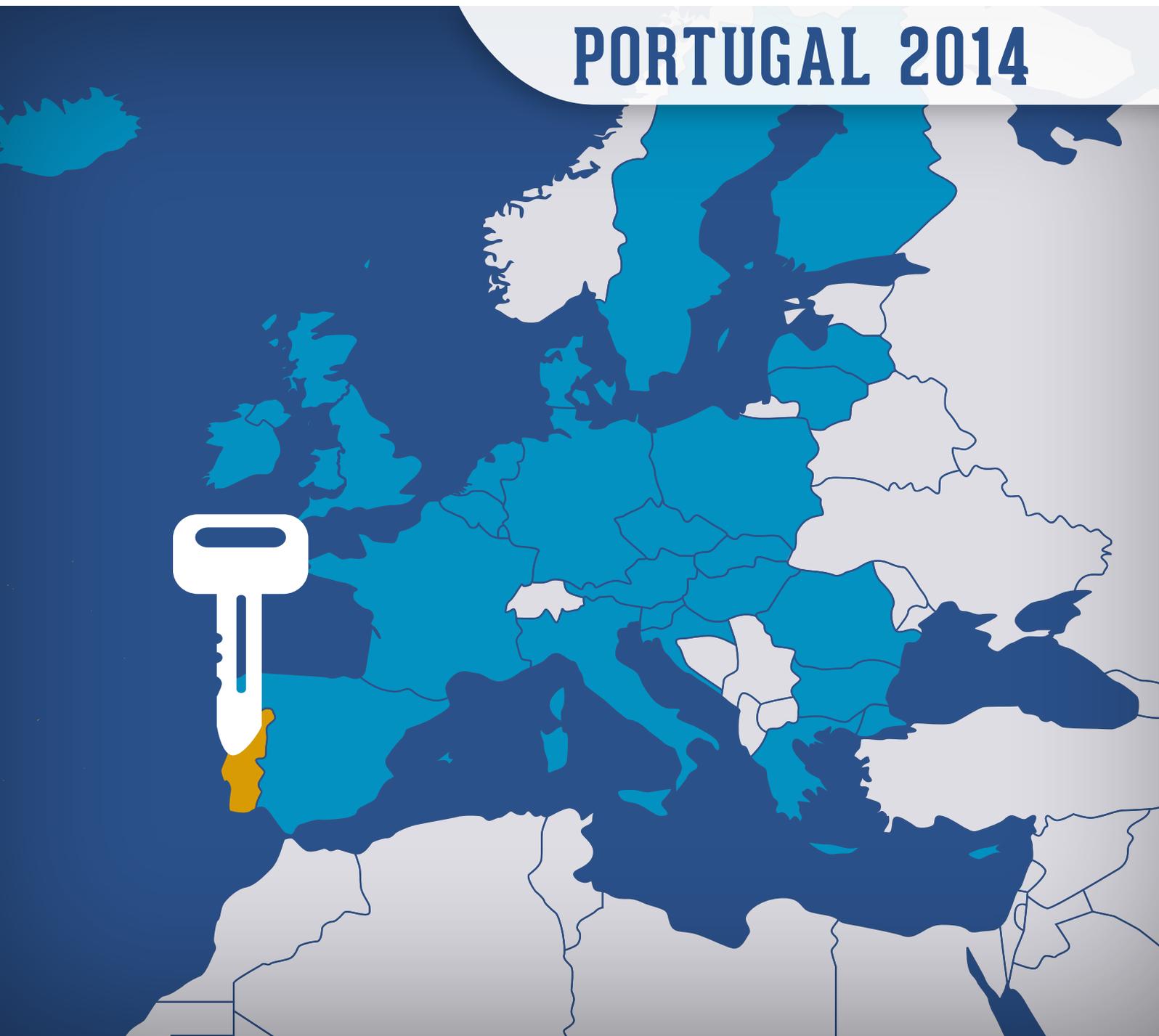


COUNTRY OVERVIEW

PORTUGAL 2014



<http://keyconet.eun.org>



SHORT SUMMARY

Providing a national description contextualizing key competence development in your country [rationale, objectives etc.]:

The Ministry of Education and Science has undertaken a curriculum review, revoking national basic education curriculum by the Order No. 17169/2011 on September 23 and setting increased academic achievement as a priority. Thenceforward there has been a shift to an approach based on learning outcomes, emphasising the importance of a solid mastery of knowledge as the basis for the development of each of the key competences. The MES seems also to consider that sometimes teachers who work “by competence development” tend to depreciate the knowledge of academics facts and need to have a better understanding about what means “competence development”.

