


National Strategy for Development Education 2018-2022

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1. Introduction

The National Strategy for Development Education (ENED) 2018-2022 reinforces the national political commitment on Development Education (DE) in a new institutional setting, in which Camões – Cooperation and Language Institute I.P. (Camões, I. P.) takes on a central role in Development Cooperation and DE, ensuring Portugal's continued engagement in international forums with DE competences such as GENE — Global Education Network Europe and the Development Assistance Committee DAC from the Organisation for Economic Cooperation and Development (OECD).

This political commitment is crucial in a context where solidarity and active citizenship are increasingly challenged in the current international context. DE is a powerful tool for breaking down stereotypes and for combating and preventing all forms of discrimination on the grounds of sex, race or ethnic origin, nationality, age, disability, religion, sexual orientation, gender identity and expression, sex characteristics, amongst others. Thus, it contributes to reinforcing principles and commitments that counteract the spreading of fear and xenophobia, as well as to acknowledging and combating structural dynamics of exclusion, of normalisation of violence and inequality, and of environmental degradation, creating the conditions for a more inclusive, peaceful, just and sustainable world. Fostering DE, and active and responsible citizenship through it, also contributes to achieving the Sustainable Development Goals (SDGs), and specifically to ensuring that, by 2030, all learners acquire the knowledge and skills needed to promote sustainable development. This entails education for sustainable development and sustainable lifestyles, 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 (Target 4.7). It is against this background that the current Strategy operates, based on the experience and learning acquired during the definition, implementation and evaluation processes of ENED 2010-2016 (Order No. 25931/2009, of 26 November, of the Secretary of State for Foreign Affairs and Cooperation and the Secretary of State for Education; Order No. 9815/2015, of 28 August, of the Secretary of State for Foreign Affairs and Cooperation and the Secretary of State for Primary and Secondary Education).

This ENED results from the political commitment of public entities and Civil Society Organisations (CSOs) to jointly define and implement a strategic framework for action in DE over the next five years. The elaboration process also benefited from the recommendations outlined in the "National Report on Global Education in Portugal", drafted by GENE (2014), and in the "Final External Evaluation Report of ENED 2010-2016" (2017). The Portuguese ENED has been considered an international reference, both regarding its drafting process and its structure, which attaches particular relevance to monitoring and evaluation processes.

The methodology adopted for formulating this Strategy was, once again, based on a collective and participatory process – broader than the previous process – in which several conceptual, methodological and operational issues were revisited, and through which the strategic objectives were defined.

This process was initiated and guided by the previous ENED Monitoring Commission (MC) with the support of a team contracted to facilitate and draft the Strategy. The MC of ENED 2010-2016 was composed of Camões I.P., the Directorate-General for Education (DGE), the Portuguese Platform of NGOs (PPNGDO) and the NGO Amílcar Cabral Centre for Intervention on Development (CIDAC) as a member of GENE. It was responsible for defining and implementing the drafting process of the current Strategy. The group of subscribers of the ENED 2010-2016 Action Plan (Action Plan Signatory Entities – APSE) includes the MC members, and subsequently the Portuguese Platform for Women's Rights (PpDM), the Portuguese Association for Local Development (ANIMAR) and the Intermunicipal Network for Development Cooperation (RICD); these entities contributed to the Strategy's elaboration, through the participation in four thematic workshops – two focusing on concepts, one dedicated to strategic issues and another to operational issues – and by providing comments and suggestions to the draft version. This process was not only built on the reflection and evaluation exercises carried out during ENED 2010-2016, but also enabled the consolidation of joint analyses practices and of a culture of evaluation.

Table 1

Institutions involved in the elaboration of the National Strategy for Development Education 2018-2022

Public Institutions	Civil Society Organisations
Portuguese Environment Agency, I. P.	Association for Reflection and Intervention in Educational Policies of the HSE (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 (CIG)	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 NGOs (PPONGD)
Intermunicipal Network for Development Cooperation (ARICD)	Portuguese Platform for Women's Rights (PpDM)

The ENED 2018-2022 has four dimensions:

Institutional, international and national framework – in which the official reference documents in force on 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, complemented by an Action Plan.



2. Institutional framework

ENED 2018-2022 is part of a broad international and national institutional framework that includes the official documents and initiatives held by relevant stakeholders on DE issues, which contributes to improving and consolidating DE concepts and practices at various levels.

2.1 — International framework

The international context and background underlying the ENED elaboration in Portugal comprises several documents adopted and initiatives promoted by global and regional international organisations, such as the United Nations (UN) and the European Union (EU), as well as by international forums composed by multiple actors, such as GENE — Global Education Network Europe. Over the past few decades, these organisations proposed and developed conceptual and political frameworks for promoting DE. The following timeline (Figure 1.1.) illustrates the most relevant documents and initiatives underway and in force.



All of these are inspired by UNESCO Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms, approved in 1974 and considered as a basis for subsequent efforts in DE promotion and affirmation. As Figure 1.1. demonstrates, several documents and initiatives have been facilitated and reinforced in order to strengthen DE at international level, since the adoption of ENED 2010-2016.

In the UN framework, the endorsement of the 2030 Agenda, including the 17 SDGs and 169 corresponding targets, should be noted. It is a universal agenda, applicable to all countries irrespective of their development contexts, which holds all governments, CSOs and citizens accountable, with the pledge of "Transforming our world, leaving no one behind".

Within the EU, it is important to mention the progress made after the 2005 "European Consensus on Development", the first European strategic framework on development cooperation that establishes DE as a priority. In 2007, the publication of the document "The European Consensus on Development: The contribution of Development Education & Awareness Raising" (hereinafter referred to as "European Consensus on DE"), as a result of the Helsinki Conference on DE held in 2006, is of particular relevance. This document was jointly drafted by EU Member States, NGOs, the European Commission (EC), the European Parliament (EP), the OECD and the Council of Europe, aiming to be a reference document and to bring coherence to European strategies on DE, at local, regional, national and European level. It was presented in Lisbon during the Portuguese Presidency of the Council of the European Union, in the 2nd semester of 2007. Subsequently, the report "DE Watch - European Development Education Monitoring Report" was published in 2010, in which the progresses made within the "European Consensus on DE" are reviewed, with an integrated understanding of DE policies in the EU.

Figure 1.1

International timeline

		
Conclusions of the Brussels European Council	2017	Underlines that sustainable development is an overarching objective of the EU and its member states.
European Consensus on Development	2017	Reaffirms the significant role played by DE and by awareness raising in increasing citizens' commitment and mobilisation and in achieving the SDGs at national and global levels, also contributing to develop a global citizenship.
2030 Agenda (UN)	2015	17 Sustainable Development Goals
Final Report of the United Nations Decade of Education for Sustainable Development 2005-2014	2014	Invites UN member states to include Education for Sustainable Development in their national education plans.
Declaration of the European Parliament on Development Education and Active Global Citizenship	2012	Calls on the Commission and the Council to develop an intersectoral long-term Strategy for Development Education. It urges the Member States to develop and reinforce DE national strategies.
Assessment Report of EU co-financing of non-state actors	2008	Calls on EU member states to allocate 3% of their Official Development Assistance to DE.
Development Education and Awareness Raising-DEAR (UE)	2007	It finances projects from CSOs and local authorities that aim to inform EU citizens about development issues, to mobilise greater public support for fighting poverty, to provide citizens with instruments for critically engaging in global development issues, fostering new ideas and changing behaviours.
European Council on DE	2007	Recommends establishing and supporting structured and ongoing processes to develop long-term perspectives and shorter-term collaborative programmes that promote Development Education and Awareness Raising, involving government departments and agencies responsible for Foreign Affairs / Development Cooperation and for formal and informal education, also involving NGOs and other CSOs. It also recognises the role of DE in achieving development outcomes and attaches particular attention to DE and awareness raising of European citizens.
Maastricht Declaration on Global Education	2002	Defines the meaning of Global Education. It recommends that strategies be defined, improved and strengthened, in order to increase and guarantee the quality of Global Education.
Resolution on DE, Working Party on Development Cooperation (Council of the EU)	2001	Encourages the EC and the Member States to support DE and the strengthening of relations between various sectors (NGOs, schools, universities, media, etc.). It stipulates that projects co-financed by the Commission and the EU communication policies in this matter shall be subject to evaluation.
		

