

# The Handling of Migrants in Contemporary Portugal History Textbooks<sup>1</sup>

## Research Article

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## **Abstract**

This study aims to explain the handling of the phenomena of immigration and the life of migrants in Portugal textbooks. Textbooks are one of the indispensable basic and classical materials of education in transmitting knowledge to students. For this reason, educators generally use printed textbooks in the classroom to communicate with students. Without a textbook, it is difficult to establish healthy communication between the teacher and the students. For this reason, while textbooks guide the teachers about the information that they are about to transfer, it gives students effective clues about how they are going to acquire this information. In this study, the treatment of migration and immigration in history textbooks taught in Portugal was analyzed. The current history textbooks in the Portuguese National Library were procured and the chapters on migration and immigration in the textbooks were identified through document analysis method. Through the concepts such as migration, immigration and immigrants in these chapters, the lives of immigrants at home country and abroad and how they are reflected in the textbooks were analyzed. In this context, all of the history textbooks starting from primary education to the last year of high school were scanned and subjected to detailed analysis.

**Keywords:** migration, textbooks, education, perceptions, Portugal, society

# Çağdaş Portekiz Tarihi Ders Kitaplarında Göçmenlerin Ele Alınması<sup>1</sup>

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## **Öz**

Bu çalışmanın amacı Portekiz ders kitaplarında göç olgusunun ve göçmenlerin yaşamının nasıl ele alındığını açıklamaktır. Ders kitapları öğrenciye bilgi aktarmada eğitimin vazgeçilmez temel ve klasik materyallerinden birisidir. Bunun için eğiticiler sınıflarda öğrenci ile iletişimde çoğunlukla basılı ders kitaplarını kullanmaktadırlar. Bir dersin kitabı olmadan, öğretmen ve öğrenciler arasında sağlıklı bir iletişim kurmak zordur. Bunun için ders kitapları öğretmenleri aktaracağı bilgi hakkında yönlendirirken, öğrencileri bilgiyi nasıl elde edecekleri konusunda etkili ipuçları vermektedir. Bu çalışmada Portekiz’de okutulmakta olan tarih ders kitaplarında göç ve göçmenlik konusunun ele alınışı incelenmiştir. İlk olarak Portekiz Milli Kütüphanesinde bulunan güncel tarih ders kitapları temin edilmiş ve doküman inceleme yöntemi ile kitaplarda geçen göçmen ve göçmenlik ile ilgili bölümler tespit edilmiştir. Tespit edilen bu bölümlerdeki göç, göçmenlik ve göçmen gibi kavramlar üzerinden göçmenlerin yurt içi ve yurt dışındaki yaşamları ve bunlara bakışın ders kitaplarına nasıl yansdığı analiz edilmiştir. Bu kapsamda ilköğretimden lise son sınıfa kadar olan tüm tarih ders kitapları taranarak detaylı bir analize tabi tutulmuştur.

**Anahtar Kelimeler:** göç, göç, tarih ders kitabı, Portekiz

## **1. Introduction**

Migration, which expresses a demographic process, is the movement of individuals from one place to another within the borders of the country, as well as in the international area. Immigration and migration are the concepts that are used to express the abandonment of individuals from the country in which they are citizens or the area where they are present and settling in another country/region. Because migration has been a part of the history of humanity since the beginning of humankind, it played an important role in the formation of today's world's demographic structure in the historical process, as well. While the primary aim of migration is to find a better quality of life, political pressures, religious conflicts, economical problems, and disasters have also been and continue to be influential in migration. As a result, people have migrated and continue to migrate from one continent to another, from country to country or from one place to another within the same country. These migrations occur as individual, mass, temporary, obligatory, or permanent. Based on their distances, they are also named as short-distanced and long-distance immigration as well. The way people travel which includes the purposes of tourism activities, seasonal employment, religious worship can also be considered within the context of migration. While the form of internal migration occurs within the borders of a country, external immigration moves beyond the borders of the country and gains an international dimension (Bakırcı, 2019, p. 11). It also should be remembered that, today, one out of every 33 people in the world is an immigrant (Deniz, 2009, p. 13).

Even though migrations create new states and societies, they leave deep traces in the memories and souls of the individuals. Therefore, individuals' obligatory or voluntary disengagement of the places they live is among the indispensable subjects of novels, folk songs, stories, movies, and documentaries (Deniz, 2009).

The migrations that occurred throughout history have brought about the end of some state and political powers, as well as giving birth to new civilizations and new states, and even led to great disasters. While today's

Europe has been shaped after the Migration Period, Asian origins Hun Turks have established a new state. The Roman Empire which could not endure the chaotic environment that Migration Period created was first split into two in 395 as west and east, and then, the fall of West Rome in 476 caused the starting of a new regime that will almost continue in Europe for one thousand years. The Turks who fled from the Mongols established many new states on the roads of Anatolia and Asia Minor, in Anatolia where they came with the aim of searching for a safe country.

