
Embedding a Democratic Culture Dimension in Teacher Education Programmes (EDCD-TEP)

International Seminar Lisbon
26-28. October. 2020
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Final Report

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ENGLISH VERSION

Funded
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INTRODUCTION

Within the scope of the project **Embedding a Democratic Culture Dimension in Teacher Education Programmes. (EDCD-TEP)**, implemented by the three proposing institutions – Autonomous University of Barcelona, Metropolitan University of Manchester and Polytechnic Institute of Lisbon – from the 26th to the 28th of October, the first of the three International Seminars was held in Lisbon, as foreseen in the activity plans, for the years 2020-2021.

The main objectives of this Report are:

1. to describe the work carried out during the different sessions of the Lisbon International Seminar (LIS);
2. to present the results collected by the different assessment methods and adopted instruments;
3. analyse the results that were achieved;
4. analyse the contribution of the LIS for the development of the EDCD-TEP project.

Following these four objectives, the Report is divided into four parts: Part I – a brief theoretical framework on the issue of Education for a Democratic Culture (EDC); Part II – presentation of the work carried out during the Seminar; Part III – analysis of the results achieved via the use of the internal or external evaluation instruments; Part IV – Conclusions – reference to the Seminar’s contribution to the development of the EDCD-TEP project.

The LIS took place at a time when the work being developed by the project team was ongoing, having commenced in July, 2020. It was the project’s first major event.

Notwithstanding all the difficulties involved in a project of this nature, especially the always limited time and abbreviated time limit – November 30, 2021 – the LIS provided proof of whole team dynamics, showing the availability of all to complete this project, with the aim of building and providing responses to the proposed objectives.



I – THEORETICAL FRAMEWORKS

1. Competencies for Democratic Culture

According to the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education, at the Council of Ministers’ session of May 11, 2010, the centrality of education and training in the promotion of human rights, democracy and rule of law was reaffirmed. This guiding text defines the fundamental concepts of **education for democratic citizenship** and **human rights education** – EDC/HRE:

Education for democratic citizenship means education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law (Council of Europe, 2010, p. 7).

Human rights education means education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower learners to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms (Council of Europe, 2010, p. 7).

The responsibility for promoting democratic education is part of a broader context established in 2005, when the General Assembly of Nations adopted the *World Programme for Human Rights Education*.

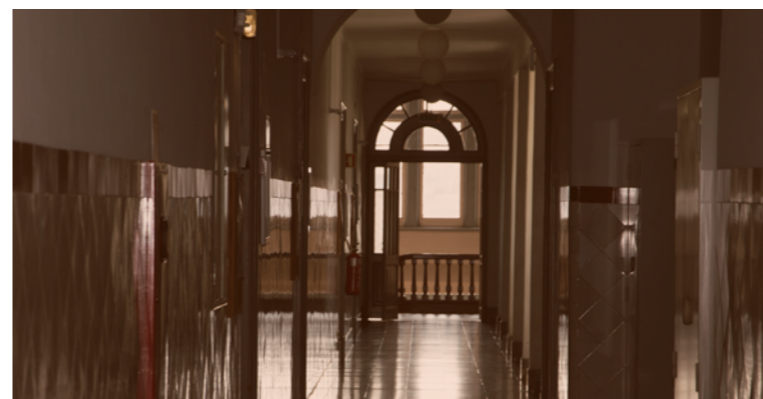
From a strategic point of view, the Council of Europe made two recommendations to member states:

- implement measures based on the provisions of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education...
- ensure that the Charter is widely disseminated to their authorities responsible for education and youth (Council of Europe, 2010, p. 6).

In regards to higher education institutions (universities and polytechnic institutes), the 2010 recommendations recognised that the autonomy of these institutions would only allow the inclusion of education for democracy and human rights (“should promote the inclusion”). For primary and secondary education, the guidelines were more objective, requesting instead that this domain of citizenship training be included in the curriculum (“should include”).

EDC/HRE was considered an area of training that should be understood in a logic of skills development; that is, “a cluster of skills, knowledge and attitudes”. From this standpoint, it is worthy to emphasise that this is not just an area of information/knowledge but, essentially, one of capacity development, attitudes and values, with the objective of “encouraging active participation in society and defense of human rights” (Council of Europe, 2010, p. 30).

This concept was made explicit in 2016 with the definition of **competence**, as “the ability to mobilise and deploy relevant values, atti-



tudes, skills, knowledge and/or understanding, in order to respond appropriately and effectively to the demands, challenges and opportunities that are presented by a given type of context (Council of Europe, 2016, p. 23).

Lastly, it is important to highlight the observations made by the recommendations of the Council of Europe 2010 in relation to teacher training. In this document, the idea was clearly expressed, highlighting that without training aimed at teachers and other agents who intervene in the educational system of each country, it would not be possible to achieve the ambitious objectives being set. With the EDC/HRE being recognised as a particularly complex domain, it was considered important to identify the most appropriate teaching and learning methodologies. “This provision emphasises the importance of training, not only of teachers, but also of those who train the teachers” (Council of Europe, 2010, p. 32). Accepted therefore was the responsibility of higher education institutions, responsible for the initial training of teachers in building their own training plan, integrating this dimension of development skills training into their own training curricula with the aim of contributing to the construction of a democratic culture in Europe.

Promoting and educating in order to consolidate and deepen a democratic culture is an increasingly demanding need, especially taking into account the challenges facing the today’s world, and, above all, Europe, taking into consideration: migratory movements, cultural diversity in European societies, the development of information and communication technologies in constant acceleration, as well as the phenomenon of globalisation. In this context, it is not possible to silence attempts to reverse democracy, ignore human rights and call into question rule of law: “young, radicalised Europeans who

have been brainwashed into turning their back on democratic life and waging war on their fellow citizens. Such extremism can only take root when young minds have not been taught to understand diversity, rather than to fear it, and when young people struggle to think critically, for themselves” (Council of Europe, 2016, p. 7).



Europe and its different organisations, after the Resolution of the Council of Europe 2010, continued to work towards finding an answer to this challenge, maintaining as one of its priorities the goal of mobilising educational systems in respective countries in order to develop citizen skills oriented towards exercising active and critical citizen practices. Drawing from this, education and democracy appear as two concepts integrated in a framework of competences that each European citizen must be able to mobilise in their daily lives. To a large extent, here lies the justification for using, not only the concept of democracy, but to also introduce and affirm the concept of **democratic culture** in order “to emphasise the fact that,

while democracy cannot exist without democratic institutions and laws, such institutions and laws cannot work in practice unless they are grounded in a culture of democracy, that is, in democratic values, attitudes and practices” (Council of Europe, 2016, p. 15).

At the centre of this democratic culture we find **intercultural dialogue**, an essential meeting place at a time when Europe continues to experience social changes characterised by growing and increasingly complex cultural diversity. The perspective of building a cultural dialogue is more than just a straightforward formal discourse: from a conclusive analysis, it is more about ensuring the participation of each citizen in political decision-making processes and ensuring that policy makers are able to integrate the different points of view that are manifested in a society.

This means that, in culturally diverse societies, intercultural dialogue is crucial for democratic discussion, debate and deliberation, and for enabling all citizens to contribute to political decision making on an equal footing. Likewise, democratic attitudes are crucial for intercultural dialogue because it is only when individuals regard each other as democratic equals that truly respectful communication and dialogue may take place between them (Council of Europe, 2016, p. 15).

That said, the Council of Europe also made it clear that education and the development of skills, as pertinent as they are to a democratic culture, are not enough if governance practices do not offer citizens the conditions for democratic participation, namely by allowing different forms of discrimination or by not developing policies reducing social inequalities.

Discrimination and inequalities are two major obstacles for citizens to be able to mobilise their skills when it comes to exercising

democratic citizenship. “In other words, it is not sufficient to only equip citizens with competencies that are specified by the current model. It is also necessary to adopt measures to tackle inequalities and structural disadvantages” (Council of Europe, 2016, p. 18).

Recognising the urgency of promoting the competencies that define the resources that each individual citizen is capable of mobilising (values, attitudes, capacity and knowledge) in order to respond to a wide and diverse range of problematic situations that may arise in their daily lives, the Council Europe has come forward with a conceptual model that serves to explain such competencies (Fig. 1).

The **twenty competencies** at the base of education for democratic culture (EDC) are grouped into four dimensions: *values, attitudes, skills and knowledge and critical understanding*.

Values affect human rights and, from a more global perspective, human dignity, this assuming cultural diversity as a value in itself, all the while associated with justice and democracy, equality and the rule of law.

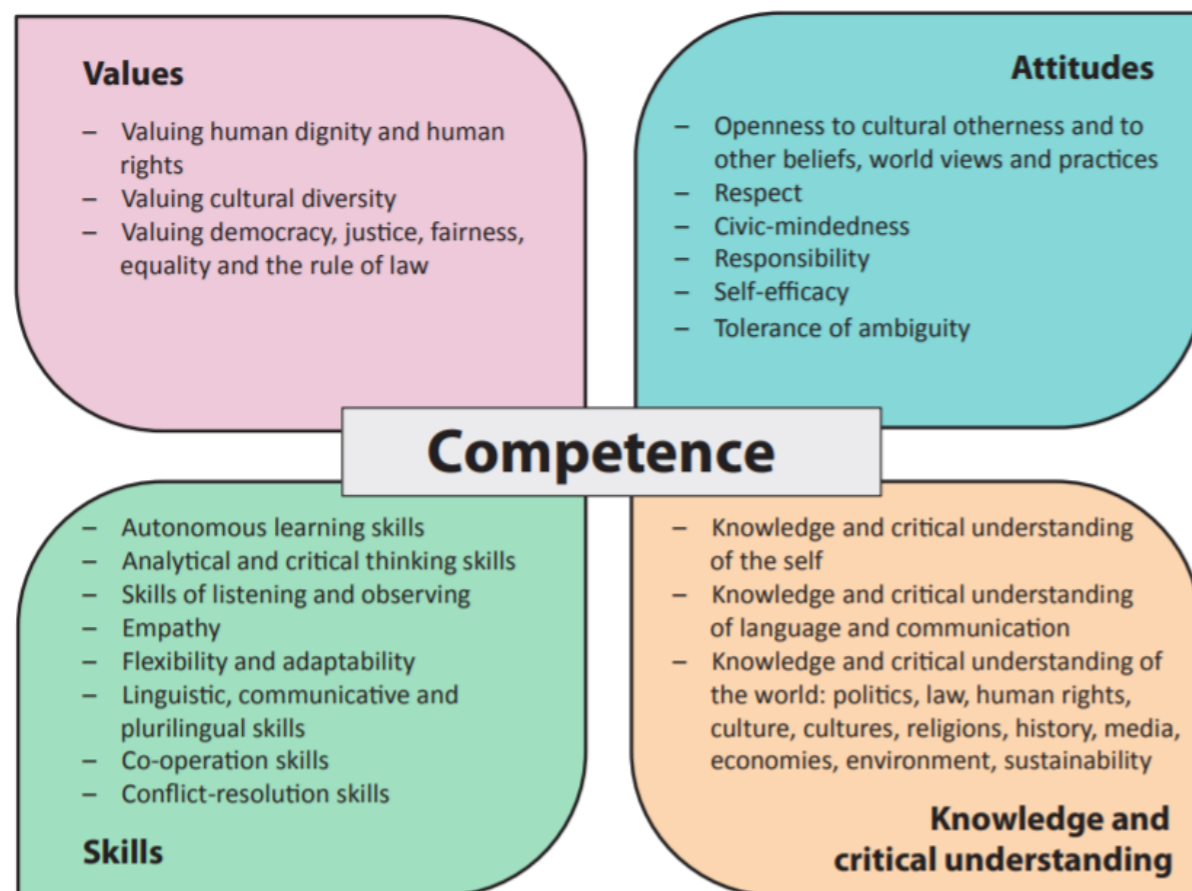
Attitudes call for openness to “the other”, integrating difference, and guaranteeing respect and *tolerance of ambiguity*.

Skills include eight aptitudes, revealing their importance in this global context, with emphasis on autonomy and critical thinking, as well as flexibility, communication, cooperation and conflict resolution.

