

temática **+** positiva



Lifelong
Learning
Programme

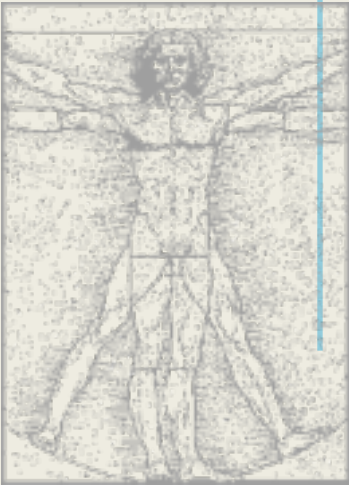
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+
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Project: “ADULT LITERACY – From Creating Joyful Learning experience into active citizenship”

MARDIN, 3/4 November 2014

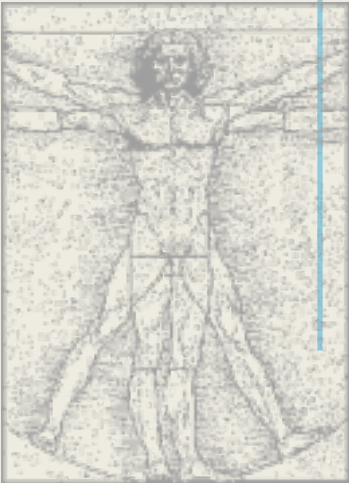
EXPERIMENTAL SESSION

APPLYING THE “INQUARY METHOD” IN A MODULE
WITH AN ADULT LEARNERS GROUP (UNEMPLOYED)



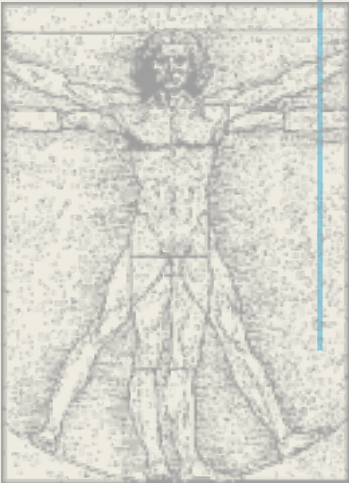
MODULE:

CITIZENSHIP - RIGHTS AND DUTIES



TARGET GROUP:

16 ADULT LEARNERS (UNEMPLOYED)



Citizenship - Rights and Duties

1.1. Personnel citizenship

- "Being Single" and "Being Social"
- Identify the concept of citizenship
- Identify the concept of intercultural

1.2. Citizenship and Participation

- Pillars of participatory democracy - the main legal provisions of the structured

rights and duties of citizens

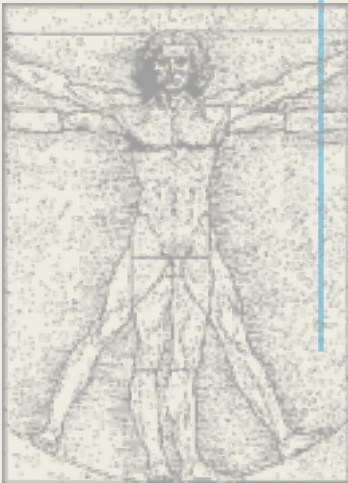
- International Treaties and Conventions
- Council of Europe
- European Union
- Symbols of the European Union

1.3. Organization of the Portuguese State

- Organs of Sovereignty and the division of state powers
- Other state structures

1.4. Structure, mode of operation and forms of intervention in governmental and non-governmental organizations

- Governmental Organizations (GO)
- Non-governmental organizations (NGOs)



Objectives

Reflect on the notion of human rights and the importance of the Universal Declaration of Human Rights;

Knowing the rights enshrined in the Universal Declaration of Human Rights;

Awareness and reflect on situations in which human rights violations occur.

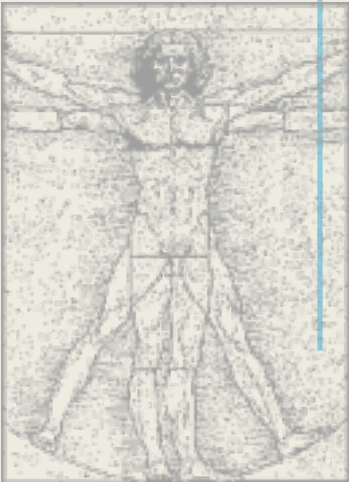
Material

Copies of the Universal Declaration of Human Rights

Procedures

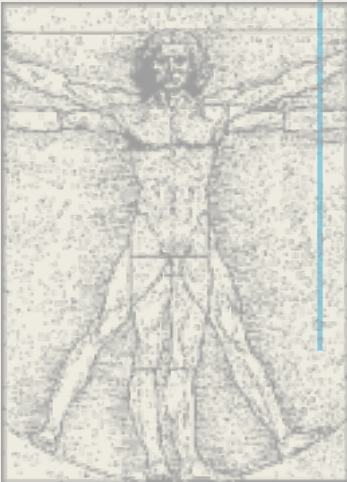
Phase I

The facilitator asks each participant to write on a paper of fundamental rights that they have or believe that you are entitled to owning



Phase II

Organizing groups in order to have exchange between these regarding written rights. Based on the replies of each group will compile the information by listing the basic rights that every person should possess. Then each group chooses a representative who will present to the class the rights resulting from the compilation work. To the extent that the various representatives will presenting the right trainer can write them on the board. Once listed rights, it is distributed to each group, copies of the Universal Declaration of Human Rights, to the rights listed by the participants were compared and those contained in the document.

**Phase III**

The working groups should decide on those rights which in their view are violated more often. Should also draw on examples where such violations occur.

Note

It is suggested that the work be divided into two distinct phases, between phase II and III performing research work by students, including the collection of information that are reported cases of human rights violations.







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