More recently, in June 2017, EU and its Member States have approved a "New European Consensus on Development", entitled "Our world, our dignity, our future". This document reaffirms the significant role played by DE and by awareness raising in increasing citizens' commitment and mobilisation and in achieving the SDGs at national and global levels, also contributing to develop a global citizenship.

In addition, the "Conclusions of the Council of the European Union: A sustainable European future: The EU response to the 2030 Agenda for Sustainable Development" were also presented and approved in June 2017. The document underlines that sustainable development constitutes an overarching objective of the European Union as set out in the Treaties, and recognises "the responsibility of the EU and its Member States, within their respective competences, to promote a transformative agenda for sustainable development domestically, regionally and globally in a coherent way as well as addressing the domestic, regional and global impact of their actions on the economic, social and environmental dimensions of sustainable development".

At European level, the work carried out by GENE - Global Education Network Europe - a network that brings together representatives from ministries, agencies and other national institutions responsible for support, funding and policymaking on Global Education/DE policies - is worth mentioning. It has played a very significant role in setting the European agenda in this area, in sharing relevant knowledge, experiences and practices, and in elaborating monitoring reports and peer reviews of the national and European strategies on Global Education/DE.

Within European civil society, organisations such as the European NGO Confederation for Relief and Development (CONCORD) continue to play a significant role in fostering DE, through specific projects implemented in coalitions and partnerships among various actors. In this context, it is worth mentioning several platforms of national NGOs that replicated CONCORD's organisational model, by creating DE Working Groups. Since its creation, CONCORD has facilitated a European Working Group on DE - DARE Forum: Development Awareness Raising and Education Forum - in which several initiatives were organised to promote DE activities in a coherent and coordinated manner at European level, as well as to foster civil society participation in political decision-making. Currently, CONCORD includes a Steering Group dedicated to global citizenship education and people's engagement (HUB 4).

While the promotion of DE in Portugal has been supported and influenced by the international context and by the participation by several governmental and non-governmental actors in international networks, the implementation of ENED 2010-2016 and the elaboration of the current Strategy have also attracted international attention. The Staff Working Paper on DE and Awareness Raising, published by the European Commission in 2012, identifies the ENED as an inspiring example. Within the "National Report on Global Education in Portugal", drafted by GENE in 2014, the example of Portugal was praised, due to a strong participatory process that led to the ENED 2010-2016, therefore contributing to a strong ownership by the actors involved. In its "Peer Review of Portuguese Development Cooperation", DAC-OECD also underlines that Portuguese leadership on DE issues results from years of engagement of various governmental and civil society actors, as well as from the financing provided by Camões I.P. to support NGOs working on DE issues, which have been peer reviewed and praised by several international entities.

2.2 — National framework

At the national level, there are several documents, initiatives and practices that constitute the context in which this ENED has been developed, often in dialogue with international actors and dynamics. The last decade witnessed the increased integration of DE, both within national public policies and in CSO activities. The significant role that ENED 2010-2016 has played in this process should be noted. Figure 1.2 describes the most relevant documents for the current Strategy's framework, beginning with the approval of ENED 2010-2016.

Within the governmental framework, structural changes have occurred since the adoption of ENED 2010-2016. In 2012, Camões I.P. was created (Decree-Law No. 21/2012 of 30 January) as a result of the merger between the Portuguese Institute for Development Support (IPAD) and the Camões Institute, and took on a central role in the areas of Development Cooperation and DE. In 2014, the "Strategic Concept for Portuguese Development Cooperation 2014-2020" (Council of Ministers Resolution No. 17/2014 of 7 March) was approved, underscoring the priority status of DE, which is now featured as one of the three areas of activity of Portuguese Cooperation, together with Development Cooperation and Humanitarian and Emergency Aid. The document also mentions the importance of implementing and monitoring the ENED 2010-2016, the continuity of a financing line for NGOs projects in this area, and an active participation in European and international forums on DE.

As part of the education system, a new diploma on the guiding principles for curricular organisation and management in primary and secondary education, for evaluation and for curriculum development came into force in 2012. As a result of this framework, the document "Citizenship Education - Guidelines" (DGE, 2012) was elaborated, which contemplates several dimensions of Citizenship Education, including DE.

In 2017, the Government approved the National Strategy for Citizenship Education, which includes the curricular component of Citizenship and Development at all levels and cycles of compulsory education, within the scope of the autonomy and curricular flexibility of schools. This strategy aims at developing competences for a culture of democracy and learning, with an impact on individual civic attitudes, interpersonal interactions and social and intercultural relationships.

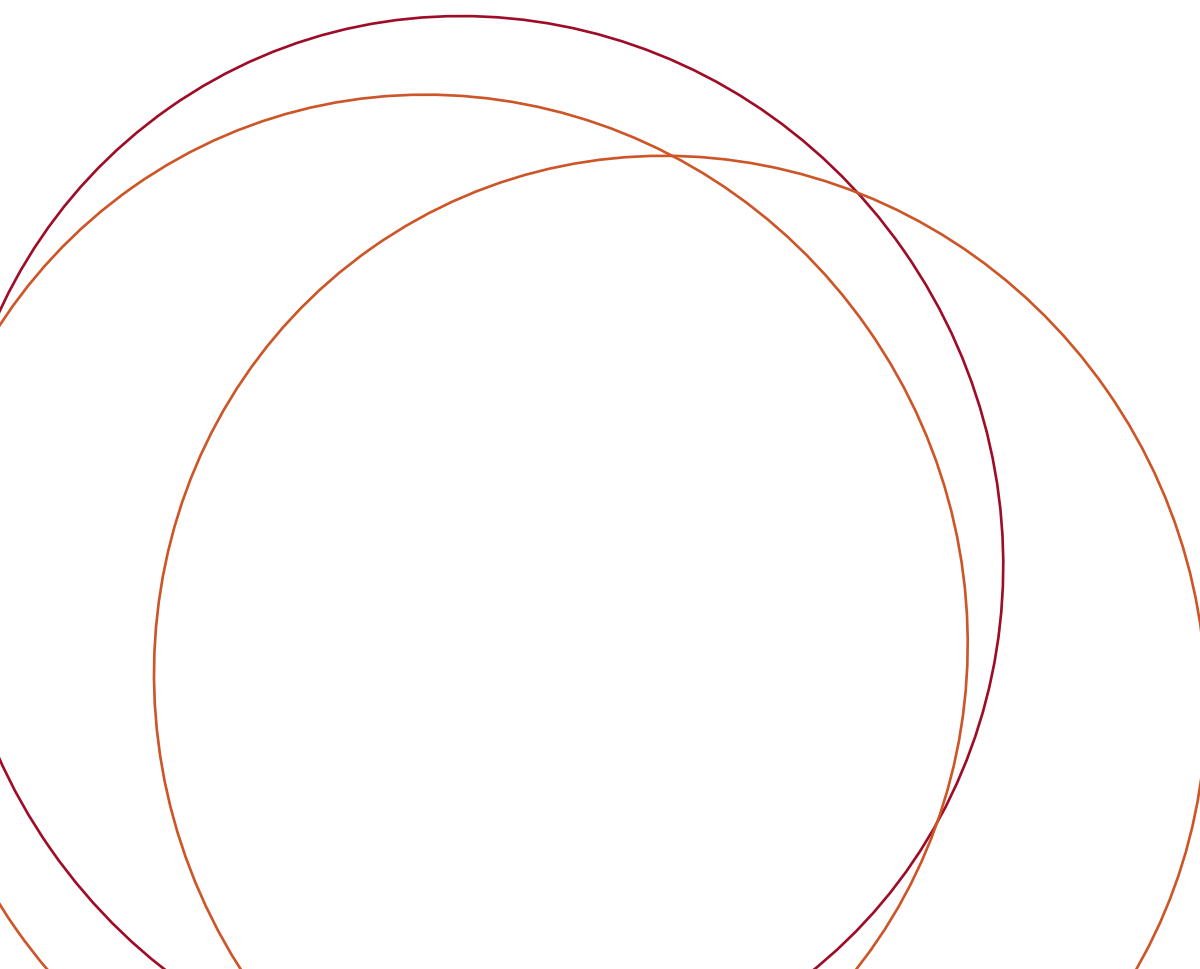




Figure 1.2.

