Parte prima

I problemi dell'educazione e della didattica

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Bridging the distance and discovering the value of education in European common heritage

ABSTRACT:

The Erasmus mobility of teachers between Portugal and Italy was a relevant opportunity to innovate our higher systems of education according to the European recommendations. We had the real experience of learning how to develop new streams in our demand and offer of education taking into consideration the cultural heritage in which Pedagogy and Didactics are rooted. Both countries convey ideas of renovation in terms of contents, strategies, methods. We learned politics in school and society about problems of migration and refugees, distress of families and children bringing enormous hopes for the future. From consolidated pedagogical theories and experimented workshops we shared knowledge helpful to prepare our students to be self-confident for a very high level of teaching performance and social participation. The purpose of this contribution is to discuss our mutual academic results achieved.

KEYWORDS: Erasmus mobility, higher systems of education, teacher training, citizenship and human rights.

1. Introduction

The epistemological context of the Italian and Portuguese cooperation has been developed in a wide range of research permanently conducted from 1999 to 2016 as documented at the end of this article. Some of our works were already published in comparative studies and others are still under elaboration. For the purpose of this article we decide to select one field of mutual interest defined as citizenship education and the teacher training. The common field is hereby presented according to the following six sections of analysis:
-   Methodological framework and philosophy of teaching;
-   Research and action in teaching and learning to improve the

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professional competence;
- Democratic citizenship and human rights;
- Curriculum renovation;
- Teacher training course in Portugal;
- Citizenship education and teachers professionalism at university and in school in Italy.

The Italian contributions concern the first, the second and the sixth sections. The Portuguese contributions regard the third, the fourth, and the fifth sections. Conclusions are jointly written.

The initial sections are aimed to define the methodological framework of the Italian university in relation to the Erasmus mobility experimented between Roma Tre and ISEC Instituto Superior de Educação e Ciências. Research and action allowed to interpret citizenship within the context of teacher education. The theoretical study of citizenship has been verified in real life in the sense that the students had the opportunity of learning contents of the democracy, they developed knowledge and they shared experience of communication and respect amongst countries. In this paper we compare our philosophy of teaching and consider the lessons of Portugal designed to broadening the concept of citizenship education from the point of view of school curriculum and according to national and European Documents. The critical perspective emerges from the recent survey amongst students who underline the importance of teaching and learning human rights and social justice issues, respect of diversity and full inclusion both at university and in school. The Erasmus mobility represents an enormous help for the construction of open societies and educates the mutual understanding amongst generations, professionals of culture, and countries. In this regards we have achieved the best results thanks to the long lasting fruitful cooperation.

2. *Methodological framework and philosophy of teaching*

The philosophy of teaching we share is humanistic, personalistic, active and interactive. The roots of theoretical teaching refer to Authors such as Erasmus of Rotterdam (Erasmus, 1517) and E. Mounier (Mounier, 1950); as regards methodology, it follows the

path of modern historicism of W. Dilthey (Dilthey, 1914), active school of G. Pizzigoni (Pizzigoni, 1937) and symbolic interactionism of J. Dewey (Dewey, 1938), J.S. Bruner (Bruner, 1983), H. Blumer (Blumer, 1969), N.K. Denzin (Denzin, 1970). From the past to the present time the red line is drawn by the freedom of learning in a meaningful context of teaching governed by interest and by curiosity for knowing. The discovery of the freedom of knowing leads to mastery of oneself. In this active process are essential interpersonal relationship and attention to situations of real life.

The main purpose of our teaching is to 'render the university an environment of knowledge, research and innovation'. Task of each student is also to participate through study, research, workshop and knowledge. The students describe their personal courses of study, interaction with the teachers, both internal and from abroad, and fellow students and with the learning environments. They outline the knowledge achieved and that will be useful from an educational point of view as persons and teachers. The Erasmus Mobility allow to enter in other contexts of study and research and students are satisfied to present their achievements prior to the oral exam and they understand that this itinerary is formative in terms of European and International dimension of education and it is part of the final evaluation.

