

Evaluation Panel: SOCIAL SCIENCES – Educational Sciences

Panel Members

Ola Erstad (Chair)	University of Oslo, Norway
Armin Weinberger	Saarland University, Germany
Cesar Coll	University of Barcelona, Spain
Fernando Hernandez i Hernandez	University of Barcelona, Spain
Harry Daniels	Oxford University, United Kingdom
Juana M Sancho Gil	University of Barcelona, Spain
Jens Rasmussen	Aarhus University, Denmark
Kristiina Kumpulainen	University of Helsinki, Finland

R&D Units

Centro de Estudos em Educação e Inovação (CI&DEI)	Instituto Politécnico de Viseu (IPV)
Centro de Estudos Interdisciplinares em Educação e Desenvolvimento (CeIED)	COFAC, Cooperativa de Formação e Animação Cultural, CRL (COFAC)
Centro de Investigação de Políticas do Ensino Superior (CIPES)	Centro de Investigação de Políticas do Ensino Superior (CIPES)
Centro de Investigação Didática e Tecnologia na Formação de Formadores (CIDTFF)	Universidade de Aveiro (UA)
Centro de Investigação e Inovação em Educação (inED)	Instituto Politécnico do Porto (IPP)
Centro de Investigação e Intervenção Educativas (CIE - U.Porto)	Faculdade de Psicologia e de Ciências da Educação da Universidade do Porto (FPCE/UP)
Centro de Investigação em Educação (CIE-ISPA)	ISPA,CRL (ISPA)
Centro de Investigação em Educação (CIE)	Universidade da Madeira (UMA)
Centro de Investigação em Educação (CIEd)	Universidade do Minho (UM)
Centro de Investigação em Educação Básica (CIEB)	Instituto Politécnico de Bragança (IPBragança)
Centro de Investigação em Educação de Adultos e Intervenção Comunitária (CEAD)	Universidade do Algarve (UAlg)
Centro de Investigação em Educação e Psicologia da Universidade de Évora (CIEP-UE)	Universidade de Évora (UE)
Centro de Investigação em Estudos da Criança (CIEC-UM)	Universidade do Minho (UM)
Centro de Investigação em Qualidade de Vida (CIEQV)	Instituto Politécnico de Santarém (IPSantarém)
Laboratório de Educação a Distância e Elearning (LE@D)	Universidade Aberta (UAberta)
Unidade de Investigação e Desenvolvimento em Educação e Formação (UIDEF)	Instituto de Educação da Universidade de Lisboa (IE/ULisboa)

Evaluation Panel: SOCIAL SCIENCES – Educational Sciences

R&D Unit: Centro de Estudos em Educação e Inovação (CI&DEI)

Coordinator: Ana Paula Pereira de Oliveira Cardoso

Integrated PhD Researchers: 75

Overall Quality Grade: GOOD

Evaluation Criteria Ratings

- (A) Quality, merit, relevance and internationalization of the R&D activities of the Integrated Researchers in the R&D Unit Application: 3
- (B) Merit of the team of Integrated Researchers: 3
- (C) Appropriateness of objectives, strategy, plan of activities and organization: 3

Base Funding for (2020-2023): 887 K€

Recommended Programmatic Support

Programmatic Funding: 158 K€.

Justification, Comments and Recommendations

The Centre for Studies in Education and Innovation (CI&DEI) is an inter-organisational R&D Unit between the Polytechnic Institute of Viseu (IPV), Main Management Institution, the Polytechnic Institute of Guarda (IPG), the Polytechnic Institute of Leiria (IPL), the Polytechnic Institute of Bragança (IPB) and the Polytechnic Institute of Viana do Castelo (IPVC). Altogether, 75 PhD Integrated Researchers and 38 collaborators belong to this Centre. The headquarters of the CI&DEI is situated at the Polytechnic Institute of Viseu (IPV). In the application, no total number of researchers and doctoral students are listed in the table.

In pursuit of its mission, the CI&DEI concentrates on interdisciplinary network activities through the use of varied information and communication technologies. Drawing on applied research, the Centre engages in and advances inter-institutional cooperation and interchange, and the development of transversal research and intervention projects designed to foster pedagogical innovation, lifelong learning and employment. The main research lines of the Centre focus on: i) Didactics and teacher training; ii) Education in non-formal contexts; iii) Education for entrepreneurship; and iv) Inclusive education. The Centre demonstrates involvement in some national and international networking and development projects. The outputs of the Centre evidence scientific publications and impact on the local context to tackle social challenges and enhance quality in education delivery.

The CI&DEI has several broad core objectives. Namely, the Centre aims to "Develop research activities in the various domains of education, with a particularly emphasis on applied research; Promote inter-institutional co-operation and interchange, with a view to internationalizing research and the development of R&D projects; Foster pedagogical innovation and quality in education; Contribute to the updating of the training processes of education agents; Support the development of entrepreneurial skills; Promote the knowledge and integration of ICT in several teaching-learning contexts; Produce knowledge that can generate educational and social changes towards the promotion of equity and inclusion; Promote scientific employment; Allow students from the polytechnics to participate in R&D projects in their academic experiences, leading to an increase in the scientific production; and, Increase the scientific production of CI&DEI researchers and enable their constant updating". Although, the core objectives of the Centre show societally relevant and important ambitions, they remain very vague due to their broadness. Their connection to the lines of research and development is not explained in the application. Moreover, no specific measures and action plans are presented that would show how the core objectives are addressed and responded to in the management, organization and running of the Centre.

The publication record of the Centre shows communication of research and development work in international and national journals, books and other outlets. In general, the publications of the Centre are of medium, medium-low level. 14 relevant contributions are reported in the application of which 4 have been published in the same journal (Procedia - Social and Behavioral Sciences). Considering the size of the Centre and the number of its PhD Integrated researchers and collaborators, the research productivity of the whole Centre is modest, although there are some productive researchers and a lot of activity not strictly focused on research. It is also important to point out that the publication record of the Centre does not give evidence of research activity in all the Centre thematic lines of research it has identified for itself. This is a clear weakness which needs attention. It is important that the Centre revisits and redefines its core lines of

research and development, with an explanation on how these lines and themes of research are addressed in its activities, publications and other deliverables and contributions.

During the period of 2013-17 the CI&DEI has participated in a number of networking projects with societal relevance. In specific, the Centre has concentrated on enhancing academic success and preventing academic drop-out, communication and mathematics education, lifelong learning, entrepreneurial education and inclusive education. Through involvement in various projects, the Centre has, in addition to research publications, developed novel educational materials and practices with other Portuguese and international higher education institutions as well as with the industry. Overall, the projects and activities of the Centre demonstrate active national and international collaboration and enhancement of staff mobility and knowledge building with partners from Brazil, Spain, Turkey, Romania, UK, Czech Republic and Latvia. In the application, the University of Santa Cruz is also mentioned. As this University does not exist, perhaps what is meant is the University of California, Santa Cruz (UC Santa Cruz)?

The networking projects in which the Centre has been involved include ERASMUS+ and Interreg projects. In the application no annual funding devoted to research and development activities of the Centre during the period of 2013-2017 are listed. It can be concluded that external funding of the CI&DEI for research and development is very modest, if non-existent. It is hence important that the Centre will develop a strategy for increasing its external funding for research and development projects that contribute to the thematic lines and ambitions of the Centre.

The Centre does not currently run a doctoral program.

The CI&DEI is a large and varied R&D Unit involving many institutions and researchers with different fields of interest and orientations. As the Centre is large with more than 100 people, its main challenge is to articulate, coordinate and potentiate its collaborative research and development activities across researchers and institutions in accordance with thematically coherent lines of research.

At present, the scientific merit of the Integrated Researchers of the CI&DEI ranges from modest to good. Some of the Integrated Researchers of the Centre have published in international journals and other relevant outlets and they are involved in European and international networking projects. There are also records of members sharing their research and development work in educational conferences and venues. In general, the CI&DEI is found open, flexible and supportive by its researchers and there is a sense of community and satisfaction in the staff.

The strategic plan of action for enhancing progress and quality of the Centre requires more attention and further explanation. The Centre may also want to consider organizing a part of its management structure in accordance to its thematic lines of research to ensure and enhance inter-institutional collaboration as well as quality in knowledge generation and social impact in local communities.

In the future, the Centre needs to attend to and develop several important strategies for safeguarding quality and progress in its ambitions. It is recommended that the Centre will develop a strategy and action plans for the recruitment of new members, supporting career advancement and professional development of its researchers. It also needs to develop a more detailed plan for potential doctoral education. The Centre will also profit from developing a strategy for communicating its research and development work, international and national collaboration, and for the development of coherent line of research and development activities with targeted plans of attracting external research funding.

The Centre plan for 2018-2022 demonstrates adequacy in terms of its objectives, and they build on the existing ambitions and lines of research. The objectives address, among others, the need to increase interaction with the community, to increase indexed scientific publications, to improve the quality of teaching and of the training/research articulation, and the need to increase internationalization of research, training and dissemination of knowledge. The actual strategic steps to reach these important objectives are not adequately laid out by the Centre; hence, more attention needs to be given to a plan of action that explains how these objectives will be met.

The strategies and concrete plans of action for reaching the objectives set for 2018-2022 need further clarification and specification. It is unclear how the research lines of the Centre will be distributed among different consortium members and across institutions. Overall, the organization and functioning of the Centre is unclear and needs more elaboration, particularly in terms of ensuring strategic quality enhancement of the Centre across its research and development ambitions. In order to strengthen the research and development activities of the Centre, it could also consider revisiting and sharpening its objectives and setting up priorities in its thematic research lines.

