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

NATIONAL REPORT

Integration of Competences for Democratic Culture in the initial training of teachers in Portugal: policies and practices

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ENGLISH VERSION

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EXECUTIVE SUMMARY

Based on an analysis of national and institutional policies for the initial training of teachers within the framework of the Competencies for Democratic Culture (CDC) of the Council of Europe, with this report of the DISCO joint programme project **Embedding a Democratic Culture Dimension in Teacher Education Programmes (EDCD-TEP)**, the aim is to draw up a set of guidelines for initial teacher training committed to CDC.

First, the model of initial teacher training utilised in Portugal is presented, permitting the contextualisation of description and analysis as constructed in the following points aimed at:

o characterising the political guidelines for the initial training of teachers in Portugal, within the scope of CDC development;
o analysing the training policies that contribute to the dimension of a democratic culture in the case of the Lisbon Polytechnic's Superior School of Education (ESELx).

National political guidelines for initial teacher training ...

The analysis of national policies were based on six documents, some of a legal nature on a national scale, others produced by the Ministry of Education and the Ministry of Higher Education, from which it was possible to identify the policy guidelines in relation to the promotion of competencies for democratic citizenship within the education system and, more specifically, in the initial training of teachers.

The analysis of the documents permits identifying how the different dimensions of competence are integrated (or not) into a democratic culture. They are: Values, Skills, Attitudes, and Knowledge and Critical Understanding. The two clear dimensions, with more than 64% of the references, are divided by Values (39%) and Skills (24.6%). The remaining dimensions bring together around 36% of the references: Attitudes (19.5%) and Knowledge and Critical Understanding (around 17%).

In the analysis carried out from the set of 20 CDC defined by the Council of Europe, four competencies are valued in the national policy documents, which bring together 50.8% of the total references: Valuing democracy, justice, fairness, equality and the rule of law; Valuing human dignity and human rights; Valuing cultural diversity; and Analytical and critical thinking skills. The first three are inserted in the Value dimension, while the fourth fits into the dimension of Knowledge and critical understanding.

From the analysis, it is possible to infer that: (i) national educational policies make few references to CDC; (ii) the most relevant competences are reduced to 7 of the 20 CDC, reflecting a

very incomplete vision of what an education policy aimed at developing a democratic culture should be; (iii) the exception lies in the greater incidence of political guidelines in the dimension of the Values; (iv) although the Knowledge and critical understanding dimension is not the one that gathers the greatest number of references, the policies attribute relevance to two of the competences of this dimension.

Lines of policy for teacher training at Lisbon Polytechnic's Superior School of Education (ESELx) ...

This analysis includes ESELx's organisational and training plan, the Statutes and the Training Project, as well as the course unit files (CUF) containing the contents, competencies, objectives, strategies and assessments as defined for each course unit (CU). In total, two documents that guide the school's policy for initial teacher training and 16 CUF, were analysed

The analysis of the 18 guiding documents that guide the political options for teacher training at Lisbon Polytechnic's Superior School of Education allows us to identify how different dimensions of CDC are (or are not) structured.

The distribution of weight relative to references for each dimension of competence places 65.5% of the identified references with the dimension of Skills, this followed by the Values dimension, much further back with 20% of the references. The Attitudes, and Knowledge and Critical Understanding dimensions, concentrate a residual value of references (9.1% and 5.5% respectively), adding up to 14.6% of the total.

The analysis of the 20 CDC set reveals that about half of the references (45.5%) are concen-

trated in a single competence: Analytical and critical thinking within the Skills dimension. In a second group, with 34.5% of the total references, five competences are identified which the number of references varying between three and five: Valuing democracy, justice, fairness, equality, and the rule of law; Valuing cultural diversity; Linguistic, communicative and plurilingual skills; Autonomous learning skills and Knowledge and critical understanding of the world. These are the first two of the Values dimension, the third and fourth of the Skills dimension and the fifth of the Knowledge and Critical Understanding dimension.

These two groups of competencies comprise six of the 20 competencies, with 80% of the total references identified in the documents guiding ESELx's training policy.

From the analysis we can infer that: (i) the institution's training policies make little reference to CDC; (ii) the most relevant competences are reduced to 6 of the 20 CDC, showing a very incomplete overview of what a training policy committed to the development of democratic culture should be; (iii) the only exception is the greater incidence of training guidelines in the dimension of Skills, particularly in the Analytical and critical thinking skill competence; (iv) the Values dimension, in spite of not bringing together a large number of references, training policies attribute particular relevance to two of the three competences in this dimension.

Guidelines for initial teacher training compromised with CDC ...

At the national level

Presented are a set of guidelines that enrich the development of competences for the exercising of democratic citizenship: (i) directed at all levels of education; (ii) reinforcing the component of citizen education in the primary and secondary education curricula; (iii) proposing the reformulation of the Legal Regime for Teaching, particularly aimed at scientific training in "cultural, social and ethical" domains, integrating a more objective perspective on the development of CDC.

At the institutional level

The guidelines presented suggest: (i) the enrollment of student training in the domain of democratic citizenship in ESELx's Formative Project; (ii) the revision of ESELx's Initial Teacher Training Plan assuming a commitment to the development of CDC and explicitly integrating scientific training in the "cultural, social and ethical" domains, as proposed in the Legal Regime for the Teaching; (iii) the development of CDC within the programmes of all CU Study Plans for initial teacher education; (iv) the accountability of the Social Sciences domain, as it attributes relevance to the development of critical and participative citizenship, this from a transforming education perspective in the initial teacher training plans.

Within the scope of the **Embedding a Democratic Culture Dimension in Teacher Education Programmes (EDCD-TEP)** project, an analysis of policies in Portugal was carried out that, within the educational system, are tied to the promotion of citizenship, critical and democratic training within different dimensions: values, capacities, attitudes and knowledge.

Have the matrix defined by the Council of Europe as reference – which includes a set of 20 Competencies for Democratic Culture (CDC) – six documents that guide the Portuguese educational system as well as 18 documents that define the plans for initial teacher training at Lisbon Polytechnic's Superior School of Education (ESELx) were analysed.

This analysis had as its starting point the conclusions of the Lisbon International Seminar, held in October 2020, in which the high level of difficulty and demand, that the task of defining criteria for the analysis of public policies in terms of education for the development of CDC brings, was acknowledged. Also stressed was the fact that it would be fundamental 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 the 'embedding of a democratic culture' (EDC), such as inclusion, social justice and critical thinking.

Methodologically, a set of analytical categories were previously defined, based on the CDC matrix of the Council of Europe, from which a content analysis of the documents that define public policies in Portugal and those that guide training of teachers at ESELx, was carried out. Two objectives guided this analysis:

1. to characterise the political guidelines for the initial training of teachers in Portugal, within the scope of the development of Competencies for Democratic Culture (CDC);
2. to analyse the training policies that contribute to the dimension of a democratic culture as applicable to the case of Lisbon Polytechnic's Superior School of Education (ESELx).

After a brief description of the documents that define national policies (Point 3), the results will be presented on two scales: the national scale, based on general policy documents (Point 4); the institutional scale, focusing on data gathered from the analysis of documents that guide the training of teachers at ESELx (Point 5).

Based on the results achieved, a set of conclusions are presented that allow us to better understand the starting point for changes in teacher training policies and practices, in order to broaden and deepen the development of CDC (Point 6). Achieving this objective requires a clear, intentional goal of contributing to the training of critical and participative citizens in schools and in the classrooms, committing to the consolidation of democratic regime that, while respecting human rights, continues to promote a practice strategy oriented towards social transformation.

1. INITIAL TEACHER TRAINING IN PORTUGAL

In the last three decades, teacher training in Portugal has been guided by the search for quality and effectiveness, evidenced by the investments made in the scientific realm and in the professional acquisition of skills of future teachers (Roldão, 2011; Flores, 2017). To a large extent, this path results from the concern in following European guidelines for higher education (Flores, 2011). Since the establishment of a European network that focuses on the political dimensions of teacher training (initial and continuous) and that falls in line with the guidelines of the European Higher Education Area, changes have been introduced aimed at harmonising national policies in the field of education (Leite & Hortas, 2016). Among these changes, the 2001 publication *Professional Profile of the Childhood Educator and of the Primary and Secondary Education Teacher* stands out, serving to create a national reference for training within the frameworks of four major dimensions. Beyond the focus on the development of teaching and learning, and life-long professional development, professional, social and ethical dimensions, participation in school as well as the relationship maintained with the community, are also valued.

The definition of these dimensions reinforces the view that "being a teacher is much more than teaching" (Flores, 2017, p. 20).
It also implies being an agent of change, able to think critically, to intervene and to transform. In response to this challenge, initial training must integrate an ethical, social and political dimension that: (i) trains future teachers to read the diversity of socio-territorial contexts in which schools are inserted, and be able to make decisions in relation to specific contexts on how to approach the syllabus; and, (ii) commit future teachers to the development of human relations in accordance with the principles and values of democratic citizenship (Hortas & Dias, 2020).

The reconfiguration that took place in higher education in 2006, supported by the guidelines of the European Union (EU), defines a two-stage structure for teacher training. This structure requires postgraduate education (master's degree) of a professional nature, focusing on one or several teaching areas, in which course access requires a undergraduate degree certificate in Basic Education (Leite & Hortas, 2016). This dual-stage organisation posed challenges to the coherence and consistency of the training courses, defining the teacher as "a professional capable of adapting to the characteristics and challenges of singular situations according to the specificities of the students and the school and social contexts". To this end, the following training components were created: general educational training; specific didactics; initiation to professional practice; cultural, social and ethical training; educational research methodologies; and training in the area of teaching (Decree-Law No. 43/2007, of 22 February).