The ones that fled from the religious and political wars in Europe caused the establishment of new states with the United States in North and South America. They even exhibited a new vision of civilization.

After this brief explanation of the migration, it would be useful to briefly mention books and textbooks before discussing how migration is portrayed in books. Alfred de Vigny emphasized the infinite power of a book by saying "*After seeing that the real power is on the book, rulers also started to take pen in hand and write*" (Ergin & Gözütok, 1996, p. 77). In recent years history books and history curricula have become more politicized. This has paved the way for history, which essentially always had a political side, being used more as a political tool. As a result, historical knowledge and history textbooks have become one of the only methods used by states and societies to manipulate the masses. In fact, it continues to be (Yılmaz, 2006). This situation has brought along the distortion of historical information from time to time. The usage of history in this way not only makes it difficult for societies to get closer, it also has made civilizations hostile to each other. As a result, the conflict and hostility that occurs between states have started to spread among the societies, as well. This is because history textbooks are often used not only as an important means of transmitting social values and cultural accumulation to new generations, but also as a means of transmitting enmities and political ideologies. When the aims and objectives of ideologies are added to this, the objectivity and scientificity of the information provided in textbooks is always a matter of debate (Hayta & Karabag, 2003).

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A textbook is a cultural, academic, commercial, and ideological product besides being just a material that transfers information. Additionally, textbooks have always been designed/ for students at all levels to learn better. Also, textbooks, are teaching materials that facilitate the process of learning and require two-way participation which builds a strong bond between the students and teachers (Carrasco & Martinez & Glória & Sanchez, 2020, p. 1). From this perspective, textbooks are one of the materials that are indispensable for the teacher when transferring information. For this reason, teachers usually prefer printed textbooks for their classes. Without textbooks, teachers and students may not be able to fully focus on a subject. Textbooks therefore effectively guide teachers and students towards the appropriate process of acquiring knowledge (Gana, 2008, p. 95). Although the debate about the textbooks' necessity or redundancy continues, textbooks are still the most important teaching material. Moreover, history textbooks have the feature of being the single most-read history text by all of society (Carrasco & Martinez & Glória & Sanchez, 2020, p. 2).

Traditionally, history teaching, history courses, and history textbooks have typically been viewed as instruments employed by nations and societies to construct and strengthen national identity. As a fundamental component of history and social studies curricula, textbooks hold significant influence over students' comprehension of migration, as well as their attitudes and perspectives towards it. Given Portugal's historical context, where migration has played a prominent role, it becomes crucial to undertake a critical examination of how this subject is presented in textbooks and explore the potential ramifications of the chosen approach. Textbooks in general, and history textbooks in particular, contain many of the historical stories that nations have chosen to tell about how they have constructed their cultural heritage, their institutional structures, their boundaries of sovereignty and legitimacy, their relations with other nations, and the history of their peoples (Carrasco & Martinez & Glria & Sanchez, 2020, p. 2). For this reason, history is both local and universal. It does not only include specific nations, their exhibited values, and cultures, past dominant ideologies, and the sovereign

state's own historical narrative, but it also represents the values that are shared universally about the national identity or the "desire to form and maintain a cultural identity that is based on a shared past and serves specific purposes today" (Zajda, 2009, p. 940).

Textbooks published by the Portuguese Ministry of Education and Science still play an important role in school activities in Portugal. These textbooks are given to students throughout the obligatory education, either free of charge or paid, i.e., if the family's national income is below 7000 Euro, the textbook's cost is covered by the ministry (Ciftci, 2014, p. 22). Much research has been conducted and still continues to be conducted on the textbooks and their contexts in Portugal and other countries. However, after the adoption of a law on assessment, approval, and acceptance by the government of textbooks, which are important material for education, there has been a decrease in the research on the books which has been thought of as becoming monotype (Guerra, 2021, p. 85).

The main research question of this article focuses on the examination of how migration and immigration are portrayed in history textbooks used in primary and secondary education in Portugal. This article aims to investigate how the topic of migration is addressed within these textbooks and to explore the potential implications of the approach taken toward migration in this educational context. By analyzing the content and presentation of migration in Portuguese textbooks, this article seeks to shed light on the educational representation of this important societal issue and its broader consequences.

