=TOLERANCE=

Open Educational Resources
for educating in diversity

U.PORTO
FACULDADE DE PSICOLOGIA
E DE CIÊNCIAS DA EDUCAÇÃO
UNIVERSIDADE DO PORTO

CIIE
CENTRO DE INVESTIGAÇÃO
e
INTERVENÇÃO EDUCATIVAS

Xeno-Tolerance

## Supporting VET teachers and trainers to prevent radicalisations

## Analysis of needs

## NATIONAL REPORT
## Portugal

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# Abstract

According to what has been established, this report contains a first approach to problems currently identified in Portugal, in the field of education. As it has been argued, such problems relate to the coexistence in the country, not only of culturally different groups but also of various social status and life conditions.

In the "Introduction" to this report we make a brief reference to the most relevant Portuguese historical, political and social-cultural context, relating it to the characteristics that are thought to be significant, to education in this country. This is followed by a reference/analysis of studies conducted about cultural diversity in Portugal. This reference allows the educational situation to be contextualized in Portugal pertaining to the knowledge produced in this area. These studies also point out the most significant aspects of initial and teacher/educator continuous training, which is currently in force. Some of these proposals also present awareness actions, and learning resources directed at civil society and at supporting schools and teachers / VET trainers; finally, they identify needs and the investments required.

# 1. Introduction

## 1.1 Methodological procedures

Data analysis feeding this report was object of the following procedures:

- Research and analysis of documents, articles and PhD Thesis on the theme of "Preventing Radicalisation". The search for these documents was conducted in a national database that includes all master dissertations, PhD Thesis, articles, books and chapters that are published in Portugal (Repositório Científico de acesso livre de Portugal – RCAAP). The key expressions used to explore these documents for analysis, were: teacher training related with citizenship; migrants; ethnic exclusion, xenophobia, tolerance to otherness.

- Research and analysis of plans for initial training courses for basic and secondary education educators and teachers developed by institutions of higher education (universities and polytechnic Institutes);

-Research and analysis of teachers and educators' continuous training provided by the School Association Training Centres (SATC) (http://www.rbe.min-edu.pt/np4/cfae.html) and approved by the Scientific and Pedagogical Council of Continuous Training (CCPFC) (http://www.ccpfc.uminho.pt /) to be developed in the school years of 2016-2018;

-Research and analysis of actions promoted by the Directorate General of Education, Ministry of Education (http://www.dge.mec.pt/) under the programmes Education for Citizenship, Intercultural Education, Mental Health and Prevention of Violence in Schools, Psychoactive Substance Use and Prevention in School

- Analysis of actions promoted by the High Commissioner for Immigration and Intercultural Dialogue (ACIDI), designated from the Decree-Law 31/2014, of 27 February by High Commissioner for Migration Public Institute (IP) (http://www.acm.gov.pt/inicio)

- Research and analysis of actions promoted by the Commission for Equality and Against Racial Discrimination (CICDR) (http://www.cicdr.pt/)

- Research and analysis of actions promoted by SOS Racism - For a more just and equal society l (http://www.sosracismo.pt/)

- Research and analysis of the actions of continuous training of teachers and educators, provided by the School Association Training Centres (CFAE) and approved by the Scientific and Pedagogical Council of Continuous Training (CCPFC) (http://www.ccpfc.uminho.pt / ) to be developed in the years 2016-2018.

- Focus group discussions and interviews with 12 teachers / trainers of the Porto city school cluster (an aggregation of schools from prep school to grade 12). This school cluster was selected as it was recognized by the Ministry of Education as a "School with an Intercultural seal" (http://www.dge.mec.pt/selo-escola-intercultural). This is a school that stands out "in the development of projects that promote the recognition and appreciation of diversity as an opportunity and a source of learning for all. Teachers and trainers involved in integrated courses in the Integrated Program for Education and Training[1] (PIEF) and professional courses associated with the project Arco Maior were heard[2]. These initiatives are aimed at students with families in situations of vulnerability and who are at the "end of the line" in relation to their schooling, thus the initiatives constitute a final opportunity to provide them with a certification of level 6th, 9th or the 12th year of schooling[3]. These training proposals are provided by the Ministry of Education and require that schools make specific curricular adjustments in ensuring the presence of young people in school to obtain those certifications. An interview with a stakeholder was performed. Attached is the synthesis of the analysis of the entire interview.

## 1.2 Contextual and historical framework

In an open discourse, and as common sense tells us, the population that attends educational institutions is usually considered to be fairly homogeneous in social and cultural terms. Following this narrative, as well as the curricular concepts that are in place, one can see that the population of children and young people involved in educational processes is described as what has been called the "Portuguese WASPS" (Cortesão e Pacheco 1991). This is because students are idealized as being all white, Portuguese native, Catholic and belonging to a middle or upper middle class. This idea has underlied the existence of a highly centralized education system and curriculum aimed only at students of those levels considered "normal" at school. Therefore, 'naturally' and always at the level of common sense this will mean that the problems of discrimination or xenophobic attitudes are not seen as existing within the general educational field.

Political and social events that took place since 1974 (when the so called "Carnation Revolution" restored democracy in Portugal, ending a dictatorship of almost 50 years) have led to important changes with very significant impact in education. It is important, to note that a serious investment in the implementation and operationalisitation of the "school of the masses" took place and the compulsory education period was increased for all. The so-called "Oversea Provinces", at the end of 1975, a name which was then given to the Portuguese colonies, and the wars that took place there subsequently, gave room to a strong wave of immigration, mainly African. Besides that, with the adhesion of Portugal to the European Community and the adherence to the Shenguen Space was followed by a large wave of immigration, mainly from Brazil, Cape Verde and Eastern countries.

More recently, after the Russian perestroika and the disintegration of the Soviet Republic, and due to the economic growth between 1999 and 2005, a lot of Ukrainian citizens and other from the east of Europe migrated to Portugal. Some of them left the country after 2009, as a consequence of the most recent economic crisis. Also, people from ex-Portuguese colonies and Brazilians are the main groups of migrants who live in Portugal. They came as economic migrants and this movement started, roughly with the inclusion of Portugal within CEE and after, UE. These migration movements were not without consequences and led to the arising of some episodes of xenophobia and prejudices (Castilho & Castilho, 2015). Another consequence pertains to "the fact that studies focus on comparisons between cultures rather than on the

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[1] Integrated Program for Education and Training (IPET) is a socio-educational and formative measure of inclusion of temporary and exceptional basis that applies to young people aged 15 to 18 who are at risk and / or danger of educational and social exclusion and all other measures of school integration have been exhausted. It aims to promote the fulfillment of compulsory education and social promotion giving an educational qualification 2nd and / or 3rd cycle. http://www.dge.mec.pt/programa-integrado-de-educacao-e-formacao

[2] http://www.porto.ucp.pt/sites/default/files/files/FEP/docs/projecto_arco_maior_FEP.pdf

[3] Compulsory education in Portugal went up Law No. 85/2009 of 27 August, to be up to the 12th grade. http://www.dge.mec.pt/sites/default/files/EInfancia/documentos/lei_85_2009.pdf
   Until then it was only compulsory up until the 9th grade, the 3rd cycle of basic education.

coexistence between them, an attempt was made to reflect on the subjacent reasons for the almost total absence of research with a focus on the coexistence of cultures" (Bäckström & Pereira, 2012:12)

In a very interesting research concerning literature for young people Tomé (2014: 8) concludes that otherness is represented by "the images of the «foreign», but also of the other, who, though living among us, is perceived as different and/or strange, especially the gypsy, the fat/overweight, the homosexual and the physically or mentally disabled" a contribution that allows extending the concept of otherness to other groups of the population.

