



Co-funded by the
Erasmus+ Programme
of the European Union



Erasmus+ project KA122-VET ”Internationalization Students' and Teachers' Task Force”

Job Shadowing- Escola Profissional Almirante Reis – Lisboa Portugal
Teacher: Ilaria Marino 25 – 30 April 2022

Lecturer : Ilaria Marino



Co-funded by the
Erasmus+ Programme
of the European Union



School system in Portugal

In Portugal compulsory education starts at the age of 6 and ends at the age of 18. The first level is called ESCOLA PRIMARIA (basic education), from 6 to 10 years. From 10 to 15 years students attend the ENISNO BASICO (secondary level). When they are 15, students can choose between two possibilities:

- ENSINO SECUNDARIO: secondary non- specific and non-professionalizing school, which lasts three years and makes it compulsory to go to the university.
- ENSINO PROFISIONAL: secondary specific school, lasting three years and giving a vocational qualification. After the Ensino profisional university is not compulsory but it is an option, providing that students take some supplementary examinations. Most of those schools are private, but there are also some vocational courses in public schools.





EPAR



Co-funded by the
Erasmus+ Programme
of the European Union



– Escola profissional Almirante Reis has 16 classes, 250 students and 30 teachers. It offers different educational options:

- 1) Curso profissional, lasting three years, with the following courses: tourism, management, multimedia, hairdressing, psychosocial support.
- 2) Curso de aprendizagem, lasting two years, for young adults from 18 to 25 who still do not have a vocational qualification. The courses offered are human relationships and digital communication.
- 3) CEF, lasting two years, remedial course for students who must make up for compulsory education. The course is flexible, depending on student's interests



<https://youtu.be/lzp3tMWs5LM>

Students' interviews



Co-funded by the
Erasmus+ Programme
of the European Union



EPAR is a government-funded private school, so the tuition is very affordable: 25 euro per months for everyone, 12.50 euros or for free for underprivileged students.

Students attend 35 hours per week, with Saturdays off. Lessons last fifty minutes and students move from a classroom to another depending on the subject they must attend. Teachers work from 20 to 24 hours per week. At the EPAR, like in every other Portuguese vocational school, students serve their internship for 350 hours both at the second and the third year.

Erasmus

EPAR has a KA1 accreditation till 2027. Teachers and students are busy with a great number of mobilities and host schools from all over Europe.





Didactics

Co-funded by the
Erasmus+ Programme
of the European Union



Leaving from 2017 the Portuguese Ministry of education require, starting from Ensino basico, active and participatory teaching methods. As a matter of facts, not all the schools aligned, but EPAR did, with the “Curriculum autonomy and flexibility” project.

Every year all the teachers who teach in the same class, choose an interdisciplinary topic which students will work on during the whole school year. For 2021/2022 teachers chose fake news, while in the previous school year the theme was “Z generation: which future?”. Inspired by the main subject, students autonomously choose many different sub subjects, on which they work in groups drawn at random, so that everyone works with everyone.



EPAR ESCALA DE VALORAÇÃO DE TRABALHO COOPERATIVO:
Autoavaliação

1. Lê a seguinte descrição a ter em conta para trabalhar eficazmente em grupo. Depois de teres trabalhado cooperativamente, avalia o teu comportamento/postura no grupo. Anota qual o estado em que te revêis:

Aluno/a	Valoração (0 a 4)
Demostrei respeito e soube trabalhar com os meus companheiros de grupo durante todo o processo	
Completei satisfatoriamente as atividades dentro do tempo proposto	
Participei e trouxe boas ideias ao grupo	
Pontuação total:	

2. Lê com atenção a seguinte rubrica de autoavaliação sobre o role play realizado na aula. Avalia o teu desempenho em linha regular e a tua interação com o grupo. Anota qual o estado em que te revêis.

