

# Global Education in Portugal



The European Global Education  
Peer Review Process  
National Report on Portugal

# **Global Education in Portugal**

**The European Global Education Peer Review Process  
National Report on Global Education in Portugal**

**GENE**  
**GLOBAL EDUCATION NETWORK EUROPE**



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# Abbreviations & Acronyms

ACIDI	High Commission for Emigration and Intercultural Dialogue
ADA	Austrian Development Agency
APA	Portuguese Environment Agency
APEDI	Teachers Association for Intercultural Education
Camões, IP	Camões – Institute for Cooperation and Language, I.P
CIDAC	Amílcar Cabral Centre of Intervention for Development
CIG	Commission for Citizenship and Gender Equality
CNE	National Education Council
CNJ	Portuguese National Youth Council
CNJP	National Commission for Justice and Peace
CoE	Council of Europe
CPADA	Portuguese Confederation for Environmental Protection
CPD	Continuous Professional Development
DAC	Development Assistance Committee - of the OECD
DE	Development Education
DEAR	Development Education & Awareness-Raising
DEEEP	Development Education Exchange in Europe Project
ENED	Portuguese National Strategy for Development Education 2010-2015
ESD	Education for Sustainable Development
ESE	Higher School of Education
FEC	Faith and Cooperation Foundation
FGS	Gonçalo da Silveira Foundation
GDE	Global Development Education
GE	Global Education
GEED	Unit for Education and Development Studies (at IPVC)
GENE	Global Education Network Europe
GNI	Gross National Income
GNP	Gross National Product
IBE	International Bureau of Education (UNESCO)
IMVF	Marquês de Valle Flor Institute
IPAD	Portuguese Institute for Development Assistance
IPDJ	Portuguese Sports and Youth Institute
IPVC	Viana do Castelo Polytechnic Institute
ISU	Institute of University Solidarity and Cooperation
LRA	Local and Regional Authorities
MDGs	Millennium Development Goals
MFA	Ministry of Foreign Affairs
MoE	Ministry of Education and Science
NEP/CES	Peace Studies Group, of the Centre for Social Studies

NGDO	Non-governmental Development Organisation
NGDO Platform	Non-governmental Development Organisations Platform
NGO	Non-governmental Organisation
NSC	North-South Centre (Council of Europe)
ODA	Official Development Assistance
OECD	Organisation for Economic Cooperation and Development
PNC	Portuguese National Commission for UNESCO
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation

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The Ministry of Foreign Affairs; the Ministry of Education and Science; the Camões Institute; CIDAC; and the Portuguese NGDO Platform, played a central role in the process, we thank them for this crucial involvement. We also wish to thank all those who met with the Peer Review Team and provided valuable information and insight. A list of the organisations with which the Peer Review Team met during the process is provided in Appendix 1.

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Eddie O'Loughlin

Liam Wegimont

*Report Editors and Secretariat,  
European Global Education Peer Review Process, GENE.*

# Executive Summary

This National Report on Global Education in Portugal is part of the European Global Education Peer Review Process, which was initiated in 2002 with the purpose of increasing and improving Global Education in Europe. This report is the culmination of a Peer Review Process led by an International Peer Review Team. Through research and interviews with key stakeholders, information was gathered and critical perspectives developed about the current state of Global Education in Portugal, and about prospects for further development. This process, facilitated by GENE (Global Education Network Europe), was developed in cooperation with the Camões Institute, the Ministry of Education and Science, CIDAC and the Portuguese NGDO Platform, as the national counterparts in the process.

This Peer Review report seeks to outline the policy learning from the Peer Review process; in order to make observations and recommendations that will be useful to Portuguese stakeholders as they journey towards the day when all people in Portugal will have access to quality Global Education. It also seeks to highlight good practice and comparative policy learning for others involved in Global Education and Development Education in other European countries and further afield.

The report is structured as follows. Chapter 1 below provides an introduction to the report and the process generally. Chapter 2 outlines the context of Global Education in Portugal. Chapter 3 examines the National Strategy for Development Education in Portugal. Chapter 4 provides an outline of the key observations and recommendations of the Peer Review. Here we provide a summary outline of some of the main conclusions or recommendations.

The Peer Review team recognises the strong and continuing political support – including significant cross-party Parliamentary interest – and strong institutional engagement with Development Education and Global Education in Portugal. This support is reflected in the composition of the various working groups involved in the Portuguese National Strategy for Development Education (ENED).

Portugal has an excellent National Strategy for Development Education. The development of the Strategy was characterised by an initial formulation phase which was highly participative. This has paid dividends in terms of conceptual clarity – the achievement of which is ongoing – and strong ownership. There is also a significant emphasis on monitoring, review and evaluation. The ENED Follow-up Report 2010-11 shows how the strong emphasis on monitoring and improvement is being implemented. The Portuguese actors should be highly commended for this emphasis, and should aim to ensure it results in both implementation and increased quality.

The Peer Review recommends to Camões that its expertise in this field, built up over a number of years within what is now its Civil Society unit, continues to be nurtured and that it continues to lead the process of the National Strategy (in cooperation with other key stakeholders in the Strategic Group). The unit has the credibility to do so with all stakeholders; this should be further built upon and strengthened.

The Peer Review report recognises that there is a need for capacity building within all institutions in order to ensure that the good work that has already been achieved in the initial phase of implementation of the National Strategy continues. This has been recognised by the Strategic Group and the Enlarged Group as they move forward with implementation.

This report, while recognising the current economic and financial constraints facing countries in Europe, also recognises the strong progress to date concerning Development Education and Global Education in Portugal, and the quality and potential of the Portuguese National Strategy for Development Education. Given this context, the Peer Review recommends that there is a need to plan for increases in funding.

The Peer Review recommends that those working in the formal education sector strongly avail of current opportunities for introducing Development Education to all students in Portugal, reviewing the opportunities for integration of Development Education within all subject areas.

The Peer Review also recommends that those NGOs with expertise in Development Education and Global Education should engage in broad partnership projects with Civil Society Organisations and formal and non-formal education organisations and associations (youth, trade unions, consumer associations, employers, business, etc.).

Recognising the strong parliamentary knowledge, support, and commitment to the field, the Peer Review recommends that this should be built upon. A number of practical suggestions are made in the report based on discussions with members of two Parliamentary Committees and one Parliamentary Group.

These and other key observations and recommendations of the Peer Review Process are contained in Chapter 4 of the report.

It is intended that the Peer Review recommendations contained in this report (along with others that national stakeholders might develop in response), will stimulate further debate and critical reflection on the development of Development Education and Global Education in Portugal, as similar Peer Reviews have done in other countries. The Peer Review team believes that there are very real challenges, but also great and significant opportunities ahead for Development Education and Global Education in Portugal. The Secretariat and the Peer Review Team will continue to be available to the national partners

in the process, to assist with advice and support in follow-up initiatives which may arise as a result of the Peer Review and its recommendations.

It is also apparent that the experience of Development Education and Global Education in Portugal, as highlighted in this report, will provide examples of innovation and possibilities for learning for others involved in Development Education and Global Education in Europe.

**GENE** – Global Education Network Europe is the network of Ministries, Agencies and other bodies with national responsibility for Global Education in Europe. GENE supports networking, peer learning, policy research, national strategy development and quality enhancement in the field of Global Education in European countries. GENE facilitates the European Global Education Peer Review Process, as part of its work of increasing and improving Global Education, towards the day when all people in Europe – in solidarity with people globally – will have access to quality Global Education.



*Chapter 1*

# Introduction



# Chapter 1

## Introduction

### 1.1 The National Report on Global Education in Portugal: An Introduction

This National Report on Global Education (GE) in Portugal is part of the *European Global Education Peer Review Process* initiated at the Maastricht Congress on Global Education in 2002 and facilitated by GENE. This report follows previous reports on Slovakia, Poland, Norway, the Czech Republic, Austria, the Netherlands, Finland and Cyprus<sup>1</sup>.

The report gives an overview of the current state of Global Education and Development Education in Portugal<sup>2</sup> and provides perspectives on the prospects for increased and improved Global Education and Development Education. It outlines key observations and recommendations for the future.

This first chapter provides an introduction to the National Report, along with background information about the European Global Education Peer Review Process and the methodology for the process with Portugal. Chapter 2 situates Global Education and Development Education in the contexts of Portuguese institutional, global development cooperation, funding, public awareness and educational realities. It also outlines the roles of key ministries, agencies and national coordinating bodies. The third chapter examines the development of the Portuguese National Strategy for Development Education (ENED) and considers the implications of the strategy. The concluding chapter details the main observations and recommendations of the Peer Review.

The Portuguese National Report has been produced with the involvement of a number of Portuguese national partners in the process:

- The key national partners of the Peer Review process were the Camões Institute, the Ministry of Education and Science, CIDAC and the Portuguese NGDO Platform;
- The broader reference group for the process included Working Group 2 of the National Strategy for Development Education (ENED).

The Peer Review team comprised reviewers from Austria and Poland, along with the Peer Review Process secretariat.<sup>3</sup>

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<sup>1</sup> Copies of these national reports are available at the GENE website [www.gene.eu](http://www.gene.eu).

<sup>2</sup> The GENE Peer Reviews use the definition of the Maastricht Declaration on Global Education in Europe: *Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. GE is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship*. See also sub-section 1.5. The Portuguese National Strategy (ENED) uses the term Development Education; both terms are used throughout the report as appropriate.

<sup>3</sup> The international team which visited in April 2012 was composed of Dr. Helmuth Hartmeyer, Austrian Development Agency, Austria; Ms. Janina Moryc, MFA, Poland; Mr. Liam Wiegmont, Adviser to GENE; and Mr. Eddie O'Loughlin, Coordinator GENE.

## 1.2 The European Global Education Peer Review Process

The European Global Education Peer Review Process was inspired by the Maastricht Declaration. ***The Maastricht Global Education Declaration*** was adopted by governments, civil society organisations, local and regional authorities and parliamentarians at the Europe-wide Global Education Congress held in Maastricht, the Netherlands from 15<sup>th</sup> – 17<sup>th</sup> November 2002. It outlines a number of ways in which Global Education can be improved and increased throughout Europe. The Declaration, among other policy recommendations, called on the delegates to:

*“test the feasibility of developing a peer monitoring/peer support programme, through national Global Education Reports, and regular peer reviews...”<sup>5</sup>*

In 2003 a study was carried out<sup>5</sup> to test the feasibility of developing a European Global Education Peer Review Process. The study began with a reflection on international country review processes in related or comparable fields<sup>6</sup>. Key questions and issues were then tried, tested and reflected upon through a pilot review of Cyprus, leading to the first Global Education Peer Review national report. The report on the feasibility study, based on the initial experience in 2003 concluded that the setting up of a Europe-wide Global Education Peer Review Process could be an effective mechanism for the further improvement and increase of Global Education in Europe. This has proved to be the case.

Since the first pilot review of Global Education in Cyprus, Global Education Peer Review processes have been carried out and national reports published on Finland, the Netherlands, Austria, the Czech Republic, Norway, Poland, Slovakia, and now with this report, on Portugal.<sup>7</sup> Peer Review processes have, according to stakeholders, led to the development, strengthening or growth of national structures, strategies and coordination in the countries reviewed. Further national reports are planned in the coming period 2014-2018, along with continued follow-up to existing processes<sup>8</sup>.

Commitment to the European Global Education Peer Review Process as a mechanism for improving the quality of Global Education has been reaffirmed at a number of international gatherings over the past decade and in numerous international documents, including the

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4 The Maastricht Declaration: A European Strategy Framework for Increasing and Improving Global Education in Europe to 2015; par 5.8. For the Declaration see Appendix 2, for the report on the Congress see O'Loughlin, E. and Wiegmont, L. (eds) *Global Education in Europe to 2015: Strategy, Policies and Perspectives*. Lisbon: North-South Centre, 2003. Available at [www.gene.eu](http://www.gene.eu) or [www.nscentre.org](http://www.nscentre.org)

5 E. O'Loughlin, carried out this feasibility study, concluding by recommending the development of a European Global Education Peer Review Process.

6 These included Peer Review processes facilitated by other international organisations such as the OECD DAC peer review of development assistance and the Council of Europe country review mechanisms such as that of the Committee on the Prevention of Torture, and national policy reviews in the fields of education and youth. It also considered independent consultant and NGDO reviews such as The Reality of Aid review mechanism.

7 For an overview of the European Global Education Peer Review Process, see article, O'Loughlin, E., “On the Road from Maastricht: Ten Years of Global Learning in Europe”. ZEP Journal, Issue 12, 2012, Waxmann, Munchen and Vienna.

8 On the latter, see, for example O'Loughlin, E. and Wiegmont, L. eds. GENE Follow-up Review 2010/2011 to the Peer Review of Global Education in Finland 2004. GENE, Amsterdam, February 2011. Available at [www.gene.eu](http://www.gene.eu)

Espoo Finland Conclusions (2011, 2014), the Lisbon 2<sup>nd</sup> European Congress (2012) and the Hague Symposium (2012)<sup>9</sup>.

### 1.3. Aims of the European Process

The overall aim of the Peer Review process is to improve and increase Global Education in European countries. The immediate purpose of each national Peer Review process is to provide international peer review, support and comparative learning, resulting in national reports developed in partnership with key national actors. Each national report provides an overview of the state of Global Education in the country, highlights good practice for national and international learning, and reflects critically in a comparative frame on the issues and challenges faced by national actors as they work to increase and improve Global Education policy, support and provision.

National reports, and the peer review processes leading to them, act as tools for national actors to enhance quality and impact nationally. They also act as a source for international learning, comparative analysis, benchmarking, policy making and improvement<sup>10</sup>.

