



**HANDBOOK I**

# **Us & Them**

**Dialog, tolerance and collaboration for good coexistence  
in a multicultural world!**

**Editura Universității din Pitești  
2017**



The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



**Descrierea CIP a Bibliotecii Naționale a României**

**Handbook I. Us&Them: Dialog, tolerance and collaboration for good coexistence in a multicultural world /** Coord: Georgeta Chirleşan.  
- Pitești : Editura Universității din Pitești, 2017

2 vol.

ISBN 978-606-560-556-5

**Vol. 1.** - 2017. - Bibliogr. - Index. - ISBN 978-606-560-557-2

PARTNERS:	
	<p>1. GRUPUL PENTRU INTEGRARE EUROPEANĂ (coordinator) <a href="http://www.gie.ro">www.gie.ro</a></p> <p>*Georgeta Chirleşan <a href="mailto:g.chirlesan@gie.ro">g.chirlesan@gie.ro</a></p>
	<p>2. CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LTD <a href="http://www.cardet.org">www.cardet.org</a></p> <p>*Charalambos Vrasidas <a href="mailto:pambos@cardet.org">pambos@cardet.org</a></p>
	<p>3. FUNDACIÓN UNIVERSIDAD EMPRESA DE LA REGIÓN DE MURCIA <a href="http://www.fuem.es">www.fuem.es</a></p> <p>*Consuelo García Sánchez <a href="mailto:consugar@um.es">consugar@um.es</a></p>
	<p>4. LOUTH AND MEATH EDUCATION AND TRAINING BOARD <a href="http://www.meathvec.ie">www.meathvec.ie</a></p> <p>*Elizabeth Lavery <a href="mailto:elavery@imetb.ie">elavery@imetb.ie</a></p>
	<p>5. STAFF CONSULT S.r.l. <a href="http://www.staffconsult.it">www.staffconsult.it</a></p> <p>Francesco Lembo <a href="mailto:lembo.francesco@gmail.com">lembo.francesco@gmail.com</a></p>
	<p>6. ASSOCIAÇÃO NACIONAL PARA A ACÇÃO FAMILIAR</p> <p><a href="http://www.anjaf.pt">www.anjaf.pt</a></p> <p>*Ana Sofia Da Silva <a href="mailto:s.silva@anjaf.pt">s.silva@anjaf.pt</a></p>
	<p>7. ÇAN İLÇE MİLLİ EĞİTİM MÜDÜRLÜĞÜ</p> <p><a href="http://www.can.meb.gov.tr">www.can.meb.gov.tr</a></p> <p>*Elif Soydemir <a href="mailto:soydemirelif@yahoo.com">soydemirelif@yahoo.com</a></p>
	<p>8. COLEG CAMBRIA <a href="http://www.cambria.ac.uk">www.cambria.ac.uk</a></p> <p>*Simon Hughes <a href="mailto:Simon.hughes@cambria.ac.uk">Simon.hughes@cambria.ac.uk</a></p>



## Table of contents

	Page
List of partners .....	3
Introduction .....	5
Part 1: Face-to-face training .....	7
Part 2: online training (eLearning) .....	39
Part 3: Face-to-face training in Lisbon (learning mobility).....	43
Annex: Placement Test for English .....	47



## Introduction

This Handbook was designed in the framework of the project with title “*Us & Them: dialog, tolerance, collaboration for good coexistence in a multicultural world!*” (reference no. 2015-1-RO01-KA204-015131), a project financed by the Erasmus+ Programme of the European Union. The project consortium is composed by organisations<sup>1</sup> from Romania (coordinator), Italy, Spain, Portugal, United Kingdom, Turkey, Cyprus and Ireland.

This Handbook is addressed to AE educators<sup>2</sup>, in order to help them acquire new skills and competences for handling misunderstandings, prejudices, stereotypes, lack of tolerance and acceptance and thus social tensions in multicultural and multi-ethnic groups.

The content of the Handbook is suitable for a blended learning, thus the Handbook contains three parts:

Part 1: Face-to-face training

Part 2: Online training

Part 3: Intensive face-to-face training (to be achieved through mobility abroad, in the case of this project, in Lisbon - Portugal)

This Handbook was designed for the use of the “Us&Them” partners during the blended learning of their staffs achieved within the project lifetime, but it represents a useful tool that can be replicated and/or adapted to similar contexts by other organisations from Adult Education that work with multicultural and multiethnic groups of learners.

---

<sup>1</sup> The members of the project consortium are presented on the last page of this Handbook.

<sup>2</sup> “AE educators” means trainers, tutors, mentors, counselors working with Adult Learners / working in the field of Adult Education.



## Part 1: Face-to-face training

This part of the Handbook presents information about the organisation and content of training of AE educators to be achieved by each member of the "Us&Them" consortium, in own country.

The training will encompass a total of 20<sup>3</sup> hours and can be delivered throughout a series of days (i.e. 2 hours per day, for 10 days, or 4 hours per day for 4 days).

The face-to-face training will address three aspects:

- *the pedagogy of the mobility*: information about: the Erasmus+ Programme, "Us and Them" project, mobility contract, the host organization ANJAF, communication issues, activities to be performed during the mobility, daily programme, evaluation and certification of acquired skills.
- *the evaluation and / or improvement of the English skills*: (a) basic notions or everyday English; (b) English for specific purposes: about e-learning, multiculturalism, multicultural education, multi-ethnic communities.
- *getting cultural skills and information* necessary for the intensive face-to-face training (or mobility) in Portugal: information, data, explanations on the culture of the host country Portugal and of the location of mobility Lisbon: history, geography, economy, arts and music, social and cultural life, customs and traditions, legislation for foreigners, transportation, tourism, emergency contacts.

### 1.a.: Pedagogical training (6 hours)

**Erasmus+** is the EU's programme to support education, training, youth and sport in Europe. Its budget of €14.7 billion will provide opportunities for over 4 million Europeans to study, train, gain experience, and volunteer abroad. Detailed information about the Erasmus+ Programme are available at: [https://ec.europa.eu/programmes/erasmus-plus/about\\_en](https://ec.europa.eu/programmes/erasmus-plus/about_en).

Set to last until 2020, Erasmus+ doesn't just have opportunities for students. Merging seven prior programmes, it has opportunities for a wide variety of individuals and organisations.

Detailed information on these opportunities, including eligibility criteria, is available in the Erasmus+ Programme Guide, available at: [https://ec.europa.eu/programmes/erasmus-plus/resources/programme-guide/2016-version\\_en](https://ec.europa.eu/programmes/erasmus-plus/resources/programme-guide/2016-version_en).

---

<sup>3</sup> The distribution given in this handbook for the 20 hours of training is only indicative. The educators of adults who will implement the pedagogical (6 hours), language (10 hours) and cultural (4 hours) trainings may change it and divide differently the total 20 hours.

The Programme's factsheets<sup>4</sup> show that from the €14.7 bn budget, 2/3 of budget goes for learning opportunities abroad for individuals and 1/3 of budget is spent on partnerships and reforms of the education. Erasmus+ brings novelties and improvements compared to the forerunners programmes. Thus it offers:

- More opportunities for millions of Europeans to study, train, volunteer or gain professional experience abroad
- New funding for actions in the field of sport
- Stronger international dimension with more opportunities for participants to study worldwide
- Language learning support for all participants

What is better in Erasmus+:

- A 40% increase in funding compared to the Lifelong Learning programme meaning €14.7 billion in grants over 7 years and opportunities for over 4 million people
- A stronger focus on improving young people's job prospects to tackle youth unemployment
- A more inclusive programme supporting people with fewer opportunities

In terms of mobility exchanges, up to 2 million students in higher education, up to 650 000 Vocational training students and apprentices, about 600 000 young people and 800 000 teachers, lecturers, trainers, education staff and youth workers would benefit of grant studies, apprenticeships, youth exchanges or training to get new skills abroad.

***"Us & Them: dialog, tolerance, collaboration for good coexistence in a multicultural world!"*** is an Erasmus+ project for Strategic Partnerships for adult education, with the reference number 2015-1-RO01-KA204-015131. It is designed and implemented by a consortium of 8 partners<sup>5</sup> from 8 European countries – Romania (coordinator), Cyprus, Spain, Ireland, Italy, Portugal, Turkey and United Kingdom. It is financed by the European Commission for a period of two years (01.11.2015 to 31.10.2017).

Migration Policy Institute's report *"Multiculturalism: Success, Failure and the Future"* (Feb. 2012) draws upon Multiculturalism Policy Index: *"[...] multiculturalism in the West emerged as a vehicle for replacing old forms of ethnic and racial hierarchy with*

---

<sup>4</sup> ERASMUS+ The EU programme for education, training, youth and sport (2014-2020), [http://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus/files/library/erasmus-plus-factsheet\\_en.pdf](http://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus/files/library/erasmus-plus-factsheet_en.pdf)

<sup>5</sup> See the partner organisations on the last page of this Handbook.

*new relations of democratic citizenship, and there is some significant, if not yet conclusive, evidence that it is making progress toward the goal”.*

Preliminary analysis made by the “Us&Them” project consortium showed that in Europe exist many ethnicities, each country hosting national and immigrant minorities. This situation exists in project partner countries - Romania, Cyprus, Spain, Ireland, Italy, Portugal, Turkey and United Kingdom. The 2011-2012 censuses in these countries reported various religions: Muslims, Roman Catholics, Protestants, Hebrew, Hindu, Presbyterian, Anglican, Methodist, Reformed, Pentecostal, Orthodox, Sunni, Alevi or Sufi.

