



Network of  
**DEMOCRATIC  
CITIZENSHIP SCHOOLS**

**Plan for the Promotion of Democratic Participation**  
Pinheiro e Rosa Secondary School  
2016-2018



**pina**



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### 1. Context

The participation of young people in decision-making processes that affect their lives is essential for their development into active citizens, aware of their rights and duties and capable of exercising them responsibly. In this context, Secondary Schools can and should play an important role as places of democratic practice, where young people can acquire knowledge and experiences of citizenship (local, European and global) and experiment and propose alternatives of participation with which they feel more identified.

Aware of the potential of involving civil society actors in actions aimed at promoting Citizenship and Democratic Participation within the School, the Pinheiro and Rosa School Cluster (AEPROSA) and ECOS - Cooperativa de Educação, Cooperação e Desenvolvimento, CRL (ECOS) have created, in partnership with other schools and civil society organizations in Poland and Slovenia, the Network of Democratic Citizenship Schools project.

With a two-year duration and support from the ERASMUS + European program, this project has sought to respond to the need to: (1) provide comprehensive and appropriate tools for promoting Citizenship and Democratic Participation that can serve as practical guides to be implemented by the Schools; and (2) to develop strategies that make students and other school actors (teachers, administrators and non-teaching staff, mothers, fathers and caregivers) not only to use but also become owners of existing spaces and mechanisms for participation.

### 2. Mapping of spaces and processes for participation and survey of obstacles and proposals

No âmbito deste projeto, a ECOS efetuou, de janeiro a abril 2016, um **mapeamento** dos espaços e processos de participação existentes na Escola Secundária de Pinheiro e Rosa (ESPR) (ANEXO1) e um **levantamento de obstáculos** à participação (ANEXO 2) e reuniu um **conjunto de propostas** com vista a fomentar a participação de todos os atores na Escola. Este processo de mapeamento foi levado a cabo pela equipa da ECOS em estreita colaboração com a equipa do projeto da ESPR, objetivando a definição da metodologia a utilizar, a seleção de participantes para entrevistas individuais e coletivas, a disseminação de informação sobre as atividades a decorrer e o apoio/orientação na organização das atividades.





O guião para as entrevistas e os focus groups foi elaborado pela equipa da Ecos com os contributos dos técnicos das ONGs internacionais parceiras do projeto. O processo de mapeamento teve como objeto a ESPR, embora em muitos casos tenham sido recolhida informação sobre todo o AEPROSA, dada a conexão entre ambos.

As part of this project, from January to April 2016, ECOS carried out a mapping of existing spaces and participation processes at the Pinheiro and Rosa High School (ESPR) and a survey of obstacles to participation, collecting a set of proposals aimed at encouraging the participation of all actors in the School. This mapping process was carried out by the ECOS team in close collaboration with the ESPR project team, aiming at defining the methodology to be used, selecting participants for individual and collective interviews, disseminating information on ongoing activities and providing support / orientation in the organization of activities. The script for the interviews and focus groups was prepared by the ECOS team with contributions from the international NGO partners of the project. The mapping process covered ESPR, although in many cases information about the entire AEPROSA was collected, given the connection between the two. The process of mapping and gathering obstacles and proposals, which took place between January and October 2016, included the following steps / activities:

- A. Research and analysis of legislation and framing documents
- B. Individual Interviews
- C. Group Interviews
- D. Exploratory visit "From Bridge to Senses"
- E. Other project activities and participation / observation of activities at school
- F. Organization and processing of information and results
- G. Presentation of results

The following table reflects the participation of the AEPR school community in this process between January and October 2016:





Activity	Students	Teachers	Parents	Other staff
Project Launching	81	7	0	0
Individual interviews	1	6	0	2
Focus group discussions	9	4	7	10
Exploratory visit "From Bridge to Senses"	3	7	2	0
International training "School Participation: from theory to practice"	4	4	0	0
Facilitation of the activity Digniland – students initiative	aprox. 50	0	0	0
Training "Sharing, Integrate, Participate!" – students initiative	12	0	0	0
<b>No. of total participations</b>	<b>160</b>	<b>27</b>	<b>9</b>	<b>12</b>

The information resulting from this process was subsequently processed and analyzed and presented to the School Community in a public session held on October 26, 2016.

