



Elos school manual

Portugal

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National section: Portugal

The Portuguese ELOS network consists of **11** Schools (Basic, Vocational and Secondary Education), spread by the different regions of the country.

The Centro de Informação Europeia Jacques Delors (CIEJD) is the national co-ordinator for ELOS in Portugal. The Centre is a public organization, *part of* (an entity of) the Ministry of Foreign Affairs, situated in Lisbon.

Name of the organisation:

Centro de Informação Europeia Jacques Delors
DGAE / Ministério dos Negócios Estrangeiros

Address:

Rua Cova da Moura - N.º 1
1350-115 Lisboa

Telephone number: 00351 211 225 000

Information about the ELOS may be found at

www.eloseducation.info

www.eurocid.pt

1. How can you apply at national level

Becoming an ELOS School in Portugal

- You are invited to read the ELOS documents online at www.eloseducation.info
Information is also available on the CIEJD website at www.eurocid.pt
- Familiarize yourself with the ELOS Common Framework of European Competence (CFEC) and the requirements of the ELOS School Standard.
- Send a letter of commitment to the national co-ordinator (filomena.antonio@ciejd.pt). The letter should indicate the school's motivation to become a member of this net and its current position in relation to ELOS school standard outline. Also the school's areas for ELOS development should be indicated, including a plan for the next year(s).
- If you have further questions, you are welcome to contact the Jacques Delors Centre by e-mail: formacao@ciejd.pt or by phone: 00351 211 225 013.

2. ELOS Coordination at school level

Schools are advised to consider the most appropriate form of co-ordination to match their institutional way of working.

(Internationally) *In other Elos countries* many schools have found useful to form an ELOS team.

Many of our schools have found more efficient and workable to appoint a leading coordinator with a small team.

In making decisions about ELOS introduction and leadership, a school must consider the following aspects:

- the time allocation required;
- the level of responsibility allocated to the team or the coordinator;
- the associated costs;
- the necessary level of support and linkage to the school's leadership and management;
- the plan for the implementation process - the scale, range and depth of staff and student engagement over time.

The ELOS Schools should be motivated and engaged to:

- Participate in a national quality network that develops a European and International Orientation (EIO) within *the* (a) European ELOS concept;
- Be involved in structural international exchange activities with several schools abroad (including at least one school that also implements ELOS) and strive towards embedding these activities in the school curricula and school work plan to ensure coherence and sustainability;
- Work toward the implementation of European key competences inside and outside the classroom (knowledge, skills, and attitudes that pupils need for their future as European citizens), with a substantial number of pupils between the ages of 12 to 19;
- Make use of jointly developed documents, such as the ELOS portfolio for pupils, and other instruments to measure and certify achievements;
- Take part in general monitoring and evaluation activities of the European ELOS Network;
- Allocate resources (such as staff involvement on an 'ELOS school team'), and provide and/or facilitate teacher training activities to realize these goals.

3. EIO - Subjects involved, according to the national curricula

The European Union (EU) is present in Portuguese curricula in subjects such as *Geography* (7th, 10th and 11th grades), *History* (9th, 11th and 12th grades), *Economy* (11th and 12th grades) and *Law* (12th grade).

Students attending compulsory education should come to know the process of European integration throughout the curriculum, particularly in 7th grade *Geography* and 9th grade *History*. As well as this specific knowledge about the EU, the education system integrates an underlying subject of cultural diversity, complementing one of the main objectives of the subject area *Social and Environmental Studies*, promoting values such as respect for other people and cultures, rejecting any type of discrimination, in accordance with the European Union motto: United in Diversity.

Knowledge about the EU is broadened in the next years (upper secondary education) through *History*, *Geography*, *Economics (Economy)* and *Law* (subject areas). The EU issues

are developed in various themes and topics mainly in *Economics* and *Geography* programs. The *Economics* program deals, in particular, with the comparative analysis of Portuguese economic indicators with its EU economic partners and the EU averages, and analysis the objectives, advantages and disadvantages of being a member state of the EU and the Eurozone, focusing in the Portuguese situation. The *Geography* program analyses the importance of the integration process, its impact in the country, and introduce some EU common policies.

