



## EU CONVINCe: Democratic citizenship, common values and inclusive education

Warsaw, 14/15 November 2019



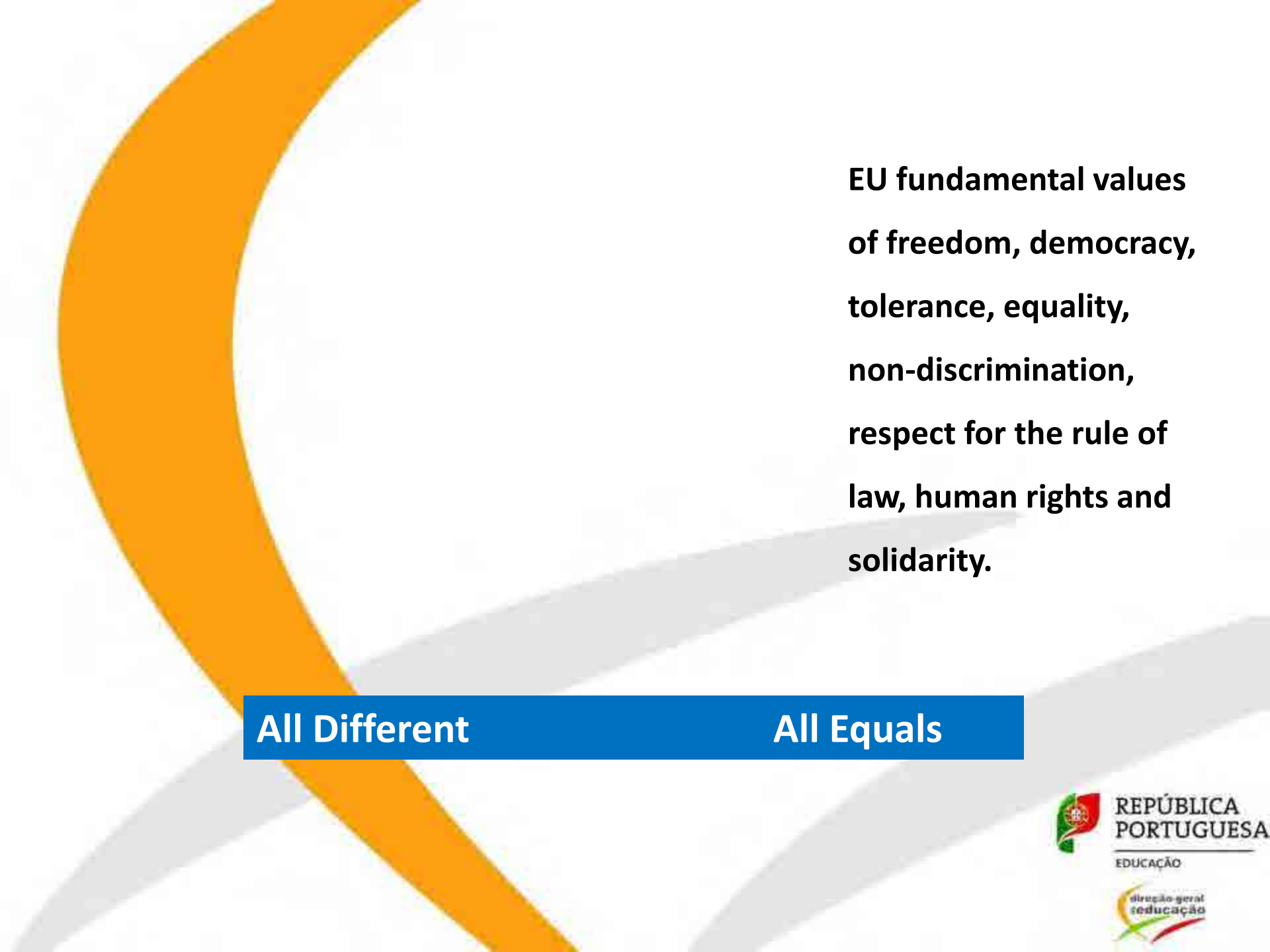
# EVOLUTION?!





equality

equity



**EU fundamental values  
of freedom, democracy,  
tolerance, equality,  
non-discrimination,  
respect for the rule of  
law, human rights and  
solidarity.**

**All Different**

**All Equals**



# ethnicities in europe



Predominant ethnic groups by region

© Eupedia.com

- Celts
- Celts & Near Eastern
- Near Eastern (Greco-Anatolian)
- Germanic
- Celto-Germanic
- Celto-Germanic & Near Eastern
- Slavic
- Italo-Germanic
- Greco-Italic
- Indo-Finic
- Finno-Germanic
- Baltic (Baltic-Uralic)

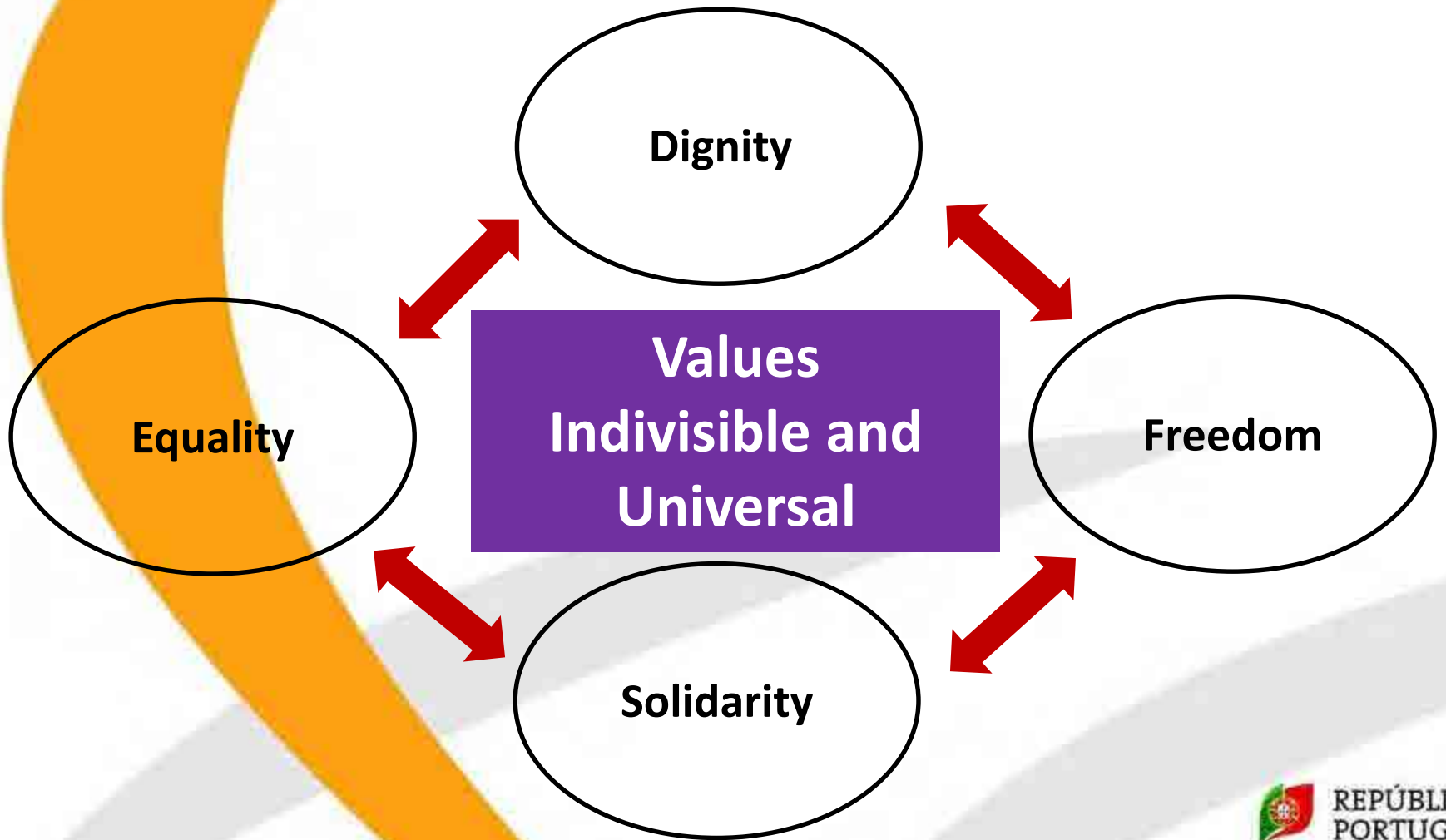
**Etnics cultural biological sociological**

afro asians

africans

europeans

# Common Values European Union



# Right to life ?

“As part of its commitment to the defense of human rights, the European Union (EU) is the largest grantor in the fight against the death penalty worldwide. All EU countries have abolished the death penalty in accordance with the European Convention on Human Rights.”

