



National State of the Art and Gap Analysis - Data Collection and Analysis in Portugal

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of Needs, Practices Target Groups,
Stakeholders and Mode of Work Report



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Introduction

Within the PASSAGE consortium, Slovenia, Cyprus, Greece, Italy, Portugal, and Lithuania will be taking appropriate measures to cope with increased level of third country nationals arriving in these destinations. In turn, this increase has been instrumental in revealing several limits of existing policies (either national, regional, or European) and current capacities for migrants' integration to local societies, in the field of educative integration. This gap was especially evident in the case of the early stage of arrival (i.e., reception), where integration action needs to be reinforced and supported to promote basic EU values and principles of inclusivity, diversity, and civic openness.

This document will serve as basis for further elaboration and could serve as comprehensive reference on the level of understanding, knowledge, and awareness of youth in all European participating countries, in issues related to pedagogies and pedagogical integration in the EU.

Within this document, partners will conduct a literature review of the pedagogical models and administrative structures and practices in securing the integration of children from a migrant background who enter new school environment. All partners will collect data from various resources, which will be summarized in the present report for further development. Part of this activity is the analysis of the limited findings available so far regarding comparative approaches and the utilization of integration in schools. Ecosystem Mapping State of The Art and Gap Analysis Report will be further developed into the compilation of national reports and a Transnational PASSAGE Ecosystem of Needs, Practices Target Groups, Stakeholders and Mode of Work.

Texts included in this Report should not be older than 2000, including books sections, scientific articles, policy briefs, policy documents (e.g., parliament reports, etc), grey literature (e.g., project reports).



1. Literature Review

State of The Art and Gap Analysis

Introduction to the national school system

The Education System in Portugal

Portugal's education system is mixed, with both public and private institutions providing education from kindergarten through to higher education.

Education Facts about Portugal

- Portugal has a mixed public-private school system.
- School is mandatory from six to 18 years of age.
- Public education is free with the exception of universities, for which you have to pay a relatively small fee.
- Some of Portugal's universities feature in the QS World University Rankings.

What is the Education System Like? (Eurydice)

Governance

Education in Portugal is organised according to the democratic principles established by the Constitution of the Republic (1976), particularly the freedom to teach and learn (Art. no. 43), as well as citizens' rights and duties of the state in this area (Art. no. 73-77). These same principles were the foundation of the Education Act (1986), which defines educational objectives, structures and modes of organisation.

Higher education is the responsibility of the Ministry of Science, Technology and Higher Education (*Ministério da Ciência, Tecnologia e Ensino Superior* - MCTES), which is also responsible for defining and implementing policies affecting the national science and technology system.

The Ministry of Education (*Ministério da Educação* - ME) is the governmental department responsible for defining, coordinating, implementing and evaluating national policy regarding the education system (pre-school, basic, upper secondary and out-of-school education), as well as for articulating education policy with qualification and vocational training policies.

Both vocational education and training, as well as adult education and training are the joint responsibility of the Ministry of Education and the Ministry of Labour, Solidarity and Social Security (*Ministério do Trabalho, Solidariedade e Segurança Social* – MTSSS). The duties of these ministries are undertaken by departments that are part of direct state administration, indirect state administration bodies, advisory bodies, and other organisations and entities within state-owned enterprises.

The school network is organised into school clusters, which have with their own administration and management bodies. They are made up of pre-school establishments, plus one or more teaching levels and cycles that share a common pedagogical project.

The Ministry of Education is responsible for managing the network of pre-school establishments, as well as basic and upper secondary schools. School clusters enjoy some autonomy in terms of pedagogy, managing teaching schedules and non-teaching staff. A number of recently implemented reforms have extended cluster autonomy to curriculum management (Decree-Law no. 55/2018, 6th July), promoting decentralisation, assigning responsibilities to municipalities regarding investment,



equipment and the maintenance of school buildings, provision of meals in establishments and management of non-teaching staff (Decree-Law no. 21/2019, 30th January).

Higher education institutions enjoy scientific, pedagogical, cultural and disciplinary autonomy (Law no. 62/2007, 10th September).

In the Autonomous Regions of the Azores and Madeira, the regional governments are responsible for defining national education policy in terms of a regional plan and managing human, material and financial resources, via the respective Regional Secretariats for Education.

Organisation and structures

Compulsory education lasts 12 years, between the age of six and 18 or until the conclusion of upper secondary education (ISCED 3). Public education is free and universal from the age of four, including the final years of pre-school.

The education system is comprehensive in structure involving long basic schooling with vocational choices at the beginning of upper secondary education (ISCED 3). In the first year of ISCED 3 (aged 15 or over), students may choose: a) science-humanities courses; b) vocational courses; c) other education and training provision.

The National System of Qualifications (*Sistema Nacional de Qualificações* - SNQ) includes structures, mechanisms and types of vocational education and training (*Ensino e Formação Profissional* - EFP) that, in articulation with the European Qualifications Framework (*Quadro Europeu de Qualificações* - QEQ), promotes upper secondary level as a minimum qualification for the population through greater EFP provision or the recognition, validation and certification of formal, informal and non-formal learning competences. In the case of adults, it aims to extend educational and qualification levels via the 'Qualifica' Centre network.

Evaluation in the Portuguese educational system is both formative and summative, as well as internal and external. There is external evaluation of learning at all ISCED levels: low-stakes tests (national, non-graded diagnostic evaluation to assess knowledge and improve learning) in the intermediate grades (2nd, 5th and 8th) of the 1st and 2nd and 3rd cycles of basic education (ISCED 1) and national final exams at the end of basic education (ISCED 2), in the 9th grade (Normative Order no. 1-F/2016, 5th April and Normative Order no. 4-A/2018, 14th February). In upper secondary education (ISCED 3), students of science-humanities courses take four national final exams throughout the last two years of education (11th and 12th grades). External evaluation of schools is undertaken by a public educational inspection service, which makes the results public.

Important challenges

In recent decades, Portugal has made great efforts to improve the population's level of qualifications, resulting in substantial progress in education:

- providing universal access
- reducing the number of school dropouts
- achieving the goals set by the EU and
- significantly improving Portuguese students' performance in international comparative tests.

That said, the country continues to face challenges, such as high retention rates stemming from underprivileged socio-economic settings and a structural skills deficit of the adult population.

Teaching profession



There is only one professional career for teachers of all non-higher education levels (from pre-school to upper secondary education), which requires a second-cycle degree (ISCED 7 - Master).

Stages of the education system

The Portuguese education system is divided in pre-school education (from the age of three until the start of basic education), basic education (six to 15 years old) and upper secondary education (15 to 18 years old).

Pre-school education (ISCED 0)

Pre-school education covers children from three years old up to the age of compulsory schooling (six years old). Attending pre-school education is optional, recognising the primacy of families' role in children's education, and is universal for children from the year they celebrate their fourth birthday. The network of establishments has been expanding as part of a policy of providing widespread availability.

Provision for children under three years old, with a special focus on childcare (CITE 010) (crèche), is not part of the education system and is the responsibility of the Ministry of Labour, Solidarity and Social Security (MTSSS).

Basic education (ISCED 1 and 2)

Basic education is universal, compulsory, free and lasts nine years. It is divided into three sequential cycles; each should complete and build upon the previous one from a global perspective:

- the first cycle (CITE 1) corresponds to the first four years of schooling (grades one to four).
- the second cycle (CITE 1) corresponds to the next two years (grades five and six).
- the third cycle (CITE 2) lasts for three years and corresponds to lower secondary education (grades seven to nine).

The guiding principles of curriculum organisation and management aim to ensure a common general background education for all citizens, via the acquisition of fundamental knowledge and skills that allow further study.

