

National Strategy for Citizenship Education



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INTRODUCTION

Education and training are the core foundations for the future of the country and its people. The focus of the 21st Constitutional Government on quality education for all requires an intervention taking into account the challenges for education in face of the current society. Issues relating to sustainability, interculturality, equality, identity, participation in democratic life, innovation and creativity are at the heart of the discussion. Providing an environment conducive to learning and the development of skills, where students obtain the multiple literacies they require, schools need reconfiguration to respond to the requirements in the present times of unpredictability and rapid change. The recently adopted document Students' Profile by the End of Compulsory Schooling (Order no. 6478/2017, of 26 July) is a key reference for the development of the curricula and the work carried out in each school, responding to the social and economic challenges of the present world, in line with the development of 21st century skills.

The National Strategy for Citizenship Education (ENEC) includes a set of rights and duties that must be present in citizen education of the Portuguese children and youth. The aim is to have in the future adults with civic conduct that fosters equality in interpersonal relations, the integration of difference, the respect for Human Rights and the enhancement of concepts and values of democratic citizenship, in the framework of the education system, the autonomy of schools and of the curricular documents in force.

The Strategy is anchored in the proposal submitted to the Government in January 2017 by the Working Group on Citizenship Education (hereafter GTEC) appointed by joint decree (Decree no. 6173/2016, published in the D.R., II.^a Series, no. 90, of 10 May 2016) of the Secretary of States for Citizenship and Equality and for Education, mandated to devise a strategy for Citizenship Education to be implemented in schools.

The GTEC was formed by:

Rosa Monteiro, Coordinator (Offices of the Deputy Minister and the Secretary of State for Citizenship and Equality)

Luisa Ucha (Office of the Secretary of State for Education)

Teresa Alvarez (Commission for Citizenship and Gender Equality)

Cristina Milagre (High Commissioner for Migrations, I.P.)

Maria José Neves (Directorate-General for Education)

Manuela Silva (National Coordination of the Network of School Libraries)

Vasco Prazeres (Directorate-General for Health)

Fátima Diniz (National Association of Portuguese Municipalities)

Cristina Vieira (Faculty of Psychology and Education Sciences of Coimbra University)

Luís Miguel Gonçalves (Teacher and Coordinator of the European Projects for Citizenship Education)

Helena Costa Araújo (Faculty of Psychology and Education Sciences of Porto University)

Sofia Almeida Santos (Faculty of Psychology and Education Sciences of Porto University)

Eunice Macedo (Faculty of Psychology and Education Sciences of Porto University).

The Working Group heard the main stakeholders of the promotion of Citizenship Education in the school environment, in particular the students, teachers and representatives of civil society bodies, for reinforcing work principles and practices with schools.

Consequently, three focus groups were held with the strategic partners: one with the teachers from schools with valuable experiences in carrying out Citizenship Education projects; one with the students of the schools with valuable experiences in carrying out Citizenship Education projects; and one with the representatives of ONG platforms or associations and civil society with relevant work carried out in the areas of Citizenship Education.

Since the GTEC was created to give fresh impetus to Citizenship Education, in respect for school autonomy, they were asked, among other things, to submit proposals for the following points:

- Areas of Citizen Education and ways to address them through the curricula of compulsory education in each level and cycle of education;
- Ways to achieve these objectives in the school context;
- Pupil certification in the curricular study of *Citizenship and Development* at the end compulsory education;
- Teacher participation and training;
- Contents for posting on the Citizenship Education Platform.

The present document introduces the core components of the National Strategy for Citizenship Education, designed on the basis of the proposals submitted by the GTEC.

Quality Education is a fundamental human right and an investment for the future. Learning to make informed decisions is learning to exercise democratic citizenship.

The characteristic of unpredictability of the current world poses new challenges for education. Scientific and technological knowledge progresses at such an intense pace that we are faced daily with the exponential growth of information at a global scale. While basic social indicators have improved, globalisation and technological progress have helped to increase inequality of access to fundamental rights.

