

MEDIA EDUCATION WITHIN FORMAL EDUCATIONAL SYSTEM	Country profile sheet PORTUGAL		Resources; other usable datas
Context – educational system	Overview	<p>In Portugal, the Ministry of education and Science has the responsibility for defining, coordinating, implementing and evaluating national policies for education, science and information society, articulating them with the policies of qualification and training. The Ministry performs this responsibilities via direct administration services of the State (central and peripheral services), indirect administration, advisory bodies and other entities. In the Autonomous Regions of the Azores and Madeira, the Regional Governments, via the respective Regional Secretariats for Education, are responsible for defining the national education policy to a regional plan and manage human, material and financial resources.</p> <p><b>Compulsory education</b> begins at the age of 6 and lasts for 12 years. It encompasses Basic education and Secondary Education. Basic Education lasts for 9 years and is divided into three cycles: the first cycle corresponds to the first four years of schooling; the second cycle corresponds to the next two years (these two cycles together correspond to primary education); and, the third cycle that lasts for three years and corresponds to Lower Secondary Education. The articulation of the three cycles is sequential and each cycle should complete and deepen the previous one, within a global perspective. Specific goals within each cycle are integrated into the overall objectives of basic education, according to their age and stage of development. Secondary Education lasts for three years and corresponds to Upper Secondary Education. It can be organized in different paths, comprising courses aiming the preparation for working life or further studies. The permeability between courses oriented to working life and courses geared to continue studies is guaranteed. Compulsory education is provided in public schools, private and cooperative schools. State-run schools are free of charge.</p>	<a href="https://webgate.ec.europa.eu/fpfis/mwikis/urydice/index.php?title=Countries">https://webgate.ec.europa.eu/fpfis/mwikis/urydice/index.php?title=Countries</a>  <a href="https://webgate.ec.europa.eu/fpfis/mwikis/urydice/index.php/Portugal:Single_Structure_Education_%28Integrated_Primary_and_Lower_Secondary_Education%29">https://webgate.ec.europa.eu/fpfis/mwikis/urydice/index.php/Portugal:Single_Structure_Education_%28Integrated_Primary_and_Lower_Secondary_Education%29</a>
	Primary and lower secondary education	<p>Basic education rooted on the Comprehensive Law on the Education System, which establishes the general framework for the education system. The guiding principles of organisation and management of the curriculum of basic education, as well as the assessment of learning and the process of developing the curriculum are more specifically outlined in Decree-Law no. 139/2012, of 5th July .</p> <p>As stated in the Comprehensive Law, the general educational aims for basic education are as follows:</p> <ul style="list-style-type: none"> <li>• To provide all Portuguese with a common general instruction that may enable them to discover and develop interests, skills, critical reasoning, memory, creativity, moral sense and aesthetic sensitiveness; to promote individual fulfillment tuned with social solidarity values;</li> <li>• To ensure that the relationship between learning and learning to do, between theory and practice, and between school culture and everyday culture is well balanced in this instruction;</li> <li>• To provide room for physical and motor development, promoting manual activities and artistic education to make pupils aware of the different forms of aesthetic expression, detecting and encouraging skills in these fields;</li> <li>• To teach a first foreign language and begin a second one;</li> <li>• To give pupils the basic knowledge that will allow them to pursue studies or join vocational training schemes, helping pupils to acquire and develop methods and instruments for individual and group work, promoting the human dimension of work;</li> <li>• To encourage a national awareness open to reality from a perspective of universal humanism, solidarity and international cooperation;</li> <li>• To develop understanding and appreciation of the characteristic values of the Portuguese identity, language, history and culture;</li> <li>• To provide pupils with experiences that encourage civic maturity and social and emotional maturity, creating in them positive attitudes and habits in their relationships and in cooperation with others, whether within the family or in conscientious, responsible intervention in the reality surrounding them;</li> <li>• To help pupils acquire independent attitudes, with a view to forming citizens with a sense of their civic responsibilities and who intervene democratically in community life;</li> <li>• To respond to the special educational needs of children who suffer from physical or mental handicaps, providing them with conditions suitable for their development and for making full use of their skills;</li> <li>• To promote permanent knowledge updating;</li> <li>• To participate in the process of educational information and guidance in collaboration with families;</li> <li>• To provide, with freedom of conscience, the acquisition of civic and moral education notions;</li> <li>• To create the conditions for school and educational success for all pupils.</li> </ul> <p>The current educational policies, as defined in the Decree-law no. 139/2012, have the main goal of improving quality and success and are rooted in the pre-assumption that education is a decisive factor for the future of the country.</p> <p>High investments have been made on the renovation of school infrastructures and equipments to meet the requirements of the society of knowledge, namely through the Education Technological Plan and the School Network Modernisation Programme. Such programmes have resulted in deep transformations in the school premises and organisation and above all in teacher training, enabling them to integrate ICT in teaching practices.</p>	

