



REDE PORTUGUESA
CIDADES INTERCULTURAIS

Intercultural Approach in Schools:

GUIDELINES FOR TEACHERS
INTERCULTURAL SCHOOLS PROJECT

PROMOTING ORGANISATION



PARTNERSHIPS



FINANCED BY THE COUNCIL OF EUROPE,
INTERCULTURAL CITIES PROGRAM



The [Portuguese Network of Intercultural Cities](#) (RPCI) started in 2012 as part of the International Intercultural Cities Programme, promoted by the Council of Europe, which brings together more than 160 cities around the world. Its goal is to enhance sharing and peer learning, to develop more inclusive societies where everyone can thrive. In 2021, the RPCI cooperative (RPCI Coop) was created to support the growth and sustainability of this national network, providing the existence of more and more projects and initiatives relevant to our context.

RPCI and RPCI Coop carried out this guide within the framework of the Intercultural Schools project, co-funded by the Council of Europe, came from the wish of cities to foster an Intercultural lens in educational settings by raising awareness among city officers, youth, parents and children. The project was designed with the belief that, by building self-reflection and knowledge and nurturing Intercultural competencies for school staff, students and partners, it is possible to achieve a true intercultural school.

This guide collects the learnings, inspiration and recommendations from the webinars, podcasts and workshops developed along the project, and aims to support education professionals to:



We hope you enjoy and find it useful to foster and deepen your practices in your journey towards a true intercultural school!

RPCI, 2024

The opinions expressed in the present document are the sole responsibility of the Portuguese Network of Intercultural Cities, the editorial coordination and the experts invited to the workshops held under the Intercultural Schools project, and do not reflect necessarily the official politics of the Council of Europe. The present document is published as it was submitted to the secretariat.

THE RPCI TEAM:

Carla Calado, Danielle Menezes, Inês Granja, Mab Marques and Teresa Leitão

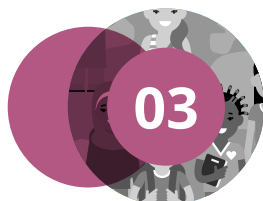
Index



**Intercultural
Schools Project**



**Importance of Intercultural
approach in schools**



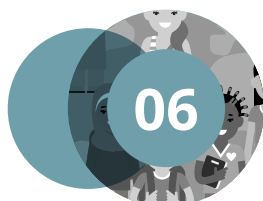
Concepts



**Recommendations
for intercultural approach
in schools**



**Anti-racist workshop
session plan**



Resources

01

Intercultural Schools Project

Intercultural Education was the topic decided by most RPCI cities as the main focus for our joint work in 2024, as these were concerned with the preparation of schools for the raising presence of children and youth from diverse cultural and national backgrounds. Four cities came forth to become part of the inner consortium of this project: Barcelos, Oeiras, Lisboa and Paranhos Parish (Porto). Monthly meetings were held for joint decision-making and reflection.

With this project, we aimed to develop intercultural competencies, through a set of activities and training opportunities to foster the debate and increase of knowledge and tools among educational professionals to be able to better perform their role as true agents for inclusion.

The project gathered several education professionals, mediators, academic experts and city officers to share proposals, inspiration and recommendations. This guide brings together their contributions. It is not intended to be a scientific and academic document, but rather a synthesis of perspectives resulting from a listening process carried out with experts from diverse socioeconomic and ethnocultural backgrounds, with different visions and experiences.

The first activity of this project was a **practice sharing moment**, where three cities shared their practice and their concerns regarding the work of educational settings and partner organisations within the city and defined the priority themes for next activities.

During the course of the project, **two webinars** were held with guest experts with diverse backgrounds that shared their experiences and concerns as well as their work in this field, at the same time giving voice to those facing everyday discrimination and establishing bridges with educators, public services providers and decision-makers with the power to improve their integration experiences.

This way the project was able to enhance representation of role models and educational figures.

04

01 Intercultural Schools Project



Paula Cardoso



Ana Cristina Pereira
(aka Kitty Furtado)

The **first webinar** focused on how to develop an “**Anti-Racist School**”; and had the participation of **Paula Cardoso**, journalist and activist on anti-racism, **Ana Cristina Pereira (aka Kitty Furtado)**, researcher and member of the anti-racist NGO **SOS Racismo** and the [Manhente School](#), who shared their initiatives on the topic.

The **second webinar**, called “**Intercultural Schools**” offered a broader perspective of interculturalism work in schools, with the presence of [REEI - Network of schools for Intercultural Education](#), a national network of schools (managed by the Ministry of Education, the national agency for Migration, Asylum and Integration (AIMA) and the Aga Khan Foundation), **Teresa Vieira**, a Roma mediator and [Gil Vicente School Cluster \(Lisbon\)](#) that shared their initiatives on the topic.



Teresa Vieira

At the same time, **four workshops** for youth and children (ages 10 to 15) in educational settings were fostered. The outline of these workshops can be found below in section 5.

Learning materials were produced, such as this guide and three podcasts, giving voice to diverse people that have faced integration challenges throughout their lives, activists and teachers that have successfully integrated an intercultural approach within their schools settings. The podcasts and dedicated articles on the website and social media can be found in RPCI [“Portugal Plural” podcast channel](#) on Spotify and [website](#).

With these activities, our project promoted an integrated viewpoint, with a focus on capacity-building of educational professionals to foster the acknowledgment of intercultural integration for local development and for the quality of life in the city.

This guide ends with a set of references and resources for education professionals that wish to work further on these topics (section 6).

In sum, our learnings throughout the project are now available in this guide for all educators to use and adjust to their realities and needs. Together we hope to have contributed to the fostering of the debate around how schools can play a role in preventing discrimination and enhancing societies where everyone can belong and prosper.

02

Importance of Intercultural approach in schools

Education is a key field for inclusion, since it can facilitate intercultural integration. If the **intercultural principles** are applied in schools, these can be places where each student develops intercultural relationships that can last a lifetime, and all children and youth can have access to knowledge and information that will be crucial for their personal, social and professional development. However, educational professionals may feel they do not have enough tools to actively value diversity, promote positive interaction, participation and inclusion.

At the same time, there is a general need to become more aware of **systemic discrimination** and how the educational system contributes to it. This may seem overwhelming for one teacher to tackle on its own, given the workload connected to successfully teaching their subjects in a diverse classroom, but it is an important aspect to take into account and for which we are all accountable as societies.

This issue is aggravated given the **lack of representation among education professionals**, leading to ethnocentric perspectives on Education, Parenting and Learning that may not value everyone's heritage and contributions in the same way. Knowing how to overcome these aspects and become a true intercultural educator may not be straightforward for most teachers. The good news is that these competencies can be developed and nurtured as a basis for more inclusive schools and educational settings.

Furthermore, promoting this sort of debate with young people is urgent to foster critical thinking and questioning of information and social media messages, in an era where fake news and alternative facts are widespread.

06

03

Concepts

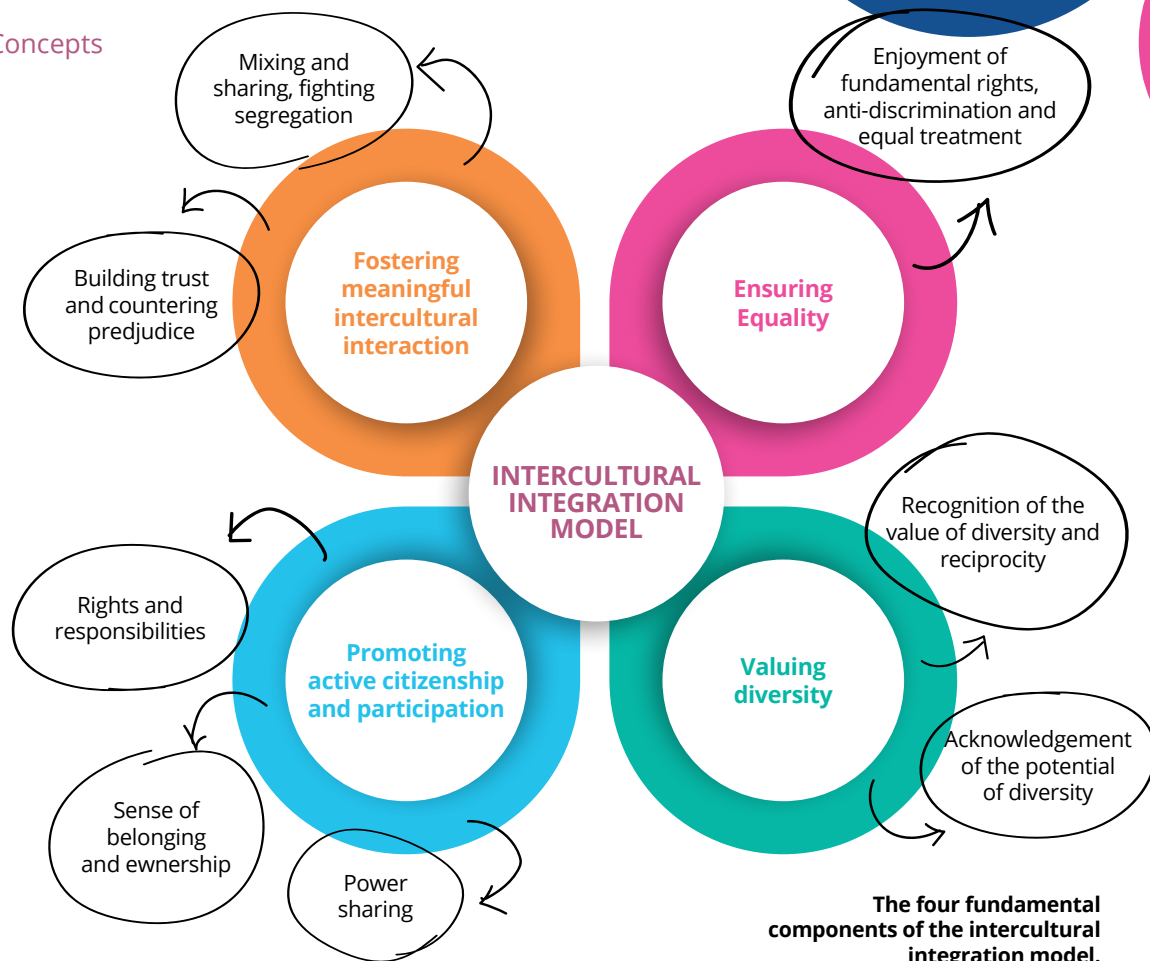
In this section we briefly present some reference concepts which are essential to feed the work of the Intercultural Cities and of Intercultural Schools. It is possible to find them, among many sources from the Council of Europe (from legal instruments to white papers, like [Thematic Papers](#)), on the [Intercultural Cities Key Terminology](#), on the [Intercultural Glossary](#) of the ICC and on the [Glossary](#) of the [European Commission against Racism and Intolerance \(ECRI\)](#).