The social tensions and anti-social deeds generated by multiple factors (i.e. different religious background, cultural traditions, affiliation to ethnicities/social clusters, etc.) can be defused and prevented through non-formal/informal education for tolerance, acceptance, opening, understanding, reciprocal knowledge. The “Us&Them” project aims at training AE educators to promote tolerance and understanding of ‘the other’ in multilateral communities. The target groups are:

- (a) AE educators;
- (b) Adult Learners from cultural conglomerates.

The general objectives (GOs) and specific objectives (SOs) envisaged by the “Us&Them” project are:

GO1: Improve the AE educators’ competences for handling multi-ethnic groups:

*SO1.1:* Identify specific features of diverse European cultures and potential sources of social-cultural tension;

*SO1.2:* Design a Curriculum and a Handbook for AE educators with remedies for the tension sources, through AE for tolerance and reciprocal knowing;

*SO1.3:* Apply the Curriculum and Handbook on AE educators for them to acquire innovative knowledge, skills, competences regarding inclusion of multiculturalism’s impact on AE methods & tools.

GO2: Promote peaceful coexistence in a multicultural world through quality non-/informal learning on tolerance & understanding of “The Others”:

*SO2.1:* AE educators develop an intensive course “One day in the shoes of “The Other”;

*SO2.2:* Test the AE course in each partner country, refine it;

*SO2.3:* Organize valorisation events in partner countries among AE learners.

The outcomes of the project – comprising intellectual outcomes, multipliers events and learning & training activities - will be:

- Scientific Transnational Report on specific features of diverse European cultures/sub-cultures;
- Curriculum for Adult educators training course *“Managing multicultural and multi-ethnic groups of adult learners for tolerance and good coexistence”*;
- Handbook I *“The Adult Educator’s Handbook: a new approach of multiculturalism and religion for peaceful and rightful coexistence”*<sup>6</sup>;
- Training course for Adult educators *“Managing multicultural and multi-ethnic groups for tolerance and good coexistence”*;
- Handbook II for learners living in multicultural societies *“One day in the shoes of “The Other”*;
- Intensive course for adult learners *“One day in the shoes of “The Other”*;
- Case studies;
- 8 Multipliers events (national dissemination seminars in all partner countries);
- One short-term joint staff training event in Italy;
- One blended mobility for learners (in own country and in Portugal).

In addition to the results named above, the project consortium expects also to achieve:

- improved and new AE educators’ soft skills for handling multicultural learners
- improved Adult Learners’ skills, attitudes and behaviors for living, working and getting integrated in multicultural and multi-ethnic communities through peaceful and rightful coexistence;
- increased European AE educators’ preparedness and motivation for implementing a multicultural approach in their teaching activities;
- increased social cohesion;
- less vulnerable position of minority/ethnic groups within cultural conglomerates;
- support provided to AE educators in utilizing ICT-based technologies (MOODLE) to better engage their learners in learning activities.

The blended mobility for learners in the “Us&Them” project will be addressed to those who are educators of adults and will be achieved through a face-to-face training in own country (20 hours), an online training via the project’s e-learning platform (20 hours )and a last face-to-face training through an intensive course in Portugal (40 hours).

The **host organization in Portugal** will be one of the project partners, namely Associação Nacional Para aAcção Familiar (ANJAF).

ANJAF is a non-profit association, constituted 1989, whose aim is to encourage solidarity between young people, their families and the community, in order to promote equality, justice and progress, by harmonized actions of economic, social and cultural development ensuring representation, participation and intervention.

---

<sup>6</sup> This manual.

Their main objective is to carry out activities contributing to socio-professional integration and socio-cultural development of all exposed groups, namely those in a situation of exclusion, in order to promote social harmony.

The target population of ANJAF activities is composed by the “exposed groups” or groups in a situation of exclusion such as the long term unemployed, young people looking for their first job, the ethnic and cultural minorities, people below the poverty line, one-parent families and women with social integration problems. The values of ANJAF are: solidarity; mutual aid; equality; respect for diversity; freedom.

ANJAF is member of the WFO – World Family organization and of the European Network TANDEM PLUS. The activities and competences of ANJAF are the following:

CACI: Centre for Knowledge Support and Integration (Centro de Apoio ao Conhecimento e Integração);

ANJAF Hall of Residence: ANJAF's hall of residence was built to offer a quality multifamily answer to all the students from private and public education, and at the same time to be a studying area, coexistence life and training;

ANJAF-SAD: Domestic Care Assistant (Serviço de Apoio Domiciliário), which provides domestic care assistant to elderly people;

ANJAF Social Consultants (ANJAF Consultores Sociais): who provides consulting and assessment solutions;

Training Department: vocational training as the most appropriate way to promote employment opportunities, in accordance with its purpose of fighting against exclusion and promoting social integration. They are based in a multidisciplinary team, according with the work and projects they are working in.

### ***Communication aspects***

Communication represents a key issue in all projects and trainings. In the “Us&Them” blended learning, communication will allow efficiently planning and organizing the training but also understanding the learning content and the tasks.

During the “Us&Them” blended training (both the face-to-face and the online), communication will between the selected learners and the local project implementation teams and/or the trainers, will be kept regularly through: (a) direct meetings; (b) emails; (c) telephone; (d) forum (via the e-learning platform). The learners will be provided in advance with all contact details of the trainer(s) and of at least one member of the local project implementation team in the learners’ country.

### ***Activities to be performed during the mobility in Portugal***

These activities will be achieved based on a practice-oriented approach on:

- theories of education/personal development;
- multicultural education (definition, the 5 dimensions; how to apply multicultural education)
- equity, ethics and legal issues in teaching adult learners
- becoming a multicultural educator (acknowledging learners' diversity; cross-cultural skills and competence; management of adult learners from a cultural perspective)
- building a culture of nonviolence and peace (non-discrimination and respect for diversity; violence prevention, mitigation and response; gender equality; inter-cultural dialogue; social inclusion)
- soft skills for AE educators to manage multicultural learners for a peaceful and rightful coexistence (coping with stress and adversity; managing emotions so as not to engage in violent behaviour; inner balance of energy and harmony; listening to others and being listened to; understanding and insights in a constructive and collaborative manner; developing self-confidence, self-esteem and respect for others; foster team work, fairness and friendships; engage in awareness-raising and social mobilization; empathy; non-judgment; non-violent communication; collaborative negotiation and mediation; critical thinking and dropping bias, etc.).

and will consist of a combination of delivery methods: workshops, debates, round table discussions, assistance to ANJAF activities, exercises and practical activities, case studies presentation and examples of good practices.

### **1.b.: Linguistic training (10 hours)**

English language training could be implemented, if the language skills of the learners who will attend the mobility abroad need improvement. The decision to implement or not such training will be taken by each project implementation team after the initial evaluation of the English language level of their selected learners. A placement test for English is provided in Annex 1, as a model, but other similar tests can be also applied.

If the language training needs be acquired, it will focus on:

- (a) basic notions or everyday English;
- (b) English for specific purposes (e-learning, multiculturalism, multicultural education, multi-ethnic communities)

The curriculum for the English language training is presented in the table below. The training course content may be obtained by request (by contacting the “Us&Them” project coordinator at [g.chirlesan@gie.ro](mailto:g.chirlesan@gie.ro)).

COMPETENCIES ACQUIRED AT THE END OF THE COURSE		
<b>C1</b>	Understanding of a written text (for a call for proposals, the beneficiary manual, application form, administrative text);	
<b>C2</b>	Written expression in the view of filling in specific of an application forms for funding.	
<b>C3</b>	Comprehension of an oral text or of some common questions.	
<b>C4</b>	Oral expression to introduce him/herself and present his/her role in the organization to which he/she belongs	
PROPOSED THEMES		
No.	Theme	No. of hrs
<b>Part 1</b>	<b>BASIC NOTIONS - EVERYDAY ENGLISH</b>	6 hrs
<b>1</b>	<b><i>Introducing people.</i></b> To be. To have. (Interrogative and Negative). Word order in the sentence. Interrogative pronouns and adjectives. Present Simple/Present Continuous (Interrogative and Negative).	0.5
<b>2</b>	<b><i>Travelling around. Basics about the Country. Share personal fears and worries.</i></b> Present Perfect Simple/Present Perfect Continuous (Interrogative and Negative)	1
<b>3</b>	<b><i>Going Shopping. The Society and Its Traditions. Deliver a short speech to express appreciation or regret.</i></b> Past Tense Simple/Past Tense Continuous (Interrogative and Negative)	0.5
<b>4</b>	<b><i>Finding Accommodation. Tourism. Express gratitude and regret.</i></b> Simple Future. Going to Future (Interrogative and Negative)	1
<b>5</b>	<b><i>Asking One's Way. Food and Restaurants. Exchange personal needs in structured conversations.</i></b> Plural of the nouns. Genitive. Place of the adjective. Degrees of comparison. Expressing the condition (IF clauses)	1
<b>6</b>	<b><i>Leisure Time Activities. State likes and dislikes.</i></b> The passive voice. The pronoun ONE. Compounds with SOME, ANY. NO. The „both...and...“; „either...or...“; „neither...nor...“ constructions. The structure „For...to...“. Prepositions.	1

<b>7</b>	<b><i>Living in a Community</i></b> (City Hall, Hospital, etc). <b>Express and inquire about basic moods and feelings.</b> Modal verbs: can, could, may, might, must, have to, shall, should.	<b>1</b>
<b>Part 2</b>	<b>ENGLISH FOR SPECIFIC PURPOSES</b>	<b>4 hrs</b>
<b>1</b>	<b><i>What is culture? What is religion?</i></b>	<b>1</b>
<b>2</b>	<b><i>About inter- and multicultural education, multiculturalism, multi-ethnic communities.</i></b>	<b>2</b>
<b>3</b>	<b><i>Learning How to Use an e-Learning Platform in English</i></b>	<b>0.5</b>
<b>4</b>	<b><i>Tools for Writing your Tasks in English</i></b>	<b>0.5</b>
<b>TOTAL</b>		<b>10 hrs</b>

**Delivery methods:** lecturing, PP presentation, audio-video

#### **Evaluation and assessment**

##### Continuing evaluation

- A. Realising a portfolio upon completing assigned tasks at the end of each lesson. The trainer will explain at the end of each lesson the working task that will be included in the portfolio.
- B. B. Group Project. The trainer will specify the details of the group project.