<http://www.europarl.europa.eu/news/pt/headlines/world/20190212ST025910/factos-e-numeros-sobre-a-pena-de-morte-na-europa-e-no-mundo>



➤ Dignity  
Freedom  
Equality  
Solidarity (...)

?

«According to the United Nations Refugee Agency, in 2017, 16.2 million people were forcibly displaced due to persecution, conflict or violence, bringing the total number of people displaced worldwide to a new high. of 68.5 million. 85% of refugees worldwide are welcomed by developing regions. '

<http://www.europarl.europa.eu/news/pt/headlines/world/20180615ST005927/a-posicao-do-parlamento-sobre-o-regulamento-de-dublin>

# Hate speech

All forms of expression that propagate, incite, promote or justify racial hatred, xenophobia, homophobia, anti-Semitism and other forms of intolerance-based hatred, including: intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility against minorities, migrants and people of immigrant origin.

Other forms of discrimination and prejudice, such as against Roma, Cristiano-phobia, Islamophobia, misogyny, sexism and discrimination based on sexual orientation and gender identity.

(Conselho da Europa, Movimento contra o Discurso de Ódio)

**Stereotypes**  
**Prejudice**  
**Racism**  
**Discrimination**  
**hate speech**  
**hate crime**

# Democracy

## Pillars of Democracy\*

- Sovereignty of the people
- Government based upon consent of the governed
- Majority rule
- Minority rights
- Guarantee of basic human rights
- Free and fair election
- Equality before the law
- Due process of law
- Constitutional limits on government
- Social, economic, and political pluralism, including recognition of independent civil society organisations
- Values of cooperation, fair competition, and compromise

\* Council of Europe (2016). *Competences for Democratic Culture. Glossary of terms.*

I've learned that it's harder to eliminate a prejudice than to split an atom... Einstein

Many certainties, and “few” science

**is there a formula?**

$$e=m.c^2$$

**e - education**

**m - methodologies**

**c – competences (LLL + CoE)**

In relativity theory, mass and energy are two forms of the same thing, and one does not exist without the other.

In education..... Likely the same.

Also as fundamental right and public good



# Education - Emergent new narrative, roles: *teachers, school boards and other education professionals;*

*based on differences*

social unrest      threat      populism      discontent

social fragmentation      violent radicalization

racist movements      Terrorist attacks

extremism, nationalism and xenophobia

**safety of citizens**

# Action Plans - Education

participate as active and engaged members of a society

Combating intolerance and discrimination

respect for other ways of life      shared and universal values

migrant and refugee children and young people

empower marginalized (liked to be)

