

Migration, Human rights and Intercultural skills in higher education

MEHR Project: Modernisation,
education and Human Rights
ERASMUS + Project

Country Report: PORTUGAL



Title: Migration, Human Rights and Intercultural skills in Higher Education
Lisbon, A3ES & IGOT, 2018

Portuguese contribution to the
MEHR Project: Modernisation, education and Human Rights
ERASMUS + Project

Published by the Agency for Assessment and Accreditation of Higher Education – A3ES
& the Institute of Geography and Spatial Planning of the University of Lisbon - IGOT
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1. The Project

MEHR: Modernisation, Education and Human Rights is an ERASMUS+ project, Key Action 2, Strategic Partnerships for Higher Education running from 2017 to 2019.

The project integrates 3 country teams, from Sweden (coordinator), Portugal and Croatia and the European Students' Union (ESU), the umbrella organisation of 45 National Unions of Students (NUS) from 39 countries. Each national team includes the National Accreditation Agency of each country and a Higher Education Institution (HEI) specialised in the topics of the project.

The Portuguese part of the MEHR project focuses on Human Rights related with migrations due to the historical roots of the country on both outwards and inwards flows of migrants. Furthermore, migration and integration of immigrants and refugees is one of the hot-topic across Europe and covers all areas of the European society and economy, demanding professionals well prepared for multicultural communication and groups or regions in social risk.

Five main Learning Outcomes or topics in Human Rights related to migration have been defined for the Portuguese component of the MEHR project: Human Rights, Citizenship, Social Inclusion, Migration, and Intercultural Communication. The Portuguese part of the Project covers bachelors and master programmes in 3 fields of study: Social Work, Geography and Law.

A3ES is responsible for the Portuguese part of the Project ensuring the link with the Quality Assurance framework. The Portuguese Quality Assurance Agency - A3ES - invited the Institute of Geography and Spatial Planning – IGOT - from the University of Lisbon, to participate in the project as a think tank and high-level research center on migration. The scientific component of the project has been provided by IGOT, which has worked closely with the Agency, in particular with their researchers.

The Portuguese component of the MEHR project is mainly focused on researching how human rights, citizenship, social inclusion and intercultural communication skills and competences are taken into account in Higher Education (HE) in Europe.

Considering the European Standards and Guidelines (ESG) and the Quality Assurance European framework in general, the Accreditation Agencies (QAAs) involved in the MEHR project want to enhance their methodologies of higher education assessment in certain issues with the support of the present project. Student centered learning and the development of a broad set of personal and professional competences by students and graduates for new challenges on employability are the main areas where the QAAs have higher expectations on the project's outcomes.

Although the project focuses on quality assurance procedures connected to human rights' education and to the learning outcomes of programmes that prepare professionals working within some fields where human rights are critical, the project aims at a broader reflection on Quality Assurance and Agencies' accreditation systems in the framework of competence-based higher education.

This is an exploratory study and should be taken as a first step for the Portuguese part of the MEHR project. The authors wish that it could inspire new research and promote new projects and developments.

2. Competence-based Higher Education

The concept of Learning Outcomes and its use on quality assurance has already a long tradition being linked to student centered learning methodologies and the implementation of the European Standards and Guidelines, issued by ENQA (revised version of 2015). The concept of Learning Outcomes associated with the Bologna Process emerged for the first time in the Berlin Communiqué, 2003 (Adam, 2004). "Learning outcomes and 'outcomes-based approaches' have implications for curriculum design, teaching, learning and assessment, as well as quality assurance" (Adam, 2004, p. 3).

Research on teaching and learning processes registered since the Bologna process a growing focus on student learning outcomes; from input-based conceptions (number of classes taken, study time and student workload) towards outcome-based notions of higher education, an evolution is on the move (Birtwistle et al., 2016; Wagenaar, 2018).

The use of the Learning Outcomes approach corresponds, in fact, to a shift from the traditional content oriented to an output-oriented focus on the structuring and planning of higher education programmes. Learning Outcomes are at the core of the evolution from a teacher to a student centered learning and teaching system. HEIs are expected to publish the intended outcomes as well as the assessment tools of the students' learning and the skills and competences acquired besides knowledge, by study programme and units.

The development, understanding and practical use of learning outcomes turned out to be one of the most important pillars of the Bologna process and is linked with the use of ECTS, the Diploma Supplement, recognition, qualifications frameworks and quality assurance in general. Hence, Learning Outcomes should be integrated in quality assurance processes.

The effective adoption and implementation of the European Qualification Frameworks and of the Learning Outcomes perspective on study programme's design throughout countries, institutions and scientific areas registered different developments (Friedrich et al., 2016). Some countries are somehow a step ahead while others show some barriers to the use of those tools. In Sweden, The Higher Education Ordinance, laid down by the Government, states certain requirements for syllabuses for programmes, grades and qualifications, specifying National Learning Outcomes, while this is not the case in the Portuguese law (Fonseca, 2015).

The assessment of learning outcomes in higher education has gained great relevance in the context of quality assurance, although there are not universal models, tools and methodologies to carry it out. Douglass et al. speak of a true "race" to the assessment of



learning outcomes - "the learning outcomes race" - with the growing commodification of tests, for example, in the USA (Douglass et al., 2012).

Some relevant examples of projects and other contributions to this new paradigm can be referred. A former Erasmus+ project focusing on the development of internal quality assurance systems in the HEIs, EIQAS: Enhancing Internal Quality Assurance Systems (www.eiqas.com) brought important outputs, including a Guide to IQAS and a Students' Guide to IQAS with a special focus on student centered learning. The Tuning Project, nowadays converted into The Tuning Academy, has been developing major research all over the world on methodologies for designing and implementing learning-centred degree programmes, since 2000 (www.tuningacademy.org/). The Tuning Academy gathers a wide network of HEIs and research centers in a variety of scientific areas and in different continents.

Another former Erasmus+ project developed a handbook and a toolkit for Internal Quality Management in Competence-based HE published in 2016 with a 3 steps model (Internal Quality Management: Evaluating and Improving Competence-Based Higher Education - IQM-HE, 2016). Step 1 Defining Competences; Step 2 Screening Competences and Step 3 Enhancing Competences. The present Project MEHR is aligned with steps 1 and 2 and will include a guide to be used for enhancing competences in Human Rights by QAAs.

Internal quality assurance systems for competence-based HE are being developed by Higher Education Institutions in close cooperation with institutions in their networks and with Quality Assurance Agencies. The main barriers identified to the expected developments on the use of Learning Outcomes are due to several factors, one of which is quite evident in our project. HEIs have in fact difficulty to understand and use a paradigm that is not completely clearly defined. As will be stressed later on this study, the objectives of the programmes correspond in most cases rather to knowledge than to the development of skills and competences. Old large public universities with more tradition and reputation, as Friedrich et al. state, keep providing, not surprisingly, "more general and abstract descriptions of learning outcomes as this would reflect the historical autonomy that have been granted to universities." (2016, p. 872).

The MEHR project is not intended to go deeper in the quest for L.O. design and assessment methodologies or into the theoretical discussion of the concept or paradigm. For the purposes of the MEHR project, the information that is published by the HEIs as intended learning outcomes or objectives and contents of the programmes and units were all considered as the main focus is the integration of human rights in higher education in a broad sense.

The MEHR project is focused on the incorporation of L.O. and contents on Human Rights in Higher Education in order to better prepare graduates to work in complex and dynamic multicultural societies and create more inclusive HE environments.

Several theories have been developed and a large empirical research has been carried out on culture shock and intercultural contact among higher education students linked with the massification and diversification of higher education and the growth of the number of international and mobile students and academics (Zhou et al. 2008).



Students' awareness of diversity and differences of values, and the need to develop social skills and culture learning have been stressed in several aspects, especially when it comes to the creation of social support to foreign students coming in or going out (Council of Europe, 2003 and 2007). The MEHR Project benefits from some methodologies already developed, recentering the focus on a broader context of migrations at HEIs and beyond, in the society.

If the mobility of students keeps growing and more and more students want to move, getting experience with other cultures and people, it is important to prepare them and enhance their self-confidence and self-sufficiency. The presence of a complex mix of students from different cultures and origins is also important for enhancing the quality of the programmes. Moreover, in these multicultural environments, Human Rights topics can help to implement or reinforce student-centered learning and a collective approach for higher education.

2.1. Competence based education in Human Rights

Within the different perspectives in which human rights can be looked upon, those closely associated to the potentiation of the continuous personal development of individuals and of their social and territorial communities of belonging must be highlighted.

Higher education aims at establishing or enhancing competences for a conscious and responsible agency of people in their environment, at different scales and levels. Those processes also enhance citizenship, an essential dimension in the promotion of human rights. The benefit of the solidary exercise of support among people – individual and collective – corresponds to the link between active citizenship, educative professionalism and people's fundamental rights. This link corresponds to a co-responsibility exercise for social and economic cohesion and environment.

The competency-based education approach emphasizes the outcomes of education and describes the core competencies needed for HE students (Davis and Reber, 2016). According to Pellegrino and Hilton (2013) to achieve full potential, students will need to apply learning and transfer it to new contexts, which no doubt requires deeper learning and tapping into problem-solving, critical thinking, and self-management skills. Several authors have already pointed out that a more diversified society where members come from different cultural and learning backgrounds may present significant challenges when accommodating difference (Modood and Dobbernack, 2013; Sicakkan, Lithman and Frederiksen, s/d).

Considering that cultural diversity is a key dimension of sustainable development (UNESCO, 2009) and that human diversity is driven by migration (Vertovec, 2014; Bove, and Elia, 2017; Ager and Brückner, 2013), migration is an essential object of social and educational commitment in acquiring knowledge and skills to manage human conviviality. This does not rule out investment in social inclusion processes.

Luísa Neto (2015) developed a study on the relevance of Human Rights education for democracy focused in the Portuguese case and the way Portugal is integrated in the international framework of Human Rights enhancement.



3. Portuguese Higher Education System: a brief portrait

Higher education in Portugal is provided at universities and polytechnics (binary system), both public and private. The Portuguese higher education system can be characterised by its dimension, complexity, and territorial dispersion. The four types of institutions, universities and polytechnics, either public or private are dispersed throughout the country; there is a higher concentration of HEIs in both metropolitan areas of Lisbon and Porto, although there are other institutions located in medium-sized cities and small centres in more peripheral areas (Fonseca & Encarnação, 2012). The territorial pattern of the Portuguese higher education system overlaps the Portuguese urban system and the general pattern of regional disparities (Fonseca et al., 2015) (Fig.1).

At present, the Portuguese HE system comprises 113 institutions, 16 in the University public sector, 20 in the Polytechnic public sector, 24 in the University private sector (that includes the Catholic University) and 53 in the Polytechnic private sector. There are about 360 thousand enrolled students, 298 thousand of which are enrolled in the public system (83%) (Table 1).

The university and the polytechnic subsystems are differentiated by their conceptual and formative matrices, although the definition of the borderline has always been rather controversial. Polytechnic institutions are more oriented towards professional training, providing a scientific and technical education more focused on the transfer of existing knowledge to meet today's needs, rather than on the advancement of knowledge to meet the future needs of society and industry.

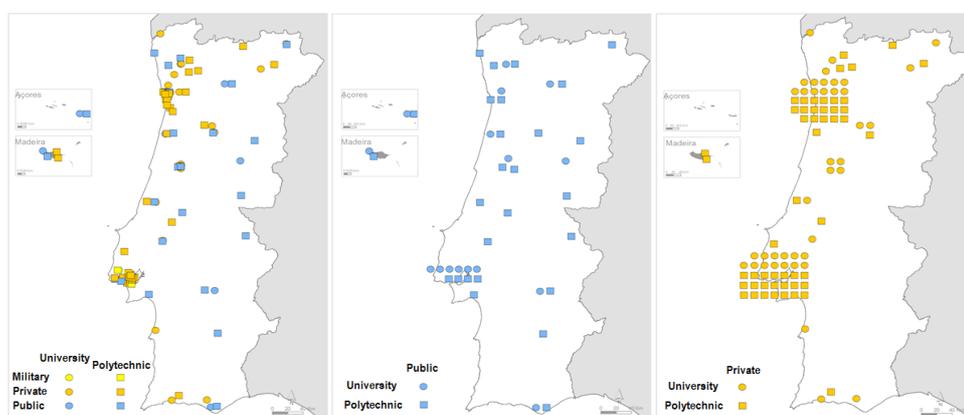


Fig. 1 – The Portuguese Higher Education System (Source: Fonseca & Encarnação, 2012)

The degree structure changed in 2006 to comply with the Bologna process. Universities and polytechnics award the degrees of *licenciado* (bachelor) and *mestre* (master). The degree of *doutor* (PhD) is awarded only at university institutions with qualified teaching staff, adequate facilities and an accumulated scientific experience. The Portuguese higher education system also includes short-cycle higher education programmes in polytechnics, with duration of two years.

Table 1. Students enrolled in Portuguese HE

		2000/01	2005/06	2013/14	2014/15	2015/16	2016/17	2017/18*
Public	University	171 735	171 575	198 380	191 707	185 076	184 698	187 078
	Polytechnic	101 795	103 946	103 274	100 652	105 287	107 732	110 152
	Total	273 530	275 521	301 654	292 359	290 363	292 430	297 230
Private	University	81 544	61 197	44 495	42 666	40 956	40 894	44 048
	Polytechnic	32 629	30 594	16 051	14 633	15 028	15 655	17 641
	Total	114 173	91 791	60 546	57 299	55 984	56 549	61 689
TOTAL		387 703	367 312	362 200	349 658	347 347	349 979	358 919

*Provisional values for the 1st semester

For the MEHR project the three scientific areas in analysis, Law, Geography and Social Work, include programmes in all types of HEIs, although only universities offer Law and Geography. Geography is only offered at public universities. Social work is offered both at universities and polytechnic institutes, public and private. Therefore, this institutional context should be taken into account to avoid a biased perspective.

4. Why are learning outcomes on human rights relevant for HE in Portugal?

4.1. Portugal and the commitment to Human Rights

Portugal holds a long-standing position of commitment to human rights, not only by being a signatory of the Universal Declaration of Human Rights since 1955 but also of other conventions enacted in the scope of the Council of Europe, such as the Convention for the Protection of Human Rights and Fundamental Freedoms, and in the scope of the EU, for instance the Charter of Fundamental Rights of the European Union. Still at the international level, in 2017, Portugal ended a three-year mandate in the UN Human Rights Council and is one of the countries implementing the UN General Assembly Resolution A/RES/70/1 entitled “Transforming our world: the 2030 Agenda for Sustainable Development”, where human rights are a central component. According to international organizations assessing the degree of freedom around the world, Portugal has good scores concerning democracy, press freedom, political rights and civil liberties (Freedom House, 2018; Neto, 2015).

At the national level, in 2010, the National Commission for Human Rights, a body of inter-ministerial composition operating under the Ministry of Foreign Affairs, was created in order to monitor the compliance by Portugal of the Portuguese, European and International laws with the respect for human rights.

Concerning basic and secondary education, Human Rights are part of the Portuguese educational system, being one of the dimensions of the Citizenship Education Guidelines established by the General Directorate of Education in December 2012. According to this document, Human Rights education "... focuses in the wide spectrum of human rights and fundamental freedoms, in all aspects of people's lives..." (DGE, 2013). Other dimensions closely related to Human Rights are democratic citizenship education, intercultural education, education for development and education for gender equality. Despite being considered a very important curriculum area, Citizenship Education is not a mandatory subject and schools have the autonomy to decide if they provide it as an independent subject or not, in the 2nd and 3rd cycles of the basic education (corresponding to ISCED 1 and 2), as defined by the Decree-Law no. 139/2012, 5th July.

In May 2016, through the Order no. 6173/2016, the Portuguese government stressed the intention to develop the area of Citizenship, Human Rights and Gender Equality by establishing the Working Group on Citizenship Education with the mission to conceive a Strategy for Citizenship Education to be implemented in all levels of education of State-run schools.

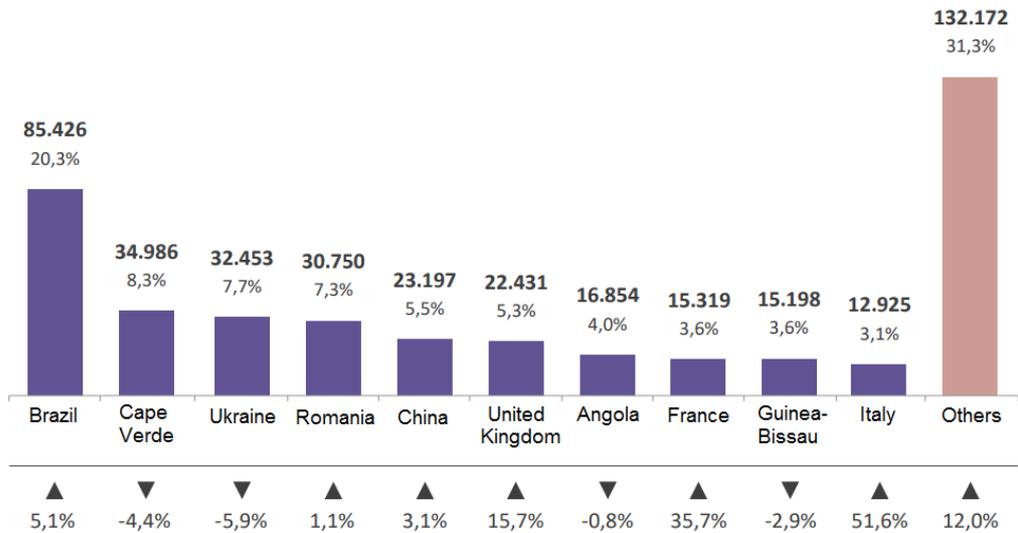
However, according to the Portuguese President¹, despite the high levels of respect for the human rights, democracy and freedom in Portugal, there is still a lot to be done, especially in the areas of justice and poverty.

4.2. Portugal: a growingly diversified society ... with still unsolved inequalities

The long-standing homogeneity of the Portuguese society has been challenged by the labour-related migratory inflows that have reached the country since the last quarter of the 20th century. From a country that for centuries has sent people abroad, Portugal changed its position in the international migration framework and is presently a hosting country with an increasing diversity (Fonseca, 2008; Malheiros and Esteves, 2013).

The slightly more than 421 thousand documented foreign citizens living in Portugal represented, in 2017, 4,1% of the total resident population, a far cry from the 0,33% in 1960 and 1,0% in 1981. According to The Portuguese Immigration and Borders Service (SEF), in 2017, there were 182 different geographical origins among the documented foreign citizens in Portugal. In the same year, the three largest communities are a result of ancient historical and cultural ties with Portuguese-speaking countries but also of more recent flows reaching Western Europe: Brazilians (20,3%), Cape Verdeans (8,3%) and Ukrainians (7,7%) – Fig. 2. EU28 citizens account for 32,5% of the total number of foreigners, with particular relevance for the Romanians (7,3%) and the British (5,3%).

¹ <http://www.presidencia.pt/?idc=18&idi=140273>



Source: adapted from SEF/GEPF (2018, p.13)

Fig. 2 – Documented migrants residing in Portugal, 2017 – weights of the most representative nationalities and 2016-2017 rate of change

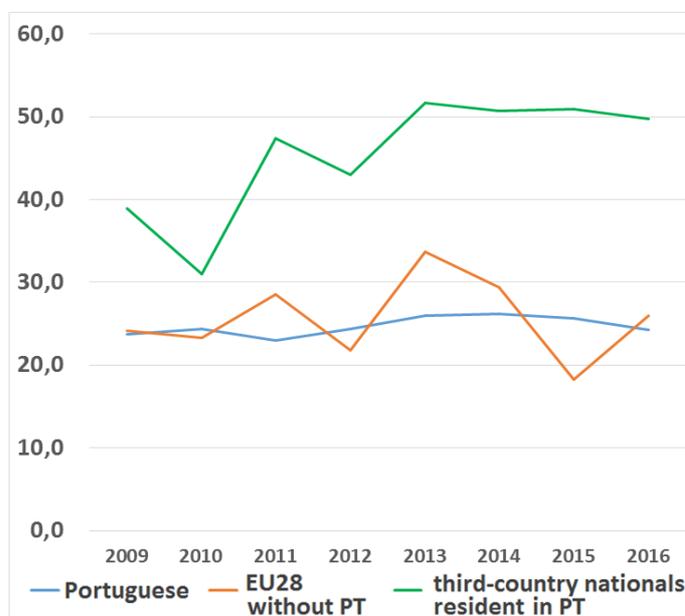
The number of people from the African continent declined (-2,8% in average), with a particular impact on those from Portuguese-speaking African countries (such as Cape Verde, Angola, Guinea-Bissau and S. Tomé and Príncipe), but the acquisition of the Portuguese nationality has been the main basis for this decrease. It is also worth noting the fact that recently a growing number of people of Italian nationality (17% in 2017) have Brazilian origin (SEF/GEPF, 2018).

The Asian communities have traditionally been small but remarkable growth rates can be observed among Nepalese, Pakistanis, Bangladeshis, Indians and Thais, with the Chinese being the 5th largest foreign community in Portugal. As far as diversity goes, it is important to note the presence of a long-standing Romany community living across the country with an estimated population of 37 thousand individuals (Mendes, Magano and Candeias, 2014). They are Portuguese citizens and the overwhelming majority was born in the country.