Final evaluation which will consist of two parts:

1. Oral evaluation.
2. Written evaluation (through a test composed of a combination of multiple-choice items and open items)

#### **1.c.: Cultural training (6 hours)**

This section will include information about the culture of Portuguese as the mobility training will take place in Lisbon. More specifically it will address the following issues:

1. Geographical location and History of Portugal
2. Information about the economic situation, and about popular professional activities
3. Information about the social and cultural life – arts and music, customs and traditions
4. Legislation for foreigners/Tourists

5. Basic information about the issues related to transportation and emergency contacts

## 1. Geographical location and History of Portugal

### GEOGRAPHICAL SITUATION

Lisbon (Lisboa) is the capital of Portugal and lies on the north bank of the Tagus Estuary, on the European Atlantic coast. It is the westernmost city in continental Europe. Greater Lisboa has an area of approximately 1,000 km<sup>2</sup>. The city lies more or less in the centre of the country, approximately 300 km from the Algarve in the south and 400 km from the northern border with Spain.

Lisboa offers a wide variety of options to the visitor, including beaches, countryside, mountains and areas of historical interest only a few kilometers away from the city centre.



### DEMOGRAPHICAL INFORMATION

Portugal has a population of about 10 million and 300 thousand inhabitants. Approximately 600,000 people live in Lisboa. However, if we include the various satellite towns, the population of Greater Lisboa rises to approximately 1.9 million people

### LANGUAGE

Portuguese is Latin in origin and the third most widely spoken European language in the world. It is the mother tongue of about 200 million people. Portuguese is the

official language in several countries: Angola, Cape Verde, Guinea-Bissau, Mozambique, São Tomé e Príncipe in Africa, and Brazil in South America. In Portugal itself a considerable number of people can understand and communicate in foreign languages.

## RELIGION

The Portuguese people are mainly Catholic, but the Portuguese Constitution guarantees religious freedom, which results in the presence of different religions

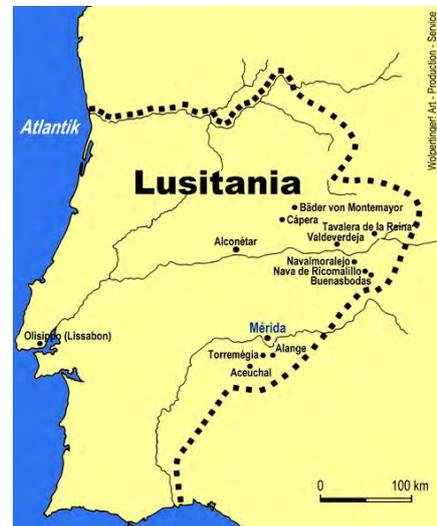
## HISTORY OF PORTUGAL

### “Lusitano” People

The region which is currently Portugal is inhabited by at least 500,000 years ago. It was inhabited first by the Neanderthals, and later by modern men.

In the seventh century BC, the people living there was called **Lusitano**. The Lusitanian resulted from the fusion of **Celtic** and **Iberian** peoples and are therefore also known as **Celtiberian**. The Lusitania occupied the region between the Douro and Guadiana river.

Brave and indomitable, strong and agile, the Lusitanian were moderate in food and drink, modest in dress and jealous of their independence.



### Roman Domain

During an occupation that lasted six centuries, the Romans left an important legacy in what is now Portugal, customs, economy, social organization, art, architecture, building roads and bridges, some of which serve to our days.

A variant of the Latin (Vulgar Latin) became the dominant language of the region.

After the birth of Christ, Rome abandons the pagan gods and adheres to Christianity. During the Roman Empire Christianity was spread throughout the Iberian Peninsula.

### Invasion of barbarians

In 409 AD (Sec. V), the so-called barbarians), composed primarily of Swabians, Vandals and Visigoths, all of Germanic origin, are fixed in Hispania (Iberian Peninsula).

In 585 the Visigoth king Leovigildo takes Braga and attaches the Swabian kingdom. From here the Iberian peninsula is unified under the Visigoth kingdom (except for

some southern coastal areas and Levantine, controlled by the Byzantine Empire) until the fall of this kingdom in 711

### Muslim occupation

In 711, the Iberian Peninsula was invaded by Muslims from North Africa. Led by Tariq.

Muslims dominated large parts of the peninsula for more than five centuries and have left many traces of their culture.

Muslims had many scientific and artistic knowledge as mathematics, astronomy, architecture, sculpture, poetry, music, medicine and especially navigation bringing the **compass** and the **astrolabe**.

Legend: Arab Warriors



### The Christian Reconquest

During the centuries of Arab occupation, in Asturias, the only region that resisted the Arab invasion, was being develop a reconquer movement of the Peninsula.

This gradual process led to the birth of small kingdoms that were being extended as the reconquer was successful. First, the Kingdom of Asturias, which was to be divided among the children of Alfonso III of Asturias when he died.

Therefore were born the Leon and Castile kingdoms and later of Navarra and Aragon and Galicia. Later Alfonso VI of León and Castile (self-proclaimed Emperor of all Spain), delivered by merit, his son in law Henry of Burgundy, the government of the southern territories, the **Portuguese Province**, located between the Minho and Douro rivers, and the County of Coimbra, between Douro and Mondego.



### The Kingdom of Portugal

The fourteen years (1125), young Afonso Henriques (son of Henry of Burgundy) arms himself knight – a custom of kings - thus becoming independent warrior, (pictured).

The struggle between D. Afonso Henriques and his mother is frequent, until in 1128 rages the **Battle of São Mamede (Guimarães)** and D. Teresa is expelled from the land which she directed for 15 years. D. Afonso Henriques declared the principality independent.

In 1139, Afonso Henriques achieved an important victory against the Moors in the **Ourique Battle**, having declared independence with the support of the Portuguese chiefs, who hailed him as a supreme. The **Kingdom of Portugal** was born, in 1139 and it's first dynasty, with **King Afonso I of Portugal** (Afonso Henriques)

However, only in **1143** it was recognized the independence of Portugal by the king of Castile, in the **Treaty of Zamora**, where was signed the definitive peace.

### The Discoveries

The ideal that began to lead the Portuguese to make discoveries was, early on, the desire **to expand the Christian faith and extend the kingdom**. In the passage to the fifteenth century began on several campaigns overseas, in the conquer of places in Morocco.

The initial pretext of Christian conversion has become a true adventure in taste to **discover**

In 1415, **D. João I** organized the fleet that conquered **Ceuta**, more than 20,000 men and 200 ships, commanded by the king and his three eldest sons: Duarte, Pedro and Henrique. It was the **first adventure** Portuguese overseas to mark an epic unparalleled in the world: **overseas expansion**.

- **The conquer of African Coast**

During the reign of King **Afonso V**, prince Henrique made great progress in terms of achievements in the north and northwest African coast: Alcacer, Tangier, Asilah, Cape Verde, Guinea Bissau, Sierra Leone and Sao Tome and Principe.

- **Maritime route to India**

The King **D. João II** begins the planning of a project that would launch Portugal to the world powers: a maritime trade route to India. In **1487**, the king sends to the ground two emissaries to India, Pero Covilhã and Afonso Paiva, to collect information about those lands. In the same year **Bartolomeu Dias** part in a small fleet of three ships to explore the sea route to India

Meanwhile it was known through Christopher Columbus of new territory to the west, the later called the **West Indies**, the **America**. And it would be **Pedro Álvares Cabral** curiosity that would bring, in 1500, to the new Portuguese Empire, **Brazil**.

In **1543**, during the reign of King João III, son of D. Manuel, the Portuguese arrived in **Japan**. The Portuguese were the first Europeans to reach Japan.

In 1557, China was donated to the Portuguese, the territory of **Macau**, as thanks for provided services in the fight against pirates in the Yellow Sea

The Portuguese Empire was the first and most enduring of the colonial empires (1415-1999) of the Age of Discovery. From South America to Asia, Portugal spread the language and customs, bringing in, great wealth, often, in the detriment of the colonies.

