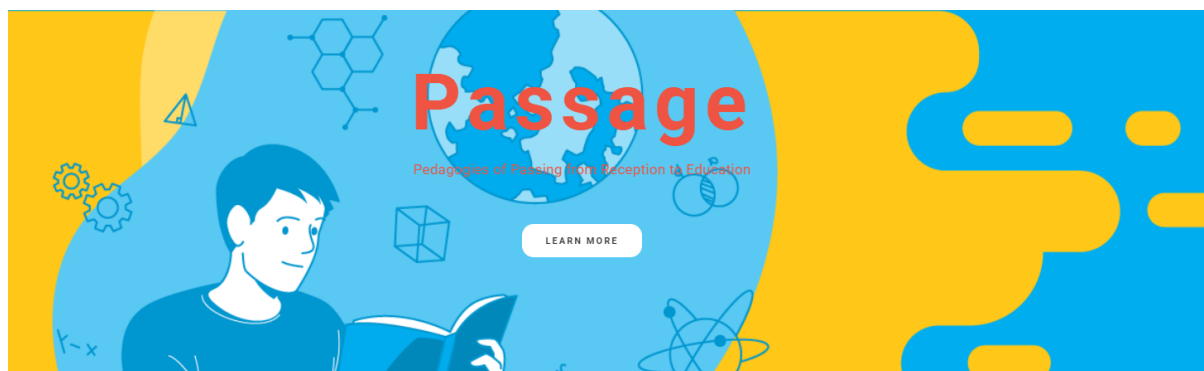




September, 2021

PASSAGE – Pedagogies of Passing from Reception to Education

About the project



PASSAGE is an EU funded project aiming to develop innovative and urgently needed solutions to ensure that newly-arrived children of third-country national background receive sufficient support in entering school life. PASSAGE is an acronym for the title “Pedagogies of passing from reception to education”. The EU project supports the concern noted by the European Commission’s Action Plan on the Integration of Third Country Nationals that this group of people face many problems when entering Europe, especially in the areas of employment, education and social inclusion outcomes.

Aim and target groups

PASSAGE seeks to foster inclusive learning and quality education for newly-arrived students from the early stages of the integration process by adopting a two-fold approach that focuses on: providing **teachers** with the much-needed tools and resources that will empower them to deal more effectively with systematic pedagogical challenges, and designing and promoting a “role-model” programme through which **current or former students** of local schools can support the successful integration of newly-arrived students.



Co-funded by the
Erasmus+ Programme
of the European Union

Partnership

The PASSAGE project, running from January 2021 to January 2023, is a common effort of 7 partner organisations, representing 6 EU countries, namely Ljudska univerza Ptuj (LUP, Slovenia – coordinator), Cyprus Pedagogical Institute (Cyprus), CESIE (Italy), Symplexis (Greece), Center for Social Innovation (CSI, Cyprus), Casa do Professor (Portugal), and Jaunimo Karjeros Centras (JKC, Lithuania).



Outputs

To achieve the project's objectives, the partnership will work to develop these activities and outputs called Work Packages:

WORK PACKAGE 1: MAPPING OF CURRENT NEEDS AND PRACTICES

WORK PACKAGE 2: CAPACITY BUILDING AND TRAINING

WORK PACKAGE 3: DESIGN OF EDUCATIVE RESOURCES AND TOOLKIT

WORK PACKAGE 4: DEVELOPMENT OF POLICY RECOMMENDATIONS

WORK PACKAGE 5: AWARENESS RAISING AND DISSEMINATION

WORK PACKAGE 6: MONITORING, QUALITY CONTROL AND EVALUATION

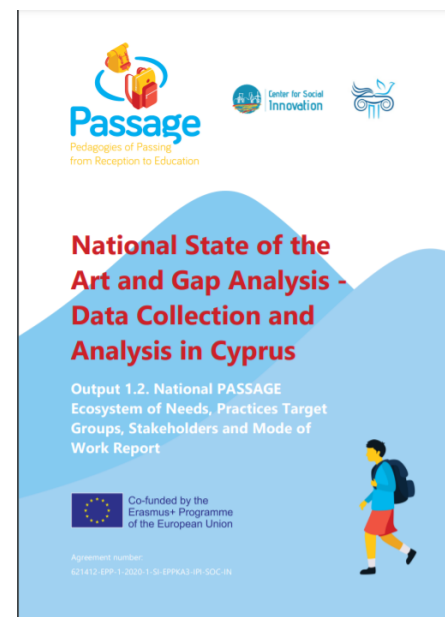
Completion of Work Package 1

The first Work Package of the PASSAGE project has been completed. The development of this Work Package produced National reports from each partners' country, an EU PASSAGE report and a Transnational Report.

