



IMMIGRATION (IMIGRAÇÃO) in «Development and Implementation of Innovative Methods of Teaching Math, Science and Languages in the Multicultural European Classroom to Increase Student Literacy and Prevent Early School Leaving»



Laura Moreira, Naïr Gonçalves, Amélia Macedo, Isabel Rodrigues *et all.*

February - March 2016

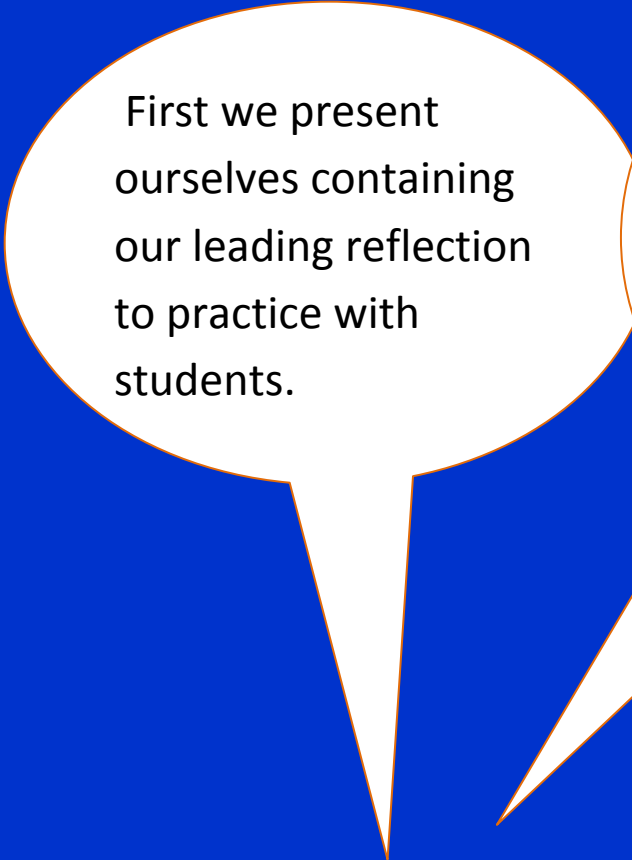
«The History more than being a succession of events, is made of mental representations.

Our aim is to make reference, in a timetable, to the importance of the glorious and painful moments, enriched with some information that improves our interpretative methods and allows us to open the door of historical consciousness, potentiate the understanding of the present and guarantee that the future will not be the result of a monolithic vision.

Of course it is always easier to talk about the glorious moments of our History, but we must not fail to understand that the History of any country is not made just by high moments. It is our duty as teachers to convey this idea to our students. All historic facts glorious and painful, have the same importance in the History of each country.

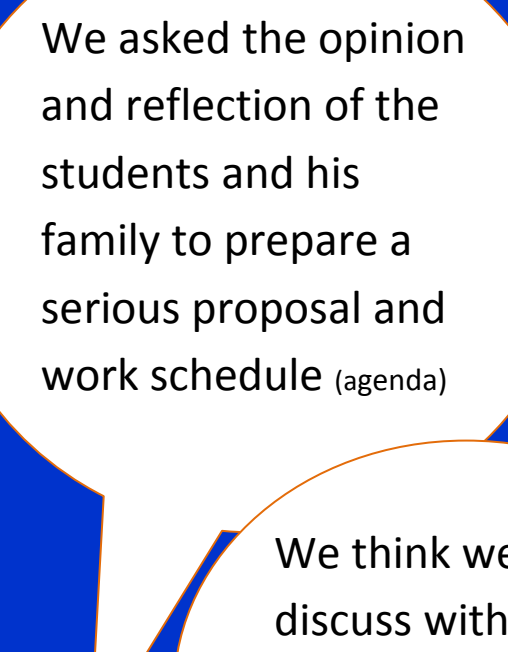
We must talk about the prohibited themes / censored for periods engaged in political terms and didactically disclose information that enables all our students a historical consciousness more engaged with the future and not forget that this reality comes contextualized in European issues that emphasize the importance of the "law of historical memory". Laura Moreira & Naïr Fontes

