

Report on education textbooks in Portugal

STUDIES

GCE in textbooks

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List of abbreviations and acronyms

- AEs** Essential Learnings Outcomes (*Aprendizagens Essenciais*)
- CPLP** Community of Portuguese-speaking Countries (*Comunidade de Países de Língua Portuguesa*)
- DGCE** Development and Global Citizenship Education
- DGE** Directorate-General of Education
- EU** European Union
- LOs** GET Learning Outcomes
- MECI** Ministry of Education, Science, and Innovation (*Ministério da Educação, Ciência e Inovação*)
- PALOP** Portuguese-speaking African Countries (*Países Africanos de Língua Oficial Portuguesa*)
- PASEO** Students' Profile at the End of Obligatory Schooling (*Perfil dos Alunos à Saída da Escolaridade Obrigatória*)
- SDGs** Sustainable Development Goals
- WP2** Working Package 2 (*National curriculum mapping of GCE opportunities and challenges – Portugal*)



SECTION 1

1.1. Brief description of education textbooks in Portugal

The adoption of school textbooks is a responsibility of the Pedagogical Council of each School Cluster/School Group¹. This must be done in a reasoned, pedagogical manner and in line with the principles defined by the Ministry of Education, Science, and Innovation (MECI): "The pedagogical council of the school group or non-grouped school may decide not to adopt school textbooks, in which case the reasons for the decision must be communicated to the competent services of the Ministry of Education and Science." (Decree n.º 81/2014 of 9th of April, p. 2353). When school textbooks are adopted, they are mandatory for all students².

However, it is important to note that **this applies to Geography and History** (and other compulsory subjects, with the exception of Physical Education, Information and Communication Technologies, Visual Education and Technological Education) **but does not apply to Citizenship and Development**, which books are not considered official school textbooks. Furthermore, few teachers and schools adopt the Citizenship and Development books in their practice, so it was considered that they are not relevant enough to be analyzed in this study.

Concerning the authors of the textbooks, in Portugal, **publishers (commercial entities) select or invite their own authors, but there is an evaluation and certification process of the textbooks, carried out by the MECI** (Law N.º 47/2006, of 28th of August, p. 6214). Only textbooks that obtain this certification are able to be adopted by schools. This evaluation and certification process is carried out by scientific and pedagogical teams from entities accredited by the Directorate-General of Education (DGE) as evaluators and certifiers of school textbooks. Exceptionally, the evaluation may be carried out by evaluation committees, to be set up in accordance with the law³. **The State therefore has an essential role in approving school textbooks before they are published.**

With regard to this approval process for school textbooks, the Law N.º 47/2006, of 28th of August, defines the system for evaluating, certifying, and adopting textbooks for primary and secondary education. Article 7 of this law states that "The objectives of the evaluation and certification procedure for school textbooks are to guarantee the scientific and pedagogical quality of the textbooks to be adopted, to ensure their conformity with the objectives and content of the national curriculum and the programs or curriculum guidelines in force, and to certify that they constitute an adequate tool for supporting teaching and learning and promoting educational success." (Law N.º 47/2006, of 28th of August, p. 6214).

¹ School clusters or school groups are organizational units with their own administrative and management bodies, formed by the merger of schools from preschool to secondary school. The creation of these School Groups is based on a vision of territorialization of education and a policy of administrative decentralization, grounded in the idea that the school is part of the local community. It is, therefore, a policy of rationalizing resources, but also a democratic concept of managing educational institutions.

² Source: <https://www.dge.mec.pt/informacoes-gerais>.

³ Source:

<https://area.dge.mec.pt/sime/certificacao/faq#:~:text=2%20%E2%80%A2%20A%20quem%20cabe%20realizar%20a,de%20avalia%C3%A7%C3%A3o%20C%20a%20constituir%20nos%20termos%20legais; Despacho n.º 10215/2015, de 14 de setembro>.



The **decision on whether to accept textbook applications** for evaluation and certification purposes lies with the head of the MECI department responsible for pedagogical and curricular coordination.

In evaluating school textbooks for certification, **committees must consider the following criteria** :

- Scientific, linguistic, and conceptual rigor;
- Suitability for developing the skills defined in the national curriculum;
- Compliance with the objectives and contents of current programs or curriculum guidelines;
- Pedagogical and didactic quality, particularly with regard to method, organization, information and communication;
- Possibility of reuse and suitability for the expected period of validity;
- Material quality, namely robustness and weight.

The evaluation committees also take into account **constitutional principles and values** , namely non-discrimination and gender equality, as well as the social and cultural diversity of the student population for which the textbooks are intended and the plurality of educational projects in schools.

The list of certified textbooks is published by the MECI on its official website. From there, as said, each school selects the textbooks it wishes to adopt.

In conclusion, in this certification process a **two-stage process** is developed:

A stage involving the evaluation and certification of school textbooks by evaluation committees, resulting in the award of a scientific and pedagogical quality certification;

A stage involving evaluation and adoption by teachers in schools, with a view to assessing the suitability of certified textbooks for the respective educational project.

