

Apontamentos de uma investigação
comparada sobre valores da população
jovem, em geral e em CEducativo
(2009-2012)

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"The institutional treatment of children regarded as being anti social or criminal is likely to be more physically and psychologically punitive than that of other groups."

WORLD REPORT ON VIOLENCE AGAINST CHILDREN



It is important to find the right balance between protecting the community - and other young people - from crime, while making the best possible use of the fact that a child/young person, as a developing, learning human being, is still open to positive socialising influences (Realising Ambition, 2012).

"A educação do menor para o direito e a sua inserção, de forma digna e responsável, na vida em comunidade."

Lei Tutelar Educativa, Lei n.º 166/99, de 14 de Setembro, Título II, Capítulo I, Artigo 2º)

‘Commission on the Measurement of Economic Performance and Social Progress’

Joseph E. STIGLITZ, Chair, Columbia University

Amartya SEN, Chair Adviser, Harvard University

Jean-Paul FITOUSSI, Coordinator of the Commission, IEP

In February 2008, the President of the French Republic, Nicholas Sarkozy, unsatisfied with the present state of statistical information about the economy and the society, asked, Joseph Stiglitz (President of the Commission), Amartya Sen (Advisor) and Jean Paul Fitoussi (Coordinator) to create a Commission, subsequently called “The Commission on the Measurement of Economic Performance and Social Progress” (CMEPSP).

The Commission’s aim has been to identify the limits of GDP as an indicator of economic performance and social progress, including the problems with its measurement; to consider what additional information might be required for the production of more relevant indicators of social progress; to assess the feasibility of alternative measurement tools, and to discuss how to present the statistical information in an appropriate way.

“We are almost blind when the metrics on which action is based are ill-designed or when they are not well understood. For many purposes, we need better metrics.”

The Price of Inequality, J. Stiglitz

The ancient Greeks had a word for it – *pleonexia* – which means an overreaching desire for more than one's share. This vice was often paired with *hubris*, a form of arrogance directed especially against the gods and therefore doomed to fail.

Power serves greed and so to tame power, one must tame greed.

Alexis de Tocqueville termed this control and self-restraint "*self-interest properly understood*". Stiglitz writes: "Paying attention to everyone else's self-interest – in other words to the common welfare – is in fact a precondition for one's own ultimate wellbeing... *it isn't just good for the soul; it's good for business.*"



OECD
Better Life
Initiative

COMPENDIUM

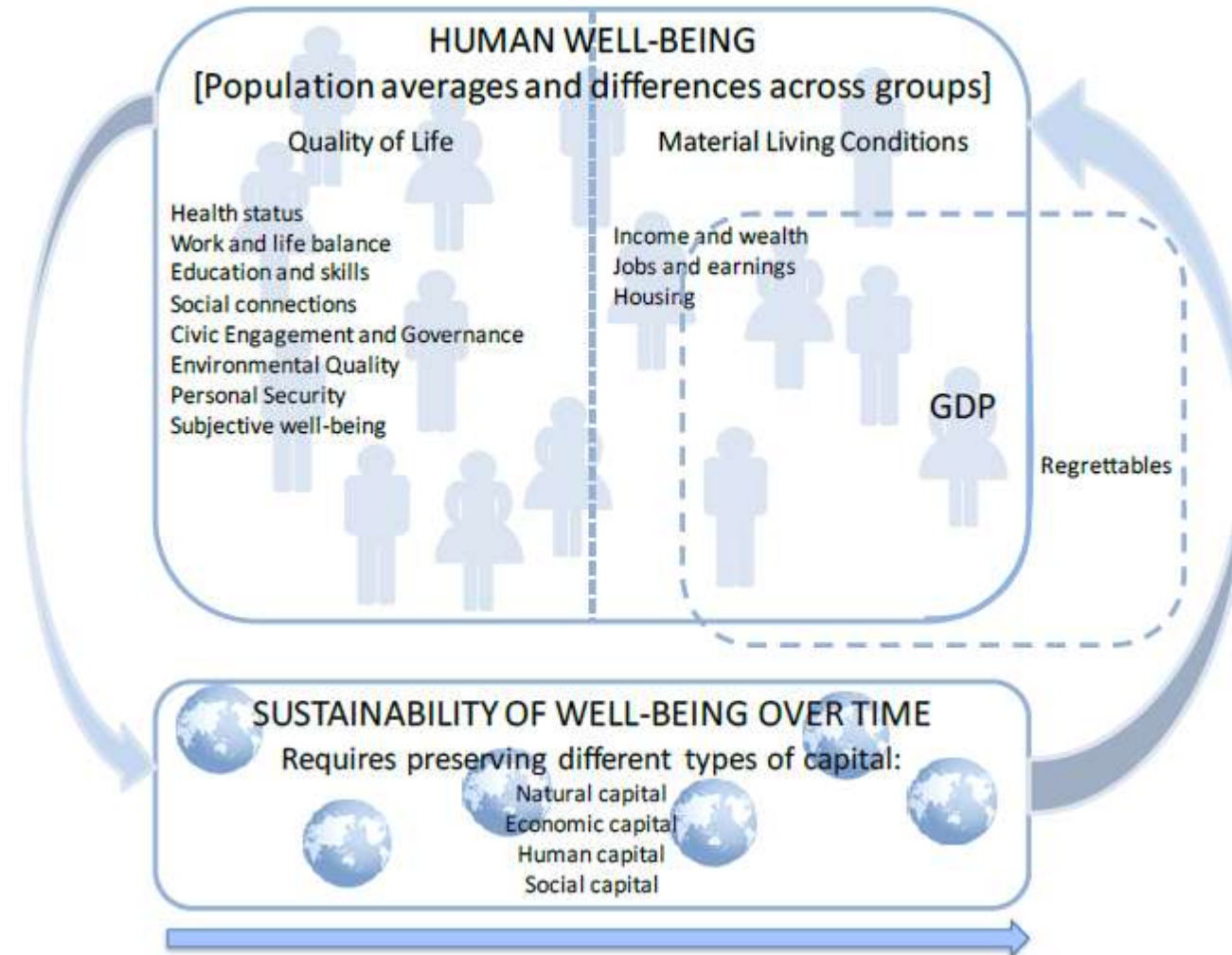
of OECD well-being indicators



OECD – Measuring Well-being indicators

- *Measuring well-being and progress has been and will continue to be a key priority for the OECD, in line with its founding tradition to promote policies designed to achieve the highest living standards for all.*
- ***objective*** and ***subjective*** aspects of people's well-being as both living conditions and their appreciation by individuals are important to understand people's well-being.

