

GCE, strategies and approaches

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As an educational process, global citizenship education (GCE) aims to contribute to the formation of responsible, autonomous, supportive people, who know and exercise their rights and duties in dialogue and in respect for others, with a democratic, pluralistic, critical and creative spirit.

The school is an important context for learning and exercising citizenship and it reflects concerns transversal to society, which involve different dimensions of education for citizenship, such as: education for human rights; environmental education / sustainable development; education for gender equality; intercultural education; development education; defense and security education / peace education; media literacy education; health and sexuality education.

According to the principles defined in Decree-Law no. 139/2012, of 5 July, with the changes introduced by Decree-Law no. 91/2013 of 10 July, these themes as GCE are transversal to society, their insertion in the Portuguese curriculum requires a transversal approach, both in the disciplinary and interdisciplinary areas, as well as in activities and projects, from preschool education to secondary education.



The **National Development Education Strategy** resulted from a multistakeholder participatory construction process that culminated with the **publication in 2010** - and because of this appropriation by main stakeholders (Ministries of Education and Foreign Affairs, as well as NGO sector) resisted several governmental changes and was renovated for the 2008-2022? period. The concept used by many of the NGOs has now shifted to GCE, a more holistic concept and free of economical developmental concepts - and can embrace, together with the Education for Sustainable Development (ESD) coined by UNESCO as an umbrella concept, the 'educations for/of': peace, human rights, intercultural relations and other non-formal pedagogies - as SDG 4, namely target 4.7 fosters.

SDGs critics often point that SDG target 4.7 mixes too many layers and may lose sight of the interdependence that Development Education fostered - but other stakeholders think the opposite: the only way to work together for a more inclusive, holistic education that can guide us through the global challenges is a more integrated platform and GCE and ESD need to escape the silo perspective for more effective advocacy.

Lifelong Learning Platform awarded #MigratED project as a 2020 best practice in the category of 'Learning that empowers – The future of learning'.



Situation in Portugal

GCE in Portugal is still a field led by civil society organisations, namely development non-governmental organisations (ONGD statute attributed by Camões institute/MFA) that use the concept interchangeably with Development Education - and other “educations for/of” human rights, sustainable development and others. Due to the collaborative construction of the **Development Education Strategy** a set of more diverse stakeholders has engaged (MFA and ME, environmental agency,) and kept ongoing the strategy as a referent for formal and non-formal education.

This was the first strategy and guidelines adopted officially - later came the guidelines for Media Literacy (2014), the guidelines for **Civic Education** (2016), the interesting Profile of the student leaving formal education created in 2018 from a diverse group work, and the latest 2020 **Environmental Education**. Declares that such strategy answers both an need and a challenge, with the de-territorialisation brought by diverse factors as population movements and migration, global markets and geo-politics, to the “new spatial realities of social movements”. It “makes sense today, for each and every individual or group, to assume direct responsibility for the impacts of global governance.” This “turns us into agents (not just passive spectators) of both the proximities and asymmetries between the Global North and the Global South” - becoming this text an instrument to enable “universal and quality access to Development Education (DE)” and a “Framework for

Within the **MigratED** project, the GCE finds its specific connotation:

1. Triggering cascade training processes, involving different stakeholders in formal and non-formal education, stimulating dialogue between school, social and reception sector and the whole educating community
2. Promoting educational actions on today’s complex issues such as human rights, sustainable development, and migration, to stimulate critical thinking and the spirit of solidarity and to promote the active citizenship of young people.
3. Reforming teaching, promoting media education and multimedia and digital technologies such as learning tools, and educational methodologies based on active participation and inclusion.

WeWorld GVC wants to promote the legislative and institutional recognition of the GCE in order to turn individual actions and projects into an organic and structured strategy in national and local contexts, in a multi-stakeholder and multilevel perspective in coherence with the Italian GCE Strategy.