The issue of ethnic diversity has been dealt with by being broadly integrated within the Portuguese educational system since the curriculum reform from the beginning of the XXI century. It was at this time that citizenship was formally included in the basic education curriculum as a compulsory topic. Therefore, to address this theme, teacher initial and continuous training was focused on it. Accordingly, continuous teacher training offered opportunities to provide teachers with competencies to teach this in the curriculum[4]. Also a few research projects appeared to discover how important and effective this training was (Ribeiro et al, 2014).

In a similar and related movement, Portuguese schools started to organize and develop local programs to enhance students' citizenship. (Leite, 2002). After the decree- law nº 6 of 2001, Diário da República n.º 15, Série I-A de 2001-01-18, there was a systematic and growing offer of citizenship programs as well as research, mainly case studies focused on school initiatives and well succeeded experiences. (Menezes et al. 2012; Faria et al, 2012)

Among these experiences is possible to identify the European clubs developed in a large number of Portuguese schools (Corte-Real & Sá, 2014) and their goal to develop the acknowledgment of the *Other* and of their own culture and identity (as well as of the others).

From 2012 with the law of conservative government that reorganizes curriculum (Nº 139/2012) from basic and secondary school citizenship is one topic among others that schools have to deliver (by projects and other initiatives) to achieve students' personal and social development (article 15th).

Accordingly, from 2011 until present, Portuguese research concerning teacher training within citizenship issues also decreased. Nevertheless, the main topics found within these research are:

The competencies and opportunities for teachers to promote citizenship education (Freire-Ribeiro, 2014), namely by enriching subject matters (Martins, 2015), interactions with the school environment (Gonçalves & Sousa, 2012) and cross borders and contextualized actions (Leite, Fernandes e Silva, 2013). Other issues are related to violence prevention (Matos et al, 2013), ethnic exclusion, xenophobia, or intolerance to otherness.

Currently, in a social context that is used to being considered homogeneous, and where initial and continuous training is much shaped by guidelines stemming from a globalized World Capitalist System (WCS) we argue here that teachers are not adequately prepared to deal with diversity, in their practice. They are not sufficiently alerted to the importance of the existence of the "social, cultural rainbow" they work with, and their need to get involved in the development of citizenship consciousness activities (Santos 1997).

We argue as well that these conditions will make a strong contribution to significant levels of failure and school leaving of minority groups, who are after all the "not WASPS". Most teachers/educators don't see these educational results as largely resulting from institutional discrimination that relates to the same educational offer to students with different characteristics, knowledge, interests and problems. Awareness is not placed on the process of more or less implicit discrimination, which takes place in everyday educational practices and reflections, particularly concerning minority groups. If some teachers/educators are capable of noticing explicit forms of discrimination in relation to skin color or nationality, there are less visible

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[4] It is worth noticing that meanwhile education for citizenship de *per se* has been removed from the curriculum and teachers have been told to work it transversally within all the subjects. This suppression and advice were introduced by the same decree law that insists in the preparation of students for exams (Decree Law n.º50/2011, Diário da República, 1.ª série, N.º 70, pp 2097).

problems which occur at the socioeconomic level, the neighbourhoods where they reside, sexual orientation and some handicaps, which are generally little identified and/or not valued.

Under these circumstances the responsibility for the existence of failure and/ or school leaving, as well as behavior, is ascribed to students who are considered "inattentive", "naughty", "disinterested", "lazy". In the same fashion, the parents or guardians are often considered "dysfunctional" and "not interested" in the studies of their children.

It is as a result of this wide range of circumstances that Portugal is interested in participating in the "Xeno Tolerance" project because it can make a contribution to help teachers reflect upon their performance and feel the need to improve their practice as well as finding some support here in terms of resources and methodological suggestions which will allow them to develop the most significant educational activities with students.

# 2. Training of teachers, trainers and educators

## 2.1. Initial training

Teacher's initial training in Portugal is the responsibility of the HES (Higher Education School) which integrate the Polytechnic Teaching, and some universities. Polytechnic education confers the bachelor and master degrees. The polytechnic courses have two phases: the completion of the first cycle, which confers the Bachelor's degree, and the completion of the second cycle which confers the master's degree. The first cycle usually lasts three years and the second normally lasts two years (Law of the education system-law No. 46/86 of 14 October[5]). The HES (Higher Education School) trains Childhood Educators and Teachers for teaching the 1st cycle of basic education (elementary 1st to 4th grade, on a multidisciplinary base) and the 2nd cycle of compulsory education (5th and 6th grade, on a mono-disciplinary base). Universities train teachers to teach in the third cycle of basic education (7th, 8th and 9th grade) and secondary education (10th, 11th and 12th grades). As mentioned in point 1.1 *Methodological procedures*, teacher training courses in the HES and universities in Portugal were analysed. Table 1 and 2 summarises teachers initial training in Portugal that offers - or not – subjects that are targeted to cultural diversity in HSE and Universities, respectively.

**Table 1- Courses promoted by HSE in Portugal that include, or not, subjects targeted to cultural diversity**

| ESE | Course | Subjects |
|---|---|---|
| **Porto** | **Master's in Preschool Education and 1st cycle of Basic Education** http://www.ese.ipp.pt/cursos/mestrados/docs/3717.pdf | There are no subjects targeted to cultural diversity |
| | **Master'sin Education Basic Education 1st and 2nd Cycles** http://www.ese.ipp.pt/cursos/mestrados/docs/3711.pdf | There are no subjects targeted to cultural diversity |
| | **Master's in Music Education Teaching in Basic Education** http://www.ese.ipp.pt/cursos/mestrados/docs/3701.pdf | Sociology of Education School and Community: Analysis and Intervention |
| | **Master's in teaching Visual Arts and Technological education in basic education** http://www.ese.ipp.pt/cursos/mestrados/docs/3700.pdf | Sociology of Education Analysis and Intervention in School and Community |
| | **Master's in Visual Arts and Technology Education in Basic Education** Básico | Sociology of Education |

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[5] Diário da Républica, 1ª Série, Nº 237, subsequently amended by laws Nos 115/97, of September 19, and 49/2005, of 30 August.