The classroom presentation started with the Humanism of Erasmus of Rotterdam (1517). We noted how the reasons for peace education are related with the intercultural issue. Value training, such as mutual respect, is a democratic reply to everyone's human needs and, more specifically, a reply to situations in which possible conflicts are detected as a result of the difference between the wish for active participation and the real possibilities of becoming part of a community, the integration into which sometimes requires a long time for acceptance. The meeting of different cultures is created through the communication of values that find the right ambience for manifesting themselves in school; children are introduced to knowledge about the personal and group histories through which behaviours of mutual respect, attention to others and education to human solidarity are fostered. Teachers who have experiences of intercultural and international education within their university training and combine this experience with the methodological innovation offered by the course teacher show a higher degree of satisfaction in their studies, participate

with enthusiasm and steer their learning towards preparation for the teaching role at school. The appreciation of studying increases when students participate in methodological decisions, know the course route and are successful in the test evaluations.

In order to know at what point intercultural education in Italian primary schools stands today, a short survey has been taken jointly with university students attending the degree course in Primary Education Sciences. Some students are following both the first-year course on general Pedagogy and the third-year course on Intercultural Pedagogy and citizenship. The course on general Pedagogy is dedicated to the subject of peace education, with an exam on educational theory and actions for prevention and resolving conflicts at school. The course on intercultural education and citizenship has been dedicated to defining intercultural in relation to matters of human rights, the migratory phenomenon, prejudice and re-conceptualisation of the meaning of intercultural from the post-second-war period to date, with specific reference to placing intercultural in the discipline of international comparative studies.

3. *Research and action in teaching and learning to improve the professional competence*

Ten objectives in learning and teaching intercultural and citizenship education combining professional culture and preparation to work in schools as teachers:

'Using research elements to achieve excellence in teaching':
- In the first place, topics were presented in the classroom, hereby encouraging the opening up of dialogue with the world outside the university, specifically national situations, with respect to which intercultural questions must necessarily be faced. For example, the landing of children at Lampedusa and their placement in the island schools has had to be confronted. This objective forms part of the theory that examines the school-world relationship, according to the 'experimental method of education of Pizzigoni Renewed School'.

'Combining theory and practice, relevance and scholarly excellence':
- In the second place, an endeavour was made to present the topics in the classroom, encouraging the opening up of dialogue with the world outside the university, specifically international situations. Colleagues from other institutions of higher learning and universities in Cyprus and Portugal were invited to present concepts and practices of interculturality in their countries. This objective forms part of the theory that examines the preparation of courses of 'international pedagogy at university'.
- In the third place, the possibility was offered to integrate theoretical studies with field experience, by submitting a short, open-response questionnaire to those teachers willing to collaborate. This objective forms part of the theory that examines the relationship of 'theory and practices in teaching and learning processes'.
- In the fourth place, it is deemed important to have students come into direct contact with the intercultural experienced at school and related by the teachers, hereby supporting the exchange between school and university, and between active teachers and teachers in training. This objective forms part of the theory that examines the 'professional and intergenerational communication' among teachers.

'Applying innovative teaching methods':
- In the fifth place, positive interaction was developed within the group both inside and outside the classroom hereby applying the M.I.T.E. method - Multiple Interaction Team Education. This objective forms part of the theory that examines 'symbolic interactionism' as a time of learning significant, cultural symbols.
- In the sixth place, the students were given the chance to directly experience the qualitative research methodology, in both an initial and exploratory stage of application. This objective forms part of the theory that examines the one that Dewey calls inquiry-based learning and 'learning by doing'.

'Applying problem-based/problem-oriented':
- In the seventh place, debate in the classroom was encouraged before, during and after the interviews with the teachers. The replies were compared to what could be deduced from a relevant,

widespread part of the literature on intercultural education in Italy during the period of 1992-2013. This objective forms part of the comparative theory of 'problem approach'.

'Achievements in encouragement of critical thinking':
- In the eighth place, the plan was to steer the study and research towards the intersection of peace and intercultural topics and organise the contents of the teachers' responses; understood from the first surveys was how they were combining educational actions in the commitment of schools to encourage education based on building up a society in which people can live together well. This objective forms part of the theory of training to 'critical thinking'.