Today we live in a world facing global problems like climate change, extremism, unequal access to fundamental goods and rights and humanitarian crises, among others. The solution lies with working together, joining forces towards finding the solutions for the threats against humanity.

The future of our planet in social and environmental terms depends on educating citizens with the skills and values for understanding the world around us, and seeking the solutions that contribute to getting us on the track of sustainable and inclusive development.

The proposal submitted by the GTEC recommended reinforcing Citizenship Education from **Pre-school education** to the end of **compulsory education**.

The subject *Citizenship and Development* is a component of the national curriculum and is taught in schools following three complementary approaches: transdisciplinarity in lower primary education, autonomous subject in the upper primary and lower secondary education and a cross-cutting component of the curriculum taught with the input of all subjects and teaching components of upper secondary education.

In addition to the recommendations, the Strategy proposes that in the curricular component of *Citizenship and Development* pupils learn through plural and responsible participation of all in the construction of themselves as citizens and of fairer and more inclusive societies, in a democratic context of respect for diversity and the defence of Human Rights.

Citizenship and Development thus provides the ideal educational space for learning with a three-dimensional impact on the individual's civic stance, and interpersonal, social and intercultural relations.

INTERNATIONAL AND NATIONAL REFERENCE DOCUMENTS

Portugal has undertaken several commitments linked with key documents setting the relevant framework for understanding current outlooks on Citizenship Education and Sustainable Development.

AT INTERNATIONAL LEVEL

European Union:

- Paris Declaration (Declaration on Promoting Citizenship and the Common Values of Freedom, Tolerance and Non-discrimination through Education of 17 March 2015)¹

Council of Europe:

- Charter on Education for Democratic Citizenship and Human Rights Education²
- Competences for Democratic Culture. Living together as equals in culturally diverse democratic societies³

UN/UNESCO

- UN – Universal Declaration of Human Rights (10 December 1948)⁴
- UN – Sustainable Development Goals, 2016-2030⁵
- UNESCO – Global Citizenship Education. Preparing learners for the challenges of the twenty-first century (2014)⁶

AT NATIONAL LEVEL

- The National Strategy for the Inclusion of the Roma Community, 2013-2020
- Strategic Plan for Migrations, 2015-2020
- The 5th National Plan for Gender Equality, Citizenship and Non-discrimination, 2014 -2017

1 Declaration on Promoting Citizenship and the Common Values of Freedom, Tolerance and Non-Discrimination through Education. Informal Meeting of European Union Education Ministers, Paris, 17 March 2015.
http://ec.europa.eu/education/news/2015/documents/citizenship-education-declaration_en.pdf

2 Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education. Recommendation CM/Rec(2010)7, adopted by the Committee of Ministers on 11 May 2010. <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016803034e3>. Abridged version in Portuguese available at: http://www.dge.mec.pt/sites/default/files/ECidania/Docs_referencia/edc_charter2_pt.pdf

3 Council of Europe (2016). Competences for Democratic Culture. Living together as equals in culturally diverse democratic societies. Strasbourg: Author. http://www.coe.int/t/dg4/education/Source/competences/CDC_en.pdf

4 United Nations (1948). Universal Declaration of Human Rights. Adopted and proclaimed by General Assembly resolution 217 A (III) of 10 December 1948.

5 United Nations (2015). Transforming our world: the 2030 Agenda for Sustainable Development. Resolution A/ RES/70/1, adopted by the General Assembly on 25 September 2015. http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E

6 UNESCO (2014). Global citizenship education: Preparing learners for the challenges of the 21st century. Paris: Author. <http://unesdoc.unesco.org/images/0022/002277/227729E.pdf>

- 5th National Plan for Preventing and Combating Gender-based Violence, 2014-2017
- 3rd National Plan for Preventing and Combating Trafficking in Human Beings, 2014-2017
- National Strategy on Teaching for Development, 2010-2015
- Strategic Plan on Road Safety 2016-2020 – PENSE 2020
- National Plan on Financial Education 2016-2020.

