## National Strategy for Development Education 2018-2022

The National Strategy for Development Education (ENED) 2018-2022 succeeds the ENED 2010-2016, both having in common being developed through an extensive debate and reflection process, promoted by several public and civil society entities.

The preparation of this Strategy, however, benefited from the experience of implementing the previous Strategy and from its external evaluation process, which recommended "to update the ENED, considering the national and international recognition of its social, political and educational relevance", as well as from the changes in a wider context, as the approval of the Sustainable Development Goals (SDGs) in 2015.

ENED 2018-2022 includes four dimensions:

**International and national institutional framework**, in which the official reference documents in force on Development Education (DE) are identified;

**Conceptual framework,** jointly revisited, in which the main DE concepts are presented;

**Framework for action**, in which the methodologic and contextual factors that frame DE initiatives are determined, namely the principles, scope, types and actors;

**Strategic framework**, in which the objectives and corresponding measures to guide ENED's implementation are presented.

As in the past, the ENED reference document is complemented by an Action Plan, which is an integral part of the Strategy.

### ENED methodology and drafting process

The methodology adopted for formulating this Strategy was based on a collective and participatory process, with the support of a team contracted to facilitate and draft the Strategy.

The drafting process of the 2018-2022 Strategy was launched, defined and guided by the ENED 2010-2016 Monitoring Commission (MC), composed of Camões I.P., the Directorate-General for Education (DGE), the Portuguese Platform of NGDOs (PPNGDO) and the NGDO Amílcar Cabral Centre for Intervention on Development (CIDAC) as a member of GENE - Global Education Network Europe. Sixteen public institutions and civil society organisations participated in the process.

| Public Institutions | Civil Society Organisations |
| --- | --- |
| Portuguese Environment Agency, I. P. | Association for Reflection and Intervention in Educational Policies of the Higher Education Schools (ARIPESE) |
| High Commission for Migration, I. P. | Portuguese Association for Local Development (ANIMAR) |
| Camões, Language and Cooperation Institute, I.P. | Teachers Association for Intercultural Education(APEDI) |
| UNESCO National Commission | Amílcar Cabral Centre for Intervention on Development (CIDAC) |
| Commission for Citizenship and Gender Equality | Portuguese Confederation for Environmental Protection (CPADA) |
| Directorate-General for Education (DGE) | National Youth Council (CNJ) |
| Portuguese Institute for Sports and Youth, I. P. | Portuguese Platform of NGDOs (PPONGD) |
| Intermunicipal Network for Development Cooperation – Association of Municipalities (ARICD) | Portuguese Platform for Women's Rights (PpDM) |

### Conceptual framework
#### What is Development Education

Within the framework of the ENED 2018-2022, DE is understood as a process of lifelong learning, committed to the integral education of people, the development of critical and ethically informed thinking, and citizen participation. The ultimate goal of this process is social transformation towards the prevention and combating of social inequalities, namely inequalities between women and men, the fight against discrimination, the promotion of well-being in its multiple dimensions, inclusion, interculturality, social justice, sustainability, solidarity and peace, at both local and global levels.

DE focuses on problematising development issues (concepts, models, policies and practices), including the problematisation of development and education concepts; it highlights relationships of interdependence in the international context and specifically addresses power relations and their impact in global, national and local socio-economic asymmetries.
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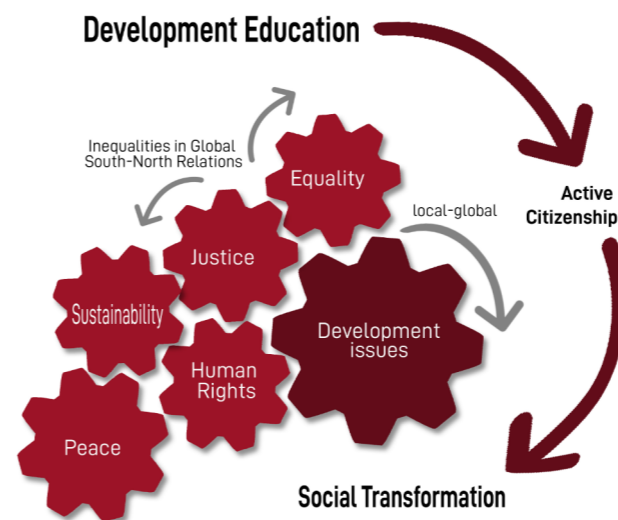


DE thus seeks to promote the awareness and mobilisation of citizens through educational approaches and by focusing on cross-cutting themes to development issues, such as the protection of human rights, the promotion of a culture of peace and democracy, the fostering of social justice, the advocacy for environmental, economic and social sustainability, and as the promotion of interculturality, non-discrimination and gender equality, in order to raising awareness of the pivotal importance of these issues for the well-being of all and as a precondition for sustainable development.