If the Centre is to have externally funded PhD students in the future, it needs to develop a plan for the doctoral education it will provide. This also needs it makes clear how the students will be integrated in the research activities of the Centre.

The Centre would also profit from developing a more defined strategy for advancing internalization for the next period. For example, the Centre could identify key international collaborators with high international recognition in the field with whom they will develop research activities and knowledge exchange more strategically in the future. A more defined publication plan that resonates with the thematic lines of research of the Centre would further contribute to its standing as a recognized R&D Unit.

Evaluation Panel: SOCIAL SCIENCES – Educational Sciences

R&D Unit: Centro de Estudos Interdisciplinares em Educação e Desenvolvimento (CeiED)

Coordinator: António Neves Duarte Teodoro

Integrated PhD Researchers: 39

Overall Quality Grade: GOOD

Evaluation Criteria Ratings

- (A) Quality, merit, relevance and internationalization of the R&D activities of the Integrated Researchers in the R&D Unit Application: 3
- (B) Merit of the team of Integrated Researchers: 3
- (C) Appropriateness of objectives, strategy, plan of activities and organization: 4

Base Funding for (2020-2023): 378 K€

Recommended Programmatic Support

PhD Fellowships: 1

Programmatic Funding: 82 K€.

Justification, Comments and Recommendations

The CeiED, Interdisciplinary Research Centre for Education and Development is a promising R&D Unit established at Universidade Lusófona, with its origins in the Centre for Research and Intervention in Education and Training (CeiEF) created in 2013. Currently CeiED consists of 43 Integrated Researchers from 6 universities and 64 collaborators (mostly doctoral students). The Unit has grown in the last year, both in the number of researchers and doctoral students. The CeiED brings together researchers in education, museology, and urbanism. These researchers have different backgrounds, but are mutually linked to the common purpose of building knowledge that promotes human development and social justice in the fields of education, memory studies and territory.

The CeiED aims to: (i) conduct high quality scientific research; (ii) ensure support to advanced training conducive to academic degrees (doctoral, master and bachelor); and (iii) promote the provision of outreach community services, including enhancement of initial, continuous, specialist and postgraduate training of teachers and other professional educators, as well as in different dimensions of knowledge and education in their interaction with memory studies and territoriality.

The CeiED is organized in 7 thematic areas: 1. Public policies, administration and regulation of education. 2. Curriculum, educational resources and global citizenship. 3. Inclusion, learning and socio-educational mediation. 4. Training of educators and teachers. 5. Child Studies. 6. Memories, culture(s) and heritage(s). 7. Spaces, training and human development.

Paulo Freire's work is a source of inspiration for the Unit.

The Unit has contributed to scientific knowledge advancement in literacy studies, transnational educational, social-museology and urban education. The Unit has disseminated results from these areas of research in journals, books and in international conferences. Particular attention has been given to the interdisciplinary dialogue among the scientific areas included in CeiED, which provides institutional conditions for researchers from different disciplines and academic cultures to share knowledge and ideas and to build teams that exceed a narrow discipline-bound approach. Researchers of the Unit have published articles in international and national journals, participated in international conferences, and organized conferences and workshops with the attendance of international researchers. The 10 publications presented in the report give an account of their projects and collaborations. However, we notice that there are only 3 articles and the rest are books chapters, what could be an indicator of the need of increasing the scientific ambition of the group.

The CeiED is the editor of the Revista Lusófona de Educação (RLE), which has Scopus recognition. In the field of Museology it publishes the journal Cadernos de Sociomuseologia.

The CeiED participates in 3 doctoral programs in education, museology and urbanism, with a majority of students from Lusophone countries. During the evaluated period 2013-2017, 61 students have finished their PhD theses in education, 13 in museology and 4 in urbanism. Researchers have orientated 93 PhD theses and 23 Post-Doc works. Looking to

scientific initiation of young scientists, there have been 231 Master theses and 114 Traineeship Orientations under the supervision of its researchers.

Linked to PhD and Master programs, the CeiED organizes an annual meeting of young scientists. For 2019, the Meeting of National PhD Students on Education has already been scheduled, as well as the International Conference of the ASTE Network, bringing together the European and Americans researchers working on teacher unionism.

The training program of PhDs is oriented to those who could take the internships, and not a specific plan for current PhDs is presented. PhD researchers will give seminars and ensure that the Doctoral programs will be accomplished. They will also follow students work and in most cases be students supervisors.

As an example of public science, the CeiED and the CES-U.Coimbra created in 2010 the Observatory of Education and Training Policies (Op.Edu), which maintains constant monitoring of public policies in these fields.

CeiED has participated in projects funded by agencies like World Bank -- in East Timor or S. Tomé E Príncipe -- or Augmented Urban Reality -- Wild Screens, funded by KE Secondment, UCL Advances, EPSRC, or the International Festival of Art, New Media and Cybercultures, funded by Millennium BCP Foundation.

Internationalization of the CeiED is mostly based on its relation with institutions from Portuguese speaking countries. CeiED is a founder and coordinator of several networks and associations (RIAIPE, CLACSO, ESREA, IARTE, RELEPE, ASTE, Network of European Sociology of Education Journals; Cyberpark Network; and, Museums as Services Providers). The CeiED maintains bilateral arrangements, with a strong focus on R&D and advanced training, with institutions such as ISPEF - U. Lyon, France, Paulo Freire Institute at UCLA, U.S., and PIIE, Chile.

During the period under evaluation CeiED has participated in and coordinated 25 national projects and 27 international ones grounded on the various research dimensions mentioned above.

Each researcher participates in one or more thematic areas, depending on their scientific interests. Thematic areas of the Unit create a space for building a common scientific culture, based on debate and linkage with teaching activities. The members of each of the areas indicate two coordinators responsible for fostering the scientific production and the articulation with the global work of CeiED.

The institution seems very supportive. Gives autonomy and opportunities. The mission of each one of its members is to be a researcher who teaches and a teacher who researches.

There is no defined strategy for sustainability and recruitment of new members for the Unit. From the conversation with doctoral students and researchers, it can be inferred that the new members come from the three doctoral programs. However, it would be necessary to specify a strategy and make it public on the Unit website.

Although we tried to find a list of articles of the Unit in its web page, it has been not possible to find them in order to evaluate their quality.

Although dissemination and impact initiatives are relevant, a strategy is required both for the dissemination of research results and for the promotion of scientific culture, to guarantee the Unit relationship with different collectives in society. In particular, with those linked to the different fields that are the object of interest of the Unit.

Although the national and international projection seems relevant, there is no evidence of how the different researchers in the Unit relate to research projects. It would be necessary to dispel any doubt that internationalization is a collective mission and not a privilege of a few members of the Unit.

A strategy to support social cohesion and support within the team is not specified in the proposal and was not mentioned during the visit.

There is also a need to clarify and deepen the epistemological and ethical framework that guides their actions.

Research on the doctoral theses is based on the 7 thematic areas specified above. However, the coordinator of the Unit mentioned that these areas are not research groups, but spaces for epistemological discussion. However, some explanation is needed on how these spaces are articulated with research areas and projects. This aspect needs some clarification to understand better the Unit structure.

The main objective until 2022 is to strengthen the linkage between the research projects of the PhD students and the regular (and institutional) scientific activity of the CeIED, to consolidate the demand and reinforce the internationalization of the PhD Programs. In this sense, the consolidation of CeIED Doctoral School is a priority as a locus of cooperation and mutual reinforcement. To achieve this objective CeIED has defined a coherent and ambitious list of actions related to the evaluation of Literacy; the role of Portugal in Pisa; teacher professionalism, processes of learning, pedagogical innovations, citizenship, educational stakeholders and territorial education; increase the role of Museums as service providers of Education, Culture, and Democratic Citizenship; and develop news areas of R&D on Social Education and Gerontology.

Related to scientific diffusion, the CeIED main goals are: to recover the indexing of RLE in the WoS and to make it one of the 100 most influential journals in the area of Educational Sciences worldwide; to index *Cadernos de Sociomuseologia* in SciELO and ensure its regularity and influence in the Lusophone countries; to consolidate a respected book series intended to support research; to reinforce the CeIED website (and related R&D projects) in Portuguese and English, following the principles of the Open Science movement.

Another CeIED objective is to augment the scientific production of the integrated members, and other collaborator members, targeted at a 20% increase over the previous period, but with a particular focus on encouraging the publication in international journals. For the PhD students, the goal is that during their training process everyone should achieve a minimum of two scientific production indicators prior to the public presentation and defense of their PhD theses.

All of these objectives are laudable, but they require a plan of how they are to be achieved. The CeIED also requires an evaluation plan to be implemented over the next four years

The structure of CeIED seems to correspond to that envisaged in the FCT recommendations, with a Scientific Council, which elects the Scientific Coordinator (who acts as Director), and the Coordinating Committee, and proposes the Scientific External Advisory Committee. At the web of the Unit (<http://www.ceied.ulusofona.pt/pt/o-ceied/estrutura/>) the people who make up these committees appear.

The optionality for young researchers of participating in research projects or doing the research they want can be interpreted as a lack of research priorities in the Unit. A plan is recommended to ensure that all researchers participate in the Unit projects and actions in a coherent manner. It seems that all activities and priorities for next period have the same value. However, it is difficult to guarantee the success of all them. It looks necessary to establish some priorities.

The Unit covers a lot of themes, education, cultures and countries. Some level of synthesis needs to be developed to be more coherent and stronger. It seems also necessary to clarify the relationship and differences between what are intervention projects, related to different aspects of education, and what are research projects. This means paying attention not only to what is done but also to the knowledge that is generated.