Despite the progress achieved in political, social and economic terms, especially after joining the EU in 1986, inequalities in Portugal still persist in several areas related to human rights, like income, education and gender. Portugal is one of the EU member states with the highest Gini coefficients concerning the equivalised disposable income (2016: 33,9), close to its Southern European neighbours, like Italy (33,1), Spain (34,5) and Greece (34,3), and quite far from Sweden (27,6), Croatia (29,8) or the EU28 (30,8). Disparities are also found in education attainment: in 2017, 51,7% of the population aged between 15 and 64 had less than primary or lower secondary education (levels 0 - 2) whereas 24,0% of those aged between 25 and 64 had tertiary education (levels 5 - 8). Differences are visible between genders, namely the risk of poverty or social exclusion. In 2016, 26,0% of the women against 24,1% of the men, in Portugal, was at risk of poverty or social exclusion.



The highlighted disparities can also be found among migrants and despite the good results obtained in the several editions of the European tool MIPEX (The Migrant Integration Policy Index), and the efforts conducted by the High Commission for Migrations to promote the integration of migrants and also of the Portuguese Romany population, recent data shows noteworthy differences between these two groups and the Portuguese citizens (Fig. 3).



Source of data: Eurostat

Fig. 3 – People at risk of poverty or social exclusion in Portugal by large groups of citizens, 2009-2016 (%)

Data for the Portuguese Romany population is difficult to obtain, but a study based on a national survey to 1599 individuals (Mendes, Magano and Candeias, 2014) refers that the Social Insertion Income, a monetary support provided by the Social Security to those in need, is together with the family support, the main source of income among Romany families (33,5% and 33,8%, respectively). Thus, apparently the poverty rate is much higher among Portuguese Romany families than among non-Romany families. Moreover, the proportion of families residing in shanties is very high (27,5%), as it is the proportion of families paying a social rent for their dwelling (53,0%).

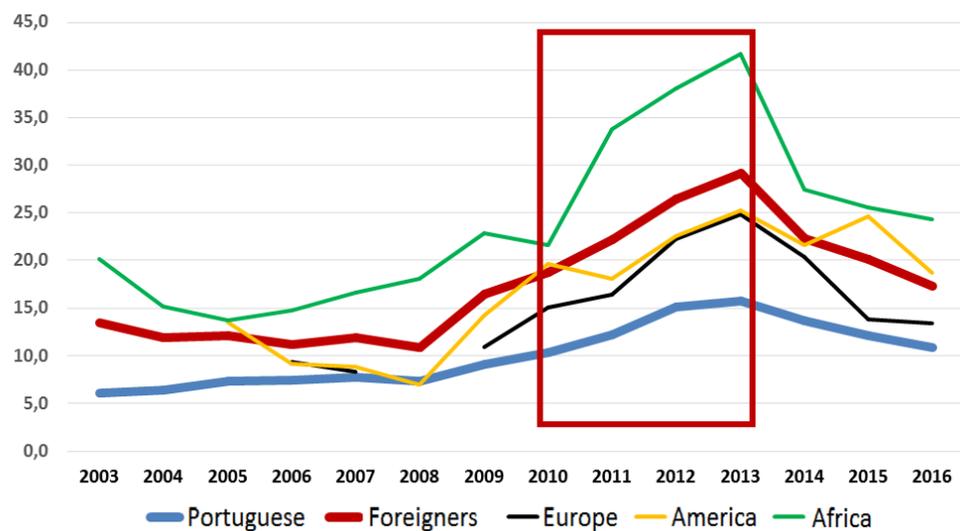
Concerning the migrant population in comparative perspective with the Portuguese nationals, the disparities are evident not just with third-country nationals but also with EU28 citizens. Even when working, the risk of being poor is much higher among third-country nationals than among Portuguese or EU citizens. The in-work at-risk-of-poverty rate of the population aged 18 and over, in 2017, was for these groups 23,8%, 10,6% and 7,1%, respectively. This is closely linked with the labour market incorporation. One can find an overrepresentation of migrants in some sectors of the labour market, especially in jobs with higher precarity, lower wages, and more accident-prone at the base of the Portuguese job classification (Oliveira and Gomes, 2017) like Groups 7, 8 and 9. In 2015, 51,3% of the foreign employees had occupations



in one of these three groups, namely in the non-skilled one – Group 9 (32,3%) – (Oliveira and Gomes, 2017). For Portuguese employees these three groups accounted for 38,8% of the total and Group 9 only had 12,5% of the total number of employees.

Considering the job profile of foreign employees, one would expect workers with low levels of education but this is not what the statistics tell us. There is a significant mismatch between the schooling levels and the jobs performed involving considerable brain waste and certainly different forms of labour market discrimination, issues already identified by previous research studies (Peixoto, 2008; Peixoto and Iorio, 2011; Fonseca and McGarrigle, 2014; Esteves *et al.*, 2017). In 2015, 23,0% of the foreign employees with secondary or post-secondary education and 5,8% of those holding a higher education degree had jobs in Group 9, proportions much higher than that for the Portuguese (8,3% and 1,7%, respectively) – Oliveira and Gomes (2017).

In addition to employment issues, unemployment also differentiates the situation of foreigners. Their unemployment rates remain significantly higher than that of the Portuguese (Fig. 4), and may cover precarious situations (underemployment, informal employment and irregular labour exploitation), which are referred in some news brought by the media and may be considered disrespecting the human rights.



Source of data: INE, Labour force survey

Fig. 4 – Unemployment rates (%): native and foreign population, by geographic origin (series, 2003-2010 and 2011-2016)

Therefore, being signatory of the highest-level conventions and obtaining good results in international comparisons does not necessarily mean that the respect for human rights has been completely achieved in Portugal. Despite the investment made in education, integration and social issues, statistics show us that remarkable differences persist along socioeconomic, ethnic, gender and citizenship lines. As Todd Landman (2004) remarks so well, rights in principle – those enshrined in the law, and rights in

practice – those actually enjoyed and exercised on the ground, can be two different realms, and that is why it is so important to measure them.

The largest numbers of immigrants have been concentrated in the Lisbon Metropolitan Area, in the Algarve and some other urban areas. However, international migration is represented in all parts of the country (Fig. 5), meaning in all cases significant and widespread challenges to the society, requiring adequate public policies and solutions.

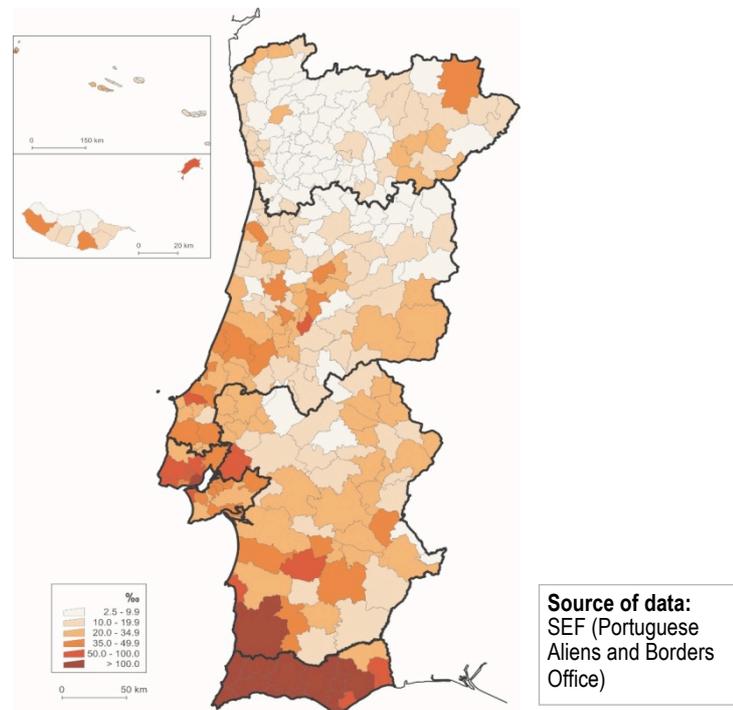


Fig. 5 – Foreign Resident Population per 1.000 inhab. (2016)

Not all immigrants represent labour flows (some are retired or lifestyle immigrants, for example) and even among labour migrants one can find great differences. Naturally, in the face of human rights, it will be important to know the specific conditions of the population and how the learning outcomes of the programmes in HE are suitable to prepare geographers, jurists and social workers.

4.3. Relevance of Human Rights in the training of geographers, jurists and social workers

“Human rights are widely considered to be those fundamental moral rights of the person that are necessary for a life with human dignity.” (Forsythe, 2018, p. 3).

Human rights embody values that emphasize human equality, dignity and liberty, and in their daily professional life, geography teachers, planners, lawyers, jurists and social workers come across situations demanding clear choices and action to prevent human rights from being violated.

Either when teaching about landscapes of power, interpreting maps of injustice or planning the location of infrastructures and facilities, geographers need to have a thorough understanding of human rights, especially those of a more social and economic slant like the access to food, housing, health care or work. Territories are shaped according to the accessibility of social groups to natural and human resources, and negotiations of entitlement, responsibility and power cut across space at distinct geographical scales leading to space inequalities clearly depicted in maps (Laliberté, 2015; Gordon 2012; Mitchell, 2018).

For jurists working in courts of law, registries, international organizations, agencies of conflict mediation, or following the diplomatic career, acknowledging and knowing human rights, namely the civil and political ones, is of utmost relevance for their jobs. Defending citizens who struggle for the freedom of speech and association, or for the protection from arbitrary arrest or detention, or assisting those claiming the right to be presumed innocent until proven guilty according to law, implies a profound knowledge of the legislation dealing with human rights (Landman, 2005; Frankenberg, 2014; Olawuyi, 2014; Neto, 2015).

Likewise, the previous professionals, human rights are equally important for human service professions in general, and for social workers in particular (Ife, 2012). As stated by DeLuca-Acconi (2017, p. 4) “one cornerstone of the social work profession’s mission is to advocate for practices and policies that create conditions that respect human rights in order to create this “better world””. Thus, when working in community development, policy advocacy or activism, social workers may operate in situations of conflict being confronted with issues and dilemmas that require the assessment of human rights infringements, the capacity to make decisions to correct violations and the demonstration of respect for all regardless of their previous conducts (Steen et al., 2017).

Providing a human rights perspective in the training given to geographers, jurists and social workers can strength their work and provide them with a strong basis for an assertive practice in whatever setting, because “the future of human rights depends on agency in context: nothing is set in stone.” (Forsythe, 2018, p. 7).



5. Methodology

The methodology of the MEHR project was initially developed by the three QAAs involved in the partnership and designed with the collaboration of the HEIs and ESU partners, for the application to ERASMUS+.

Some research on the state of the art on the concept of Learning Outcomes and Student Centered Learning has been conducted as well as on Quality Assurance approaches and trends.

The methodology has been applied by the 3 partner countries in a similar way with some arrangements to meet the specific objectives of each country. The Portuguese “leitmotiv” of the project is migration and not only the theoretical framework, but also the learning outcomes have been adequated, as well as the selection of programmes, the scientific areas and some of the questions of the questionnaire for the survey.

There was a selection of a set of Learning Outcomes on Human Rights, with some differences between the 3 countries, in order to meet the specificities of the country focus: violence against women and children, in Sweden, migration and social inclusion in Portugal and teachers training, in Croatia.

Aligned with the focus of each part of the project, different scientific areas were selected in each country. In Portugal, 3 areas were chosen to develop the empirical part of the research: Law, Geography and Social Work. The latter was chosen in the 3 countries of the project and will allow some comparative analysis.

For the Portuguese part of the project, the Institute of Geography and Spatial Planning (IGOT) was invited by A3ES to collaborate due to its large experience and research produced on issues of migrations and social inclusion of migrants and refugees. IGOT is the scientific support of the Project in respect to Migrations and Human Rights relevance for Higher Education in Portugal.

A first general questionnaire was developed and applied in the Swedish part of the Project. The questionnaire was subsequently improved with the contributions of the Swedish partners and adapted to the Portuguese HE system. The Portuguese questionnaire was developed in a bilingual version, with a Portuguese version to facilitate its use, while the English version was maintained for consistency reasons. The questionnaire was delivered to all Higher Education Institutions that offer Bachelor and Master Programmes in the scientific areas selected for Portugal: Geography, Law and Social Work.

The invitation to answer the questionnaire, with a link to the electronic form, was sent to all HEIs, requesting its dissemination to all teachers and students. There were 3 levels of access to the questions, according to the profile of the respondents, student, teacher or faculty director. Three reminders were sent by email, with the links for rectors, directors and presidents of HEIs, Faculties and Departments. There were also phone calls to the programmes’ coordinators and/ or directors of the schools and HEIs to reinforce the importance of the Project.



Firstly, all the bachelors and masters in the three areas under analysis were extracted from the electronic platform of the A3ES since it is the most updated and comprehensive source. All programmes running in Portugal have been accredited by now and are in the Agency data base. An analysis of all study programmes followed and a few number of programmes that were not specifically from the three scientific areas under analysis were excluded. The result was the universe of HEIs and programmes to be covered by the survey. The number of students enrolled in these programmes was extracted from the official Portuguese education statistics, from the General Directorate DGEEC.

In total, the questionnaire was sent to 34 Higher Education Institutions, which represent 102 programmes (44 bachelors; 58 master programmes) and 18894 enrolled students (Table 2).

Table 2. Programmes included in the analysis, by Scientific Area and study cycle

Scientific Domain	Bachelor		Master	
	No. of Programmes	No. of Students	No. of Programmes	No. of Students
Law	19	11780	31	2583
Geography	8	1335	14	304
Social Work	17	2673	13	219

Source: Direção-Geral de Estatística de Educação e Ciência (DGEEC) and A3ES database.

The structure of the questionnaire will be described in another chapter of this report, with the analysis of the results. Most of the questions had quantitative answers with Likert scales; the open questions were analysed with content analysis tools.

Parallel to the delivering of the questionnaire, a deep analysis of the objectives and learning outcomes of all programmes and a sample of curricular units has been conducted and the results were confronted and compared with the results of the questionnaires. The information on the study programmes was collected in a first phase from the electronic platform of the Agency A3ES, using the self-evaluation reports of the programmes, submitted for the accreditation process. Since the accreditation of Law and Social Work programmes was conducted in the academic year of 2011/12, the information was already outdated. It was decided to use the information on the HEIs websites if more complete and updated than that of the self-evaluation reports submitted to A3ES. For the Geography programmes, self-evaluation reports were used since the accreditation process referred to the 2015/16 academic year.

In what concerns the curricular units, for Law and Social Work the analysis was carried out for the courses or units present in the questionnaires, answered by teachers or students while for Geography, because of the dimension of the system and the participation of IGOT, more courses or units were considered.

A first draft report was produced to support a Workshop that took place in Lisbon, at IGOT. The workshop included a World Café with several rounds of discussion. A



synthesis of the report and the results of the workshop were presented and commented by guests at the International Conference in Lisbon, also at IGOT.

The methodology was adequate even though there were several limitations, especially on what concerns the dimension of the sample. HEIs, teachers and students did not participate in a very representative way, bearing in mind the large dissemination and the reminders of the invitation to participate. Human rights are taken for granted but do not motivate much action, when answering this kind of questionnaires is required. Several participants mentioned that the questionnaire was very long. In what concerns the participation in the international workshop and conference the same occurred; several registered participants were not present.

The development of a common methodology in the three countries and the launch of a bilingual questionnaire were highly valued by all participants and stakeholders and were considered a good practice.

The involvement of students was achieved in a twofold manner; by the survey and by participation in the events of the project. The participation of the students in the questionnaires was significant, specially from law students but, in general, students did not come to the events, neither for the workshop, nor for the Conference. Students usually do not feel comfortable to participate when teachers are present.

The European Students' Union however, was very active in the events.

The selection of good practices or relevant examples is still going on and will be completed in the Final Project Report.

6. Learning Outcomes in Human Rights in Portuguese Higher Education

6.1. Learning Outcomes in the programmes' public information

The first step of the study was the screening of the syllabuses of all the bachelor and master programmes in Law, Geography and Social Work, in order to assess the presence of Learning Outcomes in Human Rights in general and for the 5 topics defined for the Portuguese part of the MEHR project: Human Rights, Citizenship, Migration, Social Inclusion and Intercultural communication. The self evaluation reports of the programmes of the selected scientific areas, extracted from the electronic platform of A3ES and the analysis of the public information on the programmes available on the websites of the corresponding institutions were analysed.



It is possible to identify four main types of study programmes that correspond to the model developed by Friedrich *et al.* (2016: p. 880). Some study programmes follow neither the national nor the European Qualification Framework and have their own structure to define the objectives or learning outcomes and contents; they correspond to the category 0 of Friedrich's model (Friedrich *et al.*, 2016: p. 880). A second category corresponds to the study programmes with a very short description or abstract information on subject-specific goals. A third category corresponds to the study programmes with a description that defines subject-specific goals using its own words, albeit short and moderate. A fourth category covers the study programmes for which the descriptions provide detailed / long information on learning outcomes, which are aligned with the descriptors of the Qualification Frameworks, translated into the characteristics of the corresponding disciplines.

The last category included but a few examples. Most of the programmes are described in the HEIs websites using very little references to Qualification Frameworks or even L.O. formulations.

Public information on the Learning Outcomes of the programmes, courses or units, in fact, is not very strongly developed; most study programmes have a description formulated with a marketing perspective, announcing the advantages of enrolling in the programme, more than giving accurate information on contents or intended learning outcomes. There is a certain “commodification” on programmes advertising.

Objectives and characteristics of the programmes include, in most cases, contents, theories and theoretical approaches in the scientific field of the programme and evidences of high-level research on the discipline, as well as the existence of a highly qualified teaching staff rather than on the intended learning outcomes.

A study programme is a project and learning outcomes should be the structural elements of the presentation of this project (Adam, 2004). This is, however, rarely the case.

Not only human rights should be at the core of education but also having a multicultural education should be, nowadays, a human right (Rios and Marcus, 2011). There are multicultural environments in classrooms and students need to get aware of new ways of being, as well as of new ethics and concepts of global citizenship. Teachers can be the drivers of the change with new approaches.

The information on the programmes is quite poor on Learning Outcomes, but it is important to look at it as a starting point of the research. This information was also very important for the analysis of the results of the questionnaires and the organisation of the international Conference and Workshop.

Even though there are large differences in the way Portuguese Higher Education Institutions publish the objectives of the programmes, related to the nature and paradigms of each discipline, topics on Human Rights are present in most of the bachelors and master programmes in the 3 fields of study included in our sample. In fact, contents in Human Rights do exist in Portuguese Higher Education in the fields of Law, Geography and Social Work although not properly emphasized; they are formulated in a very diverse form.



For example, Social Work references on social policies and social management linked with social disparities and social inclusion are closely linked to a human rights perspective but it is quite difficult to identify those learning outcomes at the core of the programmes. Furthermore, one could not find in any of the public information of those programmes an international perspective of the curriculum. Geography focuses more strongly on Migration; Law is more focused on Human Rights and Citizenship, while Social Work has a stronger emphasis on Social Inclusion, with some relevance on Citizenship.

Within the academic autonomy, teachers have a large freedom and a high responsibility in the design of the programmes. They stay at the core of the process of integration of Learning Outcomes in Human Rights in Higher Education and could be the drivers of change. Nevertheless, teachers can be simultaneously barriers. More active teachers with a research-oriented practice (Tack and Vanderline, 2014) have more autonomy and include Human Rights in their units more easily. In fact, teachers are a critical element in Human Rights integration in HE.

6.2. Learning outcomes in Human Rights in Law and Social Work programmes

Based on the analysis of the public information on the programmes, objectives, syllabuses, etc., the following tables include the existence or the absence, implicit or explicit of the selected 5 learning outcomes in Human Rights, in all the bachelor and master programmes on Law and on Social Work in Portugal. We considered the wording as it appears in the websites without a subjective interpretation. For Geography a different approach was applied, based on the self-evaluation reports of the study programmes, at the moment of the external evaluation process carried out by the Agency A3ES (during the 2015/2016 academic year).

In the Law programmes, there are practically no references on Human Rights either explicit or implicit (Fig. 6). There are some exceptions, as for example, a Master in Human Rights at the University of Minho that has explicit Learning Outcomes in the five selected topics, and a Bachelor degree at the University of Lisbon that has some explicit references on Human Rights or a Master on Children and Family Rights has some references to Children's rights. Beyond those references there are some implicit Learning Outcomes in Citizenships in some programmes, explicit references to communication for prisoners or legalisation of refugees.

For example, the objectives of some programmes anticipate human rights related contents: “ *in addition, [name of the programme].. aims to promote the acquisition of transversal competences, essential to the professional practice (eg linguistic), as well as the integral formation, from the human and ethical point of view, of individuals who ... contribute generically to the development and wealth of the society in which they are inserted.*”

Other examples: “*...without ever neglecting the contribution to the formation of the person and the citizen;*” “ *...legal training in all areas of law that interfere with the main values of life in society...*”; “*This degree will transform you into a jurist with a*



global and integrated training, whether in the technical-legal or dogmatic, ethical dimension, humanist and cultural horizon.”

