assist educators in identifying and addressing challenges related to students' cultural, social, and economic diversity. 3. Early Screening: Implementing early screening procedures to identify any difficulties or special needs of students and provide them with necessary support. 4. Promotion of Inclusive Education: Raising awareness among educators about the importance of inclusive education and equipping them with the skills and resources to create a welcoming school environment for all students. 5. Collaboration and Best Practice Sharing: Encouraging collaboration among educators and schools to share experiences, strategies, and best practices in addressing student diversity challenges. |





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| | <p>6. Monitoring and Evaluation: Continuously monitoring the effectiveness of implemented activities and programs and making necessary adjustments to improve outcomes.</p> <p>These components and activities work together to support educators in effectively addressing student diversity and promoting an inclusive school environment conducive to the development of all students.</p> |
| Duration of the Best Practice/program | 2 years |
| Required resources or equipment | <p>The required resources and equipment for the project include:</p> <ol style="list-style-type: none"> 1. Training materials: Development of educational materials, presentations, and handouts for theoretical and practical instruction on cultural diversity, social inequality, developmental disorders, and different learning processes. 2. Technology infrastructure: Access to computers, projectors, and other audiovisual equipment for delivering training sessions, conducting workshops, and sharing educational resources. 3. Assessment tools: Development or procurement of tools and instruments for screening, detecting, and assessing problems related to cultural diversity, social disparities, and learning difficulties among students. 4. Professional development resources: Access to workshops, seminars, and online courses for educators to enhance their knowledge and skills in addressing diversity-related challenges and implementing inclusive practices. 5. Collaboration platforms: Establishment of online platforms or forums for international and cross-sectoral cooperation, knowledge transfer, and exchange of best practices among project partners and educators. 6. Administrative support: Allocation of personnel and administrative support for project coordination, monitoring, and evaluation activities. |
| Staffing requirements | |





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| Costs for the participants, if any | Covered by Erasmus+ funding |
| Services that are/were developed (i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc) | Developed services include training, mentoring, capacity building, coaching, participant involvement in planning, counselling, and supporting/accompanying. These services aim to address diversity-related challenges and promote inclusivity within the educational context |
| 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>Impact</p> <p>The tangible project results are:</p> <p>Results under PR1: -Designed and developed an Open Education Resource -Elaborated the didactic grid and teaching materials of the online course for school teachers in English and all partner languages - Carried out pilot testing sessions of the course in schools from each partner country (with at least 10 school educators per country)</p> <p>Results under PR2: - Elaborated a toolkit with tools and strategies to detect learning difficulties and socio-affective problems in a classroom - Developed Action Plans with a needs-solution approach -Carried out a testing phase of the toolkit in local schools (at least 2 teachers per country will test it in their classes)</p> <p>Results under PR3: - Developed story-telling boards for the videos to be developed - Developed 18 videos in a story-telling format about good practices of creation of inclusive environments in schools (in English and in partner languages) - Organised 18 workshops in local schools using the materials developed under PR1 and PR2 -</p> <p>At least 6 screening sessions of the videos in local schools - Elaborated a booklet summarising the workshops organised in schools</p> |





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| | <p>Results related to project mobilities:</p> <ul style="list-style-type: none"> - 3 transnational meetings with 12 participants each - 5 multiplier events organised in December 2023 in all partner countries with a minimum of 30 local participants each. |
| <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>Intangible results and outcomes:</p> <p>School teachers and staff working with primary school children will:</p> <ul style="list-style-type: none"> - school teachers and educators in general working with children aged 7-10 will become more aware of their capacity to turn diversity in their classes into a positive asset; they will acquire the skills and competences necessary to identify problems related to inclusion and integration in their classes and to address them adequately; - upskill their professional competences to work with groups of children with very diverse capacities and backgrounds; - have access to more materials and tools to detect and solve problems caused by cultural diversity and social disparities and differences in children's development and learning processes; - have access to action plans, activities and workshops with an inclusive approach available to teachers who need to intervene in their classrooms after detecting problems. <p>The school education community will:</p> <ul style="list-style-type: none"> - take advantage of the results by the mainstreaming of the materials among other schools; - will see a raise in the general awareness and appreciation of problems and difficulties that can occur in a classroom as a consequence of students diversity and the lack of training and resources of teachers to tackle them; - establish more international and cross sectoral cooperation through knowledge transfer and exchange of good practices in the school field; |





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| | <p>- open doors to cooperation and synergies between schools and other organisations working in non-formal education of children and of school teachers will be strengthened.</p> |
| Additional comments or information | |
| How is the supply adapted to individual needs (participants or beneficiaries)? | |

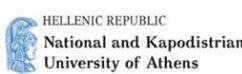
Spain

| General information | |
|---|---|
| Name/title of the Best Practice | “Transformative educational methods for social inclusion and global citizenship” |
| Period of realisation [Timeframe of the practice (period/duration). Is it finished?] | <p>Start date: 31-12-2020</p> <p>End date: 27-02-2023</p> |
| Type (program, project, activity, event, multimedia, etc.) | Project |
| Sources of information (where information can be found about this best practice) | <p>https://erasmus-plus.ec.europa.eu/projects/search/details/2020-1-ES01-KA201-083254</p> <p>http://transformative-edu.eu/en/</p> |
| Administering organisation (name & address), if any | <p>FUNDACION INTERED</p> <p>CALLE ALAMEDA 22</p> <p>28014 MADRID</p> <p>Comunidad de Madrid</p> <p>Spain</p> |
| Provide information: | <p>Coordinator Type: Civil Society Organisation</p> <p>Website: https://www.intered.org</p> <p>Phone: +34915416458</p> |

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| <i>Financing: how is the organisation funded</i> | |
| Country of origin/Location of the program | Spain |
| Other countries participating | Austria, Italy |
| Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities) | <ul style="list-style-type: none"> ▪ CESIE ENTE DEL TERZO SETTORE, ITALY ▪ SUDWIND VEREIN FUR ENTWICKLUNGSPOLITIK UND GLOBALE GERECHTICKEIT, AUSTRIA |
| Target group/beneficiaries (<i>vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.</i>) | The Project expected the participation of over 120 teachers and 540 students in the Project activities: first, on the development of intellectual outputs (methodological support guides for teachers and cooperative games to promote inclusion and competencial learning for each educational stage) and second, on Multiplier Events. |
| Parameters | |
| Short description of initiative/Best Practice | <p>Project partners (InteRed, CESIE and Südwind) planned this Project proposal in order to promote social and educational inclusion by building a global, critical, responsible and active citizenship in defense of equality, intercultural dialogue, and the fight against discrimination and environmental destruction. This Project aimed at promoting the role of schools (both teachers and students) as active citizens with a critical awareness of the global reality, capable of identifying the global challenges of today in order to transform them, in accordance with the 2030 Agenda and the EU values.</p> <p>This Project focused on new and transformative educational methodologies, since research as the Eurydice report (2020) points out that teachers must strengthen their capacities in citizenship education, and also indicates that new methodologies help teaching citizenship education from a multidimensional approach. Strengthening capacities of teachers and developing didactic resources based on innovative and transformative methodologies, also help addressing early school dropout, since new, active, and cooperative methodologies help overcoming obsolete educational</p> |



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| | methods that are identified as one of the causes of early school dropout. |
| Goals and objectives of initiative/Best practice | <p>The Project general objective responds to the current EU context and the need to promote Global Citizenship Education as a means to transform our world in crisis. To achieve the objectives described in the previous section, the project targeted the following results (R):</p> <p>R1 – Teachers with strengthened capacities on innovative and transformative educational methods to promote social inclusion from a Global Citizenship perspective.</p> <p>R2 – Students improve their knowledge, skills and attitudes, both individually and collectively, to promote social inclusion and global citizenship, through innovative and transformative educational resources.</p> <p>Another goal of the Project was to achieve a high rate of dissemination of all Project intellectual outputs (more than 2000 total downloads), in order to ensure that the developed educational resources reach a high number of teacher and education professionals in all EU.</p> |
| Key components and activities of initiative/Best practice | <p>The main activities that were implemented during the Project execution were:</p> <ol style="list-style-type: none"> 1. Project planning and follow-up: including activities such as strategic planning and definition of indicators, maintaining monthly on-line coordination meetings, and establishing a continuous monitoring system for the correct Project management. 2. Intellectual outputs development activities: including the definition of structure and content of all Project intellectual outputs, revisions and feedback on each resource, and translation into national languages. 3. Actions in schools and educational sector: including meetings with management teams, organising on-line surveys to teachers, and implementing workshops with students for the piloting of the cooperative games. 4. Multiplier Events: organising and facilitating dissemination spaces with teachers and educational stakeholders, to spread all Project intellectual outputs. 5. Transnational Meetings: which allowed to dedicate full days in order to deepen on the needs, planning, and evaluation of the Project. 6. Communication and dissemination activities: following the |

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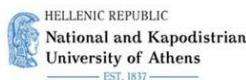


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| | <p>Project strategy and purposes.</p> <p>7. Project evaluation.</p> <p>8. Intellectual outputs exploitation planning: to ensure their use in the long term.</p> |
| Duration of the Best Practice/program | 3 years |
| Required resources or equipment | |
| Staffing requirements | |
| Costs for the participants, if any | Covered by Erasmus+ funding |
| Services that are/were developed (i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc) | Teaching, training, supporting |
| 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 Project produced two types of intellectual outputs for the educational sector: a compilation of 4 methodological support guides for teachers on relevant topics addressed from a Global Citizenship Education approach; and a compilation of 4 cooperative games to promote inclusion in the classroom, one per each educational stage.</p> <p>Methodological support guides for teachers -O3</p> <ol style="list-style-type: none"> 1. Transformative Educational Action- Game-based educational resources for global citizenship 2. Transformative Educational Action- Coeducational resources for global citizenship 3. Transformative Educational Action- Critical skills to understand the world from a global citizenship |

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| | <p>4. Transformative Educational Action- Socioemotional education resources for global citizenship</p> <p>Cooperative games to promote inclusion and competence based learning in the classroom -O4 & O5</p> <ol style="list-style-type: none"> 1. Our colourful world trip. Cooperative game for 3-6-year-old children 2. My transformative journey around the world. <p>Cooperative game for 6-12-year-old students</p> <ol style="list-style-type: none"> 3. Visible. Cooperative game for 12-16 year-old students 4. Footprint. Cooperative game for 16-18+ year-old students |
| <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"> Strengthening of teachers' capacities in innovative and transformative educational methods to promote social inclusion from the dimension of global citizenship. Improving knowledge, skills and attitudes, both individual and collective, among students to promote social inclusion and global citizenship. |
| <p>Additional comments or information</p> | |
| <p>How is the supply adapted to individual needs (participants or beneficiaries)?</p> | <p>A Transformative Education must incorporate innovative educational methods that allow addressing today's global society problems from educational practice, promoting that students develop the necessary skills for building a critical, responsible, and active citizenship, understanding the interrelationships between local and global realities and, at the same time, favouring social and educational inclusion of students in situations of greater vulnerability or risk of early school dropout.</p> |





Turkey

| General information | |
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| 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 (completed) |
| Type (program, project, activity, event, multimedia, etc.) | eTwinning project |
| Sources of information <i>(where information can be found about this best practice)</i> | https://school-education.ec.europa.eu/en/networking/projects/178655 |
| Administering organisation (name & address), if any | eTwinning |
| Provide information: Contact details: name & email Certification/accreditation Financing: how is the organisation funded | 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) |

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| | Age range: 8-16 |
| Parameters | |
| 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 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, individual 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. |
| Key components and activities of initiative/Best practice | -A student experience questionnaire and project efficiency survey results graphs. -Short videos of the students involved in the project describing their schools and countries. |

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| | <p>-The project logo and project logo announcement poster. -Images and short presentations of workshops -Jointly prepared visuals related to the project.</p> <p>-Videos and images of exhibition, Digital exhibition link of students' pictures and brochures in 8 different languages as collaborative works.</p> <p>-Posters designed by students, banners, and other visual materials to raise awareness campaigns about bullying. -Online meetings photos</p> <p>-Global voices fusion: A video feedback diary</p> <p>-Social media account (Instagram) and you tube channel -Best wishes images of the Celebrations of festivals such as Easter and Ramadan</p> <p>-Drawings and images conveying messages of unity and diversity</p> <p>-A project efficiency survey-Graphs of surveys</p> |
| Duration of the Best Practice/program | 3 months |
| Required resources or equipment | |
| Staffing requirements | Teachers and students |
| Costs for the participants, if any | |
| Services that are/were developed (i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc) | Teaching, mentoring, decision making, supporting |
| Evidence and Effectiveness | |
| Has the Best Practice/program been evaluated? | NO |

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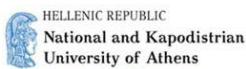


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| If yes: Impact/Results of the Best Practice on the target group/beneficiaries | |
| If no: Subjective opinions/comments about the Best Practice/program and its impact on the target group (i.e., from participants, parents; if available) | |
| Recommendations for implementation In what way can pupils and other beneficiaries benefit from this best practice related to inter/transcultural competence, inclusion, etc.? | <p>Subjects of teaching:Art, Citizenship, Drama, Ethics, Social Studies / Sociology, Technology</p> <p>Vocational subjects of teaching: Art</p> <p>Key competences:</p> <p>Citizenship</p> <p>Cultural awareness and expression</p> <p>Digital</p> <p>Entrepreneurship</p> <p>Multilingual</p> <p>Personal, social and learning to learn</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 fostering a global perspective and a sense of European citizenship.</p> |

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Additional comments or information

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| 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. |
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6.2. Best Practices in Greece, Cyprus, Australia, U.S.A. & Europe

The **NKUA & CRETHIDEV** (Greece) collected best practices covering the following geographical areas:

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Greece

| 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 (program, project, activity, event, multimedia, etc.) | 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 (name & address), if any | Schools in Greece, Bulgaria, Italy, Estonia, and Lithuania |
| Provide information: Contact details: name & email Certification/accreditation Financing: how is the organisation funded | Contact details: Provided on the e-Twinning platform Certification/accreditation: Recognized by participating schools Financing: Funded by the Erasmus+ program |