In the 11th grade, *Economics* and *Geography* programs, also, include a chapter on EU affairs. The *Economy* program includes topics such as the Portuguese Economy in an EU context, which develops the European integration process and its main consequences. Current EU challenges and other relevant issues, such as EU external role and relations with other regional economic blocs, are also included.

The 11th grade *Geography* program includes a chapter on EU named “Portuguese integration in the EU: new challenges, new opportunities”. Various topics are covered - the consequences of the enlargement process and its challenges for Portugal; the various common policy areas such as the Common Agricultural Policy (CAP), the Environmental Policy, Transports Policy, as well as the implications of these policies, programs and community funds, on national territory. This subject area also deals with the issue of whether Portugal has become a peripheral member of the EU and arise the debate of its centrality in the Atlantic context, as an access point to America, Africa and Asia continents.

In 12th grade *History* subject area, the topics of European integration and European citizenship are dealt with greater depth.

The *Law* program also includes a chapter dedicated to EU Law. The specific phases of European integration and the EU institution framework are covered in order to give a more complete understanding of Community Law, emphasizing the complementary between EU Law and National Law.

It is important to stress that this information is based in the Portuguese curricula, in place at 31st of December 2011. At the present moment a curricular revision is taking place and, in this line, a Public consultation was open until 31st January.

Among the measures in debate, it is important to highlight the following:

- Ensuring a more consolidated learning of the *English* language, by making it a compulsory subject throughout a minimum of 5 years;
- Replacement of the discipline of *Visual and Technological Education* by two disciplines - *Visual Education* and *Technological Education* - each of them with its own program and teacher;
- Advance the learning of ICT, ensuring that younger students have a safe and proper use of digital resources and conditions for universal access to information and communication;
- Enhancing the social and human knowledge, the core area of the curriculum of the 3rd Cycle, increasing the hours of teaching in the disciplines of *History* and *Geography*;
- Elimination of the *Civic Education* discipline, although maintaining the relevance of its content in a transversal approach;
- Updating the list of options for a specific training in secondary education, taking into account the continuation of studies and the needs of the labor market (ex. creating disciplines such as *Computer Programming*);

- Greater freedom to schools in deciding the distribution of the number of hours of lectures through the cycles and the years of schooling.

4. Student activities

ELOS stands for a high quality in Education, promoting an International and European Orientation of the curricula. To reach these goals, it will stress and promote:

- International cooperation with peers;
- Knowledge of one or more modern foreign languages;
- Active citizenship - informed and critical opinions on Europe and the wider world;
- Achievement of Key Competences: Learning to learn, Entrepreneurship, Social and cultural awareness.

Some examples of Portuguese ELOS Schools Activities:

In the past three years our school has been taking part in international student exchanges with different European Partner Schools (Romania, the Netherlands and Lithuania) both for the general as for the vocational department. There has also been cooperation with further Elos schools from Italy, Norway, Slovakia, Spain, Poland and Turkey.

There have been several etwinning projects happening with classes of different levels on topics related to the environment and climatic changes.

In the context of the European School Net, we have been participating in different chats at European level where students have the possibility to get in touch with mates from other countries while discussing topics of European or global interest with appointed European commissioners.

Escola Secundária de Figueiró dos Vinhos

Through ELOS, our school aims at implementing students and teachers' mobility, improving communicative skills in English, developing the European identity as well as promoting citizenship awareness.

Escola EB 2, 3- S. Bruno

The existence of the following *instruments* helped the Portuguese Schools, and the ELOS network, to develop EU activities for their students, contributing to attain the competences, derived from the CFEC, listed in the next chart.