The component of cultural, social and ethical training includes: "raising awareness of problems in today's contemporary world", "extending to areas of knowledge and cultural with the aim of extending beyond what was previously acquired in the field of teaching training" and "preparation for non-disciplinary curricular areas and reflection on the ethical and civic dimensions of teaching activities". In the case of teacher training for the 1st and 2nd Cycles of Basic Education (ages 6-12), the curricular structures of the different stages of study leading to an undergraduate and master's degree do not foresee the attribution of credits for the cultural, social and ethical training component (Decree-Law no. 43/2007, of 22 February).
The 2014 revision of the legal regime of pro-

fessional qualification for teaching in pre-school, primary and secondary education it is recognises "the decisive importance of initial teacher training and the need for this training to be extra demanding, especially in relation to subject knowledge in the area of teaching and in the respective didactics" (Decree-Law no. 79/2014, of 14 May). The scope of the cultural, social and ethical training component is reinforced by the defining lines that guide the component. These include: "awareness of the major issues confronting today's contemporary world, including the fundamental values of the Constitution of the Republic, freedom of expression and religion, and respect for ethnic minorities and the values of gender equality"; "extending to areas of knowledge and culture, including scientific culture, arts and humanities, different from those in the educator's area of teaching"; "contact with the methods of data collection and critical analysis of data, hypotheses and theories"; and "awareness of the ethical and civic dimensions of teaching activity" (Decree-Law no. 79/2014, of 14 May). Still, when analysing the proposed curricular structures (undergraduate and master's degrees), the citizen dimension is noticeably absent from the set of credit-attributing training components (Decree-Law No. 43/2007, of 22 February).

In analysing the place of Education for Citizenship within the legal norms that today guide the training of primary education teachers shows, on the one hand, that the issue is not absent from the concerns and speeches of political leaders. On the other hand, however, the lack of value of Education for Citizenship as a training component is clear given the fact that it is not assigned a number of credits nor a specified training time period in the curriculum. It is thus expected that each higher education institution does its own curricular management in the area

of cultural, social and ethical training, in which the EDC is located, along with other remaining training components (Hortas & Dias, 2020).
The last 30 years have brought us new challenges, concerns and practices in teacher training, but the legislation has devalued "the training for citizenship in the preparation of future teachers, both in Primary and Secondary Education (1st, 2nd and 3rd cycles), something that is reflected in the legislation when it comes to continuous training" (Claudino & Hortas, 2015, p. 180).

In the analysis of curricular structures as proposed by the entity that oversees the study plans of undergraduate courses and professional master's degrees (6-12 years), the devaluation of EDC is evident, with the majority of credits allocated to curricular units in the teaching areas (Portuguese, Mathematics, History and Geography and Artistic Expressions). As Cochran-Smith (2004) suggests, teaching, in addition to its technical dimensions, calls for the development of skills for the promotion of human relationships. In turn, decision-making in the face of the growing complexity of social reality is increasingly a challenge for the teaching profession. The document Common European Principles for Teacher Competences and Qualifications (European Commission, 2005) elucidates that a competent teacher must work: i) with information, technology and knowledge; ii) with other people (students, colleagues and other partners in education); and, iii) with and within society, at the local, regional, national, European and global levels.
Called for, therefore, is training that integrates social experiences external to the school itself, a key challenge to the envisioning of training, in which EDC is the result of a "commitment to problem solving", constituting itself as an effective "social commitment" and derived from the identity of teaching (Hortas & Dias, 2020).

2. METHODOLOGY

Along with the presentation of the model of initial teacher training currently maintained in Portugal, it is also important to remember the two general objectives that guide the national studies that permit setting forth a diagnosis of the situation in each of the countries that are part of the **Embedding a Democratic Culture Dimension in Teacher Education Programmes (EDCD-TEP) project**:

1. to characterise the political guidelines for the initial training of teachers in Portugal, within the scope of the development of Competencies for Democratic Culture (CDC);
2. to analyse the training policies that contribute to the dimension of democratic culture as applicable to the case of Lisbon Polytechnic's Superior School of Education (ESELx).

Within the scope of the first objective, **six documents** were analysed, some of a legal character on a national scale, others produced by the Ministry of Education and the Ministry of Higher Education, from which it was possible to outline the vision the political power propagate in relation to the problematics of promoting competencies for democratic citizenship in the education system and, more specifically, in the initial training of teachers. In Point 3 of this report, these six educational policy guidance documents will be identified and discussed.

With regard to the second objective of the study, in addition to including an **analysis of the documents** that guide the initial training of teachers at Lisbon Polytechnic's Superior School of Education (**16 total documents**), **two more documents** that legally frame the organisational and training plan of ESELx are also analysed: the Statutes and the Training Project.

3. SUMMARY DESCRIPTION OF DOCUMENTS: THE POLICIES

The content analysis focuses on a set of legal documents, some based on general educational policy, while others derive from content produced by the Ministries of Education and of Higher Education. From these sources we are able to find guidelines aimed at promoting an educational policy that encompasses a perspective for citizen training, including the development of CDC.

3.1. Basic law of the educational system (BLES)

BLES derives from Law No. 46/86 of October 14, **1986**, as approved in Portuguese parliament. This was one of the few legal documents approved unanimously by Portuguese parliament as part of a structuring Law for the country's political life. Despite having undergone minor changes, the 1986 base text remains in force. The version used for this analysis is that exact version, plus the changes introduced in **2005**. The BLES defines the general framework of the educational system in Portugal, "by which the right to education materialises, expressed via the guarantee of a permanent formative action aimed at promoting the global development of personality, social progress and the democratisation of society" (Article 1). The educational system as defined in the BLES integrates public, private, and cooperative structures and institutions under the tutelage of a government ministry.
(https://dre.pt/web/guest/legislacao-consolida-da/-/lc/70328402/202102121031/exportPdf/ma-ximized/1/cacheLevelPage?rp=indice)

3.2. Legal regime of professional qualification for teaching (LRT)

The current legal regime for teaching was established by Decree-Law No. 79/2014, of May 14, **2014**. This Decree-Law defines the path of initial training for students who wish to pursue a career as pre-school (3-6 years), primary level (6-15 years) and secondary level (15-18 years) educators and teachers, organised in a two stages: (i) undergraduate degree - ensuring basic training in the area of teaching; (ii) master's degree – ensuring that training is complemented with scientific training, broadening out the initial teacher to the areas of general educational, specific didactics, to the cultural, social and ethical domains, as well as the initiation of professional practice (supervised practice).
(https://data.dre.pt/web/guest/pesquisa/-/search/25344769/details/maximized)

3.3. Profile of Students Leaving Compulsory Education (PS)

The PS was approved by the Portuguese Ministry of Education through Order No. 6478/2017, of July 26, **2017**. Based on the defining lines possessed in the BLES, the PA is today the reference document for the organisation for the entire Portuguese educational system, possessing the purpose of contributing to the organisation and management of curricula as well as the definition of strategies, methodologies and pedagogical-didactic processes to be used in teaching practice.
(https://dge.mec.pt/sites/default/files/Curriculo/Projeto_Autonomia_e_Flexibilidade/perfil_dos_alunos.pdf)

3.4. Education for Development Framework (EDF) – Pre-School, Primary and Secondary Education

This document, promoted by the General Directorate of Education of the Ministry of Education, was produced in **2016** with the collaboration of the following official institutions and

civil society organisations: Camões – Cooperation and Language Institute, CIDAC – Intervention Center for Development Amílcar Cabral and FGS – Gonçalo da Silveira Foundation. This document is the result of the evaluation presented in the National Strategy for Education for Development (2010-2015), with the main purpose being "promoting global citizenship through processes of learning and raising the awareness of Portuguese society concerning development issues as related to oriented action for social transformation". The EDF presents guidelines for framing Education for Development as a dimension of Education for Citizenship in the curricula of pre-school, primary and secondary education. (https://www.dge.mec.pt/sites/default/files/ECidadania/educacao_desenvolvimento/Documentos/referencial_de_educacao_para_o_desenvolvimento.pdf)

3.5. National Citizenship Education Strategy (NCES)

NCES was prepared in **2017** by the Citizenship Education Working Group created by the Secretary of State for Citizenship and Equality and by the Secretary of State for Education with the mission of devising a Education for Citizenship strategy to be implemented in schools. This working group was coordinated by a representative of the Secretariat of State for Citizenship and Equality), including as well individuals from different Portuguese institutions, namely representatives of the Commission for Citizenship and Gender Equality, High Commissioner for Migration, Directorate-General for Health, National Association of Portuguese Municipalities and Portuguese universities. This document presents the main elements of NCES, taking into consideration the fact that quality education is a fundamental human right and an

investment for the future that should promote the ability to learn to make informed decisions and learn to exercise democratic citizenship. (https://www.dge.mec.pt/sites/default/files/Projetos_Curriculares/Aprendizagens_Essenciais/estrategia_cidadania.pdf)

3.6. Essential Learning - Citizenship and Development (C&D)

Within the scope of the curricular reform which saw its initiation in **2017**, the disciplinary subject area Citizenship and Development was created. C&D is considered a transversal area in the 1st Cycle of Basic Education (6-10 years) and functions as an autonomous discipline from the 2nd Cycle of Basic Education all the way to Secondary School (10-18 years). It thus guarantees its presence in all years of compulsory education. C&D aims at getting young people to develop the necessary skills to be "adults that civically conduct themselves in a way that privileges equality in interpersonal relationships, in the integration of difference, in respect to Human Rights and give value to principals and concepts of national citizenship". They should also possess "attitudes and behaviors, in dialogue and in respect to others, based on ways of being in society that hold human rights as a reference, namely values of equality, democracy and social justice". (http://www.dge.mec.pt/sites/default/files/Curriculo/Aprendizagens_Essenciais/cidadania_e_desenvolvimento.pdf)

4. CONTENT ANALYSIS: GENERAL POLICY DOCUMENTS

The analysis of the six documents previously referenced, which guide the political options of the educational system in Portugal, allow us to identify the way in which these documents are (or are not) contemplated when it comes to different CDC.