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| 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 (vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.) | 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 |
| 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.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc) | 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. |

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| 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.? | 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 | | 103 |
|---|---|-----|
| Name/title of the Best Practice | GRECO – ΙΤΑΛΙΚΑ: 3D VERSION (Myths and tales, Art and Games for Intercultural Cooperation) | |
| Period of realisation [Timeframe of the practice (period/duration). Is it finished?] | 2019-2021 | |
| Type (program, project, activity, event, multimedia, etc.) | STEAM project | |
| Sources of information (where information can be found about this best practice) | https://twinspace.etwinning.net/226365/home | |
| Administering organisation (name & address), if any | ICS "V. Vivaldi" di Catanzaro and Nea Karya Primary School, | |
| Provide information: Contact details: name & email Certification/accreditation Financing: how is the organisation funded | ICS "V. Vivaldi" di Catanzaro, Nea Karya Primary School | |
| Country of origin/Location of the program | Italy | |



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| Other countries participating | Greece |
| Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities) | |
| Target group/beneficiaries (vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.) | 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.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc) | Workshops, 3D printing sessions |
| 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 |

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| 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 | |
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| Name/title of the Best Practice | "Supporting Inclusion and Diversity in Teaching (SIDiT)" |
| Period of realisation [Timeframe of the practice (period/duration). Is it finished?] | 2021-2023 |
| Type (program, project, activity, event, multimedia, etc.) | Program |
| Sources of information (where information can be found about this best practice) | https://www.siditproject.eu/ |
| Administering organisation (name & address), 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: Contact details: name & email Certification/accreditation ○ Financing: how is the organisation funded | info@siditproject.eu EU Erasmus+ ○ Financing: how is the organisation funded |
| 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 |

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| 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 | <p>SIDiT is an Erasmus+ project created to provide resources and training opportunities to teachers, so that they engage in more inclusive teaching.</p> |
| Goals and objectives of initiative/Best practice | <p>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.</p> |
| 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>primary school teachers</p> <p>professionals (e.g youth workers, social workers) concerned with integration and inclusion</p> |
| Duration of the Best Practice/program | <p>Three years</p> |
| 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 | <p>primary school teachers, professionals (e.g youth workers,</p> |





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| | social workers) concerned with integration and inclusion |
| Costs for the participants, if any | No cost |
| Services that are/were developed (i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc) | 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.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.? | |
| 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 [Timeline of the practice (period/duration). Is it finished?] | 2022 |
| Type (program, project, activity, event, multimedia, etc.) | eTwinning project |
| Sources of information (where information can be found about | https://twinspace.etwinning.net/121788/pages/page/104030 |



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| <i>this best practice)</i> | 8, https://www.youtube.com/watch?v=PpxXkwvXIxs |
| Administering organisation (<i>name & address</i>), if any | |
| <i>Provide information:</i> <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 (e.g., institutions, organizations, associations, communities) | |
| 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 |

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| | 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.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc) | |
| Evidence and Effectiveness | |
| Has the 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.e., from participants, parents; if available) | |
| Recommendations for implementation In what way can pupils and other beneficiaries benefit | |

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| 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)? | |

| 5. General information | |
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| Name/title of the Best Practice | Schools4Inclusion |
| Period of realisation <i>[Timeframe of the practice (period/duration). Is it finished?]</i> | 2020 - 2022 |
| Type (program, project, activity, event, multimedia, etc.) | Erasmus+ funded project |
| Sources of information <i>(where information can be found about this best practice)</i> | <p>https://www.upf.edu/web/schools4inclusion/schools4inclusion</p> <p>https://www.upf.edu/web/schools4inclusion/news/-/asset_publisher/mAMWwlKUF8Jr/content/schools4inclusion-is-in-epale/maximized</p> |
| Administering organisation <i>(name & address), if any</i> | TIDE Research Group at Universitat Pompeu Fabra στην Βαρκελώνη της Ισπανίας. |
| Provide information: <i>Contact details: name & email Certification/accreditation Financing: how is the organisation funded</i> | <p>Coordination: Davinia Hernández Leo,</p> <p>davinia.hernandez-leo@upf.edu</p> |
| Country of origin/Location of the program | Spain |
| Other countries participating | Greece, U.K., Romania and Portugal |
| Partnerships or collaboration involved <i>(e.g., institutions, organizations, associations, communities)</i> | Twenty schools throughout Europe will pilot the Inclusive Education Whole-School Approach. |
| Target group/beneficiaries <i>(vulnerable group, immigrants, ages, gender, parents, teachers, other</i> | <ul style="list-style-type: none"> migrant school-aged children, so that they improve |

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| stakeholders, etc.) | <p>their educational attainment</p> <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 | <p>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.</p> |
| Goals and objectives of initiative/Best practice | <p>This underlying methodology of the project draws upon two broad areas of educational discourse:</p> <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 |





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| <p>Services that are/were developed (i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc)</p> | <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> |
| <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> | <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> |
| <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>Additional comments or information</p> | |
| <p>How is the supply adapted to individual needs (participants or beneficiaries)?</p> | |



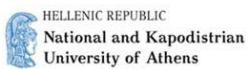


| General information | |
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| Name/title of the Best Practice | “Share the music for inclusive learning in education” |
| Period of realisation <i>[Timeline of the practice (period/duration). Is it finished?]</i> | Ongoing Start date: 28-02-2022 End date: 27-08-2024 |
| Type (program, project, activity, event, multimedia, etc.) | Project (Program Erasmus +) |
| Sources of information (where information can be found about this best practice) | https://erasmus-plus.ec.europa.eu/projects/search/details/2021-1-EL01-KA220-SCH-000032762 |
| Administering organisation (name & address), if any | Coordinator Eastern Macedonia - Thrace Regional Directorate for Primary and Secondary Education Terma Sismanoglou 69100 Komotini Avatoliki Makedonia, Thraki (Anatoliki Makedonia, Thraki) |
| <i>Provide information:</i> Contact details: name & email Certification/accreditation <ul style="list-style-type: none"> Financing: how is the organisation funded | Coordinator Type: Regional Public body |
| Country of origin/Location of the program | Macedonia |
| Other countries participating | Greece, Cyprus, Italy, Poland, Sweden |

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| Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities) | <p>A.MUS.ED. AMALGAMATE MUSIC EDUCATION LTD, Cyprus</p> <p>Partner Type: Small and medium sized enterprise</p> <p>Fundacja Rozwoju Aktywnosci Miedzynarodowej i Edukacyjnej, Poland</p> <p>Partner Type: Foundation</p> <p>Università degli studi di Catania, Italia</p> <p>Partner Type: Higher education institution (tertiary level)</p> <p>Viksjofors skola, Sweden</p> <p>Partner Type: School/Institute/Educational centre – General education (primary level)</p> |
| Target group/beneficiaries (vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.) | <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 |





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| | <p>inclusion. This can improve parental engagement and support for the school.</p> <p>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 | |
| Short description of initiative/Best Practice | <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> |
| Goals and objectives of initiative/Best practice | <p>The SMILE project introduces music as a powerful tool for inclusive teaching methods. Its objectives are twofold:</p> <ol style="list-style-type: none"> <li data-bbox="541 1125 1350 1477">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. <li data-bbox="541 1500 1350 1724">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. |
| Key components and activities of initiative/Best practice | <p>PR1: Conduct a transnational research to analyze teachers' attitudes towards using music for inclusive education and identify needs for project material.</p> |

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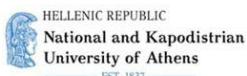
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| | <p>PR2: Establish a digital repository containing songs, activities, and methods for inclusive education, aiding teachers in integrating music effectively into their teaching.</p> <p>PR3: Develop a Teachers' Guide, incorporating research on music's 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> |
| Duration of the Best Practice/program | 2 years |
| Required resources or equipment | <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 training sessions. 6. Recording equipment for documenting piloting phase activities. 7. Technical support for the development and maintenance of digital resources. 8. Dissemination materials for promoting project results, such as websites, brochures, and presentations. |



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| Staffing requirements | |
| Costs for the participants, if any | Covered by Erasmus+ funding |
| Services that are/were developed (i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc) | 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 |
| If yes: Impact/Results of the Best Practice on the target group/beneficiaries | <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</p> <p>-Providing opportunities to acknowledge the benefits of European cooperation regarding experience and practices on education</p> |

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| | <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, whose 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> | |



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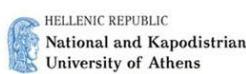
Cyprus

| 1. General information | |
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| Name/title of the Best Practice | 'Imagine' |
| Period of realisation [Timeframe of the practice (period/duration). Is it finished?] | 2017 on going |
| Type (program, project, activity, event, multimedia, etc.) | <p>Educational Program on Anti-racism Education/ Education</p> <p>is funded by the Federal Foreign Office of the Republic of Germany. The project is also supported by the United Nations Peacekeeping Force in Cyprus (UNFICYP) and the UN Office of the Special Advisor (OASG).</p> |
| Sources of information (where information can be found about this best practice) | https://www.ahdr.info/peace-education/58-education-for-a-culture-of-peace-imagine |
| Administering organisation (name & address), if any | Association for Historical Dialogue and Research and the Home for Cooperation under the auspices of the Bicommunal Technical Committee on Education |
| Provide information: Contact details: name & email Certification/accreditation Financing: how is the organisation funded | Loizos Loukaidis, 'Imagine' Project Coordinator, at loizos.loukaidis@ahdr.info or cypriusimagine@gmail.com |
| Country of origin/Location of the program | Cyprus |
| Other countries participating | two communities on the island (Greek and Turkey) |
| Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities) | |
| Target group/beneficiaries (vulnerable group, immigrants, ages, | primary, lower secondary and upper secondary educational |

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| gender, parents, teachers, other stakeholders, etc.) | levels |
| Parameters | |
| Short description of initiative/Best Practice | The program aims to increase contact between the two communities in Cyprus and promotes peace, understanding and anti-racism on the island in the context of a holistic understanding of a Culture of Peace and Non-Violence inspired by UN documents, resolutions and plans of action. The program also aims to decentralize and reach rural areas in the island which have fewer opportunities to engage in activities that bring members of the two communities together. Participation to the project is completely voluntary and free-of-charge. The project is based on a step-by-step approach, and the methodology employed in the workshops is adapted to different age groups and educational levels |
| Goals and objectives of initiative/Best practice | In 2022, 6117 students, accompanied by 714 teachers were trained in the Imagine Project. Another 518 teachers were trained in Peace Education both mono-communally and bi-communally and another 92 head teachers participated in the 'Imagine' Head Teachers conference. |
| Key components and activities of initiative/Best practice | Trainers visit classes interested in participating in the bi-communal activities and create safe spaces for discussion about stereotypes, discrimination and racism as components of the prevailing culture of violence and also facilitate experiential activities exploring these concepts. An important aspect of this activity is also to prepare students for contact with fellow students from the other community. |
| Duration of the Best Practice/program | On going |
| Required resources or equipment | N/A |
| Staffing requirements | Teachers, and the bicultural teacher trainings have previously been facilitated by local experts in addition to international experts from India, Israel and Germany. |
| Costs for the participants, if any | |
| Services that are/were developed (i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc) | |
| Evidence and Effectiveness | |
| Has the Best Practice/program been evaluated? | |

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| If yes: Impact/Results of the Best Practice on the target group/beneficiaries | The 'Imagine' project has systematically been mentioned in the United Nations Secretary General reports since its initiation where it has received recognition and appraisal. |
| 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.? | |
| Additional comments or information | |
| How is the supply adapted to individual needs (participants or beneficiaries)? | |

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Australia

| General information | |
|--|---|
| Name/title of the Best Practice | TOOLKIT Supporting Australian Schools to Build Global Engagement |
| Period of realisation [Timeframe of the practice (period/duration). Is it finished?] | Ongoing |
| Type (program, project, activity, event, multimedia, etc.) | Project |
| Sources of information (where information can be found about this best practice) | https://www.monash.edu/_data/assets/pdf_file/0007/2443930/Monash-Toolkit-Supporting-Australian-Schools-to-Build-Global-Engagement.pdf |



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| Administering organisation (name & address), if any | Monash University |
| <i>Provide information:</i> <i>Contact details: name & email</i> <i>Certification/accreditation</i> <i>Financing: how is the organisation funded</i> | This project was funded by the Australian Government Department of Education, Skills and Employment's Enabling Growth and Innovation program. |
| Country of origin/Location of the program | Australia |
| Other countries participating | Yes |
| Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities) | <ul style="list-style-type: none"> ▪ Australian Governments ▪ The education community |
| Target group/beneficiaries (vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.) | The toolkit aims to enable school leaders, teachers, governing boards and the wider school community to explore the topic and the associated resources in a flexible way, and to decide how their school could best be globally engaged. |
| Parameters | |
| Short description initiative/Best Practice of | <p>“Global engagement” by Australian schools means schools participating in activities that seek to connect with and better understand other countries and their peoples, so as to achieve schools’ educational and other objectives.</p> <p>This Toolkit aims to be a user-friendly resource for Australian schools to begin or enhance their global engagement. It has been created for all schools, wherever they are located and whatever their current experience might be.</p> <p>The toolkit draws on a large number of evidence-based good-practice resources and examples to assist schools to engage globally. It provides a map for schools to take a deep dive into</p> |

