

By fostering culturally intelligent pedagogy, Cult@Intel supports HEIs in leveraging diversity as a pedagogical resource, preventing the reproduction of inequalities, and promoting active student engagement. The project contributes to transformative teaching and learning practices and strengthens international cooperation through shared reflection, capacity-building and sustainable innovation across European higher education systems.

The Blended Intensive programs as a resource for global citizenship education

Teresa Alves Martins, Márcia Cardoso, Patrícia Ferreira and Mário Cruz (Centre for Research and Innovation in Education (inED) | ESE|P.PORTO)

"Considering the diversity of experiences of several teachers working on issues of diversity and global citizenship education, the possibility arose of holding a BIP at ESE in 2026 with the theme Local to Global Citizenship: Education for a Connected World.

This course has an online and face-to-face component, having started in January and ending in March 2026.

Thirty students and nine teachers from four different countries (Portugal, Slovenia, Slovakia and Norway) participated in this BIP, reflecting together on global interdependencies, given the complexity that marks contemporary societies, in which the boundaries between what is local and global are increasingly blurred.

The aim was to deepen participants' thinking and knowledge about complex issues that are relevant to reading the present and the future, without forgetting the historical journey that has brought us to the present moment, with the challenges and opportunities that characterise it. As such, we believe it is important to reflect on the potential role of Education, particularly Education for Global Citizenship, in the training of citizens who are inevitably global, whether they are education professionals or from other areas of knowledge.

In addition, this BIP format can be an interesting strategy for bringing together people from different backgrounds, strengthening and enhancing intercultural dialogue on issues that concern us all as a global community.

For all these reasons, we believe that BIPs can be a highly relevant resource for internationalisation in higher education, as they can promote joint learning and reflection between teachers and students at European level."

Almost Invisible Care? Intercultural Perspectives on Kinship Care and Child Protection in Portugal

João Paulo Ferreira Delgado and Joana Soares (ESE|P.PORTO); João M. S. Carvalho (Portucalense University); Rachel Baptista (Court of Justice of Rio de Janeiro (TJRJ))

Objectives:

This study aims to characterise Support from Another Family Member (SAFM), the Portuguese

form of kinship care, identifying its main needs and challenges while incorporating an intercultural perspective to ensure children's rights, well-being, and identity development in diverse family and cultural contexts.

Context:

In Portugal, kinship care is not formally classified as out-of-home care, making SAFM a distinctive and under-recognised child protection measure. Only recently included in national statistics, SAFM raises concerns regarding assessment quality, professional supervision, and children's protection. From an intercultural standpoint, kinship care reflects diverse family norms, caregiving traditions, and cultural meanings of responsibility and belonging. Despite international evidence that culturally sensitive and well-supported kinship care can promote continuity, identity, and well-being, SAFM has received limited psychosocial, educational, and financial support, with financial assistance reinstated only in 2025.

Methodologies:

An exploratory mixed-methods design was used to analyse child protection professionals' perspectives on SAFM. The study examined placement characteristics, challenges, and support needs, paying attention to how cultural values, and intercultural competencies influence assessment and intervention practices.

Main Results:

Results reveal a paradox. SAFM placements offer key benefits of kinship care, like family continuity, cultural and identity preservation, and contact with birth parents. Despite these evidences, lack formal recognition, resources, and safeguards, comparable to foster care. Insufficient culturally informed assessment, training, and monitoring were identified as major weaknesses.

Relevance for International Cooperation:

The findings contribute to international cooperation by highlighting the need for child-centred kinship care policies. They offer transferable lessons for cross-national learning, supporting recognition of kinship care as out-of-home care and promoting culturally responsive practices within child protection systems.

Musicking Together: Cooperation as a Creative Process

Filipe Lopes (INET - md | CIPEM | ESE|P.PORTO)

This presentation reflects on a collaborative musical performance project named Natal em Janeiro. It was developed with first-year students of the Bachelor in Musical Education at Escola Superior de Educação (ESE). Musicking (Small, 1997) was used as a means of fostering connection, creativity, collective authorship and to discuss music. The main objective was to explore how processes of co-creation in educational settings can strengthen social cohesion and enhance artistic expression through shared musical and pedagogical experience. The context of this work integrates higher education and community art practices, focusing on the humanistic potential of participatory performance. Methodologically, the project combined improvisation, collective composition, group discussions, and sound exploration sessions, encouraging students to co-design both musical and performative elements. My role as teacher was to create conditions for dialogue, trust, and mutual listening, positioning music-