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# Which are the most effective practices for migrants inclusion at school in the EU? How to ensure their inclusion in the classroom in a shared and long-term educational perspective?

The [PASSAGE - Pedagogies of Passing from Reception to Education](#) project's objective is to develop new practices in order to contribute to the resolution of the urgent issue of migrant students inclusion and to raise political awareness on it. This will be done in 7 countries in the EU, through two main strategies:

- Offering teachers educational tools and resources in order to support them in more effectively addressing systemic pedagogical challenges in the countries of the European Union.
- Developing and promoting a mentoring program whereby students from local schools can contribute to the successful integration of newly arrived students.

In addition, recommendations will be developed for policy and decision makers at all levels, seeking to establish a set of minimum requirements for the effective transition of newly arrived children from care to education. The methodology and approaches of the project will then be disseminated to key actors and other stakeholders, in order to strengthen the inclusiveness of educational approaches and to promote warm and culturally diverse school systems.

## Considerations from Italy

In the framework of the PASSAGE project, CESIE has just conducted research aimed at mapping the ecosystem of current practices and trends in pedagogical integration from reception to education.

Through extensive desk and field research at the national level, we investigated the state of the art on the school integration of newly arrived students from third countries, reviewed the existing literature and conducted interviews, focus groups and online surveys involving teachers, stakeholders and policy makers, in an attempt



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to identify gaps and challenges in existing policies, as well as currently implemented best practices and pedagogical approaches in Italy.

The research results were published in National and Transnational Reports, which will provide a comprehensive reference on the level of understanding, knowledge and awareness in issues related to educational integration.

With regard to the Italian National Report developed by CESIE, it was highlighted how, despite the number of laws and guidelines on the subject which have been issued in the last years, there is a need to update them and make them sustainable for all schools in Italy: what emerges today is that the most effective and innovative practices are developed by municipalities, non-profit organizations and schools in an autonomous way.