Lastly, the **knowledge** associated with democratic culture begins with the knowledge of the self, going through the understanding of different languages of communication, to more global themes that aim to interpret the world in

which we live in, such as politics, laws, human rights, culture and religion, history and economics, the environment and sustainability.

Fig. 1. The 20 Skills for Democratic Culture (CCD)



Source: Council of Europe, 2016, p. 11.

2. Education and training for critical citizenship

The project **Embedding a Democratic Culture Dimension in Teacher Education Programmes (EDCD-TEP)** emerged as a continuation of the work the team, in the context of each respective institution – Autonomous University of Barcelona, Metropolitan University of Manchester and the Superior School of Education of the Polytechnic Institute of Lisbon – had been developing around the project’s central problematic that focuses on the development of citizen skills within the scope of initial training of teachers of basic and secondary education.

It is key to recognise that the development of skills for the exercise of critical and democratic citizenship is a task for the whole of society and for each respective school on a whole. Still, the research and training practices that this team has been developing have given particular emphasis to the contributions the teaching and the learning of Social Sciences can offer to the promotion of such skills.

Taking into account the ever-accelerating growing complexity of the world in which we live in – but here focusing specifically on Europe – the teaching of Social Sciences plays a central role in the training of competent children and young people in order to permit the exercising of critical citizenship and participation in the resolution of problems that surround our daily lives. This, however, is only possible if we move away from a positivist and traditional approach (Zubero, 2012) and if, alternatively, we consider that it should be based on relevant social problems or socially lived issues (Santisteban, 2012; Pagès & Santisteban, 2011).

In summarising, and based on the research that has been developed around the teaching methodologies of Social Sciences, Santisteban (2012) identifies the main characteristics that should guide the curriculum:

- a) incorporate the present and the issues socially relevant in social studies; b) form the historical and social thinking, as thinking critical-evaluative and as creative thinking-divergent-alternative; and c) recognize the importance of democratic education and social intervention (p. 278).

The investigations that have been carried out point to the possibility of school being self-mobilising in order to develop social skills for committed and critical citizenship, as long as it is based on critical thinking and on the search for solutions to social problems (Santisteban, 2012). It’s in this sense that different experiences in teaching Geography in Portugal has been oriented, with projects aiming to promote reflection, investigation and intervention around problems emerging from environments that students are a part of (Claudino & Hortas, 2015; Claudino, Fernandes & Grazinni, 2019).

This reflection, based on the social and environmental problems that affect us all, promotes the development of true geographic reasoning, fundamental in the formation of responsible and geographically competent citizens, as it challenges students to: (i) ask questions; (ii) establish conjectures and hypotheses; (iii) critically questioning the information they encounter (Cachinho, 2000).

In the chapter of History (area of knowledge identified in the competence scheme of the Council of Europe), it has been thoroughly demonstrated that this disciplines’ teachings have a civic and citizenship purpose (Sant &

Pagès, 2012). In other words, “the main purpose of teaching and learning history is its contribution to the preparation of students in compulsory school, so that they become active citizens of a democratic society” (Pagès, 2012, p. 5). This purpose of teaching history should thus develop the following skills: (i) interrogate social realities from a historical perspective; (ii) interpret social realities using the historical method; (iii) building a citizen consciousness with the help of History (Pagès, 2012).

The importance of education for democratic citizenship has assumed a central concern in much of the research that has been developed in the different workspaces in which this team has been involved. This is a particularly complex area of research, as it requires not only active teaching and learning methodology options, but also the selection and organisation of content and concepts that focus on issues that arise from the context of today’s societies. (Pagès & Garcia, 2020).

In the domain of skills – Knowledge and critical understanding – we recognise that education for a democratic culture implies the ability to mobilise this knowledge and critical analysis at different spatial and temporal scales, leading to the integration of the CDC in a more global form. These more globalising perspectives are reinforced when we come to understand that the exercising of citizenship must be stimulated, not only at the local and national level, but also in the context of the European reality.

Therefore, the CDC are part of the formation of a global citizenship.

Global citizens are, therefore, not only concerned about the rights and well-being of their own community and country but also about the rights and well-being of all people and the wider global community (...) global citizenship promotes the concept of citizens as active and informed participants in all aspects of life – political, economic, social and cultural – rather than as passive individuals who uncritically follow and obey societal norms, rules and laws (Swee-Hin, Shaw & Padilla, 2017, p. 15).

In this sense, we emphasise the importance of ensuring the development of two fundamental competencies when it comes to the initial training of teachers, that serve as the basis of a global citizenship directed towards the exercising of a democratic and intercultural citizenship: (i) analysing and reflecting on social reality and (ii) intervening in social transformation movements, contributing to both the formation of citizenship awareness and practice (Dias, Pereira & Laurent, 2016; Hortas & Dias, 2020).

Starting from the guidelines that have been produced by the Council of Europe, the EDCD-TEP project proposes to continue research on training practices, focusing on the development of skills that permit exercising democratic, intercultural and global citizenship within the scope of initial teacher training. As recognised by the Council of Europe, to a large extent, the area of education plays a central role in consolidating and deepening the values and practice of democratic citizenship in Europe. For this reason, we cannot go without emphasising the relevance of initial teacher training in this process, which, in the current context, urgently emerges in order to ensure that schools can transform themselves, not only into spaces where democracy is taught, but, above all, spaces where teaching and learning about democracy takes place.



II – LISBON INTERNATIONAL SEMINAR

3. Methodology

The Lisbon International Seminar (LIS) was designed with the intention of promoting **participatory reflection** around its objectives. Considering that the central theme of the project is directed towards the development of skills for the exercise of democratic citizenship, the use of a **participatory methodology** is more relevant.

In educational projects with a strong social training component, it is essential to guarantee a participatory process, from diagnosis to the final evaluation process. The LIS, assuming its role as a contributor to the diagnosis of the ECDC-TEP project, was organised in a manner that guaranteed a participatory reflection around the definition of “good practices” and establishing criteria for policy analysis. In addition to that, it is important to underline that the construction of a participatory debate also contributes to:

- a. disseminating information, content and concepts among the agents involved in the project;
- b. validating the assumptions under which the project is to be developed;
- c. promoting a reflective dialogue around objectives which, in turn, will permit disseminating the project’s conceptual framework and intentions.

The workshops that were held on October 27th are a part of this previously outlined methodology, and equally part of the Seminar’s concept. To the workshops were added moments of reflection and debate based on the interventions of the invited speakers.

The possible techniques for the development of the project, especially concerning its diagnostic phase, are quite varied, of which we highlight:

- analysis of contexts,
- questionnaires and interviews;
- reality (participant) observation;
- consultation with specialists (Serrano, 2008).

Throughout the LIS’s different work phases, it was possible to carry out an analysis of different contexts, highlighting specificities in which teaching practices oriented towards the development of competences for democratic culture takes place. This reflection and analysis, however, should be based on a theoretical body that grounds and justifies the invitation set forth to the invited **expert consultants**. Through the use of the adopted methodology, the LIS delved into processes of critical reflection based on participant practices/experiences that served to nourish the debate during the different work phases.

The adopted **evaluation process**, possessing an **external** and an **internal** component, was inserted within the logic in which the Seminar was conceived, extended out to other actors that, within other socio-educational contexts, are responsible for the training of teachers, as well as guaranteeing the participants a space for thoughtful reflection concerning the level of degree the objectives set out were achieved (through a questionnaire survey).

Summing up therefore, the LIS was constituted as being one piece within a broader methodological spectrum that composes the ECDC-TEP project, oriented towards **action research** and the construction of moments of **collective learning**. Such elements are perceived as key

when the goal is to propose promoting the practice of a democratic education.

Guerra (2007), quoting Michel Crozier, points out that “democratisation should not reside in the forms, nor in the structures, but in the method and reasoning that make commitment and responsibility possible” (p. 31). In this way, the LIS, in addition to responding to its more concrete objectives, also presented itself as an invitation for action aimed at all participants, this in order to promote the inherent skills of a democratic culture, committed to social transformation, in different intervention contexts.

Lines of organisation

The Lisbon International Seminar was designed to respond to two major objectives: (i) defines the concept of “good practices” in the promotion of **education for democratic culture** competences as applicable to training programs for primary teachers; and, (ii) defines criteria for the analyses of educational policies for a democratic culture at different levels (national, institutional, and teachers’ practices).

The Seminar had 59 people registered: 50 participants on the first day and 31 on the second. Among the total of 59 registered, 46 were males and 13 females.

During the two days of the Seminar, 18 higher education teachers, 2 secondary education teachers and 38 students of initial teacher education, from different levels of education (primary and secondary education), took part, this along with member of a Non-Government Organisations (NGO). These participants belonged to different institutions (23 in total), 19 of which higher education institutions from five different countries (Table 1) and two second-

ary schools. As external evaluators, a professor from HOGENT – University of Applied Sciences and Arts (Ghent, Belgium) and a technical worker from the Official Office of Evaluation (Portugal) also took part in the seminar.

Table 1. Participating Universities

	Countries	N.º
Universities	Brasil	1
	Portugal	8
	Spain	8
	United Kingdom	1
	Belgium	1
	TOTAL	19

The seminar was composed of two planned conferences that included debate periods, and two workshops, as outlined in the annexed program. The first conference, inserted in the project’s objective 1, held on October 27th, was given by Professor Alistair Ross from London Metropolitan University (UK), having possessed the title *Challenges for the Education of Democratic Culture*. The second conference, integrated in objective 2, was held on October 28th and given by professors Ramón Martínez Medina of Cordova University (Spain) and La Salette Coelho of the University of Porto and Polytechnic Institute of Viana do Castelo (Portugal), having the title *Teacher Training and Political Education for Democracy*.

Concerning the workshops held on October 27th, Workshop 1 – *Good Practices: What are they? How can they be evaluated?*, integrated in project objective 1, was the responsibility of Alfredo Dias and Edda Sant, while Workshop 2 – *What are the criteria for conducting a critical analysis of education policies for a*

democratic culture?, inserted in objective 2, was organised by Maria João Hortas and Marta Estellés.

The seminar was recorded in its entirety with the recording having been authorised by participants and lecturers through the filling out of a consent form.

4. Workshops: the conclusions

On October 27th, the participants were organised into the two workshops: one of those working groups focused on identifying defining criteria for EDC “good practices” in initial teacher training; while the other group directed its attentions towards the definition of criteria to characterise policies in the area of EDC.

4.1. How to define “good practices” in EDC?

In order to organise debate in this workshop, three questions were launched that guided the discussion, reflected on by the participants in their interventions during the joint discussions. These were:

- How do we define an EDC “good practices” for initial teacher education?
- What can characterise an EDC “good practice” in teacher training processes?
- How do we evaluate an EDC “good practice” in processes of teacher training?

The first topic of discussion, triggered by the conferences that took place previous to the workshops, addressed the need to promote among students the identification of their own **values**, assuming that this would be a good starting point to **develop competencies for a democratic culture** within this dimension.

Although being aware that students reveal numerous difficulties when it comes to reflecting on their conceptions of the world and the values that guide their daily actions, during the initial teacher training, the importance of reflecting, not only on their **cultural situations**, but also on the cultural context of their school and the environment in which they move within in their daily lives, was promoted. This is a reflective process that should not be limited to the

group of students. Teachers should do the same exercise in order to develop **attitudes** that integrate other cultures and practices; other points of view (*openness to cultural otherness and to other beliefs, world views and practices*).

By shifting their perspective to the **teachers** who are today responsible for initial training, the participants focused their attention on the characteristics of this group, whose cultural diversity brought about a number of questions: (i) is this a subject that only concerns education or is it an issue fit to mobilise society as a whole? (ii) should school be changed in accordance with society or should society be changed in accordance with school? (iii) should school be thought about in terms of market or in terms of values?

Social change can start at school if teachers are to promote student **participation** (democracy) in school and in the classroom, associating learning with democratic behaviour. To guarantee the development of CDC, it is key to recognise that all students have the capacity to develop values and attitudes, and to acquire the needed knowledge that involves the construction of democratic citizenship, building from their own experiences and knowledge. While knowing that social and educational changes are often slow processes, it is important to value **communication** and **cooperation** skills, essential to the promotion of **participation** and **integration** of all, in the processes of training, teaching and learning.