An **intercultural society** is «a community of people with diverse backgrounds that values diversity as a collective advantage and aims to afford equal rights and opportunities for everyone by creating the conditions for full and active participation based on a common set of values, a shared sense of belonging, and a pluralist collective identity.

The public authorities should actively combat prejudice and discrimination and ensure equal opportunities for all by adapting their governance structures, institutions and services to the needs of a diverse population, without compromising the principles of human rights, democracy and the rule of law. They are advised to adopt participatory approaches and multilevel governance to develop a range of policies and actions to encourage mixing and interaction across differences and to stimulate the participation of all residents in social life and decision that affect their everyday life and environment. The high level of trust and social cohesion helps to prevent conflicts and violence, increases policy effectiveness and makes the territories attractive for people and investors alike.» (Intercultural Cities Key Terminology, p. 1)

To achieve an intercultural society, intercultural integration and diversity management policies (based on a policy model which aim to ensure equality and cohesion in culturally diverse societies – interculturalism) are key. **Intercultural Integration** «is a two-way process involving individuals, communities of individuals, and the society as a whole. It consists of effective, positive and sustainable diversity management policies, aiming to help society to benefit from the potential of diversity and manage its complexities, on the basis of reciprocal and symmetrical recognition, under an overarching human rights framework. (...) Intercultural integration is based on **four fundamental components: Equality, Valuing diversity/ Diversity advantage, Fostering meaningful intercultural interaction, and Promoting active citizenship and participation**». (Intercultural Cities Key Terminology, p. 2)

03 Concepts



Systemic discrimination consists on «rules, norms, routines, patterns of attitudes and behaviours in institutions and other societal structures that, consciously or unconsciously, present obstacles to groups or individuals in accessing the same rights and opportunities as others and that contribute to less favourable outcomes for them than for the majority of the population» (§ 20, ECRI General Policy Recommendations No. 2, 2017)

Racism permeates systemic discrimination. Racism is «the belief that a ground such as “race”, colour, language, religion, nationality or national or ethnic origin justifies contempt for a person or a group of persons, or the notion of superiority of a person or a group of persons» (§ 1 ECRI General Policy Recommendations No. 7, 2017). Racism embodies systemic discrimination because of the linkage between the false and non-scientific idea that there are human races and given the infra superior human relationships that have been built and are a basis of an oppressive power structure.

There are many other factors which are used as reasons to discriminate. Two of them, frequently linked, are the country of origin and the cultural specificities. **Xenophobia** means prejudice against, hatred towards, or fear of people from other countries or cultures; (§ 7 of the EM to GPR

03 Concepts

09

15). Xenophobia is an important issue that Europe is facing today given the mainstreaming of hate speech against migrants and minorities that is promoting the increase of segregation and discrimination.

At school, systemic racism and xenophobia permeate many aspects of the education system, such as unlawfully placement of students in segregated schools or classes, reiterate suspicion of guilt associated with the perception of less capability of being well succeeded (and subsequent recommendation for less differentiated professionals paths, even in light of high grades), a lack of representation of different cultures (and versions of History) on curricula and on educational manuals as well and unfair disciplinary actions ("bad is Black" effect) that can lead to early school dropout, achievement gaps, inequitable funding¹, and underrepresentation of teachers from diverse cultures.

Even though the right to education is a fundamental human right, school systemic discrimination still has nocive effect in many European countries which through it deny equal access to education and deprive children the right of quality education. Afrodescendent, Roma, refugee or migrant children are the main targets of their consequences.

As an example, Portugal, despite it's lower levels of segregation of Roma children when compared to the rest of the EU, still shows important failures: 17% of Roma children living in Roma neighbourhoods have classes in an ethnically homogeneous school and 10% of Roma children living in mixed population localities claim the same². Many Roma children remain unlawfully placed in segregated schools and classes, even within the mainstream school system. This situation means not just segregation in education but a clear manifestation of systemic discrimination of the Roma community that does not facilitate intercultural interaction and social mobility, thus perpetuating situations of disadvantage.

To avoid these situations, combat systemic discrimination and further develop true Intercultural Schools, all education professionals should ideally develop their Intercultural Competencies. According to UNESCO (2013), **intercultural competencies** are "the set of skills necessary for a proper relationship with those who are different from us". In other words, it refers

1. Besides the work that has to be done on democratising even more the funding, Portugal is internationally renowned in terms of educational policies due to the scholarship programme for Roma pupils in secondary education (Escolhas Programme), which supports the integration of children and young people from disadvantaged socio-economic backgrounds, with the aim of equal opportunities and social cohesion.

2. See «Segregação escolar de crianças ciganas ainda é elevada em alguns países europeus» (11 June 2020) Lusa, Público [link](#)

03 Concepts

10

to knowledge, attitudes, and skills, mainly related to communication and behaviour, that are suitable for establishing interaction with other cultures (Deardorff, 2006), which makes it essential for a multicultural society to develop into an intercultural society.

Developing intercultural competencies allows us to establish good relationships and promote more positive communication, but, in addition, there are other advantages that contribute to a harmonious social life, such as better understanding of the world, reduction of stereotypes and, consequently, of prejudices and discrimination, reduction of racism, learning about other points of view and perspectives, opportunity for new experiences, combating social exclusion, etc.

This includes the knowledge of intercultural principles like human rights, equality, anti-discrimination, diversity advantage, interaction, participation, and a range of soft skills (such as empathy, critical thinking, ability to listen and interact with different others in a non-violent manner). Intercultural competence is not only needed in the public administration, but should also be mainstreamed among the general public (Intercultural Cities Key Terminology, p. 3)³.

The development of Intercultural Competencies allows education professionals to adopt an **Intercultural lens**: «In the Intercultural Cities approach, the development of a cultural sensitivity, the encouragement of intercultural interaction and mixing, is not seen as the responsibility of a special department or officer but as a strategic objective and an essential aspect of the functioning of all city departments and services. It therefore requires an overall overview of existing city policies, structures and actions, revisited through “the intercultural lens”». (Intercultural Cities Key Terminology, p. 4)

Intercultural Education comes from the realisation of the important role of education for the development of an intercultural society: «Formal education and extracurricular activities have a powerful influence on how children will perceive diversity as they grow up. Intercultural education challenges prejudices and negative stereotyping, provides opportunities for children of different cultures to build trust and mutual respect, and thereby creates favourable learning conditions for all pupils, irrespective of their nationalities, origins, languages, sexual orientation or gender identity, religions/beliefs. Cultural and other diversities, including multilingualism, are treated as positive opportunities and are nurtured accordingly. Intercultural schools take steps to ensure that all parents overcome any reluctance they may have in engaging with the school and give them in this way the possibility of playing the educational role usually expected from parents.» (Intercultural Cities Key Terminology, p. 4)

³ Recommendation CM/Rec(2022)10 on multilevel policies and governance for intercultural integration (adopted by consensus by the Committee of Ministers on 6 April 2022)

03 Concepts

11

The implementation of **inclusive approaches to education** includes citizenship, human rights and anti-discrimination. These contents should, ideally, be included in the curriculum.

Focused on impacting on strengthen social cohesion, on fight xenophobia, on tackle radicalization and divisive nationalism and the spread of fake news, the Council of Europe is working on fostering inclusive education through the development of specific actions targeting, namely, the quality of history education, the languages of schooling policy and plurilingual education.

CASE STUDY

One school from Sumy (Ukraine) established [intercultural education as a part of its curriculum](#) to promote an inclusive atmosphere. The school created a series of courses ("We are all different, we are all equal", "Tolerance as a nowadays requisite", "We are together under one sky", "I and we", "On Tolerance and Multiculturalism", "Respect everyone around", "Good neighbours live in peace", "Sources of tolerance", "The alphabet of tolerant communication in the team", and others) which were evaluated by the end of the school year. The action was implemented in a partnership that linked the school #18, the Sumy City Hall and a national minority organisation.

04

Recommendation for Intercultural approach in schools

As seen above, developing a true intercultural School is a complex matter, since it means to promote an enhancing environment that fosters belonging and justice by addressing the fundamentals of systemic discrimination.

From the learnings collected along this project. We recommend an integrated approach that **engages all the actors of an educational setting in a shared responsibility and accountability**. This means not only having schools policies and strategies in place, but co-developing and co-implementing them with a focused intent. Ensuring a cross-cutting and **long term evaluation** of these actions is also relevant, to ensure a strong case against potential push-backs. Below you can find practical advice and suggestions to inspire you in your endeavours in these different facets and with these diverse actors.

4.1. WORKSHOPS AND TRAINING FOR STUDENTS

One of the actions that must be part of your strategy are workshops aiming at **raising awareness among students**. Remember that students are a crucial part of the school community and future adults that will become full citizens, employers and coworkers. It is not possible to have an inclusive school and an inclusive society without considering this aspect - inclusive behaviour may not be “obvious” for everyone and needs to be nurtured and developed during our childhood years. Intercultural competencies can and should be learned as part of an essential skill set for life as early as possible.

CASE STUDY

The Municipality of Barcelos (Portugal), in March 2024, attentive to the integration of the afro descendant population present in the territory of Barcelos, carried out a Quiz at the [School of Manhente](#). This action was implemented in order to celebrate the International Day for the Elimination of Racial Discrimination. It had the purpose of promoting the knowledge of concepts and facts and to give tools for the discussion among students of their own perceptions. The Quiz was aimed at 2nd and 3rd cycle students and sought to test their knowledge and facilitate a discussion on how racial issues influence teaching practices and social interaction in educational spaces. This discussion, in turn, led to the finalisation of measures to eliminate racial discrimination at the end of the workshop. The students explained the content of their proposals and how they would be put into practice. That project had the participation of 106 students of different nationalities and it engaged 2 teachers. This initiative inspired the Intercultural Schools project to develop a similar workshop⁴.