From the text of the objectives of some programmes related to conflict mediation and forensic issues it is also possible to infer that they include the development of intercultural communication skills although this is not explicit stated: *“To deepen the knowledge of the various branches of law, taking into account the immediate processes of globalisation and social transformations;”*

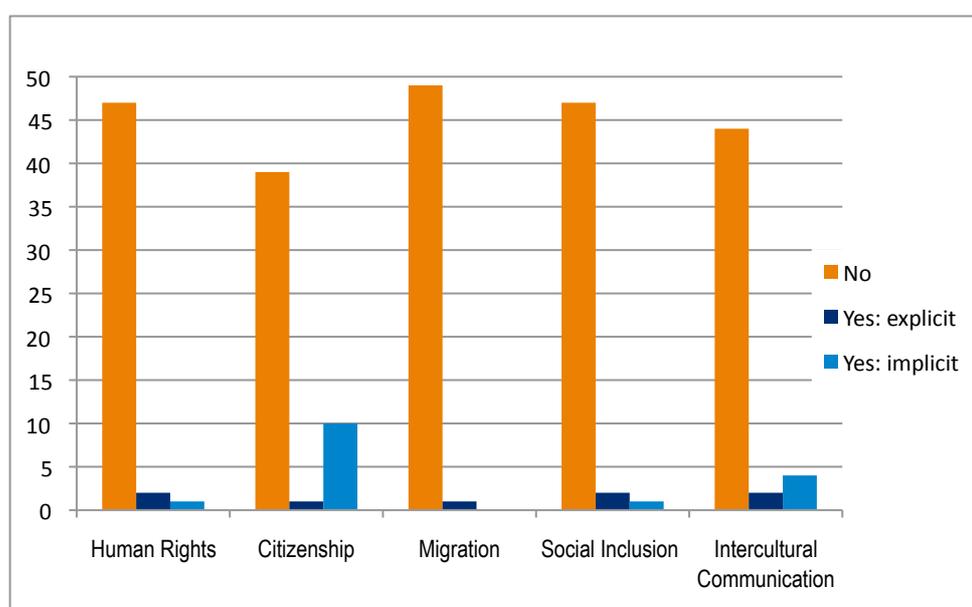


Fig. 6 – Learning outcomes on Human Rights in bachelor and master programmes in Law

As for Social Work, the presence of Learning Outcomes on Human Rights is much stronger and more visible, above all for Citizenship and Social Inclusion (Fig. 7). References on Social inclusion were present in all programmes except two. Paradoxically there were practically no references to migration.

Learning outcomes in Human Rights in Social Work programmes are described however, at a very general level. Some exceptions were found as is the case of the master in Risks and Violence in Today Societies: Analysis and Social Intervention of the Universidade Lusófona, that is expected to *“Provide transdisciplinary approaches of the problems of children and youth, women and elderly in a context of violence.”*, or two other master programmes focused on the social intervention in childhood and youth at risk of social exclusion.

Some risk groups appear in the objectives of Social Work programmes but not refugees, migrants or minorities and other e social excluded groups related to migration.

Taking into account the relevance of migrations in Portugal and the issues related to the integration of migrants, their presence in the syllabuses of the programmes in Social Work was expected.

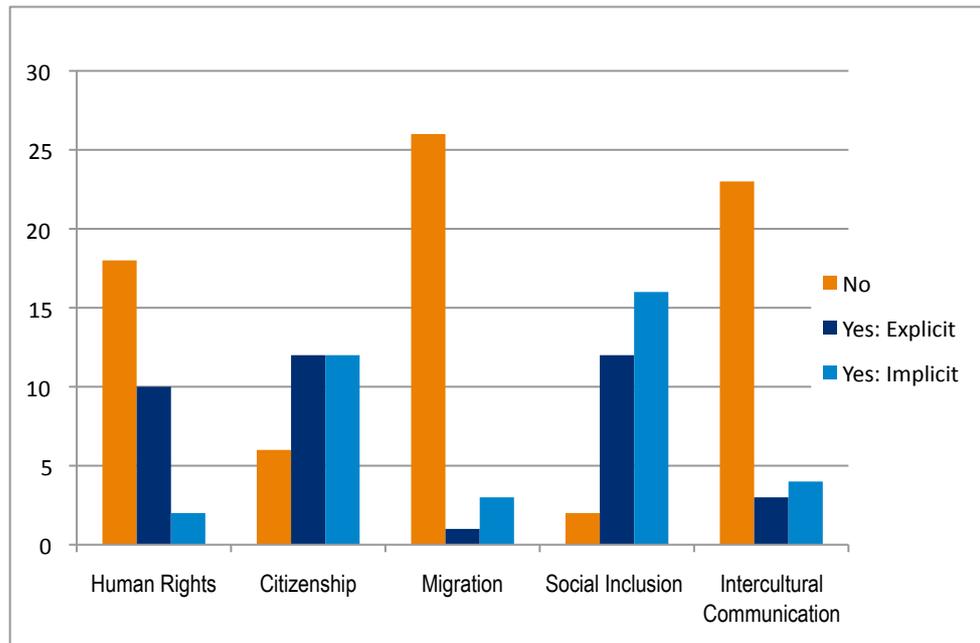


Fig. 7 – Learning outcomes on Human Rights in bachelor and master programmes in Social Work

6.3. Learning Outcomes in Human Rights in Geography programmes in Portugal

Geography programmes got a different approach, first of all because the Portuguese part of the MEHR project related to migration and multicultural environments. The self-evaluation reports from the accreditation process were also considered because they were updated, while the former ones, from Law and Social Work dated back from the 2011/12 academic year, as referred before. In addition, the public information on the websites of the HEIs that offer Geography programmes were also analysed, like in the other two areas.

We looked for contents concerning the topics of Human Rights, Citizenship, Migration, Social Inclusion and Intercultural Communication in the syllabus description and in the lists of Goals and Learning Outcomes of all Geography bachelors and master programmes.

A broad concept of Geography was considered. This “broad” scientific area refers to Territorial domains (Regional, Local, Urban), Policies (public), Planning, Development and Management, involving also appliances to these domains, like Geographical Information Systems (GIS), and also thematic areas close to the interests of Applied Geography, such as Tourism and Health, designations found in the names of the programmes that were analysed. After considering the programmes, a deeper analysis of the courses and units followed.



After this screening of all bachelors and master programmes in Geography, a deeper analysis of a set of courses was carried out. The selection of courses was based on the questionnaire launched to all HEIs; all courses of the Geography programmes identified in the answers of the questionnaire were considered. Table 3 presents the number of programmes that gathered answers in the questionnaire, by the corresponding University. These are the universities that offer the above-mentioned programmes: Porto (Faculty of Arts and Humanities – FLUP), Coimbra (Faculty of Arts and Humanities – FLUC), Minho (UMinho), Lisboa (Institute of Geography and Spatial Planning – IGOT) and the New University of Lisbon (Faculty of Social and Human Sciences – UNL/FCSH).

Table 3. Number of responses obtained in each school according to bachelor and master courses in Geography

Names of the graduations and masters according to the responses (with corrections and adjustments)	FLUP	IGOT	FLUC	UMinho	UNL / FCSH
Graduations					
Geography	3	10	1	—	—
Planning and territorial management	—	4	—	—	—
Tourism, Territory and Heritage	—	—	1	—	—
Geography and Planning / Regional Development	—	—	—	2	—
Geography and Regional Planning	—	—	—	—	10
Masters					
Not specified (the name was not specified)	—	2	—	—	1
Human Geography: Globalization, Society and Territory	—	5	—	—	—
Physical Geography and Territorial Planning	—	2	—	—	—
European Policies: Development and Socio-territorial Cohesion	—	3	—	—	—
Geography teaching	—	2	—	—	—
Human Geography, Planning and Healthy Territories	—	—	1	—	—
Geography	—	—	—	1	—
Territorial Management (different profiles)	—	—	—	—	5

There is an almost complete absence of Learning Outcomes or contents on Human Rights as such, and a very weak presence of the other topics (between 13% and 19%) (Fig. 8). These figures refer to both implicit and explicit contents. While the former were identified through text interpretation, thus involving a certain degree of subjectivity, the latter were direct evidence of the topics under analysis.

Concerning Citizenship only two situations were identified – only bachelors – one of which presented as Learning Outcome, “promoting an attitude of culture and active citizenship” (explicit outcome) and the other one, included as Learning Outcome, “to contribute to a reasoned intervention guaranteeing social justice (...)”. This latter was



considered implicit, although there is some risk that this deduction might be speculative; we are presuming that the “reasoned intervention” may include the geographer’s work in articulation with other actors, some of whom in citizenship participation to ensure social justice.

Regarding Migration, the cases identified corresponded to explicit contents within the Learning Outcomes of two masters of the Universty of Lisbon. On the other hand, Social Inclusion is only implicitly visible in three master programmes focusing on "inequalities and social exclusion", on "processes and expressions of spatial injustice and segregation in urban environments" and in "intervening to solve regional and urban problems".

Intercultural Communication could only be considered as an implicit content on two bachelors: one suggesting the promotion of "intercultural dialogue" and the other aiming at increasing "communication capacity, intercultural and interpersonal relationship".

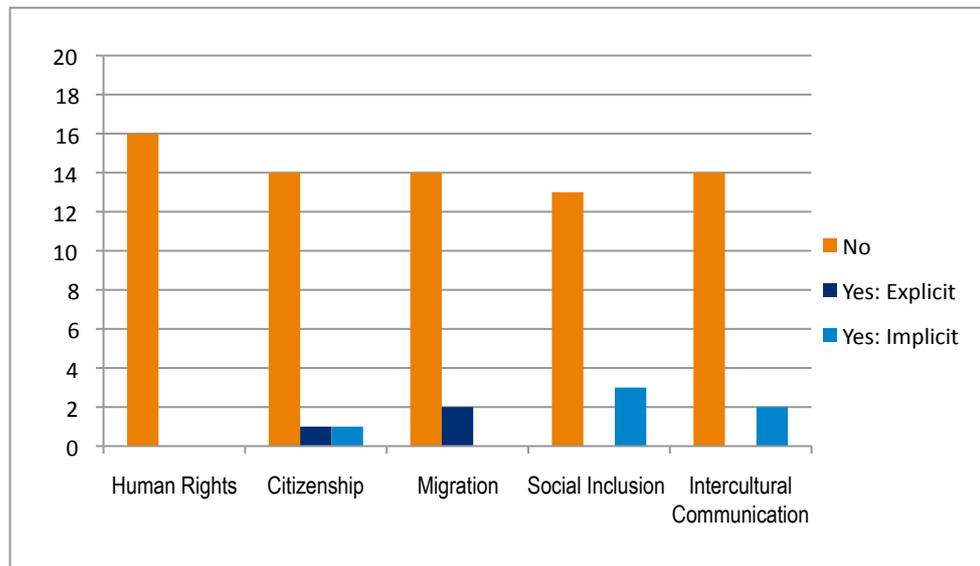


Fig. 8 – Learning outcomes on Human Rights in bachelor and master programmes in Geography

The observation of the presence of the same Learning Outcomes in Human Rights was carried out in the analysis of the syllabuses of the courses of the 16 undergraduate and master programmes in the broad scientific area of Geography.

A first general screening shows that only 6-7% of the 334 courses contain references relating to Citizenship, Migration and Social Inclusion, besides the residual presence of Human Rights and Intercultural Communication. However, while Migration is represented mainly with explicit references, the opposite happens with Social Inclusion: 83% of the references are only implicit, which is essentially due to the wording concerning this theme (some examples: social exclusion, fight against poverty, deprivation, "inclusion and marginality" ...). Citizenship shows a greater balance between explicit mentions and expressions of implication (Table 4).

Table 4. Distribution of the courses analysed in the broad scientific area of Geography

L.O.	Bachelor	Master
Human Rights	0	1
Citizenship	12	9
Migration	19	2
Social Inclusion	11	12
Intercultural Communication	1	1

Among the bachelor and master programmes, the contents concerning Citizenship, either explicitly or implicitly, establish the relation of this concept with theoretical aspects, including epistemology ("geographies of citizenship", "nation, nationalisms and citizenship"), with issues concerning integration or social inclusion ("integration models, citizenship and belonging (...), migrant integration and citizenship"), or also with contributions to knowledge about citizen participation, stakeholder dynamics and planning ("Citizenship and urban policies", "(...) strategic planning, public participation and citizenship", "(...) of participation and stakeholder involvement"), or also on citizenship in education ("education for citizenship", "environmental education [and] (...) sensitization of society").

The contents related to Citizenship are linked mainly to the guidelines for territorial planning (Table 5) and, by extension and inherence, to the guidelines for the planning and territorial management. Citizen participation, individually and in an organized manner, is a component of modern governance implied in the continuous preparation of the territorial conditions. It is important to remark that the territory is assumed as space of powers and also for the exercise of power relations, so often involving the weight of Citizenship in the issue of (dis)empowerment, and also of the greater or lesser levels of people's public participation. On the other hand, Geography, while studying spaces or territories (together with History) is taken as an instrument of ideological configuration of citizens (Lacoste, 1976; Santos, 1978).

Table 5. Contents of the broad scientific area of Geography courses, relating to Citizenship

Categories / contexts of approach	Bachelor	Master
Theoretical issues of Geography, including the epistemological	2	1
Issues on integration or social inclusion	1	1
Approaches on people's participation, on the actors' dynamics and/or planning	8	6
Link to education (geographical, environmental...)	1	1

It is also possible to see that the theoretical aspects, including the epistemological ones, but also those associated with social problems (integration or social inclusion) and with the role of education, are identified in the contents related to Citizenship. Although with less weight, they reflect the assumed importance of how Geography thinks about

itself, reflexivity about the meaning of science and its practitioners in a demanding society concerning adaptation and response of higher education and research. That reflexivity is also seen on the concrete forms of how this response can materialize for the activation of a certain "educated citizenship": education/training and study of conditions promoting integration or social inclusion.

Concerning Migration, the explicit or implicit form of its presence in the broad scientific area of Geography was mainly found at the bachelors' level and it was focused on population movements (Table 6). This fact is related to (fundamental and applied) Geography's most basic function, that is, to know the most decisive factors in the territory's conditions and dynamics (people and their features, people living in groups and in spaces where they move, at different scales) in response to social, economic and political interests.

This is followed by contents related to public policies and planning, as well as social inclusion and security, and the issue of multi- or interculturality, inherent in the diversity of people and in the challenges placed by differences and difficulties of continuous interaction for inclusion and social resilience. Finally, and with a similar weight, one can find the theoretical issues, for reasons partly similar to those mentioned for Citizenship and partly because of the need for conceptual and contextual knowledge about human groups and its implication in the territorial conditions, changes and dynamics.

Table 6. Contents of the courses of the broad scientific area of Geography, relating to Migration

Categories / contexts of approach	Bachelor	Master
Theoretical issues of Geography, including the epistemological	4	2
Descriptive and featuring issues concerning population	13	1
Relation with politics, integration, social inclusion, multi/interculturality and security	6	1

(a) Some of the figures, including the total, overcome the number of courses due to diverse situations of double classification

Concerning Social Inclusion, the contents in the programmes of the broad scientific area of Geography are largely implicit (only explicit in one bachelor and in 3 masters) in the approach to issues such as poverty, exclusion, culture and gender. These are followed, in half of the cases, by the impact on social policies and cohesion. Only in four masters a clearly theoretical framework can be found (Table 7), since the topic of social inclusion is more deeply studied at the masters' level.

In all cases, poverty and exclusion are clearly the dominant themes, since they are linked both to the perspectives for a better description of socio-economic problems and to the inclusion and cohesion policies (economic, social and territorial).



Table 7. Contents of the courses of the broad scientific area of Geography, relating to Social Inclusion

Categories / contexts of approach	Bachelor	Master
Theoretical issues (of Geography or social sciences)	0	4
Poverty, exclusion, culture and gender	8	9
Policies and social cohesion	5	4

(a) Some of the figures, including the total, overcome the number of courses due to diverse situations of double classification

Summing up, the programmes in Geography include contents related to human rights although with a little expression; they are relevant only in approximately 7% of the courses of the sample.

Geographic education however, should be considered an education process for an active citizenship, which is supposed to involve practices to respond to socio-territorial problems or challenges (Healey, Pawson and Solem, 2010). Concerning social inclusion, its relevance is essentially related to applied human geography and planning. Migrations are only partly addressed in human rights-related perspectives, since the main focus is the study of population and their movements, in space and time. There is however room for improvement in this topic and new perspectives should be encouraged. The same applies to inter-cultural communication. Maybe teachers consider it more adequate for other fields, like languages, education sciences or social work. Even in planning courses there are only few references in these topics.

6.4. Some reflections on the public information of the programmes

The assessment of the presence of Human Rights related issues in the syllabuses of the bachelor and master programmes in Law, Geography and Social Work shows a very diverse scenario.

Learning Outcomes in Human Rights, Citizenship, Migration, Social Inclusion and Intercultural communication are differently present in those programmes, both in an explicit or implicit way.

Most of the syllabuses or objectives of the programmes are not formulated based in outputs or learning outcomes, even when highlighting the relevance of scientific research associated with the programme; the dominant pattern is a presentation of the benefits of enrolling in the programme, like facilities, easy employability, mobility possibilities or international networks.

In the Law programmes, it is very difficult to identify explicit learning outcomes in Human Rights in general, whereas in Geography, they are present in a more explicit way, when linked to migrations and planning, and in Social Work they are present in almost all of the programmes but at a very general level and focused on social inclusion and citizenship nearly ignoring migration issues.



It is important to stress that in the project's international workshop, some participants brought a critical perspective to this exercise on the presence or absence of Learning Outcomes in Human Rights in Higher Education programmes. The participants highlighted that society, families, students and even teachers have more expectations on the acquisition of knowledge at universities than the development of personal competences and skills. Graduates are expected to be experts in their scientific area, like engineering or physics and not human rights activists. Another idea voiced by participants was that teachers stay at the core of the evolution of higher education but, they are more focused on, or they feel themselves, usually more responsible for the scientific contents of their units and programmes than on their agency as social transformers. The presence of Human Rights in Higher Education in Portugal is still very dependent on the individual teacher by now.

7. Learning outcomes: perceptions of teachers and students

7.1. Sample survey to teachers and students

As has been mentioned before, the analysis of graduations' and masters' learning outcomes and also of the courses' syllabuses in the scientific areas of Law, Social Work and Geography was complemented with a survey questionnaire sent to all the students and teachers in these three scientific domains. The questionnaire was launched in a bilingual version, English and Portuguese (Annex 2) and included the five main Learning Outcomes established for the Portuguese part of the project. Therefore, it was structured in order to ask how *human rights, citizenship, migration, social inclusion and intercultural communication* skills and competences are taken into account in Higher Education.

The structure of the questionnaire is essentially as follows:

- Context
- Introductory questions: *Does the programme include ...?*
- Aims and content of the programme: *Are there explicit intended learning outcomes for ...?*
- Teaching methods and examination: *Is teaching about the following areas integrated ...?*
- Teachers and their qualifications: *Who teaches about the following areas in the programme? ...*
- Concluding questions.
- Good practices, comments on the questionnaire, availability for workshop, etc.

There were quantitative questions for evaluation in a Likert scale or yes / no and open questions for qualitative answers.

Open questions were analysed with a content analysis method. Categories were identified and the number of references counted.

The questionnaire was structured so that the different type of respondents had differentiated access to the questions; programmes' coordinators should access more questions than teachers and students. Students were supposed to answer to less questions and in some of the questions they were invited to answer with their perceptions and not as responsible for the units.

The response rate was very low, despite the broad dissemination of the questionnaire. In fact, as can be seen in Table 8, 13 (37.1%) of the contacted higher education institutions did not submit any response, neither from the teachers nor from the students. Despite this, there are differences between the three areas of study, being Law and Geography the ones that registered, respectively, the smaller and greater percentage of answers.

Table 8. Basic characteristics of the sample survey to teachers and students

	Geography	Law	Social Work
No. HEI to which the questionnaires were sent	7	12	16
Public	6	5	11
Private	1	7	5
Responded questionnaires (validated in brackets)	53 (52)	71 (69)	48 (47)
HEI which have answered	5 (out of 7; 71.4%)	7 (out of 12; 58.3%)	10 (out of 16; 62.5%)
Public HEI which have answered	5 (out 6)	2 (out of 5)	7 (out of 11)
Private which have answered	0 (out of 1)	5 (out of 7)	3 (out of 5)
Answers from Bachelors (validated in brackets)	31	36	39 (38)
Answers from Masters	21	33	9
People who answered the questionnaire			
Programme's Coordinators	6	6	5
Teachers	22 ^(a)	20 ^(a)	27 ^(a)
Students (students' representatives in brackets)	28 (3)	53 (4)	22 (2)
Other (neither teacher (or Prog. Coord.) nor student)			1
Bachelor Students (students' representatives in brackets)	18 (1)	22 (3)	17 (2)
Master Students (students' representatives in brackets)	9 (2)	29 (1)	5
Curricular Units referred	22	20	35

Source: Sample survey to teachers and students

^(a) Some of the teachers are also programme coordinators.



Regarding the composition of the respondents, it should be noted that the number of responses from the teacher and the student was 74 (42.8%) and 99 (57.2%), respectively, although there were differences in the proportion of teachers and students who answered the survey in Law, Geography and Social Work (Table 9).