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|---|---|---|
| | http://www.ese.ipp.pt/cursos/mestrados/docs/3707.pdf | |
| | **Degree in Basic Education**<br>http://www.ese.ipp.pt/cursos/licenciaturas/docs/3505.pdf | Sociology of Education<br>Language, Culture and Citizenship (opt.)<br>Memories, Identities and Cultures (opt.) |
| | **Degree in Music Education**<br>http://www.ese.ipp.pt/cursos/licenciaturas/docs/3503.pdf | Education and Social Dynamics<br>Language, Culture and Citizenship (opt.) |
| | **Degree in Visual Arts and Artistic Technologies**<br>http://www.ese.ipp.pt/cursos/licenciaturas/docs/3510.pdf | Inclusive education<br>Language, Culture and Citizenship (opt.) |
| **Viana do Castelo** | **Master's in Preschool and Education 1st cycle of Basic Education**<br>http://www.ipvc.pt/educacaopreescolarensino1-cicloplanocurricular | Inclusive practices in childhood (opt.) |
| | **Master's in Education 1st and 2nd Cycles Basic education**<br>http://www.ipvc.pt/mestradoensino12-ciclosensinobasicoplanocurricular | There are no targeted subjects to cultural diversity |
| | **Degree in Basic Education**<br>http://www.ipvc.pt/educacaobasicaplano-curricular | Critical Pedagogy and Arts, Citizenship<br>Psycho-pedagogical aspects of Inclusion |
| **Bragança** | **Degree in Basic Education**<br>http://www.ese.ipb.pt/index.php/ese/estudarna-ese/cursos/licenciaturas/curso?cod_escola=3042&cod_curso=9853 | Option II -Ethics, Education and Citizenship |
| | **Master in Pre School and Education 1st cycle of Basic Education**<br>http://www.ese.ipb.pt/index.php/ese/estudarna-ese/cursos/mestrados/curso?cod_escola=3042&cod_curso=5050 | Option 2-Education and Diversity |
| **Lisboa** | **Degree in Basic Education**<br>http://www.eselx.ipl.pt/oferta-formativa/licenciaturas/licenciaturaemeduao-basica | Integrated Perspectives on Social Reality<br>Sociology of Education |
| **Setúbal** | **Degree in Basic Education**<br>Plano de Estudos 2015_16<br>http://www.si.ips.pt/ese_si/planos_estudos_geral.formview?p_Pe=145 | Multicultural Contexts and Education<br>Cultural Diversity and Linguistic Communication<br>Sociology of Education and Educational Organizations |
| | **Degree in Portuguese Sign Language**<br>http://www.si.ips.pt/ese_si/planos_estudos_geral.formview?p_Pe=126 | Cultural Anthropology (option)<br>Sociology of Culture and Interculturalism (option) |
| | **Master's in Preschool and Education 1st cycle of Basic Education**<br>http://www.si.ips.pt/ese_si/planos_estudos_geral.formview?p_Pe=142 | Intercultural Education and Educational Differentiation |
| **Portalegre** | **Degree in Basic Education**<br>http://www.esep.pt/documentos/Plano%20de%20Estudos/Licenciatura%20em%20Educa%C3%A7%C3%A3o%20B%C3%A1sica.pdf | Sociology of Education<br><br>Education and Citizenship (option) |
| **Beja** | **Degree in Basic Education**<br>https://www.ipbeja.pt/cursos/ese-edb/Paginas/UnidadesCurriculares.aspx<br>**Master's in Preschool and Education 1st cycle of Basic Education**<br>https://www.ipbeja.pt/CURSOS/MESTRADOS/ESEM_EDUPRE/Paginas/UnidadesCurriculares.aspx | Option I Heritage Education, Education for Gender Equality and Intercultural Education<br><br>Social Education Anthropology<br>Inclusive education |

**Table 2- Courses promoted by Portuguese Universities that include, or not, targeted subjects to cultural diversity**

| Universities | Course | Subject |
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|---|---|---|
| **Universidade de Trás os Montes e Alto Douro** | **Physical Education Teaching Basic and Secondary Education** | Sociology of Education<br>Optional: Intercultural Education and Citizenship |
| | **Preschool Education 1st Cycle Basic Education** | There are no subjects targeted to cultural diversity |
| | **Informatics Teaching** | Sociology of Education<br>Optional: Intercultural Education and Citizenship |
| | **Portuguese teaching in the 3rd Cycle Teaching Spanish Basic and Spanish in Basic and Secondary Education** | Sociology of Education<br>Optional: Intercultural Education and Citizenship |
| | **Teaching Theatre** | Sociology of Education<br>Optional: Intercultural Education and Citizenship |
| | **Teaching 1st Cycle Basic Education** | There are no subjects targeted to cultural diversity |
| | Education 1st and 2nd cycles of Basic Education | There are no subjects targeted to cultural diversity |
| **Faculdade de Desporto e Educação- U. Porto** | **Master´s of Education Physical Education in Basic and Secondary Education** http://sigarra.up.pt/fadeup/pt/cur_geral.cur_planos_estudos_view? pv_plano_id=3131&pv_ano_lectivo= 2014&pv_tipo_cur_sigla= | Curriculum development |
| **Faculdade de Ciências- U. Porto** | **Master´s in Teaching Biology and Geology in third cycle of Basic Education and Secondary Education**http://sigarra.up.pt/fcup/pt/cur_geral.cur_planos_estudos_view? pv_plano_id=5761&pv_ano_lectivo= 2014&pv_tipo_cur_sigla=M&pv_origem=CUR | Ethics and Ethics (3.1. The school space multicultural: identity, diversity and differences) |
| | **Master´s in Physics and Chemistry Teaching in third cycle of Basic Education and Teaching Secondary** http://sigarra.up.pt/fcup/pt/cur_geral.cur_planos_estudos_view? pv_plano_id=5782&pv_ano_lectivo= 2014&pv_tipo_cur_sigla=M&pv_origem=CUR | Ethics and Ethics (3.1. The school space multicultural: identity, diversity and differences) |
| **Faculdade de Letras – U. Porto** | **Master´s in Philosophy Teaching in Secondary Education** http://sigarra.up.pt/flup/pt/cur_geral.cur_planos_estudos_view? pv_plano_id=1082&pv_ano_lectivo= 2014&pv_tipo_cur_sigla=M&pv_origem=CUR | Ethics and deontology (3.1 School, multicultural space: Identity, diversity and difference) Education Social Analysis (Multiculturalism and curriculum in the Portuguese education system) Contemporary Pedagogic issues (3. Pedagogies of otherness 3.1. Intercultural pedagogy 3.1.1. The educational implications of cultural pluralism 3.1.2. Ethics of difference) |
| | **Master´s in Teaching English and German / French / Spanish in the 3rd cycle of Teaching Basic and Secondary Education** http://sigarra.up.pt/flup/pt/cur_geral.cur_planos_estudos_view? pv_plano_id=1086&pv_ano_lectivo= 2014&pv_tipo_cur_sigla=M&pv_origem=CUR | Ethics and deontology (3.1 School, multicultural space: Identity, diversity and difference)<br>Education Social Analysis (Multiculturalism and curriculum in the Portuguese education system)<br>Contemporary issues Pedagogic (3. Pedagogies of otherness 3.1. Intercultural pedagogy 3.1.1. The educational implications of cultural pluralism 3.1.2. Ethics of difference) |
| | **Master´s in Portuguese and Classical Languages Teaching in the 3rd cycle of Basic Education and Secondary Education** http://sigarra.up.pt/flup/pt/cur_geral.cur_planos_estudos_view? pv_plano_id=1084&pv_ano_lectivo= 2014&pv_tipo_cur_sigla=M&pv_ori | Ethics and deontology (3.1 School, multicultural space: Identity, diversity and difference)<br>Education Social Analysis (Multiculturalism and curriculum in the Portuguese education system)<br>Contemporary issues Pedagogic (3. Pedagogies of otherness 3.1. Intercultural pedagogy 3.1.1. The educational implications of cultural pluralism 3.1.2. Ethics of difference) |