A first idea to be stressed is that, out of the **195** total references available for selection, only **17%** cover political documents that focus on the education system, an approach essentially of a political character. The remaining references (83%) are taken from documents produced by the Ministry of Education with the aim of

giving more concrete curricular guidelines to schools and teachers of primary and secondary education, including the programme for the subject area "Citizenship and Development", which is transversal to all compulsory primary and secondary education. This total is distributed over the four dimensions of which CDC are associated (Figure 1).

Figure 1. General Policies (Portugal): CDC
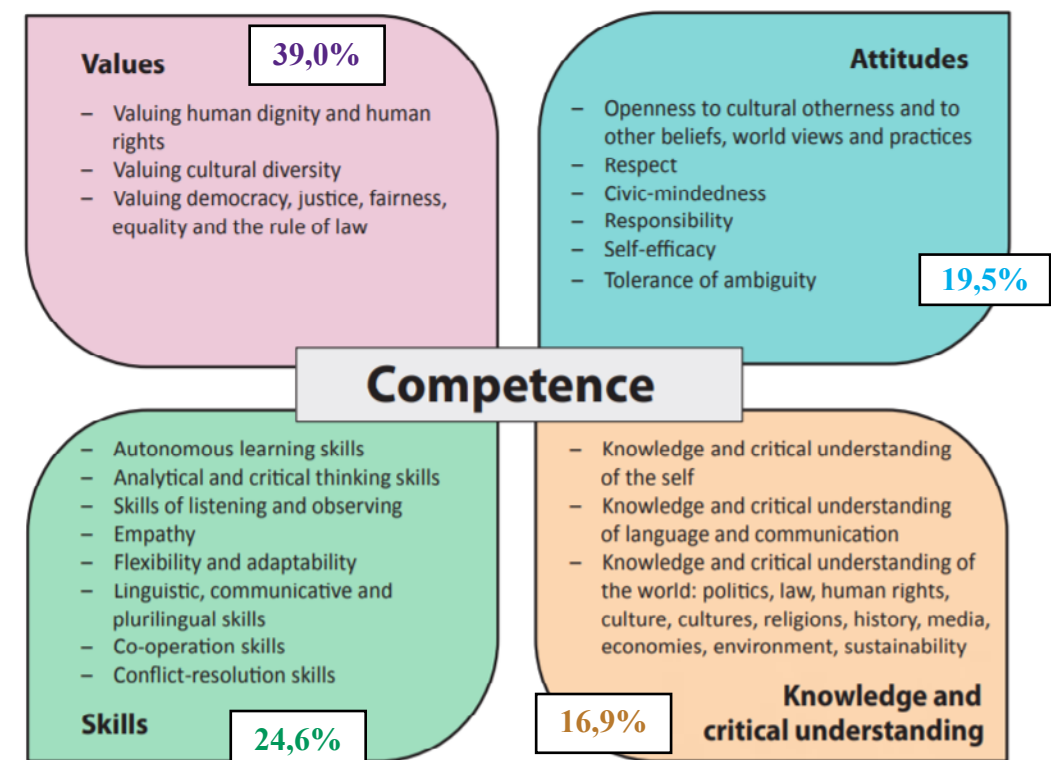
As we can see, there are two dimensions that account for more than 64% of the references, split between Values (39%) and Skills (24.6%). The remaining dimensions together account for about 36% of the references identified in the documents: Attitudes (19.5%) and Knowledge and Critical Understanding (17%).

In a more general analysis of the set of 20 CDC, as defined by the Council of Europe, four levels can be recognised in accordance with the number of references each one received (Table 1).

Half of the references (50.8%) full under four competences: three included as Value, adding capacity for critical analysis and thinking as the fourth (Skills).

In a second pool, with 27.7% of the 195 references, we find four further competences: two related to knowledge, highlighting a more generalised comprehension of understanding the world we live in a more critical manner; a third related to the competence that gives value to the development of autonomous learning; and, lastly, a forth dealing with openness to other ways of thinking about being in and belonging to the world.

These two pools bring together a set of eight skills, possessing nearly 80% of the total refe-

rences identified in the documents that guide educational policy in Portugal

4.1. Competences for democratic culture

a) Values

The values associated with the exercise of democracy, justice and equality are those that have more expression, but what more importantly should be noted are the high number of references distributed among the three CDC that are a part of this dimension (Table 2).

Table 1. General Policies (Portugal): CDC			
COMPETENCES	**References**		
	N.º	**Subtotal (N.º)**	**%**
Valuing democracy, justice, fairness, equality, and the rule of law	33	99	50,8
Analytical and critical thinking skill	23		
Valuing human dignity and human rights	22		
Valuing cultural diversity	21		
Knowledge and critical understanding of the world	16	54	27,7
Autonomous learning skills	14		
Openness to cultural otherness and to other beliefs, world views and practices	12		
Knowledge and critical understanding of language and communication	12		
Civic mindedness	9	33	16,9
Responsibility	8		
Respect	6		
Linguistic, communicative and plurilingual skills	5		
Knowledge and critical understanding of the self	5		
Co-operation skills	3	9	4,6
Conflict resolution skills	3		
Tolerance of ambiguity	2		
Self-efficacy	1		
Empathy	0		
Skills of listening and observing	0		
Flexibility and adaptability	0		

Table 2. VALUES: competences				
Competences		**References**		
		N.º	**Subtotal (N.º)**	**%**
Valuing democracy, justice, fairness, equality and the rule of law	Equity / equality	13	33	43,42
	Democracy	12		
	Justice	4		
	Rule of law	4		
Valuing human dignity and human rights	human rights	16	22	28,95
	human dignity	14		
Valuing cultural diversity	Integration/inclusion	6	21	27,63
	Diversity at a global scale	5		
	Diversity valorisation	4		
	Respect	2		
	Equality	2		
	Interculturality	2		
TOTAL		**76**	**76**	**100,0**

b) Attitudes

In the Attitudes dimension, three competences are most important: (i) Openness to cultural otherness and to other beliefs, and world views and practices; (ii) Civic mindedness; and (iii) Responsibility, with about 76% of the references identified in this dimension (Table 3).
First and foremost, openness to the Other stands out (openness to culture, practice and world-view), associated an attitude of civic and solidarity participation in relationships with others and with the world we live in.

c) Skills

With regard to Skills (Table 4), the main focus is on the development of critical and reflective thinking (47.92%). Although with a lower percentage of reference (29.17%), a capacity that is equally valued is that of autonomous learning which translates into self-learning and personal autonomy, while bridging with participation and responsibility.

Table 3. ATTITUDES: competences				
Competences		**References**		
		N.º	**Subtotal (N.º)**	**%**
Openness to cultural otherness and to other beliefs, world views and practices	Other cultures	5	12	31,58
	Other points of view of the world	5		
	Other practices	2		
Civic mindedness	Belonging/participation	7	9	23,68
	Ethics	1		
	Solidarity	1		
Responsibility	Participated	4	8	21,05
	Autonomous	1		
	Free	1		
	Social	1		
	Global / world	1		
Respect	Others	4	6	15,79
	For yourself	1		
	Ideas	1		
Tolerance of ambiguity	Empathy	1	2	5,26
	No discrimination	1		
Self-efficacy	Perseverance	1	1	2,63
TOTAL		**38**	**38**	**100,00**

Table 4. SKILLS: competences				
Competences		**References**		
		N.º	**Subtotal (N.º)**	**%**
Analytical and critical thinking skill	Critical thinking	7	23	47,92
	Reflective thinking	6		
	Criticism and action	5		
	Self-learning	5		
Autonomous learning skills	Self-learning	5	14	29,17
	Personal autonomy	4		
	Responsability	2		
	Participation	2		
	Self-information	1		
Linguistic, communicative and plurilingual skills	Use of different forms of expression	2	5	10,42
	Adequacy of communication and contexts	2		
	Use of different languages	1		
Co-operation skills	Solidarity	1	3	6,25
	Team	1		
	Common good	1		
Conflict resolution skills		2	3	6,25
Empathy		1		
Skills of listening and observing		0		
Flexibility and adaptability		0		
TOTAL		**48**	**48**	**52,08**

d) Knowledge and critical understandings

Lastly, in the Knowledge and Critical Understanding dimension, two competences acquire greater expression, taking into account the references identified in education policy documents in Portugal: critical knowledge and understanding of the world possessing more than 48% of references, and critical knowledge in the area of communication with 36.36%.

Critical knowledge of the world is fundamentally associated with two ideas: knowing and intervening in the world we live in at different scales, and critical knowledge in the areas of communication where the requirement of development of critical thinking associated to the capacity of using different types of communication, is considered (Table 5).

4.2. Teaching methods, assessment and school approach

The teaching methods that are associated with these competences are equally divided (50%/50%) into two areas: one directly related to teaching practice, appealing to democratic attitudes and behaviors within the classroom as well as the implementation of strategies related project-based learning; another aimed at promoting democratic school culture that is essentially based on promoting student and family participation in decision-making processes, and encouraging the establishment of partnerships with the surrounding community (Table 6).

Table 5. KNOWLEDGE AND CRITICAL UNDERSTANDINGS: competences		References		
Competences		N.º	Subtotal (N.º)	%
Knowledge and critical understanding of the world	Knowing / intervening at different scales	7	16	48,48
	Knowing and question the present world	6		
	Recognising social inqualities in the world	2		
	Knowing reality from a holistic perspective	1		
Knowledge and critical understanding of language and communication	Critical thinking	4	12	36,36
	Use of different forms of communication	4		
	Collecting and processing information	2		
	Mobilisation of scientific knowledge	1		
	Problem solving	1		
Knowledge and critical understanding of the self	Self-awareness	3	5	15,15
	The relationship between you and others	2		
TOTAL		33	33	100,00

Table 6. CDC: implementation		References		
Methods		N.º	Subtotal (N.º)	%
TEACHING METHODS: implementation	Modelling democratic attitudes and behaviours	6	15	50,0
	Project-based learning	5		
	Democratic processes in the classroom	2		
	Co-operative learning	2		
	Service learning	0		
WHOLE SCHOOL APPROACH	Participatory decision-making structures	8	15	50,0
	Schools / Community partnership	6		
	Parent's participation	1		
	Non-discriminatory policies	0		
ASSESSMENT	Open diaries	0	0	0,0
	Observational assessment	0		
	Dynamic Assessment	0		
	Project-based assessment	0		
	Portfolio assessment	0		
TOTAL		30	30	100,00

4.3. Conceptual axes

Policies were also subject to an analysis centered on a set of pre-defined conceptual axes. The first set of conceptual axes focuses on global citizenship, cultural diversity and gender perspective.

