



Project financed by:



Erasmus+

Policy Recommendations for the Case of Cyprus

A JOINT INITIATIVE BETWEEN

Centre of the Advancement of Research and Development
of Educational Technology (CARDET) &
“Hope For Children” CRC Policy Center (HFC)

AUTHORS

Elena Xeni/ Kyriaki Yiakoupi (CARDET) & Theophano Pampaka (HFC)

Nicosia, 28th May 2020

CARDET and HFC, proceeded in April and May 2020 with interviews with the stakeholders, for the purposes of the MEDIS* policy recommendations/ guidelines discussion & feedback. This procedure aimed to facilitate the preparation of the final MEDIS Policy Recommendations document to be prepared jointly by the consortium and to be presented at the end of the project. In this regard, 14 stakeholders coming from professional backgrounds related to education and with experience in working with migrant children such as: teachers, researchers, educational psychologists, social workers, educators, etc, have been interviewed by CARDET and HFC. Due to Covid-19 and the governmental restrictions, both organisations held online and telephone interviews. After the completion of the interviews, CARDET and HFC, propose a joint list of Policy Recommendations, as indicated in the table below:

MEDIS– Policy Recommendations on the educational and social inclusion of children with migrant background: The Case of Cyprus

Policy Recommendations table	
1	Adopt needs- and interests-based actions and initiatives for the educational and social inclusion of children with migrant background. Adopting and implementing methodologies, strategies, activities and resources, that address the needs of migrant children, taking into account their cultural background so as to facilitate not only their educational but also their social inclusion in the host country.
2	Endorse good practices in language teaching and learning in facilitating the educational and social inclusion of children with migrant background. Invest in needs-based actions as well as motivating and engaging approaches, practices and resources, towards effective educational and social intergration of children with migrant background.
3	Invest in expertise in the educational and social inclusion of children with migrant background. Capitalising in expertise in the educational and social inclusion of children with migrant background will foster effectiveness in decision-making, implementation, evaluation and improvement of initiatives and actions.
4	Train the teachers in order to safeguard awareness in effective educational processes and results, targeting the educational and social inclusion of children with migrant background. Design, develop and implement programmes, seminars and workshops to train the teachers on adopting methodologies, approaches, practices and tools that best promote the effective and sustainable educational and social inclusion of children with migrant background.
5	Turn to family literacy in order to ensure successful and sustainable educational and social inclusion practices of children with migrant background. Making families of children with migrant background aware of their role as literacy agents and involving them in the decision-making and implementation actions addressing children with migration background.
6	Promote sustainable actions targeting the educational and social inclusion of children with migrant background. Supporting engaging actions that will guarantee smooth educational and social inclusion of migrant children in the host country (e.g., a foundation year with language classes, empowering classes, study visits around the host society, etc.; needs-based teacher training actions; family literacy actions; awareness raise campaigns; etc.).
7	Further promotion of policy recommendations to networks and channels: Informing wider audiences, networking and interested parties (e.g. governmental and non-governmental organisations, services and institutions, teachers/ trainers, parents, volunteers, youth associations, etc.) on the Policy Recommendations that may be widely disseminated and adopted, aiming at raising awareness on successful actions towards educational and social inclusion of children with migrant background.

*MEDIS: The MEDIS project main aim is to strengthen and consolidate social cohesion, intercultural education and local language in a multilingual framework of newly arrived migrants at primary and secondary schools through the Mediterranean

Inclusive Schools Programme. The programme will adapt teaching skills and inclusive methodologies needed by the educational community: teachers and other pupils. The project is coordinated by the World University Service of the Mediterranean (WUSMED) in partnership with six European countries (Spain, Cyprus, Greece, Italy, Portugal and Bulgaria).