### The Dead of D. Sebastião

D. João III died in 1557 leaving no heir. Queen Catherine was regent until D. Sebastião (picture), his grandson, take the throne in 1568 at 14 years old



During the regency of D. Catarina and the short reign of King D. Sebastião, colonial expansion was stopped and the church continued to rise its power.

In the ensuing battle Alcazarquivir, the Portuguese suffered a humiliating defeat at the hands of the sultan of Fez and lost a good part of his army. As for D. Sebastião, probably he died in battle or was killed after its end. He was 24 years old. D. Sebastião died, without offspring. His great-uncle, Cardinal Henrique, took the throne in 1578, but died two years after, in 1580, paving the way for a serious dynastic crisis.

### Filipino Domain

In **1580**, despite the efforts of Don Antonio, the Prior of Crato, the throne fell into the hands of the **kings of Spain**, in the form of dual monarchy - two kingdoms, a king. Given the occurred, and social instability caused by the breaking of promises by the Castilian kings, Portugal is going through a period of internal war for the restoration of Independence

Only in **1640** Portugal managed to **restore their independence**. In December of that year, the opponents of Spanish rule broke into the Ribeira Palace in Lisbon, demanding the surrender of regents appointed by Spain, who lived there.

The cry for freedom after 60 years of Spanish domain, spread quickly through the city and the Duke of Bragança, **D. João IV**, ascends to the Portuguese throne.

### "Pombalina" Age

In the beginning of the eighteenth century, Sebastião José de Carvalho e Melo, the **Marquis of Pombal** (picture) takes over as prime minister, and becomes responsible for reforms in various areas. Introduced in Portugal the doctrine of the "divine right

of kings", revealing himself an oppressive at the service of a deleted absolute king, D. José I. The Jesuits, defenders of the pact of subjection of the king to the Republic, were naturally expelled. The courts never met.

Pombal was hotly contested by his cruelty and rigidity. Despite his despotic attitude, the Marquis of Pombal had a leading role in the rapid and efficient reconstruction of downtown Lisbon after the **earthquake of 1755**, which applied the urban and aesthetic concepts of the Enlightenment.

Marquis of Pombal was **removed** shortly, after the death of D. José I, in **1777** by his daughter, Queen Regent D. Maria.

### **French invasions**

On 30 November 1807, the French arrive in Lisbon. A day earlier, the royal family (Queen Maria and the Prince Regent D. João IV) and the Portuguese court had left for Brazil on board of a large naval station, protected by British ships, carrying about 15 000 people. The **Rio de Janeiro** becomes **the seat of government and the capital of the kingdom**.

On May 9, 1808, from Brazil, the Prince Regent of Portugal, João IV, declares null all treaties of Portugal with France declaring war to French and friendship to his former ally, the Great Britain, that help to defend Portugal from the invasion of France.

The French tried to invade Portugal twice more, between 1808 and 1810. Portuguese, Spanish and English joined forces against the invaders but the final peace was only signed in **1815**, the **Treaties of Paris**. This war was called "Peninsular War", because it united the whole peninsula against Napoleon's armies.

- **Independence of Brazil**

The misery caused by the French invasion, the king's absence D. João VI (who was in Brazil) and the influence of English in the government board of Portugal, caused great discontent to Portuguese people.

In **1820**, busts **liberal revolution** in Porto, and quickly extended to the rest of the country. Revolutionaries put an end to absolute monarchy, organize elections to appoint representatives of the people in the courts, and elaborate the **first constitution** of the country.

The king, worried about the liberal expansion, returns to Lisbon. In Brazil in **1822**. His son D. Pedro IV, requires the **independence of Brazil**, where it remains as a leader of Brazil's reign.

## Regicide

The King D. Miguel, brother of D. Pedro IV, tried again to impose the absolute monarchy, but he and his supporters, the **absolutists**, were quickly defeated by the **Liberals**.

Thereafter, until the establishment of the republic, all the rulers respected the constitutional monarchy: D. Maria II, D. Pedro V, D. Luís I. But the republican ideals kept gaining ground.

The **first Republican revolt** occurs during the reign of King D. Carlos. Unsatisfied with the transfer of the African territory to the English by the Portuguese court, the Republican revolt in January 1891, in Porto, replaces the monarchic flag for the Republican.



The revolt failed but the partisan struggles between republicans and monarchists continue. Desperately, D. Carlos dissolves courts and creates a government of **dictatorship**. This gesture strengthened the Republican, leading many monarchists to move to the side of the Republic defenders

On January 1, 1908, **King Carlos** and the Crown Prince Luís Filipe **are murdered** in Lisbon, when the royal carriage crossed the Terreiro do Paço.

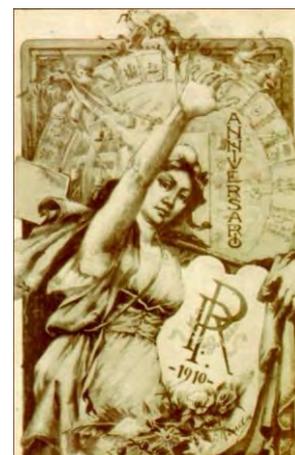
**D. Manuel II**, the youngest son of King Carlos **was the last king of Portugal**. He ruled only between 1908 and 1910, when it was established the Republic, and died in exile in England.

## The Republic

On the morning of **05 October 1910** it happens the Republican revolution, held by the army, navy and popular. The new regime has been accepted throughout the country without opposition. The provisional government was chaired by **Teófilo Braga**.

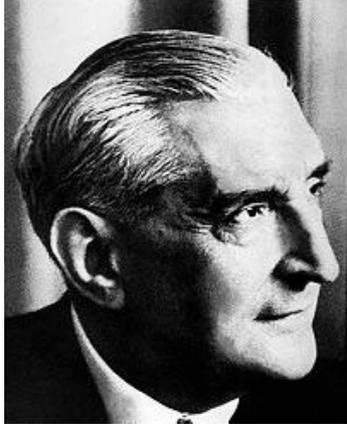
The first **President of the Republic**, elected in 1911, was **Manuel de Arriaga**.

From 1918, the country unrest increases: governments fall one after the other



## The “New State” Estado Novo

In 1926, **Costa Gomes** General enforces the military dictatorship. In 1928, General **Antonio Carmona** assumes the presidency until his death in 1951



Around 1928 the financial situation of the Portuguese State became very precarious. This year, the General Carmona calls the government a finance professor at the University of Coimbra, **António de Oliveira Salazar** (1932 accumulate the post of Finance Minister with the President of the Council of Ministers), who is with the fates of Portugal in his hands for the next four decades.

His political thought rejected communism, but also the traditions of political and economic liberalism. **Deeply conservative and nationalistic,**

In 1933 came into force the new Portuguese Constitution

The National Assembly was occupied by the regime supporters and the power concentrated in **Salazar** figure.

The **PIDE** was established in October **1945**. Presented as an "autonomous body of the Judicial Police", the PIDE was in fact a political police whose main function was the repression of any form of opposition to the Estado Novo de Oliveira Salazar.

In **1949** Portugal joining the North Atlantic Treaty Organization ( **NATO**) and in **1955** at the United Nations (**UN**)

## The 25 de April

In a military conspiracy, the Portuguese Army, was successful in a coup d'état, not being violent, was designated as the “**Revolução dos Cravos**” (**Carnation Revolution**) which took place on **April 25, 1974**.

The movement's leaders (the “**Capitães de Abril**”(April Captain), assumed as priorities the end of the political police, the restoration of freedom of expression and thought, recognition of political parties and the negotiation with the movements of colonies independence.



On **April 25, 1975**, just one year after the revolution, there were the **first democratic elections**, whose aim was to form a Constituent Assembly to draft a constitution for the country.

This **constitution** was promulgated on 2 April 1976 and it's the constitution that governs till nowadays, despite having been revised on several occasions.

### **The European Union**

Portugal **joined the EU in 1986**, and the European community increases to 12 Member States (with the accession of Portugal and Spain).



### **Portugal na União Europeia**

The adhesion into the **European Union**, signed by a coalition government between the two major Portuguese political parties (PS and PSD) and with the support of the vast majority of citizens represented a return to the political presence of Portugal in Europe.

### **The Portugal Flag and Anthem**

The flag was officially adopted on June 30, **1911**, but it was used since the proclamation of the Portuguese Republic, on 5 October 1910.



### **Portugal Anthem**

“**A Portuguesa**”, which today is one of the national symbols of Portugal (its national anthem), was born as a patriotic nature song in response to the British ultimatum to the Portuguese troops to abandon their positions in Africa.

### **Excerpt from Portugal Anthem**

*Heróis do mar, nobre povo,  
Nação valente, imortal  
Levantai hoje de novo  
O esplendor de Portugal!  
Entre as brumas da memória,  
Ó Pátria, sente-se a voz  
Dos teus egrégios avós  
Que há-de guiar-te à vitória!*

*Às armas, às armas!  
Sobre a terra, sobre o mar,  
Às armas, às armas!  
Pela Pátria lutar  
Contra os canhões marchar, marchar!*

## 2. Information about the economic situation, and about popular professional activities

The **Economy of Portugal** is of a mixed nature and functions in support of a high income country.

Portugal ranked 38th in the **WEF's Global Competitiveness Report** for 2015-2016. Portugal's ranking continuously fell from 2005 to 2013 (with the exception of 2011), but recovered from the 51st position in 2013 to the 36th in 2014.