## **2. Materials and Methods**

**Purpose of the study:** This study focuses on the portrayal of immigration and migration in the history textbooks used in primary and secondary education levels in Portugal, a member of the European Union. The inclusion of the topic of immigration in our research is motivated by Portugal's historical experience of both internal and international migration, as well as its more recent role as a host country for immigrants. The objective of our research is to uncover and analyze how immigration is presented and discussed in history textbooks within the context of primary and secondary education in Portugal.



**Importance of the study:** Portugal was selected as the research site due to its unique position as a country both affected by emigration and experiencing immigration. This dual perspective provides an opportunity to explore Portugal's approach to external immigration and how the lives of immigrants are incorporated into the curriculum. Examining Portugal's stance on immigration and the inclusion of immigrant experiences in the curriculum is essential for understanding the country's comprehensive approach to migration.

**Methodology of the Study:** This study adopts a qualitative approach, employing literature review and document analysis as its primary methods. The research materials were obtained from the Portugal National Library, specifically focusing on textbooks and relevant sections addressing the topic of immigration. The collected data was then subjected to evaluation. Additionally, our observations and interviews conducted during our time in Portugal played a partial role in the evaluation process.

The document analysis method involved examining books, articles, and postgraduate studies that were written on the subject of research. A systematic review of textbooks was conducted, with specific attention given to chapters or sections pertaining to migration. Content analysis was employed to identify dominant narratives, themes, and perspectives concerning migration. The study also took into account the overall tone and framing of migration-related content, as well as the inclusion of diverse voices, cultures, and perspectives.

### **3. Portugal Education System**

The Basic Education Law numbered 46/86, which constitutes the legal infrastructure of today's Portugal education system, was accepted by the Assembly of the Republic on 14 October 1986. Later on, on the year 19 September 1997, it has been developed with the law numbered 115/97 by adding some provisions to the Basic Education Law. This law has been taken the form of its current state by the changes that have been made in the years 2001, 2005, 2006, 2007, 2011, 2012 (Curruculo Nacional - DL [139/2012], 2023), 2013, and lastly, July 2018 (Ciftci, 2014, p. 15).

The duration of compulsory education in Portugal is 12 years. Basic education is compulsory between the ages of 6-15 and secondary education between the ages of 16-18. Pre-school education is from age 3 to 6 and it is not obligatory. Although primary and secondary education, which is 12 years, is obligatory, a certificates are given after the 9<sup>th</sup> year. In this sense, there is flexibility in the transition from primary education to secondary education. Therefore, compulsory basic education consists of three levels. The first level [1<sup>o</sup> Ciclo] is 4 years [1-2-3-4], second level [2<sup>o</sup> Ciclo] is 2 years [5-6] and third level [3<sup>o</sup> Ciclo] is 3 years[7-8-9]. Because a certificate is given after the third level, students that will continue to secondary education make their educational decisions after this certificate. The duration of secondary education is 3 years [10-11-12]. Therefore, compulsory basic education consists of three levels. Approximately %82 of the students in Portugal continue to the state school ([www.portekizkonsoloslugu.com](http://www.portekizkonsoloslugu.com), 22.09.2022; Fernandes, 2009, p. 229).

According to the Article 73 of Portugal's Constitution, everyone has a right to receive equal education. The general objectives of the Portuguese education system are to respect Portuguese culture, to protect national identity, to ensure the development of individuals with unique points of views, to develop decentralization, to establish and maintain an education system structure that provides equal opportunities for all without discrimination in education, and to ensure participation in democratic life. Although Portuguese textbooks do not appear to exhibit overt signs of ethnocentrism, it is important to acknowledge and address this potential issue, especially in countries with a colonial history. Ethnocentrism refers to the tendency to view one's own culture as superior and judge others based on one's own cultural standards. By actively recognizing and combating ethnocentrism, societies can foster cultural empathy, appreciation, and harmonious coexistence. Challenging ethnocentrism is crucial for promoting empathy, intercultural understanding, and respectful coexistence. It is vital for individuals and societies to acknowledge its existence and take steps to overcome it. This can be achieved through education, open dialogue, cultural exchange, and the promotion of diverse representations. By embracing these approaches, we can strive towards

a more inclusive and culturally sensitive world, where the richness of diverse cultures is valued and respected. With the arrangements made in the years 1986 and 2005, education was constitutionally guaranteed (Constitution of the Portuguese Republic, 2005; Saklan, 2016, p. 16). In this context, it aims to ensure all of the country's children have access to education, from the disabled children who need special education to children of immigrants. In implementing education policies in line with these objectives, the state has a duty to ensure that children of immigrants learn the Portuguese language and benefit from Portuguese culture, and to ensure that children of immigrants receive adequate support to enable them to effectively exercise their right to education (Constitution of the Portuguese Republic, 2005). In order to fulfill these, Portugal allocates 13.5% of all public expenditure to education. The literacy rate of Portugal is %99,44. For the female population between the ages of 15-24, this rate is %99,38; for the male population, this rate is %99,48 (<https://scholarsource.org/portugal/education/180>, 2023).