In order to promote EDC, a profile of teachers, seen as fundamental agents in this process of change, was designed through the creation of projects centred on EDC, recognising that their involvement is also a way of changing their conceptions and training practices. The teacher is thus required to be able to reflect on

the management capacities that compose the **curriculum**, assuming its **autonomy**. This capacity to **manage the curriculum** implies their willingness to change their practices, offering students a greater space for intervention and introduces greater dynamics in the training processes.

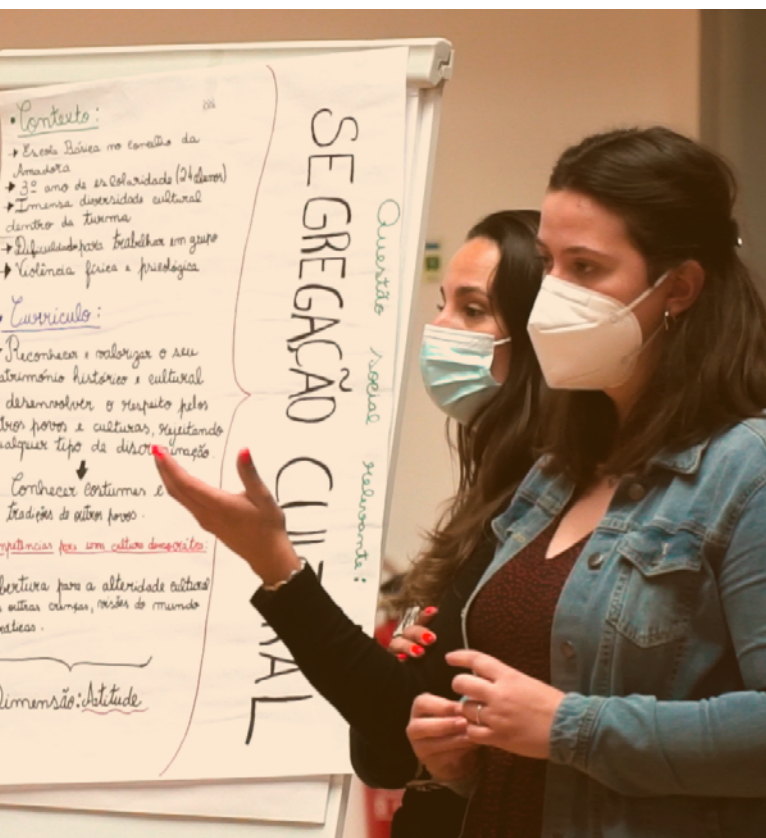
For these teachers who make themselves available to manage their curriculum in order to promote the capacities of an EDC, a number of methodological options were pointed out that could help construct a clearer path:

- linking curricula to students’ life, knowledge and experience;
- promote effective student participation in school;
- encourage reflective practice;
- deepen the links between the school and the community.

4.2. Analysis of EDC policies: what criteria?

To assist in organising debate in this workshop, three questions were set forth to guide the discussion around the topic of EDC policies and criteria to be adopted for the deepening of analysis:

- What educational policies in the context of teacher training should be considered in order to carry out a critical analysis?
- What objectives should guide the critical analysis of policies defined for the training of teachers in EDC?
- What criteria is to be considered in the critical analysis of educational policies as defined for the training of teachers in EDC?



Four levels were established for the analysis of policies defined in the context of initial teacher training: European, national, regional (in the case of Spain) and local (teacher training institutions). At the **European** level, it is essential to articulate the analysis of the guidelines of different national policies with references defined in the guiding documents produced by the European Union; at the **national** level, it's important to analyse how the policies of each country address the promotion of skills for a democratic culture in the process of teacher education; at the **local** level, the analysis of the documents that guide the training of teachers in higher education institutions must be combined with the national guidelines defined for basic and secondary education.

At the **macro** level, the different realities that exist between the three countries involved in the EDCD-TEP project – Spain, the United Kingdom and Portugal – were highlighted, identifying different solutions: in some cases, the guidelines for the development of CDC in initial training of teachers offer higher education institutions a great deal of autonomy, with no general policy defined by the State; in other cases, the policies defined already have guidelines that must be adopted by the institutions responsible for teacher training.

At the **micro** level, there are many questions that arise about how policies are put into practice, either involving only a limited group of teachers, or being able to mobilise the whole school entirely. On the other hand, it is important to analyse how teacher training institutions incorporate CDC in both their curricula and in their practices.

Taking advantage of the contributions made by Professor Alistair Ross, it was possible to deepen reflection in this workshop, defining five dimensions of analysis of teacher education policies:

- curriculum;
- educational structures;
- composition of schools;
- characterisation of the teaching staff;
- values.

These five dimensions can contribute to a critical analysis of the policies defined in each of the countries, at different scales, deepening the framework of references on the competencies for democratic culture. Assuming a **critical perspective**, and involving a **reflective and a practical dimension**, this analysis should (i) relate the theoretical framework of CDC keeping within the defined European guidelines; and (ii) mobilise the European theoretical framework around the CDC in order to analyse teacher training practices.

The reflections that developed around the five dimensions led the participants to identify a set of questions that a critical analysis of teacher education policies should be able to answer:

- Are they **inclusive**?
- Do they promote the idea of **social justice**?
- Do they promote **reflection**?
- Do they encourage **critical thinking**?
- Do they mobilise the theme of democratic culture as being part of curricular **content** in a disciplinary or transversal way?

This first group of questions, which focus on some of the central themes of EDC, was followed by a second set of questions that articulate training policies and practices, placing more methodological-based issues at the centre of the debate:

- Is it about teacher training **in** democracy or **through** democracy?
- Does it promote a change in teacher **training practices**?
- Does it guarantee **student participation** in school life and classroom management?
- Does it facilitate the **experience of democratic values** within the school?
- Does it promote horizontal and vertical **communication** based on democratic values?

These sets of questions should guide the critical analysis of policies defined for the development of CDC in the context of initial teacher training, maintaining, by reference, the four dimensions of competencies defined in Europe that, in the present day, guide reflections on this matter considered central to the institutional education systems of European countries.

4.3. Debate and reflexive participation concerning EDC

The debate that took place in each of the workshops made it possible to recognise prevailing representations that presently exist between teachers and students on the EDC theme, with clear references to the competence framework defined by the Council of Europe (2016).

From the analysis of debates and conclusions drawn, it is easy to understand that the separation made between policy and practice analysis is artificial, insofar as it recognises how much they influence each other mutually.

Although the complexity involved in defining criteria for analysing the policies for the implementation of EDC became evident, it was also made clear that the policies are insufficient in order to guarantee an alternative practice to develop CDC in teacher training courses.

In the work carried out in each of the workshops, the importance of analysing policies and practices was highlighted, having as the reference framework of Competences for Democratic Culture, highlighting as well a set of criteria that is considered essential:

- curriculum;
- integration;
- diversity;
- participation;
- reflection;
- communication;
- critical thinking.

The relationship between school and the community was also underlined, not only in the sense of taking into account the socio-cultural context surrounding schools, but also considering the importance of mobilising community within the school, deepening democratic policies and practices of participation. In this sense, the need for greater student involvement in school and in the classroom was emphasised as a way to develop capacities for a democratic culture by **living out democracy** in an **autonomous fashion**, stimulating **critical thinking**, promoting **cooperation** and developing the capacity to **communicate**.

III – LISBON INTERNATIONAL SEMINAR – EVALUATION

5. Presentation of results

In the planning process of the Lisbon International Seminar, the evaluation modalities and the instruments to be used were previously defined (Annex B).

Considering that it was relevant to guarantee a participatory evaluation on the part of the different stakeholders, the following evaluation modalities were carried out: (i) a questionnaire survey, available to all participants; (ii) an evaluation report requested from the EDCD-TEP project teams – Autonomous University of Barcelona and Metropolitan University of Manchester; and (iii) two external evaluation reports, prepared by two evaluators – HOGENT – University of Applied Sciences and Arts (Ghent, Belgium) and Educational Evaluation Institute (Lisbon, Portugal).

5.1. Questionnaire survey

At the end of the LIS, all participants were asked to complete an evaluation questionnaire. Within the week that followed, 32 participants responded, most of whom were professors from higher education institutions and students from initial teacher education (Table 2). Taking into account the list of participants (59), the questionnaires obtained represent a good sample of the participants (54.2%)

Responding Participants	N.º	%
In-service teachers / profesores de la enseñanza primaria e secundaria / professores do ensino básico e secundário	4	12,5
Pre-service teachers / estudiantes / estudantes	13	40,6
Teacher educators / profesores de la formación inicial / professores da formação inicial	15	46,9
TOTAL	32	100,0

Source: Questionnaire survey

The first six closed-ended questions were assessed on the Likert scale using the following answer options:

- Strongly agree / Totalmente de acuerdo / Completamente de acuerdo
- Agree / De acuerdo / De acordo
- Neither agree nor disagree / Ni de acuerdo ni en desacuerdo / Nem de acordo, nem em desacordo
- Disagree / En desacuerdo / Em desacordo
- Strongly disagree / Muy en desacuerdo / Completamente em desacordo

1. The organisation of the Seminar in accordance with its objectives.

With regard to the LIS's organisation, the data collected revealed that the participants considered the Seminar's organisational model to be very positive – be it the conferences or the workshops – both allowing more participatory debate (Fig. 2). This is was indicated by 19 participants who answered “strongly agree” (60%) and 13 who answered “agree” (40%).

2. The guest speaker's interventions contributed to increasing knowledge on the issue.

The speaker's interventions were also evaluated in a very positive manner (Fig. 3). With the exception of one student respondent who answered “neither agree nor disagree”, the remaining participants considered that the conferences contributed to deepening their knowledge on issues related to Education for a Democratic Culture.

3. Throughout the Seminar it was possible to clarify the concept of Education for Democratic Culture.

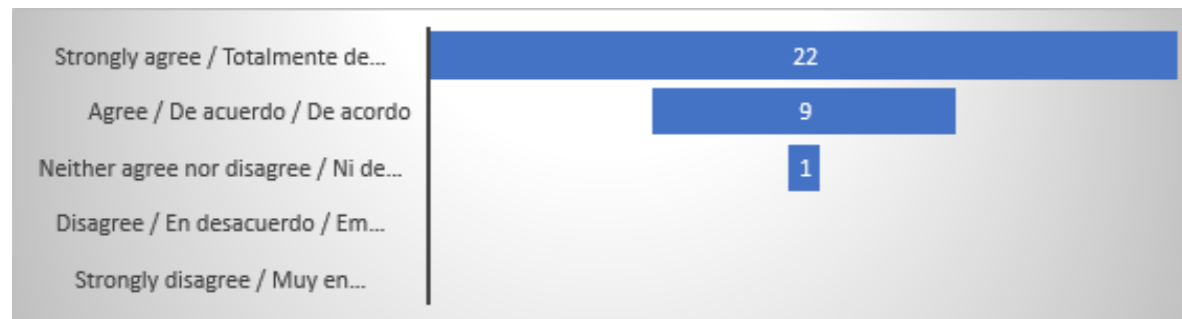
Bearing in mind that the LIS was the first major event of the EDCD-TEP project, it was important to potentialize the moment meant for reflection and debate in order to clarify the central concept of the project, that of “education for a democratic culture”. Considering that the answers to the third question were equally divided between the options of “strongly agree” and “agree”, it is safe to say that the goal was achieved (Fig. 4).

Fig. 2. Evaluation of the Seminar's organisation according to the defined objectives



Source: Questionnaire survey

Fig. 3. Evaluation of the guest speaker's interventions



Source: Questionnaire survey

Fig. 4. Evaluation of the clarification of the concept "education for democratic culture"



Source: Questionnaire survey

4. The Seminar encouraged reflecting on the relevance of education for democracy.

In addition to the Seminar having permitted the deepening of the conceptual framework of which "education for a democratic culture" is based on, it also encouraged reflecting on the relevance of educational systems in the way they take on the task of offering an education committed to democratic values within the frameworks of critical citizenship (Fig. 5).