Most imports come from the **European Union** (EU) countries of Spain, Germany, France, Italy and the United Kingdom, while most exports also involve other EU member states.

The Portuguese Economy has been steady, expanding continuously since the third quarter of 2014, with a yearly GDP growth of 1.5% registered in the second quarter of 2015. The economy growth has been accompanied by a continuous fall in the **unemployment rate (11.9% in the second quarter of 2015**, compared with 13.9% registered in the end of 2014). The Government budget deficit has also been reduced from the 11.2% of GDP in 2010 to 4.8% in 2014. These rates mark an inversion from the negative trends caused by the impact of the **Financial Crisis of 2008** in the Portuguese Economy, that made it to shrink for three consecutive years (2011, 2012 and 2013), accompanied by a high increase of the unemployment rate (that achieved a record of 17.7% in the early 2013). The crisis has caused a wide range of domestic problems that are specifically related to the levels of public deficit, as well as the excessive debt levels, in the economy, culminating in the confirmation from Portugal to a €78 billion financial bailout from the EU in April 2011, following similar decisions from Greece and Ireland. The government that assumed office in June 2011 had to face tough choices in regard to its attempts to stimulate the economy while at the same time seeking to maintain its public deficit around the EU average.

- Portugal is home to a number of notable leading companies with worldwide reputations, such as Portucel Soporcel, a major world player in the international paper market; Sonae Indústria, the largest producer of wood-based panels in the world; Amorim, the world leader in cork production; Conservas Ramirez, the oldest canned food producer; Cimpor, one of the world's 10th largest producers of cement; EDP Renováveis, the 3rd largest producer of wind energy in the world; Jerónimo Martins, consumer products manufacturer and retail market leader in Portugal, Poland and Colombia; TAP Portugal, highly regarded for its safety record, and one of the leading airlines linking Europe with Africa and Latin America (namely Brazil).

- The Portuguese educational system has been in gradual modernization and relative expansion since the 1960s, achieving recognition for its world-standard practices and trends in the 21st century. Portugal is home to several world class universities and business schools that have been contributing for the creation of a number of high renown top international managers and are attracting an increase number of foreign student.

### 3. Information about the social and cultural life – arts and music, customs and traditions

#### Portuguese Language

*"A minha pátria é a língua portuguesa"*( My motherland is the Portuguese language), Fernando Pessoa

The **Portuguese language** is the official language of more than 215 million people. Portuguese is the fifth (5th) most spoken language in the world and the 3rd most widely spoken in the Western world

It make part of the people culture the following activities and events: music, theater, literature, religious rituals, spoken and written language, myths, beliefs, eating habits, dances, architecture, inventions, thoughts, forms of social organization, among others.

#### Portuguese literature

- **Friend, scorn and cursing Songs**

Portugal is often referred to as "a country of poets.

In the **medieval era** (which extends from the year 476 A.D. to 1453 A.D.) were very few people knew how to read and write, this art was a privilege of the clergy and some nobles. And also, there weren't any technique or printing machine, so copies were written handwritten and hard to multiply.

Therefore, the first narrative/stories of Portuguese authors were transmitted orally, which forced that, were almost always, presented in a poetic form (using verses) to facilitate the memorization.



These poems were known as "**friend songs**", "**love songs**" or "**scorn and cursing songs**," and were sung in the public square or in the court of the king by the **troubadours**.

- **Luís Vaz de Camões**

**Luís Vaz de Camões** (1524-10 of June 1580) is often regarded as the greatest poet of the Portuguese language and the greatest of the Humanity.. His genius is comparable to Dante (Italy), Cervantes (Spain) or Shakespeare (England).

The poetic work of Camões can be divided into two main genres: epic poetry and lyric poetry.

*The Lusíadas* is considered the main epic of modern times due to its grandeur and universality.

### **Gil Vicente**

**Gil Vicente** (1465 — 1536) It is considered the first great playwright of the Iberian Peninsula, but has also been a renowned poet. Gil Vicente was a very prolific author, having written over 44 plays.

The most known work of Gil Vicente is the "**Auto da Barca do Inferno**". This piece is set in a harbor with two boats: one with an angel, with destiny paradise and another with the devil, destiny for hell.



### **Bocage**

The eighteenth century was a time of crisis that crossed, opposed and coexisted different aesthetic and life paths.

The work of **Bocage** reflected all these contradictory aspects. On the other hand, almost as an escape of that difficult times, the poet went to the discovery of his own interiority, revealing us the Himself in all his desires and weaknesses.



### **Eça de Queiroz**



**Eça de Queiroz** (1845-1900) was the first great Portuguese novelist. He was the author, among many other novels, "*Os Maias*" and "*Crime do Padre Amaro*."

In the "*Os Maias*", tells the story of a family (Maia) over three generations, focusing especially on the last generation and the incestuous love between Carlos da Maia and Maria Eduarda

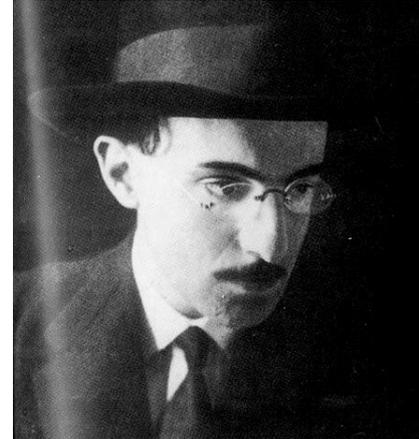
## Fernando Pessoa

**Fernando António Nogueira Pessoa** (1888 - 1935), better known as Fernando Pessoa was a Portuguese poet and writer.

**Pessoa** is considered one of the greatest poets of the **Portuguese language** and its value is compared to that of Luís de Camões. There are even literary critics who consider the most representative poet of the twentieth century

Fernando Pessoa created dozens of heteronyms but the most famous are **Ricardo Reis, Alvaro de Campos** and **Alberto Caeiro**.

Pessoa's poetry is essentially lyrical (about personal feelings of the poet) and epic (praising the motherland and Portuguese Language).



## **MUSIC**

### Fado

**Fado** is the Portuguese music style better known in all the world. Fado has traditional root and is a music genre that best characterizes the Portuguese spirit because it is directly related to the history and the Portuguese cultural roots.

**Fado** is usually sung by one person, a singer, the **fadista**, accompanied by classical guitar (named, in fadistas means, viola) and **Portuguese guitar**

- **Amália Rodrigues – “The queen of Fado”**

The modern fado began and had its heyday with Amalia Rodrigues (Lisbon, 1920-1999). It was she who popularized songs with lyrics of great poets such as Luís de Camões, Jose Regio, Pedro Homem de Mello, Alexandre O'Neill, David Mourao-Ferreira, José Carlos Ary dos Santos, among others.



Over the past 20 years, fado has undergone transformations in terms of melody and lyrics and evolves to become the Fado we know today, practiced by artists like: **Camané, Mariza, Ana Moura, Carminho**.

### Tradicional Music

The traditional Portuguese music was characterized by a wide variety of forms, mostly imported from other countries, leading to the great Portuguese musical diversity.



The traditional Portuguese music distinguished two trends associated with the region: the **transmontano** and **beirão** inner and **Alentejo** plains, remain old and rudimentary tools of the pastoral cycle, corresponding to a very simple way of life.



### Protest Songs

Intervention music, is music composed with the main purpose of criticizing or exposing a given topical issue (usually for political purposes).

This kind of music exists throughout the world, but in Portugal was particularly important in the last years of the dictatorship and during the revolution of April 25.

Zeca Afonso, José Mário Branco, Sérgio Godinho, Ary dos Santos are some of the 'singer-songwriters' automatically associated with the Portuguese protest song and to a specific time in history - the dictatorship and the April 25, 1974.

### New trends: from pop to hip-hop

In the 80s, after April 25, there are bands that were essential to the enrichment of the Portuguese musical culture, such as Anthony Variações, the Heróis do Mar, the GNR and Madredeus.

Today there are bands and/or contemporary artists who give very significant cultural contributions in all styles and forms of music, from rock with the Watermark of **Xutos e Pontapés**, to pop, with the **Clã**, metal, with **Moonspell**, to the hip-hop spoken in Portuguese, with Sam the Kid, fusion rock-hip-hop, which are example Da Weasel in rock, soul and blues, which the **Wraygunn** are a perfect example, and electronic dance music with **Buraka Som Sistema**.

In the 90s, although already existed this genre music, it is coined the term **Pimba Musi**, that refer to a light music type with expressions of double meaning, like Quim Barreiros, one of the names more known.

Some music styles present currently in Portugal:

- Fado
- Focllore Music
- Protest Songs
- Pop
- Hip-hop
- Rock
- Blues
- Electrónica
- Pimba Music

## GASTRONOMY

**Portuguese cuisine**, although it is restricted to a relatively small geographic area, shows Mediterranean influences (including in the so-called "**Mediterranean diet**") and also Atlantic, as is visible in the amount of fish traditionally consumed.



### The Bread

Bread is undoubtedly, one of the basis of Portuguese food. Exists in various forms throughout the country, not limited to wheat bread, there is also the corn bread, typical of northern Portugal, although appreciated throughout the country, rye bread, maize bread, etc.