### 1.4 Methodology & Terms of Reference for the Portuguese Peer Review Process

The methodology used in the Global Education Peer Review of Portugal involved both desk research and country visits. Each visit involved a series of consultations with national stakeholders. The Global Education Peer Review secretariat consulted stakeholders and made a preparatory visit to Portugal, in 2012. The main aim of this visit was to gather information and documentation, agree method and process with key stakeholders (through agreed terms of reference), develop key questions, and develop contacts in advance of the main international Peer Review visit. The international team visit took place in February 2013. The Terms of Reference for the process were prepared in keeping with the key aims of the process as outlined in section 1.3 above.

The key objectives of the Global Education Peer Review of Portugal, as outlined in the agreed Terms of Reference were:

- To highlight examples of good practice of Global Education and Development Education.
- To assess the state of Global Education and Development Education and Awareness-Raising in terms of provision, structures, strategies and results.
- To provide an international comparative perspective on the strengths and areas of potential strategic development of Global Education and Development Education.

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<sup>9</sup> For example in the Hague Conclusions, the key output from the Hague Symposium 2012 on Global Education, which brought Ministries and Agencies from across Europe together, participants wished to commit to: "*Continued development of the GENE peer review process, including new country reviews.*"

<sup>10</sup> The European Global Education Peer Review process is different in scope, focus, geographical spread, and methodology to the OECD DAC Peer Review process. Nevertheless, it is intended that the GE Peer Review can, in DAC member states, be significantly complementary to the DAC reports (which are primarily focused on development assistance rather than Development Education or Global Education).

- To make recommendations for the further improvement of Global Education and Development Education in Portugal.
- To make recommendations in view of the mid-term review carried out on the National Strategy for Development Education 2010-2015 (ENED).

It is also envisaged that the Peer Review National Report will be a useful source for the final review of the National Strategy for Development Education (ENED).

The International Peer Review visit in February 2013 involved further meetings with key stakeholders to gather additional information, to clarify key questions, test perspectives and engage in dialogue regarding initial observations and recommendations. This visit concluded with the development of draft observations and recommendations.

A draft of this report, and/or the sections pertaining to their own work, was circulated to key partners, for comment, prior to publication. Comments from these stakeholders have, as appropriate, been taken into account in concluding this report.

It is intended that the launch of this National Report on Global Education in Portugal will stimulate further debate, as well as critical reflection on the issues dealt with in the report.

## **1.5 Key Concepts**

### ***Global Education Definition and Terminology***

GENE and the Peer Review Process use the term “Global Education” (GE). The definition of Global Education used is taken from the Maastricht Declaration on Global Education in Europe.

*“Global Education is education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.”<sup>11</sup>*

It should be noted that while GENE and the Peer Review use the term Global Education, GENE also welcomes the use of specific national terms, such as the Portuguese use of, and development of, the terminology of Development Education in this case.

### ***Development Education and the Portuguese National Strategy for Development Education (ENED)***

One of the hallmarks of the Portuguese National Strategy for Development Education from the start was a commitment to the development of conceptual clarity. There was

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<sup>11</sup> From The Maastricht Declaration (2003). Available at [www.gene.eu](http://www.gene.eu). See also footnote 2.

recognition of the need for the development of a framework for understanding differing, sometimes overlapping, often interrelated, and nonetheless distinct concepts in use in the field. Strategies in public policy areas can sometimes be confused because of a lack of clarity regarding conceptual foundations – and so are doomed to be counterproductive. The conceptual basis of the ENED, and the process by which this conceptual framework was arrived at, have ensured that the Portuguese national strategy is based on a firm conceptual foundation<sup>12</sup>. It is also clear that the journey to greater conceptual clarity is one that is ongoing.

The Portuguese ENED states the following about defining Development Education (DE):

*“Defining DE is always an unfinished and complex task. The National DE Strategy cannot therefore claim to start from a finished and definitive concept. Nevertheless, discussion and action guidelines are necessary.”*

The Portuguese ENED refers to a number of definitions and understandings as valid starting points. It includes two definitions from national sources – from the Portuguese NGDO Platform; and from the Ministry of Foreign Affairs policy document entitled Uma Visão Estratégica para a Cooperação Portuguesa (A Strategic Vision for Portuguese Cooperation).<sup>13</sup> These are provided below in some detail:

#### *Definition by the Portuguese NGDO Platform (2002):*

*“Development Education (DE) is a dynamic, interactive and participatory process aimed at: achieving full education for all; raising public awareness and understanding of the causes of development-related problems and of local and global inequalities, in a context of interdependence; effective intercultural understanding; the commitment to change-inducing actions founded on justice, equity and solidarity; the upholding of the right and the duty of all persons and all peoples to engage in and contribute towards a fully sustainable development. Development Education should not be confounded with fundraising campaigns, or with visibility and marketing objectives of organizations or actions, or with official information initiatives on Development Aid. The uniqueness of Development Education is its linkage with the South....”<sup>14</sup>*

#### *Definition in the Strategic Vision (2005):*

*“Development Education (DE) is an ongoing educational process that favours North-South social, cultural, political and economic interactions and promotes those values and attitudes of solidarity and justice that should characterize responsible global citizenship. It is in itself an active learning process aimed at raising public awareness of, and mobilising society around the priorities for*

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<sup>12</sup> See Wegimont, L. *The Portuguese National Strategy in the context of European trends in Development Education*. Input to the 2nd Jornadas de Educação para o Desenvolvimento, Calouste-Gulbenkian Foundation, Lisbon 21st January 2012.

<sup>13</sup> The ENED also refers to a definition given in the European Consensus on Development (2007).

<sup>14</sup> Portuguese NGDO Platform, 2nd DE Autumn School, 2002.

*sustainable human development...DE-related topics are not confined to matters of an international character. Rather, they promote solutions and responses to issues that are cross-cutting to our society, such as respect for multiculturalism, the questions of immigration and social inclusion, the fight against poverty, education for health and environmental awareness campaigns, the issues of corporate social responsibility, sustainable consumer behaviour and fair trade, and the media's social responsibility.”<sup>15</sup>*

As outlined in the section below on the Portuguese National Strategy for Development Education, the definitions of Development Education employed by those involved in this field in Portugal, and the process of achieving clarity and agreement regarding the definitional and conceptual foundation of their work, form an important basis for the clarity and fruitfulness of Development Education at national level into the future.

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<sup>15</sup> Ministry of Foreign Affairs (2006), Uma Visão Estratégica para a Cooperação Portuguesa (A Strategic Vision for Portuguese Cooperation) pp. 45-46.

## *Chapter 2*

# The Context of Global Education in Portugal



## *Chapter 2*

# The Context of Global Education in Portugal

### 2.1 Introduction

This chapter gives some perspectives on the context of Global Education and Development Education in Portugal. It does so by first presenting the institutional context, then outlining the development cooperation, funding, public opinion and educational contexts.

Portugal over recent years has been going through an ongoing period of serious economic, financial and other challenges and has seen significant cuts in public spending. At the same time Portugal has also, in spite of these challenging realities, made some progress towards strengthening institutional support structures for Development Cooperation<sup>16</sup>. The adoption of the National Strategy for Development Education in particular gives hope for strengthened Global Education and Development Education in Portugal.

### 2.2 Institutional Context: Key Institutions and Stakeholders

There are a number of key institutions involved in supporting and facilitating Global Education and Development Education in Portugal at a national level. Here we look at four key bodies in this regard - Camões (an Agency under the auspices of the Ministry of Foreign Affairs (MFA); the Ministry of Education and Science (MoE); CIDAC; and the Portuguese NGDO Platform. These institutions and stakeholders have played key roles in the initiation, growth and support of Global Education and Development Education in Portugal over the past decades, and have also been involved more recently in the development of the Portuguese National Strategy for Development Education. These organisations and institutions comprised Working Group 1 of the National Strategy, which played a key role in developing the Strategy, and now form the Strategic Group<sup>17</sup>. In Chapter 3 below more detail is given on the role of this working group in the context of the National Strategy. See Table 1 below for a summary list of these key bodies and their areas of involvement concerning facilitating Global Education and Development Education in Portugal.<sup>18</sup> More detail on these bodies is given below.

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<sup>16</sup> See DAC Mid-Term Review of Portugal (2012).

<sup>17</sup> They were also members of the larger Working Group 2, now the broader group committed to the implementation of the strategy.

<sup>18</sup> There are of course many additional bodies, including Ministries, civil society organisations and academic bodies that do play and/or can potentially play an important role in strengthening Global Education and Development Education in Portugal, especially now in the context of building on the National Strategy. Several of these are members of the broader group mentioned above (see Chapter 3 below for further detail).

**Table 1. Key Institutions involved in Global Education in Portugal**

Organisations	Summary of Global Education Activities
Camões, IP, Ministry of Foreign Affairs.	Camões, IP, proposes and implements the Portuguese development cooperation programme, under the authority of the MFA. It has also played a crucial role in initiating and supporting Global and Development Education in Portugal, providing the funding programme for NGDOs, and supporting the development of a national strategy on Development Education.
Ministry of Education and Science	The Ministry of Education and Science plays a crucial role along with Camões and the MFA in this field. Its support for the development and endorsement of the National Strategy for DE was very important. Its continued support for the Strategy is essential if there is to be a meaningful process for integration into the education system, and for proper implementation.
CIDAC	CIDAC (the Amilar Cabral Centre of Intervention for Development) is an NGDO with a long history of enabling strategic interventions in Development Education. It has played a key role in initiating the development of the National Strategy for DE, and was a member of Working Group 1, now the Strategic Group, along with the others in this table.
NGDO Platform	The Portuguese NGDO Platform plays an important leadership role among development NGOs providing coordination, support for, and capacity building in Global Education and Development Education. The platform provided important expertise and support to the development of the National Strategy for Development Education, namely through its Development Education working group.

## **2.2.1 Camões – Institute for Cooperation and Language, I.P.**

The Ministry of Foreign Affairs (MFA) supports development cooperation and Development Education in Portugal, in particular through Camões. Camões – Institute for Cooperation and Language, IP (abbreviated as Camões, IP) plays a central role in Portuguese development cooperation and concerning Portuguese language and culture abroad. Regarding development cooperation, Camões, IP, proposes and implements Portuguese development cooperation policy (ODA). It also promotes and coordinates the development cooperation activities undertaken by other public entities involved in implementing that policy. It does this under the authority of the MFA.

Concerning Development Education, Camões, IP, funds civil society activities and initiated and helped develop the National Strategy for Development Education.

Camões today is the result of a merger between IPAD – the Portuguese Institute for Development Assistance (whose focus was development co-operation, including Development Education) and the Camões Institute (whose main focus was the world-wide promotion of Portuguese culture and language). This merger occurred in early 2012 with the work of IPAD now being taken forward through Camões.

Following the political prioritization of Development Education (DE) in 2005, IPAD established a DE budget line for NGDOs. At an international level, IPAD has been active in Global Education and Development Education initiatives through GENE, the European Commission, OECD, NSC, and the European Multi-stakeholder group on DE (MSH). Camões continues this international networking and policy-learning role.

A good example of learning from other European processes in the case of IPAD and Portugal in the Development Education field, was through the Austrian-Portugal exchange (2006-2008). This involved a bi-lateral sharing of learning between DE stakeholders in Austria and Portugal.<sup>19</sup>

In 2008, IPAD and relevant governmental and civil society actors started a participative process aimed at creating a National Strategy for Development Education (2010-2015). The strategy document was published in November 2009, with an accompanying action plan being launched in April 2010. The overall aim of the National Strategy for Development Education is to promote global citizenship through learning processes and to raise awareness of development related issues in Portuguese society, in a context of growing interdependence, and focusing on actions leading to social change. Further detail and analysis of the strategy is contained in Chapter 3 below.

*For further information on Camões, IP, see: [www.instituto-camoes.pt](http://www.instituto-camoes.pt)*

*For further information on the Ministry of Foreign Affairs, see: [www.portugal.gov.pt/en/the-ministries/ministry-of-foreign-affairs.aspx](http://www.portugal.gov.pt/en/the-ministries/ministry-of-foreign-affairs.aspx)*

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<sup>19</sup> Hartmeyer, H. (2008), *Global Education Policy Briefing Paper: Lessons Learned from the Austria-Portugal Exchange, 2006-2008*, GENE 1, Autumn.

## 2.2.2 Ministry of Education and Science

The Ministry of Education and Science is responsible for the Portuguese education system at all levels and for defining, co-ordinating, implementing and evaluating national policies in the areas of both Education and Scientific Research.

The Ministry has, in recent years, focused on improving students' essential knowledge. This is being achieved, according to the Ministry, by increasing the autonomy of schools, implementing continuous and independent assessment, increasing transparency and improving information and by emphasising the role of the teacher and the quality of teaching.

For the Ministry, “*...an important aspect of these changes has been the revision of the curriculum structure, which involved the consolidation of key subjects, extending teaching time for Portuguese and mathematics, as well as history, geography and science, making English mandatory for five years of schooling, and consolidating the pedagogic autonomy of schools, allowing for greater flexibility on how the curriculum is organised and run*”<sup>20</sup>.

The Ministry has identified clear priorities for Education reform and for research in recent years, including commitments to:

- Create a culture of rigour and evaluation at every level of education and training.
- Give schools autonomy and parents the freedom to choose what they want for their children.
- Increase educational success and the quality of education.
- Re-organise the network of higher education institutions and promote the quality of courses.
- Invest in excellence as a means of strengthening science.<sup>21</sup>

The initiatives of the Ministry of Education and Science in terms of recent educational reform within the school system – including both curriculum change and teacher evaluation – have not met with universal approval, and indeed have sparked some spirited resistance at home and some international commentary.<sup>22</sup> These reforms must also be seen in the context of austerity measures introduced by the Portuguese government across a range of sectors, partly due to pressure from international financial institutions. Nevertheless, for the purposes of this review, the review team takes account of the overall context in which the Ministry of Education and Science operates, and also looks to the possibilities for increased and improved Development Education inherent in the changing situation.