The timeline of the current curriculum reform could be summarised as follow:

- Order No. 10874/2012, August 10: Approval of Curricular Goals of disciplines: Portuguese, Mathematics, Information Technology and Communication, Visual Education and Technological Education of basic education with effect from 2012/2013
- Order No. 5122/2013, April 16: Approval of Curriculum Goals of the disciplines of basic education for History and Geography of Portugal Natural Sciences (2nd cycle); Natural Science, History, and Physical Chemistry (3rd cycle) with effect from the academic year 2013-2014.
- Order No. 6651/2013, May 22: Approval of Curriculum Goals of the discipline of English 2nd and 3rd cycles of basic education, with effect from the academic year 2013-2014.
- Decree-Law No. 91/2013, of July 10: Establishes the new curriculum matrices of the 1st cycle of basic education and vocational courses in secondary education. The entered adjustments intended to strengthen student performance and capabilities.
- Order No. 9888-A/2013, July 26: Approval of Program of Mathematics in basic education with effect in the academic year 2013-2014.
- Order No. 110-A / 2014, of January 3: Approval of Curriculum Goals of the disciplines of Geography, History and Natural Sciences 9th grade (3rd cycle).
- Order No. 868-B / 2014, January 20: Approval of Programs and Curriculum Goals of the disciplines of Portuguese, Mathematics A, Physics and Chemistry A, and Curriculum Goals of the disciplines of Physics and Chemistry in secondary education.



KCD INITIATIVES:

What relevant key competence related initiatives (e.g. curricular reform/national strategy/pilot project/public consultation etc. in relation to students' curricula and assessment, teacher training, school organisation, and learning resources) have taken place in your country over the past five years, and which are planned in the future? You may also refer here to the 2012 case notes produced for your country, and any other initiatives which will be the focus of the 2013 case notes.

1. Case notes

- The Portuguese as a Second Language (PSL) initiative was implemented in 2006 through the publication of national regulations, the creation of a PSL subject from ISCED 1 to ISCED 3 (International Standard Classification of Education), as well as the development of specific tests for external assessment. The main EU key competences in the subject of PSL are: communication in foreign languages and cultural awareness and expression.
- EduScratch (September 2010 - on-going) is an initiative that focuses on promoting the educational use of the programming language Scratch, by supporting teaching and sharing best practice among members of the educational community in Portugal. It contributes to the curricular integration of ICT as well as giving context to the implementation of ICT curricular targets in grades 7 and 8 (ages 12-13).

2. Curriculum reform and guidelines

Between 12 December 2011 and 31 January 2012, a public consultation process regarding the curriculum review was carried out. Based on the analysis of these public contributions/proposals, several final decisions were taken regarding the organisation of the new curricular framework. The paradigm changed to a perspective of learning outcomes and new legislation appropriate to this approach was drawn up, focusing on increasing the number of teaching hours per week of the fundamental subjects such as Portuguese, Mathematics, History, Geography and Sciences. As far as foreign languages are concerned, English is now a compulsory subject from grade 5 (age 10) for the following nine years.

Citizenship Education, a cross-curricular area, shall be addressed in all curriculum subjects.

Students' education should be relevant to the real world, reflecting the knowledge and skills that they need to acquire and develop to become successful citizens. Curriculum guidelines are therefore being developed by establishing learning outcomes according to school year, level and cycle of education. We believe that these guidelines will provide a clear overview of what students are expected to learn. Learning outcomes call for building solid and thorough knowledge and essential skills, embodied in effective qualifications, and thus preparing students for working life. This is the plan presented in the Key Competences for Lifelong Learning – A European Reference Framework, of the Lifelong Learning Programme of the European Commission, adopted by the European Parliament and Council of 18 December 2006.