Within the Migrated, goal etc non-formal approaches and methods

MigratED project counteracts the spread of negative stereotypes about migrants and asylum seekers among young European citizens, using a civic media literacy approach, very interactive and experiential, to work with young people and educators in Portugal. One of the tools used is a return to the core principles of the Universal Declaration of Human Rights (1948): online and offline, using digital tools, social networks and video making, but also analogic, non-formal education approaches that have creatively involved young students, teachers and trainers in five European countries (Italy, Greece, Portugal, Slovenia and Cyprus)

In Portugal, **4Change** NGO worked closely with another project partner – University Lusófona/CICANT – for the implementation of all activities in the country, both at the university and at basic and secondary schools of Lisbon's region and Alpiarça. As such, during the school year of 2019/ 2020, a group of educators and teachers worked with their students, with the main objective to promote awareness and develop social and intercultural competences, to improve critical thinking skills on global issues, and, last but not least, to guide the students through the process of creating a participatory video about migrant realities.

During February and March 2020, **4Change** facilitated and supervised the participatory videos pre-production and shooting in basic and secondary schools. Editing and post-production was planned to occur during April 2020, but that had to be postponed and revised due to the constraints of the Covid-19 pandemic. The basic and secondary schools short-films were concluded through Zoom online sessions held in May/June with all students and edited as documentary films that included not only the views of young People over migrants lives in Portugal, inequalities, stereotypes and bullying, but also about the way they viewed their own life through a pandemic and how Human Rights and tolerance felt even more precious to them. 34 collaborative videos were produced and are available at <http://migratedvideos.eu/> - good practices for use of educators and advocacy work.



Focus to the national level: which good examples we highlight, and why; which innovative elements they have. If possible, include best practices that are part of the **MigratED** project, or related/connected to it. What innovative elements we consider with **MigratED** project

Education in your country



FORMAL EDUCATION

Innovation in teaching methods in schools, thanks to the establishment of working groups with other stakeholders in the area, to create new educational models based on methods that are different from face-to-face teaching (active learning), with a focus on the introduction of structured media education paths and the use of technologies in teaching.

A structured proposal for educational activities aimed at training teachers on Agenda 2030-related topics, providing them with teaching tools and materials.



NON-FORMAL EDUCATION

Create synergies among educational institutions, non-profit and civil society organisations involved in the social sector and, in particular, in that of reception and integration of migrants, for an inclusive and multicultural education, open to all citizens inside and outside schools.

GCE actions as a form of lifelong learning, including adulthood. The use of multimedia tools, related to cinema, theatre and art allow, in particular, to stimulate in depth analysis and critical analysis related to global dynamics, expanding the cultural offer addressed to citizens of different age groups.

AWARENESS-RAISING and INFORMATION

Educational actions addressed to citizens to promote a critical analysis of the media, to counter hate speech and discrimination.

Structured training for journalists and professionals of the communication sector, to promote correct information and communication methods, free of prejudices and erroneous categorizations.