<p>Este documento (Doc 1) evidencia a pesquisa contextual que serviu de base ao workshop realizado sobre a temática em discussão: <i>Imigração</i>.</p> <p>O «direito à memória» adquire-se quando cada um reflete e dialoga sobre si e sobre os outros, a partir dos seus pontos de vista.</p> <p>Neste workshop sobre Imigração, privilegamos a leitura individual e o debate reflexivo em grupo, alargado à família dos <i>leitores</i>.</p> <p>Propusemos, como recursos, a identidade e a alteridade, a recriação da «histórias de vida» e a análise de imagens integradas num documento de trabalho.</p> <p>Procedemos a análise de conteúdo e divulgamos dados obtidos.</p> <p>Consideramos algumas pistas possíveis de trabalho a seguir, envolvendo práticas extracurriculares.</p>	<p>This document (Doc1) highlights the contextual research that served as the basis for the workshop on the topic under discussion: Immigration</p> <p>The «right to memory» is acquired when one reflects and dialogue about themselves and the others, from their point of view.</p> <p>We have privileged the individual reading ad reflexive discussion group, extended family of readers.</p> <p>As resources we proposed the recreation of the «life stories» and the image analyses integrated into a working document.</p> <p>We conducted content analyses and disclose results.</p> <p>We consider some possible leads following work involving extracurricular practices, involving the school library and the European Club, for example.</p>
<p>Este documento é complementado por um outro (Doc2) que evidencia o trabalho prático realizado no workshop .</p>	<p>This document is complemented by another (Doc2) which highlights the pratical work done in the workshop.</p>



First we present ourselves containing our leading reflection to practice with students.

After we associate national historical facts and different migration or contact with other people and their culture...



We asked the opinion
and reflection of the
students and his
family to prepare a
serious proposal and
work schedule (agenda)

We think we can
discuss with you
after this long w



We think we can discuss with you, after this long way.

Thank you for your time.



We think we can discuss with you, after this long way.

Thank you for your time.

We inserted the theme in the human rights scenario. We assume ourselves as a host people.





Portugal

in Europe (green & dark grey)

In the European Union (green)



Flag



Coat of arms



Regresso ao passado

Historical rewind as a kind of finding our migrant identity

1179

1249

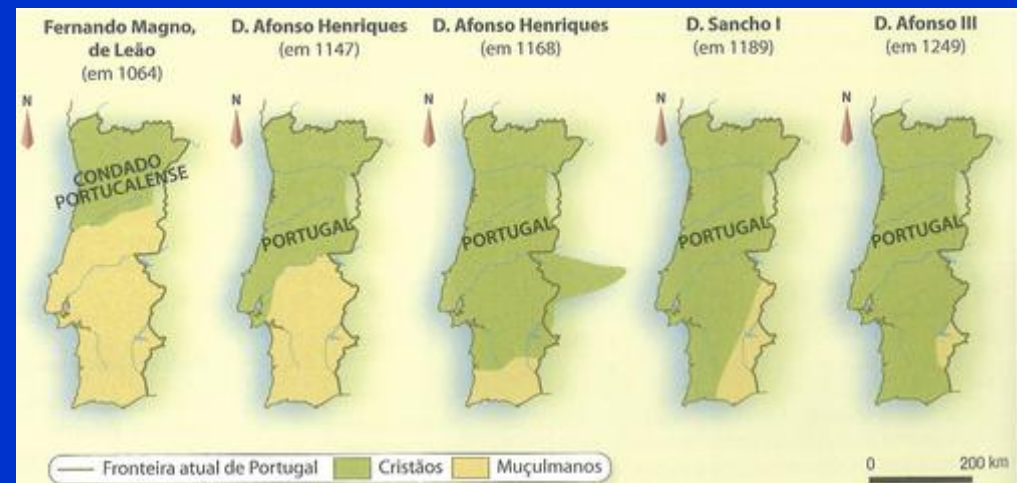
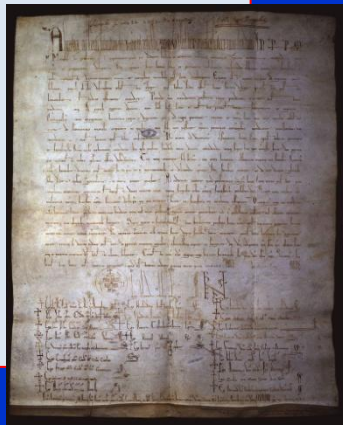
Bula Manifestis Probatum

*The Pope Alexander III
recognize «Portugal» free
from Leão's kingdom.*

*(Reconhecimento papal do condado
Portugalense independente do reino de Leão)*



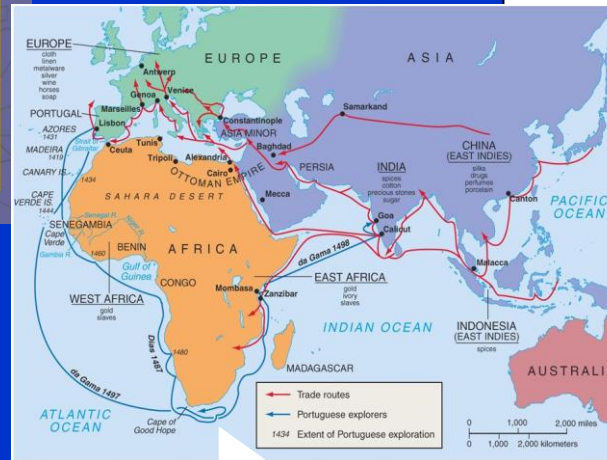
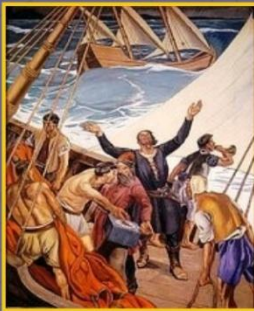
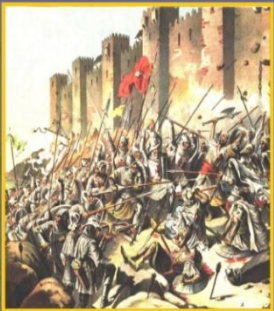
PORTUGAL EM 1249



