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## EDUCATION VS CHANCE

By Noela Sinescu & Sonia Popa

Education nowadays has become a human right most of us take for granted. According to the laws of almost any country, every child has the right to study, and be part of a system of education.

We all know that who we are is defined by what we know, because we can only be and say what we have learnt once. However, there are situations and countries where education is considered less important than it should. Such countries promote willingly or unwillingly a clear message to the young generations: work is more important than study because only by working one gets an income. Under such circumstances, money or the need of money comes between the desire and the opportunity to learn. There are teenagers who would like to study but they cannot because they are poor and have to get a job to support their families.

Some teenagers do not like to study but they are "forced" to, because their parents know the meaning of education. Even if it is clear that everyone should have equal chances for education, some people do not benefit from them.

Equality in education is an extremely important issue that people have to face nowadays as ever. Access to good colleges or universities can be very demanding and really expensive. If you do not have money or if you do not get a scholarship, you cannot attend a good college. If you do not have a good education you cannot get a well-paid job. It is true that education is meant to promote equal opportunities, but not having access to education, because you do not have financial means is frustrating.

Alexandra Lima & Jéssica Ávila & Sílvia Reis:

## INEQUALITY I EDUCATION

### Desigualdade na Educação segundo

According to the article "School organization: Inequality and Innovation" by Ruy Manuel Moura, explanatory theories of inequalities within the school are considered important for a conscious non-naive analysis of the school reality. These theories have had a positive contribution to breaking the "myth" that education promotes equality. Ok, many times education is not only maintained, but even promotes social inequalities.

The organization of the school is not neutral, ie it has effects on student's achievement. The prospects of conflict highlight a school that is breeding social inequalities, against the glamorous view of the school reality. Bernstein warns that there are linguistic codes among different social strata, and the language code used in the school is the one from the upper classes, so students from the lower classes find themselves standing at the threshold of inequality.

However, it is necessary to understand that "any social structure or organization raises response of individuals in terms of different modes of adaptation to the organization."

### EDUCATIE VS SANSA

Educatia astazi a devenit un drept pe care multi dintre noi il consideram ca atare. Conform legilor majoritatii tarilor, fiecare copil are dreptul sa studieze, sa fie parte a unui sistem educational.

Cu totii stim ca ceea ce suntem rezulta din ceea ce stim, pentru ca nu putem fi sau spune decat ceea ce am invatat odata. Totusi sunt situatii si tari in care educatia este considerata mai putin importanta decat ar trebui. Unele tari promoveaza anume sau fara voie un mesaj clar catre tanara generatie: munca este mai importanta decat studiul, pentru doar din munca poti obtine un venit.

As teorias 'explicativas' das desigualdades no seio da escola consideram-se importantes para uma análise consciente e 'não ingénuas' da realidade escolar. Estas teorias tiveram o contributo positivo para romper com o 'mito' de que a educação promove a igualdade. Pelo contrário, muitas vezes a educação não só mantém, como até promove as desigualdades sociais.

A organização da escola não é neutra, isto é, tem efeitos no rendimento escolar dos alunos. As perspectivas do conflito salientam uma escola que é reprodutora de desigualdades sociais, contrariando a visão paradisíaca da realidade escolar.

Bernstein alerta para o facto de existirem códigos linguísticos entre os diversos estratos sociais, sendo o código linguístico utilizado na escola o código das classes superiores: assim, os alunos das classes mais baixas encontram-se logo à partida em pé de desigualdade.

Contudo, é necessário compreender que qualquer estrutura social ou organização levanta resposta dos indivíduos em termos de diferentes modalidades de adaptação à organização."



## EDUCATION VS CHANCE

In this way, the lack of (proper) education can be an obstacle in getting the job of your dreams.

Education means access to information. The more you learn, the better informed you are. In this way, you will know where to find and how to find the best opportunities for you to succeed in your career.

Education is definitely a way to grow as human. Some people say that appearance (looks) is more important. However, the things we learn will stay with you and will define you even after the first wrinkle has ruined your pretty face.

So what can be done to make sure each of us has equal chances to education? Reducing tuition fees, involving poor children in programmes that could help them participate in the educational process, giving free books and school supplies can be effective solutions for those children who cannot afford to buy them and drop schools. Another way to help them could be free transportation and food.

Though some measures have been taken and material support is provided by the state, there are still children in rural communities who do not benefit from equal chances to education. More should be done so that everyone have the right to study and discover the beauty of a great life with equal chances offered by education.

**"Education's purpose is to replace an empty mind with an open one."**

**Malcolm Forbes**

In aceste conditii, banii sau nevoia de bani se interpun intre dorinta si oportunitatile de a invata. Exista adolescenti care doresc sa invete dar nu pot pentru ca trebuie sa-si gaseasca o slujba si sa-si ajute familiile. Alti tineri nu doresc sa studieze dar sunt fortati de parintii lor care sunt constienti de semnificatia invataturii. Astfel, cu toate ca este evident ca fiecare trebuie sa aiba sanse egale la educatie, unii nu beneficiaza de ele. Egalitatea in educatie este o chestiune extrem de importanta, astazi, la fel ca intodeauna.