Upper secondary education (ISCED 3)

Upper secondary education lasts for three years and corresponds to grades 10, 11 and 12 of upper secondary education, organised into different types. Some are geared towards further studies, others via dual certification (academic and vocational), the latter combining general, technical and work placement training. The permeability between the different paths is guaranteed, as is access via all of them to higher education through national exams.

Post-secondary non-higher education (ISCED 4)

This level is taught through technological specialisation courses (*Cursos de Especialização Tecnológica - CET*), which provides highly qualified technical training geared towards the world of work or continuation of higher-level studies. It usually lasts for one year and is designed for young people over 18 years of age who have completed 12 years compulsory schooling.

Higher education (ISCED 5 – 8)



Higher education is structured according to the principles of the Bologna Process to ensure solid scientific and cultural preparation, plus technical training that qualifies students for professional and cultural life, while developing their capability to innovate and apply critical analysis.

Portuguese higher education is a binary system that includes the **university** and **polytechnic** systems. Universities are oriented to offer solid scientific training, combining the efforts and competences of teaching and research units, while polytechnics focus on professionally oriented vocational and advanced technical training.

Adult education and training

There are various modes of adult education and training with specific aims and target groups, encompassing a system of recognition, validation and certification of skills acquired throughout life. Provision in this area is mainly included in the National Qualifications System/Catalogue and organised by a national network of "Qualifica" Centres, which cover the whole country, providing a guidance system for adults, while coordinating a vast network of training bodies. As such, they are focussed on obtaining both academic and vocational certification at the same time, although in some cases they may award only one of these.

Recurrent education is designed for adults who have not completed their basic or upper secondary education at the usual age. It follows a study plan based on the official curriculum and leads to the attainment of a qualification and the award of a diploma or certificate, equivalent to those conferred by daytime education.

Systemic regulation on the education of newly arrived immigrants and refugees

(Information edited and published by the Eurydice European Unit)

NATIONAL DEFINITIONS

(Information edited and published by the Eurydice European Unit - Integrating immigrant children into schools in Europe)

National Definitions and Legislative Sources

Portuguese legislation confers immigrant status on any foreign national intending to settle in the country under the terms of the law.

The Constitution of the Portuguese Republic defends the principles of dignity and social equality before the Law for all citizens and proclaims that those who are threatened and persecuted in their countries of origin are entitled to asylum and refuge. Point 7 of Article 33 in the Constitution guarantees the right of asylum to foreigners and stateless persons under threat. This Article is taken further in Law 15/98 of 26 March 1998 which defines the right to Asylum and Refugee status, amended by Decree 218/2001 of 4 August, as the protection delivered by Portugal to any foreigner granted refugee status under the 1951 Geneva Convention and the 1967 New York Protocol.



In 1991, the Portuguese Council for Refugees was set up to play a fundamental role in supporting and aiding asylum seekers and irregularly resident immigrants. The main objective of the Council is to provide them with better legal support while assimilating them and regularising their residential status.

Portuguese nationality is not acquired automatically. It can be obtained by children born in Portugal and by children of immigrants who have resided legally for at least 6 years in the country, if they are citizens of a country where Portuguese is the official language, or 10 years if they are nationals of another country.

Portuguese legislation on nationality as a criterion for successful assimilation makes it easier for citizens from the Community of Portuguese-speaking Countries (CPLP) than for other immigrants to acquire Portuguese nationality, since it allows them to have dual nationality. With respect to Brazil, the special relationship that has always existed between the two countries was further strengthened by the Porto Seguro Treaty of Friendship and Cooperation (22 April 2000). As regards the movement of workers, a new step in the same direction was taken with the recently concluded Reciprocal Agreement on the Recruitment of Nationals (Decree No. 40 of 19 September 2003).

Rights to Education and to Support Measures

The Constitution of the Portuguese Republic (Articles 13, 15, 73 and 74) enshrines the principle of equality, stating that no person may enjoy special privileges or benefits or suffer from prejudicial treatment or be deprived of any right or exempted from any obligation by reason of lineage, sex, race, language, territory of origin, religion, political or ideological conviction, education, economic situation or social condition.

In the case of children, the Portuguese state guarantees, independently of their situation with respect to the law, the application of the principles set forth in the Universal Declaration on Human Rights and, in particular, the United Nations Convention on the Rights of the Child, especially with regard to access to health care and education.

Neither the children of refugees and exiles nor the children of immigrant irregular residents can be refused a school place unless the school has no more room, in which case it is required to refer the pupils to another educational establishment in the area.

Pupils from pre-school to the ninth year registered in the public education system whose mother tongue is not Portuguese (even if Portuguese is the official language of their country of origin) may benefit from support measures. These children attend Portuguese lessons along with others but may receive extra tuition in the language if necessary.

The children of irregularly resident immigrants and asylum seekers have to receive the same schooling as Portuguese nationals (i.e. they may access education irrespective of their residential status). They are similarly entitled to benefit from school services or financial support awarded by the education authorities, in the same way as Portuguese children.

The Ministerial Ruling 123/ME/89 of 25 July 1989 provides for national measures to implement Directive 77/486/EEC of 25 July 1977 on the education of the children of migrant workers.



Limited findings and evaluation of existing pedagogical integration models and practices

(Information edited and published by the Eurydice European Unit)

MEASURES OFFERING SCHOOL-BASED SUPPORT TO IMMIGRANT CHILDREN AND THEIR FAMILIES

Reception and Guidance

No school may refuse to enroll a child, provided it is located in the area in which his or her parents reside and places are still available. If all places have been filled, schools normally try to redirect children to other schools in the same area.

Children first enroll between the beginning of January and 15 September in the calendar year in which they become 6 years of age, and re-enroll regularly at the end of each school year. Schools will accept enrolment outside these dates on the basis of a written request from the person legally responsible for the child's education.

Immigrant children who have already begun school in their country of origin should provide their host school with a document which testifies to their level of attainment (and which should be authenticated by the Portuguese or home country consular or embassy authorities). The same document is required to establish the equivalence of qualifications (Decree-Law 219/97 of 20 August). Children without this school record (or its translation where required) have to go to the Department of Basic Education (DEB) where they take a test to determine how much they have learnt.

Integration into School Learning

Immigrant pupils are integrated directly into the regular education system. The Order in Council 219/97 of 20 August 1997 which defines the model of equivalences with respect to other education systems, facilitates the immediate integration of migrant pupils into the school system by allowing conditional enrolment so that students can attend school without delay. Furthermore, it envisages teaching support for immigrant children (Article 16) who are integrated into the national educational system via this path:

1. Candidates who enter the national educational system through the diploma-equivalence process must be allowed to benefit from a teaching support scheme suited to their situation and compatible with the possibilities of the educational establishment.
2. Teaching support should focus on eliminating difficulties encountered by the student, in particular in mastering the Portuguese language.

This same Order (Article 16,3) states: 'For the implementation of the foregoing provisions, the educational establishment shall carry out a diagnostic assessment of the pupil and shall subsequently formulate an individual educational support plan'. The teachers of kindergarten and the 1st cycle of



primary education are required to promote the learning of spoken language by all children, with special attention to those belonging to social and linguistic minorities or underprivileged segments of society; and to encourage pupils of other mother tongues to learn Portuguese as a second language⁽³⁾.

In the curriculum for primary education, several points may be noted:

- The integration of immigrant pupils into schools can be achieved in different educational and learning situations, with an emphasis on a differentiated teaching approach;
- Particular attention is paid to cooperative activities 'focusing on integration and the exchange of knowledge'.

The schools must – pursuant to their autonomous status and in accordance with their educational program – define, offer, and manage specific measures for the diversification of the curriculum (Order in Council 6/ME/2001 of 18 January 2001).

Article 8 of the same Order in Council provides for the teaching of Portuguese as a second language: 'Schools must provide specific curricular activities for teaching Portuguese as a second language to pupils whose mother tongue is not Portuguese'. Consequently, depending on the capacities of the establishment, Portuguese can be given as a second language or be the subject of a specific educational support scheme.