5. The Seminar helped to clarify what is meant by "good practices" in education for democratic culture.

Questions 5 and 6 of the questionnaires sought to directly assess two of the LIS's main objectives.

Firstly, it is important to underline that the answers clearly indicate that the two objectives were achieved: on the one hand, by having clarified the meaning of "good practice" and CDC; on the other hand, by defining criteria that permits the evaluation of policies for a democratic education (Fig. 6 and 7).

As for the first objective (question 5), we found that 50% of the participants "strongly agreed" with the notion that the LIS contributed to clarifying what we understand by a "good practice" in CDC (Fig. 6). Concerning the other half of respondents, 40% answered "agree", while 10% answered "neither agree nor disagree".

6. The seminar helped to clarify the criteria for critical analysis of policies on CDC.

With regard to the second objective (question 6), the assessment no longer has the same degree of top-level responses with only 31% of respondents answering "strongly agree". 56% responded answered "agree", while 12.5% answered "neither in agree nor disagree" (Fig. 7).

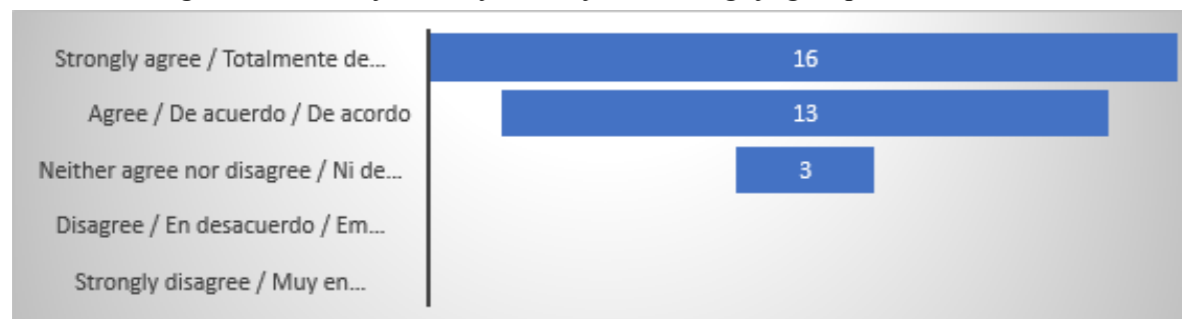
Although, in large part, the answers were positive, they still reflect the complexity of this objective and, consequently, the need for the ECDC-TEP project to continue to develop its work around the analysis of policies implemented in each respective country, defining criteria that allow a rigorous evaluation and critical analysis.

Fig. 5. Evaluation of reflection and relevance of “education for democracy”



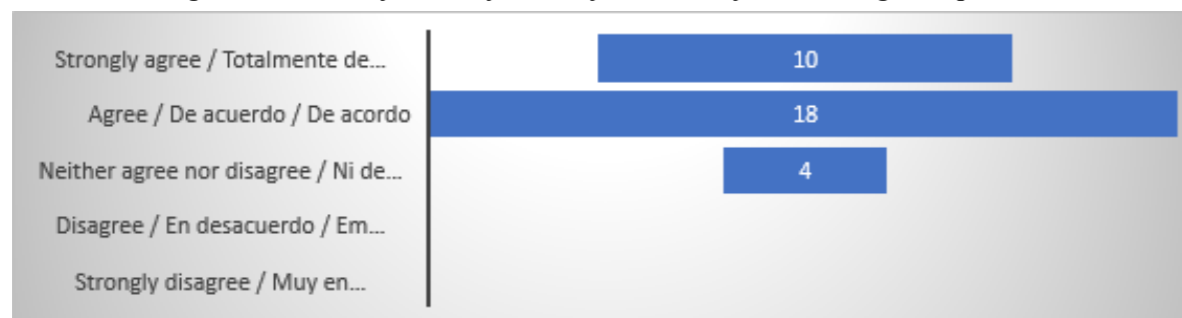
Source: Questionnaire survey.

Fig. 6. Evaluation of the clarification of the meaning of “good practices” in CDC



Source: Questionnaire survey.

Fig. 7. Evaluation of the clarification of the criteria for evaluating CDC policies



Source: Questionnaire survey.

Areas	N.º	%
Seminar methodologies	9	19,1
Themes	6	12,8
Competencies	11	23,4
Educational practices	13	27,7
Teacher training	8	17,0
TOTAL	47	100,0

Source: Questionnaire survey.

7. Identifying the main contributions of the LIS with the aim of recognising the role of education for democratic culture in initial teacher training.

The last question in the questionnaire – set out to identify the main contributions of the LIS in order to recognise the place that Education for a Democratic Culture occupies in the initial training of teachers – an open question to which 17 of the 32 participants in the Seminar’s assessment provided an answer to via the survey.

Despite the small number of responses, through a brief analysis of content, it is possible to identify the areas most valued by the participants and, consequently, identify the impact the LIS had.

Comments fell under five previously defined areas to which we associated 47 references made by those participants who provided answers to this question (Table 3).

The first area concerns the **methodology** adopted in the organisation of the Seminar (19.1%), highlighting, first of all, the debates that took place involving professors of higher education, students of initial teacher education and teachers of primary and secondary educa-

tion. These debates facilitated reflecting over and the exchanging experiences and perspectives on an international level, in relation to the issue of initial teacher training.

Directly associated with the methodology and organisation of the LIS, also found were references to the theme of the Seminar (12.8%). For the participants, the main contribution of the LIS was its reflection on the relationship between theory and practice in the context of developing skills for the exercise of a democratic culture. This theory-practice articulation within the scope of the EDC was recognised as a complex theme, as was the concepts it mobilises. The LIS made it possible to highlight the importance of promoting an interdisciplinary approach and allowed for the integration of different perspectives that were presented throughout the work carried out during the Seminar. A reference worth highlighting is the importance that participatory democracy assumes today in the different contexts in which education is developed.

The third area identified in the answers to question 7 refers to the **competencies** associated with EDC (23.4%). Based on competencies defined by the Council of Europe (2016) for the *Values* dimension, the 11 references identified in the respondents’ responses were analysed.

Nine focus on six values, among which democracy, social justice and social change stand out. To this set of three values, a second set was associated: diversity, equality and inclusion. To these values highlighted by the participants, two competencies were additionally centered on the development of critical thinking: “critical thinking skills” and “critical literacy”.

The fourth area – **educational practices** – composed the highest number of references: 13 (27.7%). In this area, the LIS contributed to clarify the adoption of practices that promote democratic values and the exercise of participatory democracy in order for students to develop citizenship skills. On the other hand, the Seminar made it possible to reflect on the future of education and its relationship with society, and how it can be integrated it into teaching practices, namely through the analysis of socially relevant issues.

Lastly, in the area related to **initial teacher education** (17%), participants recognised the role this area can play in introducing changes to education, thus emphasising that it should be considered a priority to have this type of teacher education included in their curricula in order to acquire the skills needed for EDC. In this sense, the LIS put forward suggestions on how EDC can be a part of initial teacher training, so that in the future, teachers can be democratically aware individuals.

5.2. Internal Evaluation of the teams

As was initially foreseen, as part of the planning of the Seminar’s internal evaluation, the two project teams not directly involved in the organisation, were asked to prepare an assessment report on the work developed for the LIS (Annexes C and D).

Each of the universities – Autonomous University of Barcelona and Metropolitan University of Manchester – highlighted the work areas that were developed during the LIS, showing a series of common aspects and complementarities (Table 4).

The reports prepared by the EDCD-TEP project teams both indicate the importance of the LIS in relation to the development of the **Embedding a Democratic Culture Dimension in Teacher Education Programmes** project.

In their evaluations, the two institutions highlight the valuable role of the different guest lecturers who enriched the LIS’s objectives by having provided their diverse points of view and having presented different approaches for critical reflection on the issues at the centre of the analysis, as proposed in the Seminar’s organisation.



Table 4. Topics valued in the internal evaluation of the EDCD-TEP project teams.

Autonomous University of Barcelona	Metropolitan University of Manchester
Seminar organisation: <ul style="list-style-type: none"> • program excellence; • good logistical resources; • opting for the virtual seminar permitted the increase in participant diversity 	
Conference participant’s interventions <ul style="list-style-type: none"> • approach to the Seminar themes from different perspectives; • contribution with fundamental ideas for the development of the project. 	<ul style="list-style-type: none"> • opening conference excellence;
Workshops permitted: <ul style="list-style-type: none"> • construction of criteria for the analysis of public policies; • identification of teaching practices that permit developing skills for a democratic culture. 	<ul style="list-style-type: none"> • identification of key areas to promote teacher training; • complexity of the analysis of national public policies and the values of democratic citizenship; • diversity of national contexts; • deepening the analysis of policies, going beyond the elaborated discourse; • definition of “good practices”; • relationship between “emotions” and good practices in democratic education. • integrated analysis of national, institutional policies and teaching practices.
Debates: <ul style="list-style-type: none"> • student participation was very relevant in the development of the seminar; • in-depth analysis of public policies and teaching practices due to student participation. 	
Seminar objectives: <ul style="list-style-type: none"> • achieved. 	
Seminar themes:	<ul style="list-style-type: none"> • addressing of theoretical and policy issues; • relevance of the relationship between democratic education, democratic processes and neoliberal mechanisms.
Concepts: <ul style="list-style-type: none"> • identity; • scales; • social change; • inequality; • inclusion; • social justice; • culture; • the role of teachers; • action levels; • reflections; • critical thought; • national quality agencies 	

Source: Internal evaluation reports (Annexes C and D).

The two institutions recognised that the objectives defined for the LIS were achieved. In order to have accomplished this, the conference participants contributed substantially, with their contributions having been particularly important to the debates and reflecting that took place during the two workshops, of which we highlight:

- i. maintenance of the defined criteria in order to carry out a critical analysis of public policies;
- ii. contribution to the definition of a “good practice” within the scope of the ECD.

5.3. External evaluation

Along with the external evaluation modality, the taking place of the LIS had two purposes: firstly, to guarantee a non-compromised appreciation within the EDCD-TEP project team; secondly, to gather reflections based on what each external evaluator observed as a way of contributing to the deepening of the Seminar’s conclusions.

To carry out this task, an invitation was made to Joris Van Pouke (JVP), a professor at HOGENT – University of Applied Sciences and Arts (Ghent, Belgium) and Aldina Loba (AL), an assessment specialist at the Institute for Educational Evaluation (Lisbon, Portugal). Each of the evaluators were asked to provide a report which was received two weeks after the LIS’s conclusion (Annexes E and F).

The invitation of these two evaluators, who possess very different evaluation styles, came with the aim of obtaining two testimonies that provided different perspectives concerning the Seminar. This decision was highlighted by one of the evaluators in her report:

The introduction of two elements for external evaluation of the Lisbon International Seminar deserves special recognition, as the different and emotionally distant views, both in relation to the project and the contents discussed, can only enrich the development of the project itself (AL, Annex F).

Seminar organisation

In his assessment (Appendix E), Joris Van Pouke emphasises the quality of the LIS’s organisation, as well as “the cordial and joyful interaction amongst the participants” (JVP, Appendix E). The way the second day was organised, following the workshops held the previous day, ensured that the conclusions were systematised and commented on by the invited specialist Marta Estellés. For Joris Van Pouke, the way the Seminar was organised constituted an added value for the EDCD-TEP project, as

not only (does the Seminar) establish a solid basis for future events that ensures progress in the matter of education and democratic culture, but also helps the participants to have a clear idea of the results of the seminar. That is something that is, unfortunately, often lacking in other (online) seminars (JVP, Annex E).

In her report (Annex F), Aldina Lobo, after positively evaluating the organisation of the Seminar, underlines that one of the objectives was particularly demanding: “... the extent that it would have been very difficult to achieve a categorisation or definition of criteria for analysis of educational policies for a democratic culture. It is something that, to be done with rigor, needs a mature discussion”. The debate, however, was “very fruitful and allowed a level of advancement towards achieving the objectives”, she advances. Furthermore, in regards to the organisation of the Seminar, Calin Rus’s initial intervention was also valued, having

made a “precious” contribution to the theme’s contextualisation, “in the sense of stating what is meant by democratic culture in the seminar program” (AL, Annex F).

