National Summary Report

Portugal

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Introduction

This report presents the methodological approach and main findings of the activities developed at national context by the Portuguese partners (INOVA+, Agrupamento de Escolas Abel Salazar and Câmara Municipal de Matosinhos) of the SOCI@LL project. The aim of these activities was to provide an up-to-date theoretical and empirical backbone on the current landscapes, underpinning the development of resources built-on current trends and meeting the needs of the target groups.

INOVA+ was responsible for overseeing the operationalisation of the research protocol and, with the strong support of the local school and municipality, completing an extensive literature review and desk research as well as performing the fieldwork activities, including surveys to members of the school community (students, teachers and school leaders), semi-structured interviews with experts in the topics of citizenships/democratic education and social inclusion and focus groups with key actors from local ecosystem.

In total, 84 survey responses were collected (50 from students, 30 from teachers and 4 from school leaders), 23 participants were engaged in the focus groups (14 in the focus group targeting the school community and 9 in the one addressed to stakeholders of the local ecosystems) and 10 experts were interviewed (5 specialised in educational topics relevant for the project and 5 with expertise in social inclusion).

Main findings of the primary and secondary research methods implemented point to a significant change in the national legal framework and to the current challenge educational communities have related to an adjustment of their perspectives on social inclusion inside and around schools. Stakeholders engaged recognise the efforts of the schools and local communities to acknowledge and embed diversity and related topics in their educational projects and pedagogical approaches inside the classroom. Nevertheless, they tend to consider that additional solutions and actions are needed and agree that the new legal framework will contribute to this. More collaborative efforts between the schools, families and the local community are view as relevant and needed when it comes to educating citizens in a plural society. Stakeholders engaged in the fieldwork activities also highlight the importance of reducing the impact of cumulative causes for social exclusion and ensuring that all students have equal opportunities to reach educational success (which should go beyond academic performance). Enhancement of teachers' knowledge and skills on relevant topics was also considered key.

The school community involved in the research phase agrees that relationships between different actors in their educational setting are good and that there are policies, strategies and practices diversity-friendly inside the school and classes. Although some very specific areas could be improved in the perspective of the engaged stakeholders, they tend to agree that an important path was already carried out towards the inclusiveness (and therefore, the school is well positioned to adopt the new legal framework).

The local community also highlights the actions implemented by the schools and their efforts in establishing and maintaining cooperative links with the surrounding organisations. Nevertheless, they would like to see these bounds strengthened. The local community is involved in several actions to tackle social exclusion and alerted to the relevant impacts socio-economic background still has in education and how it blocks the equal access to all.

The report is organised in five main chapters. The first is dedicated to a helicopter view to the literature review results, being followed by an overview to the desk research and then by details on the results of the field research. The fourth chapter offers a synthesis to the key findings and provides recommendations. The final chapter is focused on how to embed the results of the national report in the next project activities.

Completing this report, references and annexes are included.

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1 Literature review

1.1 Introduction

This section presents the main findings of the literature review process conducted at national level, providing an updated overview of the state-of-the-art on the topics explored and identifying critical issues, challenges, and opportunities for further development also within the SOCI@LL project.

The methodological approach was to focus both on the general topic of "innovative practices for the inclusion of young people inside and around schools" and on specific matters (such as "innovative inclusive education and training methods", "multicultural sensitive curricula", "vulnerable young people's empowerment at community level", "equality promotion inside growing diversity in schools", "youth participation and active citizenship at community level", "strategic partnerships with schools at community level" and "successful collaborative approaches for young people social inclusion").

Partners followed five key steps that included the preparation, collecting different materials and resources, selecting the most relevant for the purposes of the project, analysing the information to have a clear picture of the most critical literature and developing the database compiling the most recent and relevant references.

1.2 Findings

With the support of the national partners, INOVA+ initially identified more than 30 potential references for the database. These references were selected based on predefined keywords and search for articles/documents published after 2013 in online scientific publishers and magazines (such as ScienceDirect and Scielo). From the initial list (and after a first brief analysis), 10 were selected and comprehensively analysed.

Key findings are presented below.

Involvement of parents/guardians tends to progressively reduce along the educational path and is commonly linked to formal meetings and other traditional activities. Authors agree that is enhancing family-school bounds is the best way of promoting inclusion and fostering a diversity-friendly/respectful educational environment. Without the family's participation, there is always be a missing link in the chain of education for citizenship and democratic values.

Promoting inclusion and working in and valuing diverse educational settings (schools and classrooms) requires the use of **inter/multicultural mindset and practices** that reflect the respect for cultural diversity (e.g., knowledge about different ethnic and cultural identities), a positive and friendly relational approach (e.g., empathy and dialogue) and eclectic practices that can engage all (e.g. critical debate, assertiveness, etc.). The use of **practical cultural-related activities performed by students with a migrant background** or cooperative learning enabling the use of the Portuguese language for foreign students are examples of practices that can facilitate the integration and inclusion of migrant students. These and other similar practices are more effective if promoted in education settings where **well-balanced intercultural diversity and dialogue are embedded in the educational project and curricula** and are continued in time, creating bridges for inclusion inside the school and in the community.

Although in general teachers reveal a very positive **attitude towards inclusion and inclusive practices** recognising the benefits it has in all students, more positive beliefs are found in less experienced teachers and in teachers with specialised training (for instance, in special education). Training seems to play a key role in the promotion of effective inclusive educational settings.

Peer violence and discrimination are, unfortunately, part of some students' journey and, due to their real and potential impact and cannot be disregarded. The use of assessment tools (such as the "peer attitude towards inclusion assessment tool") can contribute to gathering relevant insights on how to tackle situations where the risk of social isolation resulting from discrimination is higher (for instance, the situation of students with disabilities or

special needs). Actions to prevent and cease discrimination and violence need to exist together with actions aimed at strengthening protection mechanisms (coping strategies) for positive internal and external adjustment processes. Built-on knowledge about protective and risk factors, preventive programmes should recognise the importance family-school relations have.

Although recognising its potential, **teachers' collaborative practices through ICT** are not commonly. Main reasons pointed to the lack of collaborative work between teachers and teachers and students are linked to the need of time they don't have (since the curricula are extensive and time-consuming) and the insufficient digital knowledge/skills and tools to use.

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2 Desk research

2.1 Introduction

The core goal of this section is to identify current practices and trends in inclusive education and innovation for participatory practices among young people in Portugal. Main findings from existing documents, strategies and policies were considered and supported a SWOT analysis. Additionally, a list of key national and regional organizations and associations operating in the fields of the project were also assembled. Sources used to prepare this section included the following: Internet, online databases, government statistics, articles, organisation expertise and database, etc.

2.2 Current situation: the legislative framework

In Portugal, there are very recent changes in the legislative framework of inclusive education, following the approval of a new Decree-law (n. 54/2018) that 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. This decree-law, which applies 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 every child and young person along the school path, in all different education and training offerings.

Significant changes from previous degrees include abandoning the categorization system for students, including the "category" of special educational needs; abandoning the model of special legislation for "special students"; establishing a continuum of responses for all students; focusing on the educational responses and not on categories of students; and foreseen the possibility of mobilizing resources from related areas (health, employment, vocational training and social security) where necessary and appropriate. Also, acknowledging the pivotal importance parents/guardians play in the in the educational process, the decree-law establishes a set of rights and obligations and encourages schools to strengthen their participation through improvements in the way they communicate and engage families and the community in the education.

The guiding principles of inclusive education in which the decree-law is built-on include the following:

- **Universal educability**, the assumption that all children and pupils can learn and to develop in their education;
- **Equity**, the guarantee that all children and pupils have access to the necessary support to realize their learning and development potential;
- **Inclusion**, the right of all children and pupils to access and participate, fully and effectively, in the same educational contexts;
- **Customization**, the pupil-centred educational planning so that measures are decided on a case-by-case basis according to their needs, potential, interests and preferences, through a multilevel approach;
- **Flexibility**, the flexible management of the curriculum, the school spaces and times, so that the educational activities in its methods, times, instruments and activities can respond to the singularities of each student;
- **Self-determination**, the respect for personal autonomy, considering not only the needs of the students but also their interests and preferences, and the expression of their cultural and linguistic identity, creating opportunities for the realization of their right to participate in decision-making
- **Parental involvement**, the parents and guardians right to participation and information regarding all aspects of the educational process of their child;
- **Minimum interference**, the technical and educational intervention shall be developed exclusively by entities and institutions whose action proves to be necessary to effectively promote the personal and educational development of children or pupils, respecting their private and family life.

This new legislative framework states that schools shall include in their guidance documents the lines of action for the creation of a school culture where everyone will find opportunities to learn and the conditions for full realization

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of this right, responding to the needs of each pupil, valuing diversity and promoting equity and non-discrimination in accessing the curriculum and the progression in the educational system. Furthermore, it indicates that the lines of action for inclusion must link the entire school to a process of cultural, organizational and operational change based on a multi-tiered intervention model that recognizes and assumes the transformations in curriculum management, in educational practices and in its monitoring.

Regarding the lines of action for inclusion, these shall integrate a continuum of universal, selective and additional measures that respond to the diversity of the needs of each and every pupil. These measures aim to adapt to the needs and potential of each pupil and to guarantee the conditions for their full realization, promoting equity and equal opportunities in access to the curriculum, attendance and progression through compulsory schooling.

Universal measures	Selective measures	Additional measures
Aim to promote participation and improved learning and correspond to the responses that the school mobilizes for all students (including those in need of selective or additional measures). Examples: differentiated instruction; curricular accommodations; curriculum enrichment; the promotion of pro-social behaviour; an intervention, with academic or behavioural focus, in small groups.	Aim to fill the needs for learning supports not provided by the fulfilment of universal measures, these measures are implemented with the material and human resources available in the school. Examples: differentiated curricular pathways; non-significant curricular adaptations; psycho-pedagogical support; anticipation and reinforcement of learning; e) tutorial support;	Aim to respond to intense and persistent communication, interaction, cognitive or learning difficulties that require specialized resources of support to learning and inclusion and cannot be fulfilled through universal and selective measures. Examples: the completion of the school year by subject; significant curricular adaptations; individual transition plan; the development of structured teaching methodologies and strategies; the development of personal and social autonomy competences.

After the approval of the new decree-law, the General-Directorate of Education published a Manual to Support the new Practices with the aim of guiding all the relevant stakeholders (schools and parents) in the implementation of the new legislative framework.

Additional legislative changes were introduced in the Portuguese educational framework, including a new normative related to the basic and secondary curriculum and the Exit Profile of Students Leaving Compulsory Schooling (Legal Dispatch n. 6478/2017). The Profile focuses on the students' holistic development and highlights the importance of diversity, equity and democracy. The Profile is organised in Principles (Learning, Inclusion, Stability, Adaptability and audacity, Coherence and flexibility, Sustainability, Humanistic basis and Knowledge), Values (Liberty, Responsibility and integrity, Citizenship and participation, Excellence and demand, Curiosity, reflection and innovation) and Areas of Competencies (Consciousness and body domain, Languages and texts, Information and communication, Critical and creative thinking, Reasoning and problem solving, Scientific, technical and technological knowledge, Interpersonal relationship, Personal development and autonomy, Welfare, health and environment, Artistic and aesthetic sensitivity). The vision for a young student completing the compulsory schooling is he/she to be a citizen:

- Equipped with multiple literacies that allow him/her to critically analyse and interpret the reality, evaluate and select the information, formulate hypotheses and make informed decisions in his/her daily life;
- Free, autonomous, responsible and aware of him/herself and the surrounding world;
- Able to cope with change and uncertainty in a fast-moving world in transformation;
- Recognizing the importance and challenges jointly offered by Arts, Humanities, and Science and Technology for the social, cultural, economic and environmental sustainability of Portugal and the world;
- Capable of critically and autonomously thinking, creative, team player and with communication skills;
- Able to continue lifelong learning as a decisive factor in his/her personal development and social intervention;
- Who knows and respects the fundamental principles of democratic society and the rights, guarantees and freedoms on which it is based;

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- That values the respect for human dignity, for the exercise of citizenship, solidarity with others, cultural diversity and democratic debate;
- Rejecting all forms of discrimination and social exclusion.

Within this new matrix, teachers and schools are invited to rethink their pedagogical practices guaranteeing that 1) contents of the different areas of competencies are approached and associated with situations and problems present in the daily life of the student or present in the socio-cultural and geographical environment in which it is inserted, using material and diversified resources; 2) learning includes experimentation underpinned by activities outside the classroom as well as cooperative work (oriented towards the integration and exchange of knowledge, the self, others and the environment and the realization of intra or extracurricular projects); 3) teaching involve a critical use of information sources and information and communication technologies; 4) students are encouraged (inside and outside the classroom) to make choices, confront points of view, solve problems and make decisions based on values, intervening freely and responsibly; 5) a positive intervention in the school environment and in community is fostered.

The Profile also introduces the principle of flexibility as the basis of an inclusive education and sees the curriculum as a tool that schools can locally develop and manage to ensure that all students reach the expected competencies. The call for action to schools to take the lead and decide together with students, families and the community is reflected in the Decree-law on Curricular Autonomy (n. 55/2018). This new Decree-law is aimed at ensuring that schools and teachers have greater flexibility in curricular management, with a view to stimulating interdisciplinary work, to deepen, reinforce and enrich the essential learning and implementing the "citizenship and development" component in the different educational and training offerings, with a view (among others) to the activate citizenship and democratic participation in contexts of intercultural sharing, collaboration and debating of ideas on current issues.

Regarding the "citizenship and development" component, it is up to each school to approve its strategy, including the domains, themes and learning to be developed in each cycle and year of schooling; the way of organizing the work; the projects to be carried out by the students which should be linked to the community; the partnerships to be established with the community; the evaluation of the student learning and the educational strategy for citizenship inside the school. This specific component of the curriculum integrates the matrices of all the educational and training offer, constituting a transversal area of disciplinary articulation (built-on an interdisciplinary and cross-fertilization approach). In the secondary education, schools can decide how to implement this component, namely if adopts the offer as an autonomous discipline, as co-adjuvating practices within a specific discipline, as juxtaposition operations with another discipline, as a transversal approach where themes and projects are implemented in the different classes under the supervision of teacher or group of students.

Additional fresh new Decrees (Portaria nº 223-A/2018 and Portaria n.º 226-A/2018) establishes the regulation of the educational offer within the basic education and defines the domains of citizenship to be considered by the schools, using as reference the National Strategy for the Citizenship Education:

- Compulsory domains in all the cycles of the basic education include: Human rights (civil and political, economic, social and cultural, and solidarity related); gender equality; interculturality (cultural and religious diversity); sustainable development; environmental education; health (health promotion, public health, nutrition and physical exercise).
- Domains that should be developed at least within two cycles of the basic education include Sexuality (diversity, rights, sexual and reproductive health); Media; institutions and democratic participation; financial literacy and consumer education; road safety; risk.
- Domains to be developed in any year of schooling: entrepreneurship (in the economic and social fields); labour market; security, defence and peace; animal welfare; volunteering; others to be defined according to the needs diagnosed by the school.