Under the RAAG (Autonomous System for School Administration and Management, these measures reduce the teaching time of teachers who provide special support for immigrant children learning Portuguese. Mainstream Portuguese language teachers are entitled to do so anyway, but many *Escolas Superiores de Educação (ESEs)* and universities offer special initial or in-service training in this field. Two public universities in the Lisbon area also provide opportunities for such prospective teachers: The New University of Lisbon offers a 'Master's degree in Teaching Portuguese as a Second and Foreign Language' intended to prepare them to give courses to immigrants and their children in primary and secondary education, while the Faculty of Letters has cooperated with the Ministry of Education on teacher training and the provision of teaching materials.

Finally, some self-governing authorities have specific aids to fund Portuguese courses for nationals of Eastern European countries.

Assessment forms and remedial/support strategies can be provided under (school) group curricular projects. Support includes educational materials such as the CD-ROM entitled 'Us and the Others' intended for pre-school education. It was recently published and distributed free of charge to schools and is the result of a partnership between the University of Aveiro and the Department of Primary Education (DEB). As regards the teaching of Portuguese as a second language, one may mention bilingual tests as well as the appropriate Application Manuals for Portuguese as a Second Language, prepared by the DEB. These tests are intended for the main ethnic minorities in Portugal: Creole (Cape Verde and Guinea), Russian, Tetum (East Timor), English and German.



As regards the children of migrant workers from European Union countries, the law provides for the following:

- entitlement to free reception facilities designed to further the integration of minors;
- additional support tuition to improve proficiency in Portuguese among those for whom it is not the first or main language, in line with their specific learning needs;
- appropriate continuing training for teachers;
- instruction in the language and culture of the country of origin in cooperation with that country.

Although Decree 123/ME/89 is a by-product of Directive 77/486/CEE and in this respect relates only this right was generalized to the children of all the immigrants without disregarding their origin. By immigrant workers is meant all immigrants, whether nationals of European or non-European countries.

Support for the Language, Culture and Religion of Origin

Migrant pupils can have access to instruction in their language of origin (depending on the resources of the individual school). Thus, Ministerial Ruling No. 4 123/ME/89 of 25 July 1989, stipulates: 'In conjunction with the education given in Portuguese schools, education in the language and culture of the student's country of origin may be provided in cooperation with the State of origin'.

An 'Intercultural' Secretariat has been created under the auspices of the Council of Ministers. One of its lines of action is to produce educational resources and teaching materials. The materials used in the classroom include the series 'History and Histories', designed to acquaint children and young people with the culture and traditions of their countries of origin, thus strengthening their own sense of identity.

The freedom of religion, conscience and worship is enshrined in the Constitution (Article 41), thereby guaranteeing freedom of instruction for any religion or denomination. Consequently, attendance is optional for religion and ethics courses, and the school has autonomy in the matter. The minimum number of pupils needed to form a teaching group is 10, and pupils from different groups can be combined:

- from the same year, for instruction in ethics and the Catholic religion;
- from different years, for instruction in religion and ethics for other religions.

Adaptation of Daily School Life

The school calendar is made by the Central Services of the Ministry of Education always taking into account the religious calendar of the different religious minorities: for instance, the national calendar for examinations is posted after checking the different religious minorities.

In Portuguese public school's uniforms do not exist and there are no regulations as far as the clothing of students is concerned.



Access to School Services and Special Financial Assistance

All pupils, irrespective of their origin, are to benefit from the same financial aids (school meals, support for books and school supplies, school insurance and transport). In addition to general aids, some self-governing authorities provide specific aids, such as study rooms managed by the authority and/or parish council in areas inhabited by particularly underprivileged segments of the population.

Language Tuition for Parents and Families

This tuition can occur when promoted by an autonomous school board, a school parents' association or, not uncommonly, by non-governmental organizations (NGOs) concerned with religious matters, the Red Cross or migrant worker associations.

The High Commissioner for Immigration and Ethnic Minorities (ACIME) also offers free language courses for all immigrants – including those of irregular status – who do not speak Portuguese. Other Portuguese language courses are available to immigrants at the job and training centers.

Information to Parents

The option of assigning specially trained socio-cultural mediators ⁽⁵⁾ may be considered an important form of support in ensuring a link between school, family and the community.

A series of brochures entitled 'School and Community' was created by the Intercultural Secretariat to provide support to parents and relatives, especially among migrants and Romanians, in supervising their pre-school and school-age children.

Parents and educators have access to a permanent source of information at the Office of the High Commissioner for Immigration and Ethnic Minorities (ACIME): www.acime.gov.pt. The ACIME has a network composed of National Support Centers for Immigrants (CNAI) and Local Support Centers for Immigrants (CLAI) which provide access to the resources of the National Network as well as brochures with useful information, published in English, Portuguese and Russian. These services are free of charge. Of particular relevance is the brochure entitled 'Access to Education', produced in cooperation with the Intercultural Secretariat, which contains practical information and answers to frequently asked questions about the schooling of immigrants.

INTERCULTURAL APPROACHES IN EDUCATION

Curriculum

Pursuant to curricular guidelines for pre-school education, the following general pedagogical objectives have been set: promoting the integration of children into various social groups, with respect for the plurality of cultures; increasing children's awareness of being members of society.

In defining essential skills to be developed in primary education, the following recommendations, which are specifically for teachers to guide them towards special strategies for intercultural education, may be noted:



- The integration of immigrant pupils into schools can be achieved in different educational and learning situations, with an emphasis on a differentiated teaching approach.;
- Particular attention should be paid to cooperative activities 'focusing on integration and the exchange of knowledge' (project area);
- Pupils should be able to 'defend their own ideas, using different languages appropriately';
- Teachers should plan for discussion on the use of Portuguese, given the variety of languages spoken by the pupils;
- Schools should promote cooperative learning activities and carry out intercultural exchanges;
- Education should be adapted and made flexible 'in respect of the linguistic varieties of Portuguese and the languages spoken by linguistic minorities in the national territory';
- Affinities between the mother-tongue of the immigrant child and other languages should be brought out;
- In history classes, exchanges with pupils/young people from other communities, cultures, religions or countries should be promoted.

The Intercultural Secretariat has introduced an intercultural dimension that was not previously explicit in school programs. In addition it is endeavoring to integrate the objectives of intercultural education into the education system and school programs by facilitating the development of multicultural schools and promoting tolerance.

In the national primary school syllabus, each school is required to develop curricular projects based on the principle of inclusion. This involves adapting and regulating teaching and learning in line with the different needs of each pupil and circumstances at each school. There is a focus on intercultural education when teaching Portuguese (out of respect for the languages spoken by linguistic minorities in the national territories), foreign languages (by providing for consideration of other languages and cultures), history (through pupils communicating awareness among themselves of different ethnic or language backgrounds, cultures and religions or ethnic origins), and geography (through an appreciation of civics and citizenship). The Constitution, educational legislation and State policies for education are based on a school system that not only respects gender, race, language, geographical origin and religious differences, but also the needs of each student.

Teacher Training

Teachers are required to take into account the phenomenon of cultural diversity and to become agents of integration policy while taking into account the autonomy of the schools and of their own profession.

Concerning in-service training, (mainly provided by school associations training centers and by the teachers' associations) the Association of Teachers for Intercultural Education (APEDI) – which aims to stimulate and promote the interchange and dissemination of educational ideas and good practice in an intercultural context, as well as to establish protocols with the ministerial departments responsible for education, solidarity, reception, ethnic minorities and self-governing authorities – has a role to play in teacher training in this regard.

Teachers can attend courses co-financed by the Ministry at APEDI and by the Educational Development Programme for Portugal (PRODEP) (Measure 5, action 1).