ASSUMPTIONS AND STARTING POINTS

- The Education Act (LBSE) underscores the values of Democracy and Citizenship.
- The zigzagging of the status of Citizenship Education in the school curriculum in the last decades has prevented the appropriation of the vision and best practices by the school culture, as well as the involvement of pupils and other partners in activities with the local educational community and society in general.
- The existence of a wealth of school experiences and projects accumulated all over the country, namely through partnerships with ONGs, Local Governments, Institutions of Higher Education (although with regional asymmetries and absence of universal opportunities in Citizenship Education).
- The fact that the school must pay attention to problems in society and prepare the new generations for plural and democratic existence.
- The respect for school autonomy in setting priorities and goals to be included in the Educational Project, taking account of the diversity of social-economic and geographical contexts.
- The existence of educational resources, tools and research studies supporting Citizenship Education and Sustainable Development, but in need of systematisation and dissemination across schools to support teaching activities and the implementation of strategies in each school.
- A focus on local specificities and realities, rather than addressing abstract topics which are detached from real life – importance of the local diagnosis.
- Establishing that Citizenship is learnt through experiences and not rhetorical procedures and transmissive teaching.
- Citizenship must be embedded in the school's own culture– based on logic of participation and sharing of responsibility.
- The enhancement of Citizenship and Sustainable Development in the curriculum throughout compulsory education.
- The need to invest and integrate Citizenship Education in early education and continuous teacher training.

Addressing Citizenship Education as the mission of the whole school, the implementation of the curricular component of *Citizenship and Development* should follow the *Whole-school Approach* based on the following objectives:

- Derives from sustained practices over time and not only one-off interventions.
- It is part of the curriculum, the teaching and non-teaching activities, daily school practices and collaboration with the community.
- Founded on educational practices promoting inclusion.
- Based on the continuous professional development of teachers.
- Involves the pupils in active methodologies and offers the opportunities to develop personal and social skills.
- It is integrated into the policies and practices of the democratic school involving the entire school community.
- Promotes personal and collective well-being and health.
- Involves working in partnership with families and communities.
- It is aligned with student particularities and the priorities of the educational community.
- It is supported by the monitoring and assessment for effectiveness and participation.

EXPECTED LESSONS IN *CITIZENSHIP AND DEVELOPMENT*

The proposal submitted takes into account the following three principles:

- Non-abstract conception of citizenship;
- Identifying the key areas throughout the school curriculum;
- Identifying the essential skills of citizen education (Skills for a Culture of Democracy).

The approach to citizenship education should focus on the three axes that were recommended in 2008 by the Document resulting from the Forum on Citizenship Education (*Documento do Fórum Educação para a Cidadania*):

- Individual civic attitude (citizen identity, individual autonomy, human rights);
- Interpersonal relations (communication, dialogue);
- Social and intercultural relations (democracy, sustainable human development, globalisation and interdependence, peace and the management of conflicts).

The different areas of Citizenship Education are organised into three groups with different effects: the first, mandatory for all levels of education (because they are horizontal and vertical areas), the second, at least in two levels of elementary education (lower or upper primary or lower secondary education), the third applied optionally to any school year.

Group 1:

Human Rights (civic and political, economic, social and cultural and solidarity);

Gender Equality;

Interculturality (cultural and religious diversity);

Sustainable Development;

Environmental Education;

Health (promoting health, public health, nutrition, physical exercise).

Group 2:

Sexuality (diversity, rights, sexual and reproductive health);

Media;

Institutions and democratic participation;

Financial literacy and consumption education;

Road safety.

Group 3:

Entrepreneurship (in its economic and social dimensions);

the World of Work;

Risk;

Security, Defence and Peace;

Animal well-being;

Volunteering.

Other (pursuant to citizenship education needs diagnosed by the school and which fit into the concept of CE proposed by the Group).