	<p>Basic education corresponds to the period of nine years of formal education starting for all children at the aged of 6 (completed until December 31). Until 2009 it also corresponded to compulsory education; currently education is compulsory for all students until the age of 18 or until they complete secondary education. (Law no. 85/2009, of August 27).</p> <p>Basic education lasts for 9 year, three cycles of schooling of 4, 2 and 3 years respectively, according to the following distribution:</p> <table><tr><th>Cycles</th><th>Years of Schooling</th><th>Age</th></tr><tr><td>1st cycle</td><td>1st – 4th</td><td>6 – 10 years old</td></tr><tr><td>2nd cycle</td><td>5th – 6th</td><td>10 – 12 years old</td></tr><tr><td>3rd cycle</td><td>7th – 9th</td><td>12 – 15 years old</td></tr></table> <p>The guiding principles of curriculum organisation and management aim at ensuring a common general background education to all citizens, by providing the acquisition of fundamental knowledge and skills that allow the continuation of studies.</p> <p>The curriculum is determined at national level. In each school the teachers can manage the national curriculum and define the school education project.</p> <p>As regards the curriculum of 1st cycle of basic education, teaching is the responsibility of a generalist teacher who teaches the following subject areas:</p> <ul style="list-style-type: none"><li>• Portuguese (a minimum of 7 hours per week);</li><li>• Mathematics (a minimum of 7 hours per week);</li><li>• Environmental studies (Science, Geography and Portuguese History);</li><li>• Expressions (artistic and physical-motor skills);</li><li>• Religious and Moral Education (optional) (1 hour per week).</li></ul> <p>The non-subject-based curriculum areas are Supervised Study, Civics and Project.</p> <p>The curriculum of the 2nd and 3rd cycle of basic education is organised into multidisciplinary areas of study, having one specialist teacher per area. The study plan for each cycle includes the following curriculum areas/subjects, organised according to a minimum per curriculum area and a maximum per year or cycle. Schools decide how to organise the period of time for each lesson:</p>	Cycles	Years of Schooling	Age	1st cycle	1st – 4th	6 – 10 years old	2nd cycle	5th – 6th	10 – 12 years old	3rd cycle	7th – 9th	12 – 15 years old	<p><a href="https://webgate.ec.europa.eu/fpfis/mwikis/urydice/index.php/Portugal:Upper_Secondary_and_Post-Secondary_Non-Tertiary_Education">https://webgate.ec.europa.eu/fpfis/mwikis/urydice/index.php/Portugal:Upper_Secondary_and_Post-Secondary_Non-Tertiary_Education</a></p>
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Upper secondary education	<p>Upper secondary education is rooted on the Comprehensive Law on the Education System, which establishes the general framework for the education system. It comprises three years of schooling (the cycle of studies including years 10-12) and is currently compulsory for all students aged up to 18. The curriculum organisation is regulated by the Decree-law no. 139/2012, of 5th July.</p> <p>The general educational aims for upper secondary education, are as follows:</p> <ul style="list-style-type: none"><li>• To guarantee the development of reasoning, reflection and scientific curiosity, as well as the expansion of the basic elements of a humanistic, artistic, scientific and technical culture, elements that constitute an appropriate cognitive and methodological basis for further studies and access to active life;</li><li>• To provide young people with the essential knowledge to understand aesthetic and cultural expression and to facilitate the improvement of their artistic expression;</li><li>• To foster learning and the application of an increasingly deep knowledge based on study, critical thinking, observation and experimentation;</li><li>• To promote young people’s interest in contributing to solve national problems and their awareness of the problems affecting the international community, on the basis of the realities of regional and national life and of the respect for the permanent values of society in general, and Portuguese culture in particular;</li><li>• To facilitate contact with and experience of the active world, by strengthening the connections between school, active life and the community, and by stimulating the innovative and participative role of the school;</li><li>• To foster the vocational guidance and the education of young people by means of technical and technological training with a view to their access to active life;</li><li>• To create individual and group working habits and to foster the development of methodical reflection, open-mindedness, awareness and acceptance of others, and the capacity to adapt to change.</li></ul> <p>The educational policies, as defined in the DECREE-LAW NO. 139/2012, have the main goal of improving quality and success and are rooted in</p>													