When organising intercultural training at schools, it is important to ensure the **engagement of the different stakeholders**:

CITY OFFICERS AND POLITICIANS: It is desirable to guarantee the political support of the cities and other local partners to increase the impact of the actions. Also, this engagement will allow you to think about a long term and community-wide strategic intervention that can continue outside the school walls, engage families, and go beyond the school year, mobilising other resources and partnerships. Ideally your intervention is part of a larger plan.

TEACHERS/ EDUCATORS: If you are from an outside organisation, engage with teachers before preparing an activity for students. Try to understand their experience and perspectives on the subject, the culture and rules of

⁴ **Cristina Silva**, Portuguese and English Teacher at Manhente School, with the support of Tânia Carvalho, Municipal Technician, presented a quiz on racial issues that was applied in the 2023/2024 school year to 2nd cycle classes to mark the International Day for the Elimination of Racial Discrimination. After the Municipal Technician introduced what motivated the creation of the quiz, what it consisted of and the challenges in creating it, the Teacher explained the dynamics of its implementation, feedback from students, the importance of this resource for the school and how the school intends to use this resource in future.

04

Recommendation for Intercultural
approach in schools

13

the school. This will help you anticipate potential conflicting ideas and debate them beforehand. Share with them the subjects, games and approaches you wish to propose to the training and ask for earlier the characterization of the class (age, nationalities, ethnicities, special necessities, political or religious sensitivities, etc.). Remember, the teachers know the group best and are an essential ally with whom you should be well aligned.

LOCAL AND NATIONAL ASSOCIATIONS/ EXPERTS: if you are a teacher, make sure to engage experts on the subject. We recommend these are people with lived experience or recognised experts on the field. These are crucial also to ensure a wider representation and increase legitimacy and sensitivity to approach delicate issues. Mediators and activists can also be an important partner. Engage with these guests beforehand to prepare the sessions together, align ideas and ensure everything goes well during the workshop. Beware that negative reactions to the subject may arise, and your posture and interventions should not contradict what the expert brings to the session. Your personal opinions may not bring an added value to this moment: consider that these may be biased since they are coming from “an outsider”. Remember that it is very likely that this person knows better than you what they are saying. You may not agree, but you should be respectful.

The session must be built to intentionally foster meaningful intercultural interaction and promote an inclusive, interactive and immersive experience.

From the beginning of the training it is essential to create a judgement-free environment. This can be made by establishing briefly a “session agreement” with a set of commonly agreed upon desirable behaviours for everyone to follow. During the sessions, validate feelings and experiences (never prejudice, biases and stereotypes) and to ensure that everyone has room to speak and self-question.

CASE STUDY

In Sabadell (Spain), the majority of schools implement intercultural projects which engage students, teachers and families. These include, among many other activities based on human rights: storytelling regarding Roma population; discussion about social and political movements of the extreme right and its negative impact on rights from migrants, afrodescendent and LGBTQIA+; debunk myths; learning about bullying.

It can be an empowering and useful tool to learn about systemic discrimination, making it visible. To uncover it, enhance the voice of those affected by the issue, make sure to address power inequalities in the room (as for example, do not allow that one student dominates the discussion, specially if this is a person from a more privilege background or if the person is denying or minimising the existence of discrimination) and promote the sharing of experiences on incidents and patterns of discrimination. This should be done without pressure for sharing and with the consent of the participants, respecting their time and their own initiative - sometimes they do not want to talk about it and it is ok.

Developing intercultural competences is based on the ability for self-questioning. On the 1st Webinar of the Project, Ana Cristina Pereira highlighted that in order to act against racism we have to question our own supposed anti-racism⁵. Claiming that 'I don't see colour' is the position of a person who doesn't think deeply about these issues. The fight against racism begins with ourselves. She cited Angela Davis: «In a racist society, it's not enough not to be racist, you have to be anti-racist». There is no neutrality, no discourse is neutral. On this topic, the researcher shared also a quote from Desmond Tutu:

«If we remain neutral in the face of injustice,
we choose the side of the oppressor»
(Desmond Tutu)

4.2. POSITIVE INTERCULTURAL INTERACTION

Long-term programmes to develop intercultural competences rather than one-off initiatives should be prioritised. Developing intercultural competences is a long-term exercise and therefore requires a medium-long term programme, where occasional initiatives, make a superficial contribution and fall short on their goal. The ability to understand and respect others, beyond cultural barriers, can be worked, enriched and matured but it takes time and continuity to endure.

One of the best ways to continue fostering the development of intercultural competencies is to **promote positive interaction and relations between people from different origins**. Ensure schools spaces and activities are inclusive and felt as interesting and safe for everyone to take part. By bringing people together and promoting discussion groups you can give continuity to your workshops. See workshops as the beginning of the debate, and not as a "one-fix" solution.

⁵ **Ana Cristina Pereira** is a Researcher, an Anti-Racism Activist and a cultural critic committed to blurring the boundaries between academia and the public sphere. She has a PhD in Cultural Studies and she is an associate researcher at CECS-U. Minho). She has curated exhibitions of (post)colonial cinema and promoted public discussion around (In)Visibilities and Racism and is currently active and engaged in civic discussions on reparations. On the 1st Webinar, Ana Cristina Pereira brought a theoretical approach to the theme and focused her communication on introducing racism and other key notions related to it. At last, she shared concerns and recommendations.

04

Recommendation for Intercultural
approach in schools

CASE STUDY

Zurich (Switzerland), has a policy of allocation of pupils according to the place of residence of the pupil which takes into account cultural mixing when allocating pupils to school buildings and school classes. This is developed in coordination with the city and quarters' development policies as well as the housing policy and the guarantee of accessibility of all city quarters by public transport. These measures are taken with the aim of counteracting any potential ghettoisation and potentiate social mixing.

15

4.3. PARTICIPATION

To provide opportunities for all members of the school community to **participate in meaningful intercultural decision-making in school** is another important aspect. After an awareness-raising activity, enjoy the momentum and ensure that ideas and initiatives from all children and youth are stimulated and enhanced. This can be done in partnership with local authorities, using for example Youth Participatory Budgeting to make some of the ideas come to life, and engaging teachers from several subjects to use these initiatives to reinforce learning content (such as Math teachers to support the development of a budget, or Language teachers to develop proposals and write letters, and so on).

CASE STUDY

Since 2014, Santa Maria da Feira (Portugal) has had a municipal educational project on active citizenship, which is already preparing its 11th edition: **Young Mayor of Santa Maria da Feira**. It aims to train young people in communication skills, interpersonal relations, decision-making, negotiation and leadership. Youngsters from 13 to 17, who study or live in the municipality of Feira, can apply for this pioneering educational project in Portugal. The Young Mayor programme focuses on Education for Citizenship,

4.4. INTERCULTURAL COMPETENCIES
FOR EDUCATION PROFESSIONALS

Intercultural competencies can be developed through **training and continuous self-reflection**. In the resources section (5) you can find free online training opportunities, practical guides and additional resources to develop in person training sessions for education professionals. All people in contact with or with a role in students life (such as administrative staff, outside organisations and parents associations representatives) should ideally go through such training.

In addition, we recommend that an **on-going intercultural committee** is established in the school to advise and co-develop strategies and action plans, reflect and issue recommendations on pedagogical and non

pedagogical aspects of the school life. Any issues, complaints and concerns raised by students, teachers and parents can be brought for debate in this forum, that should ideally bring together members of all the relevant stakeholders and communities present in the school.

ISSUES UNDER REFLECTION CAN BE:

- ➔ **REPRESENTATION:** one important topic is to identify and tackle the lack of diversity in schools. Do you know if your school staff represents the several communities of children and youth in the same or similar proportion? Why is that? On one hand, you can influence the hiring of more diverse staff, mostly among the staff paid by municipalities. On another end, the intercultural character of the curriculum can be enhanced by diversifying learning resources and ensuring diverse perspectives for example in History teaching. Curate inclusive content such as books, videos and music from diverse origins. Bring in valued references from other cultures. Remember, you can help broaden what “good” literature and music means to include diversified references that allow for wider identification⁶.

You can also **ensure more space for underrepresented communities** by inviting people from different cultural and ethnic-racial backgrounds to lead activities and give lectures. Bring into your learning content contributions from relevant and diverse scientists and public figures. Ensuring equal opportunities to participate for everyone will have an impact on belonging.

On the kick-off event, during the Practice Sharing Moment, the teachers **Antónia Ramos** and **Margarida Salvador**, from **Aquilino Ribeiro School Cluster** (Oeiras), shared that books and other materials are used to carry out activities which aim to raise awareness on the value of diversity and to develop critical thinking.

⁶ Listen to the third episode of the Portugal Plural Podcast created during the project. [This episode](#) consisted of an interview with **Evalina Gomes**, the President of [DJASS - Association of Afrodescendants](#), about the new Project Sankofa, a project that values African history and seeks to make it known in order to foster new learning, connections and break down stereotypes.

04

Recommendation for Intercultural approach in schools

CASE STUDY

The [Aquilino Ribeiro School Cluster](#) (Oeiras, Portugal) has had an intercultural approach for almost 15 years. There are 300 Migrant children and youngsters studying at this school, mainly from Brazil and the Lusophone Africa, out of a total of 1400, and 30% of the Portuguese students are Afrodescendent. The awareness of the value of diversity and its challenges led a group of teachers to ensure appropriate pedagogical methodologies based on the understanding of Intercultural Education as a process. The school carries out specific activities on relevant dates, such as the International Human Rights Day, the Refugee Day, the International Holocaust Remembrance Day, the Black History Month and the Carnation Revolution. The Education for Citizenship syllabus includes cross-cutting themes such as Education for Human Rights, Intercultural Education and Education for Peace. History and Portuguese are privileged places for intercultural education; on their syllabus it's possible to find books from different countries and that include diverse perspectives and debates. One of the books read by the students was [The Rosa Park Bus](#), a biography adapted to a young audience about a Black woman who was arrested for refusing to give up her seat on the bus to a White passenger, and who resisted and fought segregation in the USA, and became a symbol of antiracist resistance. Developing interpersonal skills, like empathy and the ability of putting ourselves on each other's shoes permeates the joint reading and reflection activity. The materials selected, other than books, can also contribute to an inclusive environment and mindset: [Giotto's coloured](#) pencils that include multiple skin tones to demystify what is commonly referred to as 'skincolour' in the colour palette.