Support for effective integration policies

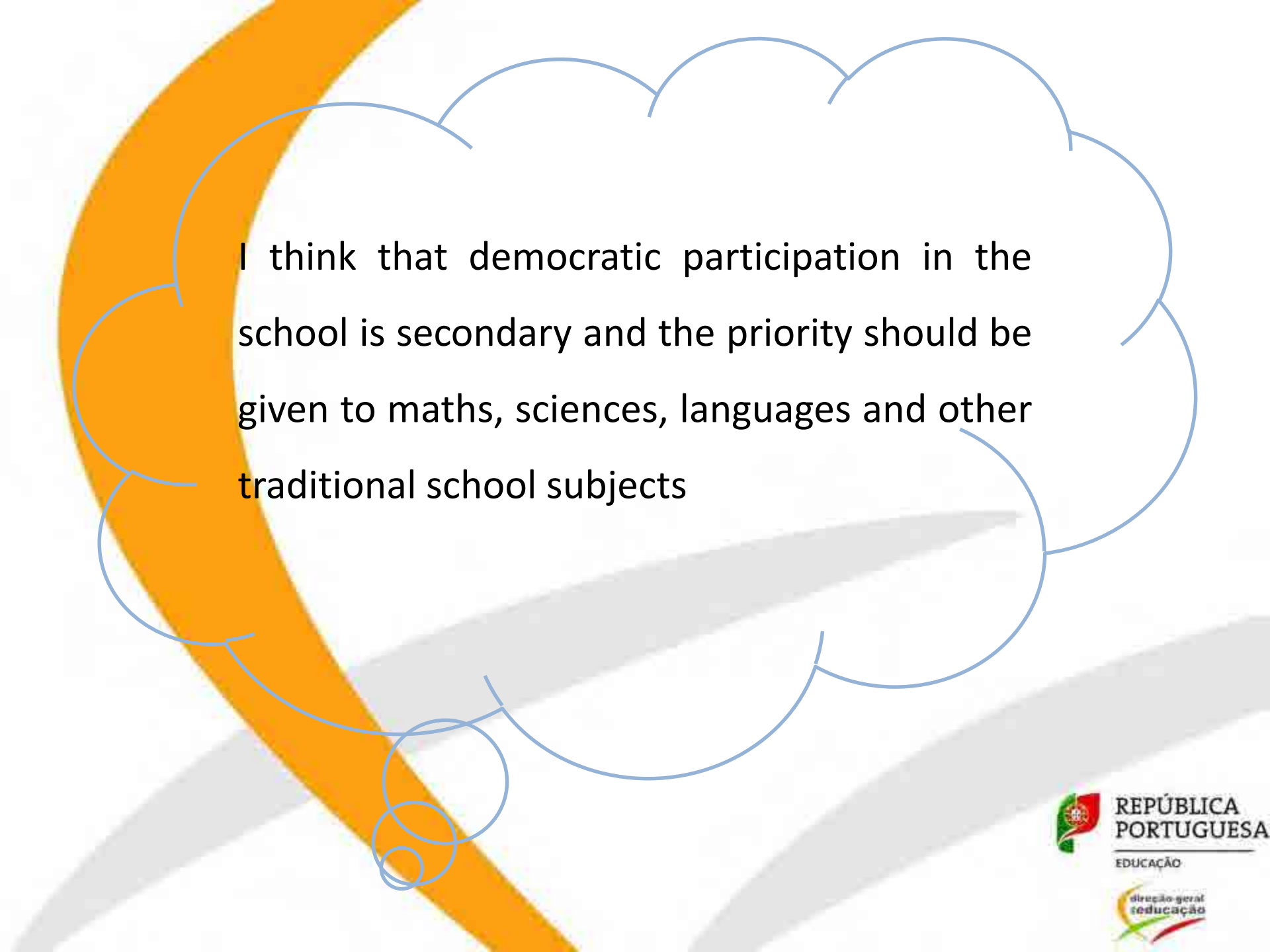
Competences for democratic culture

**inclusive societies**


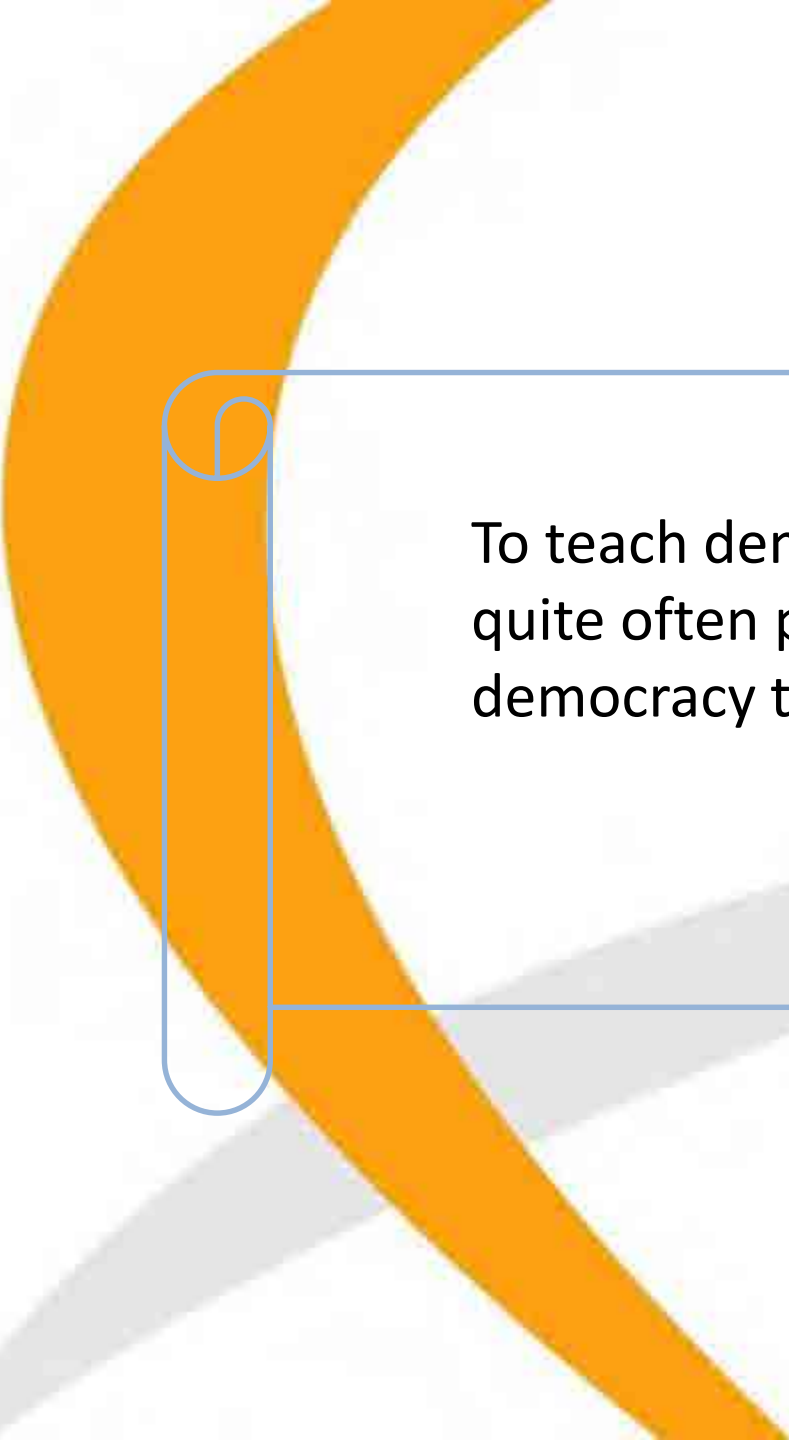
# Democratic learning environment

## Inclusive Schools – 3 steps *(among others...)*

- Classroom rules are adopted democratically with students
- Students with specific roles are elected democratically by their peers
- Opportunities for students' voice to identify their learning needs and interests and to engage in decision-making
- Safe space for inclusive and effective learning, discussion, debate and to solve possible conflicts/disagreements in a peaceful way
- Opportunities to learn through experiencing democracy and human rights in action
- Teachers contribute to ensure fairness, equality and non-discrimination and inclusivity providing opportunities for all students

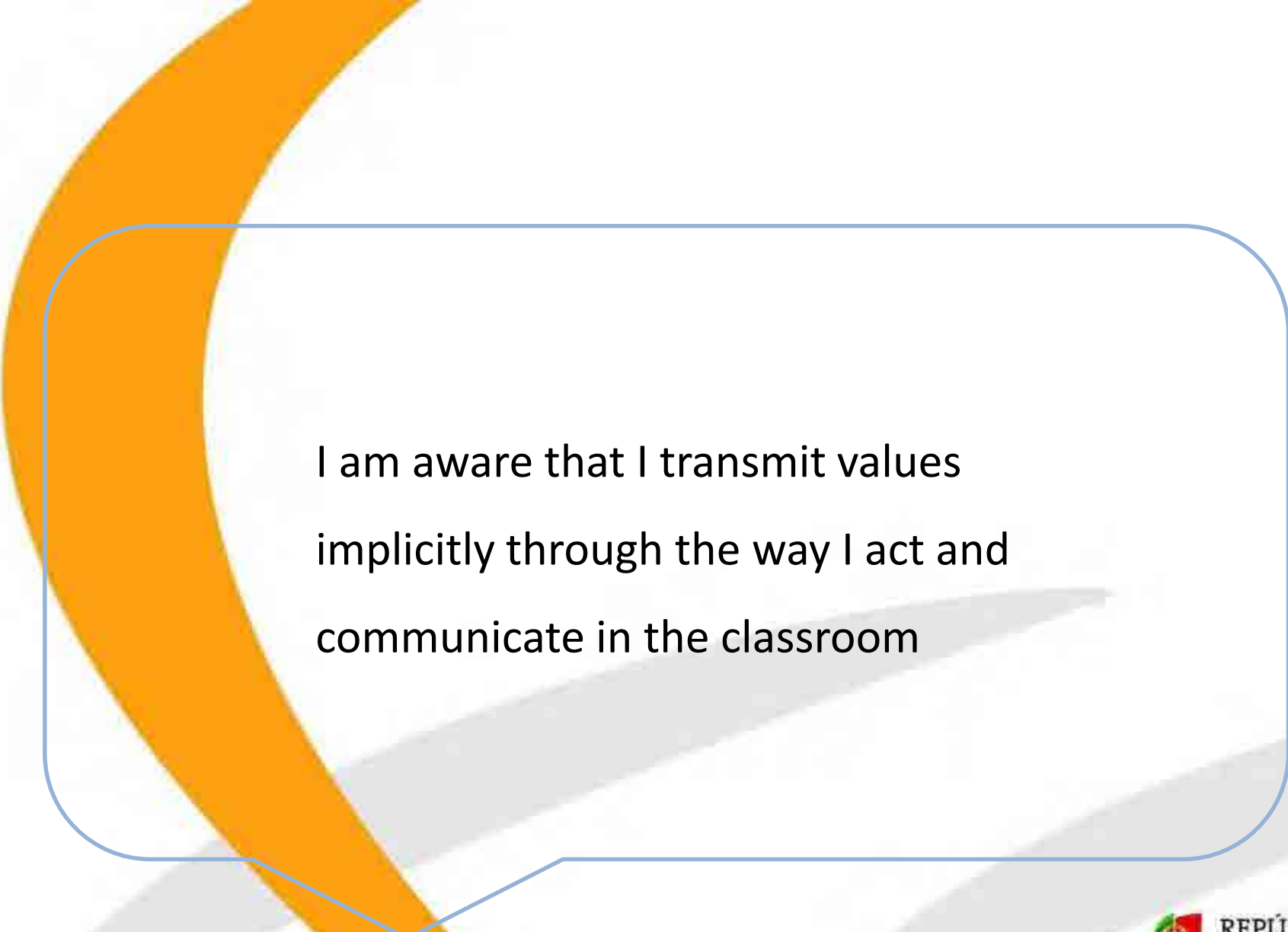


I think that democratic participation in the school is secondary and the priority should be given to maths, sciences, languages and other traditional school subjects