Concerning financial funding, the production of the textbooks is not directly funded by the State, but the **textbooks selected by schools and purchased by students are indirectly funded by the State**. This means that the school textbooks from 1st to 12th grade are free for all students in Portugal (Rectification Statement nº. 51/2019, of 7th of October).

SECTION 2

2.1. General description of the textbooks

2.1.1. History, 8th grade

Audience: History, 8th grade (13/14 years old).

Authors: Francisco Cantanhede, João Silva, Marília Gago, Paula Torrão.

Title: O fio da História (The thread of history).

Publisher: Texto Editora - Grupo Leya Educação.



Brief description of the textbook:

Textbook composed of 208 pages. At the beginning of each subtopic, there is a planisphere and a timeline to situate events in time and space, historical sources and current information with exploration questions and multimedia resources that can be accessed via QR code. At the end of each subtopic, there are diagrams divided by theme and a summary to review concepts, as well as self-assessments. Throughout the textbook, there are short texts with contextual questions, timelines, maps, graphics, images, texts, exploration questions, questions to guide self-study, explanations of concepts, final activities, and references to other manuals associated with the book.

Recommended retail price:



School textbooks are provided free of charge to students from 1st to 12th grade by the Portuguese government. However, they can be purchased independently, and this textbook costs 24,49€.

Additional elements:

The textbook contains additional elements not covered by the government's funding program, such as a learning support workbook and digital learning resources.

Hyperlink: <https://novosprojetos.leyaeducacao.com/ofiodahistoria8/>.

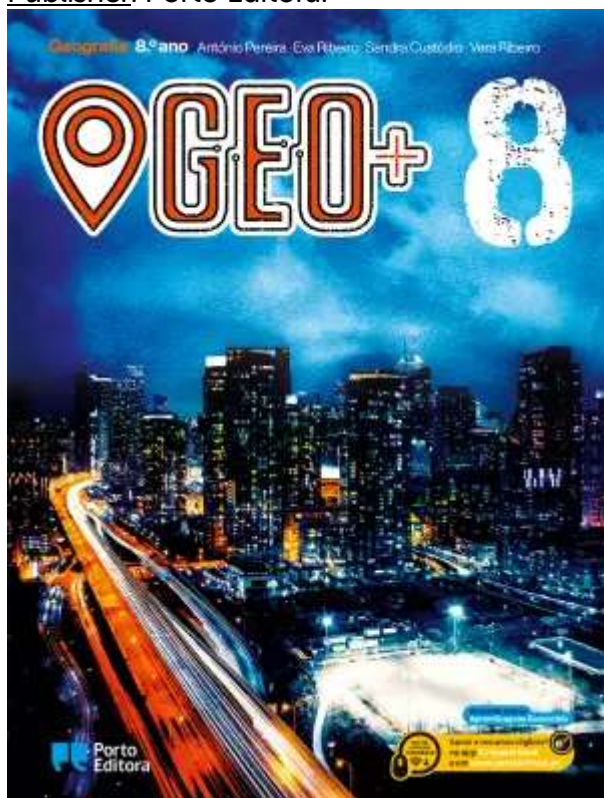
2.1.2. Geography, 8th grade

Audience: Geography, 8th grade (13/14 years old).

Authors: António Pereira, Eva Ribeiro, Sandra Custódio, Vera Ribeiro.

Title: Geo+ 8.

Publisher: Porto Editora.



Brief description:

Textbook composed of 208 pages. Each thematic section has a part with fundamental concepts and a Geo+ quiz. There is also another part of the textbook with concepts, activities, a guide and links to digital resources and to the activity book. In addition to these, each thematic section has a section about Portugal (analysis of the national reality) and, in some cases, a section on citizenship (proposals for active citizenship). The final section consists of final summaries of the content and consolidation exercises. Throughout the textbook, various documents and exploratory activities



are provided, with concepts on the side, questions as a starting point, maps, graphics and illustrations.

Recommended retail price:

School textbooks are provided free of charge to students in grades 1 through 12 by the Portuguese government. However, they can also be purchased independently, and this textbook costs 22,28€.

Additional elements:

The textbook has additional elements not covered by the free government's funding program, such as the +GEOPro activity book and digital resources consisting of audio summaries, video summaries, and quizzes.

Hyperlink: <https://www.portoeditora.pt/produtos/ficha/geo-geografia-8-ano/25256497>.

2.2. Rationale for inclusion

The school textbooks were selected respecting the following steps:

1st - Using the analysis grid developed in Working Package 2 (WP2)⁴, the school years that had more Essential Learnings Outcomes (AE) overlapping with the GET Learning Outcomes (LO) were identified. It was concluded that the 8th grade was the one that brought together more AE for the two subjects - History and Geography - in the main four thematic areas of the GET project. As so, it was chosen as the most appropriate school year to study, allowing a more complete overview of Development and Global Citizenship Education (DGCE)⁵ evidence.