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<sup>20</sup> Eurydice, Eurypedia, Source: [https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Main\\_Page](https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Main_Page) last accessed 29/1/2014.

<sup>21</sup> Source: <http://www.portugal.gov.pt/en/the-ministries/ministry-of-education-and-science/about-this-ministry.aspx> last accessed 29/1/2014.

<sup>22</sup> See, for example, OECD Education at a Glance 2013.

### *Directorate-General for Education<sup>23</sup>*

Within the Ministry of Education and Science, the Directorate-General for Education (DGE) is the central service in the Ministry of Education and Science responsible for implementing policies regarding the pedagogical and didactic dimensions of preschool education, primary and secondary education and extracurricular education, and also for providing technical support to policy formulation. The DGE monitors and evaluates the implementation of education policies by focusing, particularly, on the areas of curriculum development, teaching materials and assessment tools, as well as on educational support and other complementary projects and processes.

The Curriculum Development Unit of the DGE has, among other competencies, the following responsibilities:

- to develop the study of curricula, the programmes of subjects and the guidelines for curricular areas and to propose reviews in accordance with the goals of the educational system;
- to develop studies on the pedagogical organisation of schools, proposing measures for school re-organisation;
- to propose guidelines for preschool and school education, coordinate their implementation and provide scientific-pedagogical and didactic support;
- to design the terms of reference for the initial education and continuous professional development of teaching staff.

*For further information on the Ministry of Education and Science, see: [www.portugal.gov.pt/en/the-ministries/ministry-of-education-and-science.aspx](http://www.portugal.gov.pt/en/the-ministries/ministry-of-education-and-science.aspx)*

### **2.2.3 CIDAC – Amílcar Cabral Centre of Intervention for Development**

CIDAC is a not for profit association, recognized as a Development NGO since 1994.<sup>24</sup> Born from the struggle for democracy and greater freedom and justice, and starting from the clandestine production and dissemination of information protesting Portugal's colonial wars, CIDAC was established in May 1974. CIDAC has since its inception retained its strong values base, and maintained a clear focus on development cooperation and education. While the name for which CIDAC stands has changed twice in its history – originally the Centre for Anti-Colonial Documentation and Information; then as the Amilcar Cabral Centre for Information and Documentation; and more recently to the current name – the values by which the Centre works have remained consistent.

In keeping with that history, CIDAC's current action is concentrated in two main areas: Development Education (DE) and Trade and Development. These areas of work are accomplished through projects and activities in Portugal, Guinea-Bissau and East Timor.

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<sup>23</sup> Eurydice, Eurypedia, Source: [https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Main\\_Page](https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Main_Page) last accessed 29/1/2014.

<sup>24</sup> Publication of the first Portuguese legislation regarding Development NGOs.

In Lisbon, CIDAC has a Resource Centre and a Fair Trade shop that are both important instruments of the work they do, especially on Development Education issues. The Resource Centre works under the motto “learn to read reality in order to intervene in it”. It provides access to the documentation CIDAC has collected and catalogued over the years (available to the general public); and is a starting point for information, awareness-raising initiatives and training sessions that CIDAC supports as part of an outreach programme (in schools, associations, municipalities, etc.).

While CIDAC often works in partnership with other organizations, it does so in a strategic fashion, with larger effect than might be expected of a relatively small organisation. Within the history of Development Education in Portugal, CIDAC has played a major role as instigator, enabler of processes, at times providing intellectual leadership, at times facilitating coordination between NGOs, and at times working strategically in the interface between NGO coordination and state support.

Internationally CIDAC has also been actively involved in the field of Development Education. Along with involvement in NGO networking, CIDAC participates in GENE, along with Camões, and the Ministry of Education and Science. Closer to home, CIDAC has in recent years played a central, spearheading role in the initiation, development and bringing to fruition of the Portuguese National Strategy for Development Education, more details of which are given below.

*For further information on CIDAC, see: [www.cidac.pt](http://www.cidac.pt)*

#### **2.2.4 Portuguese NGDO Platform – Plataforma Portuguesa**

The Portuguese NGDO Platform is the coordinating body for Development NGOs in Portugal. It represents a group of 65 NGDOs that are registered with the Portuguese Ministry of Foreign Affairs. It brings together a variety of NGOs, large and small, working in the areas of emergency humanitarian assistance, long-term development and Development Education. The platform also works closely with broader civil society movements that have a remit in regard to development in particular sectors. Established in 1985, it both represents and supports the Portuguese NGDOs, and aims to contribute to the involvement of civil society in Development Cooperation.

The Portuguese NGDO Platform has a smaller, focused working group on Development Education, which has played an important leadership, coordination, mutual support and improvement role with regard to NGDO involvement in Development Education. The “Plataforma” has been heavily involved in the development of the National Strategy, in particular through its participation in Working Group 1 of the National Strategy (now the Strategic Group).

The Portuguese NGDO Platform, through the Development Education Working Group (DEWG), is also an active member of CONCORD's Development & Awareness Raising Education Forum (DARE Forum). In the last year the platform has been involved in the provision of national capacity development in the field, and has been chosen as the focus of the Annual Quality Monitoring Report under the DEEEP4 project framework.

The DEWG also recently organized a 2-day National Seminar under the theme "Educators, Facilitators or Change-Makers? The Role of Development Education in Promoting Systemic Change" which gathered more than 70 people from different backgrounds to discuss what is systemic change and what is the role of Development Education in promoting that change. Through the Annual Quality Monitoring Report, the DEWG has had the opportunity to reflect on the understanding of citizens' engagement and on the different approaches that Development Education can use to engage citizens. This action-research activity also took place in Cyprus and Greece; the results are expected to be published in mid-2014.

*For further information on the Portuguese NGDO Platform, see: [www.plataformaongd.pt](http://www.plataformaongd.pt)*

### **CASE STUDY: Counterpoint: Plural Readings of the World, Questioning Development**

The aim of CIDAC's project "Counterpoint" was to promote discussion on plural visions of today's world and the concept of Development through a continued debate among Development Cooperation, Development Education actors and Portuguese society more broadly. With this in mind CIDAC invited 4 prominent speakers to Lisbon: Serge Latouche, David Sogge, Immanuel Wallerstein and Alberto Acosta.

Several initiatives were organized around the visits: a reading circle (preparatory) and a seminar where teachers, activists, CSO members and others discussed the speakers' proposals, and a conference open to the general public. A total of over 750 people participated in the four conferences, and over 130 watched the conferences live by streaming. All the conferences were posted on CIDAC's website.

#### ***Co - Construction of a Network on Global Citizenship Education***

A group of educators, from preschool to high school, and two NGOs, CIDAC and Fundação Gonçalo da Silveira, jointly created a Network on Global Citizenship Education (GCE), after 6 years of Development Education intervention in the formal education system. The network describes its mission as "connecting and motivating different actors in schools for practices and dissemination of knowledge on Global Citizenship Education".

Its goals were defined as follows:

- to facilitate access to materials and information and exchange on GCE among educators working within the school context;

- to provide opportunities for sharing, reflection and peer training on GCE; to support the educators and the schools in the understanding and construction of responses to the challenges of today's society, from the perspective of GCE.

The GCE Network, an informal structure, started in October 2013. The basis of its activity is the local dynamics that respond to the needs, strengths and challenges of particular contexts, in their relation to global contexts. It is also developing mechanisms for experience sharing, dialogues and debates both in person, and virtually. The first two years of the GCE Network are supported by a project co-financed by Camões, IP.

*More information on the project is available at: [http://www.cidac.pt/files/8113/9411/2154/Pj\\_Rede\\_ECG.pdf](http://www.cidac.pt/files/8113/9411/2154/Pj_Rede_ECG.pdf)*

## CASE STUDY: Educate to Cooperate

The project "Educate to Cooperate" promotes Development Education (DE) within the formal education framework, with the aim of contributing to a world where schools are spaces for critical thinking and active global citizenship. The NGDO AIDGLOBAL - Action and Integration for Global Development - has facilitated the project since 2006.

"Educate to Cooperate" follows the guiding principles of the National Strategy for Development Education in Portugal since it was published, in 2009.

It is estimated that through this project, AIDGLOBAL raised awareness about development issues and social inequalities among 2,366 students in 11 schools. It has involved 272 teachers in its projects and certified training courses.

The specific goals of the project are:

- To educate and train teachers/educators on themes concerning Development Education;
- To make pedagogical and methodological resources and materials available for teachers/educators and trainers;
- To cooperate with the teachers/educators, in order to sensitize them to the need for Development Education;
- To sensitize students and make them aware of different issues related to the world, particularly concerning inequalities and interdependences, through non-formal methodologies;
- To promote the integration of Development Education themes into school curricula.

**Target group:** Teachers of the 2nd and 3rd cycle of the national school system and its students.

**Partners:** Schools, Loures City Council, Teachers Training Centers and others.

**Financial support:** Camões-Instituto da Cooperação e da Língua, Casa Pia de Lisboa and AIDGLOBAL.

*"Educate to Cooperate" – the 7th edition (2013/2015)*

In the current edition, four teachers of History and Geography, Portuguese, Natural Sciences and Mathematics of four different classes of the second cycle are responsible for the integration of Development Education into the school.

They achieve this by:

- creating the links between curriculum content and Development Education themes;
- participating in teachers' meetings and conferences;
- producing a manual on good practice in the field.

The four teachers involved are supported and advised by the AIDGLOBAL team throughout the process.

The teachers plan their lessons integrating Development Education themes and activities based on non-formal educational methodologies. Some specific examples:

- in Mathematics they teach fractions with examples that sensitize students to issues of emergency aid.
- in Portuguese lessons they relate the content of a fairytale to issues of volunteering;
- in History and Geography classes they teach about the Portuguese earthquake of the XVIII century, linking Portuguese history to issues of cooperation and aid in contemporary natural disaster situations
- in Natural Sciences classes they link teaching about the biological characteristics of animals with issues around the problem of land grabbing.

This phase of the process, like the previous phases, also includes two certified teacher training courses.

### **Further Examples**

In addition to the above Case Studies, a number of further interesting initiatives were brought to the attention of the Peer Review team, which merit international consideration.

The project **IGA (Inter Gera Ação)**, is organised by the Superior School of Health Technologies from Oporto, one of the Schools of the IPP Community.

Global objectives of the project include:

1. Promoting dialogue and interaction among European citizen groups and European institutions, with the aim to search for solutions for different types of social exclusion; and
2. Contributing towards a more inclusive Europe.

More specific objectives included: To create a citizenship network, which promotes the disclosure of European rights and disseminate good practices; To identify local and transnational problems, aiming to search for solutions; Promoting several citizenship panels, in order to raise the awareness of civil society towards social inclusion, as an essential factor of social creativity and social justice.

While the work of this project has been recognised in a contest ‘Europe for Citizens Programme’, by the European Commission; of interest to the Peer Review is the way in which issues of national and European social exclusions and citizen engagement can benefit from a more North-South, global solidarity and Global Education perspective.

Another interesting initiative is titled '**Development Education Synergies: Getting to know so as to act better - promoting research on DE Action in Portugal**'. This aims to address the growing need of connecting research with action in the field of Development Education. The project aims specifically to create the opportunities and conditions for the action-research connection within knowledge production for Development Education; and seeks to organise and deepen relevant knowledge for the education and training of those engaged in Development Education.

To this end, the project is designed to link Higher Education Institutions (HEIs) and Civil Society Organisations (CSOs), seeking to create an institutional dialogue and cooperation dynamics that will strengthen synergies and complementarities. It plans to strengthen research into Development Education, to promote meetings and conferences of relevance in this field, to invest in the media and knowledge dissemination related to Development Education and to create an online scientific journal with peer review. The project is jointly promoted by Fundação Gonçalo da Silveira and Centro de Estudos Africanos da Universidade do Porto, with co-financing from Camões Instituto da Cooperação e da Língua. It is scheduled to last 2 years (from December 2013 until November 2015).

A further interesting European project initiative involving Portuguese partners is entitled '**Challenging the Crisis – Promoting Global Justice and Citizen’s Engagement in a Time of Uncertainty**' (April 2013-March 2016). This project aims to create a youth-led network of advocates for change that will lead a critical debate on how European societies can retain a focus on global responsibilities while dealing with austerity measures at home. Another interesting initiative is **Museu Mundial - Global Learning in European museums to support the MDG agenda** (running from April 2013-March 2016). During the 3 years of the Project, the partners will develop 40 innovative tools that incorporate Global Education themes in 4 European museums, engaging new publics in the discussion of those themes.

## **2.2.5 Other Key Stakeholders/Support**

A broad range of additional bodies play an important role with regard to Global Education and Development Education in Portugal. In the context of the National Strategy for Development Education, many of these bodies were not only members of Working Group 2 (for a brief overview of some of these organisations, see Chapter 3), but also the key bodies involved in supporting plans for the implementation of the national strategy. The participative nature of the strategy has also meant that these key bodies involved in implementing the strategy and listed in this report, look to increasingly broaden the range of actors supporting Development Education in Portugal and the National Strategy for Development Education.

## 2.3 Development Cooperation Context

Over recent years Portuguese Development Cooperation has been operating in a rapidly changing environment. Portugal itself has been implementing a series of structural reforms to its economy, involving cuts to public spending, including to the development cooperation programme. The merger of IPAD with the Camões Institute in 2012 has also involved a lot of adaptation and refocusing. The new Camões now has the mandate to coordinate the whole development cooperation programme.<sup>25</sup>

The 2013 Development Cooperation budget within Camões contained approximately EUR 21 million. Portugal's ratio of ODA to GNI is approximately 0.27%, slightly below the European average of 0.34% (see also section 2.3.1 below).