Accesul la o facultate buna poate fi foarte costisitor si dificil. Daca nu ai bani sau nu obtii o bursa nu poti frecventa o facultate buna. Daca nu ai o educatie buna nu poti obtine o slujba bine platita. Este adevarat ca educatia promoveaza egalitatea de sanse dar este frustrant sa nu ai acces la aceasta educatie din motive financiare. In felul acesta, lipsa unei educatii (potrivite) poate fi un obstacol in a-ti exercita meseria la care visezi. Educatia inseamna acces la informatie; cu cat inveti mai mult cu atat esti mai informat. In acest fel vei sti unde si cum sa gasesti oportunitati de a reusi in cariera. In cele din urma, educatia te ajuta sa te dezvolti ca om. Unii spun ca este mai aspectul fizic este mai important. Totusi, lucrurile pe care le invatam raman cu noi si ne definesc chiar si dupa ce primele riduri ne strica frumusetea fetei. Deci, ce se poate face pentru a ne asigura ca fiecare dintre noi are sanse egale la educatie?

Cateva solutii in acest sens sunt reducerea taxelor de scolarizare, implicarea copiilor saraci in programe sociale, manuale si rechizite gratuite. Chiar transportul si mancarea ar putea fi gratuite in unele cazuri. Cu toate ca s-au luat unele masuri si statul sprijina material elevii saraci exista inca in mediul rural copii care nu beneficiaza de sanse egale la educatie.

Trebuie facut mai mult pentru ca fiecare sa aiba prilejul de a studia si de a descoperi frumusetea unei vieti prin sanse egale la educatie.

**"An educational system isn't worth a great deal if it teaches young people how to make a living but doesn't teach them how to make a life."**

## VIOLENCE IN SCHOOL

### ANONYMOUS INTERVIEW WITH AN ADOLESCENT WHO SUFFERED FROM VIOLENCE IN SCHOOL

#### 1 – Tell us about your situation in general?

As I started the second year of school, I was seven years old. At the beginning, the teacher was very quiet and friendly, but as the days passed, his behavior was changing, he began to be more aggressive as he taught the lessons, starting with the physical attacks. I could not pay attention to the lessons, because I was very afraid and nervous, and would scrawl my books with a black pen several times. I told my parents that the teacher hit me, but my parents supported the teacher, because they believed that he only was doing it because of the scrawling. In the classroom I was often of punished and grounded. I talked a lot, I could only speak if I was told by the teacher, if someone in the classroom spoke, he would get slapped. He also punished us with a rod if we gave a wrong answer to a question.

#### 2 – Were you victim of violence only on the part of teachers or also on the part of students?

I only suffered violence by the teacher, the students were all my friends and were always supporting me.

#### 3 – For how long were you victim of violence?

I was victim of violence for approximately seven months, I began to suffer violence a few weeks after starting the classes, and the aggression only stopped just near Easter holiday, when my parents discovered what was happening at school.

#### 4 - Was your school performance affected due to the whole situation? How?

Yes, the school performance was affected because I was afraid of being in the classroom, and therefore I began to scrawl the books with black ink. I was afraid of making a mistake in the responses or in the exercises. If I answered incorrectly, I knew I would certainly suffer an aggression.

#### 5 – Have your parents acted in this situation? How?

Yes. One day I arrived home with sore lips, my parents asked me what had happened, I merely repeated the same story that they had heard several times past. The next day they went to school and spoke with the Principal to resolve the situation.

#### 6 – Was this situation resolved? How?

Yes. The situation was resolved, because the Principal of the school organized some meetings with the parents of other pupils. These meetings resulted in the teacher abandoning the school.

#### 7 – Did you have psychological support to help overcome this trauma?

Yes, I began to participate in appointments with a psychologist, immediately after my parents have discovered what was happening at school, because I was nervous and was afraid. The appointments with the psychologist helped me overcome some fears.

#### 8 – Today, this still harms you?

Yes, because I'm shy, I have difficulties to speak with unknown people, I feel more relaxed with people I have confidence in. I also speak low, and when I speak I do not pronounce the words, and I have the habit of talking as in the time that I suffered the aggression, always very low and afraid.

**By Séfóra Costa & Luís Valadão**





### Entrevista anónima feita a um Adolescente que sofreu de violência na escola.

#### 1 – Fale-nos da sua situação de uma forma geral?

Ao iniciar o segundo ano de escola, tinha sete anos. No início o professor era muito calmo e amigo dos alunos, mas com o passar dos dias, o seu comportamento foi-se alterando, ele começou a ser mais agressivo ao dar as aulas, começando as agressões físicas. Não conseguia prestar atenção à aula, porque tinha muito medo, e o nervosismo era tanto, que riscava, todos os meus livros com uma caneta preta. Dizia várias vezes aos meus pais que o professor me agredia, mas os meus pais, apoiavam o professor, porque eles pensavam, que o professor só o fazia devido aos riscos que eu fazia nos livros. Na sala de aula era colocado muitas vezes de castigo, porque falava muito, pois só se poderia falar se o professor pedisse, se alguém na sala de aula falasse levava uma bofetada. Ele também nos agredia com uma vara sempre que respondesse-mos errado.