2nd - Once the school year was selected, it was necessary to choose the textbooks. In Portugal, there are two major school textbooks publishing groups (Leya and Porto Editora), so it was decided to analyze one textbook from each publisher group: History - Grupo Leya Educação; Geography - Porto Editora.

Concerning Citizenship and Development, as referred in section 1, there are only specific books that can be used but which are not considered official school textbooks and, as few teachers and schools adopt these specific books in their practice, it was considered that they have not the necessary relevance to be analyzed in this study.

2.3. Audit methodology

The methodological basis of this study was grounded on the creation of a specific tool for the content analysis of each textbook.

This tool contained and sought to identify:

⁴ GET national study n. 2: "National curriculum mapping of GCE opportunities and challenges – Portugal" (available at: https://www.globaleducationtime.eu/portugal/wp-content/uploads/sites/4/2025/12/WP2_Portugal_abbreviated_version-1.pdf).

⁵ For the purposes of these studies, we use the terminology Development and Global Citizenship Education (DGCE). This option allows us to combine the terminology with the widest reach in terms of public policy (Development Education) with the terminology adopted by the GET project in Portugal and which is increasingly accepted by school actors (Global Citizenship Education).



- The LOs proposed by the GET project,
- The AEs previously identified in WP2,
- The content actually present in the textbook that intersects with the two previous dimensions,
- The pedagogical and methodological proposals suggested in the textbook for the development of the identified contents and how they intersect with DCGE,
- Conclusions and recommendations based on the analysis and relationship between the previous points.

For each of these points, concrete evidence was collected from the textbook or gaps were identified, and conclusions and recommendations were drawn up around these sections.

The final stage of the process consisted in the compilation and discussion of results by the research team members, which complemented the set of conclusions and recommendations already drawn. It is on the basis of the information systematized in this tool and from the compilation and discussion of the results that the questions posed were answered.

2.4. Case 1 - History textbook, 8th grade

2.4.1. Alignment with curriculum documents

In general terms, the AEs of knowledge, skills and attitudes identified in WP2 are present in the textbook, with two exceptions: one AE identified for the thematic area of Gender inequalities and another AE related to the theme of Migration. With regard to the theme of International Inequalities, although all the AEs identified are included in the textbook, the way in which they are materialised falls significantly short of their DGCE potential. With regard to the AEs specifically oriented towards Students' Profile at the End of Obligatory Schooling (PASEO) identified in WP2, their presence in the textbook is relatively marginal.

In conclusion, although there is a general alignment of the textbook with the AEs identified in WP2, gaps in this alignment have been identified and, in some cases, references and proposals related to these AEs are underrepresented .

2.4.2. GCE pedagogical practice

In general terms, the textbook contains pedagogical proposals that attempt to diversify the learning methodologies, such as: "Themes with history"; "Let's think about it", "Being a citizen", etc. These side sections offer greater potential for working on topics from a DGCE perspective than the contents of the main body of the textbook. One example is the theme of slavery, which is presented in a neutral (or even as a commercial product/commodity) way in the main body of the textbook, while it is frequently problematised in these side sections corresponding to the use of more diverse methodological proposals.

In line with this, the textbook, for example, makes use of texts from the historic period with contrasting views/perspectives on a given situation and, from there, encourages debate and students to take a stand on the issue. It also uses questioning images that trigger students' emotions, opening up space for a deeper exploration of the themes. Linking to the dimension of inclusion (ethics), there are several resources recorded and made available to teachers in the manual so that they can choose different languages/formats (e.g. debate, exercises, use of crafts, research, quizzes, animations, maps, etc.).



As mentioned above, it is worth mentioning the effort to use some interesting pedagogical practices when it comes to the issue of slavery: there's evidence of proposals for DGCE teaching practices using texts contemporary of the historic period that question the "truths" defended at the time, live stories of oppressed/enslaved people, thought-provoking images, and a call for an empathic and humanistic approach to the theme.

On the other hand, in the topic of Climate Change, there are no references to pedagogical practices that intersect with DGCE.

Concerning the Gender inequalities theme, there are several side references and research proposals on women who distinguished themselves in history, which can be an interesting pedagogical tool for exploring gender equality issues in the classroom from an DCGE perspective. However, although relevant, this perspective provides a partial reading of history based on "heroines" rather than on structural processes to which women are intrinsically linked.

2.4.3. GET project: 4 big ideas

CLIMATE CHANGE

In general, and considering that few AEs refer to the LOs associated with climate change and that the textbook itself does not explore them in depth, we can consider that **this topic is practically absent from 8th grade history teaching**.

This absence is evident even in the two AEs associated with LO 1 (which is the only LO represented in the textbook), from which no relationship is established between climate change and its structural causes, as proposed in the LO, but only the concepts of industrial revolution, anthropocentrism, and industrial and financial capitalism are introduced. Furthermore, the relationship between local and global consequences is also omitted from the textbook.