National timeline

		
Decree-Law No. 55/2018 of 6 July, which establishes the curricula for basic and secondary education	2018	It integrates the curricular component of Citizenship and Development in the curricular plans of all educational offers from basic and secondary education.
National Strategy for Citizenship Education	2017	The curricular component of Citizenship and Development is included for all levels and cycles of compulsory education, in articulation with the Autonomy and Curricular Flexibility Project.
Students' Profile by the End of Compulsory Schooling	2017	This Profile is a common matrix for all schools and educational offers within compulsory education, namely at the curricular level, in the planning, implementation and internal and external evaluation of teaching and learning.
Final External Evaluation Report of ENED 2010-2016	2017	The key role of ENED 2010-2016 in guiding and promoting DE in Portugal is recognised.
DE Guidelines – Pre-School Education, Basic Education and Secondary Education	2016	It aims to frame pedagogical intervention in Development Education as a dimension of citizenship education, promoting its implementation in pre-school, primary and secondary education.
ENED 2010-2015 Extension Order	2015	The validity of ENED 2010-2015, its Action Plan and the mandate of the Monitoring Commission are extended to 31 December 2016.
Strategic Concept of Portuguese Cooperation 2014-2020 (MFA)	2014	DE is recognised as one of the three areas of Portuguese Cooperation.
Guidelines for Citizenship Education (DGE)	2012	Development Education is included as one of the dimensions of Citizenship Education.
Protocol of collaboration between Camões I.P. and DGE	2012	Aiming to promote the consolidation of DE in the formal education sector.
Diploma creating Camões, I.P.	2012	A new institutional framework for Development Cooperation and Development Education in Portugal is developed.
ENED Action Plan 2010-2015	2010	The commitment of several institutions to the fulfilment of ENED's objectives is formalised.
National Strategy for Development Education 2010-2015	2009 	It defines the context, principles, forms and scopes of intervention in Development Education in Portugal, as well as the objectives and corresponding measures to be implemented in the period 2010-2015.

In the context of the ENED 2010-2016 implementation, several documents enabled the institutionalisation of a political commitment between public entities and CSOs from different sectors of activity. These also guides the current Strategy. In 2010, the Action Plan was approved through the signing of a protocol by 14 public entities and CSOs (the APSEs) and, in 2012, a Collaboration Protocol was signed between Camões, I.P. and the DGE to implement ENED measures in formal education. The preparation of this Strategy builds on the 2017 "Final External Evaluation Report of ENED 2010-2016", which recommends updating the ENED and its Action Plan and reinforcing the participatory process.

Some official documents that refer directly to the importance of DE or that share principles of action similar to those of DE initiatives should also be noted. In this context, the approval in 2016 of the "Development Education Guidelines – Pre-School Education, Basic Education and Secondary Education" drafted by the DGE in partnership with Camões, I. P., CIDAC and the Gonçalo da Silveira Foundation, should be highlighted. This document aims to frame the pedagogical intervention in DE and to promote its implementation in pre-school, primary and secondary education, thus contributing to consolidating the integration of DE in school curricula.

The 2017 "Students' Profile by the End of Compulsory Schooling" (Order No. 6478/2017, of July 26, of the Secretary of State for Education) was a reference document for organising the entire education system and for the work of schools, contributing to convergence and coordination of decisions on the various dimensions of curriculum development. Within its principles, this Profile is based in humanism, by understanding that schools provide young people with knowledge and values to build a more just society, centred on the individual, on human dignity and on positive actions in the world as a common good to be preserved.

Subsequently, the "National Strategy for Citizenship Education" (2017) proposed that through the new curricular component of Citizenship and Development, and through wide and responsible participation of all, students should learn to build more just and inclusive societies as citizens, within the framework of democracy, respect for diversity and upholding of human rights.

The development of other National Strategies in areas interlinked with ENED, such as the "National Strategy for Environmental Education" (Resolution of the Council of Ministers No. 100/2017 of 11 July), the "National Strategy for the Integration of Homeless People 2017-2023" (Resolution of the Council of Ministers No. 107/2017, of 25 July), and the "National Strategy for Equality and Non-Discrimination 2018-2030 'Portugal + Igual'" (Resolution of the Council of Ministers No. 61/2018, of 21 May), provide potential spaces for articulation in the implementation phase of this ENED, specifically regarding the efforts developed in formal and non-formal education and in joint approaches, such as awareness raising and pedagogical action, among others.

These national documents have in common with this ENED the desire to promote active citizenship through education, committed to principles of justice, equality, non-discrimination, non-violence and solidarity, among other aspects.

The national institutional framework has been marked by a set of significant initiatives developed within the implementation of ENED 2010-2016, which this ENED understands as initiatives that should be consolidated. First and foremost, the developed practices on monitoring and on joint actions are two significant areas to uphold.

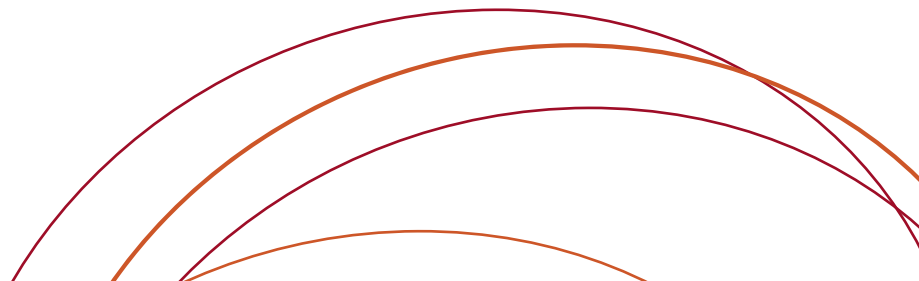
Regarding follow-up and monitoring, the elaboration and publication of "Annual Monitoring Reports on the implementation of ENED" and the respective "Action Plan" involved several public institutions and CSO signatories of the "Action Plan", as well as some members of the subscribing entities. This has created a collective work environment and an intense sharing of information and experiences, which should be inherent to the DE process itself and contribute to deepening its success. The regular monitoring was implemented through regular meetings between the APSEs, PPNGDO member NGOs and the Higher Education Schools during annual planning stages and with broad participation in the preparation of the Annual Monitoring Reports. This has enabled the mapping of DE activities, closer relations between the various participating organisations and reinforced ownership of the Strategy by the engaged actors, therefore contributing to its sustainability.

As regards joint actions, a number of initiatives have been defined and developed to boost the implementation of ENED and its "Action Plan", namely the DE Days (2010, 2012, 2013 and 2015), co-organised by CSOs and public institutions, and the DE Forum (2014). The DE Forum held in the Portuguese Parliament on the

theme "The importance of global citizenship" was of particular relevance. This event contributed to publicly emphasise the importance of DE and of citizen participation as bases for the sustainability of democracy, as well as to strengthen the institutional recognition of DE and to promote collective learning through the analysis of relevant practices carried out by various actors. It is important to note that this event also included the presentation of the "National Report on Global Education in Portugal", prepared by GENE (2014). With regard to collaborative work, it should be highlighted that the "Strategic Concept of Portuguese Cooperation 2014-2020" specifically mentions the collaboration between the Ministry of Foreign Affairs and the Ministry of Education in formal education, therefore stressing the importance of its continuity. International recognition of the Portuguese ENED has also contributed to strengthen bilateral collaborations, with the aim of reflecting on DE drawing on the work carried out in Portugal. The participation of Camões, I.P. and CIDAC, representing the ENED 2010-2016 Monitoring Commission, in an exchange with members of the Chilean International Cooperation Agency (2017) should be mentioned in this regard.