#### 2- Foi vítima de violência só por parte de professores ou também foi por parte de alunos?

Só sofri de violência por parte do professor, os alunos eram todos meus amigos e estavam sempre a apoiar-me.

#### 3 – Durante quanto tempo foi vítima de violência?

Fui vítima de violência aproximadamente sete meses, comecei a sofrer de violência, umas semanas depois de começarem as aulas, e as agressões só acabaram perto das férias da Páscoa, foi quando os meus pais descobriram o que se passava nas aulas.

#### 4 – Viu o seu rendimento escolar afectado devido a toda esta situação? Como?

Sim, o rendimento escolar foi afectado porque tinha medo de estar na sala de aula, e por isso comecei a riscar os livros com tinta preta. Pois tinha medo de errar nas respostas ou nos exercícios, se errasse, iria de certeza sofrer uma agressão.

#### 5 – Os seus pais agiram perante esta situação? Como?

Sim. Um dia cheguei a casa com uma ferida nos lábios, os meus pais perguntaram-me como tinha acontecido, eu apenas repeti a mesma história que já lhes tinha contado vezes anteriores. No outro dia eles foram á escola falar com o director para resolver a situação.

#### 6- Esta situação ficou resolvida? Como?

Sim. A situação ficou resolvida, pois o Director da Escola, organizou algumas reuniões com os respectivos Encarregados de Educação dos Alunos. Estas reuniões resultaram no abandono da escola por parte do professor.

#### 7- Teve ajuda psicológica, para o ajudar a ultrapassar este trauma?

Sim, comecei a Participar em consultas com um Psicólogo, logo após os meus pais terem descoberto o que se passava nas aulas, porque era nervoso, e tinha medo, e as consultas com o psicólogo ajudaram-me a superar alguns medos.

#### 8 – Nos dias de hoje, isto ainda o prejudica?

Sim, pois sou tímido, tenho dificuldades a falar com pessoas desconhecidas, sinto-me mais a vontade com pessoas já tenho confiança. Também falo baixo, e sempre que falo, não pronúncio bem as palavras, e tenho o hábito de falar como no tempo que sofria as agressões, falava sempre muito baixo e com medo.

Séfora Costa & Luís Valadão



### EDUCATION THROUGH PROJECTS

Some use sophisticated terms for an approach intended to provide a certain social environment in which people are not excluded from the activities of society, such as education, employment, or health care on the basis of immutable traits. Other people use simple words to define it. One way or another, a basic definition of equality includes equal treatment and respect.

As a participant in a project, incorporating equal opportunity policies I have been told that the project is open to anyone. "We don't discriminate/ We treat everyone the same". This is the way my schoolmates and I have managed to become part of a project we couldn't dream of two years ago. What would have been our group if it had included girls only? Or, only boys? It would have been unrealistic, of course. As it is we are a group of pupils, united by common interests but different as individuals. In this way we can learn many things from each other, we benefit from equal opportunities but we learn things in a different way, at a different pace.

The project itself has an educational value we may not be aware right now, but we all admit that we have learnt a lot of things about ourselves, about our country, our culture, as well as about our partners' culture, customs and traditions. Projects can help pupils learn a lot of things, proving that knowledge can be acquired outside formal classes, those classes we pupils often define as boring and frustrating. Since we all know that classes –boring or not- are necessary, we accept them, but we are among the few to have gained access to another form of education, more flexible, more pragmatic, more interesting and equally valuable: THE PROJECT. Unfortunately, our project comes to an end this year, but I know I will never forget the lessons I have learnt while being part of it.

By ANCUTA COSA & CALIN HOPSITAR

Education is a social process. Education is growth. Education is, not a preparation for life; education is life itself.

John Dewey

## EDUCATIA PRIN PROIECTE

Unii folosesc termeni sofisticati pentru a defini o abordare menita sa ofere un anumit mediu social in care oamenii nu sunt exclusi de la activitatile specifice societatii-educatie, sanatate, angajarea fortei de munca – pe baza unor elemente de permanenta. Altii folosesc cuvinte simple pentru a defini aceasta abordare. Intr-un fel sau altul, a definitie simpla a acesteia –a egalitatii-include tratament egal si respect.

Ca participant intr-un proiect bazat pe politici de oportunitati egale mi s-a spus ca acet proiect este deschis oricarui elev. " Nu discriminam. ?Tratam pe fiecare la fel". Astfel, colegii mei si cy mine am reusit sa luam parte la un proiectla care nici nu visam cu doi ani in urma. Ce ar fi fost grupul nostru daca ar fi fost format doar din fete? Sau doar din baieti? N-ar fi fost real, cu siguranta. Asa cum este, grupul nostru este format din elevi uniti prin preocupari comune, dar diferiti ca indivizi. Egalitatea de sanse pentru fete cat si pentru baieti a fost respectata. In felul acesta, putem invata multe lucruri unii de la altii, beneficiind de oportunitati egale, dar invatam intr-un mod diferit , intr-un ritm diferit.