1415

D. João I (King)

A EXPANSÃO PORTUGUESA



The 1st globalization but not the first multicultural contact with different people.

Portuguese explore... and discovered...

1419 – Porto Santo

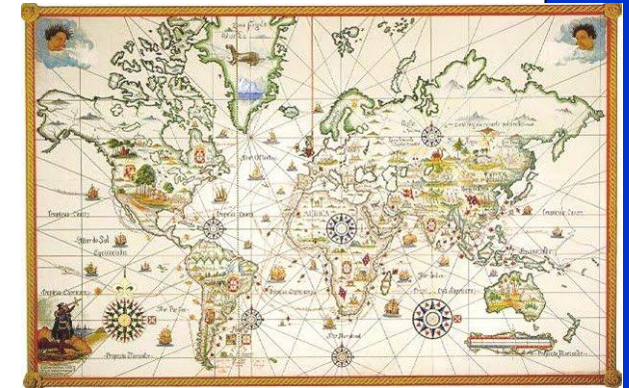
1420 – Madeira

1427 – Açores

(...) - Africa

1498 – Índia

1500 - Brasil



... not the first multicultural contact with different people....

Os Primeiros Povos da Península Ibérica

A vida das comunidades recoletoras

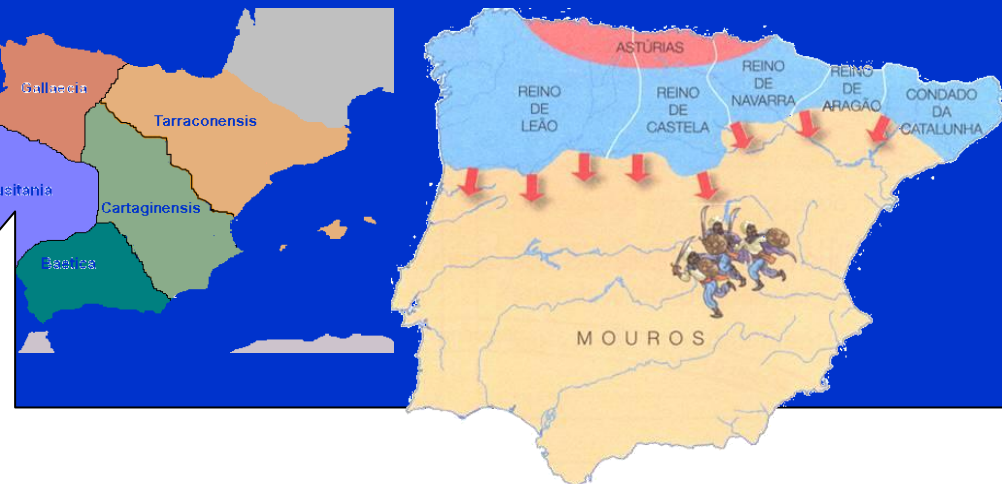
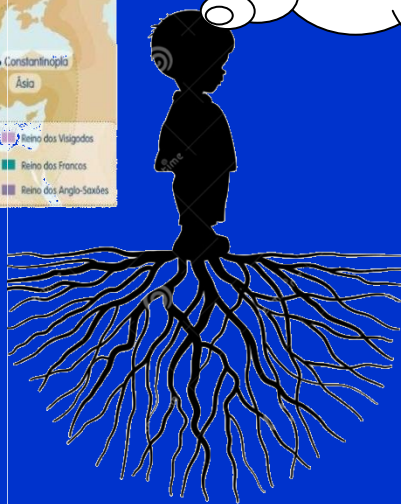
Há cerca de 500 000 anos chegaram à P. Ibérica as primeiras comunidades recoletoras.



Outros povos que habitaram a Península Ibérica depois dos romanos



We are you all!



Another people come in different time... and go out ... before we are here;
when we are here; in the same time...



1580 -1640

Portugal lost the Independence: spanish Kings assume the power: Filipe II of Spain, I of Portugal... and his son and his grand son...



1640, the 1st December we have got again our independence.

1761 – 12th February, Portugal have got the abolitionism: no more slaves...country/colonies

1807, 1809, 1810...

Napoleon's arm entered the country...