In 2002, this association organized thirty 25-hour courses on 'Continuing and specialized training for teachers and other staff in pre-school, primary and secondary education'. The courses included:



'Cultural mediation in school', 'Public schools and intercultural education', 'Cooperative learning and group dynamics in an inter-cultural context', 'Portuguese language and literature: an intercultural approach' and 'Discussion and representation of conflicts in a multicultural context'.

As regards in-service training, one of the most important priorities is information and communication technology (ICT) as a mean of communication between students, teachers and other staff with different cultural backgrounds, and at schools from different regions.



2. Field Research

Analysis of the focus group research with teachers

This Focus Group was composed of:

Dra Cátia Elias: Teacher of Foreign Students (Portuguese as Foreign Language at the University of Minho (Braga) and Portuguese Teacher in a Vocational School;

Dra Sandra Oliveira: **Trainer in a Vocation School in Braga (Events Management) and Events organizer at the University of Minho;**

Dra Ana Cristina Fernandes: **Portuguese and Integration Teacher in a Regular School and a Vocational School;**

Dra Sandra Barroso: **Hairdressing Teacher in a Vocational School;**

Dra Sílvia Fernandes: **Natural Sciences Teacher in a Vocational School.**

These teachers have specifically been selected due to the fact that all of them are teaching classes with refugees and minorities. Moreover, the Natural Sciences teacher is also the class tutor of a class with students from Syria and, therefore, she has contact with parents/responsible tutors of these students.

The Portuguese teacher was selected due to the fact that she teaches Portuguese to University students coming from different countries, some of them with complicated backgrounds.

The Hairdressing teacher was selected because she teaches a practical subject, which is interesting in order to compare the level of difficulty of integration of children refugees and immigrants according to the subject taught.

Self efficacy

The five teachers are confident that they can integrate refugee and immigrants in their classrooms since they have been doing it for a while. However, Dra Sandra Oliveira states that the main obstacle is the language and thus the teachers need to make an extra effort at the beginning in order to communicate with these students and, above all, adapt strategies to overcome this barrier. One of the best way, according to the teachers, is to use translation applications. This solution is adequate but teachers have to be prepared because integration will be slower than expected.



Teachers can check if the integration is naturally happening by observing the interaction of these students with class peers. The Portuguese teacher mentioned that she usually asks students to work in groups for the elaboration of Posters (Europe Day, International Women's Day, etc) asking students to bring a personal contribution to the work according to their origins and knowledge about the topic. She has observed that, although tasks had to be explained many times to the refugee students, they have perfectly worked in collaboration with the other students from the moment they have understood what they were expected to do.

The Events teacher has observed the integration through informal talks with the classes by asking the students to introduce themselves in an informal way. It was a good way to make them get to know each other. The Integration teacher did the same and asked them to give some characteristics of their own culture they would like or not. All the students were asked to answer and not only the refugees to make clear that they all belonged to a same group: the class.

The Sciences teacher explained that she is not in direct contact with the parents but the bodies responsible for placing the refugees and so far all the feedbacks are positive. The other teachers don't have contact with these bodies but get a regular feedback from both the class tutor and the school responsible for refugees students.

When it comes to the workload, all the teachers clearly expressed the idea that they have an "intense workload" due to a full timetable besides the fact that there is also much paper work to do. They obviously agree that this represents an obstacle to this integration because they don't have the time they would like to have and they would need to duly perform their tasks.

Implementing Practices

All the teachers have answered that they immediately felt the need to bring new strategies and tools in order to integrate these students, otherwise it would be impossible to make them participate in classroom activities. They try to bring different activities to the classroom with an attempt to diversify them. Some examples were given: posters, Kahoots, Google Form exercises, translation applications to compare the pronunciation of specific words in all the languages involved, practical activities (preparing a "mini-event" which consist of presenting to the class a specific topic chosen by the students in an interactive way – usually refugees tend to bring some traditional food or dance), repetition of the same exercises to check if they were correctly understood, informal talks.

It is also really important to highlight the fact that all the strategies were happily welcomed by all the other students that saw them as innovative ways to learn instead of the traditional "teachers teaching contents" that they understandably consider as boring and not interesting at all.

In the same line of thinking, asking the refugee students to write important vocabulary seen in class translated into their language is also a useful method to draw students attention and give a sense of responsibility to the refugee students. This activity is completed by a pronunciation exercise in both languages.



As regards the Hairdressing Teacher, she mentioned that the big majority of her classes are practical classes. Students are working on “dolls heads” which means that refugee students can observe the teacher working on them and then do exactly the same as her. This works with all the other students and this methodology perfectly works with the refugee students. In their specific case, the teacher remains by their side in order to check in loco if they are working as requested. This observation is used as assessment of their evolution.

She also uses digital interactive games (Kahoot) when she needs to teach some theoretical contents (for example, to present primary colors) and she uses markers to make them see, write in Portuguese and in their own language the name of the colors.

The Sciences teacher indicated that she tries to bring practical experiments to the classes, although it is not always possible due to the contents she has to teach but this strategy seems to be fruitful.

The main objective of these strategies are not to teach effective content but to prevent refugee students to feel lost or excluded for linguistic reasons. They observe and then they feel more integrated and interested in the lesson.

Before receiving these students, all the teachers participated in a meeting with the School responsible for refugee pupils, also responsible for the refugee/immigrant students in which they had the opportunity to get information about the refugee students, their origins and some suggestions for the adaptation and elaboration of a curriculum specifically designed for these students. The school has organised a timetable adapted to these students so that they can spend some hours with this teacher in order to check if they felt happy at school, their main difficulties, their interaction with the class as well as to explain some contents they would not understand during classes.

Teachers state that there are available resources (Internet connection, material for the posters activities for example) and their willing to integrate the students but not so much time.

All the teachers agree that they were informed by their school about the inclusion of these students in their classes and felt a little bit scared at the beginning but things gradually became easier.

Cultural competency

As aforementioned, the language was the main obstacle. However, using translation application to facilitate the communication turned out to be fruitful and enabled the introduction of digital tools to all the students. It also created funny moments while listening to Syrian language and arouse curiosity among the other students.

The Hairdressing teacher does not feel much trouble regarding the language in her classes since the students work through observation and repetition of the hairdressing techniques. Of course, it is important for the students to know the name of the techniques but the teacher considers that this will come later and, once again, translation applications are very useful in this context.

Anyway, these students are attending Portuguese language course provided by specialized institutions (represented in the other Focus Group) and they gradually started to master the Portuguese language.



Besides this, the Portuguese teacher also dedicates some hours of the week to give some additional support as regards the language.

Another obstacle mentioned by the teachers was related to culture since the Syrian students are always wearing the Niqab, which was so confusing for the other students and mainly girls who spend much time taking care of their hair and are proud to show it to the others. They could not understand that this feminine asset "should be hidden". Teachers had to intervene by explaining the meaning and the importance of this tradition. Syrian students were glad to explain it and teachers consider that these sharing and reflection moments are important since it is a good way to learn about different cultures and traditions, directly from the refugees rather than through books or other sources.

The Niqab is presented as an obstacle for these students learning according to the Hairdressing teacher since, besides practicing on the "dolls heads" students are also expected to practice hair styles on each other. The Syrian students cannot be combed or brushed by the other students, which means that, in this context, the interaction with the peers is "let's say" limited.

The Integration teachers mentioned that "it is wrong to see these language or culture barriers as obstacles since they enable the construction of new learnings both for students and teachers themselves".

Following these reasoning and opinions, it is obvious that cultural differences can, without any doubt, be used in our advantage.

It is here important to mention that the refugee students from Syria were integrated in a class with five students belonging to the gypsy community who firstly disapproved the presence of the Syrian students in their class. Once again, teachers and the class tutor had to intervene in order to explain that they were supposed to accept "foreign students" the same way they were accepted by the school community despite having different traditions and beliefs. "Treat others the way you like to be treated" was the main motto used by teachers in this class. Things slowly but surely happened in the right direction.

