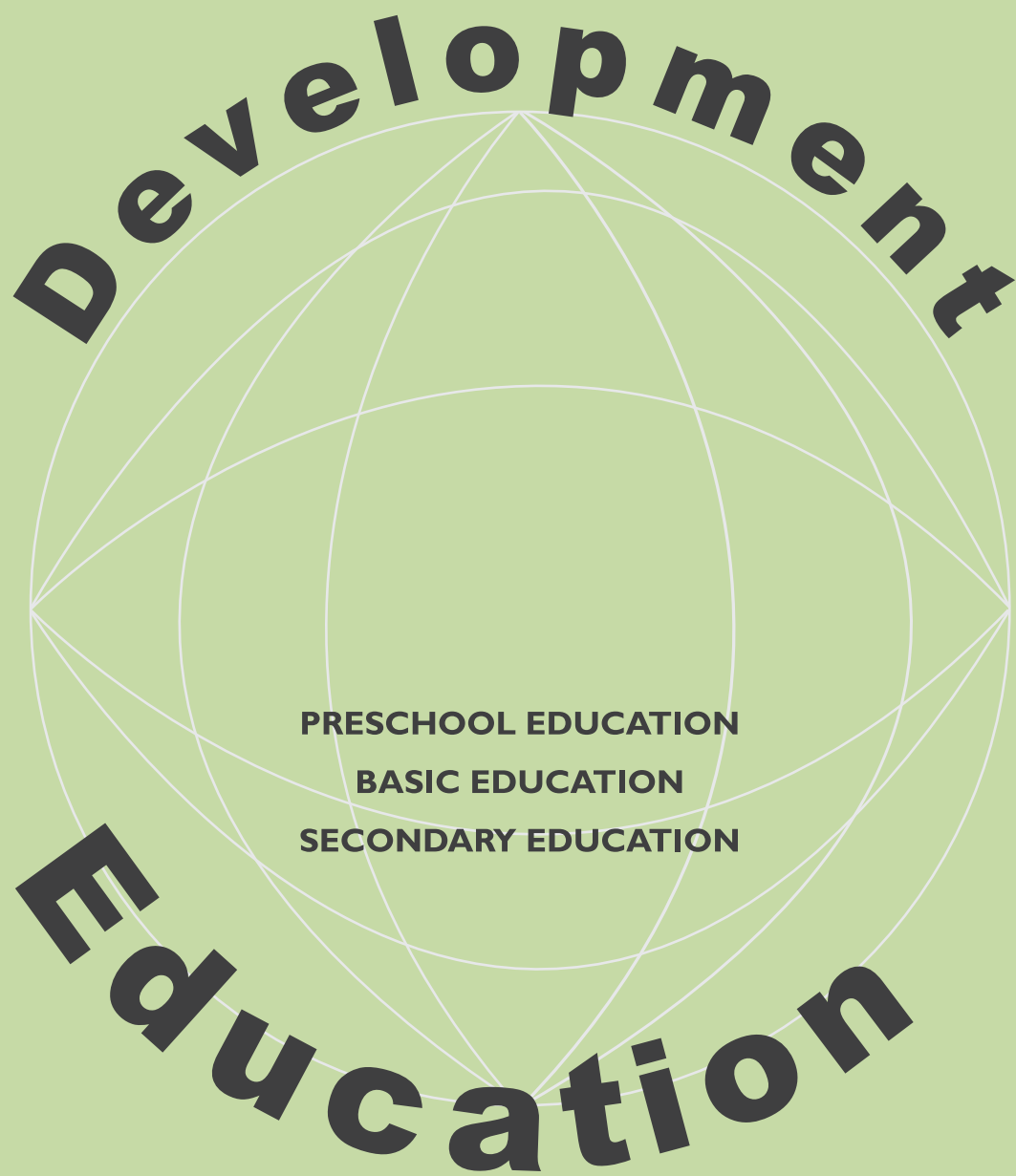


# Guidelines



# **DEVELOPMENT EDUCATION GUIDELINES**

**PRESCHOOL EDUCATION**

**BASIC EDUCATION**

**SECONDARY EDUCATION**

## **Technical Data**

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Development Education Guidelines – Preschool Education, Basic Education and Secondary Education

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## I. ABBREVIATIONS AND ACRONYMS

ASEAN – Association of Southeast Asian Nations.

WB – World Bank.

ENED – National Strategy for Development Education.

IMF – International Monetary Fund.

MERCOSUR – Southern Common Market (*Mercado Común del Sur*).

OECD – Organisation for Economic Co-operation and Development.

WTO – World Trade Organisation.

NGDO – Non-Governmental Development Organisation.

UN – United Nations.

AU – African Union.

EU – European Union.

UNESCO – United Nations Educational, Scientific and Cultural Organisation.

## II. INTRODUCTION

Development Education, according to the document 'Citizenship Education - Guidelines', "*aims at raising awareness and understanding of the causes of development problems and of inequalities, locally and globally, in a context of interdependence and globalisation, so as to promote the right and duty of every person to participate in and contribute to an integral and sustainable development.*"

In this process, it is recognised that school should play a key role in all levels of education, providing the acquisition of knowledge, the development of skills and the promotion of values, attitudes and behaviours that may help children and young people develop critical understanding and informed participation regarding local and global challenges to the building of a world, which is more just, more inclusive, and with more solidarity.

The need to integrate Development Education efforts within the scope of formal education, making full use of suitable didactic and pedagogical approaches to reach the European public, reflects a concern expressed in the *European Consensus on Development: The contribution of Development Education & Awareness Raising* (European Multi-Stakeholder Steering Group on Development Education, 2007)<sup>1</sup>.

According to the same document, awareness raising and development education contribute towards the eradication of poverty, and towards the promotion of sustainable development through educational and public awareness approaches and activities based on the values of human rights, social responsibility, gender equality, and a sense of belonging to the same single world. Such approaches and activities are also based on ideas and perceptions of disparities between the living conditions of human beings, and of the efforts required to overcome such disparities, as well as participation in democratic initiatives that influence social, economic, political or environmental situations, affecting poverty and sustainable development.

In Portugal, the growing recognition of the importance of Development Education is embodied in the National Strategy for Development Education (2010-2015) - ENED<sup>2</sup>, which constitutes a fundamental reference document for interventions in this field, and whose overall aim is the following: *Promoting global citizenship through learning processes and by raising awareness of development related issues among Portuguese society and focusing on actions leading to social change.*

Under the ENED, it is understood that it is important that Development Education is gradually incorporated into school curricula, similarly to what happens in other European countries, so that formal education actually reflects and contributes to create attentive, demanding and participatory citizens in global life and solidarity.

In this strategic document, the need for historical contextualization of Development Education is recognised on the basis of its relationship with the evolution of the concepts of development and education, not advocating a single definition.

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<sup>1</sup> This document, which is the first Strategic Framework on Development Education at European level, is a contribution towards the implementation of the *European Consensus on Development* (Joint statement by the Council and the Representatives of the Governments of the Member States meeting within the Council, the European Parliament and the Commission on European Union Development Policy, approved in 2005).

<sup>2</sup> The National Strategy for Development Education (2010-2015) was approved by the Secretary of State for Foreign Affairs and Cooperation, and by the Secretary of State for Education, by Order No. 25931/2009, published in the *Diário da República*, 2<sup>nd</sup> Series, No. 230, of November 26. The duration of the ENED and of the corresponding Action Plan were extended until December 31, 2016, by Order No. 9815/2015, from the Secretary of State for Foreign Affairs and Cooperation, and from the Secretary of State for Basic and Secondary Education, published in the *Diário da República*, 2<sup>nd</sup> Series, No. 168 of August 28.

In this same line, Manuela Mesa (2011) considers that the current vision of Development Education particularly favours the focus on global citizenship education. According to this author, Development Education is a dynamic process that generates reflection, analysis and critical thinking on development and on North-South relations; Development Education focuses on a pedagogical process that combines cognitive skills with the acquisition of values and attitudes, with the aim of building a more just world where everyone can share access to power and resources.

Within the framework of the United Nations Educational, Scientific and Cultural Organisation (UNESCO), there has been a growing interest in global citizenship education, highlighting a change in the role of education to create more just, peaceful, tolerant and inclusive societies. In *UNESCO's Education Strategy for 2014-2021* (UNESCO, 2014a), regarding the strategic goal “Empowering learners to be creative and responsible global citizens”, global citizenship education is seen as one of the three thematic areas of focus.

Alongside the varied network of concepts directly associated with development, different international institutions (United Nations, 2013; *Comissão Europeia*, 2013; OECD, 2015) show a growing concern with the multidimensional nature of well-being, based on the centrality of people in development processes, in their aspirations, and their rights.

The need for a common comprehensive framework on global development challenges is translated in the Resolution “Transforming our world: the 2030 Agenda for Sustainable Development”, adopted by the United Nations General Assembly (UN, 2015). This new Agenda, enshrining 17 Sustainable Development Goals, deployed in 169 targets, recognises the need to build peaceful, just and inclusive societies, based on universal respect for human rights. With regard to education, it establishes the following goal: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (Goal 4). In particular, target 4.7 presents the importance of different dimensions of education aiming at sustainable development: “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyle patterns, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”.

Given the framework of current and emerging challenges, which call for understanding and awareness of our shared humanity, and bearing in mind that either education or development are inalienable human rights, the relevance of Development Education is asserted as a dimension of Citizenship Education.

## **The Guidelines Curricular Framework**

Strengthening the crosscutting nature of citizenship education is one of the guiding principles of the organisation and management of basic and secondary education curricula, as enshrined in Decree-Law No. 139/2012, of July 5, in its current wording. In order to implement this principle and to define programme contents and guidelines for this curricular area, the document ‘Citizenship Education - Guidelines’ was approved in December 2012. This document sets out the dimensions (thematic areas) of Citizenship Education, including Development Education.

Given the importance awarded by the Ministry of Education to Citizenship Education, educational guidelines, materialised as guiding documents in addressing its various thematic areas in school settings, have been produced in partnership with other public entities, as well as with civil society organisations.

Underlying the preparation of these Education Development Guidelines is a Programme-Agreement signed<sup>3</sup> on 14<sup>th</sup> December 2012 between the Ministry of Education and Science – through Directorate-General for Education (*Direção-Geral da Educação*) the Camões - Cooperation and Language Institute (*Camões-Instituto da Cooperação e da Língua, I.P.*), the CIDAC - Amílcar Cabral Centre for Intervention on Development (*CIDAC – Centro de Intervenção para o Desenvolvimento Amílcar Cabral*) and the Gonçalo da Silveira Foundation (*Fundação Gonçalo da Silveira*).

These Development Education Guidelines are seen as a guiding document that aims to frame the pedagogical intervention of Development Education, as a dimension of Citizenship Education, and to promote its implementation in preschool education, and in basic and secondary education. With a flexible, non-prescriptive nature, the present Guidelines can be used in many different contexts, in whole or in part, sequentially or not.

