

**Centro de Estudos Sociais, Universidade de Coimbra, Portugal**  
**Summary Report**  
**Work Package 7 – Mapping of National Teacher Training/Development and postgraduate Programmes**

It is the purpose of Work Package 7 to identify, select and gather national syllabi of post-graduate courses/degrees in citizenship Education, focusing on the intercultural dimension of citizenship education, which may provide for further education to teachers in this area. For this purpose, we have gathered data about MAs, *Licenciaturas* (First degree), Teacher Development Complementary Programmes as well as the main aims and contents of the teacher development programmes provided by the *Centros de Formação* (Teacher Development Centres). The timeframe of reference is 2002-2006. We have gathered the most recent versions of the targeted syllabi and we have made sure that those that are not updated still correspond to the courses currently held.

To achieve the objectives of this Work Package, the Portuguese INTERACT team has gathered relevant information from several institutions in Portugal, mostly through on-line research (accessing the institutions' websites). When the available on-line data proved to be insufficient, contact, either by telephone or e-mail, was established with Universities, Colleges of Education, Polytechnic Institutes and *Centros de Formação* (Teacher Development Centres).

The gathered data refers not only to pre-service but also to in-service teacher development courses programmes and syllabi. Universities, Colleges of Education and Polytechnic Institutes not only provide pre-service teacher development courses but also in-service teacher development courses.

After graduating with a BA or *Licenciatura* (First Degree), it is possible to do post-graduate courses, which will enable graduates to either specialize in a particular scientific area or to improve acquired research skills. Such post-graduate courses, however, are not equivalent to an academic degree but can add to the *Licenciatura* (First Degree) and prepare the ground for a Master's degree.

A Master's degree in Portugal currently lasts for two academic years: a taught component, which may coincide with a Post-graduate programme (seminars, lectures, delivery of papers, etc.), and dissertation, a thorough study of a relevant theme chosen by the student in agreement with his/her supervisor and accepted by the Master's coordinator and the School's Scientific Board.

A PhD is a doctorate degree usually based on at least 4 years graduate individual tutored study and a dissertation, intended for graduates with a Master's degree or an equivalent degree.

The in-service teacher development courses are directed to teachers, who are already teaching, in order to enhance their teaching competencies. These courses are provided by Universities, Colleges of Education, Polytechnic Institutes and *Centros de Formação* (Teacher Development Centres). Universities and Colleges of Education, offer Complementary Teacher Development Programmes. These programmes provide further training in the area of education and a First Degree. Furthermore, they provide more recent and updated training in new trends in Education (e.g. Intercultural Education, etc.). Approximately until twenty years ago, it was current practice to graduate after three curricular years of training (BA), which did not correspond to a *Licenciatura* (First Degree - BA plus two academic years), the most usual graduate degree in Portugal. However, it enabled graduates to become professional teachers. With the growing number of first degree graduates and the increasing standardization of educational degrees, the BA degree has become less and less available until it ceased to exist. Teachers (and other professionals) with this degree would be surpassed by other professionals with a First Degree (BA plus two academic years) unless they would also acquire one. That is the purpose of the Teacher Development Complementary Programmes.

The Teacher Development Centres provide in-service teacher development courses. They are decentralized units of the administration of the Educational System. They do not really possess a "physical" separate head-office, but use mostly the facilities and the administrative and financial structures of Basic Education and Secondary Education schools, maintaining at all time their scientific and pedagogical autonomy. The main objectives of the Teacher Development Centres are to improve the teachers' teaching skills and competencies as well as professional performance; to stimulate their own initiative and self-learning skills. They also aim to stimulate adaptation to change and autonomy of the education establishments. The target audience includes not only teachers but non-teaching staff as well.

Thus, a substantial amount of data has been gathered, which will be analysed in the following Work Package.