#### **4. The Subject of Immigration in Portugal History Textbooks**

In Portuguese schools, history is taught at all levels, starting from Grade 5 up to Grade 12. The subject of migration, in the Portugal history textbooks, has been processed under various subjects and units. When examining the handling of the topic and its processing, the positive and negative aspects of migration are tried to be conveyed. For example, in the history class of 9<sup>th</sup> grade, there is an emphasis on the link between migration and poverty. In the same book, unplanned urbanization has been linked to internal migration.

In the Portuguese education system, constitutionally guaranteed and aims to provide equal opportunities for all, including immigrants, the expectation from the immigrants is respect and accordance with the Portugal culture. To this end, Portuguese textbooks provide information on both historical migration and contemporary migration under various topics. While transferring this information, issues such as the effects of migration on Portuguese society, economy, and lifestyle have been prioritized. Along with this, while Portugal diffusion has been processed under various units, this part

has not had a relation with immigration and migration, the subject of immigration has been processed under a separate title. Portugal, which has a colonial history, is preferred not to include Portugal diffusion with the immigration in the textbooks. For one thing, the education policies of colonial powers like Belgium, England, France, Japan, Netherlands, Portugal, Spain, and the United States differed (Maderia & Correia, 2019, p. 500).

As in the past, one of the most important issues that immigrants face today is the matter of identity in the countries in which they settle in. Every immigrant faces some discrimination in the country of settlement. Cultural identity can be understood as "a set of traditions, history, and moral, spiritual, and ethical values passed down by past generations". When we refer to a group of immigrants integrating into a particular society, we recognize that the identity of that group is shaped both by this set of traditions, history, and values, and by the appreciation that the inclusive society has for the group. In other words, the group not only carries certain cultural attributes with them but also forges their identity in response to the demands and evaluations - positive or negative - imposed by the broader society upon the group (Truzzi, 2005, p. 51). Although migration is a global phenomenon, it is often dealt with in the historiography as a national issue, thus obscuring its broader dimensions (Ramsey, 2019, p. 447). According to Peul J. Ramsey:

“Migrants, regardless of origin, were expected to adopt those values in order to create a homogeneous society by “eradicate [Ing] cultural diversity.” The goal of creating a cohesive society did not bode well for the migrant children who did not share the dominant cultural norms. In many parts of the world, these children and their families were considered a problem that, in various ways, had to be solved, often through educational endeavors.” (Ramsey, 2019, p. 448).

In the case of Portugal, the rate of legal immigrants to the population is approximately %3-4. Therefore, especially after the 1974 revolution, Portugal prioritized the autonomy and modern social structure of educational institutions. Through this, immigrants' integration issue was tried to be solved. In addition, the consequences of migration from Portugal to other countries,

especially its impact on the Portuguese economy, are treated as an important problem in the textbooks. However, the textbooks lack explanatory and sufficient information about those who came to Portugal at the end of the 20<sup>th</sup> century and in the 21<sup>st</sup> century and lived in the country as immigrants or refugees. Even though it is briefly mentioned in the textbooks about the situation and the lives of immigrants in the 19<sup>th</sup> and 20<sup>th</sup> centuries, whether they live in the position of immigrant or refugee, today's immigrants were not mentioned enough in the textbooks.

## **5. How Migration is Handled in Textbooks**

### **5.1. The Handling Of Migration In Basic Education Second Level Textbooks**

In the textbook *Història e Geografia de Portugal 5º* [Portugal History and Geography], which is taught in the 5<sup>th</sup> grade, the first stage of the second level, under the title "The Urban Life in the 17<sup>th</sup> Century – 16<sup>th</sup> Century Lisbon" the concepts of immigration, immigrant, and migration are explained. In this sense, the concepts are defined as following:

Imigrao: The entry of foreigners into a country to settle in and work there.

Migrao: The movement of people from one region to another within the same country.

Emigrao: The outflow of the natural resources from a country.

This section focuses on Lisbon as a center of attraction, and the consequent revitalization of trade in the city by the merchants coming to Lisbon. On this subject:

*"Given the attraction of prosperity for all social groups in the kingdom, the city was experiencing an increase in the population once again; people from all walks of life, aristocrats, bourgeois, and society, immigrated to Lisbon in order to seek a job. Those who came saw opportunities and favors from the king. Many who were affected by the luxury of the palace rushed into Lisbon. Some of the people that came to Lisbon, later on, immigrated to India in order to search for fortune and adventure."* (Arlindo Fragoso, 2014) statements are made.