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|---|---|---|
| | **Master in Teaching Portuguese in the 3rd cycle of Basic Education and Secondary and Foreign Language Teaching at the Basic and Secondary Education** [http://sigarra.up.pt/flup/pt/cur_geral.cur_planos_estudos_view?pv_plano_id=1085&pv_ano_lectivo=2014&pv_tipo_cur_sigla=M&pv_origem =CUR](http://sigarra.up.pt/flup/pt/cur_geral.cur_planos_estudos_view?pv_plano_id=1085&pv_ano_lectivo=2014&pv_tipo_cur_sigla=M&pv_origem) | Ethics and deontology (3.1 School, multicultural space: Identity, diversity and difference) Education Social Analysis (Multiculturalism and curriculum in the Portuguese education system) Pedagogic Contemporary issues (3. pedagogies of otherness 3.1. Intercultural pedagogy 3.1.1. The educational implications of cultural pluralism 3.1.2. Ethics of difference) |
| **Faculdade Belas Artes** | **Master´s in Visual Arts Teaching in the 3rd cycle of Basic Education and Secondary Education** http://sigarra.up.pt/fbaup/pt/cur_geral.cur_planos_estudos_view?pv_plano_id=3091&pv_ano_lectivo=2014&pv_tipo_cur_sigla=&pv_origem=CAND | Sociology of Arts Education (5. Cultures and youth identities, gender and ethnicity in school) |
| | **Master´s in Visual Arts Teaching in the 3rd cycle of Basic Education and Teaching Secondary** http://sigarra.up.pt/fbaup/pt/cur_geral.cur_planos_estudos_view?pv_plano_id=3091&pv_ano_lectivo=2014&pv_tipo_cur_sigla=&pv_origem=CAND | Sociology of Arts Education (5. Cultures and youth identities, gender and ethnicity in school) |
| **Faculdade de Letras – U. Lisboa** | **Master´s in Geography Teaching** http://www.igot.ulisboa.pt/ensino/mestrado-em-ensino-de-geografia/ | School and Society |
| **Faculdade de Ciências Sociais e Humanas- U. Lisboa** | **Philosophy Teaching in Secondary Education** | Education, Curriculum and Multiculturalism |
| | **History Teaching in the 3rd Cycle of Basic Education and Secondary Education** | Education, Curriculum and Multiculturalism |
| **Universidade do Minho** | **English and Spanish Teaching in the 3rd cycle of Basic Education and Secondary Education** (https://www.ie.uminho.pt/pt/Ensino/mestrados/ensino/Paginas/EnsinodeInglesedeEspanholno3CiclodoEnsinoBasicoeES.aspx) | Sociology Education and Teaching Profession (Iv - Multiculturralism) |
| Universidade Coimbra | Master´s in History Teaching in the 3rd cycle of Basic Education and Secondary Education | Ethics and Philosophy of Education (2. Education, Citizenship and Human Rights; 3. Multiculturalism and education; 4. Education, Gender Equality and minorities) |
| | Master´s in Teaching English and foreign languages in the 3rd cycle of basic education and secondary education in the areas of expertise of German or Spanish or French | Ethics and Philosophy of Education (2. Education, Citizenship and Human Rights; 3. Multiculturalism and education; 4. Education, Gender Equality and minorities) |
| | Master´s in Teaching English in the 3rd cycle of Basic Education and Secondary Education | Ethics and Philosophy of Education (2. Education, Citizenship and Human Rights; 3. Multiculturalism and education; 4. Education, Gender Equality and minorities) |

| | Discipline of Initiation - Faculty of Arts | Optional: Multiculturalism and Intercultural Dialogue (1. From the noun and essentialism concept of culture to the notion of cultural dynamics 2. Historical and Current Context of Multiculturalism 3. Political models Response to the problem of multiculturalism 4. Multiculturalism, Interculturalism and Human Rights 5. cultural dynamics and identity processes inherent to intercultural dialogue 6. Operators and devices of intercultural dialogue and its implementation in the field of ideas, arts and religion 7. Equality and difference, tolerance and intolerance in multicultural dynamics) |
|---|---|---|

The research leads to conclude that themes about diversity and multiculturalism are discussed in some courses but there is not a special focus on it. Apart from some rare exceptions that give more discussion and attention to multiculturalism and minorities, there is a slight approach in some subjects, and there is no specific concern on what relates to preparing teachers to deal with diversity. The courses that more directly related to the topics of this project are optional. Deeper research shows that pre-service teachers do not have many opportunities to contact with communities that are *diverse*. There are some efforts in some universities, for example Coimbra University, to provide an open class to all students, "Multiculturalism and Intercultural Dialogue", where there are practical classes to contact with people with migrant background and diverse cultures.

For some of the teachers interviewed the problem of teacher training and teachers preparation is wider. In what concerns teachers and schools preparation to deal with difficult or diverse students, a teacher asserts that "the school is not prepared because the society is also not prepared on how to deal with those that are distant from the 'normal' " (I3).

Besides the results provided by document analysis, the interviewees shown that there is a perception that initial teachers training is not preparing teachers to deal with radicalism, racism or discrimination, whether it takes place at institutes and universities more focused on preparing teachers for the subject topics than on learning pedagogies (IB) or other priorities such as digital knowledge. Teachers are aware of their lack of preparation to deal with the so-called 'difficult' students and diversity in schools. Some teachers consider that training to deal with these matters needs to be integrated and involve students and parents as well and not only teachers (IC). This particular teacher stresses the fact that there is need for a "serious social policy", which includes other professionals in dealing with these problems and conditions. According with this perspective, it "is essential to have an office to help to handle with these situations, with the support of a multidisciplinary team" (IC).