Table 9. Questionnaire on Human Rights in Higher Education: Number of respondents by scientific area

Programmes	Teacher		Student		Total	
	No.	%	No.	%	No.	%
Geography	26	48.1	28	51.9	54	100.0
Law	20	28.2	51	71.8	71	100.0
Social Work	28	58.3	20	41.7	48	100.0
Total	74	42.8	99	57.2	173	100.0

A more balanced distribution between teachers and students (48.1% and 51.9%, respectively) can be found among Geography programme respondents. In the Social Service programmes the sample is composed of 58.3% of teachers and 41.7% of students. In the programmes of Law, the sample is mainly composed by students (71.8% of the total number of respondents).

In a more detailed analysis, by institutions and scientific areas, it was possible to observe that some HEIs were more active in their answers, signaling a higher level of development of human rights topics in their bachelor or master programmes.

7.2. Inclusion of learning outcomes in Human Rights in the case-study programmes

All programmes in the three scientific domains include teaching on Human Rights related to all of the considered topics, in one or more courses or modules. There are however differences between the three case-study scientific areas (Fig. 9).

Respondents from Social Work programmes registered the highest values on the five topics reaching almost 100% in Human Rights and Social Inclusion topics.

Law registered also high figures, except for migration and intercultural communication. As will be referred later, when the open questions are explored, Law programmes present much more topics or issues related to migration and intercultural communication that would be expected from these quantitative results.

Geography is by far the most different area. Although human rights as a topic per se is rarely included in the Geography programmes, citizenship, migrations and social inclusion are. It may look contradictory, but it means that Geography programmes do

approach diversity and multicultural environments and necessarily include issues related to new forms of society organization where human rights are present. The concept of Human Rights is more generalist and respondents may have associated it with theoretical contents.

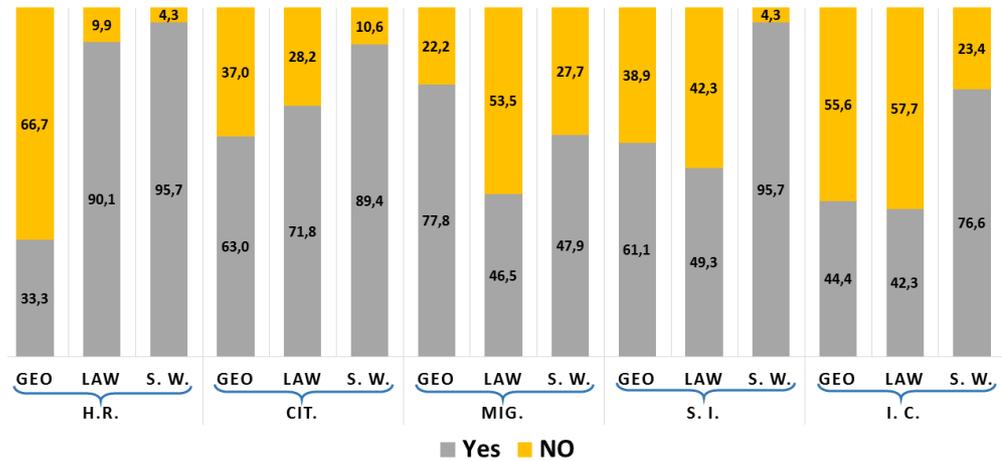


Fig. 9 – Does the programme include teaching about these areas? (%)

At programme level, there are not always explicit learning outcomes on human rights, in all of the three areas (Fig. 10). Geography again, is the most different area. According to the respondents, there are no learning outcomes in human rights and intercultural communication at all. It looks quite paradoxical since in this area there is teaching on migrations and social inclusion. The perceptions of the respondents however do not include them, maybe because they are associated with theoretical approaches as already mentioned.

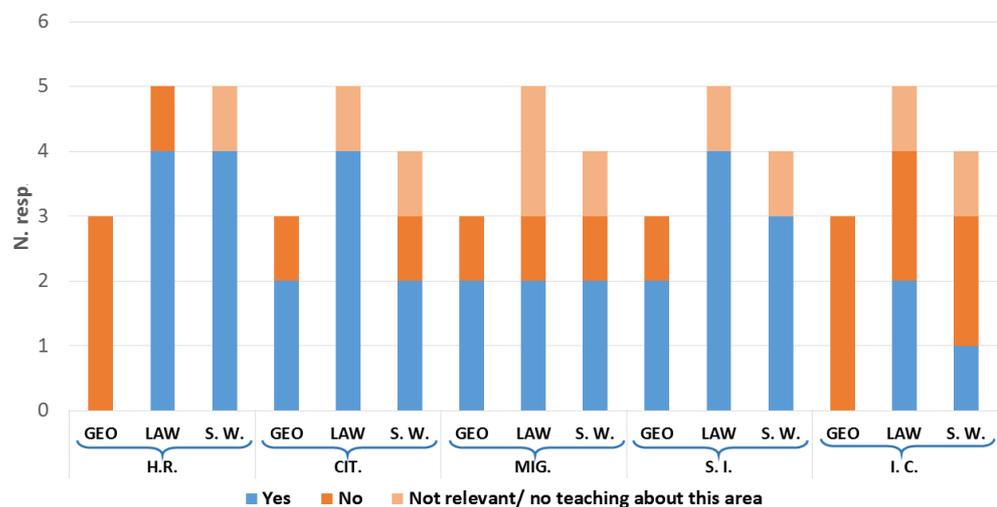


Fig. 10 – Are there explicit intended learning outcomes for teaching about these areas in the programme as a whole?

When asked about the level of relevance of the contents on human rights of the programmes, respondents recognize its relevance in general but there are large differences, ranging from a minimum of 35,14% for geography in human rights, to 94,12% on social inclusion, in Social Work. Again, Geography differs the most with the highest value for migration with nearly 73% (Fig. 11).

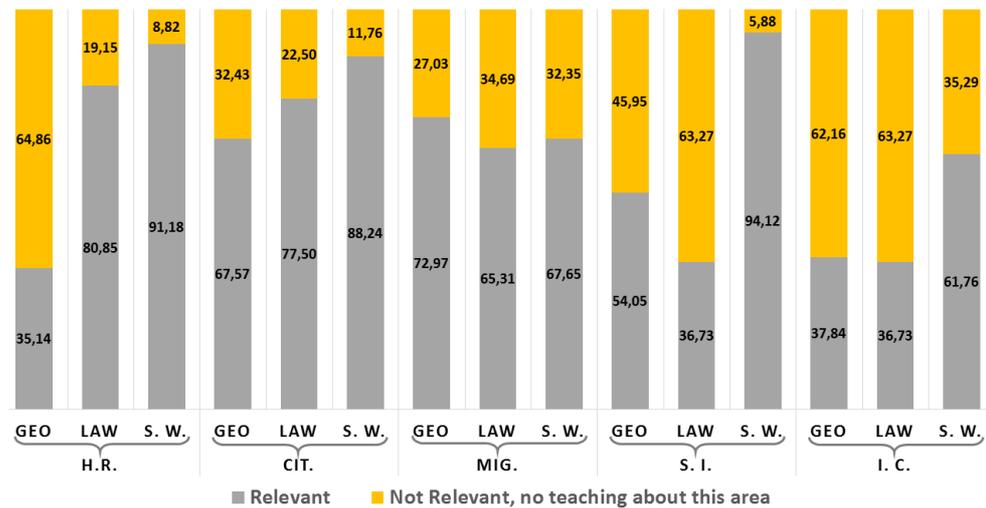


Fig. 11 – Relevance of the contents in teaching about these areas

Law and Social Work reached much higher values in one or more learning outcomes in human rights.

The results are consistent with the nature and specificities of each discipline. This is very important for the MEHR project in order to be able to find the best approach to integrate learning outcomes in Higher Education.

7.3. Theoretical versus Professional approaches on teaching and learning on Human Rights

Issues on human rights in the three scientific domains have both theoretical and professional approaches according to the results of the questionnaires. Law and Social Work perceptions show a balanced share, although Social Work has a higher focus on professional aspects. Law respondents express a higher theoretical orientation. Both Law and Social Work believed that human rights aspects are very relevant in teaching. Geography on the other hand, shows a less relevant presence of the human rights topics in teaching, whether theoretical or practical (Fig. 12).

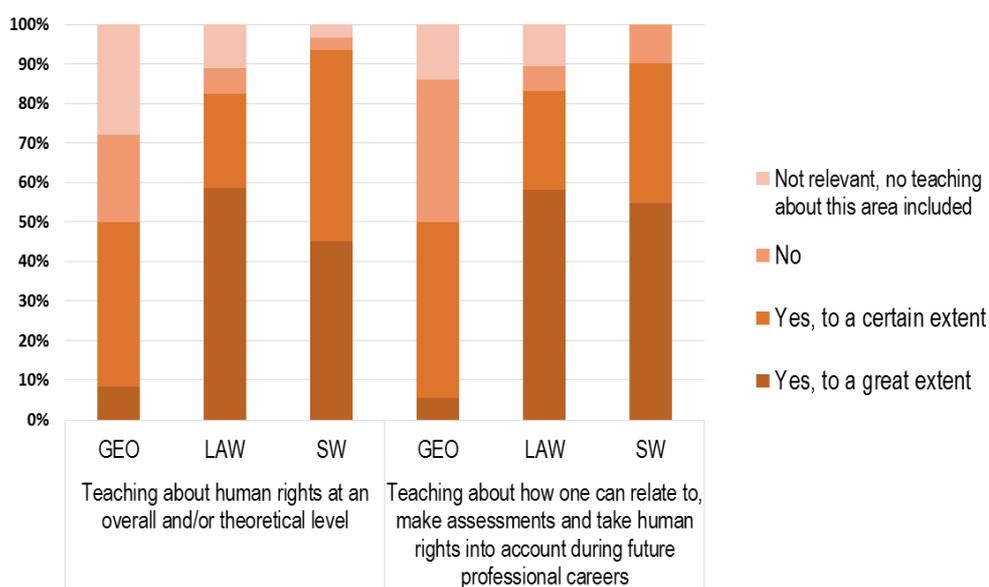


Fig. 12 – Are these aspects included in teaching about HUMAN RIGHTS?

When it comes to citizenship, the results are quite different. Issues on citizenship in the three scientific areas have both theoretical and professional approaches but are less relevant in Law and Social Work than the former topic (human rights). In Geography the opposite occurs. Citizenship is relevant in theoretical or practical teaching. Social Work shows the higher scores, both in theoretical and practical teaching (Fig. 13).

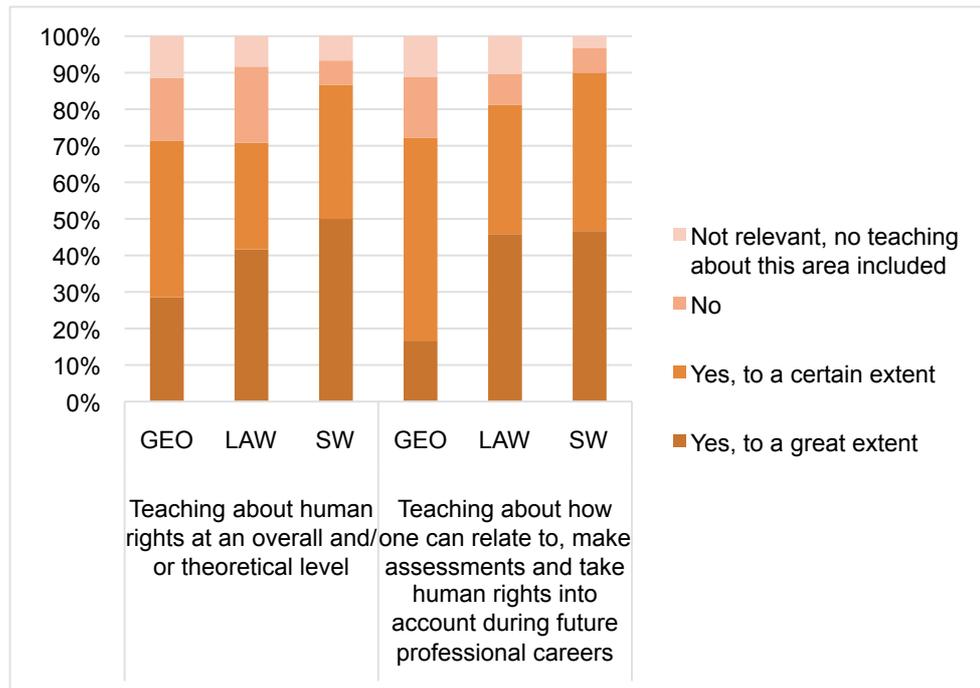


Fig. 13 – Are these aspects included in teaching about CITIZENSHIP?

The migration topic, as could be expected, registers the higher scores in Geography, both in theoretical and professional teaching. It is important to stress the importance of migration in the theoretical component in the Geography programmes. Law and Social Work respondents also mentioned the existence and relevance of migration issues, but to a lesser extent than Geography. These results are somehow contradictory to the former questions on the presence or not of Learning Outcomes in human rights. The open questions also confirmed the presence of the topics as will be described later (Fig. 14).



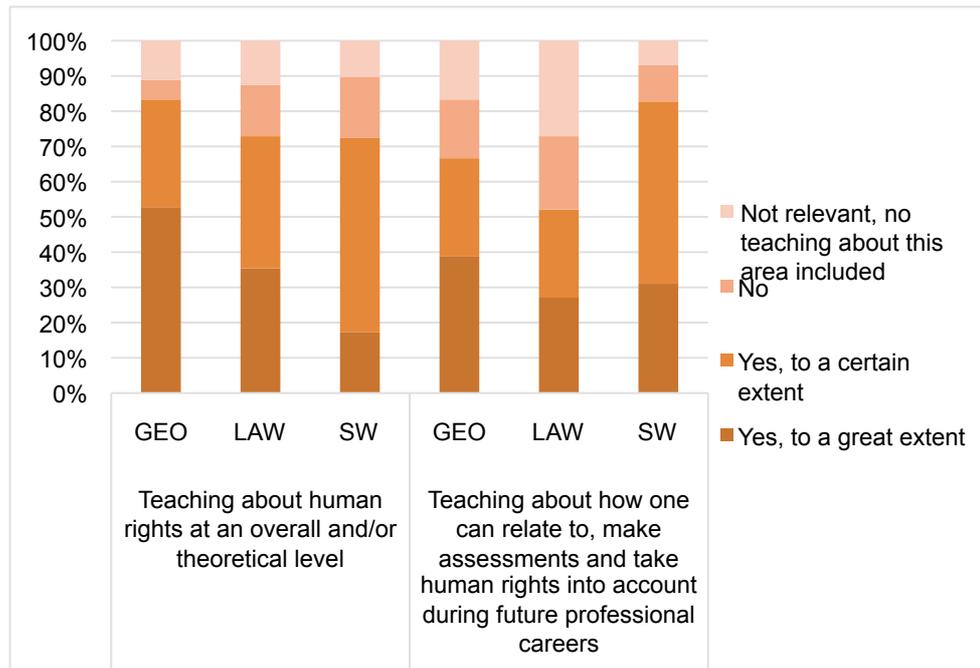


Fig. 14 – Are these aspects included in teaching about MIGRATION?

The same question on the relevance of teaching applied to social inclusion shows the particular nature of Social Work with the higher scores, both in the theoretical and practical approaches (Fig. 15).

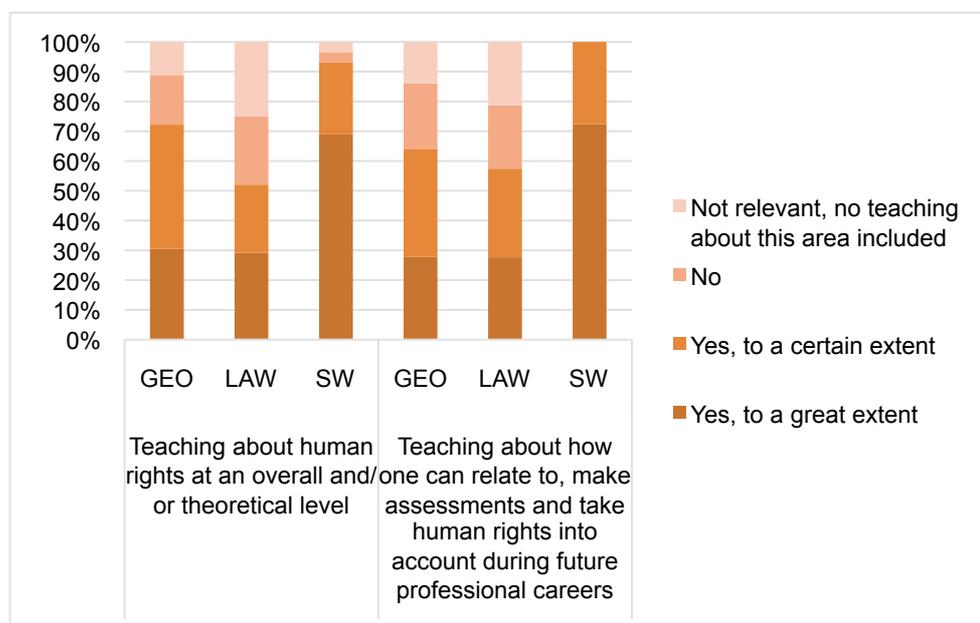


Fig. 15 – Are these aspects included in teaching about SOCIAL INCLUSION?



Finally, considering the topic of intercultural communication, the same question on the relevance of this topic for teaching shows a more balanced situation although with higher values for Social Work (Fig. 16). It is important to keep these results into account when one looks at the results of the open questions. There are some contradictions that will emerge with noteworthy relevance. Social Work seems to have a more theoretical approach to all the topics, not mentioning some of the hot-topics of the day linked with migrations, immigrants and integration of refugees, in the open questions, comparatively to the respondents from Law and Geography.

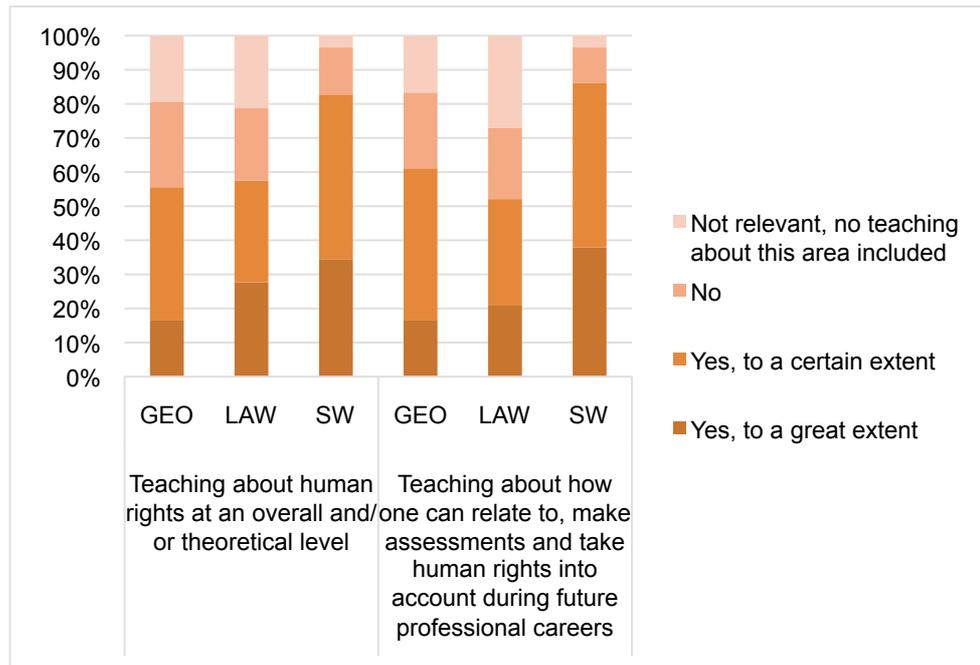


Fig. 16 – Are these aspects included in teaching about INTERCULTURAL COMMUNICATION?

7.4. Teaching methods and examinations on Human Rights issues

The questionnaire included several questions about teaching methods and examinations. First, it was asked if there are reading lists on human rights and if the readings are mandatory or optional. The results show a very diverse landscape. All areas include reading lists in all learning outcomes in human rights (Fig. 17). In general, Law and Social Work programmes have more mandatory reading lists than Geography. Geography’s highest score is in migration. Social Work registered the highest figure on mandatory reading lists in social inclusion, which is understandable. These results go in line with those obtained in the content analysis of the open questions. As will be explained later, for Law and Social Work, human rights remain at the core of those disciplines. The way they are integrated in Higher Education, however, varies widely.

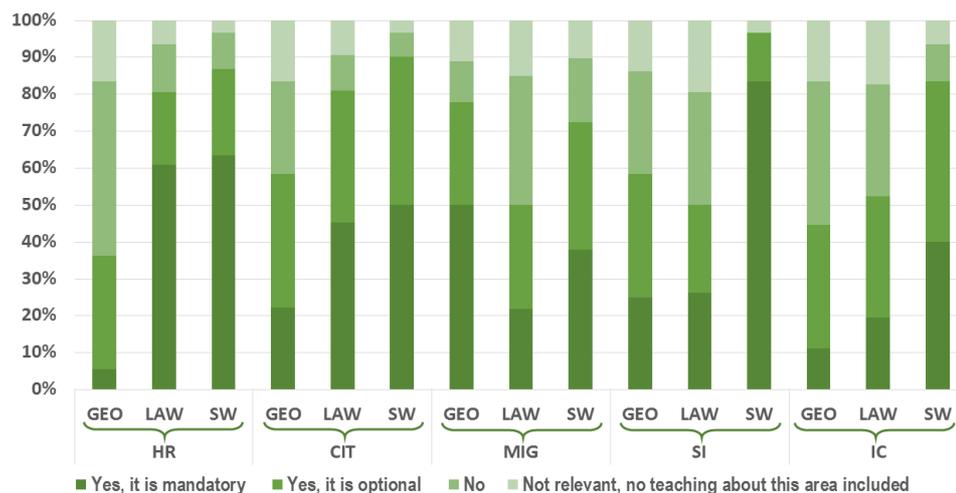


Fig. 17 – Are READING LISTS included for the teaching about these areas.

