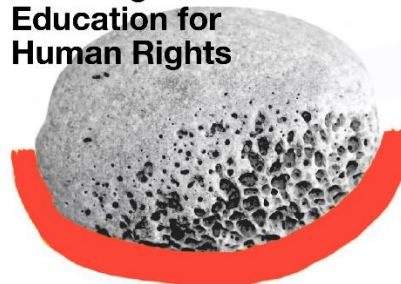


## Challenges on Education for Human Rights



**Provisional programme [26/02/2020]**

**29 April 2020, Auditorium IE 0.22 (Building 14)**

**Panel: 9.15 – 11.15 am**

**Fernanda Paraguassu**

### **A literatura infantil como ferramenta de sensibilização para a inclusão de refugiados**

A proposta da apresentação é tratar da literatura infantil como forma de sensibilização e apoio na construção de um caminho para a alteridade no processo de inclusão de crianças refugiadas no país acolhedor, um dos desafios da Educação para os Direitos Humanos. O livro *A menina que abraça o vento – a história de uma refugiada congoleza* (Editora Voo), de minha autoria, inspirado na vida real de crianças da República Democrática do Congo que vivem atualmente em situação de refúgio na cidade do Rio de Janeiro (RJ), será o objeto de estudo.

Serão abordadas três experiências educativas distintas desenvolvidas com o livro no Brasil nos dois últimos anos: como ponto de partida para o projeto multidisciplinar “Efeitos de uma boa conduta” numa escola pública do município de Itaguaí (RJ); na aula de Geografia em outra escola pública de educação básica de Florianópolis (SC), cujo trabalho foi registrado por docentes da Universidade do Estado de Santa Catarina (UDESC) e apresentado no VII Encontro Nacional das Licenciaturas (ENALIC), em Fortaleza (CE); e na “Hora do conto”, em que foi trabalhada versão adaptada para o braile com ilustrações táteis, elaborada por uma pedagoga para crianças e adolescentes com deficiências visuais de um instituto de ensino de São Paulo. A base teórica que versa sobre o poder humanizador da literatura e a sua importância para a compreensão do mundo será composta pelo sociólogo brasileiro Antonio Candido, pela escritora brasileira Ana Maria Machado e pelo filósofo búlgaro Tzvetan Todorov, entre outros. Neste ano, o livro foi tema de atividade da programação paralela de um dos principais festivais literários do Brasil – a *Festa Literária Internacional de Paraty* (Flip) –, no estado do Rio de Janeiro, com registro no site da Organização das Nações Unidas (ONU).

Short CV / Breve Currículo:

**Fernanda Paraguassu** é Mestranda em Comunicação e Cultura pela Universidade Federal do Rio de Janeiro (UFRJ), no Rio de Janeiro, Brasil, um curso de nível 7, a pontuação mais alta do Ministério da Educação, que indica desempenho equivalente ao alto padrão internacional. Pesquisadora integrante do grupo *Diaspotics*, vinculado à Escola de Comunicação da UFRJ e que

pesquisa subjetividades da migração transnacional. Jornalista, trabalha com edição de livros de arte e cultura contemporânea, em especial de dramaturgia. É autora do livro infantil *A menina que abraça o vento – a história de uma refugiada congoleza*, publicado no Brasil pela Editora Voo. O livro integra o projeto de contrapartida social Um por Um da Editora Voo, em que parte da renda com a venda de cada exemplar é destinada ao programa de acolhimento de refugiados da Cáritas RJ, que tem o apoio do Alto Comissariado das Nações Unidas para os Refugiados (Acnur).

**Cristina Pinto & Mário Cruz**

**“Luko’s Journey Project”: the creation of a picture book about the ‘Refugees’ topic towards the fostering of European values**

Bearing in mind that education for peace, understanding, social dialogue and cohesion concern all of us, the whole school, and all subjects, the aim of this paper is to present a project in which teachers are seen as empowering agents of intercultural mediation, skilled cultural navigators, who take diversity and pluralism at both school and society as a chance and not as a problem. Moreover, we will reflect on the role of language learning in order to foster the European dimension in education at primary school teaching, by taking into account that language is a tool for acquiring knowledge, a means of and factor in understanding and making sense of reality. In this way, we believe that through language learning, pupils may: a) acquire appropriate skills, knowledge, dispositions and attitudes, b) prepare themselves to act as pro-active citizens, c) contribute towards the creation of an European collective identity within a knowledge-based society.