## 2.2. Continuous training

In Portugal, there is a system of continuous teacher training that was institutionalised in 1992 and since then has been a right and a duty for teachers and condition necessary for their career progression. As referred above, this system consists of a national network of training centers for teachers and a Scientific and Pedagogical Council of Continuous Training (CCPFC) which certifies both the training centres or the action. In Portugal, there is a system of continuous teacher training that was institutionalized in 1992 and since then it has been a right and a duty for teachers and a necessary condition for career advancement. Currently the training activities are certified by a period of 3 years.

We looked at the title of the 12417 actions provided for in the continuous teacher training plans which were approved by CCPFC (2013-2016). These actions have been identified by school year and integrated into the

following thematic categories: Tutorials; Conflict mediation / Intervention with at risk youth; Diversity / inclusion / intercultural education; Special needs education; Education for citizenship and values; and others. We conducted a quantitative analysis presented in the following charts.
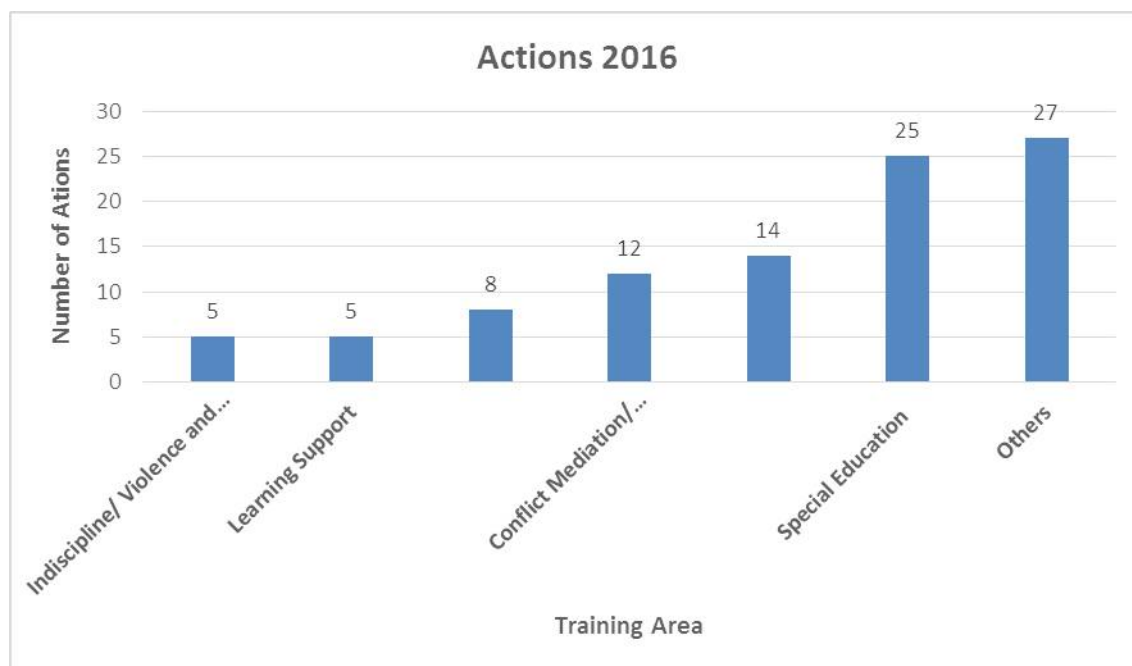


Chart 1 - Continuous training actions for teachers accredited to 2016



Chart 2 - Continuing education actions teachers accredited in 2017

**Chart 3 - Continuous training actions for teachers accredited for 2018**
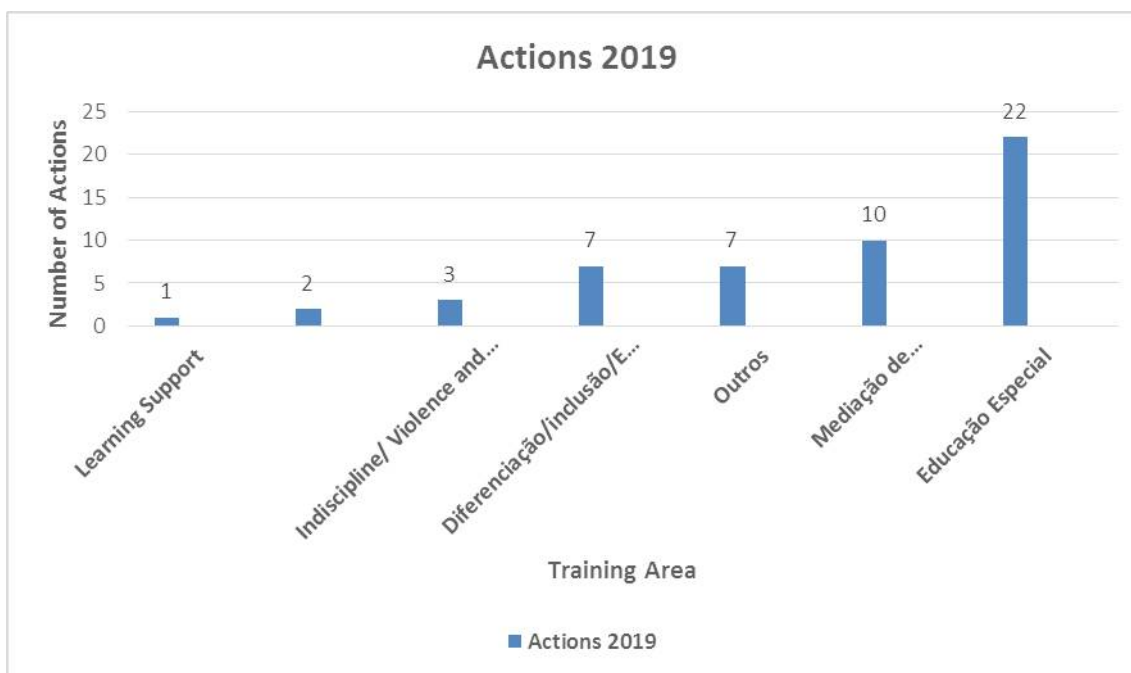


**Chart 4 - Continuous training actions for teachers accredited for 2019**

The analysis and comparison of graphics presented above points out some considerations to assess the needs in this area. Special Needs Education is the area where more training activities are proposed, however Differentiation / inclusion / intercultural education is also an area that stands out in all the actions accredited by CCPFC. The actions proposed in this area focus mainly on training skills in the field of design and curriculum management in order to deal with the various differences, such as culture, gender, ethnicity or socioeconomic conditions. In terms of methodology, these actions are, for the most part, training workshops. This means that their main purpose is to design teaching and curriculum materials to be used by teachers in

order to make their teaching more dynamic. Although this characterisation reveals an optimistic perspective on continuing training, in the context of radicalisation, and that education for citizenship and mediation are also areas where training focuses, if you look at all the schools in the country, the number of shares is clearly insufficient to cover the needs. It is important, therefore, to know in depth the content and the dynamics of the existing training in this area, in particular, to understand the teachers' evaluation of those activities, and the involvement of young people in its achievement, as well as to implement new methodologies in which teachers become the main protagonists of their own training. We refer to the institution of professional networks that can implement collaborative and contextualized training processes in school's reality.