VALUES

a. Global citizenship

In the official guidance documents for education policies, it was possible to identify a set of references referring to the need for the education system to promote competences related to the exercise of **global citizenship** (Table 7).

This perspective of promoting global citizenship is strongly related to two central ideas (53%): on the one hand, the recognition of living in an increasingly **globalised** world, requiring a uni-versalist vision of how we are in the world; on the other hand, the need to observe and analyse the world we live in, including the complex web of **interdependencies** created at different scales, between the local and the global. This approach to the guidelines for educational policy emphasises two concerns/values: social justice, recognising that globalisation is a carrier of processes that accentuates social inequalities (13.7%); and **freedom**, with direct references to freedom of expression and religion (9.8%).

Other values are associated with the political discourse around education for global citizenship, though with less expression: with 5.9% referring to **solidarity** and **inclusion**, and 3.9% pointing to **responsibility** and **human rights.**

b. Cultural diversity

In the field of cultural diversity, the documents bring together a small number of direct references (Table 8).

Although sparse, one can't go without highlighting how priority is given to the issue of **rights** (42.9%) in social contexts in which the marks of cultural diversity are gradually becoming more evident, expressed in a reality dominated by **interculturality** (35.7 %). Lastly, it is important to underline the call for education policies that point towards the practice of **valuing differences** and the integration of diversity (21.4%).

Table 7. Conceptual axes: Global citizenship		
Concept	References	
	N.º	%
Globality / universality	16	31,4
Global / local / interdependence	11	21,6
Social justice	7	13,7
Freedom	5	9,8
Solidarity	3	5,9
Inclusion	3	5,9
Responsability	2	3,9
Human rights	2	3,9
Autonomy	1	2,0
Tolerance	1	2,0
Total references	51	100,0

Table 8. Conceptual axes: Cultural diversity		
Concepts	References	
	N.º	%
Diversity rights		
to difference	3	
to participation	2	6	42,9
o equality	1	
Reality of diversity / interculturality	5	35,7
Valuing / integrating diversity	3	21,4
Total references	14	100,0

c. Gender Perspective

In the education policy guidance documents in Portugal only six references to the issue of gender equality are found.

These references associate gender equality to four different dimensions: (i) **value** of promotion; (ii) **relevant social issue**, with the aim of guaranteeing equal opportunities; (iii) **citizenship** that promotes inclusive practices; and (iv) **ethics** to be developed in all of humanity.

IMAGINE

d. Future

The perspective of a future time is practically absent from the guiding documents of education policy in Portugal.

The **four** references that were possible to identify and that we associated with this conceptual axis essentially refer to the development of a problem-solving competence based on "new ideas and solutions, in an imaginative and innovative way" (SP). In this perspective, it is proposed that the training of young people promotes the ability to respond to new problems, in different contexts, mobilising an "environmental and social conscience and responsibility" (SP), within a practice that values "democracy and cooperation" (EDF), keeping in mind a "sustainable future" (SP), "at the service of development and a common good, presently and in the future" (EDF), and proposing the creation of "a humanly emancipating common destiny (SP).

e. Historical thinking

Historical thought has only two references in the analysed documents whose ideas deserve to be highlighted: (i) temporality appears in a dialectic perspective associated with "tradition and modernity" and "in the short and long term" (SP), this keeping in mind the construction of an emancipating destiny, as previously discussed; (ii) historical thinking calls for a globalising view of the world, recognising that "interdependencies have been a part of human history" (EDF).

f. Sustainable development

Issues related to sustainable development guarantee an important presence in the analysed documents, with 13 references accounted for that jointly reveal lines of action the education system should integrate and see materialised in the teaching and learning processes implemented in schools (Figure 2).

Figure 2. Sustainable development: conceptual scheme
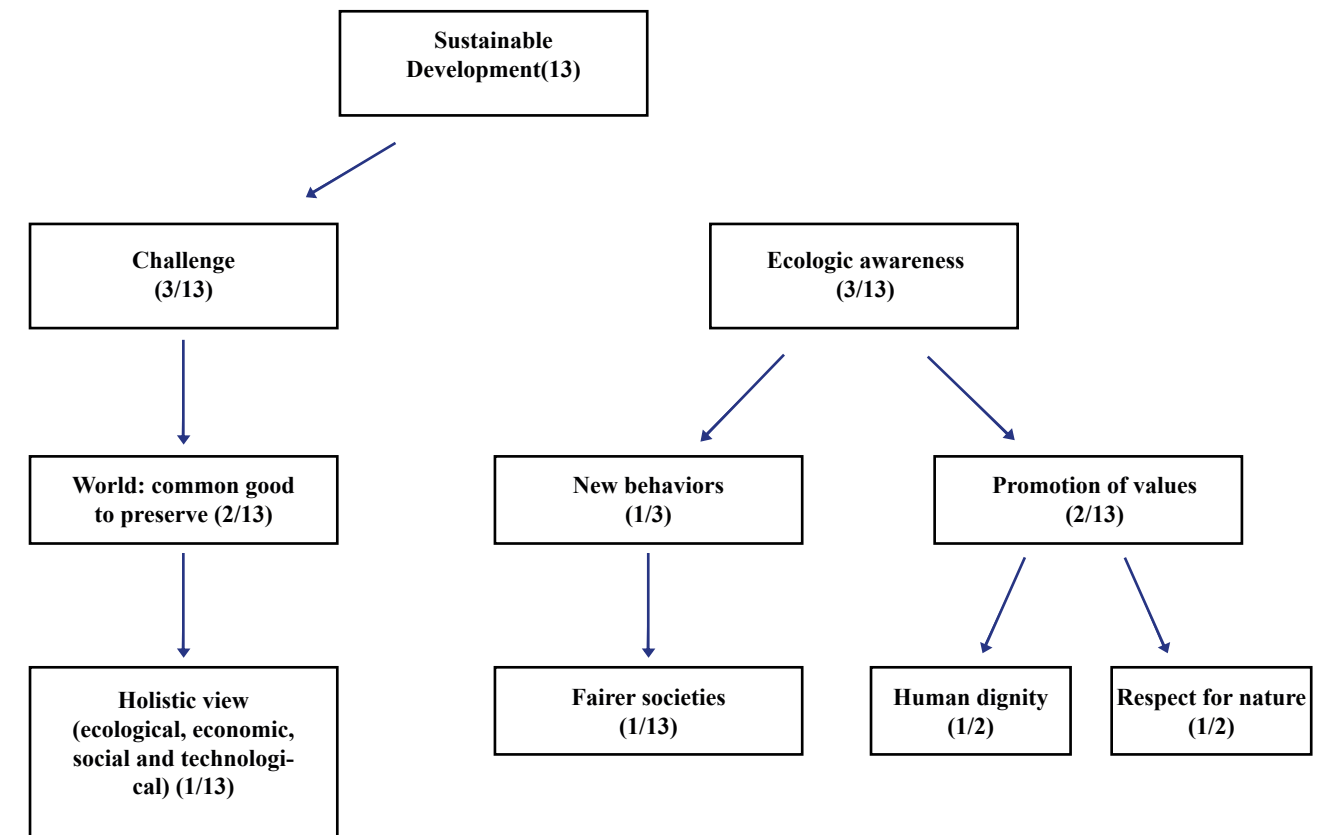
In the political discourse that sustains the education system in Portugal, the concept of "sustainable development" is associated with the **challenge** that arises from the objective of accepting **the world as a common good** to preserve, which, in turn, presupposes a **holistic** approach, integrating ecological, economic, social and technological domains.

From a second perspective, "sustainable development" emerges from the political discourse, appealing to an **ecological conscience** that translates into a practical dimension, proposing that **new behaviors** are adopted for the purpose of contributing towards the construction of a more just society, and within a dimension centered on the **values** of **human dignity** and **respect** for nature.

g. Social justice

The concept of **social justice** is a set of **values**, alongside that of equality and democracy. These are the values that require work on the part of education to help train citizens who exercise citizenship as a practice of social transformation; that allow for the construction of **more just societies**. This vision of transformative education, directed as being a global urgency – the eradication of poverty – presupposes "the construction of a more just world in which all people share access to power and resources" (EDF).

EXAMINE

h. Critical digital literacy

Despite the role that new information and communication technologies assume in our societies, and especially in the areas of education, it is only in the *Student Profile* (SP) document that this issue deserves more attention, although with few references to the subject.

One of the allusions to the technological issue refers to the need of using **different linguistic approaches** according to "the different communication contexts, in analog and digital environments", following "**rules of conduct** specific to each environment", while underlining the need to make "**critical use** of diverse information sources and information and communication technologies" (SP).

ACT

i) Hope for democracy

The importance of "developing democratic spirit and practice" is emphasised, promoting democratic and pluralist education (BLES). This very generalised perspective, inscribed in the Portuguese education system since 1986, takes shape within the guidelines outlined in 2017, setting out to promote "personal autonomy centered on human rights, democracy, citizenship, equity, mutual respect, free choice and in common good "(SP).

j) Active Citizenship

In the analysis of the official documents, the conception of citizenship is associated to a praxis that commences with a critical reflection and knowledge of reality directed towards direct actions at different scales, from the local to national societies, calling for intervention within the scope of global citizenship.