For the information and relationship of doctoral students, it is suggested to develop a strong intranet.

Evaluation Panel: SOCIAL SCIENCES – Educational Sciences

R&D Unit: Centro de Investigação de Políticas do Ensino Superior (CIPES)

Coordinator: Pedro Nuno de Freitas Lopes Teixeira

Integrated PhD Researchers: 20

Overall Quality Grade: EXCELLENT

Evaluation Criteria Ratings

- (A) Quality, merit, relevance and internationalization of the R&D activities of the Integrated Researchers in the R&D Unit Application: 5
- (B) Merit of the team of Integrated Researchers: 4
- (C) Appropriateness of objectives, strategy, plan of activities and organization: 5

Base Funding for (2020-2023): 309 K€

Recommended Programmatic Support

PhD Fellowships: 4

Programmatic Funding: 415 K€, including for 2 (Junior) New PhD Researchers Contracts.

Justification, Comments and Recommendations

Created in 1998, CIPES (Centro de Investigação de Políticas do Ensino Superior) is formed by 24 integrated researchers coming from the universities of Porto and Aveiro. It is a multidisciplinary Unit with researchers of different academic areas – economics and management, sociology, education, sciences, engineering, health, philosophy, history and geography. It aims to contribute to the development of research-based higher education policies through three main lines of research: system level policies, institutional and organizational analysis, and economic and social relevance of higher education.

The CIPES is the only major R&D Unit on higher education studies in Portugal. It is internationally connected and, at the same time, strongly embedded nationally. It is very productive, on average with 3 international publications per year per person, within its national context and highly visible internationally within the overall field, with an output strongly focused on the Portuguese higher education system. The quality of the publications produced by the integrated researchers varies quite considerably. This is clearly visible in the five publications selected by the R&D Unit as the most important in the period 2013-2017: one journal article published in *Studies of Higher Education*, one of the leading journals in the field of higher education studies, and four books: one conference proceedings, two edited volumes, and a book produced by 3 researchers attached to CIPES. The contributions of the CIPES researchers to the books varies from national/descriptive to general/analytical, with relatively little emphasis on theoretical and methodological issues.

Globally, during the period 2013-17 CIPES has played a key role in Portugal within higher education studies. It has organized a number of international conferences and has contributed in many ways to the Portuguese higher education policy development. All in all, the R&D activities at the CIPES are of high relevance for the Portuguese society and contribute to the international development of the field of higher education studies.

The CIPES has played a key role in Portugal in advanced training in higher education studies, including Master and PhD programs. According to the information provided in the application report, in 2017 the 24 integrated researchers of the CIPES were supervising 38 PhD students. A PhD Program in Higher Education Studies was launched by the Unit in 2011-12 in collaboration with the universities of Aveiro and Porto, and from this moment the number of students enrolled in it has remained relatively stable. In the meeting held with PhD students during the visit, they declare to have total autonomy to choose the concrete topics of their respective theses within the framework of higher education studies and to receive continuous help and support of their supervisors. They are systematically invited to assist and participate in the internal seminars held by Integrated Researchers to make input to ongoing projects and to share and discuss results with researchers coming from abroad. They are also encouraged to assist and participated in conferences, seminars and meetings related with their doctoral thesis which are held in other countries, and supported with funding when possible. Still concerning the advanced training, it is worth to notice the participation of the CIPES in the ERASMUS Mundus European Master in Higher Education Policy and in European Doctoral Network UNIKE – Universities in the Knowledge Economy.

In the CIPES the relationships between junior and senior researchers is very fluid and equalitarian. No structural nor functional distinctions seem to exist between these two groups regarding the possibility to make applications to the national and international project calls, to lead projects, to take advantage of the training opportunities inside and outside the Center and to participate in internationalization activities.

During the period 2013-2017 CIPES has developed an extensive series of activities aiming to develop awareness of the trends and debates in higher education policy. In this regard, the Center has collaborated frequently with major national stakeholders in higher education – Ministry for Science, Technology and Higher Education, the National Education Council, the Portuguese Council of Rectors, the Council of Portuguese Polytechnics, and the National Agency for Assessment and Accreditation of Higher Education –, participating in the committees and working groups promoted and organized by these institutions. The Center has also been a point of reference for Portuguese researchers interested in higher education, organizing research seminars, conferences, and publications that integrate researchers from other Portuguese R&D Units interested in HE issues.

The CIPES is very well connected internationally. The integrated researchers of CIPES have participated in many international projects and have become regular contributors to international conferences and international publications in the field of higher education studies. The Center is a founding member of HEDDA (Higher Education Development Association) and of EUREDOCS (European Doctoral Network in Higher Education Research), and a very active partner in major European research networks in the field. CIPES is clearly the leading Portuguese partner for international projects and research networks focused on higher education topics.

According to the application report and the information gathered in the meetings held with the members of CIPES during the visit, there is an active and transversal collaboration between the researchers of the three lines of research and also between the participants in the different projects. Meetings on specific projects are held weekly and there are regular sessions where one of the projects is presented and discussed in detail by all members of the Center. These frequent and regular meetings are crucial for the integration of the researchers who come from different higher education institutions of the Universities of Porto and Aveiro.

The Integrated Researchers of CIPES come from the universities of Porto and Aveiro, but it is an independent Center not integrated in any of the two higher education institutions. To the extent that all integrated researchers, juniors and seniors, as well as researchers and PhD students, come from the two universities of reference and must respond to their regulations and demands, its status as an independent Center gives CIPES considerable complexity and, at the same time, makes its consolidation and growth depend to some extent on dynamics and decisions located in some way outside the Center. In this sense, for the further development of CIPES it would be worth to discuss the pros and cons of either continuing to be an independent Center or integrating fully into one of the two universities. The point is if, for a R&D Unit with the size and international status of CIPES, it can be regarded as an advantage/disadvantage not to be part of a university; and also, to analyze which of these two alternatives is more appropriate to consolidate a strong 'CIPES-based-community' who are first and foremost committed to CIPES, and whose members contribute jointly to the further development of its academic profile and research agenda.

The CIPES objectives and plan of activities for the next period are coherent with those of the previous period. Thus, the five themes for the coming period build on the activities undertaken by CIPES in the period 2013-17 and contain some new elements reflecting stability and innovation. Especially, the last two themes (Comparative analysis between HE and health; and Skills and the value and effectiveness of competency-based HE) offer opportunities for innovation, especially in the form of the production of new knowledge and the development of new methodological approaches. Especially, with respect to the latter issue, a contribution of educational sciences seems relevant, along with the contributions of economic sciences, analysis of labor market and other social sciences, to address issues as 'skills' and 'competency-based education'. It can therefore be recommended that in the further development of this theme the Center pay adequate attention to the educational science components in its research projects. As noticed in the comments regarding the contributions in the period 2013-2019, relatively little information is included in the application report concerning the intended contributions of CIPES to theoretical and methodological development of the field of HE studies in the period 2019-2022. On the whole, notwithstanding these critical remarks, the objectives and strategy of CIPES for the period 2019-2022 have an important potential, but some work must be made for its further development, as well as operationalization and implementation of the research agenda in order to make this potential real.

No detailed description of the structure and organization of the CIPES and of individual and collective instances of government is given in the application proposal. Likewise, no mention is made of organizational and governance challenges derived from the fact that the researchers and members of the administrative staff of the Center are

employees of the universities of Porto and Aveiro and are, consequently, first and foremost committed to these institutions.

The big difference between the cost budget of the CIPES expected for the next period in the two non-main management institutions – University of Aveiro: 269 k €; University of Porto: € 15K – reinforces the recommendation to discuss the pros and cons of either integrating the Center into one of the universities or to maintain it as an independent Center.

For the rest, the proposed budget for the next period is carefully calculated and justified in the application proposal, even if, from an external point of view, it seems that using only 47% of the budget for human resources (contracts of researchers with PhD, and PhD, Postdoc or other fellowships) and 26% for 'external missions' (mainly participation in conferences) is a mismatch. In this sense, a recommendation is made to consider some more effective and appropriate ways of connecting to the international academic community than through participating with large delegations in conferences as, for example, to organize more seminars/workshops in Portugal with international participation.

Evaluation Panel: SOCIAL SCIENCES – Educational Sciences

R&D Unit: Centro de Investigação Didática e Tecnologia na Formação de Formadores (CIDTFF)

Coordinator: Maria Helena Almeida Beirão de Araújo e Sá

Integrated PhD Researchers: 63

Overall Quality Grade: VERY GOOD

Evaluation Criteria Ratings

- (A) Quality, merit, relevance and internationalization of the R&D activities of the Integrated Researchers in the R&D Unit Application: 4
- (B) Merit of the team of Integrated Researchers: 4
- (C) Appropriateness of objectives, strategy, plan of activities and organization: 4

Base Funding for (2020-2023): 900 K€

Recommended Programmatic Support

PhD Fellowships: 4

Programmatic Funding: 320 K€, including for 1 (Junior) New PhD Researcher Contract.

Justification, Comments and Recommendations

The CIDTFF was created in 1994 at the University Aveiro (UA) and it is based in the Department of Education and Psychology (DEP). It integrates members from DEP, other UA Departments and Higher Education Institutions (HEI) and schools. CIDTFF is organized in three research groups (RG 1: Languages, Discourses & Identities; RG 2: Science, Technology & Innovation; RG 3: Policies, Evaluation & Quality) with RG 2 being more than double the size of RG 1 or 3 in terms of integrated members. In the last five years the average number of members of CIDTFF was 124 with 80 of them holding a PhD. The current numbers are 182 and 66 respectively, which points to some considerable fluctuation in the teams. Special relevance has the advance training with 118 PhD concluded (47 grants); 14 PostDoc (12 grants). CIDTFF has partnership agreements with 7 Portuguese institutions and an international external advisory board of 6 members of Universities of Spain, Brazil, Canada, USA, United Kingdom, and Belgium.