Launched in 2017, the National Citizenship Education Strategy proposes that students learn via plural and responsible participation to build a sense of citizenship and a fairer and more inclusive society through the framework of democracy, respect for diversity and defence of human rights. The Strategy proposes the

- For it to be part of the curriculum, in teaching and non-teaching activities, in day-to-day school life and its connection with the community;
- For it to be based on educational practices that encourage inclusion;
- For it to be aligned with the specific needs and profiles of the students and the priorities of the educational community;
- For it to involve students in active methodologies and offer opportunities for developing personal and social skills.

Also worth to mention is the National Strategy for Equality and Non-Discrimination that, launched in 2018 is aligned with the Agenda 2030 and supported by three Actions Plans that define goals on: 1) non-discrimination on grounds of sex and equality between women and men; 2) prevention and combat to all forms of violence against women, gender violence and violence; 3)combat to discrimination on the grounds of sexual orientation, identity and gender, and sexual characteristics. Some of the key goals defined by these plans include the promotion of educational settings free of gender stereotypes for girls and boys, the promotion of collective and organisational links that ensure girls and boys experiencing equality in their schools and other educational institutions, as well as the empowerment of women and men in situations of social or economic vulnerability, such as migrants and ethnic minorities, such as the Roma community.

2.3 Main trends: official data and statistics

In the past decade, Portugal has assisted to a progressive decrease in the number of students enrolled in education[1]. This reduction is reflected in less 100 thousand students in Portuguese schools when compared with the numbers of 10 years ago. Reflexes of this drop are varied depending on the educational level and for, instance, while in the pre-school level the reduction of more than 130 hundred students in one decade was directly linked to the diminishing of birth rates, in the secondary the opposite occurred with an increasing of 16% related to the introduction of the compulsory schooling until the age of 18. The 1,9 million current students are distributed as follows: around 12% in the pre-school, 49% in the basic, 20% in the secondary and 19% in higher education.

Additionally, considering the same timeframe, the retention rates decreased to half, with more impact on the secondary level (where the rates evolved from around 30% to 15%). Also, there were a significative increasing of the completion rates in the basic and secondary level (with improvements around 18% and 45%, respectively).

Data from the students' profile in the school year 2016/2017 also indicate that in all levels of education, except in higher education (where girls represent almost 54%), boys are the majority.

Another key conclusion of the statistical overview is that in what regards to the nature of the educational establishments, public schools receive a larger number of students. Private schools play a special role in the pre-school and secondary levels (with almost 48% and near 21% of the students, correspondingly).

In relation to the nationality, students with a foreign citizenship represented less than 5% of the total (in the school year of reference), with the dominance of students from the "Lusophone Area" (African Portuguese-Speaking Countries and Brazil). Referring to the data from PISA (2015), Portugal is highlighted as the country with the lowest concentration of immigrant students[2].

Looking deep into the schooling level of the country population and considering the gender distribution, data from 2016 shows that the feminisation rate exceeds 70% for citizens with more than 15 years, living in Portugal, and

[1]http://www.dgeec.mec.pt/np4/97/%7B$clientServletPath%7D/?newsId=147&fileName=DGEEC_DSEE_PERFIL_DO_ALUNO_1617.pdf

[2]https://www.om.acm.gov.pt/documents/58428/383402/Relat%C3%B3rio+Indicadores+de+Integra%C3%A7%C3%A3o+de+Imigrantes+OM+2017.pdf/432839ce-f3c2-404f-9b98-39ab22b5edc5

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with any school level[3]. By the contrary, when observing the feminisation rates in situations of early dropout (students existing education without completing the secondary level), data available points to more boys withdrawing school than girls (17% to 11%). Also worth mentioning is the progressive decrease of the early dropout rates (both for boys and girls) since 2011. The current rate is at 14% whereas in 2011 was 23%. Moreover, completion rates in the basic and secondary level analysed by gender reveal that more girls than boys conclude in all educational offers (regular, artistic and professional school pathways).

Mapping current landscapes in the educational system and analysing the participation of Roma communities, statistical data points to around 13 thousand students from these communities engaged in the public Portuguese schools (15% in the pre-school, 83% in the basic and 2% in the secondary level)[4]. Near 56% of these students have educational attainment and 6% dropout.

Considering the students in Portuguese schools with an Individual Educational Programme to support them with their "special needs", numbers show an increase of around 7% from 2016/2017 to 2017/2018[5]. This increase had a greater expression in the secondary level.

Recent studies[6] also bring to the light the impact socioeconomic background has in the educational success of the students, showing that while among the students who do not receive any social support, the percentage of successful pathways in the basic school (3rd cycle) is 49%, in the case of the students with the greatest social support (therefore students from households with more modest economic conditions), the percentage is only 20%. It is worth to mentioning that although these very marked disparities show that the socioeconomic conditions of families have a high impact on pupils' school outcomes, other factors need to be considered.

2.4 What has been done so far? Mapping the projects for social inclusion

Besides SOCI@LL, INOVA+ is engaged in other European projects related to education & social inclusion, especially addressing young people. These projects and especially the direct contact with young people, schools and other relevant actors, contribute for a more comprehensive view not only of the national/regional frameworks but also to an informed understanding about the needs of the key stakeholders. In this context, the YEIP initiative – Youth Empowerment Programme (Grant Agreement n° 2016-2927/9) plays a special role. YEIP is a 3-year Erasmus+ funded programme (2017-2019) that aims to design a youth-led, positive policy prevention framework for tackling and preventing the marginalisation and violent radicalisation among young people in Europe. Through the project activities, INOVA+ and its dedicated team of young researchers have been in contact with young students, studying their views and concerns. One of the main preoccupations of the young boys and girls involved in the fieldwork activities are related to situations of bullying. This perception is reinforced by figures and facts, as the statistical data from the National Programme "Safe School". In the school year 2015/2016, more than 4.500 cases were reported (with the majority occurring inside the schools and in the playground).

Within the SOCI@LL project, students' auscultation also suggested that peer violence is a common concern and a living phenomenon inside schools.

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[3]https://www.cig.gov.pt/wp-content/uploads/2018/05/Igualdade-de-G%C3%A9nero-em-Portugal-Boletim-Estat%C3%ADstico-2017.pdf

[4] http://www.dgeec.mec.pt/np4/906.html - Fonte: DGE - Questionário no âmbito da Estratégia Nacional para a Integração das Comunidades Ciganas, Nota: Dados referentes às Escolas que responderam ao presente questionário e que têm alunos de comunidade cigana.

[5]http://www.dgeec.mec.pt/np4/%7B$clientServletPath%7D/?newsId=905&fileName=DGEEC_DSEE_DEEBS_2018_NEE1718_BreveSinte.pdf

[6]http://www.dgeec.mec.pt/np4/97/%7B$clientServletPath%7D/?newsId=147&fileName=DesigualdadesResultadosEscolares.pdf

There are different programmes and initiatives currently running in Portugal. As presented below:

TEIP - Programme for Priority Intervention Educational Areas (Programa Territórios Educativos de Intervenção Prioritária)[7]

Launched in 1996 (and re-launched in 2006 and 2012), this programme was initially aimed at promoting educational inclusion in schools located in disadvantaged areas which include children 'at risk' of social exclusion. Currently, the programme includes 137 school clusters (which represent 17% of all Portuguese school clusters), that are invited to develop specific improvement plans, covering four different areas which are: 1) support to the improvement of learning; 2) management and organisation of the cluster's measures; 3) prevention of early school leaving, absenteeism and indiscipline and 4) the school/families/community relations. The plans are developed based on an agreement, between the school and school authorities, on measures, targets, evaluation and additional resources. This agreement foresees a cycle of planning, monitoring and self-evaluation, where reflexion on the process and the results (which involves the development of reports to be shared with the General-Directorate of Education), leads clusters to decide whether they should make changes in the strategical action.

Results from previous years show that progressively more participant' schools are successfully reaching the expected outcomes (from 49% in 2012/2013 to 76% in 2014/2015). Completion rates in the basic and secondary level were higher in 2014/2015 when compared with the beginning of the Programme (for regular, vocational and other educational pathways[8].

Pedagogic innovation pilot-project (Projeto-piloto de Inovação Pedagógica)[9]

Launched in 2016/2017, the Pedagogic Innovation Pilot-Project (PIPP) results from the need to promote learning quality and success for every student, thus avoiding the repetition of school years by consolidating schools' autonomy to devise and adopt innovative organisational, curricular and didactic measures. The project lasts for three years, without the need for extra human or financial resources, and aims to gain greater in-depth knowledge regarding the factors that facilitate or hamper schools' practical autonomy, as well as innovative practices that promote success, with a view to their use in other school situations. Throughout 2017, six school clusters from different regions of the country participated in five meetings that reflected upon and shared practices regarding the promotion of pedagogic and organisational innovation, involving several experts in the field of education and representatives of schools with benchmark practices. The six clusters have more than 7.500 students who will benefit and will be involved in projects aiming at reducing the rates of educational failure.

REEI – School Network for Intercultural Education (Rede de Escolas para a Educação Intercultural)[10]

The REEI Program, a joint initiative of the High Commissariat for Migration, the Ministry of Education and the Aga Khan Foundation, aims at creating a network between public education and of private and cooperative educational establishments, for sharing practices on intercultural education. The core goal is to promote the integration and educational success of all children and young people from pre-school education to secondary education, as well as to develop respect for differences and the establishment of positive relations of interaction and rapprochement between students and other members of the educational community of different cultures. The network is built on three pillars of action: organizational cultural (governance, communication and services), curricula (practices that promote diversity, resources aligned with the diversity and acknowledgment of diversity as a platform for learning) and community (participation of the family in school activities, community as a key resource for the school and vice-versa).

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[7] http://www.dge.mec.pt/teip
[8] http://www.cnedu.pt/content/noticias/CNE/Estado_da_Educacao_2015_versao_digital.pdf
[9] http://dge.mec.pt/ppip
[10]

http://www.dge.mec.pt/sites/default/files/ECidadania/Educacao_Intercultural/documentos/reei_termos_de_referencia.pdf

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Choices Programme (Programa Escolhas)[11]

The Choices Programme aims to promote the social inclusion of children and young people from the most vulnerable socio-economic contexts, especially descendants of immigrants, ethnic minorities (Roma communities), and Portuguese emigrants, on the basis of local initiatives and resorting to youth workers. Created in 2001, it is an initiative of the High Commissariat for Migration.

EPIS - Entrepreneurs for Social Inclusion ("Empresários Pela Inclusão Social")[12]

EPIS is a privately funded NGO, established in 2006, that has more than 415 corporate and business associates. The organisation aims at being a national reference in the development, incubation and internalization of new methodologies to promote school success, the quality of education and training systems, the employability and professional insertion of young people.

The focus of the organisation is the combat to the large school failure and dropout and the social exclusion of children and young people from 6 to 24 years of age. Since its creation, EPIS seeks to have a significant impact in the entire country and on a large scale by focusing its attention on working with schools (through the School from the Future Programme - "Escolas do Futuro"); pointing out innovative ways, share knowledge, experiences and good management practices in school with the help of students in the development of non-cognitive skills (through the Mediators for school success Programme - "Mediadores para o sucesso escolar"); and orienting and creating integrated opportunities in a professional environment for the young people (through the EPIS Vocations Programme – "Vocações EPIS"). Latest results in school success rates improvement of students in the programme show the effectiveness of the model, as for the year 2016/2017 there was an increase from 78% of 86% of success rates for more than 1.800 students. Since 2007, EPIS programs have screened more than 35.000 students and selected about 22.000 to take part in the program.

Human rights-friendly schools - Escolas Amigas dos Direitos Humanos[13]

In Portugal, there are six schools participating in the international programme promoted by Amnesty International. "A Human Rights Friendly School is founded on principles of equality, dignity, respect, non-discrimination and participation. It is a school community where human rights are learned, taught, practised, respected, protected and promoted. Human Rights Friendly Schools are inclusive environments where all are encouraged to take an active part in school life, regardless of status or role, and where cultural diversity is celebrated. Young people and the school community learn about human rights by putting them into practice every day. Through an approach which goes beyond the classroom and into all aspects of school life, commonly called a 'whole-school approach,' a 'holistic approach' or 'rights-based approach,' both schools and young people become powerful catalysts for change in their wider communities.[14]"

2nd Chance School – Escola de Segunda Oportunidade[15]

Escola de Segunda Oportunidade de Matosinhos is a pilot project that started in 2008 and is runed by AE2O – Associação para a Educação de Segunda Oportunidade and member of the E2C-Europe (European Association of Cities, Institutions and Second Chance Schools). The school targets 15 to 25 year olds early leavers, referred through social services, mainstream schools or "court support teams" for young offenders, offering 70 student places, beginning at any point of the year. It works in a very alternative way, offering young dropouts a new experience based on recognition, validation and certification of their competences. The students develop their own Individual

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[11] https://www.programaescolhas.pt/

[12] http://www.epis.pt/

[13] https://www.amnistia.pt/eadh-pagina/

[14] https://www.amnesty.org/en/human-rights-education/human-rights-friendly-schools/

[15] http://www.segundaoportunidade.com/

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Training Plans, combining vocational, artistic, school and personal and social skills, leading to sixth or ninth year school certification. The school offers a positive environment and art based curriculum which attracts the attendance of these young people and encourages their learning, engaging with the realities of their lives. AE2O is an NGO and accredited training provider, working especially with disfavoured low qualified young people, unemployed and at risk of social exclusion. The organisation develops also many other opportunities for personal, professional and social development, including international projects for mobility and exchange of practices.

Besides the listed project and other similar or related initiatives not described above, there are also several valuable resources (developed by or with the support of the Ministry of Education) available to support schools and teachers to foster intercultural-friendly settings for education[16], to promote gender equality[17] and citizenship education. In this latter case, there are key thematic areas identified to which referential for different educational levels were developed[18].