Found were a set of **52 references** directly related to the concept of **active citizenship**, a particularly relevant number, if we take into account the total set of references that were gathered. A total of eight subcategories were identified that help us to understand the orientations that are dominant in national policies (Table 9).

Spotlighted is the concentration of the first three subcategories that bring together more than 71% of the references and that, first and foremost, appeal to citizenship training aimed towards **action/intervention** (30.8%). Secondly, two other ideas seem to dominate the meaning of such active citizenship: an action that must be considered at **different scales**, keeping intervention in mind, not only locally, but also at a national and global scale (21.2%). Thirdly, another action should be specifically directed at combating social inequalities through the promotion of **social justice** (19.2%).

This is followed by a number of conceptions related to active citizenship that, although of lesser relevance in the official texts, should not be overlooked, especially considering that the need for that action/intervention demands the development of critical thinking based on the ability to mobilise knowledge (7.7%). Falling in line with the promotion of social justice, active citizenship is also considered from the perspective of social transformation (5,8%), peace preservation (5.8%), and human solidarity and dignity (5.8%).

Lastly, one last word is given to the two references that call for the formation of active citizenship to be started at school and in the classroom, promoting the participation of students in their learning processes (3.8%).

Table 9. Conceptual axes: Active citizenship		
Concepts	**References**	
	N.º	**%**
Action/intervention	16	30,8
Societal/world intervention	11	21,2
Promotion of social justice	10	19,2
Critical action/knowledge	4	7,7
Action for social transformation	3	5,8
Promoting peace	3	5,8
Human solidarity/dignity	3	5,8
Participation in the education process	2	3,8
Total references	52	100,0

k) Controversial issues

Although the guiding documents of education policies in Portugal do not mobilise the concept of "controversial themes" or "relevant social issues", some references can be identified as being clearly associated with the idea that citizenship education should focus on how to approach themes under debate in our societies. The importance of this focus is due to the complexities of themes that require training specifically directed at the development of skills for teachers who teach at different educational levels. We identified 16 references that we associate as controversial topics (Table 10).

The foremost idea is related to the creation of an education that develops in students the ability to find solutions and make choices (37.5%)

related to problems and social issues centered on their immediate environment or related to their daily lives (12.5 %).

The study process in examining these social issues should permit the development of citizen values and attitudes, and, above all, the competence of critical spirit (25.0%). Four references point to four themes that can be considered "relevant social issues in societies and in the world we live in: ecological sustainability, problems that have a global dimension, social justice and the preservation of peace in situations of war/conflict.

5. CASE STUDY: LISBON POLYTECHNIC'S SUPERIOR SCHOOL OF EDUCATION (ESELx)

The analysis of the 18 documents previously referenced that guide the political options for teacher training at the Lisbon Polytechnic's Superior School of Education allows us to identify how the different dimensions of competences of democratic culture are (or are not) considered.
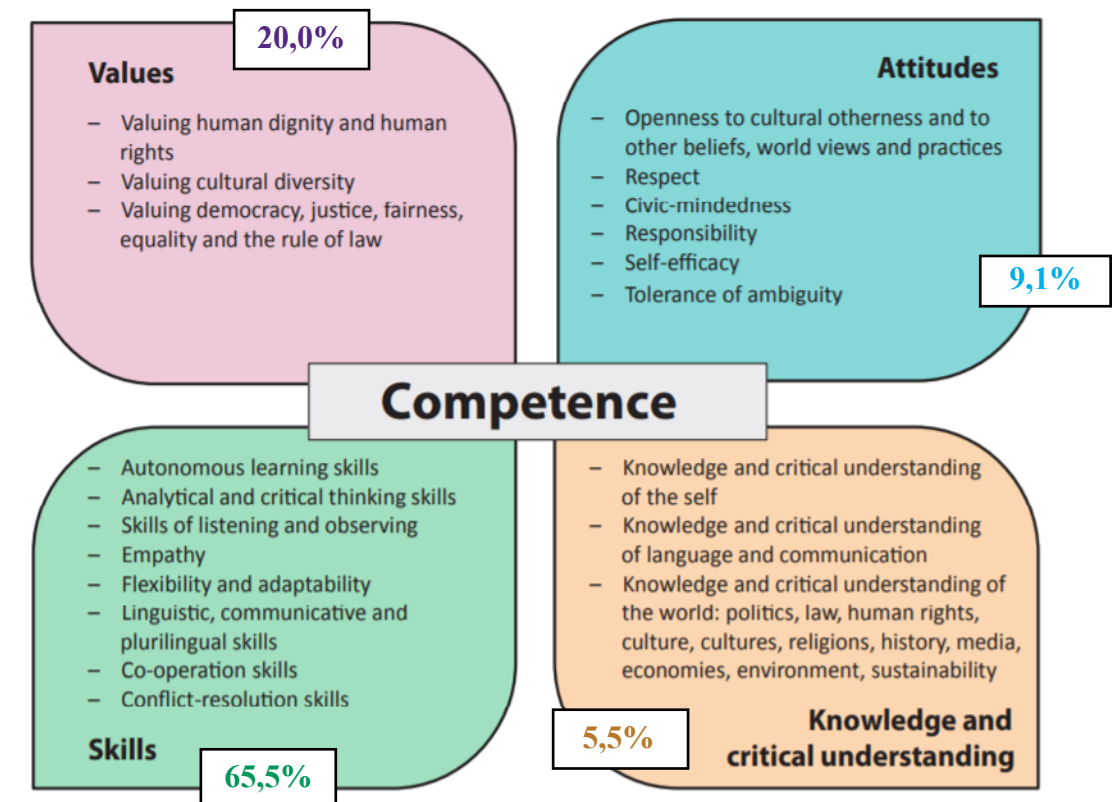
Of the total of **55** references that were made possible to select, only **18%** cover the institution's general policy documents. The remaining references (**82%**) are taken from the curricular unit programmes (CUP) produced by the coordinating professors of each unit.
The distribution of the relative weight of the

references for each dimension of competence is illustrated in Figure 3. A reading of the figure allows us to identify that 65.5% of the identified references are concentrated in the Skills dimension. At a much greater distance is the Values dimension, possessing 20% of references.

Lastly, the Attitudes and Knowledge and Critical Understanding dimensions concentrate the remaining value of references (9.1% and 5.5% respectively), 14.6% of the total.

Table 10. Conceptual axes: Controversial themes			
Concepts	**References**		
		N.º	**%**
Finding solutions/making choices		6	37,5
Promote critical thinking, values and attitudes		4	25,0
Reflect on the student's immediate/everyday environment		2	12,5
Themes			
sustainable ecology	1		
global problems	1	4	25,0
social justice	1		
war/preservation of peace	1		
Total references		16	100,0

Figure 3. Training policies at ESELx and CDC

24

25

In analysing the set of 20 CDC as defined by the Council of Europe, four levels can be identified according to the frequency of references that each one of them collects (Table 11). About half of the references (45.5%) are focused on the competence of Skills: Analytical and critical thinking skill.

On a second level, with 34.5% of the 55 references, five competences are identified in which the number of references vary between three and five: two related to Values, in which valuing democracy, justice, fairness, equality and the rule of law, and valuing cultural diversity, are highlighted; two from the Skills dimension (linguistic, communicative and plurilingual skills, and autonomous learning skills); and, thirdly, knowledge and critical understanding of the world from the Knowledge and Critical Understanding dimension.

These two levels have a set of six competences, which possess 80% of the total references identified in the documents that guide ESELx's training policy.

Table 11. Training policies of ESELx and CCD			
COMPETENCES	**References**		
	Sub-total (N.º)	**Total**	**%**
Analytical and critical thinking skill	25	25	45,5
Valuing democracy, justice, fairness, equality, and the rule of law	5		
Valuing cultural diversity	4		
Linguistic, communicative and plurilingual skills	4	19	34,5
Knowledge and critical understanding of the world	3		
Autonomous learning skills	3		
Valuing human dignity and human rights	2		
Openness to cultural otherness and to other beliefs, world views and practices	2		
Civic mindedness	2		
Co-operation skills	2	11	20,0
Flexibility and adaptability	2		
Responsibility	1		
Knowledge and critical understanding of language and communication	0		
Respect	0		
Knowledge and critical understanding of the self	0		
Conflict resolution skills	0		
Tolerance of ambiguity	0	0	0
Self-efficacy	0		
Empathy	0		
Skills of listening and observing	0		
TOTAL	**30**	**30**	**100,00**

5.1. Presentation of the institution

The Lisbon's Superior School of Education is part of the network of higher education polytechnics established in 1979 by Decree-Law no. 513 / T-79 of 26 December.

At ESELx, the initial training of Basic Education (6-12 years) teacher follows a biphasic structure in accordance with the legal regime for professional teaching qualification established by Decree-Law No. 79/2014[1].