Mozambique and Cape Verde have tended to be the two biggest recipients of Portuguese ODA. These two are among Portugals six priority countries, the others being East-Timor, São Tome and Principe, Angola, and Guinea-Bissau. Priority sectors include education, health and security. Portugal has also made progress in developing a new strategy for its development cooperation, building on the previous strategy – Strategic Vision for Portuguese Development Cooperation (2005). Issues such as reducing aid fragmentation, untying aid and achieving greater coherence in its work in this field have been concerns for Portugal over recent years; these concerns, and others, including strategic concentration, reduced spending, changed models of partnership, and the post 2015 landscape are addressed in **the Strategic Concept for Portuguese Cooperation 2014-2020**<sup>26</sup>. It is noteworthy that the Strategic Concept very clearly outlines, in Chapter 2 – the Chapter on objectives, principles and priorities - the importance of Development Education and the ENED<sup>27</sup>.

Despite many challenges over the past decade, there have been some significant advances, including:

- The establishment of the annual Forum for Development Cooperation started in 2008. It created an institutional framework for dialogue and cooperation between key stakeholders, both governmental and non-governmental.
- The restructuring and increased professionalism of the various stakeholders in the sector.
- The increased level of dialogue between different actors involved in the definition of policies and paths for strategic cooperation.
- The National Strategy for Development Education.

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<sup>25</sup> The DAC Peer Review Report of Portugal 2010 emphasised the need for greater overall coherence of the Portuguese Development Cooperation programme, which at the time only channelled approximately 15% of total ODA through the then IPAD.

<sup>26</sup> See <https://www.instituto-camoes.pt/images/cooperacao/conctestratg1420.pdf> Last accessed 22/5/2014.

<sup>27</sup> It is also noteworthy that DE is outlined as a priority; and that the content of this section of the strategic concept note clearly outlines the importance of the ENED National Strategy, commits to continuing financial support for, inter alia, the role of NGOs in the field, outlines a partnership approach with the Ministry of Education , and commits to continuing international engagement in the field.

The Peer Review team is particularly interested in this latter point, the National Strategy for Development Education, which is dealt with in greater detail in Chapter 3 below.

### 2.3.1 Global Education in Figures

The MFA (Ministry of Foreign Affairs) and the implementation agency Camões (formerly IPAD - Portuguese Institute for Development Assistance) are responsible for Development Cooperation and also for Development Education. In recent years, IPAD has been responsible for 15% of the main development cooperation budget, while the rest has been distributed via the Ministries of Finance, Justice, Public Administration, Education and Science, Agriculture, Defence and other agencies. Portuguese state funding for Development Education moved from a very low – or zero – baseline in the early 2000s, to a small but significant, well-administered and strategically-targeted funding base in the latter part of the last decade. This has, unfortunately, diminished greatly recently – an issue which is addressed in the observations and recommendations below.

Under the co-financing line for NGDO projects, IPAD approved the co-financing of 79 DE projects to 22 NGDOs with a total value of EUR 3.7 Million between 2005 and 2010.<sup>28</sup>

#### Evolution of co-financing DE (2005-2010)<sup>29</sup>

Year	Value €
2005	374.140,60
2006	597.477,74
2007	848.534,73
2008	609.264,32
2009	699.999,17
2010	602.505,73

#### Sectoral Distribution of Co-financing (2005-2010)

Sector	Value €
Advocacy and Lobbying	728.015,49
Formal Education	679.463,70
Non-Formal Education	1.020.756,70
Awareness	1.303.575,40

28 [http://icsite.cloudapp.netdna-cdn.com/images/cooperacao/edproprias\\_estudo1a.pdf](http://icsite.cloudapp.netdna-cdn.com/images/cooperacao/edproprias_estudo1a.pdf) (consulted on the 24th January, 2013).

29 Departamento de Apoio à Sociedade Civil Apoios Concedidos – Educação para o Desenvolvimento, In [http://icsite.cloudapp.netdna-cdn.com/images/cooperacao/apoios\\_concedidos\\_ongd\\_2005.pdf](http://icsite.cloudapp.netdna-cdn.com/images/cooperacao/apoios_concedidos_ongd_2005.pdf) (consulted on the 24th January, 2013).

As can be seen from the above outline, Portuguese state funding for Development Education, while relatively low in comparative terms, or as a percentage of ODA, was important, not only in that it was used strategically and administered using principles that were informed by best practice internationally; but also because, in the latter part of the last decade, such funding was becoming more or less predictable. This has not always been the case since 2010.

In 2011, the annual call for proposals for the NGDOs co-financing scheme for Development Education was not launched. In 2012, the budget for the call for proposals was approximately EUR 400.000, while in 2013 the figure for DE funding was approximately EUR 424.000.<sup>30</sup>

The final results of the call for 2013 were as follows: Camões provided co-financing for 15 projects with 9 NGDOs totaling EUR 424.000. This figure comprises 12 new projects: 5 projects focusing on awareness-raising or political influence (advocacy and lobbying) activities, 3 projects mainly devoted to non-formal education and 4 projects within the formal education sector, including support to scientific research and publishing on Development Education issues.

While it is clear from the evidence that Camões is still using good practice to administer the funding and to ensure strategic targeting and maximum impact, it should be noted that funding in 2012 and 2013 is only half that of 2007. While recognising that the overall context of funding has changed dramatically and that Portuguese society is in the grip of austerity measures, (some of which involve externally mandated measures) it is also clear that if Development Education and ENED are to flourish, funding levels must be addressed.

## 2.4 Public Opinion Context

In Portugal, data available with regard to public opinion and awareness about development cooperation and global issues is quite limited. Specific studies and systematic gathering of such information could be useful with regard to informing the work of key stakeholders in this field. An NGO/academic study carried out in 2005 indicated limited knowledge or interest in the development cooperation programme of Portugal.<sup>31</sup> On the other hand, and at the same time, public engagement in issues of global solidarity might suggest a different conclusion. It could be useful to have access to more up-to date figures on public attitudes to, not only development cooperation, but also broader global issues.

The Eurobarometer also brought out a report in 2005 which looked at attitudes in Europe towards development aid.<sup>32</sup> On the question of support for aid in the EU, those who believe it is ‘important’ to help poorer countries to develop, 88% of respondents from Portugal believed this (combining ‘very important’ and ‘fairly important’). While this figure seems high in itself, it was lower than the European average which was 91%. When these figures

<sup>30</sup> <http://www.instituto-camoes.pt/noticias/cooperacao/candidatura-para-projetos-de-educacao-para-o-desenvolvimento-de-ongd-2013> (consulted on the 24th January, 2013)

<sup>31</sup> Public Opinion survey facilitated by the Portuguese NGDO Platform and the University of Aveiro (2005).

<sup>32</sup> Eurobarometer 2005, Attitudes towards Development Aid, Special Eurobarometer 222, European Commission, Brussels.

were broken down further, it showed that 30% of the Portuguese respondents thought helping poorer countries to develop was ‘very important’, and 58% believed it to be fairly important. The European average figure had the emphasis on the ‘very important’, with 53% of respondents considering the issue to be ‘very important’ and 38% considering it to be fairly important.

Such Eurobarometer results have to be understood within their limitations, due for example to the very general nature of questions asked. Once again, more specific, systematic, and up-to-date data gathering concerning public attitudes in this field would be welcome.

The adoption and implementation of the National Strategy for Development Education 2010-2015 (ENED), is bound to contribute to a more informed public opinion concerning issues relevant to development cooperation and Global and Development Education (see chapter 3 below). While change in public opinion is not the main point of the Strategy – it is much broader and deeper than this – nevertheless, more detailed data might serve to provide evidence of change.

Furthermore, the Peer Review team noted and was impressed by the remarkably strong cross-party parliamentary support for Global and Development Education (See Box1 below).

### **Box 1: Strong Parliamentary Commitment to Global Education and Development Education**

As emphasised a number of times in this report, the Peer Review team noted the particularly strong cross-party parliamentary support for Global Education and Development Education. The Peer Review team met with representatives from two Parliamentary Committees, and members of a cross-party Working Group. These were the Committee on Foreign Affairs, the Committee on Education and Culture and the Cross-Party Working Group on Population and Development. Both Parliamentary Committees and the Cross-Party Working Group showed significant interest in, knowledge of, and support for the National Strategy for Development Education. The committees also expressed interest in pursuing particular initiatives in support of the National Strategy, for example, through hosting initiatives in Parliament, and through working together in a cross party manner to develop knowledge and expertise in this field, including among the youth wings of political parties.

From a comparative perspective, it seems clear to the Peer Review team that along with some other countries with a parliamentary interest in this field, Portugal’s strong Parliamentary engagement with the field, is to be highly commended.

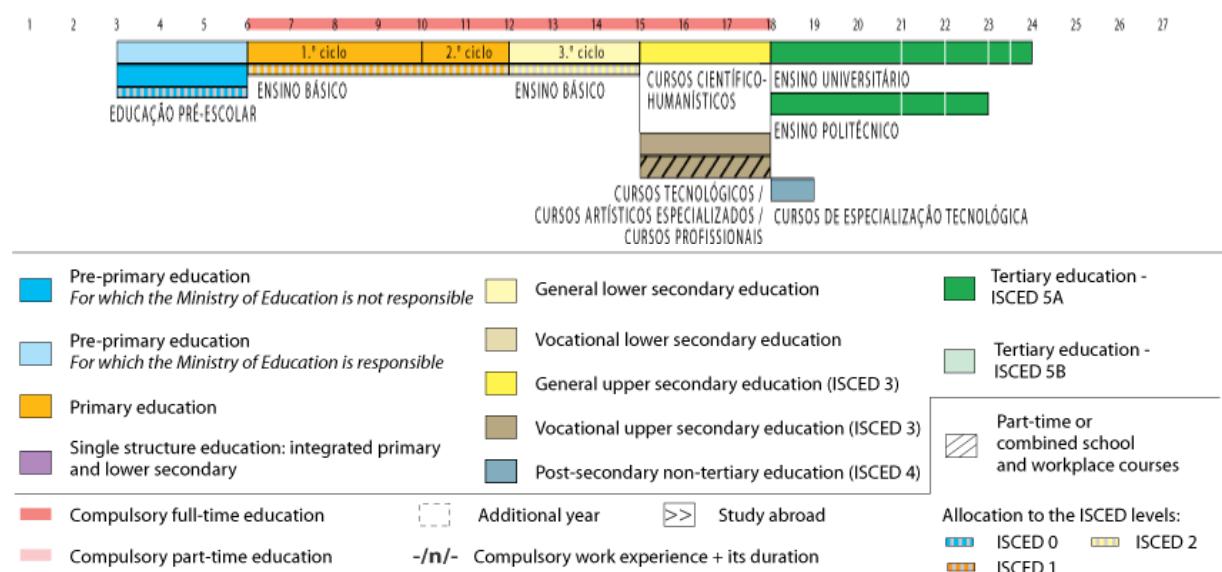
The Peer Review team believes there is real potential to build on this interest and support as outlined in Chapter 4 of this National Report dealing with Key Observations and Recommendations.

## 2.5 Educational Context

### General Characterisation

In Portugal, education is the responsibility of the Ministry of Education and Science. The Ministry defines, coordinates, implements and evaluates national policies for the education system, for higher education, and for scientific research.

The Portuguese education system includes pre-primary, primary, secondary and tertiary education, as outlined in the diagram below. In 2011, there were 2,329,401 students registered in the education system.<sup>33</sup>



### Source<sup>34</sup>

Since 2009, compulsory education has been extended for citizens up to 18 years of age.<sup>35</sup> Compulsory education is free and universal. More than three quarters of school students in Portugal are attending public education, and just 12% are attending private independent schools.

Type of educational establishment	Percent (%)
Public	79.4%
Private (in partnership with the state)	8.6%
Private (totally independent from the state)	12%

<sup>33</sup> Source: The Decree Law no. 139/2012, 5th July and the Decree Law no. 91/2013, 10th July. Eurydice, Overview Portugal <https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Portugal:Overview> Last Accessed January 29 2014

<sup>34</sup> The Decree Law no. 139/2012, 5<sup>th</sup> July and the Decree Law no. 91/2013, 10<sup>th</sup> July.

<sup>35</sup> Law no. 85/2009, 27th August

### *a) Pre-primary Education*

Pre-primary education is considered the first stage of the Portuguese education system and is aimed at children aged 3 to 5 years. In 2009, the universality of pre-primary education for all children over the age of 5 was established, but attendance is not compulsory. The preschool network is provided by the state, private and cooperative bodies, private social solidarity institutions and other non-profit institutions. Public kindergartens are free.

### *b) Primary Education and General Lower Secondary Education*

Basic education lasts for nine years, from age 6 to 15, and is organized in three consecutive cycles.

Level	Years of Schooling	Age
1 <sup>st</sup> Cycle	1 <sup>st</sup> - 4 <sup>th</sup>	6-10 years
2 <sup>nd</sup> Cycle	5 <sup>th</sup> - 6 <sup>th</sup>	10-12 years
3 <sup>rd</sup> Cycle	7 <sup>th</sup> - 9 <sup>th</sup>	12-15 years

During the 1<sup>st</sup> Cycle, schooling is aimed at developing basic skills in the Portuguese Language, Mathematics, Science (Natural and Social) and Expressions (Arts and Sports). The curriculum also includes Study Support and an additional subject (on citizenship, artistic, cultural, scientific areas or others). Schools also promote curricular enrichment activities, adapted to their contexts and optional for students, including English, sports, music and arts. The 1<sup>st</sup> Cycle involves classes with a single teacher, using specialist teachers in certain areas.

