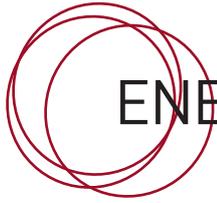


National Strategy for Development Education 2018-2022 Action Plan



ENED 2018-2022 ACTION PLAN

This Action Plan results from the discussions held in the Workshops that took place in 24th and 25th May 2018, in which the Action Plan Signatory Entities (APSE) from the previous Strategy participated, as well as the entities invited for the process of renewing the National Strategy for Development Education (ENED). It also results from the debates held with the members of the ENED 2010-2016 Monitoring Commission. This process has also benefited from the final evaluation of the previous ENED and Action Plan, as well as from the monitoring and data collection experiences shared by the APSE in the Workshops.

This Action Plan should be read in conjunction with ENED 2018-2022 that was approved by the Council of Ministers' Resolution 94/2018, as well as with the accompanying explanatory notes and glossary, which are an integral part of this Action Plan. The Action Plan includes the definition of specific actions in accordance with each measure in ENED 2018-2022, of output indicators and targets for implementing each action, as well as specific actions set by the APSE and other institutions as a contribution for implementing the Action Plan. The drafting process identified the need to include an explanatory section with more detailed information on cross-cutting indicators, disaggregated by objective, measure and action; and a glossary with the definition of terms and expressions to allow for a better understanding of the Action Plan's targets. In addition, two introductory remarks should be mentioned.

Firstly, regarding the indicators. The discussion and identification process expressed a twofold concern. On the one hand, an effort was made to define specific, measurable, achievable, relevant and time-bound (SMART) indicators, clear (precise and unambiguous), relevant, economically reasonable (obtained at a reasonable cost), adequate (that provide sufficient information to allow a performance assessment) and monitorable (amenable to independent validation) (CREAM), therefore reflecting national and international trends. On the other hand, an attempt was made to define indicators that allow a qualitative interpretation of the actions held. This need was clearly identified in all Workshops and specifically highlighted by the APSE in the ENED 2010-2016 evaluation process. The rationale of this distinction is based on the idea that implementing an action is a significant step in itself but, in a Development Education approach, does not enable the understanding of conditions, context or particularities of the implementation, which may entail discriminatory, unequal or unfair dimensions. In accordance with the principles outlined in ENED 2018-2022, the selected indicators should therefore enable a more complex and profound interpretation of each target's achievement. The focus is on increasing awareness about the impacts of the achieved actions, as well as in designing an interpretative framework that allows a better targeted approach, in order to shift to impacts that are fairer, less discriminatory and uneven. To this end, a few cross-cutting indicators were selected for each action, therefore enabling the collection of information as a basis to put the Action Plan's implementation into context. These indicators reflect some cross-cutting concerns pertaining the implementation of the defined actions and the profile of participants and institutions engaged in these actions, irrespective of the specific actions.

Participation scope (number of individual/institutional participants)

Territorial/geographic scope

Institutional scope (institutional affiliation, institutional accreditation or certification)

Gender scope

Sectoral scope (sector of activity)

Time scope (duration, periodicity)

Dissemination scope (availability, shares, views, updates)

Types of actions (to be defined within monitoring)

Secondly, regarding the actions included in the ENED 2010-2016 Action Plan: the Development Education Days (DE Days) and the Development Education Forum (DE Forum). Since the DE Days and the DE Forum are collaborative initiatives aiming to contribute to the ENED objectives and to the current Action Plan measures and targets, these actions are included as Cross-cutting Measures. These actions are spaces for engaging different actors, by fostering the exchange of experiences and in-depth reflection about DE concepts, issues, methodologies and pedagogical resources. The ED Days are focused on a theme and are spaces for exchanging experiences, for elaborating on concepts and methodologies, and for jointly debating the adopted practices by public institutions and civil society organisations from various sectors and types. This event is also a unique occasion to display and share educational materials and resources on DE, and includes the participation of international guest speakers (experts and/or representatives from public institutions and/or relevant civil society organisations, from the global North and South), to enhance the processes of joint learning and knowledge development. The ED Forum is of a more political nature, focusing on the strategic discussion and definition, and also including a strong component of disseminating the work carried out and to be developed in the DE framework.