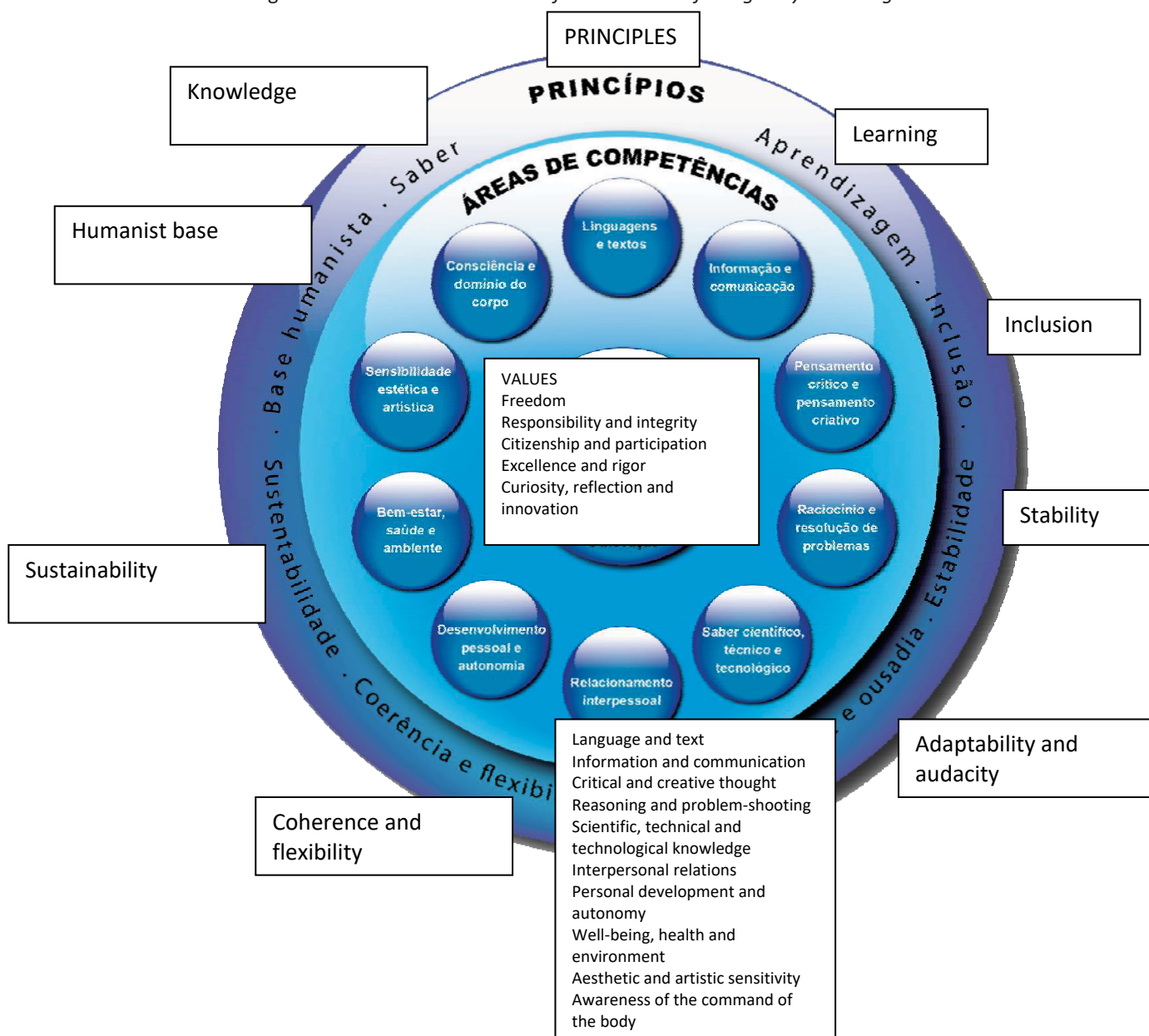
All of the areas to work on under *Citizenship and Development* must be regarded as intercommunicating, founded on a holistic view of the individual.

