

Summary Report

Work Package 6 – Data Analysis (Institutional Actors)

The main objective of Work Package 6 was to analyse the data collected from the interviews carried out in the previous Work Package. In the course of these interviews we tried to obtain information regarding institutional objectives at the national level. As soon as we had made a considerable number of interviews, we went on to categorising the data according to the key concepts which had been found: (a) Citizenship Education; (b) Intercultural Education; (c) Human Rights; (d) Identities; (e) Tools; (f) Practices; (g) Formation; (h) Institutions.

We then identified some subcategories within the key concepts and organised the data. Accordingly, the results were thus presented in a grid.

The results of Work Package 6 are yet to be analysed and compared with the main conclusions of Work Package 3 (contained in national documents). However, some preliminary conclusions concerning citizenship education and intercultural education have been drawn on the basis of the interviewees' statements.

The concept of education for citizenship, as defined by the interviewees, is a complex concept, since it deals with difference, and apart from being complex, it is also a broader concept because it is linked to most of the disciplinary subjects. The majority of interviewees mentioned citizenship education as being a kind of interdisciplinary education, such as health education, environmental education, road safety education etc. The main objectives pointed out by the interviewees are: (a) acquisition of social competences in the classroom, crucial for becoming a democratic citizen in a multilingual and multicultural society; (b) reflection upon social experiences; (c) development of a critical approach and argumentative skills as key tools for democratic citizenship. The interviewees also mentioned the importance of addressing different levels of citizenship, namely local, national and global.

Interviewees identified intercultural education in Portugal as closely linked and very much dependent on the Entreculturas programme, which defines it as a dimension of the education for democratic citizenship given that everyone is provided with the right to citizenship in a multicultural society. Contexts of cultural diversity require democratic participation – the participation of people of different languages, cultures and social

background yet at the same time sharing rights and responsibilities. Even though Intercultural Education emerged as a response to the new multicultural reality of Portuguese schools, it should not be reduced to solely the ethnic issue, since it also includes other categories namely rural/urban, literate/illiterate, etc., which were also mentioned by our interviewees. According to them, this is a citizenship issue because there is a need for a real understanding of different cultures in order to achieve social cohesion.

The main objectives of intercultural education as mentioned by interviewees are: (a) everyone's entitlement to be treated as a citizen with full rights, in order to ensure social cohesion; (b) knowledge and respect for different cultures; (c) critical assessment of cultural paradoxes – their similarities and differences; (d) avoidance of stereotypical representations of individuals; (e) learning to live in a multicultural society; (f) teaching Portuguese as a second language in order to accommodate immigrants within the school system.

The key concepts most frequently used and mentioned by our interviewees were: (a) Multicultural: this concept arose from the need to understand the emergence of different communities within Portuguese society but it has been gradually replaced by “intercultural” (b) Intercultural: it is a wider and more dynamic concept expressing the interaction between multicultural communities; (c) Cultural diversity: in the 1990s this concept focused on the culture of origin and not on citizenship rights. However, over time, it has evolved and now includes not only ethnic issues, but also gender differences, socio-cultural backgrounds etc. (d) Difference: becomes inequality when it is associated with a privilege or handicap. (e) Equality: it is not the same as equalitarianism. Equality and difference complement one another (f) Tolerance: initially, tolerance was a fairly patronising concept, but over time it has developed to cover the idea of openness and acceptance of the Other and respect for the rights of minority groups.