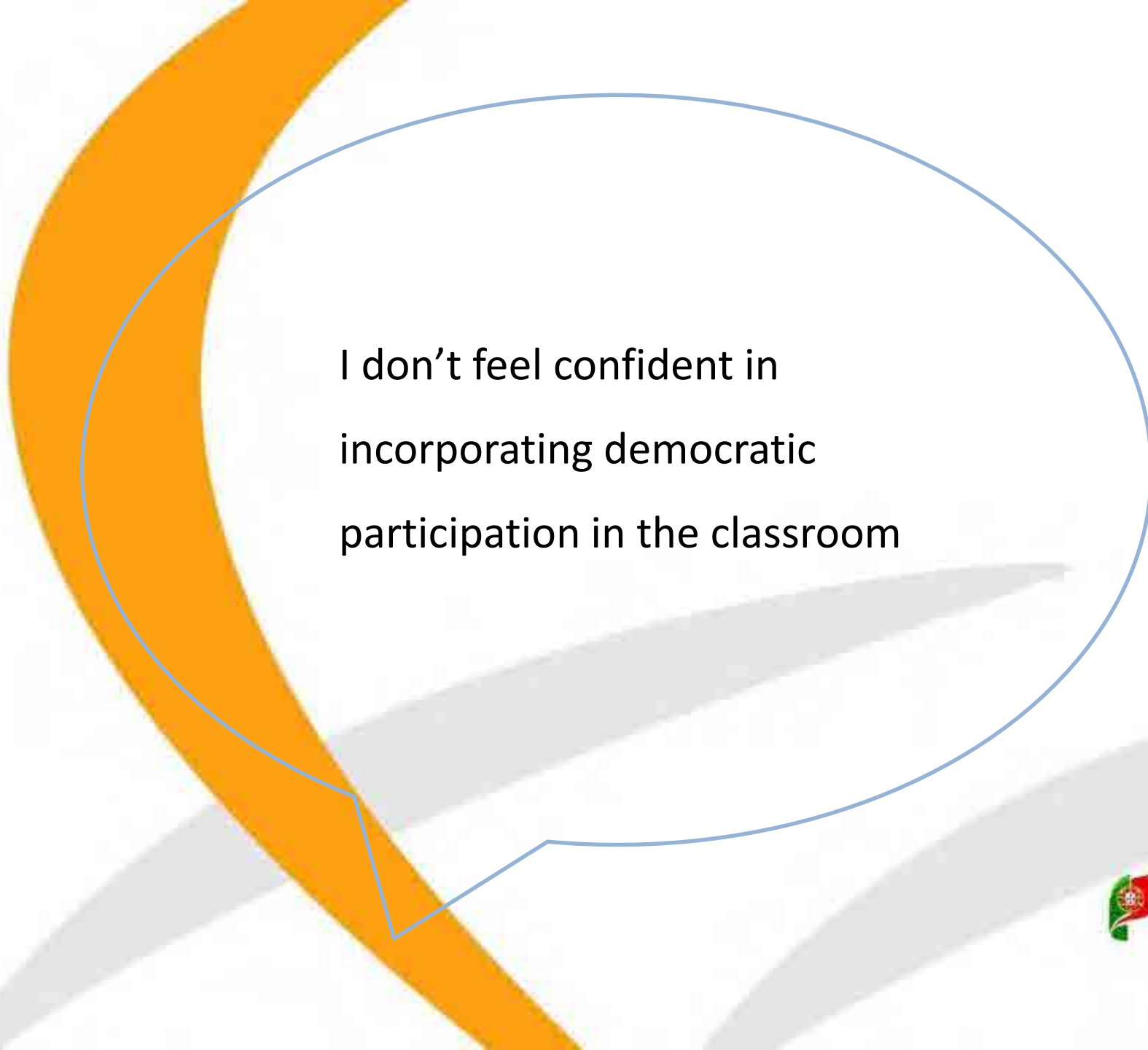


To teach democratic participation I  
quite often preach about respect and  
democracy to students






I am aware that I transmit values  
implicitly through the way I act and  
communicate in the classroom



I don't feel confident in  
incorporating democratic  
participation in the classroom

To have more impact on  
democratic participation I would  
need my school to have a plan on it



I feel confident in sharing decision-making with students' in the classroom



I feel difficult in assessing students'  
democratic participation



# Citizenship and participation

Rung 8: Shared decision making

Rung 7: Young people led and initiated

Rung 6: Adult initiated, shared decision making

Rung 5: Young people consulted and informed

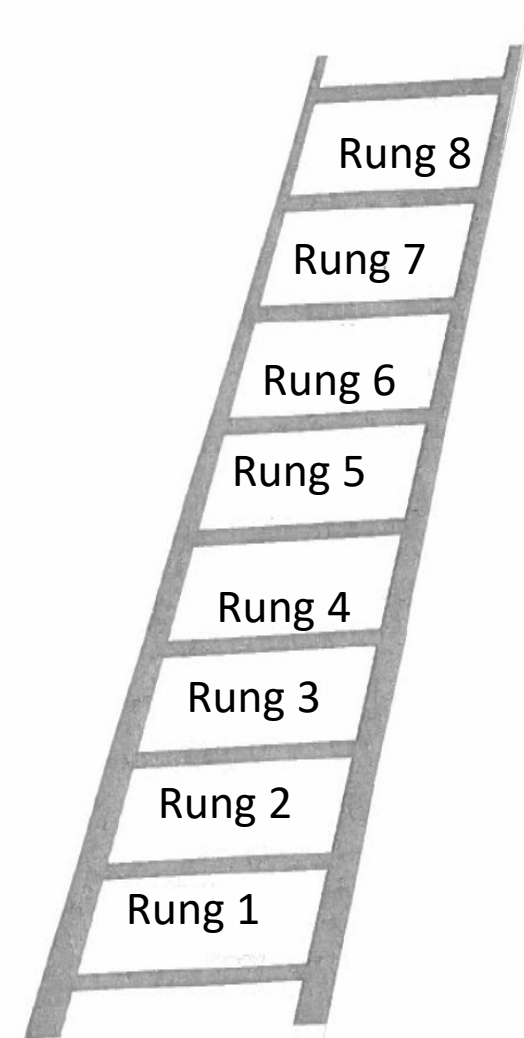
Rung 4: Young people assigned and informed

Rung 3: Young people tokenised

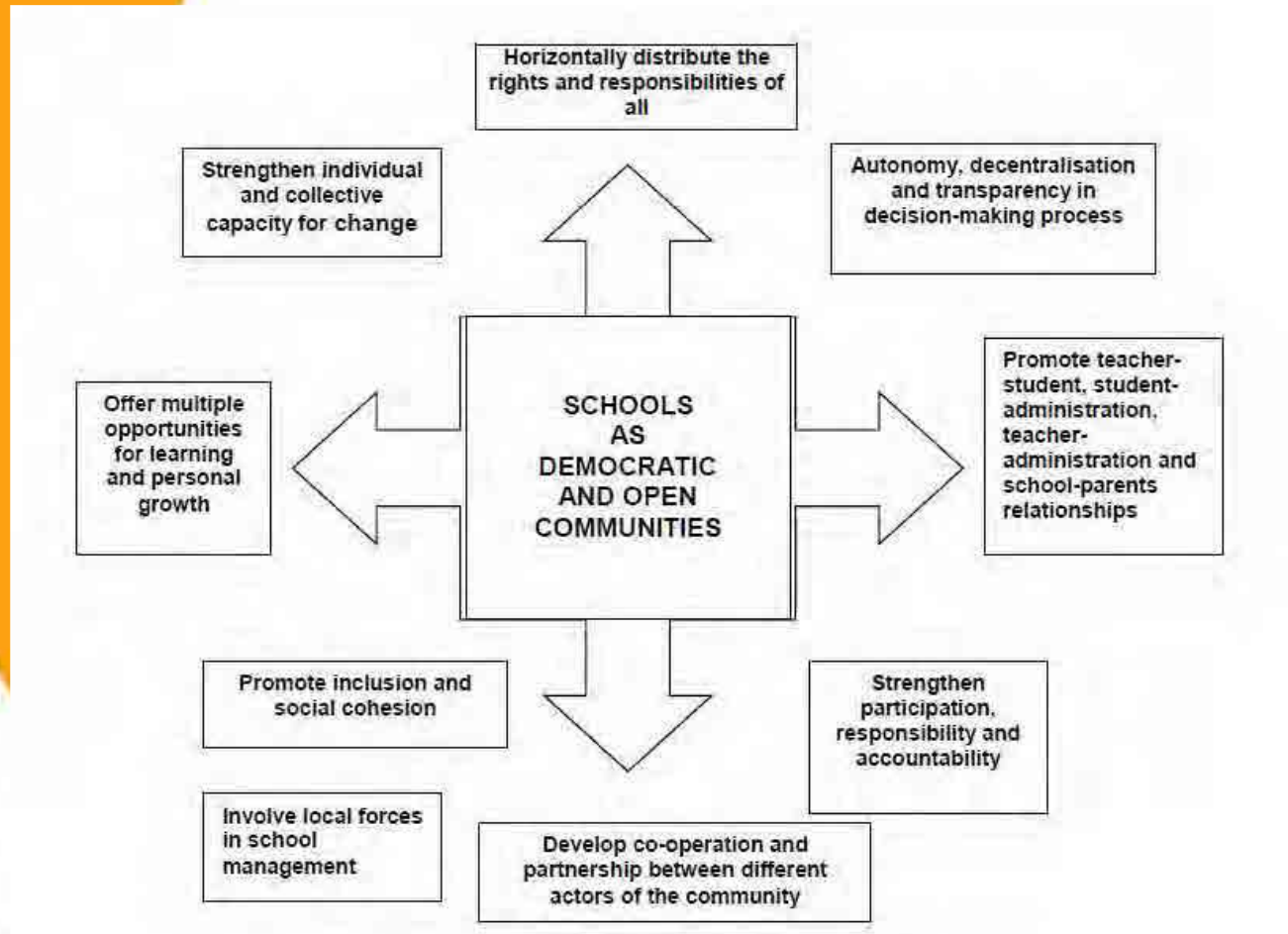
Rung 2: Young people as decoration

Rung 1: Young people manipulated

(Roger Hart, model of “Children’s participation”, adapted from *Compass*, 2016)



# Education - Emergent new narrative, roles: *teachers, school boards and other education professionals;*



“School-Community – A sense of belonging”, adapted by Madalena Mendes, from Duerr, Spajic-Vkras & Martins (2000). *Strategies for learning Democratic Citizenship*. Strasbourg: Council of Europe. <https://rm.coe.int/tu-edc-mendes-en/16808cf85b>

## Democratic citizenship, common values and inclusive education

### Decree-Law no 54/2008, July 6

1 - Establishes the **principles and norms that guarantee inclusion**, as a process that aims to respond to the diversity of the needs and potential of each and every one of the pupils, by increasing participation in the processes of learning and educational community life.

2 -Identifies the measures to support learning and inclusion, the specific curricular areas, as well as specific resources to be mobilized to meet the educational needs of each and every child and young person along the school path, in all different education and training offerings.