Concerning these areas, the Directorate-General for Education, [http:// www.dge.mec.pt/areas-tematicas](http://www.dge.mec.pt/areas-tematicas), in collaboration with a several public partner entities and civil society, have produced documents constituting references for the different areas of citizenship addressed.

Such references are documents supporting the work to be developed by the schools, which, in the context of their autonomy, use and adapt them according to their options, encompassing the practices to be developed.

The areas addressed must focus on their individual input into the development of the principles, values and fields of expertise provided in the document *Students' Profile by the End of Compulsory Schooling (Perfil dos Alunos à Saída da Escolaridade Obrigatória)*, as laid out in the chart below.

Figure 1. Chart of the *Student Profile at the End of Obligatory Schooling*



WAYS TO OPERATIONALISE *CITIZENSHIP AND DEVELOPMENT*

The curricular approach to Citizenship Education is done at two levels:

A - At class level;

B - At the school level.

A - AT CLASS LEVEL

Pre-school education and lower primary education: Integrating **horizontally** the curriculum, it is the responsibility of the class teacher and results from the choice of areas to be worked on and the skills to be developed during the year, as decided by the Teacher Committee, and integrated in the **Strategy for Citizenship Education of the School (EECE)**;

In upper primary and lower secondary education: Autonomous subject - *Citizenship and Development* - it is the responsibility of the teacher and results from the choice of areas to be worked on and the skills to be developed during the year, as decided by the Class Committee, and integrated in the **Strategy for Citizenship Education of the School (EECE)**;

Citizenship and Development as a separate subject provides space for enhancing an **interdisciplinary approach at the level of the Class Committee**, whenever there is a connection with the curricula of other subjects in terms of the contents taught.

The subject *Citizenship and Development* can be taught in a semester, a year or otherwise, thus enabling the school to **flexibly manage its distribution over a school year and** fostering the development of interdisciplinary projects.

In primary and secondary education and vocational courses, the studies component *Citizenship and Development* is developed with the inputs of all subjects and teaching components.