The CIDTFF mission is “to produce theoretical and applied knowledge able to raise innovation committed to issues and problems meaningful to the target public, by articulating research, training, curriculum/professional/institutional development and educational policies.” The CIDTFF follows three research lines that are transversal to the research groups and are geared to societal impact in respect to sustainable communities, critical citizens, and evaluation of education, training and research. The epistemological framework of CIDTFF is rooted in a broader notion of Didactics, understood as a science that ecologically glances at its study objects. The CIDTFF investigates educational processes in formal and non-formal or informal contexts covering (trans-)national regulation conditions (i.e. educational policies, institutional discourses), circumstances in which such processes occur including face-to-face as well as virtual, public, private communication spaces with relevant relations between actors, relationships, and resources.

Some of the landmark projects of CIDTFF develop international cooperation with Portuguese-speaking countries such as Timor, enhance professional development in an Open Science Network, and foster cooperation between University and City Councils to improve public engagement in an integrated Science Education Center. Among CIDTFF highlights are the EduPARK App, developed by a multidisciplinary team aiming at creating attractive and effective strategies for interdisciplinary learning, relying on the development of an interactive mobile Augmented Reality (AR) application that supports geocaching activities in outdoor environments. High potential further developments are the Smart Knowledge Garden, that covers 8 labs in which advanced pedagogies are co-designed among teachers and researchers and experimented with including novel technology, as well as the Open Educational Smart Campus with the potential to serve as a hub for developing and disseminating educational knowledge beyond the region only.

The CIDTFF is above the average of Portuguese educational research in regard of scientific output applying mixed methods. The range of publication venues extends up to international, peer-reviewed journals such as “Computers in Human Behavior”. There is a clear need for all research groups to aspire to and orientate towards what counts as tier A publications in their respective communities. Overall, RG 2 appears to be more productive than the other groups, even when considering their relatively big size. While overall productivity is very good, the Unit produces too few publications for some of their research lines. As there are examples of cross collaboration among the research groups, chances for development and restructuring the Unit may need to be explored.

The Unit is doing an outstanding job of scientific dissemination on a national level and has – above all – a fantastic chance of becoming a hub for exchange of educational science within Portugal. While this may be a service function only that does not directly lead to increased productivity or funding, it is a clear orientation and commitment towards development of the discipline in the country. In combination with the Unit's dedication and innovation for open educational resources and science as outlined for instance in the Open Educational Smart Campus, this may pose a vital contribution to shaping the scientific landscape of Portugal.

Overall, the Unit is very successful in acquiring funding. International third party funding is relatively low (538 K€) compared to the national funding sources (2504 K€ + 703 K€). There is potential to foster existing international ties and expand the Unit international network substantially. The Unit is involved in many international networks. Internationalization should, however, not only develop towards more of the same quantifiable aspects, such as funding and co-authored publications, but also attain new qualities in terms of inviting high profile international researchers for talks, workshops, and research visits to co-develop and co-conceptualize theory and methodology along the respective research lines. Existing efforts towards internationalization in this direction are international reviewing and membership in international scientific councils, high mobility of junior researchers and research visits, and research group leaders co-supervising PhDs in foreign countries.

As in other Units, there is no doubt about the excellent endeavors towards societal impact by the respective projects, e.g. the collaboration with the City Councils, and respective excellent dissemination efforts; the latter excelling efforts of other Portuguese R&D Units. There is also a high level of attention to ethical issues.

Single senior researchers have a clear understanding of theory development and conceptualization of the Unit and the Unit Coordinator and research group leaders create an atmosphere in which the respective competencies and potentials for development can strive and flourish in a well-organized and systematic manner.

There are clear connections with the doctoral program; students have a curricular part in their first year of PhD studies, which is defended before a jury, and students have to locate themselves within thematic lines. Furthermore, the Unit uses posters and critical friends to build cohesion among the junior researchers. This is a clearly systematic and structured and yet creative way of productively engaging and guiding young academics towards successful completion of a PhD. The PhD students have a high level of support and supervision with adequate levels of academic freedom to realize their respective research interests. This includes the ability and freedom to propose ideas to the Center and the different research groups and to invite speakers to discuss with the PhD students. The junior researchers self-organize in a research fellowship group, plan their training program for the year, are prompted to and are able to spell out their respective training needs, and form a cohesive social network that is geared to scientific productivity. Overall, the PhD students and their self-organized strategies and transversal activities pose an important fundament and model for the development of the Unit itself. Fortunately, recruitment of further young academics does not pose a challenge to the Unit. Both, the Unit is attractive and respective master programs do exist. One recommendation in staff development would be to focus more on social scientists with respectively diverse, but substantial methodological competencies, e.g. pedagogues and psychologists. Further ways to improve engagement could be to make funding available along the research lines to foster focused engagement. A third recommendation is to foster those (quantitative) methods that are under-represented.

In spite of their high level of self-organization, the group of PhD students is not a separate entity, but it is well involved with the Integrated Researchers of the Unit. It is in close collaboration that the Integrated Researchers develop future research and the respective study designs.

Overall, the Unit has a clear and explicit strategy for talent attraction and career development and offers extensive training and support.

This is a high potential and highly functional R&D Unit with regard to their existing structures and strategies. The Unit is self-reflective and critical with a clear orientation towards improvement and development. The Unit is capable and realizes systematic self-analysis, e.g. a clear and systematic SWOT analysis, while at the same time greatly advancing social cohesion among all of its members. There are a high potential and outstanding researchers within the group. The plans and objectives are coherent, substantial, feasible, and promising. Clear management strategies are spelled out that are tied to these objectives and plans. The CIDTFF is seeking several fellowships for doctoral students and 2 for post-doc. There is a low risk of funding for this group being wasted and a high chance for it to further develop productive research. Taking into account the falling numbers of researchers holding PhD, this seems a real need. However, the funding needs to be focused on the most successful and promising research lines.

The CIDTFF research activities are well aligned with "the response to specific problems of public interest or to challenges faced by society" and the generation and articulation of theoretical and applied knowledge. In this regard, CIDTFF is above average in systematically addressing the challenge of societal impact and advancement of theoretical understanding of education, which produces a tension underlying the overall Portuguese educational research landscape and poses a continuing need for reflection and adjustment for CIDTFF in the upcoming funding period. Overly focusing on societal impact, often driven by respective social motives and the will to improve concrete practices and society as a whole, jeopardizes development of generalizable knowledge.

The CIDTFF needs to continue assuring that any field research project is primarily designed to address a priori defined research questions, in the best of cases corresponding with and connected to laboratory research. Accordingly, the Unit researchers need to reflect on their motivation of fostering social justice versus developing scientific understanding. There needs to be investigation into future development or restructuring of the research groups considering their different levels of productivity. Whereas RG 2 seems to thrive, RG 1 and 3 may need reorientation. This could imply a further reduction of the number of research groups, which would sharpen focus, specialization, and potential for further development towards advancement of scientific knowledge.

A potential point of development is the tension between the Unit openness and multidisciplinary focus on one hand and the threat the Unit – or single members – perceive by introducing other disciplines methods. Building capacity in different research traditions seems to be, however, the most important suggestion to be made for the overall research landscape in Portugal as well as for this Unit.

The Programmatic Funding should be partially used for sustaining and further developing the lines of work in Smart Knowledge Garden (SKG) and Open Education Smart Campus (OESC).

Evaluation Panel: SOCIAL SCIENCES – Educational Sciences

R&D Unit: Centro de Investigação e Inovação em Educação (inED)

Coordinator: Maria Manuela Pires Sanches Fernandes Ferreira

Integrated PhD Researchers: 32

Overall Quality Grade: GOOD

Evaluation Criteria Ratings

- (A) Quality, merit, relevance and internationalization of the R&D activities of the Integrated Researchers in the R&D Unit Application: 3
- (B) Merit of the team of Integrated Researchers: 3
- (C) Appropriateness of objectives, strategy, plan of activities and organization: 3

Base Funding for (2020-2023): 353 K€

Recommended Programmatic Support

PhD Fellowships: 1

Programmatic Funding: 67 K€.

Justification, Comments and Recommendations

The Centre for Research and Innovation in Education (inED) is a R&D Unit of the Porto Polytechnic's School of Education. Assumes education as a central process in human lives, which implies a multidisciplinary approach and requires multiple inductive and deductive methodologies. The inED intends to contribute to the construction, dissemination and sustainability of declarative, procedural and situational knowledge in Education Sciences.

The epistemological foundation for the Centre activities has stressed the confluence between the contexts of professional practice and the scientific community, configuring a reciprocal interface between research and practice. This agenda has produced an expertise that enabled many of its researchers to be continuously involved in national and international projects and research networks. This contributed to a higher visibility of their outputs through an increasing number of high-quality publications and presentations while providing a growing impact in programmatic orientations, particularly in four areas Teacher Education and Training; Special Education and Inclusion; Culture, Art and Education; Society Challenges and Education.

Consistent with these areas, the inED intends to pursue the following aims in the next period: Developing the systematic study of innovative teacher education methods and approaches. Developing an alternative assessment system for students with complex needs. Continuing research lines already produced at the inED and increasing the lines of thinking-action-thinking concerning aesthetic education and the education of publics for contemporary art. Continuing the study of childcare system and increasing the knowledge of foster care as the preferential context to improve the child's development and wellbeing, to support and sponsor the deinstitutionalization process.