The European dimension of education	Aims to educate young people aware of their rights and obligations, prepared to intervene directly and actively in the European project, developing a European identity based on a set of values and a sense of belonging to Europe and the world.
Environmental Education for Sustainability	Aims to promote values, change attitudes and behaviours towards the environment, to prepare young people for the exercise of a conscious, dynamic and informed citizenship in face of current environmental problems.
Consumer Education	Aims to provide information that can lead to more judicious choices, contributing to responsible behaviours in a socio-economic and cultural system, where consumer rights and responsibilities for development and the common good are articulated.
Financial Education	Aims to contribute to raising the level of financial knowledge, as one of the most efficient ways to foster a financial culture that allows young and future adults to develop rational behaviour and attitudes towards economic and financial issues.
Intercultural education	Aims to promote the recognition and appreciation of diversity as an opportunity and as a source of learning for all, respecting the multiculturality of today's societies, as well as developing the capacity to communicate and encourage social interaction, creating identities and sense of belonging to humanity.
Education for Defence, Security and Peace	Aims to promote debate, knowledge and implementation of the fundamental principles for good collective coexistence in democratic societies, indispensable to a responsible participation of the citizen, favouring their security and that of others, in a culture of peace.
Education for Gender Equality	Aims to contribute to the elimination of gender-based discrimination and, consequently, to intimate relationships marked by inequality and violence, and constitutes an essential part of human rights education, respect for individual rights and freedoms from the perspective of citizenship for all.
Education for Risk	Aims to promote safety, prevention and appropriate risk management behaviours, including risk prevention and risk mitigation strategies, in order to promote the active participation of children and young people in the implementation of a safety and resilience culture.
Education for Development	Aims at raising awareness and understanding of the causes of development problems and inequalities at local and global levels, in a context of interdependence and globalization, to promote the right and duty of all people and all peoples to participate and contribute to integral and sustainable development.
Education for Entrepreneurship	Aims to promote a culture favourable to the acquisition of knowledge and the development of attitudes, capacities and values promoting the entrepreneurial spirit, namely creativity, innovation, organization, planning, responsibility, leadership, group work, the vision of the future, risk-taking, resilience and scientific curiosity, among others.
Volunteering Education	Aims to foster volunteering as an instrument for the participation of civil society in a wide range of fields of activity, including the social field, culture, education, justice, environment,

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[16] https://www.acm.gov.pt/pt/-/kit-intercultural

[17] https://www.cig.gov.pt/documentacao-de-referencia/doc/cidadania-e-igualdade-de-genero/guioes-de-educacao-genero-e-cidadania/

[18] http://www.dge.mec.pt/areas-tematicas

	sport and other dimensions, responding to the social, economic or political issues that continually emerging in our societies.
Education for Human Rights	Aims to promote the debate on fundamental rights in education for citizenship, fostering the development of civic awareness in the field of Human Rights.
Education for the Media	Aims to encourage students to use and decipher the media, including access to and use of information and communication technologies, with a view to adopting appropriate behaviour and attitudes towards a critical and secure use of the Internet and social networks.
Road Education	Aims to change behaviours and social habits, aiming at reducing the high number of road accidents and, consequently, improving the quality of life and general well-being of the population.
Health Education	Aims to equip children and young people with knowledge, attitudes and values to help them make choices and make decisions that are appropriate to their health, physical, social and mental well-being, as well as the health of those who surround them.

There is also a long list of projects promoted at transnational level and especially looking to currently ongoing or past projects supported under the Strategic Partnerships for School Education of the Erasmus+ Programme of the European Commission, promoted or involving Portuguese organisations. In fields related to the topics of the project[19], there are more than a hundred projects, from which around 20 are led by a Portuguese organisation[20]. Below, a brief description of 4 projects is provided.

2018 – StoryLogicNet Community – Collaborative writing for children's multiliteracy skills utilising multimodal tools - In StoryLogicNet project one step forward is taken towards the pedagogy of multiliteracies to support teachers and pupils as well as parents in negotiating complex and various discourses through multimodal texts constructed in the European contemporary multicultural and multilingual social context. A multiliteracy approach of creative language learning emerges from the cultural, linguistic, and technical experiences that learners bring into the classrooms and aims at the further development of a broad range and new forms of literacies.

Promoter: Advancis Business Services (https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2018-1-PT01-KA201-047325)

2017 – EU Includes U – The project aims at improving the integration of students in schools and to help set strategies and policies that promote inclusion effectively. The focus of the project is on migration issues but also race, gender, poverty, ethnicity, educational disadvantages, and special educational needs. For the partnership, inclusion is acknowledged as a mindset, a culture which, when embedded as non-negotiable practice in the school environment, produces amazing outcomes. It implies making learning accessible through differentiation, the crafting of individual curricula, honouring context and culture, nurturing relationships with families and continually questioning practices to ensure all are being benefitted. Thus, every action of the project is inspired in reducing disparities in learning outcomes of students within our project scope and the achievement of educational success.

Promoter: Agrupamento de Escolas de Moure e Ribeira do Neiva (https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-PT01-KA201-035788)

2016 – NESTT - New European Settings for Teachers and Teaching – Based on a participatory methodology, the project aims to develop and disseminate innovation in teaching and teacher´s training through an educational

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[19] The search was performed using the Erasmus+ Project Results Platform (https://ec.europa.eu/programmes/erasmus-plus/projects/) using as filters for the action (KA2 – Cooperation for Innovation and the Exchange of Good Practices), type of action (KA2012 – Strategic Partnerships for School Education), topics (EU citizenships, EU awareness and democracy; Inclusion – equity; Romas and/or other minorities; Disabilities – special needs; Migrants' issues; Gender equality/equal opportunities; Intercultural/intergenerational education; Civic engagement/responsible citizenship; Cooperation between educational institutions and business); country of the organisation (Portugal).

[20] Additionally, focusing on projects supported under the Erasmus+ Key Action dedicated to Support for Policy Reforms and Social Inclusion through education, training and youth, where Portuguese organisations participate, 11 projects were identified, including SOCI@LL – the one lead by a Portuguese association.

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perspective that promotes cohesion and inclusion. Based on a strategic partnership that involves four European countries – Portugal, Belgium, Poland and Romania, the project aims to foster cooperation for innovation and exchange of good practices, sustained on the following questions: How do the students learn in multiple contexts? How is the teacher´s training developed nowadays and its impact on teacher´s professional development and in the way student´s learning? What training can and should be carried out for teachers in an innovative perspective? Since there is scarce information about these questions, the project assumes a vital relevance. We believe that the production and dissemination of knowledge about how students learn, inside and outside the school, contributes to sustainable and innovative models and practices in teacher´s training and in the learning-teaching process. Given the enormous diversity and complexity that the schools are facing nowadays, especially in vulnerable contexts such as the Educational Priority Areas, existing in all the countries involved in the project, the challenges faced are common: i) school failure and dropout, ii) socio-economic and educational inequalities and iii) inclusion of refugees and ethnic minorities, which requires a collaborative work between teachers, transdisciplinary projects and the development of new scientific, pedagogical, social and ethical approaches.

Promoter: Casa do Professor   https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-PT01-KA201-022898

2016 – "School of Active Citizens" – The project aims at contributing to the recognition of the importance of cooperation between non-formal and formal education systems to offer the young pupils a more integrated education and allow more adequate strategies to integrate young people in the society. The partners are coming from disadvantaged areas of their countries, where geographical, social and economic obstacles are conditioning the development of young people, especially for young girls. The three topics chosen by the partners for the local activities in close cooperation between the non-formal and formal sectors are 1) gender equality and the inclusion of young people with different cultural background; 2) entrepreneur citizenship and sense of initiative for the community and 3) local governance and participation of young people in decision making. These topics are channels on how to involve young pupils in activities supported by youth workers and teachers inside classrooms and schools. The main goal is to create an international network of partners interested and cooperating for the recognition of combining non-formal and formal education for a more comprehensive education alternative for young pupils, therefore contributing for a better development of the local community.

Promoter: Youth Union of People With Initiative (https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2016-1-PT01-KA201-023006)

2.5 Conclusions

The new legal framework marks a turning point towards more inclusive educational environments inside and around schools. All actors are called to revise and adjust their views on what is the role of education and how equal opportunities can be given to all, considering that each student is different. Acknowledging diversity and planning the educational project, the curricula and the teaching/learning approaches build-on the idea that all students start from their uniqueness and end their compulsory educational journey as successful citizens will be at the centre of the educational systems and their actors. Existing good practices (programmes, projects and resources) can provide very useful insights to support this process.

All actors will be called to participate in this change of paradigm and this will challenge their current views. Awareness raising, information, sharing of experiences and networking can play a key role, facilitating successful approaches and reducing eventual barriers and constraints (namely those linked to dominant ways of thinking and acting on diversity and inclusiveness). Good practices should be mainstreamed to smooth and support effective, positive and collaborative-based changes, ensuring that the framework is naturally translated into educational environments.

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Updates in the national framework are in line with fundamental agreements (from UNESCO and the European Commission), principles (Investing in People) and agendas (including meet the sustainable development objectives of the United Nations Agenda 2030). Similarly, there are several successful programmes and projects (supported by European funds) that are implemented at the international level and contribute to common knowledge and practices that are valuable to all.

There is a relevant range of differences between the educational systems at European level as well in their legal frameworks and statistical trends. Although this diversity can add value and ensure more effective responses to national needs, it also can lead to difficulties when transnational programmes are aimed.

3 Field Research

3.1 Introduction

Parallel to the collection of secondary data, primary data was also gathered to support an updated and comprehensive understanding of the state-of-play and the challenges and needs of key actors inside and around schools. These field research activities included the deployment of surveys (targeting students, teachers and school leaders), the organisation of focus groups (with members of the school community and with other key stakeholders) and the implementation of an interview programme (with experts in the areas of education and social inclusion).

Activities were carried out by INOVA+, between June and September, with the support of the local school and municipality. More than 100 stakeholders were engaged in the fieldwork activities, providing relevant inputs to a clear understanding of their needs and state-of-play and contributing to the identification of good practices and recommendations for the resources to be developed within the SOCI@LL project.

3.2 Inside schools

Agrupamento de Escolas Abel Salazar led the deployment of the surveys and engaged the school community in the field research activities. 84 participants were involved in the survey, including 50 students, 30 teachers and 4 school leaders. While the students' survey was deployed in paper, online versions were prepared for the surveys targeting teachers and school leaders. Data from the surveys was treated and analysed by INOVA+ and main results were debated between the national network (scientific partner, school and municipality).

Additionally, a focus group with 14 members of the school community was carried out. Agrupamento de Escolas Abel Salazar invited and engaged the participants and INOVA+ moderated the focus group. Data was treated by the scientific partner and then discussed together with the members of the national network.

3.2.1 The surveys

3.2.1.1   The school environment (students)

The survey targeting students was completed by 50 youngsters from two secondary-level classes. Respondents are aged between 14 and 18 years old and, like their parents, have Portuguese citizenship. Around 2/3 of the participants is female. Few exceptions to this homogenous pool are one respondent with Brazilian citizenship and four students with at least one parent foreigner. This profile is summarised next.
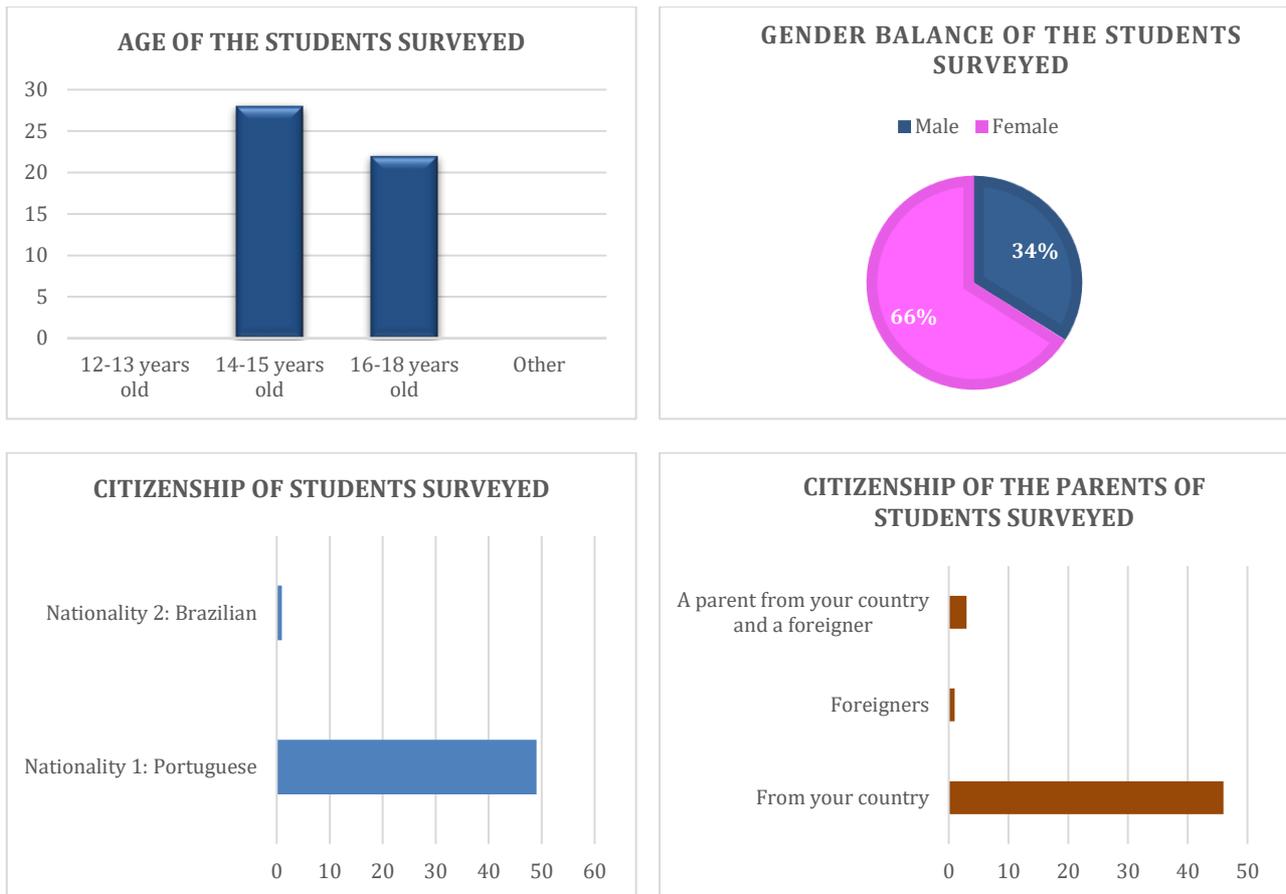
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Figure 1 – Students' pool – Demographic variables

When assessing their school environment, students generally reveal a positive impression. They describe their first contact with the school as friendly and welcoming and their relationship with teachers as good. When referring to the diversity, respondents consider that there are many students from different cultures and view this diversity as positive for them and for their peers. They also mention that schools and its educational programme are tolerant of diversity and multiculturalism and that different opportunities are given to students to participate and debate their needs and opinions. Neutral positions are expressed in regards with the teachers' incorporation of themes linked to diversity, multiculturalism and inclusion in their classes, the support provided to students with learning difficulties and the opportunities given to the participation of parents and carers in the debate around the students' needs. The results of this section of the survey, presented in the next Figure, also include some exceptions (situations, besides those already indicated, where more than 10% of respondents reveals to disagree or strongly disagree) linked to the relationship students-teachers and opportunities for the students to actively participate and discuss their needs and opinions.

