



Education and Culture DG

Comenius

*“Intercultural Education Towards Citizenship  
To Combat Racism / Xenophobia”*



**2008/2009**



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## *Main Goals*

**Understand the importance of tolerance and cooperation in the relations between the different peoples.**

**Act, having as a base the principles of intercultural relations, against racism, xenophobia and slavery.**

**Understand Europe as a scenario of multicultural relations, being these not always pacific ones.**

**Understand Europe as a space of opportunities.**

**Participate in an experimental pedagogical process of module production in the area of Intercultural Education.**



## *Students and Teachers directly involved*

<b>Classes</b>	<b>F</b>	<b>M</b>	
<b>B2</b> - Hotel Reception Technician	14	3	
<b>D2</b> - Air Conditioning and Refrigeration Technician	0	21	
<b>A2</b> - Restaurant and Bar Technician (control class)	8	5	
<b>Total of students</b>	22	29	<b>51</b>
<b>Teachers</b>	<b>F</b>	<b>M</b>	
	6	1	<b>7</b>

<b>Classes</b>	<b>Average Ages</b>
<b>B2</b>	17-years-old
<b>D2</b>	18-years-old
<b>A2</b> (control class)	17,7-years-old

# *Developed Activities*

## **1. Application of Social Situations Challenge (classes A2, B2 e D2)**

2 lessons (February)

- Text about Discrimination in General (a Palestinian child was saved thanks to a transplant operation done with success in Tel Aviv in which she received a kidney from a young Israeli man that was killed in a terrorist raid).
- Text about Xenophobia (a Portuguese business man that recruited Moldavian people as workers, assuring all their rights and supporting them in their Portuguese culture insertion).
- Attitudes Chart about Racism (racist attitudes acknowledgement).



# Activities Developed

## 2. Development of the Pedagogical Route (classes B2 and D2)

12 lessons (February, March and April)

Migration (Spain) - 1

Culture Diversity (Latvia) – 1

Culture Shock (Latvia) – 1

Stereotypes and Prejudices (Bulgaria) – 1

History of Slavery (Azores) – 2

Racism (Azores) – 1

Slavery (Azores) – 1

Tolerance (Madeira) – 1

Human Rights (Slovakia) – 2

Father António Vieira (Azores) - 1

### *Subjects*

Portuguese

English

English Communication

French

Integration Area

Psychology

Mathematics

Physics and Chemistry

# Activities Developed



**Sensibilization Session**



**Lesson about Culture Shock**



**Lesson about Racism**

# Activities Developed



**Lesson about Stereotypes and Prejudices**



**Lesson about History of Slavery**



**Lesson about Tolerance**

## *Activities Developed*

### **3. Application, once more, of the Social Situations Challenge (classes A2, B2 and D2)**

2 lessons (April)



### **4. Application of the Evaluation Questionnaire for Students (classes B2 and D2)**

1 lesson (April)



## *Activities Developed*

**5. Development of a European Union space included on the days dedicated to Europe and Citizenship (23rd and 24th of April).**



## *Activities Developed*

- Development of sessions about the Leonardo Da Vinci Program and Eurodissey – Professional Internships Abroad (28th of May).
- School library improvement with resources about the European Union.



## Statistics - B2

Criteria	Before			After		
	0	2	4	0	2	4
1 - Students recognize stereotypes and prejudices related to migration issues	0 %	59 %	41 %	0 %	24 %	76 %
2 - Students are aware of immigrants' living conditions in their native country as well as their social reality that makes them immigrate	59 %	35 %	6 %	24 %	59 %	17 %
3 - Students are able to express and argue the importance given to values such as respect, solidarity, justice, dignity and tolerance	12 %	70 %	18 %	0 %	47 %	53 %
4 - Students use significant positive words/expressions or negative words/expressions	0 %	41 %	59 %	0 %	24 %	76 %
5 - Students know and appreciate cultural heritage of different countries and groups of people	94 %	6 %	0 %	88 %	12 %	0 %



## Statistics – D2

Criteria	Before			After		
	0	2	4	0	2	4
1 - Students recognize stereotypes and prejudices related to migration issues	0 %	57 %	43 %	0 %	43 %	57 %
2 - Students are aware of immigrants' living conditions in their native country as well as their social reality that makes them immigrate	48 %	29 %	23 %	19 %	57 %	24 %
3 - Students are able to express and argue the importance given to values such as respect, solidarity, justice, dignity and tolerance	10 %	66 %	24 %	0 %	48 %	42 %
4 - Students use significant positive words/expressions or negative words/expressions	0 %	67 %	33 %	0 %	29 %	71 %
5 - Students know and appreciate cultural heritage of different countries and groups of people	90 %	10 %	0 %	81 %	19 %	0 %



## Statistics - A2

Criteria	Before			After		
	0	2	4	0	2	4
1 - Students recognize stereotypes and prejudices related to migration issues	0 %	54 %	46 %	0 %	54 %	46 %
2 - Students are aware of immigrants' living conditions in their native country as well as their social reality that makes them immigrate	46 %	31 %	23 %	39 %	38 %	23 %
3 - Students are able to express and argue the importance given to values such as respect, solidarity, justice, dignity and tolerance	8 %	61 %	31 %	8 %	46 %	46 %
4 - Students use significant positive words/expressions or negative words/expressions	0 %	61 %	39 %	0 %	77 %	23 %
5 - Students know and appreciate cultural heritage of different countries and groups of people	100 %	0 %	0 %	100 %	0 %	0 %