During the 1st Webinar **Paula Cardoso** challenged the participants to take the neck test: turn your neck around and see:

**Who do I see? What do I hear?
Are there Black or non-white people?
What do I hear about Black people and Roma?
How does that make me feel?
How do I react?**

She invited us to question this, including regarding the learning contents and also regarding the aesthetic of the spaces⁷.

CASE STUDY

Oslo (Norway) invested in [raising standards to tackle segregation in school](#), through several ways: organisational structures, activities and curricula that increase diversity and intercultural learning from kindergartens to higher education institutions.

⁷ **Paula Cardoso** is a Journalist and an Anti-Racism Activist experienced in implementing anti-racist activities in an educational context. Founder of the [Afrolink](#) digital community, which visualises African and Afro-descendant professionals living in Portugal or with links to the country, she is also the author of the children's book series [Força Africana](#). In March 2023 she was named by the business magazine Success Pitchers as one of the '10 Most Inspiring Women Leaders in Social Entrepreneurship', a distinction that followed her nomination in 2022 by Euclid NetWork as one of Europe's 'Top 100 Women In Social Enterprise' of 2022. On the 1st Webinar, Paula Cardoso promoted self-reflection regarding practices at school and suggested ways to prevent and combat racism in the educational context. Like Ana Cristina Pereira, she shared concerns and recommendations.



OPPORTUNITIES TO INCREASE LEVELS OF CULTURAL DIVERSITY

LITERACY among school staff: be aware not to reduce cultures to dance, music, gastronomy and folklore. Organise study visits on the topic, promote debates and bring in modern cultural aspects of different regions, to avoid reinforcing stereotypes and backwards impressions of “other” cultures. Make room for talking about cultural diversity: integrating human rights into different school subjects, from History and Social Sciences to Literature.



DEVELOP WAYS OF WORKING WHICH CAN IMPROVE A BETTER INTERCULTURAL ENVIRONMENT:

On the 2nd Webinar, **REEI** highlighted that an integrated ‘Whole School Approach’ to the pillars of organisational culture and participatory governance, the curriculum and the community is imperative for a healthy intercultural school. It is able to cross attitudes, practices and competences, to value diversity as a learning resource and to establish ‘win-win-win’ relationships with the community⁸. The REEI team shared some of the experience accumulated in practice with the 66 member schools and the 446 school establishments, which included, namely: the development of participation; the creation of strategies that guarantee the identification, monitoring and elimination of discrimination; the improvement of plurilingualism; the use of translation or linguistic mediation instruments; the involvement of families; and the engagement of community organizations as partners.

Some of the highlighted aspects sparked questions among the participants: the flavors of the World present on school menus; the existence of worship spaces within schools; the organization and aesthetics of physical space.

These practices, like REEI technicians mentioned, are part of an intercultural journey, a process from the outside to the inside, and not the other way around (based on the premise “I am because you are”). As shared by **Sandra Rosa**, during the same Webinar, **Gil Vicente School Cluster** highly invests in the formation of the staff regarding interculturality and human rights, inviting culturally diverse social partners from universities and NGOs⁹.

⁸ The [Network of Schools for Intercultural Education](#) (here called by the Portuguese acronym, REEI) is a joint initiative of the Office of the High Commissioner for Migration, the Directorate-General for Education and the Aga Khan Foundation Portugal. Its aim is to create a network for sharing practices between public education and teaching establishments and private and cooperative education establishments, with a view to intercultural education: to promote welcome, integration and educational success from pre-school to secondary education, and to develop respect for differences and positive interaction and rapprochement between different cultures within the educational community. Representing this Programme, on the 2nd Webinar, were Teresa Oliveira, from the Aga Khan Foundation, and Margarida Amador, from the Directorate-General for Education. On the 2nd Webinar, REEI not just had the chance of presenting the history of the Programme and its objectives, but also some of the best practices on organisational culture, on curricula and regarding the relations between the school and the community.

⁹ **Sandra Rosa** is a Special Education Teacher in Gil Vicente School Cluster, Operations Coordinator and Coordinator of the Educational Territories of Priority Intervention Programme (usually called by the portuguese acronym TEIP - Territórios Educativos de Intervenção Prioritária) at the same School Cluster. The Gil Vicente School Cluster in Lisbon has around 1,300 students from 40 countries. It is one of the 66 schools that have recently joined the Network of Schools for Intercultural Education for the 2023-2027 quadrennium. Because of its diversity and wealth of practices, RPCI invited this school to showcase the best of what the school does and the challenges it faces on a daily basis.

04

Recommendation for Intercultural approach in schools

CASE STUDY

[Academia.Cv](#) is a project developed by a local NGO (Associação Renovar a Mouraria) and the Municipality of Lisbon (Portugal). It aims to contribute to the socio-educational development and integration of migrant children and young people in vulnerable situations in Lisbon schools, with a focus on language learning. Since 2020, they have systematised the methodology, a social innovation that has been tested in various areas of Lisbon. Through tutorial sessions, family participation and the promotion of individual and class interculturality, the project implemented training for teachers and non-teaching staff and pedagogical resources for developing competences. Among other amazing results, 7500 mentoring sessions were organised and 619 students supported.¹⁰



SCHOOL SUCCESS OUTCOMES: promote data collection and investigation to bring to light existing biases and systemic discrimination. Partner with a local university to analyse statistics and case studies. As **Ana Cristina Pereira** said on the 1st Webinar, you can, for example, find evidence that teachers advise a Black or Roma pupil more easily to go into vocational education (considering that vocational education is best for them, by assuming less likelihood of success). Or that the school calls the police more quickly (Escola Segura) when it comes to incidents involving racialised pupils. This practice results in racialised children being criminalised from an early age and reaching adulthood with a file of incidents. Or you may find that teachers penalise pupils for their accent and/or the type of Portuguese they use. This data may serve as an important argument to increase the school system buy-in and political support for more affirmative action measures, or to increase training opportunities for teachers.

CASE STUDY

The Municipality of Patras (Greece) is collaborating with a university to [address the educational inequality and marginalisation faced by Roma students](#). They are implementing supportive teaching teams, problem-solving and empowerment sessions for Roma pupils, and awareness events for Roma parents.



ASSUMPTIONS: question the assumptions on what “well-behaved” “success” and “good student” means and how different people, families and communities may have diverse definitions for it. Question assumptions and biases from school staff by adding in examples and stories that contradict them or bring new perspectives on the matter

¹⁰ The project Academia.CV was presented by Almudena Ferro, member of the team project and part of the Foundation City of Lisbon. She has a Master's degree in Social Work and Social Intervention Methodologies. On the 1st Webinar she took the opportunity of presenting the project, its objectives, its challenges and its impact.

04

Recommendation for Intercultural approach in schools

20

to open up the discussion to more views. As an example, [the French government decided to ban religious manifestations from children and youth in public schools, including in their appearance and clothing](#). This decision disproportionately affected muslim girls that use hijabs, since these are very visible aspects of their appearance. The use of uniforms, seen as a way to combat biases around socio-economic aspects may favour discrimination, mainly against girls and women from ethnic minorities.

➔ **SAFETY:** Be serious about tackling discrimination. Avoid undervaluing or dismissing complaints or concerns by families and students. Make sure to have structures in place to listen to calls for help, do not let manifestations of prejudice go undiscussed and unchallenged and validate feelings and experiences of discrimination in school, even if they are not proven to be legally validated. Feelings of discrimination (and its harmful consequences) may persist even when that is no clear evidence of the intent to discriminate. On the 2nd Webinar, Teresa Vieira explained the value of having an intercultural mediator at school to facilitate the communication: the mediator is prepared to understand and traduce verbal and non-verbal communication, its meaning and its sense¹¹. This can be a powerful tool for dialogue between different cultures, to both of them¹².

05

Anti-Racist workshop in schools

During the course of this project, four workshops were held in different schools of Barcelos, Lisboa, Oeiras and Paranhos¹³.

The aim of the workshops was to sensitise students and teachers to the issue of racism and how to prevent and fight it. The activity involved asking questions about the concept of racism, and a quiz with questions around the well-being and mental health of people who are victims of racism, historical

11 Listen to the second episode of the Portugal Plural Podcast created during the project. [This episode](#) consisted of an interview with the Expert **Elisabete Pinto Costa** on Intercultural Mediation in Schools.

12 **Teresa Vieira** is an Intercultural Mediator at the Agency for Integration, Migration and Asylum (usually called just for the portuguese acronym, AIMA). She has a degree in Sociology and since she started working in the High Commission for Migration, she is working directly with Roma. On the 2nd Webinar, the Mediator Teresa Vieira demonstrated how Intercultural Mediation is relevant as a tool for intercultural integration in general and intercultural education in particular. She contextualised what justifies intercultural mediation, explained the role of the intercultural mediator within the school and how it can impact on the experience of diversity in the school context.

13 Listen to the first of the three episodes of the Portugal Plural Podcast created within the project. This episode consisted of an interview with the Teacher **Maria José Veloso** regarding the implementation of the Anti-Racist Quiz at the headquarters of [Gonçalo Nunes School Cluster](#), in Barcelos: [Intercultural Schools: constructing diversity and tackling racism](#).

05

Anti-Racist workshop in schools

21

and political concept of Racism and about famous personalities, activists and anti-racist figures. Below is a description of the workshop and in the attachments, the resources used, the full session plan and the correction of the quiz answers.

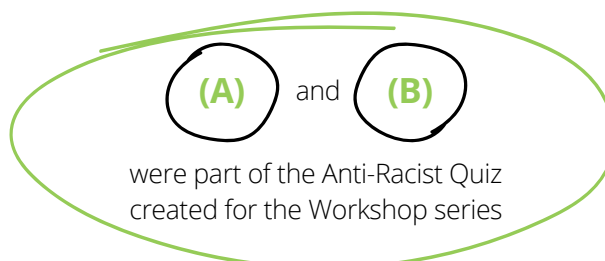
After a **presentation game** using a ball, a set of **Anti-Racist Activities** was proposed. The activities were designed to cover three important aspects that, together, are known to produce an impact on reducing biases, stereotypes and prejudice.