# 3. Existing actions, methods and learning resources

As mentioned, in Portugal, the Ministry of Education has promoted training education policies for citizenship, which depend on the political ideology of the parties that have been in power[6]. In this context, programs have been launched (and suppressed later on) to encourage schools and teachers / educators / trainers to carry out potential actions which will enhance training for values and a positive social and cultural coexistence.

Regarding Citizenship Education, under the guidance of the Socialist Party, the Ministry of Education created the area of Civics – as a non-disciplinary curriculum area (Decree Law 6/2001 of 18 January), which regulated the curriculum for basic education. This was then recognized as a "privileged space for the development of citizenship education, the development of students, civic awareness and as a key element in forming critical, active and involved responsible citizens" (art. 5, point 3, point c).

That curriculum area was removed from the general curriculum for basic education, through Decree-Law No. 139/2012 of July 5, under the guidance of the Social Democratic Party. In this case, it was indicated the possibility that only 2nd and 3rd cycles (grades 5 to 9) schools could "offer complementary curricular components with flexible hours, which contribute to the integral development of students in the citizenship, artistic, cultural, scientific or other areas "(art. 12, paragraph 1).

Four years later, again under the tutelage of the Socialist Party, the Ministry of Education, through the Order No. 6173/2016 of 10 May, reinforced the intention to "develop the area of Citizenship, Human Rights and Gender Equality as a priority for the country and in particular for children and young people "(Preamble).

The official website of the Ministry of Education[7] asserts that "Education for citizenship aims to contribute to the training of responsible, autonomous and supportive persons who know and exercise their rights and obligations in dialogue and respect for others, with a democratic, pluralistic, critical and creative spirit and having the values of human rights as a reference".

In this same platform there are various materials resources to support teachers' actions in schools. Some examples are the document "Guidelines for Education for Citizenship" and the Thematic Areas of Education for Citizenship[8].

Although all areas fit in the General problem, for the purposes of this report the focus is only on the area of Intercultural Education[9] / Training for Diversity, Mental Health and Prevention of Violence and Dependency

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[6] For a contextualisation of the situation, we indicate the periods of government of the Social Democratic Party (PSD) and the Socialist Party (PS): 1986-1995 PSD-government; 1995 -2005 Government PS; 2002-2005- PSD Government; 2005-2011- Government PS; 2011-2015- PSD

[7] http://www.dge.mec.pt/educacao-para-cidadania
    http://www.dge.mec.pt/educacao-para-a-cidadania/documentos-de-referencia

[8] These areas cover the following themes: European Dimension of Education, Environmental Education for Sustainability; Consumer education; Financial education; Intercultural Education; Education for Security, Defense and Peace; Education for Gender Equality; Education for Risk; Education for Development; Education for Entrepreneurship; Education for Volunteering; Road Education; Health Education and Sexuality.

[9] http://www.dge.mec.pt/educacao-intercultural

Behaviours[10]. The first became object of attention of the Ministry of Education of the different governments, in partnership with other organizations. This includes, for example, the creation of an "Intercultural Schools Kit[11]" composed of a set of materials designed and published by the Intercultural Office and the High Commissioner for Migration (ACM). The "Intercultural Schools Kit "was published in the period between 1993[12] and 2011 and includes 47 publications aimed at:

a) Sensitizing society to: issues of diversity; the Inter-religious Dialogue; demystifying the reality of immigration in Portugal; the importance of families and immigrant parents, and the gypsy ethnic to monitor their children´s school life, etc., ... Regarding immigration 3 publications on DVD stand out "pathways for... Us I - Narratives of Life" (2005) resulting from the collection of the television program "We" about the life stories of immigrants who seek to illustrate social ways of integration, in a "learn to live with" perspective."

b) Providing theoretical lines and practical suggestions to support educators and teachers in the classroom, in particular, strategies to work the curriculum from an intercultural perspective, and the School-Family Cooperation. Some of the publications for teachers are modules and training programs to support their reflection on the definition of educational strategies and teaching practices in Intercultural Education in collaborative work and in the development of a shared culture of participation.

Below are two examples of the"Intercultural Schools Kit"

| 1.   Title | " A Look at the Religious Heritage, understand the culture" |
|---|---|
| Language | Portuguese |
| Short description | Includes the most significant temples of Christianity (Catholic and Orthodox), Judaism, Hinduism and Islam. Conceived as a working manual, especially for teachers, This script may constitute an important source of resources for all  those  who, for educational, cultural or professional reasons  dedicate natural attention to the artistic/religious heritage |
| Key words | Christianity; Judaism; Hinduism; Islam |
| Type | Handbook for teachers |
| Date of creation | 2004 |
| Creator | Coordinating Secretariat for Multicultural Education Programs - |
| Where to find it | http://www.dge.mec.pt/educacao-intercultural |
| Pedagogical descriptor | There is not enough information on this topic |
| Target group | Educators/ Teachers and  Vocational teachers training (VTT) and others actors |
| Level | All levels of formal education |
| Proposal for use | There is not enough information on this topic |
| Activities inducted | There is not enough information on this topic |
| Pedagogical modalities | Distant use |
| Rights (cost/copyright-OER/description) | Free |
| Evaluation of transfer possibilities | There is  not enough information on this topic |

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[10] These areas are integrated into in the field of Education for Health. Http://www.dge.mec.pt/educacao-para-saude

[11] http://www.acm.gov.pt/-/kit-intercultural. As this platform expresses, these materials aim to help promote reflection on "professionals  and their perceptions and values, curricula and content taught, as well as teaching methods, public policy and the culture of 'educational spaces' , respond positively to the current challenges faced "to society in general and the particular school" taking into account its important role as a space for social interactions and personal and social development of children, youth and adults

[12] It is recalled that the nineties in Portugal corresponded to a period of great migration from Eastern European countries and Portuguese Speaking Countries (PSC) which pushed the political system for the definition of measures to promote integration in society, and schools, for these different cultural groups.