3 -Applies to school clusters and non-grouped schools, professional schools and establishments of pre-school education and basic and secondary education of private, cooperative and solidarity networks, hereinafter referred to as schools.

### Decree-Law no 55/2008, July 6

Sets out the curriculum for primary and secondary education, the **guiding principles for the design, implementation and evaluation of the learning process to ensure that every student acquires the knowledge and develops the skills and attitudes which contribute to the achievement of the competences outlined in the Students' Profile by the End of Compulsory Schooling.**

The provisions apply to the several education and training provisions in primary and secondary education, in the scope of compulsory schooling, provided in public and private schools, including public and private vocational schools, hereinafter referred to as schools.

The present decree-law also applies, with the necessary adaptations, to e-learning, as well as to individual education and home-schooling.

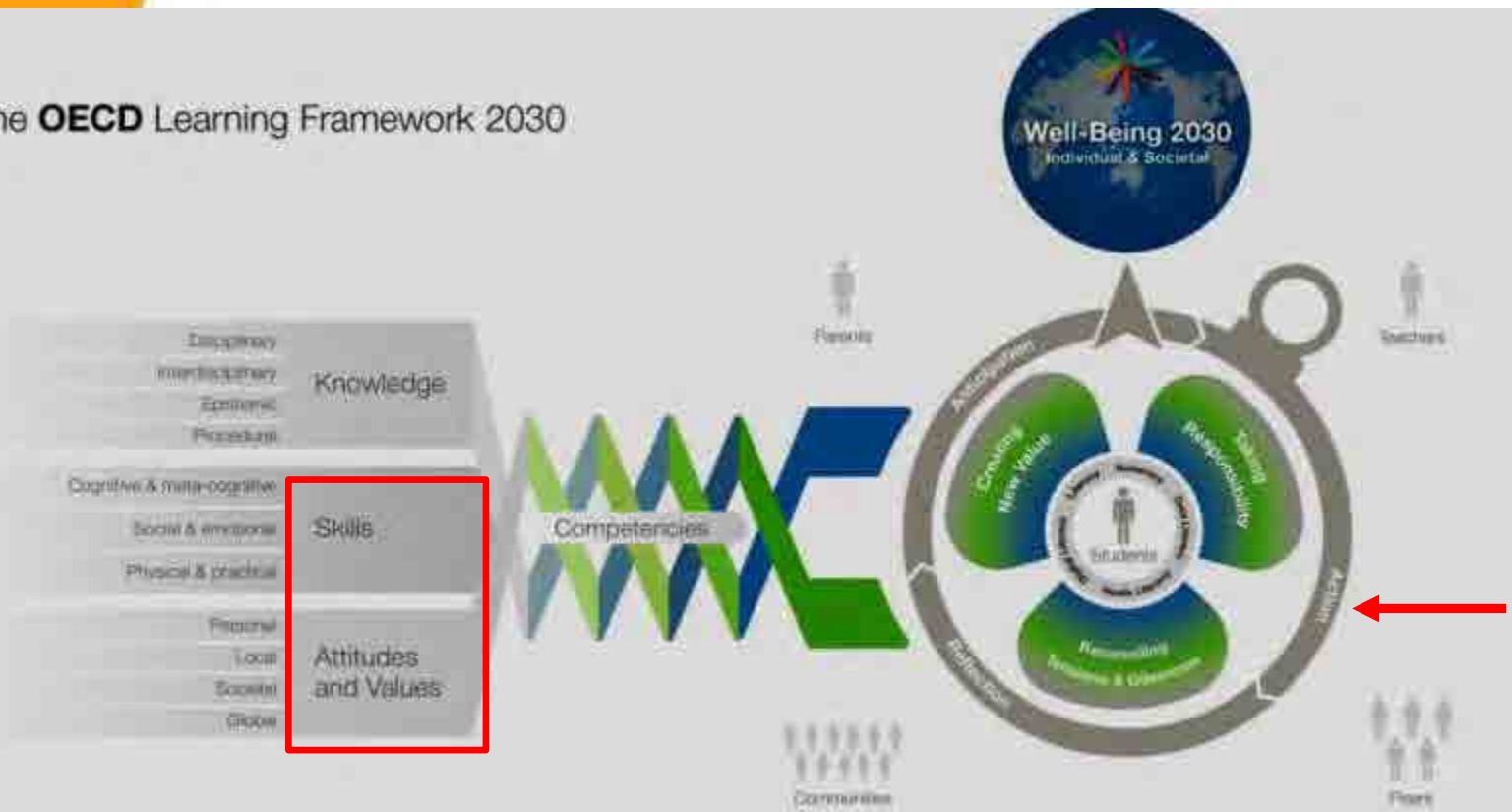
## Citizenship in education

set of **rights and duties** conveyed in the formation of Portuguese children and young people so that in future they are adults and adults with a **civic conduct that privileges equality in interpersonal relations, the integration of difference, respect for human rights and the valorization of values and concepts of national citizenship.**

## Citizenship and Development

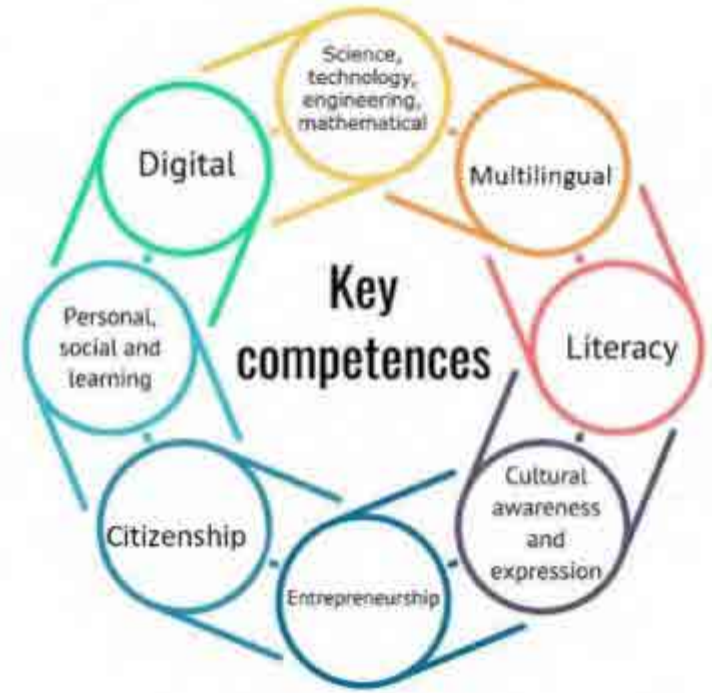
aims to contribute to the **increase of attitudes and behaviors, dialogue and respect for others**, based on ways of being in society with reference to human rights, namely the **values of equality, democracy and social justice.**

# The OECD Learning Framework 2030



V14 | OECD Learning Framework 2030





**Values**

- Valuing human dignity and human rights
- Valuing cultural diversity
- Valuing democracy, justice, fairness, equality and the rule of law

**Attitudes**

- Openness to cultural otherness and to other beliefs, world views and practices
- Respect
- Civic-mindedness
- Responsibility
- Self-efficacy
- Tolerance of ambiguity