... and the portuguese royal family went to Brazil!

1689 – English Bill of Rights of 1689

1793 – Declaration of Rights of Man and Citizen of 1793

1794 - Revolutionary France abolish slavery in the colonies

1948 – United Nations Universal Declaration of Human Rights

1821	1822	1908 - 1910
Portuguese King - D. João V - return from Brazil to Portugal	His son, D. Pedro, who have stay there, declare Brazil (Brasil) un independent country. He becomes de first emperor.	D. Manuel II, last king of Portugal (1908-1910) 

Flag of Portugal: land use (1830-1910)



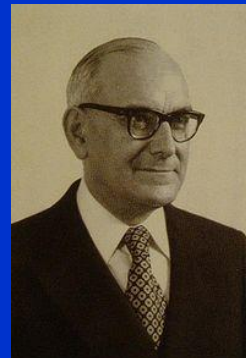
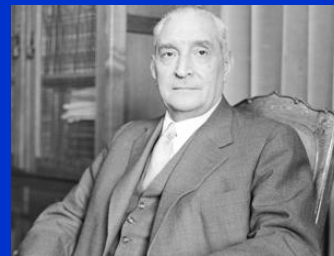
1910 – Portugal become a republican country



New flag.... A new cultural and political meanings of being country... other symbols... enhanced identity

1926 – 28th may: last time of the first Portuguese Republic.

The republic political groups lost the power and a civilian man, Salazar, take the country in his totalitarian hands; he was the first prime-minister – *Estado Novo* – since 1926 into the moment he was ill and a new man, Marcelo Caetano, took his place until the «25th April 1974».



«The dark side of the moon»:

Emigration – 1910... (BRAZIL)

No political rights, no civil rights;
no literacy: obscurantism...

Colonies war

Emigration - 1960 -...

Poorness

No freedom... no education
for all...

Fear ... almost all

1974

Freedom Time

Hope time

Happiness time

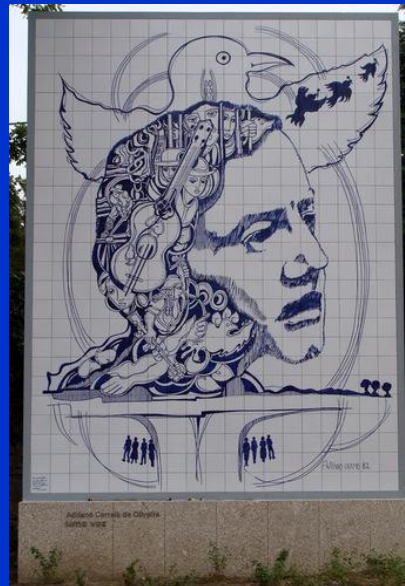
Poetry time



The beginning of a democratic time: the dream of freedom for all!



25 de Abril de 1974



Changing times... 1974

**Carnation Revolution:
Democracy for all**

1948 – United Nations Universal Declaration of Human Rights



1926 ... State
authority:
only one way
to think



THE ANSWER IS NO!



1974

...



THE ANSWER IS YES...

**EQUALITY,
FRATERNITY,
FREEDOM**

Human rights policy

1945 – Termo da 2ª Grande
Guerra

2nd World War term

1948 – Declaração Universal dos
Direitos Humanos

**Universal Declaration of
Human Rights**

1989 – Queda do Mundo de
Berlim

Berlin Wall fall

Second globalization

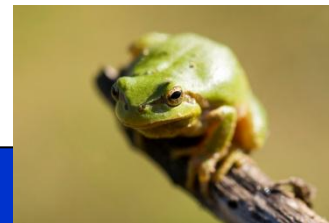


1989

**Deconstruction of
a paradigm**



«It is not just the way governments, businesses and people communicate, not only the way organizations interact, but the emergence of social models, politicians and completely new business. It concerns the confrontation between some of the most deep-rooted aspects of society and nature of the social contract ...» (Friedman, 2005:57)



EMPOWERMENT VS. LITERACY

In a global context, our **History** shows us as a **people of migrants**: this is our **national identity**: we have the interbred multicultural DNA...

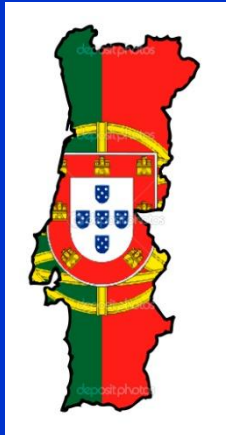
Sometimes we are emigrants
sometimes we return as a kind of «immigrants»...

We are almost
«always» a
host people:
we think, at least!

But let us ask our
students...