ACTIVITY	Level (0-4)	Competências
Incidente (0-9)	1	Tive dificuldade em conseguir expressar-me de forma clara. Não sempre usei o vocabulário pedido/estudado. Não preparei de forma eficaz o que ia dizer. O meu/voce/ela não foi muito eficaz. Não preparei bem o meu/voce/ela. Não fui muito eficaz. Não fui muito eficaz. Não fui muito eficaz.
Novidade (Bastante 10-15)	2	Consegui expressar-me de forma relativamente clara. Utilizei uma parte do vocabulário pedido/estudado para o tema apresentado. Preparei a minha apresentação. O meu/voce/ela não foi muito eficaz. Não preparei bem o meu/voce/ela. Não fui muito eficaz. Não fui muito eficaz.
Competente (16-19)	3	Consegui expressar-me de forma clara. Utilizei grande parte do vocabulário pedido/estudado para o tema apresentado. Preparei a minha apresentação. O meu/voce/ela não foi muito eficaz. Não preparei bem o meu/voce/ela. Não fui muito eficaz. Não fui muito eficaz.
Perfeito (20-25)	4	Consegui expressar-me de forma muito clara. Utilizei o vocabulário pedido/estudado para o tema apresentado de forma perfeita. Preparei bem a minha apresentação. O meu/voce/ela não foi muito eficaz. Não preparei bem o meu/voce/ela. Não fui muito eficaz. Não fui muito eficaz.



Co-funded by the
Erasmus+ Programme
of the European Union



Didactics

Teachers began with this methodology in 2017 as observers, while in 2018 they started with their first own project, working on multiculturalism.

Projects always end with a final event, when students present the results of their works with PowerPoints, games, or other products. This approach is focused on social and civil skills and uses the methodologies of project-based learning and cooperative learning. Deadlines are generally small, to help students not to lose themselves. Projects involve both a formative and a summative evaluation. Evaluations use an evaluation grid based on the observation of the activities.





Inclusion

EPAR students come from a wide range of ethnical variety, but the situation does not seem to create problems: according to the teachers and based on what I saw during my mobility, multicultural coexistence works, and the differences are well balanced.

Students' problems rather deal with personal aspects: Covid generated an increase of isolation and anxiety problems, panic attacks, eating disorders. For this reason, students are involved in a project called "Contagem Decrescente", a sort of Mindfulness meditation during which students let emerge their problems and propose strategies.

Co-funded by the
Erasmus+ Programme
of the European Union





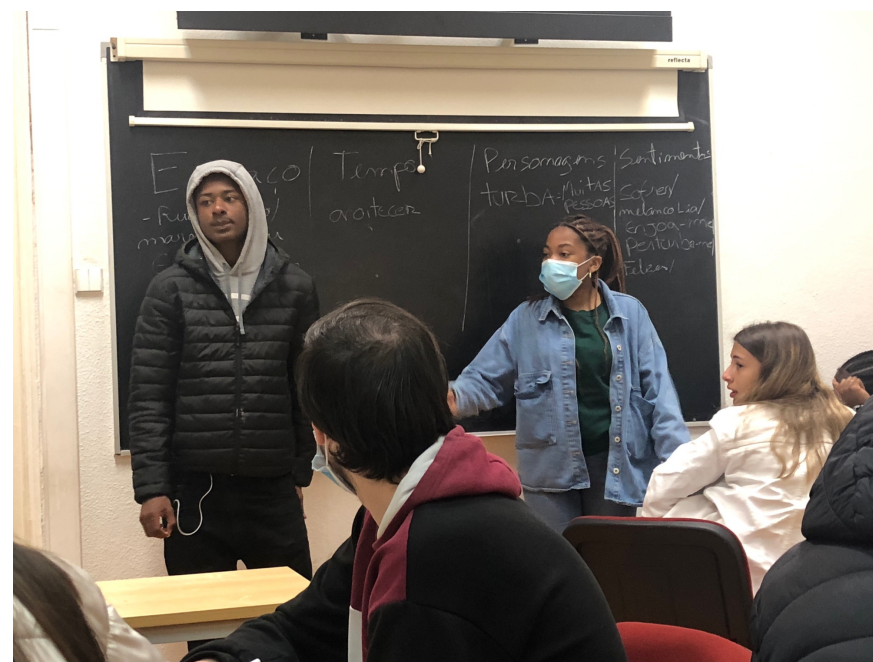
Co-funded by the
Erasmus+ Programme
of the European Union



Inclusion

Now there are no students with special needs, but school would be able to receive them. In case of students with special needs, in Portugal it works as in Italy: there is a specific teacher, especially trained to help those students and support them in their activities.