Thus, based on the analysis carried out, **the textbook fails to critically examine the points below, which we believe have potential for improvement and further exploration** :

- Reflection on the interconnections between the degradation of natural resources and issues such as economic liberalism, industrial and financial capitalism. In fact, there are evidences in the manual of the introduction of the concept of anthropocentrism and industrial and financial capitalism, but these appear without any connection or discussion of the long-term consequences in terms of ecosystem degradation, with consequences for the present day;
- Critical reflection on how European expansion and the resulting broadening of understanding of nature, impacted in the long term, positively and negatively, the preservation and conservation of ecosystems;
- Mass food production and its impact at local and global levels, as well as its environmental consequences;
- No references were identified to the cross-cutting AE "Value aesthetic sensitivity and ethical awareness, in order to establish a harmonious and healthy relationship with oneself and others," which derives from PASEO and would intersect with LO 4;
- It would be important to introduce proposals of mobilisation for action around the theme based on the previous reflections (in line with what LO 6 and LO 7 propose).

GENDER INEQUALITIES

Similar to the few AEs provided in the History curriculum of the 8th grade, **the textbook also establishes a very weak link with gender inequalities issues**, with only LO 1 and LO 3 being represented. However, unlike climate change, which is absent from the textbook, in this case **there is an effort to give visibility to the issue of gender equality**, based on examples and side references (rather than at the core content level) of women who have made their mark on history in different fields and who may provide interesting opportunities to explore gender inequalities issues in the classroom from a DGCE perspective. However, teachers have to be cautious and careful when making such references, as they can lead to very partial interpretations of history based on 'heroines', without analysing the structural processes of inequality to which women are intrinsically linked. In this sense, there is a risk of deepening inequalities and promoting discourses that reinforce inequalities rather than combating them.

Naturally, as the 8th grade curriculum itself is relatively silent on issues related to gender inequalities, it would be expected that these issues would not be explored in depth in the textbook. Nevertheless, no references to the concept of feminism were identified, as proposed in the AE of the 8th grade History curriculum: "Identify/apply the concepts: feminism; mass culture; mass media; social sciences; futurism; abstractionism; modernism".

For this reason and for those mentioned above, there is room for improvement in this area. Below are some potential opportunities for further discussion:

- In the section referring to the ideal of female beauty in the Renaissance, it would be very interesting to ask students to discuss a set of questions and issues surrounding this ideal and its consequences, including today and in different parts of the world, in terms of gender inequality and power between men and women.
- The female examples collected in the manual are presented as mere "curiosities," which does not help to deepen the structural role of women in society, nor the inequalities of power to which they have been subjected throughout history, up to the present day - an example of this is presented on page 113, where a text from 1651, referring to expectations regarding the role of women is used as a reference. As this is a historical text, it would be an excellent opportunity to propose a debate and further exploration of the evolution of the role of women in society and the marks that an oppressive male and patriarchal system has left to this day.
- Another opportunity to explore this topic in greater depth could be introduced with the issue of poverty among the working class in industrial society and women who worked for lower wages – an aspect mentioned in the textbook. It would be very relevant to link this to current data on global gender pay inequality and to propose specific activities for students to analyse this trend throughout history in different parts of the world.

INTERNATIONAL INEQUALITIES

With regard to the different LOs relating to International inequalities in the 8th grade History textbook, seven AEs were identified, distributed across three of these LO (LO 2, LO 3 and LO 4). However, the distribution of curricular elements (AE) in the textbook is uneven, with a noticeable greater presence in LO 2 than in the other two.

Even with some references identified, **the topic of international inequalities rarely appears as the focus of the covered content, always remaining very peripheral** and dependent on the reading, knowledge and teaching skills of the teachers. In a textbook that reflects a curriculum dedicated to teaching history in a global dimension (with an obvious focus on the role of the



Portuguese empire in global dynamics), some content is addressed in a partial manner and/or without the problematisation that characterises DGCE approaches.

The **main points with potential for learning about international inequalities from the perspective of teaching history in the 8th grade** are identified below:

- Slavery is one of the topics with the greatest potential for addressing international inequalities from an historical perspective. However, the overall tone of the content addressing slavery, especially in the 'main body of the manual', focuses on trade as slaves are addressed as commodities. There are, however, some notable sections dedicated to the topic that propose a critical, relational and empathetic approach, anchored in human rights visions and policies.
- Much of the content of the manual focuses on the maritime expansion of European empires to other continents. In this context, the few and superficial references to other contexts (peoples and ecosystems) miss several opportunities to explore in greater depth concepts of respect for difference and empathy, or even processes of questioning governance paradigms that have contributed to the deepening of various forms of international inequality.
- The textbook does not contain any content that identifies (or, at least, problematise) the historical process of imperial expansion as a source for the understanding of actual international inequalities, economic and otherwise.

MIGRATION

In general, and considering that only seven AEs were identified that refer to the project's LOs related to migration (covering only three of these - LOs 1, 2, and 3) and that one of these AEs is not included in the manual, we can consider that **this topic is not very present in the textbook**.