Conference participants

The interventions of conference participants “functioned as excellent motivators for discussion”. For Aldina Lobo, however, the conferences maintained their line of approach, though lacking “dissonant voices” (AL, Annex F). In the set of interventions, this evaluator identified a set of questions from the conferences that were presented and debated:

- What do we speak of when using the concept of democratic culture?
- What aspects imply the review of decisions at the macro level?
- What strategies should accompany teacher training in order to permit speaking of a democratic culture?
- What are the defensible teaching practices when talking about a democratic culture?

Due to unforeseen circumstances, Joris Van Pouke could only attend on the second day (October 28), though he points out that the intervention of Ramón Martínez was a way of introducing the Seminar’s tasks of that day. “It gave the participants a tangible example of the national context, and how the relationship between teacher training and political education can be cultivated.” In turn, La Salette Coelho’s intervention was important due to the fact that it offered participants “a testimony of her own practice in which she tries to contribute to the transformation of *forming a democracy of low intensity to high intensity*”. Reinforcing the richness of the final comments by Alistair Ross and Marta Estellés, Joris Van Pouke, drawing

from the debate raised in the aforementioned interventions, emphasises a number of issues that focus on social action in education:

- What is the place of social action in education? How explicit can teachers be?
- How much should they engage in controversial issues? (JVP, Annex E).

Contribution of the workshops to the definition of good practices

Taking into account the limited observations on the part of Joris Van Pouke, this external evaluator could only evaluate the works carried out during the two workshops by the impact they had on the work that took place on the second day: “I think the organisation allowed for a fruitful interaction” (JVP, Annex E).

In relation to this LIS goal, Aldina Lobo lists the main suggestions that were advanced in the debates held:

- develop communication and cooperation skills (as a way to promote the participation and integration of all);
- promote reflective practices (that is, promoting critical thinking, leading to autonomous reflection on curriculum management);
- train dynamic teachers;
- promote difference;
- relate the curriculum to the lives of students and the community;
- promote student participation in the classroom; give autonomy to students (making them participate in their learning) (LA, Annex F).

For the definition of good practices, this external evaluator points out the need to build a tool based on standards. “A feasible way will be to conceptualise and describe the essential concepts, *communication, cooperation, reflective practices*, among others, until it is possible to construct a categorisation that integrates specif-

ities of democratic culture and systematises the characteristics of those who present good practices” (AL, Annex F).

Based on the work of the second day of the LIS, Joris Van Pouke recognises that the Seminar made an important contribution to the definition of the concept of “good practices” within the scope of the EDC. However, these practices must take into account their social context, that is, they do not exist socially isolated. “Accordingly, the seminar focused on practices on different levels by including teacher staff composition, students and individual teachers”. In summary, Joris Van Pouke considers that the intention stated in the introduction of the workshops have been achieved: *“they were not expecting conclusive answers from these workshops, but they were very important to identify our starting point”* (JVP, Annex E).

Contribution of the workshops for the definition of policy analysis criteria for EDC

The second objective of the LIS was at the centre of discussion at the October 27th workshops, continuing as a focal point of discussion on the second day. At the workshop, in the opinion of Aldina Lobo, the debate had as reference the five dimensions of definition criteria previously launched by Alistair Ross: “the curriculum, the educational structures, the composition of the school, the stakeholders (staff) and values” (AL, Annex F). A suggestion is thus presented from the perspective of creating categories of analysis derived from “observable concepts” that guarantee a broad analysis of the reality being studied.

In the analysis carried out by Joris Van Pouke, the way in which practices and policies are closely related are highlighted,

the observation was made that policies and practices are intricately tied together but that, at the same time, policies on themselves are insufficient to build alternative practices. Armed with this insight, the next step is indeed to look for and develop new and inspiring practices (JVP, Anexo E).

6. Result Analysis

Throughout this Report, it was possible to present the general lines of the work developed in the sessions that composed the Lisbon International Seminar and to identify the main results achieved.

In the evaluation plan, designed alongside the program of the Seminar, five dimensions of analysis were defined, which will now be used as a reference to present a summary of the results achieved from the perspective of the Lisbon team.

The **general organisation of the Seminar** proved to be one of the strong areas of the LIS, gathering unanimity on the part of the participants and the internal and external evaluators, which, to a great extent, contributed to achieving of the defined objectives. But, in addition to this general appreciation, other ideas also gained particular prominence, namely:

- moments of active participation by the participants, with particular emphasis on
- the workshops;
- the involvement of a diverse audience; participation of a high number of students, future teachers of primary and secondary
- education;
- a diversity of views concerning the issues
- under analysis;
- complementarity between the theoretical frameworks covered and teaching practices in EDC.

As well, with regard to the **participation of invited conference guests**, opinions converged on the idea that their interventions greatly enriched the content of the Seminar, not only through their ability to relay theoretical frameworks, and thus raising the debate to a higher level, but also via the reflections provided concerning issues very much at the heart of the Seminar. Before reaching conclusions, in fact, it is worth mentioning that the most relevant step is in the art of knowing how to question the reality that we propose to analyse. In the case of EDC, it is important to highlight its complexity, which, in large part, stems from the fact that social dynamics play a dual role: they condition discussion and analysis while, at the same time, are themselves the object of their own study.

As for **participation/reflection in the workshops**, we consider that these constituted an important space for debate, dialogue and

reflection, having managed to actively involve the diverse panel of participants in reflecting on the issues raised at the start of the discussion. The workshops occupied a central space in the Seminar, as it was from them that the different debate sessions were developed; around questions oriented towards the objectives that the Seminar itself set out.

That said, we here arrive at the last two dimensions of the evaluation that correspond to the two objectives defined for the LIS.

In Part II of this Report, we had the opportunity to identify the main conclusions that emerged from each of the workshops. In regard to the **definition of the concept of “good practices”** and the **definition of criteria for the analysis of public policies for ECD**, we highlight that the Seminar served as a starting point, not a point of arrival. The contributions of each workshop, therefore, were elements that the EDCD-TEP project team should incorporate and, above all, should deepen as the work is continued.

Regarding the **definition of the concept of “good practices”**, let us remember the strategies that were identified as priorities to develop the competencies for a democratic culture:

- link curricula to students’ lives;
- promote student participation in the classroom;
- establish a relationship between curriculum and community;
- take the community to school;
- promote a connection between school and community;
- promote reflective practices.



The **definition of criteria for the analysis of public policies for ECD** was presented as the most demanding and complex point of all presented in the Seminar. That said, and in summary, it matters to:

- recognise this as a complex process that requires an increased effort for critical study, reflection and analysis;
- promote a European multi-level analysis – national (regional) and local;
- guarantee a critical perspective between reflection and practice;
- mobilise key ideas that guide ECD, such as inclusion, social justice and critical thinking.



IV – FINAL CONCLUSIONS

To commence with the final conclusions on what concerns the Lisbon International Seminar, we first recall one key statement advanced by Joris Van Pouke: the two objectives that guided the work are closely related to each other, recognising that practices and policies condition and influence each other.

Based on this general idea, we believe that the LIS's realisation was important to better understand what exactly our starting point is. In a nutshell, it's a question of analysing the Seminar as being a part of a diagnostic evaluation, integrated in the EDCD-TEP project.

In this sense, these final conclusions should carry out a brief analysis of the work developed during the Seminar, using as a reference the model designed based on the 20 competencies (Council of Europe, 2016).

Values

The values foreseen in the competency's framework were the dimensions most valued in the debates and reflections, as brought forth during the LIS and present in many of the participants' interventions, in which especially highlighted were **human rights, democracy, social justice and cultural diversity**.

Skills

Throughout the LIS, certain skills, as defined in the competency's framework, were particularly valued. The importance of student **autonomy** was stressed, while the contribution of **communication** and **cooperation** skills to the development of active citizenship within the school, was also clearly emphasised. The skill that deserved the most attention, however, focuses on the need to develop **critical thinking**.

The critical analysis of the reality in which we live in implies mobilising this very skill in order to promote the formation of active citizenship.

Attitudes

Particular attention was not always paid to this dimension of education skills for a democratic culture. **Opening up to cultural diversity**, establishing **respectful** relationships and assuming a **responsible** attitude were addressed at specific moments during the Seminar, all of which have their importance when it comes to exercising democratic practices in the area of education and, more specifically, within the school and the classroom.

Knowledge

Skills related to knowledge were raised when reflecting on the role that **critical thinking** plays in knowledge and analysis of social reality. Reading and interpreting this reality implies knowing and understanding the world in which we live in, at different spatial and temporal scales, recognising its totality as being composed of different dimensions, such as **history, economy, proximate or distant settings, and culture**.

By making it possible to understand the skills that the participants valued in the development processes of EDC, the LIS also allows us to recognise the long path that must be taken to broaden the horizons of all who work in initial teacher training. What's at stake is the dissemination, analysis, and the deepening of knowledge and teaching practices, as pertinent to the development of those very skills. Calin Rus' initial intervention was, for that reason, very relevant, helping to frame the entire debate promoted by the Seminar, allowing the participants to present the conceptual framework that underlies the skills that compose an EDC.



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ANNEXES

ANNEX A

Lisbon International Seminar: programme

Democratic and Inclusive School Culture in Operation (DISCO)

Funded
by the European Union
and the Council of Europe



Implemented
by the Council of Europe

Embedding a Democratic Culture Dimension in Teacher Education Programmes (EDCD-TEP)

International Seminar

Lisbon

26-28. October. 2020

disco.eselx.ecdc.tep@gmail.com

Programme

Democratic and Inclusive School Culture in Operation (DISCO)
EU/CoE Joint Programme for international co-operation projects
REF 2020/2021 DISCO

2020/2021

Introduction

This International Seminar, in Lisbon, is one of the three international seminars provided within the project **DISCO - Embedding a Democratic Culture Dimension in Teacher Education Programmes (EDCD-TEP)**.

The **aim** of this project is to design a framework to embed the Competences for Democratic Culture in Primary Teacher Education Programmes in partner countries (Spain, Portugal, and United Kingdom) and overall Europe.

For this first International Seminar, in Lisbon – Portugal, at 26-28 of October 2020, we intend to **promote knowledge exchange between ED CD-TEP Project partners on how the democratic culture dimension** is deeply related with teacher training policy and/or practice in the partner countries.

Thus, we define **two specific** objectives for this International Seminar:

(i) define the concept of “good practices” in the promotion of competences in **education for a democratic culture** in training programs for primary teachers;

(ii) define criteria to analyse the educational **policies for a democratic culture**, in different levels (national, institutional, and teachers’ practices).

Considering the principles that guide this project and the competences for education for a democratic culture, methodologically we consider that it is important to **develop a participatory reflection process** around those two specific objectives. This methodological option is supported by the two workshops at 27th of October.

This participatory reflection process takes place within the framework of an **International Seminar** that aims to mobilize the (i) teams of the three institutions involved – Autonomous University of Barcelona, Polytechnic Institute of Lisbon and Manchester Metropolitan University – (ii) teachers involved in the initial training of primary teachers and in the development of competences for education for a democratic culture, and (iii) guests speakers from different countries that contribute to enrich reflection and debate around the main issues.

The conference will be realized online, by **ZOOM**, the platform adopted by the Polytechnic Institute of Lisbon.

International Seminar. Lisbon (26-28. October. 2020)

Programme

Day	Hour <i>Lisbon Manchester</i>	Hour <i>Barcelona</i>	Event	Coordinator	Participants
Oct. 26 (2 hours)	09:00-10:00	10:00-11:00	Evaluation of the project stage.	Gustavo González Edda Sant Alfredo Dias	<ul style="list-style-type: none"> Barcelona team Manchester team Lisbon team
	10:00-11:00	11:00-12:00	Final preparation of the Lisbon Seminar: logistical and technical issues.		