Competency/Preparation

None of the teachers consider that they are qualified enough for this job since "it is never enough". They all feel they are better prepared now thanks to this experience but they clearly explain that they were not prepared for these contexts at the University.

The meeting with the School responsible for refugee pupils was important to get some background and ideas for implementing strategies but teachers have learnt *in loco* by observing the results of their strategies and adapting them in accordance with the students' responses.

The Portuguese teacher mentioned that she has acquired experience through her function as Teacher of Foreign Students at the University and that she knew that language and culture aspects would difficult her work but it was easier for her to implement strategies.



They indicated that they would use again a specific strategy after having observed that it was fruitful in previous lessons. They would “abandon” strategies that did not go well and were not enjoyed by the students.

None of the teachers have attended any additional seminar or training related to the integration of refugees or immigrants due to the lack of time.

However, the hairdressing teacher mentioned that she has participated in an Erasmus+ mobility where she was taught about different tools and applications to use in classes (Kahoot, Padlets, etc.). She affirms that this was very useful for her and uses them during classes.

Student needs

Although all the teachers state that their school system is “immigrants and refugees” friendly, they think that there is still so much to do.

The events teacher mentioned that it would be great to organize an event to receive the refugees and immigrants at the beginning of the school year. The event would be organized by local students who would do some research and prepare posters and present songs or other cultural aspects of all the cultures represented in their school. The problem is that many teachers claim that they are so busy at the beginning of the year, trying to prepare classes and reception of new students, and are not in the mood for this kind of events. Furthermore, the school direction itself is busy with the preparation of the “rentrée”, which makes it difficult to organize of such activities.

Unfortunately, teachers say that, although they are aware that the refugee or immigrants have social problems, they are not sure that they are dealing with more advanced social problems. This can be explained by the fact that these teachers have experience in vocational schools, with students with very complicated family backgrounds and thus who are facing, for some of them, huge social problems. Furthermore, if we consider the class with the Syrian students, as previously mentioned, some of the other students belong to the gypsy community and they also face serious social problems. Therefore, teachers are perfectly aware that refugees are in a social complicated situation but they also agree that students who are not refugees or immigrants are in the same situation. No need to say that, although it is not a positive fact, this can be used at their advantage insofar as that even if we come from different places, we are not that different, we share identical problems and this can be a starting point for integration.

As Dra Sandra Oliveira mentioned “it wouldn’t be fair to treat differently the refugees because they are facing problems since many other students deal with the same problems. Treatment should be given equally to all the students but taking into consideration each individual and situation specificity”.

Motivation

All the five teachers feel motivated to teach newly arrived immigrants and refugees despite receiving no “salary, incentives or allowance” for that specific mission. None of them would feel more motivated if they were entitled to additional payments. None of them accepted the idea that money increases



motivation when you are a teacher. They teach because they like to and because they want to make a difference in students' lives. Their reward is the feeling of accomplishment. That's their motivation.

Managing to integrate refugees or immigrants in the classrooms and in the school system is something interesting, appealing, engaging as well as challenging for them and for the school community.

The most demotivating factors are obviously the lack of time to prepare lessons as they would love to, to interact with the students outside the classroom walls, to accompany the process as a whole.

Teachers feel they have a voice into school management since they periodically meet with the school responsible for refugees and provide some feedback about the integration process of the refugees. They also have meetings with the headmaster where all the aspects of teaching/learning strategies are assessed.

However, they don't feel they have a clear voice into policies by the ministry for refugee pupils.

3. Analysis of the focus group research with stakeholders

This Focus Group was composed of:

Dra Sara Caetano: **Representative of the High Commission for Migration (ACM);**

Dr Mónica Farinha: **President of the Portuguese Committee for Refugees (CPR);**

Dr Fernanda Gomes: **Responsible for the Implementation of the Municipal Plan for the Integration of Migrants in the Municipality of Braga;**

Dr Sónia Diz: **Coordinator of the Local Support Center for the Integration of Migrants of the Portuguese Red Cross (CLAIM);**

Dr. Graça Moura: **Director of the André Soares Schools Cluster;**

Dr Elmo Bastos: **Representative of the Portuguese Red Cross;**

Dr Sónia Ferreira: **Focus Group Moderator as a teacher of migrant students in collaboration with the Municipality of Braga.**

It was first reminded that Portugal was one of the first countries to implement a Global Plan for Migrations (with specific guidelines in the framework of schools and Portuguese Language teaching initiatives).

The institutions above mentioned are actively working together towards a successful integration of refugees and immigrants in Portuguese society and, therefore, in their adaptation to the Portuguese



school system. They are obviously supported by the Ministry of Education which has drawn up a variety of national strategies and instruments.

The High Commission for Migration (ACM) works in collaboration with the General Direction of the Education and follows its Guidelines (Guides and regulations listed in the chapter Literature) in order to take care of the reception and mediation towards refugees and immigrants integration in the fields of accommodation, health, justice, and education, by preparing, for example modules of training courses addressed to teachers.

Specific cooperation protocols are established between the ACM, the Portuguese Red Cross as well as clusters of schools in order to facilitate the transition between reception and integration of the children refugees and immigrants in schools. In this field, the Ministry of Education has a key role in this integration since it the body that will validate diplomas equivalences and decide the distribution of these children in the different levels of the Portuguese school system.

As regards Braga's Municipality, there are a wide range of initiatives carried out within the Municipal Plan for the Integration of Migrants. This plan was also adopted by other municipalities in Portugal.

Protocols have also been celebrated between municipalities, the High Commission for Migration, the Foreigners and Borders Services as well as the Secretary of State in order to follow public policies. Dra Sónia Diz gave the example of Hosting Houses for refugee and immigrant students so that they can be close to schools they are attending and pursue studies in order to find a job and then an apartment.

Partnerships also were referred to, namely partnerships with local bodies and institutions (social security centers or health centers for example) in order to build networks aiming at enhance conviviality with the community rather than simple co-existence since these terms bring different meanings.

Altogether, the institutions present in this Focus Group are working hard in order to define plans and strategies so that the refugees and immigrants feel fully integrated in several domains such as education, culture, health, justice, accommodation.

All the participants have agreed that a lot of work has already been done in the educational context but there is still so much to do since these strategies must without a doubt be updated and adapted according to the refugees and immigrants origins. Indeed, Dra Mónica Farinha has mentioned: "there is no right answer/strategy since it depends on whom we are addressing to. There are aspects related to culture, age, maturity, background that have to be kept in mind while intervening in this integration". The representative of the Municipality of Braga, Dra Ana Ferreira, has completed this observation by stating that "Strategies that can be fruitful for some refugees may not be for others, We have to understand them if we want to help them. We have to get some information and data from them to intervene the right way." For this reason, guidelines established by the Ministry of Education are crucial but they need to be complemented by local projects, activities, strategies. Regulations towards children refugees and immigrants must be respected but projects and activities must be adapted to different realities.



This Focus Group has clearly designated schools as agents of stability and life reconstruction for these children. It is, therefore, imperative to insist on specific actions to schools and, first and foremost to teachers. As Dra Graça Moura said "Schools help them grow up so that they can have a life in society, by interacting with peers. That's where they construct a healthy social and human path and forget dramas and traumas they have lived before arriving to Portugal. Schools' duty is to enable their inclusion and generate new and positive experiences".

It is thus decisive to carry out specific interventions which "enhance intercultural education and to raise teachers' awareness to reach this aim through tools and strategies that will lead to the children integration, since diversity in classrooms should be seen as an opportunity and never as a problem" (Dra Sara Caetano).

It was also highlighted that parents are another key element in the process of integration of these children since they give a huge importance to education. Parents have faced traumas that they unconsciously transmit to their children. By listening to parents and involving them in this integration process, we will manage to bring some normality to their narrative and, therefore, children will gradually lose this burden linked to their past lives experience.