Nevertheless, the approach to the six AEs identified and presented in the textbook is generally in line with the three LOs covered and manages to extend this approach to LO 5. In particular, **the textbook's treatment of the following topics/content is noteworthy** :

- Slavery and slave trade (LO 1 and 2), especially through the proposals of questioning pedagogical practices aligned with DGCE, even though there is criticism of the way the topic is treated when it appears associated with economic issues, in a neutral and normalised way, as any other commercial product/commodity;
- Causes of national emigration (LO 2), not only in the second half of the 19th century, but also those related to the period of expansion, although these contents are not accompanied by particularly interesting pedagogical proposals;
- The concept of "acculturation", presented critically, and some links to the (implicit) ideas of multiculturalism and interculturalism (LO 2, 3 and 5), accompanied by an interesting pedagogical proposal in line with DGCE.

As an opportunity to explore the topic, it is suggested that the issue of national emigration should be examined in greater depth, both during the period of expansion and in the second half of the 19th century, particularly with regard to its consequences, the associated policies and the integration of these migratory movements into a broader context of migration, not only at European level, but also including other regions of the globe.



2.5. Case 2 - Geography textbook, 8th grade

2.5.1. Alignment with curriculum documents

The AEs of knowledge, skills and attitudes identified in WP2 are present in the textbook. However, some of the proposed AEs are presented in a very marginal way, particularly those relating to cooperation and international dialogue. Also, the calls to action proposed for the identified AEs, are only focused on the environmental and climate change theme, being absent for the three other themes proposed by the GET project. With regard to the AEs specifically oriented towards PASEO identified in WP2, their presence in the manual is relatively marginal.

In conclusion, **although there is a general alignment of the textbook with the AEs identified in WP2, gaps in this alignment have been identified and, in some cases, proposals related to these AEs are poorly presented .**

2.5.2. GCE pedagogical practice

Throughout the textbook, there are methodological proposals that have potential for exploration: document analysis, role play, supply chain routes, and the presentation of content in the form of tables of advantages and disadvantages can be used to propose spaces of analysis on the contents in line with DGCE. However, these possibilities are highly dependent on the intentionality of the teachers and also on their specific training in the area of DGCE, because, in general, the contents are not presented critically nor from an DGCE perspective.

The textbook presents specific sections (section "+ Citizenship") with interesting methodological proposals that have the potential to be worked on from an DGCE perspective, but this potential could be further explored within the four themes of the GET project: there are many DGCE pedagogical proposals focused on the theme of Climate Change, but there are no references or pedagogical proposals in the area of Gender Inequalities. On the themes of International Inequalities and Migrations, there are some interesting pedagogical proposals, but they are insufficient, and some of these proposals even have the potential to be used in a way that conflicts with the DGCE pedagogical dimension.

It was possible to identify three recurring approaches in the textbook that are considered contrary to DGCE pedagogical proposals and practices:

- There is a prescriptive approach to solutions in light of an Eurocentric view (example: in relation to health, proposals are made in light of an Eurocentric concept of what constitutes a healthy society);
- There is very little intersection between themes (examples: between environmental and economic issues; between population/demographic issues and those related to economic activities);
- The graphic representation reinforces stereotypical narratives (examples: the initial image of the Mobility theme highlights the police rather than the people/migrants; Europe is often represented in an idyllic way in contrast to other countries, which are almost always represented through images with a negative connotation).



2.5.3. GET project: 4 big ideas

CLIMATE CHANGE

The textbook presents a lot of evidence, not only of the proposed curriculum/AEs, but also of references and proposals for reflection and further study on environmental issues, with evidence mainly present for LO 1 and LO 2. LO 6 and 7 also present various evidence, but that came from the section "+ Citizenship", which proposes specific activities to be developed with or by students. There are therefore several opportunities in this textbook for further study and reflection with students, which allow the topic of Climate Change to be explored.

The contents are divided into three types:

- The first relates to identifying the causes of environmental problems that contribute to climate change. In this regard, mention is made of urban growth, the production of environmental and electronic waste resulting from the digital age, and the excessive exploitation of natural resources resulting from economic growth, industry and population increase. The negative impacts of the extractive industry, intensive agriculture, livestock farming, overfishing, aquaculture, the manufacturing industry, mass consumption, tourism and transport are detailed. In this context, a link is also established between environmental degradation/environmental disasters and migration.
- A second is associated with solutions that have been implemented to circumvent the negative effects of the problems identified in the first point, namely the exploitation of renewable energy sources, organic farming, the use of clean energy in transport and sustainable tourism. The role of forests as a fundamental aspect for the balance of the planet is also identified, with mention also being made of the Sustainable Development Goals (SDGs) and the need for decarbonisation.
- A third section contains proposals for activities and actions within the classroom, at school and in the community, which can be found in the "+ Citizenship" section of the textbook, whose connection with the theme of climate and environmental action is very present.