The inED strategic objectives relate to increasing and consolidating: a) the number of researchers involved in national/international projects and research networks; b) the participation in national/international high-quality scientific meetings and publications in international peer reviewed journals, while participating in outreach initiatives improving knowledge transfer; c) the number of researchers, including students, and achieve a higher level of specialization, allowing the emergence of research groups in the four areas.

The inED proposes to give a special attention to the critical role of Open Science and Open Access at the time of reinforcing the linkages between teacher education, research and innovation, both nationally and internationally. It has 35 integrated researchers (32 in the proposal + 3 in 2018-2019); 21 collaborators (6 in the proposal + 15 in 2018-2019); 6 student researchers (in 2018-2019); a part-time research assistant; and part-time secretary. A Scientific Board runs it with 5 elected members, an External Advisory Board made up of 5 researchers and since 2018 a Stakeholders Committee: 4 personalities representing the four thematic areas.

The inED contribution to scientific knowledge advancement and theory development is significant and reveals a tension between individualities and collaboration. The inED claims they organise their activities around four interconnected thematic areas, but it is not clear what their role is. The five selected contributions for the evaluated period, even if

some of them make explicit the participation of other researchers, seem more related to individual researchers than to collaborative projects.

Dr. Sara Araújo was invited as Country Coordinator for Portugal to integrate the project SEEPRO-R: Workforce Profiles in Systems of Early Childhood Education and Care in Europe, conducted in 2015-2017 by the State Institute of Early Childhood Research in Munich (IFP) and funded by the German Federal Ministry for Family Affairs, Senior Citizens, Women and Youth.

Researchers from inED (led by Dr. Manuela Sanches-Ferreira) and Dr. Rune Simeonsson (North Carolina University) applied a proposal for an international call of a consultancy project commissioned by UNICEF Armenia, aimed at supporting the revision of procedures related to special education needs assessment and individual planning based on the best international Evaluation practice and aligned with the ICF-CY framework.

Dr. Fátima Lambert, with other inED researchers and scholarships students, coordinates the Heritage and Culture at line at "The Route", a major project of the IPP universe, articulating pure&applied research with the newest technologies.

The evaluation of the outcomes of foster care in the child protection systems, implemented by Dr. Paulo Delgado and other inED colleagues, in partnership with the Grupo de Investigación en Família e Infância (GIFI; University of Oviedo, Spain), is the only conducted and published in the Portuguese context, and has involved all the 289 children in foster care in the Porto district.

Dr. Susana Vale, another inED leading researcher, has developed a school intervention program targeting the adoption of healthy physical activities and diet among children from 3 to 5 years old.

In 2013-2017, inED has participant in 10 European (5 for 2018-21) and 4 national (2 draft proposals for FCT in 2018-2021). In 2013-2017, they published 126 papers (66 Scopus), 4 books, 43 book chapters and 51 proceedings. In 2018, 60 papers (19 Scopus), 11 books, 22 book chapters and 11 proceedings. Taking into account the Integrated Researchers, the scientific production needs to improve.

The inED wants to contribute to the advancement of knowledge in education through the intersection of the four thematic areas and provide answers to current problems in education through interventions in society. They pursue these objectives through: Consultancy activities (to UNICEF Armenia – revision of special education needs assessment and individual education planning procedure; Portuguese Institute of Sports and Youth; National Plan of Ethics in Sport; two municipalities – post-school activities; Institute of Social Security; independent art centers with social intervention). They impact on educational policies (of National Council of Education (CNE) – e.g., Public audience for special education policies –, National Plan for Adult Literacy, National Program for the Promotion of Healthy Food of the Ministry of Health).

It is not clear the involvement of the majority of members in national or international networks.

The international dimensions of inED are to be found in the number of European projects they are or have been involved, the number of international networks of which they are part and the increasing publications in international journals. They need to pay more attention to this aspect, especially in the PhD programs they participate.

The managerial structure of the inDE has not been made clear. It is difficult to see the articulation of the Scientific Board, the External Advisory Board and the Stakeholders Committee with the four thematic areas.

Young researchers feel that they have lots of support as post-docs. They are in the same conditions and have to follow the same criteria than senior researchers. They are invited to develop their research projects and construct their own knowledge. InDE holds a broad idea of knowledge, as an inter-subjective, co-constructed process that helps them to feel part of it. Scientific discussion takes place more inside the projects than in the Centre as a whole. Research projects are evolving. As a Polytechnic, they are profoundly bounded to the community and in the production of knowledge is in this context.

Members of the Centre have very different background, but they see it more as an opportunity than as a problem. They want to improve the components of knowledge construction (theory and practice), and would like to be able concentrate more in research activities.

Being in a Polytechnic, inDE does not have a PhD program of its own, but they participate in two such programs. However, it is not mentioned the conclusion of any PhD and in the site visit we did not have a meeting with PhD students.

Senior members are concerned with the current retirement rate and the difficulty to integrate more post-doc researchers. They need post-docs able to write applications, with methodological and ethical skills and knowledge about national and international projects.

They need to improve the development of a collaborative culture. More meetings to advance fundamental ontological, epistemological and methodological discussions, with the participation of all members are needed. Also to discuss new projects than can have a more collaborative nature.

The goals and strategies the Centre wants to pursue are the continuity to its recent history, and, according to the application, they are being already approached. After implementing a SWOT analysis, the main goals and strategies to be implemented are: (i) Connection with the contexts of professional practice. (ii) Internationalization. (iii) Linking research and education/training. (iv) Identity and permeability of the research fields. They made explicit a set of actions towards these objectives, but how to implement them needs to be clarified.

The formal structure of the Unit management is clearly specified. However, according to the inDE objectives and envisioned challenges, more attention should be paid to the internal management and cohesion of the four thematic topics. The overall managerial structure of the inDE needs to be improved for being able to a real collaborative culture.

The Centre needs to advance, with all its members, towards the clarification of a basic shared ontological, epistemological and methodological positioning.

A more clear planned strategy towards meeting the proposed objectives is needed.

Evaluation Panel: SOCIAL SCIENCES – Educational Sciences

R&D Unit: Centro de Investigação e Intervenção Educativas (CIIE - U.Porto)

Coordinator: Helena Costa Araújo

Integrated PhD Researchers: 54

Overall Quality Grade: EXCELLENT

Evaluation Criteria Ratings

- (A) Quality, merit, relevance and internationalization of the R&D activities of the Integrated Researchers in the R&D Unit Application: 5
- (B) Merit of the team of Integrated Researchers: 4
- (C) Appropriateness of objectives, strategy, plan of activities and organization: 5

Base Funding for (2020-2023): 950 K€

Recommended Programmatic Support

PhD Fellowships: 6

Programmatic Funding: 662 K€, including for 2 (Junior) New PhD Researchers Contracts.

Justification, Comments and Recommendations

CIIE consists of 53 Integrated Researchers (33 between 2013 and 2016); 27 from FPCEUP, 13 junior researchers, and 13 members from other higher education institutions. There are 41 PhD students, most of them holding 4-year fully-funded research fellowships. The CIIE exists since 1988 as a R&D Unit committed to the reinforcement of the Public Space of Education. It promotes a strong relationship between research and intervention, in organic articulation with FPCEUP Doctoral Programme in Education. Also, the 'Observatory of Life in Schools' (OBVIE) is an important part of CIIE where researchers collaborate with a number of schools. This observatory was created as an interface between research and practice and the involvement of stakeholders. The CIIE seeks to produce socially relevant knowledge and has a sustained commitment to the development of Education through the quality of research, advanced training, intervention and knowledge transfer. The Centre organises its activities through 'research communities of practice', in seminars with senior, junior researchers and PhD students, as well as highly qualified professionals, contributing to share scientific knowledge and experiences, especially through high quality publications. An interesting part of the way CIIE is organized and operates as a unit is the rhizomatic structure where researchers meet across research groups, projects and 'communities of practice'. This presents an alternative organisation than most other R&D Units and provides more flexibility in the way scientific activities can be implemented and organized.

The track record of CIIE is impressive, with good quality research and strong international connections, especially through European research activities and networks. It has made important developments during the period 2013-2017 in order to position the Unit and its scientific impact both on national and international levels. The profile of the Unit is firmly rooted towards the social commitment of education in general, as reflected in their mission to promote equity and inclusion. There is a clear expression of engagement around the social aspects of education and how research can contribute towards social justice. One example is their strategic partnership with the Instituto Paulo Freire of Portugal.

During the period from 2013 to 2017, CIIE has consisted of two research groups (KIDE - Knowledge, Innovation and Diversities, and PCP - Policies, Communities and Participation) and two thematic lines (Evaluation for the Improvement of Educational Quality; Policies and Citizenships). During the same period there has been a growing orientation towards what is called 'Research Communities of Practice' (CoPIIn) which has created better potential for scientific knowledge advancement towards publications and project funding. Another creation during this period, meant to strengthen the connection to practice and the social impact of their research, is the 'Observatory of Life in Schools' working closely with 25 schools.

The research output in the period 2013-2017 is impressive. On a European level they have been involved as partners in several projects and research networks funded by the European Commission. These research activities cover projects and networks funded through different programs with different scales in duration and funds provided. Altogether, 54 externally funded projects and scientific activities have been listed for this period. For the ongoing period from 2018 to 2022 a total of 40 projects and activities of different scale with external funding has been listed.

It seems also that through these projects they have been able to recruit a number of PhD students that make an important contribution to the Center. These projects and activities cover a wide range of thematic orientations which might indicate that the Unit has flexibility in adapting to calls made available and changes of thematic priorities. As became apparent during the site visit, several of these projects represent important advancement for the Center concerning theoretical and methodological explorations.