In what concerns the way the topics on Human Rights are taught there is also a large variety of models, ranging from being integrated in all or in some of the courses of a programme, to be a completely separate topic in courses or modules (Fig. 18). Human rights in Geography and intercultural communication in Social Work are the topics where the separate or mixed offer is more relevant. In all other situations, the integrated model is dominant.

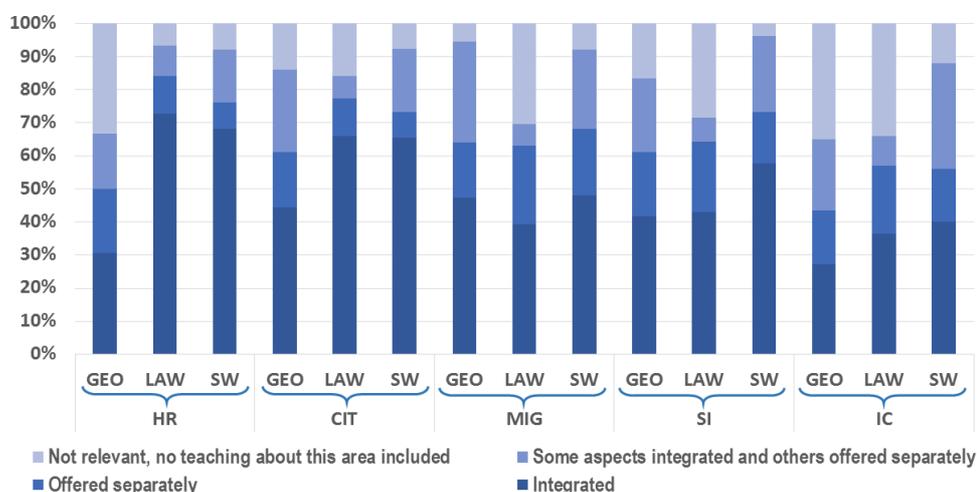


Fig. 18 – Is TEACHING about these areas integrated into other courses or offered as separate courses or sections of courses?

On the forms of teaching, there were six main categories in the questionnaire. Not surprisingly, the traditional methods are still dominant. In fact, lectures and seminars stand out very strongly (Fig. 19). Individual work and written tasks, group work and

self-study of texts have a quite relevant share, although much lower than the lectures and seminars. This data leads one to think about the implementation of new methods of students' centred learning and competence-based higher education. The results however are consistent with other questions already analysed and with the results of the analysis of the open questions.

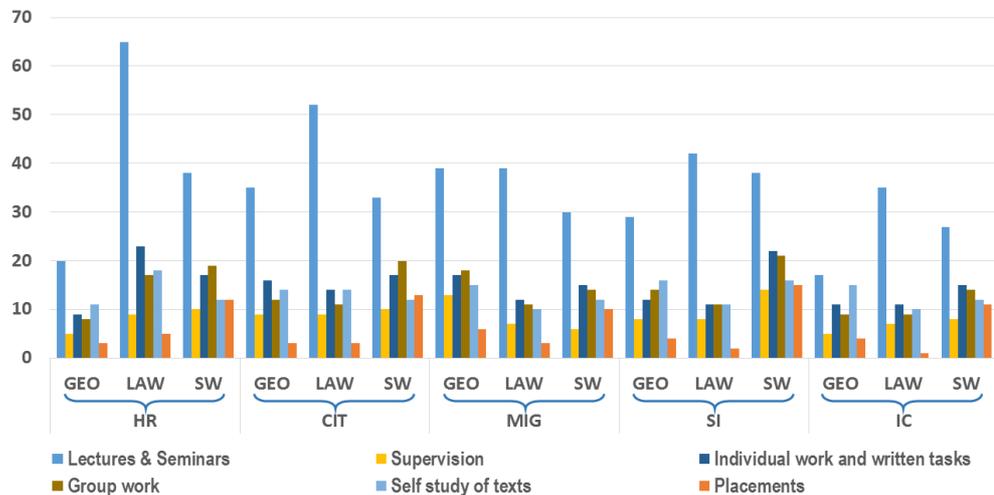


Fig. 19 – What form does teaching about these areas take.

As assessment methods, examinations in all aspects are still very relevant, especially in Law and Social Work. In fact, although examinations are no longer the only or almost the exclusive method of assessment, they still have a very significant weight. The answers should however relate only to human rights and some results are difficult to understand when considered separately. Geography is an exception; examinations play a much less relevant role and the dominant pattern is examinations on some aspects (Fig. 20).

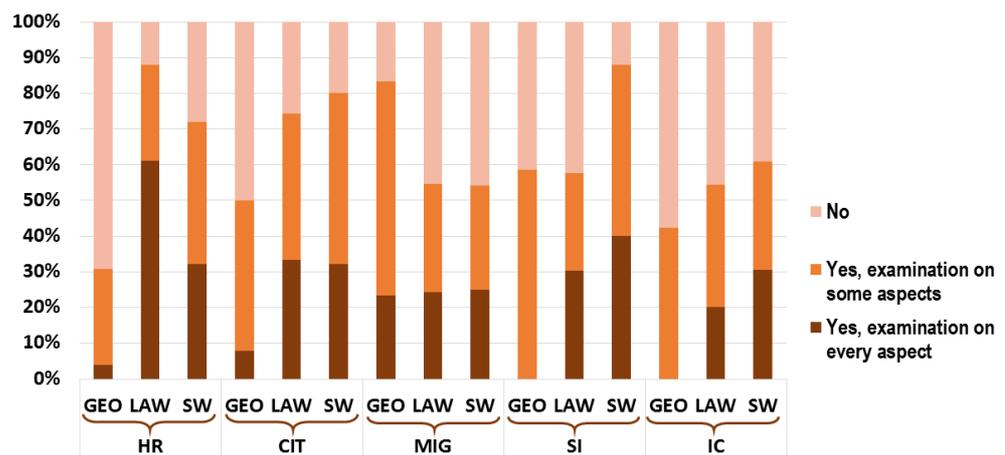


Fig. 20 – Do students take examinations in these areas?



7.5. Future trends

When asked if changes in the contents or teaching about human rights were being planned, quite surprisingly, most of the teachers and programme directors that responded to the questionnaire declared that they were not thinking of implementing any (Fig. 21).

Since there were not very high proportions of the presence of human rights topics and learning outcomes in the programmes, a different result was expected. On average, more than 70% of the respondents do not intend to introduce any changes in their units, modules or programmes.

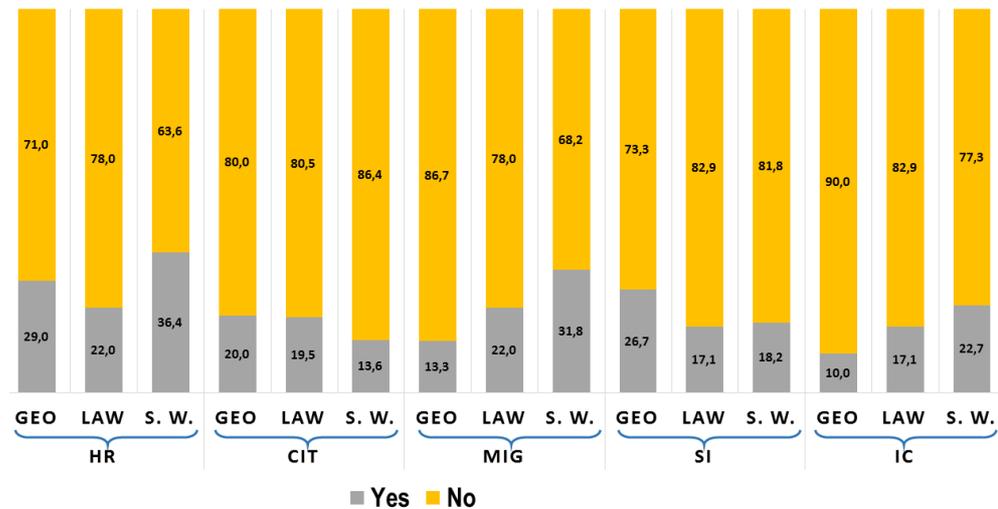


Fig. 21 – Do you plan any changes concerning teaching about these areas?

For those that declared that they planned to change some aspects, however, the results of the questions on the changes they intended to carry out in the future are very rich (Fig. 22).

Law and Social Work intend to increase the theoretical component in some topics; all courses intend to include new topics or contents or update the present ones, in all of the selected five learning outcomes in Human Rights. Almost all of the programmes also plan new strategies, methodologies, processes and resources for better learning quality in all the topics; Geography is the exception concerning Human Rights in general. Although with a small weight, some programmes and just for some of the topics, the intention to develop the articulation between themes, modules or even courses was referred.

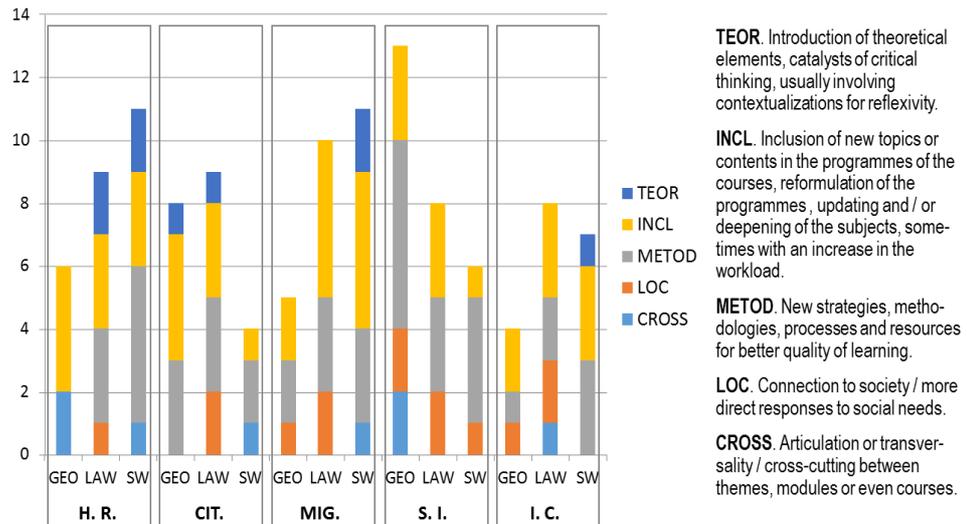


Fig. 22 – Planned changes concerning teaching about these areas. What changes?

7.6. The perceptions: open questions and qualitative data

The questionnaire included several open questions about the contents on Human Rights. A content analysis was carried out with all the answers in text format for Question 8 (Q8) and Question 9 (Q9). The methodology used for this content analysis was quite simple and ran as follows: the first step was the definition of categories. Different researchers of the team went through the texts for classification and the results were compared afterwards, with a second round of reviews by the team.

Ten categories were identified, as described in Table 10. There are two main types of references on the learning outcomes of the courses or programmes. The larger number of references corresponds to knowledge contents, including concepts, or organisations and rules and theories. These knowledge contents were broken down into several categories.

The second type of contents, related to competences or skills development, was also classified in different categories, beyond competences and skills development, such as policies or public engagement.

The categories emerged from the wording of the answers and were tested by several rounds of analysis by different members of the team in order to minimize biased judgements. Conclusions must be however, taken with caution, considering the dimension of the sample and the profiles of the team's researchers, more familiar with Geography than with the other areas. The results were, however, consistent with those from the quantitative analysis and the outcomes of the workshop and international conference.

Table 10. Categories of the content analysis of Q8 and Q9 of the questionnaire

	Examples	Learning Outcomes Typology	Abrev.
1	Human Rights: concepts. Fundamental rights. Human rights, social rights, children's rights, the right to justice, the right to education, the right to housing, rights, discrimination, social equality, equity, citizenship. National jurisprudence on Human Rights.	Concepts in Human Rights / Fundamental Rights	CONC
2	National and international institutions and organizations related to Human Rights. Public and private international law; conventions; treaties. International Jurisprudence in Human Rights. Political science. International policy. Geopolitics and globalisation.	Political Science, Politics and the International Context in Human Rights.	INT
3	Policies related to Human Rights: social, environmental and other policies. Social protection. Territorial / spatial planning, regional and urban planning, biodiversity promotion, urban policies, cities, coastal areas. Sustainable Development / Development Policies.	Policies (social, economic, spatial planning...)	POLI
4	Development / acquisition of skills in human rights for the profession of graduates in law, geography or social work. Communicational and relational skills. Barriers in communication and cultural understanding. Development of practical work on human rights issues such as refugees.	Competences development.	COMPET
5	Different cultures and multiculturalism. Diversity. Intercultural and citizenship education. Clash of cultures, dialogue, mediation and intercultural education. Self-concept / self-knowledge; intrapersonal intelligence and communication and relationship with others. Attributed / conquered identity, social representation, sense of belonging and otherness. Society, culture and identity. Ethnocentrism.	Multiculturalism, diversity, identity, dialogue, mediation...	COMUNIC
6	Migrations	Migrations	MIGR
7	Social inclusion / exclusion (also in the territorial component). Stigma and (social) labeling. Racism and xenophobia. Fighting against discrimination.	Social Inclusion / Exclusion	INCLU
8	General Theory of Law. Fundamentals of Law. Philosophy of law. History of Human Rights. Legal Anthropology.	Theory / theoretic	TEOR
9	Refugees (legal framework, economy, European policy). Policies for the prevention, suppression and punishment of human trafficking.	Refugees	REFUGI
10	Public Participation / Civil Society.	Public Participation	PARTICIP

Since there were large differences between the number of references identified in each category (Annex 1), a normalisation of the values of each one was carried out with a conversion to a 0-100 scale in each series, to allow a better analysis. Those normalised values were used in the graphics (Fig. 23 and Fig. 24).

The results clearly indicate that, in general, teaching and learning are still based on the acquisition of knowledge and description of contents, more than on the development of competences, which is quite surprising when it comes to Human Rights. Regarding the contents of the courses, we can see that the concepts in Human Rights are dominant, both in mandatory and optional courses.

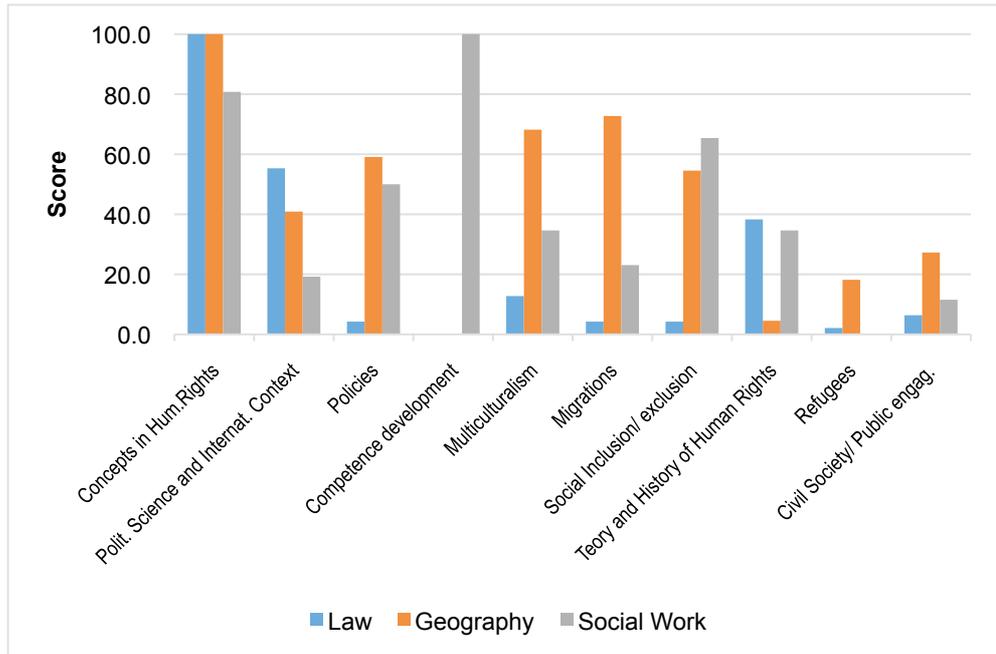


Fig. 23 – Learning Outcomes in Human Rights in the study programmes of Law, Geography and Social Work in mandatory courses (Q 8)

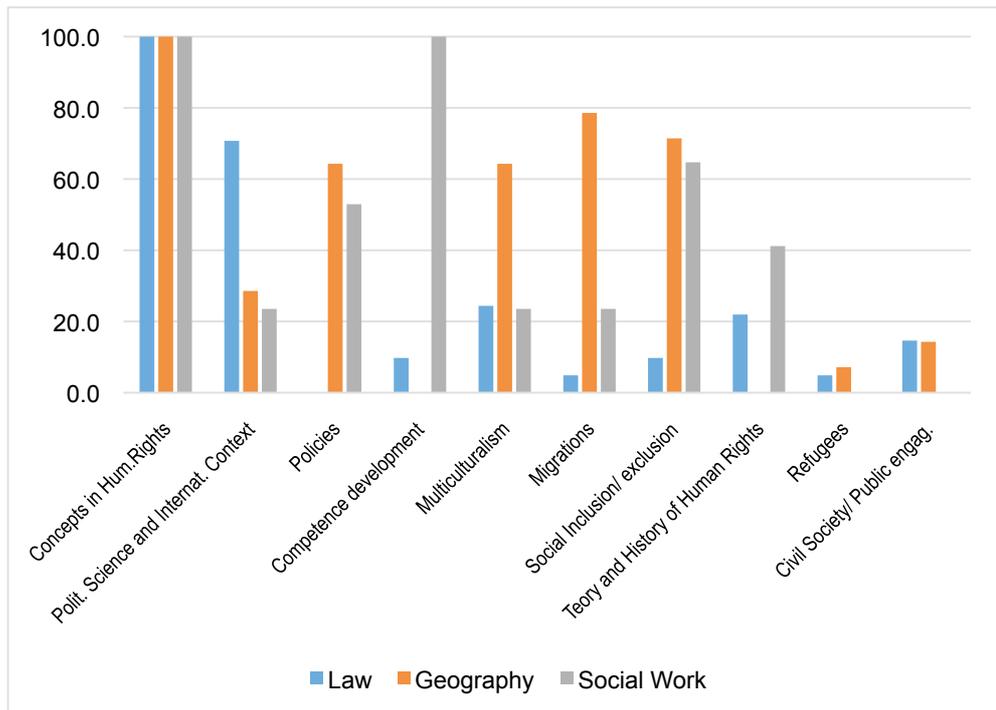


Fig. 24 – Learning Outcomes in Human Rights in the study programmes of Law, Geography and Social Work in optional courses (Q 9)



Law programmes are, by large, those more focused on the concepts and international context contents; theory ranks third in Law programmes and corresponds to the higher score in this category comparatively to the two other areas.

Geography's specialisation is evident on the importance of migrations, multiculturalism, policies and social inclusion/exclusion, although concepts rank first like in Law programmes.

Social Work stands up as the more different area. The category of concepts ranks second in mandatory courses and first with the same score that competence development, in optative courses. Competence development ranks first in Social Work mandatory courses. This result can be explained by two main reasons. Human Rights are at the core of Social Work professionals on the one hand, and Social Work programmes are offered by universities and polytechnic institutes, more vocational oriented, on the other. Both factors can influence the results of Social Work.

Social Work programmes however, show a paradox. Competence development ranks first and concepts, social inclusion and policies rank quite high. Surprisingly however, multiculturalism, migration, civil society/ public engagement and refugees are poorly represented, having lower scores than in Law or Geography programmes.

These results must be taken with caution but they lead us to assume that there can be a temporal mismatch in Social Work programmes. Although the topics of human rights are addressed, it is possible that it is only at the theoretical or, at least, very traditional level. In fact, it is unthinkable to speak of social inclusion or human rights policies in Portugal in 2018, without mentioning or studying migration and diversity, refugees or the international context.

Despite the limitations of the study, due to the reduced number of respondents to the survey, it is clear that there is a need to extend the analysis of learning outcomes and competences on Human Rights, Citizenship, Migration, Social Inclusion and Intercultural Communication to the entire higher education system. Quality Assurance processes play a critical role in monitoring the development of skills and competences in human rights of graduates, by Higher Education Institutions. Society needs competent citizens to meet the challenges of increasingly mobile, diverse and unequal world.



7.7. Discussion on the results of the survey questionnaire

The results of the survey show that Human Rights are present in higher education programmes in Portugal, although in a very diverse way in what concerns contents and teaching, and learning environments by scientific areas. However, it is worth mentioning that there is a general mismatch between the answers obtained in the survey questionnaire and the public information available on the programmes and curricular units on the HEIs websites; the respondents referred more explicitly the use of learning outcomes and teaching on issues on Human Rights than the information available on the institutions' websites.

In bachelor programmes, there are more explicit learning outcomes on Human Rights, than in master programmes, although the dimension of the sample does not allow for well-sustained conclusions.