“Luko’s Journey” Project was born upon the building of an international learning community of students within the “Plurilingual and Intercultural Education” course of the European Primary Teacher Education programme (EPTE). This is a joint Erasmus+ project from 7 European Higher Education institutions, which offers future primary school teachers the opportunity to participate in an international study programme that includes the development of skills in diverse fields, namely: ‘Environment and Sustainable Development’, ‘Plurilingual and Intercultural Education’ and ‘Society, Culture and Education’, among others. Focusing on topics such as “education for democratic citizenship”, “challenges in multicultural societies” and “21<sup>st</sup> century methodological approaches”, the future teachers had the chance to critically reflect on European citizenship, from a linguistic perspective and apply strategies for the promotion of intercultural education, by developing and implementing projects in the primary school contexts, as it was the case of “Luko’s Journey”.

By departing from the local and national environment and making use of a common European heritage in order to build a new European citizen, who is able to participate in and contribute towards a new 21<sup>st</sup> century Europe within the globalized world, the future teachers, who participated in the 2016 edition of EPTE programme in the School of Education of the Polytechnic of Porto, had the chance to promote, enhance and foster the creation of an interdisciplinary and collaborative picture book about refugees in Europe by a group of 4<sup>th</sup> grade primary pupils at a local school in Porto.

Results showed that a project work approach can aid in the progression of dialogue, can promote cultural awareness and can expedite pupil’s cognitive and affective enthrallment and engagement, fostering the development of practices which represent pupils’ own way of human expression towards critical topics such as the ‘refugees’ one.

**Keywords:** *European values, languages learning, picture book, interdisciplinary project, refugees*

## Short CV / Breve Currículo:

**Cristina Ferreira Pinto** (PhD) is Coordinating Professor of the School of Education at Porto Polytechnic and Director of the degree in Foreign Languages and Cultures. She is an integrated member of the IELT - Institute for the Study of Literature and Tradition of the New University of Lisbon (FCSH-UNL) and a collaborating member of InED - Centre for Research and Innovation in Education of the School of Education. Her research focuses on the fields of African literature, from a comparative literature perspective, and on intercultural communication and education.

**Mário Cruz** (PhD) is Associate Professor of the School of Education at Porto Polytechnic, where he teaches Spanish as a Foreign Language, Hispano-American Literature and Culture, Didactics of Languages, Intercultural Education and Educational Technology, and coordinates the International Relations Office. Mario is a researcher at the following financed FCT centres: Research CIDTFF - Research Centre on Didactics and Technology in the Education of Trainers and inED - Centre for Research and Innovation in Education, where he coordinates the Field Thematic Area of Teacher Training and the following research projects: CLIL 4 U, PEPPA 6/7 and Varlang.

## **Maria José Casa-Nova, Maria Alfredo Moreira & Daniela Silva**

### **Bilinguismo cultural, diferenciação pedagógica e histórias: O projeto RISE**

A presente comunicação tem por base resultados de investigação alcançados com a implementação do projeto *RISE – Roma Inclusive School Experiences*. Desenvolvido através do método de investigação-ação, este projeto visa contribuir para o sucesso educativo de crianças ciganas e, conseqüentemente aumentar a justiça social através da concretização de um Direito Humano fundamental e dos Objetivos de Desenvolvimento Sustentável. O envolvimento dos pais nas atividades da escola e das crianças nas atividades do projeto, nomeadamente nas atividades realizadas em sala de aula e o sucesso educativo alcançado, evidenciam a importância da articulação entre os saberes experienciais dos alunos e o conhecimento académico como forma de aceder a este último. Neste sentido, a formação de professores em educação intercultural e os dispositivos pedagógicos construídos pelos alunos e pelas professoras em sala de aula revelaram-se fundamentais para o domínio de um bilinguismo cultural e a naturalização da convivência com as múltiplas diferenças que habitam a escola. Na comunicação será apresentado um exemplo de recurso às histórias infantis para desenvolvimento do conhecimento académico, consciência intercultural e educação para uma cidadania democrática com crianças do pré-escolar e 1º CEB.