An important area that seems to bring some coherence to CIIE is the focus on intervention research. As part of seminars at the Unit, and through their research portfolio and collaboration with teachers, they engage in developments of participatory methodologies.

Concerning publications, the Unit reports on a large number of publications in international journals. This has grown from 2007 to 2018, with more than 250 publications in WoS and Scopus during the last five years. This indicates a strategic orientation towards succeeding in important high-level international publications and edited books of importance within their field of research. One member of the CIIE was appointed as Chief-Editor of the journal "Ethnography and Education".

Of importance is the growth in co-authorship with foreign researchers. Most of these are with researchers in Brazil, but also a substantial number from the UK and several other countries. This gives substance to their internationalization strategy during this period. Also, they publish the Journal 'Education, Society and Culture', in Portuguese, Spanish, French and English, reaching a broad audience.

Three scientific output areas that seem to be important and where they have had impact are: 1) new knowledge on the impact of life-long learning policies on young adults life courses, yielding insights on the conditions, strategies, and necessities for policies to become effective; 2) Engagement of vulnerable young people in education and training; and, 3) Evaluation and public policies in education. These are areas where they have proven scientific knowledge advancement on both national and international levels. They have also organized major scientific events such as ECER in Porto 2014.

Researchers of the group have played important roles of advice and consultancy to Portuguese government departments, and at the Governing Board of the Centre for Educational Research and Innovation (CERI) of OECD.

Over the last years they have made significant advancements in the training of PhD's. The quality of their training of young researchers has been proven as "exceptionally strong with essentially no weaknesses" by an international assessment. The PhDs have diverse background, but the CIIE seems to be an attractive and highly recognized Center that attracts many students. Their strong commitment to social issues is a major motivational factor.

There is a clear focus on the training of methodologies at the Center, especially towards mixed methods approaches. However, there is also training in ethnography and quantitative methods, all depending on projects and needs. There also seems to be a focus on the development of emerging researchers' career opportunities. The CIIE gives possibilities for post-docs to connect with other European researchers, especially through the portfolio of European funded projects. They are encouraged to collaborate with others at the Center in the quest for externally funded projects.

The team of senior researchers seems to be well integrated. Their engagement with intervention research and participatory methods has evolved during the last ten years, especially by working with vulnerable groups. Their epistemological position is linked to intervention research and applied perspectives. Important in this strategy is the Observatory of life in schools and the way they work with schools as both consultants and researchers.

The plan of activities for 2018-2022 is well defined and elaborated. It seems like a well-functioning Unit with clear structures and exciting possibilities in further developing their rhizomatic structure. The overall objective and the different aims are clear and ambitious. Three major challenges have been identified for the next period, which are broad, but seem to build on the former activities of the Unit. It still has very clear international ambitions. Also, the strategic areas for the next period show a strong social commitment.

Their research ambitions are very strong, and their former track record shows that they have ambitions that are realistic, also concerning internationalization, balancing the European focus with a renewed attention to include the Portuguese-speaking countries, investing in networks that intertwine the Global-North and the Global-South.

The budget and funding requests seem well argued. It seems a bit ambitious to host 5 strategic international conferences per year! Still, this is a R&D Unit with good track record and with clear strategic plans of activities towards

three main axes. Their request for programmatic funding includes 7 PhD scholarships per year and the hiring of 3 researchers holding a PhD. One researcher to work on migration and refugees, another on literacies enhancement and teacher professional development, and a third on participation, democracy and social change through participatory and arts-based research methodologies.

Overall, it is an excellent R&D Unit with good potential for further development and scientific developments. The track record from the period 2013-2017 and also for the last couple of years is impressive concerning external funding for research projects, international collaboration and publications in highly ranked international publications. They have developed an excellent merit and reputation as a R&D Unit both nationally and internationally. Their doctoral programme is well-functioning and attracts good and committed PhD students that also are well included in activities and groups at the Center. They are also self-reflective about both their strengths and challenges. What seems to be lacking at the moment are better funding conditions that could provide sustainability of research activities and collaboration with stakeholders.

Suggestions for some areas of improvement for the coming period are:

- They seem to cover many research themes and would gain from a more profiled focus. Thematically, they cover a broad set of issues and topics in their research agenda, from formal to non-formal, from pre-school through to higher, adult and community education. This creates flexibility in the way they cover diverse aspects of education of importance for contemporary Portuguese society. This broad orientation can be said to be a strength, but can also be identified as a challenge.
- There is a potential to improve their central management strategy including professionalizing leadership for quality assurance of scientific development. This concerns how they monitor the performance of researchers at the Center.
- Also, how they monitor and measure better the social impact of their research in order to systematically improve and expand by using diverse tools and instruments.

Evaluation Panel: SOCIAL SCIENCES – Educational Sciences

R&D Unit: Centro de Investigação em Educação (CIE-ISPA)

Coordinator: Maria Margarida d'Orey Alves Martins

Integrated PhD Researchers: 17

Overall Quality Grade: GOOD

Evaluation Criteria Ratings

- (A) Quality, merit, relevance and internationalization of the R&D activities of the Integrated Researchers in the R&D Unit Application: 3
- (B) Merit of the team of Integrated Researchers: 4
- (C) Appropriateness of objectives, strategy, plan of activities and organization: 3

Base Funding for (2020-2023): 180 K€

Recommended Programmatic Support

PhD Fellowships: 1

Programmatic Funding: 36 K€.

Justification, Comments and Recommendations

The CIE-ISPA is a small R&D Unit with 12 (currently 17) Integrated Researchers with PhD. It is one of the first R&D Units in educational psychology in Portugal (1993), but was established in its present form in 2013 and it has had FCT financial support since 2015. Its main goals are to contribute to the understanding of cognitive, emotional and social processes in learning within a sociocultural perspective and to strengthen educational quality within an inclusive paradigm. The Unit has focused its research within the fields of written language learning, reading and spelling difficulties, special education, metalinguistic awareness at preschool, Portuguese as a second language, and student behavior (bullying).

The Unit has contributed to scientific knowledge advancement within preschool students use of spelling programs and their impact on reading and writing acquisition in preschool, instruments for stimulating motivation and their relation to motivational characteristics in different subjects, teacher resilience, early childhood intervention, and adolescents perception of teachers justice. The Unit has disseminated results from these areas of research in high quality journals and in international conferences.

The Unit organizes supervision of PhD and MA students and provides 'in-door' training of PhD students, as well as workshops with senior researchers and international collaborators and internships at foreign R&D Units. It also integrates BA and MA students in the Center research activities.

Much of the internationalization appears to proceed on the basis of support from Comenius, Erasmus and COST. The extent to which these activities constitute research and are an integral part of the overall development of knowledge, skills and understanding within the Unit was not entirely clear. The Unit could further strengthen internationalization by hosting international events, inviting top colleagues for research visits, and send out junior researchers to other research groups.

The Unit responds to problems of public interest and to challenges faced by society particularly within the areas of preschool teaching and language acquisition. The Unit cooperates with the Ministry of Education (dissemination of guidelines for implementation of curriculum developments), Regional Government of Azores (School success promotion), and National Education Council (reformulation of legislative framework for inclusive education).

Researchers of the Unit have published a number of articles in international journals, participated in international conferences, and the Unit has organized conferences and workshops with attendance of international researchers. The Unit has also been able to attract externally funded research projects (three with European partners) although external funding could be further increased.

Overall, the Unit could benefit from opening up to different theoretical approaches and methodologies with a focus on contributing to advancement of scientific knowledge beyond pursuing the societal impact mission and the Unit training efforts, e.g. by systematically tying together basic and application-oriented research and to systematically develop both strands of research and ways to intertwine them.

The Integrated Researchers have a high level of scholarship, and there seems to be a strong social cohesion between them, and we found a well-established support structure within the team of researchers, postdocs and PhD students. Many of the researchers of the Unit have known each other for a long time and a culture of mutual understanding and support can be observed. While the group shows great cohesion and mutual support, this may also be regarded a problem in terms of stagnation, too little external input of alternative approaches and methodologies, and lack of internal challenge.

The Unit has established pools of postdocs and PhD students that secures recruitment of a next generation of researchers and gives a sustainable basis for the Unit. Membership in the team is attractive to young academics. Unfortunately, the postdocs are project funded for short time periods and only few of the PhDs are fully funded.

A systematic structure for staff development is advisable. Impulses from a variety of theoretical and methodological approaches are also recommended. Due to the size of the group, their impact is limited and continuing; a carefully planned growth seems advisable.

The Unit relies to a quite high degree on non-formal structures of management due to its modest size. A Coordinator and an Executive Board of three members manage it. The most important channels for management are meetings between researchers of the Unit every week (subgroups) and every three months (the whole group). The Coordinator is responsible for supervision of development and ongoing projects. It is not clear how differences of opinion leading to new initiatives and directions are developed. The challenge would appear to be to balance the obvious cohesion and supportive culture of the Unit with a slight more challenging approach to development.

The items of the requested budget are well justified. The most important items are funding of PhDs and Postdocs (28%), contracts of researchers with PhD (26%), other expenses (20%) and researchers external missions (15%). The budget also includes three MA and two PhD scholarships, which seems a reasonable number.

The objectives of the Unit are concrete, well defined and relevant. The Unit has formulated a range of initiatives and objectives to be taken within the next period. Many of these (internationalization, advanced training, and dissemination) continue central and relevant activities. It is not clear how the Unit imagine itself in the end of the next three-year period.