The Development Education Guidelines can be used within the framework:

I – of the cross-cutting dimension of Citizenship Education, within the context of teaching and learning of any subject in the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> cycles of basic education and in secondary education, and also in preschool education<sup>4</sup>, taking into account the curricular guidelines in force for this level of education;

II – of the offer of complementary curricular components in the 2<sup>nd</sup> and 3<sup>rd</sup> cycles of basic education, if created by the school, depending on the management of the number of hours allowed, in accordance with the provisions set forth in Decree-Law No. 139/2012 of July 5, in its present wording;

III – of the complementary offer of the 1<sup>st</sup> cycle of basic education, pursuant to the provisions laid down in Decree-Law No. 139/2012, of July 5, in its present wording;

IV – of the development of projects and activities that aim at contributing to the personal and social education of students, in conjunction with the educational project of the school cluster/school.

The implementation of Development Education in schools will benefit from the approach to everyday experiences that intersect with issues of the local community and of the interaction of the latter with challenges of global nature. It is also important to foster the necessary interdependence and complementarity with other thematic areas, within a holistic/comprehensive view of Citizenship Education, while keeping human rights, including the values of equality, democracy and social justice, as a main reference.

In Development Education - as a transversal and cross-disciplinary dimension of Citizenship Education -, matter both the contents and the way of working such contents, enhancing the coherence between theory and practice, between process and product, based on different methodologies which, once adjusted to the specific age group and to the students' level of education, can promote inclusion.

It should be noted that in Portugal, in particular by initiatives of civil society organisations, we have seen the appearance of multiple methodological and training proposals, spaces for reflection and sharing of

<sup>3</sup> The Programme-Agreement was signed for the implementation of a Programme of Activities, associated with it, which is based on the Cooperation Protocol signed between Directorate-General for Education and the Camões Institute, to promote the consolidation of Development Education in the formal education sector, within the framework of the Action Plan of the National Strategy for Development Education (2010-2015).

<sup>4</sup> According to the structure of the Portuguese education system and its correspondence to the International Standard Classification of Education (ISCED):

- Preschool education – pre-primary education (ISCED 0);
- 1<sup>st</sup> cycle of basic education – the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grades of primary education (ISCED 1);
- 2<sup>nd</sup> cycle of basic education – the 5<sup>th</sup> and 6<sup>th</sup> grades of primary education (ISCED 1);
- 3<sup>rd</sup> cycle of basic education – lower secondary education (ISCED 2);
- Secondary education – upper secondary education (ISCED 3).



experiences, as well as pedagogical materials designed within the context of Development Education that provide opportunities for joining and complementing school initiatives, as the formal education instance, and entities more targeted to the field of non-formal education.

The Development Education Guidelines were prepared with the purpose of becoming a guiding document for Development Education, as a dimension of Citizenship Education in school settings (for the mentioned levels of education). It may also become a working tool for other educational entities and agents with an interest in working in the field of Development Education, namely through the production of pedagogical and didactical resources and materials as well as initial and in-service teacher training.

## **The Guidelines Organisation and Structure**

The Development Education Guidelines are organised by levels of education and by school cycles – preschool education, 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> cycles of basic education, and secondary education. Designed as a coherent whole, these Guidelines are based on a common structure for the various levels of education, offering to each of them, a proposal for a specific approach to Development Education.

Six global themes have been identified, based on which is proposed a progressive approach, all the way from preschool education to basic and secondary education:

1. Development;
2. Interdependence and Globalisation;
3. Poverty and Inequalities;
4. Social Justice;
5. Global Citizenship;
6. Peace.

The identification of these themes was based on different factors associated with their relevance, including: international references and from other countries; learning from experiences at national level; evolution of the concepts and issues being debated within the context of Development Education.

For each theme, a synthesis has been developed encompassing knowledge, skills, values, attitudes and behaviours (Table I). Each of these themes includes several sub-themes, an overall goal has been defined for each subtheme, and the appropriate levels of education have been identified to address them (Table II).

In each subtheme, performance descriptors were defined, which include knowledge, skills, values, attitudes and behaviours required for the achievement of the intended learning. The performance descriptors, in each level of education, are those considered appropriate to the development level and age group of children and young people they are intended for, and their use may be adapted to the various specific school contexts. For the same subtheme – present in all or many levels of education – the descriptors acquire increasing complexity, considering that the subtheme may be the target of further treatment at higher levels.

These Guidelines also include a list of abbreviations and acronyms used herein, the main bibliography and several websites related to Development Education.

# I. THEMES, SUBTHEMES, GOALS AND PERFORMANCE DESCRIPTORS

Table I - Knowledge, Skills, Values, Attitudes and Behaviours

| THEMES             | KNOWLEDGE, SKILLS, VALUES, ATTITUDES AND BEHAVIOURS   |
|--------------------|---|
| <b>Development</b> | <p>Students understand that the concept of development – scientifically assumed – had its origin in the period after World War II, containing however many references to the beginning of industrial European societies. Its initial path was mainly linked to economic science, with a very close relationship with the notions of economic growth and linear progress. From the 1970s, the idea of this economic development was strongly contested, leading to an intense search for new visions. Then development started to be linked to a variety of other dimensions - Human Development, Sustainable Development, Community Development - from which came up new concepts and proposals. Presently, it is a concept under renewal, even being called into question by some authors. The concept of development carries great potential, particularly by asserting itself as a process of individuals and communities that think and work together to create answers to their problems, and to the challenges of humanity. For this, one must mobilise skills and broaden the scope of what can be done, based on principles related to economic, social, cultural, and political well-being, within a logic of respecting nature and the freedom of individuals and societies, based on the values of justice, equity, and solidarity.</p> <p>Students are able to recognise that different cultures and world views suppose different ways of approaching development, identifying and discussing those various perspectives, including a view that advocates giving up the concept. They are able to identify what is not development, and to critically reflect on the society and the world they want. Students are able to identify the main actors and mechanisms of international cooperation, and to critically reflect on their impact on development processes.</p> <p>Students recognise themselves as active participants in local and global development processes, taking up personal commitments consistent with their vision and with the necessary social change underlying it. In doing so, they value the role of the participation of individuals and communities in development processes, as well as the consistency between thought and action, cooperation, solidarity, and equity.</p> |

**Table I - Knowledge, Skills, Values, Attitudes and Behaviours**

(Continued)

| THEMES                                   | KNOWLEDGE, SKILLS, VALUES, ATTITUDES AND BEHAVIOURS  |
|--|--|
| <b>Interdependence and Globalisation</b> | <p>Students understand that the process of growing intensification of global interrelationships and interdependence has been part of human history. Presently, globalisation is the expression of this process, based on economic transnationalisation and on governance mechanisms at global level, boosted by unprecedented technological development, resulting in a complexity of relations at economic, social, cultural, and political levels.</p> <p>Students recognise the current globalisation process as one of the most influential phenomena of contemporary societies. They are able to critically reflect on this same process, from some of its contradictory trends. They are able to critically reflect on how growing interdependence potentially generate greater equity or greater asymmetry, identifying factors that influence one or the other, as well as the risks and challenges that are currently faced. They are able to relate the global dimension to local and national issues and events, and to understand the global impact of local and national actions, becoming aware of the complexity and interdependence of the problems that affect humanity in different places on the planet. They are able to identify institutions and other governance entities at global level in the political and economic spheres, as well as to reflect on their role and their intervention with regard to the promotion of well-being and social justice on a global scale.</p> <p>Students recognise that they live in a globalised, interdependent world, and become aware of how it affects the way they live, how they see themselves, and how they relate to others. They also recognise themselves as active participants in this process, taking up their social responsibilities in developing and participating in relationships and interconnections that promote human dignity and respect for nature. In doing so, they value justice, solidarity, equity, and the common good as pillars for the building of more cohesive, and more sustainable societies.</p> |
| <b>Poverty and Inequalities</b>          | <p>Students understand that poverty compromises the safeguarding of human rights and the satisfaction of basic needs. They also understand that poverty has long been identified with unavoidable situations, and with the inability of individuals overcoming themselves in order to get beyond it. They also understand that poverty is closely related to the persistence of inequalities between individuals, families, communities and nations, and that it tends to keep reproducing itself if the conditions of the context do not change.</p> <p>Students are able to identify historical and current situations in the country and in several other parts of the world that contributed to the marginalisation and poverty of social groups, communities and nations. On the other hand, they identify, context changes (political, economic, cultural, ...) that caused significant changes in those situations or helped eliminate them. They are also able to critically reflect and to choose which world they want to live in, and have a sense of what such choice implies.</p> <p>Students recognise and assume their share of power and responsibility in creating conditions that, on the one hand, may reverse the increase and continuation of inequalities, poverty and social exclusion and, on the other hand, that help improve the well-being of all individuals, communities and peoples. In doing so, they value the ability that humanity has to face inequalities, poverty and social exclusion, as well as the justice, equity and well-being that all human beings are entitled to.</p>   |

**Table I - Knowledge, Skills, Values, Attitudes and Behaviours**

(Continued)

| THEMES                    | KNOWLEDGE, SKILLS, VALUES, ATTITUDES AND BEHAVIOURS   |
|---------------------------|---|
| <b>Social Justice</b>     | <p>Students understand that justice concerns equality of rights and duties of all citizens, pointing to a socially legitimated set of principles and standards that guide the life of individuals and social groups, and that are applied as means for maintaining security, promoting welfare, and fighting all forms of discrimination. In turn, social justice is based on an ethical commitment that aims at the creation and strengthening of the common good, social and territorial cohesion, and equity between citizens and social groups, recognising all people as such in their dignity.</p> <p>Students are able to identify the main obstacles to the building of social justice, as well as the fundamental contributions to its implementation, and to take up their role as promoters of more just and equitable societies. In doing so, they value the journey made by humanity in the proclamation of civil and political, economic, social and cultural rights, as well as the importance of recognising rights, duties and responsibilities, within the framework of individual and collective choices, as being able to transform social practices characterised by injustice and inequality, in order to build a more just world.</p>  |
| <b>Global Citizenship</b> | <p>Students understand the evolution of the concept of citizenship in light of the changes that occurred in the History of societies. They understand that citizenship, as a legal-political status, identifies with belonging to a political community (State), and is based on a social commitment that contractualises rights and duties between the individual and that State. They also understand that citizenship - understood apart from that status - is currently carried out in wider spaces than those of the nation-state, and within the context of global challenges to which the national level alone cannot answer. They also understand that a more complex, globalised and interdependent world corresponds to Global de-territorialised Citizenship, founded on common values, based on an ethical commitment of equitably sharing the common goods of humanity, of respect between the latter and nature, and the building of democracies at all scales.</p> <p>Students are able to identify where and in which relational contexts (human beings/other living beings/nature) did they gradually build their belonging and identities, and are able to recognise other belonging and identities (personal and collective), built in other places and in other relational contexts. They are also able to critically reflect on themselves and on others, and to make choices on the commitments that want to share within the context of a Global Citizenship.</p> <p>Students see themselves as co-responsible citizens for the quality of life of present and future generations, as active agents, and not as mere “clients” who just enjoy the people and resources for their own purposes. Thus, they are available to cooperate with people, organisations and movements that have goals and operating modes with which they identify, and are ready to take up a variety of roles, participating in social change. In doing so, they value the well-being of the global community - to which they belong -, as well as cooperation and solidarity - which give them life -, and the equity that everyone is entitled to.</p> |