During the 2<sup>nd</sup> and 3<sup>rd</sup> Cycles, teaching is organized by subjects under multidisciplinary areas of study, working under a multi-teacher system. The main goals of the 3<sup>rd</sup> Cycle are the development of necessary knowledge and skills for further education.

National tests in Portuguese and Maths take place in the 4<sup>th</sup>, 6<sup>th</sup> and 9<sup>th</sup> grades. In the 9<sup>th</sup> grade, the national tests focus on pupils' assessment and certification.

### *c) Upper Secondary Education*

Type of Courses	Years of Schooling	Age
Scientific-humanistic courses	10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>	15-18 years
Specialised artistic courses		
Professional and Vocational courses		
Courses with specific study plans		
Recurrent education courses		(adults)

Secondary education is organized in different ways; preparing students for further study or geared towards professional skills. The curriculum of secondary level spans three academic years and includes different types of courses:

- Scientific-humanities courses, oriented mainly for further study at higher level;
- Specialised artistic courses, professional and vocational courses and courses with specific study plans aimed at students who wish to enter the labour market, but allowing also pursuing studies in higher education.
- Courses with specific study plans, offered by some private schools submitted to approval of the Ministry of Education and Science;
- Recurrent education courses are addressed to adults who have not completed this level of education at the regular age.

To complete any course at secondary level, students have to go through an assessment. In addition to this assessment, students of scientific-humanities courses also take national exams in certain subjects as prescribed by law.

In the Portuguese curriculum framework (under Decree Law no. 139/2012, July 5<sup>th</sup>, amended by Decree Law no. 91/2013, June 10<sup>th</sup>) education for citizenship is embedded in all subjects' areas/subjects at all school levels (from kindergarten to secondary level) through a transversal approach. Content and curriculum guidelines are being established for different dimensions of education for citizenship (Intercultural Education, Human Rights Education, Development Education, Gender Equality Education, Financial Education, Road Safety Education ...) <sup>36</sup>. It is not, however, an independent subject with mandatory provision by schools. Schools (in basic education) may offer additional Education for Citizenship curriculum components, with a flexible workload, aimed at a student's integral development. As part of their autonomy schools are encouraged to develop projects and activities aimed at students' personal and social development, including on civic education.

#### *d) Tertiary Education - Higher Education*

Higher education is structured according to the Bologna principles and aims to ensure solid preparation in the scientific, cultural, artistic and technological areas and to enable the exercise of professional and cultural activities and to encourage innovation and critical analysis.

In Portugal higher education is organized in a binary system: comprising university education and polytechnic education.

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<sup>36</sup> See 'Citizenship Education – Guidelines', available at [http://www.dge.mec.pt/educacaocidadania/data/educacaocidadania/Documentos\\_referencia/citizenship\\_education\\_guidelines.pdf](http://www.dge.mec.pt/educacaocidadania/data/educacaocidadania/Documentos_referencia/citizenship_education_guidelines.pdf)

### *Recent changes in the Portuguese Education system*

The education system in Portugal has expanded rapidly in recent decades and made some remarkable gains. However, challenges remain, including educational attainment and educational equity.<sup>37</sup> Reforms that were implemented over the course of a decade have, in more recent years, been undermined by budget cuts resulting from austerity measures rather than by education imperatives, and at times influenced by external actors.<sup>38</sup> Furthermore, changes to the curriculum, to teacher evaluation and to student assessment all pose challenges to the system as a whole, and to the integration of Development Education. However, as well as posing challenges, they also provide some significant opportunities.

### *Ministry and Parliamentary commitment to the integration of Development Education*

The Peer Review team, meeting with those responsible for the development of policy within the Ministry of Education, at the highest level, were assured that the Ministry is both highly committed to the integration of Development Education within the system at all levels (from pre-primary education to upper secondary education), and also that the Ministry sees the partnership model of the National Strategy as the appropriate vehicle for this integration<sup>39</sup>.

When this commitment is seen alongside the commitment expressed by parliamentarians across all parties, represented in the Education Committee – a knowledgeable, realistic, and engaged commitment to the integration of Development Education and the furtherance of the National Strategy – there is, the Peer Review team believes, a clear future for strengthened Development Education and Global Education at all levels (from pre-primary to upper secondary education and to tertiary levels of the Portuguese Education system).

One concrete example of this commitment: in October 2012 a protocol between the Ministry of Foreign Affairs (through Camões) and the Ministry of Education and Science (through the Directorate-General of Education) was signed to consolidate Development Education and Global Education for Citizenship in schools. This project will be led by DGE in partnership with CIDAC and Gonçalo da Silveira Foundation, two NGDOs in the field of Development Education and Camões. It involves the elaboration of guidelines about Development Education issues, the establishment of certified courses for teachers' training and in service training in Development Education, as well as dissemination activities for Development Education in schools.

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<sup>37</sup> See, for example, OECD, Education at a Glance 2012: Key Summary findings, Portugal. Available at: <http://www.oecd.org/edu/CN%20-%20Portugal.pdf> See also OECD, Education at a Glance 2013: Portugal Country Note, available at: [http://www.oecd.org/edu/Portugal\\_EAG2013%20Country%20Note.pdf](http://www.oecd.org/edu/Portugal_EAG2013%20Country%20Note.pdf) Both last accessed February 1st 2014.

<sup>38</sup> As, for example, in the IMF report suggesting deeper cuts to the national Education budget. See, for example, <http://www.nytimes.com/2013/04/26/world/europe/portugals-education-system-faces-cuts.html>

<sup>39</sup> This commitment is also reflected in the recent Concept Strategy on Portuguese Cooperation 2014-2020, which refers strongly to partnership between MFA and MoE. <https://www.instituto-camoes.pt/images/cooperacao/concestratg1420.pdf>

## *Chapter 3*

# The Portuguese National Strategy for Development Education



## *Chapter 3*

# The Portuguese National Strategy for Development Education

### **3.1 Introduction**

This chapter provides an overview of the development of the Portuguese National Strategy for Development Education and its implications for the future of Global Education and Development Education in Portugal. It outlines a number of key bodies involved in the implementation of the strategy and identifies a range of initiatives that are currently underway, or planned under the strategy. It also outlines the implementation to date of the strategy, with an emphasis also on monitoring and evaluation with a view to ensuring both implementation and increased quality.

### **3.2 Development of the National Strategy**

In Portugal, Development Education activities have been undertaken by Development NGOs since the late 1970s, becoming increasingly integrated over the years into formal education structures. There is also a strong commitment to Development Education within non-formal education, building on the work of anti-fascist movements, literacy programmes and Freirean political education processes. Development Education was also comparatively strong within the Portuguese Youth movement. For many years these initiatives were the sole preserve of NGDOs and other civil society organisations; government support for Development Education and Global Education came later, as outlined above.

The process for preparing a National Strategy for Development Education (ENED) was formally launched in May 2008 at an international seminar in Lisbon, where the Portuguese Secretary of State of Foreign Affairs and Cooperation announced Portugal's political commitment to promoting debates and actions about Development Education at the national and international levels.

From the start the Portuguese process for the development of a National Strategy took account of international policy learning.<sup>40</sup> It was also characterised by:

- A focus on developing conceptual clarity regarding DE principles
- A commitment to engagement of all stakeholders in the process
- A methodological concern which ensured the achievement of both.

The choice to engage in a strong participatory process helped ensure that the strategy would live beyond the publication of the final report, and would be embraced by a broad range

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<sup>40</sup> Portugal had engaged in a bilateral policy learning exchange in the field with Austrian counterparts. See Hartmeyer, H. *Lessons Learnt from the Austria-Portugal Exchange 2006-2008*. GENE, Amsterdam, 2008. The leadership of the process also invited GENE to accompany the process of development of the National Strategy, to facilitate policy learning.

of Development Education stakeholders in order to bring about long term impact. The process was organized into three different levels of participation.

The leadership of the process was the responsibility of a small “strategic group”, Working Group 1 (WG1) led by the Portuguese Institute for Development Assistance (IPAD)<sup>41</sup>, and also including the Ministry of Education and Science, CIDAC and the Portuguese Platform of NGDOs. The tasks of this group were mainly to guide the process and to help ensure that the activities of the strategy were going to be accomplished on schedule.

The process also involved a further structure – an advisory board of 15 representatives of public institutions and civil society organisations (the above four institutions plus a further eleven organisations already involved in Development Education, related educational endeavours, or general education) with an expertise on specific topics or on specific social groups (Working Group 2 – WG2), as outlined in the Table below.

Public Institutions	Civil Society Organizations
APA – Portuguese Environment Agency	APEDI – Teachers’ Association for Intercultural Education
ACIDI – High Commission for Immigration and Intercultural Dialogue	CPADA – Portuguese Confederation for Environmental Protection
CIG – Commission for Citizenship and Gender Equality	CNJP – National Commission for Justice and Peace
PNC – Portuguese National Commission of UNESCO	CNJ – National Youth Council
IPDJ – Portuguese Sport and Youth Institute	Calouste Gulbenkian Foundation
CNE – National Education Council	

In the process of writing the strategy, the partners could also count on the support of the Peace Studies Group, of the Centre for Social Studies (NEP/CES), from the University of Coimbra.

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<sup>41</sup> Now merged with the Camões Institute.

At the third level were the organisations to be consulted at the final stage of the process (Development NGOs, Polytechnic Institutes, Environmental NGOs and others) to ensure greater engagement of existing actors, and broader engagement of new stakeholders.

Following lengthy discussions and a number of focused sessions – including sessions which used Development Education methodologies and/or methodologies developed by educators, civil society organisations, academics or peoples movements from the Global South – a clear strategy was developed.

In September 2009, the Portuguese National Strategy for Development Education was formally signed by the Secretary of State for Foreign Affairs and Cooperation and by the Secretary of State for Education. It was also presented at a public ceremony to illustrate the joint effort of both public institutions and civil society organisations working together towards a common approach. The main objective of the strategy is “*to promote global citizenship through the universal access to Development Education in a long term perspective*”.

Following this, an Action Plan was created to implement the Strategy which is essential for the strategy to achieve its goals. The Action Plan defines a set of priorities to be achieved by 2015 and types of activities that are being implemented through annual plans. In these plans the organisations can include the activities they consider to be in line with the objectives and methodologies defined by the National Strategy Document.

### 3.3 ENED Working Groups 1 and 2

Working Group 1 and the four key bodies involved were described in Chapter 2 above. Working Group 2 was a group of 15 organisations (11+WG1) that were recognised as being able to influence and participate effectively. They included representatives of public institutions and civil society organisations (particularly platforms) focused on specific issues (development, education, peace, environment, multiculturalism, gender) or specific target groups that they work with (youth, teachers, immigrants, for example). Examples from the original Working Group 2 are given below.

Note that Working Group 1 and 2 were put in place in the context of the development and writing of ENED. Once the Action Plan of the Strategy was developed, Working Group 1 became the ‘Strategic Group’ of ENED, with its main task to guide the process and ensure the preparation and follow-up of all the activities scheduled. Similarly Working Group 2 ceased when the Strategy was developed, but most of its bodies (9), together with the Strategic Group, and one more entity<sup>42</sup>, signed the Action Plan of ENED. They became an enlarged group responsible for the implementation of the Action Plan. Below are the details of the organisations involved.

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<sup>42</sup> ARIPESE - Association of Reflection and Intervention in Educational Policy from the Higher Schools of Education.

## *Public Institutions*

### ***APA – Portuguese Environment Agency***

The Portuguese Environment Agency (APA) is responsible for proposing, developing and monitoring the implementation of environmental policies, particularly in the context of integrating the environment into sectoral policies. APA also develops and monitors the implementation of policies on environmental education, provides support for environmental NGOs, and promotes public participation and access to information regarding decision-making on the environment.

*For further information on APA: see: <http://www.apambiente.pt/>*

### ***ACIDI – High Commission for Immigration and Intercultural Dialogue***

The High Commission for Immigration and Intercultural Dialogue (ACIDI) was established in Portugal in 1996 in recognition of the importance of having a coherent integration policy for immigrants. The main aim of this service is to promote the integration of immigrants, as well as intercultural dialogue within Portugal. The High Commission is dedicated to ensuring the participation and cooperation of representative immigrant associations, social partners and public services in all decisions and assessments of policies on immigrants' social integration. It also works to prevent exclusion and discrimination.

*For further information on ACIDI see: [www.acidi.gov.pt](http://www.acidi.gov.pt)*

### ***CIG – Commission for Citizenship and Gender Equality***

The Commission for Citizenship and Gender Equality is an official department under the auspices of the Office of the Presidency of the Council of Ministers. It is one of the two national mechanisms that exist to promote Gender Equality and Citizenship. It was established by Decree Law No. 164/2007, of May 3, taking over the tasks from the Commission for Equality and Women's Rights. Its mission is to ensure the implementation of public policies regarding women's rights and gender equality, and it is responsible for the promotion of gender mainstreaming in public administration, at central, regional and local levels.

*For further information on CIG see: [www.cig.gov.pt](http://www.cig.gov.pt)*

### ***PNC – Portuguese National Commission for UNESCO***

UNESCO's mission is to contribute to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information. UNESCO is the only UN Agency to have a global network of national cooperating bodies – National Commissions for UNESCO. Each National Commission endeavours to promote UNESCO's influence in the country within which it operates. The Portuguese National Commission (PNC) for UNESCO is overseen by the Ministry of Foreign Affairs since 17 July 1981. The PNC is responsible for the preparation of its annual program of activities and it has its own budget.