The first training cycle concludes a Degree in Basic Education. The degree's study plan was established in Dispatch No. 14905/2014[2], of November 26, 2014. The second training cycle involves two Master's level training courses: one, a Masters in Basic Education 1st Cycle Teaching and Basic Education 2nd Cycle Portuguese, and History and Geography of Portugal (MEBPHGP), the second, a Masters in Basic Education 1st Cycle Teaching and Basic Education 2nd Cycle Mathematics and Natural Sciences (MEBMCN).

o In any of these courses, the training of ESELx students is organised according to what is established in the legal regime of professional qualification for teaching in pre-school education and in primary and secondary education (Decree-Law No. 79/2014, Diário da República no. 92/2014, Series I of 2014-05-14) according to five different training components:

o the **area of teaching** that "aims to complement, reinforce and deepen academic training, focusing on the knowledge necessary for teaching in the content areas and in the subjects covered by the recruitment group"[3];

o the **area of general education training** that "encompasses the knowledge, skills and attitudes as possessed to all teachers in relation to their performances in the classroom/activity room, be it in institutions for early childhood education or in school, and in the relationship with families and community"[4];

o the **specific didactics** directed towards "knowledge, skills and attitudes as related to the content areas and subject teaching as pertinent to each respective teaching group"[5];

[1]Decreto-Lei n.º 679/2014, de 14 de maio. *Diário da República*, I Série, N.º 92, pp. 2819-2828.
[2]Despacho n.º 14905/2014, de 26 de novembro de 2014. *Diário da República*, II Série, N.º 237, pp. 30757-30759.
[3]Art.º 8.º do Decreto-Lei n.º 679/2014, de 14 de maio. *Diário da República*, I Série, N.º 92, p. 2821.
[4]Art.º 9.º do Decreto-Lei n.º 679/2014, de 14 de maio. *Diário da República*, I Série, N.º 92, p. 2821.
[5]Art.º 10.º do Decreto-Lei n.º 679/2014, de 14 de maio. *Diário da República*, I Série, N.º 92, p. 2821.

o the **cultural, social and ethical area** that must be ensured within the scope of the remaining training components, covering "the awareness of greater problems associated to today's contemporary world, including the fundamental values of the Constitution of the Republic, freedom of expression and religion, and respect for ethnic minorities and values of gender equality", "the branching out to areas of knowledge and culture, including scientific culture, arts and humanities, different from those in their area of teaching", "contact with the methods of data collection and critical analysis of data, hypotheses and theories" and, lastly, "awareness of the ethical and civic dimensions of teaching activities"[6].

o the **introduction to professional practice**, which, in summary, is conceived "from the perspective of the trainees' professional development, promoting an attitude within the trainee aimed at the permanent improvement of student learning"[7].

5.2. Institutional policies and CDC

The institution's policy is governed by two fundamental documents: the Statutes and the Lisbon Superior School of Education's Formative Project.
The Statutes of ESELx were published on October 19, **2018**[8]. The Statutes contain the definition of the school's fundamental principles, the governing bodies of the institution, the fundamental objectives, the mission statement and values, as well as the objectives and duties

of the institution's different governing bodies. In its mission, ESELx intends to contribute to the quality and effectiveness of public education, presenting an educational/training project that focuses on the development of scientific and professional skills in a specific context of training and supervised professional practice, promoting spaces for permanent questioning and reflection.

o Training of teachers and other educational agents with a high level of preparation in cultural, scientific, technical and professional aspects;
o Human, cultural, scientific and technical training of all members;
o Carrying out of research and investigation activities;
o Provision of services to the community;
o Development of training/retraining projects for educational agents;
o Cultural, scientific and technical exchanges with public and private institutions, national and foreign, with similar objectives;
o To contribution to international understanding in the respective scopes of activity and to the rapprochement of populations, with special emphasis on countries whose official language is Portuguese.

(https://www.eselx.ipl.pt/sites/default/files/media/2018/estatutos_eselx_republicacao.pdf)

The ESELx Training Project was approved on July 14, 2011, by the Scientific Technical Council, and revised on May 27, 2020 by the same Council. This document defines the profile of ESELx "as a project organization", describing its action as a process in constant evaluation and reflection, with an attempt to respond to the opportunities and constraints of each given moment. The development of the Training Project for ESELx is based on five structuring axes:

1. Strengthen the complementarity between formal and non-formal education;
2. Coordinate individual/group initiatives and organisational undertakings;
3. Enhance the uniqueness of the training offer inside and outside the Lisbon Polytechnic Institute (IPL);
4. Reinforce the reciprocity between formative diversity and professional development;
5. Reinforce ongoing training and community outreach.

(https://www.eselx.ipl.pt/sites/default/files/media/2020/eselx_2020_ofert_form_longo_2_c.pdf)

In the analysis of the ESELx Statutes, in reference to CDC, two of the four dimensions of competences are mentioned: **Attitudes** and **Skills**. Concerning **Attitudes**, the reference appears in the scope of **Civic-mindedness**, within the objective related to the *provision of community services*. The reference to **Skills**, the **Analytical and Critical Thinking skill** in particular, appears in the definition of the institution's mission and values, more specifically in the reference to the intentions of the institution's educational project, valuing the development of scientific and professional skills that enhance training as a *permanent space for questioning*

and reflection. In relation to **Teaching methods**, the reference falls on Project-based learning being an institutional practice, transversal to the various teacher training courses, a *training form centered on projects*.

References to **Conceptual axes** are located at the level of **Value** and **Act**. Within the scope of **Value**, the two references refer to the concept of **Global citizenship**, exemplified by the *values of citizenship* that guide training and research activities and contribute (...) *to the internationalisation and uniting of peoples*, as foreseen in the objectives that focus on the internationalisation activities developed by the institution. Concerning **Act**, in concepts associated with **Controversial issues**, a reference to training with focus on *major problems* is identified on the institution's mission and values statement.

From the analysis of the different axes of the Formative Project, only in Axis 5 are references made to CDC, more specifically to **Values**, and **Knowledge and Critical Understandings** concerning (...) *ESELx's increasingly effective participation in the construction of social cohesion, in the struggle against social exclusion, in the defense of human rights, in the protection of the environment and in the ethical, scientific, social, cultural, artistic and technological promotion.* Regarding **Values**, the three references to **Valuing human dignity and human rights** stand out, made explicit by the *construction of social cohesion, in the fight against social exclusion and in the defense of human rights.*

Also worth mentioning is the reference to *environmental protection* in the **Conceptual axes** alluding to the concept of **Sustainable development.**

[6]Art.º 12.º do Decreto-Lei n.º 679/2014, de 14 de maio. Diário da República, I Série, N.º 92, p. 2821.
[7]Art.º 11.º do Decreto-Lei n.º 679/2014, de 14 de maio. Diário da República, I Série, N.º 92, p. 2821.
[8]Diário da República, 2ª série – N.º 202 – 19 de outubro de 2018.

5.3. Training practices and CDC

The analysis of the training **practices** developed at ESELx focused on master's degrees in teaching, or more specifically, master's training courses for teachers in the 1st and 2nd cycle of basic education (6-12 years): Masters in Education of the 1st cycle of Basic Education, and Portuguese, and History and Geography of Portugal in the 2nd cycle of Basic Education (MEBPHGP), and Master in Teaching of the 1st cycle of Basic Education, and Mathematics and Natural Sciences in the 2nd Basic Education

cycle (MEBMCN). We set out to analyse the programmes of each curricular unit in the four components described in the Curricular Unit Forms (CUF) that integrate the study plans of the masters course in teaching which are: objectives, content, strategies and evaluation. Eighteen CUF were analysed, distributed among the four scientific areas of the courses: teaching, general education, specific didactics and supervised teaching practice (Table 12).

Table 12. Curricular Units analysed according to scientific area			
area of teaching	general education	specific didactics	supervised teaching practices
• Artes e Educação Física (AEF) • Gramática e Texto (GT) • Sociedade, Cultura e Território (SCT) • Temas da História e Geografia de Portugal (THGP) • Formação de Leitores (FL) • Medida e Número (MN)	• Políticas Educativas e Organização Escolar (PEOE) • Psicologia da Educação (Psic) • Desenvolvimento Curricular e Educação Inclusiva (DCEI)	• Didática da História e Geografia no 1.º e no 2.º ciclo do Ensino Básico (DHG) • Didática da Matemática no 1.º ciclo do Ensino Básico (DM) • Didática das Áreas de Educação Artística e Educação Física (DAEAEF) • Didática das Ciências da Natureza no 1.º ciclo do Ensino Básico (DCN)	• Prática de Ensino Supervisionada I (PES I) • Prática de Ensino Supervisionada II (PES II) • Metodologias de Investigação e Inovação em Práticas Educativas (MIPE)

A – References to CDC Descriptors (Content and Implementation)

The analysis of references to CDC descriptors (content and implementation), based on practices, focuses on four dimensions of competence: **Values, Attitudes, Skills, Knowledge** and **Critical understandings**, and on three categories that result from the operationalisation of the same competences: **Teaching methods, Assessment** and **Whole school approach**.

1. Values

Regarding the dimension of competence **Values**, the CUF refer to the three competences identified:

Valuing human dignity and rights, reporting in the **two** identified references: the importance of a transversal approach to the curriculum for the promotion of *citizenship education* (CUF DHG) and valuing *human rights* as background for the problematisation of social realities (CUF SCT);
Valuing cultural diversity, with **four** references that place protagonism on *student diversity* in the classroom in order to think about the organisation and management of the programmes, giving value to the *curriculum's transversal approach for diversity* (CUF DHG), emphasising *values* in a perspective of understanding *cultural and global diversity* (CUF SCT);
Valuing democracy, justice, fairness, equality and the rule of law, with **two** references placing emphasis on teaching and learning processes based on relevant social problems within the framework of democratic citizenship and skills for democratic culture (CUF SCT).

2. Attitudes

In this dimension, there are references to three of the six defined competencies: **Openness to cultural otherness and to other beliefs, world views and practices** possesses **two** references that value a transversal approach of a *curriculum for diversity* (CUF DHG) and the development of attitudes towards *global diversities* (CUF SCT); **Civic-mindedness** makes one single reference, to that of *programme management according to educational contexts* (CUF DHG); as is **Responsibility**, associated with a single reference: *accountability of students in the management of their own teaching and learning process* (CUF CDIE).

3. Skills

Skills appear in the CUF in references associated with five of the eight defined competences (Table 13). The development of **Autonomous learning skills** with **three** references emerging from the challenges posed to students for *carrying out investigative work* (CUF THGP), *managing of their own teaching and learning processes* (CUF CDIE) and *working moments with others* (CUF DM and CUF MN).