Regarding the contents, apparently, a strong theoretical and traditional approach persists in most programmes. Geography programmes have more detailed learning outcomes on practical issues and policies, giving less relevance to general theories. Law, on the contrary, refers strongly to theories and concepts, as well as to international context issues. Social Work refers more often to competence development, social policies and social management, in an explicit wording, without addressing, however, hot-topics of the present Portuguese (and European) society, like migration, refugees or multiculturalism.

The prevalence of traditional teaching and learning methods is evident in Human Rights topics: lectures and seminars, written examinations and individual or group research essays are the most current forms of learning.

The relevance of the teachers emerged in different sections of the questionnaire. In fact, the relative importance of Human Rights topics and methods of teaching and learning depend heavily on the teacher. In general, there is a deficit concerning the students' involvement on learning outcomes definition and programme design.

Based on the survey questionnaires, on the analysis of the L.O. and syllabuses of the three scientific domains - Geography, Law and Social Work – a set of principles or challenges emerged to be considered in the future design of the programmes. From that framework, three questions were formulated to launch the debate at the workshop and the International Conference held in Lisbon in September 2018:

- 1. Should there be explicit learning outcomes in HE in Human Rights?**
- 2. Should teaching HR topics be integrated or offered as separate courses or modules?**
- 3. What are the main constraints, barriers, challenges on the development of learning outcomes on human rights in higher education? Are there good practices concerning learning outcomes on human rights in higher education?**

The results of these analysis and of the debates will be presented in the next section.



8. Building blocks to a guide to QA and human rights on higher education

8.1. Relevance of HR in higher education: compulsory versus optional

Human Rights topics should be present in Higher Education in Portugal, according to the results of the project. There are however two main positions about the way they should be taught, if on a compulsory or optional basis.

The dominant position of the participants in the Project is that LO in Citizenship, Migration, Social Inclusion and Intercultural Communication should be integrated differently according to specificities of the scientific fields although being embedded in all programmes. Human Rights are an umbrella concept and should be part of a learning process and not an end.

The relevance of HR in HE has been increasing with the growing mobility and consequent diversity of higher education systems in the context of also ever-increasing globalisation.

Hence Human Rights in Higher Education are necessarily critical for Quality Assurance systems and internal processes of quality enhancement.

It is therefore important to raise the awareness of all stakeholders to these issues and give academics some training. Teachers need to acquire special competences in this domain. They need an empowerment themselves.

8.2. The Learning Outcomes perspective: Integrated versus separate

There is not a clear pattern or even preferences statements on HR teaching integrated or separate by courses; when asked if Human Rights should be taught integrated or offered as separate courses or modules, stakeholders divided themselves, according to the results of the questionnaires and outcomes of the workshop.

The question, however, should not be if separate *or* integrated since anything transversal can become no ones responsibility. On the other side, we have to take into account that separate courses are not accessible for all. HR topics can be easier grasped by the students if they are presented separately because it is easier to assess students' knowledge, but if they are embedded, teachers can promote active learning experiences, fieldwork contact by putting theory into practice. This would also allow students to develop a more critical perspective.

The solution to overcome this dilemma could be the development of an active learning, putting theory into practice and involving local institutions and NGOs in field work of the students. Students should be trained to work with sustainable development goals.

The main aim should be to enhance awareness of students for social justice and to value civic engagement.

The inclusion of the five topics selected in the Portuguese part of MEHR project – human rights, citizenship, social inclusion, migration and intercultural communication – depends on the scientific area of each programme, being in accordance with the diversity of each national and local context. Therefore, despite the fact that Human Rights are present in higher education programmes in Portugal, there is a need to improve the formalisation of this topic in terms of learning outcomes. This formalisation is crucial and should include not only the main topics, but also the objectives and skills, the design of the teaching methods (including evaluation) and competence development of staff. In addition, this formalisation is also important to allow the students to compose their own curriculum from a student-centered learning perspective.

In fact, beyond the formal presence or the nature of that presence – mandatory, voluntary – it is important to assure the teaching and learning methodologies and explore new strands of student centred learning, reducing the persistence of traditional approaches.

8.3. The way forward: Barriers and Challenges

Teachers are both a barrier and an opportunity. They can be the drivers for change but there is also a risk that they are more focused on the scientific contents than on skills and competences development.

It is important therefore to get teachers ”on board” for Human Rights awareness.

One of the most difficult barriers to overcome, however, is that teachers are currently overloaded with work and exhausted and look at new proposals as add-ons and not necessary as different approaches.

Programmes’ structures on their side also look without room for more workload and it is necessary to find a way to involve teachers to see Human Rights as an opportunity to develop a student centred learning instead of introducing new material to the syllabuses.

Teachers have to get away from traditional teaching methods, to be more efficient and can develop problem-based learning actively.

The Council of Europe /Eurydice developed a framework for Human Rights, Citizenship and Intercultural Communication for lower levels of education; higher education could use the same concept to enhance the awareness of students and teachers on human rights.



9. Conclusions: human rights, mobility, diversity and quality assurance in higher education

Human Rights issues are more present and relevant in Portuguese higher education than could be expected from the public information of the programmes on the HEIs' websites. This is due not only to the way Higher Education Institutions organise their websites but also to the relevance of the teachers. Teachers that participate in the questionnaire or in the workshop and international conference of MEHR share a common understanding that Human Rights topics are of the utmost relevance and help to implement and reinforce student centered learning and a collective approach for Higher Education.

MOBILITY AND DIVERSITY

In times of mobility and increasingly globalised and connected world, Human Rights should be present in higher education in a framework of enhancing human dignity, participatory democracy and respect for diversity.

All graduates should be prepared to live and to work in multicultural environments, valuing cultural difference and being able to communicate across diverse socioeconomic, cultural and ethnic/racial groups.

Higher education has an important role to play to prepare contemporary societies for the cohabitation with cultural diversity to prevent conflicts, emerged from racism and discriminatory attitudes and behaviours against migrants and particular ethnic minorities with a migrant background.

There is however, a mismatch between Learning Outcomes presence and contents in the public information of the programmes in the HEIs' websites or even in the self evaluation reports for the accreditation processes and the results of the questionnaires of MEHR project.

TEACHERS AND STUDENTS

Teachers are of utmost importance in developing Learning Outcomes in Human Rights. Training teachers to teach and create a student-centred focus teaching process is very important.

Teaching should be focused on developing skills; it is important to change the dominant mindset that HR is something either taken for granted or an issue just for lawyers or activists.

But how to assess the integration of HR into HE?

One of the solutions might be to intensify field work and internships and give students the opportunity to show their skills and competences by using a problem-based learning approach to solve problems related to specific aspects of HR aligned with the specificities of the different scientific fields.

Most of the teachers, however, are focused on their scientific issues, find themselves overloaded with work and can not find room for an add-on on the units' structures. That is why Human Rights should not be seen as an add-on but a different way of learning and training.

HUMAN RIGHTS IN HE AND QUALITY ASSURANCE

Being at the core of HE, Human Rights must be covered by QA procedures.

HEIs are already on their way of putting HR into their agendas at almost all levels; QA Agencies and external evaluators have to be aware of this transformation focusing also on the development of Learning Outcomes and achievement of competences and skills by the students, parallel to the scientific, pedagogic and other traditional aspects.

This study is a first approach to Human Rights in Higher Education in Portugal in the framework of Quality Assurance.

There is a long way forward to go on working and, above all, involve all actors and learn with others.



10. Good practices

10.1. The project "We Propose! - Citizenship and Innovation in Geographic Education "as a case of good practice.

The project "We Propose! - Citizenship and Innovation in Geographic Education" is a project developed by the Institute of Geography and Spatial Planning of the University of Lisbon (IGOT), since 2011. The project was conceived by Sérgio Claudino, who is a professor at IGOT and the Director of the Master in Geography Teaching (Teachers training).

The project aims to reach students attending Geography classes in the 11th grade of schooling, mobilizing dozens of Geography teachers and more than one thousand students of secondary schools across the country every year. At the same time, the project intends to promote the partnership between the IGOT, secondary schools, local authorities, corporations and associations, through the celebration of cooperation protocols.

Every year, the IGOT appoints a group of teachers, who under the coordination of Professor Sérgio Claudino, provide support to secondary schools taking part in the project. The goal is to sensitize the student of the Geography courses to identify, critically analyse and propose local intervention projects to solve challenges identified in the area surrounding the school or their places of residence. This is possible through fieldwork, bibliographic research, contacts with the local authorities, enterprises, associations and other local stakeholders. IGOT's teachers also provide scientific and pedagogic support during the elaboration of the projects, and at the end of the school year, organizes a national seminar, an event that takes place in IGOT, where students present their projects. The students of the Master in Geography Teaching collaborate with IGOT's teachers in the development of the project, going to the secondary schools where the project is being implemented and also taking part in the organization of the national seminar.

This project can be considered a good practice to promote human rights in the perspective of education for citizenship, not only for its contribution to develop an active citizenship, as well as to value ethics and socio-territorial responsibility in considering the challenges of each school's surrounding environment and that of the students.

As far as Higher Education is concerned, the project has been applied within the scope of the Master's Degree in Geography Teaching at IGOT-ULisboa, which is a "professional degree, required for all those who want to be Geography teachers in the 3rd cycle of basic education or in high schools". In addition, it is presented as "an added value for those who develop the teaching activity in vocational training schools or in other schools" (www.igot.ulisboa.pt/ensino/geography-education/?lang=en).

The rationale of the project is based on a special use of the ideological and educational function of Geography (ideological configuration of citizens, similarly to History ...), involving Geography teachers and their students.



The mobilization of the project on the part of the university is, directly, as an educational resource in the scope of planning and development of the teaching-learning process, in particular through educational projects. The seminar / curricular unit (UC) "Geography's Teaching Methodology" has been a privileged domain for this resource, but it is not the only one and the project's own governance also involves teachers from other IGOT UC's. This happens as regards the link between the university and the schools where the practices that underlie the knowledge shared and discussed at the university level are developed.

The practices started from the recognition by the mentor and the project coordinator that certain secondary geography programs (11th grade, in particular) contemplated the development of student competences through the "case study" method. The case study would involve the critical analysis of the problems / issues affecting the region / place of living and the reflection, on the part of the students, of possible solutions to some of these problems /issues.

This form of Study of the Environment - to fulfill Geographic Knowledge Learning Objectives with an empirical basis - allowed us to conceive the connection of group work / teamwork in the school environment with the field work and extra-school informal learning. In the latter case, it is a question of taking advantage of the cultural and social capital inherent in the wider parental and relational involvement of each student, contributing, for example, to a certain (re-) knowledge of societal and local problems / challenges. It involves the use of learning resources that complement each other, as in the action-research processes.

Recurring to a problem-based learning component [PBL], the development of the project implied a whole dynamic centered on the student and their study / exercise groups, in which the teacher works as facilitator / animator. The teacher presents the challenge "We Propose!" and its objectives, and organizes the discussion and the work process as well. The resources involved include Geographic Information Technologies and the application and analysis of questionnaires responded by the target population and by social actors.

Societal and local problems / challenges include issues of spatial and social (in) justice, such as limitations on access to goods and services by certain persons (social / spatial inclusion / exclusion), being immigrants, ethnic minorities, children or elderly, disabled persons, etc. These questions are considered to be of social, political and, of course, scientific relevance in the context of social sciences, including Geography.

The political relevance is assumed by the (multilevel) governance effect of the "We Propose" process; in fact, protocolled relations are established between the University, the Basic / Secondary School that joins the project (through certain groups) and the Local Government, to whom the proposals for active citizenship arising from the students' work are presented. The Local Authorities are the political powers represented in the City Council, which assume the democratic commitment to listen to citizens and their proposals, in due time ...

In addition to the University-School-Local Authorities relationship, the project involved other partnerships, such as companies and government agencies / agencies, in



particular under the Ministry of Education. This was the path for the recognition of the project "We Propose!" by this Ministry (facilitating the joining of more than 50 schools in Portugal), as well as the fact that it has been recommended by the "Geography Teaching Commission" of the International Geographical Union (UGI). In addition, as a result of international recognition, originality, innovation and results obtained with the involvement of schools, students and local communities, the project is already being implemented in Spain, Mozambique, Brazil, Colombia and Peru.

The successive presence in the media, in web spaces (social media / networking services, blogs, web pages of schools of different degrees) and in academic publications, besides the discussion in scientific events (conferences, meetings, seminars...) contribute to the dissemination of the good practice.

With all this dynamic of practical investigation and multiple involvement for the active territorial citizenship from the Geographic Education, the project contributes to the motivation of the university students who will be teachers, those of the mentioned masters, who are directly involved in the matter, but also from others who get feedback on the progressive social impact of "We Propose!".

10.2. A “Good Practice” of Human Rights teaching in Higher Education. “Introduction to Contemporary Thought”, a course on bachelor programmes at the *Lusófona* University in Portugal

Maria João Castelbranco & Regina Queiroz (teachers of Introduction to Contemporary Thought at the Lusófona University in Lisbon)

ORIGIN & TIMELINE

In April 1998, the *Lusófona* University of Humanities and Technologies (ULHT), a private higher education institution, obtained full legitimacy (Decree-Law number. 92/98, of April 14) to give substance to an idea already long pursued of its first Rector, Full Professor António Santos Neves, to include in all study programmes from all scientific areas a course on “Introduction to Contemporary Thought”.

Twenty-one years after its creation, the “Introduction to Contemporary Thought” course keeps its presence in almost all the bachelors of *Lusófona* University.

The course aims at providing students with a critical thinking that enables them to exercise a critical and inclusive citizenship, respecting sociocultural differences. Human Rights are at the core of the course.



GOALS & SKILLS

“Introduction to Contemporary Thought” is a transdisciplinary course included in the first part of the programmes, preferably between the first and third semester.

It has a weekly load of three hours and corresponds to 3 or 6 ECTS according to the type of programme. There are different approaches to the delivering of the course, including in what concerns methods of teaching and learning, assessment, bibliography or even topics.

Usually the contents of the course are aligned with the profile of the programme and its the main scientific area.

Learning Outcomes of the course of “Introduction to Contemporary Thought” include the understanding, hermeneutics, interpretation, evaluation and intervention of students in the contemporary world as critical, and informed citizens. The course content values the legal, social, religious, economic and political dimensions of civil, political, economic, social and cultural rights. The discussion is encouraged turning the classroom into an open space and a forum where debating on philosophical, legal, cultural, and political perspectives on human rights take place.

IMPLEMENTATION & EVOLUTION

Initially, this course, or curricular unit as we name them now, in the Bologna context, was compulsory in all study programmes of all schools and colleges of ULHT. The teaching team was formed by an average of 30 available professors (masters and doctors in scientific areas bordering on philosophy), coordinated by the Rector Santos Neves, and, progressively, by teachers from other schools or colleges.

“Introduction to Contemporary Thought” has expanded its themes in a universe of more than ten thousand students (per year), editing its own works and conducting congresses and workshops.

Recently, some programmes’ coordinators changed it from compulsory to optional or removing it from their curricular programs. This decision was a consequence of the implementation of the Bologna Process and the reduction of the semesters of a bachelor.

In spite of this reduction, about 70% of the bachelors of the Lusófona University keep the course without giving up its initial task: to make the university a place of reflective and interventionist awareness to the thinking of the “humankind” in the framework of human rights. There is a generally positive evaluation of the course.



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Annex 1

Learning Outcomes in Human Rights in mandatory and optional courses in Bachelors and Masters in LAW, GEOGRAPHY and SOCIAL WORK										
Categories (Classification)			LO in HR in mandatory courses				LO in HR in optional courses			
Abrev.	Examples	Learning Outcomes Typology	Law	Geography	Social Work	TOTAL	Law	Geography	Social Work	TOTAL
CONC	Human Rights: concepts. Fundamental rights. Human rights, social rights, children's rights, the right to justice, the right to education, the right to housing, rights, discrimination, social equality, equity, citizenship. National jurisprudence on Human Rights.	Concepts in Human Rights	53	23	25	101	45	15	19	79
INT	National and international institutions and organizations related to Human Rights. Public and private international law, conventions, treaties. International Jurisprudence in Human Rights. Political science. International policy. Geopolitics and globalization.	Political Science and International Context	32	10	9	51	33	5	6	44
POLI	Policies related to Human Rights: social, environmental and other policies. Social protection. Territorial / spatial planning, regional and urban planning, biodiversity promotion, urban policies, cities, coastal areas. Sustainable Development / Development Policies.	Policies	8	14	17	39	4	10	11	25
COMPET	Development / acquisition of skills in human rights for the profession of graduates in law, geography or social work. Communicational and relational skills. Barriers in communication and cultural understanding. Development of practical work on human rights issues such as refugees.	Competence development	6	1	30	37	8	1	19	28
COMMUNIC	Different cultures and multiculturalism. Diversity, intercultural and citizenship education. Clash of cultures, dialogue, mediation and intercultural education. Self-concept / self-knowledge; intrapersonal intelligence and communication and relationship with others. Attributed / conquered identity, social representation, sense of belonging and otherness. Society, culture and identity. Ethnocentrism.	Multiculturalism	12	16	13	41	14	10	6	30
MIGR	Migrations	Migrations	8	17	10	35	6	12	6	24
INCLU	Social inclusion / exclusion (also in the territorial component). Stigma and (social) labeling. Racism and xenophobia. Fighting against discrimination.	Social Inclusion / exclusion	8	13	21	42	8	11	13	32
TEOR	General Theory of Law. Fundamentals of Law. Philosophy of law. History of Human Rights. Legal Anthropology.	Theory and History of Human Rights	24	2	13	39	13	1	9	23
REFUGI	Refugees (legal framework, economy, European policy). Policies for the prevention, suppression and punishment of human trafficking.	Refugees	7	5	4	16	6	2	2	10
PARTICIP	Public Participation / Civil Society.	Civil Society / Public engagement	9	7	7	23	10	3	2	15



Annex 2

Questionnaire on how human rights, citizenship, migration, social inclusion and intercultural communication skills and competences are taken into account in Higher Education

(Questionário sobre a relevância dos direitos humanos, cidadania, migrações, inclusão social e comunicação intercultural, no ensino superior)

Context (Contexto)

Thank you for agreeing to take part in this important survey on learning outcomes on Human Rights in Higher Education.

This questionnaire is used within the project Modernisation, Education and Human Rights (MEHR). The MEHR-project is funded by the EU through the Erasmus+ programme, KA 2, for strategic partnership within higher education. The purpose of the project is to strengthen higher education on human rights within the fields of medicine, social work, teacher training, geography and law so that professionals working within these fields come better prepared for defending human rights within their everyday practice. Special attention is paid to quality assurance procedures connected to human rights' education.

(Obrigada por aceitar responder a este importante inquérito sobre direitos humanos no ensino superior. O presente questionário serve de base ao projeto Modernisation, Education and Human Rights (MEHR). O projeto MEHR é um projeto europeu ERASMUS+, KA2, *Strategic Partnerships for Higher Education*. O objetivo do projeto é avaliar a componente dos direitos humanos no ensino superior com vista a reforçar a formação dos estudantes nesse domínio, preparando-os melhor para a sua futura vida profissional. O projeto presta especial atenção à garantia de qualidade associada à educação em direitos humanos. As áreas de ensino e formação selecionadas para o projeto são medicina, serviço social, formação de professores, geografia e direito)

(Obs: a parte portuguesa do projeto incide sobre todos os ciclos de estudos de primeiro e segundo ciclo - licenciaturas e mestrados - ,em direito, serviço social e geografia, em Portugal).



Practical information (Informação prática)

The questionnaire should be separately answered by the following groups (o questionário deverá ser respondido, separadamente, por):

- programme coordinators (coordenadores de curso);
- teachers of units/courses (professores de unidades curriculares ou módulos)
- students and students' representatives (estudantes)

The respondents may leave some questions without answering, when it does not apply to their position (os respondentes podem deixar perguntas por responder, quando não se apliquem à sua posição).

Deadline (Prazo)

The questionnaire should be answered no later than **June 15th**. Don't hesitate to contact us should you have any questions. (O prazo de resposta é 15 de junho de 2018. Para qualquer esclarecimento adicional, não hesitem em nos contactar).

Confidentiality statement

(Garantia de confidencialidade e anonimato)

The information collected in this survey will be only used for scientific purposes. Respondents will stay anonymous and no individual information will be disclosed. Only aggregated results and statistics will be published. (A informação recolhida neste inquérito será apenas usada para fins científicos, será mantida confidencial e não será publicada ou disseminada; será mantido o segredo estatístico e o anonimato dos respondentes. Só será divulgada e publicada informação agregada e resultados do tratamento global dos questionários)



HIGHER EDUCATION INSTITUTION (INSTITUIÇÃO)

State which institution of higher education the responses apply to
(nome da instituição/ unidade orgânica):

.....

PROGRAMME (CICLO DE ESTUDOS)

Give the name of the programme the responses apply to (nome do ciclo de estudos):

.....