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| | <p>global engagement.</p> <p>The focus of global education is:</p> <p>Interdependence and globalisation – an understanding of the complex social, economic and political links between people and the impact that changes have on others.</p> <p>Identity and cultural diversity – an understanding of self and one's own culture, and being open to the cultures of others.</p> <p>Social justice and human rights – an understanding of the impact of inequality and discrimination, the importance of standing up for our own rights and our responsibility to respect the rights of others.</p> <p>Peace building and conflict resolution – an understanding of the importance of building and maintaining positive and trusting relationships and ways conflict can be prevented or peacefully resolved.</p> <p>Sustainable futures – an understanding of the ways in which we can meet our current needs without diminishing the quality of the environment or reducing the capacity of future generations to meet their own needs.</p> | |
| <p>Goals and objectives of initiative/Best practice</p> | <ul style="list-style-type: none"> ▪ Goal 01: The Australian education system promotes excellence and equity. ▪ Goal 02: Young Australians become: <ul style="list-style-type: none"> - confident and creative individuals; - successful lifelong learners; and - active and informed members of the community | 123 |
| <p>Key components and activities of initiative/Best practice</p> | <p>Schools could choose different avenues to internationalise their curriculum – they may be adopting one, some or all of these approaches:</p> <ul style="list-style-type: none"> ▪ Intensive thematic timetable block. ▪ A thematic study for an extended period of a region or global theme or problem. | |



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| | <ul style="list-style-type: none"> ▪ A global study year involving an intensive global learning project. ▪ A globally focused enquiry curriculum. ▪ Whole-curriculum approach to global citizenship. ▪ A global focus on cross-curriculum themes. ▪ Designated global/international themes for each year level. ▪ Innovative school-cluster strategies to strengthen and diversify languages in the curriculum. ▪ Content and language integrated learning (CLIL) combining teaching content from a curriculum area with explicit teaching of the target language. ▪ Global issues to shape a problem-solving curriculum. ▪ Global communication skills development involving a primary school program for international student to-student peer teaching and communication. |
| Duration of the Best Practice/program | Short and long term |
| Required resources or equipment | N/A |
| Staffing requirements | N/A |
| Costs for the participants, if any | N/A |
| Services that are/were developed (i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc) | Capacity building |
| Evidence and Effectiveness | |

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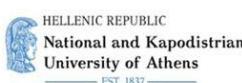
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| Has the Best Practice/program been evaluated? | |
| If yes: Impact/Results of the Best Practice on the target group/beneficiaries | |
| If no: Subjective opinions/comments about the Best Practice/program and its impact on the target group (<i>i.e., 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.? | <ul style="list-style-type: none"> Curriculum planning, resourcing, innovation and teacher capability and professional development are all critical to the effective implementation of global literacy. The most successful schools use a range of proven strategies and approaches across the curriculum; refining and applying pedagogy to ensure its appropriateness. Systematic support and involvement by all stakeholders in the school community (leadership, teachers, students and parents) is required for successful global engagement by schools. |
| Additional comments or information | |
| How is the supply adapted to individual needs (participants or beneficiaries)? | The Toolkit is quite flexible, it presents different paths according to the experience the schools have on global engagement and it includes many stories of success and many examples of excellent practice to choose from. |

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General information



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| Name/title of the Best Practice | Together For Humanity (TFH) programs |
|---|---|
| Period of realisation [<i>Timeframe of the practice (period/duration). Is it finished?</i>] | Ongoing, several programs (annual, bi-annual, per term, etc) Results from the 2018 – 2019 delivery of Prejudice and Belonging and Good Practice Programs |
| Type (<i>program, project, activity, event, multimedia, etc.</i>) | Primary and secondary schools' programs linked to the Australian curriculum. |
| Sources of information (<i>where information can be found about this best practice</i>) | https://togetherforhumanity.org.au/our-programs/ |
| Administering organisation (<i>name & address, if any</i>) | Together For Humanity , a not-for-profit provider of educational services that works with school communities to foster intercultural understanding and help students learn how to deal with differences. |
| <i>Provide information:</i> <i>Contact details: name & email</i> <i>Certification/accreditation</i> <i>Financing: how is the organisation funded</i> | Together For Humanity <ul style="list-style-type: none"> ▪ email: admin@togetherforhumanity.org.au ▪ Address: Sydney Office, PO Box 71, Broadway NSW 2037 ▪ Telephone: 0419 279 750 ▪ Funded by the Australian Government Department, donors, fundraising events. |
| Country of origin/Location of the program | South-Eastern Sydney metropolitan region |
| Other countries participating | N/A |
| Partnerships or collaboration involved (<i>e.g., institutions, organizations, associations, communities</i>) | <ul style="list-style-type: none"> ▪ Government Partner ▪ Institutions, Colleges, Corporate Partners, Foundation Partners, etc. |
| Target group/beneficiaries (<i>vulnerable group, immigrants, ages</i>) | <ul style="list-style-type: none"> ▪ Primary and secondary school students |

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| <p>gender, parents, teachers, other stakeholders, etc.)</p> | <ul style="list-style-type: none"> Primary and secondary school teachers |
| Parameters | |
| <p>Short description of initiative/Best Practice</p> | <p>TFH offers a range of face-to-face and online programs linked to the Australian curriculum that help foster greater connection and inclusion among students. The Australian Curriculum (2019) recognises intercultural understanding as comprising three core capabilities: to recognise and develop respect for culture, to interact and empathise with others, and to take responsibility and reflect on intercultural experiences.</p> <p>Schools applied for this program received the TFH \$5,000 grant, which they used to facilitate implementation of the Good Practice Program. Each school used the grant differently depending on their particular needs. One school hired a program writer to observe classes and write the program, another school used it to create a cultural identity unit, while another used it to write a program focusing on attitudes towards gender.</p> |
| <p>Goals and objectives of initiative/Best practice</p> | <ul style="list-style-type: none"> Support learners (students, teachers, and other school members) to improve their understandings and skills in relation to intercultural understanding To assist students to challenge stereotypes and alleviate their fears To deal with prejudice and discrimination and promote the acquisition of empathy and mutual acceptance and belonging. |
| <p>Key components and activities of initiative/Best practice</p> | <p>Short, curriculum-linked presentations that explore themes of identity, belonging, faith, culture, racism, stereotypes, prejudice and more.</p> <p>Presentations include:</p> <ul style="list-style-type: none"> Anti-prejudice Assumptions Cultural celebrations |





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| | <ul style="list-style-type: none"> ▪ Migration stories ▪ Studies of Religion ▪ First Nations perspectives ▪ Peace & conflict transformation ▪ Special event presentations, e.g. Harmony Day <p>Interschool Programs</p> <ul style="list-style-type: none"> ▪ Students from different schools come together to explore similarities and differences in beliefs and culture through experiential activities. <p>For Teachers</p> <p>A ‘pre-program’ discussion with TFH where staff could ask questions, be informed and educated about the program’s aims, consequently empowering them to follow this up in class and support the students attending the programs. This also kept staff ‘on board’ with the program when students were asked to leave their classes to attend TFH programs.</p> |
| Duration of the Best Practice/program | One year |
| Required resources or equipment | <ul style="list-style-type: none"> ▪ Different resources were required depending on the focus of the program in each school |
| Staffing requirements | <ul style="list-style-type: none"> ▪ Different staffing requirements depending on the focus of the program in each school |
| Costs for the participants, if any | N/A |
| Services that are/were developed (i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc) | <ul style="list-style-type: none"> ▪ Students participated in the content selection and organisation of their programs. Some older students also participated in delivering the content they initiate. |
| Evidence and Effectiveness | |





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| Has the Best Practice/program been evaluated? | <p>Evaluation of the program in schools (2018-2019): Gale, F., Edenborough, M., Boccanfuso E., Hawkins, M., Thomson, R., Sell, C. (2021). Promoting intercultural understanding, connectedness and belonging: An independent evaluation of Together For Humanity programs. Western Sydney University, Australia.</p> <p>https://doi-org.ezproxy.uws.edu.au/10.26183/5e44b23990048</p> |
| If yes: Impact/Results of the Best Practice on the target group/beneficiaries | <p>TFH was effective in bringing about changes in attitudes and behaviours for students and also for teachers.</p> <p>Positive effects on indices such as suspension rates and attendance rates, and whole-of school change towards greater inclusion and acceptance.</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.? | <p>Recommendations:</p> <ul style="list-style-type: none"> Ensure participants understand what is meant by "culture". Culture is a complex construct comprised of many facets, including language, history, customs, traditions, food, and values. Students have diverse interpretations and some understand their culture to be their religion. Reality-testing stereotypes. As people of different backgrounds interact, they recognise that others often have many similarities to themselves, consequently allowing stereotypes and stigma to be disestablished and dismantled, opening up a broader worldview. Teacher observation of TFH role in promoting intercultural understanding. Teachers are in a valuable position having been witness to their students' attitudes |





and behaviours both before and after taking part in TFH programs. So, they can observe and report if there have been any changes.

- Extending the benefits. TFH programs could start earlier that is, from junior primary school, since many younger people may not have yet learned discriminatory ways of thinking, and so starting TFH at an early age would be preventative. TFH programs could include and support parents' learnings and understandings so that home and school environs are consonant with each other, and student learning is supported at home. A 'whole-school' approach extending beyond traditional classroom learning environments to include culture, ethos, and the environment—such as leadership practice—plus engagement with families and the wider community. Widening diversity involving a more extensive range of diverse cultures, religions, and schools.

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Benefits for Pupils and Other Beneficiaries

- Intercultural understanding – TFH participants clearly articulated that they valued gaining more nuanced understandings of culture.
- Respect – TFH participants praised how TFH programs equipped them to have open and respectful discussions about cultural and religious differences.
- Empathy – TFH participants speak of becoming more open to reaching out to connect with people from different backgrounds to themselves.
- Belonging – TFH programs were key spaces for the expansion of language and terminology around belonging, promoting articulate, meaningful discussions.
- Diversity, multiplicity, and shared humanity – TFH participants expressed recognising and seeing the similarities and shared understanding that they have with others from different cultural backgrounds.



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| | <ul style="list-style-type: none"> ▪ Confidence – TFH participants perceived markedly improved self-confidence through expanding interpersonal communication abilities, building new connections with others from diverse backgrounds and overcoming fears of new social and intercultural situations. |
| Additional comments or information | |
| How is the supply adapted to individual needs (participants or beneficiaries)? | TFH was flexible in responding to school-specific needs in relation to discrimination. |

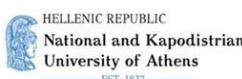
E.U. Area

| General information | |
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| Name/title of the Best Practice | European Erasmus project: E-COURSE – EnhancIng the ParticipatiOn and Learning Performance of Migrant and RefUgee Children in PRimary School Education |
| Period of realisation [<i>Timeframe of the practice (period/duration). Is it finished?</i>] | 2018 - 2019 |
| Type (<i>program, project, activity, event, multimedia, etc.</i>) | Erasmus Project |
| Sources of information (<i>where information can be found about this best practice</i>) | <p>https://e-course.eu/the-project/</p> <p>School Support Learning Platform</p> <p>https://learning.e-course.eu/</p> <p>https://e-course.eu/media/E-COURSE_teacher_handbook.pdf</p> |
| Administering organisation (<i>name & address, if any</i>) | |
| <i>Provide information:</i> <i>Contact details: name & email</i> <i>Certification/accreditation</i> | <ul style="list-style-type: none"> ▪ https://e-course.eu/contact-us/ |

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| <i>Financing: how is the organisation funded</i> | |
| Country of origin/Location of the program | EU |
| Other countries participating | <ul style="list-style-type: none"> ▪ Germany ▪ Greece ▪ UK ▪ Cyprus ▪ Netherlands ▪ France ▪ Italy |
| Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities) | <p>The project involves 8 organisations:</p> <ul style="list-style-type: none"> ▪ IMA (Coordinator, Germany); ▪ KMOP (Greece); ▪ FOUR ELEMENTS (Greece); ▪ Canary Wharf Consulting LTD (UK); ▪ CARDET (Cyprus); ▪ ESHA (Netherlands); ▪ Pistes Solidaires (France); ▪ CESIE (Italy). |
| Target group/beneficiaries (vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.) | <p>Teachers, school leaders and non-teaching staff</p> <p>Fostering their competences and knowledge to address diversity and inclusion in schools. They will gain access to tools that will allow them to deal with the learning needs of newly arrived migrant and refugee students.</p> <p>Newly arrived migrant and refugee students and their families</p> |

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creative thinking development

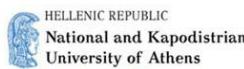


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| | Fostering an inclusive and tolerant school community by involving all the relevant actors in school education. |
| Parameters | |
| Short description of initiative/Best Practice | <p>E-COURSE aims at enhancing the access, participation and learning performance of newly arrived migrants and refugee children in primary school education in Germany, Greece, Italy, France and Cyprus as well as at a European level in order to promote their overall integration in the host societies.</p> <p>E-COURSE envisages to enhance the skills of teachers and school staff by providing them with valuable tools to address the learning needs of migrant and refugee children.</p> |
| Goals and objectives of initiative/Best practice | <ul style="list-style-type: none"> ▪ Enhancing the professional development of teachers in dealing with migrant and refugee learners and diversity in classrooms ▪ Supporting schools to facilitate inclusion and success of newly arrived migrant and refugee students, thus contributing to the tackling of Early School Leaving (ESL) ▪ Supporting and enhancing the performance of newly-arrived migrant and refugee students in primary schools ▪ Strengthening collaboration among all members of the school community: school leaders, teachers and non-teaching staff, learners, parents/families |
| Key components and activities of initiative/Best practice | <ul style="list-style-type: none"> ▪ Learning modules for teachers and school staff in order to be able to effectively address equity, diversity and inclusion: <ol style="list-style-type: none"> 1. Mapping interculturality. 2. Non-formal methodologies and approaches: how to foster multiculturalism. 3. School and parenting in the countries of origin of migrant and refugee children. |

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| | <p>4. The use of Web 2.0 technology for enhancing learning in a multicultural classroom.</p> <p>5. Teaching non-native language students: methods and tools.</p> <ul style="list-style-type: none"> ▪ A School Support Platform to facilitate schools in supporting the active participation of migrant and refugee children and the collaboration among all members of the school community ▪ A methodology for the elaboration and implementation of school diversity policies and action plans. |
| Duration of the Best Practice/program | 2 years |
| Required resources or equipment | <ul style="list-style-type: none"> ▪ Computer ▪ Speakers ▪ Internet ▪ Paper and coloured pencils ▪ Crafts tools |
| Staffing requirements | Teachers trained in the methodology of the project |
| Costs for the participants, if any | N/A |
| 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"> ▪ Modules for the training/capacity building of teachers and school managers on managing diversity and promoting social inclusion; ▪ An online homework support tool where students can upload articles with specific exercises, proposed solutions and questions that they might have in order to receive help from volunteer teachers; ▪ And an online space/forum to facilitate communication and collaboration between the school/teachers and the families/parents of migrant and refugee students. |
| Evidence and Effectiveness | |