As for the problems related with cyberbullying, teachers confirm that they are present at any age. In Portugal does not exist, as in Italy, a specific representative teacher, but they deal with the problem both individually, through the psychological help desk, and collectively, with awareness raising project.





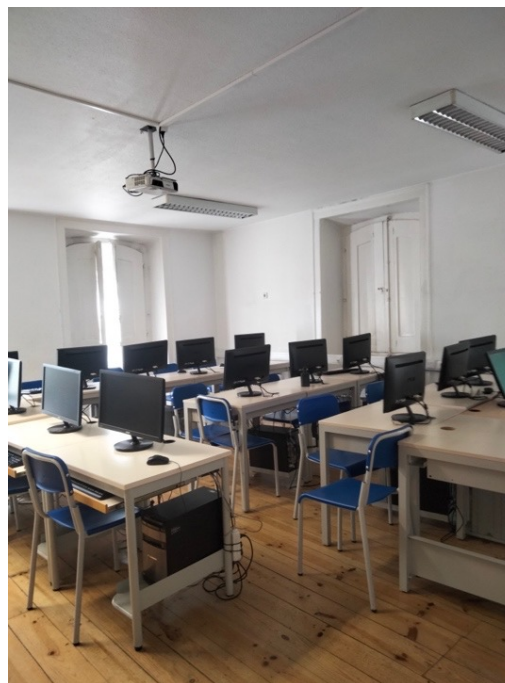
Digital competences



Co-funded by the
Erasmus+ Programme
of the European Union



All the students can use Office suite. Many of them have confidence with Adobe Photoshop video and with the programmes of site building. There are also some specific software related with the different courses: for an example, the students of tourism learn how to use a software for booking management, whose use is part of the school program. During the pandemic lessons were given regularly, using above all Moodle and Zoom platform





My mobility



Co-funded by the
Erasmus+ Programme
of the European Union



Once at the EPAR I was helped by professor Joana Gonçalves, Erasmus coordinator, and by Professor Vanessa Limpo, English teacher and team coordinator of the school: they provided me with useful information about Portuguese school system and showed me the institute and its didactics. Besides that useful information, I had the possibility to visit the school, where I had contacts with many teachers and took part to different lessons. In particular, I had the possibility to attend lessons of “Curriculum autonomy and flexibility” for the first classes about fake news, held by Portuguese and social science teachers: students were engaged and participatory, autonomous in problem solving and in conflict management. In such a context, the teacher was just a supervisor, a director of the activities.





Co-funded by the
Erasmus+ Programme
of the European Union



My mobility

Meeting the teachers of the EPAR, all extremely kind and helpful, promoted the exchange of information: we compared curriculum, methodologies, examinations and evaluations. Moreover, the contact with methodologies, such as cooperative learning and project based learning, helped me to think productively about my activity of teaching and its possible improvements. Participating to their lessons also made me compare my teaching style with the strategies of other teachers, in a constructive exchange then shared with my colleagues once come back to Italy.



Visiting the exhibition



Co-funded by the
Erasmus+ Programme
of the European Union



One of the most interesting experiences of my mobility was visiting, together with teachers and students of the EPAR, the exhibition “Proibido por inconveniente”, organized by the *Diario de noticias*, one of the most important Portuguese daily newspapers. The exhibition was arranged to celebrate the 25th anniversary of the Carnation Revolution, the peaceful transition from Salazar dictatorship to democracy.