**What about
immigration
questions?**



February, 2016

- **Portugal: immigration context**
- **Education conceptual perspective and...**
- **Working with Avintes students who attend the European Club and their families from the school library: the beginning of a path: let us know what you think about immigration**

Portugal 2016: immigration

context – *the voices of
the national policy
on immigration and
asylum*

Global educational
perspectives on
immigration



Working with Avintes students who
attend the European Club and their
famili from the school library: the
beginning of a path: let us know
what you think about
immigration

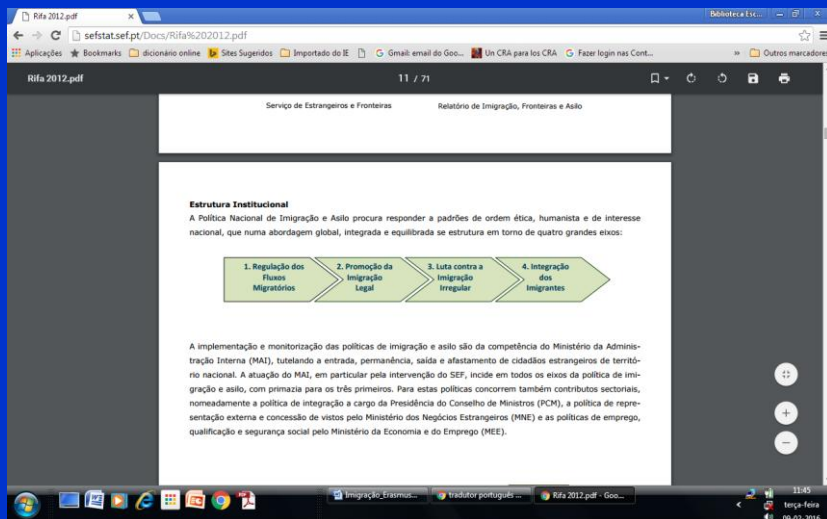
XXI Century - Portugal

IMMIGRATION CONTEXT

«The National Policy on Immigration and Asylum seeks to meet standards of ethical , humanist and interest national, that a comprehensive , integrated and balanced approach is structured around four main areas:

1. Adjusting flows migration
2. Promotion of an Immigration as the law says
3. Fight against irregular Immigration
4. Immigrants Integration

The implementation and monitoring of immigration and asylum policies are the Directors of the Ministry of competence Internal (MAI) , tutoring the entry, stay , exit and removal of foreign citizens from territories national river. The performance of MAI, in particular the intervention of the SEF, cover all the main strands of immigration policy and asylum , with primacy for the first three . For these policies also contribute sectoral contributions namely the integration policy by the Chair of the Council of Ministers (PCM) , the politics of representation external and visa by the Ministry of Foreign Affairs (MFA) and employment policies , qualifications and social security by the Ministry of Economy and Employment (MEE) .» (SEF: 2012-11)





SEF (Board, Foreign Services) MISSION	«Carrying out checks on persons at the borders, in foreign territory national river, preventing and combating crime related to immigration and illegal trafficking in human beings, manage travel documents and identification of foreigners and asylum application procedures , the safeguarding internal security and individual rights and freedoms in global context of human migration .	
POINT	A security service to the citizens, active and effective in the management of migration and construction of the extended space of freedom, security and justice	
VALUES	Proximity to citizens foreigners	Modernization and efficiency
	Safeguarding the public interest	Qualification of employees

Idem:(**SEF: 2012-11**) SEF/Gabinete de Estudos, Planeamento e Formação Coordenação: António Carlos Patrício Autores: Pedro Dias, Rui Machado, Joaquim Estrela, Alexandra Ramos Bento **RELATÓRIO DE IMIGRAÇÃO FRONTEIRAS E ASILO 2012**

Rifa 2012.pdf

file:///C:/Users/ARosaMacedo/Desktop/Rifa%202012.pdf

Aplicações ★ Bookmarks dicionário online Sites Sugeridos Importado do IE Gmail: email do Goo... Un CRA para los CRA Fazer login nas Cont... >> Outros marcadores

Rifa 2012.pdf 14 / 71

SEF

Resident foreign population in Portugal 1980-2012

Ibidem: SEF: 2012-14)

Ano	Titulos de Residência	Concessão e Prorrogação de AP's	Prorrogação de Vistos de Longa Duração	Total
2012	414.510	2.432	0	414.510
2011	434.708	2.114	0	434.708
2010	443.055	2.207	0	443.055
2009	451.742	2.449	0	451.742
2008	436.020	4.257	0	436.020
2007	401.612	5.441	28.383	401.612
2006	332.137	32.661	55.391	332.137
2005	274.631	93.391	46.637	274.631
2004	263.322	183.833	0	263.322
2003	249.995	183.655	0	249.995
2002	238.929	174.558	0	238.929
2001	223.997	126.901	0	223.997
2000	207.587	0	0	207.587
1999	191.143	0	0	191.143
1998	178.137	0	0	178.137
1997	175.263	0	0	175.263
1996	172.912	0	0	172.912
1995	168.316	0	0	168.316
1994	157.073	0	0	157.073
1993	136.932	0	0	136.932
1992	123.612	0	0	123.612
1991	113.978	0	0	113.978
1990	107.767	0	0	107.767
1989	101.011	0	0	101.011
1988	94.694	0	0	94.694
1987	89.778	0	0	89.778
1986	86.982	0	0	86.982
1985	79.594	0	0	79.594
1984	73.365	0	0	73.365
1983	67.485	0	0	67.485
1982	58.667	0	0	58.667
1981	54.414	0	0	54.414
1980	50.750	0	0	50.750