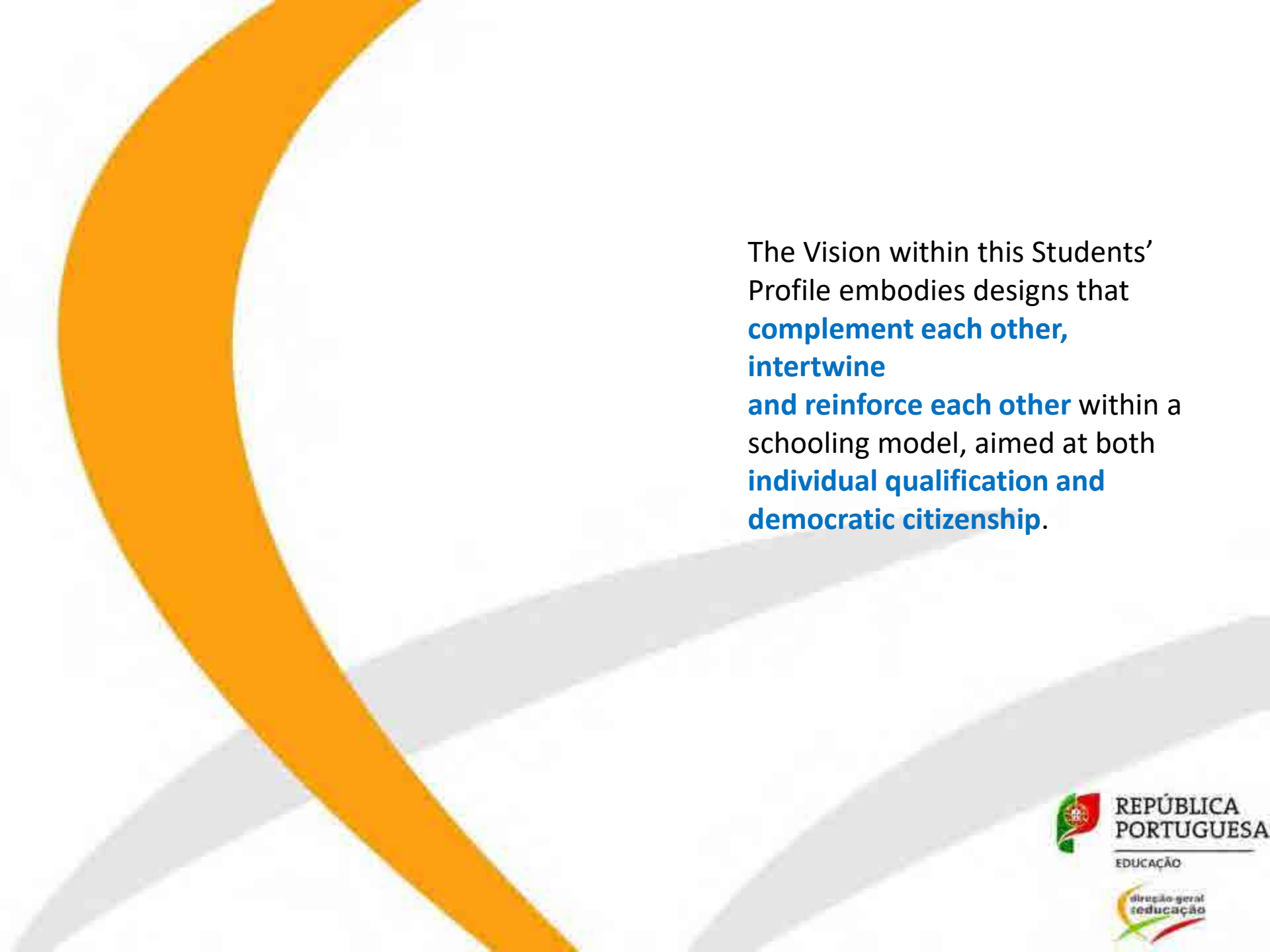
**Competence**

**Skills**

- Autonomous learning skills
- Analytical and critical thinking skills
- Skills of listening and observing
- Empathy
- Flexibility and adaptability
- Linguistic, communicative and plurilingual skills
- Co-operation skills
- Conflict-resolution skills

**Knowledge and critical understanding**

- Knowledge and critical understanding of the self
- Knowledge and critical understanding of language and communication
- Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability

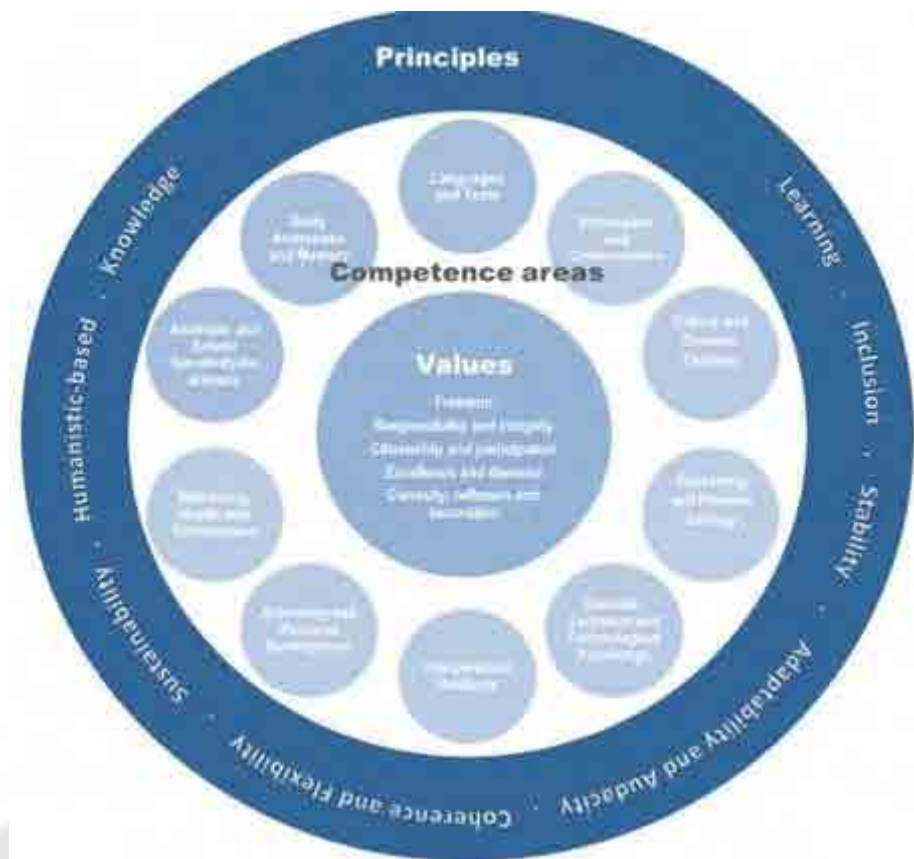


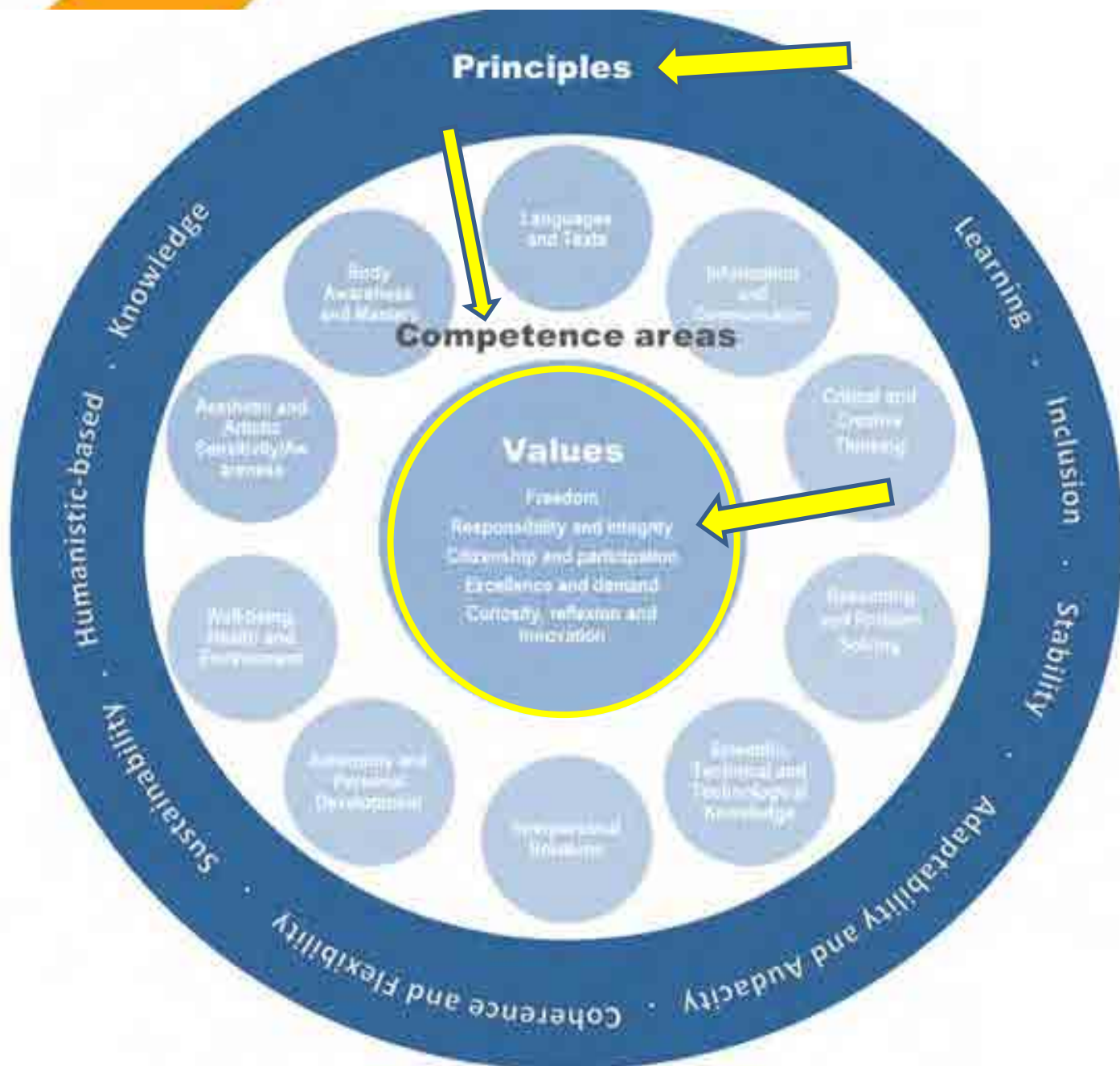
The Vision within this Students' Profile embodies designs that **complement each other, intertwine and reinforce each other** within a schooling model, aimed at both **individual qualification and democratic citizenship.**