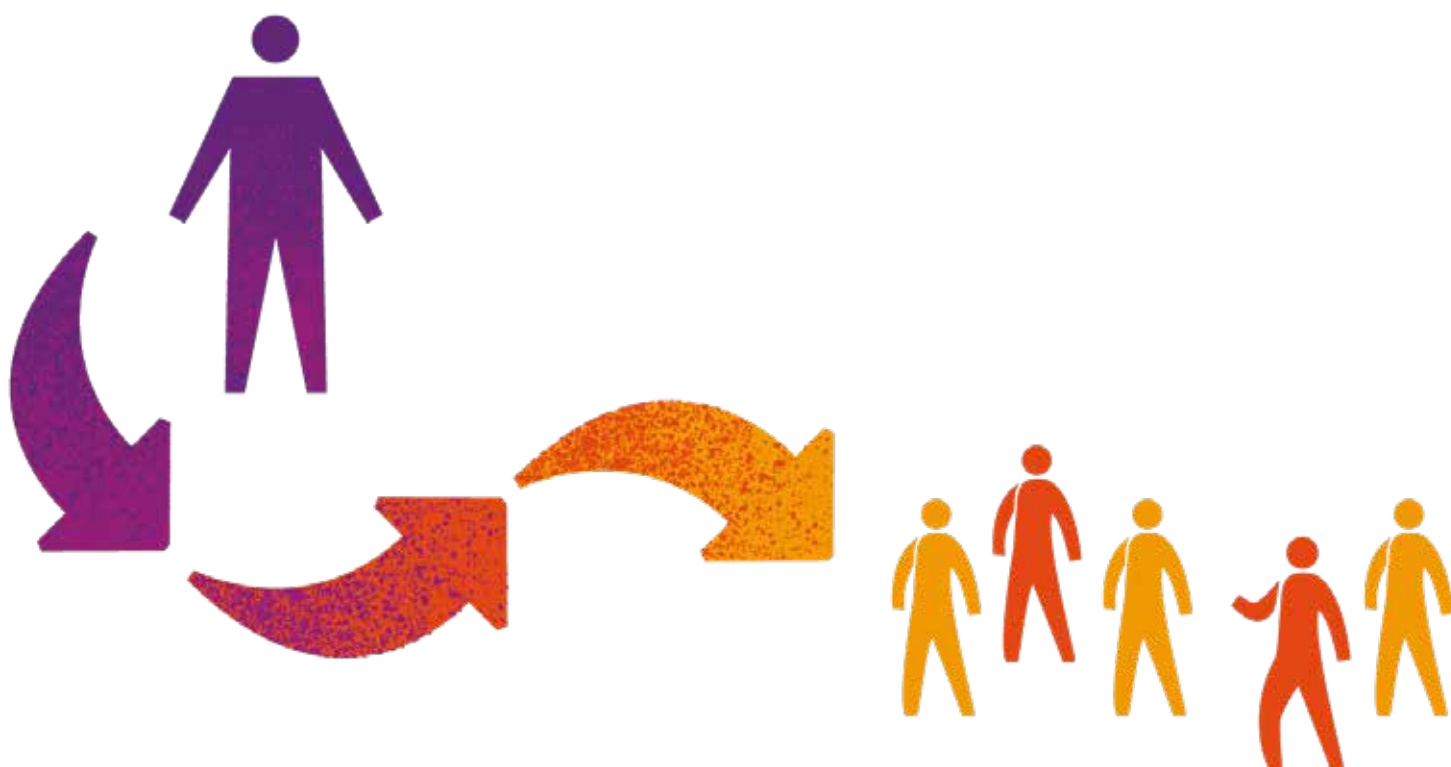
WeWorld's GCE strategic lines find a concrete application in **MigratED**, a three-year project, co-financed by the Erasmus+ programme, whose aims are also consistent with the innovative scenario introduced by the law 92/2019:

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To introduce the issues of human rights, migration, sustainable development and intercultural dialogue in schools, by promoting the acquisition of civic, social and digital knowledge and skills for students, teachers and the entire educating community;

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To activate innovative educational practices, based not only on the transmission of knowledge but also on triggering active citizenship behaviours, by promoting in particular the dialogue between school and territory and the collaboration with institutions in the social and reception sector;





How to promote global citizenship education

A holistic approach was foreseen by **MigratED**'s partners: teachers training, students engagement, a set of workshops culminating in the formation of focus groups for Participatory videos production. Raising young people's voices, allowing for their autonomy and providing engaging tools - for educators, **GCE and media literacy tools manual from 4Change** was the basis for the training as well as non-formal teaching methodologies. Discussion was promoted, building from the teachers experience and knowledge of the themes - either on GCE or akin thematics as peace, human rights or intercultural education, the experience, concerns and needs of educators were valued. This approach seems to make the difference on the empowerment of teachers for autonomous work, in a continuous LifeLong learning approach.

At **MigratED**'s project Kick-off, in 2018, the programmed calendar of activities in the core basic and secondary schools from the Lisbon area was anticipated because of the new possibility opened by the creation of 'Citizenship Education' classes by the Ministry of Education: while producing the needs assessment and preparing the educators GCE training, two of the core schools required support - **4Change** advanced with the first media literacy workshops started with young people that were followed from October 2018 to June 2020. Basic skills as stereotypes and 'Fake news' de-construction, approaches to Human Rights and the thematic of Migration were the main thematics - supported by **4Change**'s experience in non-formal education.

The training of teachers kicked off in Bologna with a very complete set of GCE skills, updated information on Migration and basic literacy skills, as well as photovoice, soundscapes and participatory video tools were given to the core schools group of educators. Those participants collaborated after in each country in the training of teachers in a very pragmatic and ready to implement way - an online folder, updated with more instruments and tools along the implementation, was installed and disseminated among teachers.