Day	Hour <i>Lisbon Manchester</i>	Hour <i>Barcelona</i>	Event	Coordinator	Participants
Oct. 27 (4 hours)	09:00-09:40	10:00-10:40	Seminar day 1 introduction - DISCO – CDC framework: CoE consultant, <i>Calin Rus</i> - the project ED CD-TEP; - Lisbon International Seminar programme.	Gustavo González Alfredo Dias	<ul style="list-style-type: none"> Barcelona team Manchester team Lisbon team Students in initial teacher training courses
	09:40-10:40	10:40-11:40	Conference and debate: Challenges for the Education of Democratic Culture. <i>(guest speaker: Alistair Ross – London Metropolitan University, UK).</i> Debate	Maria João Hortas	
	10:40-11:00	11:40-12:00	Break		
	11:00-13:00	12:00-14:00	Parallel workshop Workshop 1: Good Practices: what are they? how can they be evaluated? Workshop 2: What are the criteria for conducting a critical analysis of education policies for a democratic culture?	Alfredo Dias Edda Sant (moderator WS1) Maria João Hortas Marta Estellés (moderator WS2)	<ul style="list-style-type: none"> Barcelona team Manchester team Lisbon team Students in initial teacher training courses

Day	Hour <i>Lisbon</i> <i>Manchester</i>	Hour <i>Barcelona</i>	Event	Coordinator	Participants
Oct. 27 (4 hours)	09:00-09:15	10:00-10:15	Seminar day 2 introduction - Lisbon International Seminar programme (2nd day).	Jonas Thief	
	09:15-10:15	10:15-11:15	Conference and debate: Teacher training and political education for democracy. <i>(guest speaker: Ramón Martínez Medina – Cordova University, Spain).</i> <i>(guest speaker: La Salete Coelho – University of Porto and Polytechnic Institute of Viana do Castelo, Portugal).</i> Debate.	Edda Sant	<ul style="list-style-type: none"> • Barcelona team • Manchester team • Lisbon team <i>Experts invited:</i> -Marta Estellés (Cantabria University, Spain) -Alistair Ross (London Metropolitan University, UK)
	10:15-11:15	11:15-12:15	Workshops: presentation of conclusions Presentation of the workshop 1: conclusions (Alfredo Dias) <i>Definition of criteria for defining good practices for a democratic culture in the initial training teachers.</i> Presentation of the workshop 2: conclusions (Maria João Hortas) <i>Definition of criteria for conducting a critical analysis of education policies for a democratic culture.</i>		
	11:15-11:30	12:15-12:30	Break		
	11:30-12:15	12:30-13:15	Comment: <i>Alistair Ross – London Metropolitan University.</i> Debate.	Antoni Santisteban Gustavo González	<ul style="list-style-type: none"> • Barcelona team • Manchester team • Lisbon team <i>Experts invited:</i> -Marta Estellés (Cantabria University, Spain) -Alistair Ross (London Metropolitan University, UK)
	12:15-13:00	13:15-14:00	Final conclusions <i>(guest speakers: Marta Estellés – Cantabria University, Spain).</i>		

ANNEX B

Lisbon International Seminar: evaluation plan

The evaluation of the Lisbon International Seminar mobilizes **qualitative** methodologies, involving all the stakeholders that participate in it: (i) pre-service teachers; (ii) in-service teachers; (iii) professors of initial primary teacher training; (iv) teams of the project (Barcelona, Manchester, Lisbon).

We consider that the evaluation is a process that can contribute to enrich the lessons learned during the Seminar if the rigor and the participation of the stakeholders are guaranteed. Therefore, we assume the option of conducting an **internal** and an **external** evaluation.

External evaluators:

- **Joris Van Poucke**, Professor, HOGENT – University of Applied Sciences and Arts (Ghent, Belgium).
- **Aldina Lobo**, Expert evaluator, Educational Evaluation Institute (Lisbon, Portugal).

None of these evaluators participated in the EDCD-TEP project at any moment.

Evaluation	Interveners	Observation techniques	Instruments of evaluation
<i>External evaluation</i>	Joris Van Poucke. Professor. HOGENT – University of Applied Sciences and Arts. Ghent. Belgium.	Non-participating	Report
	Aldina Lobo. Expert evaluator. Educational Evaluation Institute. Lisbon. Portugal.	Participating	Report
Pre-service teachers.	Questionnaire survey		
In-service teachers.	Questionnaire survey		
Teacher educators.	Questionnaire survey		
<i>Internal evaluation</i>	Teams of the project (Lisbon, Barcelona, Manchester).		-Team UAB report -Team MMU report -Team ESELx report

Dimensions of evaluation

All instruments of evaluation should contribute to analyse the following assessment dimensions:

- general organization of the seminar;
- intervention by guest experts;
- participation / reflection in the workshops;
- contribution to the definition of “good practices” in Education for a Democratic Culture;
- contribution to identify criteria for conducting a critical analysis of education policies for a democratic culture.

Questionnaire survey

The questionnaire survey is common to all participants and the questions focus on the evaluation dimensions defined for the Seminar.

We adopted a group of five Likert scale questions. In addition to these questions, the methodology adopted for the evaluation of the Seminar is qualitative and, therefore, it was decided to also adopt one open question that allow some reflective freedom to the participants.

The questionnaire will be available online to easily allow access to all participants.

1. The organization of the Seminar was in accordance with its objectives.

1. La organización del Seminario fue acorde con sus objetivos.

1. A organização do Seminário esteve de acordo com os seus objetivos.

- Strongly agree / Totalmente de acuerdo / Completamente de acordo
- Agree / De acuerdo / De acordo
- Neither agree nor disagree / Ni de acuerdo ni en desacuerdo / Nem de acordo, nem em desacordo
- Disagree / En desacuerdo / Em desacordo
- Strongly disagree / Muy en desacuerdo / Completamente em desacordo

2. The intervention of the guest speakers contributed to increase my knowledge on the issue.

2. La intervención de los ponentes contribuyó a incrementar mis conocimientos sobre el tema.

2. A intervenção dos conferencistas contribuiu para aumentar o meu conhecimento sobre o tema.

- Strongly agree / Totalmente de acuerdo / Completamente de acordo
- Agree / De acuerdo / De acordo
- Neither agree nor disagree / Ni de acuerdo ni en desacuerdo / Nem de acordo, nem em desacordo
- Disagree / En desacuerdo / Em desacordo
- Strongly disagree / Muy en desacuerdo / Completamente em desacordo

3. Throughout the Seminar it was possible to clarify the concept of Education for Democratic Culture.

3. A lo largo del Seminario se pudo aclarar el concepto de Educación para la Cultura Democrática.

3. Ao longo do Seminário foi possível clarificar o conceito de Educação para a Cultura Democrática.

- Strongly agree / Totalmente de acuerdo / Completamente de acordo
- Agree / De acuerdo / De acordo
- Neither agree nor disagree / Ni de acuerdo ni en desacuerdo / Nem de acordo, nem em desacordo
- Disagree / En desacuerdo / Em desacordo
- Strongly disagree / Muy en desacuerdo / Completamente em desacordo

4. The Seminar promoted reflection on the relevance of education for democracy.

4. El Seminario promovió la reflexión sobre la relevancia de la educación para la democracia.

4. O Seminário promoveu a reflexão sobre a relevância de educar para a democracia.

- Strongly agree / Totalmente de acuerdo / Completamente de acuerdo
- Agree / De acuerdo / De acordo
- Neither agree nor disagree / Ni de acuerdo ni en desacuerdo / Nem de acordo, nem em desacordo
- Disagree / En desacuerdo / Em desacordo
- Strongly disagree / Muy en desacuerdo / Completamente em desacordo

5. The seminar helped to clarify what is meant by “good practices” in education for democratic culture.

5. El seminario ayudó a aclarar qué se entiende por “buenas prácticas” en la educación para la cultura democrática en los programas de formación de maestros y maestras.

5. O seminário contribuiu para clarificar o que se deve entender por “boas práticas” de educação para a cultura democrática.

- o Strongly agree / Totalmente de acuerdo / Completamente de acordo
- o Agree / De acuerdo / De acordo
- o Neither agree nor disagree / Ni de acuerdo ni en desacuerdo / Nem de acordo, nem em desacordo
- o Disagree / En desacuerdo / Em desacordo
- o Strongly disagree / Muy en desacuerdo / Completamente em desacordo

6. The criteria needed to make a critical analysis of education policies for a democratic culture were clarified.

6. Se aclararon los criterios necesarios para realizar un análisis crítico de las políticas educativas para incorporar la cultura democrática en la formación de maestros.

6. Clarificaram-se os critérios necessários para se fazer uma análise crítica às políticas de educação para uma cultura democrática.

- o Strongly agree / Totalmente de acuerdo / Completamente de acordo
- o Agree / De acuerdo / De acordo
- o Neither agree nor disagree / Ni de acuerdo ni en desacuerdo / Nem de acordo, nem em desacordo
- o Disagree / En desacuerdo / Em desacordo
- o Strongly disagree / Muy en desacuerdo / Completamente em desacordo

7. Identify the main contributions of the Seminar to recognize the role of education for democratic culture in initial teacher training.

7. Identificar los principales aportes del Seminario para reconocer el papel de la educación para la cultura democrática en la formación inicial del profesorado.

7. Identifique os principais contributos do Seminário para reconhecer a papel da educação para a cultura democrática na formação inicial de professores.

(500 characters / caracteres)

Formulário de Avaliação

https://docs.google.com/forms/d/e/1FAIpQLSf_ryXfZ2wLu7x_75GH5on_ckG5gb-Wr8CcghIg/viewform

Final report

Coordination: ESELx Team (Alfredo Dias, Maria João Hortas).

Main items of the Final Report

- content analysis of the results of the internal and external evaluation.
- content analysis of the conclusions of the Workshops.
- summary of the conclusions / objectives of the Seminar.
- perspectives for the development of the DISCO/EDCD-TEP project.

ANNEX C

Internal evaluation: Autonomous University of Barcelona

The project's first International Seminar permitted framing the proposed actions to be carried out within the project, having specified aspects as follows:

- The interventions of the invited experts showed different perspectives concerning the CDC in the initial teaching of the teachers in training. They contributed key ideas for the development of the project in both theoretical and methodological aspects.
- Professor Alistair Ross's presentation raised ideas related to the development of democratic culture associated with such aspects as identity and social change.
- Professor La Salete Coelho raised ideas related to democratic education as connected to such concepts as identity, democracy as a path, plurality, etc.
- Professor Ramón Martínez Medina presented his intervention on education for citizenship and democracy in Spain, an intervention that provided ideas for the analysis of public policies.
- The workshops made it possible to build criteria for the analysis of public policies and the identification of teaching practices of the CDC.
- The role of the commentator (Marta Estellés) was very relevant in the process of consolidating the conclusions of the Seminar.
- Student participation was a relevant aspect in the development of the seminar in order to achieve the objectives and permit the broadening of views in relation to the analysis of public policies and teaching practices of the CDC.
- The local team built an agenda and structure for the seminar that permitted achieving the proposed objectives.

Some of the key concepts that emerged in the seminar were:

- Identity, scales, social change, inequality, inclusivity, social justice and orientation, culture, the role of teachers, levels of action (local, national, European), reflection, critical thinking, national quality agencies, etc.

From an overall general standpoint, we can say that the objectives proposed for the seminar were achieved. These were:

- Objective 1: define the concept of "good practices" in the promotion of competences in education for a democratic culture in training programs for primary teachers.
- Objective 2: define criteria to analyse the educational policies for democratic culture, in different levels (national, institutional, and teachers' practices).

In terms of organisation, the seminar was managed in an excellent manner, in all its aspects: conceptual, programming, logistics (platform).

In concluding, it can be noted that the International Seminar contributed in, theoretical terms, to the general framework of the project and to the construction of criteria for the analysis of policies and teaching practices.

Although a seminar of this type, carried out virtually, is an opportunity to expand the participation of people from different parts of the world, it also limits the development of idea exchanges and debate dynamics that are more common to such academic activities and democratic processes.

ANNEX D

Internal evaluation: Manchester Metropolitan University

Reflection on the International Seminar in Lisbon – Have the aims been met?