Secondly, initiatives promoted by PPNGDO to contribute to the ENED implementation and to strengthen the role of DE and Global Citizenship Education (GCE) in society are also of particular note. Within the DE Working Group of the Portuguese Platform of NGOs (DEWG), created in 2001, several initiatives have fostered reflection, debate, learning and the strengthening of DE's political leverage. Relevant examples include: the co-organisation of the 2nd European Congress on Global Education, an initiative of the North-South Centre of the Council of Europe, and the seminar "Development Needs Citizens" in 2012; the participation in the Quality & Impact Study of DEEEP 4 (initiative of the CONCORD DARE Forum), an Action-Research Project, entitled "Pathways for Citizens' Engagement: DE and the world around us" in 2013; the participation in the organisation of the 1st Development Education Forum on the theme "The importance of an active global citizenship" in 2014; the workshop "Evaluation in the context of Development Education - Inputs for defining common Terms of Reference" in 2015; the organisation of the seminar "Development Models and Perspectives", the workshop "Is a different world possible with SDGs?", held in line with the national Public Consultation process on the SDGs' implementation in 2016; and the debates "Development Education and/or Global Citizenship Education? Debating Concepts" and "New approaches and forms of intervention for Social Transformation: spaces and methodologies", held in 2017.

Finally, continuing and deepening international links in the area of DE is equally important for the current Strategy. These interactions are unequivocally mentioned in the Strategic Concept for Portuguese Development Cooperation 2014-2020, particularly the importance of continuing the existing collaboration with the EC, the OECD-DAC, the North-South Centre of the Council of Europe, the EU Multi-stakeholder Group on Development Education and GENE (in which Camões, I.P., DGE-ME and CIDAC participate). In 2012, at the invitation of the North-South Centre of the Council of Europe, these interactions allowed Camões, I.P. and the Portuguese Platform of NGOs to participate in the Organising Committee of the 2nd European Congress on Global Education. It is important to underline the relevance of these international interactions for involving Portuguese CSOs in international DE forums, both to acknowledge the work developed in Portugal, and as spaces for sharing and learning about DE. CIDAC's participation in GENE and the engagement of the Portuguese Platform of NGOs (namely through its DE Working Group) in initiatives and projects of CONCORD's DARE Forum and in the 1st Cross-Border Seminar on Development Education (organised by PPNGDO, Camões, I.P., the Extremadura Agency for International Development Cooperation, the Coordinator of NGOs in Extremadura, and the Association of Adult Education Centres of Extremadura), are examples of practices to be maintained, encouraged and supported.





3. Conceptual framework



The DE concept has been marked by evolution and articulation between different practices, theories and approaches in the framework of Development, Development Cooperation and Education. While until the 1960s the prevailing practices were characterised mainly by raising awareness of underdevelopment and emergency situations, and by disseminating information on international aid projects that were based on a donor-recipient approach and aimed at raising funds, from the 1970s onwards a concept of DE centred on critical thinking and on understanding the causes and mechanisms of reproducing social inequalities emerged, whose ultimate objectives would be inseparable from processes of social empowerment.

In the following decades, DE practices and concepts evolved in line with transformations in the development concepts. On the one hand, an economy-centred vision of development was complemented or surpassed by perspectives more focused on people and the environment. On the other hand, there was a growing interconnection with other educational approaches, such as Education for Peace, Education for Human Rights, Education for Gender Equality, Intercultural Education and Sustainable DE, with its environmental, economic and social pillars, resulting from the incorporation of cross-cutting concerns in educational policies and processes, and aimed at a fairer and more solidary world.

Although the genesis and development of DE are deeply interlinked with the practices of CSOs intervening in international cooperation and solidarity, the participation of other social and political actors in its promotion and implementation has also increased. This diversity of practices and perspectives has been reflected in the complexity and richness of conceptual and methodological approaches of DE, as well as in the broadening of audiences/target groups, in a context where multiple approaches to Citizenship Education coexist. The multiplicity of approaches and contexts of action, as well as the reflective nature of the pertaining educational processes, are reflected in the plurality of DE definitions.

While taking note of the evolution of the conceptual discussion on DE, this Strategy considers as starting points the definitions put forward by the European Consensus on DE (2007), the document "A Strategic Vision for Portuguese Cooperation" (2005) and reiterated by the "Strategic Concept for Portuguese Cooperation" (2014), and by the Portuguese Platform of NGOs (2002/2017), therefore maintaining the same reference sources mentioned in ENED 2010-2016.

Definition of the Portuguese Platform of Non-Governmental Development Organisations (2002-2017):

"DE is a dynamic, interactive and participatory process that works towards: achieving full education for all; raising public awareness and understanding of the causes of development related problems and of local and global inequalities in a context of interdependence; effective intercultural understanding; the commitment to transformative action based on justice, equity and solidarity; the rights and duties of all people and communities to participate in and contribute to a fully sustainable development [...] The uniqueness of Development Education is its linkage to the Global South and, therefore, what distinguishes it from other educational areas is that it takes into account the discourses and proposals made about and by the Global South."

Definition of the "Strategic Vision" (2005):

"DE is an ongoing educational process that promotes social, cultural, political and economic interrelations between North and South, and promotes values and attitudes of solidarity and justice that should characterise responsible global citizenship. It consists, in itself, of an active learning process that aims to raise awareness

and mobilise society for the priorities of sustainable human development. It is a fundamental instrument for creating a basis for understanding and support among global and Portuguese public opinion for development cooperation issues. [...] DE issues are not confined to international issues, but provide solutions and responses to cross-cutting issues in our society, such as respect for multiculturalism; issues of immigration and social inclusion; the fight against poverty; health education and environmental awareness campaigns; the issues of corporate social responsibility, sustainable consumption and fair trade; and the media's social responsibility."

Definition of the "European Consensus on Development Education" (2007):