Students receive the same amount of exposure to both critical opportunities to observe and analyse the reality around them - from

the starting workshops to the pandemic challenges to reflect on the reality around them. At the start of the 2019/2020 school year they were also exposed to Media education: workshops at Universidade Lusófona, as tools they can use for **MigratED** and beyond. Studios and cinema, sound and photography, even enjoying virtual reality /360° video technology in the lunch break. Knowing the backstage, the other side of media production, provided young people with critical tools used during the media literacy workshops - but also with enthusiasm for a hands on approach for producing their own films.

The Participatory Videos construction started with video and smartphone workshops, cinematographic language and scriptwriting provided by University Lusófona CINCANT's research center team and **4Change**. In parallel, the 2nd and 3rd year Cinema students from University Lusófona received what was lacking: a GCE seminar about dismantling stereotypes and negative narratives on Migration - and were challenged to participate in the **MigratED** project, producing not only participatory videos about Migrants and Migrations but also extra content, such as 360° video and websites.

The basic and secondary school teachers, plus the university professors, firstly worked with their students on the pre-production of the **participatory videos**. Issues like media and migration were discussed, promoting the deconstruction of stereotypes and counteracting negative narratives. The results are visible both at the website and as part of the **Webdoc**: the focus groups worked from their own realities and valued the experiences of the colleagues of migrant background, building fiction stories from true facts and life stories.

Visible impact was achieved also during the pandemic: the online challenges and zooms, the safety limited national conference, all by which **MigratED** activities were concluded, revealed other voices, those that were more silent or less participative during workshops. Friendship declarations, missing school and their colleagues, even



classes and teachers.

This is only another proof how non-formal education, tools and approaches are essential for an inclusive, quality education. As Sara Caetano, from the Integration and valorisation department of ACM - Migrations High-Commission points: "I think non-formal education is essential to complement formal education. In England those competences are already validated (eg. Princess Trust award) and we need this validation in Portugal, for the labour market and integration. There is a higher degree of openness from the Ministry of Education, with the "Student's Profile when leaving school" but "Citizenship and Development" need to be really transversal to all disciplines and the teachers training and available materials if failing in this department. Connecting to the community, to life, it is essential, as it is to reflect and absorb these contents and LifeLong Skills."

The key possibilities for non-formal and informal knowledge valorisation with the ME guidelines that allow replacing up to 25% of the school curricula with school projects need to be put in place - and it is a reality in the

Situation Portugal

- Em 2019 verificou-se, assim, pelo quarto ano consecutivo, um acréscimo da população estrangeira residente, com um aumento de 22,9% face a 2018, totalizando 590.348 cidadãos estrangeiros titulares de autorização de residência, valor mais elevado registado pelo SEF, desde o seu surgimento em 1976.
- Em termos de origem geográfica por continente, apesar de todos os continentes registarem uma subida, observa-se um crescimento bastante acentuado da América do Sul, potenciado, naturalmente, pelo Brasil.
- A população potencialmente ativa representa 81,1% dos cidadãos estrangeiros residentes, com preponderância do grande grupo etário 25-44 anos (262.019). Releva o facto de a população com mais de 65 anos (9,5%) apresentar um peso relativo superior à população de jovens entre os 0 e os 14 anos (9,4%);
- Mantém-se a distribuição geográfica da população estrangeira, incidindo sobretudo no litoral, sendo que 68,6% está registada nos distritos de Lisboa, Faro e Setúbal, totalizando 405.089 cidadãos residentes, por oposição a 330.763 em 2018;

(Relatório de Imigração, Fronteiras e Asilo, 2019 (SEF)
<https://sefstat.sef.pt/Docs/Rifa2019.pdf>)

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https://concordeurope.org/wp-content/uploads/2018/03/CONCORD_GCE_FundingReport_2018_online.pdf?7c2b17&7c2b17

Perfil dos Alunos à Saída da Escolaridade Obrigatória
https://dge.mec.pt/sites/default/files/Curriculo/Projeto_Autonomia_e_Flexibilidade/perfil_dos_alunos.pdf

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