Objective 1 To reinforce the intervention capacity in Development Education	Actions	Output Indicators	Targets					Engaged stakeholders
			2018	2019	2020	2021	2022	
Measure 1.1. Training of education agents	Action 1 – Implementation of initial education actions on Development Education, for teachers of all levels and cycles of education, teaching and training, from pre-school education to upper secondary education	Number of actions held	-	5	5	7	7	HSE members of ARIPESE
	Action 2 – Implementation of in-service training actions on Development Education, for teachers of all levels and cycles of education, teaching and training, from pre-school education to higher education	Number of actions held	55	28	28	23	22	ACM / CIDAC / CIG / CPADA / DGE / HSE members of ARIPESE PPONGD and members
	Action 3 – Implementation of initial training actions on Development Education, for educators and trainers of any sector of activity	Number of actions held	-	4	4	4	4	HSE members of ARIPESE
	Action 4 – Implementation of in-service training actions on Development Education, for educators and trainers of any sector of activity	Number of actions held	42	65	62	7	5	CIG with PpDM / UNESCO NC / HSE members of ARIPESE / PPONGD and members
Measure 1.2. Capacity-building of organisations	Action 1 – Implementation of capacity-building actions for APSE	Number of capacity-building actions held	-	6	6	4	2	ACM / CIG with PpDM / HSE members of ARIPESE
	Action 2 – Implementation of capacity-building actions for associates/ partners/ members of APSE	Number of capacity-building actions held	-	21	24	24	23	ACM / APA / PPONGD
	Action 3 – Implementation of capacity-building actions for other entities	Number of capacity-building actions held	26	19	15	11	11	CIDAC / PPONGD
Measure 1.3. Production of content and resources	Action 1 – Production of educational resources and other content on Development Education	Number of educational resources produced	26	18	17	7	5	APA / APEDI / ARIPESE and members / CIDAC / CIG with PpDM / UNESCO NC / PPONGD
		Number of contents produced	31	20	17	5	6	ANIMAR / APEDI / CIDAC / CPADA / PPONGD and members
	Action 2 – Production of scientific content on Development Education	Number of research projects on Development Education submitted	-	2	1	2	2	APEDI / HSE members of ARIPESE
		Number of Doctoral theses and Master's dissertations on Development Education presented	2	2	2	2	2	ARIPESE and members
		Number of other scientific contents on Development Education elaborated (grey bibliography)	9	9	6	4	1	ARIPESE and members / CIDAC / PPONGD
	Action 3 – Dissemination of content and resources elaborated within this measure	Number of educational resources and contents made available	36	27	19	7	7	APA / CIDAC / DGE / PPONGD
		Number of books and scientific articles on Development Education (with peer reviewing) published	10	11	8	6	6	APEDI / HSE members of ARIPESE / PPONGD and members
		Number of other scientific content made available	1	-	1	-	-	CIDAC / PPONGD and members

Objective 2 To expand the scope and quality of DE intervention	Actions	Output Indicators	Targets					Engaged stakeholders
			2018	2019	2020	2021	2022	
Measure 2.1. Strengthening the integration of DE in the education system	Action 1 – Promotion of projects and other initiatives for integrating Development Education in educational, teaching and training institutions	Number of projects and other DE integration initiatives promoted	47	65	83	84	92	APA / APEDI / ARIPESE and members / CIDAC / CPADA / DGE / PPONGD and members
	Action 2 – Carrying out sessions to disseminate the Development Education Guidelines – pre-school education, basic education and secondary education, for teachers and other education actors	Number of dissemination sessions held	21	13	10	6	6	APA / ARIPESE and members / Camões, I.P. / CIDAC / CPADA / DGE / PPONGD and members
	Action 3 – Elaboration and dissemination of a survey/collection of curricular units in higher education that include Development Education approaches	Survey/collection elaborated and disseminated	-	-	-	1	-	MC and other APSE
Measure 2.2. Strengthening DE in non-formal education settings	Action 1 – Awareness-raising and mobilisation actions for the importance of Development Education, carried out by umbrella organisations	Number of actions undertaken	-	3	2	2	2	ANIMAR / CNJ
	Action 2 – Awareness-raising and mobilisation actions for the importance of Development Education, carried out by other organisations	Number of actions undertaken	17	31	30	19	12	ACM / APA / CNJ / PPONGD and members
	Action 3 – Elaboration and dissemination of a survey/collection of relevant practices	Survey/collection of relevant practices elaborated	-	-	1	-	-	MC and other APSE
		Survey shared at the Development Education Days	-	-	1	-	-	MC and other APSE
Measure 2.3. Promotion of coordination initiatives to improve policies	Action 1 – Organisation of dialogue initiatives on Development Education issues, with elective sovereign bodies, government, autonomous regions and local authorities	Number of initiatives held	48	16	16	4	3	ARICD / ARIPESE and members / PPONGD and members
	Action 2 – Organisation of dialogue initiatives on Development Education challenges, with national members of European political bodies	Number of initiatives held	-	1	-	3	-	MC / PPONGD
	Action 3 – Organisation of initiatives on Development Education issues, with entities with coordination capacity to improve policies	Number of initiatives held	14	14	15	5	4	ARICD / ARIPESE and members / PpDM / PPONGD and members
Measure 2.4. Media engagement	Action 1 – Carrying out Development Education actions with media professionals	Number of initiatives held	1	1	1	2	2	CIDAC / HSE members of ARIPESE
	Action 2 – Publication of Development Education content, in international, national, regional and local media, including in social networks	Number of contents published/posted on media	271	128	228	78	78	ARIPESE and members / CIDAC / PPONGD and members
Measure 2.5. International participation	Action 1 – Participation in initiatives for exchanging experiences and knowledge abroad	Number of initiatives held	12	12	8	7	4	APA / ARIPESE and members / UNESCO NC / CPADA / PPONGD and members
	Action 2 – Participation in initiatives for exchanging experiences and knowledge, in Portugal, with the participation of people and institutions from other countries and international organisations	Number of initiatives held	4	3	4	3	3	ARIPESE and members / CIDAC / UNESCO NC / CPADA