| 2. Title | "Educational communities committed to Diversity. Proposals and reflections parting from training-action practices. Collection studies and Practices." |
|---|---|
| Language | Portuguese |
| Short description | This book aims to give a new vision of how to work in and with the school through "creating collaborative working environments and a shared culture of participation ...", valuing diversity, seeing it not as a problem, but as a very positive force for progress and development of the entire educational community. |
| Key words | Shared culture<br>Participation<br>Diversity |
| Type | Book |
| Date of creation | 2011 |
| Creator | High Commissariat for Immigration and Intercultural Dialogue |
| Where to find it | http://www.dge.mec.pt/educacao-intercultural |
| Pedagogical descriptor | There is not enough information on this topic |
| Target group | Educators/ Teachers and Vocational teachers training (VTT) |
| Level | All levels of formal education |
| Proposal for use | There is not enough information on this topic |
| Activities inducted | There is not enough information on this topic |
| Pedagogical modalities | Training workshop |
| Rights (cost/copyright-OER/description) | Free |
| Evaluation of transfer possibilities | There is not enough information on this topic |

Although the publication "Intercultural Schools Kit"[13] was interrupted in 2011, concurrently to the right wing / social democratic government of the nation, other actions in the field of Intercultural Education, specifically Teacher Training continue to be recommended by the Ministry of Education.

There is a High Commissioner Trainer for Immigration and Intercultural Dialogue (CTIID) grant that promotes a set of actions and seminars focused on topics related to/*Interculturalism* in the school context and is directed both at students and teachers as well as other professionals, for free[14]. These are short-term actions covering topics such as Intercultural Dialogue; Intercultural education for young people; Intercultural Education in School; Portuguese / the Gypsies: citizenship and interculturalism. Available on the same platform where schools / school clusters as well as other professionals [15] can make their request online[16]. These are short-term actions, which cover similar topics[17].

The area of Mental Health and Prevention of Violence[18] is fundamental in schools, as it cuts across all the other health education priority areas. Noteworthy is the publication "Violence in School Context" (2010) [19] as a reference for the work to be undertaken by teachers in schools, particularly in terms of information about different types of aggression, causes of violent behaviour; bullying / teasing, behaviours associated with bullying, etc., and the indication of prevention and intervention strategies. Pertaining to the area of addictions and Dependency[20] the publication "Psychoactive Substance Use and Prevention in School" (2007)[21] is to be

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[13] http://www.dge.mec.pt/educacao-intercultural

[14] http://www.dge.mec.pt/acoes-de-formacaosensibilizacao

[15] http://www.dge.mec.pt/acoes-de-formacaosensibilizacao

[16] http://inducar.pt/moodle/mod/training/request/index.php

[17] http://inducar.pt/moodle/mod/training/request/index.php

[18] http://www.dge.mec.pt/saude-mental-e-prevencao-da-violencia

[19] http://www.dge.mec.pt/sites/default/files/ficheiros/violenciacontextoescolar.pdf

[20] http://www.dge.mec.pt/comportamentos-aditivos-e-dependencias

[21] http://www.dge.mec.pt/sites/default/files/Esaude/consumospa_prevencaomeioescolar.pdf

noted as it aims to inform about the consumption of alcohol, tobacco and illicit drugs, and present recommendations and guidelines towards preventive practices in schools. The role of the school and how teacher ought to conduct in this policy area is discussed, and an articulated intervention with the partners of the educational community is recommended.

Still under the responsibility of the Ministry of Education was launched the "Practices Portfolio1" initiative; a compilation of measures to illustrate practices and successful projects, implemented by various school clusters. Below, is an example of an activity.

| 3.Title | " Behind and Beyond the Glass Rooms" |
|---|---|
| Language | Portuguese |
| Short description | This activity aims at:<br>Include gypsy children in pre-school education;<br>Promote the educational success of all children;<br>Promote training and participation of families in the educational process of their children |
| Key words | Communication; Social relations; Ethnic |
| Type | Ludic and pedagogical activity |
| Date of creation | 2016 |
| Creator | http://www.dge.mec.pt/ |
| Where to find it | http://www.dge.mec.pt/portefolio-de-praticas<br>http://nonio.ese.ipsantarem.pt/secundaria/ |
| Pedagogical descriptor | The measure consists of two sub-measures / actions<br>  "Behind the glass rooms" - sessions with children (under the age of 3 years) and family (especially mothers / grandmothers), comprising ludic and pedagogical activities in neighborhood context, with the special focus on promoting communication and language skills, and interpersonal and social relations.<br>"In addition to the glass rooms" - the team follows the Integration of children 3 to 5 years old in the classroom context; educational team of kindergarten and families.<br>The action is on a bi-weekly basis in neighbourhood context, with a duration of one hour and a half per session, supplemented with an intervention time Kindergarten |
| Target group | Children from 3 to 5 years old, educators and families |
| Level | kindergarten |
| Proposal for use | Making the diagnosis identifying needs<br>Plan the development of activities involving local partners (Street Project, Child Support Institute) contributing with specific responsibilities;<br>Prepare the integration of children in pre-school education, promoting their contact with kindergarten;<br>Provide times and ways of monitoring and evaluating the measure, equating possible change |
| Activities inducted | Information, *sensibilisation* ; case study |
| Pedagogical modalities | Workshop sessions |
| Copyright | Free |
| Evaluation of transfer possibilities | It could be transferable to all formal and non-formal educational contexts adapting it according to the level and skills of the learners. |

Besides the Ministry of Education and government agencies already mentioned, other organsations such as the Commission for Equality and Against Racial Discrimination (CEARD) and SOS Racism have played an

important role in this intervention area. The first has developed several activities in the area on the awareness and combat against racial discrimination. It is included one example of one of these activities.

| 4.Title | " The colors of the Grey City" |
|---|---|
| Language | Portuguese |
| Short description | Awareness action for children between 3 and 5 years old for the elimination of racial discrimination |
| Key words | Awareness; Racial discrimination |
| Type | Awareness campaign |
| Date of creation | 2016 |
| Creator | Comissão para a Igualdade e Contra a Discriminação Racial (CICDR)/ Commission for Equality and Against Racial Discrimination |
| Where to find it | http://www.cicdr.pt/-/intro-actividades |
| Pedagogical descriptor | The campaign was organized under the International Day for the Elimination of All Forms of Racial Discrimination. The book "The Colors of Grey City" and a box with 6 colored pencils in skin tones was distributed. |
| Target group | Children from 3 to 5 years old, educators and teachers |
| Level | kindergarten |
| Proposal for use | There is not enough information on this topic |
| Activities inducted | There is not enough information on this topic |
| Pedagogical modalities | workshop |
| Copyright | Free |
| Evaluation of transfer possibilities | It could be transferable to all formal and non-formal educational contexts adapting it according to the level and skills of the learners. |

As for SOS Racism, the dynamics of intervention are directed at civil society in general and also at schools. SOS Racism was created 20 years ago with the aim of introducing the Portuguese society to a present discussion: racism and how to deal with differences and the reality of immigration.