Framework for OECD Well-being indicators





How are Canadians *Really* doing?

THE 2012 CIW REPORT



Learning for Well-being: A Process Approach



Learning for Well-being: A Process Approach

- ✓ *Take the child's perspective*
- ✓ *Encourage expression of each child's unique potential*
- ✓ *Focus on strengths and inner differences*
- ✓ *Emphasize the nature and quality of relationships*
- ✓ *Be holistic*

L4WB / WISE

Advocating for a paradigm shift

- ✓ *Consider children as competent partners*
- ✓ *Understand learning as an integral process with many dimensions*
- ✓ *Move from punishment to integration and well-being*
- ✓ *Move to child centered education*
- ✓ *Move to systemic solutions in policy and society*

L4WB / WISE and A Guide to Measuring Children's Well-being

The BREAKOUT teachers pack (Joe Cullen, Tavistock Institute)

- ✓ Choices: Thinking for yourself and having your say – how do the choices I make affect me and people around me?
- ✓ Empathy: Stepping into other people's shoes – how can I understand someone else's view and why they do things?
- ✓ Talent: Finding out your talents and how to use them

What worked

- ✓ Consistent increase in self-esteem
- ✓ Liberated hidden talents and creativity
- ✓ Developed team-working
- ✓ Supported development of empathy and emotional intelligence
- ✓ Valuable transferable skills acquired – increase in digital and media literacy

Some big obstacles

- **Institutional resistance**
- Fears around security and inappropriate use of on-line technology
- **Organisational inertia**
- **Resistance from staff**
- User motivation and empowerment
- Economics and 'performance culture'

What didn't work

- No evidence of longer-term impacts (in reducing offending)
- Lack of strong evidence base generally
- Lack of sustainability of programmes
- **Justice professionals did not collaborate enough**
- Issues around 'e-inclusion' with young people

Realising Ambition

Mapping outstanding projects across the UK that divert young people away from pathways into offending. These projects give young people positive opportunities and help them develop their potential and ambitions.

The Realising Ambition programme is providing support to voluntary and community sector (VCS) organisations from across the UK and their partners to:

1. prevent young people aged 8 to 14-years-old from taking pathways into offending
2. build the evidence base of 'what works'
3. replicate what works in new geographic areas

Our services help young people to develop the confidence and skills to find solutions that are right for them – whether it's getting back into school or training, choosing to stay out of trouble, or finding a safe place to live independently after leaving care or custody. As young people become more positive, productive and independent, the whole community benefits. How?

Invest on building role models and family relationships

Release of hidden talents – make them surface and recognize + reward them

Uma visão de síntese dos Centros Educativos

Quadro 1 – Jovens internados em centro educativo – abril de 2012

REGIME a)	Capacidade b)	Lotação c)				Jovens internados em centro educativo d)			TOTAL
		Aberto	Semi-aberto	Fechado	Total	Aberto	Semi-aberto	Fechado	
CE Navarro de Paiva	Fem - 14				12	3	16		19
	Masc - 24		24		24	1	27		28
CE Santa Clara	Fem - 12				12	2	12		14
	Masc - 36				36	10	23		33
CE Padre António Oliveira	22			20	20		5	19	24
CE Bela Vista	58	14	12		26	19	25		44
CE Olivais	44	14	24		38	1	30	7	38
CE Mondego	28		22	6	28	1	31		32
CE Madeira	24				24	1	14		15
CE Santo António	33		24	9	33	2	27	11	40
Subtotal Masculino	269	28	106	35	229	35	182	37	254
Subtotal Feminino	26				24	5	28	0	33
TOTAL	295	28	106	35	253	40	210	37	287

Fonte: Sistema Integrado de Reinserção Social (SIRS)

Realização de 2 Inquéritos – o primeiro dos quais em 2009, no âmbito de um estudo realizado sobre Valores na População Portuguesa e outro em 2012, sendo que este último foi aplicado a Jovens internados em Centros Educativos.

O Universo

Dois universos distintos:

- Inquérito 2009 : Cidadãos em geral, residentes no território nacional, amostra aleatória.
- Inquérito 2012 : Jovens com idade entre os 14 e os 20 anos que se encontram a cumprir medida de internamento em Centros Educativos.

A Amostra

Os resultados do inquérito de 2009 relativos à faixa etária entre os 15 e os 20 anos de idade foram “isolados” por forma a serem comparáveis com a população inquirida em 2012. Assim, **foram apurados 64 inquéritos de 2009 e 37 de 2012, perfazendo um total de 101 inquiridos.**

Distribuição da Amostra por grau de instrução e género:

	Qual o seu grau de instrução?					
	4º ano completo	6º ano completo	9º ano completo	12º ano completo	Frequência universidade ou bacharelato	Licenciatura, mestrado ou doutoramento
População 2009	0	0	21	32	8	1
	0,0%	0,0%	33,9%	51,6%	12,9%	1,6%
Centros Educativos 2012	3	31	3	0	0	0
	8,1%	83,8%	8,1%	0,0%	0,0%	0,0%

	Sexo	
	Masculino	Feminino
População 2009	34	30
	53,1%	46,9%
Centros Educativos 2012	33	4
	89,2%	10,8%

Distribuição da Amostra por idade:

	Idade						
	14	15	16	17	18	19	20
População 2009	0	13	11	13	8	14	5
	0,0%	20,3%	17,2%	20,3%	12,5%	21,9%	7,8%
Centros Educativos 2012	2	4	12	9	5	4	1
	5,4%	10,8%	32,4%	24,3%	13,5%	10,8%	2,7%

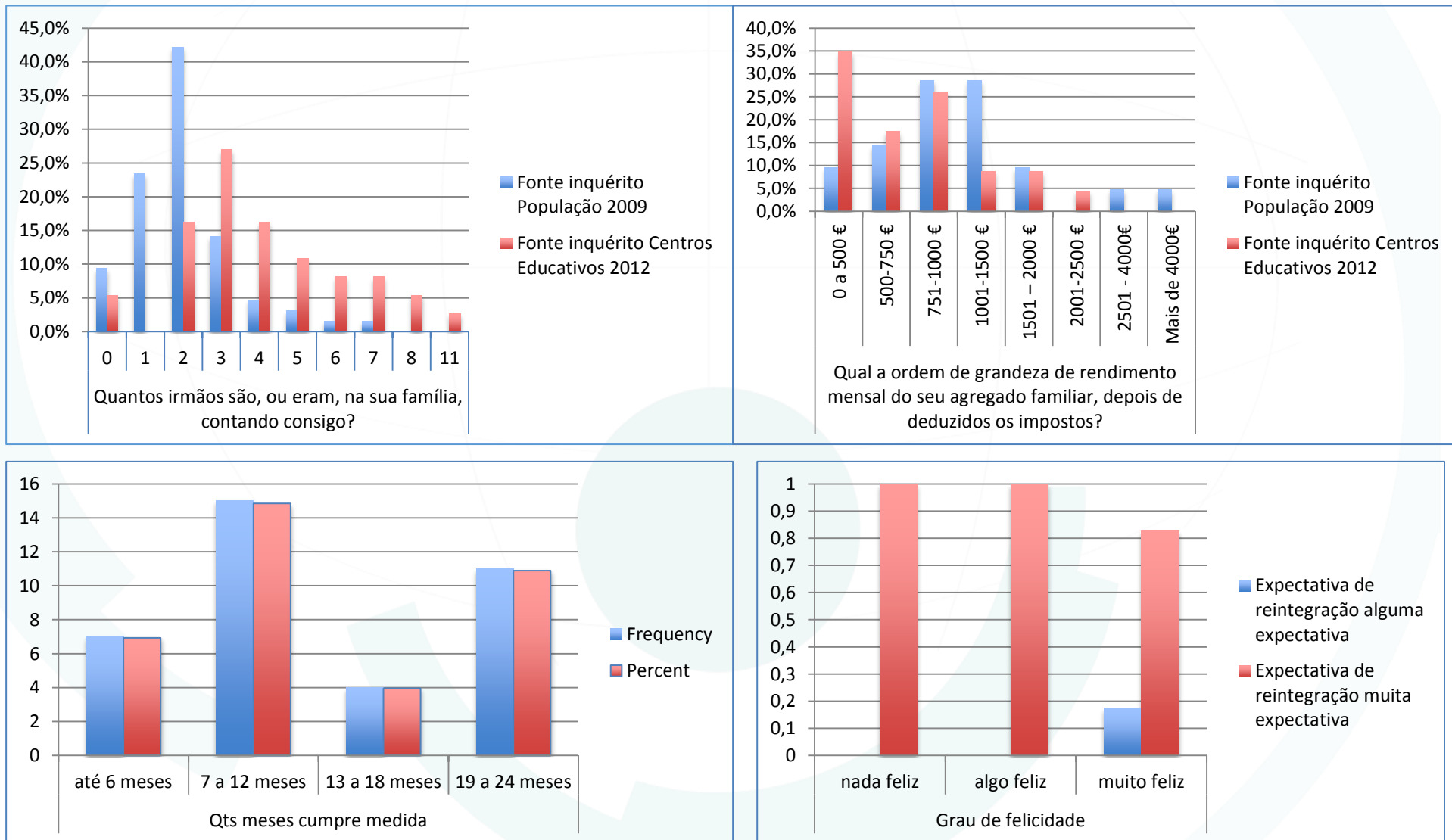
Centros Educativos (CE) dos inquiridos:

- CE Santa Clara, em Vila do Conde (6 inquiridos)
- CE Santo António, no Porto (6 inquiridos)
- CE Olivais, em Coimbra (6 inquiridos)
- CE Bela Vista, em Lisboa (6 inquiridos)
- CE Padre António de Oliveira, em Caxias (Lisboa) (6 inquiridos)
- CE Madeira (7 inquiridos)