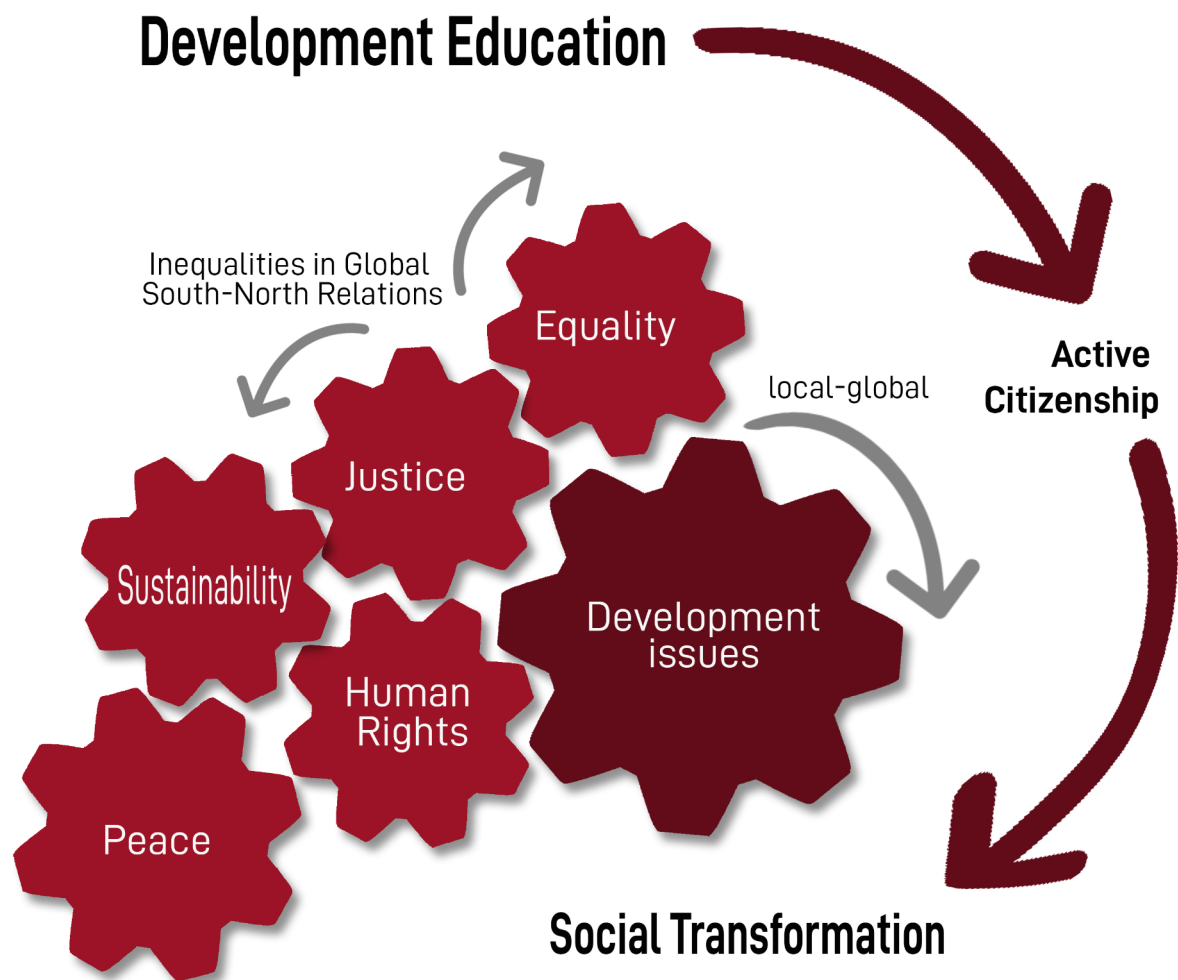
"Development Education and Awareness Raising contribute to the eradication of poverty and to the promotion of sustainable development through public awareness raising and education approaches and activities that are based on values of human rights, social responsibility, gender equality, and a sense of belonging to one world; on ideas and understandings of the disparities in human living conditions and of efforts to overcome such disparities; and on participation in democratic actions that influence social, economic, political or environmental situations that affect poverty and sustainable development. [...] DE aims to enable every person in Europe to have life-long access to opportunities to be aware of and to understand global development concerns and the local and personal relevance of those concerns, and to enact their rights and responsibilities as inhabitants of an interdependent and changing world by affecting change for a just and sustainable world."

In order to ensure conceptual clarity and coherence of DE actions, the development of this Strategy started by forming a consensus around some elements considered fundamental for a DE definition. Within the framework of the current ENED, 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. During the lifetime of this Strategy, this learning process is directly influenced by the 2030 Agenda and its SDGs.

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. This problematisation is also based on a constant and interdependent reinterpretation of the realities, designations and approaches relating to the Global "North" and "South" and international relations. The expressions "Global North" and "Global South" are intended to represent the asymmetrical relations of power and wealth on a global scale, without confining wealth and poverty in exclusive geographical areas, therefore recognising that elements of the North can be found in the South and vice versa.

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 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 (see Figure 2.1).

Figure 2.1
Development Education: concept and objective



Although DE shares thematic, ethical and methodological dimensions with other educational approaches, it is essential to highlight some central and specific features in the construction of its identity. These lie essentially in its general thematic focus — development issues — and its specific geopolitical focus — the Global South and North (ENED 2010-2016: 21). Historically, the central concern of DE has been awareness raising on and mobilisation for the changing of structural conditions that generate poverty, exclusion and social inequalities, which strongly affect the populations of the Global South, in the framework of North-South relations. The reflection on the "North" and "South" categories themselves, which are perceived in an increasingly fluid and complex way, is also approached by DE.

Regarding the methodological elements in the context of DE, "form is also substance" and people are active protagonists in the learning processes. In this sense, DE includes:

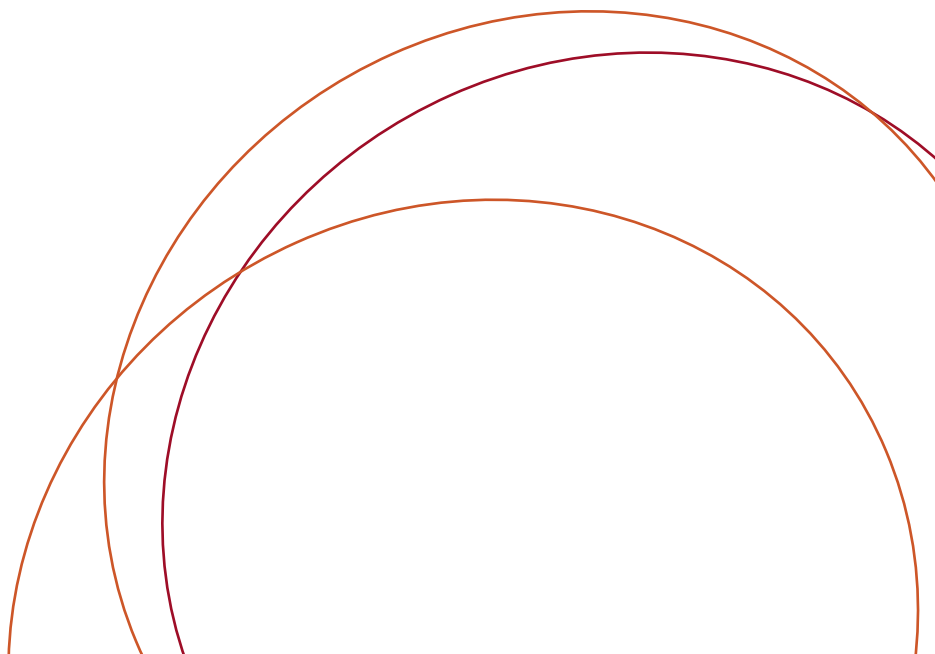
The promotion of critical and ethically committed thinking.

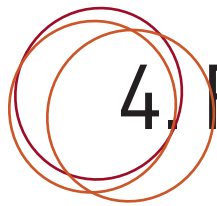
Continuous promotion of the deconstruction of stereotypes and the defence of non-discrimination, equality and dignity of all, regardless of affiliation, sex, racial or ethnic origin, colour, language, territory of origin, nationality, religion, political or ideological beliefs, education, economic situation, social status or sexual orientation (in accordance with the Article 13 of the Constitution of the Portuguese Republic and Law No. 93/2017 of 23 August).

The promotion of participatory, collaborative and horizontal learning processes aimed at developing autonomy and accountability in learning and action.

The promotion of 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.

All these elements together constitute a definition of DE. DE is also committed to ethical principles in its framework of action, which are an intrinsic element both for its definition and for the initiatives developed. DE should not be confused with other types of action, such as development cooperation projects in the education sector (infrastructure, education, training), or the collection of funds for CSOs and/or development projects, or institutional information on development activities and actors.





4. Framework for action

The framework for action presents the elements agreed to characterise DE throughout the process of developing this Strategy and which should guide its practices, including principles, scopes, forms and actors.

4.1 — Principles

The DE guiding principles are consistent with its ultimate aim: the formation of responsible citizens, committed to a process of social transformation in order to build more just, supportive, inclusive, sustainable and peaceful societies. These principles guide educational actions and are linked to values expressed through the way people act and justify their way of acting, and the competences demonstrated in diverse contexts. This Strategy defines the following principles for action:

Coherence: promoting alignment between values and actions, objectives and strategies, discourse and practice, content and form, means and ends in the achievement of Development Education.

Cooperation: joining efforts to carry out a joint task in which each participant — individual, community, organisation, government — contributes to a common purpose previously agreed upon in collaboration. Learning in a cooperative way encourages respect for other people, commitment and solidarity.

