



30 November 2022

PASSAGE piloting in Portuguese schools

Mentoring and Role Models in Supporting the Integration of Migrant and Refugee Pupils

From October to December 2022, ten Portuguese primary schools from Braga have been piloting the PASSAGE project Work Package 2 which will result in the involvement of sixty Portuguese pupils acting as role-models in a peer-to-peer mentoring perspective and actively contributing to the successful integration of sixty newly-arrived pupils coming from third countries (mentees) also involved in this programme.

After taking part in the workshop **“Mentoring and Role Models in Supporting the Integration of Migrant and Refugee Pupils”** developed by pedagogical experts, teachers have matched the mentor-mentee pairs of pupils composed by local pupils and migrant and refugee pupils. They have selected some activities suggested during the workshop and have worked on them with their pupils in their classrooms.

According to the feedbacks provided that those teachers, all the activities were really efficient and positively welcomed by the pupils. One of the activities implemented was the “I have/I have never” activity during which students were supposed to rise or show a green/red card according to the situations read by the teachers. The list of situation varied from: “I have already had difficulties in understanding the language spoken in this school”, “I have already felt different in this school”, “I have already helped a friend of mine to understand the teachers’ instructions”, “I would like to have a friend to help understand the rules of the school”, etc.

Another activity consisted of asking the pupils to draw what they enjoy doing during their free time in order to show them that despite coming from different backgrounds, they share the same interests and that can be a great starting point to foster the integration of refugee and migrant pupils in classrooms as well as in schools.



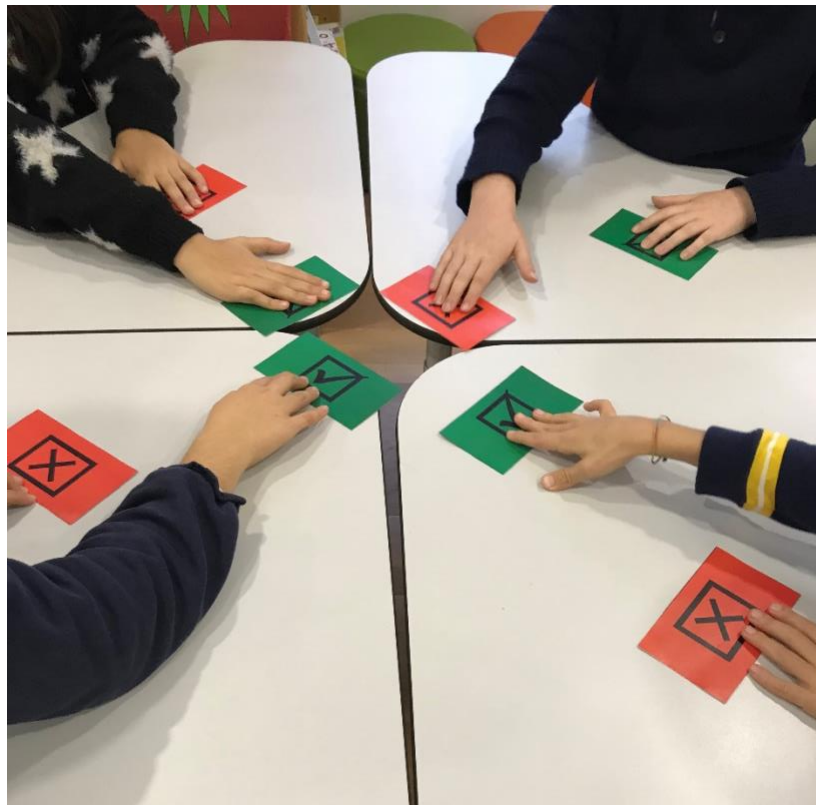
Co-funded by the
Erasmus+ Programme
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All the activities were an excellent way to give voice to the migrant and refugee pupils as regards their feelings and emotions as well to enhance the local pupils' sense of responsibility and solidarity.





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PASSAGE Workshop for teachers in Portugal

Mentoring and Role Models in Supporting the Integration of Migrant and Refugee Pupils

WP2: Capacity building of professionals, role-models and stakeholders

In the framework of the Work Package 2 – Capacity building of professionals, role-models and stakeholders – core part of the PASSAGE project, Casa do Professor has provided a workshop addressed to primary and secondary school teachers in order to prepare them to duly integrate in their school migrant and refugee pupils, through the creation of a peer-to-peer mentoring model with newly arrived migrant and refugee children. The workshop was carried out by experts in pedagogical practice (facilitators) who shared their knowledge and experience for the implementation of the project.



Seventy teachers had the opportunity to get acquainted with different methodologies to engage actively pupils' groups in local schools, who can act as role models in the process of welcoming and integrating newly-arrived children from third countries.

During the workshop, teachers were presented with all the benefits of implementing role-models in their classrooms and took part in several activities that they are now implementing in their classrooms, during the piloting phase of this Work Package. A total of sixty Portuguese pupils were encouraged to become role-models in a peer-to-peer mentoring perspective and are actively contributing to the successful integration of sixty newly-arrived pupils coming from third countries (mentees) also involved in this programme.

It is important to mention that the PASSAGE project, developed by seven organizations of six countries aims to foster inclusive learning and quality education for newly-arrived pupils from the early stages of

the integration process by providing teachers with the 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 local schools pupils can support the integration of migrant and refugee pupils.