Students were also asked to indicate their support-providers in case of difficulties (either at personal or school level) and indicated that parents, teachers and peers – by this order – would be among the most likely to be available to support them.
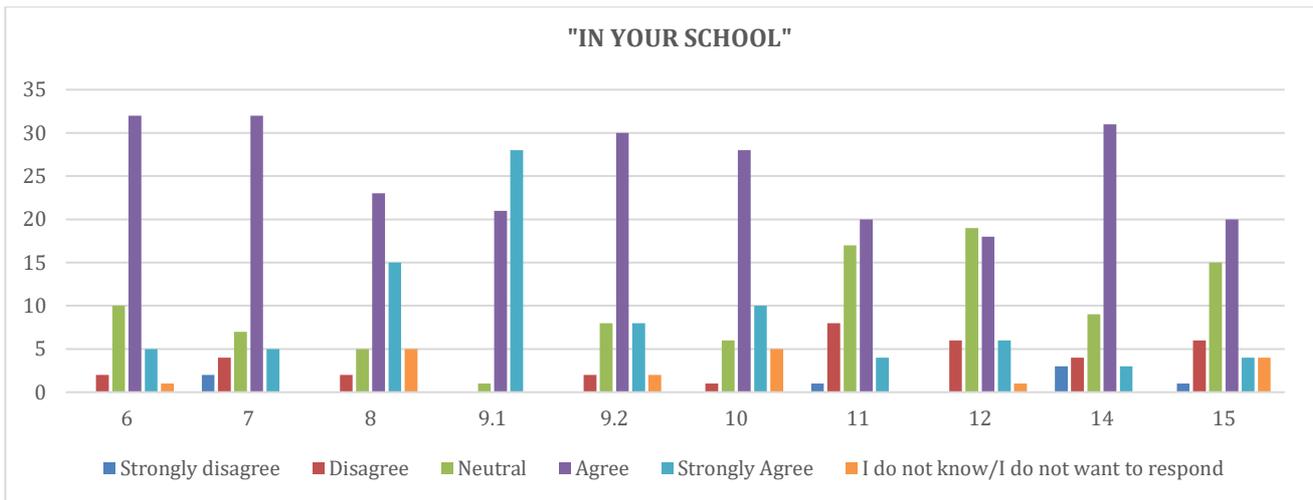
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Figure 2 – Responses to the section "In your school"

Note: "6. Was the first contact that you had with your school friendly and welcoming?"; "7. Do you have a good relationship with your teachers?"; "8. In your school, are there many students coming from different cultures than yours (include also different languages, religions, nationalities, etc.)?"; "9.1 Do you think this cultural diversity is something positive?"; "9.2 Do you think this cultural diversity is well tolerated by most of your schoolmates?"; "10. Do you think that your school and the educative program are tolerant towards students' diversity and multiculturalism?"; "11. Do you think that your school, teachers work in an adequate way these themes of diversity, multiculturalism, and inclusion within the classroom, with their students?"; "12. Do students with learning difficulties, from your school, receive the adequate support they need?"; "14. Are there, in your school, opportunities for participation and discussion of students' opinions and needs?"; "15. Are there in your school similar opportunities for your parents/carers?"

Considering their relationship with their classmates, students express positive opinions, suggesting that those are globally good. Although most respondents disagree with the vision of boys and girls having different roles in society and that girls have an easier life when compared to boys, nearly 1/3 shares the opposite option. Almost 40% of the participants of the survey mentioned that they have already assisted to episodes of abuse or mistreatment among their peers (more than 1/3 of these situations occurred through mobile phones and/or Internet). More than half of the students state that same-sex relations are accepted among their peers. The figure below presents these results.
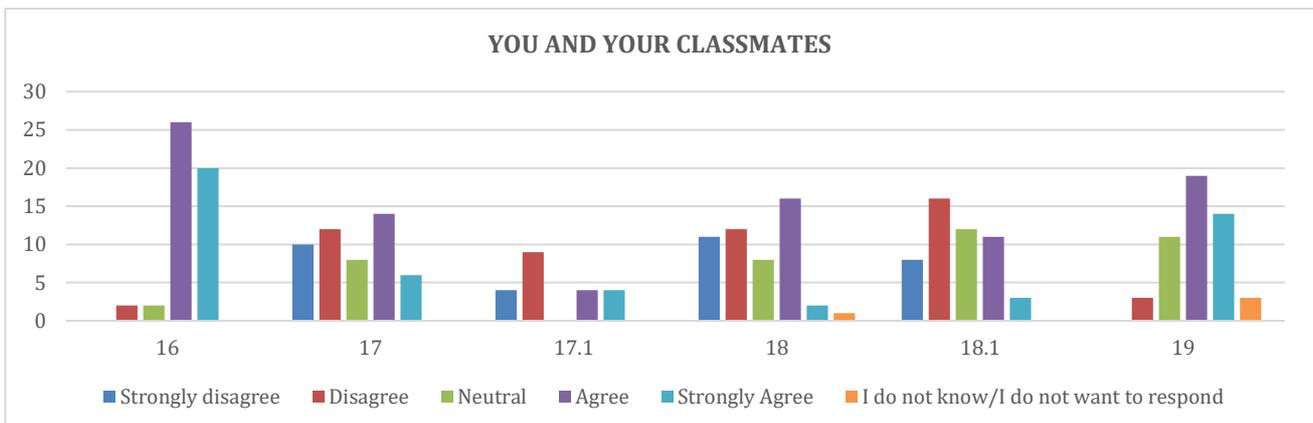

Figure 3 – Responses to the section "You and your classmates"

Note: "16. Do you have a good relationship with your classmates?", "17. Among your peers, did you ever assist to episodes of abuse or mistreatment of someone vulnerable by someone somehow stronger, or more powerful?", "17.1 Do these episodes of abuse or mistreatment also occur through mobile phones and/or Internet?", "18. Do you think that boys and girls have different roles in society?", "18.1 Do you think that boys have life easier than girls (inside and outside schools)?", "19. Are same-sex relations (boy with a boy and girl with a girl) accepted among your peers?".

Students were also asked to identify the emotion they feel most at schools. Answers provided vary from "boredom" and "anxiety" and "happiness" and "fun". Feeling like "anger", "fear" and "sadness was mentioned at least by three students.
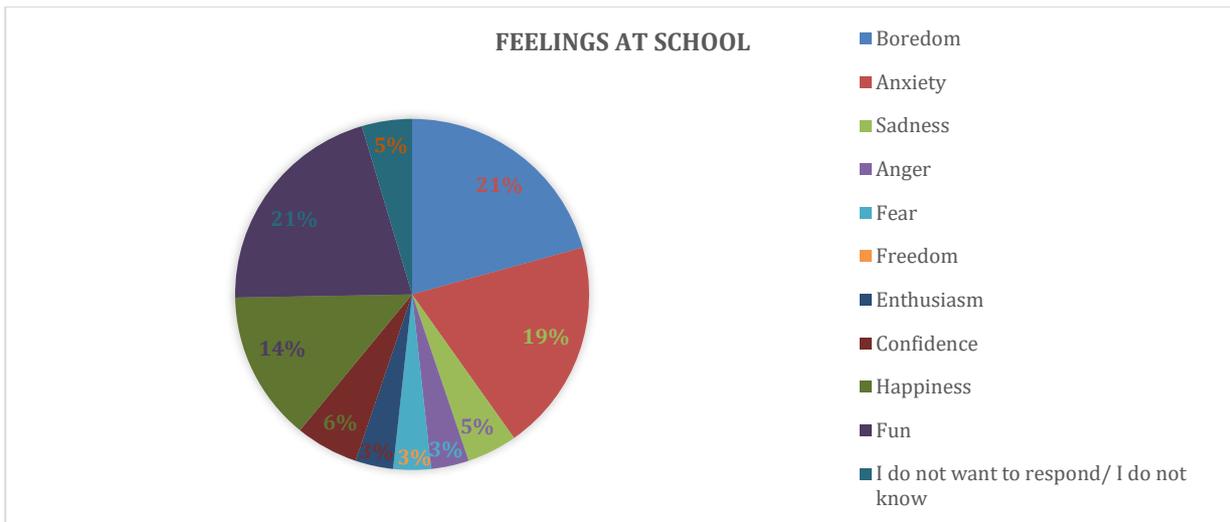
Figure 4 – Responses to the question "What is the emotion you feel most at school?"

"Inside and outside school activities" were also addressed in the survey, as students were asked to provide their feedback on learning activities at school which they believe would best promote inclusion and diversity. Responses point to a global preference for interactive group, outdoor and internet-based activities. Additionally, participants shared their main interests, indicating the activities they prefer in their free time. "Going out with friend/classmates", "listening to music" and "playing sports" were at the top of their choices. Results of this section are described next.
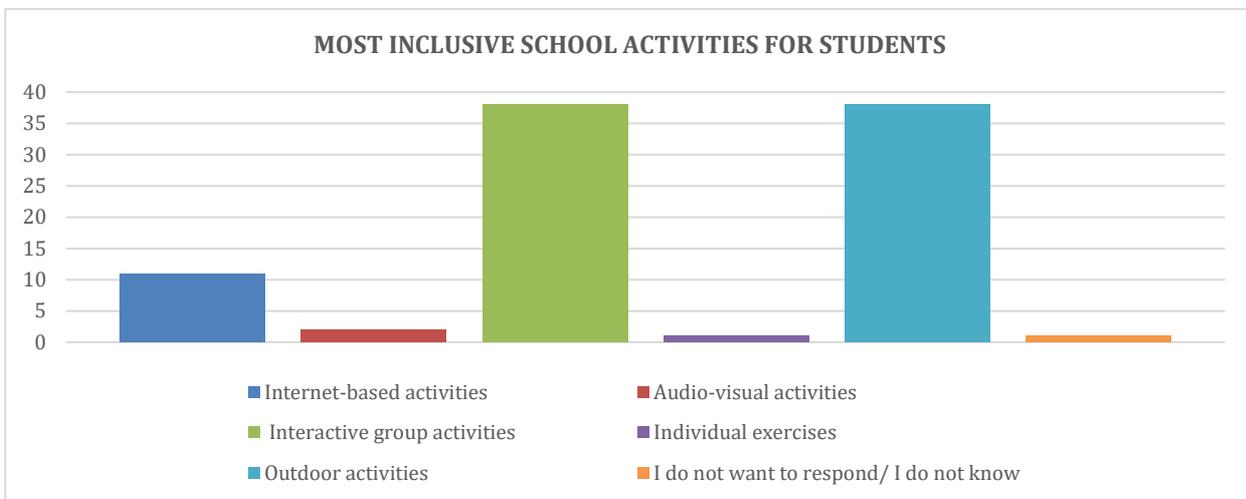
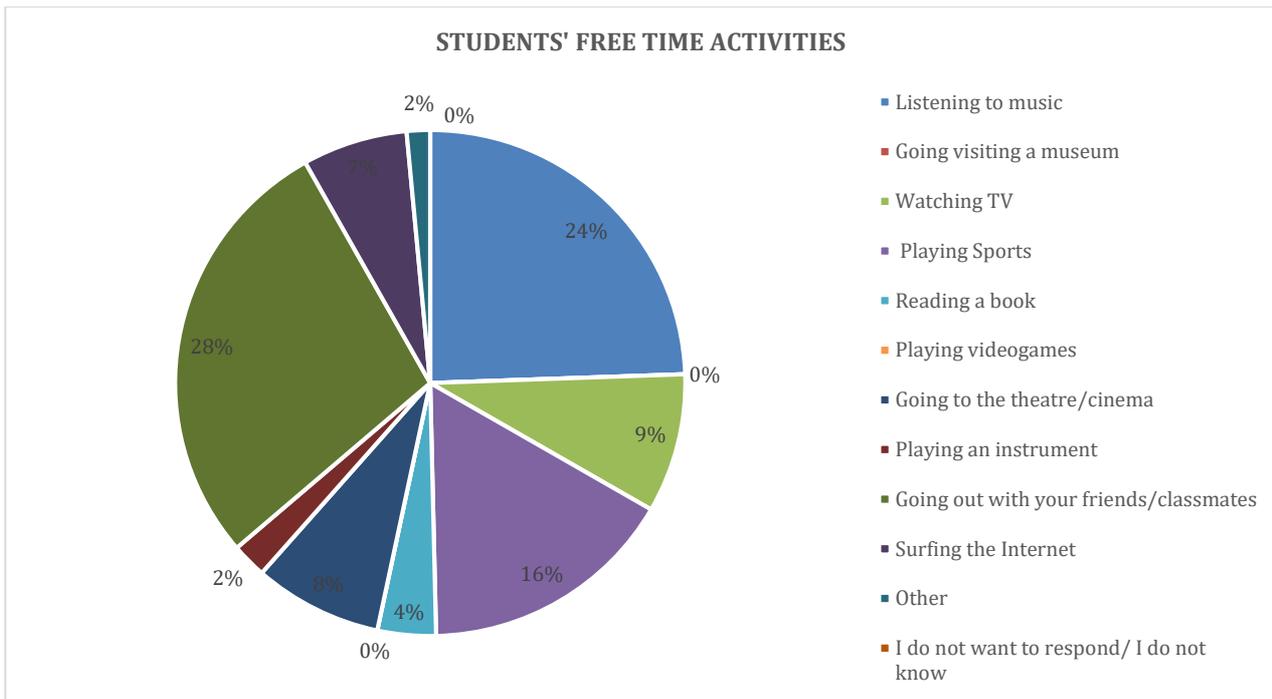Figure 5 – Responses to the question "What are the most inclusive school activities for students?"

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STUDENTS' FREE TIME ACTIVITIES

Figure 6 – Responses to the question "What are the students' preferred free time activities?"