In what follows the Manchester Met team will outline how the International Seminar in Lisbon as part of the project Embedding a Democratic Culture Dimension in Teacher Education Programmes (EDCD-TEP) has addressed its objectives. The meeting of both objectives must be seen against the backdrop of two excellent opening presentations, workshops and concluding debates. That is, one of the strong points of the international seminar was that both policy and theory were eloquently addressed. First, Dr Calin Rus gave an excellent introduction to the policy context of the CDC framework. This was followed by a more theoretically orientated keynote by Professor Alistair Ross who eloquently weaved together theoretical insights into democratic education with practical suggestions for implementation. Of particular relevance was Professor Ross's exploration of the connection points between democratic processes and how neoliberal mechanisms sometimes impede democracy. This was captured in the quote "The selection of some means the rejection of the many" as a critique of prevailing ideologies of meritocracy.

Objective 1: define the concept of "good practices" in the promotion of competences in education for a democratic culture in training programs for primary teachers.

The following points emerged from the discussion:

- Five areas were identified as key for promotion of CDC within teacher education: recruitment of teachers; links with schools and communities; teacher education practices; placements and transition as qualified teachers. As for each of these areas recommendations were made.
- Policy in all member states allows enough room so that the CDC framework can meaningfully be incorporated. For example, even though the notion of British Values has a distinctly national orientation (i.e. "British Values" and not "Human Rights Values"), the content of British Values policy strongly resonates with the CDC framework in its focus on democracy, the rule of law and the appreciation of a multi-faith society.
- There was some debate what may constitute "good practice". More specifically, should the teacher educator remain entirely neutral figure (especially when controversial issues are discussed) or should her political positioning be (a) desirable and (b) inevitable. As this relates to some key academic debates, it is unlikely that consensus can be reached (and is a consensus, again, desirable?).
- We also debated what the place of "emotions" is in relation to good practice to foster democratic competencies.

Objective 2: define criteria to analyse the educational policies for democratic culture, in different levels (national, institutional, and teachers' practices).

- It was argued that the policy context varies between each respective country. For example, in England, the regulator Ofsted, who inspects teacher education providers, plays a prominent role and has to be seen alongside the national and institutional policy context as well as the actual practice context. It was acknowledged that similar regulators to Ofsted exist in Portugal and Spain, but that the pressure emanating from these may be less severe.
- National policy, institutional policy and teachers' practice need to be seen in their entanglement. This resonates with the assertion in Objective A that policy is flexible enough to be interpreted to fit with the CDC framework.
- The question was also raised whether national and institutional policy texts need to be evaluated based on the CDC descriptors. This analysis may need to go beyond verbatim references to "democracy" or "human rights" values.
- This later work needs to be further expanded through the project itself.

ANNEX E

External evaluation: HOGENT – University of Applied Sciences and Arts (Ghent, Belgium) – Joris Van Poucke

A. General organization of the seminar.

As I was not able to attend the first day of the seminar, the first thing that struck me when I entered the Zoom meeting, was the cordial and joyful interaction amongst the participants. This led me to the conclusion that the first day must have been a success. The organizers provided me, and the participants also, with all the information I needed to participate in the seminar. Everything was well devised, a necessity in these kinds of online meetings since not all participants can be expected to be experienced in these matters. Five days before the actual meeting I was sent a program, the access key/URL for the Zoom meeting, some background information on DISCO and also a request to give my consent for the recording of the seminar. After the seminar, all participants were invited to fill out an evaluation form and received the presentations in .pdf format of the speakers. A 'certificate of attendance and participation' was sent to each participant individually.

During the seminar itself, the coordinators did a great job in ensuring a smooth transition between the speakers and chairing the debates. Especially the way in which Edda Sant translated (from Spanish to English) and summarized the essential elements of the contribution by Ramón Martínez, should be lauded. This was really helpful for participants who do not master the Spanish language. It is often not easy to organize and chair an online discussion. However, I could experience a lively and fruitful discussion after each contribution.

The second day of the seminar served two purposes, in my estimation. The first was to provide some new insights on the subject of teacher training and political education for democracy; the second was to provide the participants with a clear summary, conclusion and future outlook with regard to the overarching theme of Embedding a Democratic Culture Dimension in Teacher Education Programmes. Since there were two parallel workshops on the 27th of October, I think it was a very good idea to spend some time of the second day to present all the participants with the conclusions of the workshops. It also helped participants who could not attend the first day. The same goes for the final conclusion – presented by Marta Estelles – at the end of the 28th of October.

By providing a clear conclusion, the organizers not only establish a solid basis for future events that ensures progress in the matter of education and democratic culture, but also help the participants to have a clear idea of the results of the seminar. That is something that is, unfortunately, often lacking in other (online) seminars.

B. Intervention by guest experts

Next to contributions by the members of the teams involved in this project, four guests were invited: two speakers and two experts. The speakers focused on practices on teacher training and political education for democracy, one of the experts presented a comment, the other a final conclusion. Below, I will briefly discuss their respective interventions.

Ramón Martínez Medina (Cordova University, Spain)

Pre-service teacher training and education for citizenship in Spain rests on three pillars, according to Ramón Martínez Medina (Cordova University, Spain): (i) the curriculum, (ii) teacher training, and (iii) classroom practices. The contribution by Ramón Martínez Medina focused on how Spanish legislation on education relates to curricula in teacher training and how this translates to classroom practices. While each university can decide how to implement political and democratic education in their respective teacher training programs, there are certain common principles, for example, social and civic values such as respecting the identity and dignity of persons and foundations such as certain rights and duties of students as members of a democratic society, critical and decisive thinking, etc.

One of the difficulties Ramón Martínez Medina identifies is the fact that there is not much space (in the sense of ‘time’) for specific courses on ‘politics’ and ‘democracy’ in teacher curricula, and certainly not in those programs that seem to be far removed from these topics. There are indeed important values and foundations that are shared, but the real challenge is to put these into practice.

To me, the contribution of Ramón Martínez Medina served as an introduction for the day. It gave the participants a tangible example of a national context in which the relation between teacher training and political education can be cultivated. Furthermore, it points to the challenge in ‘materializing’ the social and civic principles and foundations in practice, both in terms of specific classroom practices and in terms of making space in the curricula.

In her contribution, La Salette Coelho takes up this challenge by discussing the key elements of global citizenship (such as diversity, sustainable development, human rights, etc.) and how it can be brought to the students. At the same time, her presentation is a testimony of her own practice in which she tries to contribute to the transformation ‘from a democracy of low intensity to high intensity’. She presents some examples to the participants on the implementation of the key elements of global citizenship in teacher programs, such as ‘global schools’, ‘get up and goals’, ... She also stresses the fact that, even though there are no specific courses devoted to these matters, there are definitely possibilities to include these matters in other courses, even in mathematics for example.

The contribution of Ramón Martínez Medina and La Salette Coelho complemented each other nicely. Where Ramón Martínez Medina sketched some broad principles on a meso and macrolevel, La Salette Coelho fleshed these principles (although framed in terms of global citizenship) out and was therefore very inspiring. Participants commented and testified in the chat but also using their microphones on different possible implementations of these values and principles in concrete teaching situations. On a side note: it could have been interesting to have a closer look to some of the examples La Salette Coelho referred to.

In his comment, Alistair Ross of the London Metropolitan University pointed to perhaps the biggest challenge of all: in trying to embed a democratic culture dimension in teacher education you are aspiring a fundamental change that implies a fundamental transformation of much of our day-to-day practices. And, as with all fundamental changes, you can expect some resistance, even hostility, to these ‘subversive’ proposals. Alistair Ross gives us some advice in how to proceed in trying to

realize these ambitions in institutions and by giving some guidelines on organizing dialogue and discussion in the classroom.

Alistair Ross comment centered on practice, not by giving examples, but by emphasizing the importance of practice in achieving results, be it on the macrolevel of society or in the classroom. As such, he emphasized social action, but, as someone in the comments remarked, what is the place of social action in education? How explicit can teachers be? How much should they engage in controversial issues? As such, next to providing some useful guidelines to the attendees, Alistair Ross opened up an interesting discussion.

Finally, Marta Estellés (Cantabria University, Spain) presented the audience with a concise but thorough summary of the entire seminar.

C. Participation/reflection in the workshops

In the previous sections, I already alluded to participation and reflection in the comments and the organization of the oral debate after the contributions. Notwithstanding the limitations of online gatherings, I think the organization allowed for a fruitful interaction. The most interaction happened, as I recall, after the talk of La Salette Coelho and especially after the comment of Alistair Ross. This was, I suspect, because participants could connect with the issues at hand and, moreover, because these issues addressed some difficulties the participants could encounter in their everyday practices in their professions. Questions such as ‘How do we deal with racist viewpoints from students?’ or ‘Do we have to be neutral as teachers?’ were posed and addressed in the debates and they point to a need for orientation and guidance. I think that dealing with these questions is not only very important for the participants, but they also contribute to a further understanding of the matter itself and also in the way in which we can implement said principles and values in a consistent, coherent and productive way.

D. Contribution to the definition of “good practices” in Education for a Democratic Culture.

E. Contribution to identify criteria for conducting a critical analysis of education policies for a democratic culture.

Because I was unable to attend the first day of the seminar, I can’t really evaluate the process of reaching the definition of “good practices” and the identification of criteria for evaluation. However, two presentations were given on the 28th of October that presented the main conclusions of the workshops on the 27th that dealt with these matters. On the basis of these presentations, I can wholeheartedly agree with the statement that the seminar most definitely contributed to formulating

a definition of “good practices” in education for a democratic culture and to identifying criteria for conducting a critical analysis of education policies for a democratic culture. What is important, is that the change that is envisioned is, as Alistair Ross already pointed out, more likely to come about if we focus on practices. However, such practices cannot exist in isolation from each other or from societal tendencies. Accordingly, the seminar focused on practices on different levels by including teacher staff composition, students and individual teachers. The same goes for the identification of the criteria. Here, also, broader analytical levels were taken into consideration (i.e., Europe, national, regional and local) and the observation was made that policies and practices are intricately tied together but that, at the same time, policies on themselves are insufficient to build alternative practices. Armed with this insight, the next step is indeed to look for and develop new and inspiring practices.

In the first presentation, it was mentioned that the organizers “were not expecting conclusive answers from these workshops, but they were very important to identify our starting point”. On the basis of this starting point, the project can take further steps. While this is certainly the case – you need a starting point – it is perhaps also interesting to keep this attitude in the course of the whole project. Maybe, in spirit with the idea of democracy as an open ended process, it is wise to regard our answers never to be completely conclusive.

ANNEX F

External evaluation: Educational Evaluation Institute (Lisbon, Portugal). Aldina Lobo

Introduction

We here present the external evaluation of the International Seminar, integrated within the project Democratic and Inclusive School Culture in Operation (DISCO), Embedding a Democratic Culture Dimension in Teacher Education Programmes (EDCD-TEP) which took place online on the Politécnico de Lisboa's Zoom platform <https://videoconf-colibri.zoom.us/j/81209783690#success>, from October 26 to 28, 2020. The organisation of this first seminar was carried out by the Portuguese team.

The Lisbon International Seminar set out to promote debate between: a) the teams from the three institutions behind the project (Universitat Autònoma de Barcelona, Instituto Politécnico de Lisboa and Manchester Metropolitan University); b) teachers partaking in the initial training of primary school teachers and the development of educational skills for a democratic culture and; c) invited experts from different countries. Students and future primary school teachers were also active participants, especially in the workshops.

In view of the outlined aims, two specific objectives were presented: (i) to define the concept of “good practices” when it comes to promoting competences for a democratic culture in the initial teacher training programs as pertinent to primary schooling; (ii) define criteria for the analysis of educational policies for a democratic culture at different levels (national, institutional and teaching practices).

The introduction of two elements for external evaluation at the Lisbon International Seminar deserves a special reference, as different and emotionally distant views, in relation to both the project and of the contents discussed, can only enrich the development of the project itself. This report is based on the oral component of the seminar and on the documents made available by the seminar's organisers. It is not about presenting further conclusions, but, instead, a reflection that incorporates contextualisation and the conclusions drawn from the Lisbon International Seminar as derived from knowledge provided by external perspectives, as provided by career teaching professionals and as an expert in the field of learning assessment. Thus, the concepts of cooperation and integration, essential in a democratic culture, are thus also of the essence here as they involve different areas of knowledge in the field of education.