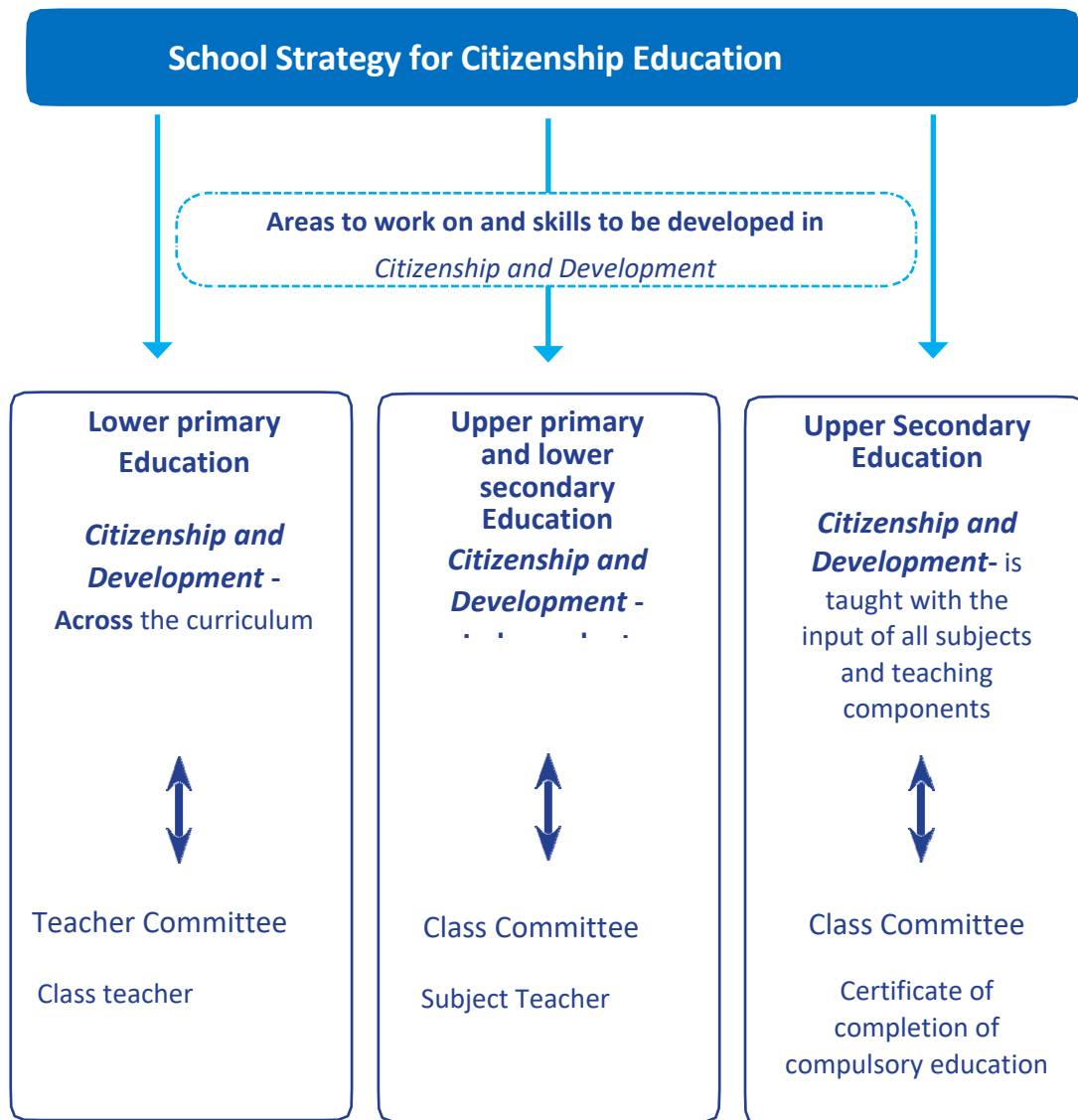
The subject *Citizenship and Development* includes the curricular matrices of primary and secondary education according to Order no. 5908/2017, of 5 July, of the Social Sciences and Humanities area.

The teaching, learning and assessment process of the subject must include and reflect the cognitive, personal, social and emotional skills developed and demonstrated by each pupil based on evidence.

The assessment of learning under the subject *Citizenship and Development* is governed by the regulation applicable to each school level.

The assessment criteria laid out by the Class Committee and the school for the subject of *Citizenship and Development* must take into account the impact of pupil participation on the activities carried out in the school and the community, which, according to the established rules, must feature in the certificate of completion of compulsory education.

It is recommended that a variety of assessment methodologies and tools be used, in particular of diagnostic and formative assessment, not limited to the evaluation of the theory learnt in each area of Citizenship, but rather fostering the regulation of learning and its contextualisation according to the objectives and targets of the Strategy for Citizenship Education established by the school.



B - AT SCHOOL LEVEL.

The school as a whole must base its daily practices on citizenship values and principles, thus fostering an open and free atmosphere for actively discussing the decision affecting the life of all members of the school community.

The different educational methodologies and practices which the school adopts must induce the implementation in real life experiences and citizenship experiences, adjusted to each education and teaching level.

In each school the Strategy on Citizenship Education **shapes the school culture**, which is expressed through **attitudes, values, rules, daily practices, principles and the procedures adopted by the school overall**, and the classroom in particular. The successful implementation of this Strategy is intrinsically linked with the culture of individual schools and the opportunities that each student has to take part in decision making, namely that which affects them.

The projects carried out under *Citizenship and Development* and other projects developed at the school should be linked to the Strategy for Citizenship Education and **must be developed preferably in partnership with community entities, and may be even extended to other schools** (see paragraph on Stakeholders), **from a networking perspective**. Project design and development based on the needs, resources and potential of the community embody real-life situations of citizenship experiences.