Humanistic base profile, focused on the person and their dignity as fundamental values

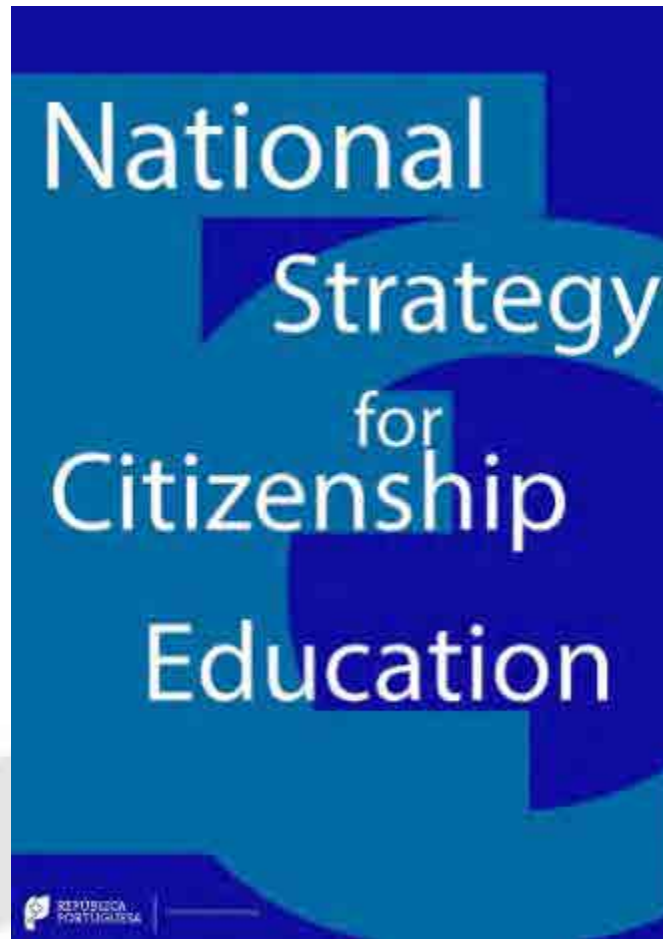
Formation of the students, based their daily practices on values and principles of citizenship

Prepare young people to respond to the challenges of an increasingly complex world









- Develop personal and social skills

Promote critical thinking

Develop active participation skills

Develop knowledge in non-formal areas

**civic attitude** - citizen identity,  
individual autonomy; human rights

**interpersonal relationship** -  
communication, dialogue

**social and intercultural relations** -  
democracy, sustainable human  
development, globalization and  
interdependence, peace and conflict  
management

**Personal and social  
competences framed in a  
culture of democracy;**

**Critical and creative  
thinking;**

**Active, plural and  
responsible participation  
skills;**

**Knowledge in a range of  
areas essential to the  
exercise of citizenship**

## WAYS TO OPERATIONALISE *CITIZENSHIP AND DEVELOPMENT*

The curricular approach to Citizenship

A - At class level;

B - At school level.

The school must **base its daily practices on citizenship values and principles**, thus fostering an open and free atmosphere for **actively discussing the decision affecting the life of all members of the school community**.

The **different educational methodologies and practices** which the school adopts must **induce the implementation in real life experiences and citizenship experiences**, adjusted to each education and teaching level.



# Citizenship Education School Strategy (EECE)





# Citizenship Education School Strategy (EECE)

## School Educational Project

Citizenship Education School Strategy (EECE):

- domains, themes, learning / school year...;
- method of organization...;
- projects to be developed by students...;
- partnerships, networking...;
- student evaluation...;
- EECE assessment.

## Annual and multi-annual activity plans

Curriculum Planning

- Priorities and structuring curriculum options;  
Curriculum planning instruments;
- Pedagogical dynamics.

# Citizenship and Development

**Curricular component in all educational and formative offerings**

- Transversally (compulsory education)
- Specific subject (2<sup>nd</sup> and 3<sup>rd</sup> cycles of basic education)
- Globally in school projects (compulsory education)

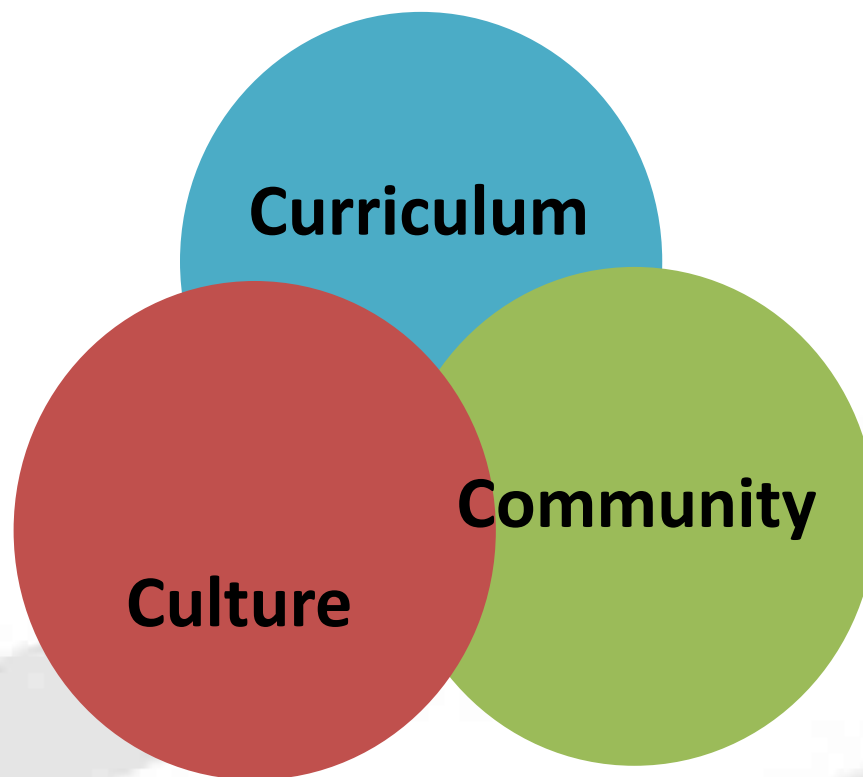
**Whole School Approach**

# Citizenship Education School Strategy

## Citizenship and Development Domains

<b>Compulsory (all cycles and levels)</b>	<b>At least in two cycles of basic education</b>	<b>Optional (any school grade)</b>
<ul style="list-style-type: none"><li>• Human Rights</li><li>• Gender Equality</li><li>• Interculturality</li><li>• Sustainable Development</li><li>• Environmental Education</li><li>• Health</li></ul>	<ul style="list-style-type: none"><li>• Sexuality</li><li>• Media</li><li>• Institutions and Democratic Participation</li><li>• Financial Literacy and Consumer Education</li><li>• Road Safety</li><li>• Risk</li></ul>	<ul style="list-style-type: none"><li>• Entrepreneurship</li><li>• Labor World</li><li>• Security, Defence and Peace</li><li>• Animal Well-being</li><li>• Volunteering</li><li>• Others</li></ul>

# Active involvement of all stakeholders



## *Citizenship Education Guidelines*

### **Guidelines to approach different dimensions of citizenship**

**Produced in cooperation with other public sector institutions and with civil society partners**

- ***Are non-prescriptive guidelines or programmes***
- ***Are supporting instruments that can be used and adapted according to the autonomy of each school and the options to be defined in each context, framing the practices to be developed***

Organized by: school levels; themes; general and specific aims (performance descriptors encompass knowledge, skills, values, attitudes)



**Promote Citizenship  
and Development**

**Flexible  
Curriculum  
Management  
Options**

## **Quality Education**

**Inclusive Curriculum**

**Promotion of  
interdisciplinarity**



**REPÚBLICA  
PORTUGUESA**

**EDUCAÇÃO**

**direção-geral  
de educação**



## Education - Emergent

*Promoting quality, democratic citizenship and social inclusion in diverse educational contexts and learning environments.*

promoting human rights and cultural understanding

teaching democratic values and universal rights

understand cultural difference

recognize and emphasize the role of different actors

promote democratic, active and responsible citizenship

**effective participation in democratic society and in  
intercultural dialogue**

# Democratic citizenship, common values and inclusive education

## 2018/2019 Related Training Sessions

- Citizenship Education Training (national) - 49 classes; 936 trainees
- Citizenship and Development training, 2 classes, 52 trainees
- Short Action Digital Citizenship; 17 classes; about 340 trainees
- Training: Development Education as a dimension of Citizenship Education
- 2 editions MOOC AFC (Citizenship and Development participation) around 1500 trainees
- 16 Regional Meetings Monitoring and Monitoring of Decree-Laws 54 and 55/2018 (participation of Citizenship and Development) - 480 School Clusters Groups
- Training session Development Education, about 40 trainees
- 10 REEI Regional Meetings; about 200 participants
- Training sessions Human Rights - Holocaust Education; about 40 trainees
- Short-Term Action Sexual Violence, 5 classes; about 100 trainees
- Training session Media literacy; 5 classes; about 100 trainees
- Short Action Media Education, 2 classes; about 40 trainees
- 1 National Meeting European Network Clubs - about 70 participants
- 2 Healthy School Seal Encounters; about 500 participants
- 2 Health Education Referential training ; about 50 participants





***Citizenship Education*** in our schools is growing.

Our bet has been on different fronts.