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| Has the Best Practice/program been evaluated? | During pilot implementation. |
| 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) | |
| 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"> ▪ Acquire the knowledge and skills, and to shape the necessary attitudes for living in a world of diversity ▪ Be able to interact, negotiate, and communicate with people of different cultural backgrounds |
| Additional comments or information | |
| How is the supply adapted to individual needs (participants or beneficiaries)? | The variety of tools and methods that the handbook includes allows for the selection of the most appropriate ones according to the individual needs. |

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| General information | |
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| Name/title of the Best Practice | Project AVIOR! |
| Period of realisation [<i>Timeframe of the practice (period/duration). Is it finished?</i>] | 2016-2020 |
| Type (<i>program, project, activity, event, multimedia, etc.</i>) | Erasmus+ |



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| Sources of information (<i>where information can be found about this best practice</i>) | https://avior.risbo.org/ |
| Administering organisation (<i>name & address, if any</i>) | Risbo – Netherlands (Project Leader) |
| <i>Provide information:</i> <i>Contact details: name & email</i> <i>Certification/accreditation</i> <i>Financing: how is the organisation funded</i> | 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, lana@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> |

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| | <p>7. Terremondo società cooperativa – Italy</p> <p>Contact person: Paola Gargano, Paola.gargano@asai.it</p> <p>http://www.terremondo.it/</p> |
| Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities) | Research and training centers, NGOs and network organizations. |
| Target group/beneficiaries (vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.) | 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> |

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| | (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. |
| 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.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc) | |
| 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.? | |

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| Additional comments or information | |
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| How is the supply adapted to individual needs (participants or beneficiaries)? | |

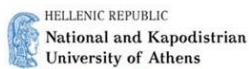
U.S.A.

| General information | |
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| Name/title of the Best Practice | Developing Inclusive Youth (DIY) |
| Period of realisation [<i>Timeframe of the practice (period/duration). Is it finished?</i>] | 2019 |
| Type (<i>program, project, activity, event, multimedia, etc.</i>) | An intervention program for elementary school classrooms |
| Sources of information (<i>where information can be found about this best practice</i>) | <p>www.killenlab.umd.edu</p> <p>https://files.eric.ed.gov/fulltext/EJ1231535.pdf</p> |
| Administering organisation (<i>name & address), if any</i> | Department of Human Development and Quantitative Methodology, University of Maryland, College Park Maryland, USA |
| <i>Provide information:</i> <i>Contact details: name & email</i> <i>Certification/accreditation</i> <i>Financing: how is the organisation funded</i> | <ul style="list-style-type: none"> ▪ Melanie Killen ▪ Email: ude.dmu@nellikm. ▪ Melanie Killen, Department of Human Development and Quantitative Methodology, University of Maryland, 3942 Campus Drive, Suite 3304, University of Maryland, College Park, MD 20742, USA. |
| Country of origin/Location of the program | USA |
| Other countries participating | N/A |
| Partnerships or collaboration involved (<i>e.g., institutions,</i> | N/A |

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| <i>organizations, associations, communities)</i> | |
| Target group/beneficiaries <i>(vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.)</i> | Primary school students (third, fourth, and fifth grades) Primary school Teachers |
| Parameters | |
| Short description initiative/Best Practice | <p>The Developing Inclusive Youth (DIY) is a school-based program designed to promote intergroup friendships and reduce prejudice and bias in childhood. It is based on well-established theoretical and empirical lines of research on prejudice and social exclusion in childhood. The program includes two components: (1) a web-based curriculum tool; and (2) a teacher-led classroom discussion.</p> <p>Once a week for 8 weeks, children individually logged into an interactive web-based curriculum tool featuring a different target group. The peer scenarios, viewed in a fixed order, included social encounters between children from different backgrounds in everyday, familiar peer settings: Recess (new person at school), Science (gender: female), Park (race/ethnicity: Latinx), Bowling (immigrant status), Arcade (wealth status), Dance (race/ethnicity: Black), Party (race/ethnicity: White), and Movie (race/ethnicity: Arab American). Each portal displayed a short vignette featuring two, three, or four peers. One or two characters discussed excluding a peer from a group activity while another character voiced an inclusive desire. The dialogue included references to stereotypic expectations from characters who wanted to exclude and expressions highlighting commonalities or rejecting exclusive orientations from characters who wanted to include. For example, in the Science scenario, a boy who wanted to exclude a girl from the boys' science project group stated: "Girls aren't good at science," while his male friend replied: "But my sister is good at science."</p> <p>The scenarios depicted in the web-based curriculum tool provided the basis for teacher-led classroom discussions that occurred immediately after the use of the curriculum tool. The scenarios were drawn from more than two decades of</p> |

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| | research on how children evaluate peer social inclusion and exclusion situations that occur in their everyday lives. |
| Goals and objectives of initiative/Best practice | This program attempted to change children's prejudice and bias as well as prompt children to challenge unfair treatment by seeking solutions to students' experiences of bias at school, a fundamental goal of an anti-racist curriculum. |
| Key components and activities of initiative/Best practice | A unique aspect of the tool is that the story ending depended on participants' decision to "include" or "exclude" the peer. This setup allowed children to witness the direct and immediate consequences of their choice. In most cases, exclusion decisions resulted in a loss of friendship opportunities and sadness displayed by the excluded children and inclusion decisions resulted in friendship and new lessons learned. Importantly, all students watched the opposite outcome after first viewing the one that they chose (after receiving a prompt: "Let's say that the group decided to do X instead..."), such that all participants were able to witness both the benefits of inclusion and the harm of exclusion. |
| Duration of the Best Practice/program | 8 weeks |
| Required resources or equipment | <ul style="list-style-type: none"> ▪ Chromebooks and headphones ▪ A research assistant also attended each session for the duration of the DIY program and helped students log in during the web-based tool portion. |
| Staffing requirements | <ul style="list-style-type: none"> ▪ Teachers trained in the methodology of the project. <p>Teachers received training documents and materials that provided reminders and prompts about the content and themes present in the week's vignette. Teachers were trained to establish a safe space in the classroom, which included agreeing that the discussion must be kept confidential, listening to their classmates without interruptions, and refraining from identifying classmates by names. During the discussion, children were prompted to: (1) Make connections between the scenarios and their own experiences; (2) Reflect on how their experiences related to</p> |

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| | <p>broader themes of inclusivity and anti-prejudice and racism; (3) Reflect on how the story they heard is similar to other weeks' scenarios; (4) Get both sides of the story and discuss why each character made the decisions they did; and (5) Share personal experiences that relate to the week's topic and themes.</p> <ul style="list-style-type: none"> ▪ Research Assistants. <p>One to two research assistants were present to observe each classroom discussion but did not participate or intervene during the session. Afterward, constructive feedback and suggestions for facilitating the discussion were provided to the teacher. The research assistant also wrote detailed notes regarding children's discussions that pertained to inclusion, exclusion, and personal experiences about exclusion in order to document the types of statements that children exchanged.</p> |
| Costs for the participants, if any | N/A |
| 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"> ▪ Teachers' workshop |
| Evidence and Effectiveness | |
| Has the Best Practice/program been evaluated? | <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9179087/</p> |
| <p>If yes:</p> <p>Impact/Results of the Best Practice on the target group/beneficiaries</p> | <p>Children</p> <p>The Developing Inclusive Youth (DIY) program was effective for changing attitudes for children in third, fourth, and fifth grades who received the intervention.</p> <p>Children who participated in the DIY program assigned more positive traits (such as friendly, hard-working, and smart) toward female, male, Black, and White peers.</p> <p>Children were also more likely to attribute positive math and science competency beliefs (smart at math and science) to</p> |



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| | <p>White and Black characters; younger children's attitudes toward Black and Asian characters became more positive than older children's.</p> <p>Younger children were more likely to report play with Black and Asian peers than were older children as a function of being in the program. This finding reveals that starting these programs early with children as young as 8 and 9 years of age is important.</p> <p>Teachers</p> <p>Teachers who participated in the program revealed that teachers learned from their students ("I heard things that my students experienced that I never knew about"). Further, some teachers recognized that they had not discussed the topics in the program with their students in the past.</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> | <ul style="list-style-type: none"> Prejudice reduction interventions may be effective at reducing bias and discriminatory behavior, particularly with younger children. |
| <p>Additional comments or information</p> | |
| <p>How is the supply adapted to individual needs (participants or beneficiaries)?</p> | <p>N/A</p> |

6.3. Good Practices in Finland, Iceland, Norway and Sweden

The **OLEMISEN BALANSSIA RY** (Finland) collected best practices covering the following geographical areas:



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Finland

| General information | |
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| Name/title of the Best Practice | Me & MyCity |
| Period of realisation [Timeframe of the practice (period/duration). Is it finished?] | Ongoing since 2009, reaches approximately 70% of Finland's sixth graders each year. |
| Type (program, project, activity, event, multimedia, etc.) | Educational program |
| Sources of information (where information can be found about this best practice) | <p>https://yle.fi/a/3-7765245</p> <p>https://www.dw.com/en/innovative-schooling-finlands-me-mycity-program/a-44560289</p> <p>https://www.edutopia.org/blog/me-mycity- positive-prelude-working-life-tomi-alakoski</p> |
| Administering organisation (name & address), if any | The program is administered by multiple organizations across Finland, with regional coordinators responsible for local implementations. |
| Provide information: Contact details: name & email Certification/accreditation Financing: how is the organisation funded | <p>The program has received international recognition, including a 2014 World Innovation Summit for Education (WISE) Award.</p> <p>https://www.wise-qatar.org/project/me-and-mycity-finland/</p> <p>Me & MyCity is funded through partnerships with Finnish universities and corporate sponsors</p> <p>https://www.dw.com/en/innovative-schooling-finlands-me-mycity-program/a-44560289</p> |

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| Country of origin/Location of the program | Finland |
| Other countries participating | The Me & MyCity program is a Finnish educational initiative, and while it is primarily implemented in Finland, the concept has garnered international attention. The program developers actively participate in international education summits and cooperate with education experts worldwide. This suggests that while the program may not be directly implemented in other countries, the concept and learning model could be shared and potentially adapted internationally. |
| Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities) | Collaborations with Finnish universities, corporate sponsors, and other educational institutions. |
| Target group/beneficiaries (vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.) | Sixth-grade students (approximately 12 years old), with a focus on introducing them to working life, the economy, and society. |
| Parameters | |
| Short description of initiative/Best Practice | An educational program where students simulate adult roles in a miniature town, learning about entrepreneurship, the economy, and society. https://yle.fi/a/3-7765245 |
| Goals and objectives of initiative/Best practice | To provide hands-on learning experiences that teach important life skills and prepare students for future societal participation. |
| Key components and activities of initiative/Best practice | Role-playing as professionals, earning a salary, paying taxes, and functioning as consumers and citizens within a simulated society. |
| Duration of the Best Practice/program | The program is ongoing and reaches a significant portion of Finland's sixth-grade population annually. |

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| Required resources or equipment | A large hall transformed into a miniature town with booths representing various professions and sectors. https://www.dw.com/en/innovative-schooling-finlands-me-my-city-program/a-44560289 |
| Staffing requirements | Regional coordinators, educators, and support staff to facilitate the program. |
| Costs for the participants, if any | - |
| Services that are/were developed (i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc) | Counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching. |
| Evidence and Effectiveness | 146 |
| Has the Best Practice/program been evaluated? | Yes https://www.wise-qatar.org/project/me-and-my-city-finland/ |
| If yes: Impact/Results of the Best Practice on the target group/beneficiaries | The program has been successful in teaching students about society, the economy, and the responsibilities of citizenship. |
| 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 | <p>Recommendations for implementation</p> <ul style="list-style-type: none"> Include a wide range of professions and societal roles to cater to diverse interests and backgrounds of students. |



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| <p>related to inter/transcultural competence, inclusion, etc.?</p> | <ul style="list-style-type: none"> Provide specialized training for teachers to facilitate the program effectively, focusing on guiding students through the role-playing experience. Implement a system for regular assessment and feedback to adapt and improve the program continuously. <p>https://www.youtube.com/watch?v=9cenCiJ3gVI</p> <p>https://www.youtube.com/watch?v=Jt-wFB5KZOE</p> <p>Benefits for Pupils and Other Beneficiaries:</p> <ul style="list-style-type: none"> Students gain a practical understanding of how society functions, including the economy, jobs, and civic responsibilities. The program helps in developing essential life skills such as financial literacy, public speaking, and job application processes. By simulating a diverse society, students learn to appreciate different cultures and perspectives, fostering intercultural dialogue and understanding. Me & MyCity provides an inclusive environment where all students can participate and learn, regardless of their background, promoting social inclusion and equality. Encourages an entrepreneurial mindset, teaching students about innovation, problem-solving, and the importance of contributing to their community. |
| <p>Additional comments or information</p> | |
| <p>How is the supply adapted to individual needs (participants or beneficiaries)?</p> | <p>The program adapts to individual needs by providing a diverse range of roles and activities that cater to different interests and learning styles.</p> |

General information

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| <p>Name/title of the Best Practice</p> | <p>Language Shower Program</p> |
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| Period of realisation <i>[Timeframe of the practice (period/duration). Is it finished?]</i> | Ongoing |
| Type <i>(program, project, activity, event, multimedia, etc.)</i> | Program |
| Sources of information <i>(where information can be found about this best practice)</i> | <p>https://www.edueffect.fi/language-showering/</p> <p>https://hundred.org/en/innovations/language-showering-in-jyvaskyla</p> <p>https://www.youtube.com/channel/UCiiFh_noxkAIgk3Crt9qO9Q/videos</p> <p>https://peda.net/jyvaskyla/kielisuihkutus/in-english</p> |
| Administering organisation <i>(name & address), if any</i> | Finnish National Agency for Education, Hakaniemenranta 6, 00530 Helsinki, Finland |
| <i>Provide information:</i> <i>Contact details: name & email</i> | The program is recognized by the Finnish National Agency for Education. |
| <i>Certification/accreditation</i> | The program is funded by local education authorities. |
| <i>● Financing: how is the organisation funded</i> | |
| Country of origin/Location of the program | Finland |
| Other countries participating | - |
| Partnerships or collaboration involved <i>(e.g., institutions, organizations, associations, communities)</i> | Institutions, organizations, associations, communities: Local education authorities, Finnish schools |
| Target group/beneficiaries <i>(vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.)</i> | The program targets young learners in Finnish schools, parents, and teachers. |
| Parameters | |
| Short description of initiative/Best Practice | The Language Shower Program is an innovative method of foreign language teaching used in Finland, particularly with |

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| | young learners. It introduces multiple languages and cultures through interactive lessons and cultural activities. |
| Goals and objectives of initiative/Best practice | The primary aim of the method is to provide positive experiences of languages and language learning. |
| Key components and activities of initiative/Best practice | Interactive lessons, cultural activities. |
| Duration of the Best Practice/program | Ongoing |
| Required resources or equipment | The Language Shower Program requires a basic set of resources which include a guide booklet, a material package, and a collection of vocabulary flashcards. The guide booklet contains a full guide on language showering and using it. The material package includes different types of activities, games, using drama, songs, nursery rhymes, and dances to use while language showering. The vocabulary flashcards are used to facilitate language learning. |
| Staffing requirements | The program is designed to be low-threshold, meaning that anyone familiar with the basics of a language can learn to language shower. Therefore, the staffing requirements are flexible. It does not require one to be trained as a language teacher or to have native-like skills in the target language. |
| Costs for the participants, if any | - |
| Services that are/were developed (i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc) | Language learning, cultural activities |
| Evidence and Effectiveness | |
| Has the Best Practice/program been evaluated? | Yes |
| If yes: | There is a study that attempts to find out if language showers have an effect on pupils' language disposition. However, the |

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| Impact/Results of the Best Practice on the target group/beneficiaries | <p>specific results of this evaluation are not detailed in the available resources.</p> <p>https://jyx.jyu.fi/bitstream/handle/123456789/41876/URN:NBN:fi:jyu-201307042072.pdf</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>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>The program provides positive experiences of languages and language learning, which can enhance inter/transcultural competence and inclusion.</p> |
| Additional comments or information | |
| <p>How is the supply adapted to individual needs (participants or beneficiaries)?</p> | <p>The program is implemented during the children's everyday activities. The foreign language is used occasionally and where it fits naturally, which enables the majority of the language being spoken to be the country's official language with the foreign language being showered here and there.</p> |

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| General information | |
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| Name/title of the Best Practice | StarT Program |
| Period of realisation [<i>Timeframe of the practice (period/duration). Is it finished?</i>] | Ongoing since 2016 |
| Type (<i>program, project, activity, event, multimedia, etc.</i>) | Program |



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| Sources of information (where information can be found about this best practice) | <p>https://www.stemcoalition.eu/programmes/start-finland</p> <p>https://start.luma.fi/en/start-programme/</p> |
| Administering organisation (name & address), if any | LUMA Centre Finland, University of Helsinki, P.O. Box 4 (Yliopistonkatu 3), FI-00014 University of Helsinki, Finland |
| <p><i>Provide information:</i></p> <p><i>Contact details: name & email</i></p> <p><i>Certification/accreditation</i></p> <p><i>Financing: how is the organisation funded</i></p> | <ul style="list-style-type: none"> The flagship of the StarT program are the annually handed out International LUMA StarT Awards for best educational practices to teachers and educators; and for best projects to teams of kids and youth. StarT is organized by the LUMA Centre Finland and its cooperation partners. StarT learning projects are carried out in learning communities like day care centres, kindergartens, schools etc. around the country and funded by themselves. Regional and national StarT marketing as well as the regional StarT festivals and national/international StarT Gala are funded by the Finnish universities and the sponsoring companies. |
| Country of origin/Location of the program | Finland |
| Other countries participating | |
| Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities) | <ul style="list-style-type: none"> StarT brings people together from all around the world and allows them to experience the joy of collaborative learning and joint success. In StarT, different learning communities share their best educational practices. Institutions, organizations, associations, communities: LUMA Centre Finland, Finnish schools <p>https://start.luma.fi/en/start-programme/</p> |
| Target group/beneficiaries (vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.) | StarT is aimed for learning communities ranging from early childhood education to upper secondary schools |





Parameters

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| Short description of initiative/Best Practice | StarT is the flagship programme of the LUMA Centre Finland (Finnish STEM platform). The programme is implemented by LUMA Centre Finland (network between 13 regional STEM education centre within Finnish universities) through 'learning communities', supported by collaboration partners including the Finnish National Agency for Education and companies in the field of science and technology like IBM. |
| Goals and objectives of initiative/Best practice | The programme's main objective is to bring science, mathematics and technology closer to children and youngsters through interdisciplinary, project-based collaborative learning. |
| Key components and activities of initiative/Best practice | <ul style="list-style-type: none"> ▪ Interdisciplinary Learning: The program supports the implementation of interdisciplinary project-based learning in accordance with the newest national core curriculum of Finland. ▪ Collaborative Learning: StarT brings people together from all around the world and allows them to experience the joy of collaborative learning and joint success3. In StarT, different learning communities share their best educational practices. |
| Duration of the Best Practice/program | Ongoing |
| Required resources or equipment | <ul style="list-style-type: none"> ▪ The StarT Program requires resources that support project-based learning and STEM education. This could include science, technology, engineering, and mathematics equipment, as well as resources for interdisciplinary learning. |
| Staffing requirements | <ul style="list-style-type: none"> ▪ The program is designed to be implemented by educators with a background in STEM education or who are comfortable facilitating project-based, interdisciplinary learning. |

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| Costs for the participants, if any | <ul style="list-style-type: none"> Not specified. The program is implemented as part of the STEM education curriculum in Finland. |
| Services that are/were developed (i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc) | <ul style="list-style-type: none"> The program offers services such as project-based collaborative learning, interdisciplinary learning, and STEM education. |
| 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"> The overall feedback has been excellent. For example, in relation to a math related learning project teachers noted that: "Children have learned to create their own ideas, to solve problems in a team, work together to overcome difficulties, associate the amount of things with numbers, improved perception of time and counting skills. During the festival they developed not only mathematical skills, but also improved their social skills." In school year 2016-2017 support material was sent through the StarT newsletter to 500 learning communities in Finland. There were ca. 10 000 participants (kids/youth/teachers/educators) in StarT learning communities, ca. 1000 participants in regional StarT festivals and ca. 400 participant in national/international StarT Gala. |
| 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 | <ul style="list-style-type: none"> The StarT Program can benefit pupils and other beneficiaries by providing them with positive experiences of STEM education, which can enhance inter/transcultural competence and inclusion. |

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| 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)? | <p>The program is implemented as part of the STEM education curriculum in Finland, suggesting that it is adapted to individual needs. It offers free online courses as well as material, such as a virtual science club for children.</p> <p>https://youtu.be/YK8aMXGBihw?si=zSX5RYEUzsNPaz7K</p> |

Iceland

| General information | |
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| 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><u>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)</u></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> |
| <i>Provide information:</i> <i>Contact details: name & email</i> | <ul style="list-style-type: none"> ▪ Telephone: +354 899 0768 ▪ E-mail: info@smartteachersplaymore.com |

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| <p><i>Certification/accreditation</i></p> <p><i>Financing: how is the organisation funded</i></p> | <ul style="list-style-type: none"> ▪ Certificate of Attendance. ▪ Europass Mobility Document. ▪ Funded by the Erasmus+ program ▪ Supported by the Icelandic government |
| <p>Country of origin/Location of the program</p> | Iceland |
| <p>Other countries participating</p> | Primarily international participants from various European countries. |
| <p>Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities)</p> | <ul style="list-style-type: none"> ▪ Local Icelandic schools ▪ European educational networks ▪ Creative arts and educational institutions |
| <p>Target group/beneficiaries (vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.)</p> | <ul style="list-style-type: none"> ▪ Primary and secondary school teachers ▪ Special education practitioners ▪ Educational support staff |
| <p>Parameters</p> | |
| <p>Short description of initiative/Best Practice</p> | <p>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.</p> |
| <p>Goals and objectives of initiative/Best practice</p> | <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. |

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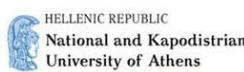


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| | <ul style="list-style-type: none"> ▪ Encourage physical activity and holistic development. ▪ Foster international collaborations among educators. |
| Key components and activities of initiative/Best practice | <ul style="list-style-type: none"> ▪ 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. |

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| <p>Services that are/were developed (i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc)</p> | <ul style="list-style-type: none"> ▪ Counseling: Guidance on implementing inclusive practices. ▪ Capacity Building: Training for teachers on inclusive methodologies. ▪ Teaching: Techniques for creating inclusive and creative classrooms. ▪ Mentoring: Support for developing school projects. ▪ Networking: Opportunities for ongoing collaboration with international peers. |
| <p>Evidence and Effectiveness</p> | |
| <p>Has the Best Practice/program been evaluated?</p> | <ul style="list-style-type: none"> ▪ Ongoing evaluation through participant feedback and course outcomes. |
| <p>If yes: Impact/Results of the Best Practice on the target group/beneficiaries</p> | <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. |
| <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 implement new techniques. ▪ Regularly update course content to address current challenges in inclusive education. |

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| | <ul style="list-style-type: none"> ▪ 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 | |
| <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 | 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 |



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| Administering organisation (name & address), if any | Keilugrandi 12 107 Reykjavik Höfuðborgarsvæði is Iceland |
| <i>Provide information:</i> <i>Contact details: name & email</i> <i>Certification/accreditation</i> <i>Financing: how is the organisation funded</i> | Website: https://grandaskoli.is Phone: +3544117120 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 (vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.) | 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 |

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| | 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. ▪ 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. | 160 |
| 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 | |



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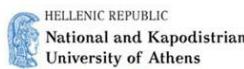


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| Duration of the Best Practice/program | 2 years |
| Required resources or equipment | <ul style="list-style-type: none"> ▪ Educational materials and resources ▪ Online platforms for collaboration and resource sharing ▪ Spaces for workshops and community 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 |
| Services that are/were developed (i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc) | <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 |
| 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 and participation in volunteering activities ▪ Improved teaching methods incorporating volunteering and active citizenship |

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| | <ul style="list-style-type: none"> ▪ Greater student engagement and development of key competences ▪ Positive feedback from participants and community members |
| <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>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"> ▪ 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. |

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| | <ul style="list-style-type: none"> ▪ Training for teachers on adapting lessons to meet the specific needs of their students. |
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| General information | |
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| 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, if any</i>) | Icelandic Ministry of Education, Science, and Culture Sölvhólgsgata 4, 101 Reykjavik, Iceland |
| <i>Provide information:</i> <i>Contact details: name & email</i> <i>Certification/accreditation</i> <i>Financing: how is the organisation funded</i> | info@pmserasmusplus.org Certified by the Icelandic Ministry of Education, Science, and Culture Europass Mobility Certificate available on request 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 (<i>e.g., institutions,</i> | <ul style="list-style-type: none"> ▪ Local primary schools |

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| <i>organizations, associations, communities)</i> | <ul style="list-style-type: none"> ▪ 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 | <p>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.</p> |
| 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. ▪ 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 |

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| | <ul style="list-style-type: none"> ▪ 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.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc) | <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 | |
| Has the Best Practice/program been evaluated? | Yes |
| If yes: | <ul style="list-style-type: none"> ▪ Enhanced creativity and problem-solving skills among teachers. |

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| Impact/Results of the Best Practice on the target group/beneficiaries | <ul style="list-style-type: none"> ▪ 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. |
| 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.? | <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 | |
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| 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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Norway

| General information | |
|---|--|
| Name/title of the Best Practice | ALL ABOARD |
| Period of realisation [<i>Timeframe of the practice (period/duration). Is it finished?</i>] | Start date 01-09-2016 End date 30-04-2019 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/2016-1-FI01-KA201-022700 http://all-aboard-erasmus.eu/ |
| Administering organisation (<i>name & address, if any</i>) | Statped postmottak 3081 Holmestrand NO Norway |
| <i>Provide information:</i> <i>Contact details: name & email</i> <i>Certification/accreditation</i> | <ul style="list-style-type: none"> Phone: +4702196 Labels: Good practice EU funded |

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| <i>Financing: how is the organisation funded</i> | |
| Country of origin/Location of the program | Norway |
| Other countries participating | Finland, United Kingdom, Belgium |
| Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities) | <ul style="list-style-type: none"> ▪ HET GEMEENSCHAPSONDERWIJS BE Belgium ▪ National Star Foundation GB United Kingdom ▪ Valteri-koulu Onerva |
| Target group/beneficiaries (vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.) | <ul style="list-style-type: none"> ▪ Educational Institutions, Educational Community, Teachers, Parents and Guardians, Staff of Participant Expertise Centres, Local Authorities. |
| Parameters | |
| Short description of initiative/Best Practice | <p>The project, “ALL ABOARD”, aims to strengthen the competence of national expertise centres supporting inclusive education for pupils and students with special educational needs. It focuses on sharing good practices and special knowledge on how to support inclusive education across European countries.</p> |
| Goals and objectives of initiative/Best practice | <ul style="list-style-type: none"> ▪ To exchange good practices and special knowledge on supporting inclusive education. ▪ To create innovative actions and products that enhance the competence of expertise centres and schools. ▪ To develop a comprehensive training module to support the implementation of inclusive education. ▪ To disseminate these practices and training materials widely to ensure sustainability and accessibility. |
| Key components and activities of initiative/Best practice | <ul style="list-style-type: none"> ▪ Development of intellectual outputs such as the “Box of Best Practices,” “Thematic Webinars of Inclusive Practices,” and a “Training Module for Supporting Inclusive Education.” |