**Palavras-chave:** *direitos humanos, dispositivos pedagógicos, bilinguismo cultural, sucesso educativo*

### **Cultural bilingualism, pedagogical differentiation, and storytelling: The RISE project**

This paper is based on research results achieved with the implementation of the *RISE - Roma Inclusive School Experiences* project. Developed through the action research method, this project aims to contribute to the educational success of Roma children and, consequently, to increase social justice by achieving a fundamental Human Right and Sustainable Development Goals. The involvement of parents in school activities and children in project activities, namely classroom activities and the educational success achieved, highlights the importance of articulating students' experiential knowledge and academic knowledge as a means of accessing the latter. In this sense, teachers' training in intercultural education and the pedagogical devices developed by students

and teachers in the classroom proved to be fundamental for the mastery of a cultural bilingualism and the naturalization of coexistence with the multiple differences that inhabit the school. In this paper, an example of storytelling with kindergarten and primary school children, used for the development of academic knowledge, intercultural awareness and citizenship education, will be discussed.

**Keywords:** *human rights, pedagogical devices, cultural bilingualism, educational success*

Short CV / Breve Currículo:

**Maria José Casa-Nova** holds a Master's Degree in Intercultural Education (University of Porto) and a PhD in Social Anthropology (University of Granada, Spain). She is an Assistant Professor at Department of Social Sciences of Education, Institute of Education, UMinho, teaching in the fields of Sociology of Education, Intercultural Education, Educational Policies, Multiculturalism, Citizenship and Social Inclusion, Human Rights, Qualitative Methodologies. She is Coordinator of the Center of Education for Human Rights, Institute of Education, UMinho and Coordinator of OBCIG-Observatory of Roma Communities-High Commissioner for Migration and State Secretariat for Citizenship and Equality (since January 2018). She is a member of several international research networks, namely the European Academic Network on Romani Studies and Board Member of the Research Network on *Ethnic Relations, Racism and Antisemitism* of the European Sociological Association, Participated in several research projects, nationally and internationally, currently coordinating the Portuguese team of the international project *RISE: Roma Inclusive School Experiences*.

**Maria Alfredo Moreira** is an Assistant professor at the University of Minho, Portugal. She has a Master degree in Supervision (by the University of Aveiro) and a PhD in Educational Sciences with a focus on Language Education (UMinho). Her research interests focus on pedagogy at the university, social justice teacher education, instructional supervision, and foreign/ second language education. She participated in several international projects on curriculum development and teacher education for foreign/ second language education. She is a team member of the project *RISE: Roma Inclusive School Experiences*.

**Daniela Vilaverde e Silva** is an Assistant professor at the University of Minho, Portugal. She has a master's degree in education, specializing in educational administration and educational organizations and PhD in Educational Sciences in School Organization and Administration. Since 2018, she is part of the Portuguese team of the project *RISE: Roma Inclusive School Experiences*.

**Maria Cecilia Zsögön**

### **Acceso a los derechos humanos de la infancia empobrecida en una zona de fronteras**

Los derechos humanos forman parte de una perspectiva cognitiva que es, por su carácter y su origen, eurocéntrica. A partir de la modernidad esta forma de conocimiento fue impuesta y admitida en todo el mundo capitalista como el único modo de racionalidad posible, trascendiendo el ámbito geográfico europeo para incorporarse al mundo colonial. Reflexionamos sobre las formas de hacer operativos estos derechos en el campo de la infancia en una zona periférica del sistema mundial, la Triple Frontera entre Argentina, Brasil y Paraguay. Espacio multicultural y diverso donde a pesar de las riquezas naturales, gran parte de la población vive en la pobreza. El desafío reside en la apropiación e incorporación de las narrativas de los derechos humanos en las tramas sociales y simbólicas de la región, dadas las condiciones estructurales de pobreza y desigualdad.

El origen del discurso y narrativa de los derechos humanos no debe llevarnos a desestimar la necesidad o posibilidad de su implementación en el contexto de las sociedades latinoamericanas. No en base a una lectura formalista o ‘legalista’ sino una lectura creativa, ‘contrahegemónica’ (Boaventura de Sousa Santos), que recree la especificidad del anclaje territorial sin renunciar a los postulados básicos de los tratados de los derechos humanos.