### 3. Building the Plan

De outubro a dezembro de 2016 realizaram-se quatro sessões do **Seminário Promoção da Participação Democrática na Escola Secundária de Pinheiro e Rosa**, com vista à elaboração, discussão e aprovação do Plano de Ação para a Promoção da Participação Democrática. As sessões foram facilitadas por elementos da ECOS e contaram com a participação de estudantes, docentes, encarregados de





educação, pessoal não docente e outras entidades da comunidade envolvente tais como a Direção Regional do Algarve do Instituto Português do Desporto e Juventude, IP., a DGEstE - Direção de Serviços da Região do Algarve, a associação New Loops, a associação Civis - Associação para o Aprofundamento da Cidadania, entre outros.

Foi então elaborado o esboço de um Plano, tendo por base o levantamento de necessidades, os contributos dos participantes nos seminários, a Escala de Referência para a Participação Democrática (criada no âmbito deste projeto) e o Projeto Educativo e Plano Anual de Atividades do AEPROSA.

Uma proposta de Plano foi submetida a consulta pública de 24 de janeiro a 15 de fevereiro de 2017, divulgada através da mailing list do projeto e do moodle e página de facebook da Escola. Paralelamente, a proposta foi divulgada com recurso a metodologias participativas, em apresentações realizadas por uma equipa de disseminação (composta pela Presidente da Associação de Estudantes, Inês Marcelino a Representante dos Alunos no Conselho Geral, Cátia Orvalho, e outros estudantes envolvidos ativamente neste processo, Sofia Solayman, João Janeiro e Bruno Valente, bem como pelo Adjunto do Diretor para o Ensino Secundário, André Lara Ramos e a coordenadora do projeto, Joana Franco) junto da Assembleia de Delegados de Turma (no dia 24 de janeiro), do Conselho Pedagógico do AEPROSA (26 de janeiro) e da comunidade em geral no evento de multiplicação do projeto que decorreu a 27 de Janeiro, em Faro, e contou com a participação de mais de 70 pessoas.

From October to December 2016, four sessions of the Seminar Promoting Democratic Participation at Pinheiro and Rosa Secondary School were held to prepare, discuss and approve the Plan of Action for the Promotion of Democratic Participation. The sessions were facilitated by members of ECOS team and included the participation of students, teachers, non-teaching staff and other stakeholders from the surrounding community such as the Algarve Regional Office of the Portuguese Institute of Sport and Youth (IPDJ), the Regional Government Department for Education (DGEstE), and several CSOs such as New Loops and Civis - Association for the Deepening of Citizenship, among others. A plan





was drafted, based on needs assessment, participants' contributions to the seminars, the Scale Reference for Democratic Citizenship Schools (created under this project), and the AEPROSA Educational Project and Annual Activity Plan. A Plan proposal was submitted to a public consultation from January 24 to February 15, 2017, published through the mailing list of the project and the moodle and facebook page of the School. At the same time, the proposal was disseminated using participatory methodologies, in presentations made by a dissemination team (composed of the President of the Students' Association, Inês Marcelino the Student Representative at the General Council, Cátia Orvalho, and other students actively involved in this process, Sofia Solayman, João Janeiro and Bruno Valente, as well as Deputy Director for Secondary Education, André Lara Ramos and project coordinator, Joana Franco) at the Assembly of Class Delegates (on January 24) of the Pedagogical Council of AEPRosa (January 26) and to the general community in project the multipliers event that took place on 27 January in Faro, and counted on the participation of more than 70 people.

#### **4. Structure and relationship with other relevant documents**

The Plan was created in order to fully integrate the Educational Project in force in the school, by responding to the objectives contained therein. In this sense, the school community sought to create a Plan that responded to objectives that had previously been defined and that will be greatly favored if the actions in progress in the school are framed in a logic of Participation, Democracy and Citizenship.