the assumption that education is a decisive factor for the future of the country.

EDUCATION AND TRAINING PATHS	YEARS OF SCHOOLING	AGE
Scientific-humanistic courses	10-11-12	15-18
Professional and vocational courses		
Specialised artistic courses		
Recurrent education		adults

- The scientific-humanistic courses are mainly focused on access to higher education;
- Courses with specific study plans offered by some private schools submitted to approval of the Ministry of Education and Science;
- Specialized artistic courses - provide artistic education and training, oriented both to give access to further studies in the specific area and to active life (e.g. visual arts, music, dance)
- Professional and vocational courses are oriented to students' professional qualification towards active life, also allowing access to further studies;
- Recurrent education – addressed to adults who have not completed this level of education at the regular age.

The curriculum is determined at national level. The Ministry of Education and Science also defines guidelines for adoption of teaching methods, which are adapted in each school by the teachers, in close relation with the school educational project.

For scientific-humanistic courses of upper-secondary education, each school provides courses from a list of four which are nationally proposed.

In principle the school provision is mainly determined by the balance between the choice of students and the demand of local and regional socioeconomic development needs.

There are four scientific-humanistic courses:

- Sciences and Technologies;
- Socioeconomic Sciences;
- Languages and Human Sciences;
- Visual Arts.

They are aimed primarily at students who wish to enter higher education studies (university or polytechnic).

All scientific-humanistic courses have a general component and a specific component.

The general component is common to all courses and in articulation with other educational components aims at developing a wider general knowledge, by integrating a humanistic, social, artistic, scientific and technological dimension. This cultural basis aims to contribute to the building up of the personal and social identity of young people, allowing them to understand the world in which we live in and to participate in a critical way in its construction and transformation. The general component includes the following subjects: Portuguese, Foreign Language, Philosophy and Physical Education.

In professional courses this component is designated as socio-cultural component.

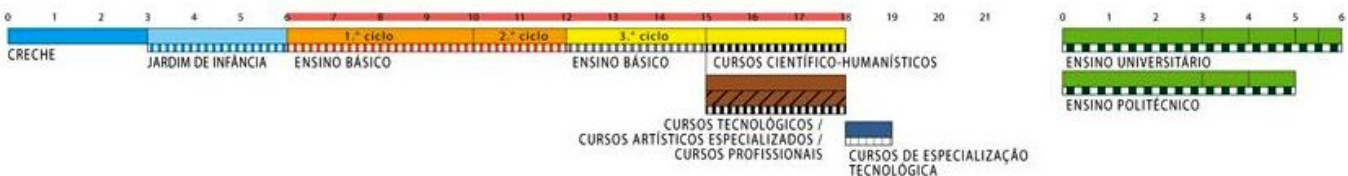
The study plans of all scientific humanistic courses include a specific component destined to provide a solid scientific preparation in the study area of each course. This component integrates a set of structuring core subjects that provide identity to the course. Students may still choose one subject from a set of subjects related with other fields.

In professional and artistic specialised courses the scientific component includes subjects and contents that aim at providing the acquisition and development of knowledge and capacities specific to the course.

Artistic specialised courses and professional courses include also a technical-artistic and a technical component, respectively, aiming at the acquisition and development of knowledge and capacities specific to each course and, moreover, to provide practical learning in working context.