A pesar de ser concebidos como pertenecientes a toda la humanidad, las personas que más necesitan de la garantía y protección de los derechos humanos son aquellas a quienes estos derechos les son negados (lo que Hanna Arendt denomina ‘human rightlessness’). Hacemos extensiva esta reflexión a la infancia empobrecida, explotada y vulnerable en esta región periférica transfronteriza de Latinoamérica.

Short CV / Breve Currículo:

**Maria Cecilia Zsögön** es Doctora en Ciencias Sociales por la Universidad de Buenos Aires. Licenciada en Sociología, especialista en gestión social, magíster en política y planificación social. Becaria de posdoctorado en el Consejo Nacional de Investigaciones Científicas y Técnicas de Argentina (CONICET). Investigadora Invitada en el Centro de Estudios Sociales (CES) de la Universidad de Coimbra. Áreas de interés: trabajo y explotación infantil, trabajo forzoso, derechos humanos, derechos del niño, política social, regiones de frontera.



**Panel: 4 – 6 pm / 16h – 17h**

**Cleide Emília Faye & Juliana Barbosa Alves**

**Comunidade de valores: discursos reivindicatórios dos surdos por solidariedade**

Esta comunicação se insere no eixo temático Educação para os Direitos Humanos e evoca os direitos dos surdos. Seu objetivo é analisar o discurso reivindicatório do surdo sobre o direito a uma vida social inclusiva como resposta aos posicionamentos excludentes dos ouvintes sobre a temática do ENEM, 2017. No Brasil, o ENEM (Exame Nacional do Ensino Médio) é um exame para acesso ao ensino superior. Em 2017, o tema para a produção textual, foi “Desafios para a formação de surdos no Brasil” e, por isso, levantaram-se muitas vozes nas mídias. Entre os discursos, selecionamos o texto de um surdo para, através de uma metodologia qualitativa, ser analisado. Estabelecemos diálogo entre três áreas: Análise Crítica do Discurso (ACD), Estudos Surdos e Luta por Reconhecimento. O grande objetivo da ACD é se engajar politicamente com a causa dos excluídos, assim, a comunidade surda justifica a escolha. Esta comunidade sempre foi vítima de preconceito, de testagem pedagógica. Um dos marcos para sua educação foi o congresso de Milão (Rochelle, 1880). Nele, as principais deliberações definiram o método oral para sua educação. Entre as teorias em diálogos, a Luta por Reconhecimento defende que os sujeitos, nas relações intersubjetivas, travam uma luta constante por reconhecimento. Para Honneth (2009), há três formas de reconhecimento: amor, direito e solidariedade. Nas relações primárias (amor), o sujeito busca reconhecimento a fim de enfrentar a violência. Nas relações jurídicas (direitos), o

sujeito almeja o respeito para enfrentar a exclusão. Na comunidade de valores (solidariedade), o sujeito, a fim de combater a ofensa, busca a estima social. Os resultados da análise demonstraram que a educação dos surdos, mesmo com avanços, como o reconhecimento de sua língua por Lei e Decreto está aquém de uma sociedade que possa ser chamada de inclusiva, destarte, haja visto, toda a discussão social que moveu as mídias sociais sobre a temática do ENEM que contemplava a educação dos surdos.

Short CV / Breve Currículo:

**Cleide Emilia Faye Pedrosa** é Pós-doutoranda pela Universidade Federal de Sergipe – Brasil/Universidade de Lisboa – Portugal (2019-2020), Docente do Departamento de Letras Libras (Língua Brasileira de Sinais) e do Programa de Pós-Graduação em Letras (PPGL) na Universidade Federal de Sergipe.

**Juliana Barbosa Alves** é Graduanda em Letras Libras na Universidade Federal de Sergipe, Bolsista de Iniciação Científica – CNPQ.

## **Olyesya Razdorskaya**

### **The Challenge of Bilingualism: How Can a Teacher of English Cope with it?**

The mission of modern higher education is to provide reproduction of world and national culture, its intellectual, social and professional aspects. In a university's educational environment, each student not only 'acquires' culture but also enriches it with his/her development as a creative personality.