Evaluation Panel: SOCIAL SCIENCES – Educational Sciences

R&D Unit: Centro de Investigação em Educação (CIE)

Coordinator: Nuno Miguel da Silva Fraga

Integrated PhD Researchers: 16

Overall Quality Grade: GOOD

Evaluation Criteria Ratings

- (A) Quality, merit, relevance and internationalization of the R&D activities of the Integrated Researchers in the R&D Unit Application: 3
- (B) Merit of the team of Integrated Researchers: 3
- (C) Appropriateness of objectives, strategy, plan of activities and organization: 3

Base Funding for (2020-2023): 161 K€

Recommended Programmatic Support

Programmatic Funding: 34 K€.

Justification, Comments and Recommendations

Created in 2003, with 16 Integrated Researchers CIE-UMa is a small R&D Unit with three research lines – curriculum studies, pedagogical innovation, and educational administration – and two explicitly declared theoretical and methodological approaches: critical pedagogy and ethnography of education. The most important contributions of the Unit to scientific knowledge advancement and theory development during the 2013-2017 period are related to these research lines, mostly to curriculum studies and pedagogical innovation, with a clear connection to and active collaboration with the local community in Madeira. From the application it seems that their theoretical stance is focusing on critical theory, while at the site visit it became clear that the theoretical positions they use in their research is broader and related to different research interests. The five main publications in this period authored by Integrated Researches registered in the application are four articles in Portuguese or Brazilian journals of education and in a book edited by the University of Madeira (UMa).

Globally, the contributions of the CIE-UMa could be valued as modest from the perspective of their contribution to the advancement of scientific knowledge and of their diffusion between the international community of researchers in educational sciences. Nevertheless, during the visit the coordinator provides a list of the publications made in the 2016-2018 period which shows some advances regarding internationalization. Thus, although most of the contributions continue to be written in Portuguese and have been published in journals and books edited in Portugal and Brazil, some of them have been written in others languages, mainly in English, and published in other European countries (International Journal or Early Years Education, European Journal of Curriculum Studies, International Electronic Journal of Environmental Education, International Journal of Development Research, etc.).

The Integrated Researchers of the CIE-UMa are committed to the training of Master and PhD students. In 2017, the 16 Integrated Researchers were supervising 36 PhD students. No concrete information is given in the application about the characteristics of the PhD program/s, about where these students are coming from, neither about how the supervision is organized and supported. The meetings held during the visit have allowed us to collect some more information concerning this point. The Unit convenes PhD students coming mainly from the UMa and also from Brazil. Most of the research of the Unit is carried out through the doctoral thesis and the research work of the master students. The doctoral students declare to have a lot of freedom to choose the topics of their respective theses. Interestingly, they all claim to be full-time students, but at the same time claim to combine doctoral studies with a job, usually as teachers or in activities related to teaching. There is a total agreement among the students participating in the meeting in expressing their satisfaction with the doctoral programs in which they are enrolled. The only feature they point out for improvement is related to the need they have, for personal and family economic reasons, to combine doctoral studies with a job.

Taking advantage of the funding provided by the FCT in 2016, CIE-UMa has developed activities that involve collaboration with teachers and local authorities in education for improving pedagogical practices. There is no doubt that this is a very important line of strategic development of the Unit that should be expanded and developed. It would be advisable, however, to establish more clearly the scope, the objectives and the outputs of these activities and their relationships with the research activity.

Researchers integrated in the CIE-UMa have made efforts for the internalization of their activities during the period 2013-17. These efforts have been concentrated in the collaboration with some universities of Brazil (network with Master and PhD programs of the universities of the Northeast area of Brazil – Fortaleza, Recife, Salvador de Bahia), Spain (a study comparing the teacher training carried out at the University of Zaragoza, Spain, and at the University of Madeira), and South Africa (an in-service mathematics teacher training made basically online). Although these internationalization efforts are modest at the moment, they clearly indicate the way forward.

Despite being a small R&D Unit, CIE-UMa lacks a greater dynamic of collaboration among researchers of the three lines of research (curriculum studies, educational administration, pedagogical innovation). The fact that research is carried out mainly, if not exclusively, through the joint work of the researchers and the doctoral students they supervise is probably a factor that does not favor the consolidation of more transversal dynamics.

According to the application, at the present moment the CIE-UMa has 23 members, of which only 16 have a PhD degree and can be considered Integrated PhD Researchers according to the criteria of the FCT. Given the characteristics of the Unit – namely being part of a university with a relatively small number of students and its insular location –, its sustainability basically goes through two ways: to integrate researchers who currently do not have a PhD degree and to attract new researchers. Regarding the first, the Unit should promote the acquisition of a PhD degree by the current members who do not yet hold it. Regarding the second, the recent accreditation of a doctoral program of "Currículo e Inovação Pedagógica" that integrates the existing "Pedagogical Innovation" and "Curriculum" programs is a way to attract students from other Portuguese and foreign universities interested in the possibilities opened by this integration.

The development of research projects by teams composed of researchers from the three lines of research, as well as the assignment of PhD students and doctoral theses to these transversal projects – without of course undermining the principle of freedom of the PhD students in the choice of their specific theses topics –, could contribute to promote and foster the appearance and consolidation of collaborative dynamics between the three lines of the Unit and the researchers working in them. In this sense, the recent accreditation of a doctoral program of "Currículo e Inovação Pedagógica" mentioned above seems an appropriate step in this direction.

The objectives and plan of activities for the period 2018-2022 are coherent with those of the previous period, especially the 2016-18 period. However, no priorities are established. The number and diversity of areas identified for deepening research in the period 2018-2022 cover a wide range of topics of the three research lines (curriculum studies, pedagogical innovation, and educational administration) and are clearly excessive for a R&D Unit composed of 16 members (also for one formed by 23, including in the counting the current members who do not hold a PhD degree). All the topics identified by the Unit for "deepening research" in the period 2018-2022 are interesting and relevant, but it is absolutely necessary to establish clear priorities and to make these topics more concrete in order to develop a realistic research plan.

A very positive aspect to note is that the current weaknesses of the R&D Unit are clearly recognized by its leadership. Thus, the strategic and operational objectives for the 2018-2022 period point clearly to overcome the most important current weakness of the Unit: to improve of the quantity and quality of publications, to reinforce and deepen the activities of dissemination and transfer of knowledge, to increase and diversify the sources of funding, and to reinforce internationalization.

The expected funding of the R&D Unit for 2018-22 coming from the FCT is clearly not in line with their ambitions. With this funding it is impossible to carry out even a part of the proposed activities. During the visit, the Coordinator and the researchers have explicitly acknowledged the existence of an error in this point, without having specified its origin. Based on the site visit, it seems that the application was not jointly developed at the Unit and hence not all core members were aware of its contents. In any case, the funding if will receive should be mainly dedicated to foster internationalization, to publish also in languages other than Portuguese, and to apply for European and international research calls.

Evaluation Panel: SOCIAL SCIENCES – Educational Sciences

R&D Unit: Centro de Investigação em Educação (CIEd)

Coordinator: Laurinda Sousa Ferreira Leite

Integrated PhD Researchers: 50

Overall Quality Grade: VERY GOOD

Evaluation Criteria Ratings

- (A) Quality, merit, relevance and internationalization of the R&D activities of the Integrated Researchers in the R&D Unit Application: 4
- (B) Merit of the team of Integrated Researchers: 4
- (C) Appropriateness of objectives, strategy, plan of activities and organization: 3

Base Funding for (2020-2023): 705 K€

Recommended Programmatic Support

PhD Fellowships: 4

Programmatic Funding: 281 K€, including for 1 (Junior) New PhD Researcher Contract.

Justification, Comments and Recommendations

The CIEd is one of the eldest R&D Units on Education in Portugal. It was created in 1976 as Centre for Educational Studies and Community Development. The current CIEd started in 2002. According to the research members, it plays a leading role on educational research. One of CIEd main characteristics is its multidisciplinary nature, reflecting the work of the several scientific areas of the Institute to which the Unit belongs. Today, the research conducted at the Centre, namely through the several specializations of the Doctoral Programme on Educational Sciences, merges key areas such as Sociology of Education, Curriculum, Psychology, ICT, and Didactics of key disciplines (e.g., Languages, Sciences) with emergent educational topics around literacies, multiliteracies and multiculturalism, digital competencies, science for citizenship and sustainable development, inequalities, inclusion and innovation.

The 78 Integrated Researchers (50 PhD researchers and 28 FCT funded PhD students) and the 90 collaborators (86 non FCT funded PhD students, 3 fellows (staff) and 1 PhD collaborator) that contribute to this range of disciplines and social educational issues interact in the work of four research groups: 1) Education Policies, Governance and Management: Education 3D - Democracy, inequality and difference; 2) Psychosocial Development, Learning and Special Needs; 3) Science Education for Sustainable Development; 4) Technology, Multiliteracies and Curriculum. Their common goal is to fulfil CIEd mission: the production of knowledge to sustain informed and inclusive policies and practices, as well as educationally relevant innovative approaches and resources, for all education levels and contexts, aiming at engaging professionals and critically active citizens.

The Scientific knowledge advancement and theory development capacities of the CIEd are remarkable. Between 2013 and 2017, 17 projects funded by FCT and 15 projects funded by other national and European sources were implemented, and in 2018-2019, 6 projects funded by FCT and 8 by other national and European sources. This is a good record, even taking into account there are 78 integrated members and 90 collaborators. In the site visit, they provided a list of very different types of projects, but not the number of researchers participating in each of them. The CIEd shows a great concern in promoting high standard research and in fostering publication in top international journals and in line with the national Open Access Policy.