| 5.Title | "Marcha Europeia pelos refugiados" |
|---|---|
| Language | Portuguese |
| Short description | European march that aimed to raise refugee rights awareness and demand safe passage for all refugees throughout Europe. |
| Key words | Awareness; rights; refugees |
| Type | Awareness march for the rights of refugees |
| Date of creation | 2016 |
| Creator | S.O.S. Racismo - Por uma sociedade mais justa e igualitária |
| Where to find it | http://www.sosracismo.pt/ http://www.sosracismo.pt/atividades/marcha-europeia-pelos-refugiados/ |
| Pedagogical descriptor | |
| Target group | Civil society |
| Level | |
| Proposal for use | There is not enough information on this topic |
| Activities inducted | There is not enough information on this topic |
| Pedagogical modalities | Information/sensibilisation |
| Copyright | Free |

| 6.Title | 9ª Festa da Diversidade em Lisboa- Nem muros nem fronteiras |
| --- | --- |
| Language | Portuguese |
| Short description | The feast of diversity took place in a public space in the city, trying to share various knowledge, tastes and sounds of the world, with dignity, respect and equality. Portugal is a multicultural country, and today this is an undeniable fact. But Portugal is still not an intercultural country because the affirmation of cultural diversity is still prey to stereotypes of xenophobia and racism and there is little or no interaction between the various cultures. |
| Key words | Respect; equality; racism; xenophobia |
| Type | Awareness of cultural diversity and respect for difference |
| Date of creation | February, 2016 |
| Creator | S.O.S. Racismo - Por uma sociedade mais justa e igualitária |
| Where to find it | http://www.sosracismo.pt/ http://www.sosracismo.pt/atividades/9a-festa-da-diversidade-em-lisboa/ |
| Pedagogical descriptor | The feast aims to promote intercultural dialogue that allows, in addition to recognize and accept the differences, experience it and practice it with respect. |
| Target group | Civil society |
| Level | |
| Proposal for use | There is not enough information on this topic |
| Activities inducted | There is not enough information on this topic |
| Pedagogical modalities | Information/ Awareness |
| Copyright | Free |

In summary, in conjunction with other organisations, the Ministry of Education has played an important role in defining policies that take into account diversity, the dissemination of theoretical-pedagogical materials and resources which support schools together with the promotion of training activities. Even though a lot of policies of liberal influence and European pressures on the Portuguese economy have put the emphasis on educational attainment and in "the pedagogy of exams" not all the schools promote actions in this field.

While revealing the importance of working with the student activities that enable them to develop attitudes of respect for cultural diversity, and recognising the relevance to intervene in time, the teachers interviewed revealed however that this is a difficult job that requires time and technical support (for example, psychological, social services, support to families, etc.) As mentioned by an interviewee "the time dedicated to the student to talk about his problems is a very useful 'time'.

# 4. Needs

The analysis identified needs at two different levels that are clarified below.

## 4.1. At the level of educational policies

- A clear investment from the Ministry of Education in order to define policies that encourage debate on these issues among educators, teachers and trainers, which would require the existence of less paperwork and more time dedicated to reflection and the pedagogical relationship, within the teaching work organization;

- Official validation (by the political power) of the importance for educators and teachers to study and reflect on these issues in order to encourage them to not just allocate the causes of failure and early leaving, violence, discrimination, xenophobia, etc., to the students themselves, their families or the social conditions they live in. This stimulus to reflection on behalf of the educators and teachers needs to be implemented and strengthened through initial and continuous training. It should be noted the clear fragility that currently exists in the proposals for educators and teachers' initial training, which ought to include subjects of social human science;

- A curriculum policy formulation that explicitly, recommends the use where appropriate of differentiated teaching practices that will pay greater attention to difference;

- Decrease the pressure that currently exists as a result of curriculum compliance as the priority goal and validated by the emphasis placed on summative assessment, in national tests and examination rankings;

- Curriculum organization that does not just take into account the content, historically recognized as being the "valid" knowledge to be taught in school, as a structure which can distance the educational success of students from certain socio-cultural universes from those who are traditionally privileged by the school and are recognized as "end of the line" students;

- Reintroduction of curriculum areas that contribute to the overall development of students (eg learning for citizenship, group work practices).

## 4.2. At the teachers action

- Improvement of teachers conditions of work (review of teacher placement process, reduction of number of students per class)

- Time required to study, to reflect and discuss these issues;

- Promotion of opportunities for debate between social actors involved in the educational process and spaces, namely of those who can help alleviate the "cultural blindness" that often shapes the practices and the pedagogical relationship. It should be noted that practices which are not attentive to the "Cultural Rainbow", always present in educational settings, favour the existence of more or less explicit forms of discrimination, xenophobia and even racism.

# 5. Concluding remarks

In a country marked by almost 50 years of an authoritarian regime and by an unstable democracy that has introduced in education and within society as a whole flow of advance and regression which relate to the ideological options of the national government, there is a wide space of intervention in the area of teacher initial and continuous training. As we have argued this must go beyond the discussion and identification of problems, which may have an unintended stigmatising effect, to promote and implement the effective experience of the relationships with *difference* while emphasising its great educational and social added value.

Hence, the considerations set out above can be translated into a sociological position that stands on the belief that, on the one hand, education can contribute to accentuate the problems of inequality, discrimination, xenophobia, etc., or, on the other, it can represent a possibility to decrease the severity of these problems. The arguments also transmit the belief that the educator / teacher cannot be just a mere agent that executes instructions from the nucleus of the system, but rather a social and culturally intervening actor who plays a significant role in the development of a more just and, therefore, non-discriminatory society. We argue that the possibility that education can contribute in this direction depends not only on the central decisions

produced by the Ministry of Education in the vain of the European guidelines but also on the willingness of educators, teachers and trainers to accept this challenge.

At the moment, diversity, racism, radicalism and other related matters are not felt as "palpable needs" (ID) by teachers or schools. There is a general perception that diversity is related with conflict and problems; that is, something that needs to be solved. This comes together with a view that the experience acquired in practice works as a mean to learn on how to solve problems. Hence, discussing palpable needs would be an interesting challenge as it helps define what are the conditions worthy of attention.

People are aware that projects like the one we are carrying on are important to help teachers in dealing with these issues. In service contextual training is also a suggestion to better tackle the lack of preparation as well as a better articulation rather than the option for isolated measures. Competencies to improve that type of work seem to be needed as well.

Some educational changes became visible. This is the case of the integration of diversity in a curriculum subject. Most of the strategies that are developing address the individual level and depend on the good will of teachers and schools. Hence, an integrated approach to teachers' training focusing on old and new generations of teachers and on old and new forms of social and educational exclusion and discrimination is needed to foster new approaches to school changes.

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