POPULAÇÃO ESTRANGEIRA RESIDENTE

Imigração_Erasmus... Rifa 2012.pdf - Goo... A Integração de Por... tradutor português ...

16:14
terça-feira
09-02-2016

Realidade portuguesa – imigração

«Assim, no final de 2012 a população estrangeira residente em Portugal totalizava 417.042 cidadãos, valor que representa um decréscimo de 4,53% face ao ano transato. Deste universo, cerca de metade é oriundo de países de língua portuguesa (48%), destacando-se o Brasil (25,3%), Cabo Verde (10,3%), Angola (4,9%) e Guiné-Bissau (4,3%). As demais nacionalidades mais relevantes são a Ucrânia (10,6%) e a Roménia (8,4%)».

Ibidem: SEF: 2012- 15

Portuguese reality – immigration (2012)

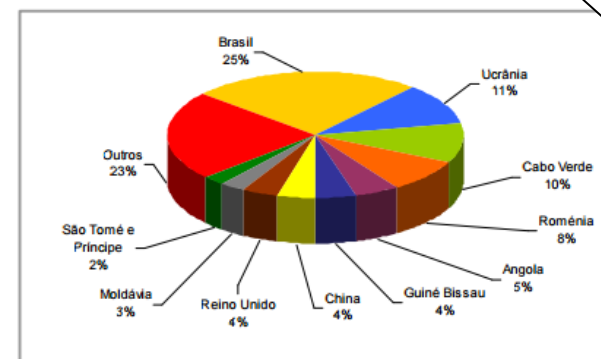
«Thus, in late 2012 the foreign population resident in Portugal totaled 417,042 people, witch represents a decrease of 4,53% over de previous year. Of this, about is from Portuguese speaking countries (48%), highlighting the Brazil (25,3%), Cape Verde (10,3%), Angola (4,9%) and Guinea- Bissau (4,3%). **The other most relevant nationalities are Ukraine (10,6%), and Romania (8,4%)»**

Ibidem: SEF: 2012- 15

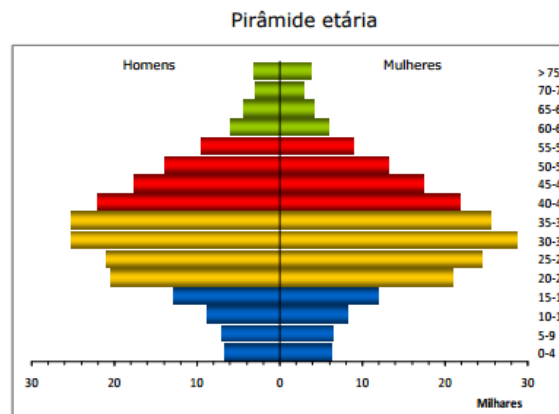
População Estrangeira por Nacionalidade

As nacionalidades de estrangeiros residentes mais representativas em Portugal são o **Brasil** (25,3%), **Ucrânia** (10,6%), **Cabo Verde** (10,3%), **Roménia** (8,4%) e **Angola** (4,9%). Seguem-se-lhes a Guiné-Bissau (4,3%), China (4,2%), Reino Unido (4,0%), Moldávia (2,8%) e São Tomé e Príncipe (2,5%). Este grupo de dez nacionalidades mais representativas totaliza cerca de 77,2% da população estrangeira com permanência regular em Portugal (321.869 indivíduos).

Principais Nacionalidades – Stock



A população estrangeira residente em idade ativa ascende a 84,50% (população estrangeira com idades compreendidas entre 15 a 64 anos). De relevar a percentagem de jovens entre os 0-14 anos (10,41%) na estrutura populacional de estrangeiros residentes, bem como o índice de potencialidade¹⁰ de 114,58% (117,19% em 2011), no que refere ao potencial de crescimento demográfico.