Existing practices and long-term predictions

Through this Focus Group, it was possible to understand that a wide range of practices and initiatives are being carried out through a networking collaboration of many institutions and bodies, some of them present in this Focus Group.

The biggest obstacle to these children integration is obviously the language. Therefore, many of the actions taken in Portugal are related to Portuguese language Teaching: Portuguese language courses, linguistic support, translation services for many social and educational services (enrolment process, teachers-parent meetings, schools signage translated into the languages of the refugee and immigrant children in some schools, documents translation, online courses in different languages, Moodle platforms aiming at teaching Portuguese to Foreigners).

Some projects/initiatives are addressed to the community in general and will help the liaison with the school contexts:

- Support offices for refugees and immigrants (Municipality of Braga);
- Human Libraries: Human library: a space where there are no books, but people with real stories to share with whoever wants to hear them.

The aim of the human library is to explore and overcome stereotypes, helping the "reader" to learn more about them through sharing real stories and dialogue. During human library events, "readers" will have the opportunity to have private conversations, with a maximum duration of 20 minutes, with these "books" (meaning human beings)



Some initiatives/projects are directly addressed to teachers and school communities and were elaborated in collaboration with the General Direction of Education:

- Braga Integra – Acolhe+ (CLAIM): awareness actions for teachers about the added value of diversity in classrooms;
- Teachers Training modules (ACM): teachers are trained in order to accept and understand cultural differences, pedagogical materials to be used in classroom;
- Support to schools (ACM): specific resources for the integration of children refugees and immigrants as well as for the enhancement of intercultural education;
- REEI – NETWORK OF SCHOOLS FOR INTERCULTURAL EDUCATION (ACM): it is a national program with the objective of establishing a network of education and teaching institutions public and private, involved in the transformation of the school, its organization and its pedagogical approach, aiming at the educational success of all children and young people from pre-school to secondary education. This program involves 47 clusters of schools.

As regards the national school system, Dra Graça Moura, as the President of a school cluster, states that it is culturally diverse and that children refugees and immigrants are well received and accepted by teachers, students and school community members in general.

She gave the example of some schools where teachers volunteered and are spending their free time in order to help the integration of these children. As she said, “some teachers are completely passionate by this mission and dedicate most of their time to build instruments, activities and tools in order to enable this integration, and they even started to learn the children languages in order to communicate with them”. To the question: are the national strategy for integration of immigrants and refugees in education efficient enough?, she answered that the efficiency depends on the implementation and the professionalism of the agents in this process. The strategies and tools are efficient but they depend on what we do with them, they depend on the commitment, dedication and effort of all the stakeholders, mainly teachers and school community in general.

This idea was complemented by Dra Mónica Farinha (CPR) who commented that this complicated integration process requires not only teaching skills but also social skills. “It is necessary to have informal talks with these children so that they can share their feelings and “lose” their vulnerability derived from their past traumas/life experiences”. “They need to be listened to and teachers need to give them voice, otherwise integration won’t be possible or efficient” (Dra Sara Caetano – ACM).

As regards obstacles to this integration process, the responsible for the ACM has mentioned that there are resources made available by the Ministry of Education but they are not enough since new resources suppose further funding, which is not always possible. There is obviously a lack of funding in order to promote linguistic diversity and global citizenship in schools, which is not, according to all the participants in this Focus Group, a reason to give up and to lower arms.

Another obstacle was mentioned by the representative of the Municipality of Braga, Dra Ana Ferreira, namely the lack of updated information since we need to have a concrete idea of the number of



refugees and immigrants present in Portugal in order to bring the appropriate solutions they need to cope with their social and educational needs.

4. Analysis of teachers' perspective on integration of immigrant children and refugees

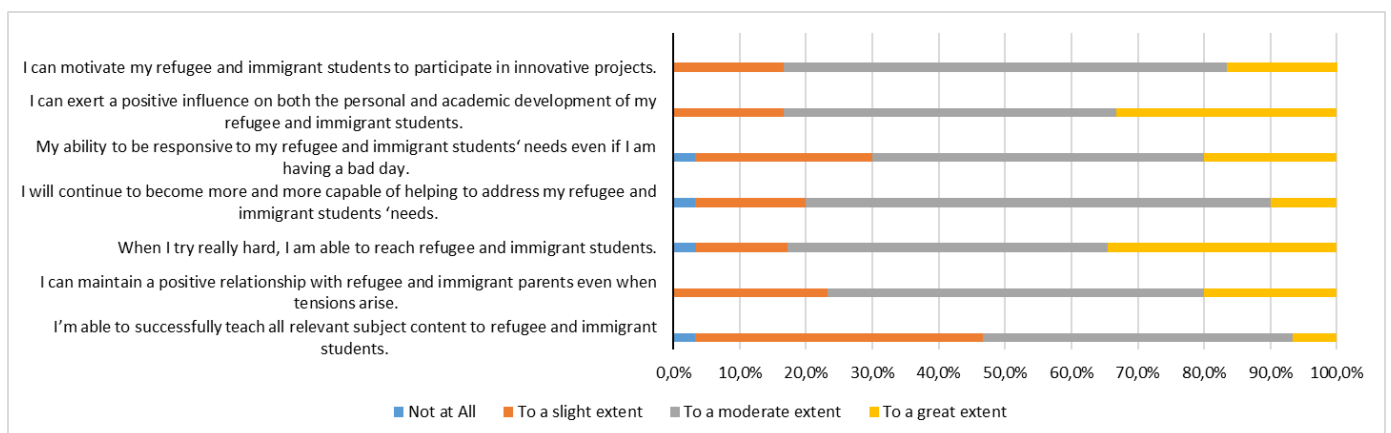
In order to analyse teacher's perspective on integration of immigrant children and refugees, questionnaires have been elaborated and sent to teachers from different professional and personal backgrounds and contexts. Thirty-seven teachers (twenty-seven female teachers and ten male teachers) have answered the questionnaire.

Eighty-five percent of the respondents teach in a high school.

Eighty-one percent of the respondents have included teaching refugee and immigrant population for less than five years, which shows that the integration of immigrant children and refugees in Portuguese schools is a recent phenomenon.

Then 31 statements were presented to the teachers so that they can indicate to what extent they agree with them.

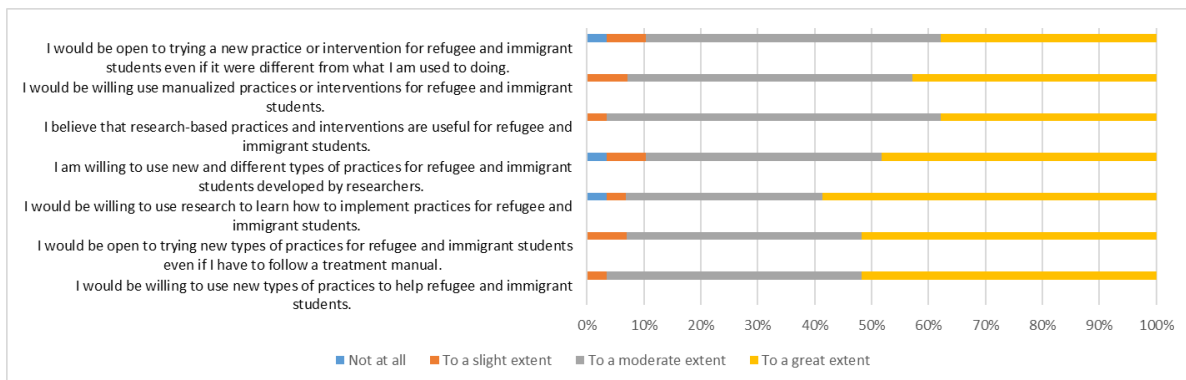
The answers are presented in the charts below.