Thus, the implementation of the different activities integrated in this Plan will contribute to the realization, in a participatory and democratic manner, of the following objectives of the AEPROSA Educational Project:

Areas of Intervention	Objectives
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<b>A. Teaching and learning</b>	<i>Ensure learning quality allowing improvements in school outcomes Ensure adequate responses to different situations faced by students Promote acceptance of differences and full inclusion of students</i>
<b>B. Attitudes and values</b>	<i>Educate for citizenship by promoting the development of a civic consciousness that integrates universal values such as freedom, democracy, solidarity, respect for others, tolerance, human rights, and ecological values</i>
<b>C. Internal organization and evaluation</b>	<i>Sharing decision-making processes for shared, democratic and accountable management</i>
<b>D. Ressources</b>	-----
<b>E. School-Family</b>	<i>Encourage the participation of parents in order to deepen their connection to the school and to the school cluster</i>
<b>F. School-Surroundings</b>	<i>Involve parents in the school life of their children with regard to school results and their civic attitude and develop, among the families, positive attitudes towards the school To stimulate in students and educational agents the sense of belonging to the school and the school cluster</i>





## 5. Plan for the Promotion of Democratic Participation in Pinheiro e Rosa Secondary School 2016-2018

### Specific Objective 1. To increase different school actors' knowledge of their rights and duties

Strategies/Actions	Expected results	Entities/Responsible actors	Calendar/Deadline	Target groups	Dimension SRDPS <sup>1</sup>
1.1. To materialize the citizenship curriculum in the curricular unit of Citizenship in Basic Education and in the discipline of Integration Area in Professional Courses of Secondary Education, favoring the use of experiential learning activities	Specific Curricula for Citizenship (basic) and Integration Area (professional) disciplines , developed and implemented	Director and his team; Pedagogical Council; Department of Social and Human Sciences; Students Union; Class Representative	January 2017- June 2018	Students	Learning
1.2. Organize an annual Citizenship Week	Various actors of the school community involved in the definition, implementation and evaluation of the Citizenship Week activities  1 Citizenship Week per school year	Work Group For Participation (WGP)	January 2017 e January 2018	All school actors	Governance Relationship with the Community
1.3. Carry out activities that promote the understanding of the laws and regulations applicable to the school and regarding the rights and duties of students	1 annual workshop for the school community 1 awareness campaign on the topic	Director and his team; WGP; ECOS cooperative; Students Union	January 2017- June 2018	Students	Learning Governance

<sup>1</sup> Dimension SRDPS means one of the 3 dimensions (Learning, Governance and Relationship to the local and international Communities) used to access school participation level using the Scale of Reference for Participatory Citizenship Schools approved under the project Network of Democratic Citizenship Schools.







**Specific Objective 2. Participation by the actors in the different school spaces**

Strategies/Actions	Expected results	Entities/Responsible actors	Calendar/Deadline	Target groups	Dimension SRDPS <sup>2</sup>
2.1. Organize a General Council Open Week annually	1 Open Week of the General Council in each school year Number of participants of the General Council's Open Week increases from year to year	General Council	December 2018	All school actors	Governance
2.2. Develop and compile procedures and good practices for the performance of positions and the facilitation of the structures of representation of the students in the School	<p>Guide to Procedures and Good Practices completed and distributed by electronic means and in paper format, including for example:</p> <ul style="list-style-type: none"> <li>- Guidelines for the election of Class Representatives (candidacy, campaign and debate) and Students' Union</li> <li>- provision of class meetings in each school year,</li> <li>- coordination mechanisms between Student Representative at the General Council, Assembly of Class Representatives and Student Union</li> <li>- work information mechanisms and meetings of the bodies where students are represented to students in general</li> </ul> <p>2 student meetings to reflect on the structures of representation in the School held and results sent to the competent entities</p> <p>1 information and awareness campaign on existing participation spaces for students</p>	Student representatives at the General Council; Students Union; Commission of Representatives of Class; Students in General; Director and his Team; ECOS Cooperative; WGP	<p>February to July 2017</p> <p>Until May 2017</p> <p>Until May 2018</p> <p>September 2017</p>	Students	Governance

<sup>2</sup> Dimension SRDPS means one of the 3 dimensions (Learning, Governance and Relationship to the local and international Communities) used to access school participation level using the Scale of Reference for Participatory Citizenship Schools approved under the project Network of Democratic Citizenship Schools.