Co-responsibility: sharing common, though potentially differentiated responsibilities between North and South or between global and local actors, in the context of building fairer, more solidary, inclusive, sustainable and peaceful societies. This sharing of responsibilities in facing the existing problems and in searching for solutions removes any understanding that only one party has obligations to change.

Equity: applying in practice the principles of equality, non-discrimination and justice to concrete cases, by promoting access to rights and opportunities on equal terms and without discrimination for all persons and communities, according to their needs and challenges.

Equality: all human beings are equal in their human dignity. The existing differences should not translate into relationships of superiority/inferiority. The defence of equality implies a commitment to substantive rather than merely formal equality, requiring an understanding of social inequalities and discrimination as unnatural and as the product of power relations that must be deconstructed. It implies in particular that the interests, needs and priorities of both women and men be taken into account, also recognising the multiplicity of diverse groups of women and men.

Social justice: promoting just power relations and preventing and combating discrimination. Social justice is based on acknowledging that different levels of power result in different levels of access to resources, participation and decision-making capacities, and therefore hamper the full realisation of human rights.

Non-discrimination: it must be ensured that no person suffers disadvantage on the grounds 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 (in accordance with the Article 13 of the Constitution of the Portuguese Republic and Law No. 93/2017 of 23 August), considered alone or in combination, and that these disadvantages are prevented and corrected.

Participation: recognising that different sectors of society, including the most marginalised and vulnerable, influence decision-making processes at different levels, and are thus agents of their own development, as opposed to directive or strictly representative processes. Participation implies mobilisation and active citizenship, freedom of expression and decision making, and influence over options that determine collective life.

Solidarity: a conscious attitude (individual or collective) that allows someone to feel like a participant and affected by problems or unfair situations faced by other societies, organisations or people. It implies the intention of sharing these difficulties and finding possible solutions, therefore counteracting indifference.

Some of these principles are based on formulations in IPAD's "Glossary of Development Cooperation" (2005) and in the Belgian Federation of Development Cooperation NGOs "NGDOs Strategic Guidelines for DE 2013-2018" (2013).

4.2 — Scope of action

As a lifelong educational process, DE is developed within a broad and diverse framework of educational, complementary and interrelated fields, which include formal, non-formal and informal education.

Formal education is usually carried out in a school environment and leads to official diplomas and recognised qualifications. With learning as its main objective, it is based on curricula with disciplinary areas/ subjects adapted to the different stages of development of those who learn and approved by competent authorities. Besides the public or private school system, it also takes place in other spaces that confer certification, such as certified training entities. In the context of formal education, DE is addressed mainly through the integration of DE contents and the use of DE teaching and learning methodologies in different curricular areas, in interdisciplinary initiatives, in school projects and in the initial and continuous training of teachers, covering all levels and cycles of education and teaching, from pre-school to higher education.

Non-formal education refers to organised and intentional educational initiatives that are carried out in a specific organisational context, regardless of the space where they take place, and according to defined goals and timetables, without necessarily leading to formal certification. Examples of this within the DE framework include training actions, workshops, seminars and initiatives carried out within the activities of CSOs, public bodies or other actors or integrated in educational projects in the formal education system as part of specific projects, of the continuous training of teachers, clubs or school library networks, and involving various educational communities and CSOs, public bodies, other members of educational communities (Diccionario de Educación para el Desarrollo, HEGOA, 2007: 150) and other relevant actors.

Informal education refers to what we learn more or less spontaneously from the environment in which we live and from our daily experiences in interpersonal relationships, at work and in moments of leisure, with varying levels of intentionality. Informal education is not organised or even oriented to the educational process and is often intermingled with the process of individual socialisation. In the context of DE, this includes initiatives that indirectly seek to influence public opinion and individual attitudes, by engaging with opinion makers or seeking to convey messages through the conventional and/or social media. With contemporary changes in technology, information and communication, namely the expansion of Internet access and the use of social media, informal education has an increasing relevance in learning processes, which are also becoming less mediated by traditional education agents.

It should be stressed that there is no complete separation between these educational settings. They are constantly interconnected and complementary. This means that a DE initiative can take place within several educational settings.

4.3 — Forms of intervention

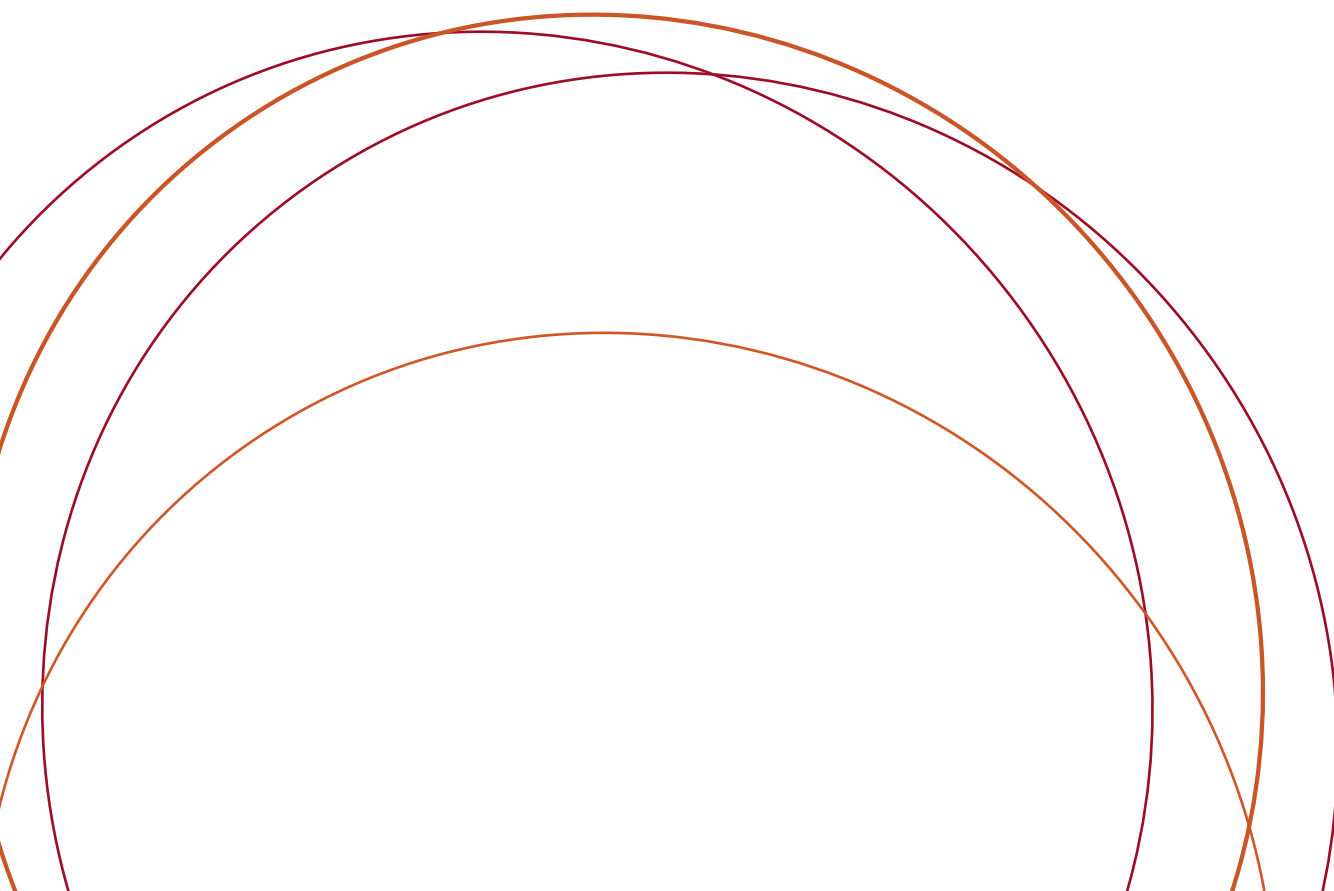
The learning processes within DE actions can be framed in different forms of intervention, which vary with regard to the objectives, scope and actors involved.