Despite the evidence provided in the textbook at the environmental level, taking into account the proposals left by the GET project LOs, **there is room for improvement and it could be interesting if the contents and the exercises refer to a greater problematisation based on variables related to climate change**, particularly when:

- Reference is made to the exploitation of underground resources and wealth as a way of keeping the population in place, but without addressing its social and environmental consequences, something that, in this context, would be very pertinent.
- The historical and social factors that favour the emergence of population concentrations are explained, and technological development is explicitly mentioned as something that 'allows us to overcome many of the limitations imposed by natural factors', but, once again, without problematising or posing questions to students that would allow them to discuss the consequences that 'overcoming limitations' may entail.
- The importance of reducing harmful gas emissions is mentioned solely from the perspective of improving quality of life in cities, without addressing or questioning the effects in terms of climate change.
- It merely mentions that industrial areas are located far from the centre due to their high environmental pressure, but without questioning this pressure, which may contribute to its normalisation or to simply being considered an inevitability that cannot be acted upon or changed. In line with this, the textbook also presents objective data on population distribution and the factors that influence it. However, there is little or no connection

between these phenomena and climate change or even their connection with local-global interdependence. It would be worthwhile, at least, for this issue to be a topic for discussion and questioning in the “+ Citizenship” section. In fact, the issues and proposals in this topic only relate to quality of life, with no proposals associated with climate change.

Finally, and from a broader perspective, it would be pertinent to address and explore the role of global governance structures and how they interact with national and local structures with regard to climate change, as proposed in LO 3, an approach that is absent from the textbook.

GENDER INEQUALITIES

In line with the minimal presence of this topic in the curriculum, **the textbook also fails to address gender inequalities issues**. The same applies to the LOs, which are practically non-existent in the textbook. The only references that could be linked to gender inequalities concern human rights in general, so whether or not gender equality is introduced will always depend on the teacher and may be indirectly associated with LO 7.

Given the omission in terms of gender inequalities, **some proposals of cross-referencing are presented**, based on the reading of the textbook:

- It would be relevant to examine the influence of globalisation on culture from a gender equality perspective.
- It would be pertinent to analyse the impacts of different types of industry on gender inequality, discussing the factors that lead to wage inequalities, but also the role of women as a fundamental workforce and a key element in managing family budgets.
- Manufacturing and agriculture are highlighted as two industries with enormous negative environmental and socio-economic impacts, and these impacts are detailed. It would be an excellent opportunity to mention and detail the specific impacts in terms of gender inequalities.
- It is explained that the tertiary sector is ‘linked to the feminisation of the working population, who occupy positions in aesthetics or cleaning services’. However, this observation is not accompanied by any discussion of the power dynamics and stereotypes associated with this professional distribution of the female working population. This section would be a good opportunity to do so, in connection with the discussion of power dynamics proposed by LO 1.

INTERNATIONAL INEQUALITIES

The presence of AEs referring to international inequalities in the textbook is relatively low. Four were identified, distributed across three different LOs (LO 5, LO 6, and LO 7).

In a curriculum that bases its content on demographic readings divided between the national and international contexts, the use of graphs and demographic readings in the textbook becomes important in addressing international demographic contrasts, contextualised by references to social and historical factors. However, with regard to the DGCE approach, there is a lack of critical readings on the different issues identified, especially the one based on local-global interdependencies.

With regard to the possibilities for a critical approach to this contents focusing on the theme of international inequalities, there are a number of points that could be considered for reflection and adjustment:

- The various comparative readings used for topics such as demographics, health, housing, etc. show a series of inequalities between countries and regions, however they are rarely questioned, being presented in a mere factual format.
- In general, the identified content that refers to this topic in the textbook is rarely or never addressed from the perspective of the interconnection between the local and the global.
- There are no intentional connections made between big migration movements and the global inequalities that motivate them.
- The concept of development is presented as a closed, dichotomised and simplified concept, proposing a westernised interpretation in various terms that characterise it as progressive and desirable (examples: developed countries have control over births, developing countries don't control their births; developed countries are rich, developing countries aspire to wealth; developed countries are orderly, developing countries are disorderly).

MIGRATION

Considering the high number of AEs, strategic actions and concepts in the 8th grade curriculum that refer to the LOs related to Migration (covering all of these LOs), it is considered that **the approach of the textbook is heterogeneous, presenting, nevertheless, more flaws than virtues**.

With regard to the **presence in the textbook of the AEs of strategic actions and concepts identified in the WP2** for the 8th year, there are different levels of implementation:

- The AEs and concepts related to LO 1, 2, and 6 (the latter partially) are extensively covered.
- The AEs and concepts related to LO 3 and 5 are present and addressed (albeit not extensively).
- The AE identified for LO 4 is addressed indirectly.
- The strategic action for the theme Economic Activities identified for LO 6 and the AE identified for LO 7 are not addressed.

Thus, from the outset, the AEs related to the importance of dialogue and international cooperation in preserving cultural diversity and to the active participation in awareness campaigns to minimise the environmental, socio-economic and cultural impacts of population distribution and settlement are absent from the textbook. The same applies to the strategic action proposed for the theme "Economic Activities", which involves making projections in view of the demographic and sustainability challenges facing Portugal, thus missing an opportunity to introduce demographic and migration issues into this theme.