"My school in the future" was a section dedicated to the student's views on the characteristics and activities their school could promote to include and involve all. Playing the role of Ambassadors for Inclusion of Diversity and Multiculturalism, students suggested several different actions, highlighting the importance of campaigns, visits, open days, inter-school, inter-classes and outdoor activities, competitions and games, sports (runs, football,...) and arts (theatre, ateliers…, concerts), exchange and mobility programmes, compulsory activities focusing on relevant topics and promoting communication and debate between students from different cultures, creation of mixed/diverse classes and addressing diversity-related issues in a fun way, open the school to community and prepare it to properly receive and integrate students from different parts of the world, tackle and eradicate bullying, boost students participation and decision

3.2.1.2   The educative program (teachers)

In total, 30 teachers responded to the survey. Most are women, with Portuguese citizenship and have more than 47 years, of which at least 21 years of teaching. Graphics below summarise the respondents' profile.
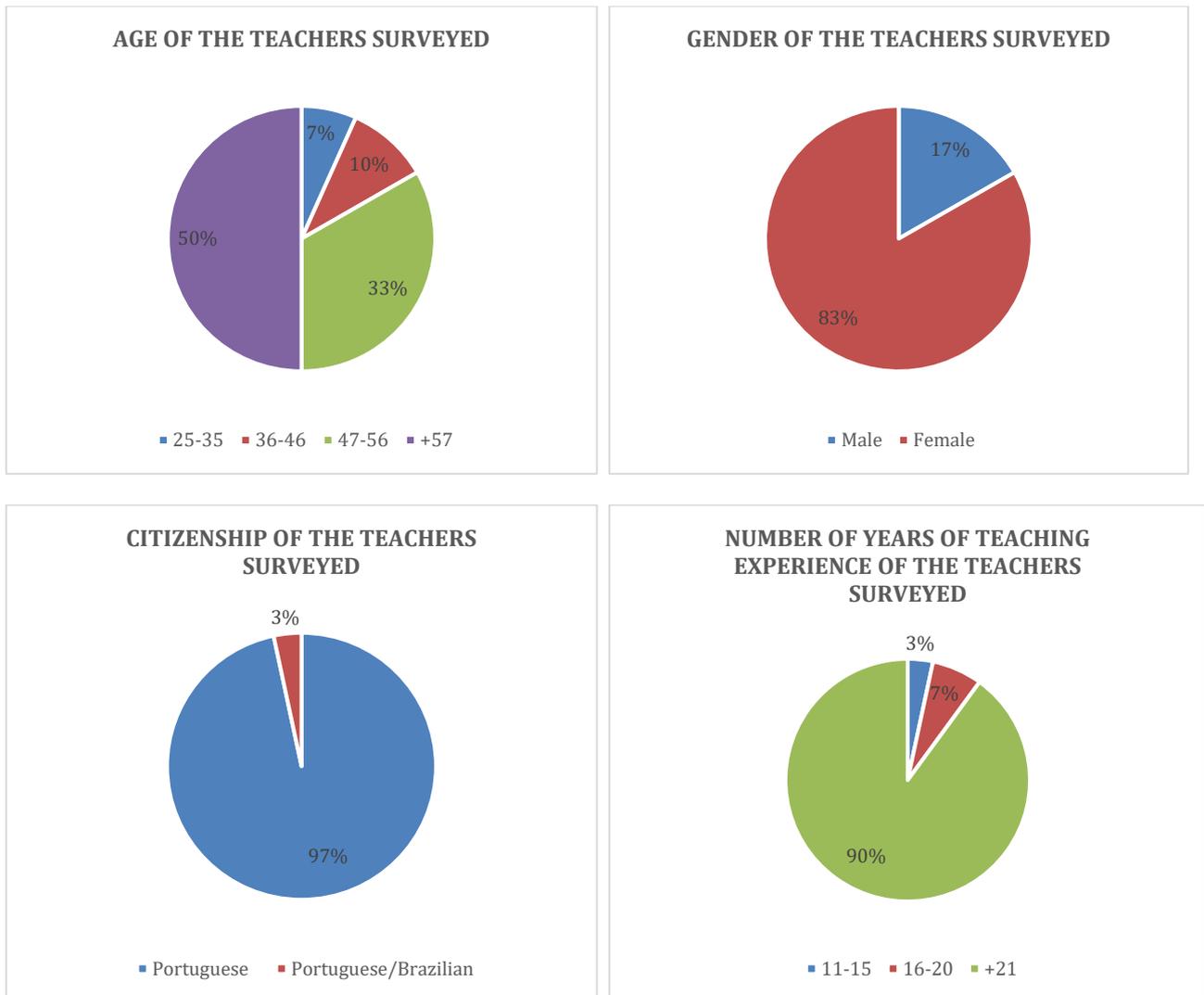
Figure 7 – Teachers' pool – Demographic variables

Participants were asked to reflect upon the school and its educational programme. In general, respondents consider that the first contact they had with the school was friendly and welcoming and agree that the school and its educational programme provides adequate tools or methodologies to support students with learning difficulties as well as that extracurricular activities are promoted to foster full participation and civic engagement of students. Regarding diversity, half of the teachers engaged in the survey indicate that the school has a significant level of diversity or multiculturalism among students and the majority state that coming from a different cultural background affects the way the students learn and respond in class. When assessing the adequacy of the policies and educational project in regards to diversity and multiculturalism, teachers' responses show to be neutral (with a negative trend). In general, respondents agree that the educational programmes are balanced and promote gender equality as well as that there are adequate prevention tools and methods in the school to cope with bullying/cyberbullying among students. Less than 1/3 of the participants disagrees with the fact that homosexuality is still taboo in the educative programmes. Responses to this section of the survey are presented I the next figure.
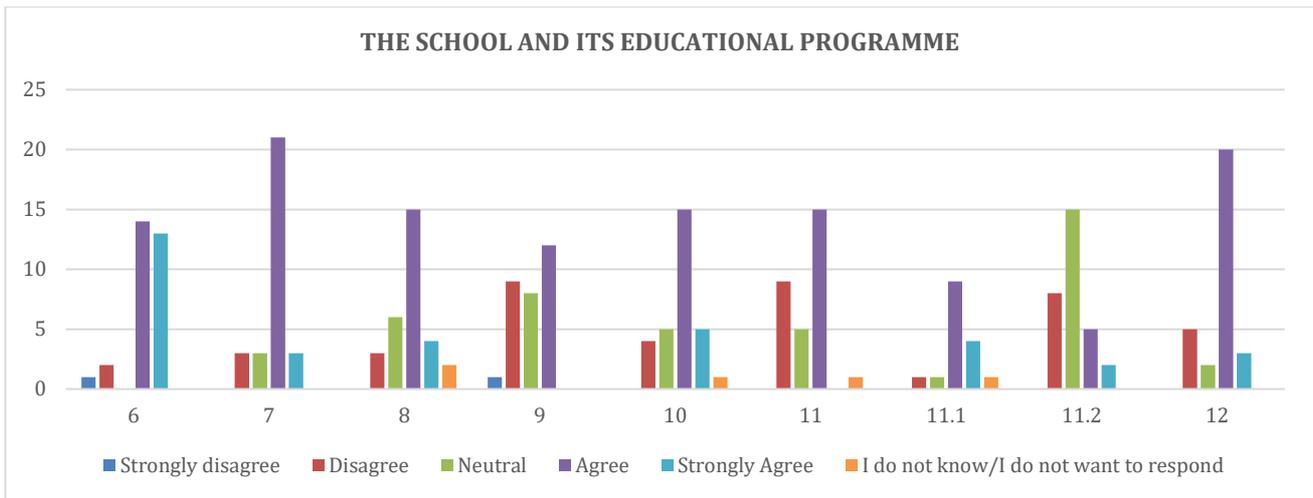
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Figure 8 – Responses on the section "The school and its educational programme"

Note: "6. Was the first contact that you had with your school friendly and welcoming?"; "7. Do you think the school, or the educative program provide adequate tools or methodologies to better support students with learning difficulties?"; "8. Do you think that the school provides adequate prevention tools and methods to cope with bullying/cyberbullying among students?"; "9. Do you think that homosexuality is still a taboo in educative programmes?"; "10. Do you think that the educative program is adequate from the point of view of gender equality?"; "11. Do you think that your school has a significant level of diversity or multiculturalism among students?"; "11.1 Do you think that coming from a different cultural background affects the way the students learn and respond in class?"; "11.2 Is diversity and multiculturalism reflected adequately in school policies and in educative programs?"; "12. Are there extracurricular activities aiming at promoting full participation and civic engagement of students?"

Teachers' were also asked to identify different contexts or methods they believe to be most effective in drawing students' attention and ensuring the full participation of every one of them. Outdoor, interactive-group and internet-based activities were the among the most frequently mentioned options (see Figure below).
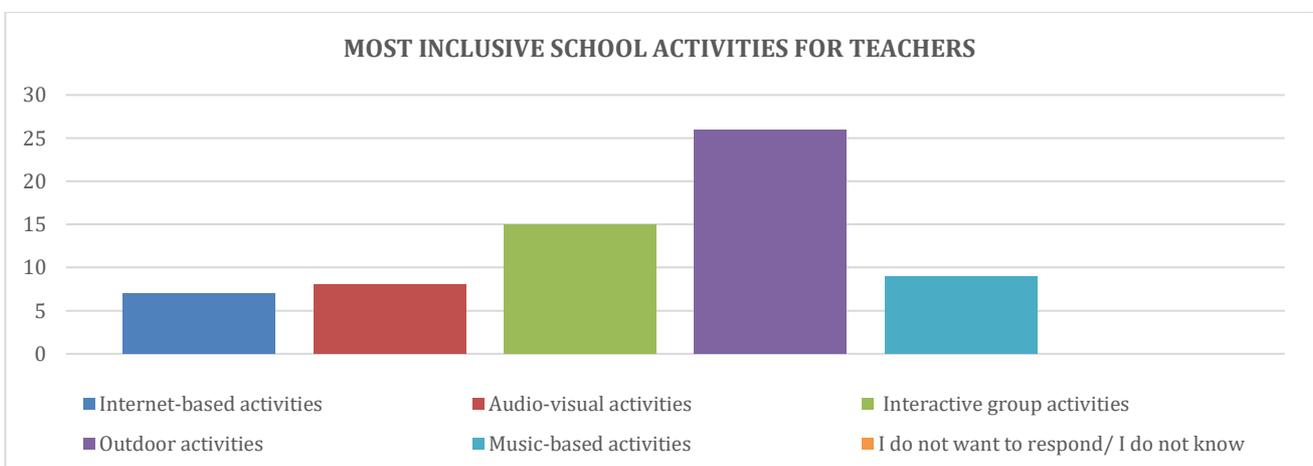

Figure 9 – Responses to the question "What are the most inclusive school activities for teachers?"

Focusing on the school and school environment, respondents reveal that relationship between teachers and parents/carers among staff are good and that they treat each other with respect independently of their roles, gender, class or ethnic background. 1/3 of the teachers, however, considers that parents/carers adequately approach and/or deal with issues concerning diversity and multiculturalism at home and more than half indicate that parents/carers coming from a different cultural background, interacted differently with the school. Moreover, most participants recognise the need for staff training on methods and tools to foster social inclusive education. In general, teachers consider that the school promotes and acts as an adequate and positive role model in what regards to gender equality. Responses are detailed below.
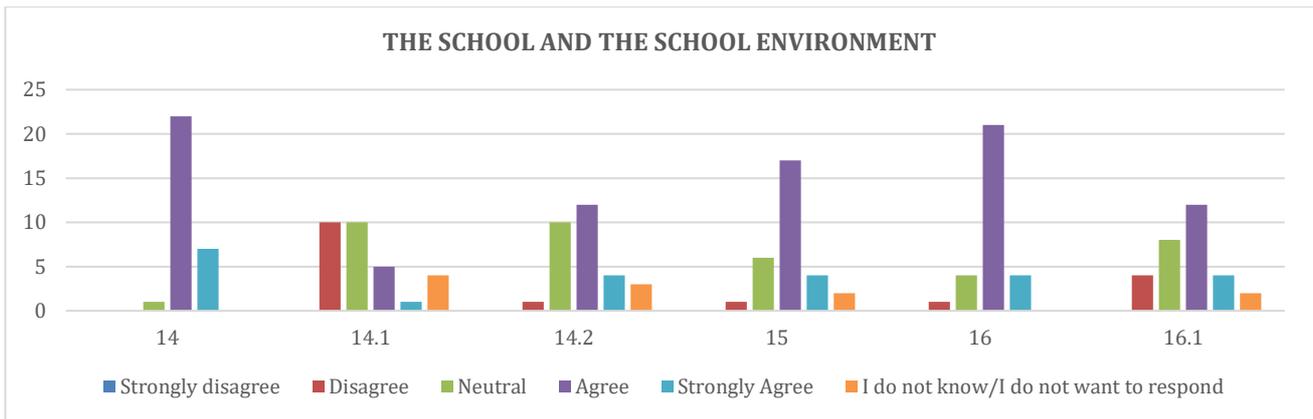
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THE SCHOOL AND THE SCHOOL ENVIRONMENT

Figure 10 – Responses on the section "The school and the school environment"

Note: "14. Do you have a good relationship with the parents/carers of your students?"; "14.1 Do you think that parents/carers adequately approach and/or deal with issues concerning diversity and multiculturalism, with students?"; "14.2 Concerning the parents/carers coming from a different cultural background, do you notice any difference in the interaction of them with the school?"; "15. Concerning gender equality, do you think that the school promotes and acts as an adequate and positive role model?"; "16. Does school staff treat each other with respect independently of their roles, gender, class or ethnic background?"; "16.1. Do you think that school staff needs training on methods and tools to foster social inclusive education?"

Teachers were invited to list key characteristics that curricula, resources and methodologies should have to promote innovation towards more inclusive schools. Answers provided point to: use of technology, establishment of partnerships with the parents/carers and the community, focus on flexible educational environments oriented to the student's learning processes, work with smaller groups to provide customised support, embrace diversity (in a natural way) inside and outside classrooms, be alert to minorities and excluded groups, foster actions to eliminate prejudice and discrimination and allow situations where students "can fell what is to be in others shoes" (including debates, joint projects, peer-work, clubs, music…), train/specialise staff on the topics, adjust curricula and methodologies to foster knowledge and skills (ensuring alignment with the schools/community context and needs), promote integration actions, create a self-help network.