At the opening of the academic year 2013-2014, the Minister of Education announced that it wanted all the students of 1st cycle to raise their English as a compulsory curriculum subject, and asked for help to the National Education Council to consider how to make the change. In July 2014, the Minister announced that all the students in the 3rd grade (1st cycle) will have mandatory English, with a minimum workload of two hours, from the academic year 2015-2016.

OVERALL KCD APPROACH:

How would you characterise the overall approach to key competence development in your country? Is it a holistic approach characterised by an overarching strategy, or rather a targeted approach focusing on one or more specific dimension of the education system (student curriculum, assessment, teacher training, school organisation, learning resources etc.)? Does it cover formal and non-formal learning, both primary and secondary school levels?

In Portugal, there is a targeted approach to key competence development, focusing especially on the mother tongue, mathematics and science. For these subjects, there has been an increase in the number of teaching hours per week in the curriculum, within the scope of the curriculum review.

As a cross-curricular competence, digital competence overlaps with and is covered in all curriculum subjects. Teachers are therefore encouraged to learn how to use information and communication technologies (ICT) but also to encourage their students to make use of it. ICT is also a subject in its own right in grades 7 and 8 (ages 12-13).

We think that competence in the fundamental basic skills of language, literacy and numeracy as well as in ICT is an essential foundation for learning.

KEY COMPETENCES ADDRESSED:

Is there a focus on any particular EU key competence/s or a combination of them, or perhaps there is more of a focus on alternative/complementary competences defined at national level?

The curriculum review focuses on both communication in the mother tongue and in foreign languages (especially in English), as well as on mathematical competence and basic competences in science.

There has been a reinforcement of fundamental subjects such as Portuguese, mathematics, history, geography and sciences. English language is now compulsory for a 9 year period.

Citizenship Education, a cross-curricular area, shall be addressed in all curriculum areas.

It is not consensual in the educational community if ICT teaching for all students is enough because the teaching time is very short.

STAKEHOLDERS INVOLVED:

Who are the main stakeholders involved in key competence development in your country?

The main stakeholders involved in key competence development in Portugal are the Ministry of Education and Science, the National Agency for Vocational Education and Training, schools and school boards, teachers, students, parents, and professional organisations.

KCD IMPLEMENTATION PROCESSES:

How does the implementation of key competence development/reform in school education function in your country? (e.g. process followed, political commitment, consultation with stakeholders and their respective roles, incentives for stakeholders, dedicated funding, teaching material, definition of goals and standards, assessment and evaluation mechanisms, impact on teacher training/professional development and school practices/leadership, scaling-up approach, based on research/evidence? etc.)

Taking into account the European qualifications framework (EQF), which defines the learning outcomes as statements of what a learner knows, understands and is able to do on completion of a learning process, the Portuguese Ministry of Education and Science is implementing a project within the scope of a global strategy for national curriculum development, with the aim of establishing non-compulsory learning outcomes for each level of education, as well as its development and progression by grade and subject. This shift to an approach based on learning outcomes will be consolidated when it becomes compulsory from 2012-2013, onwards. Learning outcomes will be established per school year and level of education for all school subjects.

Internal and external assessment will be defined according to both the syllabus and learning outcomes.