(15 -64 years old)

Men – Homens

Females – Mulheres

(SFF: 2012-18)

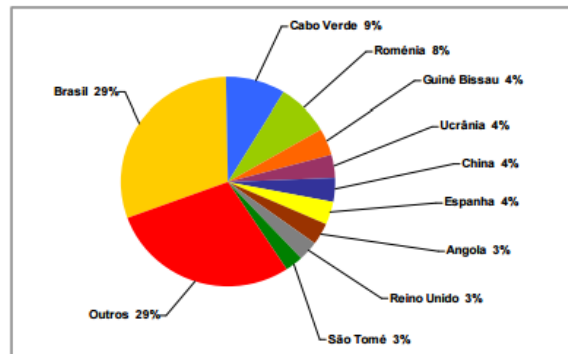
	1960	1970	1981	1991	2001	2011	2014
Saldo migratório (milhares)							
Diferença entre imigração (entrada) e a emigração (saída)	-	-122,3	8,3	-32,8	- 56,2	-24,3	-30,1
In http://www.pordata.pt/Portugal/Quadro+Resumo/Portugal-7013 (09.02.2016)							

Fluxo Imigratório¹¹ em 2012

Em 2012 foram registadas 38.537 emissões de primeiros títulos de residência. Este valor representa uma quebra de 15% na emissão de novos primeiros títulos face ao ano de 2011 (45.369).

No ano em análise, os motivos de concessão de autorizações de residência ao abrigo da Lei de Estrangeiros foram o reagrupamento familiar (8.602), exercício de atividade profissional (4.872) e estudo (7.863). A emissão de certificados e cartões de residência a cidadãos da União Europeia e seus familiares (Lei n.º 37/2006, de 9 de Agosto) atingiu um total de 15.765 primeiros títulos emitidos (10.532 a nacionais de estados europeus, 2.386 a estrangeiros oriundos de África, 2.161 da América e 669 da Ásia).

Emissão de Títulos de Residência - Principais Nacionalidades



Fluxo Imigratório -2012

Migratory flow –
2012 (-15% than
2011)

IMMIGRATION...

WHY THE «COUNT
DOWN»?

GLOBAL
ECONOMIC
CRISIS.

AT THE SAME TIME...

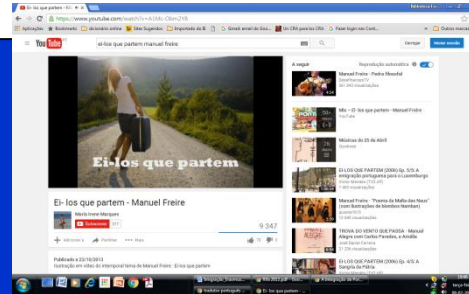
PORTUGUESE
PEOPLE GO
OUT FROM
PORTUGAL

(Emigration up)

GLOBAL
ECONOMIC
CRISIS...

1960 – Portuguese emigration

<https://www.youtube.com/watch?v=A1Mc-Obm2Y8>



200...

More literacy
(Portuguese emigrants)



« Literacy for All

Literacy is a human right and the basis for lifelong learning. It empowers individuals, families and communities and improves their quality of life. Because of its “multiplier effect”, literacy helps eradicate poverty, reduce child mortality, curb population growth, achieve gender equality and ensure sustainable development, peace and democracy.

In today’s rapidly-changing, knowledge based societies where social and political participation takes place both physically and virtually, acquisition of basic literacy skills and the advancement and application of such skills throughout life is crucial.

UNESCO has been at the forefront of global literacy efforts since its foundation in 1946.

UNESCO’s policy today is to support the promotion of literacy and literate environments as an integral part of lifelong learning and to keep literacy high on national and international agenda. Through its worldwide literacy programmes, advocacy work and knowledge base, the Organization works with countries and partners to realize the vision of a literate world for all.»

In <http://en.unesco.org/themes/literacy-all> (09.02.2016)

Building peace in the minds of men and women

GLOBAL
ECONOMIC
CRISIS...

20 and 21th centuries – IMMIGRATION TO PORTUGAL



Building peace in the minds of men and women

Immigrations



Emigration

LITERACY

INTERMULTICULTURALIDADE CRÍTICA VS. DIVERSIDADE LINGUÍSTICA VS. ETICA DIALÓGICA VS PRÁTICAS PARTILHADAS VS. EMPODERAMENTOVS. LEITURA DO MUNDO

CRITICAL

INTERMULTICULTURALITY VS. LANGUAGE MULTICULTURALITY VS. ETHICS DIALOGUE VS. SHARED PRATICS
VS EMPOWERMENT VS. READING WORLD

HUMAN RIGHTS POLICY

HUMAN RIGHTS POLICY

ESCOLA BÁSICA ADRIANO CORREIA DE OLIVEIRA

One focuses into good literacy's practices

Learn from the
Clube Europeu



Learn from the school library



ESCOLA BÁSICA ADRIANO CORREIA DE OLIVEIRA

Another focuses into good literacy's practices:
learn from the school library – reading and writing

Workshop: Immigration



Let us know what you
think on *immigration*!

Deixa-nos saber o que pensas
sobre *imigração*!