State which qualification the programme will lead to (grau do ciclo de estudos):

1. Degree of Master of Science in Law (mestrado em direito)
2. Degree of Master of Science in Geography (mestrado em geografia)
3. Degree of Master of Science in Social Work (mestrado em serviço social)
4. Degree of Bachelor of Science in Law (licenciatura em direito)
5. Degree of Bachelor of Science in Geography (licenciatura em geografia)
6. Degree of Bachelor of Science in Social Work (licenciatura em serviço social)

RESPONDENT (RESPONDENTE)

Programme Coordinator (coordenador do ciclo de estudos): Y/N (sim/não)

Teacher/ Professor of a unit/ course (professor de unidade curricular/ módulo):

Y/N (sim/não)

Name of the programme/ unit/ course

(nome do ciclo de Estudos/ unidade curricular/ módulo):

Are you a student? (É estudante?) Y/N (S/N)

Student representative: Y/N; Students' organisation (representante dos estudante:

sim/não; Organização de estudantes ou órgão a que pretence):



INTRODUCTORY QUESTIONS (QUESTÕES INTRODUTÓRIAS)

- 1) Does the **programme** include teaching about the following areas? (O ciclo de estudos inclui conteúdos nas seguintes áreas?)
- a) Human rights (direitos humanos):
 - 1. Yes (Sim)
 - 2. No (Não)
 - b) Citizenship (cidadania):
 - 1. Yes (Sim)
 - 2. No (Não)
 - c) Migration (migrações):
 - 1. Yes (Sim)
 - 2. No (Não)
 - d) Social inclusion (inclusão social):
 - 1. Yes (Sim)
 - 2. No (Não)
 - e) Intercultural communication (comunicação intercultural):
 - 1. Yes (Sim)
 - 2. No (Não)

Comments (comentários):

.....

- 2) Why does the teaching in the programme not cover the following area or areas? State the most important reasons in bullets. (Por que razão o programa do curso, unidade curricular/ módulo não cobre estas áreas? Por favor, indique as mais importantes, sob a forma de tópicos.)
- a) Human rights (direitos humanos):
 - b) Citizenship (cidadania):
 - c) Migration (migração):
 - d) Social inclusion (inclusão social):
 - e) Intercultural communication (comunicação intercultural):
- 3) Why does the teaching in the programme cover the following area or areas? State the most important reasons. You may select more than one alternative. (Por que razão o programa cobre as seguintes áreas? Por favor, indique as razões mais importantes. Pode selecionar mais do que uma alternativa).
Obs. Esta questão só disponibiliza as alíneas a que foi respondido “sim” na questão 1.
- a) Human rights (direitos humanos)
 - 1. It is required by law
(é exigido por lei).....



2. It is based on local requirements on the institution level (é exigido pela própria instituição).....
3. It is based on local requirements on department or other sub-institutional level (é exigido pelo Departamento ou grupo, coordenação do curso, etc).....
4. It is based on teacher competence (é baseado nas competências do professor)
5. Other (outra):

If “other”, state the reasons in bullet form. (Se “outros”, por favour, indique as razões sob a forma de tópicos):

b) Citizenship (cidadania):

1. It is required by law (é exigido por lei).....
2. It is based on local requirements on the institution level (é exigido pela própria instituição).....
3. It is based on local requirements on department (or other sub-institutional) level (é exigido pelo Departamento ou grupo, coordenação do curso, etc).....
4. It is based on teacher competence (é baseado nas competências do professor)
5. Other (outra):

If “other”, state the reasons in bullet form. (Se “outros”, por favour, indique as razões sob a forma de tópicos):

c) Migration (migrações):

1. It is required by law (é exigido por lei).....
2. It is based on local requirements on the institution level (é exigido pela própria instituição).....
3. It is based on local requirements on department (or other sub-institutional) level (é exigido pelo Departamento ou grupo, coordenação do curso, etc).....
4. It is based on teacher competence (é baseado nas competências do professor)
5. Other (outra):

If “other”, state the reasons in bullet form. (Se “outros”, por favour, indique as razões sob a forma de tópicos):

d) Social inclusion (inclusão social):

1. It is required by law (é exigido por lei).....
2. It is based on local requirements on the institution level (é exigido pela própria instituição).....
3. It is based on local requirements on department



- (or other sub-institutional) level (é exigido pelo Departamento ou grupo, coordenação do curso, etc).....
4. It is based on teacher competence (é baseado nas competências do professor)
 5. Other (outra):

If “other”, state the reasons in bullet form. (Se “outros”, por favour, indique as razões sob a forma de tópicos):

e) Intercultural communication (comunicação intercultural):

1. It is required by law (é exigido por lei).....
2. It is based on local requirements on the institution level (é exigido pela própria instituição).....
3. It is based on local requirements on department (or other sub-institutional) level (é exigido pelo Departamento ou grupo, coordenação do curso, etc).....
4. It is based on teacher competence (é baseado nas competências do professor)
5. Other (outra):

If “other”, state the reasons in bullet form. (Se “outros”, por favour, indique as razões sob a forma de tópicos):

Comments (comentários):

.....

- 4) How is the programme financed? (como é financiado o programa, curso, módulo)
 - a) It is financed by the state (pelo Estado).....
 - b) It is financed by tuition fees (pelas propinas).....
 - c) It is financed both by the state and by tuition fees (pelo Estado e pelas propinas).....
 - d) Other (outro): ...

Comments (comentários):

.....



Aims and content of the programme (objetivos e conteúdos do programa)

5) Are there explicit intended learning outcomes for teaching about the following areas in the **programme as a whole**? (Existem objetivos/ resultados de aprendizagem ou learning outcomes explícitos para as seguintes áreas, no ciclo de estudos globalmente)?

a) Human rights (direitos humanos):

1. Yes (Sim)
2. No (Não)
3. Not relevant, no teaching about this area included
(não é relevante e não estão incluídos no programa conteúdos sobre estas áreas)

If yes, state the outcomes in bullet form (se sim, por favour, indique os learning outcomes/objetivos de aprendizagem, sob a forma de tópicos):

.....

b) Citizenship (cidadania):

1. Yes (Sim)
2. No (Não)
3. Not relevant, no teaching about this area included
(não é relevante e não estão incluídos no programa conteúdos sobre estas áreas)

If yes, state the outcomes in bullet form (se sim, por favour, indique os learning outcomes/objetivos de aprendizagem, sob a forma de tópicos):

.....

c) Migration (migrações)

1. Yes (Sim)
2. No (Não)
3. Not relevant, no teaching about this area included
(não é relevante e não estão incluídos no programa conteúdos sobre estas áreas)

If yes, state the outcomes in bullet form se sim, por favour, indique os learning outcomes/objetivos de aprendizagem, sob a forma de tópicos):

.....

d) Social inclusion (inclusão social):

1. Yes (Sim)
2. No (Não)
3. Not relevant, no teaching about this area included
(não é relevante e não estão incluídos no programa conteúdos sobre estas áreas)



If yes, state the outcomes in bullet form (se sim, por favour, indique os learning outcomes/objetivos de aprendizagem, sob a forma de tópicos):

.....

e) Intercultural communication (comunicação intercultural):

1. Yes (Sim)
2. No (Não)
3. Not relevant, no teaching about this area included (não é relevante e não estão incluídos no programa conteúdos sobre estas áreas)

If yes, state the outcomes in bullet form (se sim, por favour, indique os learning outcomes/objetivos de aprendizagem, sob a forma de tópicos):

.....

Comments (comentários):

.....

6) In what ways does the institution ensure that the learning outcomes in the following areas are relevant for the future working life of the students? You may select more than one alternative.

(De que forma é que a instituição assegura que os objetivos/ resultados de aprendizagem ou learning outcomes, nas seguintes áreas, são relevantes para o futuro profissional dos estudantes? Pode seleccionar mais do que uma alternativa.):

a) Human rights (direitos humanos):

- 1) Dialogue with representatives from professional life
(contactos com representantes do mercado de trabalho, profissionais)
- 2) Alumni surveys
(Inquéritos aos diplomados, alumni).....
- 3) Research on the topic
(investigação sobre o tópico).....
- 4) Other (Outros):.....

If “other”, state which in bullet form. (Se “outros”, por favour, indique quais sob a forma de tópicos):

b) Citizenship (cidadania)

- 1) Dialogue with representatives from professional life
(contactos com representantes do mercado de trabalho, profissionais)
- 2) Alumni surveys
(Inquéritos aos diplomados, alumni).....
- 3) Research on the topic
(investigação sobre o tópico).....
- 4) Other
(Outros):.....



If “other”, state which in bullet form.
(Se “outros”, por favour, indique quais sob a forma de tópicos):

.....

c) Migration (migrações)

- 1) Dialogue with representatives from professional life
(contactos com representantes do mercado de trabalho, profissionais)
- 2) Alumni surveys
(Inquéritos aos diplomados, alumni).....
- 3) Research on the topic
(investigação sobre o tópico).....
- 4) Other
(Outros):.....

If “other”, state which in bullet form.
(Se “outros”, por favour, indique quais sob a forma de tópicos):

.....

d) Social inclusion (inclusão social)

- 1) Dialogue with representatives from professional life
(contactos com representantes do mercado de trabalho, profissionais)
- 2) Alumni surveys
(Inquéritos aos diplomados, alumni).....
- 3) Research on the topic
(investigação sobre o tópico).....
- 4) Other
(Outros):.....

If “other”, state which in bullet form.
(Se “outros”, por favour, indique quais sob a forma de tópicos):

.....

e) Intercultural communication (comunicação intercultural):

- 1) Dialogue with representatives from professional life
(contactos com representantes do mercado de trabalho, profissionais)
- 2) Alumni surveys
(Inquéritos aos diplomados, alumni).....
- 3) Research on the topic
(investigação sobre o tópico).....
- 4) Other
(Outros):.....

If “other”, state which in bullet form.
(Se “outros”, por favour, indique quais sob a forma de tópicos):

.....

Comments (comentários):

.....



7) In what ways does the institution ensure that the students are involved in the development of learning outcomes?

(De que forma é que a instituição garante que os estudantes estão envolvidos no desenvolvimento dos objetivos/ resultados de aprendizagem ou learning outcomes, nas seguintes áreas?)

a) Human rights (direitos humanos):

1) Student surveys (inquéritos aos estudantes)

.....

2) Student evaluations (avaliação dos estudantes)

.....

3) Student participation in decision making bodies (participação dos estudantes nos órgãos de gestão)

4) Other (outros):

.....

5) Students are not involved in the development of learning outcomes (os estudantes não estão envolvidos no desenvolvimento ou definição dos objetivos/ resultados de aprendizagem ou learning outcomes)

.....

If “other”, state which in bullet form.

(Se “outros”, por favour, indique quais sob a forma de tópicos):

.....

b) Citizenship (cidadania):

1) Student surveys (inquéritos aos estudantes)

.....

2) Student evaluations (avaliação dos estudantes)

.....

3) Student participation in decision making bodies

4) (participação dos estudantes nos órgãos de gestão)

.....

5) Other (outros):

.....

6) Students are not involved in the development of learning outcomes (os estudantes não estão envolvidos no desenvolvimento ou definição dos objetivos/ resultados de aprendizagem ou learning outcomes)

.....

c) Migration (migrações):

1) Student surveys (inquéritos aos estudantes)

.....

2) Student evaluations (avaliação dos estudantes)

.....

3) Student participation in decision making bodies



(participação dos estudantes nos órgãos de gestão)
.....

4) Other (outros):
.....

5) Students are not involved in the development of learning outcomes (os estudantes não estão envolvidos no desenvolvimento ou definição dos objetivos/ resultados de aprendizagem ou learning outcomes)

d) Social inclusion (inclusão social):

1) Student surveys (inquéritos aos estudantes)
.....

2) Student evaluations (avaliação dos estudantes)
.....

3) Student participation in decision making bodies (participação dos estudantes nos órgãos de gestão)

4) Other (outros):
.....

5) Students are not involved in the development of learning outcomes (os estudantes não estão envolvidos no desenvolvimento ou definição dos objetivos/ resultados de aprendizagem ou learning outcomes)
.....

e) Intercultural communication (comunicação intercultural):

1) Student surveys (inquéritos aos estudantes)
.....

2) Student evaluations (avaliação dos estudantes)
.....

3) Student participation in decision making bodies (participação dos estudantes nos órgãos de gestão)

4) Other (outros):
.....

5) Students are not involved in the development of learning outcomes (os estudantes não estão envolvidos no desenvolvimento ou definição dos objetivos/ resultados de aprendizagem ou learning outcomes)

Comments (comentários):
.....



8) What are the main contents in teaching about the following areas? List them in bullet form. This question concerns **only teaching that include all students taking the programme and not elective or optional courses** given within the framework of the programme.

(Quais são os principais conteúdos do programa do ciclo de estudos, unidade curricular ou módulo, nas seguintes áreas. Esta questão refere-se apenas a unidades curriculares ou módulos obrigatórios e não a opcionais)

- a) Human rights (direitos humanos):
Not relevant, no teaching about this area included (Não é relevante, não existem conteúdos relacionados com a área)
- b) Citizenship (cidadania):
Not relevant, no teaching about this area included (Não é relevante, não existem conteúdos relacionados com a área)
- c) Migration (migrações):
Not relevant, no teaching about this area included (Não é relevante, não existem conteúdos relacionados com a área)
- d) Social inclusion (inclusão social)
Not relevant, no teaching about this area included (Não é relevante, não existem conteúdos relacionados com a área)
- e) Intercultural communication (comunicação intercultural):
Not relevant, no teaching about this area included (Não é relevante, não existem conteúdos relacionados com a área)

Comments (comentários):

.....



9) What are the main contents in teaching about the following areas within **optional courses** given within the framework of the programme? List them in bullet form.

(Quais os principais conteúdos leccionados, sobre as seguintes áreas, nas unidades curriculares de opção do ciclo de estudos? Por favor, enumerar por tópicos)

- a) Human rights (direitos humanos):
Not relevant, no teaching about this area included (Não é relevante, não são abordados tópicos sobre esta área)
- b) Citizenship (cidadania):
Not relevant, no teaching about this area included (Não é relevante, não são abordados tópicos sobre esta área)
- c) Migration (migrações):
Not relevant, no teaching about this area included (Não é relevante, não são abordados tópicos sobre esta área)
- d) Social inclusion (inclusão social)
Not relevant, no teaching about this area included (Não é relevante, não são abordados tópicos sobre esta área)
- e) Intercultural communication (comunicação intercultural):
Not relevant, no teaching about this area included
(Não é relevante, não são abordados tópicos sobre esta área)

Comments (comentários):

.....

10) Are the following aspects included in teaching about the following areas?
(Os aspetos que se seguem estão incluídos nas matérias lecionadas?)

- a). Human rights (direitos humanos):
 - 1. Teaching about human rights at an overall and/or theoretical level (os direitos humanos são abordados a um nível geral e /ou teórico):
 - a. Yes, to a great extent (sim, em grande medida)
 - b. Yes, to a certain extent (sim, em certa medida)
 - c. No (não)
 - d. Not relevant, no teaching about this area included (Não é relevante, não são abordados tópicos sobre esta área):
 - 2. Teaching about how one can relate to, make assessments and take human rights into account during future professional careers (são



abordadas formas de relacionar, fazer juízos de valor e ter em conta os direitos humanos na futura atividade profissional dos estudantes):

- a. Yes, to a great extent (sim, em grande medida)
- b. Yes, to a certain extent (sim, em certa medida)
- c. No (não)
- d. Not relevant, no teaching about this area included (Não é relevante, não são abordados tópicos sobre esta área):

b). Citizenship (cidadania):

1. Teaching about citizenship at an overall and/or theoretical level (são abordadas questões de cidadania a nível geral e/ou teórico):

- a. Yes, to a great extent (sim, em grande medida)
- b. Yes, to a certain extent (sim, em certa medida)
- c. No (não)
- d. Not relevant, no teaching about this area included (não é relevante, não se aplica, não são abordadas estas questões):

2. Teaching about how one can relate to, make assessments and take citizenship into account during future professional careers (são abordadas formas de relacionar, fazer juízos de valor e ter em conta questões de cidadania, na futura atividade profissional dos estudantes):

- a. Yes, to a great extent (sim, em grande medida)
- b. Yes, to a certain extent (sim, em certa medida)
- c. No (não)
- d. Not relevant, no teaching about this area included (Não é relevante, não são abordados tópicos sobre esta área):

c). Migration (migrações):

1. Teaching about migration at an overall and/or theoretical level (são abordadas questões sobre migrações a um nível geral e/ou teórico):

- a. Yes, to a great extent (sim, em grande medida)
- b. Yes, to a certain extent (sim, em certa medida)
- c. No (não)
- d. Not relevant, no teaching about this area included (Não é relevante, não são abordados tópicos sobre esta área):

2. Teaching about how one can relate to, make assessments and act in an open/non-judgmental attitude and respect towards migrants and/or refugees during future professional careers (são abordadas formas de relacionar, fazer juízos de valor e atuar com uma atitude aberta/ não preconceituosa e com respeito para com migrantes ou refugiados, na futura atividade profissional dos estudantes):

- a. Yes, to a great extent (sim, em grande medida)
- b. Yes, to a certain extent (sim, em certa medida)
- c. No (não)



- d. Not relevant, no teaching about this area included (Não é relevante, não são abordados tópicos sobre esta área):

d). Social Inclusion (inclusão social):

1. Teaching about social inclusion at an overall and/or theoretical level (são abordadas questões sobre inclusão social a um nível geral e/ou teórico):
 - a. Yes, to a great extent (sim, em grande medida)
 - b. Yes, to a certain extent (sim, em certa medida)
 - c. No (não)
 - d. Not relevant, no teaching about this area included (Não é relevante, não são abordados tópicos sobre esta área):
2. Teaching about how one can relate to, make assessments and act in an inclusive attitude and respect towards excluded groups during future professional careers (são abordadas formas de relacionar, fazer juízos de valor e atuar com uma atitude de inclusão social para com grupos excluídos, na futura atividade profissional dos estudantes):
 - a. Yes, to a great extent (sim, em grande medida)
 - b. Yes, to a certain extent (sim, em certa medida)
 - c. No (não)
 - d. Not relevant, no teaching about this area included (Não é relevante, não são abordados tópicos sobre esta área):

e). Intercultural communication (comunicação intercultural):

1. Teaching about intercultural communication at an overall and/or theoretical level (são abordadas questões sobre comunicação intercultural a um nível geral e/ou teórico):
 - a. Yes, to a great extent (sim, em grande medida)
 - b. Yes, to a certain extent (sim, em certa medida)
 - c. No (não)
 - d. Not relevant, no teaching about this area included (Não é relevante, não são abordados tópicos sobre esta área):
2. Teaching about how one can relate to, make assessments and act with empathy and capacity to understand situations and issues from more than one cultural perspective during future professional careers (são abordadas formas de relacionar, fazer juízos de valor e atuar com empatia e capacidade de compreensão de situações e problemas em mais do que uma perspectiva cultural, na futura atividade profissional dos estudantes):
 - a. Yes, to a great extent (sim, em grande medida)
 - b. Yes, to a certain extent (sim, em certa medida)
 - c. No (não)



- d. Not relevant, no teaching about this area included (Não é relevante, não são abordados tópicos sobre esta área):

Comments (comentários):

.....

11) Are reading lists included for the teaching about the following areas?
(a bibliografia recomendada no programa do ciclo de estudos, unidade curricular ou módulo, inclui as seguintes áreas):

- 1) Human rights (direitos humanos):
 1. Yes, it is mandatory (Sim, é obrigatório)
 2. Yes, it is optional (Sim, é opcional)
 3. No (não)
 4. Not relevant, no teaching about this area included (não é relevante, não é lecionado este tópico)

- 2) Citizenship (cidadania):
 1. Yes, it is mandatory (Sim, é obrigatório)
 2. Yes, it is optional (Sim, é opcional)
 3. No (não)
 4. Not relevant, no teaching about this area included (não é relevante, não é lecionado este tópico)

- 3) Migration (migrações):
 1. Yes, it is mandatory (Sim, é obrigatório)
 2. Yes, it is optional (Sim, é opcional)
 3. No (não)
 4. Not relevant, no teaching about this area included (não é relevante, não é lecionado este tópico)

- 4) Social inclusion (inclusão social)
 1. Yes, it is mandatory (Sim, é obrigatório)
 2. Yes, it is optional (Sim, é opcional)
 3. No (não)
 4. Not relevant, no teaching about this area included (não é relevante, não é lecionado este tópico)

- 5) Intercultural communication (comunicação intercultural)
 1. Yes, it is mandatory (Sim, é obrigatório)
 2. Yes, it is optional (Sim, é opcional)
 3. No (não)
 4. Not relevant, no teaching about this area included (não é relevante, não é lecionado este tópico)

Comments (comentários):

.....



Teaching methods and examination (Métodos de ensino e avaliação)

12) Is teaching about the following areas integrated into other courses or offered as separate courses or sections of courses?

(As áreas seguintes são abordadas nos programas do ciclo de estudos, em unidades curriculares ou módulos ou são oferecidas em cursos separados)?

- a) Human rights (direitos humanos):
 - 1. Integrated (integrado)
 - 2. Offered separately (oferecido separadamente)
 - 3. Some aspects integrated and others offered separately (alguns aspetos são integrados e outros oferecidos separadamente)
 - 4. Not relevant, no teaching about this area included (Não é relevante, não são abordados tópicos sobre esta área).

- b) Citizenship (cidadania):
 - 1. Integrated (integrado)
 - 2. Offered separately (oferecido separadamente)
 - 3. Some aspects integrated and others offered separately (alguns aspetos são integrados e outros oferecidos separadamente)
 - 4. Not relevant, no teaching about this area included (Não é relevante, não são abordados tópicos sobre esta área).

