

**Erasmus+ Project “EVA”**



**The most important problems with integration of minorities, migration or refugees at our school**

The school cluster of Resende makes every effort to promote the values and skills of responsible and conscious citizenship. We live in a world where we increasingly watch and experience **problems** on a global scale, such as climate change, extremism/radicalism, discrimination and intolerance, inequalities in access to fundamental rights and humanitarian crises. In addition, globalization and rapid technological innovation appear to have contributed to a deterioration of interpersonal and social relationships.

 Being aware of all this, the school cluster of Resende promotes several projects and implements a wide **variety of strategies / initiatives to mitigate signs of discrimination and intolerance, such as: The National Strategy for Citizenship Education; School Sport and several clubs. The school cluster of Resende has partners who support all actions to that end, namely: the National Republican Guard; the Municipal Council; the town’s charitable organization “Santa Casa da Misericórdia”; an Occupational Activities Center; the University of Trás-os-Montes and Alto Douro and the town’s Health Centre.**

 There is a minority group of students under the tutelage of the town’s charitable organization “Santa Casa da Misericórdia”. These students don’t have a family background capable of promoting their education and development, for various social or economic reasons. Therefore, **the school cluster of Resende implements several specific strategies, such as: differentiated educational offer (Integrated Programmes for Education and Training – known as PIEF Courses; Alternative curriculum courses, known as PCA Courses; and several vocational courses); Social Service; Psychology and Guidance Service.**

 Still in this context, **over the last years the school has been carrying out the responsible integration of students from different countries, such as China, Brazil and Angola. It has also welcomed students who, despite having a Portuguese family, were born and raised in other European countries, namely Switzerland and France. There are also records of Gypsy students who, in the geographical context, constitute a minority.** **For all these cases, the school has implemented the most appropriate strategies, namely: Social Service; Psychology and Guidance Service; Tutorials; supplementary Portuguese lessons; national exams of Portuguese as a second language**. All the teachers and the Class Director have also done an excellent job of promoting integration in a class with specific characteristics, in order to enable better performance and school success.

Teachers:

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