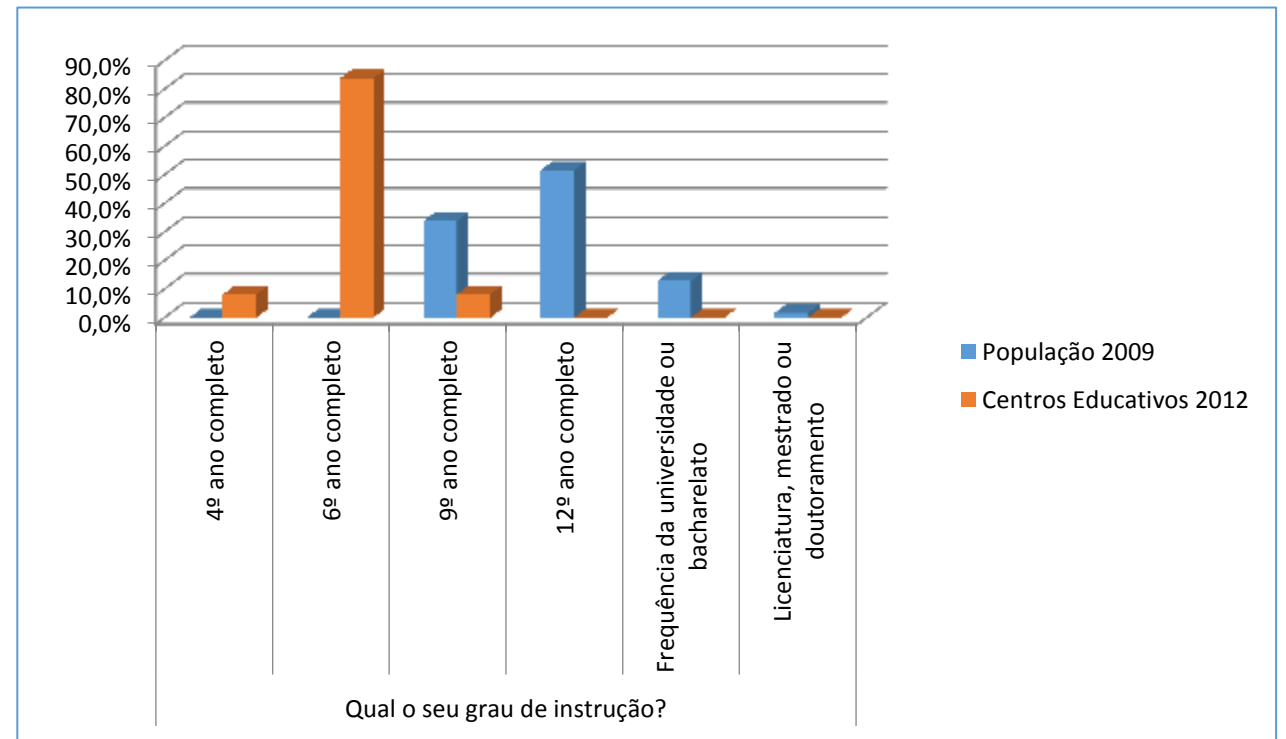
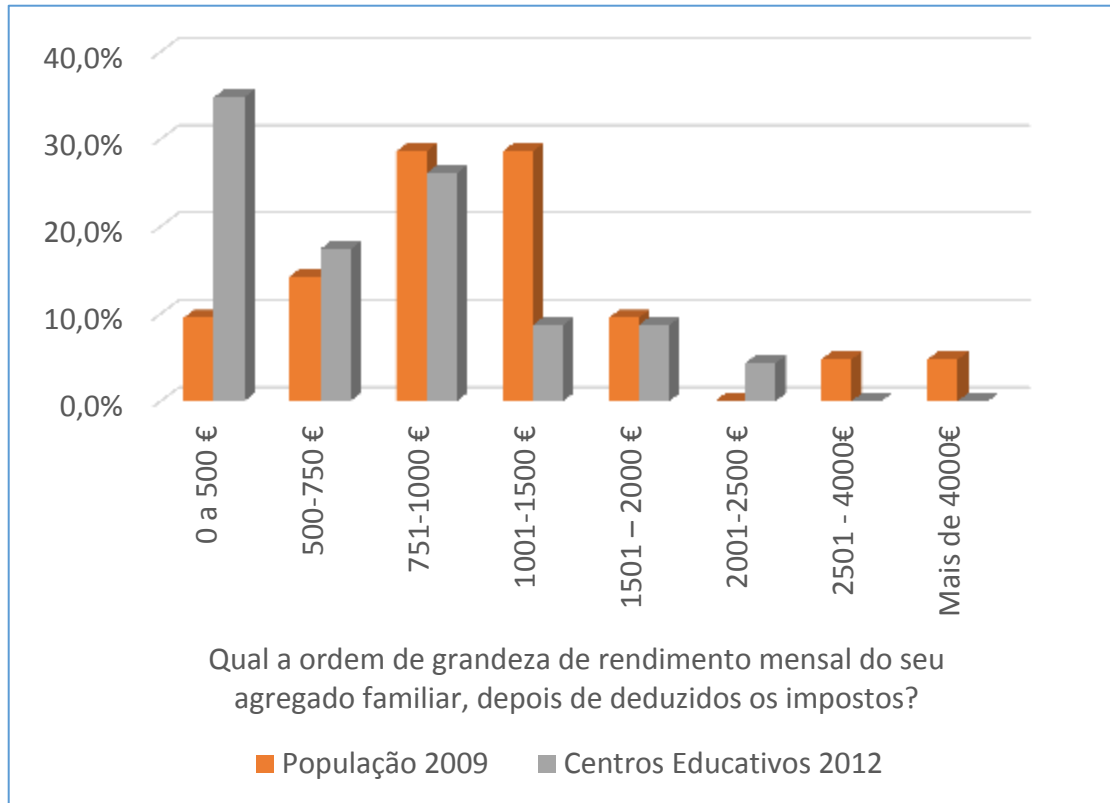
Os inquéritos telefónicos foram realizados, respetivamente em 2009 e 2012, na Universidade Católica Portuguesa.

Erro máximo de 9,75% para um intervalo de confiança de 95%.