'Sustained commitment to teaching excellence, rather than one-off':
- The ninth objective was to organise the entire itinerary within a 'logical thought structure', by articulating pedagogical theory and methodology of research.
- The tenth objective was to produce a written text, both autonomous and personal, where the matter studied and the results of the survey were stated. This objective forms part of the theory of the 'development of personal creativity'.

4. *Education for democratic Citizenship and Human Rights in Portugal*

The Comprehensive Law on the Education System in Portugal (1986) sets out the right of every Portuguese citizen to education and culture, and the duty to promote democracy in education as the key feature of equality of opportunity. The current regime for the autonomy, administration and management of state pre-school education and basic and secondary schools is fundamentally based on the general principles of democracy and participation. There is a tendency to broaden the space for participation in the running of the school, with respect to the role of students, parents, teachers, and local communities: a series of legislative measures led to a progressive accentuation of the importance of student participation and to overcoming the purely advisory function of families (Figueiredo & Santos Silva, 2000).

In Portugal, in School Curricula, Education for Citizenship is present in an interdisciplinary manner, in all cycles of basic education. After the Curricular Reform (1989) and with the revision and reorganization of basic education (2001), citizenship became a broad concept including democracy, social cohesion, diversity, interculturality, education for peace, environmental sustainability, human rights, equity.

Education for citizenship is considered: a high priority of all educational, training, and cultural policies; an essential and transversal component of formal and non-formal contexts; one of the main pillars of the construction of a school of citizens based on the construction of a new paradigm – life-long learning and education for all (Salema, 2003).

The Citizenship Education Guidelines state:

> «Citizenship translates into attitude and behavior, a way of being in society that has the human rights as a reference, notably the values of equality, democracy and social justice. As an educational process, Citizenship Education vows to contribute to the development of responsible, autonomous and solidary people that know and exercise their rights and duties through dialogue and respect for others, with a democratic, pluralist, critical thinking and creative spirit» (Directorate-General for Education, 2013: 1).

The Citizenship Education Guidelines refer to different dimensions of Citizenship Education involved: human rights education; environmental education/sustainable development; road safety education; financial education; consumer education; entrepreneurship education; education for gender equality; intercultural education; education for development; education for defense and security/peace education; volunteering; media literacy; European dimension of education; health and sex education (Directorate-General for Education, 2013).

As it also happens in other countries, in Portugal the study of human rights is not a priority theme in the majority of primary and secondary schools, not even at University. Students should know their rights and responsibilities as an important element of democratic society, but there isn't an interdisciplinary human rights education Programme. Since its setting up in 1990, the Council of Europe's North-South Centre, in Lisbon, has been engaged in Global Education, which encompasses the global dimensions of education for democratic citizenship and human rights education as well as

global youth work. Global education is a holistic education that opens people's eyes to the realities of the world, and awakens them to bring about a world of greater justice, equity, and human rights for all. It encompasses development education, human rights education, education for sustainability, education for peace and conflict prevention and intercultural education, all of which represent the global dimensions of education for democratic citizenship (Silva *et al.*, 2010).

The annual Lisbon Forum on Human Rights, held by the North-South Centre since 1994, is a platform for dialogue and for sharing experiences, expertise and good practices between Europe and the other continents. It focuses on human rights, democracy, the rule of law and intercultural dialogue. In 2008, it was devoted to the principle of the universality of human rights and its implementation, in relation with the 60th anniversary of the Universal Declaration of Human Rights[3]. The 2009 Lisbon Forum focused on «Creating a culture of human rights through education».

The North-South Prize ceremony is a most important aspect of the Centre's role in advancing human rights. This Prize is awarded annually to two persons, one from the North and one from the South, for their outstanding and exceptional merits in the field of human rights in a North-South context. The Prize ceremony takes place in the Portuguese Parliament[4].

One of the Portuguese priorities has been on intercultural Education, as, in the last decades, there was an increase in the alien population. An important effort has been made against racial discrimination and to combat racism and intolerance, in terms of legislation and specific actions. The mass media are also involved in promoting tolerance, multiculturalism and combating racial discrimination. Inter-ministerial programs have been set up to promote the values of co-existence and integration and the production of multicultural teaching materials. Seminars and workshops on human rights education and racism have also been conducted. Material for teachers are distributed free of cost to promote these values.