THESE ARE:

A) Acknowledging and recognising Racism in me and in others:

Two questions were prepared for this goal: first, a set of situations for students to identify if these represented racism or not; second, a set of statements about the consequences of racism in short or long term for the victims. For each question additional information was provided to increase awareness and knowledge about the topic and keep building on the concept.

B) Increasing Knowledge: An initial brainstorm around the word "racism" provided a first agreement on the concept and the questions of the Quiz were created to ensure a line of reasoning to further develop it. At the end, some questions were added to present International and Portuguese racialized celebrities (from diverse fields such as arts, sports, politics and science) and anti-racism activists. Some of these figures were well-known, but the idea was to bring light on the high number of important Black personalities and people who have made important contributions to society, to break stereotypes and assumptions around success and academic achievements of racialized people.



C): Knowing how to act against Racism: Finally, at the end of the workshop, a personal reflection and a debate was promoted about how to act when facing racism, with individual commitments being left in a joint board for future reference.

05

Anti-Racist workshop in schools

RECOMMENDATIONS:



It is recommended that the activity be carried out in small classes of maximum 25 students, as the discussions are usually heated and generate many doubts and questions.



Another important recommendation is that, if possible, the activity can be held outdoors (or partly outdoors), so that there is more space and it is more dynamic. This allows for some of the quiz questions to be presented in a more interactive way, such as a “Step forward” game, where each person who agrees with the sentence takes a step forward.



It is important that the activity is carried out with at least two facilitators, to provide support in the activities, emotional backup in case of difficult discussions and to alternate in carrying out the questions, which makes the activity more dynamic.



If the person carrying out the activity is not the class teacher, it's important to have a preparatory meeting with the teacher to get to know the class, to realise if there are people of other nationalities who don't speak the language and who may need translation, both of the materials and of the exercises. It's also important to find out if there are any people in the class with cognitive disabilities or learning difficulties who need support. This moment can also help in establishing an alignment regarding teacher and facilitators posture towards students' opinions and sharing, making the space safe for all interventions and asking for cooperation in managing the class.

06

Resources

This section is divided into **3 subsections** and gathers a set of useful resources for educational professionals that wish to become true intercultural professionals.

Each section provides diversified resources and guides to support your journey: **A) guidelines to foster intercultural competencies among educational professionals; B) resources to look at schools as part of a system and how to develop a true Intercultural School, and C) Guides with practical tools to use in a classroom or other educational settings to promote inclusive environments among children and youth.**

Some will be in English signalled with (ENG), others in Portuguese (signalled with PRT) or in both languages, and can be found and freely downloaded online.

22

06 Resources

23



INTERCULTURAL COMPETENCIES FOR TEACHERS AND YOUTH WORKERS



Promoting Inclusion and educational success of Roma communities: guide for schools (PRT):

The aim of this Guide is to provide guidance and support for schools working towards the inclusion and educational success of Roma people. Based on the principle of school autonomy, it is not intended to present recipes or prescriptions, but rather resources, proposals and examples of work, integrated into a useful tool for the daily pursuit of the central mission of the Portuguese education system: education for all, valuing the presence, participation and development of all children and young people, regardless of their cultural and socio-economic backgrounds, within a framework of equal opportunities and respect for difference.

Diversity and Inclusion online course (ENG with subtitles in PRT, ES, IT, PL, HR, RUS, EST and audioscription in ENG): This free online course on diversity and inclusion is aimed at professionals of every field. By completing this course, you will: Develop your understanding of the processes behind discrimination; Build awareness of diversity, inclusion, stereotypes, prejudice, unconscious bias, micro messages, and the discrimination chain; Find support on your journey to become more inclusive and positively influence your organisational culture.



Manual for developing Intercultural Competencies: story circles (ENG, FR, ES, AR, ZH): This book presents a structured yet flexible methodology for developing intercultural competence in a variety of contexts, both formal and informal.

Anti-Racism Toolkit (ENG): bank of resources to support you in reflecting on the following questions: How do I intentionally show up as an anti-racist? How do I face the facts about racism, white privilege, and white supremacy? How do I challenge racial stereotyping? How do I champion equality and fight for equity? How do I share any privilege I have to centre marginalised Black and brown people?

06 Resources

24

Intercultural citizenship test (ENG, PRT, ES, FR and others): The Intercultural citizenship test is a learning tool designed to support individuals and groups to reflect on what it means to be an intercultural citizen. The Test triggers thoughts and discussion about our own attitudes, behaviours and knowledge.

Intercultural competencies tools and guidelines (ENG and some in PRT): Intercultural competence is the ability to understand and respect each other across all types of cultural barriers. It refers to the set of knowledge and skills necessary for people and organisations to act in an intercultural way in diverse societies.

Intercultural Competencies online course (PRT): With this free course you will learn the meaning of 'interculturality' and get to know the different ways of acting collectively in the face of diversity. You will be able to identify patterns of behaviour in our daily lives and reflect on your own way of acting. You will understand the relationship between culture and identity, distinguish stereotypes from prejudices and reflect on how these affect our perception and our way of interacting with others, identifying ways to deconstruct them. Finally, you will be better able to establish constructive relationships in multicultural contexts and to continue developing your skills.

Portuguese Network of Intercultural Cities (ENG and PRT): several tools, such as a [video](#) (PRT), cartoons [1](#) and [2](#) (PRT), intercultural competencies guide (ENG and PRT) and guidelines for teachers and educators (ENG and PRT), as well as ICOON posters to work with students that may not speak the main language spoken in the school (PRT and ENG).

The **Reference Framework of Competences for Democratic Culture** (RFCDC) contains detailed guidance for ministries of education and education practitioners on how the conceptual model of competences and the descriptors can be used to create more effective education systems for promoting learners' competences for democratic culture.

(B) INTERCULTURAL EDUCATION

GLOBAL EDUCATION GUIDELINES
Concepts and methodologies on global education for educators and policy makers

Global Education Guidelines (ENG): Concepts and methodologies on global education for educators and policy makers, a guide for understanding and practising global education, in formal and non-formal education contexts, and as a pedagogical coaching tool to help establish global education approaches where they do not yet exist and enrich the existing ones. Its content was set up taking into account cultural, geographic, social and economic realities and in-field practices and references from the Guidelines users in their current practice.



06 Resources

25



Creating an Inclusive Learning Environment online course

(ENG and AR): This free practical training on creating an inclusive learning environment is a professional development resource for preschool, primary, and secondary school teachers or teacher mentors. By taking this course, you will be able to: Apply the Aga Khan Foundation's [Inclusive Learning Environment Guide](#); Build practical skills to create an inclusive learning environment in your classrooms; Reflect on your teaching practices and integrate new strategies into your classrooms; Build positive student-teacher relationships; Use instructional strategies and assessment to support the development of 21st century growth mindset skills and pluralistic values and attitudes.

Equity and Participation in Educational settings: a pedagogical approach based on cooperation - toolkit (PRT): selection of topics, presented in easy-to-use cards to support reflection and action in different educational structures regarding the development of active participation by the educational community in learning processes that promote equity.



Resources developed by National Parents Association (PTA

- ENG): these cover a broad set of resources and practical advice for parents associations to engage families of diverse origin and ensure participation of all families in the decision-making process. The resources on this page can help to learn about Diversity, Equity and Inclusion issues, how to discuss these topics in your community and take action to more effectively serve ALL children and families, with a focus on historically marginalized and underrepresented populations.

Inclusion off, let's turn it on: Manual for Facilitators (ENG): educational activities to decrease discrimination and exclusion, as well as competencies to advocate for policy changes targeting social inclusion at the local level.

Urban Solutions - tapping the talents of urban youth (ENG): This publication shows how youth and community workers play an important role to support young people in the cities, so that they can reach their full potential and make a positive transition to adult life.

06 Resources

26

Intercultural Checklist (ENG and PRT): Assessing the potential of draft policies, project proposals, or actions entailing the involvement of human and financial resources is a necessary but difficult process for public authorities. The Intercultural Cities programme offers all member cities three easy-to-use intercultural checklists and a full guide to check if their planned or proposed project, policies or actions are intercultural compared to the three principles of intercultural integration: real equality, diversity advantage and meaningful interaction.



RESOURCES FOR INTERCULTURAL ACTIVITIES WITH CHILDREN AND YOUTH



RADIKA: Guide for an anti-racist education

(PRT): conceived by “Renovar a Mouraria” association, based in Lisbon, includes a set of activities aimed at 4th Grade students (age 8-10).

Anti-racist toolkit for teachers (ENG):

This resource is for all educators who want to make a start at understanding what anti-racism is and how we as teachers and pupils, allies and individuals with lived experience of racism can start our anti-racist journey, as individuals, communities and wider society.

Racially Inclusive Teaching Toolkit

(ENG): Oxford University tools for creating an inclusive learning environment that values racial diversity – both diversity within our student body and diversity in what we teach and assess – can promote academic belonging among students.

Anti-Racism Toolkit: Curricula

(ENG): Resources are divided into the following sections: A. Structural Causes of Racism and Inequity, B. Teaching Cultural Competence, C. Teaching and Addressing Privilege.

Anti-Racism Toolkit: (This anti-racism toolkit was developed with educators and others working with youth in mind, to help you develop your own racial consciousness and awareness, as well as that of your students. We know that as educators, community members, parents and caregivers, you are aware of how race and racism play a role in your schools and larger community. Most importantly, you must understand the impact that race and racism has on people and students as they grow and develop.

06 Resources

27

Parents of Black Children Combating Anti-Black Racism Educators' Toolkit (ENG):

The Educators' Combating Anti-Black Racism Toolkit is a resource developed to help educators understand how Black students experience the Canadian education system. The Toolkit provides a framework that educators throughout the country can use to adopt inclusive anti-Black racist teaching practices in their classrooms.

Anti-racism and mental health in schools toolkit

(ENG): set of 10 practical resources to improve education staff's understanding of racism and its impact on mental health.

Unteach Racism (ENG): The tools and resources of Unteach Racism are for teachers to self-reflect and identify where they may need to shift their own understanding of racism, in order to better support all students to succeed. They are not teaching aids, or designed in any way for teachers to use in the classroom. Please continue to check back in for updates, we'd love to hear how your Unteach Racism journey is going.