# Statistics Analysis

- Before the application of the Pedagogical Route there were no significant differences in students' competences whom integrated the 3 classes, emphasizing the predominance of the value 2, except in relation to the criteria 2, in which predominated the value 0 (51%), and in relation to the criteria 5, in which predominated the value 0 (95%).
- In class A2 (class control) there was not any significant evolution, having a slight change in criteria 3 (increasing of the value 4) and in criteria 4 (decreasing in value 4).
- In classes B2 e D2, where the Pedagogical Route was enforced, the following changes occurred:
  - significant increase in criteria 1 of the value 4;
  - significant decreased in criteria 2 of the value 0;
  - significant increase in criteria 3 of the value 4;
  - significant increase in criteria 4 of the value 4.
- In criteria 5 the value 0 remains very high (85%), which is understandable since the Pedagogical Route did not approach systematically the cultural heritage of different countries and groups of people.



# *Statistics Analysis*

- The analysis of the texts produced by the students of classes B2 e D2, after the application of the Pedagogical Route revealed:

- » A larger sensitivity towards the human condition of immigrants and black people;
- » A better recognition of the immigrants' rights, namely having a job, a fair wage and a better life, while their professional qualifications and personal qualities are recognised;
- » The value of concrete actions anchored in respect, tolerance and justice;
- » An increase of solidarity reference and social integration of foreigners;
- » A better reference to the Human Rights;
- » A larger conscience of the harsh living conditions that force people to immigrate and the challenges and risks that it implies;
- » A better argumentative capacity and the presentation of richer ideas.



## *Evaluation – Students' Opinion*

### **KNOWLEDGE ACQUIRED**

- Better informed of the phenomenon of xenophobia and racism, which allows them to interpret the surrounding reality;
- Better perception that xenophobia and racism are unacceptable since they affect significantly and negatively the human condition;
- More aware of the problems that affect immigrants;
- Better understanding of the ways to cooperate in immigrant integration;
- More aware of the importance of respecting the Human Rights;
- New discoveries in relation to historical facts about slavery and new ways of slavery;
- Nothing significant was learnt on the culture of other countries involved in the Project.





## *Evaluation – Students' Opinion*

### **PROJECT DEVELOPMENT**

- The Project enabled significant learning in the area of respect for Human Rights and the themes were very interesting;
- The strategies were active, diverse and with quality (the students mentioned Luther King's Biography, the comic strips used, the role playing and the historical data on slavery);
- It gave a serious reflection on nowadays' problems, finding some concrete actions to help immigrants;
- The themes were well put together and the fact that they had to be developed in lesser time than initially foreseen was positive, favouring the usage of knowledge acquired in subsequent lessons and a better understanding of the themes;
- Some themes and strategies were adjustable to the subjects' programmes where they were developed;
- The Project should be applied in other classes.



## *Evaluation – Teachers' Opinion*

- Allowed a broadening of horizons in the Human Rights area and a different look towards the social realities;
- Made aware for the different forms of discrimination, leading to change the change of attitudes towards racism and xenophobia;
- Made possible the development of linguistic competences in Portuguese and in English;
- The strategies and the resources used had quality, so the students felt motivated and interested in discussing the proposed themes (which made it easier to surpass some initial fears);
- Some information was shocking, favouring the students' awareness;
- Implied a multi subject approach, giving significance to the school learning;

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## *Evaluation – Teachers' Opinion*

- The themes were well structured and the fact that they were developed in less time than initially foreseen was positive, favouring the usage of knowledge acquired in subsequent lessons and a better understanding of the themes;
  - The school routine was positively changed;
  - It was interesting to verify how the modules developed by schools of other countries were adequate to the Azorean students and were well accepted by them;
- » Three of the teachers who did not participate in the Project in 2007/2008 were surprised by the quality of the modules produced by the students and teachers of the school;
- » There is a certain curiosity in analyzing the Pedagogical Route of the partner schools.



# Project Meetings

- Project Meeting, in Escola Profissional da Praia da Vitória, in Terceira (Azores) – from the 29th of October to the 2nd of November.
- General Monitoring of the Partnership Actions Meeting – Sector Program Comenius, in Porto – 2nd of December of 2008.
- Project Meeting, in Gymnázium Sahy School, Mládeznicka (Slovakia) – from the 17th to the 22nd of April of 2009.
- Project Meeting, in Pedro Jimenez Montoya High School, in Baza (Spain) – from the 6th to the 9th of May of 2009.



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## *Final Products*

- Pedagogical Route Plans.
- Social Situations Challenge.
- Statistic Results and Statistic Analysis (validation of the quality of the Pedagogical Route Plans).
- Posters, quizzes and PowerPoint presentations that were included in the European Union Space, developed during the days dedicated to Europe and Citizenship (23 and 24 of April).
- CD with all the materials developed during the two years of Project.
- Divulging space of the Project on the School's Website ([www.feppv.pt](http://www.feppv.pt)).