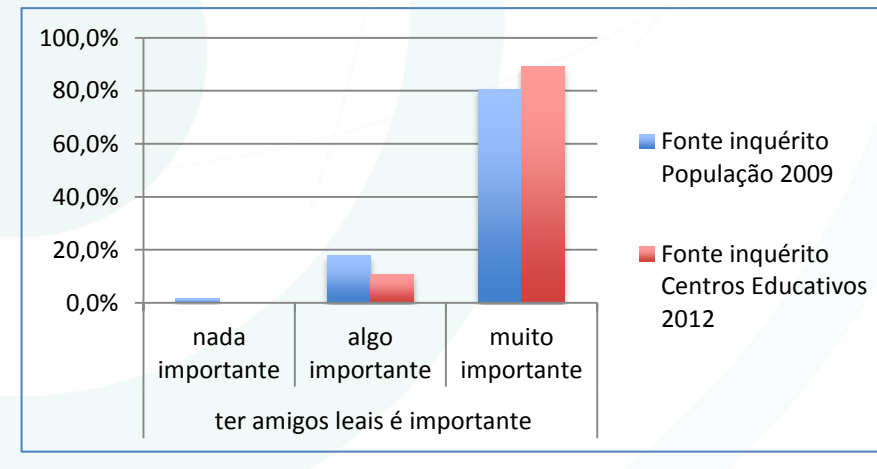
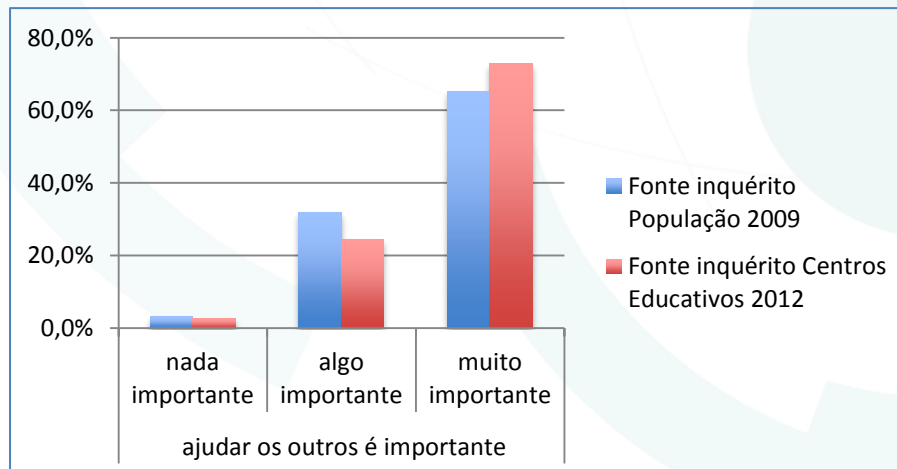
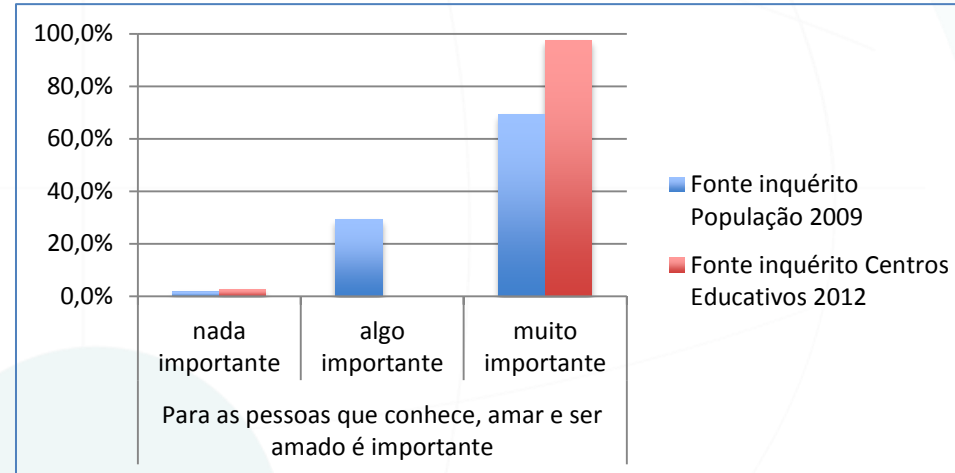
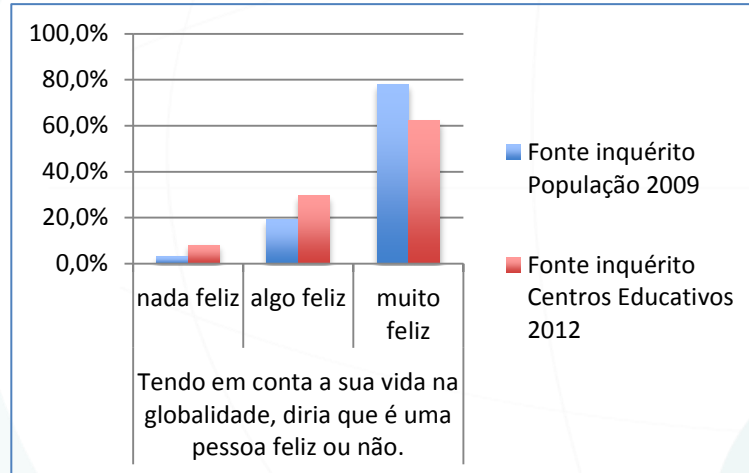
Caracterização dos jovens em Centro Educativo