Proiectul in sine are o valoare educationala de care poate nu suntem constienti acu, dar cu totii recunoastem ca am invatat o multime de lucruri despre noi insine, despre tara noastra si cultura ei, precum si despre cultura , traditiile si obiceiurile partenerilor nostri de proiect. Proiectele ne pot ajuta sa invatam multe lucruri, dovedind ca stiinta poate fi achizitionata si intr-un cadru informal in afara claselor si a orelor de curs, ore pe care adesea le catalogam ca plictisitoare si frustrante. Deoarece stim cu totii ca aceste ore – plictisitoare sau nu- sunt necesare, le acceptam, dar nu putem sa nu ne consideram norocosi de a ne fi castigat dreptul de a participa si la alta forma de educatie, mai flexibila, mai pragmatica, mai interesanta si la fel de valoroasa: PROIECTUL. Din pacate, proiectul nostru se apropie de sfarsit, dar stim ca nu vom uita niciodata lectiile pe care le-am invatat facand parte din acest proiect.

### DESPRE EDUCATIE

Omul este capabil de realizari extraordinare in toate domeniile, in arta, stiinta, cultura, etc. Tot ce a realizat omenirea, bun sau rau, se datoreaza mintii sale miraculos de evaluate, alcatuita din bilioane de neuroni (mai prcis 50-100 bilioane), capabili sa-si transmita unul altuia semnale, prin 1000 de trilioane de conexiuni sinaptice. Dar destul de aceasta abordare!

Ceea ce incerc sa spun este ca, in ciuda aceste "haruri", fiintele umane sunt cele mai neajutorate dintre toate mamiferele; la nastere si in toata perioada de copilarie avem nevoie de ajutor pentru a supravietui. De aceea beneficiem de un fel de instructaj, acasa, de la parinti, la scoala, de la profesori, si nu in ultimul rand afara, prin contactul cu ceilalti. Numim acest lucru educatie.

Educatia contribuie la formarea caracterului si personalitatii omului, doua elemente care stau la baza premiselor pentru o viata mai buna in prestigioasa societate a secolului 21, si, bineinteles, a respectului de care ne bucuram din partea celorlalti. Fara educatie am fi pur si simplu pierduti. "Pierduti" in semnsul in care cei care nu au educatie, prin propria decizie sau nu, sunt marginalizati, in ultima instanta, discriminati de catre "prestigioasa societate" in care traiesc.

Ce se intampla cu cei care nu pot alege, cu cei care nu au acces la educatie din varii motive care nu tin de vointa lor? Nici voi nici eu nu putem face altceva pentru acestia decat sa ne asiguram ca in viitor toti copiii vor beneficia de cea mai buna educatie posibila.

Daca lumea nu se sfarseste in 2012, cred ca incet dar sigur oamenii vor evolua gratie dorintei de a fi acceptati si respectati de societate

### ON EDUCATION

Man is capable of extraordinary achievements in all fields like science, art, culture and so on. Everything mankind has ever done, good or bad, is due to our miraculously evolved brains, made up of billions of neurons (50-100 billion to be more precise) capable of passing signals to each other, via 1000 trillion (1 quadrillion) synaptic connections.

But enough of this! What I am trying to say is that despite all this "gifts" human beings are the most helpless mammals, at birth and throughout childhood we need support in order to survive. That is why we receive a kind of training, part from our parents and part from school, but most importantly from contact with other people. We call this education. Education builds personality and character, while these two ensure a good life in the prestigious society of the twenty first century and of course the respect of other people. Without education we are simply lost. I say "lost" because people that have no education, no matter if it was their decision or not, are marginalized, discriminated if you want, by the prestigious society I was telling you before.

What about those who have no choice, who have no access to education from reasons beyond their will? There is nothing I or you can do to help these people other than making sure that in the future all children will receive the best education possible. If the world does not end in 2012 I believe slowly but surely people will evolve in life due to the urge to be accepted and respected by the society in which they live.

By Virgil Toma



**"The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education." Martin Luther King Jr**

## EDUCATION IS GROWTH

Education is a fundamental human right: Every child is entitled to it. It is critical to our development as individuals and as societies, and it helps pave the way to a successful and productive future. It should be ensured that children have access to a rights-based, quality education that is rooted in gender equality, can create a ripple effect of opportunity that impacts generations to come.

A rights-based approach to education can address some of societies' deeply rooted inequalities. These inequalities condemn millions of children, particularly girls, to a life without quality education – and, therefore, to a life of missed opportunities. Education enhances lives. A quality basic education better equips girls and boys with the knowledge and skills necessary to adopt healthy lifestyles, protect themselves from HIV/AIDS and other sexually transmitted diseases, and take an active role in social, economic and political decision-making as they transition to adolescence and adulthood. UNICEF works tirelessly to ensure that every child – regardless of gender, ethnicity, socioeconomic background or circumstances – has access to a quality education. It focuses on gender equality and work towards eliminating disparities of all kinds. Its innovative programs and initiatives target the world's most disadvantaged children: the excluded, the vulnerable and the invisible.

Too many of the world's children are out of school or receive spotty, sub-par educations. Each one of these children has dreams that may never be fulfilled, potential that may never be realized. By ensuring that every child has access to quality learning, the solution is to lay the foundation for growth, transformation, innovation, opportunity and equality.

