

**Creating partnerships between teachers, single parents, and children:
a transnational, comparative project**

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This paper will address some of the findings of a project which seeks to integrate the perspectives of children from single parent families in policy-making with the ultimate aim of combating the poverty and social exclusion experienced by many of them. In this two-year transnational project which is funded by the EU, Cyprus, the UK, and Greece are collaborating in an effort to provide a voice for children in single parent families whose needs, interests, and opinions are almost entirely ignored when formulating policy. The role of key social institutions such as the family and the school provides the context in which the study seeks to understand the role that children play or can play in informing policy-making. Among the issues investigated by the project is the way children experience their school life and the extent to which the school contributes to either their social integration or alternatively their social exclusion. Tensions between teachers and parents arise as a result of the diverse understandings that the two groups have about the school's role in relation to single parent families and children in particular. The paper will address these tensions and provide recommendations for bridging the gap between these diverse understandings.