**Global educational
perspectives on
immigration**

**What about our
own point, as
teachers? How to
clarify ideas?**

DIREITOS HUMANOS E IMIGRAÇÃO – HUMAN RIGHTS AND IMMIGRATION

	Direitos Humanos	HUMAN RIGHTS
XVII/XVIII	1ª DIMENSÃO OU DA LIBERDADE: direitos civis e políticos do ser humano: direito à vida, à segurança, à justiça, à propriedade privada, liberdade de pensamento, liberdade de voto, liberdade de expressão, liberdade de crença, liberdade de locomoção	<u>1st DIMENSION OR FREEDOM</u> : civil and political rights of the human being : the right to life, security , justice, private property , freedom of thought, freedom to vote, freedom of speech, freedom of belief , freedom of movement
XX- <i>post</i> 1945... até agora (at now)	2ª DIMENSÃO OU DA IGUALDADE: justiça distributiva: direitos económicos, sociais e culturais: direito à saúde, direito ao trabalho, à educação, ao lazer, ao repouso, à habitação, ao saneamento, à greve, à livre associação	<u>2nd DIMENSION OR EQUAL</u> : distributive justice : economic, social and cultural rights : the right to health, right to work , education , leisure, home , housing , sanitation , to strike, to free association
	3ª DIMENSÃO OU DOS DIREITOS DE FRATERNIDADE OU DE SOLIDARIEDADE RELATIVOS AO GÉNERO HUMANO (direitos coletivos): direito ao desenvolvimento, direito à paz, à comunicação, ao meio ambiente, à conservação do património histórico e cultural da humanidade...	<u>3rd DIMENSION OR THE BROTHERHOOD OF RIGHTS OR FOR SOCIAL GENDER HUMAN</u> (collective rights): the right to development , right to peace, communication , the environment , the preservation of historical and cultural heritage of humanity ..
	4ª DIMENSÃO – DIREITO À INFORMAÇÃO, AO PLURALISMO E À DEMOCRACIA: AQUISIÇÃO E PARTILHA DE LITERACIAS	<u>4th DIMENSION - RIGHT TO INFORMATION , THE PLURALISM AND DEMOCRACY</u> : ACQUISITION AND SHARING LITERACIES

Paradigma contemporâneo de compreensão da diversidade cultural

Contemporary paradigm of diversity cultural understanding

Etnocentrismo

Ethnocentrism

Relativismo cultural

Relativism Cultural

Interculturalismo

Intermulticulturalism

Rejeição do Outro

Rejection of others

Coexistência sem interação cultural .

Coexistence without cultural inteaction

Pensamento reflexivo e crítico

**Reflective thinking
(and critical)**

Assimilação com perda de identidade

Assimilation with loss of identity

Inserção através de uma integração participativa e dinâmica, com manutenção das culturas de origem. Diálogo intermulticultural crítico.

Entering through a participatory and dynamic integration with maintenance of origins cultures.

Intermulticultural and critical dialogue.

Our point of education and to face immigration

We can see the
workshop (doc.2)

Workshop on Immigration

Learn from the school library/Aprender com a Biblioteca Escolar

Workshop sobre imigração (Doc.2)

Amélia Macedo, Laura Moreira, Nair Fontes, et al.

(Projeto PAIDEIA – CRBE AT3)

March/ março 2016



The bottom section of the flyer features a row of logos on the left, including the Portuguese Government (GOVERNO DE PORTUGAL), the Ministry of Education (Ministério da Educação), and several schools. On the right is a large circular logo for the ERASMUS+ 2015-2017 program, which contains a ring of smaller logos representing the participating partner institutions.

Summary

FRIEDMAN, Thomas L. (2005). *O Mundo é Plano: uma história breve do século XXI*. Lisboa: Actual Editora. ISBN: 972-99720-1-34-1 (The world is Flat: A Brief History of the XXI century)

<http://sefstat.sef.pt/Docs/Rifa%202012.pdf> (09.02.16) - SEF/Gabinete de Estudos, Planeamento e Formação Coordenação: António Carlos Patrício Autores: Pedro Dias, Rui Machado, Joaquim Estrela, Alexandra Ramos Bento RELATÓRIO DE IMIGRAÇÃO FRONTEIRAS E ASILO 2012

<https://estudogeral.sib.uc.pt/bitstream/10316/19158/1/A%20Integra%C3%A7%C3%A3o%20de%20Portugal%20nas%20Comunidades%20Europeias%20-%20Fernanda%20Pinto.pdf> - Fernanda Maria Reis da Fonseca Ferreira Pinto A Integração de Portugal nas Comunidades Europeias

http://avalon.law.yale.edu/17th_century/england.asp - English Bill of Rights 1689 (12.02.2016)

<http://en.unesco.org/themes/literacy-all>

https://en.wikipedia.org/wiki/Universal_Declaration_of_Human_Rights - (12.02.2016)

All picture used here are from the WEB public domain