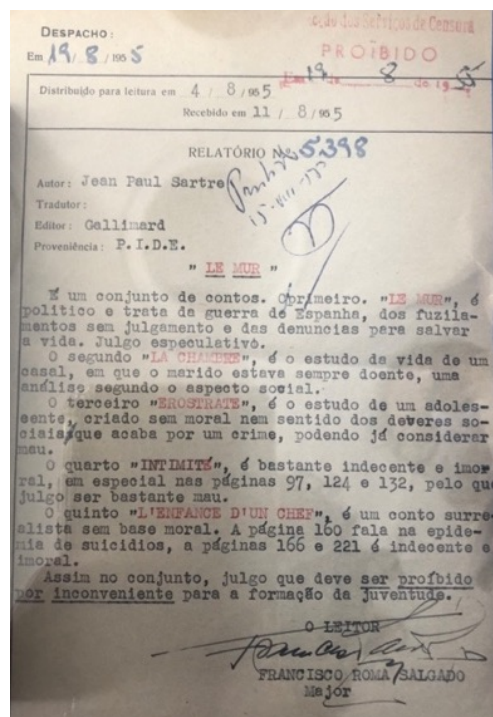




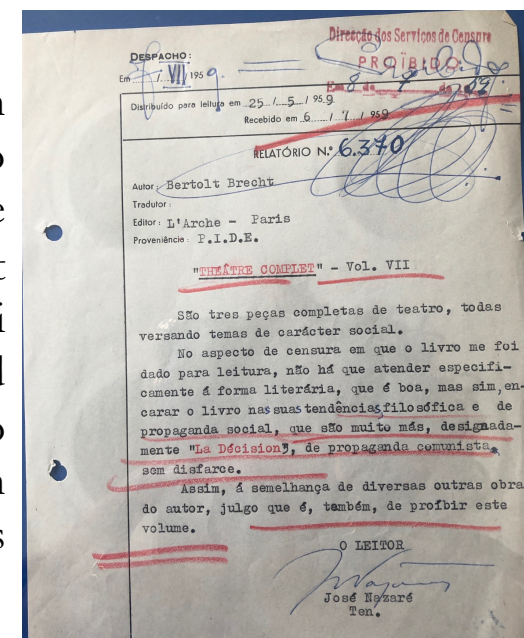
Co-funded by the
Erasmus+ Programme
of the European Union



Visiting the exhibition



I had the possibility to read original sources from Salazar regime, above all letters from politicians to motivate their censorship towards literary works. While visiting the exhibition I spoke with students about Salazar regime, also asking them about Mussolini dictatorship, to integrate their knowledge and underline how the 25th of April is an important day also in Italy: for Portugal it represents the freedom from Salazar, for Italy the freedom from Mussolini and his allies.





The students' exhibition



Co-funded by the
Erasmus+ Programme
of the European Union



Another important moment was the preparation and the opening of students' exhibition about Carnation Revolution. In those circumstances they explained me the meaning of the expression “Revolução dos Cravos”, that comes from the worker Celeste Cairo, who offered to the soldiers some carnation, later put into the gun barrels, thus becoming both a symbol of the revolution and a requirement of a peaceful transition.





Co-funded by the
Erasmus+ Programme
of the European Union



The tour of Lisbon during the Revolution

Another extremely interesting experience was the tour I took part to, together with teachers and students, throughout the places of the Carnation Revolution. The guide of this fascinating journey explained us all the events of that important day, which led Portugal to democracy.





The fair

Co-funded by the
Erasmus+ Programme
of the European Union



In my last day of mobility I took part, together with teachers and students of the host school, to the fair “Profissionaliza-te”, where vocational schools of Lisbon presented their education provided to their possible future students. During the fair I also had the possibility to interview some students about the school, their relationship with teachers, their expectation for the future.





Co-funded by the
Erasmus+ Programme
of the European Union



Competences acquired, benefits for the school

During my mobility I can say I gained many new skills. The first - and most important to me - is the ability to work in a multicultural environment. The school I teach in has few foreign students, so I had never had the possibility of working with students with so many different ethnic backgrounds. It was a very enriching experience, that also helped me to cope with my foreign students. Assisting to the lessons and sharing ideas with colleagues of the "Curriculum autonomy and flexibility" project, I rethought my own teaching and the didactics and pedagogy that lay behind my practice. I certainly got new methods, ideas and cues for me and for my colleagues as well, who will benefit from my experience thanks to internal dissemination. Last, but not least, I saw the good effects of a very informal relationship between teachers and students, that helped me to bring back more informality and a more easy-going approach.





Co-funded by the
Erasmus+ Programme
of the European Union



Dissemination

As internal dissemination, in September at our school will take place different meetings, during which those who had mobility experiences will share them with their colleagues. school system and showed me the institute and its didactics.

As external dissemination, Carlo Bazzi Institute organized, on the 13th of October 2022, (Erasmus day) an event entitled “How to make your school more international”, during which I will talk about my experience through a presentation.