On the same page, it is emphasized that with the thousands of slaves that are brought from Africa, there has been an increase in richness and prosperity. With the increase in wealth and prosperous, noble families, those who have gotten rich, and everyone who has the possibility started to employ servants at their houses. These servants are mostly chosen from the slaves and immigrants that are brought from Africa. The houses that have a servant have been depicted in the textbook with representative pictures.

In the 5° grade Social Studies textbook, the matter of immigrants has been handled under the subject title of "Portugal's Connection with the World and Europe". As a subtitle, "Portuguese Immigrant Communities" has been chosen. After giving the number of immigrants to countries such as Brazil, France, the United States of America, South Africa, Canada, Venezuela, West Germany, Spain, Belgium, Holland, and Switzerland, in order to strengthen the correlation between these, an example of a newspaper clipping dated 11.12.1982 is given, which discusses the publishing of a Portugal centered magazine. On the next page, as an exercise, a circle has been prepared in which the countries with the highest number of immigrants could be written and the students were asked to fill it in. The interesting part is that in the history lesson to be taught one year later, it is stated that *"next year when you examined the history of our country, you will see that immigration is not a new phenomenon, but it is a movement that is rooted in the very past"*. The reason and explanation of this are expressed as *"as you can see, in addition to the movement of population and rural migration, there is immigration, that is to say, the movement of the population to other countries. The search for better living conditions has pushed thousands of Portuguese to leave their lands and settle in Africa, America, and Europe..."*. It is also emphasized in the Social Studies textbook that the June 10 is accepted as the "Portugal Community Day" (Jose Ramos, 1987, p. 193-195).

In the Història de Portugal 6° [Portugal History], the last class of the second level, immigration is only briefly mentioned in the population section. Portugal's immigration from 1851 to 1900 was given as a graphic and was presented in the part of t population growth. While the population

increased in the cities that are industrial centers with the internal migration, the population loss also occurred with the migrations that have been made to Brazil. It is emphasized that the immigrations that had been made to the new continent reached their highest level, especially at the beginning of the 20<sup>th</sup> century (Ramos & Silva, 1987, p. 208).

In the História 8<sup>o</sup> class, which is taught in the 8<sup>o</sup> grade, the second process of the third level, the subject of migration has been processed under the title of "Immigrants and Workers". In this section, it is emphasized that in the second half of the XIX<sup>th</sup> century, migration from the countryside to the city accelerated as farmers lost their land. The reason for this migration is explained as villagers' loss of their lands and pasture due to the purchase of those lands by the bourgeoisie. It is also emphasized that liberalism brought more damage to the Portugal villager than benefit. The reasons for the Maria da Fonte and Patuleia uprising, villager uprisings that occurred in Portugal, have been linked to the villagers' loss of their lands. The Maria da Fonte or Minho uprising is the name given to the popular uprising against the Cartista government in the spring of 1846 in Portugal. Although the riot has been linked to the community's reaction to the new enrollment law, the weight of the taxes that are collected from the community and the banning of the funeral ceremonies at the church, the effect of the economic hardships and the difficulties that villagers endure had a great impact on the riot. The eruption of the riot was sparked by a woman named Maria, who is a native of Freguesia, in the region of Fonte Arcada e Oliveria of Portugal. This woman, later on, was known by the nickname of Maria da Fonte and has been heroized. The rebellion lasted for about 8 months, causing the majority of the peasants to leave their land (Bonifácio, 1993).

After the çivil war, especially after 1852, after the phylloxera epidemic which affected the vineyards and caused many villagers to perish, migration from rural to cities has been accelerated. As a result of this disease, many people had to immigrate, especially from the north of the country (Maria Emilia Diniz, 1999, p. 274). In the same years, the silk industry was severely damaged by the phylloxera disease that appeared in Lebanon, Beirut and around Egypt, which

killed silkworms and dried up the vineyards. Just as in Portugal, the inadequacy of the measures taken led to economic stagnation, migration, poverty, and unemployment. Many Lebanese Ottoman citizens emigrated to Brazil, Argentina, the USA and elsewhere (Özkan, 2022, p. 65).

In the História 8 textbook, the migrations to Brazil have been defined as major migration. The migration of hundreds of thousands of Portuguese to Brazil with the dream of becoming rich and returning is covered here. A short piece of information is given about the people who left their homeland and went to Brazil, and the text is supported by quotations from history books from the 1980s. It has been emphasized that these rich immigrants who returned to their homeland not only aroused admiration among those who never left due to their luxurious life, but also foreign currency inflow had a decisive consequence for the Portuguese economy. Under the heading of Brazilians, a small reading passage is given prominently in the margin of the book. The statements that are included in this text, give information about their lives (Maria Emilia Diniz, 1999, p. 274).