Anti-Rumours Guides (ENG and some in ES and PRT): The "Anti-rumour methodology" has been developed to counter diversity-related prejudices and rumours that hamper positive interaction lay the foundations of discriminatory and racist attitudes. This page will provide teachers with a set of guides and resources, such as the [The Escape Rumours : an online game for young people](#) (ENG), the [Antirumours diagnosis in educational centres](#) (ENG and ES), the [Guide "Anti-rumour youth: keys to work anti-rumours content with young people"](#) (ENG and ES), and the [Antirumours' Guide for the Educational Field](#) (ENG, ES and IT).

No more Hate leaflets (PRT): at this website you will find a brochure to work with young people to be able to become aware, detect, avoid engaging and react to hate speech online. Another [subpage provides videos with awareness messages against hate](#).

The **"No Hate Speech" movement led by the Council of Europe** is also a hub for resources on the topic. There you can find the guides, videos and other resources such as the "We CAN! Taking action against hate speech through counter and alternative narratives" in several languages (including in ENG and PRT).



NO HATE
SPEECH
MOVEMENT



06 Resources

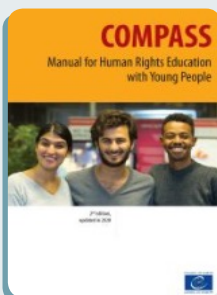
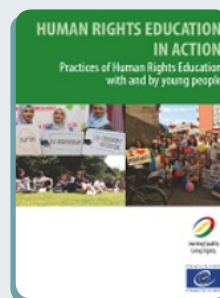
28

COMPASS guides (ENG): education for Human Rights (Council of Europe):



Compasito: Compasito is a starting point for educators, teachers and trainers who are ready to deal with human rights education with children of 7-13 years. The book familiarises the reader with the key concepts of human rights and children's rights and provides substantial theoretical background to 13 key human rights issues, such as democracy, citizenship, gender equality, environment, media, poverty, and violence.

Human Rights Education in Action: Practices of Human Rights Education with and by young people: This publication testifies of the commitment of youth organisations and youth workers to the values of the Council of Europe through sixteen projects for Human Rights Education which can all be qualified as good practices. This is a tiny fraction of the work being done every day across Europe to make human rights education a reality for children and young people across Europe. Many other good practices are needed.



COMPASS Manual on human rights education (available also in PRT):

COMPASS provides youth leaders, teachers, and facilitators of human rights education activities, whether professionals or volunteers, with concrete ideas and practical activities to engage, involve and motivate young people in living, learning and acting for human rights. It promotes a comprehensive perspective on human rights education and sees young people as actors for a culture of universal human rights.

Guide **"Hate no More"** in [PRT](#) and [ENG](#): guide with advice on how to properly support hate victims.



Cultural heritage and cultural diversity lessons - A handbook for teacher (2015

- ENG): The units on cultural heritage and cultural diversity, presented in this handbook, have been designed for the purpose of providing an introduction to general topics related to cultural heritage and cultural diversity. It is meant to be used as supplemental material within the civic education course to provide a basic understanding of some of the issues and begin conversations and thinking about the topic of culture.

06 Resources

29

Education and Pluralism: a path (PRT): a guide for individual reflection, which stimulates debate in working groups, with adults or children, also allowing for the adaptation of relevant content and practices for today's educational communities, within increasingly plural societies.

Manual for Facilitators in Diversity and Sensitivity Learning (ENG): This manual includes 45 learning activities to address topics related to diversity and sensitivity. The most important feature of these activities is that they are meant to be more challenging and provocative for the learners. This manual is intended to be used by experienced facilitators.

REFERENCES

Council of Europe, Intercultural Cities Key Terminology [link](#)

Council of Europe (2008). White Paper on Intercultural Dialogue [CM(2008)30 final 2 May 2008]. Strasbourg: Committee of Ministers, Council of Europe [link](#)

Byram, M. (Ed.) (2003). Intercultural Competence. Strasbourg: Council of Europe. Publishing. [link](#)

Byram, M. (Ed.) (2009). Multicultural Societies, Pluricultural People and the Project of Intercultural Education. Strasbourg: Council of Europe. [link](#)

Pinyol-Jiménez, G. & Torres, D. (2018). Challenges of Interculturalism. Guidelines for a training module, Strasbourg: ICC, Council of Europe [link](#)

Rimmer, C., Guia Prático e Checklist para a Avaliação de Propostas de Projetos Interculturais. Quão intercultural é a sua política ou projeto?, Estrasburgo: ICC, Conselho da Europa. [link](#)

Migration Policy Group (2017) How the Intercultural integration approach leads to a better quality of life in diverse cities, Strasbourg: ICC, Council of Europe [link](#)

Model framework for an intercultural integration strategy at the national level, adopted by the CDADI in June 2021 [link](#)

Recommendation CM/Rec(2022)10 of the Committee of Ministers to member States on multilevel policies and governance for intercultural integration, adopted by the Committee of Ministers of the Council of Europe on 6 April 2022 [link](#)

Advisory Committee on the Framework Convention for the Protection of National Minorities, Thematic Commentary on Education (2024) [link](#)

Recommendation to member states on the importance of plurilingual and intercultural education for democratic culture [link](#)

[History education in Europe. Ten years of co-operation between the Russian Federation and the Council of Europe \(2006\)](#)

[Guide for the development and implementation of curricula for Plurilingual and intercultural education \(2016\)](#)

[Guidelines for educators on combating intolerance and discrimination against Muslims – Addressing Islamophobia through Education \(2011\)](#)

[Intercultural dialogue on Campus \(Council of Europe higher education series No. 11\) \(2009\)](#)

[Multicultural Societies, Pluricultural People and the Project of Intercultural Education \(2009\)](#)

[Plurilingual and intercultural education as a project \(2009\)](#)

[Developing attitudes to recognition: substantial differences in an age of globalisation \(Council of Europe higher education series No. 13\) \(2010\)](#)

[Mirrors: Manual on combating antigypsyism through human rights education \(2015\)](#)

[Speaking across borders: the role of higher education in furthering intercultural dialogue \(Council of Europe higher education series No. 16\) \(2010\)](#)

[The Council of Europe Democratic Schools Network](#)

[Platform of resources and references for plurilingual and intercultural education](#)

06 Resources

JERÓNIMO, Patrícia, 2022, O direito à educação e a escolarização das crianças ciganas na prática dos tribunais portugueses, *Scientia Iuridica*, Tomo LXXI, n.º 359 [link](#)

CASA-NOVA, Maria José, 2006, A relação dos ciganos com a escola pública, *Revista Interações*, No. 2, PP. 155-182 [link](#)

United Nations Educational, Scientific and Cultural Organization (UNESCO). 2013. [Intercultural competences: Conceptual and operational framework](#). Paris: United Nations Educational, Scientific and Cultural Organization.

ALRED, G., Byram, M. & Fleming, M. (2003) (eds.) *Intercultural Experience and Education*. Clevedon: Multilingual Matters.

CÁRDENAS-RODRIGUEZ, R., & Terrón-Caro, T. (2021, November 29). Inclusive Intercultural Education in Multicultural Societies. *Oxford Research Encyclopedia of Education*. Retrieved 28 Feb. 2024

CARVALHO, M. P. (2002), "Exclusão social e educação intercultural: a experiência do Secretariado Entreculturas", *Cidade Solidária*, 5(9), pp. 52-56.

COUNCIL OF EUROPE (2004) Conference "The Religious Dimension of Intercultural Education, Oslo, 2004". Strasbourg: Council of Europe Publishing.

DEARDOFF, D. K. (2006). Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalisation. *Journal of Studies in International Education*, 10(3), 241–266. doi: 10.1177/1028315306287002.

DERVIN, Fred & GROSS, Z., (2016) *Intercultural Competence in Education. Alternative Approaches for Different Times*, Palgrave

DÍAZ-AGUADO, M. J. (2000), *Educação Intercultural e Aprendizagem Cooperativa*. Porto: Porto Editora.

FERREIRA, M. M. (2003), *Educação Intercultural*. Lisboa: Universidade Aberta.

GUBE, Jan, (2023) *Origins, Concepts, and Trends in Intercultural Education*, OUP,

JOSEFF, Huber, (2014) *Developing intercultural competence through education*, Pestalozzi n.3, Council of Europe, available here [link](#)

LEEDS-HURWITZ, (2013) Wendy, *Intercultural competences: conceptual and operational framework*, UNESCO

LEITE, C. (2002), *O Currículo e o Multiculturalismo no Sistema Educativo Português*. Lisboa: Fundação Calouste Gulbenkian

MIRANDA, F. B. (2004), *Educação Intercultural e Formação de Professores*. Porto: Porto Editora.

NESBITT, Eleanor, (2004), *Intercultural Education*, Liverpool University Press,

PERES, A. N. (2000), *Educação Intercultural: Utopia ou Realidade?* Porto: Profedições.

PORTERA, Agostino & GRANT, (2017) Carl, *Intercultural Education and Competences*, Cambridge

RAPANTA, C., Trovão, S. (2021). *Intercultural Education for the Twenty-First Century: A Comparative Review of Research*. In: Maine, F., Vrikki, M. (eds) *Dialogue for Intercultural Understanding*. Springer

06 Resources

ATTACHMENTS

31



SESSION PLAN: WORKSHOP WITH STUDENTS

Duration: 90 minutes

Target group: classes from 5th to 9th grade, ranging in age from 11 to 15 years old.

No. of students: 1 class (ideally 15 to 25 people)

Venue: The activities are carried out in the classroom, with the teachers. Make sure there is space for a staging up activity. Access to outside space is desirable.

Materials: inflatable ball to be used in the presentation game, 2 coloured posters or cardboards (A0), post-its, pens /markers and red cards. Prints with the quiz questions and national and international figures. OPTIONAL: survey platform such as SLIDO, MENTIMETER or KAHOOT.

On the day of the session:

Arrange the room in a circle to ensure free space in the centre

ROADMAP IN A NUTSHELL

- Presentation of the trainers
- Establish principles: open and safe space, respectful of diversity
- Ask the students to have 1 pen with them, to stand up and mingle, so that they sit next to people they don't always sit next to

ACTIVITY 1: ICEBREAKER GAME | WORD CLOUD - 15 mins

What is racism?