Our path has been a jointventure.

We know that we can do much more to turn the page and contribute to the development of informed, critical citizens with active participation in society.

Are we still together ?!

# Citizenship - Education



**Science**



**Consciousness**



**Patience**



**Persistence**



**Coexistence**



If you have access to the best science and learning, use it to change the world.

Yours, ours, theirs.

With honesty, integrity and responsibility. And wisdom.

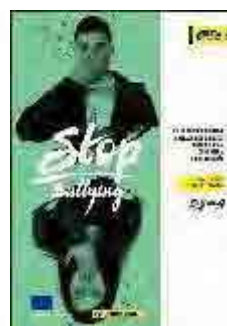
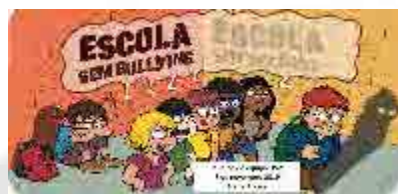
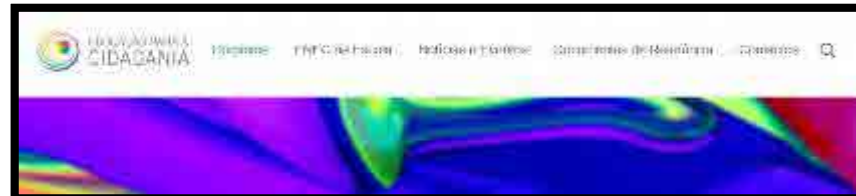
Your success is our hope!

***Education is what remains after you have forgotten everything you learned at school.***

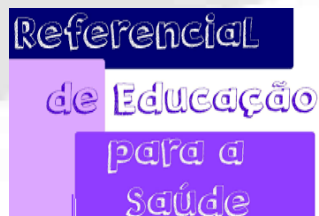


# EXAMPLES: Projects Resources School activities

Support Website



# Citizenship Education - Reference documents





The REEI Program - Network of Schools for Intercultural Education - is a joint initiative of the High Commissioner for Migration, I.P. (ACM, IP), the Ministry of Education through the Directorate-General for Education (DGE) and the Aga Khan Portugal Foundation (AKF) and aims to create a practice-sharing network between public education and teaching establishments and private and cooperative schools, aiming at intercultural education.

Aims to develop respect for differences and the establishment of positive interaction and rapprochement relationships between students. / as and other members of the educational community from different cultures.

QUADRO DE AÇÃO			
FUNDAMENTOS	UMA ESCOLA COM ATITUDES, PRÁTICAS E COMPETÊNCIAS INTERCULTURAIS	UMA ESCOLA REFLEXIVA QUE VALORIZA A DIVERSIDADE DA COMUNIDADE EDUCATIVA COMO RECURSO DE APRENDIZAGEM	UMA ESCOLA PARTICIPATIVA QUE, EM COOPERAÇÃO, ENRIQUECE E É ENRIQUECIDA EM COMUNIDADE
PILARES	1. Cultura organizacional	2. Currículo	3. Comunidade
Áreas de intervenção	<ul style="list-style-type: none"> <li>Opções estratégicas e governança da Escola.</li> <li>Comunicação.</li> <li>Organização e serviços.</li> </ul>	<ul style="list-style-type: none"> <li>Gestão curricular e práticas pedagógicas promotoras de diversidade.</li> <li>Recursos congruentes com a diversidade.</li> <li>Diversidade, plataforma de aprendizagem.</li> </ul>	<ul style="list-style-type: none"> <li>Participação da família na Escola.</li> <li>A comunidade como recurso da Escola.</li> <li>A Escola como recurso da comunidade.</li> </ul>

# Agenda Europeia para as Migrações



**DGE:**

<http://www.dge.mec.pt/agenda-europeia-para-migracoes>

**ACM:** <https://www.acm.gov.pt>



Não São Apenas  
Números

# A Maior Lição do Mundo

***A Maior Lição do Mundo*** visa apresentar os **Objetivos de Desenvolvimento Sustentável (Agenda ONU 2030)** às crianças e jovens e encorajá-los a refletir sobre como podem contribuir para os alcançar



**DGE:** <https://cidadania.dge.mec.pt/projectos-e-iniciativas/desenvolvimento-sustentavel>

**Comité Português para a UNICEF:** <http://maiorlicao.unicef.pt/>

# Prevenção e Combate ao Tráfico de Seres Humanos

**DGE:** <https://cidadania.dge.mec.pt/direitos-humanos/prevencao-e-combate-ao-traffic-de-seres-humanos>

**CIG:** <https://www.cig.gov.pt/documentacao-de-referencia/doc/traffic-de-seres-humanos/>

**OTSH:** <https://www.otsh.mai.gov.pt/>

**Conselho da Europa:**

<https://www.coe.int/en/web/anti-human-trafficking/greta>

# Prevenção e Combate à Violência



**Parlamento dos Jovens:**

<http://jovens.parlamento.pt>

**DGE:**

<https://cidadania.dge.mec.pt/saude/saude-mental-e-prevencao-de-violencia>



# Centro de Sensibilização SeguraNet (DGE)

## Líderes Digitais

### Desafios SeguraNet: 2.º e 3.º Ciclos e 1.º Ciclo

#### · MOOC "Bullying e Cyberbullying: Prevenir & Agir"

*(SeguraNet e Equipa de Educação para a Saúde)*

#### · Selo de Segurança Digital

#### · Atividades de prevenção e combate ao Bullying – manual Enable

#### · Animações SeguraNet

#### · Tiras de Banda Desenhada SeguraNet



# Prevenção e Combate ao Discurso de Ódio



<https://www.coe.int/en/web/no-hate-campaign>

<http://www.odionao.com.pt/>

**DGE:** <https://cidadania.dge.mec.pt/direitos-humanos/prevencao-e-combate-ao-discurso-de-odio>  
<https://www.seguranet.pt/pt>

**European Schoolnet Academy:**

[https://www.europeanschoolnetacademy.eu/courses/course-v1:SELMA+Hacking\\_Hate+2019/about](https://www.europeanschoolnetacademy.eu/courses/course-v1:SELMA+Hacking_Hate+2019/about)





# Plano de Prevenção e Combate ao Bullying e ao Ciberbullying: Escola Sem Bullying. Escola Sem Violência

<https://www.sembullyingsemviolencia.edu.gov.pt/>



Saúde



Sexualidade



Direitos Humanos



SeguraNet

## Instituições e Participação Democrática

Português: (10º) – exposição oral, discurso, leitura crítica; valores modais (epistémicos, deonticos, apreciativos); registos de língua.

## Cruzamentos

História A: (11º) séculos XVII e XVIII – absolutismo vs. parlamentarismo; o «triunfo dos Estados»; liberalismo – Constituição de 1822 e Carta Constituinte de 1826.

Economia A: (10º) instituições da UE – correção de desequilíbrios, convergência.

História B: (10º) Europa rural vs. Europa urbana, séculos XVI-XVIII; (11º) Anos 30, perseguições a minorias, antisemitismo, genocídio, Holocausto

## Direitos Humanos

## Segurança, Defesa e Paz

MACS: (10º) teoria da partilha equilibrada (t. do jogos).

## Mundo do Trabalho

Economia A: (10º) necessidades e consumo; rendimentos e consumo; desigualdades – coeficiente de Gini; causas da desigualdade; redistribuição.

Matemática A: (12º) probabilidades.

Geografia A: (10º) população – assimetrias, representação estatística, conjeturas... (11º) espaço organizado pela população, desenvolvimento, sustentabilidade

## Desenvolvimento Sustentável