3.2.1.3   The school policy (school leaders)

The four school leaders engaged in the survey have all Portuguese citizenship and, although, with more than 15 years of teaching experience, they are working in their current school (with around 1.900 students and more than 80 classes) only for one year. Most are women, aged between 36-46 years old. Demographic data is summarised next.
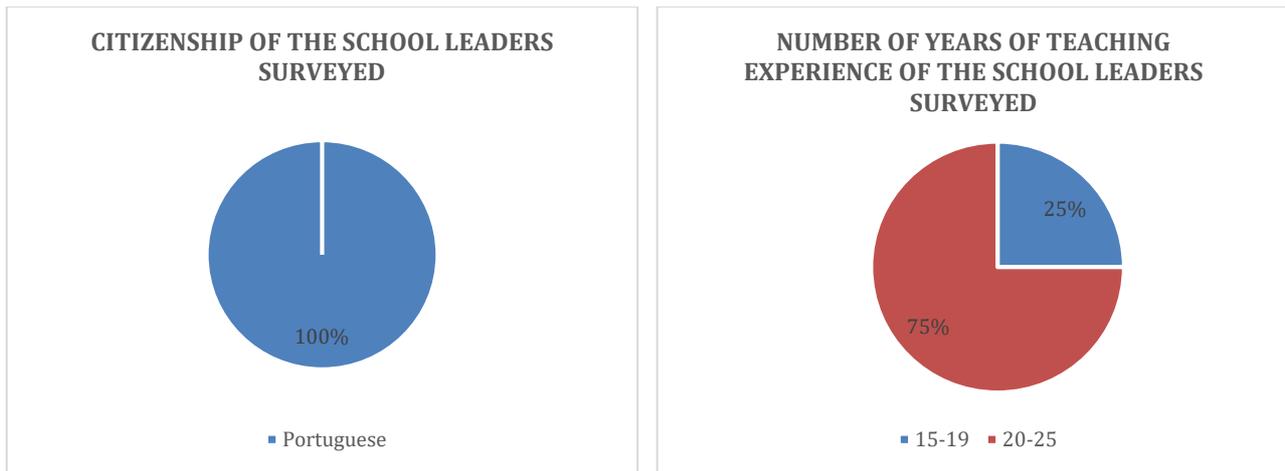
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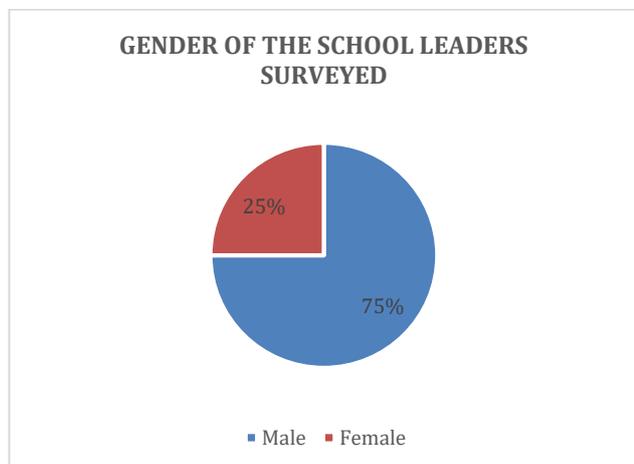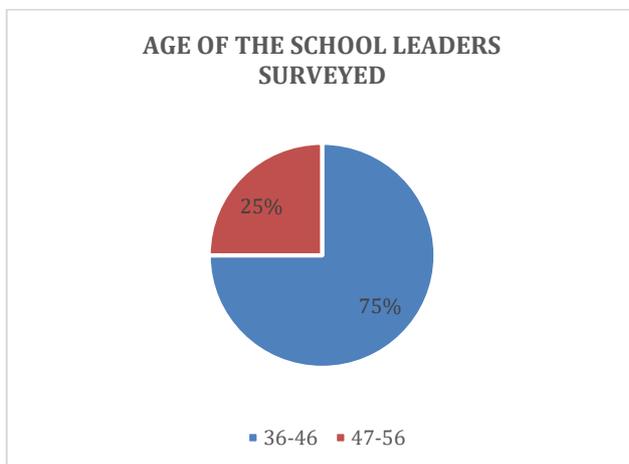
Figure 11 – School leaders' pool – Demographic variables

The first section of the school leaders survey was focused on the school documentation. A helicopter view on the results shows that most respondents agree with the school being considered multicultural and with significant diversity rates, as having a welcoming programme with information and procedures related to inclusion, as well as an educational project and daily activities diversity-friendly. School leaders also agree that teachers address these topics inside their classroom and indicate that there are adequate tools/methodologies for bullying prevention and intervention. Results to this section of the survey are represented in the following figure.
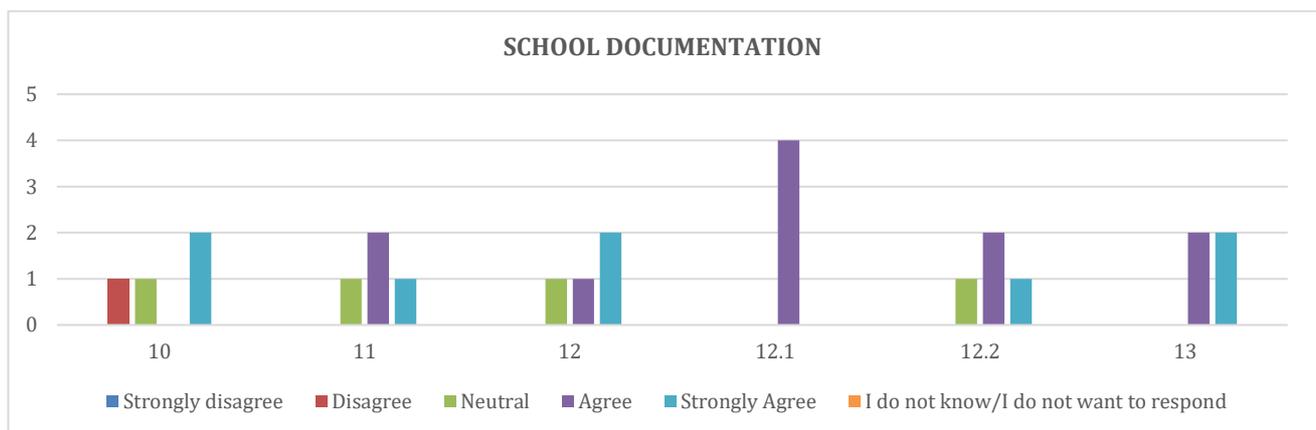

Figure 12 – Responses on the section "School documentation"

Note: "10. The school can be considered multicultural and with significant diversity rates."; "11. The school's "Welcoming Program" includes information and procedures concerning inclusion and tolerance towards multiculturalism and diversity."; "12. The educational project reflects the school's concern for gender equality, diversity, multiculturalism, and inclusion."; "12.1 In its daily activities, the school promotes these values and reflects them in the activities organized."; "12.2 These values are also approached and worked by the teachers, within the classroom and with the students. "; "13. The school and the educative program provide adequate tools or methodologies towards the prevention of bullying episodes and towards the intervention in case any bullying situation takes place."

Regarding the school information, most school leaders agree that awareness-raising activities, involving families, are carried out to promote/develop more tolerant behaviours and half consider that similar activity to inform families about the services and solutions the school offers are also implemented (see figure below).
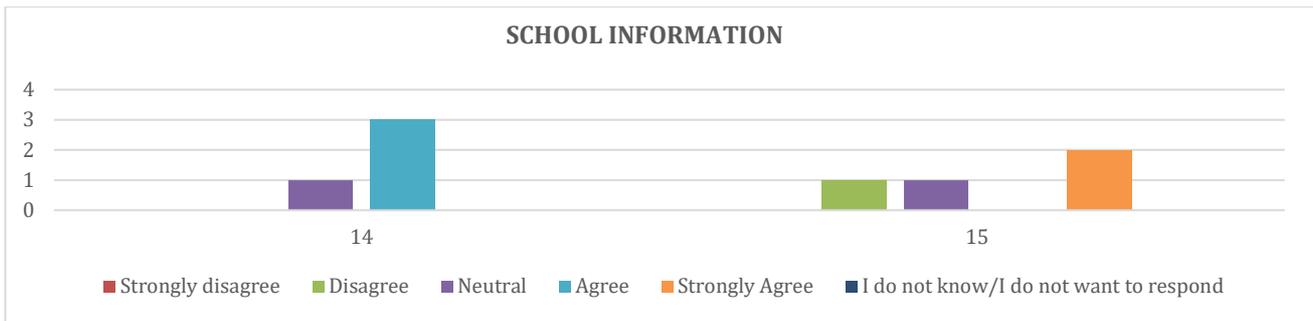
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Figure 13 – Responses on the section "School information"

Note: "14. Awareness-raising activities, involving families, are carried out in order to promote/develop more tolerant behaviours."; "15. Awareness-raising activities, involving families, are carried out in order to inform about the services and solutions the school may offer."

Asked about different contexts or methods that could be most effective in drawing students' attention and ensuring the full participation of every one of them, school leaders refer to outdoor, interactive-group, and Internet-based activities (as presented next).
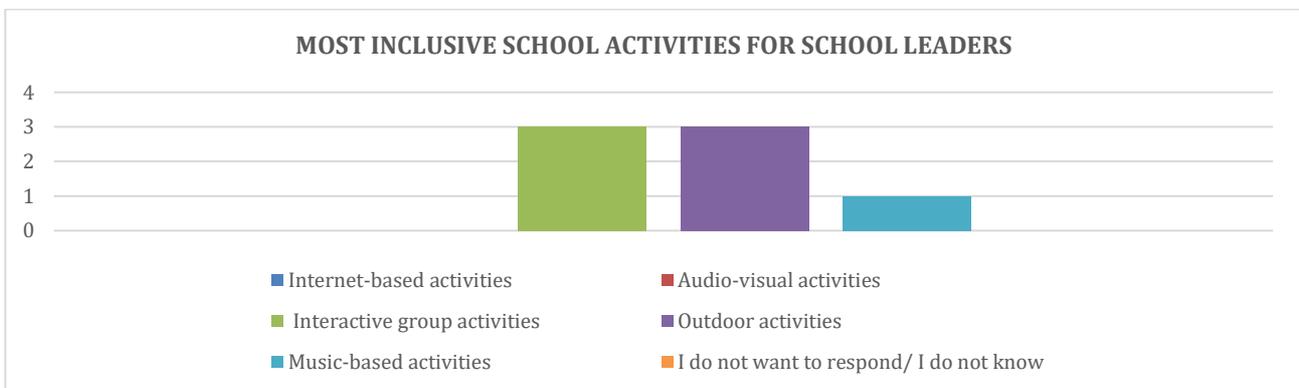

Figure 14 – Responses to the question "What are the most inclusive school activities for school leaders?"

All respondents agree that training/specialisation in "social inclusion" is needed for the school staff, as summarised in the Figure below.
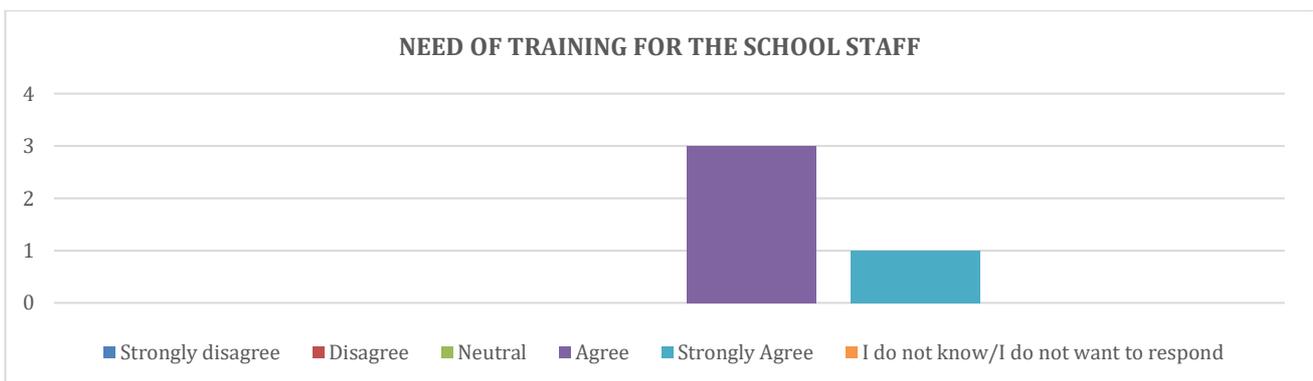

Figure 15 – Responses to the question "School staff training concerning values of "social inclusion" must be improved?"

Assessing the context in which the school is embed and the interactions school-community, the respondents stressed that there is a consolidated network, that collaborative links to foster inclusive education already exist with key actors from the surrounding community and that cooperative protocols to avoid any type of discrimination inside the school. These results are summarised in the following figure.
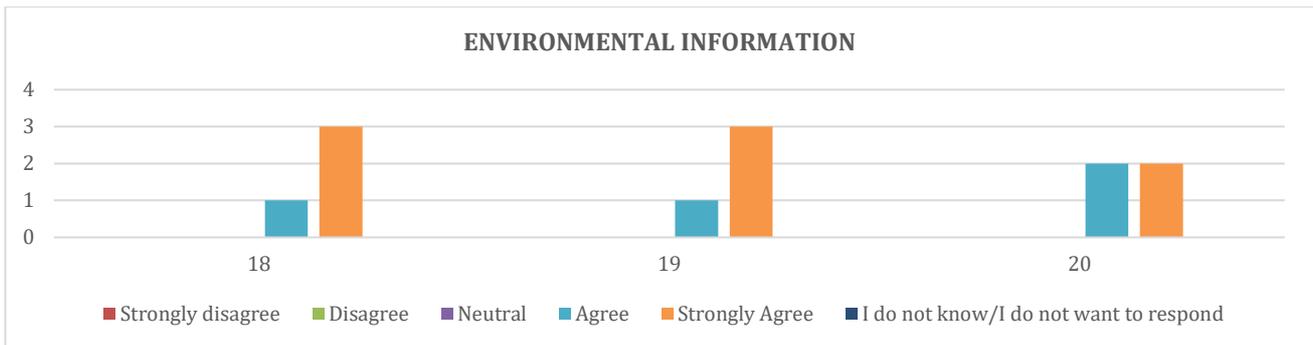
Figure 16 – Responses on the section "Environmental information"

Note: "18. The school is part of a consolidated network with the most immediate environment."; "19. There is a collaboration with local administrations, institutions and other relevant organisations of the environment to promote an inclusive education."; "20. The use of co-operative protocols developed by the local authority is implemented to avoid any type of discrimination inside schools."

School leaders were also asked to list key characteristics that curricula, resources and methodologies should have to promote innovation towards more inclusive schools. Answers provided point to more flexible and less extensive curricula and the use of innovative resources and methodologies that are attractive to all students and support their learning processes.

3.2.1.4   Surveys' information comparison

Overall perceptions of the surveyed participants are very similar. Students, teachers and school leaders consider that the school are diverse-friendly and that this is reflected in the educational project and school/classroom environment. Good relationships are held between students, students and teachers, teachers and students, between teachers and teachers and families. Teachers and school leaders mention documents, tools and resources that support the inclusion of all students as well as the combating to any form of discrimination and peer violence. The respondents also stressed that are good interactions school-community and a robust network community.

Areas of improvement, in the views of the students, were mainly related to their involvement in more participatory processes and with the enhanced of the debate about cultural diversity-related issues inside classrooms. Students also indicated that there are episodes of abuse or mistreatment among their peers. Teachers suggested that the educational project could be enhanced in terms of diversity and multiculturalism and agreed that there is a need of parents also adopt positive approaches to cultural diversity-related topics. In general, teachers recognised the importance of additional staff training on methods and tools to foster social inclusive education. School leaders also agree that training/specialisation in "social inclusion" is needed for the school staff.

Most effective activities in drawing students' attention and ensuring the full participation of all are: outdoor, interactive-group, and Internet-based activities. All groups of surveyed participants agreed on this.

3.2.2 The focus group: comparing results and conclusions

The focus group with the members of the school community involved 14 participants, including school leaders, teachers, students and representatives from parent's association. Their views were generally in line with the results of the surveys, as showed below.

Although agreeing that there is an effort for promoting social inclusion in schools and embracing the diversity, participants of the focus group with the school community mentioned that the educational settings reflect society and **there is a significant path to follow to ensure equality and inclusion** (which are more complex than accepting or integrating). Examples of areas where improvements are needed include the inclusion of Roma

communities, understanding and respect for cultural differences as well as the mitigation of socio-economic barriers (economic problems are commonly linked to discrimination). Differences linked to sexual orientation and disabilities or special needs were also mentioned.

