



EMEDUS
Europe Media Education

WP3. Formal Media Education

PORTUGAL



1. Education System

The Portuguese Ministry of Education and Science is responsible for defining, coordinating, implementing and evaluating national policies for education and science, as well as issues related to the information society. Schools have relative autonomy to implement decentralized models and develop their own pedagogical organization and projects in education.

Since 2009, education has been compulsory from ages 6 to 18. Primary education lasts 9 years, which is divided into three stages, while secondary education consists of three years, which prepares students for professional life or further studies.

2. Policies in Media Literacy

In 2011, the National Council of Education published Recommendation Number 6 on Media Literacy Education, which proposes the inclusion of media literacy in the subject of Citizen Education. The paper recommends that the subject be promoted, considering it to be a set of related knowledge and skills with respect to the three dimensions of media literacy: access, critical understanding and creative and responsible use. The document also emphasizes the technical and pedagogical training of teachers and educators.

The National Council of Education published a recommendation that promotes media literacy in schools

3. Media Literacy and National Curricula

Media Education is not officially in the Portuguese school curriculum as a separate subject. According to the Education Council's Curricular Goals, and in accordance with the principles of the Decree-Law regulating this subject, it is one of 14 suggested themes for the development of the subject Citizen Education, which is not compulsory.

There are also references to media literacy in the subjects of Visual Education and Mother Tongue. As schools can decide on the subjects offered and their timetabling, the specific time dedicated to media education within these subjects cannot be determined.

Since the curriculum reform of 2012, ICT has been constituted as an autonomous subject, even though hitherto it had already been present as a predominantly practical, interdisciplinary, cross-curricular theme.

4. Tools to measure the Level of Competencies

In Portugal ICT is assessed through a national exam and other types of certificates which are issued in accordance with the various programs that exist. Approximately 800 centers are registered at the UMIC (the Agency for the Society of Knowledge) that provide the Diploma in Basic ICT Skills. Most of these centers are found in institutions of higher education, primary and secondary schools, as well as other Internet centers.

5. Teacher Media Training

Teachers need to obtain a postgraduate certificate in education after completing their initial studies offered at university. Some of these training courses include media education.

Some teacher training courses include Media Education and teachers are trained in the use of ICT in class

The Education Technology Plan that was implemented in 2010 provides ICT training, especially with respect to its application in the classroom, for teachers of primary and secondary school.

6. ICT in Schools

The keys to the inclusion of ICT in schools can be summarized as follows:

- Since 2006 all public schools have been connected to broadband Internet and have adequate hardware.
- The programs *e.escolinha* and *e.escola* distributed more than a million low-cost laptops to students. However, the program was suspended in 2011 by the European economic crisis and a lot of the equipment was ruined through wear and tear or malfunction.
- Teachers have training in ICT and often use it in class. They have the help of an ICT coordinator, although they tend not to engage in innovative activities.

Annex. Country Key Features

(a)	Languages	Portuguese (official), Mirandese (official, but locally used)
	Population	10,799,270 (July 2013 est.)
	Major cities	LISBON (capital) 2.808 million; Porto 1.344 million (2009)
	Government type	Republic; parliamentary democracy
	GDP (Purchasing Power Parity)	\$245 billion (2012 est.)
	GDP real growth rate	-3% (2012 est.)
	GDP per capita (PPP)	\$23,000 (2012 est.)
(b)	GDP composition by sector	Agriculture: 2.6% Industry: 22.6% Services: 74.8% (2012 est.)
	GDP per head (PPS)	77.0 (year 2011) (Index, EU27=100)
(c)	Year of EU entry	1986

	Currency	Member of the eurozone since 1999 (€)
	Schengen area	Member of the Schengen area since 1991
(d)	Pupils and students (ISCED levels 1-6) (1 000)	2.131,7 (year 2010)
	Pupils at ISCED level 1 (1 000)	752,8 (year 2010)
	Pupils at ISCED level 2 (1 000)	503,7 (year 2010)
	Pupils and students at ISCED level 3 (1 000)	484,0 (year 2010)
	Students at ISCED level 4 (1 000)	7,6 (year 2010)

Source: Original authorship, using data from:

- (a) *Central Intelligence Agency* (2013). *The World Factbook 2013-14*. Washington, DC [Retrieved from: <https://www.cia.gov/library/publications/the-world-factbook/index.html>]
- (b) European Commission (2012). *Country Fact Sheet: Portugal*. Directorate-General Regional Policy. Analysis Unit C3. European Commission [Retrieved from: http://ec.europa.eu/regional_policy/information/brochures/pages/country2012/index_en.cfm]
- (c) European Union (2013). Member states of the EU. European Union [Retrieved from: http://europa.eu/about-eu/countries/index_en.htm]
- (d) Eurostat (2013). Education and training. Pupils and students (tps00051). File: educ_ilev.xls [Retrieved from: http://epp.eurostat.ec.europa.eu/portal/page/portal/education/data/main_tables]

Sources

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<http://www.unic.pt/>

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<http://dge.mec.pt/metascurriculares/index.php?s=directorio&pid=36>

European Schoolnet. (2012). *Survey of Schools: ICT in Education. Country Profile: Portugal*. Brussels: European Commission.
<https://ec.europa.eu/digital-agenda/sites/digital-agenda/files/Portugal%20country%20profile.pdf>

Matrices de evaluación de la enseñanza secundaria
<http://dge.mec.pt/avaliacao interna/index.php?s=directorio&pid=4>

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