### Olive Oil



Olive oil is a food suitable for the Portuguese diet, mainly used as a condiment in vegetable soups, in the baked cod and in the preparation/base of several dishes, etc.

### The wine

Portugal is especially proud of its wines that also feature an impressive range, depending on the region where they are produced. The fortified wines of high alcohol content and sweet taste usually (but not always) include the inevitable **port wine**, Madeira wine, the muscatel of Setubal, among other varieties, such as wines "muffled"



The producing regions most famous wine producing regions is undoubtedly the **Alentejo** and the **Douro**, although it's worth mentioning other regions: Dão Terras do Sado, Bucelas, etc.

### Soups and stews

The **vegetables** are widely used for various purposes: salads, vegetable soups, stews. These often result from the addition of vegetables (turnip, cabbage, spinach, etc.) to a puree base more or less thick (as taste) of potato, carrot, and onion.



The **caldo verde**, consisting of mashed potatoes and kale cut into very thin strips is perhaps the most famous of Portuguese soups. In northern Portugal is common follow the green broth with chorizo slices..

The **Portuguese stew** (picture), considered by many, to be the national dish, consists of a wide variety of ingredients cooked in abundant water - the recipes vary widely from place to place. However, the

ingredients more used are: various cabbage qualities (kale, cauliflower lombard, tronchuda, etc.), potatoes, beans, turnip heads, carrots, sausages (chorizo, sausage, black pudding, etc.), other meat, typically pig and sometimes additions of chicken meat.

### Sausages

Some Portuguese products and **sausages** are part of a shortlist that the European Commission has given the mention of "**protected geographical indication**" in particular to the area of Estremoz and Borba, such as the bacon Paia, meat sausage, the sausage loin, black pudding, maranhos, thick sausage.



In the **northeast** of Portugal, popular creativity allowed the making of sausage of bread and chicken meat, called "**alheiras**". Were created as a form of reaction by the Portuguese Jews in the XVI century, the dilemma, of not being allowed to eat pork for religious reasons, and the need to give to understand, that they had converted to Christianity.

### Spices

In general, it is in the south it's used more herbs. While in the north of Portugal is used almost exclusively parsley, bay leaf, pepper, onion and garlic, in the south, especially in Alentejo, coriander are used, the mints (spearmint, pennyroyal, etc.), oregano, rosemary, etc.

Since Vasco da Gama discovered the sea route to India that the Portuguese use pepper (known in Brazil as black pepper kingdom), the nutmeg, clove, cloves, saffron, etc. The regional sweets make abundant use of cinnamon.

### Fish and seafood

It is obligatory to refer to fish traditionally consumed in Portugal. The famous Portuguese **sardines** and **cod**



(pictured), fished in colder and remote waters are the fish most commonly used by Lusitanian cuisine. There are **101 way to cook** codfish.

However we must not forget, the wide variety of seafood, , such as cockles, mussels, cockles of, etc. Clams are used not only as a main dish, natural or “Bulhão Pato”, but also to follow others. There is a wide variety of “açordas” (soaped bread) recipes and seafood “feijoadas”

### Sweets

The Portuguese sweets have much of its origin in Portuguese convents and monasteries of the sixteenth century. The abundant use of egg yolks in many of these specialties is related to the use of egg whites in convents. The egg whites were used to fabricate hosts and clarify the wine.

Not to waste the yolks, the monks, and especially the nuns of Portugal, perfected ancestral recipes. The Conventual creativity resulted in rich sweets in sugar and eggs yolks, in nuts and almonds.

One example is the “**Soft Eggs**” of Aveiro, whose formula is due to the nuns of the Order of Carmelites in the nineteenth century, the “**pastel de nata**” - including the **famous pastel de Belém** (pictured) born at the Jeronimos Monastery. “Queijadas” de Sintra, known since the thirteenth century, and the now famous “Travesseiros da Periquita”, and so many others.around the country...



#### **4. Legislation for foreigners/Tourists**

##### **Law Decret n.º 191/2009**

##### **Chapter IV**

Rights and duties of tourists and user of tourism products and services

##### **Article 22**

##### **Rights of Tourists**

- a) Get objective, accurate and complete information on each and every one of the conditions, prices and facilities that the providers of the products and tourist services offer.
- b) Benefit of tourism products and services in conditions and agreed prices;
- c) Receive documents proving the terms of contracting and agreed prices;
- d) Enjoy the tranquility, privacy, personal and their property security;
- e) Formulate claims relating to the provision of products and providing tourist services, according to the provisions of the law, and obtain timely and appropriate responses;
- f) Enjoy the tourism products and services in good condition maintenance, conservation, hygiene and cleaning;
- g) Obtain adequate information on accident prevention, in the use of tourist products and services.

##### **Article 23º**

##### **Duties of Tourists**

- a) Comply with the law and regulations in force;
- b) respect the natural and cultural heritage of the communities, and their customs;
- c) To use and enjoy the services, products and tourism resources with respect for the environment and national traditions;
- d) adopt ethical and sustainable consumption habits tourism resources

## 5. Basic information about the issues related to transportation and emergency contacts

- **Lisbon Airport available transports**

<http://www.ana.pt/en-US/Aeroportos/lisboa/Lisboa/PlanYourTrip/Public-Transport/Pages/Public-Transport.aspx>



- **UNDERGROUND**

Lisbon Airport can now be reached directly by underground train. The Airport Metro Station operates from 06:30 to 01:00. This connection takes you from the city centre (Saldanha) to the airport in about 21 minutes.

**Travel Tickets Carris / Metro: 1.40€**

**Tickets 24H: 6 €**

It required the prior acquisition of Electronic Card 7 colinas / Viva Viagem. Price: 0.50€.

 [www.metrolisboa.pt](http://www.metrolisboa.pt)

- **BUSES**



**Nº 744:** Marquês Pombal – Aeroporto – Moscavide (every day)

**Nº 783:** Amoreiras – Aeroporto – Portela / Prior Velho (work days only, with the operation alternating between Portela and Prior Velho. Night service, only to the Prior Velho); Marquês Pombal – Aeroporto – Prior Velho (saturday, sunday and holidays, with night service)

**Tickets (purchased on the bus): 1.80€**

**Travel Tickets Carris / Metro: 1.40€**

**Tickets 24H: 6€**

It required the prior acquisition of Electronic Card 7 colinas / Viva Viagem.. Price: 0.50€

**Important:** The above-mentioned regular services operate with the following

measurements limits for baggage: 50x40x20cm. For baggage exceeding these measurements we suggest that you use the Aerobus.

## **National Emergency Service (SOS) Serviço Nacional de Emergência - 112**

### **HEALTH**

The Hospitals emergency room should be used only in serious situations (serious injuries, poisoning, burns, heart attacks, strokes, respiratory problems, etc.). To have access to health services, the citizens of E.U., who are not resident in Portugal, must have your passport or ID card and European Health Insurance Card.

### **ELECTRICITY**

Voltage: 220/380 volts at a frequency of 50 Hertz. All sockets follow European standards. To use American-type plugs, a 220-volt transformer should be used together with an adapter plug.

### **CURRENCY**

The unit of currency in Portugal is the Euro €.

### **TELECOMMUNICATIONS**

In terms of telecommunications, Lisboa offers state-of-the-art technology and can supply a large number of phone lines and other communication equipment in the shortest possible time. Portugal Telecom, the Portuguese telecommunications group, operates with a wide range of technological networks for telephone services, data communications, international and satellite connections, mobile communications and cable TV, thus ensuring ease of contact with the rest of the world.

### **SCHEDULES**

Opening hours in Portugal are similar to those in the rest of Europe. The visitor has access to all normal services at any time of the day and on all days of the week - not only in Lisboa, but also in the rest of the country. Pharmacies keep the same opening hours as the rest of the shops but, in order to guarantee 24-hour service, some stay open after 7 p.m. Generally speaking, restaurants are open for lunch from 12 mid-day to 3.p.m and for dinner from 7 p.m. to 10 p.m.

Cinema showings begin at around lunch-time, and at some cinemas there are sessions until 2a.m.

Theatres and other shows usually start between 9 p.m. and 10 p.m.

### **WORKING HOURS**

Buses: Every day - 24 hours.

Underground: Every day 6.30 a.m. - 1 a.m.

Banks: Mon-Fri. 8.30 a.m. - 3 p.m.

Shopping Centers: Every day 10 a.m. - 12 midnight  
Shops: Mon -Fri. 9 a.m. - 1 p.m. and 3 p.m. - 7 p.m. Sat. 9 a.m. - 7 p.m.  
Embassies: Mon. - Fri. 9 a.m. - 3 p.m.  
Post Offices: Mon. - Fri. 8.30 a.m. - 6.30 p.m.  
Pharmacies: Mon. - Fri. 9 a.m. - 1 p.m. and 3 p.m. - 7 p. m. also: 24 hour (night) service  
Meal times: Lunch: 12 mid-day - 2 p.m.  
Dinner: 8 p.m. - 10 p.m

### **PSP - TOURISM POLICE**

#### **Palácio Foz - Praça dos Restauradores**

Tel.: +351 213 421 634 / +351 213 421 623

[lsbetur@psp.pt](mailto:lsbetur@psp.pt)

### **TIME ZONES**

(GMT/UTC GMT/UTC +1 in Summer)

Cyprus – Nicosia +2h

France Paris +1h

Germany Bona +1h

Ireland – Dublin =

Italy Rome +1h

Romania – Bucharest + 2h

Spain Madrid +1h

Turkey – Ancara +2h

UK London =

### **EQUIVALENT MEASURES**

1 cm = 0.39 inches

1 meter = 39.37 inches / 3.28 feet / 1.09 yards

1 km = 0.62 miles

1 inch = 2.54 cm

1 foot = 0.39 meters/12 inches

1 yard = 0.91 meters

1 mile = 1.60 km

1 sq. foot = 199 sq. inches / 0.0929 m2

### **CLIMATE**

Due to the influence of the Atlantic Ocean, Lisboa has a pleasant climate throughout the year. The agreeable temperatures in the summer months are an open invitation for a walk by the river, or to spend an afternoon in one of the many street cafés to

be found all over the city. Although the temperatures may fall somewhat in the autumn and winter months, sunshine is almost always a constant feature.