Analysing the relation between AEs and concepts identified in WP2 for the 8th year that are present in the textbook and the LOs proposed by the project, we again encounter a relative diversity:

- The AEs and concepts related to LO 1, 5 and 6 have, in general terms, an approach that is in line with the sense of these LOs, especially in terms of basic information and concepts, with the textbook occasionally proposing some relevant links (example: link between diversity acceptance, multiculturalism and interculturalism with the fight against social conflict, racism and xenophobia);
- The AEs related to LO 2 and 3, in general terms, have an approach that is in line with the sense of these LOs, but omit or present questionable approaches to fundamental issues (examples: in LO 2, omission of the link between climate change and migration; in LO 3, issues related to cultural identity present proposals that can be interpreted as apologetic of national culture);



- The approach to concepts related to LO 4 does not meet the sense of this LO.

Thus, below is identified a set of opportunities to consider that could enhance the effectiveness of the theme of Migration in the textbook:

- Establish a stronger link between the two main themes of the 8th grade curriculum - 'Population and settlement' and 'Economic activities' - namely by relating demographic issues and the role of migration in the development of economic activities in Portugal, in line with the Strategic Action proposed by the curriculum in the theme 'Economic Activities' ('make projections, particularly in view of the demographic and sustainability challenges facing Portugal').
- In the "+ Citizenship" activity under the sub-theme 'Mobility', to opt for a more comprehensive approach, also introducing emigration from the European Union (EU) and internal migration flows within the EU.
- Review the approach to the issue of immigration to Europe, specifically the statement that Europe 'cannot take in all these immigrants' made without presenting any supporting evidence or providing the opportunity for counterargument.
- Introduce content and activities related to the links between climate change and migration.
- The sub-theme 'Cultural Diversity' should address the value of diversity/difference more effectively, for example by dedicating its "+ Citizenship" activity to this theme (rather than focusing solely on one aspect of the national culture) and should also address the issue of intercultural dialogue more directly.
- Considering the cultural diversity that exists in the country, introduce activities based on concrete stories and experiences of immigrants in Portugal, as well as of Portuguese emigrants living outside the country
- Present the concepts of Portuguese-speaking African Countries (PALOP) and Community of Portuguese-speaking Countries (CPLP) in a more comprehensive and interrelated way.
- Introduce the AE of LO 7 by developing it from a proposal for an experiential, collective and citizen participation action.



SECTION 3

3.1. Main findings

Firstly, it is important to note that this analysis is based on only one textbook per subject, which does not provide a sufficiently robust sample to draw conclusions that can be generalized linearly. For the future, it is recommended that this exercise be carried out with a larger sample of textbooks from different publishers for the same subject.

Taking into account the sample for this study, some considerations are made based on the analysis of the textbooks selected for each of the subjects, which may provide clues for possible further analysis of the curriculum in a DGCE perspective.

From a cross-cutting point of view, it is important to note that there is content from the two subjects that intersects with each other. But **contrary to what is recommended in the Strategic Actions oriented towards PASEO in both subjects, this interdisciplinary connection is not explicitly proposed or implemented in the textbooks** . In addition to this lack of intersection, contradictory ways of presenting this content were also identified, which deserve attention. For example, while the History textbook refers to "Expansion" (following the latest studies and instructions in this regard), the Geography textbook continues to use the concept of "Discoveries," which conceptually offers a very different view and narrative from that of "Expansion."

Finally, as this analysis focuses on DGCE from the 8th grade onwards, **we question the fact that the examples used in both textbooks for each subject are mainly restricted to Portugal** . This choice would make sense in the 5th and 6th grades (where the name of the subject is "History and Geography of Portugal"), but not in the 8th grade, where History and Geography are not the same subject. In this regard, and from a DGCE perspective, **it would be important to take a more global approach rather than a national one** .

In addition to this cross-cutting approach, the main conclusions for the subjects of History and Geography are also presented below.

Regarding the **History textbook** , we must first refer to the conclusions drawn in the analysis of the subject of History in WP2, whose AEs were initially identified as insufficient and fragile, taking into account the LOs. To that extent, when analyzing the History textbook, it is expected that it will reflect this insufficiency and fragility. Nevertheless, and **in a general way, the identified AEs are represented in the textbook, although underrepresented in some situations** .

With regard to the four themes of the project and respective LOs, the analysis of the textbook led us to consider that **the four themes are poorly represented in it, especially the theme of Climate Change, which is actually omitted** . There are references to the remaining three themes, but these are also quite peripheral. In the case of Gender inequalities, there is an effort to refer to women, but in a very lateral way and without raising any questions. With regard to International inequalities, the theme rarely appears as the focus of the content covered, being very peripheral and dependent on the reading, knowledge, or pedagogical skills of the teachers. Finally, in the case of Migration, references to the theme from the LOs point of view are also quite sparse.