Learning in the subject *Citizenship and Development* builds on the development of cognitive, personal and emotional skills, anchored in the curriculum and developed through a continuous and progressive cycle of “reflection-anticipation-action”, in which the pupils learn through real-life challenges, outside of the classroom and the school, and balancing the impact of their decisions and actions on their personal and collective future.

In the context of its autonomy, the school is responsible for monitoring and assessing its **Strategy for Citizenship Education**, and setting the applicable methodology **and the impact indicators namely on the school culture, school governance, and the relationship with the community**. The assessment of the strategy in each school must be linked with the relevant self-assessment process.

The Working Group recommended that the development in each school of the Strategy for Citizenship Education be regarded as one of the aspects **of their external assessment**, producing knowledge that will foster research studies and projects that may result in recommendations at the macro level for the whole education system.

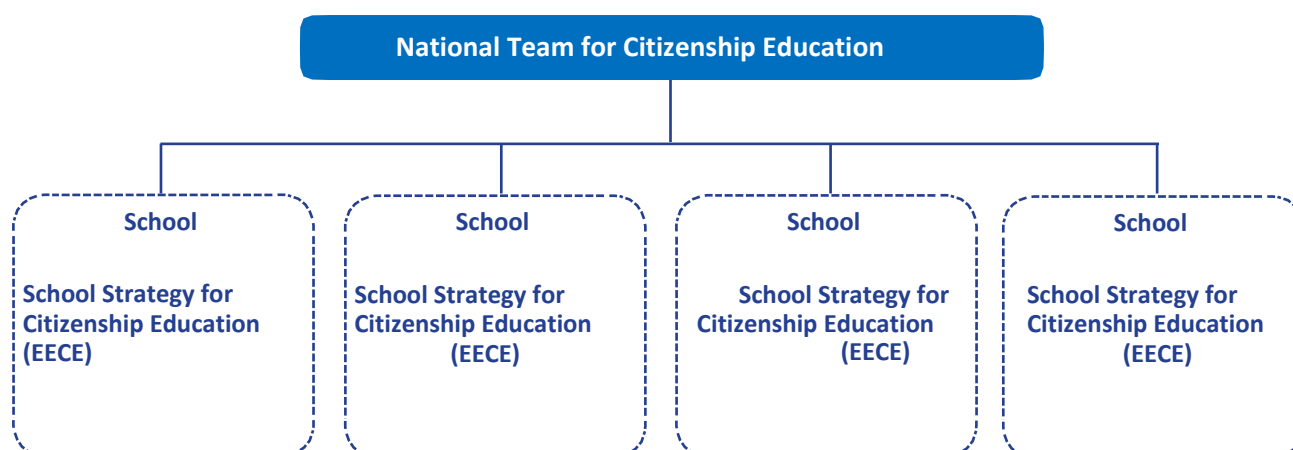
WAYS TO OPERATIONALISE THE NATIONAL STRATEGY FOR CITIZENSHIP EDUCATION AT NATIONAL LEVEL AND WITHIN THE SCHOOL CONTEXT

The Strategy for Citizenship Education must be:

A - Coordinated by a **National Team for Citizenship Education**;

B - Implemented and coordinated by each school - **School Strategy for Citizenship Education (EECE)**

National Strategy for Citizenship Education



A - NATIONAL TEAM FOR CITIZENSHIP EDUCATION (EqNEC)

Coordinated at the national level by representatives of members of Government in Education and Citizenship and Equality, in accordance with the powers awarded.

Mission:

- The team oversees and monitors the National Strategy, and reports annually to the line ministries.
- It is also responsible for managing the National Platform for Citizenship Education (PNEC).
- Communicates with the schools and civil society organisations.

B – COORDINATION IN SCHOOLS: SCHOOL STRATEGY FOR CITIZENSHIP EDUCATION (EECE)

Every school sets up its EECE, which should constitute one of the guidelines cutting across the **entire Educational Project**, highlighting and prioritising the **areas of Citizenship Education to be worked on** at each level of education.

It is recommended that the **School Strategy for Citizenship Education be coordinated by a teacher from the Pedagogical Committee**.