		JAN/MARCH	APRIL/JUNE	JUL/SEPT	AUG/DEC
<b>Air</b>	<sup>0</sup> C	17.1	21.8	26.3	17.2
<b>Temperature</b>	<sup>0</sup> F	62.8	71.2	79.3	53.0
<b>Sea</b>	<sup>0</sup> C	14.9	17.5	19.5	16.1
<b>Temperature</b>	<sup>0</sup> F	58.8	63.5	67.1	60.0

## Part 2: online training (eLearning)

The online training means an online course with the title *“Dialog, tolerance and collaboration for good coexistence in a multicultural world!”*.

This training will be implemented by using the MOODLE portal of the partner CARDET and will apply specific MOOCs facilities: course materials and handouts arranged by topics, reading lists and links to electronic sources, discussion boards, online quizzes, multimedia content, integration of ICT in training, collecting work, providing feedback, information on learners’ activity and performance.

The online training will be achieved through the online 3 modules that have been designed by the Us&Them consortium and adapted by CARDET for the online delivery. Each module consists of 2 units, namely:

<b>MODULE 1</b>  <b>Training Needs of Adult Educators</b>	<b>Unit 1</b>  Unit 1: Intercultural Competence: Communication and Behavior in Multicultural Educational Settings
	<b>Unit 2</b>  Unit 2: Empowerment: Supporting Educators and Learners
<b>MODULE 2</b>  <b>The ‘Inclusive Teacher’</b>	<b>Unit 1</b>  The concept of “Inclusive Teacher”: Knowledge, skills and competences needed in the teaching area
	<b>Unit 2</b>  The concept of “Inclusive Teacher”: knowledge, skills and competences needed in the areas of counselling, guidance and supporting
<b>MODULE 3</b>  <b>Supporting Learner’s for Skills Assessment</b>	<b>Unit 1</b>  1:Assessing Competences in Adult Education: a Reference Framework
	<b>Unit 2</b>  What kind of assessment is best suited to intercultural learning environment?

The training modules developed by CARDET for online delivery may be accessed at the link:

<http://education.cardet.org/elearning/login/index.php>

In order to register to the Us&Them online course, the learners should visit the website and follow the steps describe below:

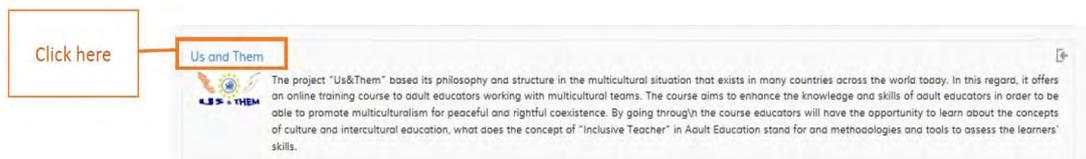
1. Click on the “create a new account button”:

2. Fill the form and click on the “create my new account” button:

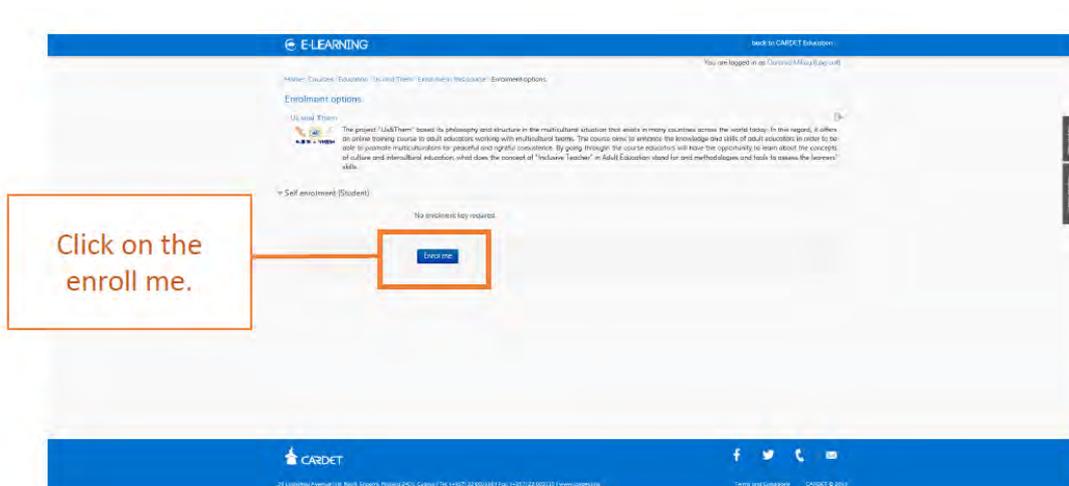
3. Click on the “Continue” button, search your email and verify your registration:



4. Select the Us&Them course from a number of courses provided on the MOODLE platform of CARDET:



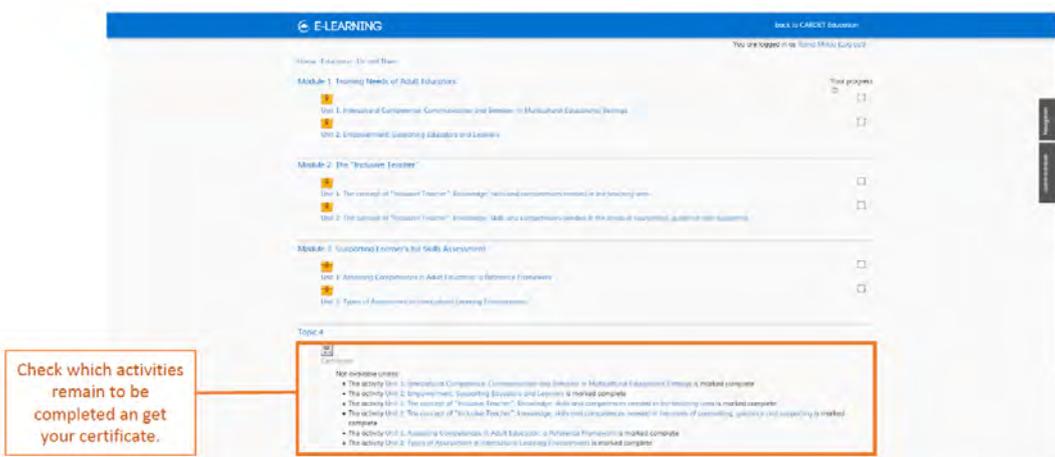
5. Enroll in the course:



6. Select the Units and go through the course:



7. Get your certificate by completing all the activities:



## Part 3: Face-to-face training in Lisbon (learning mobility)

This is the last part of the blended training to be achieved within the Us&Them training.

As explained above (under the section “1.a. Pedagogical training” of Part 1. Face-to-face training), the training mobility will be organised and achieved at ANJAF, in Lisbon (Portugal) and will be addressed to AE educators (they are our ‘learners’ in this project activity). It will be attended by 32 participants (4 AE educators from each of the 8 organisations of the “Us&Them” consortium), in September 2016.

The training mobility abroad will have the duration of 1 week (5 working days). The daily programme will cover 8 hours. Working language will be English.

This training mobility abroad will be organised based on a practice-oriented approach, focusing on aspects such as the concepts of culture and religion; intercultural education; multicultural skills; communication skills in multicultural communities, e-learning, multi-ethnic communities.

The activities will contain workshop activities, debates, round table discussions, assistance to ANJAF activities, exercises and practical activities, case studies presentation and examples of good practices.

At the end of the mobility an evaluation and assessment session will take place, based on which the participants will receive a Europass Mobility Certificate for the acquired skills, issued by ANJAF.