*For further information on PNC see: <http://www.unescoportugal.mne.pt/pt/>*

### **IPDJ – Portuguese Sports and Youth Institute**

The Portuguese Sports and Youth Institute is a public institution founded in 2011. Its mission is the definition, implementation and evaluation of public policies in the areas of sport and youth, in close collaboration with public and private entities, particularly sports organisations, youth and student associations, and local authorities. It also promotes youth participation in all spheres of social life. IPDJ is an important vehicle for the transmission of the ENED to young people because it has privileged access to hundreds of youth and student associations.

*For further information on IPDJ see: <http://www.ipdj.pt/>*

### **CNE – National Education Council<sup>43</sup>**

The National Education Council is an independent body, with advisory functions, whose president is elected by parliament. CNE is responsible for issuing opinions and recommendations on all educational matters on its own initiative or in response to requests submitted by Parliament and the Government. This national council promotes the participation of various social, cultural and economic actors in order to facilitate a social dialogue and consensus-building in the field of education.

*For further information on CNE see: [www.cnedu.pt](http://www.cnedu.pt)*

## **Civil Society Organisations**

### **APEDI – Teachers' Association for Intercultural Education**

Founded in 1993, the Teachers Association for Intercultural Education (APEDI) is a non-profit association with approximately 550 members, supported mostly by volunteer work. APEDI's main objective is to develop programmes and activities to promote education for peaceful coexistence, dialogue and solidarity among different peoples, races and cultures. APEDI's accredited Training Centre helps teachers to deal with the notion of 'difference', thus enriching their teaching practice and contributing to a more tolerant environment in schools.

### **CPADA – Portuguese Confederation of Associations of Environmental Protection**

CPADA was established in 1991 and is the largest environmental organisation in Portugal, with more than 100 different associations as members from the national, regional and local levels. As a whole, it represents many tens of thousands of citizens. CPADA is represented on the Economic and Social Council and is a member of the European Environmental Bureau. It manages the process of representation of environmental associations with public bodies. Each year it awards a national prize for the environment, "Fernando Pereira", as well as organising career awards and a national conference of environmental associations.

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<sup>43</sup> Note CNE didn't sign the Action Plan of ENED.

### **CNJP – National Commission for Justice and Peace**

The Commission is an organisation under the auspices of the Portuguese Roman Catholic Bishops' Conference. Its aim is the promotion of justice and peace within the Catholic Church as well as in wider society, based on the Gospel and the social teachings of the Church. At present, the Commission gives priority to the following issues: the study and dissemination of the Social Teaching of the Church; promotion of Human Rights; employment, unemployment and labour problems; business ethics and social responsibility of firms; poverty, social exclusion and inequalities; sustainable development and fair globalisation; education for justice and peace among youth.

### **CNJ – Portuguese National Youth Council**

The Portuguese National Youth Council, created by Parliament in 1985 is the representative Platform of Portuguese national youth organisations. With 34 member organisations, its mission is to improve the well being of young people, foster the development of youth organisations and promote the active citizenship and participation of young people. It advocates for youth policies based on youth rights and a cross-cutting approach. Since 2008, it has a pool of 20 non-formal education trainers from diverse backgrounds and different parts of the country.

### **Calouste Gulbenkian Foundation<sup>44</sup>**

The Calouste Gulbenkian Foundation is a private Portuguese institution serving the public in areas such as arts, charity, education and science. Created by a clause in Calouste Sarkis Gulbenkian's will, the Foundation's statutes were approved in 1956. The Foundation actively pursues its aims in Portugal and abroad through a wide range of direct activities and grants supporting projects and programmes.

## **3.4 Content of the National Strategy**

The Portuguese National Strategy for Development Education (ENED) provides an overall international and national context for the work. It also provides a clear conceptual framework for defining Development Education; situating this process of defining within the context of a variety of related educational endeavours ("educations for..."), before proceeding to clearly define the common features and specific features of Development Education in the Portuguese context.

Having established conceptual clarity, the Strategy goes on to describe the actors involved at all levels, and defines the principles on which the strategy is based. It then goes on to outline overall aims and measures in 4 areas:

- Capacity building
- Development Education in the formal education system
- Development Education in non-formal education settings
- Awareness raising and political action for concerted action among differing actors.

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<sup>44</sup> Note the Calouste Gulbenkian Foundation didn't sign the Action Plan of ENED.

Each of the aims, measures and actions is given very adequate rationale and justification. The Strategy concludes with a small sub-strategy on monitoring and evaluation; and is accompanied by a lengthier document outlining in some detail the Plan of Action chosen to achieve the agreed aims.

Looking at the development phase and process of the strategy, while many points might be made about the quality of the process, three in particular stand out:

- Some strategies developed in interdisciplinary public policy areas are confused because they lack clarity regarding conceptual foundations, and so risk being counterproductive. This is not the case with the Portuguese ENED. The conceptual basis of the ENED, and the process by which this conceptual framework was arrived at, means that the Portuguese national strategy has a firm foundation. This is exemplary for other countries, and also learnt from the good examples of processes in other countries (e.g. from Austria, Spain, Finland, Ireland etc.)
- Some national strategies in different areas are also weakened by lack of ownership, not only by Non State Actors or civil society, but also, and at times even more crucially, by related Government Ministries or Agencies. The approach adopted by the ENED avoids that pitfall, by putting a strong emphasis from the beginning on being as inclusive as possible concerning relevant Ministries and Agencies.
- A national strategy in any field can be weak in the area of monitoring and evaluation, or can attempt to show progress using models of evaluation that are inappropriate to the particular inter-sectoral area. The Portuguese national strategy is strong on both the process and the purpose of monitoring and evaluation. This bodes well for its successful implementation and increasing quality.<sup>45</sup>

### 3.5 Implementation of the National Strategy for Development Education

Due to the planned monitoring and evaluation process which accompanied the first phase of implementation, the following conclusions could be drawn by those involved in implementing and monitoring the process:

- The first phase of implementation involved a small increase, between 2010 and 2011, in the level of activities carried out under the Strategy. This increase was broadly in line with the 4 aims and action areas outlined above, with the exception of non-formal Development Education.
- In regard to types of activities undertaken, the ENED has led to a growth in Development Education activities such as meetings, conferences and seminars, as well as a strong growth in the dissemination of educational materials. Under the first phase of the implementation of the strategy there is also evidence of growth in collaboration.

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<sup>45</sup> Some of these points were made previously in Wegimont, L. *The Portuguese National Strategy in the Context of Trends in Global Education in Europe*. Input into the Jornadas de Educação para o Desenvolvimento II, January 21st 2012, Lisbon, Gulbenkian Foundation.

- It is also clear from the first monitoring and evaluation report that research, evaluation and the training of trainers are areas that need reinforcement. It was also identified in the report that a clearer data collection process should be designed.<sup>46</sup>
- Following analysis, the process of monitoring for 2010/11 came to some detailed recommendations, as outlined in the Box below:

***Box 2: Monitoring ENED 2010/11***

***Recommendations***

- That we continue to deepen the meaning of development education and its relationship with other “Education for...”, with the participation of all important actors.
- That we reinforce the types of action that have gotten less attention (not diminishing all the work already done in other areas), including: formation of DE agents, both within the formal education as non-formal education; applied research in DE; actions to raise awareness and influence policy with the registration of experiences and shared learning.
- That we consider, in subsequent reports, other actors who have also developed activities of DE and that efforts be made to encourage new actors to promote activities such as DE, for example, the Higher Schools of Education.
- That we promote the implementation of activities of DE in geographical areas where it does not happen, in order to balance the access of citizens to those activities.
- That we give particular attention to the systematisation and sharing of the theory and practice of evaluating DE activities and the quality of the instruments that can support it, including those used in the preparation of the national reports.
- That we make all efforts to increase and diversify the funding available for the implementation of the national strategy.
- That we build on stronger ties between the institutions of the Working Groups.
- That we establish a model for planning and collecting data in a clear and easy framework, with the use of accessible and practical tools.

Source<sup>47</sup>

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<sup>46</sup> See Coelho, La Salete (ed) Estratégia Nacional de Educação para o Desenvolvimento (2010-2011) Relatório de Acompanhamento. Comissão de Acompanhamento de ENED, Lisbon, 2012.

<sup>47</sup> See Coelho, La Salete (ed) Estratégia Nacional de Educação para o Desenvolvimento (2010-2011) Relatório de Acompanhamento. Comissão de Acompanhamento da ENED, Lisbon, 2012.

The strategy 2010-15 has reached beyond the half-way mark at this stage, and has been operating under very challenging economic and institutional circumstances in Portugal in recent years, that could not be foreseen when the strategy was first developed.

*“The structural and turbulent crisis that we are now going through was not predicted when we created the National Strategy for DE. There were already many inevitable difficulties in a project that is ambitious for both Portuguese society and the accumulated experience in DE. Added to these were the difficulties arising from the revision of national policies (particularly in the areas of external policy and education), from significant institutional changes, large funding cuts in the sector and the majority of the population’s accelerated impoverishment.”<sup>48</sup>*

Despite all these challenges, the Peer Review team was very impressed with the determination of the key stakeholders behind the national strategy, to make progress with ENED and to carefully evaluate its implementation to date.

Below is a case study of a process of note arising from the National Strategy.

***CASE STUDY: The Higher School of Education of the Polytechnic Institute of Viana do Castelo (IPVC) – facilitating DE in Teacher Training, Monitoring and Evaluation of the Portuguese National Strategy for Development Education***

The Polytechnic Institute of Viana do Castelo (IPVC), founded in 1980, is located in the northwest of Portugal. The IPVC is made up of six schools offering undergraduate and postgraduate degree courses, the latter often in collaboration with national and international polytechnics and universities. It has been involved in projects in several areas to build links with a broad range of partners, including local, regional, national and international institutions.

The education sector is the main focus of The Unit for Education and Development Studies (GEED, in Portuguese - Gabinete de Estudos para a Educação e o Desenvolvimento) founded in 2000 by the Higher School of Education/Teacher Training College which is part of IPVC. GEED develops, supports and participates in education initiatives for development, development cooperation, teaching and research with the South, particularly in Portuguese speaking countries.

The Teacher Training School is responsible for the training of teachers, pre-school teachers and social educators. The institution also offers Masters degrees in Education, Arts Education and Health Education and Promotion.

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<sup>48</sup> Pereira, L. Portugal: Portuguese Strategy for Development Education: From Recent Experience to New Challenges (P. 40-41), in *Global Education in Europe: Policy Practice and Theoretical Challenges*. (Eds) N. Forghani-Arani; H. Hartmeyer; E. O'Loughlin; L. Wegimont. Waxmann, Munster, 2013

In the Elementary Education Degree there is a subject focused on pedagogical intervention in the classroom context, along three Basic Education levels – pre-school, 1st cycle and 2nd cycle. During this course students engage in practical tasks of observation and teaching collaboration in schools. GEED supervises the activities related to education for citizenship, particularly in the exploration of the concept of Development Education and developing skills and attitudes related to global citizenship, which are developed by students in the 2nd cycle of Basic Education.

The GEED Unit within the School also runs an international programme on Education and Cooperation in Lusophone Africa and a volunteer and mobility programme with developing countries (Cape Verde and Guinea-Bissau). Through this programme the students have the possibility to work and reflect upon issues related to intercultural education and global citizenship. Once a year, the unit facilitates a short intensive course about “Aid, Citizenship and Development”.

As mentioned elsewhere in this report, the Higher School of Education of the Polytechnic Institute of Viana do Castelo, was invited by IPAD to follow, monitor and participate in the assessment of the Portuguese National Strategy for Development Education. Its key tasks are to support the process and ensure the preparation and follow-up of all the activities scheduled, working with Working Group 1 of the Strategy (now the Strategic Group), led by Camões (previously IPAD before the merger), along with the Ministry of Education and Science, the Portuguese Platform of NGDOs and CIDAC. It supports capacity building of the ESE / IPVC itself. In summary it monitors the implementation of ENED at the national level (2011-2015), participates in the evaluation process, and produces annual progress reports.

**GEED – ESE/IPVC sees its main contributions to the implementation of ENED as follows:**

***Goal 1 – Capacity-building.***

Institutional dialogue and cooperation within some organisations – other ESE; schools of the district; national and international actors (including civil society actors).

Making available relevant information, as well as scientific and pedagogical, and other Development Education support tools.

***Goal 2 – Integrating Development Education in initial teacher training, and in extra-curricular activities (short intensive courses).***

***Goal 3 – Promoting the training of agents who develop Development Education activities.***

***Goal 4 – Promoting awareness-raising activities that stimulate actors' capacities and skills for concerted action.***

**Source:** From presentation given by GEED unit to the Peer Review team.

*Chapter 4*

## **Key Observations & Recommendations**



## *Chapter 4*

# Key Observations & Recommendations

### **Key Observations**

1. The Peer Review team notes the significantly changed political, economic and social realities in Portugal, Europe and globally since the development of the first Portuguese National Strategy for Development Education in 2009.
2. There is still strong and continuing political support for Development Education and Global Education in Portugal. This is exemplified at the highest level, with strong commitment by the government, as reflected in meetings during the Peer Review process with the Secretary of State for Development Cooperation, and with the Secretary of State for Education.
3. There is also remarkably strong cross-party parliamentary support. The Committee on Foreign Affairs and the Committee on Education and Culture both show interest in, knowledge of, and support for Development Education. This is also evident in the work of the Cross-Party Working Group on Population and Development. Strong parliamentary support for Development Education and Global Education in Portugal is welcomed and noted by the Peer Review team.
4. There is also strong institutional support for Development Education and Global Education, as reflected by the range of participants that were involved in the two working Groups that developed the National Strategy for Development Education (ENED). Working Group 1 involved Camões, the Ministry of Education and Science, CIDAC and the Platform of NGDOs, while Working Group 2 comprised these four plus a further 11 Institutions and Agencies (see chapter 3 for list). The Peer Review report also notes the commitment of the Strategic Group and enlarged group that signed up to the implementation of ENED.
5. There is strong, vibrant and diverse civil society engagement in Development Education and Global Education, including by the organisations involved in the Development Education Working Group of the Platform of NGDOs, as well as by other, broader civil society organisations and sectors. However, it must also be acknowledged that the political, economic and social context in Portugal, and the diminished funding available, has led to fragility in the voluntary sector, including among NGOs devoted to Development Education and Global Education. If capacity in this sector is lost as a result, it may be difficult to regain.