Challenges and barriers to social inclusion are, in the views of the participants, linked to socio-economic factors, which are at the basis of discrimination and prejudice due to the lack of positive values and respect for diversity. Teachers put a great effort in combating stereotypes, promoting democratic values, critical debate and encouraging inclusion, namely through eclectic activities that complement the curricula and allow all students to feel part of the environment and processes. The existence of long and formal curricula to be followed and insufficient financial resources were also highlighted as potential barriers. Additional challenges to inclusion were linked to students in risk of dropout and with lack of motivation and interest in the educational path.

The school prevents and intervenes in situations where risk or actual cases of **peer violence** exists since 2007. Despite previous assessments in the school reveal that reported cases were few, the prevention/intervention programme is still implemented and there are training sessions for teachers and awareness sessions about **bullying and cyberbullying** for parents and students since the first cycle, which benefit from several partnerships with key local actors, including the municipality, police. When peer violence is reported, the class director, victim and aggressor (as well as potential witnesses) analyse and solve the situation.

Participants indicate that the school is also committed to **gender equality** and that there also specific partnerships created with relevant organisations operating in this field and that support sessions of information and awareness raising for students. Special sessions dedicated to domestic violence (dating) are frequently organised.

Students with **learning difficulties** have individual plans to overcome their barriers. Although facilities, resources and tools are made available, teachers consider that more solutions could exist to support them and their students. In general, they agree that tutorial activities have a greater impact and therefore, the school is one of the country schools with more tutorial hours available to students. Examples of effective projects engaging students with learning difficulties and students in risk of dropout were provided.

Focusing on **multiculturality**, participants referred to some degree of diversity and the absence of barriers to their integration and inclusion in the school environment. Students facilitate these processes and teachers consider that diversity has a positive impact inside the classroom. Social media tools were highlighted as supporting mechanisms.

Cooperation with the school community and strengthening of bonds between different schools is also valued and reflected in activities for the promotion of democratic values, including solidary fairs and activities designed to engage all students through sports and performing arts. Especially in the third cycle, students are engaged in a project that can be linked to different topics (including gender equality, bullying, prejudice, etc.) and present the result in a global event together with other schools.

3.3 Around schools

Complementing the field research activities developed inside schools, methods for collecting the views of other key actors were also implemented, engaging nine participants in a focus group targeted to other members of the local community (including parents associations, non-governmental organisations actively promoting equality and social inclusion as well as youth empowerment, children and youth protection services, municipal services and local agencies, higher education institutions, etc.). This focus group was organised by the local municipality and moderated by INOVA+.

Additionally, semi-structured interviews were carried out with experts in education and social inclusion. INOVA+ was responsible for the interview programme and engaged 10 specialists linked to organisations such as the Ministry of Education, the National Agency for the ERASMUS+ programme, Casa do Professor (teachers association),

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Portuguese Institute for Sports and Youth, National Federation of Youth Associations, Fundação da Juventude (association), Cáritas Diocesana de Coimbra (NGO) and International Amnesty Portugal (ONG).

3.3.1 Inclusive education: interviews

The interviewed experts from the educational field described an **inclusive school** as a "community" that promotes collaborative dynamics in favour of diversity, respecting the individuality of each one of its members, providing adjusted solutions to enabling them to develop all their skills. An inclusive school starts with the differences and promotes the development of all, ensuring equity of opportunities and education to all. It is deeply based on humanistic principles, putting students at the centre of the educational project and of the pedagogical approach of the teachers, and engaging parents, families, communities and all the relevant actors.

The specialists involved in the project also highlighted the efforts that are being done at different levels (from the government, to schools and civil society) to foster inclusion through education. The new legal framework was mentioned as an example of a step further. Reflecting on the question "**are the Portuguese schools inclusive**?", interviewees reveal that they are concerned and try to prioritize inclusiveness, but there is still a large path to follow and that in practice schools are confronted with several barriers. They alerted to the need of acknowledging that schools and respective communities are also diverse as well as that the individuals and community are mutually influenced (which is key if we are adopting a whole school approach). However, a great progress is considered needed as, for instance, considering the Portuguese performance for European 2020 targets. If at the preschool level, results are positive (near 94%), for the secondary school, and despite a relevant improvement, Portugal still have 13% of young people (between 18 and 24 years old) dropping out before completing the compulsory education. This indicator shows that we are not ensuring education for all.

Regarding particularly to **multiculturality and interculturality**, these are especially relevant for some schools integrated into more heterogeneous communities. Successful experiences related to School Network for Intercultural Education and TEIP schools – Schools in Priority Intervention Educational Territories – were pointed. In these schools (representing less than 20% of the national schools), these topics are very well defined and capable and specialised teams (of teachers, animators, social workers, psychologists and anthropologists ...) work collaboratively with the communities where schools are inserted (often in neighbourhoods and at other times with very predominant ethnic groups).

About **main needs and key priorities**, experts mentioned the importance of ensuring that key players of the educational system (namely teachers and school leaders), by the one hand, have access and are encouraged and supported to attend training on inclusion-related issues and, by the other hand, strengthen and incentivise the collaboration with parents, families and communities. Training and networks can contribute to more effective actions. With the new legal framework, all the relevant stakeholders (students, teachers, school leaders, communities) are called to act in a new paradigm that requires different approaches and methodologies in the classrooms and schools, more inclusive views embedded in the educational projects (and curricula), ensuring that equal opportunities are created based on the assumption that one starts from different points and that learning environments are built from that. As such, priority should be given to:

- increasing communication links inside schools and with the community;
- encouraging the engagement of parents and strengthening their connection to school;
- creating opportunities for discussing cross-curricular themes and promote collaborative and cooperative teaching and learning;
- contributing to the critical and secure use of widespread communication resources, including the internet;
- promoting the involvement of the school in partnerships and (national/international) collaborative projects;

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- understanding of European pluralism, in its similarities and differences, creating a genuine European spirit of active citizenship among the school members and pass it on to the community in which the school is integrated;
- Contribute to awareness of European and global interdependence and the need for cooperation as well as for the creation of a sense of responsibility with regards to peace, human rights and the protection and conservation of the environment and cultural heritage.

Cooperative actions and strengthen bonds within and between different stakeholders of the educational community were stressed as priorities by the interviewees, who suggested that educational projects (that are internationalized through the Erasmus + program) should be complemented or supported by community projects that involve relevant actors, heard in all the phases of the processes, and address specific needs of the educational territory . For this to happen, is essential that the schools allowed them to open up their walls, especially for parents and families. Caregivers need to be motivated and encouraged to collaborate with the school and up to now, when parents go to the schools (called or by their initiative), normally is because something wrong happened. Their engagement needs to be valued using positive approaches.

Focusing on **key topics to address for more inclusive educational environments**, experts again notified that needs vary a lot and that regional differences should be considered from a more accurate analysis. For instance, in Lisbon, the issues of multiculturalism could be more preponderant than other regions, such as Coimbra, where, for instance, bullying could among the priority topics to be addressed. Regardless of the geographic diversity, most of the experts considered that socioeconomic factors are the top of the list ("*when we look at the data from our education system, we see that this continues to be the main predictor of success or failure"*). A few also mentioned the need for early intervention as well as the vital importance of learning to understand the other.

Based on the need of considering the specificities of the schools and local communities, experts views varied a lot: whereas some included multiculturalism as a key priority, other considered the cultural diversity is among the less urgent topics to be addressed. The same happens with the topics of disabilities (for instance, some experts noted that stakeholders are now well informed and significant progress was already achieved while others mentioned that people with disabilities still face many difficulties, at structural, organizational and pedagogical level).

Bullying/cyberbullying, homophobia and gender stereotypes were included in the middle. Current knowledge and skills of the teachers, as well as approaches of schools, are considered insufficient.

Especially in relation to **bullying**, references were made to the fact that although schools recognize the importance of this problem and school leaders and teachers are alert, this menace is underestimated and very frequently there is confusion between bullying, indiscipline or age-appropriate fight-behaviours. There is a need for developing and setting in place mechanisms to prevent bullying and cyberbullying (not using an approach of resolution only when damage already exists). Experts indicated that school leaders need to put these issues on their agendas and include them in educational projects of the schools. The programme Seguranet[21], promoted by the team of Educational Resources and Technologies of the General Direction of Education, was indicated as an effective tool preventing bullying/cyberbullying in Portugal.

Experts agree that **gender issues** have deserved more attention in recent years and there is a relevant progressed achieved and interesting level of awareness for the related issues. However, they share the idea that is still an important way to go using two side communicating ways: by the one hand, informing, enhancing knowledge and skills and combating stereotypes of a dominant culture, and by the other hand avoiding radicalisation of ideas and speeches on these topics. Interviewed experts also mentioned that gender stereotypes are still present in educational settings, reflecting the cultural context in agents of socialization (parents, teachers) and in the materials (curricula and syllabus).

Regarding the topics linked to **persons with disabilities,** experts refer to the significant improvements done in the past years and the provision of several support services. Nevertheless, they consider that more training for teachers

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[21] http://www.seguranet.pt/

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and school leaders could favour the still lack of enough and effective responses to the current needs (with an increased number of students needing special measures to support them to perform better in school. The trend so far was to give diplomas to those who are good students and implement recovery plans for those who are not (for instance, through measures such as improvement/follow-up plans, recovery classes, alternative curriculum projects, …). The focus is not preventing and ensuring that all have the conditions to achieve and overcome their potential. However, there has been a clear attempt in recent years to create different solutions (the EPIS project was highlighted as a good practice). Also, the new legal framework makes an important contribution: it will allow different professionals to take a fresh look at these issues and work together to create inclusive educational projects ("*Within the new legislation, disability comes naturally within the concept of inclusion: there is no need to regulate whether or not a student has special needs because it is assumed that everyone has specific needs*").

Good practices pointed out by the experts related to policy frameworks, incentives, projects and practices. For instance, the recently published legal framework and set of instruments (strategies, decrees, supporting documents) or incentives such as Social Integration Income (RSI). Besides those already mentioned, the learning communities project INCLUD-ED[22] (that is being piloted in Portugal by the General Direction of Education in 11 clusters of schools) was also emphasised. ("*The idea is to bring to the schools the most disadvantaged and stereotyped communities and to use the basic principles of inclusive education - such as egalitarian dialogue – to put into practice more successful educational measures/actions built-on a strong community-school interaction*".)

Reflecting upon the **role of technology**, interviewed experts globally agree that access to digital media, applications and serious games must be inclusive (equal for all) and content must be inclusive, having the main purpose of facilitating learning processes of students, autonomously or with peers, and with support and under the supervision of tutors, teachers and parents. As such, technology can be supportive and help to create learning environments that allow all students to learn.

The views of the experts about **supporting systems that can enhance teachers' knowledge and skills** as well as enable and empower them with new pedagogic methodologies were also collected. They defend that existing funding programmes in the educational field, such as Erasmus+ or other national initiatives, are pivotal as they facilitate the reinforcement of educators' competences on the themes of inclusion and underpin the sharing of good practices at transnational level and the contact with different realities and methods. Also, completing the educational offer provided by the Ministry, there are in Portugal more than 90 Training Centers of School Associations that develop a lot of certified training. Additionally, there are also associations and NGOs playing a relevant work at this level (for instance, Casa do Professor).

Interviewed experts agree, however, that working with a small number of students of each school does not generate the desired results and that more systemic and continuous actions are needed and this is supported by their perceptions on the **educational projects and their links to citizenship**. Interviewees share the perspective that schools are mainly focused on academic success and failure. Yet, citizenship issues are now emerging and will be reinforced in the short term with the National Strategy for Citizenship Education and with the creation of a school coordinator for citizenship education which provides the possibility of drawing a curriculum in each of the school groups from pre-school to high school. ("*Moreover, the discipline of citizenship and development is compulsory from the 2018/2019 school year (for 2nd and 3rd cycle) and with the curriculum that will be traced by the groups of schools, citizenship will be more present in some action plans of some departments and that this will later be transposed to the educational project of each of the groupings.*").

Focusing on the **type of activities that could be more successful to address these topics**, experts stressed the importance of (regardless of their nature) relating them to facts & figures, ensuring their relevance and alignment with the needs of the schools and local communities as well as guarantying sustainability. Arts & performance-linked activities (theatre, production of videos), as well as sports, were included in the list of the most motivating

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[22] http://www.dge.mec.pt/comunidades-de-aprendizagem

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actions, together with the promotion of debates and roundtables that put students at the centre and give them a voice in the process.

3.3.2 Social inclusion of youngsters: interviews

Experts in the social inclusion of youngsters referred to prevailing research and their experience to comment on **cumulative causes for the exclusion of youngsters** and indicated the need of recognising the complexity of this subject, considering different components such as socioeconomic, environmental, cultural, etc. They shared the view of intergenerational cycle linked to poverty (absence or insufficiency of economic, educational and cultural resources) and profiled exclusion in their relation/dependence to situations of social and economic disadvantage; low parents/family education; health problems; little investment in schooling; where geographical obstacles exist, and cultural differences are larger (and complemented by the fact of belonging to a minority). These causes where presented as linked to discrimination, youth unemployment, precarious employment, school drop-out, which consequently also generate poverty and marginalization. Unemployment prevents young people from accessing goods and services such as housing, leisure, education. Poverty does not only represent the absence or insufficiency of economic resources but also the poverty of cultural and educational resources.

Schools and local communities play a key role in breaking these intergenerational cycles of exclusion and mitigating the influence these cumulative causes have. Is through education and acculturalization processes (linked to socialization) that one can promote mechanisms of social inclusion, equality and non-discrimination in young people. Volunteer and associative activities can also foster citizenship, raising critical awareness and respect for diversity and human rights. Although great progress is considered to exist in the past years, much more needs to be done. For instance, schools are called to be more focused on educating active and participative citizens, this meaning that in addition to academic knowledge, the school must necessarily and naturally to promote democratic values during all the educational path of their students. The basilar stones should be both non-discrimination and equal opportunities. (*"It is not because we do not discriminate that we are promoting equality. This only happens when we allow everyone to be on the same level and can grow, evolve and participate. The school has worked hard the issues of discrimination still have much work to do to promote true equality".*)

Reflecting on **priorities and challenges to the promotion of social inclusion of youngsters in schools and communities**, interviewed experts considered imperative to educate young people towards active, responsible and supportive citizenship and highlighted the positive impact this would have in the fight against hate speech and extremism that devastate Europe and the world. As such, the development of the students as citizens needs to be at the centre of the educational project, a global and holistic perspective. Students participation in decision-making processes of the school is a powerful tool to empower them and encouraging other actors of the educational community to be more prone to hear their voices and support actions in line with their opinions. The work that is being carried out by International Amnesty Portugal and the Human Rights-Friendly Schools[23] project was highlighted as a good example of these participatory processes. This initiative seeks to empower all people within the school community to participate more actively, bringing the values of human rights into the classroom and to the way people relate inside and around the school environment. The focus is mainly on participation and bringing students, especially, those in risk of exclusion to identify problems and solutions and to be human rights activists, fighting against discrimination and promoting equality.