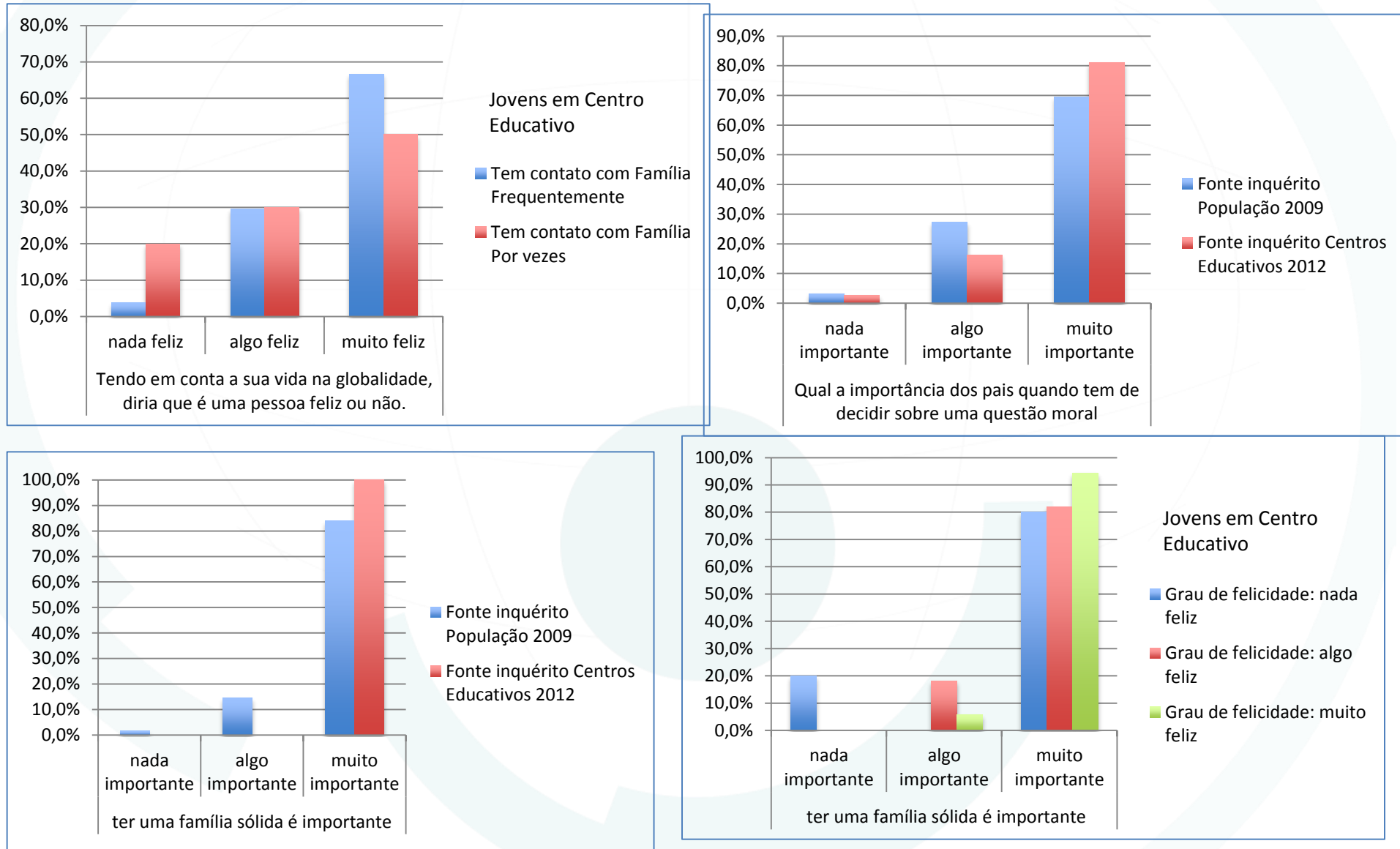


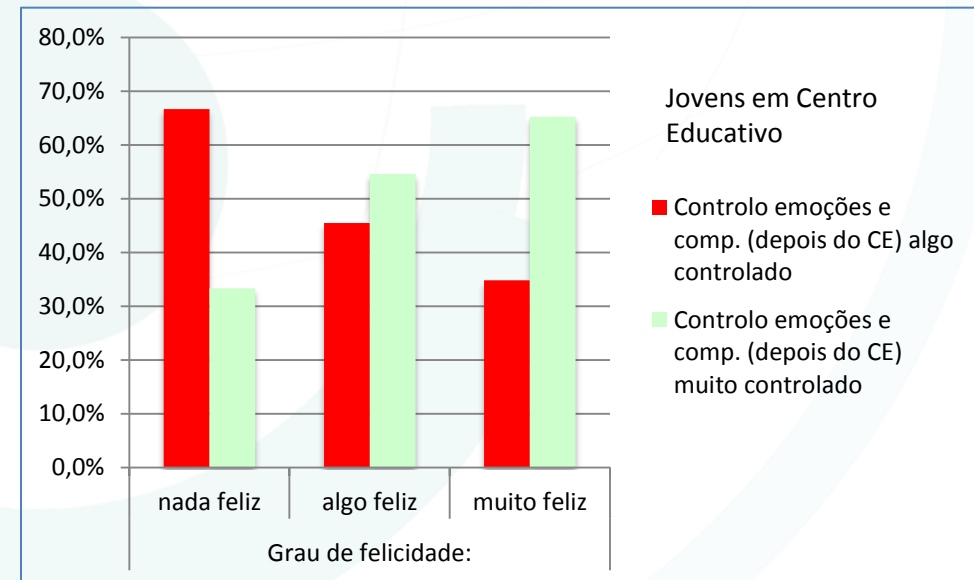
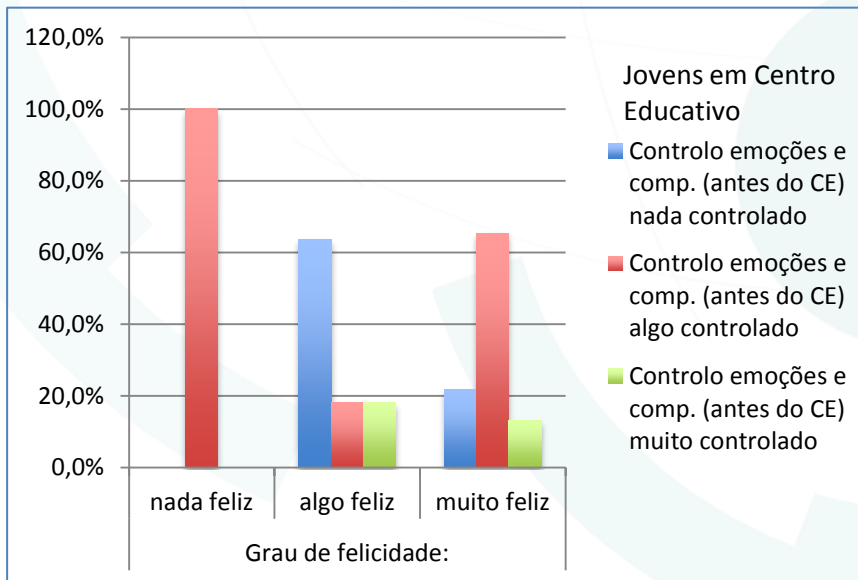
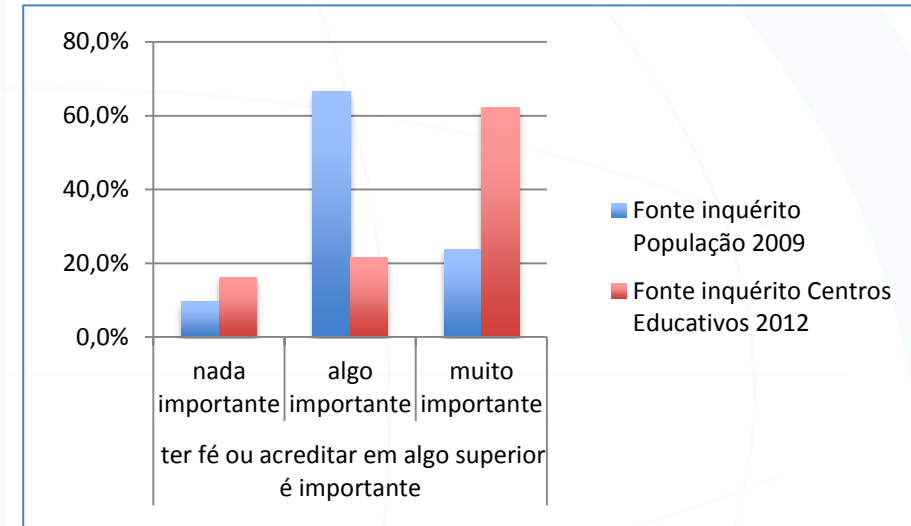