Activity	Competences
<i>European Clubs Network in schools</i> – EU activities for and with the students. Training and dissemination of the European Union issues, directed for all levels of education - preschool, basic, secondary and vocational schools.	EIO-1.2.1 I have an idea of the variation within Europe (per country: natural condition, size of population, language, affiliation to EU or other supranational

<p>This network, created in 1986 by the Ministry of Education and Science, just after the Portuguese <i>accession</i> (adhesion), provides a huge range of activities on EU issues, according to the abilities, skills and interests of the students.</p> <p>668 active European Clubs in Portuguese schools, in December 2011.</p>	<p>institutions)</p> <p>EIO-1.2.3 I can share knowledge with my classmates on my own country (politics, geography, economics, history, science and technology, culture / national heritage) in relation to Europe.</p> <p>EIO- 1.3.1 I understand shared concepts such as democracy, citizenship and the international declarations expressing them.</p> <p>EIO- 1.5.3 I take an active role as a European citizen at school and in the community.</p> <p>EIO-2.3.3. I can talk about how stereotypes and discrimination work, in a multicultural group.</p>
<p><i>Jacques Delors Classes (JDC) -</i> Classes on the most EU relevant topics, realized by the Jacques Delors Centre at a national level.</p> <p>Main objectives: i) promote the knowledge and debate on the EU; ii) endorse an active citizenship, raising students' awareness for the importance of their participation in the EU building process.</p> <p>All the ELOS schools have free access to this pedagogical activity as a complement of the curricula.</p> <p>The pedagogical contents that support the JDC are also available on CIEJD site, in an area called <i>Learning Europe</i>, enabling the schools to access. http://www.eurocid.pt/pls/wsd/wsdwhom0.home?p_sub=55</p>	<p>EIO-1.4.1 I understand the structure and function of European and international institutions (EU, CoE, UN, Nato etc.; in relation to each other and to national/regional affairs).</p> <p>EIO-1.1.3 I understand shared concepts such as democracy, citizenship and the international declarations expressing them.</p> <p>EIO-3.1.3 I show interest and respect for others in Europe and the wider world.</p> <p>EIO-4.1.2 I am aware of the value of work-related programs for my future.</p>

<p><i>Pedagogical Activities –</i> Promoting the knowledge of EU issues using complementary approaches is a possibility that Jacques Delors Centre offered to Portuguese schools and to the ELOS network. Games, online and traditional ones, quizzes, supporting celebration days, such as <i>Europe Day</i> and the <i>European Day of Languages</i> and other school events, are some of these activities.</p> <p>Examples:</p> <ul style="list-style-type: none"> - <i>Euoweakest link</i> (based on a TV contest) - This CIEJD game evaluates students' knowledge on European matters, using multiple-choice questions (558). The objective is to encourage, in a playful way, the learning of European Union issues. The questions are tailored according to the age and knowledge of participating students, addressing various issues such as European citizenship, European integration, curiosities about EU Member States, etc. - <i>LED on Values</i> - is a Social literacy program. For teachers it provides a new pedagogical capacity, with validated scientific accuracy, allowing them to diversify educational strategies, creating classes with attentive students and differentiated pedagogical management, that are more articulate and empowering for enriching and valuing the curriculum. <p>CIEJD is a LED partner, validating the module <i>European Values</i>. Targeted to students from the Elementary, Secondary and Vocational schools this module is a tool which promotes the learning of European values, fundamental rights of EU and European citizenship.</p>	<p>EIO-1.3.1 I understand shared concepts such as democracy, citizenship and the international declarations expressing them.</p> <p>EIO -1.1.3 I am aware of the principles of democracy in European countries.</p> <p>EIO-3.1.1. I know sites and expressions of common (European or world) heritage in my country and the country of my peers.</p> <p>EIO-4.1.1. I recognize that I am learning constantly outside of the school environment.</p> <p>EIO – 3.1.3 I show interest and respect for others in Europe and the wider world.</p>
<p><i>Creating and disseminating pedagogical resources -</i> Students have access to a huge diversity of contents on EU issues created by different national entities (public entities, such as Jacques Delors Centre, enterprises, universities and schools).</p> <p>The platform <i>Portal das Escolas</i> (School Portal), Ministry of Education and Science integrates these contents, providing access to many quality digital educational resources in all curricular areas.</p> <p>http://www.portaldasescolas.pt</p>	<p>EIO-1.2.1. I have an idea of the variation within Europe (per country: natural condition, size of population, language, affiliation to EU or other supranational institutions).</p> <p>EIO-1.4.1. I understand the structure and function of European and international institutions (EU,</p>