Furthermore, **the textbook presents content that can be considered conflicting/ inconsistent** , namely:

1. A certain glorification of the Portuguese empire's maritime Expansion, which can be interpreted from a commercial perspective, referring to the role of controlling trade routes

- and accumulating internal wealth, and from a cultural perspective, focusing on the role of trade routes as a meeting point for cultures; at the same time, the textbook presents content related to the violence and oppression associated with this same Expansion;
2. When associated with economic issues, slavery is treated in a neutral way. It is normalized at the level of any other commercial product/commodity, while when associated with social issues as human relations, social impacts, and human rights, slavery is approached critically, denouncing its violence and dehumanization.

At the pedagogical and methodological level, and based on the additional resources and questions presented in the sidebar of the document, there are a set of missed opportunities to challenge students to explore the topics in greater depth, as a complement to the content introduced.

Finally, given that this is a History textbook (whose narratives and perspectives stem from schools of thought and research), we consider it important to question the fact that there are no bibliographical references to support the content presented in the main body of the text and justify the narratives chosen to be presented.

Concerning the Geography textbook, as in the case of History, it is important to bear in mind that the analysis carried out here is based on the AEs identified for the subject in WP2. In this case, and in general, the AEs are also reflected in the textbook, with the exception of the Strategic Actions geared towards PASEO. Specifically, within the framework of the subject and the Geography textbook analyzed, the topic of Climate Change is the one that presents the most explicit and intentional evidence in terms of content and opportunities for work, in-depth study, and mobilization for action in the 8th grade Geography subject. On the contrary, the topic of Gender Equality is omitted from the textbook. In the case of International Inequalities, the presence of AEs that promotes DGCE learning in the 8th grade Geography textbook is relatively low, so its presence in the textbook also reflects this weakness, although the topics covered in the textbook have great potential for addressing inequalities at a global level. Finally, in the case of Migration, and taking into account the high number of AEs, strategic actions, and concepts in the 8th grade curriculum that refer to the LOs related to Migration, it is considered that the approach of the textbook is heterogeneous, presenting, nevertheless, more flaws than virtues.

It should also be noted that some AEs are presented in the textbook in an uncritical and very superficial manner, particularly with regard to international cooperation and dialogue, which would be central in a DGCE perspective.

With regard to pedagogical proposals, the proposals for mobilization for action only focus on the environment and climate change, with no mention of the other three themes proposed by the project. The format is sometimes prescriptive and Eurocentric, with graphic representations that may, in some cases, reinforce developmentalist stereotypes. Overall, the textbook presents specific areas of methodological interest ("+ Citizenship" section), but whose potential could be further explored within the scope of the project's four themes.

Finally, there is very little overlap between topics, which could help students and teachers to develop complex and critical thinking skills.

3.2. Proposals

From a transversal point of view, in both History and Geography, we consider it important to **review humanistic content, which is presented in a neutral manner** . An example of this is the

fact that slavery is treated neutrally, particularly when associated with economic issues, where it is listed/referred to in the same way as any other commercial product/commodity.

It should also be noted that, **in the case of History, it would be worthwhile to cross-reference the subject's content with current data**, helping to understand the structural historical causes underlying many of the problems we face today. At the pedagogical level, **it would be interesting to cross-reference with excerpts from current news stories**, which could be used to create various possible lines of reflection. This type of exercise would also allow students to understand the value of studying history in reflecting on current events and constructing complex, non-simplistic critical thinking.

Finally, from the point of view of the proposals, **we would like to emphasize the importance of the sections dedicated to identify "4 big ideas" for each subject** (2.4.3. and 2.5.3. sections), **which describe in detail a set of proposals regarding thematic content and possibilities for further study in each subject for the four themes of the project**. These suggestions may be useful not only for publishers but also for teachers, who may introduce other types of questions in their classrooms that could support teaching practice from an DGCE perspective, but which did not warrant repetition in this section.

Below are the proposals by audience:

- Textbook publishers
- Specific DGCE resources - Just as there are links in both textbooks to various educational resources, it would be important to have specific links to existing educational DGCE resources for further thematic and methodological study.
- Integration of specialists - It would be interesting and important to add to the textbook authors' team specialists from the DGCE area, and not just subject specialists or teachers. This would broaden the team's spectrum of knowledge and experience and could bring other perspectives to the textbooks.
- Link between textbooks - Given that there is overlapping content in the curricula of the two subjects, it would be interesting to establish some kind of interdisciplinary link/proposal to work on them in an integrated manner.
- Bibliography - Considering that narratives are constructed based on different schools of thought, it would be important to specify the main sources on which the textbooks are based.
- Experiential learning - From a methodological point of view, the work on themes and content through pedagogical approaches with a more experiential and participatory basis would enhance the textbooks.
- Teachers
 - Specific sections of textbooks - From a DGCE learning process and teaching, it is important to explore sections of textbooks that propose critical reflection processes on the topics.
 - Interdisciplinary work - The interdisciplinary work is key in DGCE, so it benefits from the introduction of similar content worked on in both subjects.
 - Thematic and methodological training - Complement training in the area of knowledge with specialized training in DGCE.
- GET project personnel
 - Scope of sources - For the future, it would be important to have a more comprehensive reading, including a larger sample of textbooks, regarding this analysis.



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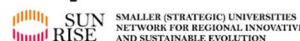
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