**Table I - Knowledge, Skills, Values, Attitudes and Behaviours**

(Continued)

| THEMES | KNOWLEDGE, SKILLS, VALUES, ATTITUDES AND BEHAVIOURS   |
|--------|---|
| Peace  | <p>Students understand that, traditionally, peace was equivalent to the absence of war. They understand that the absence of peace can take up many other forms (economic, social, cultural and political, ...), sowing tracks of mass or selective destruction, with effects as or more devastating than war; causing, among other phenomena, increased numbers of refugees, displaced persons, and forced migrants.</p> <p>Students are able to distinguish the concept of positive peace from the concept of negative peace, as well as realise that peace is the result of a permanent building process based on respect and appreciation for diversity. They are also able to identify situations of belligerent war, and of insecurity and conflict, generated by means other than war, both in the past and in the present, at national level and in other parts of the world, as well as strategies used to deal with power relations present in each case, which led to the creation of conditions for peace building. They are also able to critically reflect on themselves and on society, making choices in their day by day that help create a dialogue atmosphere, mutual listening, negotiation and building of commitments, and to hold accountable decision-makers at local, national and international levels, which have the power to change policies that generate conflict, into policies that promote and strengthen peace.</p> <p>Students recognise that violence and war are not inevitable, they become aware of the capacity they have to contribute towards peace building at various levels, and take up their share of responsibility in that field. In doing so, they value the benefits of peace and respect for the journey made by humanity which established civil and political rights, as well as the economic, social and cultural rights of everyone and all peoples. They also value democracy and cooperation, which should prevail over competition, in the search for solutions built on dialogue, and solidarity, that challenge power relations, putting them at the service of development and of the common good, both present and future.</p> |

**Table II - Themes, subthemes and goals at different levels of education**

| Themes                                   | Subthemes  | Goals  | Pre school | 1 <sup>st</sup> cycle | 2 <sup>nd</sup> cycle | 3 <sup>rd</sup> cycle | Second. |
|--|--|--|------------|-----------------------|-----------------------|-----------------------|---------|
| <b>Development</b>                       | Perspectives and core concepts associated with development             | Understand the development in its historical context, as well as the main associated concepts and indicators                               | X          | X                     | X                     | X                     | X       |
|  | International Cooperation  | Critically reflect on the conceptions, practices and main actors of international cooperation  |            |                       | X                     | X                     | X       |
|  | Cultural diversity and world views                                     | Value the diversity of cultures, societies and world views, awarding them an equitable relevance   | X          | X                     | X                     | X                     | X       |
|  | Views of the future, alternatives and social change                    | Critically reflect on ways of action aiming social change and contributing to improve the quality of life of all people                    | X          | X                     | X                     | X                     | X       |
| <b>Interdependence and Globalisation</b> | Interdependence and dialectical relationships between global and local | Understand the interrelationships among people, places, economies, and environments, from local to global and vice versa                   | X          | X                     | X                     | X                     | X       |
|  | Globalisation and the growing complexity of human societies            | Relate globalisation to the processes of growing interdependence and complexity of societies   | X          | X                     | X                     | X                     | X       |
|  | Transnationalisation and global scale governance                       | Critically analyse transnational governance mechanisms   |            |                       | X                     | X                     | X       |
| <b>Poverty and Inequalities</b>          | Enrichment and impoverishment  | Understand the interdependence between enrichment and impoverishment processes   | X          | X                     | X                     | X                     | X       |
|  | Inequalities, poverty and social exclusion                             | Understand the interdependence among inequalities, poverty and social exclusion  | X          | X                     | X                     | X                     | X       |
|  | Fight inequalities, poverty and social exclusion                       | Recognise the respect for human rights as essential for implementing coherent policies to fight inequalities, poverty and social exclusion | X          | X                     | X                     | X                     | X       |

**Table II - Themes, subthemes and goals at different levels of education**

(Continued)

| Themes                    | Subthemes   | Goals  | Pre school | 1 <sup>st</sup> cycle | 2 <sup>nd</sup> cycle | 3 <sup>rd</sup> cycle | Second. |
|---------------------------|---|--|------------|-----------------------|-----------------------|-----------------------|---------|
| <b>Social Justice</b>     | Rights, duties and responsibilities                       | Understand the connection among rights, duties and responsibilities, and their relationship with the fundamental principles of human rights      | X          | X                     | X                     | X                     | X       |
|                           | Common good, and social and territorial cohesion          | Understand common good, and social and territorial cohesion as core concepts of social justice   |            | X                     | X                     | X                     | X       |
|                           | Building social justice                                   | Understand social justice as a process that requires continuous efforts from all people, institutions and communities                            | X          | X                     | X                     | X                     | X       |
| <b>Global Citizenship</b> | The planetary community                                   | Understand humanity as part of the planet and the universe   | X          | X                     | X                     | X                     | X       |
|                           | Building a just, sustainable world society                | Understand the building of ethical and civic commitments as a condition to create a just, sustainable world society                              | X          | X                     | X                     | X                     | X       |
|                           | Participation and co-responsibility                       | Recognise the role of several kinds of actors in taking up different forms of participation and co-responsibility in building global citizenship | X          | X                     | X                     | X                     | X       |
| <b>Peace</b>              | Peace building  | Understand that peace building requires continued efforts from all the people, institutions and communities                                      | X          | X                     | X                     | X                     | X       |
|                           | Situations of insecurity, violence, war and lack of peace | Understand the various types of situations of insecurity, violence, war and lack of peace  | X          | X                     | X                     | X                     | X       |
|                           | Peace, human rights, democracy and development            | Understand the interdependence among peace, human rights, democracy and development  | X          | X                     | X                     | X                     | X       |

# **PRESCHOOL EDUCATION**

Themes

Subthemes

Goals

Performance Descriptors



# Theme I

## Development

### Perspectives and core concepts associated with development

- **Understand the development in its historical context, as well as the main associated concepts and indicators.**
  1. Identify a notion of well-being.
  2. Identify situations of well-being in relation to oneself and to others.
  3. Show sensitivity for the well-being of others.
  4. Take part in actions related to well-being in terms of school and family environments.
  5. Understand the importance of taking care of one's and others' belongings.
  6. Understand the meaning of respecting natural resources.

### Cultural diversity and world views

- **Value the diversity of cultures, societies and world views, awarding them an equitable relevance.**
  1. Understand the value of diversity of people and of other beings in nature.
  2. Identify common features among people.
  3. Recognise one's belonging to different social groups.
  4. Identify examples of different peoples.
  5. Understand that there are different cultural habits.
  6. Respect the diversity of people at school and in other social contexts.

### Views of the future, alternatives and social change

- **Critically reflect on ways of action aiming social change and contributing to improve the quality of life of all people.**
  1. Identify situations that promote well-being.
  2. Share ideas about the school one wants to have.
  3. Show curiosity about what goes on at school and around it.
  4. Express an opinion on necessary changes at school and in the surrounding world.
  5. Take part in initiatives aimed at improving one's and others' well-being.

## Theme 2

### Interdependence and Globalisation

#### Interdependence and dialectical relationships between global and local

- **Understand the interrelationships among people, places, economies and environments, from local to global and vice versa.**
  1. Identify the people and places one has more direct relationships with.
  2. Give examples of people having relationships with others living in different parts of the world.

#### Globalisation and the growing complexity of human societies

- **Relate globalisation to the processes of growing interdependence and complexity of societies.**
  1. Give examples of the influence from other countries and cultures in different aspects of one's day by day (food, clothing, music, communication, ...).
  2. Identify means of information and communication that allow contacting and meeting people living in geographically distant places.

## Theme 3

### Poverty and Inequalities

#### Enrichment and impoverishment

- **Understand the interdependence between enrichment and impoverishment processes.**
  1. Acquire the notions of wealth and poverty from the point of view of satisfying the plurality of human needs.

#### Inequalities, poverty and social exclusion

- **Understand the interdependence among inequalities, poverty and social exclusion.**
  1. Identify situations of inequality and exclusion.

#### Fight inequalities, poverty and social exclusion

- **Recognise the respect for human rights as essential for implementing coherent policies to fight inequalities, poverty and social exclusion.**
  1. Understand that all children need protection and specific care to develop healthily.
  2. Develop attitudes and skills of attention and care for people in a situation of shortage of resources.

## Theme 4

### Social Justice

#### Rights, duties and responsibilities

- **Understand the connection among rights, duties and responsibilities, and their relationship with the fundamental principles of human rights.**
  1. Understand the meaning of rights, duties and responsibilities.
  2. Acquire a notion of children's rights.
  3. Give examples of human rights.

#### Building social justice

- **Understand social justice as a process that requires continuous efforts from all people, institutions and communities.**
  1. Understand the meaning of inclusion.
  2. Take part in the definition of rules of behaviour at school to promote inclusion.

# Theme 5

## Global Citizenship

### The planetary community

- **Understand humanity as part of the planet and the universe.**
  1. Recognise the existence of different life forms on the planet.
  2. Identify features that distinguish human beings from other living beings.
  3. Show respect for humans, animals and plants.
  4. Acquire the notion of Earth as our common home.
  5. Give examples of planets and other stars.

### Building a just, sustainable world society

- **Understand the building of ethical and civic commitments as a condition to create a just, sustainable world society.**
  1. Cooperate in the sharing of own and common goods.
  2. Express own opinions and listen to the opinions of others regarding consumption habits and the satisfaction of basic needs.
  3. Recognise the interests and needs of others in making collective decisions.

### Participation and co-responsibility

- **Recognise the role of several kinds of actors in taking up different forms of participation and co-responsibility in building global citizenship.**
  1. Acquire a notion of the different roles, at school and family levels, in terms of responsibility for promoting well-being.
  2. Take part in dialogue and collaboration practices, as a way of solving specific situations regarding consumption and the environment.

## Theme 6

### Peace

#### Peace building

- **Understand that peace building requires continued efforts from all the people, institutions and communities.**
  1. Understand the meaning of peace.
  2. Give examples of peace benefits.
  3. Take part in the definition of rules that contribute to a peace atmosphere at school.
  4. Take part in the peaceful resolution of conflicts through dialogue, negotiations and compromise.