The study plans include:

- The subjects;
- The minimal taught time allocated for each subject
- The total taught time

	Structure of the national education system 2012/13		<a href="https://webgate.ec.europa.eu/fpfis/mwikis/urydice/index.php?title=Countries">https://webgate.ec.europa.eu/fpfis/mwikis/urydice/index.php?title=Countries</a>
Media literacy in the curriculum	ML education in top level curriculum	<p>In Portugal, compulsory education includes ICT as a core subject, as a general skill to be acquired and as a fundamental cross-curricular subject. Media Education, however, is not present as a core subject. There are references to media education but these are scarce, and are to be found as part of the curriculum of other school subjects and not by direct reference.</p> <p>Although Media literacy is present in the Portuguese education system, it has only a discrete presence in the curriculum. There are some references to media studies. ICT is seen as an important subject and a skill to be acquired by all students. In the "Orientações do Ministério da Educação para a Disciplina de TIC" it is said that ICT is undoubtedly embedded in the national curriculum and that the subject should not be considered part of IT, but as a subject where skills in informatics are linked with those specific of other areas of learning. ICT (TIC) is a core subject for the 8th, 9th and 10th years and is also present in the national curriculum as a basic cross-curricular subject, related to general skills, specific methodologies and acquiring general and specific competences (in handling information, working methods, communication, etc.)</p>	Study on the Current Trends and Approaches to Media Literacy in Europe Country profile Portugal V 4.0
	resources		
	Media literacy in education from a historical view	<p>The historical, cultural and political context of the country helps us to frame the current situation in media education field in the country. The dictatorship that lasted over four decades in Portugal not only put economical development on embargo and refrained mass media, but also limited education to few school years and manipulated it away from the promotion of autonomy and critical thinking. From 1974 on, the country extended and made more consistent the fields of economy, media and education, among others, but is still struggling with heavy historical heritages.</p> <p>In regard to education, Portugal is still in a disadvantaged position in relation to the rest of Europe, with a significant historical delay that still place the illiteracy around 9%, according to the Census in 2001. Although the generations after the revolution have had a growing access to education, the now active generation still born before April 25th 1974 has the lowest schooling years average in Europe, according to European Social Survey in 2006; and 60% of parents of children aged up to 14 have only the compulsory education of nine school years (Rebelo, 2008). This situation is drawn according to a generational gap in the use of new technologies and further places television medium in the centre of Portuguese society.</p> <p>The implications of the generational gap to media education are that this process cannot rely on families as the only agents to promote it. However, in a country where the adults education and education throughout life are only now starting to be more debated, just as the incentives to literacy are still in motion (namely, the governmental "Reading+ Plan", to increase reading habits among the population, specially the youngest), media education does not seem to have earned its place in the agenda of education policy (Baptista in Tomé, 2008). Manuel Pinto (2003) states:</p>	<p>Media Education in Portugal: A Building Site School 2.0 - A Global Perspective By Prof. Cristina Ponte &amp; Ana Jorge In: The Journal of Media Literacy</p> <p><a href="http://journalofmedia literacy.org/index.php/current-issue">http://journalofmedia literacy.org/index.php/current-issue</a></p>