By Sigina Portaru & Anastasia Deme



### Discriminação na Escola

Lameiro & Débora By Filipa Oliveira

**A discriminação é prejudicar um indivíduo ou um grupo de indivíduos em relação a outros, com diferentes características.**

**Existe um grande problema nas escolas devido à discriminação, acontece normalmente devido ao passado, porque muitas pessoas foram ou ainda são discriminadas, à religião, à cor de pele, ao sexo, à raça, etc.**

**Para se combater essas injustiças com quem está a ser discriminado é utilizada a acção afirmativa, que sua vez é um bom caminho para combater as desigualdades .**

### EDUCATIA INSEAMNA DEZVOLTARE

Educatia este un drept fundamental. Fiecare copil are dreptul la educatie. Educatia joaca un rol major in dezvoltarea noastra ca indivizi si ca societate, deoarece ne pregayese pentru un viitor plin de impliniri si succese. Trebuie sa ne asiguram ca fiecare copil are acces si beneficiaza de dreptul la o educatie de calitate, o educatie care tine cont de egalitatea intre sexe, o educatie care sa creeze un efect si un impact asupra generatiilor viitoare.

O abordare a educatiei bazata pe drepturi egale este necesara mai ales in societatile in care inegalitatile sunt profund inradacinate.

Aceste inegalitati condamna milioane de copii, in special fetite, la o viata fara o educatie de calitate, adica la o viata lipsita de oportunitati. Educatia valorizeaza viata.

O educatie de calitate fundamentala ii inarmeaza pe copiii-fete si baieti-cu stiinta necesara si cu deprinderile de a adopta moduri de viata sanatoase (sa se protejeze de infectia cu HIV/SIDA si alte boli transmisibile sexual) si de a juca un rol activ in deciziile cu caracter economic, social si politic, in tranzitia dinspre adolescenta spre maturitate. UNICEF face eforturi deosebite ca fiecare copil- fara deosebire de sex, etnie, mediu socioeconomic sau alte circumstante- sa aiba acces la o educatie de calitate. Se pune accentul pe egalitatea intre sexe si la locul de munca in scopul eliminarii discriminarii de orice natura. Programele inovatoare ale UNICEF si initiativele promovate de aceasta organizatie au ca grup tinta copii din mediile cele mai dezavantajate: cei exclusi, cei vulnerabili, cei invizibili. Prea multi copii nu merg la scoala sau primesc o educatie sporadica. Fiecare dintre acesti copii are visele sale care pot sa nu devina realitate niciodata, fiecare are un potential care poate sa nu fie fructificat niciodata. Asigurandu-ne ca fiecare copil are acces la invatatura de calitate, gasim si solutia care sta la baza dezvoltarii, transformarii, inovarii, oportunitatilor si a egalitatii.

**Education is the most powerful weapon which you can use to change the world.**

**Nelson Mandela**



**As pessoas que são discriminadas não acreditam muito nisso porque pensam que vão ser tratadas de maneiras diferentes toda a vida porque tem um modo de vida diferente de muitas crianças ou mesmo adultos.**

**Nas escolas a discriminação é diária porque formam-se grupos e isso implica muitas vezes prejudicar outros grupos e violar os seus direitos. Segundo o diário de notícias de 19 de Fevereiro de 2008 um em cada dois alunos portugueses (51%) diz que os colegas de escola são gozados pela roupa que usam e 36% por diferenças na aparência física, como o peso.**

**Entre as várias consequências vistas em vítimas de actos discriminatórios estão a depressão, baixa autoestima, desvios comportamentais, formação debilitada da identidade, agressividade, além de dificuldades na aprendizagem.**

**O desconhecimento das consequências do preconceito gera passividade em relação ao tema. A escola, sendo um ambiente social interativo, necessita de atitudes que visem a formação de cidadãos com valores, de forma a respeitarem as pessoas e as suas diferenças. Os alunos que se formam num ambiente escolar preconceituoso mostram o preconceito com as suas famílias, no seu círculo de amigos, no seu trabalho, enfim perpetuam o preconceito nas suas vidas.**

## DISCRIMINATION IN SCHOOL

To discriminate is to harm an individual or a group of individuals in relation to others, with different characteristics. There is a big problem in schools due to discrimination, it usually happens due to the past, because many people were or are still discriminated against religion, skin color, gender, race. To fight these injustices upon the discriminated, an affirmative action is used, which is also a good way to combat inequality. People who are discriminated against do not really believe it because they think they will be treated differently because all people have a different way of life for many children or even adults. In schools, discrimination happens on a daily basis because there are groups formed and that often involves other groups undermining and violating their rights.

According to the Jornal de Noticias of February 19, 2008, one in two Portuguese students (51%) say their school peers are enjoyed by the clothes they wear and 36% by differences in physical appearance, as the weight.

The various effects seen in victims of discrimination are depression, low self-esteem, aggression, deviance, impaired formation of identity, and learning difficulties. Ignorance of the consequences of prejudice creates passivity in this regard. The school is an interactive social environment, and attitudes need to seek the formation of citizens with values, to respect people and their differences. Students who graduate in a prejudiced school environment show prejudice with their families, in their circle of friends, at work and, ultimately perpetuate the prejudice in their lives.