#### Situations of insecurity, violence, war and lack of peace

- **Understand the various types of situations of insecurity, violence, war and lack of peace.**
  1. Understand the meaning of insecurity and violence.
  2. Give examples of negative effects of insecurity and violence situations.

#### Peace, human rights, democracy and development

- **Understand the interdependence among peace, human rights, democracy and development.**
  1. Identify peace as a necessary element for the well-being of the self and others.
  2. Acquire a notion about essential principles of democracy.



# **I<sup>st</sup> CYCLE OF BASIC EDUCATION**

Themes

Subthemes

Goals

Performance Descriptors



# Theme I

## Development

### Perspectives and core concepts associated with development

- **Understand the development in its historical context, as well as the main associated concepts and indicators.**
  1. Identify personal and collective situations of well-being.
  2. Understand the connection between personal and collective well-being.
  3. Value different ways and levels of participation in actions related to personal and collective well-being.
  4. Link the improvement in the quality of life to the satisfaction of basic needs.
  5. Show respect for nature and for people's freedom.

### Cultural diversity and world views

- **Value the diversity of cultures, societies and world views, awarding them an equitable relevance.**
  1. Understand a notion of culture.
  2. Value diversity in terms of nature, ecosystems and ways of human life.
  3. Recognise the existence of multiple ethnicities and cultures in today's societies.
  4. Develop respect for other peoples and their cultures.
  5. Recognise the multiple affiliations of each person to different groups and communities.
  6. Show willingness to learn from the experiences of others.

### Views of the future, alternatives and social change

- **Critically reflect on ways of action aiming social change and contributing to improve the quality of life of all people.**
  1. Value the promotion of collective well-being.
  2. Show curiosity about what happens in the local community and the world.
  3. Share ideas on the local community and the world one wants to have.
  4. Understand that individual and collective actions have consequences in building the future.
  5. Discuss opinions on necessary changes in the local community and the surrounding world.
  6. Take part in initiatives aimed at improving one's and others' well-being.

## Theme 2

### Interdependence and Globalisation

#### Interdependence and dialectical relationships between global and local

- **Understand the interrelationships among people, places, economies and environments, from local to global and vice versa.**
  1. Identify reasons why people living in different parts of the world interact.
  2. Give examples of people and places with which one establishes mutual dependence ties.
  3. Give examples of entities at local level that are interrelated.
  4. Identify events and local actions (environmental, economical, cultural, ...) with effects on different parts of the world.

#### Globalisation and the growing complexity of human societies

- **Relate globalisation to the processes of growing interdependence and complexity of societies.**
  1. Present different influences from other countries and cultures in various aspects of one's day by day (food, clothing, music, communication, ...).
  2. Identify information and communication means that facilitate the relationship among people living in geographically distant places.

## Theme 3

### Poverty and Inequalities

#### Enrichment and impoverishment

- **Understand the interdependence between enrichment and impoverishment processes.**
  1. Understand the notion of basic human needs.
  2. Understand the connection between wealth and the possibility of satisfying a plurality of human needs.
  3. Understand the connection between poverty and unmet basic needs.
  4. Understand that the enrichment and impoverishment processes of people may change due to factors such as employment and unemployment, migration, natural disasters, personal injuries, or acquisition of higher qualifications.

#### Inequalities, poverty and social exclusion

- **Understand the interdependence among inequalities, poverty and social exclusion.**
  1. Acquire a notion of economic and social inequality.
  2. Identify examples of social inequalities based on factors such as ethnicity, sex, religion, geographic origin and level of education.
  3. Acquire a notion of social exclusion.

#### Fight inequalities, poverty and social exclusion

- **Recognise the respect for human rights as essential for implementing coherent policies to fight inequalities, poverty and social exclusion.**
  1. Understand that all children need protection and specific care to develop healthily.
  2. Identify specific situations of denial of human rights, namely children's, within different contexts.
  3. Develop attitudes and skills of attention and care for people in a situation of shortage of resources.
  4. Present examples of specific initiatives to fight poverty and social exclusion.

## Theme 4

### Social Justice

#### Rights, duties and responsibilities

- **Understand the connection among rights, duties and responsibilities, and their relationship with the fundamental principles of human rights.**
  1. Acquire the notions of rights, duties and responsibilities.
  2. Distinguish individual responsibilities from collective responsibilities.
  3. Understand the need for rules to guide individual and collective actions and for compliance with such rules.
  4. Develop awareness that all people have fundamental rights and duties, internationally recognised.
  5. Know the fundamental rights of children established in the Convention on the Rights of the Child.
  6. Know the existence of the Universal Declaration of Human Rights.
  7. Know situations of disrespect for human rights.

#### Common good, and social and territorial cohesion

- **Understand common good, and social and territorial cohesion as core concepts of social justice.**
  1. Acquire a notion of territory.
  2. Understand a notion of community.
  3. Value community experience as a factor for the promotion of the common good.
  4. Understand common good as a safeguard of collective interest.
  5. Understand school as an element of the community.
  6. Present examples of ties between school and the territory where it is.

#### Building social justice

- **Understand social justice as a process that requires continuous efforts from all people, institutions and communities.**
  1. Understand a notion of what is just and unjust.
  2. Understand the meaning of social inclusion.
  3. Show sensitivity towards situations of injustice, inequality and lack of freedom.
  4. Take part in the definition of rules of behaviour, both at school and in other contexts of life that promote inclusion.

## Theme 5

### Global Citizenship

#### The planetary community

- **Understand humanity as part of the planet and the universe.**
  1. Identify the diversity of living organisms and their habitats.
  2. Give examples of the relationship between human beings and the rest of nature.
  3. Identify physical environmental factors that condition human life and that of other living organisms.
  4. Develop awareness of the need to care for and preserve human life and the rest of nature.
  5. Acquire a notion of Earth as our common home.

#### Building a just, sustainable world society

- **Understand the building of ethical and civic commitments as a condition to create a just, sustainable world society.**
  1. Understand a notion of sustainability.
  2. Exemplify sustainable production and consumption practices and lifestyle patterns.
  3. Show openness to share own and common goods.
  4. Present a notion of common goods of humanity.
  5. Give examples of common goods of humanity.
  6. Develop awareness of the interests and needs of others in making collective decisions.

#### Participation and co-responsibility

- **Recognise the role of several kinds of actors in taking up different forms of participation and co-responsibility in building global citizenship.**
  1. Identify several kinds of actors in promoting well-being at local, national and worldwide levels.
  2. Understand that people play different roles in promoting well-being.
  3. Take up one's share of responsibility in promoting school and family well-being.
  4. Take part in individual and collective initiatives to address situations opposite to justice and sustainability.

## Theme 6

### Peace

#### Peace building

- **Understand that peace building requires continued efforts from all the people, institutions and communities.**
  1. Understand a notion of peace.
  2. Identify situations of peace, both from individual and collective perspectives.
  3. Recognise the responsibility of each one towards peace building.
  4. Take part in the definition of rules that contribute to a peace atmosphere at school.
  5. Take part in processes for the peaceful resolution of conflicts through dialogue, negotiations and compromise.

#### Situations of insecurity, violence, war and lack of peace

- **Understand the various types of situations of insecurity, violence, war and lack of peace.**
  1. Give examples of different forms of insecurity and violence.
  2. Identify different situations of insecurity and violence, both from individual and collective points of view.
  3. Develop awareness of negative effects of situations of insecurity and violence.

#### Peace, human rights, democracy and development

- **Understand the interdependence among peace, human rights, democracy and development.**
  1. Understand peace as a necessary condition for individual and collective well-being.
  2. Understand that the different forms of conflict resolution can facilitate or hinder the creation of peace situations.
  3. Understand basic principles of democracy.
  4. Participate in initiatives that promote peace atmosphere and democracy, both at school and in the community.
  5. Identify world problems that the UN Sustainable Development Goals of the 2030 Agenda intend to address.



## **2nd CYCLE OF BASIC EDUCATION**

Themes

Subthemes

Goals

Performance Descriptors



# Theme I

## Development

### Perspectives and core concepts associated with development

- **Understand the development in its historical context, as well as the main associated concepts and indicators.**
  1. Understand the notion of economic, social, cultural, and political well-being as a key element in the development of societies.
  2. Understand that economic development is only one dimension of the quality of life.
  3. Distinguish between situations of development and situations of non-development.
  4. Develop awareness that there are different situations of development between regions and countries.
  5. Understand that there are finite resources that must be used responsibly, in order to be used by future generations.
  6. Understand the meaning of the value of the wealth produced.
  7. Understand the notion of economic growth.
  8. Exemplify ways to improve the future quality of life in order to protect nature and the environment.
  9. Show respect for nature and for people's freedom.

### International Cooperation

- **Critically reflect on the conceptions, practices and main actors of international cooperation.**
  1. Understand the differences between resolution processes of collective issues based on cooperation or competition.
  2. Value cooperation as a way to create more complete and consensual answers to collective issues.
  3. Understand the notion of international cooperation.
  4. Understand reasons that found international cooperation.
  5. Identify concrete initiatives for international cooperation.

### **Cultural diversity and world views**

- **Value the diversity of cultures, societies and world views, awarding them an equitable relevance.**
  1. Understand the notion of culture.
  2. Value diversity in terms of nature, ecosystems and ways of human life.
  3. Recognise the existence of multiple ethnicities and cultures in today's societies.
  4. Value the multiple affiliations of each person to different groups and communities.
  5. Identify tensions arising from the existence of different points of view in society.
  6. Show willingness to learn from the experiences of others.
  7. Take part in situations of interaction with people from a different cultural background.
  8. Develop respect for other peoples and their cultures.

### **Views of the future, alternatives and social change**

- **Critically reflect on ways of action aiming social change and contributing to improve the quality of life of all people.**
  1. Value the promotion of collective well-being.
  2. Show interest in what happens in the local community and the world.
  3. Understand that individual and collective actions have consequences in development processes.
  4. Value the role of the participation of individuals and communities in processes for promoting personal and social well-being.
  5. Know the main actors of social change processes.
  6. Share ideas on the school, local community and society that one wants to have.
  7. Take part in initiatives aimed at improving well-being in the local community and in society.

## Theme 2

### Interdependence and Globalisation

#### Interdependence and dialectical relationships between global and local

- **Understand the interrelationships among people, places, economies and environments, from local to global and vice versa.**
  1. Understand the reasons why people living in different parts of the world interact.
  2. Develop awareness of one's situation of mutual dependence with other people, places and communities.
  3. Identify entities at local, national and international levels that interrelate to each other.
  4. Identify events and local initiatives (environmental, economical, cultural, ...) with effects on different parts of the world.
  5. Identify examples of interdependence between countries in different fields (food, energy, technology, ...).
  6. Understand the meaning of 'Global' within the scope of interdependence between people, places and communities.