		<p>"In countries such as Portugal and others in the Iberian-American space that were deeply affected by authoritarian regimes and that have a democratic experience that is still insufficiently imbedded in everyday practices, sometimes it becomes difficult to earn spaces and horizons for the so-called media education".</p> <p>Public and private media organizations had poor efforts to promote media education, and commercial communication and civil society associations were practically absent from this process. There was a reasonable observation and research in this field, and also a fair liaison to international initiatives. So families' participation in the media literacy effort seemed to try to compensate a lack of association and cooperation among institutions.</p> <p>This whole picture resulted in a colonization of the debate around media education by "the overwhelmed discourse on technology" (Pinto, 2003). Generally, there is an underdevelopment situation in this field in the country, in which the state reclaims for itself a great part of the responsibility in promoting this side of education for citizenship. This is something that is consistent with a national culture that has a poor conscience of rights and participation, and that depends upon and delegates responsibility on the state in many other areas.</p> <p>The retrogressions are, in a way, signs of how much this field is not yet among the priorities in education. The national Educational Innovation Institute, that had tried to incorporate media in educational practices and in the curriculum since 1997, was closed down in 2002 within a reform and a cut in budgets. There was also a drawback for media education in the teacher training level, when it was sacrificed during the pedagogical restructuring imposed by the signing of Treaty of Boulogne (Tomé, 2008).</p> <p>Indeed, the government in power since 2005 has defined as its priority politics to transform the economy by strengthening the technological and educational capacity: after the schools were equipped with computers and broadband internet, programs of acquisition were promoted, symbolized in Magellan, the computers for children 6-10 of which over 300 thousand were distributed in the first year, in 2008/09. This program stems from a deterministic perspective in regard to technology, by not promoting a critical and autonomous education towards it and rather believing in a peaceful revolution of the teaching-learning process, as well as in a passing on of digital media into society through young people ("children bring parents to the internet world"), although the structural problem of the country's educational delay is not addressed.</p> <p>Media education is still practically reduced to the inclusion of ICT training in the curriculum, as a subject of 8th to 10th grades and as a transversal training to learn competencies for the learning process (in Project Area, Accompanied Study or Civic Education), but the perspective on ICT is also reducing them to their educational possibilities, by ignoring their capacity to promote autonomy and contact with the outside world. The inclusion of media literacy in the education for citizenship did not gain expression, despite a forum held in 2006 between the Ministry of Education and Presidency of Ministers Council and experts in the field.</p> <p>Also the new Television Law (n. 27/2007) states that the public broadcaster should "participate in activities of media education, by guaranteeing, namely, the broadcasting of programs oriented to that purpose." Almost two years later, this legal statement has shown limited results on the screens, only for children, with a weekly newscast with children's participation, A Thousand Gigas. The production of original content is scarce, struggling with high production costs for a small market, although RTP2, the second channel of public television, exhibits a recognisably</p>	
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		<p>quality programming. Public broadcasting is also not exploring the potential of online context for this purpose.</p> <p>To conclude, there are several forces and voices, sometimes in different directions, that try to define media education in Portugal. We could say that we are somewhat in media education pre-history, in the sense that it does not exist by its own right and on its own, as an autonomous topic in the public agenda, as do the ICT's risks and opportunities that seem to dominate the media and political discourses, respectively. Therefore, the biggest challenge media education is facing right now in Portugal is that of rising up to a level of public awareness, associated with citizenship, social inclusion and participation issues. The portrait that this text presents is, then, in a way a puzzle in which different entities, in isolation or punctual cooperation, try to define the reality of media education in Portugal.</p>	
	Media literacy in the curriculum – recent view	<p>Media education is still practically reduced to the inclusion of ICT training in the curriculum, as a subject of 8th to 10th grades and as a transversal training to learn competencies for the learning process (in Project Area, Accompanied Study or Civic Education), but the perspective on ICT is also reducing them to their educational possibilities, by ignoring their capacity to promote autonomy and contact with the outside world. The inclusion of media literacy in the education for citizenship did not gain expression, despite a forum held in 2006 between the Ministry of Education and Presidency of Ministers Council and experts in the field.</p> <p>In regard to policy, we can see a delay also on the implementation of European guidelines in this field: the Office for the Media, competent in legislating on media, has not yet concluded the transposition to national Law of the Audiovisual Media Services Directive (2007/65/EC) that fixates that transposition until the end of 2009.</p>	
	Comments, annexes	<p>Vitor Rea Batista, Algarve University, Member of the Media Literacy Expert Group, 2012: „About the Media Education and Media Literacy presence in curricula, I have been looking all over for the possibility of those indications from the official sources without any success. The only thing that I could find is the intention to implement some issues (which, nobody knows exactly) of Media Education within the subject of ICT for the 2nd and 3rd cycles of the basic curriculum (grades 5 to 9). There is also the intention, coming from the state department of cultural affairs to create on those cycles the subject of Film Literacy. <i>There is a National Plan for the study of Cinema in schools. It is only in an embryonary state, but it is an advance anyway.</i>”</p>	
Ad Teacher profession development			
Specialized network for media educators	<p>The 'Gateway for Media Literacy' is a web aggregator of information on this subject, constituting a platform that provides tools for promoting literacy projects within Media Literacy and forums for debate on this issue  <a href="http://www.literaciamediatca.pt/pt/o-que-e-o-portal-da-literacia">http://www.literaciamediatca.pt/pt/o-que-e-o-portal-da-literacia</a></p>		