**“What sculpture is to a block of marble, education is to the human soul”.**

## “Bullying” na Educação

A palavra “bullying” surge quando existe por parte de um ou mais indivíduos atitudes agressivas, intencionais e repetitivas sobre outro indivíduo. Os agressores, usualmente, pertencem a famílias desestruturadas, sem supervisão dos próprios pais, o que provoca um mau relacionamento afectivo entre a família, levando a comportamentos agressivos que mais tarde se demonstram na sua vida adulta. Existem sete tipos concretos de “bullying”: físico (bater), verbal (insultar), moral (difamar), Psicológico (intimidar), material (roubar) e virtual (ofender através de meios de comunicação). Os alvos de “bullying” demonstram a sua dor e angústia através de problemas de relacionamento, faltas escolares, depressões, ansiedade, abuso de drogas e álcool, desrespeito pelas pessoas, perda de auto-estima, e, em casos mais extremos, pode levar ao suicídio.

**“Education is not the filling of a pail, but the lighting of a fire.”**

**William Butler Yeats**

Alguns casos de "bullying" nas escolas são passados despercebidos, pois não são casos que requerem muita atenção pelo facto de serem de origem verbal, mas mesmo assim são considerados casos de "bullying".

Em Portugal, a Associação Nacional de Professores criou uma linha telefónica de apoio dirigida a professores, alunos e famílias, envolvidas ou vítimas das mais diversas formas de "Bullying", quer como agressores, quer como vítimas, pois, normalmente os envolvidos nestas situações vivem um drama permanente de medo e em silêncio. O número telefónico de apoio é o 808 968 888, sendo possível a opção de confidencialidade.

**By Jéssica Charamba & Anna Rocha**



## "BULLYING ON EDUCATION "

The word "Bullying" came up when one or more individuals showed repeated intentional aggressive attitudes on another individual. The aggressors usually belong to unstructured families, with no supervision of their parents, what causes a bad affective relationship between the family, leading to aggressive relationships that later demonstrate on their adult lives. There are seven real types of "bullying": physical (hit), verbal (insult), physiologic (intimate), moral (defame), material (steal) and virtual (hurt by means of communication). The "bullying" aggressors demonstrate their pain and torture by relationship problems, anxiety, school faults, depressions, drugs and alcohol abuse, disrespect for people, lost of their self esteem, and, in extreme cases, they can commit suicide. Some cases of "bullying" in schools pass unnoticed, because they are not cases that require much attention because they are verbal, but they still are called "bullying". In Portugal, a National Association of teachers created one telephone line for support to teachers, students and families, related with victims of the various types of "bullying", for aggressors or victims, because normally, the involved in these situations live on a permanent drama of fear and silence. The number is 808 968 888, a confidential call.

## Deficiência Vs. Educação

**Professora Especializada Marisilda Sequeira da EB1,2,3/JI de Angra do Heroísmo**

**1. Enquanto pedagoga, com que tipo de doentes já lidou?**

"Com doentes nunca lidei." Trabalhou com crianças com NEE (Necessidades Educativas Especiais), dos quais, surdos, crianças com dificuldades gerais e disléxicos.

**2. Sente que existe um apoio das escolas e do governo, para as crianças menos adaptadas.**

Só posso falar da escola que é a realidade que conheço. "Assim sendo, a instituição presta o apoio que necessitam, dentro dos possíveis.

**3. O que acha dos professores terem formação nesta área?**

"Penso que facilitaria, de todo, a abordagem e o trabalho com as crianças com NEE."

**Discente Mariana Candeias**

**1. Que tipo de doença acarreta?**

" Paralisia Cerebral Espástica Motora."

**2. Apesar das adversidades considera-se independente na escola?**

Sinto-me sim, independente na escola e em todo o lado.

Agora mais do que em qualquer outra altura, não só fisicamente mas também emocionalmente."

**3. Uma vez que o material adequado para prevalecer as condições correctas à livre circulação de doentes são dispendiosas, acha que algum dia poderá ser possível algumas escolas estarem devidamente equipadas e finalmente haver igualdade de oportunidades?**

"Antes de pensarmos em equipamentos e materiais adequados, é mais fácil começar por outras questões. Não são palestras e entrevistas em jornais que vão fazer as pessoas entender o que é este mundo, mas há que sensibilizar as pessoas de algum modo. Começemos por tal, criando um ambiente de respeito entre todos e posteriormente pensar nos equipamentos, porque infelizmente isso hoje em dia é secundário.

Acho que o material adequado e a igualdade de oportunidades demorará a aparecer enquanto as pessoas não estiverem sensibilizadas. Nem tudo é questão de dinheiro.

**By Sónia Mendes & Filipe Borges & Bruce Silva**

**" It is in fact a part of the function of education to help us escape, not from our own time - for we are bound by that - but from the intellectual and emotional limitations of our time."**  
**T.S. Eliot**

## EDUCATION-A LIFELONG PROCESS

By Diana Tarca & Nikita Galis

As we move forward in this new Information Era and international economy, education is an increasingly vital commodity, a precursor of potential success and a driving force of change. It is important to recognize, however, that we approach education today differently than in the past. School and work used to be distinct worlds, in part because the kinds of jobs people had didn't require the kind of basic education and specialized training often required in the workforce today. In the 1950s for instance, only 20 percent of jobs were classified as professional, 20 percent as skilled, and 60 percent were unskilled.