#### Globalisation and the growing complexity of human societies

- **Relate globalisation to the processes of growing interdependence and complexity of societies.**
  1. Present different influences from other countries and cultures in various aspects of one's day by day (food, clothing, music, communication, ...).
  2. Identify information and communication means that facilitate the relationship among people living in geographically distant places.
  3. Develop awareness of the unequal access and use of technology that enables remote information and communication.

#### Transnationalisation and global scale governance

- **Critically analyse transnational governance mechanisms.**
  1. Know a notion of governance.
  2. Understand the role of governance in the search for solutions to common issues.
  3. Identify governance entities at local, national and international levels.
  4. Know the role of Information and Communication Technologies in the creation of interactive virtual communities.

## Theme 3

### Poverty and Inequalities

#### Enrichment and impoverishment

- **Understand the interdependence between enrichment and impoverishment processes.**
  1. Understand the notion of basic human needs.
  2. Understand the notions of poverty and wealth in their various dimensions, and in their individual and social expressions.
  3. Know that the situations of wealth and poverty can be translated into imbalances in society in terms of satisfaction of human needs.
  4. Understand the natural, individual and social factors that lead to changes in the enrichment and impoverishment processes of people.

#### Inequalities, poverty and social exclusion

- **Understand the interdependence among inequalities, poverty and social exclusion.**
  1. Acquire the notions of economic and social inequality and social exclusion, in their individual and collective expressions.
  2. Recognise examples of different types of inequalities in various contexts.
  3. Understand the current causes and consequences of social inequalities, and in different contexts.
  4. Identify examples of social exclusion in its individual and collective expressions.

#### Fight inequalities, poverty and social exclusion

- **Recognise the respect for human rights as essential for implementing coherent policies to fight inequalities, poverty and social exclusion.**
  1. Recognise poverty as a denial of fundamental rights of all people.
  2. Develop attitudes and skills of attention, care and solidarity for people in a situation of poverty.
  3. Know institutions that, within the local, national and international context, are active in fighting poverty and social exclusion.
  4. Give examples of specific initiatives to fight poverty and social exclusion at local and global levels.
  5. Share experience on own actions that can help address inequalities, poverty and social exclusion.

## Theme 4

### Social Justice

#### Rights, duties and responsibilities

- **Understand the connection among rights, duties and responsibilities, and their relationship with the fundamental principles of human rights.**
  1. Know the human rights, namely those enshrined in the Universal Declaration of Human Rights and in the Convention on the Rights of the Child.
  2. Give examples of civil and political, economic, social and cultural rights internationally recognised.
  3. Recognise human rights as inalienable, indivisible, interdependent and universal.
  4. Know situations of respect and of disrespect for human rights at local, national and international levels.
  5. Understand that human rights imply duties and responsibilities, both individual and collective.
  6. Take part in the definition of rules of individual and collective action, and in compliance with such rules.

#### Common good, and social and territorial cohesion

- **Understand common good, and social and territorial cohesion as core concepts of social justice.**
  1. Know the meaning of common good.
  2. Value community experience as a factor for promoting common good.
  3. Recognise the search for common good as a shared responsibility.
  4. Understand the notion of territory.
  5. Give examples of types of relationship with the territory aimed at promoting common good.
  6. Understand a notion of social cohesion.

## **Building social justice**

- **Understand social justice as a process that requires continuous efforts from all people, institutions and communities.**
  1. Understand a notion of social inclusion.
  2. Show sensitivity towards situations of injustice, inequality and lack of freedom.
  3. Understand the meaning of social justice.
  4. Value equal opportunities as a fundamental principle of social justice.
  5. Identify situations of disrespect or denial of social justice at local, national and international levels.
  6. Identify institutions for the promotion of justice, namely national and international courts.
  7. Know current examples of actions to promote social justice relating to different contexts.

## Theme 5

### Global Citizenship

#### The planetary community

- **Understand humanity as part of the planet and the universe.**

1. Understand the notion of biodiversity.
2. Give examples on the diversity of living beings, and their habitats on a global scale.
3. Identify features that distinguish human beings from other living beings.
4. Recognise common features to all living beings.
5. Identify basic elements of the physical environment that contribute to the balance of human life and of other living beings.
6. Present situations that indicate a need for balance between the various elements of nature.
7. Reflect on the results of various types of interaction between humans and the rest of nature.
8. Exemplify actions of human beings that can affect biodiversity.
9. Develop awareness of the need to care for and preserve human life and the rest of nature.
10. Recognise the Earth as our common home.

#### Building a just, sustainable world society

- **Understand the building of ethical and civic commitments as a condition to create a just, sustainable world society.**

1. Explain the meaning of a sustainable global society.
2. Understand the building of a just and sustainable world society as a goal to be achieved.
3. Give examples of unsustainable production and consumption practices and lifestyle patterns at local, national and international levels.
4. Identify common goods of humanity.
5. Value the preservation and sharing of the common goods of humanity as sustainability and dialogue factors between peoples and cultures.
6. Show sustainable consumption habits and lifestyle patterns.
7. Develop awareness of the interests and needs of others in making collective decisions.
8. Understand the notion of global citizenship.

## **Participation and co-responsibility**

- **Recognise the role of several kinds of actors in taking up different forms of participation and co-responsibility in building global citizenship.**
  1. Identify the roles of several kinds of actors (individual and collective) in terms of responsibility for promoting well-being, at local, national and worldwide levels.
  2. Acquire the notion of the political dimension of life in society.
  3. Take up one's share of responsibility in promoting well-being at school, in the family and in the local community.
  4. Give examples of types of participatory and co-responsible actions from citizens and from various institutions that can contribute to addressing problems and conflicts at local, national and worldwide levels.
  5. Take part in individual and collective initiatives to address situations opposite to justice and sustainability.



## Theme 6

### Peace

#### Peace building

- **Understand that peace building requires continued efforts from all the people, institutions and communities.**
  1. Know the concept of peace.
  2. Understand that the absence of war does not mean peace.
  3. Value the benefits of peace.
  4. Understand peace as the result of an on-going process of personal and group building.
  5. Identify examples of past and current peace building.
  6. Take part in peaceful processes for the resolution of conflicts through dialogue, negotiations and compromise.

#### Situations of insecurity, violence, war and lack of peace

- **Understand the various types of situations of insecurity, violence, war and lack of peace.**
  1. Distinguish different forms of insecurity, violence and war.
  2. Identify different situations of insecurity, violence and war, both from individual and collective points of view.
  3. Identify the causes of different situations of insecurity, violence and war.
  4. Develop awareness of negative effects of situations of insecurity, violence and war.

#### Peace, human rights, democracy and development

- **Understand the interdependence among peace, human rights, democracy and development.**
  1. Recognise peace as a necessary condition for economic, social, cultural and political well-being.
  2. Understand the importance of the recognition of human rights to foster peace situations.
  3. Understand the notion of democracy.
  4. Take part in actions that promote peace atmosphere and democracy at school and in the community.
  5. Give examples of concrete actions that can contribute to the achievement of the UN Sustainable Development Goals of the 2030 Agenda.

## **3<sup>rd</sup> CYCLE OF BASIC EDUCATION**

Themes

Subthemes

Goals

Performance Descriptors

## Theme I

### Development

#### Perspectives and core concepts associated with development

- **Understand the development in its historical context, as well as the main associated concepts and indicators.**
  1. Recognise economic, social, cultural and political well-being, and plural participation as fundamental elements of development.
  2. Understand the concept of economic growth.
  3. Distinguish development from economic growth and from the notion of linear progress.
  4. Recognise development as a right of everyone and all peoples.
  5. Recognise development as an open concept, under construction.
  6. Know different views and perspectives on development in different regions of the world.
  7. Characterise the concepts of Human Development, Sustainable Development and Community Development.
  8. Identify indicators associated with the key concepts of development.
  9. Relate the main indicators of development to the realities of different countries.

#### International Cooperation

- **Critically reflect on the conceptions, practices and main actors of international cooperation.**
  1. Understand the concept of international cooperation.
  2. Relate social and economic inequalities to international cooperation.
  3. Distinguish international development cooperation from humanitarian aid.
  4. Distinguish different forms of international cooperation.
  5. Know international cooperation agencies.
  6. Identify concrete initiatives for international cooperation.
  7. Relate the principles of international cooperation to their concrete practices.
  8. Analyse strengths and weaknesses of concrete initiatives for international cooperation.

## **Cultural diversity and world views**

- **Value the diversity of cultures, societies and world views, awarding them an equitable relevance.**
  1. Understand the notion of culture.
  2. Recognise the multi-ethnic and multicultural nature of societies.
  3. Identify places and relational contexts for the construction of belonging and of individual and collective identities.
  4. Become aware of the existence of different world views.
  5. Understand the meaning of belonging to various communities.
  6. Identify tensions arising from the existence of different points of view in society.
  7. Analyse current problems of the world from different cultural perspectives.
  8. Show willingness to learn from the experiences of others.
  9. Take part in situations of interaction with people from a different cultural background.

## **Views of the future, alternatives and social change**

- **Critically reflect on ways of action aiming social change and contributing to improve the quality of life of all people.**
  1. Commit to the promotion of collective well-being.
  2. Realise that individual and collective actions have consequences in social change processes.
  3. Understand counterculture as a booster of social change.
  4. Value the role of the participation of individuals and communities in processes for promoting economic, social, cultural and political well-being.
  5. Know the main actors of social change processes at local and global level.
  6. Recognise one's role as a participant in development processes at local and global scale.
  7. Discuss changes required for improving collective well-being in the local community and in society.
  8. Take part in actions aimed at improving collective well-being, and at building more equitable and sustainable societies.

## Theme 2

### Interdependence and Globalisation

#### Interdependence and dialectical relationships between global and local

- **Understand the interrelationships among people, places, economies and environments, from local to global and vice versa.**
  1. Identify global events and actions.
  2. Present local events and actions with global impacts.
  3. Identify problems that affect humanity, that are common to different places on the planet.
  4. Give examples of interdependence between countries and economies.
  5. Reflect on the influence of the global dimension on local events and actions, and vice versa.
  6. Identify influences of the global dimension in building individual and collective identities.
  7. Reflect on the influence that personal and collective action can have beyond the local level.
  8. Understand interrelationship processes between people and peoples, as the basic element of human history.

#### Globalisation and the growing complexity of human societies

- **Relate globalisation to the processes of growing interdependence and complexity of societies.**
  1. Recognise features of globalisation in various dimensions of contemporary societies (economic, financial, social, cultural and political).
  2. Present technological, economic, political and cultural factors that were at the root of the current globalisation.
  3. Develop awareness of the growing influence of globalisation on specific aspects of people's lives (work, consumption, leisure, ...).
  4. Reflect on the consequences of the unequal access and use of technology that enables remote information and communication between people and organisations.
  5. Relate globalisation to the intensification of global flows of goods, services, capital, people and information.
  6. Characterise migration within the current context of globalisation.
  7. Critically reflect on the consequences of globalisation in development asymmetries in the present world.
  8. Reflect on the importance of freedom of choice towards the influences of globalisation on people's everyday life.

