



08/10/2021

First step of the PASSAGE project in developing tools towards integration of migrant and refugee students into society and schools

Startup phase considerations from Portugal

In the framework of the project PASSAGE “Pedagogies of Passing from Reception to Education” (621412-EPP-1-2020-1SI-EPPKA3-IPI-SOC-IN) coordinated by the Ljudska Univerza Ptuj (Slovenia), seven organizations, from six European countries (Cyprus, Greece, Italy, Lithuania, Portugal, and Slovenia) have concluded this project’s Work Package 1: Mapping the Ecosystem of Current Practices and Trends in Pedagogical integration from reception to education.

All the partners have developed a report which will serve as basis for further elaboration and could serve as comprehensive reference on the level of understanding, knowledge, and awareness of youth in all European participating countries, in issues related to pedagogies and pedagogical integration in the EU.

Besides the Literature Review, a Field Research has been conducted by implementing Focus Groups with teachers and stakeholders.

In order to analyse teacher’s perspective on integration of immigrant children and refugees, questionnaires have been elaborated and sent to teachers from different professional and personal backgrounds and contexts.

Taking into consideration the great contributions brought by the High Commission for Migration, the Portuguese Committee for Refugees, the Local Support Center for the Integration of Migrants of the Portuguese Red Cross, the Municipality of Braga as well as school clusters and teachers, we can state that integration of refugees and immigrant children is a difficult process but perfectly possible although financial and human resources are not always available.

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.



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



Although teachers mention it is not easy to properly integrate these children in their classroom because they need to get more information and do some research, there are many examples of teachers who have embraced this cause and are willing to do everything in their power to facilitate this integration.

Commitment, engagement, dedication are some of the key words and this is possible through the large range of initiatives established by the Ministry of Education as well as the actions of many institutions dedicated to the reception and integration of refugees and immigrants in society and in schools.

As mentioned by the representative of the Coordinator of the Local Support for the Integration of Migrants of the Portuguese Red Cross, “the success of the integration of refugees and immigrants depend on each institution and person and on the importance they give to each situation. There are plenty of projects, programs, instruments, and strategies people need to be aware of. If we want integration to be a success, we have to get informed about what can be done.”

It is indeed crucial that “institutions really need to work in networks. They need to complement each other. Reflection, interests, and efforts should be conjugated in depth in order to reach our objectives. Communication and dialogue are important aspects in this process”.

In a larger scope, awareness must definitely be raised within society in general so that we can deconstruct some stereotypes and society needs to be informed about the difficulties and dramas refugees have experience so that integration can start at a community level and be extended to schools.