Such coordinator will be the **school's focal point with the National Team for Citizenship Education**.

The Coordinator of the Strategy for Citizenship Education of the School must submit an **annual report**, which will include continuous training needs of teachers in this area.

NATIONAL PLATFORM FOR CITIZENSHIP EDUCATION (PNEC)

It is a digital platform with a double function:

1. Making available information and resources;
 - a. Providing support to the National Strategy for Citizenship Education (ENEC);
 - b. Helping with monitoring and oversight of the ENEC.
2. Sharing of practices and networking;
 - a. Sharing of reference practices in Citizenship Education;
 - b. Networking among schools;
 - c. Networking among schools and stakeholders.

RESOURCE AND KNOWLEDGE CENTRES OF THE SCHOOL

School libraries provide the structure for the aggregation of resources and work methodologies required to develop the Strategy for Citizenship Education at the School, by communicating with different partners in the school and the community.

TEACHER TRAINING

The annual report to be delivered by the national coordinating team – EqNEC - must identify the training needs based on the information provided by the schools and propose guidelines for the strategy of the continuous training of teachers, while identifying the priority training actions that each School Association Training Centre (CFAE) and other credited entities may offer (CFAE).

In this context **initial teacher training**, delivered by the Institutions of Higher Education, should include the component of Citizenship Education.

Due to the *Whole-school approach* of Citizenship Education, **non-teaching staff** must be included in this component's specific actions of the training plan.

In the early stage of implementation of the National Strategy for Citizenship Education the continuous training to be delivered by the CFAE is primarily of theoretical and practical nature, and must focus on the school, on its priorities, needs and contexts, in tune with its curricular and extra-curricular projects and activities, with the targets, and not losing sight of the global vision of the National Strategy for Citizenship Education. To this end the CFAE may sign collaboration protocols with different entities with a view to

Profile of the Coordinator of the School Strategy for Citizenship Education:

- Experience in coordinating teams and organisational skills;
- Be receiving/have received training in Citizenship Education;
- Possess skills in the use of technological media and Digital Platforms;
- Be capable of establishing and maintaining good relations with pupils, teachers and non-teaching staff, based on listening and recognition procedures;
- Must have an intercultural vision of education (acknowledgement of the presence of different cultures);
- Feel motivated to perform the task without orders from superiors;
- Have experience in developing projects at school and possess team organisation skills.

providing training in priority areas for the implementation of the strategy and for the establishment of a pool of in house trainers.

Profile of the teacher of the subject *Citizenship and Development*:

- Know how to identify and respect the cultural differences of students and the rest of the educational community;
- Be able to create learning situations to help students develop critical thought, carry out collaborative work and solve problems;
- Know how to foster learning situations in conjunction with the community;
- Experience in coordinating teams and organisational skills;
- Be receiving/have received training in Citizenship Education;
- Possess work skills, namely, in project methodology;
- Possess skills in the use of technological media;
- Be able to establish and maintain good relations with students;
- Feel motivated to perform tasks without orders from superiors;
- Acknowledgement by the class committee as the best suited teacher for teaching CE to a specific class.

COMMUNICATION WITH STAKEHOLDERS

The partnership paradigm must be strengthened to make it a systematic option that is integrated and fully reflected in the school's culture and is fulfilled through the negotiation and adoption of practices incorporating horizontal relations.

For the development of their Strategy for Citizen Education, it is desirable that schools build **partnerships with entities** outside of the school.

For example, by partnering with the following kinds of entities:

- Institutions of higher education and research centres and networks;
- Youth associations;
- NGOs;
- Local governments and their governing bodies;
- Local, regional and national public services;
- Organised citizen groups, such as voluntary groups;
- Social media;
- State-owned and private companies.

Ties with **the local governments and municipalities**, through the Municipal Education Board and its Strategic Education Plan, should be fostered by schools for promoting complementary and converging solutions that generate local and regional synergies, which contribute, in a contextualised manner, to the development of real participatory and citizenship experiences.

September 2017