## **Transnationalisation and global scale governance**

- **Critically analyse transnational governance mechanisms.**
  1. Know the concept of governance.
  2. Understand the role of governance in the search for solutions to common issues.
  3. Identify governance entities on a global scale.
  4. Know regional international organisations (EU, Mercosur, African Union, ASEAN, ...) that influence governance on a global scale.
  5. Know international governance organisations on a global scale (UN, World Bank, IMF, WTO, ...).
  6. Explain current development challenges that bring up the need for governance mechanisms on a global scale.
  7. Understand the role of Information and Communication Technologies in the creation of interactive virtual communities, within the scope of governance on a global scale.

## Theme 3

### Poverty and Inequalities

#### Enrichment and impoverishment

- **Understand the interdependence between enrichment and impoverishment processes.**
  1. Know the concepts of poverty and wealth in their various dimensions, and in their individual and social expressions.
  2. Realise that the situations of wealth and poverty can be translated into imbalances in society in terms of satisfaction of human needs.
  3. Know historical cases that illustrate simultaneous processes of impoverishment of certain sections of the population and enrichment of others.
  4. Understand that impoverishment and enrichment processes depend on many different factors (individual, social, cyclical, structural, ...) that interact with each other.
  5. Critically reflect on the causes of poverty.

#### Inequalities, poverty and social exclusion

- **Understand the interdependence among inequalities, poverty and social exclusion.**
  1. Know the notions of economic and social inequality and social exclusion, in their individual and collective expressions.
  2. Develop awareness of different types of inequalities in various contexts.
  3. Identify examples of how poverty and social exclusion can be mutually supportive and reproduce a system of social inequalities.
  4. Identify examples – depending on the times and society – of the trend for increasing or decreasing economic and social inequalities.
  5. Know the causes and consequences of social inequalities, currently and in different contexts.
  6. Relate the concept of poverty to that of social exclusion.
  7. Understand a notion of circles of poverty and social exclusion.
  8. Know poverty indicators.
  9. Reflect on the influence of economic, social, cultural and political contexts in maintaining or eradicating situations of poverty and social exclusion.

## **Fight inequalities, poverty and social exclusion**

- **Recognise the respect for human rights as essential for implementing coherent policies to fight inequalities, poverty and social exclusion.**
  1. Recognise the right of all people to live in a world without poverty.
  2. Exemplify the difficulties for people and local communities to break the poverty circles in which they are involved.
  3. Distinguish poverty mitigation actions from actions that help reverse the poverty and social exclusion circles.
  4. List measures to combat inequalities, poverty and social exclusion, within the scope of public policies.
  5. Know the action of civil society organisations and of other agents in preventing and combating poverty and social exclusion.
  6. Know the role of the UN and of other international organisations in the prevention and fight against poverty.
  7. Give examples of forms of individual and collective action to tackle inequality, poverty and social exclusion.
  8. Know the role of reporting and of other forms of individual and collective action to tackle inequality, poverty and social exclusion.
  9. Reflect on the possibilities of individual choice of actions towards concrete situations of inequality, poverty and social exclusion.
  10. Take part in activities that promote the fight against poverty and social exclusion.



## Theme 4

### Social Justice

#### Rights, duties and responsibilities

- **Understand the connection among rights, duties and responsibilities, and their relationship with the fundamental principles of human rights.**
  1. Historically frame the creation of the Universal Declaration of Human Rights and of other fundamental documents arising from it.
  2. Value the journey made by humanity in the consecration of human rights (civil and political, economic, social and cultural, and collective or solidarity rights).
  3. Explain the inalienable, indivisible, interdependent and universal nature of human rights.
  4. Know past or current situations of respect or disrespect for human rights (civil and political, economic, social and cultural, and collective or solidarity rights).
  5. Give examples of the exercise of individual and collective responsibilities for the protection of the rights of all individuals, communities and peoples.
  6. Develop awareness of individual and collective responsibility for promoting human rights of all individuals, communities and peoples.
  7. Relate justice to equal duties and rights of all citizens, and to other values and principles of human rights.
  8. Recognise the consecration of citizens' rights and duties, as well as basic principles of justice, in the Portuguese Constitution.
  9. Recognise that human rights are a permanent and unfinished construction, for which each one must contribute.

#### Common good, and social and territorial cohesion

- **Understand common good, and social and territorial cohesion as core concepts of social justice.**
  1. Recognise the search for common good as a shared responsibility.
  2. Relate the search for common good to the exercise of universally recognised rights.
  3. Understand the concepts of social cohesion and territorial cohesion.
  4. Identify past or current examples of social disruption or territorial conflict.
  5. Recognise the role of solidarity as a key instrument for the interpretation and enforcement of human rights.

6. Value the importance of strengthening social bonds in promoting social and territorial cohesion.
7. Relate justice to a set of principles and legitimated social rules for promoting social welfare.
8. Know the meaning of social justice.
9. Recognise that different social and territorial contexts require different responses in order to ensure equal opportunities.

### **Building social justice**

- **Understand social justice as a process that requires continuous efforts from all people, institutions and communities.**
  1. Recognise the role of human rights and social justice in ensuring equality, dignity and integrity of people.
  2. Discuss situations and contexts that contribute to disrespecting or denying social justice.
  3. Know historical processes and key personalities that marked the construction of social justice.
  4. Recognise obstacles in building social justice.
  5. Understand the role of different institutions in the promotion of justice, in particular national and international courts.
  6. Know the defence mechanisms of justice, such as complaints and appeals, at national and international levels.
  7. Know the role of the Ombudsman as a human rights institution.
  8. Know initiatives associated with different contexts that contribute to the achievement of social justice.
  9. Develop awareness of one's role in promoting social justice at local and global levels.
  10. Take part in actions against discrimination, inequality and injustice, at local and global levels.

## Theme 5

### Global Citizenship

#### The planetary community

- **Understand humanity as part of the planet and the universe.**
  1. Explain what biodiversity is.
  2. Give a definition of ecosystem.
  3. Explain causes and consequences of changes to the dynamic balance of ecosystems.
  4. Expose dangers to humanity and the environment resulting from the unsustainable use of natural resources.
  5. Reflect on contradictions between production and consumption practices and lifestyle patterns, and the planetary balance.
  6. Discuss measures to promote biodiversity.
  7. Act aiming at the care and preservation of nature and of the built material heritage.
  8. Value the planetary community as part and responsibility of each one of us.
  9. Recognise the Earth as our common home.

#### Building a just, sustainable world society

- **Understand the building of ethical and civic commitments as a condition to create a just, sustainable world society.**
  1. Explain the concept of sustainability of societies in its various dimensions (environmental, economic and socio-political).
  2. Recognise the construction of a just and sustainable world society as a goal to be achieved.
  3. Expose unsustainable production and consumption practices and lifestyle patterns at local, regional, national and international levels.
  4. Understand the equitable sharing of the common goods of humanity as a condition for building a just and sustainable world society.
  5. Characterise the role of the UN in the building process of global justice.
  6. Show sustainable consumption habits and lifestyle patterns.
  7. Discuss how to overcome situations of social injustice based on cooperation and equity.
  8. Explain fundamental changes in the concept of citizenship across different historical periods.

9. Reflect on the need for the exercise of citizenship going beyond a legal-political status connected to a territory/nation.
10. Understand global citizenship as a new concept, under construction.
11. Recognise global citizenship as an ethical and civic commitment based on the sense of belonging to the planetary community.

### **Participation and co-responsibility**

- **Recognise the role of several kinds of actors in taking up different forms of participation and co-responsibility in building global citizenship.**
  1. Characterise the role of citizens, as well as of civil society organisations, in developing and experiencing global citizenship.
  2. Critically reflect on various types of participation and co-responsibility in the exercise of citizenship at local and global levels.
  3. Recognise the importance of the political dimension of life in society.
  4. Mention agreements and other international instruments related to the scope of construction of global citizenship.
  5. Develop awareness of one's co-responsibility, as a citizen, for the quality of life of current and future generations.
  6. Take part in initiatives to address situations opposite to justice and sustainability at local, regional and global levels.

## Theme 6

### Peace

#### Peace building

- **Understand that peace building requires continued efforts from all the people, institutions and communities.**
  1. Recognise peace as a human right of everyone and all peoples.
  2. Explain that the concept of peace goes beyond the idea of the absence of war.
  3. Perceive peace as a building process that requires a sustained effort, based on understanding and solidarity, and that values the diversity of people, cultures and peoples.
  4. Acquire a notion of culture of peace.
  5. Reflect on the benefits of peace at individual and collective levels.
  6. Know historical processes and key personalities for peace building.
  7. Discuss current situations of insecurity, violence or war and possible strategies to create conditions for peace.
  8. Reflect on the role of cooperation and competition in peace building.
  9. Exemplify forms of conflict prevention and peaceful conflict resolution through cooperation, negotiations, mediation and compromise.
  10. Know the role of the UN and of other international organisations that work towards disarmament and peace promotion.
  11. Develop awareness on individual and collective responsibility for contributing towards peace building.
  12. Act in order to create climates of debate, dialogue, negotiation and compromise.

#### Situations of insecurity, violence, war and lack of peace

- **Understand the various types of situations of insecurity, violence, war and lack of peace.**
  1. Characterise different forms of insecurity, violence, war and lack of peace.
  2. Recognise current expressions of violence on one's day by day.
  3. Distinguish personal violence from structural violence.
  4. Identify examples of situations of personal violence and structural violence.
  5. Reflect on the causes of different situations of lack of peace (power imbalances, lack of respect for diversity, contention over resources, ...).

6. Reflect on the effects of the absence of peace, at individual and collective levels.
7. Understand that violence and war are not inevitable, but a possible consequence of human conduct.
8. Show attitudes of solidarity and cooperation with people in vulnerable situations due to conflicts, violence and wars.

### **Peace, human rights, democracy and development**

- **Understand the interdependence among peace, human rights, democracy and development.**
  1. Recognise peace as a necessary condition for economic, social, cultural and political well-being.
  2. Know the fundamental principles of peace expressed in international human rights documents.
  3. Understand the recognition of human rights as a condition for the construction and sustainability of democracy and peace.
  4. Distinguish representative (or indirect) democracy, from participatory (or semi-direct) democracy.
  5. Reflect on the impact of armed conflicts in the regions and countries development processes and on creating a culture of peace.
  6. Recognise that structural violence has negative effects in terms of satisfaction of basic needs, well-being and social justice.
  7. Discuss the role of eradicating poverty and of development in creating conditions for peace.
  8. Recognise the importance of individual and collective actions in pursuing the UN Sustainable Development Goals of the 2030 Agenda.