- c) Migration (migrações):
 - 1. Integrated (integrado)
 - 2. Offered separately (oferecido separadamente)
 - 3. Some aspects integrated and others offered separately (alguns aspetos são integrados e outros oferecidos separadamente).
 - 4. Not relevant, no teaching about this area included (Não é relevante, não são abordados tópicos sobre direitos humanos)

- d) Social inclusion (inclusão social):
 - 1. Integrated (integrado)
 - 2. Offered separately (oferecido separadamente)
 - 3. Some aspects integrated and others offered separately (alguns aspetos são integrados e outros oferecidos separadamente)
 - 4. Not relevant, no teaching about this area included (Não é relevante, não são abordados tópicos sobre esta área)

- e) Intercultural communication (comunicação intercultural):
 - 1. Integrated (integrado)
 - 2. Offered separately (oferecido separadamente)



3. Some aspects integrated and others offered separately
(alguns aspetos são itegrados e outros oferecidos separadamente)
4. Not relevant, no teaching about this area included
(Não é relevante, não são abordados tópicos sobre esta área)

Comments (comentários):

.....

13) What form does teaching about the following areas take?

You may select more than one alternative.

(Que metodologias são usadas na abordagem das seguintes áreas?)

Pode seleccionar mais do que uma alternativa)

- a) Human rights (direitos humanos):
 1. Lectures (aulas teóricas)
 2. Seminars (seminários)
 3. Supervision (orientação/ acompanhamento tutorial)
 4. Individual work and written tasks
(trabalhos individuais e exercícios escritos)
 5. Group work (trabalho de grupo)
 6. Self study of texts (estudo autónomo de textos)
 7. Placements (estágios)
 8. Other (outros):
 9. Not relevant, no teaching about this area included
(Não é relevante, não são abordados tópicos sobre direitos humanos)
- b) Citizenship (cidadania):
 1. Lectures (aulas teóricas)
 2. Seminars (seminários)
 3. Supervision (orientação/ acompanhamento tutorial)
 4. Individual work and written tasks
(trabalhos individuais e exercícios escritos)
 5. Group work (trabalho de grupo)
 6. Self study of texts (estudo autónomo de textos)
 7. Placements (estágios)
 8. Other (outros):
 9. Not relevant, no teaching about this area included
(Não é relevante, não são abordados tópicos sobre direitos humanos)
- c) Migration (migrações):
 1. Lectures (aulas teóricas)
 2. Seminars (seminários)
 3. Supervision (orientação/ acompanhamento tutorial)
 4. Individual work and written tasks



(trabalhos individuais e exercícios escritos)

5. Group work (trabalho de grupo)
6. Self study of texts (estudo autónomo de textos)
7. Placements (estágios)
8. Other (outros):
9. Not relevant, no teaching about this area included
(Não é relevante, não são abordados tópicos sobre direitos humanos)

d) Migration (migrações):

1. Lectures (aulas teóricas)
2. Seminars (seminários)
3. Supervision (orientação/ acompanhamento tutorial)
4. Individual work and written tasks
(trabalhos individuais e exercícios escritos)
5. Group work (trabalho de grupo)
6. Self study of texts (estudo autónomo de textos)
7. Placements (estágios)
8. Other (outros):
9. Not relevant, no teaching about this area included
(Não é relevante, não são abordados tópicos sobre direitos humanos)

e) Social inclusion (inclusão social):

1. Lectures (aulas teóricas)
2. Seminars (seminários)
3. Supervision (orientação/ acompanhamento tutorial)
4. Individual work and written tasks
(trabalhos individuais e exercícios escritos)
5. Group work (trabalho de grupo)
6. Self study of texts (estudo autónomo de textos)
7. Placements (estágios)
8. Other (outros):
9. Not relevant, no teaching about this area included
(Não é relevante, não são abordados tópicos sobre direitos humanos)

f) Intercultural communication (comunicação intercultural):

1. Lectures (aulas teóricas)
2. Seminars (seminários)
3. Supervision (orientação/ acompanhamento tutorial)
4. Individual work and written tasks
(trabalhos individuais e exercícios escritos)
5. Group work (trabalho de grupo)
6. Self study of texts (estudo autónomo de textos)
7. Placements (estágios)
8. Other (outros):
9. Not relevant, no teaching about this area included



(Não é relevante, não são abordados tópicos sobre direitos humanos)

Comments (comentários):

.....

14) Do students take examinations in the following areas?
(Os estudantes têm exames sobre as seguintes áreas?):

- a) Human rights (direitos humanos):
 - 1. Yes, examination on every aspect
(Sim, exames em todos os aspetos)
 - 2. Yes, examination on some aspects
(Sim, exames em alguns aspetos)
 - 3. No (não)
 - 4. Not relevant, no teaching about this area included
(Não é relevante, não são abordados tópicos sobre esta área)

- b) Citizenship (cidadania):
 - 1. Yes, examination on every aspect
(Sim, exames em todos os aspetos)
 - 2. Yes, examination on some aspects
(Sim, exames em alguns aspetos)
 - 3. No (não)
 - 4. Not relevant, no teaching about this area included
(Não é relevante, não são abordados tópicos sobre esta área)

- c) Migration (migrações):
 - 1. Yes, examination on every aspect
(Sim, exames em todos os aspetos)
 - 2. Yes, examination on some aspects
(Sim, exames em alguns aspetos)
 - 3. No (não)
 - 4. Not relevant, no teaching about this area included
(Não é relevante, não são abordados tópicos sobre esta área)

- d) Social inclusion (inclusão social):
 - 1. Yes, examination on every aspect
(Sim, exames em todos os aspetos)
 - 2. Yes, examination on some aspects
(Sim, exames em alguns aspetos)
 - 3. No (não)
 - 4. Not relevant, no teaching about this area included



(Não é relevante, não são abordados tópicos sobre esta área)

- e) Intercultural communication (comunicação intercultural):
1. Yes, examination on every aspect
(Sim, exames em todos os aspetos)
 2. Yes, examination on some aspects
(Sim, exames em alguns aspetos)
 3. No (não)
 4. Not relevant, no teaching about this area included
(Não é relevante, não são abordados tópicos sobre esta área)

Comments (comentários):

.....

15) What forms of examinations are used to assess the learning outcomes relating to the following areas? You may select more than one alternative.
(Que tipos de exames ou provas são usadas para avaliar os objetivos/ resultados de aprendizagem ou learning outcomes, nestas áreas? Pode selecionar mais do que uma alternativa).

- a) Human rights learning outcomes on **knowledge and understanding** (Objetivos/ resultados de aprendizagem em direitos humanos em termos **de conhecimentos e compreensão**):
1. Written examination (exames escritos)
 2. Seminars and oral presentations
(seminários e apresentações orais)
 3. Written tasks and memoranda (relatórios escritos)
 4. Essays and independent projects
(trabalhos escritos e projetos independentes)
 5. Other (outros):
 6. Not relevant, no teaching about this area included (Não é relevante, não são abordados tópicos sobre esta área)
- b) Human rights learning outcomes on **competence and skills** (Objetivos/ resultados de aprendizagem em direitos humanos em termos **de competências, saber fazer**) :
1. Written examination (exames escritos)
 2. Seminars and oral presentations (seminários e apresentações orais)
 3. Written tasks and memoranda (relatórios escritos)
 4. Essays and independent projects
(trabalhos escritos e projetos independentes)
 5. Other (outros):



6. Not relevant, no teaching about this area included
(Não é relevante, não são abordados tópicos sobre esta área)

c) Human rights learning outcomes on **judgement and approach**
(Objetivos/ resultados de aprendizagem em direitos humanos em termos **de fazer julgamentos e aplicar os conhecimentos**):

1. Written examination (exames escritos)
2. Seminars and oral presentations
(seminários e apresentações orais)
3. Written tasks and memoranda (relatórios escritos)
4. Essays and independent projects
(trabalhos escritos e projetos independentes)
5. Other (outros):
6. Not relevant, no teaching about this area included
(Não é relevante, não são abordados tópicos sobre esta área)

d) Citizenship (cidadania):

1. Written examination (exames escritos)
2. Seminars and oral presentations
(seminários e apresentações orais)
3. Written tasks and memoranda (relatórios escritos)
4. Essays and independent projects
(trabalhos escritos e projetos independentes)
5. Other (outros):
6. Not relevant, no teaching about this area included
(Não é relevante, não são abordados tópicos sobre esta área)

e) Migration (migrações):

1. Written examination (exames escritos)
2. Seminars and oral presentations
(seminários e apresentações orais)
3. Written tasks and memoranda (relatórios escritos)
4. Essays and independent projects
(trabalhos escritos e projetos independentes)
5. Other (outros):
6. Not relevant, no teaching about this area included
(Não é relevante, não são abordados tópicos sobre esta área)

f) Social Inclusion (inclusão social):

1. Written examination (exames escritos)
2. Seminars and oral presentations
(seminários e apresentações orais)
3. Written tasks and memoranda (relatórios escritos)
4. Essays and independent projects
(trabalhos escritos e projetos independentes)



5. Other (outros):
6. Not relevant, no teaching about this area included
(Não é relevante, não são abordados tópicos sobre esta área)

g) In intercultural communication (comunicação intercultural)

1. Written examination (exames escritos)
2. Seminars and oral presentations
(seminários e apresentações orais)
3. Written tasks and memoranda (relatórios escritos)
4. Essays and independent projects
(trabalhos escritos e projetos independentes)
5. Other (outros):
6. Not relevant, no teaching about this area included
(Não é relevante, não são abordados tópicos sobre esta área)

Comments (comentários):

.....

16) How does the institution ensure that the methods of teaching are student centered? You may select more than one alternative.

(Como é que a instituição garante que os métodos de ensino e aprendizagem são centrados no estudante? Pode selecionar mais do que uma alternativa.)

- a) preliminary meeting (reunião prévia)
- b) offer of different types of teaching
(oferta de vários tipos de aulas)
- c) students are divided in small groups where they can lead the discussion (os estudantes são distribuídos por grupos pequenos onde podem conduzir a discussão)
- d) other (outros)

Comments (comentários):

.....



Teachers and their qualifications (professores e qualificações)

17) Who teaches about the following areas in the programme? You may select more than one alternative (quem aborda as seguintes áreas no curso, unidade curricular ou módulo? Pode seleccionar mais do que uma alternativa.)

- 1) Human rights (direitos humanos)
 - 1. The department’s own teachers (professores do departamento)
 - 2. Teachers at another department (professores de outro departamento)
 - 3. A representative of a public authority (um representante de uma autoridade pública)
 - 4. A representative of a NGO (um representante de uma ONG)
 - 5. A practitioner of the career the programme offers training for (um estagiário a trabalhar na área para a qual o ciclo de estudos ministra formação)
 - 6. Others, state which (Outros, quais):
 - 7. Not relevant, no teaching about this area included (Não é relevante, não são abordados tópicos sobre esta área)

- 2) Citizenship (cidadania)
 - 1. The department’s own teachers (professores do departamento)
 - 2. Teachers at another department (professores de outro departamento)
 - 3. A representative of a public authority (um representante de uma autoridade pública)
 - 4. A representative of a NGO (um representante de uma ONG)
 - 5. A practitioner of the career the programme offers training for (um estagiário a trabalhar na área para a qual o ciclo de estudos ministra formação)
 - 6. Others, state which (Outros, quais):
 - 7. Not relevant, no teaching about this area included (Não é relevante, não são abordados tópicos sobre esta área)

- 3) Migration (migrações):
 - 8. The department’s own teachers (professores do departamento)
 - 9. Teachers at another department (professores de outro departamento)
 - 10. A representative of a public authority (um representante de uma autoridade pública)
 - 11. A representative of a NGO (um representante de uma ONG)
 - 12. A practitioner of the career the programme offers training for (um estagiário a trabalhar na área para a qual o ciclo de estudos ministra formação)
 - 13. Others, state which (Outros, quais):
 - 14. Not relevant, no teaching about this area included



(Não é relevante, não são abordados tópicos sobre esta área)

- 4) Social Inclusion (inclusão social):
1. The department's own teachers (professors do departamento)
 2. Teachers at another department (professors de outro departamento)
 3. A representative of a public authority (um representante de uma autoridade pública)
 4. A representative of a NGO (um representante de uma ONG)
 5. A practitioner of the career the programme offers training for (um estagiário a trabalhar na área para a qual o ciclo de estudos ministra formação)
 6. Others, state which (Outros, quais):
 7. Not relevant, no teaching about this area included (Não é relevante, não são abordados tópicos sobre esta área)
- 5) Intercultural communication (comunicação intercultural):
1. The department's own teachers (professors do departamento)
 2. Teachers at another department (professors de outro departamento)
 3. A representative of a public authority (um representante de uma autoridade pública)
 4. A representative of a NGO (um representante de uma ONG)
 5. A practitioner of the career the programme offers training for (um estagiário a trabalhar na área para a qual o ciclo de estudos ministra formação)
 6. Others, state which (Outros, quais):
 7. Not relevant, no teaching about this area included (Não é relevante, não são abordados tópicos sobre esta área)

Comments (comentários):

.....

18) What qualifications do the teachers in the following areas possess? You may select more than one alternative. (que qualificações nas seguintes áreas possuem os professores? Pode seleccionar mais do que uma alternativa)

- 1) Human rights (direitos humanos)
1. They pursue/have pursued their own research in the area (Desenvolvem ou desenvolveram a sua própria investigação na área)
 2. They are professionally involved with issues relating to human rights outside higher education (estão profissionalmente envolvidos com problemas relacionados com os direitos humanos, fora do ensino superior)
 3. They have taken courses/programmes in the area



- (frequentaram cursos ou programas na área)
4. They have experience as practitioners of the career the programme offers training for
(têm experiência como profissionais na área do ciclo de estudos)
 5. Others, state which (outros, por favor dizer quais)
 6. Not relevant, no teaching about this area included
(Não é relevante, não são abordados tópicos sobre esta área)
- 2) Citizenship (cidadania)
1. They pursue/have pursued their own research in the area
(Desenvolvem ou desenvolveram a sua própria investigação na área)
 2. They are professionally involved with issues relating to human rights outside higher education (estão profissionalmente envolvidos com problemas relacionados com os direitos humanos, fora do ensino superior)
 3. They have taken courses/programmes in the area
(frequentaram cursos ou programas na área)
 4. They have experience as practitioners of the career the programme offers training for
(têm experiência como profissionais na área do ciclo de estudos)
 5. Others, state which (outros, por favor dizer quais)
 6. Not relevant, no teaching about this area included
(Não é relevante, não são abordados tópicos sobre esta área)
- 3) Migration (migrações)
1. They pursue/have pursued their own research in the area
(Desenvolvem ou desenvolveram a sua própria investigação na área)
 2. They are professionally involved with issues relating to human rights outside higher education
(estão profissionalmente envolvidos com problemas relacionados com os direitos humanos, fora do ensino superior)
 3. They have taken courses/programmes in the area
(frequentaram cursos ou programas na área)
 4. They have experience as practitioners of the career the programme offers training for
(têm experiência como profissionais na área do ciclo de estudos)
 5. Others, state which (outros, por favor dizer quais)
 6. Not relevant, no teaching about this area included
(Não é relevante, não são abordados tópicos sobre esta área)
- 4) Social inclusion (inclusão social)
1. They pursue/have pursued their own research in the area
(Desenvolvem ou desenvolveram a sua própria investigação na área)
 2. They are professionally involved with issues relating to human rights outside higher education
(estão profissionalmente envolvidos com problemas relacionados com os direitos humanos, fora do ensino superior)
 3. They have taken courses/programmes in the area



- (frequentaram cursos ou programas na área)
4. They have experience as practitioners of the career the programme offers training for
(têm experiência como profissionais na área do ciclo de estudos)
 5. Others, state which (outros, por favor dizer quais)
 6. Not relevant, no teaching about this area included
(Não é relevante, não são abordados tópicos sobre esta área)
- 5) Intercultural communication (comunicação intercultural):
1. They pursue/have pursued their own research in the area
(Desenvolvem ou desenvolveram a sua própria investigação na área)
 2. They are professionally involved with issues relating to human rights outside higher education
(estão profissionalmente envolvidos com problemas relacionados com os direitos humanos, fora do ensino superior)
 3. They have taken courses/programmes in the area
(frequentaram cursos ou programas na área)
 4. They have experience as practitioners of the career the programme offers training for
(têm experiência como profissionais na área do ciclo de estudos)
 5. Others, state which (outros, por favor dizer quais)
 6. Not relevant, no teaching about this area included
(Não é relevante, não são abordados tópicos sobre esta área)

Comments (comentários):

.....

- 19) How does the institution ensure that teacher competence is adequate within the following areas (como é que a instituição garante que as competências do professor são as adequadas, nas seguintes áreas):
- a) Human rights (direitos humanos):
 - f) Citizenship (cidadania):
 - g) Migration (migração):
 - h) Social inclusion (inclusão social):
 - i) Intercultural communication (comunicação intercultural):



Concluding questions.

(OBS: If you are a student or a students' representative, please answer the question with recommendations or suggestions to the teachers and programmes' coordinators) Questões Finais.

(OBS: Se é um estudante ou um representante dos estudantes, por favor, responda com recomendações ou sugestões para os professores e coordenadores dos ciclos de estudos)

20) Do you plan any changes concerning teaching about the following areas?

These can involve the extent of the teaching, the outcomes and content of the teaching, teaching methods or types of examination, teachers' qualifications, and student centered learning or something else that affects the teaching. They may also involve introducing teaching about a field that is not already included in the programme. Be specific!

(Tem planeadas algumas mudanças no ensino das seguintes areas? Essas mudanças podem incluir a duração de um módulo, os resultados de aprendizagem/ learning outcomes, os conteúdos, os métodos de ensino e aprendizagem, tipos de avaliação, qualificações dos professores, a aprendizagem centrada no estudante ou outros aspetos que afetem o ensino e aprendizagem. As mudanças também podem consistir em introduzir a leccionação de campos, que atualmente não sejam abordados. Seja específico, por favor.)

1) Human rights (direitos humanos):

1. Yes (sim)
2. No (não)

If yes, what kind of change(s) and when?

(Se sim, que espécie de mudanças e quando?)

2) Citizenship (cidadania):

1. Yes (sim)
2. No (não)

If yes, what kind of change(s) and when?

(Se sim, que espécie de mudanças e quando?)

3) Migration (migrações):

1. Yes (sim)
2. No (não)

If yes, what kind of change(s) and when?

(Se sim, que espécie de mudanças e quando?)

4) Social inclusion (inclusão social):

1. Yes (sim)
2. No (não)

If yes, what kind of change(s) and when?

(Se sim, que espécie de mudanças e quando?)



- 5) Intercultural communication (comunicação intercultural):
1. Yes (sim)
 2. No (não)

If yes, what kind of change(s) and when?
(Se sim, que espécie de mudanças e quando?)

Comments (comentários):

.....

21) Within the MEHR-project we are also interested in finding examples of good practice when it comes to taking human rights, citizenship, migration, social inclusion- and intercultural communication into account in different professional programmes. Here you have an opportunity to suggest one or several programmes that could serve as examples of good practice when it comes to taking these areas into account.
(No âmbito do projeto MEHR também estamos interessadas em encontrar boas práticas no que diz respeito aos direitos humanos, à cidadania, às migrações, à inclusão social e à comunicação intercultural em diferentes ciclos de estudos. Gostaríamos que aproveitasse a oportunidade para nos sugerir um ou mais exemplos de ciclos de estudos que possam constituir exemplos de boas práticas nestas áreas).

- a) Human rights (direitos humanos):
 1. Our own programme (o nosso próprio curso)
 2. Another programme/other programmes (outro curso ou cursos)
 3. Nothing to suggest (não tenho nenhuma sugestão)
- b) Citizenship (cidadania):
 1. Our own programme (o nosso próprio curso)
 2. Another programme/other programmes (outro curso ou cursos):
 3. Nothing to suggest (não tenho nenhuma sugestão)
- c) Migration (migração):
 1. Our own programme (o nosso próprio curso)
 2. Another programme/other programmes (outro curso ou cursos):
 3. Nothing to suggest (não tenho nenhuma sugestão)
- d) Social inclusion (inclusão social):
 1. Our own programme (o nosso próprio curso)
 2. Another programme/other programmes (outro curso ou cursos):
 3. Nothing to suggest (não tenho nenhuma sugestão)



- e) Intercultural communication (comunicação intercultural):
1. Our own programme (o nosso próprio curso)
 2. Another programme/other programmes (outro curso ou cursos):
 3. Nothing to suggest (não tenho nenhuma sugestão)

Comments (comentários):

.....

22) If you have any other observations about the teaching of human rights, citizenship, migration, social inclusion, and intercultural communication, please do not hesitate to make them here. You may also comment on the questionnaire.

(Se tem mais alguma observação a fazer sobre o ensino e aprendizagem de tópicos de direitos humanos, cidadania, migrações, inclusão social e comunicação intercultural, por favor, queira incluir o que achar conveniente, aqui. Poderá também comentar o próprio questionário se desejar. Obrigada)

.....

23) If you would be available or interested in being invited to the workshop for the presentation of the results of the survey, please insert your name and email for future contact. (Se está interessada ou disponível para ser convidada para o workshop de apresentação dos resultados do inquérito e debate, por favor, indique o seu nome e email. Obrigada)

THANK YOU FOR YOUR COOPERATION!





This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein

