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PASSAGE Transnational Report

Cyprus, Greece, Italy, Portugal, Lithuania and Slovenia

Within PASSAGE Transnational Report we presented the conducted literature review of the pedagogical models and administrative structures and practices in securing the integration of children from a migrant background who enter new school environment, in all partner countries. Furthermore, all partners have collected valuable data through two separate focus group research. First focus group was conducted with teachers who interact with newly arrived immigrant on a daily basis and have first-hand experience with their integration into beneficiary school systems. The second focus group research was conducted with stakeholders and policy makers who may or may not have direct impact in drafting and preparing guidelines for the official national documents. Last but not the least, withing the Work Package 1 we also gathered valuable data on teachers' perspective on integration of immigrant children and refugees in participating countries in the project in question. Overall, more than 550 European teachers participated in the online survey, which provided a clear insight into their personal beliefs, feelings on integration of immigrant children in schooling.

Overall national education authorities are aware that special support measures have to be available for immigrant pupils, the same way as for nationals. Cyprus has already taken active steps to integrate students with migrant backgrounds into schools and it has developed a policies that are in line with international recommendations, and the Greek example showed that Administrative and organizational delays, and lack of coordination among stakeholders, often leave many children outside of school classes for significant periods of time, which needs to be considered that there is still place for improvement, even in countries that have long tradition of integration of newly arrived immigrants.

In Italy, the analysis showed that framework is quite fragmented, with different opinions, resources and practices implemented depending on the Municipality, schools and even the autonomous initiatives of single teachers. The Lithuanian case revealed both, success and liabilities in migrant integration into educational community and potential root causes of difficulties in the complexity of teaching in an intercultural context, where a multidimensional approach for analysing educational issues is needed in preparing future policy guidelines, The same can be said for Portugal where a lot of fruitful work has already been done and plenty of bodies/institutions work in collaboration with the Ministry of Education in order to do more and better.

In the case of Slovenia, we cannot yet speak of the education system as multicultural education, but it is true that in recent years some foundations have been laid in our country for the development of such education. The



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desk research of the Slovenian education system has proven to be solidary, inclusive, and successful in accepting those who have taken refuge in us due to the wars in the Balkans.

Objectives of the PASSAGE project are fully in line with the predicted needs of teachers that will be the main target group of the PASSAGE project. Presented findings represent high value information that could be used in the future to enrich knowledge on the integration of immigrant children into European education systems.