



30 December, 2022

PASSAGE – Pedagogies of Passing from Reception to Education

POLICY RECOMMENDATIONS PAPER

For policy makers at all levels to adapt their policies and methods aimed at ensuring an efficient pedagogical integration passage from reception to education

ABOUT THIS POLICY RECOMMENDATIONS PAPER

Based on the implementation, on the experiences and evaluation of the PASSAGE project actions and results, the present Policy Recommendations document is establishing a set of policy recommendations for policy makers at all levels to ensure that newly arrived children with migrant or refugee background receive sufficient support in entering school life. This document has been created by the Cyprus Pedagogical Institute (CPI) to support high-level and school-level policy makers to adapt policies and methods aimed at ensuring an efficient pedagogical integration passage from reception to education. The Policy Recommendations Paper, which contains the best practices for pedagogical integration at primary and secondary school will be reflected in national, regional, and European policies and directives.

CONTENT

Policy gaps

During the implementation of project's activities teachers mentioned policy gaps, which work negatively for the integration and inclusion of children with a migrant or refugee background. In the policy gaps chapter, we have collected, organized, and presented these policy gaps. For example:

The preparation period for newly arrived children and refugees is not enough

Outdated National Guidelines



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



info@csicy.com
www.csicy.com

Lack of adapted school materials for integration of newly arrived children and refugees

Lack of training for teachers

Placing a child in a certain class/level based on their age rather than a skill level

Educational programmes for migrant or refugee children mostly operate on the mainland

Absence of a systematic and consistent approach to the integration into the school system and language learning of newly arrived children with migrant or refugee background.

Most non-formal education programs are donor funded, thus implemented only for a limited period.

Lack of bottom-up pedagogical integration approaches

Policy Recommendations

The content of the Policy Recommendations Paper and the themes of each of the seven sub-units is divided in two categories:

1. Recommendations for high-level policy makers (e.g., ministries, communities, European level networks) – Macro-level
2. Recommendations for school-level policy makers (e.g., head-teachers) – Meso-level

The Policy Recommendations Paper is divided to the following seven categories/sub-units, which were chosen from the research phase of the PASSAGE project in accordance with the demands of the schools and focus on:

- 1) WHOLE CHILD APPROACH/AN APPROACH THAT FITS THE STUDENT'S NEEDS AND ABILITIES
- 2) TEACHER'S SUPPORT
- 3) COMMUNICATION AND COLLABORATION WITH PARENTS AND THE COMMUNITY
- 4) SOCIAL-EMOTIONAL NEEDS OF STUDENTS AND SENSE OF BELONGING AND EQUALITY
- 5) TEACHERS' COMPETENCIES
- 6) STUDENTS' EDUCATIONAL ACHIEVEMENTS AND LANGUAGE SUPPORT
- 7) MULTICULTURAL EDUCATION

In order to write the Paper, the CPI followed a specific methodology for data collection from all the partners over the implementation period, as it was described in the project's detailed description. More specifically each partner:

1. collected several policy gaps from their country
2. collected policy recommendations from teachers during the implementation period of the project; each partner focused on one of the seven sub-units

3. has given a “Questionnaire on teachers’ recommendations for Policy Makers” to 15-20 teachers to capture the practice and experience. The Questionnaire was asking the teachers to rank five statements/recommendations on the seven sub-units mentioned above.

Moreover, during the dissemination events of the project organized by the CSI CY and hosted in Nicosia, on the 3rd of October and in Paphos on the 25th of November 2022 focus groups with teachers, head teachers and school inspectors took place, who discussed the question “What kind of empowerment does the teachers need to help integration and inclusiveness?”.

HOW CAN THIS POLICY RECOMMENDATIONS PAPER BE USED

Our small-scale survey in the context of the PASSAGE project showed that these data is valid, and they are common in the partners’ countries and each country is making its own effort to overcome these challenges. The Policy Recommendations Paper is a joint effort of the partnership of the PASSAGE project with the Policy Recommendations elaborated in the form of guidelines for high-level and school-level policy makers regarding the securing of the best interest of children with migrant or refugee background at primary and secondary school in order to ensure their full inclusion in the local society. The Policy Recommendations Paper will be sent to the relevant policy makers in the participating countries and at EU level as a part of the dissemination of the project results and deliverables.

The involvement of key stakeholders is very useful to get an alternative perspective, which stimulates the scientists or researchers to shift the focus from project activities to intended outcomes in the early stage and to clearly communicate main ideas about the project in terms of objectives, milestones, and outputs.

FIND OUT MORE ABOUT THE PROGRAMME AND THE PROJECT

- Website: <http://passageproject.eu/>
- Facebook: <https://www.facebook.com/passageEUproject>
- Twitter: https://twitter.com/passage_project
- LinkedIn: <https://www.linkedin.com/showcase/passage-project>