<p>2.3. Create a learning program that incorporates existing projects (Milage, CO-LAB, etc.) and others, which fosters collaborative work and participatory methodologies involving students, teachers and the community</p>	<p>1 activity per Class Council of multidisciplinary character and in which students are also involved in the definition, planning, implementation and evaluation, included in the CWP (Class Work Plan)</p>	<p>Pedagogical Council; Class Councils; WGP</p>	<p>September 2017 June 2018</p>	<p>Teachers and students</p>	<p>Learning Relationship with the Community</p>
<p>2.4. Create the Health Education Advisory Board</p>	<p>Structure composed by the school community (teachers, guardians, students) and surrounding community (public and private health entities) created</p> <p>Structure composed of the school community (teachers, guardians, students) and surrounding community (public and private health entities) created</p>	<p>WGP; Students from CP TAS3; Team EPH (Educational Project for Health)</p>	<p>Until September 2017</p>	<p>All school actors and surrounding community</p>	<p>Governance Relationship with the Community</p>
<p>2.5. Create a forum open to the participation of all students, teachers, staff and parents where relevant topics and problems of the school community are discussed</p>	<p>1 forum held each school year</p>	<p>Director and his team; Parents Association; In charge of Education representatives of the classes; ECOS Cooperative</p> <p>Director and his team; Parents Association; guardians; class representatives; ECOS Cooperative</p>	<p>January 2017- June 2018</p>	<p>All school actors</p>	<p>Learning Governance Relationship with the Community</p>
<p>2.6. Promote joint activities where different actors participate as "equal", can propose, invigorate, assist, etc.</p>	<p>Workshops at the school for different actors</p> <p>Activities (sport, solidarity, culture, gastronomy...) With the participation of all the actors</p> <p>Conversations on topics relevant to the community</p>	<p>Director and his team; Parents Association; Students Union; Curricular Departments; Class Councils; Others</p>	<p>All year long</p>	<p>All school actors</p>	<p>Learning Relationship with the Community</p>





<p>2.7. Reactivate the Association of Parents and Guardians of Education of Pinheiro and Rosa Secondary School Reactivate the Association of Parents and Guardians of Pinheiro and Rosa Secondary School</p>	<p>Parent Association reactivation meeting held Commission of reactivation of the Association of Parents created Social organs of the Association of Parents elected and in functions</p>	<p>Director and his team; mothers; fathers and caregivers</p>	<p>February 2017  Until July 2017  October 2017</p>	<p>Parents</p>	<p>Governance</p>
<p>2.8. Reactivate the Association of Parents and Guardians at Pinheiro e Rosa Secondary School</p>	<p>Constitution of the Working Group 1 study with measures to promote greater involvement of the actors in the school</p>	<p>WGP; UALG; DGEstE</p>	<p>March 2017  July 2018</p>	<p>All school actors</p>	<p>Learning Governance Relationship with the Community</p>
<p>2.9. Implementing the Participatory Budget of Schools</p>	<p>Activities foreseen in Order no. 436-A / 2017 carried out</p>	<p>Director and his team; Association of Students; OPE Coordinating Professors</p>	<p>January 2017  December 2017</p>	<p>Students</p>	<p>Governance</p>





### Specific Objective 3. Work on Competencies for Participation

Strategies/Actions	Expected results	Entities/Responsible actors	Calendar/Deadline	Target groups	Dimension SRDPS <sup>3</sup>
3.1. Organize a 3-day residential meeting for students from various schools of the group with the purpose of working interpersonal and communication skills, to understand how we participate and to know better some structures of participation of the school	2 3-day residential meetings with: • 25 students annually involved (9th, 10th, 11th and 12th years); • 3 cluster schools (ESPR and EB23NJ and EB23PEC) involved; • 10 representatives / decision-makers from the various schools of the groups involved  Multiplier bag on these topics created in schools	Director and his team; ECOS Cooperative	Until May 2017  Until May 2018	Students	Learning Governance Relationship with the Community
3.2. Organize training for teachers on Participatory and Collaborative Methodologies in the Classroom	1 training cycle carried out  40 certified teachers	Director and his team; Pedagogical Council; Curricular Departments; Involvement of external entities (ECOS Cooperative)	March 2017  June 2018	Teachers	Learning
3.3. Conduct a Workshop on Mediation of Sexual Education	12 certified mediators (students and teachers)  Mediator bag created  Sexual Education Content energized by students in class	Director and his team; Association for Family Planning (APF); Team PES	October 2017	Teachers, Students, Other staff	Learning Relationship with the Community
3.4. Promote a Workshop for Documentary Video Creation	12 students and certificated teachers 6 videos produced	Director and his team	March 2017	Students	Learning