Regarding the methodological elements in the context of DE, it should be noted that "form is also substance" and people are active protagonists in the learning processes. In this sense, DE includes promoting several elements that should be jointly – and not separately – approached:

• critical and ethically committed thinking;

• deconstruction of stereotypes and the defence of non-discrimination, equality and dignity of all, regardless of affiliation, sex, racial or ethnic origin, colour, language, territory of origin, nationality, religion, political or ideological beliefs, education, economic situation, social status or sexual orientation;

• participatory, collaborative and horizontal learning processes aimed at developing autonomy and accountability in learning and action;

• learning that interconnects different knowledge and levels of analysis (local, transnational and global; individual and collective), in a complex and non-linear way, and that promotes intercultural approaches.

DE should not be confused with other types of action, such as development cooperation projects in the education sector (infrastructure, education, training), the collection of funds for any type of organisation and/or for humanitarian and development projects, or institutional information on development activities and actors, among others.

## Framework for action

**The Principles of Action** are coherent with the ultimate goal of DE, and the 2018-2022 Strategy identified, agreed and sought to detail the following:

Coherence
Cooperation
Co-responsibility
Equity
Equality

Social justice
Non-discrimination
Participation
Solidarity

**The Scopes of Action** are part of the educational process throughout life, and shall be construed as complementary and interlinked:

• Formal education
• Non-formal education
• Informal education

**The Forms of Intervention** selected in each learning process depend on the related objectives, engaged actors and scopes of action:

• Awareness-raising and mobilisation
• Pedagogical action
• Coordination for policy improvement

**DE Actors** are multiple and have specific roles in this context, namely in the framework of policy definition, programme planning, financing and implementation of actions, research, evaluation, promotion and dissemination of DE. The 2018-2022 Strategy highlights the following actors and identifies their main functions:

• Schools and educational communities, including all levels and cycles of education, teaching and training.
• Civil society organisations (CSOs) and social movements.
• State bodies and public administration at local, regional and national levels.
• Political parties.
• Companies and business organisations.
• Opinion leaders.

## Strategic framework

ENED 2018-2022 includes four fundamental objectives to be achieved in its five-year period, and continuing the work developed under the previous Strategy.

In order to promote the building of fairer, more solidary, inclusive, sustainable and peaceful societies, the first two objectives are considered as necessary; the last two objectives are regarded as facilitating conditions for the DE process at the national level.
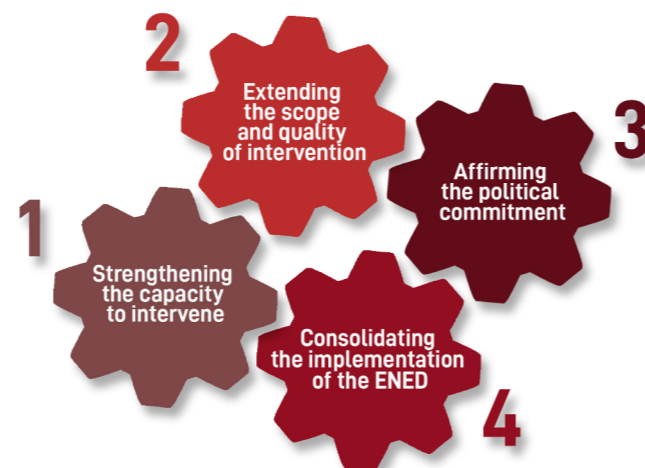


Each Objective is divided into several Measures in order to facilitate its implementation, which is detailed in the Action Plan, signed by the 16 entities that participated in the Strategy's drafting process.

## Objectives and Measures

**1. To reinforce the intervention capacity in Development Education**
1.1 — Training of educational agents
1.2 — Capacity building of organisations in Development Education
1.3 — Production of content and resources for Development Education

**2. To expand the scope and quality of Development Education intervention**
2.1 — Strengthening the integration of Development Education in the education system
2.2 — Strengthening Development Education in non-formal education settings
2.3 — Promotion of coordinated initiatives to improve policies
2.4 — Media engagement
2.5 — International participation

**3. To affirm the importance and promote the mainstreaming of Development Education**
3.1 — Formal recognition of Development Education
3.2 — National articulation in DE decision making
3.3 — International articulation in Development Education
3.4 — Mobilising adequate resources for Development Education action

**4. To consolidate the implementation of the ENED**
4.1 — Institutional model of the National Strategy for Development Education
4.2 — National Strategy for Development Education monitoring system
4.3 — Culture of evaluation in the National Strategy for Development Education

**More information**
https://ened-portugal.pt/

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# National Strategy
## for Development Education
### 2018-2022