Objective 3 To affirm the importance and promote the mainstreaming of DE	Actions	Output Indicators	Targets					Engaged stakeholders
			2018	2019	2020	2021	2022	
Measure 3.1. Formal recognition of DE	Action 1 – Formal recognition of Development Education in strategic and operational documents, by elective sovereign bodies, government, autonomous regions and local authorities	Number of engaged entities	20	20	23	26	30	MC
	Action 2 – Formal recognition of Development Education in strategic and operational documents, by public bodies and civil society organisations	Number of engaged entities	35	40	50	60	65	MC
Measure 3.2. National articulation in DE decision-making	Action 1 – Organisation of meetings with the participation of political actors and management staff of the Action Plan Signatory Entities (APSE)	Number of meetings held	1	-	1	1	1	MC
			-	1	1	2	2	ARIPESE and members
	Action 2 – Inclusion of Development Education in meetings and documents from governmental initiative structures for coordination of development cooperation actors, and in other relevant coordination processes, namely within the 2030 Agenda framework	Number of meetings held	1	-	1	-	1	MC
		Number of documents drafted	1	-	1	-	1	MC
Measure 3.3. International articulation in DE	Action 1 – Holding of meetings and other actions concerning Portugal's participation in the UN, EU, OECD-DAC, Council of Europe, GENE, CONCORD and other relevant frameworks	Number of meetings and other actions held	5	5	5	6	5	Camões, I.P. / CIDAC / DGE / PPONGD
	Action 2 – Drafting of documents related to Portugal's participation in the UN, EU, OECD-DAC, Council of Europe, GENE, CONCORD and other relevant frameworks.	Number of documents drafted	6	6	6	8	6	Camões, I.P. / CIDAC / DGE / PPONGD
Measure 3.4. Mobilising adequate resources for DE action	Action 1 – Mobilisation (by APSE and their members) of resources directly targeting Development Education	Number of financial instruments directly targeting Development Education mobilised	2	2	2	2	2	Camões, I.P.
		Number of programmes, projects and other actions funded by financial instruments directly targeting Development Education	7-15	7-15	7-15	7-15	7-15	Camões, I.P.
		Number of APSE and their members with resources directly targeting Development Education	27	28	29	32	32	ARIPESE and members / CPADA / PPONGD and members
	Action 2 – Mobilisation (by the APSE) of other resources for Development Education	Number of financial mechanisms not directly targeting Development Education mobilised for Development Education	2	2	2	1	1	Camões, I.P. / CIG
		Number of programmes, projects and other actions funded by financial instruments not directly targeting Development Education	-	2	2	3	3	ARIPESE and members