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| | <ul style="list-style-type: none"> Conducting face-to-face and online meetings, job shadowing, and training activities. Gathering content through the collaborative efforts of multi-professional staff from each participating centre. Organizing multiplier events like national and international seminars to disseminate results. Providing open access to all materials on the project web pages. |
| Duration of the Best Practice/program | 3 years |
| Required resources or equipment | <ul style="list-style-type: none"> Technological infrastructure for webinars and online meetings. Facilities for face-to-face meetings and training activities. Access to expertise and best practices from participating centres. |
| Staffing requirements | <ul style="list-style-type: none"> Multi-professional staff from participating centres, including educators, trainers, and support staff. Coordinators for managing the project activities and ensuring smooth collaboration among partners. Technical staff to handle the online dissemination and maintenance of project materials. |
| Costs for the participants, if any | <ul style="list-style-type: none"> Generally covered by Erasmus+ funding Potential fees for accessing certain advanced training modules or materials, though many resources will be available freely online. |
| 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: Providing expert advice on implementing inclusive education. Capacity Building: Strengthening the skills and knowledge of staff at expertise centres and schools. |

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| | <ul style="list-style-type: none"> Teaching and Training: Developing and delivering a comprehensive training module. Mentoring and Coaching: Offering guidance and support through job-shadowing and practical activities. Supporting: Assisting schools and local authorities in adopting inclusive practices. Participant Involvement in Planning and Decision-Making: Engaging stakeholders in the development and refinement of project outputs. Dissemination: Conducting national and international seminars to share results and promote best practices. |
| 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"> The pilot training module received positive feedback from participants, indicating that the course content was relevant and useful for enhancing their skills in supporting inclusive education. Participants reported increased confidence in implementing inclusive practices and appreciated the opportunity to exchange ideas and strategies with peers from different countries. |
| 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 | <ul style="list-style-type: none"> Ensure ongoing evaluation and feedback mechanisms to continually refine and improve the training module based on participant experiences. |

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| related to inter/transcultural competence, inclusion, etc.? | <ul style="list-style-type: none"> ▪ Expand the training module to include more hands-on activities and case studies to further enhance practical learning. ▪ Promote wider dissemination of the training module through online platforms and partnerships with additional educational institutions. ▪ Consider translating the training materials into multiple languages to increase accessibility and reach a broader audience. |
| Additional comments or information | |
| How is the supply adapted to individual needs (participants or beneficiaries)? | <ul style="list-style-type: none"> ▪ The training module is designed to be flexible and adaptable, allowing customization based on the specific needs and contexts of different schools and educational systems. ▪ The program includes sessions tailored to various professional roles, such as principals, teachers, and rehabilitation staff, ensuring that the training is relevant and applicable to each group. |

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| General information | |
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| Name/title of the Best Practice | WHERE IS BEAUTY |
| Period of realisation [<i>Timeframe of the practice (period/duration). Is it finished?</i>] | <p>Start date 15-09-2020</p> <p>End date 14-09-2023</p> <p>Completed</p> |
| Type (<i>program, project, activity, event, multimedia, etc.</i>) | Project |
| Sources of information (<i>where information can be found about this best practice</i>) | <p>https://school-education.ec.europa.eu/tr/networking/projects/117762</p> <p>https://twinspace.etwinning.net/210764/home</p> |



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| | https://whereisbeauty.4ou-tg.com/ |
| Administering organisation (name & address), if any | <p>Sviland skule Svilandsveien 211 4308 Sandnes Rogaland NO Norway</p> |
| <p><i>Provide information:</i> <i>Contact details: name & email</i> <i>Certification/accreditation</i> <i>Financing: how is the organisation funded</i></p> | <ul style="list-style-type: none"> ▪ Website: https://www.minskole.no ▪ National Quality Label ▪ European Quality Label ▪ Phone: +47 51608050 ▪ EU funded |
| Country of origin/Location of the program | Norway |
| Other countries participating | Italy, Turkey, Spain, Bulgaria, Portugal, |
| Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities) | <ul style="list-style-type: none"> ▪ Aliaga Ortaokulu TR Türkiye ▪ CEIP Guliena ES Spain ▪ EBI Francisco Ferreira Drummond PT Portugal ▪ Istituto Omnicomprensivo di Bobbio Capoluogo IT Italy |
| Target group/beneficiaries (vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.) | Pupils, Teachers, Parents and Guardians, Local Communities, Educational Institutions. |
| Parameters | |

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| Short description of initiative/Best Practice | <p>The project aimed to enhance pupils' awareness and ability to become active European citizens by focusing on aesthetics and ethics. It provided opportunities for children to discover beauty inside and around them and offered tools to preserve it through ethical decisions and actions. The project also supported teachers in innovating their teaching methods, improving digital skills, and addressing sensitive aspects of modern education.</p> |
| Goals and objectives of initiative/Best practice | <ul style="list-style-type: none"> ▪ Increase awareness of active and responsible European citizenship. ▪ Develop cultural awareness by connecting with past, present, and future European heritage. ▪ Encourage ethical decisions to preserve European beauty and improve society. ▪ Highlight the impact of individual decisions on broader society. |
| Key components and activities of initiative/Best practice | <ul style="list-style-type: none"> ▪ Collaboration: The project involved six schools from Italy, Portugal, Norway, Bulgaria, Turkey, and Spain. ▪ Meetings and Intermeeting Activities: Both online and in-person activities focused on aesthetics and ethics, organized around six main topics: Myself & Others, Nature, Sport, Food, Music & Dance, and Art & Architecture. ▪ Active Methods: Emphasized Project-Based Learning (PBL) and Service Learning approaches. ▪ Digital Integration: High integration of digital content and foreign language acquisition. ▪ Collaborative Work: Activities carried out in international groups and within individual schools. ▪ Ethical and Aesthetic Activities: Creation and dissemination of products, eTwinning exchanges, and TwinSpace activities. |
| Duration of the Best Practice/program | 3 years |

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| Required resources or equipment | <ul style="list-style-type: none"> ▪ Technological Infrastructure: For online meetings, eTwinning exchanges, and digital content creation. ▪ Educational Materials: Resources for PBL and Service Learning activities. ▪ Facilities: For in-person meetings and workshops. |
| Staffing requirements | <ul style="list-style-type: none"> ▪ Teachers: Both new and experienced teachers participating in training and implementation. ▪ Project Coordinators: To manage activities, meetings, and communication among partner schools. ▪ Support Staff: Technical and administrative support for organizing events and maintaining digital platforms. |
| Costs for the participants, if any | <ul style="list-style-type: none"> ▪ Generally covered by Erasmus+ funding |
| Services that are/were developed (i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc) | <ul style="list-style-type: none"> ▪ Counseling: Guidance for ethical decision-making and active citizenship. ▪ Capacity Building: Training sessions for teachers on innovative teaching methods and digital skills. ▪ Teaching and Mentoring: Development and delivery of educational content focused on aesthetics and ethics. ▪ Supporting and Accompanying: Assistance for participants in implementing project activities. ▪ Participant Involvement: Engagement in planning and decision-making processes. ▪ Training and Coaching: Workshops and sessions to enhance civic engagement, communication, and cooperation skills. |
| Evidence and Effectiveness | |
| Has the Best Practice/program been evaluated? | <ul style="list-style-type: none"> ▪ Yes |
| If yes: | <ul style="list-style-type: none"> ▪ Europeanization: Integration of European values and practices into school curricula. |

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| <p>Impact/Results of the Best Practice on the target group/beneficiaries</p> | <ul style="list-style-type: none"> ▪ Innovative Teaching: Adoption of new teaching methods and digital practices. ▪ Cultural Awareness: Increased appreciation of European culture and heritage. ▪ School Climate: Positive and inclusive environment promoting diversity and community integration. ▪ Long-term Benefits: Sustained impact on partner schools and communities, with ongoing Erasmus projects and partnerships fostering continuous growth and integration. |
| <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 Evaluation: Regular feedback and assessment to refine and improve activities. ▪ Broader Dissemination: Sharing best practices and resources widely to maximize impact. ▪ Multilingual Materials: Translating resources to reach a broader audience. ▪ Community Engagement: Strengthening ties with local communities to enhance support and involvement. |
| <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 project's activities and resources are designed to be flexible and adaptable, catering to the specific needs and contexts of different schools and communities. ▪ By involving a diverse range of participants, the project ensures that multiple perspectives are considered, leading to more inclusive and effective outcomes. |

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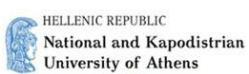


| General information | |
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| Name/title of the Best Practice | The WOW Experience |
| Period of realisation [<i>Timeframe of the practice (period/duration). Is it finished?</i>] | Start date 01-09-2020 End date 31-08-2023 Completed |
| Type (<i>program, 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/2020-1-NO01-KA201-076536 http://thewowexperience.eu/ |
| Administering organisation (<i>name & address, if any</i>) | Vestfold- og Telemark fylkeskommune Fylkesbakken 10 3715 Skien Vestfold NO Norway |
| <i>Provide information:</i> <i>Contact details: name & email</i> <i>Certification/accreditation</i> <i>Financing: how is the organisation funded</i> | Website: https://www.vtfk.no Phone: +47 35 91 70 00 EU funded |
| Country of origin/Location of the program | Norway |
| Other countries participating | Finland, Iceland, North Macedonia, Norway |
| Partnerships or collaboration involved (<i>e.g., institutions,</i> | <ul style="list-style-type: none"> ▪ Iittalan yhtenäiskoulu FI Finland ▪ Konsertikeskus ry FI Finland |

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| organizations, associations, communities) | <ul style="list-style-type: none"> ▪ Kulturtanken - Den kulturelle skolesekken (Arts for young audiences Norway) no Norway ▪ Laugarnesskóli is Iceland ▪ List fyrir alla is Iceland |
| Target group/beneficiaries (vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.) | <ul style="list-style-type: none"> ▪ Pupils, Teachers, Art Providers, Local Communities |
| Parameters | |
| Short description initiative/Best Practice | <p>The WOW Experience (WOW) aims to ensure pupils have more meaningful performing art experiences in schools, enhancing their social inclusion and fostering critical thinking, creativity, and a sense of belonging. The initiative is spearheaded by The Cultural Schoolbag (TCS) in Vestfold and Telemark County Council (VTCC), Norway. TCS is a national program ensuring all pupils aged 6 to 19 regularly experience professional art and culture. WOW seeks to bridge the gap in the quality of art experiences across schools by collaborating with European partners to share best practices.</p> |
| Goals and objectives of initiative/Best practice | <ul style="list-style-type: none"> ▪ Improve Collaboration: Strengthen the working relationship between art providers and schools to enhance professional performing art experiences for pupils. ▪ Enhance Organization: Improve the organization of professional art and culture activities within schools. ▪ Increase Teacher Facilitation: Increase the number of teachers who facilitate conditions for meaningful professional performing art experiences for their pupils. |
| Key components and activities of initiative/Best practice | <ul style="list-style-type: none"> ▪ Transnational Meetings (TM): Six meetings, including four workshops, to facilitate collaboration and best practice sharing among partners. ▪ Best Practice Toolbox: A guide for schools and art providers with tips and step-by-step advice to facilitate meaningful professional performing art experiences |

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| | <p>for pupils, available in all participant languages on www.thewowexperience.eu.</p> <ul style="list-style-type: none"> ▪ Focus Areas: ▪ Communication: Improve dialogue between schools and art providers. ▪ Participation: Engage more pupils and teachers in art activities. ▪ Lasting Impact: Ensure long-term positive effects of art experiences on pupils. |
| Duration of the Best Practice/program | <ul style="list-style-type: none"> ▪ 3 years |
| Required resources or equipment | <ul style="list-style-type: none"> ▪ Art Supplies and Equipment: Materials necessary for performing arts activities. ▪ Digital Platforms: For sharing resources, conducting online meetings, and maintaining the project website. ▪ Venues: Suitable spaces for meetings and workshops. |
| Staffing requirements | <ul style="list-style-type: none"> ▪ Project Coordinators: To oversee the project implementation and coordination among partners. ▪ Teachers and Facilitators: To lead and facilitate art activities within schools. ▪ Art Professionals: To provide professional art experiences and training. |
| Costs for the participants, if any | <ul style="list-style-type: none"> ▪ Generally covered by Erasmus+ funding. ▪ Art Supplies and Equipment: For conducting art activities in schools. ▪ Administrative Costs: For managing and coordinating the project. |
| Services that are/were developed (i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc) | <ul style="list-style-type: none"> ▪ Counseling and Support: Guidance for teachers and schools on integrating art experiences into the curriculum. |

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| | <ul style="list-style-type: none"> ▪ Capacity Building: Training sessions for teachers to enhance their ability to facilitate art activities. ▪ Teaching and Mentoring: Professional development for educators on using art to engage pupils. ▪ Participant Involvement: Involving pupils in planning and decision-making regarding art activities. ▪ Training and Coaching: Workshops and training programs for teachers and art providers. |
| Evidence and Effectiveness | |
| Has the Best Practice/program been evaluated? | Yes, the program includes ongoing evaluation through feedback from participants and analysis of the impact of activities. |
| <p>If yes:</p> <p>Impact/Results of the Best Practice on the target group/beneficiaries</p> | <ul style="list-style-type: none"> ▪ Improved Collaboration: Better working relationships between schools and art providers. ▪ Enhanced Organization: More structured and effective integration of art activities in schools. ▪ Increased Teacher Engagement: More teachers facilitating meaningful art experiences. ▪ Pupil Benefits: Enhanced critical thinking, creativity, social inclusion, and mental well-being among pupils. |
| <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>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>Recommendations</p> <ul style="list-style-type: none"> ▪ Continuous Feedback: Implement regular feedback mechanisms to refine and improve the project. ▪ Broad Dissemination: Share the Best Practice Toolbox widely to maximize its impact. |



