

Resumo ANGEL:

Global Citizenship Education in Portugal: what is expected? An analysis of Portuguese education policy documents

Since the launch of the Global Education First Initiative in 2012 (United Nations, 2012), Global Citizenship Education (GCE) has taken a high place at national educational agendas in countries from all continents.

This presentation reports on the results of an analysis of Portuguese education policy documents regarding the promotion of GCE within mandatory years of schooling. Through critical discourse analysis (Fairclough, 2010) this study aims to understand the place of GCE in the Portuguese curriculum and to understand what response Portugal has given to international calls to promote global citizenship. Thereby, two documents were selected for analysis: the Students' Profile at the end of Compulsory Schooling (Order nº 6478/2017) and the National Strategy for Citizenship Education (Order nº 6173/2016).

The first document stands out for proposing a humanistic view of school(ing) and Education, through the definition of a profile that everyone leaving mandatory schooling can share and that stimulates and cultivates a quality education, favoring complementarity and mutual enrichment among citizens as a way of educating autonomous, responsible and active citizens.

In the same vein, the National Strategy for Citizenship Education proposes that all students develop and actively participate in educational projects that promote the construction of more just and inclusive societies, based on attitudes through values such as the respect for diversity and the defense of human rights, as a way to contribute for the achievement of Sustainable Development Goals (United Nations, 2015).

Keywords: Global Citizenship Education, Portugal, Curriculum, Critical Discourse Analysis