Table 13. Skills - Analytical and critical thinking skill				
Competências		**Referências**		
		N.º	Subtotal (N.º)	%
Analytical and critical thinking skill	Analysis	12	22	68,6
	Reflection	10		
Linguistic, communicative and plurilingual skills	Problematisation	2	8	22,8
	Comunication	2		
	Understanding	2		
	Reading	2		
Autonomous learning skills	Metacognition	2	3	8,6
	Metacognition Assessment	1		
TOTAL		**33**	**33**	**100,00**

Regarding the capacities associated with the dimension **Analytical and critical thinking skill**, the majority of references (24) fall in the processes of *analysis and reflection* (68.6%) concerning current society and developed actions (table x), being reported in different CUF (STP I, STP II, THGP, SCT, CDIE, APE, DM, DNS, Psych, MN). The *problematisation, communication and understanding* of social and global realities, as well as the reading of written documents appear in a set of references with the same relative weight, with a total that reaches 22.8%). *Awareness raising, assessment and metacognition*, on the other hand, appear sporadically in some CUF.

References to the **Flexibility and adaptability** competence appear only in one of the 18 CUF analysed, with two references focusing on the intentions of training students concerning the development of *programme management capacities and the construction of educational resources and teaching materials in accordance to the educational contexts and problem issues* (CUF DHG).

The competences **Linguistic, communicative and plurilingual skills** are mentioned in three of the CUF analysed, all in the domain of Language. The four references focus on: *reading and writing skills* (CUF DL), *explicit knowledge of the language* (CUF GT), *linguistic awareness and learning to read* (CUF TR). Regarding Co-operation skills, references are very scarce (two), focusing on the *organisation of work groups* (CUF THGP) and the *capacity to work in groups* (CUF MN).

4. Knowledge and Critical understandings

For this dimension, three competences are defined, and it was possible to identify three references for one of them - Knowledge and critical understanding of the world - where it is perceived that tasks will lead students to *reflect on the role of the teacher in today's society* (CUF STP II), to the development of analysis processes based on a given *defined problem, integrated construction of knowledge and understanding, and critical analysis of the world* (CUF SCT).

5. Teaching Methods

The five methods defined for the operationalisation of competences are contemplated, albeit in a dispersed way, in the analysed CUF. Concerning **Modelling democratic attitudes and behaviors**, there are two references to consider in the intentions of the defined teaching methods: *development of democratic citizenship skills in the classroom* via the use of participatory and *democratic* practices (CUF SCT).

In relation to **Democratic processes in the classroom**, there are 33 references registered in the CUF (Table 14) in which moments of *Debate and Discussion* (46.7% of references), associated with *Debates of topic discussion* (CUF CDIE), *texts to be presented and debated in class session* (CUF DM), *debate of ideas* (CUF DNS), and *Democratic participation* in learning processes and decisions (33.3% of references), are valued.

These processes sometimes appear associated with the reference Active methodologies, in order to characterise the dynamics of the classroom, a process connected to the democratic experience: *active methodologies that involve the participation of trainees in the construction of knowledge* (CUF DHG) and *active methodologies that guarantee democratic participation* (CUF SCT).

Table 14. Democratic processes in the classroom		
Methods	**References**	
	N.º	%
Debate/Discussion	7	46,7
Democratic participation	5	33,3
Active methods	3	20,0
TOTAL	**33**	**100,0**

The skills of **Co-operative learning** are fundamentally associated with the practices in which students are asked to carry out *group work*, a situation that appears in eight references in the analysed CUF. These works can take place within the scope of practical activities or carrying out of project work: *construction of practical work in group* (CUF DHG), *group work* (CUF THGP), and *project construction in group* (CUF SCT). Concerning **Project-based learning**, there are **eleven** references identified in the CUF illustrated by the following points: *diagnosis and definition of problems* (CUF PES II), *research and project work* (CUF DHG), *design and planning of research projects* (CUF THGP), *projects assembled by working groups* (CUF THGP), *investigative project* (CUF SCT), and *implementation of an educational intervention project* (CUF PES I). References to **Service learning** are limited to **three**, associated with CUF of pedagogical practice: *design and implementation of methodologically appropriate pedagogical proposals* (CUF PES II) and *Pedagogical intervention* (CUF PES I).

6. Assessment

Evaluation is analysed using five techniques/instruments: **Open-diaries, Observational assessment, Dynamic assessment, Project--based assessment** and **Portolio assessment.** Regarding **Open-diaries**, **one** single reference is made to the *Dossier*, the instrument used to evaluate pedagogical practice (CUF PES II). The evaluation carried out through the **Observational assessment**, possessing **four** references, appears in the CUF PES II, relative to the supervision of pedagogical practice. Dynamic assessment, resulting from the combination of different evaluation and monitoring practices of the work developed by students, is identified in **four** references: *tutorial seminars* (CUF

PES II), *articulation between the exposure of different themes to the large group and the construction of practical works at an individual and group level* (CUF DHG), *support of autonomous research work developed by students* (CUF THGP), *group building, with tutorial support* (CUF SCT). The sustained assessment in **Project-based assessment** possesses **five** references in the set of CUF, arising from the identification of a *curricular intervention plan* (CUF PES II), the assembly of a *research project* (CUF THGP), a *research/action project* (CUF SCT) and an *intervention project* (CUF PES I). Lastly, there are **seven** references to the use of **Dynamic assessment** in the evaluation, consisting of CUF PES I, PES II, DHG, CDIE and MN.

7. Whole school approach

For this operationalisation strategy, deriving from the analysis of six indicators, references are scarce or almost nonexistent. The only exception is that of **Participatory decision--making structures**, a reference to the *educational contexts* where educational intervention takes place within the scope of the students' pedagogical practice.

B – Conceptual axes

References on conceptual axes were analysed from four dimensions: Value, Imagine, Examine and Act. From the CUF analysed, there are only references to the first of the four, **Value** as well as the last, **Act**.

Regarding **Value**, references are centered on the **Global citizenship** and **Cultural Diversity** indicators. Concerning **Global citizenship**, **three** references emerge from the CUF SCT: as a frame of reference associated with the *pro-*

blematisation of social reality, global critical analysis and *global critical understanding*. In relation to **Cultural diversity**, there are **four** references identified: two in the CUF DHG, associated with the organisation and management of the programme in a contextualised manner, in response to *student diversity* and the transversal approach of the curriculum to *diversity*; the other two in the CUF SCT, associated with values and attitudes towards *cultural diversity* and *global diversity.*

In relation to **Act**, the references refer to two of the three indicators, that of **Active Citizenship** and **Controversial Issues**. Concerning **Active Citizenship**, the **two** references are identified in the CUF SCT, pertinent to the mobilisation of skills framework for *democratic citizenship* in the analysis of relevant social problems, and to the design of teaching proposals that enhance the development of *democratic citizenship competencies* in the classroom. With regard to **Controversial issues**, **four** references refer to the mobilisation of *relevant social problems* for the development of critical thinking and problematisation of *socio-cultural situations* that arise from teaching practice (CUF SCT), as well as the approach to *controversial issues* (CUF DNS).

6. CRITICAL ANALYSIS OF IDENTIFIED POLICIES

6.1. Critical analysis of national policies

The first most notable piece of evidence worthy of being highlighted is the fact that in the Portuguese education policy documents previously analysed, references to a training component for democratic citizenship are scarce in the context of initial teacher training. One of the documents defines a component of "cultural, social and ethical" training that must be transversely ensured in the components of initial teacher training – areas of teaching, general education, specific didactics and initiation into professional practice – some of which approximates that of some CDC. This transversal approach is the responsibility of the degree of autonomy that is given to Teacher Training Institutions in the construction of their study plans. This legal framework, coupled with the fact that the remaining documents do not make any reference to the initial training of teachers, does not justify the alienation that is registered in the defined policies with regard to a matter that should be given special attention, namely, to guarantee the promotion of an education that develops active, democratic and global citizenship competencies.

Despite this scarcity of references to CDC in policy documents, those identified refer to different dimensions of CDC, with special emphasis on Values (39.0%) and Skills (24.6%).

In analysing the different CDC inscribed in the educational policy documents in Portugal, it appears that, among the four most valued competences, are the three in the dimension of Values (76 out of a total of 99 references), and one in the dimension of Skills (Analytical and critical thinking skill) possessing the remaining 23 references (Figure 4).

In a second level of incidence of the references inscribed in the documents, there is greater dispersion across the different dimensions:

(i) Skills: Autonomous learning skills (14/54);
(ii) Attitudes: Openness to cultural otherness and to other beliefs, world views and practices (12/54);
(iii) Knowledge and critical understanding: Knowledge and critical understanding of the world (16/54) e Knowledge and critical understanding of language and communication (12/54).

The third and fourth competence groups referred to in the educational policy documents are spread over Skills, Attitudes and Knowledge…, bringing together a set of 12 CDC that either possess a small number of references (42/195), or have no references at all.

It thus concluded that:

1. national education policies make almost no reference to CDC;
2. the most referenced competences focus only on seven of the 20 competences, which translates into a very incomplete scenario of what an education policy should be aimed when it comes to developing democratic culture;
3. the only exception is the greater incidence of political guidelines in the dimension of the Values;
4. although the Knowledge and critical understanding dimension does not gathers the greatest number of references, we cannot go without drawing attention the relevance that policies attribute to two of the competences of this dimension.