	<p>CoE, UN, Nato etc.; in relation to each other and to national/regional affairs).</p> <p>EIO -1.1.3 I am aware of the principles of democracy in European countries.</p> <p>EIO 1.2.3 I can share knowledge with my classmates on my own country (politics, geography, economics, history, science and technology, culture / national heritage) in relation to Europe.</p> <p>EIO-3.1.1. I know sites and expressions of common (European or world) heritage in my country and the country of my peers.</p> <p>EIO-4.1.1. I recognize that I am learning constantly outside of the school environment.</p>
<p><i>Lifelong Learning Programme -</i> The Portuguese schools cultivate the European Dimension in education and are really interested in participating in projects. In 2012 the figures show:</p> <ul style="list-style-type: none"> - 289 Comenius School Partnerships (http://www.comeniusmaps.eu); - eTwinning - 1678 Schools registered (http://www.etwinning.net/pt/pub/map_country.cfm); 	<p>EIO-2.3.2. I can express my own opinions, needs, feelings and communicate coherently about them in a common language of communication with my peers from other countries.</p> <p>EIO-2.3.3. I can talk about how stereotypes and discrimination work, in a multicultural group.</p>
<p><i>Teacher Training on relevant EU subjects -</i> The Jacques Delors Centre provides Teachers training courses (example: <i>European Citizenship and the European Dimension in Education</i>) and as the Intermediary Body of European Commission, it managed training courses developed by other entities – Universities, enterprises – in Blended-Learning. Examples: - <i>Economic Recovery and Social Cohesion</i>; - <i>For an Eco-Europe</i> - <i>The Europe of Citizenship, Creativity and Innovation</i></p>	<p>EIO-1.6.1. I know in which fields European and international institutions exert an important influence, and can explain the consequences for citizens, giving concrete examples.</p> <p>EIO-1.5.1. I have informed opinions on the whole process of European</p>

	integration and the social / economic / environmental problems which arise from that, for Europe and the wider world.
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5. Link to national priorities

The six ELOS common educational priorities are reflected in the national policy documents:

Elos Partners Common Educational priorities	Source (articles, internet pages, official documents etc.)
1. Social inclusion / inclusive education	http://www.dgidec.min-edu.pt/teip/index.php?s=directorio&pid=18&ppid=13 http://www.dgidec.min-edu.pt/teip/index.php?s=directorio&pid=10 http://www.gepe.min-edu.pt/
2. Improving quality of learning and teaching	http://www.portugal.gov.pt/pt/os-ministerios/ministerio-da-educacao-e-ciencia/o-ministerio-e-os-memorandos/o-ministerio-e-os-memorandos.aspx http://www.dgidec.min-edu.pt
3. Entrepreneurship	http://sitio.dgidec.min-edu.pt/cidadania/Paginas/OqueeoPNEE.aspx
4. Lifelong learning	http://www.portugal.gov.pt/pt/os-ministerios/ministerio-da-educacao-e-ciencia http://cenor.dgidec.min-edu.pt/content.asp?startAt=2&categoryID=5 http://www.proalv.pt/
5. Intercultural dialogue / cultural awareness	http://www.portugal.gov.pt/pt/os-ministerios/ministerio-da-educacao-e-ciencia

	ciencia http://www.entreculturas.pt/
6. Innovation (creativity, new technologies and sciences)	http://www.portugal.gov.pt/pt/os-ministerios/ministerio-da-educacao-e-ciencia

Elos fits well with the following national priorities:

Priority	Linking to CFEC
Encourage improvements in the quality of student learning and value the public school - Increase the basic skills of Portuguese students	<p>Domain EIO-1</p> <p>EIO-1.2.3 I can share knowledge with my classmates on my own country (politics, geography, economics, history, science and technology, culture / national heritage) in relation to Europe.</p> <p>EIO-1.3.1 I understand shared concepts such as democracy, citizenship and the international declarations expressing them.</p> <p>EIO-1.3.2 I can give an outline of the history of European integration, and can relate European key figures to certain events.</p> <p>EIO-1.3.3 I can share knowledge about a broad range of European countries with other students abroad.</p> <p>EIO-1.4.1 I understand the structure and function of European and international institutions.</p>
Encourage improvements in the quality of student learning and value the public school - Promotion of initiatives to address the problems of immigrant communities and the challenges of multiculturalism in school.	<p>Domain EIO-2</p> <p>EIO 2.1.3 I can connect with persons from Europe and other parts of the World</p> <p>EIO 2.2.3 I can show respect (verbally and nonverbally) for the opinion of persons from</p>

	<p>a different cultural background.</p> <p>EIO 2.3.3 I can talk about how stereotypes and discrimination work, in a multicultural group.</p>
<p>Encourage improvements in the quality of student learning and value the public school</p> <p>- Continuity of programmes for widespread access and use of portable computers and the Internet by students of primary and secondary level.</p>	<p>Domain EIO-3</p> <p>EIO 3.1.2 I can use e-mail to present myself and my interests and hobbies and request the same information from my peers in other countries.</p> <p>EIO 3.2.2 I am internationally computer literate, and use the Internet for chats, forums, searches within a common project with peers abroad.</p>
<p>Encourage improvements in the quality of student learning and value the public school</p> <p>- Increasing education for citizenship in order to instil in young people democratic principles and values, environmental responsibility and social awareness and involvement in volunteer programmes;</p>	<p>Domain EIO- 1</p> <p>EIO 1.1.3 I am aware of the principles of democracy in European countries.</p> <p>EIO 1.3.1 I understand shared concepts such as democracy, citizenship and the international declarations expressing them.</p> <p>EIO 1.4.3 I form my own opinion about critical European and international issues (such as enlargement, constitution, globalisation etc.) and the consequences for citizens.</p> <p>EIO 1.5.3 I take an active role as a European citizen at school and in the community.</p>
<p>Encourage improvements in the quality of student learning and value the public school</p> <p>- Promoting the dissemination of a culture of initiative and entrepreneurship at all levels of education, with emphasis on secondary level courses.</p>	<p>Domain EIO-3 and EIO-4</p> <p>EIO-3.5.2 I can participate actively in planning and running a new project with groups/teams of students and teachers from other countries.</p> <p>EIO-3.6.2</p>

	<p>I can contribute actively to the project management and administration of international activities in an educational setting.</p> <p>EIO-4.4.3 I am able to develop ideas in an international context and transform these ideas into effective plans and implement these plans successfully.</p> <p>EIO-4.5.3 I am able to transform ideas into activities, define the risks and develop proper actions to avoid these risks.</p> <p>EIO-4.6.3 I develop concepts, take risks and understand the ethical, environmental and economic consequences involved in my choices.</p>
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6. CFEC and school standard in linked to national curriculum and national context

In Portugal, there is a prescribed, set curriculum, with some freedom for schools and teachers. Examinations in Portugal are partially centralized, partially non-centralized.

ELOS fits most effectively with the programmes of learning for *Languages, Geography, History, Economy, Sociology and Law*.