6. Portugal has an excellent National Strategy for Development Education (ENED). The development of the Strategy was characterised by an initial formulation phase which was highly participative. This has paid dividends in terms of conceptual clarity (the achievement of which is ongoing) and strong ownership. There is also a strong emphasis on monitoring, review and evaluation. The ENED Follow-up Report 2010-11 shows how the strong emphasis on monitoring and improvement is being implemented. The Portuguese actors should be highly commended for this emphasis, and should aim to ensure it results in both implementation and increased quality.
7. The Strategy's action plan has also led to some progress in terms of mainstreaming Development Education into the education landscape, with the signing of three MOUs. In particular:
  - a) The MOU between Camões and the Ministry of Education and Science, which is highly strategic and includes plans for the integration of Development Education into all levels of education from pre-school to post-primary;
  - b) The MOU between Camões and the Ministry of Education and Science, CIDAC and Fundação Goncalo Da Silveira; and
  - c) The MOU between Camões and the Higher School of Education of the Polytechnic Institute of Viana do Castelo, which focuses on the task of monitoring the National Strategy.
8. All stakeholders recognise the important leadership role of the Civil Society unit (formerly within IPAD, now Camões) and of CIDAC in the development and implementation of the National Strategy. This form of "open leadership" – maintaining and providing direction, while being inclusive of all stakeholders – constitutes a distinct model of good practice. The important commitment and engagement by the other stakeholders in the original Working Group 1, now the Strategic Group, and the close working relationship that has developed between all 4 stakeholders – Camões, the Ministry of Education and Science, CIDAC and the NGDO Platform – have been crucial to the development and progress on implementation of the strategy.
9. The merger of Camões and IPAD is still in the early stages. The merger provides both opportunities and challenges to the important work of integrating and mainstreaming Development Education and Global Education. The convergence of culture, language, education, trade and development may provide new opportunities for an understanding of their relationship.
10. Trade links also provide opportunities for strengthening fair trade provisions; a sector which has provided strong initiatives in the field of Global Education in other countries. Portuguese relations with countries of the Global South, and particularly with Portuguese speaking countries in Africa, Asia and Latin America, means that Portugal has rich and close ties with these countries, including prominent communities of Portuguese who have immigrated from, including, Angola, Brazil, Cape Verde, East

Timor, Guinea Bissau, India, Macao, and Mozambique. Immigrant communities, of various generations, provide a wealth of direct experience that has, in other countries, led to stronger, more grounded, and more culturally articulated and diverse provision of Development Education. There may be room for strengthened and more systematic involvement of Portugal's immigrant communities in the provision of the ENED Strategy.

11. Regarding funding, there is a clear political commitment to seek to provide funding at current levels. It is recognised that the MFA has maintained this funding in spite of severe cutbacks in other areas of development cooperation. The Peer Review also observes that the success of the National Strategy, and the fact that the Ministry of Education and Science has begun to mainstream Development Education into the formal education system at all levels, means that Portugal is at a very positive stage in the development of Development Education. However increased funding will be required if the potential created by the National Strategy is to be fulfilled.
12. Given Portuguese government policy concerning the relationship between culture, trade and foreign policy there may be an opportunity for broader sources of funding/investment in Global and Development Education, and in the ENED, as considered appropriate by the Portuguese bodies involved.

## Key Recommendations

1. The changed political, economic and social realities in Portugal need to be taken into account in any refocusing of the strategy. The changed context, and emerging understandings of the world, should inform the content, process, and the strategies used for integration and mainstreaming of Development Education.
2. In order to ensure that the good work already achieved in the initial phase of implementation of the National Strategy continues, there is a need for capacity building within all institutions. This has been recognised by the Strategic Group and the Enlarged Group as they move forward with implementation.
3. Maintaining the momentum towards the integration of Development Education and Global Education at all levels of formal education, and within non-formal education, cannot happen without knowledgeable and skilled policy leadership. The Peer Review recommends to Camões that its expertise in this field, built up over a number of years within what is now its Civil Society unit, continues to be nurtured and that it continues to lead the process of the National Strategy (in cooperation with other key stakeholders in the Strategic Group). It has the credibility to do so with all stakeholders; this should be further built upon and strengthened.

4. One of the strengths of the National Strategy for Development Education process has been the broad stakeholder involvement. This could be further invigorated and deepened through continued engagement, through review and planning, and through concrete common initiatives (such as the Jornadas and the Development Education Forum). It could also be achieved by targeted joint projects between and among a number of organisations involved in the Enlarged Group committed to implementing the Strategy.
5. Recognising the fact that the National Strategy for Development Education provides strong opportunities for integration and also recognising the political commitment to maintain funding, it becomes apparent that there is a need to plan for increases in funding. Ultimately, there is a need to consider strengthened funding commensurate with the quality and ambition of the national strategy. MFA development cooperation funding, via Camões, should, as in other countries, continue to be the strategic driver in this area. In the current international economic climate there is also a need to ensure that existing available resources are maximised.
6. Alongside the need for increased funding, there is a need to consider further integration within existing systems and processes, measures that are to a large extent cost-neutral. For example, existing national plans (health, combating violence, etc.) can be considered from the perspective of their potential for Development Education; it is possible to draw on the breadth of understanding of Development Education and Global Education to integrate global perspectives into existing initiatives in related sectors and fields.
7. In the framework of the budget of the national co-financing scheme, the Portuguese authorities provide co-financing to those who are successful in obtaining EU funding in the field. Nevertheless, the Portuguese authorities don't use an additional budget. The advantage of this approach is that funding to the national level can be maximised. However, unless this approach comes with additionality of national funds and a separate budget-line, the problem will emerge that available funds will be diverted from national priorities to common European strategies. It is important to ensure that the National Strategy has priority and that diversity is not diminished (as smaller NGOs may not have access to EU co-financing). Experience from other countries in mediating these funding tensions – ensuring adequate funding for national initiatives while maximising the drawing down of European funds – may be pertinent.
8. Further joint, concerted bilateral or sector-specific projects and initiatives should be undertaken. In particular, those NGOs with expertise in Development Education and Global Education should engage in broad partnership projects with Civil Society Organisations and formal and non-formal education organisations and associations (youth, trade unions, consumer associations, employers, business, etc.).

9. Recognising the strong work already ongoing in the field of formal education, there is potential for more thorough integration of Development Education into formal education at pre-school, basic and secondary level (2014), with the development of curriculum guidelines. The Peer Review recommends that those working in the formal education sector strongly avail of this opportunity for introducing Development Education to all students in Portugal, reviewing the opportunities for integration of Development Education within all subject areas, and particularly in the teaching of Portuguese, Maths, English and the Sciences (as a dimension of Education for Citizenship which is facilitated through a cross-curricular approach).
10. Following meetings between the Peer Review team and various Parliamentary Committees, the Peer Review recommends the following:
  - The strong parliamentary knowledge and support, and remarkably strong parliamentary commitment to the field, should be built upon.
  - The Committees on Education and Foreign Affairs (along with other committees such as that on Human Rights), might consider developing a joint working group to highlight, accompany and reflect parliamentary support for the work of Development Education.
  - Parliamentary support might also be pursued for the proposal by the Education Committee of the Assembly that the Annual Youth Parliament might have a Development Education related theme as part of its annual theme-choosing process. This Peer Review respectfully supports such a suggestion made to it by Parliamentarians.
  - The Peer Review also notes the proposal that emerged from discussions with parliamentarians regarding Development Education with the youth wings of the political parties. Parliamentarians across a number of political parties proposed work on Development Education within the programmes of their own political parties, and also a possible cross-party initiative, perhaps in tandem with the National Youth Council. While in no way wishing to suggest to political parties what their programme should be, the Peer Review notes and supports these suggestions by parliamentarians, and recommends that they be considered by all political parties.
11. The Peer Review considers that the possibilities emerging from the strategy in the school system require a commensurate, coordinated and strategic response to initial teacher education and training. This review recommends exploring the possibility that one of the Higher Schools of Education take on a facilitating role in encouraging a systematic sharing of perspectives in this field among other HSEs (perhaps in particular among the 14 teacher training institutes networked in the Higher Schools of Education Association). Key stakeholders involved in the National Strategy should consider ways of supporting and encouraging cooperation between the Universities also, and between the HSEs, including through the organisation of a targeted seminar with these institutions. It may also be worthwhile establishing a seed-funding mechanism to further incentivise such institutions. A coordinated approach to Initial Teacher

Education is necessary if all teachers in Portugal are to become appropriately up-skilled in Development Education.

12. Furthermore, in-service teacher education and training and ongoing professional development are required in this field through the appropriate institutions.
13. One of the strengths of the Portuguese National Strategy is its emphasis, from the start, on the issue of monitoring, evaluation, research and the accompanied policy learning. This should be appreciated and shared with other countries involved in the development of national strategies. It is also important that such practice of monitoring, evaluation and continuous improvement is built into all Development Education and Global Education processes at micro, meso and macro levels.
14. Portugal has strong and proud traditions of civil society and civic engagement in issues of local, national and global concern. While the national strategy has been very strong on the inclusion of a wide range of representative structures and institutions, feedback from some of these stakeholders would suggest that there seems to be little understanding among the Portuguese public of the importance of this strategy, and of the relationship between Development Education and Global Education, and public concerns which are high in terms of public awareness (such as local and global poverty; the limits of growth; the privatisation of public goods and services; the negative effects of austerity; the relationship between global and regional macro-economic policies; and issues of local and national equality, justice, distribution, solidarity and prosperity). The current complex crises may provide an opportunity to link issues that are already of concern to the Portuguese public with issues that are at the centre of the National Strategy. In the same respect it would be important that efforts are made to reach all people in all areas/regions of Portugal with Development Education and Global Education.
15. Portugal's strong international engagement in the field of Global Education and Development Education, with for example GENE, EC, OECD DAC, COE and CONCORD should continue and be built upon. Not only does it enhance Portugal's deserved reputation in this field, it also enables other policymakers to share the learning from Portugal's experiences.

# Appendices

## APPENDIX I

### Peer Review Process Meetings (Portugal)

*As part of the process of the Peer Review of Global Education in Portugal, meetings and presentations with the following groups and organisations took place in 2012 and 2013.*

1. ACIDI - High Commission for Immigration and Intercultural Dialogue
2. AidGlobal - Action and Integration for the Global Development
3. Camões - Institute for Cooperation and Language (Board and Civil Society Unit)
4. CIDAC - Amílcar Cabral Centre of Intervention for Development
5. CIG - Commission for Citizenship and Gender Equality
6. Directorate-General for Education, Ministry of Education and Science
7. Engenho & Obra (E&O) - Association for Cooperation and Development
8. FEC - Faith and Cooperation Foundation
9. FGS - Gonçalo da Silveira Foundation
10. GEED - Unit for Education and Development Studies, Higher School of Education of the Polytechnic Institute of Viana do Castelo.
11. Helpo
12. Higher School of Education - Polytechnic Institute of Guarda
13. Higher School of Education - Polytechnic Institute of Leiria
14. Higher School of Education - Polytechnic Institute of Viana do Castelo
15. Higher School of Education - Polytechnic Institute of Viseu
16. IMVF - Marquês de Valle Flor Institute
17. ISU - Institute of University Solidarity and Cooperation
18. National Commission for Justice and Peace
19. National Youth Council
20. PAR Association - Social Answers
21. Parliamentary Committee for Education, Science and Culture (three members)
22. Parliamentary Committee for Foreign Affairs (five members)
23. Parliamentary Group on Population and Development (two members)
24. Portuguese Non-Governmental Development Organisations Platform (board and Development Education working group)

25. Portuguese Youth Institute
26. Primary School of Monserrate - Viana do Castelo
27. Primary and Secondary School of Barroselas - Viana do Castelo
28. Representatives of three political parties represented in Parliament - Popular Party, Social Democrat Party and Socialist Party
29. Secretary of State for Basic and Secondary Education
30. Secretary of State for Foreign Affairs and Cooperation

## **APPENDIX II**

### **MAASTRICHT GLOBAL EDUCATION DECLARATION**

#### ***A European Strategy Framework***

*For Improving and Increasing Global Education in Europe to the Year 2015*

*We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15th–17th 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, desiring to contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations' Decade for Education for Sustainable Development.*

#### **1. Recalling:**

- International commitments to global sustainable development made at the recent World Summit on Sustainable Development, and to the development of a global partnership for the reduction of global poverty as outlined in the UN Millennium Development Goals.
- International, regional and national commitments to increase and improve support for Global Education, as education that supports peoples' search for knowledge about the realities of their world, and engages them in critical global democratic citizenship towards greater justice, sustainability, equity and human rights for all (See Appendix 1).
- **The Council of Europe's North-South Centre definitions of Global Education (2002)**
  - Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.
  - Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.

#### **2. Profoundly aware of the fact that:**

- Vast global inequalities persist and basic human needs, including the right to education (as mentioned in the Dakar declaration on Education For All), are not yet met for all people;

- Democratic decision-making processes require a political dialogue between informed and empowered citizens and their elected representatives;
- The fundamental transformations of production and consumption patterns required to achieve sustainable development can only be realised if citizens, women and men alike, have access to adequate information and understand and agree to the necessity to act;
- Well conceived and strategically planned Global Education, which also takes account of gender issues, should contribute to understanding and acceptance of such measures.