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[3] *Universal Declaration of Human Rights*, in <http://www.un.org/en/documents/udhr> (last access 06.07.2016).
[4] North-South Centre of the Council of Europe, in <http://www.coe.int/t/ dg4/nscentre/ default_en.asp> (last access 06.07.2016).

5. *Education for Citizenship: intended and implemented curriculum*

A study on education for democratic citizenship in Southern Europe, states:

> «The recognition of the importance of EDC within curricula is, by itself, no guarantee of its actual implementation. Indeed, there appears to be a gap between the intended curriculum and the implemented curriculum that is perhaps greater than the one usually found for other areas of school education» (Losito, 2003: 10).

Curriculum research has shown that there is often a gap between what curricula formally envisage and the students' actual opportunities to learn. The case studies carried out in the first phase of the study stress, in various ways, the gap between intended and implemented curriculum. The Portuguese case study underlines the gap between the aims of the intended curriculum and student awareness in relation to the learning processes actually developed. Their awareness of democratic issues seemed to depend on the special characteristic of the teacher or the occurrence of an exceptional event (Menezes *et al.*, 1999).

Actually, teachers are a fundamental aspect for the success of any educational policy and of innovation processes. This also holds for Education for Citizenship. From a perspective that sees Education for Citizenship as the result of the educational action of the school as a whole and of the experience of participation that students gain inside their school, the training issue concerns (or should concern) all teachers and not just the ones of a few school subjects that can be considered as being more directly related to Education for Citizenship. Teacher-training should be carried out on several levels: curricular contents, teaching methodologies, management skills, and – last but not least – relational skills. Most of the degree courses for primary school teacher training and some particular schools for secondary school teacher training include some specific teaching and contents relevant to Education for Citizenship. However, in the field of both initial and in-service teacher training, there seemed to be insufficient attention to the Education for Citizenship issues. The largely decentralized nature of the in-service teacher-training system makes it difficult to draw a sufficiently precise picture of the existing situation of in-service

training. There are several in-service training experiences in Education for Citizenship. Teachers are asked to teach skills and democratic attitudes, but there is little in the training of these instructors to give them the necessary skills to play their role; and it is difficult to evaluate the effectiveness of the existing training activities (Losito, 2003).

In order to help Teachers and Teacher Trainers and reduce this gap, guiding documents have been recently created by the Portuguese General Directorate for Education – or are being created – about 'Education for Development', to raise awareness and understanding of the causes of development problems and of inequalities, locally and globally; 'Education for Gender Equality', to promote equal rights and duties; 'Human Rights Education', focused, essentially, in democratic rights and responsibilities and in the active participation in the civic, political, social spheres of society; 'Financial Education', to develop essential knowledge and skills to make their future decisions and generate a multiplier effect of information and education within families; 'Education for Security, Defence and Peace', to the preservation of civil rights and freedoms in the context of the interdependency and solidarity among the peoples in the world; 'Volunteering', to promote active solidarity, mutual help and social cohesion; 'Environmental Education/Sustainable Development', to support environmental awareness and the promotion of ethical values towards the environment; 'Media Literacy', to use and decipher the media, the access and use of information and communication technologies, aiming to the adoption of attitudes so as to safely and critically navigate the Internet and use the social networks; 'Health and Sex Education', to give the knowledge, attitudes and values that help to make choices and decisions appropriate to their health and physical, social and mental well-being; 'Consumer Education', contributing to more responsible behavior; Entrepreneurship Competence, about concepts, policies and initiatives; 'European Dimension of Education', strengthening the European identity and values and promoting a greater knowledge of Europe and its institutions, the European natural and cultural heritage, and the problems that Europe faces nowadays; 'Intercultural Education', promoting recognition and appreciation of diversity as a source of learning for all, in respect for the multicultural nature of society today, encouraging social interaction and a sense of belonging to humankind (Directorate-General for Education, 2013). These

documents are of great interest to work with the students, debating important problems of our society.