Word cloud by passing a ball around. The person with the ball in their hand says their name and a word that they connect with racism, then throws the ball to someone else who does the same, until everyone has a chance to speak. The aim of this game is to break the ice, introduce each person and build the concept of racism with a word cloud.

Instructions: Say your name and what comes to mind when you think of racism, in one word.

Facilitator: Write down on the word cloud on the board or cardboard. At the end of the presentation, after everyone speaks, present a definition, using the possible answer and comments below.

Possible Answer: Racism has its origins in prejudice, which leads to discrimination based on skin colour. It's about believing that white people are superior and all others inferior. But the idea that there are human races is false and has no scientific basis. It's just that it is with this idea of superiority that human relationships have been built, and from there, a power structure has been created, which works thanks to a system of oppression. This system leads, for example, to the exclusion and poverty of Black people and to them being the target of violence.

Comment: Prejudice; Perception; Discrimination; Power dynamics/relationships; Violence; Hate speech; Race; Stigma; Stereotype; Exclusion; Isolation; Segregation; Marginalisation; Slavery; Colonisation; Attitude; System of oppression

Emphasise: prejudice; science; system of oppression

There isn't just one definition of racism. Racism and racial discrimination are based on prejudice; it's about believing that "race" or skin colour justifies treating some people as inferior and others as superior. Racism is a system of power invented by white people, it consists of discrimination against non-white people, the idea that white people are the target of racism is a fiction, even though they can be discriminated against, and this idea is underpinned when there is no talk of the ideal of white supremacy. This way of thinking has serious consequences and inhumane behaviour that goes against human rights as we define them in Portugal.

According to the [United Nations' International Convention on the Elimination of All Forms of Racial Discrimination](#), there is no justification for racial discrimination. According to the Convention, superiority based on racial differences is:

- **scientifically false**

The concept of racism only emerged in the 20th century, although its practices span the entire history of humanity. Today, science has shown that there are no human races, but it wasn't always like this. In the past, scientists argued that there was a hierarchy between races, associating the social group formed by white people with superior traits such as intelligence, beauty, character, etc.

- **morally reprehensible**

Because we are human, we should be treated equally before the law and society and have the same rights. Regardless of the historical moment in which we live, everyone, regardless of the colour of their skin (as well as their age, gender, religion, etc.) has the right to life, equality, freedom, etc. It's about guaranteeing human rights to everyone in every country in the world.

- **socially unjust and dangerous**

Based on the concept of racism, which arose from prejudice, societies were built with easy access and privileges for white people, and, in the opposite direction, with obstacles for Black people and all non-white people, who, even today, are more distant from access to rights, spaces of power and opportunities, and are the target of exclusions, discrimination and prejudice. This difference in access to opportunities is unfair because it is not based on the real work and effort of each person. So when we talk about racism, we're talking about much more than the insults we often hear against Black people and anyone who isn't white. We're talking about power relations, in which it has been established that white people have more rights. We're talking about a political, social, economic, cultural and historical structure that leads, for example, to the exclusion and poverty of Black people or people of darker skin colour, and sometimes to them being the target of violence.

As we have seen, even though racism is unfounded, in different ways it affects all people who are perceived as inferior due to the false idea of race and skin colour, such as Black and Roma people. Throughout history, and even today, Black people have been the main target of violence. Microaggressions (violence), moreover, are a daily occurrence.

The current organisation of society has direct consequences for the lives of Black people, and affects the life of society as a whole through the injustices it causes, whether through policies or the way the labour market works, for example.

More information at:

- [European Commission against Racism and Intolerance \(ECRI\)](#)
- [National Geographic admits much of its past coverage was racist - CBS News](#)

ACTIVITY 2: ANTI-RACIST QUIZ - 1 hour

Part 1: INDIVIDUAL answers using the cards - 15 minutes

1. Select the options that are examples of racism: Tick if the following situation is an example of racism

- a) The teacher asks one of your classmates to sit next to you. He says he doesn't want to because she's Black.
- b) Two children enter a shop and, throughout the purchase, only the Black child is followed by the security guard on duty.
- c) A young Black man is at a job interview and is told he has to cut his hair if he wants to be hired.
- d) A Black child gets a good mark and the teacher only accuses her of having copied from her classmates, and not the white children in the class.
- e) A young Black woman applies for a job, but only receives replies when she sends her CV without a photo.

Correct Answer: All options.

Comment: Emphasise: **segregation; discrimination; prejudice**

Although we sometimes don't realise it, these situations happen to many people on a daily basis. These situations are based on prejudice, which comes from the beliefs we hold and which can lead to discrimination, in other words, it can lead to physical, psychological or moral aggression and, because of this, it can lead to segregation. Segregation happens when a person or group is separated, excluded, left out for a specific reason. No person excludes themselves, what happens is that in order to protect themselves from embarrassing or even aggressive situations, some people end up avoiding certain people and/or groups in the interests of their mental health.

More information at:

- [Social Exclusion: A Disadvantage For Mental Health | BetterHelp](#)

Part 2: Step Forward - 15 minutes

2. Think about which effects may occur in a child or young person when they are a victim of racism. What is most likely to happen? Let's think about the effects that can arise in a child or young person when they are a victim of racism. Take a step forward if you agree that it's likely to happen.

- a) Not liking yourself
- b) Feeling anxiety and fear
- c) Feeling happy and fulfilled
- d) Getting depressed
- e) Feeling like you have no friends
- f) A desire to play and be with friends
- g) Decrease success at school
- h) Feeling inferior to other people
- i) Always get good grades
- j) Feeling that everything is alright
- l) Feeling confused and misunderstood
- m) Feeling anger and injustice
- n) Getting angry at times that other people may not understand
- o) Feeling the need to explain to everyone how unfair racism is

06 Resources

34

Correct Answer:

- a) Not liking yourself
- b) Feeling anxiety and fear
- e) Feeling like you have no friends
- g) Decrease success at school
- h) Feeling inferior to other people
- l) Feeling confused and misunderstood
- m) Feeling anger and injustice
- n) Getting angry at times that other people may not understand
- o) Feeling the need to explain to everyone how unfair racism is

Comment: Racism is associated with various psychological consequences. Suffering from racism can cause a lot of damage to people's mental health, such as depression, anxiety, stress and low self-esteem. These are all impacts caused by racism on people's mental health, which can lead to serious problems in people's lives. In other words, when a person hears jokes, jokes or negative messages about their life, their skin colour, their hair or their community all the time, they develop a feeling of self-worth, or even devaluation of their own community and culture, and may isolate themselves to protect themselves.

More information at:

- [How racism harms children - Harvard Health](#)
- [The effects of racism on health and mental health \(medicalnewstoday.com\)](#)

**3. What other effects do you think racism can have on the lives of those who are victims?
What consequences is racism most likely to have on your professional and social life?
Let's think about other consequences for your professional and social life. Step forward
if you agree that it's likely to happen.**

- a) Fewer opportunities to find a job
- b) Fewer opportunities to be promoted/ receive a raise at work
- c) More demands than other colleagues
- d) Doubt their abilities and competences
- e) Risk of abuse and violence
- f) Higher risk of poverty
- g) Being promoted or increased without having done a good job/ without deserving it
- h) Have great professional success

Correct Answer:

- a) Fewer opportunities to find a job
- b) Fewer opportunities to be promoted/ receive a raise at work
- c) More demands than other colleagues
- d) Doubt their abilities and competences
- e) Risk of abuse and violence
- f) Higher risk of poverty

Comment: Racism has devastating consequences for people and society. It can affect every aspect of a person's life, from their physical and mental health to social and economic issues. Structural racism, i.e. racism practised by organisations and institutions in the country, leads to people of a different skin colour being seen as marginalised and ends up hindering their access to school, the job market and public places, which consequently ends up interfering in the development of their lives, leaving them increasingly helpless and vulnerable.

More information at:

- [Racism | Definition, History, Laws, & Facts | Britannica](#)

ACTIVITY 3: WORK IN GROUPS - 30 minutes**Divide the group in smaller groups of 4 students.**

Give a sheet with the following questions to debate and come up with a common answer. After a few minutes, ask them to provide their answers. After all groups give all their answers, provide the correct answer and the comments below. In alternative, this activity can be made with an anonymous survey platform such as SLIDO, MENTIMETER or KAHOOT. In this case the questions are individual and after everyone finishes you can display the sum of answers in the board and open for discussion. After the discussion provide the comments and correct answers.

4. In what year was slavery abolished in Portugal? Tick the correct box.

- a) 1761
- b) 1869
- c) 1976

Correct Answer: b) 1869

Comment:

Portugal was not the first country to abolish slavery as it is commonly said.

Portugal took a step towards abolishing slavery with a government decree in 1570, dated 20 March, condemning "in the name of natural law, and under strong penalties, the slavery and trafficking of the indigenous people of Brazil, proclaiming them free and equal to other men".

In 1761, Portugal abolished the slave trade in its metropolis, Lisbon, declaring any slaves who entered Portugal free.

In 1836, the Decree of 10 December banned the slave trade: "prohibiting the export of slaves, either by sea or by land, in all Portuguese domains, without exception, whether they were located north or south of the equator".

However, it wasn't until 1869, by the Decree of 25 February, that slavery was completely abolished throughout its territory: "slavery is finally abolished in all Portuguese colonies, with existing slaves becoming freedmen".

Today, we know the consequences of slavery and the transatlantic trade in Black people that fuelled Portuguese maritime expansion. Portugal was responsible for trafficking between a third and a half of the estimated total of 12 million people taken from Africa to be enslaved in the Americas between the 16th and 19th centuries; in other words, between 4 and 6 million people.

After the decolonisation processes, many slavery practices continued and still exist today in other forms, such as the exploitation of women, the exploitation of child labour or labour exploitation (for example, in agriculture).