General organisation of the Seminar

Responsible for the organisation were Lisbon team members Alfredo Dias and Maria João Hortas. The Lisbon International Seminar was carried out on three consecutive mornings, from October 26 to 28, 2020. The first morning meeting, lasting two hours, was aimed exclusively at the three teams involved in the project: Barcelona, Manchester and Lisbon. The remaining mornings, lasting four hours each, were open to the three project teams, students and teachers from primary teacher training courses, experts and external evaluators. Altogether, around 70 people participated. Participants were previously informed about the program and everyone was asked to give their authorisation to have the sessions recorded. Information and preparatory documents were distributed in a timely manner.

The program was clearly outlined, with time, duration, session format, responsible coordinators and participants defined. The themes were aligned with the objectives defined for the Seminar. The schedules were adhered to and the technical problem that abruptly cut off one of the sessions had no negative repercussions, as it was nearing completion.

The objectives of the Lisbon International Seminar were, perhaps, too ambitious, as it would have been very difficult to reach a categorisation or definition of criteria for the analysis of educational policies for a democratic culture. This is clearly something that, in order to be done rigorously, needs a much fuller discussion. Nevertheless, the debate was very fruitful and was successfully moved towards, achieving the objectives outlined. The reality is that only by placing the bar high can we be able to take long strides and maintain a steady pace. That said, indeed, congratulations to all are in order.

Concerning aspects to be improved, only two issues of minor importance are worthy of being mentioned: on one hand, the fact that the work carried out on the 26th was considered part of the seminar, when, in fact, it seems to have been dealt with before at the last preparatory meeting dealing with the same issue; and, on the other, the fact that there was no brief thematic context included in the seminar program with the intent of stating what is meant by democratic culture. Will it be argued that this was more of an internal seminar for the project partners, it is also worthy to point out that Calin Rus, a consultant to the Council of Europe, made a valuable contribution at the opening of the work session on the 27th, aimed at external participants.

The interventions of the invited guests

Alistair Ross (London Metropolitan University, UK), La Salette Coelho (University of Porto and Polytechnic Institute of Viana do Castelo, Portugal), Marta Estellés (Cantabria University, Spain) and Ramón Martínez Medina (Córdoba University, Spain) were all invited guests who presented their ideas on the themes of the seminar. These guests and their interventions were outstanding motivators of discussion. That said, it should also be pointed out that there were no dissenting voices. Calin Ros was equally an excellent intervener, having both clarified the definition of the central concept from the perspective of the State Council of Europe, as well as in relation to the references made in new work for which the Council is responsible for.

From the set of ideas conveyed, key elements stand out that answer the questions raised:

- What are we talking about when referring to the concept of democratic culture?
 - It refers not only to people living in a state, but also those living in an international community of states, given that that community supports liberal democratic values applicable for all, without exclusive rights for particular nations.
 - It is based on cooperation and social solidarity; it is an active part of its own government and is not competitive.
 - It is thought of in terms of equal products rather than equal opportunities.
 - It is based on a process value based.

- It signifies interdependence, global citizenship, diversity/interculturality (regardless of race, religion, sexual orientation ...), sustainable development and social justice.

- What aspects involve the review of decisions at the macro level?
 - Strategies within the curriculum – such as different forms of application to different disciplines – that recognise social classes and genders.
 - Strategies of school structures at the level of typology (public/private) and school composition.
 - Meritocracy as one of the barriers for promoting equality in education.
 - The fact that equality of products is considered more than equal opportunities. School funding.
- What strategies should accompany teacher training in order to allow us to speak about a democratic culture?
 - Autonomy and a critical spirit in relation to knowledge, values, institutions.
 - Analysis of the teacher training itself, of the curriculum assigned to it and of the connections between communities.
 - Contact with good work practices carried out by schools.
 - Contact with the work carried out by local school boards.
 - Valuing individual and collective responsibility.
 - The observation of experiences that begin to be developed, given that it is possible to follow their course, even if it is against current practices.
- Which lecturing practices are justifiable when we speak of a democratic culture?
 - Autonomy and a critical spirit in relation to life.
 - Encouraging active and organised participation.
 - Respect for democratic deliberation – everyone has their own views (their own perspectives) and none have to be wrong, this along with allowing different interpretations to be reached.
 - The opportunity to give everyone a voice, taking into consideration their values and perceptions.
 - Learning with all the young people involved, through explicit and implicit processes and through social interaction.
 - Conflict prevention and resolution (we must learn to unite our hearts).

Certainly these are all aspects that fall in line with the project team's way of thinking, and that strengthens the options already taken or that may be taken in the future. Not only is this comforting for all, it also moves the project forward. That said, dilemmas or tensions present in the field

have not been forgotten, namely: should schools be oriented in terms of market or values? Should schools change in accordance with society or society change in accordance to school? ...

Given that most European systems are based on accountability, given that the abandonment of meritocracy will not be peaceful and given that there are States (namely the Portuguese State) that have heatedly discussed the role of the school and the skills of teachers in relation to citizenship issues, wouldn't it be worthwhile to listen to and to question other worldly perspectives and other ways of thinking as a way to extend democratic dialogue? As different perspectives are incorporated, new clues may emerge that may be applicable to the criteria to be defined for the project. This will be a way to enrich the discussion, all the while, widening the scope of reflection.

Contributions for the definition of “good practices” in training for a democratic culture

This issue was primarily discussed in Workshop 1. As guidelines for the debate, the organisation defined three questions: how are good practices for teacher training defined within a democratic culture? What are considered good practices in teacher training in the context of training for a democratic culture? And do we evaluate them?

A series of ideas were set out that allow us to situate the group's perspective on the subject. Not only was the intent to diversify the teaching staff, but to identify the values of students and teachers in the context of a democratic culture. Regarding the development skills of future teachers, it was suggested that:

- communication and cooperation skills be developed (as a way to promote the participation and integration of all);
- reflective practices be promoted (as in promoting critical thinking and leading to autonomous reflection on curriculum management);
- train dynamic teachers;
- promote differences;
- construct the teaching curriculum to relate to the lives of students and the community;
- promote student participation in the classroom;
- give students autonomy (establishing them as participative in their own learning).

These are competences that have been conveyed as fundamental in the generic approaches of education and didactics. In reality, the constructivist paradigm on which postmodernism is based conceives the construction of knowledge as a process, elaborated through active and contextualised participation of the various actors, namely the students. In this case, the issue of reflective practices, autonomy, cooperativeness and process integration are crucial. They are essential to the teacher and key to the development of the student's personality, this at different levels of teaching and learning. Based on these broad guidelines, therefore, it is possible to build a standard-based tool. A feasible way of doing so will be to conceptualise and describe the essential concepts, communication, cooperation, reflective practices, among others, until a categorisation that integrates specificities of democratic culture and that systematises the characteristics of those who present “good practices”,

is reached. The configuration of this categorisation can first be tested within the classes of some of the project's promoters, for example, in order to later be validated in a broader way and then, finally, be applied.

In his research work, Lobo (2010)¹ systematises characteristics of the reflective teacher that seem to be aligned with the concerns expressed in the seminar. He starts first by listing these characteristics (Annex 1). Based on this list, and considering the teaching and assessment practices globally considered, he defines ten categories possessing opposite positions (that of the reflective teacher as opposed to that of the technical teacher). Each observed teacher is located at a point on the continuous line of each category. Via this mean, it is possible to obtain an image of the observed teacher. Each teacher is closer to one or the other teacher profile. Annex 2 gives a concrete example of three teachers observed in this qualitative investigation and can help in understanding this explanation.

Contributions for the identification of criteria that supports a critical analysis of educational policies for a democratic culture

This was the central theme of Workshop 2. As guidelines for discussion, the organisers defined three questions: what educational policies on teacher training should be considered in a critical analysis? What objectives should guide the critical analysis of teacher education policies? What criteria should be taken into account in the critical analysis of teacher education policies?

The first step was to identify the different levels of intervention: European, national and local (taking into account institutions and teaching practices). Spain was also defined as regional given that the Autonomous Regions intervene in the decisions to be taken. In the three countries, the institutions responsible for the external evaluation of teacher training were also considered, due to the pressure they implicitly exert.

The five dimensions for general criteria, presented by Alistair Ross, were valued: the curriculum, the educational structures, the school composition, the interveners (staffing) and values. These dimensions must be framed, both from the point of view of reflection and practice.

At the macro level, with more emphasis on curricular guidelines, it is intended that they not be too rigid or prescriptive; that they essentially rely on competences of inclusion, social justice, reflection and critical thinking. Whether democratic culture should emerge as a discipline or transversal to the curriculum is questioned, but it is desired that, in any circumstance, some autonomy in its application is foreseen. The participants also concluded that, for a democratic culture, it will be necessary to work on the development of autonomy, communication, cooperation and critical reflection, which, of course, meets the characteristics to be observed in identifying ‘good practices’.

The criteria for a democratic culture are basically identified, therefore, although they can be reviewed in light of the next European-level reflections, as Calin Rus suggested. That said, it seems to make sense that the following steps should go through the creation of categories of analysis, as

¹Lobo, A. (2010). *Avaliação Formativa, Avaliação Sumativa e Exames na Prática de Três Professoras de Português de 12.º ano*. Tese de doutoramento, Instituto de Educação da Universidade de Lisboa.

advocated by Brookhart (2013)². In other words, to verify if the identified concepts are definable and observable (if they correspond to performances that can be observed), if they do not overlap (if each identifies a particular aspect of what one wants to evaluate), if each one can be qualified and described (depicting different levels of performance) and whether, on a whole, they cover the full breadth of what is to be assessed.

Following that, either a checklist or a description of performance levels is built. The first instruments are used only when one wants to check the presence or absence of certain characteristics. Still, teams will most likely want to be able to make judgments about the quality of these characteristics. In that case, we advance to the description of the performance levels of each parameter. Here, in a clear and unambiguous way, we start from the maximum expected performance to gradually and consistently lower the level of the performance in question. This gradation must always be verified in relation to the same qualities of performance; always by the same characteristics. These are the teachings of specialists in the construction of the rubrics, namely by the mentioned author. This will be a possible way to clarify the intended interpretation.

Conclusions

We can then conclude that the Lisbon International Seminar was defined a clear program that was fulfilled, given that it served to lay the groundwork for the discussion on key aspects in the field of democratic culture, this within this restricted group of participants. We can say that, if it was not very ambitious in quantity (of participants, invited experts, objectives and/or topics to be addressed), it was in quality and depth of discussion around the two highlighted issues: good practices and criteria for analysing educational policies within the framework of democratic culture.

We are therefore aware that the promoters of the project know at what stage they find themselves at and have full knowledge of where they want to go. It now remains to be defined how they should go about achieving their goals. Only then will the path to be taken. To this respect, there is the suggestion, based on the results of the Lisbon International Seminar, to define a teacher profile for a democratic culture, as a teacher of 'good practices', as well as to test the description of the parameters for critical analysis of teacher training policies, covering all the characteristics of that profile. The intended assessment of 'good practice' will likely have to undergo observation techniques.

Unquestionably, this was a seminar that possessed formative purposes, placing emphasis on building the project WITH the specialists, WITH the professors and WITH the future teachers, in order to construct a path that, and even if a short one (given the limited period for the completion of the project), has already revealed its desire to be exhaustive and serious. It is, therefore, of fundamental justice to congratulate those most directly involved, both for the work done and for the attitude of all who are interested in progressing professionally and personally.

For the sake of education, it is hoped that the group will be able to arrive at good port in the short time that has been assigned to carry out the work!

²Brookhart, S. (2013). *How to create and use rubrics*. Alexandria (USA): ASCD.

This text was produced with the financial support of the European Union and the Council of Europe. The views expressed herein can in no way be taken to reflect the official opinion of either party.

The "Embedding a Democratic Culture Dimension in Teacher Education Programmes (EDCD-TEP)" project is funded by the EU/CoE Joint Programme "Democratic and Inclusive School Culture in Operation (DISCO)".

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