Results of the National report in Cyprus

The results from the literature review regarding the Cypriot educational school system showed that

- 16% of the school population in Primary Education and 19% in Secondary Education during the school year 2020 - 2021 do not speak Greek as their first language.
- The top four countries of origin are Romania, Georgia, Bulgaria and Syria
- Recently arrived migrant children from war-torn or economically less-developed countries present challenges.
- Some national initiatives were organized to help students and teachers in the context of school inclusion and non-discrimination. Some of them were directed to third country children in Cyprus while other programs are addressed to students in Cyprus and others to train teachers.
- The report used good practices and recommendation from the European Commission Report to be used in the Cypriot context to help third-country national students adapt to the new environment, other students to accept and help with the integration and finally, teachers to support and be prepared to fulfill all children's needs.



The results from the focus groups with teachers from Cyprus, showed that:

- Teachers admitted that their confidence to teach migrant students is increasing each year because of the experience they gain and the training that is provided by the Cyprus Pedagogical Institute. Nevertheless, they mentioned that they still face some challenges and continuous training is needed to be able to support all students, recognize and fulfill their needs.
- Teachers also noted that schools need more equipment and resources to be able to design an environment that will promote learning another language. However, a very positive fact is that several programs offer training and support to students with refugee or migrant background.
- Concerning student's needs, teachers mentioned that external support is needed to support their psychological and financial needs.
- Last, they specified that to promote inclusive education, schools need to make changes in relation to teaching hours, students per classroom, equipment, and teachers' qualifications.

The results from the focus groups with stakeholders from Cyprus, showed that:

- Teachers' training is very important to prepare them to acknowledge and prevent racism and offer support to those experiencing it
- Schools need qualified teachers that are specialized in teaching Greek as a second language
- The implementation of the anti-racist policy in schools is not yet satisfactory, since schools don't report incidents of racism in relation to migration and they don't participate in acts that will help the integration of migrant students. Schools need to implement the anti-racist policy to promote an inclusive education and protect the human rights of all students and teachers.
- The pre-testing and post-testing tools are used by schools in Cyprus to diagnose the Greek language level competence of students with migrant background
- To support teachers in teaching in classroom with students with migrant background, schools introduced a second teacher under the implementation of the DRASE programs

- Stakeholders emphasized that schools need to promote multiculturalism through texts, artwork, and resources of different cultures in the actual curriculum, without emphasizing on migration
- Stakeholders mentioned that to offer the right solutions, we need to take into consideration the Cypriot context
- They also stated that each guideline needs to be accustomed to the needs of each Directorate and constant feedback is needed

The results from the national online survey completed by educators in Cyprus, showed that:

- Educators in Cyprus are aware that refugee and immigrant students have different needs and experiences than other students
- Educators in Cyprus do not feel they have enough experience to support refugee and immigrant children in the classroom, although they are willing to learn new practices and ideas that will help student’s integration
- There are not enough programs or courses that can offer a training to help educators on how to promote an inclusive classroom with students from different cultural backgrounds

The results are included in the [National report](#), which is available in the [project’s website](#). You can also find the EU and Transnational Report on the website.



Next steps

The partners are in the process of discussing, designing, and planning Work Package 2: Capacity building and training where they develop a curriculum to be used to train teachers, students and stakeholders through face to face and online courses on effective methodologies, teaching techniques, activities and tools that aim at creating a more inclusive learning environment and supporting the needs of all students, especially those from migrant backgrounds.

To stay up to date with the project's news and final outputs, visit the project's website <https://passageproject.eu/> and Facebook page <https://www.facebook.com/passageEUproject> .