Today, our world has changed. The proportion of unskilled jobs has fallen to 20 percent, while skilled jobs now account for at least 60 percent of the workforce. Even more important, almost every job today increasingly requires a combination of academic knowledge and practical skills that require learning throughout a lifetime.

It is important to mention that education has a different meaning to different people. To some it is simply what is learned at school, to others it is everything that is learned. Ryan and Cooper define education in *Those Who Can, Teach* as "the process by which humans develop their minds, their skills, and their character. It is a lifelong process marked by continual development and change". However, everybody agrees that education is central to a prosperous, tolerant and civilized society. It is through education that the individual develops skills, reasoning, confidence and self-esteem. Education acts as a means of empowering the individual, by making him economically self-reliant, and enables him to contribute positively to the stability of society.

## DEFICIENCY VS EDUCATION

**Specialized teacher Marisilda Sequeira from EB1,2,3/JI, Angra do Heroísmo**

### 1. What kind of deficient people do you work with?

"I never worked with deficient people." She worked with SEN ( Special Educational Needs) mainly dyslexic children, deaf and children with general difficulty.

### 2. Do you feel some support from school and government?

"I only can talk about school, it's the only reality that I know." The institution provides the support they need, within the possible.

### 3. What do you think about teachers receiving training in this area?

I think it would facilitate the approach and the work with children with SEN."

**Student Mariana Candeias**

### 1. What type of disease you have?

"Cerebral and motor spastic paralysis."

### 2. Despite adversities, do you feel independent in your school?

"Yes I feel independent in school and everywhere. Now more than ever, not physically, but emotionally too.

### 3. Since the appropriate material that enables disabled people to move freely is expensive do you think that some day school will be properly equipped and there will be equality of opportunity?

"Before we think about equipment and materials, it is easier to start by other issues. It isn't through lectures and interviews in newspapers that people will understand what is this world, but we must raise awareness in some way. Let's start by just creating an environment of mutual respect and then think about the equipment, because unfortunately today it is secondary. I think the appropriate material and equal opportunities will take time to appear until people are not sensibilized. Not everything is about money.

## EDUCATIA -INVATARE PE TOT PARCURSUL VIETII

In aceasta noua Era a Informatiei si in conditiile economiei internationale, educatia devine un instrument de o importanta majora, un precursor al unui potential succes si o forta a schimbarii. Este important sa recunoastem, totusi ca abordam astazi educatia intr-un mod diferit de cel din trecut. Coala si munca erau doua entitati diferite in trecut, partial pentru ca slujbele pe care le aveau pe vremuri oameni nu necesitau educatia si instruirea specializata necesare astazi. In 1950 de exemplu, doar 20% dintre meserii erau clasificate ca si profesionale, 20 ca avand nevoie de ceva deprinderi, iar restul nu necesitau nicio deprindere. Astazi, lumea s-a schimbat. Proportia de meserii care nu necesita deprinderi a scazut la 20%, in timp ce meseriile care presupun instruire au atins un procent de 60%. Ceea ce este mai important este ca, aproape fiecare meserie astazi cere din ce in ce mai mult o combinatie de cunostinte academice si de deprinderi practice, ceea ce presupune invatarea pe tot parcursul vietii. Este, de asemenea, potrivit sa mentionam ca educatia are intelesuri diferite pentru diverse persoane. Pentru unii, ea este pur si simplu ceea ce se invata la scoala, pentru altii tot ce invata omul in viata. In volumul "Cei care pot, predau", Ryan si Cooper definesc educatia ca "un proces prin care oamenii isi dezvoltă mintea, deprinderile si caracterul. Este un proces permanent, caracterizat prin dezvoltare continua si schimbare. Toti suntem de acord ca educatia este esentiala pentru o societate prospera, toleranta si civilizata. Prin educatie individual isi dezvoltă deprinderi, rationamentul, increderea si respectul de sine. Educatia actioneaza ca un mijloc de a ne face mai puternici, mai increzatori din punct de vedere economic, dandu-le posibilitatea sa contribuie pozitiv la stabilitatea societatii.

**Education should consist of a series of enchantments, each raising the individual to a higher level of awareness, understanding, and kinship with all living things.**



## A educação em Portugal, em pleno século XXI

Em Portugal, o ensino obrigatório é até ao 9º ano de escolaridade. Após esse percurso lectivo, cabe ao aluno a decisão de dar continuidade aos estudos.

Para isso, existem várias modalidades, nomeadamente cursos artístico especializados, científico-humanísticos, profissionais e tecnológicos.

Apesar desta gama de opções, destaca-se que existem cerca de 200 mil jovens, com idade inferior a 24 anos, sem a escolaridade obrigatória. Para combater esta situação, o ministério aclama gastar 15 a 16 mil euros por ano em alunos caracterizados por "desinteressados e com falta de capacidades". Escusado será dizer, que estes resultados quando comparados com os países de referencia na UE, demonstram o quanto somos Desiguais.

