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### Summary

#### Work Package 8 - Assessment of selected programmes and courses

This Work Package is a descriptive/comparative analysis of the official syllabi of Doctorate programmes, Master's programmes, *Licenciaturas* (First degree), Post-graduate programmes and Complementary Teacher Development Programmes in Higher Education institutions in Portugal, focusing on the intercultural dimension of citizenship education. In addition, we also examined the main guidelines and tendencies of the *Centros de Formação* (Teacher Development Centres). Taking into consideration the data gathered, an early set of conclusions may be drawn.

Even though all subjects of the *Licenciaturas* (First degree) are different, since they are included in different *Licenciaturas* (First degree) of different universities, it is possible to undertake a descriptive/contrastive analysis, focusing on the intercultural dimension present in their objectives.

The terms 'intercultural' and 'multicultural' are widely used in the First degrees' programmes analysed here. In fact, they are the most recurrent themes. Although they are two different concepts, they are not really distinguished from one another. No clear distinction between these two concepts seems to be made, for they are often used signifying the same. Taking a general overview, 'cultural diversity' is a very recurrent theme. These two themes, which are interrelated in most cases, take on different approaches, emphasising different aspects. They are generally linked either to the actual socio-political context, either at the European level or at the national level, which is much more recurrent. Moreover, a link between cultural diversity and inter/multiculturalism and globalization is also established in the programmes of some First degrees. There is, in most First degrees, the urge to make future teachers active agents of transformation. Concepts such as 'equality', 'pluralism' and 'democracy' are also referred to, but they are clearly much less stressed than the previous ones.

The *Centros de Formação* (Teacher Development Centres) were obliged to follow the list of priorities set by the Government. In the first set of priorities "Citizenship Education" was one of the priorities. However, the next set of priorities abolished it. Nevertheless, the overall evolution of the centres shows that the focus shifted from a more general perspective on Personal, Deontological and Sociocultural Development (environmental, consumer and road safety education) to citizenship and interculturality issues.

The Complementary Teacher Development Programmes are designed to improve teachers' development. Their main objectives are also similar to some extent, although the focus may vary depending on the particular subject and institution. Nevertheless, most of the subjects' programmes analysed here focus on the theoretical foundations and/or concepts and models related to their specific scientific areas, which should enable a better understanding and awareness of the teacher's role and practices – re-evaluating and their former practices as teachers, if necessary. In addition, active citizenship education is advocated and fostered, either by developing educational projects, by implementing policies or by adopting specific classroom methodologies. Furthermore, socialization processes are focused on, 'cultural diversity', 'citizenship' and the migration phenomenon. Rethinking all these concepts forces rethinking the teacher's role.

A rather extensive research of the MAs programmes was conducted. Programmes of the MAs as a whole, as well as programmes of the seminars of several MAs were gathered. Bearing this in mind, it may be stated that the MAs enable teacher development in the intercultural dimension of citizenship education. In order to achieve this, it is given a strong emphasis to the theoretical framework related to education, not only related to the actual teacher practice, but also to the educational policies. Intrinsic to this process is the discussion of the concepts 'multiculturalism', 'interculturality', 'cultural diversity', 'citizenship'. Following this line of thought, personal initiative conceiving new pedagogical material and methodologies is fostered. These are to assure more effectiveness while dealing with cultural diversity in schools. Furthermore, a greater personal commitment to school is fostered, by organizing extra-curricular activities which could promote intercultural dialogue. Rethinking and rising awareness of one's role as a teacher/educator and citizen from an intercultural perspective is widely fostered, for it is considered to be an inevitable part of the whole process.

The migration phenomenon is also focused in several seminars, mostly related to the national context, but still integrated within the "contemporary migration framework". Globalization is a very recurrent theme in most of the MAs, but it is given different focus and associated to different themes, depending on the MA programme. The distinction between antithetic concepts (assimilationism versus pluralism; interculturality versus multiculturalism) and their impact on society (laws, behaviour, etc.) is also studied in some seminars. The distinction between interculturality and multiculturalism does not seem to be quite clear yet in the programmes of many MAs and corresponding seminars.

The PhD analysed in this Work Package mainly addresses globalization and its impact on education, while referring to inter/multicultural approaches.

The comparative/contrastive analysis of how issues of cultural diversity, interculturality, inter/ multicultural and citizenship education are dealt with in other countries, namely in Denmark, Spain and the U.K., is carried out in the following Work Package, Work Package 9.