<sup>3</sup> Dimension SRDPS means one of the 3 dimensions (Learning, Governance and Relationship to the local and international Communities) used to access school participation level using the Scale of Reference for Participatory Citizenship Schools approved under the project Network of Democratic Citizenship Schools.





### Specific Objective 4. Improve information channels management

Strategies/Actions	Expected results	Entities/Responsible actors	Calendar/Deadline	Target groups	Dimension SRDPS <sup>4</sup>
4.1. Create the Radio/Television AEPROSA	TV / radio content management software installed and available for Student Directorate and Association  Multimedia content created by AEPROSA students and teachers	Director and his team; Students Union	Até Junho de 2017	Estudantes, professores e assistentes	Aprendizagem Governança Relação com a comunidade
4.2. Create a plan of communication for AEPROSA	Communication Plan implemented, to include: • Rules for the use of information placards; • Identification of communication channels "preferred" by each actor;  Actions to promote existing information channels	Communication and dissemination team	Até Junho de 2018	Todos os atores escolares	Governance
4.3. Creation of mechanisms for consultation and assistance by organs of AEPROSA	Mechanisms for consultation and service (suggestion boxes, hours of service, etc.) by the AEPROSA bodies defined, implemented and disclosed	General Council; Pedagogical Council; Director and his team; Students Union; Parents Association; Assembly of Class Representatives	Até Junho 2017	Todos os atores escolares	Governance

<sup>4</sup> Dimension SRDPS means one of the 3 dimensions (Learning, Governance and Relationship to the local and international Communities) used to access school participation level using the Scale of Reference for Participatory Citizenship Schools approved under the project Network of Democratic Citizenship Schools.





## 6. Monitorização e avaliação

A monitorização e avaliação do Plano para a Promoção da Participação Democrática será da responsabilidade direta de todas as entidades e pessoas envolvidas no seu desenvolvimento, nomeadamente através da recolha de dados da execução das ações, da sua partilha com as diversas entidades envolvidas no processo, da análise crítica dos resultados e da apresentação de recomendações ou sugestões que visem melhorar a eficácia do Plano na prossecução dos objetivos estratégicos definidos.

O processo de monitorização e avaliação do Plano visa assegurar uma aferição contínua da sua implementação e proporcionar a toda a comunidade escolar informações detalhadas sobre os desenvolvimentos registados. Para tal, o processo deverá fundamentar-se, sobretudo, resultados esperados definidos neste plano e nos indicadores específicos a definir por atividade.

De forma a garantir a implementação e monitorização, será criado um Grupo de Trabalho para a Participação (GTP), composto por um representante da Direção do AEPROSA e por estudantes, professores, funcionários e outros membros da comunidade que se voluntariem para o efeito. Para tal será lançada uma chamada pública. O GTP deverá reunir pelo menos uma vez por trimestre, analisar os dados enviados pelos responsáveis pela implementação das atividades e prestar informação sobre a implementação do Plano à comunidade escolar em geral. O GTP deverá ainda criar um conjunto de procedimentos de monitorização simples e claros de modo a uniformizar dados recebidos, permitindo a posterior avaliação dos mesmos.

A avaliação será realizada em reuniões gerais abertas a toda a comunidade escolar, a realizar uma vez por ano, aquando da repetição do teste de Participação da Escola com recurso à Escala de Referência para Escolas de Cidadania Democrática.





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The digital version is available at: <http://democraticschools.ecos.pt/> e <http://www.aeprosa.pt/>

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