Objective 4 To consolidate implementation of the ENED	Actions	Output Indicators	Targets					Engaged stakeholders
			2018	2019	2020	2021	2022	
Measure 4.1. Institutional model of the ENED	Action 1 – Holding of collaborative working sessions of the ENED monitoring commission (MC)	Number of sessions held	12	12	12	12	12	MC
	Action 2 – Holding of collaborative working sessions of the APSE group	Number of sessions held	3	4	4	4	4	MC and other APSE
	Action 3 – Formalisation of a Secretariat to support MC and the APSE group	Secretariat formalised and functioning	Secretariat created and functioning from 2019 onwards					MC
	Action 4 – Presentation of relevant summarised information on ENED's implementation, at MC and APSE group meetings, at structures resulting from governmental initiatives for coordination of development cooperation actors, and at other relevant coordination processes, namely within the 2030 Agenda framework	Number of meetings held with the presentation of relevant summarised information by institutional scope	3	2	3	3	3	MC
Measure 4.2. ENED monitoring system	Action 1 – Drafting and publication of monitoring reports on ENED's implementation	Number of reports drafted and published	1	1	1	1	1	MC and other APSE
	Action 2 – Creating and updating of a platform for information gathering and sharing about ENED's implementation	Online platform created and functioning	Platform created and functioning from 2019 onwards					MC and other APSE
	Action 3 – Holding of collaborative working sessions, including training sessions, for the APSE, members and partners, regarding ENED implementation and reporting	Number of actions held	-	1	1	-	1	MC and other APSE
	Action 4 – Holding of GENE peer review	Report drafted and disseminated	Report drafted and disseminated in 2022					MC and other APSE
	Action 5 – Promoting the inclusion of ENED in the OECD-DAC report on the Portuguese development assistance policy	ENED mentioned in the report	Report mentioning ENED elaborated in 2020					MC
Measure 4.3. Culture of evaluation in the ENED	Action 1 – Holding of actions to promote a culture of evaluation among Development Education actors	Number of actions held	-	-	1	-	1	MC and other APSE
	Action 2 – Carrying out a mid-term internal evaluation	Report drafted and disseminated	Report elaborated in 2020 and readjustment, if necessary, also in 2020					MC and other APSE
		Action Plan readjusted, if necessary						
	Action 3 – Carrying out a final external evaluation	Report drafted and disseminated	Report drafted and disseminated in 2022					MC and other APSE
	Action 4 – Creation of a reflection group on Development Education monitoring and evaluation	Reflection group established and functioning	Group established and functioning from 2019 onwards					MC and other APSE
Number of meetings held								
Cross-cutting measure 1	Action 1 – Organisation of the Development Education Forum	Development Education Forum held	-	-	-	-	1	MC and other APSE
Cross-cutting measure 2	Action 2 – Organisation of the Development Education Days	Development Education Days held	-	1	1	1	-	MC and other APSE

Acronyms

ACM – High Commission for Migration (Alto Comissariado para as Migrações, I.P.)

ANIMAR – Portuguese Association for Local Development

APA – Portuguese Environment Agency (Associação Portuguesa do Ambiente, I.P.)

APEDI – Teachers Association for Intercultural Education (Associação de Professores para a Educação Intercultural)

APSE – Action Plan Signatory Entities

ARICD – Intermunicipal Network for Development Cooperation (Rede Intermunicipal de Cooperação para o Desenvolvimento - Associação de Municípios)

ARIPSE – Association for Reflection and Intervention in Educational Policies of the Higher Schools of Education (Associação de Reflexão e Intervenção na Política Educativa das Escolas Superiores de Educação)

Camões, I.P. – Camões – Language and Cooperation Institute, I.P.

CIDAC – Amílcar Cabral Centre for Intervention on Development (Centro de Intervenção para o Desenvolvimento Amílcar Cabral)

CIG – Commission for Citizenship and Gender Equality (Comissão para a Cidadania e a Igualdade de Género)

CNJ – National Youth Council (Conselho Nacional de Juventude)

CONCORD – European NGO Confederation for Relief and Development

CPADA – Portuguese Confederation for Environmental Protection (Confederação Portuguesa das Associações de Defesa do Ambiente)

DGE – Directorate-General for Education

EU – European Union

GENE – Global Education Network Europe

HSE – Higher Schools of Education

IPDJ – Portuguese Institute for Sports and Youth (Instituto Português do Desporto e da Juventude, I.P.)

MC – Monitoring Commission of the Action Plan of the Development Education National Strategy

OECD-DAC – Organisation for Economic Cooperation and Development (OECD) - Development Assistance Committee (DAC)

PpDM – Portuguese Platform for Women's Rights (Plataforma Portuguesa para os Direitos das Mulheres)

PPONGD – Portuguese Platform of Non-Governmental Development Organisations (Plataforma Portuguesa das Organizações Não Governamentais de Desenvolvimento)

UN – United Nations

UNESCO NC – UNESCO National Commission (United Nations Educational, Scientific and Cultural Organisation)