Awareness-raising and mobilisation: awareness-raising is characterised by a generic orientation towards changing behaviour, attitudes and values, aimed at the population in general or at specific groups, and aiming to be the first step towards making citizens aware of injustice, inequality, discrimination and the lack of solidarity in the global world in which we all live, therefore fostering a greater social commitment to social transformation through the mobilisation of citizens.

Pedagogical action: potentially aimed at all people, entities and formal and informal groups, this seeks to promote critical understanding of development issues, namely of the causes and consequences of local and global social inequalities in a context of interdependence, as well as to mobilise people for the transformation of these realities. Pedagogical actions imply knowing, reflecting, discussing and finding or creating alternative proposals for the situations or models that reproduce injustice, and trying to put these proposals into practice. It implies the active engagement of people in revising their views and practices.

Coordination for policy improvement: this is addressed at those who have decision-making powers (political, economic, social, religious, among others) at the local, national and international levels. It seeks to provide arguments for the people or institutions with the power to take significant decisions, so these can change current or upcoming policies, therefore promoting justice, equality, non-discrimination, equity and solidarity in the local and global contexts.

These forms of intervention are not completely separate and can be complementary and developed in an interconnected way. They are essentially distinguished by their direct objectives, the frameworks in which they take place and the potential target groups.



4.4 — Development Education Actors

Various actors intervene in the DE framework and perform multiple functions within this context, namely: policy definition, programme planning, financing and implementation of actions, research, evaluation, promotion and dissemination (Figure 3.1).

It is difficult to distinguish between actors and audiences in the DE framework. On the one hand, given its participatory and mobilising approach, audiences necessarily become actors. On the other hand, being a DE actor also necessarily implies undergoing continuous learning and permanently responding to new challenges.

Figure 3.1

Development Education Actors

Actors	Main functions
Schools - educational communities, including all levels and cycles of education, teaching and training.	Planning and implementation of actions, research, evaluation, content production and curriculum development.
Civil society organisations and social movements.	Policy definition, programme planning, content production, planning and implementation of actions, research, evaluation, promotion and dissemination.
State bodies and public administration at local, regional and national levels.	Policy development, programme planning, promotion and dissemination, financing.
Political parties.	Policy development, promotion and dissemination.
Companies and business organisations.	Financing.
Opinion leaders.	Promotion and dissemination.

5. Strategic framework

The strategic framework includes the objectives that ENED 2018-2022 aims to achieve over the next five years. The achievement of these objectives is further detailed in an Action Plan, which is an integral part of this Strategy. Based on the guiding principles identified above, the fulfilment of these objectives should be structurally guided by the principles of coherence, cooperation, co-responsibility, equity, equality, social justice, non-discrimination, participation and solidarity, and underpinned by coordination and collaborative work among various actors. Furthermore, on the basis of the experience acquired during ENED 2010-2016, the involvement of a wider range of actors that develop DE related initiatives is considered essential for achieving all objectives, with particular regard to sectoral diversity and geographical representativeness, seeking the involvement of public bodies and CSOs in partnerships. The production and dissemination, preferably jointly, of reference content and scientific knowledge on DE is also considered essential.

ENED 2018-2022 includes four fundamental objectives (Figure 4.1) to continue the work developed under the previous Strategy. In order to promote the building of fairer, more solidary, inclusive, sustainable and peaceful societies, the objectives of strengthening the intervention capacity in DE and broadening the scope and quality of DE interventions are considered as necessary conditions. The objectives of affirming the political commitment to DE and of consolidating the ENED's implementation are regarded as facilitating conditions for the DE process at the national level. These objectives result from an analysis based on the "Final External Evaluation Report of ENED 2010-2016", from the experience and learning acquired during its implementation, and from the process of reflection and discussion which led to the development of this ENED.

Figure 4.1
Strategic Objectives of the National Strategy
for Development Education



Objective 1 — To reinforce the intervention capacity in Development Education

Strengthening the capacity for DE intervention directly contributes to building fairer, more inclusive, sustainable and peaceful societies. The increase in intervention capacity is based on human, financial and material resources, including in particular the production of pedagogical resources and scientific knowledge on DE, as well as an increased engagement of actors in capacity-building and training initiatives, pursuing the multiplier effect of this type of intervention. This reinforcement is considered a necessary condition to promoting the desired social transformation.

Measure 1.1 — Training of educational agents

The aim is to focus on the multiplier effect of educational agents by promoting training in DE. Among other audiences, it is aimed at students of initial teacher education, teachers at all levels and cycles of education, teaching and training, from pre-school to higher education, educators in formal and non-formal settings, and trainers in any sector of activity (such as coaches and instructors of young people).

Measure 1.2 — Capacity building of organisations in Development Education

The intention is to promote direct training initiatives for organisations that develop activities in the field of DE, therefore reinforcing their engagement in the area and promoting greater sectoral diversity and geographical representativeness. These training initiatives should be tailored to the audiences directly involved, namely CSOs and technical staff of central, local and sub-sectorial authorities, including the APSEs.

Measure 1.3 — Production of content and resources for Development Education

In order to strengthen the scope of DE intervention, it is crucial to ensure this takes into account its wide range of fields of action - formal, non-formal and informal - and forms of intervention - awareness raising and mobilisation, pedagogical action, and coordination for policy improvement. Strengthening DE both in mandatory and higher education is a measure of structural consolidation, which contributes to broadening the scope of DE intervention through formal education. This objective is considered a necessary condition to promote the desired social transformation. Strengthening the quality of DE intervention is also in line with the 2030 Agenda commitment to quality education.

Objective 2 — To expand the scope and quality of Development Education intervention

In order to strengthen the scope of DE intervention, it is crucial to ensure this takes into account its wide range of fields of action - formal, non-formal and informal - and forms of intervention - awareness raising and mobilisation, pedagogical action, and coordination for policy improvement. Strengthening DE both in mandatory and higher education is a measure of structural consolidation, which contributes to broadening the scope of DE intervention through formal education. This objective is considered a necessary condition to promote the desired social transformation. Strengthening the quality of DE intervention is also in line with the 2030 Agenda commitment to quality education.

Measure 2.1 — Strengthening the integration of Development Education in the education system

The aim is to strengthen the integration of DE in the various levels and cycles of education, teaching and training, from pre-school to higher education, taking into account, on the one hand, its integration at curricular level and, on the other, the adoption of an integrated school approach involving the educational community in a broad and structural manner. This reinforcement should be articulated with the "National Strategy for Citizenship Education" (21st Constitutional Government, 2017) and supported by the "Development Education Guidelines – Pre-School Education, Basic Education and Secondary Education" (Ministry of Education, 2016), as well as with any other reference documents in this area, and aligned with the objectives of other national strategies and plans such as the National Strategy for Equality and Non-Discrimination 2018-2030 "Portugal + Igual".

Measure 2.2 — Strengthening Development Education in non-formal education settings

The aim is to strengthen the presence of DE in the various initiatives and spaces of non-formal education, including, associations (youth, sports, human rights promoters, promoters of equality between women and men, of local development, etc.), community organisations, educational services of municipal local governments and of cultural institutions.

Measure 2.3 — Promotion of coordinated initiatives to improve policies

The aim is to broaden the scope and quality of coordinated initiatives for policy improvement, promoted by DE actors, including CSOs and social movements, in order to coordinate public policies at national and European levels that are relevant to building fairer, more solidary, inclusive, sustainable and peaceful societies.

Measure 2.4 — Media engagement

The aim is to strengthen the participation of media professionals in DE actions, as well as to promote DE actions that prioritise the use of the media, including social media. On the one hand, the aim is to enhance the coherence of messages relating to DE actions and, on the other, to enable a more enlightened and informed way of shaping and mobilising public opinion.

Measure 2.5 — International participation

The aim is to continue and consolidate Portuguese participation in DE initiatives at the international level, in the different spheres of action and through various forms of intervention. The aim is also to maintain and consolidate the participation of foreign and international actors in Portuguese DE initiatives, by supporting actions for the exchange of experiences and knowledge at the international level and prioritising the integrated participation of governmental and non-governmental actors, thus ensuring an enhanced impact.