## **SECONDARY EDUCATION**

Themes

Subthemes

Goals

Performance Descriptors



## Theme I

### Development

#### Perspectives and core concepts associated with development

- **Understand the development in its historical context, as well as the main associated concepts and indicators.**
  1. Recognise economic, social, cultural and political well-being, and plural participation as fundamental elements of development.
  2. Know the origin, historical background and evolution of the concept of development.
  3. Distinguish development from economic growth and from the notion of linear progress.
  4. Recognise development as a right of everyone and of all peoples.
  5. Characterise the concepts of Human Development, Sustainable Development and Community Development.
  6. Interpret indicators associated with the key concepts of development.
  7. Show interest in the current debates on development.
  8. Relate the concept of development to the specific realities, needs and potential of different countries.
  9. Critically discuss current views and proposals on the concept of development.

#### International Cooperation

- **Critically reflect on the conceptions, practices and main actors of international cooperation.**
  1. Understand the concept of international cooperation.
  2. Know the origin and historical path of the concept of international cooperation.
  3. Distinguish international development cooperation from humanitarian aid.
  4. Distinguish different forms of international cooperation.
  5. Characterise the role of the main actors of international cooperation.
  6. Critically reflect on the coherence of the actions of the main actors of international cooperation.
  7. Present concrete initiatives for international cooperation.
  8. Analyse strengths and weaknesses of concrete initiatives for international cooperation.
  9. Critically reflect on the impact of international cooperation in development processes.

## **Cultural diversity and world views**

- **Value the diversity of cultures, societies and world views, awarding them an equitable relevance.**
  1. Analyse the concept of culture in its many dimensions.
  2. Recognise that individual and collective identities are developed from a variety of places and relational contexts.
  3. Recognise that different cultures and world views suppose different ways of understanding development.
  4. Recognise the importance of respecting and appreciating cultural diversity in development processes.
  5. Analyse situations that reveal how cultural ethnocentrism conditions the development processes of peoples.
  6. Reflect on social tensions and conflicts in contexts of interaction between nations, cultures, and ethnic and religious groups.
  7. Take part in situations of interaction with people from a different cultural background.
  8. Understand the role of intercultural dialogue in creating sustainable local and global social change.

## **Views of the future, alternatives and social change**

- **Critically reflect on ways of action aiming social change and contributing to improve the quality of life of all people.**
  1. Value the role of the participation of individuals and communities in processes for promoting economic, social, cultural and political well-being.
  2. Understand counterculture as a booster of social change.
  3. Critically reflect on the role of the main actors of social change processes at local and global levels.
  4. Discuss necessary changes at school, in the local community and in the world that one wants to build.
  5. Take part in actions aimed at improving collective well-being, and at building more equitable and sustainable societies.
  6. Take up personal commitments coherent with collective well-being, and with the construction of more equitable and sustainable societies.

## Theme 2

### Interdependence and Globalisation

#### Interdependence and dialectical relationships between global and local

- **Understand the interrelationships among people, places, economies and environments, from local to global and vice versa.**
  1. Explain features of events and actions on the global stage.
  2. Present local events and actions with impacts at a global level.
  3. Relate problems that affect humanity, that are common to different places on the planet.
  4. Discuss current situations of interdependence between countries and economies, and their consequences.
  5. Reflect on the influence of the global dimension on local events and actions, and vice versa.
  6. Recognise influences of the global dimension in building individual and collective identities.
  7. Reflect on the influence that personal and collective actions can have beyond the local level.
  8. Give examples of current forms of interdependence among countries, at technological, economic, political and cultural levels.
  9. Critically reflect on the relationship between the interdependence of economies and cultures, and sustainable development.

#### Globalisation and the growing complexity of human societies

- **Relate globalisation to the processes of growing interdependence and complexity of societies.**
  1. Understand globalisation as a multidimensional concept.
  2. Present technological, economic, political and cultural factors that were at the root of the current globalisation.
  3. Explain the process of the growing influence of globalisation on specific aspects of people's lives, and on the organisation of society (work, consumption, leisure, ...).
  4. Discuss the consequences of inequalities in access to knowledge, and in the use of technology to facilitate relationships between geographically dispersed people and organisations.
  5. Relate globalisation to the intensification of global flows of goods, services, capital, people and information.
  6. Characterise migrations within the current context of globalisation.
  7. Discuss contradictory consequences of the current globalisation process (homogenization versus differentiation and fragmentation, inclusion versus exclusion, ...).

8. Reflect on the importance of freedom of choice towards the influences of globalisation on people's everyday life.
9. Analyse the feasibility of human and sustainable development within the context of current globalisation.

### **Transnationalisation and global scale governance**

- **Critically analyse transnational governance mechanisms.**
  1. Relate governance to the appreciation of citizenship and social justice.
  2. Characterise institutions and other governance entities on a global scale, within the political and economic spheres.
  3. Critically analyse the role of regional international organisations (EU, Mercosur, African Union, ASEAN,...) upon governance on a global scale.
  4. Discuss the challenges that globalisation poses to international governance organisations on a global scale (UN, World Bank, IMF, WTO, ...).
  5. Critically reflect on the action of national states in the governance of globalisation, towards the challenges of a more equitable and sustainable development.
  6. Identify transnational governance mechanisms based on the action of institutions and other private entities (companies and civil society organisations).
  7. Characterise the role of alter-globalisation social movements upon governance on a global scale.
  8. Discuss the current intervention of different transnational governance mechanisms in promoting welfare and social justice on a global scale.
  9. Critically reflect on the role of interactive virtual communities within the scope of governance at global level.
  10. Discuss ways of citizen participation in governance on a global scale.

## Theme 3

### Poverty and Inequalities

#### Enrichment and impoverishment

- **Understand the interdependence between enrichment and impoverishment processes.**
  1. Critically reflect on the concepts of poverty and wealth in their various dimensions, and in both their individual and social expressions.
  2. Discuss the relationship between impoverishment and enrichment in a world of limited resources.
  3. Reflect on the limits to the growth of wealth as a guarantor of equity and sustainability.
  4. Characterise historical cases that illustrate simultaneous processes of impoverishment of certain sections of the population and enrichment of others.
  5. Give examples that show that context conditions (individual and collective, at political, economic, cultural levels, ...) can lead to maintaining the enrichment or impoverishment circles of people, regions or countries.
  6. Understand that the processes of impoverishment and enrichment depend on many factors (individual, social, cyclical, structural, ...) that interact with each other.
  7. Discuss different views on the causes of poverty.

#### Inequalities, poverty and social exclusion

- **Understand the interdependence among inequalities, poverty and social exclusion.**
  1. Recognise poverty and social exclusion as threats to human dignity, to the exercise of citizenship and to social cohesion.
  2. Develop awareness of concrete situations of social inequalities at local, national and global levels.
  3. Understand how various types of inequality are interrelated and can mutually reinforce one another.
  4. Know the causes and consequences of social inequalities, currently and in different contexts.
  5. Explain the concepts of poverty and social exclusion circles.
  6. Interpret data related to indicators on poverty at local, national and global levels.
  7. Discuss the influence of economic, social, cultural and political contexts in maintaining or eradicating situations of poverty and social exclusion.

## **Fight inequalities, poverty and social exclusion**

- **Recognise the respect for human rights as essential for implementing coherent policies to fight inequalities, poverty and social exclusion.**
  1. Recognise the right of all people to live in a world without poverty.
  2. Discuss the possibility of eradicating poverty in the world.
  3. Reflect on the effects in the short, medium and long term, of poverty mitigation actions.
  4. Explain measures to combat inequalities, poverty and social exclusion, within the scope of public policies.
  5. Discuss the role of public policies and the need for coherent policies in the fighting inequality, poverty and social exclusion.
  6. Know the action of civil society organisations and of other actors in preventing and combating poverty and social exclusion.
  7. Characterise the role of the UN and of other international organisations in the prevention and fight against poverty.
  8. Reflect on the importance of reporting and of other forms of individual and collective action to tackle inequality, poverty and social exclusion.
  9. Develop awareness of the personal and collective power and responsibility in creating conditions to combat inequalities, poverty and social exclusion.
  10. Reflect on the possibilities of personal choices in acting towards concrete situations of inequality, poverty and social exclusion.
  11. Take part in activities that promote the fight against poverty and social exclusion.

## Theme 4

### Social Justice

#### Rights, duties and responsibilities

- **Understand the connection among rights, duties and responsibilities, and their relationship with the fundamental principles of human rights.**
  1. Know the Universal Declaration of Human Rights and other subsequent fundamental documents that fall under human rights.
  2. Value the journey made by humanity in the consecration of human rights (civil and political, economic, social and cultural, and collective or solidarity rights).
  3. Reflect on the inalienability, indivisibility, interdependence and universality of human rights.
  4. Relate situations of respect or disrespect for human rights to the exercise of individual and collective responsibilities.
  5. Give examples of the exercise of individual and collective responsibilities for the protection of the rights of all individuals, communities and peoples.
  6. Discuss the existence of conflicts between rights in the field of their implementation at national and international levels.
  7. Recognise the exercise of individual and collective responsibilities, in promoting social justice as an ethical commitment that is beyond the rules on rights and duties.
  8. Present individual and collective rights enshrined in the Portuguese Constitution.
  9. Recognise that human rights are a permanent and unfinished construction, for which each one must contribute.

#### Common good, and social and territorial cohesion

- **Understand common good, and social and territorial cohesion as core concepts of social justice.**
  1. Assert the search for the common good as a shared responsibility.
  2. Explain the concepts of social cohesion and territorial cohesion.
  3. Recognise social justice as an ethical commitment aimed at promoting and strengthening the common good, and social and territorial cohesion.
  4. Recognise that situations of social disruption and/or territorial conflict are directly linked to the disregard for the principles of equality and solidarity, among others.
  5. Understand the role of building equitable and solidary relations in promoting social and territorial cohesion.

6. Reflect on the role of solidarity as a key instrument for the interpretation and enforcement of human rights.
7. Understand equality and equity as fundamental principles for the promotion of social justice and solidarity.
8. Recognise that enforcing the principle of equity implies the adoption of different answers depending on the different contexts and situations.