In the villages that are in the north of the country, specifically in Minho, you can still find the old mansions that the community named «Brazil house». This "Brazilian" name has been given to the rich immigrants that came back to their homelands after years of hard work in Brazil. When they return, their first job was to replace their poor house they had lived before with a showy mansion painted bright yellow or green, with showy fences and with the two rabid dogs that guarded the gate. However, in addition to enjoying this display of wealth, the "Brazilians" also helped the people of their village: they financially supported their church, they build a fountain, and a school. With these gifts, they easily became very influential local figures.

Also, money transfers that immigrants sent to Portugal, "has partially allowed us to close the big deficit in our commerce balance." expressions are intriguing. In summary, a result of the migration that has been made abroad, as a result of the Major immigration wave, where the Portugal economy recovered with the incoming currency, has been studied in this part. While the



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consequences of the immigration and its affect has been described with maps and graphics, the regions that received immigrations were shown in the maps (Maria Emilia Diniz, 1999, p. 274).

In the History 9<sup>o</sup> class, which is taught in the last stage of the third level, the subject of immigration has been handled together with the title of "Industrialization and Immigration". Poverty and migration were linked to migration, and migration from rural areas to large cities such as Lisbon and Porto and migration to industrialized European countries were emphasized. By linking unplanned urbanization to migration, the irregular growth of these cities as a result of migration from rural areas to large, industrialized cities is covered. The difficult lives of the immigrants that lived in the containers on the outskirts of the big cities are among the topics that had been processed in the textbook. Also, it has been emphasized the migration that had happened to the industrialized countries between the years of 1931-1961, was made to France, where 800.000 Portuguese lived in. The effect of the Portuguese national income of 408 dollars per capita in the 1960s is also emphasized. In the same period, Sweden's national income was 2740 dollars per capita. (Maria Emilia Diniz, 2003, p. 228-229). As it is mentioned in the textbook, in scientific research as well, until the 1970s, the lives of immigrants usually ended in a factory or as secondary workers in construction (Cavalcanti & Silva, 2017, p. 31). In the short reading text that has been given in the textbook, migration and the hardships of migration, the things the immigrants had to endure, and the lives of immigrants had been summarized as follows:

Most of the Portuguese immigrants in the years of 50s and 60s were villagers that come from the country's north and center. Some of them passed the border legally by the contracts that were signed beforehand, with passports and residence permits. With that, most of them, as it was said at the time, went with "quick steps". In the 1960s, there were many border guards which were paid with 10 conto (a small fortune back then, usually borrowed) from the immigrant applicants in order for them to settle them in France. After passing the Portugal border through the paths and cutoffs on foot, they went to Spain crammed into the cattle trucks. When they were

caught by the Portugal fiscal guardian and Spanish civil guardian, they were arrested and sent back to their villages. Even though they succeeded to reach the border of France, they needed to pass the Pyrenees on foot in the night again. The adventure nearly always ended when they settle in a citizen's house and succeeded to find a job in construction (Cavalcanti & Silva, 2017, pp. 31) or factories. Later on, it was needed to collect as many francs as possible, enough to pay the debts and to prepare for a better future (Maria Emilia Diniz, 2003, p. 228).

The consequences of migration are the stagnation of the Portuguese population, the decline in agricultural production and the need for agricultural products due to the migration of the agricultural population, especially from the north and inland areas to industrialized cities. With the migration that has been done to the outside, there has been an increase in the tourist number and the foreign currency that enters the country. This situation had been reflected in the coursebooks as well. As in the 8<sup>th</sup> grade history book, the positive effect of this foreign currency inflow on the closing of the budget deficit was emphasized here as well (Maria Emilia Diniz, 2003, p. 228). We encounter a similar situation in the migration of Lebanese and Syrians from the Ottoman geography to Latin American countries and the United States. While migration that had happened from Lebanon and its surroundings affected the region's agricultural output in a negative way, the foreign currency inflow has become an important source of income for the country's economy. In the presence of this situation, local executives and the government had to choose between the foreign currency inflow that the ones who immigrated sent and the problems that the ones who immigrated faced. For example, 90 million of Lebanon's national income of 220 million francs came from the remittances of immigrants. According to the Ottoman consulate report in South America, in the year 1913, Syrian immigrants sent a total of 11.800.000 pesos to their relatives from only one Argentina bank. Similar numbers were transferred from other banks as well. The total amount of funds that were sent from Argentina, in that year alone, had reached 24 million pesos or 240 million Ottoman piastres (Karpat, 1985, p. 188). In 1917, out of a national income of 220 million, 60 million

came from the silk trade, 30 million from agriculture and 10 million from industry. The rest was foreign exchange inflow. (BOA, A.}.MTZ.CL, 1/37-92; BOA, DH.MKT, 1679/64; Fahrenthold, 2019, p. 18). We see that the states that had an empire history in the historical process, were faced similar issues.