6. *Education for human rights and peace in teacher training: an experience*

The experience I am going to describe occurred in a teacher training course at the Department of Education of ISEC, Lisbon, Portugal. The participants were 83 students training to become Elementary School teachers. The students, aged 20 to 27 years old, were taking a course on Ethics and Education, as part of their senior year of the Initial Teacher Education Program. The purpose of the course was to inform and to stimulate the students to reflect on the theoretical basis of the theme, and on activities and strategies that might be used in the various curricular areas.

The Council of Europe Project 'Education for Democratic Citizenship', as well as a number of published theoretical references, pedagogical materials and identified and published practices, served as a basis for the training. The students reflected on the importance of building peace and educating for peace. Peace is not just a matter of diplomacy or of acquiring social skills and communication. The promotion of peace is essentially a cultural task and its primary context is education. They worked on the theme of peace building and education for peace: they have read documents, discussed various issues and have carried out various activities. These activities were focused on issues such as promoting human rights, the need to live truth, justice, love and freedom as pillars of peace and social order. The students presented works and debated about development and solidarity as keys to peace, openness to reconciliation, dialogue and forgiveness; the importance of respect for the dignity of the person, including minorities, and dialogue between cultures.

A source of reflection, in particular, were the messages of the World Day of Peace, which provide a rich and deep analysis of the topic in question, going to the roots of the problems and their solutions. They examined how the peace should be built on these four columns: Truth, Justice, Love and Freedom (John Paul II, 2003). They addressed the issue of education for legality, since law favors peace. They studied the United Nations, which has helped to promote respect for human

dignity, freedom and development of nations, and they tried to develop an awareness of being a family of nations. The United Nations Charter declares that the recognition of the innate dignity of all members of the human family, as also the equality and inalienability of their rights, is the foundation of liberty, justice and peace in the world. They also reflected about the two broad categories of Human rights: civil and political rights and economic, social and cultural rights; they are closely connected, being the expression of different dimensions of the human person. The defense of human rights is essential for the construction of a peaceful society.

To educate on peace and solidarity is not only to describe concepts or communicate values, but to promote thinking and actions that provide experience and help to create habits of solidarity. Thus, students were invited not only to reflect but also to live experiences of peace and solidarity. The proposal has been welcomed: some preferred to pursue a theoretical approach; many others realized volunteer activities in neighborhoods of the city, in hospitals, or cooperated with associations of social solidarity. They studied various ways to achieve a true peace education, beginning in their classroom and their school and through contact with other schools.

The results were quite positive: they became more aware of these problems, more awake to act with greater respect for human rights, which are obligations. They had a clearer awareness of the dignity of all human beings, defeated the inertia to devote time to others, even when they felt they had no time to give. In conclusion, solidarity is learned only when it is lived!

The training module helped the participants to reflect upon the theoretical bases of their practice and to develop teaching activities and strategies that may be used in different curricular areas. It was successful in helping students to develop teamwork skills and the ability to work in interdisciplinary contexts, making them more aware of social issues. It also resulted in them becoming more involved in school-related civic action.

7. *Citizenship education and teachers professionalism at university and in school in Italy*

Within the European project known as «CiCe, Children's Identity and Citizenship in Europe, Erasmus Academic Network/Jean Monnet» was carried out the study entitled 'Practice/Research in Citizenship Education in Teacher Education' at the Università degli Studi Roma Tre, Italy. Through quantitative and qualitative survey students attending the fourth year of university course (2015-2016) evaluated their own experience of learning citizenship education at two levels of analysis: as university experience and as school experience.

Most of the students give a positive feedback, considering usually useful the pedagogical and didactics support they received, and have also a positive comment towards developing their own project when they begin employment as a teacher in school. Students' suggestions to primary school teachers to improve the teaching and learning of citizenship education attribute special attention to raising awareness of human rights in theory and in practice. Students would like primary school teachers to introduce a variety of topics related to peace education and enlarge opportunity to discuss in class topics related to justice in modern societies. Social and political issues and studying the Constitution are not of great interest.