As normas pelas quais nos regemos em Portugal são extremamente débeis e facilmente contornadas. É visível que existe desigualdade até na forma como são feitas as turmas no ensino obrigatório, os alunos são catalogados e agrupados. Comumente, ouvem-se expressões como 'a turma dos repetentes'.

Esse é um dos melhores exemplos, para demonstrar a fragilidade do nosso ensino. A reprovação dos alunos é um processo bastante moroso. Reúnem-se todos os dados necessários e demonstrativos da aptidão ou não, do aluno prosseguir. Mas no final das contas, aquilo que realmente é posto em causa, não é a necessidade de diferentes medidas de aprendizagem mas sim os dados estatísticos que apontam para o elevado insucesso escolar em Portugal.

Do nosso ponto de vista, devem acabar com as desigualdades que existem dentro do país para depois combaterem as desigualdades a nível europeu.

## EDUCATION IN PORTUGAL IN THE 21<sup>st</sup> CENTURY

**In Portugal, the school is obligatory until the 9th grade. After this academic journey, it is the student's decision to continue the studies. There are several forms, including specialized courses, technological or professional courses in several fields like artistic, scientific or humanistic.**

**Despite this range of options, it is emphasized that there are about 200 000 young people under the age of 24 years, without the required education. To combat this, the ministry hails spending 15 to 16 billion Euros per year for students characterized as "disinterested and lacking in capacity."**

**Needless to say, the results compared with the reference countries in the EU, demonstrate how we are dissimilar.**

**The standards by which we are governed in Portugal are extremely weak and easily circumvented. It is clear that the way classes are made in obligatory education. Students are categorized and grouped.**

**Commonly, we hear phrases like 'the gang of repeaters'. This is one of the best examples, demonstrating the fragility of our teaching. The failing of students is quite a long process. Gather all necessary data and demonstrating the suitability or otherwise of the student to continue. But ultimately, what is really called into question, not the need for different measures of learning but the statistics that point to high failure rates in Portugal. From our point of view, must end the inequalities that exist within the country and then fight inequality in Europe.**

**By Tatiana Melo  
Luisa Linhares  
Flávio Fagundes**



## TEACHING ROMANIAN IN THE MIDDLE OF THE ATLANTIC

By Tudor Dragomir

When you first think of it, you may think it is not much. But if you give it a second thought, I would have never imagined myself teaching Romanian to pupils in The Acores, Portugal. But I did. And it was an interesting experience, believe me. Of course we are not talking about Romanian literature or about what one might call it "serious" grammar lessons. No, it was nothing like that. All I had to do was to teach some twenty teenagers to speak a little Romanian, to greet, to ask questions, to make themselves understood and so on. But the simple idea of making my own language heard some thousands kilometers away from home, and even more to actually teach someone to talk it really made me happy. I was an ambassador of my language, of my country, of my culture. Teaching them some words meant a lot more, talking about food made it possible to see similarities and differences, finding common words made us all realize we are not so different after all. And all of a sudden I found myself feeling at home... in the middle of the Atlantic ... home among wonderful, warm, friendly people.



## SA PREDAI LIMBA ROMANA UNDEVA IN MIJLOCUL ATLANTICULUI

La prima vedere, nimic nemaipomenit. Dar, daca ma gandesc mai bine, nu m-as fi imaginat niciodata predand limba romana unor elevi din Insulele Azore, Portugalia. Incredibil, dar adevarat. Si a fost interesant, credeti-ma ! Bineinteles ca nu vorbim de lectii de literatura romana sau de lectii plictisitoare de gramatica. Nu, nici vorba. Tot ceea ce am facut a fost sa invat douazeci de elevi sa vorbeasca putin romaneste, sa salute, sa intrebe, sa se faca intelesi. Dar simpla idee ca limba romana era auzita undeva la mii de kilometri departare, si chiar mai mult sa invat pe cineva sa vorbeasca aceasta limba m-a facut fericit.

Am fost un ambasador al tarii mele, al limbii si culturii romanesti. Faptul ca i-am invatat cateva cuvinte a insemnat mult, faptul ca am vorbit despre mancare, de exemplu ne-a facut sa ne dam seama de asemanari si deosebiri, gasirea unor cuvinte comune ne-a facut sa realizam ca nu suntem atat de diferiti la urma urmei.

Si, dintr-o data m-am simtit acasa... acolo in mijlocul Atlanticului...acasa in mijlocul unor oameni minunati, prietenosi si calzi.



E toda a cidade estende-me a mão  
Sigo na rua, a pé, e a gente passa  
Apressada, falando, o rio defronte  
Voam gaivotas no horizonte...

And the whole city extends a hand to me.  
I follow a road, walking, and people go by  
crowds, speaking, the river ahead,  
seagulls flying against the horizon..

Si intreg orasul imi intinde mana  
Urmez un drum, ma olimb si  
oamenii trec pe langa mine in  
grupuri, vorbind...  
Pescarusi, in zbor , la orizont....

**"Education, then, beyond all other devices of human origin, is the great equalizer of the conditions of men - the balance-wheel of the social machinery".**  
Horace Mann