Examples of learning resources/teaching material:

- The Schools' Portal educational repository holds about 1800 learning resources, most of which have been uploaded by teachers of different subjects and levels of education. Users can directly search the Learning Resource Exchange for Schools portal (which is by far the largest European educational repository). The Schools' Portal repository is updated regularly.

https://www.portaldasescolas.pt/portal/server.pt/community/oo_recursoeducativos

- The Catalogue of Education Blogs, within the Schools Portal, is a source of information on education blogs. It shares best practices in the use of blogs as educational tools and services.
https://www.portaldasescolas.pt/portal/server.pt/community/04_catalogo_blogs
- The Geography Teachers Association was invited to create a web portal – GEORED – where digital learning resources in the field are made available under a Creative Commons license. Its goal is to help teachers develop their skills in the use of digital maps and Geographic Information Systems.
<http://geored.dgide.min-edu.pt>
- Casa das Ciências (House of Sciences) is a portal of educational resources for teachers and students, dedicated to science. It is funded by Calouste Gulbenkian Foundation and led by the Sciences Faculty of University of Porto. It offers original educational resources submitted by community upon evaluation by the expert scientific committee, others licensed by acknowledged producers and translated into Portuguese (<http://www.casadasciencias.org>). The portal also includes a wiki section, the Wikiciências (<http://wikiciencias.casadasciencias.org>), with featured articles written and scientifically validated by recognised experts on Biology, Physics, Geology, Math, Chemistry, Computers Science, and History of Science. Recently the portal presented an image bank (<http://imagem.casadasciencias.org>) built on community contributions also validated by experts. The project just started editing “Revista de Ciência Elementar” a magazine of elementary science that presents good contents scientifically accurate and high quality graphics.
<http://www.casadasciencias.org>
- Magazine of Elementary Science (Revista de Ciência Elementar) is a new publication from Casa das Ciências addressed to teachers and students and the general public. This magazine recovers the contributions of the portal and publishes a selection of articles intended primarily to clarify, clarify and develop concepts of Elementary Science, especially those who are directly associated with basic education programs and secondary. It's available online as a PDF file in the following web address.
<http://rce.casadasciencias.org>
- The School Library Network (RBE) program was launched in 1996 by the Ministries of Education and Culture, aiming to install and develop libraries in public schools at all levels of education, providing users the necessary resources for reading, access, use and production of information in analog, electronic and digital media. The network web site provides information on the geographical location of public school libraries and a vast collection of free digital resources.
<http://rbe.min-edu.pt/np4/home>

Sources of dissemination/reflection:

Webinars are an excellent way of disseminating information on the core curriculum syllabus.
<http://webinars.dge.mec.pt>



OBSTACLES AND FACILITATORS:

What would you identify as obstacles and/or facilitators to developing and implementing a key competence approach in your country's education system, or to more generally introducing any type of educational reform related to the definition of key competences and revision of the curriculum, and to joint collaboration on such issues relying on the input from those working on different dimensions (e.g. teacher training, learning resources etc.)?

Learning resources, teaching materials and their dissemination are facilitators to developing and implementing key competences (see above).



ADDITIONAL INFORMATION/USEFUL URLs:

-  General Directorate of Education:
<http://www.dge.mec.pt>
-  Webinars:
<http://webinar.dge.mec.pt>
-  Schools' Portal:
https://www.portaldasescolas.pt/portal/server.pt/community/00_recursoeducativos/259
-  Catalogue of Education Blogs:
https://www.portaldasescolas.pt/portal/server.pt/community/04_catalogo_blogs
-  GEORED:
<http://geored.dgidc.min-edu.pt>
-  Casa das Ciências, Gulbenkian portal for teachers:
<http://www.casadasciencias.org>

ABOUT EUROPEAN SCHOOLNET

European Schoolnet is the coordinator of the KeyCoNet project.

European Schoolnet is a network of 31 Ministries of Education from across the European member states, leading educational innovation at European level. As a major international think tank, European Schoolnet operates key European services in education on behalf of the European Commission, member Ministries of Education and industry partners.

European Schoolnet's activities are divided among three areas of work:

- Policy, research and innovation: information sharing and evidence building.
- Schools services: enhancing cooperation between schools across Europe.
- Advocacy: how ICT and digital media contribute to transforming teaching and learning processes.

Join us on

-  <http://europeanschoolnet.org>
-  Key Competence Network on School Education – KeyCoNet
-  #21skillscourse  #KeyCoNet
-  <http://www.europeanschoolnetacademy.eu/web/keyconet>

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