Objective 3 - To affirm the importance and promote the mainstreaming of Development Education

This affirmation must be based on a reference framework that includes and reinforces the articulation between diverse actors, namely public institutions and CSOs, in particular those with capacity and decision-making power in relation to DE. A crucial measure to achieving this objective is the consolidation of formal recognition of DE by the actors engaged in its promotion and implementation. This is an enabling condition for the desired social transformation.

Measure 3.1 — Formal recognition of Development Education

The aim is to promote formal recognition of DE in national policies, statutes, protocols and action programmes of different governmental and non-governmental entities, in order to institutionalise the importance of DE in the strategic guidance of actors engaged in DE promotion and implementation. The aim is to promote greater sectoral diversity and geographical representativeness.

Measure 3.2 — National articulation in DE decision making

The focus is on developing initiatives and processes that facilitate the articulation between political actors and senior management officers with competencies of decision-making regarding DE. The intention is to include the discussion and measures taken on DE within the framework of existing or future institutional coordination mechanisms.

Measure 3.3 — International articulation in Development Education

The aim is to consolidate DE articulation initiatives and processes with relevant international actors and initiatives, particularly in the framework of the 2030 Agenda's implementation and other UN initiatives, as well

as with other actors within the EU, the Council of Europe, the OECD-DAC and GENE initiatives. This articulation raises the national political commitment, from governmental and non-governmental actors, to the international level, therefore providing a system of mutual reinforcement between DE national and international dynamics.

Measure 3.4 — Mobilising adequate resources for Development Education action

The aim is to promote the mobilisation and diversification of the resources necessary for DE actions, namely financial resources, by promoting concrete commitments on the part of the various actors engaged in DE. This effort should also enable the identification and monitoring of resources and support made available by different national actors in this field.

Objective 4 — To consolidate the implementation of the National Strategy for Development Education

The ENED's operating model should continue to be based on the articulation between the Monitoring Commission (MC), with responsibilities for coordination, management and promotion of the strategic guidelines defined, and a broader group of APSEs, with responsibilities for promotion and implementation of the ENED, which also includes the MC members. The MC includes representatives of Camões, I.P., which chairs and provides the Secretariat, DGE, PPNGDO and CIDAC as a member of GENE - Global Education Network Europe. The MC aims to promote and monitor the development of the Strategy, encouraging the mobilisation and articulation of other stakeholders in order to ensure the Strategy's implementation, monitoring and evaluation. This includes the elaboration and dissemination of an annual monitoring report. The APSE group is composed of representatives of the entities involved in this Strategy's drafting process (mentioned in Table 1), and other entities considered relevant to Development Education actions which may be invited to participate.

Considering the importance of the Strategy as a means of promoting coordination and dialogue between various actors and as a privileged way to implement the political commitment to the education and awareness of citizens, and, recognising that there are improvements to be made in the operating model and in the reinforcement of monitoring and evaluation systems, it is therefore necessary to define a concrete objective in this regard. This objective, of a more operational nature, also contributes to initiatives that promote the construction of more just, solidary, inclusive, sustainable and peaceful societies.

Measure 4.1 — Institutional model of the National Strategy for Development Education

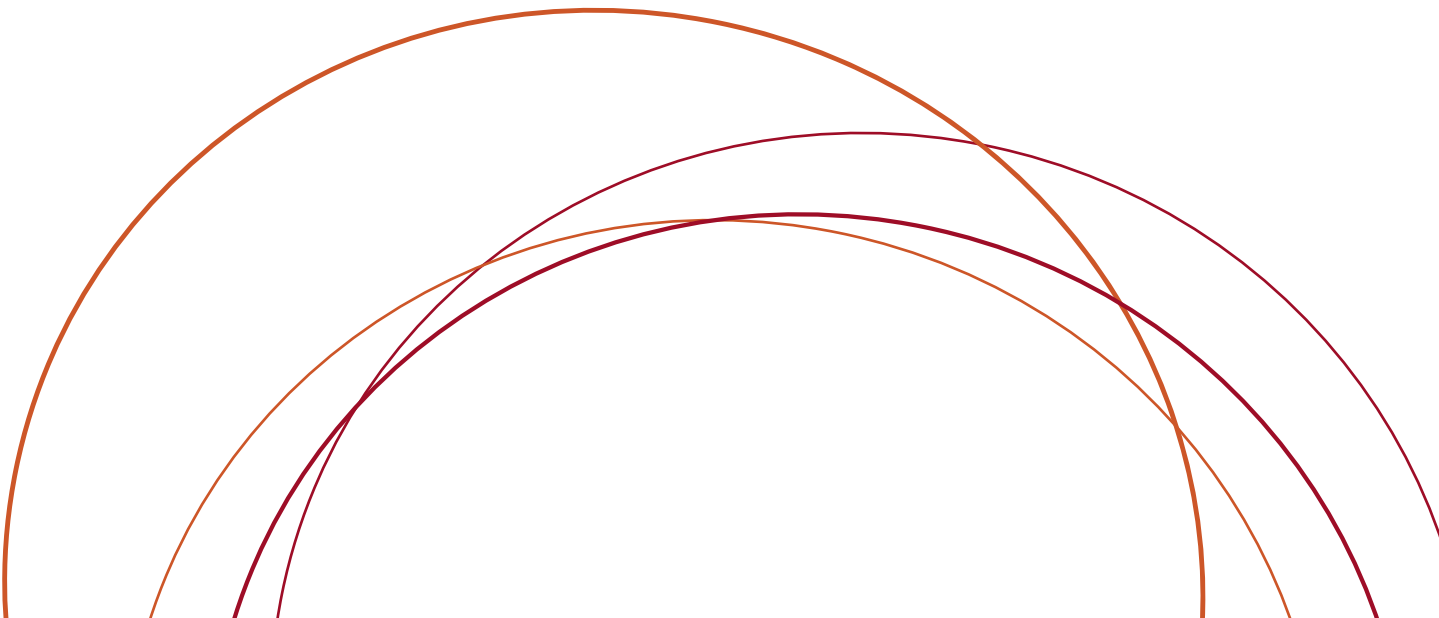
The aim is to ensure the necessary technical expertise for the Monitoring Commission, in the form of a Secretariat, in order to speed up communication, consultation and the timely collection of information from the various APSEs and other DE actors. The intention is to formalise institutional dialogue, in order to improve the political coordination of ENED's implementation, as mentioned in Measure 3.4. This will also ensure the presentation of the outcomes of this work, particularly in the coordination mechanisms of Portuguese Development Cooperation.

Measure 4.2 — National Strategy for Development Education monitoring system

The aim is to develop a joint Action Plan to continue the system created under ENED 2010-2016 as an intrinsic component of the Strategy's implementation. The process of systematic collection of documentation will also be consolidated, for the construction of a documental archive of DE in Portugal, as well as for enabling the monitoring and evaluation of the ENED implementation. This measure would greatly benefit from the creation of instruments for the collection, sharing and dissemination of information, so that reports, pedagogical resources and information on initiatives can be made readily available. It would also benefit from training actions for APSEs and other relevant DE actors, in order to improve the quality and reliability of the information collected, from the promotion of spaces for dialogue that allow discussion on the ENED implementation, and the dissemination of information among the various actors involved. The ENED is also expected to be included in the Peer Review exercises of both GENE and the OECD-DAC.

Measure 4.3 — Culture of evaluation in the National Strategy for Development Education

The aim is to further develop the debate on what evaluation of DE means and how it can be carried out, linking reflection at a national level with that ongoing internationally. The intention is for two evaluation stages to take place: a mid-term internal evaluation, and a final external evaluation. Both exercises are intended to provide a basis for reflection and evidence on the Strategy's implementation. The first will also allow for an adjustment of the Action Plan, if necessary, according to the needs and difficulties identified, in order to achieve results while the ENED is still in force.





National Strategy
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