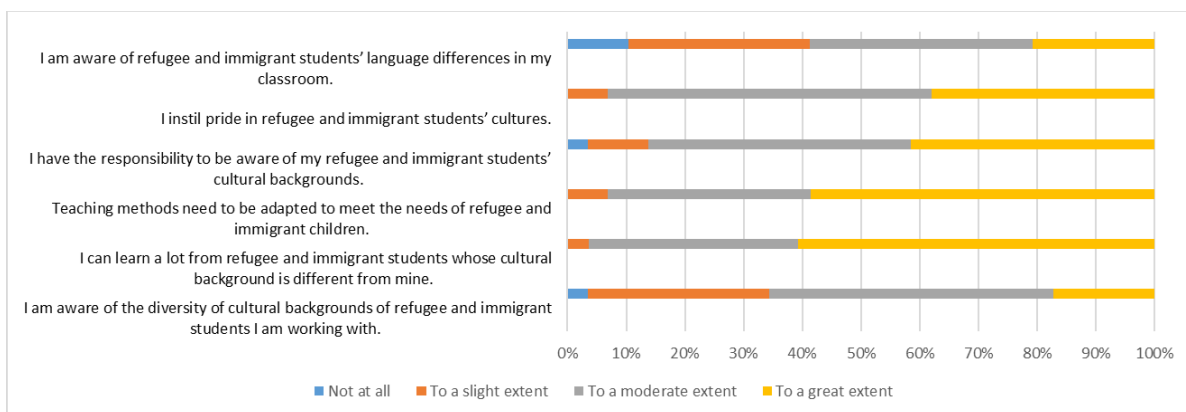


We can observe that, for each statement, the majority of teachers have answered “to a moderate extent”, which means that they are not that confident about their ability to teach and motivate refugee and immigrant students. Furthermore, 70% answered that they were convinced (to a moderate extent) that they will become more and more capable of helping to address students’ needs. Moreover, only 50% state that they exert a positive influence on personal and academic development of refugee and immigrant students even if they try hard enough.

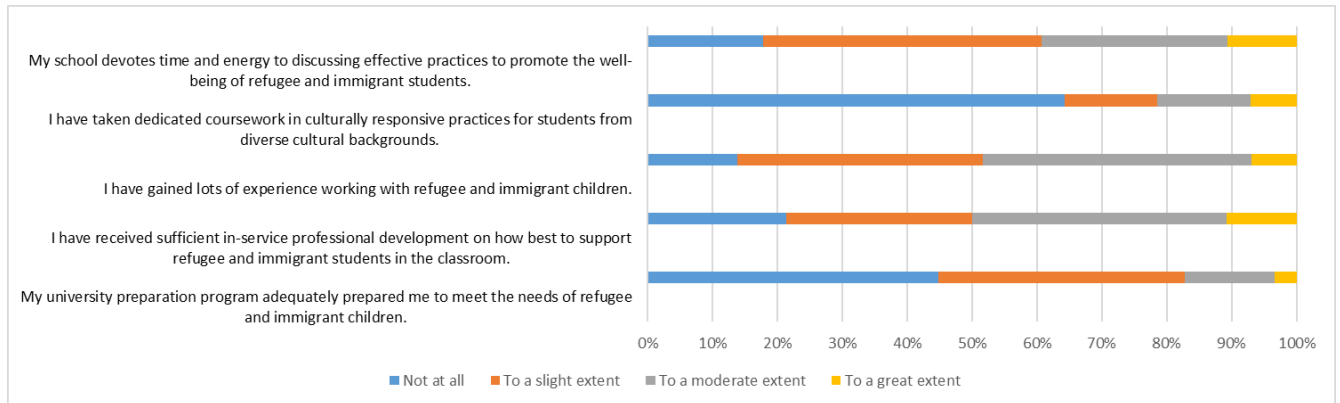
These answers indicate us that they don’t feel totally prepared to teach these students, they are not aware of the impact they have on students’ life and don’t think they will be able to do better in the future.



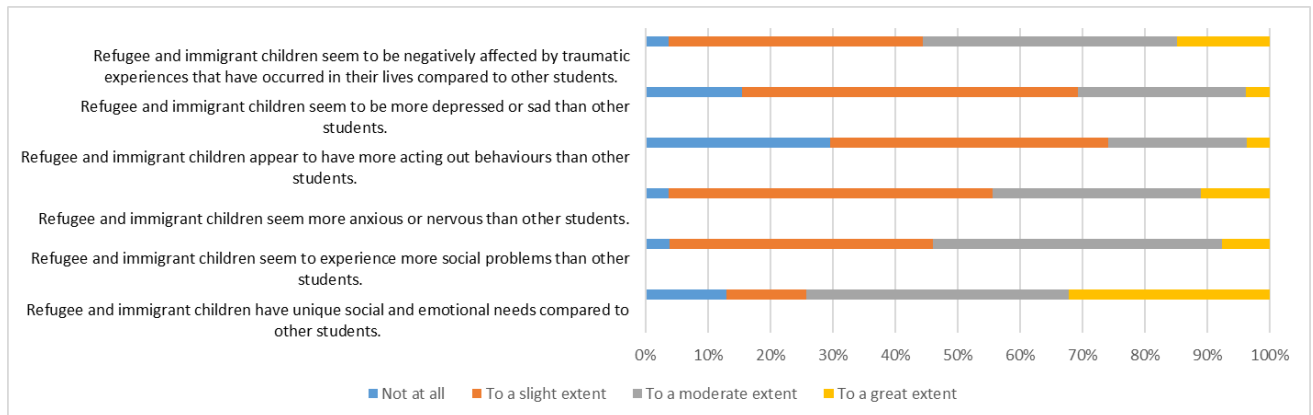
As regards the use of new practices, the majority of teachers have answered that they would like to use them “to a great extent”. However, when it is about research-based or manualized practices, teachers don’t seem to be willing to use them. This can probably be explained by the fact that research is seen as something which would take teachers’ time and books offer theory which can’t always put into practice.



Teachers are aware that they can learn from the refugee and immigrant students and they agree “to a great extent” that teaching methods need to be adapted to these students. In general, they feel they have the responsibility to be aware of their cultural backgrounds; however, the answers presented in this chart let us understand that they don’t have much information regarding the students’ language and cultural backgrounds they have in their classrooms.



A great proportion of teachers indicate that their university preparation program was not enough to prepare them and only 17% of the respondents declare that they have taken dedicated coursework in culturally responsive practices for students from diverse cultural backgrounds. This means that besides not being initially prepared, they don't do much to get culturally responsive practices to receive refugee and immigrant students.



These charts point out that teachers agree that refugee and immigrant students have more social needs and problems as well as emotional needs but only "to a moderate extent". However, they don't agree that refugee and immigrant students show signs of anxiety, restlessness, depression or sadness in comparison with other students.

On the other hand, they seem to be divided as regards the fact that refugee and immigrant students can be negatively affected by traumatic experiences they have faced (40,7% "to a slight extent" and the same percentage "to a moderate extent").



5. Conclusion

Through this report we can conclude that integration of children refugees and immigrants is a difficult process but perfectly possible although the lack of financial and human resources.

A lot of fruitful work has already been done and plenty of bodies/institutions work in collaboration with the Ministry of Education in order to do more and better.

Some teachers claim they don't have time to properly integrate these children in their classroom because they need to get more information and do some research but, as aforementioned, there are many examples of teachers who have embraced this cause and are willing to do everything in their power to facilitate this integration.

Commitment, engagement, dedication are some of the key words and this is possible through the large range of initiatives established by the Ministry of Education as well as the actions of many institutions dedicated to the reception and integration of refugees and immigrants in society and in schools.

In order to conclude, we can use the words of the representative from the CLAIM "the success of the integration of refugees and immigrants depend on each institution and person and on the importance they give to each situation. There are plenty of projects, programs, instruments, and strategies. They are available and interested stakeholders are supposed to search and use them properly. If we want integration to be a success, we have to get informed about what can be done."