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| | <ul style="list-style-type: none"> ▪ Multilingual Resources: Ensure all materials are available in multiple languages for broader accessibility. ▪ Community Engagement: Foster stronger ties between schools and local art communities. <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 appreciation of diverse cultures through performing arts. ▪ Inclusivity: Art experiences promote inclusivity and social cohesion among pupils. ▪ Critical Thinking and Creativity: Engaging in the arts fosters critical thinking and creative problem-solving skills. <p>Long-term Benefits:</p> <p>180</p> <p>Sustained Impact: The project promotes ongoing collaboration between schools and art providers, ensuring long-term benefits.</p> <ul style="list-style-type: none"> ▪ Enhanced Educational Practices: Adoption of innovative teaching methods and integration of arts into the curriculum. ▪ Community Integration: Strengthened relationships between schools and local communities, fostering mutual support and enrichment. |
| <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 project's activities are designed to be adaptable, allowing customization based on the specific needs and contexts of different schools and communities. ▪ By involving a diverse range of participants, the project ensures that multiple perspectives are considered, leading to more inclusive and effective outcomes. |



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Sweden

| General information | |
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| 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 (program, project, activity, event, multimedia, etc.) | Educational practice |
| Sources of information <i>(where information can be found about this best practice)</i> | <p>https://www.diva-portal.org/smash/get/diva2:1701960/FULLTEXT01.pdf</p> <p>https://su.diva-portal.org/smash/get/diva2:1387709/FULLTEXT01.pdf</p> <p>https://su.diva-portal.org/smash/record.jsf?pid=diva2%3A1057276</p> <p>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</p> <p>https://doi.org/10.15626/hn.20224807</p> |
| Administering organisation <i>(name & address), if any</i> | |
| <i>Provide information:</i> Contact details: name & email Certification/accreditation Financing: how is the organisation funded | 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 |



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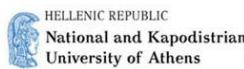


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| | example, it's been used in bilingual education programs in the United States, in multilingual classrooms in the United Kingdom, and in language education in South Africa. |
| Partnerships or collaboration involved (e.g., institutions, organizations, 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 (vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.) | 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.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant | Enhanced language learning and understanding |

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| <i>involvement in planning and decision making, training, coaching, etc)</i> | |
| 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. ▪ 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 |





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| | <p>cultures, fostering a more inclusive and diverse learning environment.</p> <ul style="list-style-type: none"> 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. |

| General information | |
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| Name/title of the Best Practice | Barnrättsarbete i Skolan (Children's Rights Work in School) |
| Period of realisation [Timeframe of the practice (period/duration). Is it finished?] | Ongoing |
| Type (program, project, activity, event, multimedia, etc.) | Educational program |
| Sources of information (where information can be found about this best practice) | https://resourcecentre.savethechildren.net/document/save-the-children-swedens-global-civil-society-strengthening-programme-2022-2026/ |
| Administering organisation (name & address), if any | Save the Children Sweden |
| Provide information: Contact details: name & email Certification/accreditation Financing: how is the organisation funded | Supported by the Swedish government |
| Country of origin/Location of the program | Sweden |

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| Other countries participating | Save the Children Sweden, Swedish government |
| Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities) | |
| Target group/beneficiaries (vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.) | 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.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning) | Education in children's rights and active citizenship |

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| and decision making, training, coaching, etc) | |
| Evidence and Effectiveness | |
| Has the Best Practice/program been evaluated? | Yes |
| If yes: Impact/Results of the Best Practice on the target group/beneficiaries | 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. https://barnrattsresan.barnombudsmannen.se/for-kommuner-och-regioner/metoder-och-verktyg |
| If no: Subjective opinions/comments about the Best Practice/program and its impact on the target group (i.e., from participants, parents; if available) | 186 |
| 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. 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. |
| Additional comments or information | |
| How is the supply adapted to individual needs (participants or beneficiaries)? | <ul style="list-style-type: none"> The practice of Barnrätsarbete 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 |



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| | 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. |
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| General information | |
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| 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 (program, project, activity, event, multimedia, etc.) | 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), if any</i> | Edvardslundsskolan SE Sweden ADDRESS: Hammarbyvägen 11 644 34 Torshälla Södermanlands län SE Sweden |
| <i>Provide information:</i> <i>Contact details: name & email</i> <i>Certification/accreditation</i> <i>Financing: how is the organisation funded</i> | Website: https://www.eskilstuna.se Phone: +46167107380 EU funded |
| Country of origin/Location of the program | Sweden |

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| 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 (vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.) | Pupils, Teachers and Educators, Families and Local Communities, School Staff and Administrators: |
| Parameters | |
| Short description of initiative/Best Practice | <p>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.</p> |
| 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. Enhance Critical Thinking: Develop students' ability to critically interpret information and make informed decisions. |

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| | <ul style="list-style-type: none"> ▪ 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. |
| Key components and activities of initiative/Best practice | <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. |
| Duration of the Best Practice/program | |
| Required resources or equipment | <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. ▪ Travel and Accommodation: Funding for travel and accommodation for exchange visits and transnational meetings. |



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| | <ul style="list-style-type: none"> 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.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc) | <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. |

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| | <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. |





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| | <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> | <p>192</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. |



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6.4. Good Practices in Romania

The **Inspectoratul Scolar Județean Timis** (Romania) collected best practices covering the following geographical areas:

Romania

| 1. General information | |
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| Name/title of the Best Practice | Let's talk about YOU! – Encouraging the voice of young people |
| Period of realisation <i>[Timeline of the practice (period/duration). Is it finished?]</i> | January 2022 – December 2022 |
| Type (program, project, activity, event, multimedia, etc.) | PROJECT |
| Sources of information <i>(where information can be found about this best practice)</i> | https://expertforum.ro/sa-vorbim-despre-tineri/ |
| Administering organisation <i>(name & address), if any</i> | <p><i>EEA and Norwegian grants 2014-2021</i></p> <p>www.eeagrants.org</p> <p><i>Active Citizens Fund România</i></p> <p>www.activecitizensfund.ro</p> |
| Provide information: <i>Contact details: name & email</i> <i>Certification/accreditation</i> <i>Financing: how is the organisation funded</i> | <p><i>EEA and Norwegian grants 2014-2021</i></p> <p>www.eeagrants.org</p> <p><i>Active Citizens Fund România</i></p> <p>www.activecitizensfund.ro</p> <p><i>74.794 euro</i></p> |
| Country of origin/Location of the program | Romania |
| Other countries participating | - |

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| Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities) | <p>The project is carried out by the Expert Forum Association in partnership with Mihai Eminescu National College Constanța, Grigore Tocilescu Mizil Theoretical High School, "Vladimir Streinu" Găesti National College, "Ioan Cotovu" Theoretical High School Hârșova, Alexandru Ioan Cuza National College, Galați, B.P. National College Hașdeu, Buzău, benefits from funding in the amount of 74,794 euros, through the Active Citizens Fund Romania program, financed by Iceland, Liechtenstein and Norway through EEA Grants 2014-2021</p> |
| Target group/beneficiaries (vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.) | <p>high school students</p> |
| Parameters | |
| Short description of initiative/Best Practice | <p>The project consists of a unique mechanism – the public speech competition Let's Talk about YOU(th)!, where young people make their voices heard on issues in the community and, above all, identify realistic solutions for themselves, community members and the public administration . The format of the competition challenges students to reflect on their role in the community, discovering the duties of public administration in order to successfully identify a realistic solution to the identified problem.</p> |
| Goals and objectives of initiative/Best practice | <p>We aim to increase the capacity of young people to make their voices heard on issues pressing to them and their community and to actively engage through a program of public speaking competitions – Let's Talk about YOU(th)!</p> |
| Key components and activities of initiative/Best practice | <p>Methodology development EFOR will work together with the coordinating teachers to develop the project methodology that will be built to serve to ensure a unified implementation at the level of each school of the project activities. After the project is completed, the methodology will be a tool that can be used by schools to continue implementing the competitions.</p> <p>Training of coordinating teachers for local competitions We train the coordinating teachers to launch the competitions at the level of each school according to the same</p> |

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| | <p>methodology. EFOR will coordinate the activities, ensuring that the methodology is followed and provide support to the teachers in implementing the activities. The teachers will select the students to participate in the competition, then organize the local competitions.</p> <p>Conducting local competitions</p> <p>Coordinating teachers organize student training workshops, divide students into teams and start the training session. The competition brings together the community (school, students, parents, active community members as jurors) discussing important issues that need solving in the community.</p> <p>National camp</p> <p>During the camp, the teams will identify solutions for the problem it addresses. Solutions will take the form of a project proposal. These projects will have a regional approach – participants must identify and include activities that can be implemented by each of them at the level of their communities with the support of the remote team, but also with the support of EFOR and the coordinating teachers.</p> <p>Replication projects</p> <p>We respond to young people's need for active participation in civic activities in communities. We will encourage the use of public participation tools (participation in local council meetings, requests for information of public interest, round tables with decision-makers).</p> <p>Thus, the participants maximize the understanding and applicability of the acquired knowledge and take a big step towards active civic involvement</p> <p>National Conference</p> <p>Organizing an event dedicated to the presentation of the experience of implementing the project, following how the participants evolved, what were the problems identified by them and what are the priorities of young people. Moreover, we will present how the projects were carried out in the communities and how the solutions identified by them came to life.</p> |
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| Duration of the Best Practice/program | 6 months |
| Required resources or equipment | The project will be implemented in 6 high schools, for 180 high school students from Mizil, Găesti, Hărșova, Buzău, Constanța and Galați, where we will work with 12 coordinating teachers |
| Staffing requirements | 10 national trainers |
| Costs for the participants, if any | no |
| Services that are/were developed (i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc) | <i>counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making</i> |
| Evidence and Effectiveness | 196 |
| Has the Best Practice/program been evaluated? | Yes, it was |
| If yes: Impact/Results of the Best Practice on the target group/beneficiaries | The aim of the project to increase the capacity of 180 young people from 6 communities in RO to make their voices heard regarding the urgent issues for them and their community and to actively engage through a program of public speaking competitions - Let's Talk about YOU(th)! was fully achieved. |
| If no: Subjective opinions/comments about the Best Practice/program and its impact on the target group (i.e., from participants, parents; if available) | |



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| Recommendations for implementation | In what way can pupils and other beneficiaries benefit from this best practice related to inter/transcultural competence, inclusion, etc.? | Public speaking competition Let's Talk about YOU(th)!, where young people make their voices heard on community issues |
| Additional comments or information | | |
| How is the supply adapted to individual needs (participants or beneficiaries)? | | Young people identify realistic solutions for themselves, community members and public administration. |

| 1. General information | | 197 |
|---|---|-----|
| Name/title of the Best Practice | "We invest in inclusive education!" | |
| Period of realisation [Timeframe of the practice (period/duration). Is it finished?] | 0.10.2020 – 29.10.2022 | |
| Type (program, project, activity, event, multimedia, etc.) | PROJECT | |
| Sources of information (where information can be found about this best practice) | https://edu.alaturidevoi.ro/portfolio/investim-in-educatia-incluziva-cod-pn2041-frds/ | |
| Administering organisation (name & address), if any | <i>EEA and Norwegian grants 2014-2021</i> www.eeagrants.org <i>The Romanian Social Development Fund (FRDS)</i> | |
| Provide information: Contact details: name & email Certification/accreditation Financing: how is the organisation funded | <i>EEA and Norwegian grants 2014-2021</i> www.eeagrants.org <i>The Romanian Social Development Fund (FRDS)</i> 1 020 000 € | |



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| Country of origin/Location of the program | Romania |
| Other countries participating | - |
| Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities) | The Youth Club was established by the ADV Romania Foundation in 2004. "Alături de Voi" Foundation Romania (ADV) is a non-governmental organization of social enterprise type of insertion, established in February 2002 by Holt International Children's Service USA, whose mission is the inclusion of people with disabilities and from other vulnerable groups. |
| Target group/beneficiaries (vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.) | <i>vulnerable group</i> |
| Parameters | |
| Short description of initiative/Best Practice | <p>The "Invest in inclusive education" project_Code PN2041 is implemented by the "Alături de Voi" Foundation Romania, in partnership with the Star of Hope Foundation Romania, the Romanian Literacy Association and the Argintii GAL Association, within the "Inclusive education for children and young people" Call in situations of risk", from the "Local development, poverty reduction and increasing inclusion of Roma" Program, funded by the EEA and Norwegian Grants 2014-2021 and administered by the Romanian Social Development Fund (FRDS).</p> <p>The implementation is carried out in the period: 30.10.2020 – 29.10.2022 in the North-East Region: in Iași County: Miroslava commune (Miroslava and Cornești localities) and Horlești commune and in Botoșani County – Botoșani municipality, and the target group is selected from the countryside and urban. The total value of the financing contract is 5,452,521.16 lei, of which the non-refundable eligible value is 4,907,269.05 lei, and the private contribution 545,252.11</p> |
| Goals and objectives of initiative/Best practice | The project "We invest in inclusive education!" aims to offer an integrated package of educational, psycho-socio-pedagogical, occupational, non-formal education and free time services in order to increase the degree of school and social participation of 650 children and young people between the ages of 3 and 18 who are at risk of school dropout/early school leaving and with special educational requirements from 4 communities in Iasi and Botoșani counties. |