Prevailing is the statement: «Develop practical projects in class, so that children are able to learn how to become part of the community and interact within it in a positive and functional way». An additional suggestion is «to begin with the world events that surround the children and sensitise them to discussion, criticism and in-depth thought». A critical point was the university preparation to become an active citizen in society. Approximately 50% of the sample agreed about «providing professionally qualified teachers for my preparation in theory and in practice», and 26% found that it is important to «organise a university curriculum related to what they will teach in primary school under the title citizenship education»; 21% underlined that university is offering opportunities for action research while they are studying at University. Some added:

> «I would suggest that my University organise a curriculum that is more related to what we will teach in primary school concerning knowledge of citizenship education and human rights, by

offering a variety of opportunities to change our points of view about tolerance, cultural diversity and human rights».

8. *Conclusions*

The recent United Kingdom referendum of 23 June 2016, known as Brexit gives new reasons for implementing Erasmus Mobility across the continent and empower the citizenship education in the future. All grades of school are involved in teaching brotherhood and social inclusiveness. Young people are overall pro human rights and feel social justice a common target.

Italian and Portuguese cooperation under Erasmus Teacher Training Mobility worked in that sense and we trust to continue to follow the same content implementing the opportunities of discussion differences and similarities. Academic exchanges are the key of the innovation and the mutual understanding depends on our ability to communicate in a positive way (Ross, 2015).

Future goals concern the modernisation of higher educational teaching in agreement with European recommendations (Vassiliou *et al.*, 2013) and imply to form mind-sets favourable to teaching of humanistic studies through research and action. We think that this is a project of hope, responsibility and sustainability. It should include all children, teachers, and people of goodwill.

We would like to share the words of Alistair Ross, Jean Monnet *ad personam* Chair in European Citizenship Education, London Metropolitan University, who is sending emails from London to all over Europe alerting the urgent need of citizenship education:

> «I would like to hope that this e-mail chain will help, in a small way, to kick-starting a strike back – to restoring faith in the European project. I'm sure we have the talent, the knowledge, the power – and above all, the moral authority, to do this, to strike back against the authoritarian and reactionary forces that are gathering, and to ensure that the young people of today, and the next generation, are empowered to create a more egalitarian and optimistic future, for us all» (Ross, 2016).

Erasmus Mobility achievements

Erasmus Mobility in Rome 26-27 November 2012, Maria Helena Guerra Pratas, theme: *Education for Citizenship, Human Rights and Peace in teacher Training in Portugal*, Instituto Superior de Educação e Ciências ISEC, Lisbon, Portugal.

Erasmus Mobility in Lisbon, 23-29 September 2013, Sandra Chistolini, conference: *Conflict resolution and the tasks of school education*, lessons themes *Ideas and materialization of Pedagogy from the past to the present time: Giuseppina Pizzigoni and the renovation of Infant school* and *Comparative studies on Ethics and professionalization of teachers*, bilateral agreement Lifelong Learning Programme 2012-2013 Erasmus Teachers' Mobility, Instituto Superior de Educação e Ciências, ISEC, Lisbon, Portugal, School visits in Lisbon 23-27 September 2013: Boa Ventura Montessori Nursery School São Pedro de Estoril; Jardim de Infância do Lumiar; Escola Básica Quinta dos Frades, Agrupamento de Escolas Prof. Lindley Cintra; Colégio Planalto Pré-Escolar (dos 3 aos 5 anos) projecto Optimist.

Erasmus Mobility in Rome, 01-06 December 2014, Maria Helena Guerra Pratas, theme: *Pre-school Education in Portugal: some teaching methods*, Instituto Superior de Educação e Ciências ISEC, Lisbon, Portugal.

Erasmus Mobility in Rome, 16-18 November 2013, Maria Helena Guerra Pratas, theme: *João Deus educational model for schools in Portugal; Learning for global citizenship, intercultural and human rights education in Portugal*, Instituto Superior de Educação e Ciências ISEC, Lisbon, Portugal.

Erasmus Mobility in Rome, 22-28 March 2015, Susana Gonçalves, theme: *Cultural encounters and intercultural dialogue*, Instituto Politécnico De Coimbra Escola Superior de Educação, Coimbra Portugal.