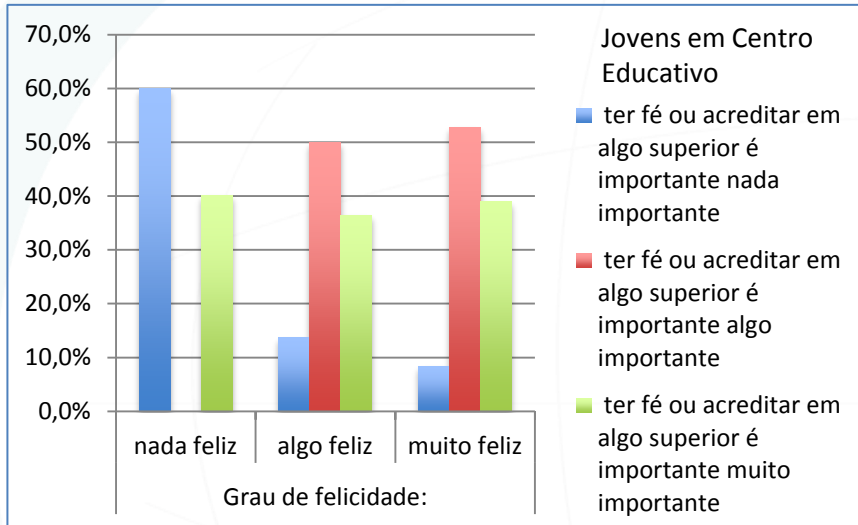
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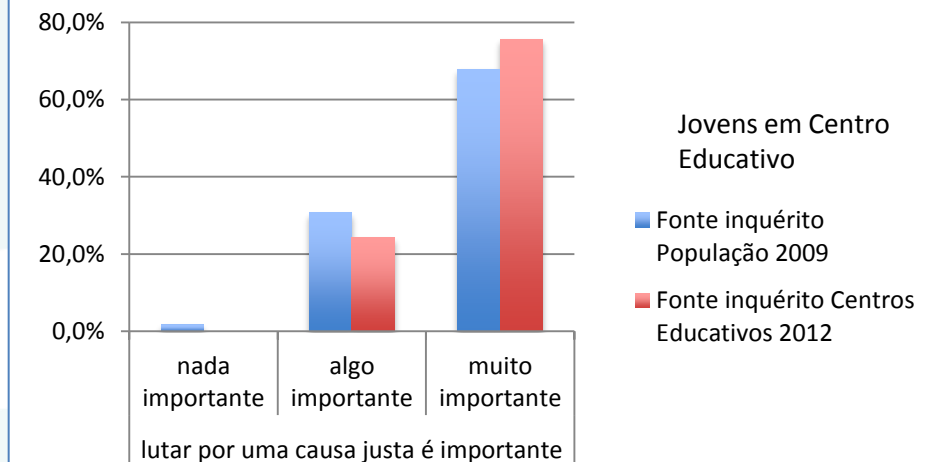
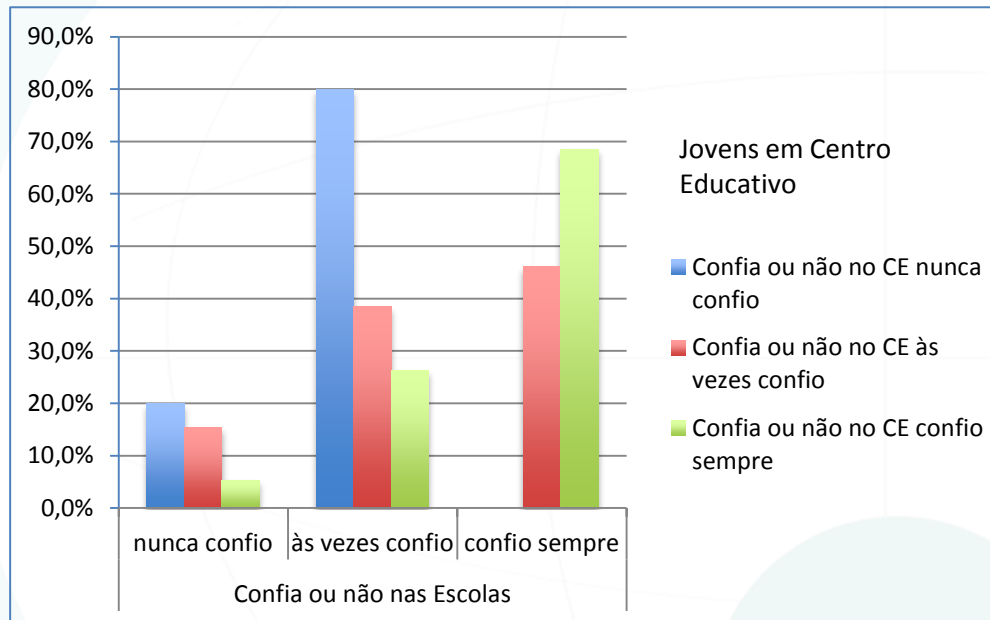