### **Building social justice**

- **Understand social justice as a process that requires continuous efforts from all people, institutions and communities.**
  1. Recognise the role of human rights and social justice in ensuring equality, dignity and integrity of people.
  2. Critically address situations and contexts that contribute to disrespecting or denying social justice.
  3. Value historical processes and key personalities that marked the construction of social justice.
  4. Discuss obstacles in building social justice and possible ways to overcome them.
  5. Understand the role of different institutions in the promotion of justice, in particular of national and international courts.
  6. Know the defence mechanisms of justice, such as complaints and appeals, at national and international levels.
  7. Know the role of the Ombudsman as a human rights institution.
  8. Discuss measures to promote social justice in the context of public policies.
  9. Analyse initiatives associated with different contexts that contribute to the achievement of social justice.
  10. Reflect on the personal and collective power and responsibility in creating conditions for building social justice.
  11. Identify individual and collective choices that contribute towards preventing and combating social practices of injustice and inequality.
  12. Develop awareness of one's role in promoting social justice at local and global levels.
  13. Take part in actions against discrimination, inequality and injustice, at local and global levels.



# Theme 5

## Global Citizenship

### The planetary community

- **Understand humanity as part of the planet and the universe.**
  1. Explain what biodiversity is.
  2. Recognise the importance of the dynamic balance of ecosystems for the sustainability of life on Earth.
  3. Expose some dangers to humanity and to the environment as a result of the unsustainable use of natural resources.
  4. Analyse environmental disturbances caused by human activity.
  5. Identify continuities and changes in production and consumption practices, and in lifestyle patterns, that are required for achieving planetary balance.
  6. Discuss options available for the conservation of ecosystems, and their contribution to respond to human needs.
  7. Relate the exercise of global citizenship to respect and care for humanity and the rest of nature.
  8. Act aiming at the care and preservation of nature and of built material heritage.
  9. Value the planetary community as part and responsibility of each one of us.

### Building a just, sustainable world society

- **Understand the building of ethical and civic commitments as a condition to create a just, sustainable world society.**
  1. Analyse the concept of sustainability of societies in its various dimensions (environmental, economic, social and political).
  2. Take up the construction of a just and sustainable world society as a goal to be achieved.
  3. Explain the meaning of an equitable sharing of the common goods of humanity, in order to build a just and sustainable world society.
  4. Relate the exercise of global citizenship to the equitable sharing of the common goods of humanity.
  5. Discuss the most significant threats and global challenges of our time for building a just and sustainable world society.
  6. Identify actions, agreements and other international instruments to reverse the most significant threats, and to face the challenges for building a just and sustainable world society.
  7. Discuss the role of the UN in the building process of global justice.
  8. Relate the evolution of the concept of citizenship to changes occurred over different historical periods.

9. Reflect on the need for the exercise of citizenship going beyond a legal-political status linked to the territory/nation.
10. Understand global citizenship as a new concept under construction.
11. Relate the exercise of global citizenship to the construction and sustainability of democracies.
12. Recognise global citizenship as an ethical and civic commitment based on the sense of belonging to the planetary community.

### **Participation and co-responsibility**

- **Recognise the role of several kinds of actors in taking up different forms of participation and co-responsibility in building global citizenship.**
  1. Recognise the power and responsibility of citizens in developing and experiencing citizenship in its various contexts.
  2. Develop awareness of the importance of acting in the political dimension of life in society.
  3. Discuss the power and specific responsibilities of civil society organisations and other institutions in developing and experiencing global citizenship.
  4. Mention agreements and other international instruments related to the construction of global citizenship.
  5. Discuss the role of the UN and of other international organisations in the creation of global governance mechanisms.
  6. Relate the importance of global citizenship to issues of development, justice and world peace.
  7. Critically reflect on the interdependence between personal and collective choices and public policies in building a planetary community.
  8. Relate the multi-affiliations of citizens to different forms of participation and co-responsibility.
  9. Take part in actions to promote global citizenship in different contexts.

# Theme 6

## Peace

### Peace building

- **Understand that peace building requires continued efforts from all the people, institutions and communities.**
  1. Recognise peace as a human right of everyone and all peoples.
  2. Distinguish positive peace from negative peace.
  3. Perceive peace as a building process that requires a sustained effort, based on understanding and solidarity, and that values the diversity of people, cultures and peoples.
  4. Explain the notion of culture of peace.
  5. Understand that it is possible to live in a world where relationships between people and peoples are based on a culture of peace.
  6. Discuss the role of cooperation and competition in peace building.
  7. Discuss forms of conflict prevention and peaceful conflict resolution through cooperation, negotiations, mediation and compromise.
  8. Know the role of the UN and of other international organisations that work towards disarmament and peace promotion.
  9. Analyse the use of force under international law, as a last resource to building world peace.
  10. Discuss possible limits of peaceful action, including the right to insurrection of peoples against all forms of oppression.
  11. Act to create climates of debate, dialogue, negotiation and compromise.
  12. Take part in citizen actions for holding decision-makers accountable for the promotion of peace.

### Situations of insecurity, violence, war and lack of peace

- **Understand the various types of situations of insecurity, violence, war and lack of peace.**
  1. Relate different situations and forms of insecurity, violence, war and lack of peace.
  2. Critically reflect on different current expressions of violence on a day by day, and their effects at individual and collective levels.
  3. Discuss the role of structural violence in international conflicts.
  4. Discuss the role of the arms industry in situations of armed conflicts and war.
  5. Reflect on the causes of different situations of lack of peace (power imbalances, lack of respect for diversity, contention over resources, ...).

6. Reflect on the effects of the absence of peace, at individual and collective levels.
7. Understand that violence and war are not inevitable, but a possible consequence of human conduct.
8. Show attitudes of solidarity and cooperation with people in vulnerable situations due to conflicts, violence and wars.

### **Peace, human rights, democracy and development**

- **Understand the interdependence among peace, human rights, democracy and development.**
  1. Value building a culture of peace as a promoter of social justice and development.
  2. Know the fundamental principles of peace expressed in international human rights documents.
  3. Understand the recognition of human rights as a condition for the construction and sustainability of democracy and peace.
  4. Distinguish representative (or indirect) democracy from participatory (or semi-direct) democracy.
  5. Value the exercise of representative democracy and of participatory democracy as a promoter of peace.
  6. Reflect on the impacts of armed conflicts in the regions and countries development processes, and in the creation of a culture of peace.
  7. Explain the negative consequences of structural violence in terms of satisfaction of basic needs, well-being and social justice.
  8. Discuss the role of eradicating poverty and of development in creating conditions for peace.
  9. Reflect on the role of the UN Sustainable Development Goals of the 2030 Agenda, in face of the challenges of peace and development worldwide.



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## V. WEBSITES RELATED TO DEVELOPMENT EDUCATION<sup>6</sup>

Camões – Instituto da Cooperação e da Língua (Educação para o Desenvolvimento)

[Camões – Institute for Cooperation and Language (Development Education)]

<http://www.instituto-camoes.pt/sociedade-civil/educacao-para-o-desenvolvimento>

CIDAC – Centro de Intervenção para o Desenvolvimento Amílcar Cabral

[CIDAC – Amílcar Cabral Centre for Intervention on Development]

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

Direção-Geral da Educação (Educação para o Desenvolvimento)

[Directorate-General for Education (Development Education)]

<http://www.dge.mec.pt/educacao-para-o-desenvolvimento>

Fundação Gonçalo da Silveira

[Gonçalo da Silveira Foundation]

<http://fgs.org.pt/conheca-os-projetos/>

AIDGLOBAL – Ação e Integração para o Desenvolvimento Global

[AIDGLOBAL – Action and Intervention for Global Development]

<http://www.aidglobal.org/#d-0-39>

Blogue dos Grupos de Trabalho da Plataforma das ONGD (Grupo de Trabalho de Educação para o Desenvolvimento)

[Blog of the Working Groups of the NGDO Platform (Development Education Working Group)]

<http://www.gtplataformaongd.pt/p/ed-publicacoes.html>

Centro Norte-Sul do Conselho da Europa (European Centre for Global Interdependence and Solidarity)

[North-South Centre of the Council of Europe (European Centre for Global Interdependence and Solidarity)]

<http://www.coe.int/t/dg4/nscentre/>

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<sup>6</sup> Websites available on December 10, 2015.

Comissão Europeia (Development Education and Awareness-Raising)

[European Commission (Development Education and Awareness-Raising)]

[https://ec.europa.eu/europeaid/sectors/human-rights-and-governance/development-education-and-awareness-raising\\_en](https://ec.europa.eu/europeaid/sectors/human-rights-and-governance/development-education-and-awareness-raising_en)

Conectando Mundos

[Connecting Worlds]

<http://www.conectandomundos.org/pt/>

DEEEP Project – Developing Europeans’ Engagement for the Eradication of Global Poverty

<http://deep.org/>

DevelopmentEducation.ie

<http://www.developmenteducation.ie/>

Development Education Research Centre

<http://www.ioe.ac.uk/research/150.html>

Educación Global Research

[Global Education Research]

<http://educacionglobalresearch.net/>

EDUCASOL - Plateforme française d’éducation au développement et à la solidarité internationale

[EDUCASOL – French Platform for Development Education and International Solidarity]

<http://www.educasol.org/>

EscolaMundo

<http://escolamundo.org/>

GENE - Global Education Network Europe

<http://gene.eu/>

Global Dimension... the world in your classroom

<http://globaldimension.org.uk/>

Global Education

<http://www.globaleducation.edu.au/>

Global Education Magazine

<http://www.globaleducationmagazine.com/>

Instituto Hegoa (Educación para el Desarrollo)

[Hegoa Institute (Development Education)]

<http://www.hegoa.ehu.es/es/educacion>

Irish Development Education Association

<https://www.ideaonline.ie/>

Kaidara

<http://www.kaidara.org/>

M-Igual?

<http://m-igual.org/>

Movimiento por la Educación Transformadora y la Ciudadanía Global

[Movement for Transformative Education and Global Citizenship]

<http://www.educaciontransformadoraglobal.org/index.php/promoviendo/>

Oxfam Education

<http://www.oxfam.org.uk/education>

Red de educadores y educadoras para una ciudadanía global

[Educators Network for Global Citizenship]

<http://www.ciudadaniaglobal.org/>

REDEC – Portal Educativo da *Fundación Entreculturas*

[REDEC – Educational Portal of the Entreculturas Foundation]

<http://www.redec.es/es/redec/home>

Red EDUKALBOAN

[EDUKALBOAN Network]

<http://edukalboan.alboan.org/>

Policy & Practice: A Development Education Review

<http://www.developmenteducationreview.com/about>

Sinergias: diálogos educativos para a transformação social

[Sinergias: educational dialogues for social change]

<http://www.sinergiased.org/index.php/revista>

TICambia

<http://www.ticambia.org/>

UNESCO

<http://en.unesco.org>

UNICEF (TeachUNICEF)

<http://teachunicef.org/>

# Global Citizenship

**Social Justice**

**Peace**

**Development**

**Global Citizenship**

**Interdependence and Globalisation**

**Peace**

**Social Justice**

**Development**

**Development**

**Social Justice**

**Peace**

**Poverty and Inequalities**

**Global Citizenship**

**Social Justice**

**Peace**

**Interdependence and Globalisation**