More information at:

- [Memoirs and Slave Narratives | Slavery, Abolition, Emancipation and Freedom - CURIOSity Digital Collections \(harvard.edu\)](#)
- [Slave Trade Act 1807 - Wikipedia](#)
- [Slavery in Portugal - Wikipedia](#)
- [Dismantling racism today starts by understanding slavery's 'horrific' past | UN News](#)
- [Slave Market Site - Lagos - Lagos | Museums and Galleries, Palaces and Historic Houses | Portugal . Travel Guide \(travel-in-portugal.com\)](#)
- [Free Lisbon · Museu de Lisboa](#)

06 Resources

36

5. Is racism a criminal offence today? Tick the correct box.

- a) Yes
- b) No

Correct Answer: a) Yes

Comment:

In Portugal, racism is a criminal offence. Article 240 of the Penal Code explains how racism is a crime of discrimination and incitement to hatred and violence. The offence is punishable by imprisonment from 6 months to 5 years. Various acts can have racist motivations: hate speech; offences against physical integrity; murder, among others. These are criminally punishable.

Racism brings with it various forms of violence, including obstetric violence and police violence. Today we also talk about environmental racism and recreational racism to include other expressions. It can consist of words or actions.

Anyone can report racist practices to the police.

In Portugal, there is also a state body whose mission is to prevent, prohibit and sanction discriminatory practices on the grounds of belonging to a certain racial and ethnic origin, colour, nationality, ancestry or territory of origin. This is the Commission for Equality and Against Racial Discrimination (CICDR), which is attached to AIMA - the Agency for Integration, Migration and Asylum. Anyone can lodge a complaint with the CICDR, which imposes fines for discriminatory practices.

In 2020, the Commission for Equality and against Racial Discrimination received 655 complaints of racially and ethnically discriminatory practices, an increase of 50 per cent on the previous year.

More information at:

- [Commission for Equality and against Racial Discrimination \(Portugal\)](#)

6. In which year did Portugal launch the National Plan to Combat Racism and Discrimination? Tick the correct box.

- a) 2015
- b) 2021
- c) 2024

Correct Answer: b) 2021

Comment:

In 2021, the Portuguese government launched the National Plan to Combat Racism and Discrimination 2021-2025. Portugal was the first country in the European Union to approve a plan within the framework of the European Commission's 2020-2025 action plan against racism. This National Plan covers 10 areas of intervention: a) Governance, information and knowledge for a non-discriminatory society; b) Education and culture; c) Higher education; d) Labour and employment; e) Housing; f) Health and social action; g) Justice, security and rights; h) Participation and representation; i) Sport; j) Media and digital.

For schools, it envisages: including in curricula the exploration of images and resources on diversity and the historical presence of discriminated groups, processes of discrimination and racism, as well as reporting historical facts and their impact on racism in today's society.

More information at:

- [National Plan to Combat Racism \(Portugal\)](#)

06 Resources

37

7. There are various ways of reducing the impact of the consequences of racism.**Do you know what quotas are?**

This question can be done in a quiz format or open ended question. After the group replies, provide the description in the comments below.

Answer:

Yes

No

Comment:

An example: the National Plan to Combat Racism and Discrimination provides for quotas for access to universities for students from disadvantaged schools.

People are increasingly aware of how they can reflect the diversity of society in different areas, as well as the need for inclusion.

Quotas are a tool of affirmative action. Affirmative action is a means of combating discrimination (e.g. based on skin colour or gender) in order to promote political participation or access to education or work. An example is quotas - compulsory places in employment or university for people from more discriminated groups, or quotas for women in the parliament.

Today there are movements in universities and schools that seek to raise awareness of social injustice and create messages that promote reflection on the discrimination that exists in society (Have you heard of Woke?). Others tend to publicly reject people, groups or works of art (films, statues) because of their beliefs, actions or discriminatory meaning/message (Do you know the expression Cancel culture?).

More information at:

• [A Union of Equality: EU anti-racism action plan 2020-2025 | European Website on Integration \(europa.eu\)](#)

8. In the world... Match them up: Identify the people in the photographs and match them with the correct description.

This question can be done in a quiz format (individual answers) or as a group discussion. Give each group of 4 students a set of pictures and a set of descriptions for them to match. a few minutes for the group to agree on one response. After the group replies, provide the description in the comments below.

Rosa Parks - American activist for the rights of Black people, known for refusing to give way to a white man on the bus.

Kamala Harris - Vice-President of the United States of America, candidate for president in the next US elections

Michelle Obama - Former First Lady of the United States of America; Defender of women's rights

Angela Davis - Activist in the Black feminist movement

Martin Luther King - Religious minister and Black rights activist, known for his "I have a Dream" speech.

Nelson Mandela - South African leader who fought against the segregation of Black people and was president of the republic.

Barack Obama - Former President of the United States of America, the country's first Black president

Comment:

Kamala Harris is the current Vice-President of the United States of America and a candidate for the US presidential elections. She was the first Black woman to serve as Vice-President.

Michelle Obama was the first Black woman to be First Lady of the United States of America; wife of Barack Obama; known for her active defence of women's rights.

Angela Davis was an activist for women's rights and against racial discrimination. She was charged and imprisoned for conspiracy and murder after her involvement with the Black Panther movement in the USA.

Rosa Sparks was an American activist known for taking a very important step in the fight against segregation in 1955 - a practice that, for a long time in the south of the United States, forced Black people to use different shops, toilets and entrances to buildings, as well as walk on separate streets or sit in separate seats on public transport, in addition to denying them access to political office, the vote and certain jobs and public spaces. This segregation only officially ended around 1970. Rosa made history by refusing to give up her seat on the bus to a white person.

Luther King was an American activist who, like his contemporary Malcolm X, fought in defence of the rights of Black people. In 1963, Luther King gave a historic speech, known as "I Have a Dream", which had a significant impact on the progress of human rights movements in the United States and around the world.

Nelson Mandela, known as Madiba, was a South African leader who fought against racism and segregation (apartheid) in South Africa between 1948 and the 1990s. He was imprisoned for 27 years for his fight against apartheid. He was released [in 1990](#); he was awarded the Nobel Peace Prize in 1993; in 1994, he was elected South Africa's first Black president. At his inauguration he called for "a rainbow nation, at peace with itself and the world".

Barack Obama was President of the United States between 2009 and 2017. He was the first Black man to do so. In his political career, he promoted policies to combat racial discrimination in society, for example in the way the police work. His wife Michelle Obama is today one of the most recognisable faces of Black feminism.

9. In Portugal... Match them up: Identify the people in the photographs and match them with the correct description.

This question can be done in a quiz format (individual answers) or as a group discussion. Give each group of 4 students a set of pictures and a set of descriptions for them to match. a few minutes for the group to agree on one response. After the group replies, provide the description in the comments below.

Patrícia Mamona - Triple jumper
Francisca Van Dunem - Politician and former Minister of Justice
Soraia Tavares - Actress and singer
Anabela Rodrigues - Portuguese Member of the European Parliament
Conceição Queiroz - Journalist
Joacine Katar Moreira - Historian and Politician
Dino d'Santiago - Singer
Nuno Maulide - Scientist
Éder Lopes - Footballer
Kalaf Epalanga - Musician, Founder of Buraka Som Sistema
Cláudio França - Journalist
Alexandre Évora - Journalist

Comment:

Anabela Rodrigues was the first Black Portuguese woman in the European Parliament, for the Left Bloc party, replacing Marisa Matias. Also during the Estado Novo, the first Black woman in the history of Parliament was the pharmacist Sinclética Soares dos Santos Torres, a member of the National Assembly for Angola during the Estado Novo, between 1965 and 1974. In democracy, it was academic Nilza de Sena, a PSD MP in the 2011-2019 legislature. And in 2019, three Black women were elected: Joacine Katar Moreira, for LIVRE, Beatriz Gomes Dias, for the Left Bloc, and Romualda Fernandes, for the PS.

Francisca Van Dunem was Minister of Justice; she graduated in law and since then has held various positions in the justice sector. She was Portugal's representative in several international organisations

06 Resources

39

whose concerns include combating discrimination, such as the European Committee on Crime Problems, the Council of Europe and the European Union's European Monitoring Centre on Racism and Xenophobia.

Soraia Tavares is an actress and singer who has appeared in several musicals, soap operas and programmes such as *The Voice* and *A Tua Cara Não Me É Estranha*, which she won.

Joacine Katar Moreira, Historian and Politician, was elected to the Portuguese parliament by the LIVRE party in October 2019. Although she was not the first Black woman in the Portuguese Parliament, she was the target of repeated racist attacks on social networks and in the media, particularly through the Chega Party.

Patrícia Mamona is a federated triple jumper on the national team who won the gold medal in indoor track at the European Athletics Championships in 2021. At the 2020 Olympic Games she came second in the event, winning the silver medal with 15.01m.

Dino d'Santiago is a Portuguese musician who has actively fought racism through music. He sings in Portuguese and Cape Verdean Creole.

Cláudio França is an anchor at SIC, presenting the news.

Alexandre Évora began his career at Disney Kids and is now an anchor at CNN.

Conceição Queiroz is an anchor at TVI (she has received racist and xenophobic messages live).

Nuno Maulide, researcher and science communicator, was Scientist of the Year 2019 in Austria.

Éder Lopes, former Portuguese footballer and spearhead. He scored the goal that gave Portugal the 2016 European Football Championship title.

Kalaf Epalanga is a musician, writer and columnist who founded Buraka Som Sistema, an Afro-Portuguese band that won the MTV Europe Music Awards three years in a row for Best Portuguese Artist.

06 Resources

40

ACTIVITY 4: INDIVIDUAL REFLECTIONS (POST-ITS)

Individual reflection (Posts its to cardboard) - 5 mins

- Distribute coloured post-it notes
- Ask the students to think about and write down ideas for change; contributions/commitments to preventing and combating racism; and to stand up to put their posts on the coloured cards;

ACTIVITY 4: PLENARY DEBATE

Plenary debate/Final reflections - 10 mins

Ask the group:

- After this quiz, what reflections would you like to share with us?
What made you think and feel?
- In your group of friends and family, do you socialise with people whose skin colour is different to yours?
- Would you like to share an episode of racism that you have witnessed?
- What can we do if we see an episode of racism? (talk about the individual ideas that have been written on the post-it notes)
- After this quiz, what reflections would you like to share with us?
What did it make you think and feel?
- In your group of friends and family, do you socialise with people whose skin colour is different from yours?
- Would you like to share an episode of racism that you have witnessed?
- What can we do if we see an episode of racism?
(verbalise what has been written individually on the post-it notes)



PROMOTING ORGANISATION



PARTNERSHIPS



FINANCED BY THE COUNCIL OF EUROPE, INTERCULTURAL CITIES PROGRAM