## **5.2. Handling Of Migration In High School (Secondary Education) Textbooks**

In the class Història 10° [History 10], taught in the 10° grade, which is accepted as the first grade of Secondary education [High school], the subject of immigration has been covered under the title of population. In this part, it is emphasized on the immigrations and settlements that Portugal did at the beginning of the 16th century to overseas countries such as India, Brazil, and Africa for colonial purposes. It is interesting to note that the settlements established by the Portuguese at the mouths of the rivers where they entered the continents for migration or colonization purposes are mentioned. Also, Portugal expansionism which expands to China, Japan, Malacca, Timor, and Solor islands has been covered here. The expulsion of the Jews from Europe is also briefly mentioned, and the Portuguese expansionist ideal is summarized as "And if there was more world out there, it would have gotten there". But it was emphasized that the population, which was 1 million 400 thousand at the time, did not allow for this (Antonia Manuel P. Matoso Martinho, 1990, p. 291).

In the Historia 11 class which is taught in Secondary education second grade, the subjects of immigrant, immigration, and migration were given in under the title of the migrations to Brazil. "The Reasons for the Immigration that had Made in the 19<sup>th</sup> Century" has been used as the subtitle. In this part, the fact that the migration from Portugal to Brazil took place in accordance with the migration from Europe and Asia in the 19<sup>th</sup> century, has been covered. The low economic level of those engaged in agriculture in rural areas accelerated this migration. The gradual development of transportation opportunities induced transatlantic migration. Portugal's lagging behind in terms of industrialization compared to other parts of Europe has been another driving factor in this migration. Even though it is emphasized that the migration from Portugal is not occurred to meet the needs of the

agricultural labor in Brazil, it has been argued that those who left mostly worked in the agricultural field. Also, it is emphasized that the migration to the new continents has been replaced as slave labor (Martinho & Araujo, 1990, p. 128).

Interestingly, in the textbook:

"Actually, Brazil's political independence [1822], did not mean its economical independence. From 1807 onwards, with the growing influence of Britain, a largely Portuguese commercial structure still coexisted, and this continued to coexist until after the First World War [1914-1918]. Despite its political independence, Portugal, retained control of an important part of Brazil's commerce, specifically of a big part of the harbor commerce" expressions are intriguing.

It is emphasized that "certain types of goods were mainly controlled by the Portuguese" in various ports and trade centers. The subject has been linked with the fact that the establishment of a new system in Brazil, which is a colony of Portugal, is in accordance with the new world system (Martinho & Araujo, 1990, p. 127-129). The foreign currency and income that the immigrants bring have been processed again in the coursebook at this level under a separate title (Martinho & Araujo, 1990, p. 197). It is also emphasized that the remittances sent by immigrants played an important role in paying off Portuguese debts and covering the deficit, and that the remittances received doubled in the 20<sup>th</sup> century (Martinho & Araujo, 1990, p. 272).

Towards the end of the book, under separate title, statistical information is given about the migration from Portugal. According to this, between 1866 and 1970, approximately 2.832.013 Portuguese, between 1900 and 1930, an average of 36.000 Portuguese, between the period 1965 and 1973, a total of 1.163.232 Portuguese emigrated, and it is said that a yearly average of 129.145 Portuguese emigrated. The fact that this migration is concerning because of the low birth rate, is a subject that is explicitly emphasized in the textbook (Martinho & Araujo, 1990, p. 392).

In the História 12<sup>o</sup> [History 12<sup>o</sup>] class, which is the last grade of the secondary education part, the subject of migration was also handled under the title of "The Immigration Movement". In this part it is emphasized that, especially after the 1850s, many Europeans were affected by immigration for economic reasons. It was stated that there was a great wave of migration from Germany, Britain, and France and that some of these migrants died on the roads, and that the number of people who left their countries between 1841-1880 was estimated to be 13 million. It is emphasized that this wave of migration was influenced by the peasants who were freed from being tied to the land after the abolition of serfdom in Europe after 1848. Even though there has been a decrease in the British immigrants during this migration wave, there has been an increase in the number of Ireland, Germany, and native Scandinavian immigrants. During this migration wave, a lot of people lost their lives whether on the roads or in the places where they arrive. For example, it was reported that 15,000 of the 90,000 people who left Great Britain in 1847 died on the way or at their destination (Martinho & Araujo, 1988, p. 292).