Erasmus Mobility in Rome, 26-30 October 2015, Paulo Louro, theme: *Educating cities: the importance of the concept in the work of the educator. The experience of Lisbon; Prevention rather than remediation: strategies for community intervention. The experience of Lisbon*, Instituto Superior de Educação e Ciências ISEC, Lisbon, Portugal.

Erasmus + in Lisbon, in progress, Higher Education Staff Mobility for Teaching Mobility Agreement, Università degli Studi Roma Tre, Italy and Instituto Superior de Educação e Ciências ISEC, Lisbon, Portugal.

1999-2016 Cooperation between Italy and Portugal

1999
Presentation Du centralisme à l'autonomie en Italie, International Seminary *École et territoire: le cas de l'Europe du Sud*, Fondation des Treilles, Centre d'étude du Bassin Méditerranéen reconnue d'utilité publique, Tourtour (Francia) 30.09.1999-3.10.1999, other meetings Generalitat de Catalunya, Conseil Escolar de Catalunya, Barcelona 14-17.01.19999, Universidade de Lisboa, Faculdade de Psicologia e de Ciências da Educação, Lisbon, 25-28.03.1999.

2007
A workshop on methodology for a comparative study in Italy, France, Turkey, Portugal about teacher professional status, communication at the Ninth European Conference CiCe (Children's Identity & Citizenship in Europe). A European Commission Socrates Programme Thematic Network Project. Ninth European Conference, *Citizenship Education in Society*, Departement de Sciences de l'Éducation / Department of Educational Studies Université Paul-Valery Montpellier 3/University of Montpelier III Paul-Valery, Montpellier, France, 23-26 May 2007.

2009
Learning citizenship for the new society in Europe. From theory to practice in the university qualification of teachers in service, in S. Gonçalves (ed.), *Creativity and Innovation. Proceedings IWE2009, 6th International Week of ESEC, Celebration of 2009, European Year of Creativity and Innovation*, Coimbra, Escola Superior de Educação de Coimbra (ESEC), pp. 165-174, ISBN 978-972-95072-8-1.

2011
Presentation *The meaning behind studying and the value of teaching in secondary school*, Thirteenth Annual Conference CiCe Erasmus Academic Network, University of Dublin, Dublin, Ireland, 9-11 June

2011, *Europe's Future: citizenship in a changing world*, Symposium *The perceived and the experienced curriculum in secondary schools in light of citizenship education. Comparative research in five European countries: Cyprus, Germany, Italy, Portugal, Romania*.

2013
Solidarity and active citizenship learned from a natural disaster: the school experience after the May 2012 earthquake in Italy, in P. Cunningham, A. Kamara (Eds.), *Identities and citizenship education: controversy, crisis and challenges*, Selected papers from the fifteenth Conference of the Children's Identity and Citizenship in Europe Erasmus Academic Network, Lisbon, Portugal, CiCe Institute for Policy Studies in Education, London Metropolitan University, pp. 385-398, ISBN 978-1-907675-20-1, ISSN 1470-6695.

2013
Presentation *Solidarity and active citizenship learned from a natural disaster: the school experience after the May 2012 earthquake in Italy*, CiCe Children's Identity and Citizenship in Europe, Erasmus Academic Network, *Identities and citizenship education: controversy, crisis and challenges*, Lisbon, University of Lisbon, Portugal 13-15 June 2013.

2014
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2015
Research in progress, Università degli Studi Roma Tre and Instituto Superior de Educação e Ciências ISEC, *Education and the paradigm of tolerance in our schools*.

2016
Presentation *La pedagogia di Giuseppina Pizzigoni e l'Asilo nel bosco in Italia, The pedagogy of the Jardim-Escola João de Deus, Conflict resolution, Education to tolerance, research in selected Portuguese schools*. Erasmus + Lifelong Learning Programme. Reference number: 2015-1-IT02-

KA103-013270, Instituto Superior de Educação e Ciências ISEC, Lisbon, Portugal, 18-24 September.

Staff Mobility of Maria Helena Guerra Pratas, Erasmus + Lifelong Learning Programme, Instituto Superior de Educação e Ciências ISEC, Portogallo, tematiche: *Intercultural Education in Preschool, Kindergarten for refugee children*, Roma, 26-29 November.

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