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| Key components and activities of initiative/Best practice | <p>OS1: Increasing participation in preschool, primary and secondary education, as well as accessibility to psycho-social/psycho-pedagogical, occupational and leisure services for 650 children and young people, aged between 3-18 years (550 children and young people at risk of school dropout/early school leaving and 100 children and young people with special educational requirements, of which 500 children and young people from rural areas) from 4 communities in Iasi and Botoșani counties during the 24-month period of project implementation .</p> <p>OS2: Increasing the degree of involvement and providing support services for 140 parents/guardians of children and young people at risk of dropping out of school/early school leaving and special educational requirements during the implementation of the project, with a role in facilitating school-family-community dialogue .</p> <p>OS3: Increasing the degree of professionalization and developing specific skills in the instructional-educational process of a number of 125 teaching staff (100 teaching staff from 4 school institutions targeted by the project from Iași and Botoșani counties and 25 teaching staff from the North-East Region) in the integrated approach to working with children and young people at risk of early school leaving and with special educational needs.</p> |
| Duration of the Best Practice/program | 24 months |
| Required resources or equipment | |
| Staffing requirements | 10 national trainers |
| Costs for the participants, if any | no |
| Services that are/were developed (i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc) | <i>counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making</i> |
| Evidence and Effectiveness | |
| Has the Practice/program been evaluated? | Yes, it was |





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| If yes: Impact/Results of the Best Practice on the target group/beneficiaries | The project proposes a sustainable partnership and a model of correlated intervention at the child/youth-family-school-community level. The model implemented by the 4 NGOs and 4 associated schools will be proposed at the regional/national level through FNGAL. |
| 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.? | <p>The project also aims to:</p> <ul style="list-style-type: none"> Increasing involvement and offering support services for 80 parents of children/young people at risk of dropping out of school and 60 parents of those with SEN; Developing the skills in the educational process of 125 teaching staff (100 from the 4 school institutions targeted by the project and 25 from the North-East Reg) in the integrated approach to working with children and young people at risk of leaving school early and with CES. |
| Additional comments or information | |
| How is the supply adapted to individual needs (participants or beneficiaries)? | Young people identify realistic solutions for themselves, community members and public administration. |

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| 1. General information | |
|---|---|
| Name/title of the Best Practice | Reading to Learn |
| Period of realisation <i>[Timeline of the practice (period/duration). Is it finished?]</i> | 07/02/2014 - 20/02/2015 |
| Type (program, project, activity, event, multimedia, etc.) | Project |
| Sources of information (where information can be found about this best practice) | https://www.arlromania.ro/ |
| Administering organisation (name & address), if any | ROMANIAN LITERACY ASSOCIATION |
| Provide information: | https://www.arlromania.ro/ |



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| <i>Contact details: name & email</i> | |
| <i>Certification/accreditation</i> | |
| <i>Financing: how is the organisation funded</i> | |
| Country of origin/Location of the program | Romania |
| Other countries participating | - |
| Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities) | Federation of Non-Governmental Organizations for Social Services (FONSS) Alaturi de Voi Romania Foundation Star of Hope Foundation Iasi Bethany Iași Foundation GAL Silver Oaks World Vision Iasi University Al. I. Cuza HoltIS Association Association "A chance for everyone" Association of Teachers of Change Association of Roma Ursari Dagăta |
| Target group/beneficiaries (vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.) | <i>vulnerable group</i> |
| Parameters | |
| Short description of initiative/Best Practice | The mission of the ROMANIAN LITERACY ASSOCIATION is to promote and support examples of good practice, models of excellence and didactic efficiency in education, with a priority to increase the quality of the teaching-learning process in order to contribute to the formation and development of the skills necessary for personal and social fulfillment of students and adults in a society based on knowledge and continuous learning. |
| Goals and objectives of initiative/Best practice | 1) Initiating, developing and implementing innovative/alternative educational programs to improve the learning and teaching process 2) Implementation of projects that contribute to the improvement of educational activities for children and adults |

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| | <p>3) Carrying out research studies in the field of education</p> <p>4) Publication of educational, cultural and social materials, courses, magazines, books</p> <p>5) Translation of books and magazines</p> <p>6) Organization of seminars and conferences in the field of education, interculturality, civic and democratic involvement</p> |
| Key components and activities of initiative/Best practice | <ul style="list-style-type: none"> ▪ Training activities for teaching staff, for adults, children and young people ▪ Educational projects ▪ Educational events ▪ Partnerships and collaborations at national and international level |
| Duration of the Best Practice/program | 12 months |
| Required resources or equipment | Budget - \$104.505 |
| Staffing requirements | 130 teachers |
| Costs for the participants, if any | no |
| Services that are/were developed (i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc) | <i>counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making</i> |
| Evidence and Effectiveness | |
| Has the Best Practice/program been evaluated? | Yes, it was |
| If yes: Impact/Results of the Best Practice on the target group/beneficiaries | Providing support for the design and testing of a school-wide educational model for developing student literacy skills and to be able to make specific policy recommendations to school, county and national decision makers. |
| 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 | ROMANIAN LITERACY ASSOCIATION is a model in the development, promotion and support of educational programs and projects that lead to the improvement and development of |

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| In what way can pupils and other beneficiaries benefit from this best practice related to inter/transcultural competence, inclusion, etc.? | educational services offered by educational institutions for children, young people and adults in Romania and abroad. |
| Additional comments or information | |
| How is the supply adapted to individual needs (participants or beneficiaries)? | Reading to Learn is the first project in Romania that addresses the problem of students' literacy skills, as a main cause of their poor results in national and international tests. |

| 1. General information | |
|--|---|
| Name/title of the Best Practice | Teaching For Democracy Teaching Media Literacy |
| Period of realisation <i>[Timeline of the practice (period/duration). Is it finished?]</i> | 01/01/2017 - 31/12/2019 |
| Type (program, project, activity, event, multimedia, etc.) | PROJECT |
| Sources of information <i>(where information can be found about this best practice)</i> | https://scoalapentrudemocratie.ro/misiunea-noastra/ |
| Administering organisation <i>(name & address), if any</i> | <i>EEA and Norwegian grants 2014-2021</i> www.eeagrants.org <i>Active Citizens Fund România</i> www.activecitizensfund.ro |
| Provide information: <i>Contact details: name & email</i> <i>Certification/accreditation</i> <i>Financing: how is the organisation funded</i> | <i>EEA and Norwegian grants 2014-2021</i> www.eeagrants.org <i>Active Citizens Fund România</i> www.activecitizensfund.ro \$340.000 |
| Country of origin/Location of the program | Romania |

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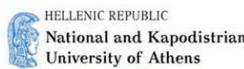


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| Other countries participating | Republic of Moldova |
| Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities) | Norwegian grants within the Local Development Program |
| Target group/beneficiaries (vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.) | high school students |
| Parameters | |
| Short description of initiative/Best Practice | <p>Promoting active citizenship</p> <p>Providing information relevant to local needs</p> <p>Let's facilitate good governance with the help of citizens!</p> |
| Goals and objectives of initiative/Best practice | <p>The mission of the project is to create an innovative learning environment for teachers who want to discover alternative and effective tools for educating and actively involving young people.</p> |
| Key components and activities of initiative/Best practice | <p>The School for Democracy program was created by EFOR with the aim of increasing the level of information and participation for students and teachers, both in Romania and in the Republic of Moldova.</p> <p>The main project in this regard was the editions for teachers – School for Democracy, which started in 2012 in both countries and which was dedicated to young civic activists and teachers.</p> <p>In parallel, EFOR worked with young students in several projects with the aim of supporting young people in becoming active citizens.</p> <p>With the help of the community of teachers we built the program Let's Talk About You(th)!. Starting in 2020, teenagers in Romania and the Republic of Moldova have a platform where they can make their voice heard related to a problem in their community and learn to propose and implement realistic solutions.</p> |

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| Duration of the Best Practice/program | 36 months |
| Required resources or equipment | teenagers in Romania and the Republic of Moldova |
| Staffing requirements | national trainers |
| Costs for the participants, if any | no |
| Services that are/were developed (i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc) | <i>counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making</i> |
| Evidence and Effectiveness | |
| Has the Best Practice/program been evaluated? | Yes, it was |
| If yes: Impact/Results of the Best Practice on the target group/beneficiaries | Refining a sustainable intervention model for building media literacy skills for high school students and preparing for scaling. |
| 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 | The program aimed to instill in young people both understanding and adherence to democratic values through well-argued debates, as well as through the exercise of a tolerant and open attitude towards social, ethnic and gender differences. |

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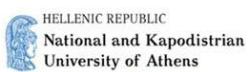


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| competence, inclusion, etc.? | |
| Additional comments or information | |
| How is the supply adapted to individual needs (participants or beneficiaries)? | Supporting a sustainable expansion of the community service education program |

| 1. General information | |
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| Name/title of the Best Practice | Project Citizen |
| Period of realisation [Timeframe of the practice (period/duration). Is it finished?] | 01/08/2021 - 31/07/2023 |
| Type (program, project, activity, event, multimedia, etc.) | PROJECT |
| Sources of information (where information can be found about this best practice) | https://www.intercultural.ro/en/project-citizen/#more-1151 |
| Administering organisation (name & address), if any | Institutul Intercultural Timișoara in partnership with CIVITAS Network (Center for Civic Education USA) |
| Provide information: Contact details: name & email Certification/accreditation • Financing: how is the organisation funded | IIT is the Romanian partner of the CIVITAS Network, an international civic education network, initiated by the Center for Civic Education USA. This unique network of educators, civil society organizations, educational institutions, and governmental agencies has worked for more than a decade to develop quality curricular materials and train teachers throughout Eastern Europe, the former Soviet Union, Africa, Asia, Latin America and the Caribbean, and the Middle East. |
| Country of origin/Location of the program | Romania |
| Other countries participating | - |
| Partnerships or collaboration involved (e.g., institutions, organizations, associations, communities) | Ministry of Education Romanian-American Foundation |
| Target group/beneficiaries (vulnerable group, immigrants, ages, gender, parents, teachers, other stakeholders, etc.) | 7th grade students |



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| Parameters | |
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| Short description of initiative/Best Practice | Project Citizen is a program which supports Education for democratic citizenship teachers in Romania to use a dynamic and interactive learning method with their 7th grade students: the students learn to propose a public policy in order to help solve a problem for their local community. |
| Goals and objectives of initiative/Best practice | The evaluation study confirmed that the program continues in several counties, particularly in the counties where CCDs have had valid accreditation for delivering training on the methodology but that it has also stopped in many of the counties where it used to be extensively used, due to lack of local coordination, expiring of the accreditation for the training program or the fact that for various reasons many of the former county coordinators could not continue in this position without explicit external support. The evaluation study also revealed the need to revise the methodology and provide support with manuals, guidelines for teachers and online platform, as well as the need for a stronger bottom-up approach in terms of support offered to various stakeholders for the use of the method on a large scale in Romania. |
| Key components and activities of initiative/Best practice | <p>Project Citizen is an innovative methodology for teaching civic education in secondary schools. In this 8-step methodology students select a problem of the local community that requires a public policy solution. They get to interact with local public institutions and with other public and civil society organisations. By going through this process, students are expected to develop:</p> <ul style="list-style-type: none"> ▪ Knowledge about the responsibilities and functioning of public institutions, about laws, procedures and decision-making processes ▪ Knowledge and critical understanding of the role of citizens in a democracy ▪ Positive attitudes towards civic participation, teamwork and constructive dialogue ▪ Skills related to data collection, processing and interpretation, decision-making, cooperation, conflict management, public speaking, communication, organization, etc. |
| Duration of the Best Practice/program | 2 years |
| Required resources or equipment | \$100.000 budget |
| Staffing requirements | |



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| Costs for the participants, if any | no |
| Services that are/were developed (i.e. counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making, training, coaching, etc) | <i>counselling, capacity building, teaching, mentoring, supporting, accompanying, participant involvement in planning and decision making</i> |
| Evidence and Effectiveness | |
| Has the Best Practice/program been evaluated? | Yes, it was |
| If yes: Impact/Results of the Best Practice on the target group/beneficiaries | The Project Citizen method applies the principles and tools of the Reference Framework of competences for Democratic Citizenship , developed by the Council of Europe. This Reference Framework was adopted as landmark for educational policies by the Council of Europe's Permanent Conference of the Ministers of Education (2016), is included in the Recommendation of the Council of European Union on Common values, Inclusive Education and the European Dimension of Teaching (2018) and is reflected in the Romanian secondary school curricula. |
| 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"> ▪ Development and revision of Project Citizen methodology and tools (including an online platform, manual for pupils and guidelines for teachers, as well as support materials) ▪ Implementation of the program at local level in Timis, Arad, Ilfov and Bucharest (training for teachers, implementation of the method with the pupils, post-training support and monitoring for teachers) |
| Additional comments or information | |
| How is the supply adapted to individual needs (participants or beneficiaries)? | Assessing the impact of Project Citizen at the school level and developing a strategic plan to strengthen the program with key local and national funders. |





7. Conclusion on Best Practices

The review of best practices across various countries and regions has shown that successful initiatives in education and active citizenship are built on key principles of inclusivity, intercultural competence, and life skills development. These practices emphasize the importance of a holistic educational approach, where knowledge, skills, and values are integrated to foster critical thinking, empathy, and democratic participation among students.

The shared experiences from various countries reveal that, while the cultural contexts differ, the fundamental goal remains the same: preparing students to thrive in a global, interconnected world by equipping them with the skills, knowledge, and values necessary for active, empathetic, and democratic participation in society.





Epilogue

To conclude this report, we can reflect on the overarching contributions of both the theoretical framework and the best practices analyzed throughout. The integration of active citizenship, intercultural awareness, life skills, and inclusion offers a comprehensive approach to education that not only fosters academic development but also cultivates socially engaged and globally competent individuals. By combining theory and practical applications, this report demonstrates the value of a holistic, inclusive, and transformative educational strategy that prepares students to navigate and thrive in increasingly complex and diverse environments.

Theoretical insights provide the foundation for understanding key educational values, such as equity, respect for diversity, and the importance of democratic participation, while the best practices illustrate how these values can be successfully implemented in diverse educational contexts. Together, they highlight the need for innovative and adaptable teaching methods that address the current and future needs of students and educators alike.

In conclusion, the insights and practices presented herein underline the importance of an education system that not only promotes intellectual growth but also contributes to the creation of a more inclusive, just, and democratic society. The report serves as a crucial step towards shaping educational environments that prepare students not only for personal success but for active and responsible participation in their communities and the world at large.

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