Element from programme of learning	Competence(s)	Subjects	Connection to CFEC (domains + levels)
European Union Integration Process (Institutions; Member States; Citizenship...)	Knowledge of the European Union Integration process, its relevant milestones and most relevant documents	Geography History Economy	<p>EIO 1.4.1 I understand the structure and function of European and international institutions (EU, CoE, UN, Nato etc.; in relation to each other and to national/regional affairs).</p> <p>EIO 1.5.1 I have informed opinions on the whole process of European integration and the social / economic / environmental problems which arise from that, for Europe and the wider world.</p>

			<p>EIO 1.3.2 I can give an outline of the history of European integration, and can relate European key figures to certain events.</p> <p>EIO 1.2.3 I can share knowledge with my classmates on my own country (politics, geography, economics, history, science and technology, culture / national heritage) in relation to Europe.</p> <p>EIO 1.3.3 I can share knowledge about a broad range of European countries with other students abroad.</p> <p>EIO 1.5.3 I take an active role as a European citizen at school and in the community.</p>
Rights and responsibilities	Knowledge on the main documents on human rights, reflect and value its fundamental principles.	Economy Sociology Law	<p>EIO 1.1.3 I am aware of the principles of democracy in European countries.</p> <p>EIO 1.3.1 I understand shared concepts such as democracy, citizenship and the international declarations expressing them.</p> <p>EIO 1.5.2 I can relate the values Europe stands for (such as: peace, democratic decision-making, separation between religion and state, economic prosperity) to what they mean to me personally (my rights and responsibilities).</p> <p>EIO 3.1.3 I show interest and respect for others in Europe and the wider world.</p>
Democracy and institutions	Understanding and value the democracy process in Portugal. Compare to other countries at	History Economy Law	<p>EIO 1.1.3 I am aware of the principles of democracy in European countries.</p> <p>EIO 3.1.3</p>

	European or world level.		I show interest and respect for others in Europe and the wider world.
Identities and diversities	Contribute to identify solutions when confronted with phenomena of discrimination and stereotyping.	Languages Sociology Law	<p>EIO 2.2.3 I can show respect (verbally and nonverbally) for the opinion of persons from a different cultural background.</p> <p>EIO 2.3.3 I can talk about how stereotypes and discrimination work, in a multicultural group.</p> <p>EIO 3.1.3 I show interest and respect for others in Europe and the wider world.</p> <p>EIO 3.2.3 I am aware that how persons from other cultures act, might arise from different norms and values than my own.</p> <p>EIO 3.3.3 I am aware that how persons from other cultures act, might arise from different norms and values than my own.</p>

7. Quality review and validation process

The ELOS Quality Review Procedure was designed taking in consideration two main documents: the CFEC and ELOS International School Standard.

The Quality Review Guidelines are available at www.eloseducation.info and also on CIEJD website at www.eurocid.pt.

The International Quality Review procedure has to be agreed with the board of the ELOS International Association.

In Portugal the Quality Review is offered, free of charges for the schools Pilot Group. It is based upon the collection and analysis of written evidence, followed by an interview with two representatives of the school at the office of the national coordinator.

The process starts with a self-assessment by the school, by the compilation of a portfolio of evidences, and ends with a Quality Review Summary written by the national Co-ordination team.

The Quality Review procedure is carried out by the ELOS national Co-ordination team at Jacques Delors European Information Centre.

8. How to get started

To get started, please read the information about ELOS available on www.eloseducation.info or on www.eurocid.pt

If you have further questions, you are welcome to contact the Jacques Delors Centre by e-mail formacao@ciejd.pt or by phone: 00351 211 225 013

Then you should:

- *Discuss* (Debate) ELOS with your colleagues, explain its added-value, motivate your peers and management team for the benefits of the project;
- Make an inventory of all European and Internationally oriented activities/lessons/projects/modules that are already taking place in your school;
- Identify your solid partnerships with schools abroad and how you can benefit from this expertise;
- *Construct a plan for the first year* (Define a year plan to start).

9. Teacher training

The Jacques Delors Centre *functions as the* (provide namely as the) Intermediary Body of the European Commission *and offers* Teachers Training courses on EU most relevant subjects. The teachers have free access to these Blended-Learning activities and are encouraged to develop projects in their school communities

10. Funding

In order to cooperate internationally with partners, ELOS schools should apply for European grants at their National Agency for Lifelong Learning: <http://www.proalv.pt>