She also insisted on the fact that "institutions really need to work in networks. They need to complement each other rather than compete. Reflection, Interests, and efforts should be conjugated in depth in order to reach our objectives. Communication and dialogue are important aspects in this process".

Finally, she mentioned that it is important that not only schools but also society are aware of this set of institutions and the possibilities they offer to help refugees and immigrants because society needs to be informed about the difficulties and dramas refugees have experienced. Indeed, although refugees and immigrants are well received and integrated in Portugal, there are still some "hidden sensibilities towards foreigners that some people don't assume in public".

To close the Focus Group session, the representative of the ACM agreed that "Awareness must be raised within society in general so that we can deconstruct some stereotypes" and she concluded by quoting Giménez "The real challenge of intercultural education is the majority culture, it's us. If we want to do intercultural education, it is fundamentally for the majority".



6. Literature

NATIONAL POLICIES

https://eacea.ec.europa.eu/national-policies/eurydice/content/portugal_en

[Integrating immigrant children into schools in Europe – Portugal \(national Description 2003/2004\) \(Information edited and published by the Eurydice European Unit\)](#)

Eurydice The information network on education in Europe - Eurydice web site: <http://www.eurydice.org>

Constitution of the Portuguese Republic: Articles on basic rights of foreign citizens residing in the national territory (art.13, no. 2, art. 15, no. 1). In the education field (art. 74, subparagraph i) of Art. 74 and Art. 73). Foreigners Regime: Decree-Law No. 34/2003 of 25/02 (This legal diploma aims to amend Decree-Law No. 244/1998 (8 August) with the amendments arising from Law No. 97/1999, of 26 July and Decree-Law No. 4/2001 of 10 January, which approves the conditions for entry, stay, exit and removal of foreigners from national territory). Regulatory Decree No. 9/2001, 31/05 (Amends Regulatory Decree No. 5A/2000, of April 26, which regulates Decree-Law No. 244/98, August 8, which regulates entry, permanence, departure and removal of foreign citizens from the national territory). Decree-Law No. 60/93, 3/03 (Special regime for the entry, stay and exit of foreign nationals from European Union Member States, including their families and Portuguese citizens). Asylum: Law No. 15/98, 26 March. Establishes a new legal regime in matters of asylum and refugees. Nationality: Law n.º 37/81, October 3rd.(With the amendments introduced by Law n.º 25/94, August 19th). DL n.º 322/82 of 12 August, Amended by DL n.º 117/93 of April, n.º 253/94 of 20 October and 37/97 of 31 January (Regulates the Nationality Law).

Law, n.º 123/ME/89 (25 July), Establishes the legal status of the socio-cultural mediator - Schooling of the children of migrant workers in order to ensure the improvement of their conditions of free movement.

Order in Council 241/2001 (30 August), which approves the specific professional qualification profile of teachers. (4) Regulated by Order in Council no. 115-A/98 of 15 May, amended by Act no. 24/99 of 22 April.

Law n.º 105/2001(31 August) Establishes the legal status of the sociocultural mediator

Office of the High Commissioner for Immigration and Ethnic Minorities (ACIME): www.acime.gov.pt
<https://www.om.acm.gov.pt/documents/58428/418987/Boletim+Estat%C3%ADstico+OM+%236+Literacia+e+Sucesso+Escolar+dos+Estudantes+Imigrantes/16848164-49ee-46b1-aa2b-ad4f1c3ecf08>
https://www.amnistia.pt/wp-content/uploads/2018/10/003_EuAcolho_Ref_2018.pdf

Multiculturalismo, Escolas e Minorias Étnicas: Análise de duas Práticas Interculturais no Distrito de Setúbal, Ana Maria da Silva Milheiro Miranda Pires. Tese de Mestrado em Ciências da Educação,



Biblioteca da UNL-FCT, Fac. de Ciências e Tecnologia da Universidade Nova de Lisboa. Monte de Caparica, 1993.

Educação para a Tolerância num Mundo Multicultural: o caso do Islamismo em Manuais Escolares Portugueses, Eva Michel, Texto Policopiado, Biblioteca do IIE (Instituto de Inovação Educacional). Lisboa, 1997.

Constructing otherness: Nationhood and Emigration Politics in Portuguese Postcolonial Society, Horta, Ana Paula, Ph. D thesis. Simon Fraser University. Canadá, Lisboa, 2000.

Recent Immigration Trends in Europe, Rocha Trindade, M.B. Inst. de Estudos para o Desenvolvimento da Univ. Aberta, Lisboa.

GUIDES AND MANUALS AVAILABLE FOR SCHOOLS/TEACHERS

High Commission for Migration

<https://www.acm.gov.pt/-/rede-de-escolas-para-a-educacao-intercultural-reei->

SCHOOL INTERCULTURAL KIT

<https://www.acm.gov.pt/-/kit-intercultural>

The Intercultural Schools Kit is a set of publications mostly available online and some available for distribution that constitute pedagogical resources for schools to work on aspects of Education in the classroom and in defining strategies for inclusion.

REEI: <https://www.acm.gov.pt/-/rede-de-escolas-para-a-educacao-intercultural-reei->

Eu Acolho - Direitos Humanos das Pessoas Refugiadas (Manual) - Amnistia Internacional - Portugal- 2018

https://www.amnistia.pt/wp-content/uploads/2018/10/003_EuAcolho_Ref_2018.pdf

The aim is to support educators who intend to raise awareness of the importance of defending the rights of migrants, asylum seekers and refugees. Throughout this manual you will find the definition of the concepts used when dealing with migrants and refugees. It was developed based on participatory methodologies, which seek to involve the participants at an emotional and intellectual level.

STEP-by-STEP together - Support: Tips, Examples and Possibilities for youth work with young refugees (manual) Andreia Henriques; Nadine Lyamouri – Bajja. (2018)



https://pjp-eu.coe.int/documents/42128013/47261953/FINAL+step+by+step+together_reduced_size.pdf/8103c431-afc3-f978-9117-20776950bedf

This publication offers practical tools for youth work on the inclusion and participation of young refugees at local level. It focuses on youth participation and inclusion as key dimensions to build inclusive societies and, at the same time, to create an enabling environment for young refugees to become fully fledged actors in their personal and community development. It tackles the following themes: intercultural learning; access to social rights; young women refugees; youth participation; and mental health and trauma. These themes were identified in the workshops¹ organised by the EU-Council of Europe youth partnership in France (October 2017) and Greece (December 2017).

Crianças e jovens beneficiários ou requerentes de proteção internacional - Guia de Acolhimento: Educação Pré-Escolar, Ensino Básico e Ensino Secundário (Reception Guide) - General Direction of Education

http://dge.mec.pt/sites/default/files/Projetos/Crianças_jovens_refugiados/guia_acolhimento_requerente_de_asilo_e_beneficiarios_de_protecao_internacional.pdf

This Guide is intended to be a support tool for schools and teachers, with a view to welcoming and including children and young people who are beneficiaries or applicants for international protection in the Portuguese education system. In the case of children and young people who are in a situation of greater vulnerability, extraordinary educational measures were authorised, in terms of granting equivalences, progressive integration into the curriculum and strengthening the learning of the Portuguese language, as well as school social action.

Menores Estrangeiros Não Acompanhados (MENA) - Guia de Acolhimento Educação Pré-Escolar, Ensino Básico e Ensino Secundário (Guide) – General Direction of Education – 2020

https://www.dge.mec.pt/sites/default/files/Projetos/Crianças_jovens_refugiados/guia_acolhimento_mena_agosto2020.pdf

This Guide aims to be a support tool for schools and teachers, with a view to welcoming and including the 500 unaccompanied children and young people (MENA) that Portugal has pledged to receive with Greece by 2021.