The agenda of the training mobility in Lisbon is rendered below:

### Day 1, 26-09-2016 (9:30 – 18:30)

**2h:** Welcome by ANJAF. Presentation of those who are participating in the mobility and their getting to know each other: trainers from ANJAF + 4 trainees/ partner country; Presentation of ANJAF: goals & objectives, main activities, staffs, target groups (Sofia Castro Pereira)

**0.30h:** Short review of the work programme for the whole week, performed by ANJAF trainers. Discussions.

**1.30h: Initial evaluation** of trainees, done by ANJAF specialists, in the field of multi- and inter-cultural education

**Presentation of the evaluation activity**

- Initial Evaluation
- Activities and Workshops
- Final Evaluation – Quiz

**1h: Lunch break**

**1h: *Presentation*** given by ANJAF specialists, regarding the Concepts; Culture; Interculturality; multiculturalism; pluriculturalism; religion

**2.30h: *Practical task/activity*:** Pedagogical Game “Stay in the Role of the Other”

**0.30h: *Recap of the day*** and preparation of the 2<sup>nd</sup> day activities

**Day 2, 27-09-2016 (9:30 – 18:30)**

**2h: *Presentation*** given by ANJAF specialists regarding Adult Training:

- Definitions (Sofia Silva)
- Adult educators training on core competencies to develop multicultural skills (Jorge Humberto)

**1h: *Debate*** with the participants, moderated by ANJAF specialists, regarding Adult educators training on core competencies to develop multicultural skills

**1h: (1) *Workshop* – Individual Reflexion**

**1h: Lunch break**

**1h: *Presentation*** given by ANJAF specialists regarding Communication and multiculturalism - Cristina Afonso

**2h: (2) *Workshop*** with the participants - activity in Communication and multiculturalism (Create a Guide)

**1h: *Round table discussion*** moderated by ANJAF specialists

**Day 3, 28-09-2016 (9:30 – 18:30)**

**3h: *Presentation*** given by ANJAF specialists regarding Intercultural Education: Interculturality; multiculturalism; pluriculturalism and Religion (Sofia Castro Pereira)

**1h:** (3) **Workshop** with the participants in which they are requested to develop a group activity (Promoting an intercultural environment)

**1h: Lunch break**

**3h: Presentation** given by ANJAF specialists regarding Immigration and Citizenship (Lígia Évora)

Testimonials: Ibraheem and Ludmila

**1h: Debate** regarding the importance of Immigration and Citizenship, moderated by ANJAF specialists, based on the discussions of this day

#### Day 4, 29-09-2016 (9:30 – 18:30)

**4h: Role Play:** „Being AE educator of a ‘ethnically diverse’ group – an inside look”

**1h: Lunch break**

**1h: Presentation** given by the ANJAF specialists regarding the “Integration and respect for cultural diversity” (Apresentação do projecto “Renovar a Mouraria”- Vladimir Vaz)

**1h: Debate**, moderated by ANJAF specialists, of the previous presentation

**2h:** (4) **Workshop** with the participants in which these are requested to work in the theme “Working with/in a multicultural group”.

#### Day 5, 30-09-2016 (9:30 – 18:30)

**1h: Presentation** given by ANJAF specialists regarding “The Role of Mass Media: “Demystification / decoding information” (Sónia Patação)

**1h: Debate** moderated by the ANJAF

**2h: Workshop** “Mass Media Analysis”

**1h: Lunch break**

**2h: Evaluation of the mobility** through

(5) Evaluating the participants' **portfolios** which contain the results achieved during the period of the blended learning mobility; presentation of a conclusion of each activity.

**0.30h:** (6) Final evaluation test with multiple choice items.

**0.30:** (7) Self-assessment of the training, made by the participants: personal opinions and testimonies regarding the mobility, the learning outcomes and their use in the professional activities.

**0.30h:** *Validation of the mobility* by signing the Europass Mobility Certificates.

**0.30h:** Closing speech by the ANJAF staff, impressions from the participants (the official ending of the mobility).

## Annex 1: Placement Test for English

Name: ..... Date: .....

Time: 45 min

### SECTION 1 (5 points)

Answer the following questions. Answer in full sentences!

- a. Who are you?
- b. What do your friends call you?
- c. How are you feeling today?
- d. Jane is your institution's new auditor. What did you say the first time you saw her?
- e. Have you met Jane's colleagues as well?

### SECTION 2 (45 points)

Choose the best word or phrase (a, b, c or d) to fill each blank.

- (1) They \_\_\_\_\_ late.
  - a) is
  - b) be
  - c) are
  - d) am
- (2) We \_\_\_\_\_ not \_\_\_\_\_.
  - a) does; smoke
  - b) do; smoke
  - c) does; smokes
  - d) do; smokes
- (3) Does \_\_\_\_\_ a lot?
  - a) he travel
  - b) he travelled
  - c) they travel
  - d) they travelling
- (4) I \_\_\_\_\_ 5 days a week.

- a) am working
  - b) works
  - c) work
  - d) am work
- (5) Laura \_\_\_\_\_ your e-mail now.
- a) reads
  - b) is reading
  - c) is reads
  - d) is read
- (6) As long as we are here, we \_\_\_\_\_ after everyone.
- a) are look
  - b) be looking
  - c) are looking
  - d) looked
- (7) What \_\_\_\_\_ they \_\_\_\_\_ tomorrow?
- a) are; doing
  - b) are; do
  - c) did; did;
  - d) did; do;
- (8) Your work \_\_\_\_\_ always \_\_\_\_\_ appreciated.
- a) is; been
  - b) has; been
  - c) has; is
  - d) has; be
- (9) They \_\_\_\_\_ not yet \_\_\_\_\_ their salaries.
- a) have; receive
  - b) have; received
  - c) do; received

- d) have; receiving
- (10) Which trainee \_\_\_\_\_ the most complex essay?
- a) is written
  - b) have written
  - c) has written
  - d) has wrote
- (11) I \_\_\_\_\_ in Adult Education for some years now.
- a) am working
  - b) have been working
  - c) am been working
  - d) have been work
- (12) Jack \_\_\_\_\_ not \_\_\_\_\_ around here since yesterday.
- a) was; been seen
  - b) has; been seen
  - c) is; been seen
  - d) has; been see
- (13) How long \_\_\_\_\_ learning English?
- a) you have been
  - b) have you been
  - c) you have be
  - d) is you been
- (14) Mister Sanjay \_\_\_\_\_ inside, \_\_\_\_\_ his watch and \_\_\_\_\_ immediately to the Director.
- a) comes; checked; went
  - b) came; checked; went
  - c) has been coming; checked; went
  - d) is coming; checked; went
- (15) I \_\_\_\_\_ your e-mail yesterday.

- a) did not gotten
  - b) have not get
  - c) did not get
  - d) did not got
- (16) \_\_\_\_\_ Sarah \_\_\_\_\_ to that conference abroad last year?
- a) has; go
  - b) did; go
  - c) is; going
  - d) has; been going
- (17) When I turned on the TV, the President \_\_\_\_\_ a speech.
- a) was made
  - b) was making
  - c) is making
  - d) has been making
- (18) While Nancy \_\_\_\_\_ to catch the next plane, Mark and Willa \_\_\_\_\_ already \_\_\_\_\_ their concert.
- a) was trying; were; been starting
  - b) was trying; have been; starting
  - c) was trying; were; starting
  - d) is trying; are; been starting
- (19) I \_\_\_\_\_ at him when he came in, so I don't know what clothes he had on.
- a) was not looking
  - b) were not looking
  - c) was not looked
  - d) was not look
- (20) Where \_\_\_\_\_ you \_\_\_\_\_ 10 years ago?
- a) was; living
  - b) were; living

- c) were; lived  
d) have; been living
- (21) How long \_\_\_\_\_ you \_\_\_\_\_ at this hotel?  
a) will; be stay  
b) will; stay  
c) will; have stay  
d) are; stayed
- (22) If we do not order today, we \_\_\_\_\_ the goods in time.  
a) will not get  
b) will not be gotten  
c) will not have gotten  
d) will not got
- (23) If you take a left here, you \_\_\_\_\_ reach the Central Station.  
a) will have  
b) will  
c) have  
d) will had
- (24) If I had more time I \_\_\_\_\_ enlist in a course about e-learning?  
a) would have  
b) would  
c) will  
d) will have
- (25) If you \_\_\_\_\_ me about the problem, I would have helped you  
a) have told  
b) had told  
c) had been telling  
d) will tell

(26) I \_\_\_\_\_ you out if you \_\_\_\_\_ so proud and would let me.

- a) could help; were not
- b) could help; are not
- c) will help; were not
- d) could have helped; are not

(27) Managers and employees are \_\_\_\_\_ interested in a good work environment.

- a) either
- b) both
- c) same
- d) neither

(28) George doesn't like shopping. \_\_\_\_\_ do I.

- a) either
- b) same
- c) neither
- d) both

(29) \_\_\_\_\_ you speak English when you were 15?

- a) must
- b) can
- c) could
- d) may

(30) \_\_\_\_\_ I open this window? It's kind of warm in here.

- a) may
- b) must
- c) can
- d) would

**SECTION 3 (10 points)**

**Write a small essay (about half a page) in which you make a brief presentation of intercultural education. Try to cover the following topics:**

- What does culture means?
- Does interculturality affect the co-existence of nowadays communities? If so, how, in which way?
- Which skills are necessary when working with multicultural groups of adults?
- What are the methods used in intercultural education?

**SCORES to the placement test for English (with the distribution on levels):****Section 1 and 3:**

The correct use of grammar and spelling is to be observed, along with the use of the expressions taught in the course, if appropriate, or similar ones.

**Section 2:**

1	c	11	b	20	b
2	b	12	b	21	a
3	a	13	b	22	b
4	c	14	b	23	b
5	b	15	c	24	b
6	c		b	25	a
7	a	16	b	26	b
8	b	17	c	27	c
9	b	18	a	28	c
10	c	19	b	29	a

**LEVELS:**

A1	A2	B1	B2	C1	C2
0-8 points	9-20 points	21-31 points	32-42 points	43-51 points	52-60 points