Os jovens, enquanto sujeitos a medida tutelar de internamento em CE, têm uma hierarquização de valores distinta da da generalidade dos jovens da sua idade e declaram níveis de felicidade inferiores





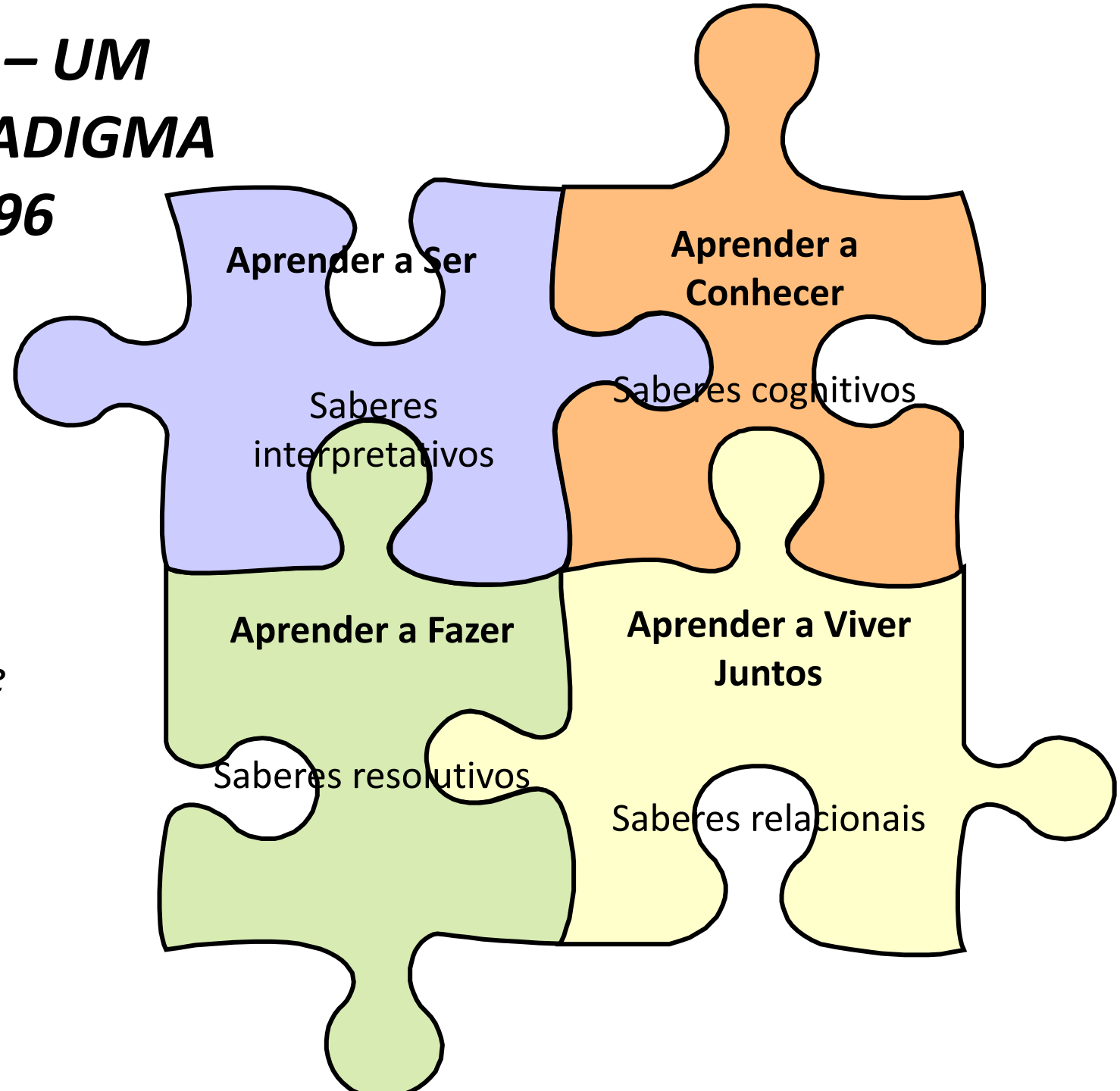




APRENDER – UM NOVO PARADIGMA UNESCO 1996

*“Learning is
first and
foremost the
ability to
negotiate
new
meaning”*

(E. Wenger)



THE TWO LANDSCAPES: ACTION AND CONSCIOUSNESS

(...) “Story must construct two landscapes simultaneously. One is the landscape of action, where the constituents are the arguments of action: agent, intention or goal, situation, instrument, something corresponding to a ‘story grammar’.

The other landscape is the landscape of consciousness: what those involved in the action, know, think, or feel, or do not know, think, or feel.

The two landscapes are essential and distinct: it is the difference between Oedipus sharing Jocasta’s bed before and after he learns from the messenger that she is his mother”.

J. Bruner, “Actual Minds, Possible Worlds”

A SENSE OF PURPOSE: CULTIVATING HUMANITY

Three kinds of progress are significant for culture: progress in knowledge and technology; progress in the socialisation of man; progress in spirituality. The last is the most important...technical progress, extension of knowledge, does indeed represent progress, but not in fundamentals. The essential thing is that we become more finely and deeply human.

Albert Schweitzer, “The Teaching of Reverence for Life”, p. 33, 41