## **6. Conclusion**

Migration, immigration, and migration-related issues are addressed in history textbooks at all levels of primary and secondary education in Portugal, highlighting the apparent significance of this topic. The textbooks make a point of emphasizing Portugal's colonial history, positioning it as a country that has experienced outward migration. Specifically, the textbooks delve into the political, economic, and social aspects of migration to Brazil, presenting a narrative that seemingly seeks to provide a comprehensive understanding of the subject matter. Another noteworthy aspect mentioned is the migration of Portuguese citizens to France, with economic factors being primarily attributed as the driving force behind this emigration trend.

Similarly, the textbooks devote attention to internal migration, attributing it to economic reasons and emphasizing the impact of industrialization. The rapid growth of industrial cities such as Lisbon and Porto due to internal migration is discussed, shedding light on the emergence of

slum-like structures resulting from irregular urbanization and unplanned housing. In an attempt to establish a correlation, the textbooks make a connection between poverty and immigration, presumably providing students with insights into the societal implications of migration.

However, upon closer examination of the textbooks, it becomes evident that the information presented regarding contemporary immigration is woefully inadequate. Despite mentioning the situation and lives of immigrants in the 19<sup>th</sup> and 20<sup>th</sup> centuries, the textbooks fail to provide sufficient details about the lives and status of immigrants and refugees who arrived in Portugal during the latter half of the 20<sup>th</sup> century and the beginning of the 21<sup>st</sup> century. While briefly acknowledging the positive impact of immigrants on the quality of life for the wealthy, particularly in Lisbon, the textbooks neglect to provide any information about their current circumstances. This omission can ostensibly be attributed to Portugal's colonial past, which appears to shape the perspective and content of the history books, further perpetuating the historical narrative that places more emphasis on the colonial era.

In light of these observations, it is evident that the history textbooks in Portugal exhibit significant shortcomings in their coverage of migration and immigration. The limited information provided fails to adequately address the experiences and contributions of immigrants and refugees in contemporary Portugal. This critical omission raises questions about the inclusivity, and educational value of the textbooks, ultimately undermining the students' ability to gain a comprehensive understanding of migration issues in the country.

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**APPENDICES**

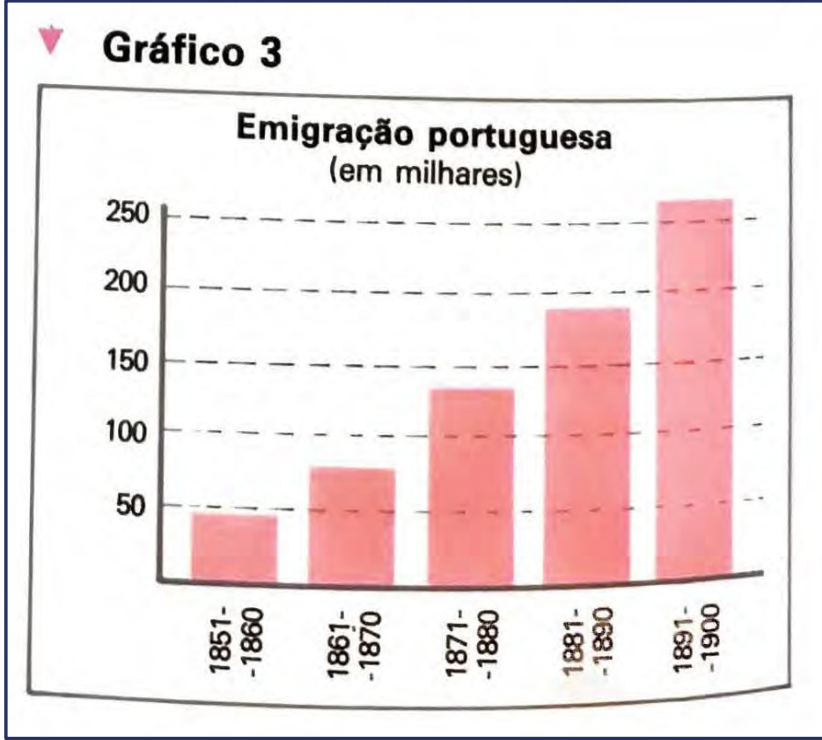
**Picture 1:** A bourgeois family that has a slave in the house

*Source:* Història e Geografia de Portugal 5º, p. 177.

**Figure 1:** The migration graphic that is used in the 6th-grade textbook



Source: História de Portugal 6°, p. 208.



**Picture 2:** Portuguese immigrants in a train station in France.



Source: *História 9º*, p. 229.

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