Figura 4. Políticas nacionais e CCD.
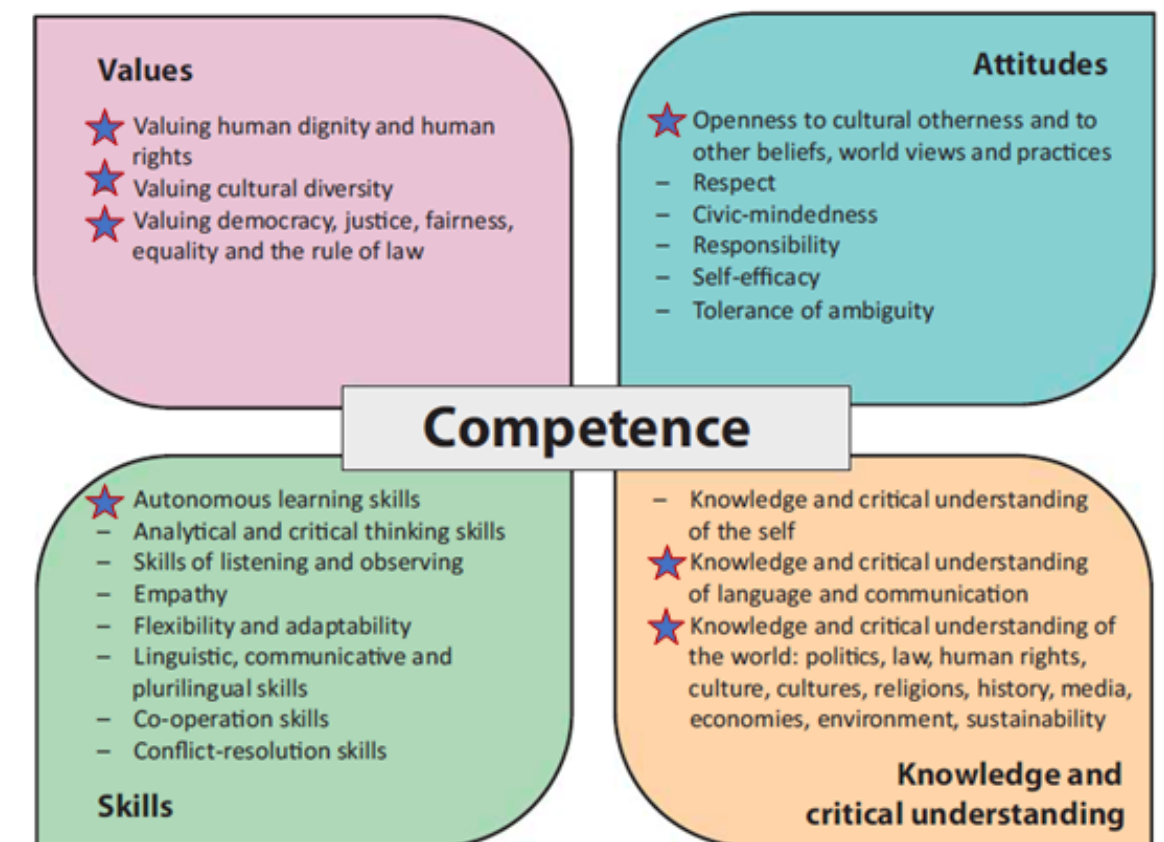
6.2 Critical analysis of the training institution's policies – Lisbon Polytechnic's Superior School of Education

The first important piece of evidence worthy of being underlined is the fact that in the institution's general policy documents for teacher training as previously analysed, references to a training component for democratic citizenship are scarce.

The six references identified are spread across competences in a very specific way, with the Values dimension having the highest number of references, though there are only three.

It's in the curricular unit's programmes that references that integrate CDC, or aim to represent them, are most frequently registered. The identified references refer to the different dimensions of the CDC, with special emphasis on Skills (65.5%) and Values (20.0%).

In analysing the different CDC inscribed in the institution's policy documents, it appears that in the first two identified levels, among the six most valued competencies there are three competencies in the Skills dimension (32 out of a total of 44 references), two in Values (9 out of a total of 44 references) and one in the Knowledge and Critical Understanding dimension (Figure 5).

In a third level of incidence pertinent to the references inscribed in the documents, there's dispersion across the different dimensions, with a frequency of two incidents, with the exception being that of the Responsibility competence with one:

(i) Values: Valuing human dignity and human rights;
(ii) Attitudes: Openness to cultural otherness and to other beliefs, world views and practices, Civic mindedness, Responsibility;
(iii) Skills: Co-operation skills, Flexibility and adaptability.

It thus concludes that:

1. the institution's training policies make very few references to the CDC;
2. one competence - Analytical and critical thinking skill - concentrates 45.5% of all references, assuming a clear relevance in the political orientation documents of the training institution;
3. the most relevant competences are narrowed down to six of the 20 competences, which translates into a very incomplete view of what a training policy should transversally be, in the different components of initial teacher training – areas of teaching, general education, specific didactics and initiation to professional practice – establishing a commitment to the development of democratic culture;
4. the only exception is the higher incidence of training guidelines in the Skills dimension, in particular in the Analytical and critical thinking skill competence;
5. although the Values dimension does not gather a large number of references, we cannot fail to underline the relevance that training policies attribute to two of the three competences in this dimension.

Figura 5. Políticas de formação da ESELx e CCD.
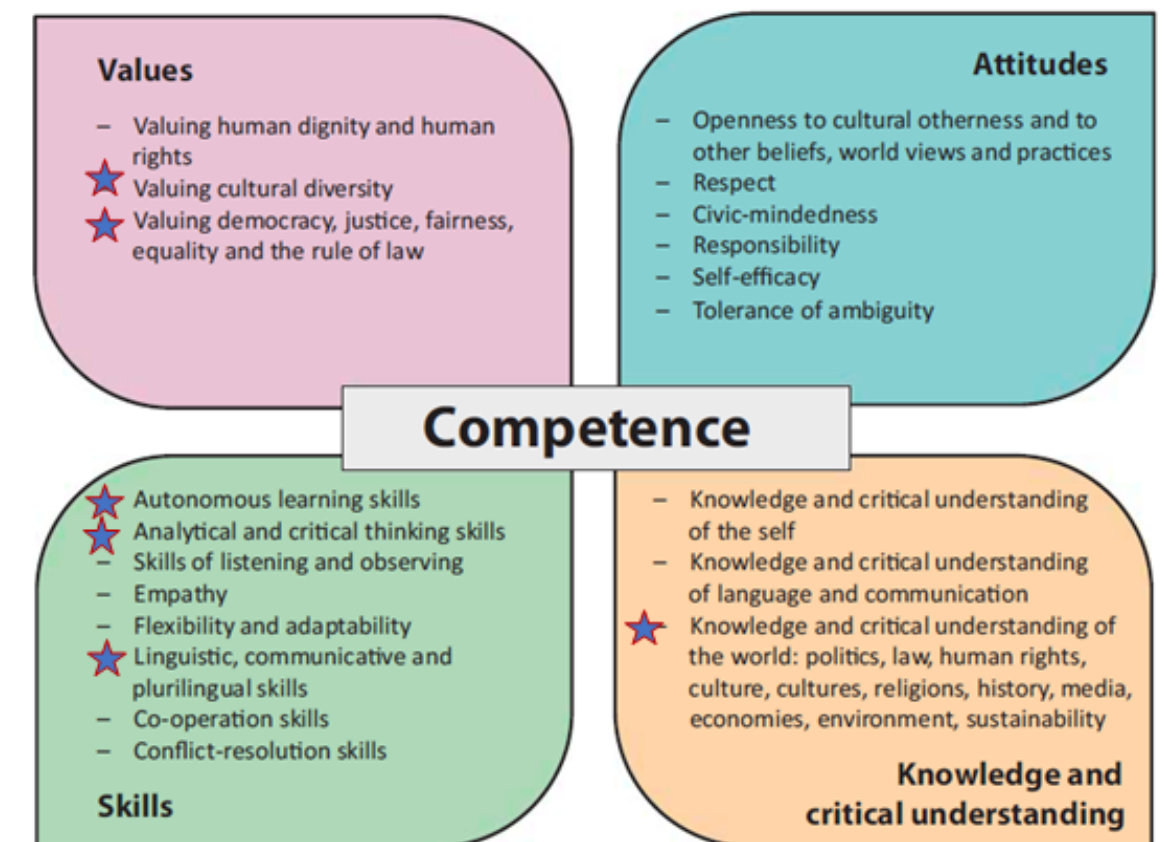
7. GUIDELINES FOR INITIAL TEACHER TRAINING AND CDC

Based on the conclusions that were made possible, at both a national and institutional scale (ESELx), we are here in a position to present a set of ideas/proposals that will facilitate the development of CDC.

National policies

The policy documents that guide the education system in Portugal should explicitly include in their discussion references to:

- promoting the development of competencies for the exercise of democratic citizenship, aimed at all levels of education;
- reinforcing the component of citizen training in the curricula of primary and secondary education by integrating it within the programmes of all disciplinary areas / disciplines in a clear-cut manner;
- reformulating scientific training in the "cultural, social and ethical" domains of the Legal Regime for Teaching, giving it the same visibility that is attributed to the other four domains (assigning a range of credits) and integrating a more objective perspective in order to promote the development of CDC.

Institutional training policies (ESELx)

With regard to the guidelines that are defined by ESELx in the field of initial teacher training, we believe that:

- the goal of contributing to the training of students in the field of democratic citizenship should be added to the ESELx Training Project;

- there should be a review the ESELx Initial Teacher Training Plan, in two senses: (a) to assume the promotion of initial teacher training committed to the development of CDC; (b) explicitly integrate scientific training in the "cultural, social and ethical" domains, as proposed in the Legal Regime for Teaching;
- the development of CDC should be introduced into the programmes of all CU in the Study Plans for initial teacher education; the relevance of training in the field of
- Social Sciences for the development of a critical and participative citizenship should be assumed, with the aim of transforming education:

  - o there should be a review of the programme disciplines that are part of the Social Sciences domain in the different Study Plans (undergraduate and master's degrees);
  - o it should be ensured that one of the scientific disciplines in the field of Social Sciences takes on the commitment of scientific and didactic training that integrates the development of CDC;
  - o the promotion of continuous training actions aimed at teachers in primary and secondary education should be guaranteed, as a way to promote practices consistent with the development of CDC;
  - o actions to disseminate CDC with other higher education institutions responsible for initial teacher training should be stimulated.

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