### **3. Recognising that:**

- Europe is a continent whose peoples are drawn from and are present in all areas of the world.
- We live in an increasingly globalised world where trans-border problems must be met by joint, multilateral political measures.
- Challenges to international solidarity must be met with firm resolve.
- Global Education is essential for strengthening public support for spending on development co-operation.
- All citizens need knowledge and skills to understand, participate in and interact critically with our global society as empowered global citizens. This poses fundamental challenges for all areas of life including education.
- There are fresh challenges and opportunities to engage Europeans in forms of education for active local, national and global citizenship and for sustainable lifestyles in order to counter-act loss of public confidence in national and international institutions.
- The methodology of Global Education focuses on supporting active learning and encouraging reflection with active participation of learners and educators. It celebrates and promotes diversity and respect for others and encourages learners to make their choices in their own context in relation to the global context.

#### **4. Agreeing that...**

A world that is just, peaceful and sustainable is in the interest of all.

Since the definitions of Global Education above include the concept of Education for Sustainable Development, this Strategy can be included in follow-up to the recent World Summit on Sustainable Development and serve as a preparation for the UN decade for Education for Sustainable Development starting in 2005.

Global Education being a cross-sectoral obligation can significantly contribute to achieving these commitments. Access to Global Education is both a necessity and a right.

This will require:

- Increased and improved co-operation and co-ordination between international, national, regional and local level actors.
- The active participation and commitment in the follow-up to this Congress of all four categories of political actors – parliamentarians, governments, local and regional authorities as well as civil society (the quadrilogue) – which are involved in the ongoing useful political discussion in the framework of the North-South Centre.
- Significantly increased additional funding, on national and international levels.
- Increased support across Ministries of Development Co-operation, Foreign Affairs, Trade, Environment and particularly Ministries of Education to ensure full integration into curricula of formal and non-formal education at all levels.
- International, national, regional and local support and co-ordination mechanisms;
- Greatly increased co-operation between North and South and between East and West.

#### **5. Wish to commit ourselves, and the member states, civil society organisations, parliamentary structures and local and regional authorities that we represent to...**

- 5.1 Take forward the process of defining Global Education and ensuring that a rich diversity of experience and perspectives (e.g. Southern, Minorities, Youth and Women's perspectives) is included at every stage.
- 5.2 Develop, in cooperation with the competent authorities and relevant actors, (or build on existing), national action plans, starting now and to 2015, for increased and improved Global Education towards the target date of the Millennium Development Goals.

- 5.3 Increase funding for Global Education.
- 5.4 Secure the integration of Global Education perspectives into education systems at all levels.
- 5.5 Develop, or where developed, improve and increase national structures for funding, support, co-ordination and policy-making in Global Education in all Council of Europe member states, as appropriate to national conditions.
- 5.6 Develop, or where developed improve strategies for raising and assuring the quality of Global Education.
- 5.7 Increase support for Regional, European, and International networking of strategies for increased and improved Global Education; between policymakers and practitioners.
- 5.8 Test the feasibility of developing a peer monitoring/peer support programme, through national Global Education Reports, and regular peer reviews, in a 12-year frame.
- 5.9 Contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations Decade for Education for Sustainable Development.

*We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15th–17th 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, commit ourselves to an ongoing dialogue with the South about the form and content of Global Education.*

## APPENDIX III

### THE ESPOO FINLAND CONCLUSIONS ON GLOBAL EDUCATION IN CURRICULUM CHANGE (2011)

*Meeting in the Hanasaari Centre, at Espoo, outside Helsinki, Finland, in October 2011, at the invitation of the Finnish National Board of Education, the Ministry of Foreign Affairs, Finland, and Global Education Network Europe (GENE).*

*The Symposium “Becoming a Global Citizen” led to the Espoo (Hanasaari) Finland Conclusions:*

Building on the Maastricht Congress and Declaration 2002, on GENE Peer Review processes, on the development of quality national strategies, and drawing on Finnish and other national experiences:

1. Education must put Global Education at the heart of learning, if it is to be considered quality education.
2. Global Education has a crucial role to play in all national education system improvement, in curriculum development, teacher education, improvement of school practice and learning culture, and the development of educational landscapes.
3. The conceptual development of Global Education has journeyed far in the past decade, and must travel further. Broader conceptual debates, a clearer ethical perspective, wider understandings of identity, and deeper philosophical foundations have emerged and continue to emerge, to provide stronger theoretical frameworks for Global Education.
4. Curriculum development or reform is best understood as a critical, participatory learning process. Global Education is at the heart of ongoing and forthcoming Finnish curriculum reform. Other national curriculum development processes might also consider putting Global Education at the heart of their endeavours.
5. Global Learning is primarily about the formation of key competencies for global citizens. Our understandings of the key competencies for global citizens should continue to be clarified, contested, debated and mainstreamed.
6. There are many examples in European countries of good practice in national, strategic, co-ordinating, sectoral, cross-sectoral, critical and integrative approaches. These approaches are shared effectively at European level through coordination and cooperating networks such as GENE. There is also a need for greater European, and global networking of Ministries, Agencies, civil society, teacher educators and researchers in this field.

7. GENE and Finnish partners – FNBE, MFA and MoE - along with other participating national Ministries and Agencies will take these conclusions to its Roundtables, and to its Maastricht +10 process, to promote learning among other European countries. GENE will also work with regional partners – the European Union, the Council of Europe and the OECD – and global partners to encourage consensus, dissensus and further debate on these conclusions.

## APPENDIX IV

### THE HAGUE CONCLUSIONS ON GLOBAL EDUCATION TO 2020

*We, the participants of The Hague International Symposium on Global Education in Europe, being representatives of Ministries and Agencies responsible for the support, funding and coordination of Global Education at national level in European countries, gathering in The Hague in November 2012, 10 years after the Maastricht Congress, under the auspices of Global Education Network Europe (GENE), at the invitation of the NCDO, and with the logistical support of the European Commission.*

#### I. Recalling

- The Maastricht Declaration and the outcomes of the Maastricht Congress in 2002;
- Further European commitments and processes in Global Education since Maastricht including: the Brussels Conference Conclusions 2005, the Helsinki Conference Conclusions 2006, the European Consensus document on Development Education and Awareness Raising 2007, various European Commission evaluative initiatives 2008-2012, the Espoo Finland 2011 Conclusions on Competences for Global Citizens in Curriculum Development, the European Parliament written declaration on development education and global active citizenship in 2012 and the Lisbon Global Education Congress in 2012;
- Policy learning from twenty seven GENE roundtables, peer review mechanism reports etc.;
- The Millennium Declaration;
- Commitment to Global Education, and development education within development cooperation commitments and frameworks;
- Vast global inequalities persist and basic human needs are not yet met for all people.

#### II. Recognising

That Global Education is a shared responsibility and

Inspired by the Maastricht declaration, which provided a framework for the development of many streams now constituting Global Education, while providing a vision, a reference point and clear goals, we have made progress over a decade in:

- Conception: with clarity and increased refinement of the concept;
- Awareness: that global education is an urgent necessity for democratic, sustainable societies.
- Policy commitments: both at national level, with increased quality national strategies, and at European level, with the European Commission more involved in policy dialogue and more committed;
- Funding: both government and civil society funding, including new funding lines;
- Structures: new agencies and the stronger involvement of civil society, local authorities and institutional support;

- Coordination of Ministries and Agencies; in the involvement of civil society, and in the sharing of international experience;
- Sectoral spread: in formal education, non-formal education and informal learning;
- Reach: in the number and type of schools and other learning settings, various curricula involved, more involvement of regional and local level (federal states, municipalities), included in teacher education and training;
- Quality: with enhanced support, evaluation, definition of quality criteria, and dissemination of learning;
- Research and academic practice, and the growth of academic centres and networks in the field;
- Paradigms: with shifts from target to partnership approaches, from top-down to more participatory and mixed strategies; and with the move from issue-knowledge to a focus on competencies.

Also recognizing the importance of engaging the public towards increased understanding of persisting global inequalities, and understanding of and participation in Global Education.

### **III. Aware of**

- The changed political, economic and social context due to the multiple crises of today;
- The changed and changing education context;
- Changes in Global Education;
- Growing recognition of the importance of Global Education;
- Emerging questions in education theory, practice and reform that recognize the convergence of education and Global Education and call for the centrality of Global Education within education.

### **IV. Interested to pursue greater complementarity, cooperation, cohesion, coherence and subsidiarity in the field of global education through the following:**

- Enhancing support for experimentation, innovation, flexibility and creativity for new projects, new features, social media where relevant - including within European partnerships;
- Supporting the development, implementation, monitoring and evaluation of global education strategies or other strategic approaches, based on transparent and participatory processes, political commitment, sufficient time and other resources allocated;
- Developing seed-funding mechanisms to initiate Global Education activities;
- Continued support for bilateral and plurilateral policy learning in Global Education, including through GENE;
- Continued importance of quality processes and procedures (including continued definition of quality criteria, quantitative, qualitative and mixed evaluative processes);

- Greater complementarity in Global Education funding, policy, support and provision between EU and national levels and between different types of actors;
- Greater cohesion across EU Member States in the field of Global Education;
- Increased coordination between European Commission and Member States provision while recognizing subsidiarity.

#### **V. Reaffirming, agreeing and looking forward to**

- Strengthened support for Global Education by all appropriate actors at various levels;
- Strengthened structures at various levels to increase policy learning across Europe and beyond;
- Depending on national context, to sustain, strengthen and increase support for Global Education;
- Enhanced synergies regarding funding from all relevant Ministries;
- Funding guided by quality strategies and evaluation mechanisms, well-targeted and clearly appropriately communicated;
- Within funding support mechanisms increased opportunity for experimentation, innovation and research;
- Intensified policy learning among GENE participants;
- Cooperation between various actors at local, regional, national and international level is key to enhance Global Education;
- Enhanced cooperation between Ministries and their related Agencies and regular inter-ministerial mechanisms, including support of the Ministries of Finance;
- Stimulate single-stakeholder approaches and multi-stakeholder dialogue involving government, parliamentarians, civil society, local authorities, private sector, academia and education sectors.

#### **VI.Wish to commit to**

- Enhanced sharing of knowledge, analysis and policy learning in Global Education among the GENE members and beyond;
- Continued development of the GENE peer review process, including new country reviews;
- Broadening understanding and deepening cooperation between actors in Global Education at local, national and international level;
- Exploring the possibilities of replicating successful approaches to funding and other support mechanisms, such as seed-funding mechanisms;
- Contributing to international coherence in the field of Global Education through moving forward this agenda within international policy processes (under auspices of the OECD, European Commission, Council of Europe, UN system etc.);
- Continued focus on the quality of Global Education;
- Openness to enlarging the scope and reach of networking for policy learning in Global Education;
- Continued work in the spirit of the conclusions.

**The Hague, the Netherlands, 17 November 2012**

### *Select List of Web Sources*

Ministry of Foreign Affairs

*<http://www.portugal.gov.pt/en/the-ministries/ministry-of-foreign-affairs.aspx>*

Ministry of Education and Science

*<http://www.portugal.gov.pt/en/the-ministries/ministry-of-education-and-science.aspx>*

Camoës

*<http://www.instituto-camoës.pt>*

CIDAC

*<http://www.cidac.pt/>*

Portuguese NGDO Platform

*<http://www.plataformaongd.pt/>*

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49 Note most of the organisations referred to in the text of the report, have their website address listed for further information at the end of their particular section or overview

## *Contributions*

### **International Peer Review Team**

#### **Austria**

Dr. Helmuth Hartmeyer, Director Funding Civil Society, Austrian Development Agency (ADA).

#### **Poland**

Ms. Janina Moryc, Ministry of Foreign Affairs, Poland

### **European Global Education Peer Review Secretariat**

Eddie O'Loughlin

*Coordinator GENE*

Liam Wegimont

*Adviser, GENE*

#### **Editors**

Eddie O'Loughlin

Liam Wegimont

#### **Research Support**

Ms. La Salete Coelho

GENE,

Amsterdam

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## The European Global Education Peer Review Process

The European Global Education Peer Review process was initiated in the framework of the Maastricht Declaration on Global Education in Europe. This process highlights good practice and engages in critical review of Global Education policy and provision in countries throughout Europe. This process is facilitated by Global Education Network Europe (GENE).

This Peer Review Process on Development Education and Global Education in Portugal consulted and involved Portuguese ministries, agencies, non-governmental organisations, civil society and other sectors. The international Peer Review of Portugal included reviewers from Austria and Poland, along with the Peer Review process secretariat.

The European Global Education Peer Review Process has been supported by the Austrian Development Agency (ADA) and the Ministry of Education, Austria; the Ministry of Foreign Affairs, Belgium; BMZ and Engagement Global, Germany; Irish Aid, Ministry of Foreign Affairs, Ireland; the Ministry of Foreign Affairs, the Ministry of Education and the National Board of Education of Finland; the Camões Institute, Portugal; and the NCDO, the Netherlands, along with the support of all the other ministries and agencies involved in the GENE network.



GENE – Global Education Network Europe is the network of Ministries, Agencies and other bodies with national responsibility for Global Education in Europe. GENE supports networking, peer learning, policy research, national strategy development and quality enhancement in the field of Global Education in European countries. GENE facilitates, and provides the secretariat, for the European Global Education Peer Review Process, as part of its work of increasing and improving Global Education, towards the day when all people in Europe will have access to quality Global Education.



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For further information on GENE:  
[info@gene.eu](mailto:info@gene.eu)  
[www.gene.eu](http://www.gene.eu)