Experts interviewed mentioned also the importance of strengthening the relationship that schools and families have. *If the school is unable to maintain a close relationship with parents and caregivers, changes cannot be achieved.*

Although acknowledging the relevance of topics linked to multicultural diversity (which have a greater importance in the actual context of refugees crisis), the experts interviewed considered that other **topics could currently be need of more urgent interventions at a national and local level to promote more inclusive educational**

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environments, namely bullying/cyberbullying. In general, they perceive schools as unprepared to respond to this menace. Homophobia, gender stereotypes and people with disabilities were also mentioned among topics to priories.

The pool of interviewed experts suggested several **good practices** that engage directly youngsters in awareness raising actions and debates about these different themes. For instance, the "Citizenship Infobus" (promoted by FNAJ - National Federation of Youth Associations) went through schools from north to south of the country, sensitizing young people for equality and non-discrimination, working with them the concepts of homophobia, gender stereotypes, disability, and bullying/cyberbullying. The actions integrated into the "No Hate" European Campaign (promoted at the national level by organisations such as the IPDJ – Portuguese Institute of Sports and Youth) and focused on fighting online hate speech. Projects such as DESIGUAL[24] (led by Caritas Deceoseana de Coimbra), TRESCA Europe[25] and GET FORWARD[26] (both promoted by Fundação da Juventude) and the initiatives under the umbrella of the Choices Programme[27] (namely, CERCAR-TE, led by Espaço T, MAISXL, promoted by the Municipality of Almada and TRAMPOLIM, led by the Municipality of Coimbra), were also presented as initiatives with very positive results in combating stereotypes and prejudice, promoting social inclusion of young people.

Experts agree that key organisations operating in social inclusion already build their actions based on a collaborative approach with schools. Although they consider that schools are receptive to cooperative work, they also stressed the need for strengthening the networks and their links. The technology was highlighted as a relevant supporting tool at this level.

Regarding the **type of activities with greater potential to better succeed when working these topics**, experts suggest those build-on non-formal education methodologies (group dynamics, games, workshops and roundtables), that can be more appealing and encouraging to students' participation and use as basis experiential learning dynamics where participants are invited to "put themselves at each other's feet". Successful factors pointed out by the interviewees included activities with a clear focus (especially targeted to knowledge, skills and values) and with some duration in time (for instance, camps or young parliaments in schools).

3.3.3 Findings: cross-checking focus group and interviews results

When referring to the **importance of social inclusion for the learning systems**, participants engaged in the focus group highlighted the significative progresses that will be underpinned by the new legal framework but also pointed to the need of addressing social inclusion and related topics in a natural way and develop actions to ensure equal opportunities for all, regardless of the individual's socio-economic and cultural background. These two dimensions should be removed from the equation, not influencing (as they currently are) the educational success (which should also be considered more than the educational performance).

In fact, socio-economic factors were pointed as one of the main **barriers for the inclusion**. Other barriers or challenges stressed by the participants included the perceived insufficient specialisation of teachers in topics linked to vulnerabilities or cumulative causes of social inclusion as well as the role of the families (in their preferably close relationship with school) in socialisation and transmission of diversity-friendly sociocultural values. In this latter case, participants consider that much needs to be done to ensure both that the dominant paradigm of our society is inclusive and that parents actively collaborate with schools to foster positive attitudes in line with a plural and diverse world. Participants consider that schools need to find more effective ways to engage families and promote their participation. They also agree that schools, although committed and interested, struggle with the lacking stability of their teaching teams, a problem that tends to be reflected in short and focused collaborative actions instead of a holistic and sustainable intervention. An additional barrier pointed by the participants was linked to

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[24] https://www.caritascoimbra.pt/project/desigual/

[25] http://trescaeurope.eu/en/the-project/tresca-europe

[26] Http: // www. fjuventude.pt/en/1445/get-forward.aspx

[27] https://www.programaescolhas.pt/

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the demanding-long curricula and the time teachers need to allocate to ensure that formal learning and assessment is fulfilled. These barriers relate directly or indirectly with the motivation and interest of students in risk of exclusion, who feel difficulties in integrating themselves and achieving the expected academic performance. In general, innovative and more effective solutions are considered necessary to ensure the engagement of these students along the educational path.

In what regards to **bullying and gender-based violence**, participants indicated several actions (inside and around schools) promoted by different organisations (youth associations, civil protection services of the municipality, etc.), including awareness-raising sessions, debates, conferences, among others. In general, they agreed that a collaborative platform with the schools (which identify the topics and engage students in the activities) and participative methods (empowering students to inform their peers) are more effective. Preventive and intervention programmes were mentioned by the participants.

In the views of some participants, gender-based violence needs to be combated also through the elimination of **gender stereotypes** that are currently also conveyed in the syllabus, which still have a sexist approach, and that is not properly deconstructed by all teachers, due to their insufficient preparation in these subjects.

Focusing on the **cultural diversity** of the Portuguese schools, participants mentioned that the level of heterogeneity inside schools and classrooms vary depending on the geographical context, being higher in Lisbon and the Setubal Peninsula (where there are more schools with the certification of intercultural school provided by the Ministry of Education[28]).

When sharing their views on most successful activities and partnerships, participants indicate that the most important is to ensure continuity and adopting holistic approaches (from pre-school to higher education and lifelong learning paths). Key priorities to consider include: engaging representatives of multi-diversity and multiculturality and given them voice (for instance, inviting associations such as Mais Brasil and Caboverdeana or the national Intercultural Advisory Committee to participate in the activities); using performative arts and sports as facilitation tools; working topics linked to empathy and human relationships, which are basilar stones for raising good and informed citizens that respect and value the diversity; offering training to teachers to enhance their knowledge and intercultural competencies; and strengthening the bonds between schools, families and local community.

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[28] http://www.dge.mec.pt/selo-escola-intercultural

whole school social labs   wholeschoolsociallabs.eu

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4 National Findings: Synthesis

4.1 Overview

Recently changes in the national legal framework reflect a pivotal twist towards more inclusive educational environments, inside and around schools. Newly published decrees on Inclusive Education and on Curricular Autonomy, as well as the Exit Profile of Students Leaving Compulsory Schooling and the regulations to the educational offer with guidelines on how to address citizenship-related topics within the curricula lead the way to a relevant change in the current paradigm. Together with the National Strategy for the Citizenship Education and National Strategy for Equality and Non-Discrimination, these laws soundly call all relevant actors to positively revise their views on inclusive education as a process that aims to respond to the diversity of the needs and potential of all students, by increasing participation in the processes of learning and educational community life.

The educational ecosystem is, therefore, facing a significant challenge and will need to adjust their strategies, practices and dynamic. Stakeholders engaged recognise the efforts of the schools and local communities to acknowledge and embed diversity and related topics in their educational projects and pedagogical approaches inside the classroom. Nevertheless, they tend to consider that additional solutions and actions are needed and agree that the new legal framework will contribute to this. More collaborative efforts between the schools, families and the local community are view as relevant and needed when it comes to educating citizens in a plural society. Stakeholders engaged in the fieldwork activities also highlight the importance of reducing the impact of cumulative causes for social exclusion and ensuring that all students have equal opportunities to reach educational success (which should go beyond academic performance). Enhancement of teachers' knowledge and skills on relevant topics was also considered key.

The school community involved in the research phase agrees that relationships between different actors in their educational setting are good and that there are policies, strategies and practices diversity-friendly inside the school and classes. Although some very specific areas could be improved in the perspective of the engaged stakeholders, they tend to agree that an important path was already carried out towards the inclusiveness (and therefore, the school is well positioned to adopt the new legal framework).

The local community also highlights the actions implemented by the schools and their efforts in establishing and maintaining cooperative links with the surrounding organisations. Nevertheless, they would like to see these bounds strengthened. The local community is involved in several actions to tackle social exclusion and alerted to the relevant impacts socio-economic background still has in education and how it blocks the equal access to all.

4.2 Best practices: 1° exploration

Primary and secondary data collection lead to the identification of several potential good practices that are directly linked to the project vision, objectives and expected results. Some of these examples were highlighted in this report. Three of these practices seem to provide especially relevant insights for the project and will be further analysed (in the Report of Best Practices, to be developed within the project).

- REEI – School Network for Intercultural Education (Rede de Escolas para a Educação Intercultural)
- 2nd Chance School – Escola de Segunda Oportunidade
- Human rights-friendly schools - Escolas Amigas dos Direitos Humanos

A common feature of these practices is the fact of all being based on whole school approach and being implemented through collaborative school-community approaches.

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4.3 Other WPs contribution

SOCI@LL methodological approach is based on a five-step expedition. This report is linked to the first step, which refers to laying the project foundations through the provision of an overview on state-of-play and needs of the key stakeholders (and will be proceeded by the benchmarking and showcasing of best practices as well as the co-development of a roadmap to accelerate relevant changes). Next steps relate to the engagement of key players in the community of practices, the development of educational assets and guiding tools and the creation and animation of a lively virtual social lab.

Key contributions of the primary and secondary data research include the:

- provision of relevant insights on the national state-of-play, especially regarding the changes that recently occurred in the legal framework in the fields of the inclusive education;
- collection of the key stakeholders' views on current realities and areas of improvement, particularly the reference to the interest and need of enhancing diversity-friendly approaches inside the school (linked to training and specialisation of the teachers) and strengthening collaborative actions between the school, families and community;
- identification of several examples of programmes, actions and projects implemented by different actors at the national level, which provide interesting inputs related to the operationalisation of whole-school and school-community approaches;
- provision of an overview to some of the key players that could be further engaged in the project activities, actively contributing for the success of the community of practices to be created and that will be involved in the piloting of the educational assets and guiding tools, as well as on the animation of the virtual social lab;
- identification of relevant inputs to support the development of the toolkit for the school leaders on how to create and sustain culturally-sensitive and inclusive systems inside and around schools, especially ensuring the type of activities that stakeholders consider more appealing and effective, guaranteeing collaborative approaches (school, family, community), foreseeing training opportunities for the school staff on relevant topics linked to diversity and inclusion, and certifying the development and implementation of diversity-friendly educational project, curricula and practices inside the school;
- collection of relevant contributions to support the development of the toolkit for teachers on how to drive curricular and pedagogical innovation and foster multicultural learning in and out classrooms, highlighting the adoption of eclectic methods and interactive, group and outdoor related activities that ensure the differences are acknowledged, respected and considered at the basis of the individual and unique learning journey of each student;
- identification of potential challenges to be addressed through the social labs (for instance, the reduction of the impact cumulative causes such as the socio-economic background have in the educational path of the students) and key topics to include in the step-by-step guiding tools for local authorities on how to generate, foster and sustain cross-sectorial platforms for social inclusion, namely those linked to the operationalisation of the collaborative links between key actors (including families);
- feedback on the importance of ICT tools and platforms, which, being relevant for the development and animation of the virtual lab, suggests the SOCI@LL hub to be planned to support learning journeys that start as equal for all students.

Additional recommendations provided by the stakeholders are summarised below.

Students' recommendations	Teachers and school leaders' recommendations
• Visits, open days and inter-school, inter-classes and outdoor activities • Competitions and games • Sports (runs, football) and arts (theatre, ateliers, concerts) • Exchange and mobility programmes • Compulsory activities focusing on relevant topics • Communication and debate between students from different cultures • Creation of mixed/diverse classes • Funny activities • Open the school to community • Prepare the school to receive and integrate students from different parts of the world • Tackle and eradicate bullying • Boost students' participation and decision • Outdoor, interactive-group and internet-based activities	• Use of technology • Establishment of partnerships with the parents and the community • Flexible educational environments oriented to the student's learning processes • Work with smaller groups to provide customised support • Embrace diversity (in a natural way) inside and outside classrooms • Be alert to minorities and excluded groups • Foster actions to eliminate prejudice and discrimination • Create situations where students "can fell what is to be in others' shoes" (including debates, joint projects, peer-work, clubs, music…) • Train/specialise staff on the topics • Adjust curricula and methodologies to foster knowledge and skills (ensuring alignment with the schools/community context and needs) • Promote integration actions • Create a self-help network

4.4 Recommendations for the 'Report on the state of play'

The recently published new regulation and guidelines for inclusive education point to the need of considering the legal framework of the different educational systems and how it impacts on the contexts at the operational level, influencing the state-of-play, the practices and the interactions between different stakeholders. The report on the state-of-play should provide a comprehensive view of the policy background and allow comparisons between the various frameworks.

Results of the research process also suggest that schools are progressing towards diversity-friendly environments and that some collaborative practices are already set in place. Nevertheless, stakeholders engaged agree on the need of addressing areas of improvement and believe that the new framework will underpin the expected changes (for instance, embedding diversity in the educational project, curricula and teaching/learning approaches; enhancing school-family-community bounds, encourage staff training and specialisation, etc.). Ensuring equal opportunities and reducing the impact of socio-economic background (breaking inter-generational cycles of poverty) were aspects highlighted as a top priority. These results reflect the specificities of the national context that should be translated in the report of the state-of-the-art (together with international comparisons).

5 Conclusions

This report presented the methodological approach and main findings of the activities developed at national context by the Portuguese partners (INOVA+, Agrupamento de Escolas Abel Salazar and Câmara Municipal de Matosinhos) of the SOCI@LL project. The aim of these activities was to provide an up-to-date theoretical and empirical backbone on the current landscapes, underpinning the development of resources built-on current trends and meeting the needs of the target groups.

INOVA+ was responsible for overseeing the operationalisation of the research protocol and, with the strong support of the local school and municipality, completing an extensive literature review and desk research as well as performing the fieldwork activities, including surveys to members of the school community (students, teachers and school leaders), semi-structured interviews with experts in the topics of citizenships/democratic education and social inclusion and focus groups with key actors from local ecosystem.

In total, 84 survey responses were collected (50 from students, 30 from teachers and 4 from school leaders), 23 participants were engaged in the focus groups (14 in the focus group targeting the school community and 9 in the one addressed to stakeholders of the local ecosystems) and 10 experts were interviewed (5 specialised in educational topics relevant for the project and 5 with expertise in social inclusion).

Key conclusions from the primary and secondary research are summarised next:

- **literature review** points to the increasing need of valuing diversity in the educational settings, strengthening the inter/multi-cultural mindset of set of skills of all the key actors, carrying out collaborative actions between schools and families to boost positive attitudes towards inclusion and inclusive practices, ensuring diversity well-balanced educational projects, curricula and teaching/learning practices;
- **desk research** presents the national new legal framework, which marks a turning point towards more inclusive educational environments inside and around schools, where all actors are called to revise and adjust their views on what is the role of education and how equal opportunities can be given to all, considering that each student is different. Desk research also highlights several examples of programmes, projects and resources that provide useful inputs for the project;
- **field research** shows that school communities are already working towards inclusiveness, however, interviewed experts consider that additional progress is needed, especially in what regards to enhancing collaborative efforts between the schools, families and the local community, reducing the impact of cumulative causes for social exclusion, ensuring that all students have equal opportunities to reach educational success (which should go beyond academic performance) and promoting teachers' knowledge and skills on these matters.

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

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