Social, political and demographic factors make influence on the new requirements to a teacher of English. Traditionally, methods of teaching English at Russian universities were developing at the basis of the fact that the students' native language is Russian. Nowadays there is a need to the transition to a new educational paradigm of supporting cultural diversity. English is a compulsory subject at Russian universities including medical ones. Academic groups at Kursk State Medical University are multicultural: there are Russian students and bilingual students from the former republics of the USSR. Some of them have come to Russia to study while the others are the children of migrants (e.g. from Uzbekistan). I often use integrative method aimed on considering certain similar phenomena in different languages (e.g. English and Turkic languages) and the phenomenon of the languages' positive interference. Together with the teacher, bilingual students also analyze their mistakes caused by the languages' negative interference, such as omission of prepositions or auxiliary verbs. It makes cognitive, linguistic and academic advantages for learning English.

To my mind, a modern teacher of English who teaches the students in a multicultural academic group should know lexical system of English and the students' native languages, characteristic features of speech and non-verbal behaviour and the peculiar properties of forming a bilingual student's personality in conditions of multicultural educational environment. The problem of teaching bilingual students needs further theoretical research and methodological [missing].

Short CV / Breve Currículo:

**Olyesya Razdorskaya** is Associate Professor of the Department of Foreign Languages of Kursk State Medical University. She graduated from the Faculty of Foreign Languages of Kursk State Pedagogical University in 1997 and from the Faculty of Law of Moscow State Social University in 2002. She was working as a teacher of English in the secondary schools in the city of Kursk from 1997 till 2005. Since 2005, she has been working at the Department of Foreign Languages

of Kursk State Medical University. She was also teaching Pedagogy and Bioethics for the overseas students of KSMU that are taught in English. In 2009, she received the scientific degree of Candidate of Pedagogical Sciences (Russian analogue of Ph.D. in Education) in Moscow Humanitarian Pedagogical Institute.

She is a member of Royal Society of Research and Development (India). She is a member of the editorial board of 'Social and Basic Sciences Research Review' (Pakistan) and Open Science Journal (Serbia).

## **Mohammad Rabbani**

### **A pathological survey on language teaching programs and cultural policies regarding the socialization of immigrants/refugees-Case study: Iranian immigrants in Portugal**

Most of the Immigrants/refugees in European Union who come from North Africa or Middle East countries, during the learning or translation of host society's language may face difficulties and misunderstandings, not only for grammatical structures or vocabulary but also due to some cultural complexities or sociopolitical backgrounds of their homelands. In most of the cases, their countries are under control by totalitarian systems or dictatorship regimes that are continually trying to control all the lives of their citizens. In such societies, people try to hide what they have in mind to stay away from punishment and use very indirect sentences to express their wishes. They also manipulate the formal language structures to create a safe area and outside the control of the state, for communicating with each other. Therefore, as a first step, cultural and educational policymakers of host societies require to get a deep understanding of the cultural and sociopolitical backgrounds, and the linguistic complexities of the homeland of the immigrants/refugees to design more effective policies regarding the immigrants' socialization and program of language teaching.

The present case study is going on and according to the research plan will start the data collection about the socialization and language learning status of the first generation of Iranian immigrants in Portuguese society in June 2020. This group of immigrants could be a suitable case for this study since they have a very ancient culture with a great deal of linguistic complexity and also they have a long term experience to live under control by a totalitarian regime during the last four decades. This research will be conducted through a questionnaire and uses both qualitative and quantitative analysis. We aim to evaluate the success of Iranian immigrants in learning Portuguese and the extent of their communication with other Portuguese citizens. In the next step, we will evaluate their level of socialization in Portuguese society.

Finally, based on the results of this study, we attempt to present a pathological picture of the strengths and weaknesses of the cultural and educational policies of the Portuguese government about the first generation of Iranian immigrants.

**Keywords:** *Immigration, refugees, language, cultural policy, Iran, Portugal*

Short CV / Breve Currículo:

**Mohammad Rabbani** concluded his Ph.D. in Public Policy/Political Science at the University of Tehran in 2017. He is a member of International project team on Culture & Coping coordinated by University of Gävle in Sweden. He is presently specializing in issues related to sociology, public policy, and immigration. Also, he has some researches in Coping with the crisis, Effects of Islamic theology on political power, Identifying and socialization, and Social control theory.