Since 1988, the CIEd publishes the *Revista Portuguesa de Educação* (Portuguese Journal of Education), Scopus indexed since 2018. In 2013-2019, the number of publications has been increasing, especially in English, with a total of 355 proceedings, 271 books and book chapters and 602 peer review journals. However, we have to take into account the important number of integrated members. The selected publications show the presence of CIEd members in international journals of recognised quality.

According to data presented in the site visit (that differs from the submitted in the application), since 2013 the following have been completed: 185 Postdoctoral studies; 189 (56% int.) PhD Theses; 115 Advanced Scientific Internships (PhD); 552 Master dissertations, which it is certainly a high score. In addition, as pointed out, 28 FCT funded PhD students are integrated members and 86 non-FCT funded PhD students are among the collaborators.

The doctoral students interviewed at the site felt supported in their academic careers. They have an office to work and meet colleagues, are invited to participate in conferences, European programs and the management of projects, write papers, attend seminars, etc. Supervisors are always there for them and they feel part of an international network. They also feel part of the Centre mission. They want to change society, learn more and help kids. They think they are contributing to scientific knowledge; they want to improve research and practice. However, they would like to be able to participate more in the Centre life. We have to take into account that some of them have grants, but those who have not have been in such situation all the time.

The CIEd puts an especial attention in increasing its impact in society, implementing different strategies and actions. It is in a permanent process of improving the dissemination tools: Open access RepositoriUM; Website; Monthly Newsletter; Facebook. It adopts user-friendly descriptions of projects and major findings for internal and external use. It engages with the media to assure dissemination of research results. It promotes the development of the Big Data database. It organizes open sessions to share research results (staff and Ph.D).

The CIEd is involved in knowledge transfer actions such as: 1) Technical assistance to the Ministry of Education of Guiné Bissau (2016, 2019) under a UNICEF programme; 2) Consultancy for the Portuguese government and international organizations; 3) Participation in the construction of a National Agenda of Research and Innovation (AI&I) in Social inclusion and citizenship; 4) Creation of the Schools Self-Assessment Observatory; 5) Platform + Citizenship (Braga, Guimarães, Barcelos). Although it is impossible to say how many researchers participate in these activities, the Impact in society of CIEd shows a high profile.

The international dimensions of CIEd are to be found in the number of European projects they are and have been involved and the number of international networks of which they are part. Many books and chapters in quality international publishing houses, more than 25% of the articles in journals written with foreign researchers and the increasing number of articles in international peer review journals are ensuring international impact. Another important aspect is the percentage of foreign doctoral students, in particular from Portuguese speaking countries.

The managerial structure of the CIEd would need further clarification. It seems to be a Scientific Committee and four research groups, each one with a Coordinator. They come from a rather individualist working culture. They are making efforts to increase collaboration within and between the groups. They want to develop a strategy to overcome the individualistic nature of their work by redefining the groups and promoting participation in projects and publications.

The young Integrated Researchers have a supervisor; they participate in informal meetings in their group where they are stimulated for formation and development, in and out. They feel they have a role in the Centre and are part of a network with different perspectives and innovative ways of doing research. CIEd supports their initiatives and they participate in the election of the coordination board. At the University of Minho there is another R&D Unit focused on Child Studies; the CIEd Coordinator explained this by historical reasons. For young researches, there are many different visions about child studies and for one of them, who was a member of the other R&D Unit, the difference is the broader perspective here; having a formal contract makes the difference. Senior researchers have many other responsibilities, but those with post-doc contracts are fully committed to research. The Centre used to have 7 groups; to improve cohesion and support within the team the groups were reduced to 5 and then to 4. They want to give priority to topics and not groups. They want to develop projects with all groups participation.

The PhD programme of CIEd has an important number of national and international students, considered as integrated members and collaborators. It has a high number of applicants. To support young scholars they organize short courses and workshops about research (theoretical and methodological approaches), writing and project application, have staff support and participate in discussions with members of the group.

The Centre needs to advance in fundamental ontological, epistemological and methodological discussions, with the participation of all members. Also, it needs to discuss new projects that can have a more collaborative nature.

The objectives and strategy of the R&D Unit for 2018-2022 need multi and interdisciplinary approaches. CIEd seems to have good conditions to accomplish this mission due to the multireferenciality of the approaches supported by the several social and human sciences domains of its researchers, which favour diversity, multiculturalism, plurality, inclusion, design of emerging learning environments. Effectively, CIEd integrates many different areas (Sociology, Didactics, ...) and different methodological approaches, the question is how to put all of this together and promote more collaborative work. Another question is to which extent they share a basic ontological, epistemological and methodological positioning.

The general purpose of the Strategic Program for 2018-2022 is ensuring better learning and better futures. The ultimate objectives: empowering citizens through all forms of learning and education by focussing diversities, inequalities, equity, inclusion and innovation, sustainable development. To achieve the goals they plan to increase the quality and internationalisation of research, the impact and outreach, the training of young researchers; the management strategy, and the adequacy of the budget, all in line with CIEd mission: production of knowledge to sustain informed and inclusive policies and practices, as well as educationally relevant innovative approaches and resources, for all education levels and contexts, aiming at engaged professionals and critically active citizens. However, nothing is said about how they plan to meet all these objectives.

Consistent with the University statutes regarding R&D Units, CIEd will keep being managed according to its internal regulations, and with its organisation structure: three governing bodies and an advisory board. The governing bodies are the Director, a Directive Board, and a Scientific Council. The Unit Integrated Researchers elect the Director for a three years period from all the Unit Associate and Full Professors.

The Directive Board consists of the Director, the Vice-Director and the Coordinators of Research Groups. This Board will meet bimonthly and will be responsible for envisaging the Unit research policy, as well as the criteria for admission of new researchers and for the assessment and funding of research carried out within the Unit. It also takes care of the administrative and financial management and supervision of the Unit and cooperates in the preparation of the annual activities plan and reports. The third governing body is the Scientific Council, which is made of all the Integrated Researchers of the Unit. This Council meets twice a year to discuss the Unit research policy and strategy, and to decide on proposals submitted by the Directive Board. The formal structure is clearly specified. However, according to the CIEd objectives and envisioned challenges, more attention should be paid to the management of the 4 Research Groups oriented towards increasing collaboration.

The overall managerial structure of the CIEd needs to be more explicit, even more so taking into account they have as a main aim building a culture of collaboration. A more clear planned strategy towards meeting the proposed objectives is needed.

Evaluation Panel: SOCIAL SCIENCES – Educational Sciences

R&D Unit: Centro de Investigação em Educação Básica (CIEB)

Coordinator: Cristina Maria Mesquita Gomes

Integrated PhD Researchers: 15

Overall Quality Grade: GOOD

Evaluation Criteria Ratings

- (A) Quality, merit, relevance and internationalization of the R&D activities of the Integrated Researchers in the R&D Unit Application: 3
- (B) Merit of the team of Integrated Researchers: 3
- (C) Appropriateness of objectives, strategy, plan of activities and organization: 3

Base Funding for (2020-2023): 186 K€

Recommended Programmatic Support

PhD Fellowships: 1

Programmatic Funding: 32 K€.

Justification, Comments and Recommendations

This emergent R&D Unit, was created in 2018, focusing on the specificities of basic education, considering children from 0 to 14, and understanding them as fundamental for learning and, consequently, for the development of societies, ensuring participation, equality and social justice. 15 Integrated Researchers and 6 collaborators compose this small R&D Unit. The process of members' selection is based on the quality of their curriculum vitae to guarantee their productivity and implication. The Unit is currently integrated by 1/3 of the School of Education staff.

The Research Centre in Basic Education main goals are to develop projects on pedagogical intervention, promoting educational and social success of children and to create a solid technical-scientific knowledge that can be taken as reference for designing and evaluating intervention programs that promote educational changes.

The Unit conducts research activities in the following dimensions of Basic Education: Teacher Training, Pedagogical Supervision, Curricular Development, Education for Development, Pedagogical Innovation, Digital Skills. The specificity of CIEB is to be found in its willingness of advancing scientific knowledge and theory about Basic Education, from a holistic approach, interconnecting several dimensions to foster the (trans)formation of professional contexts, both for the improvement of children learning and for the professional development of teachers and educators.

The theoretical foundation of the Unit is linked to constructivism, although its members recognize they can follow other perspective depending on the problem they address.

Through pilot projects, the Unit is contributing to scientific knowledge advancement and pedagogical innovation within the areas of collaborative work with school teachers, supervision of students, ICT in higher education and basic education, and science education. The Unit has started to disseminate results on these areas in quality journals, book chapters and international conferences.

Being a Polytechnic, the Unit does not have its own doctoral program. However, it is closely linked to three well-known doctoral programs, in which some Unit members collaborate in the supervision of theses.

One of the values of the Unit is its involvement with surrounding schools and their nearby territory. This brings the research (e.g. on reading competences – children should read 90 words per minute) to connect with educational and social situations. They develop projects from a holistic perspective (e.g. including children health and wellbeing aspects). 300 children and their families are participating in a project of children's health, which has impact on children eating habits, and families food choosing. Currently they work with 3 schools, where, by focusing on children needs, they promote the idea that the best education links learning with a vision of the child as a whole.

One of the objectives of the CIEB is the promotion and dissemination of science, with a particular focus on teachers, children, young people and families. This promotion is done in events encouraged by the Instituto Politécnico de Bragança (such as the Open Day, the Science and Technology Week, among others) or through dissemination science projects (such as Ciênci@Bragança, Laboratório de Jogos and Granjo Ciência). All strategies of science promotion and

dissemination have a strong connection with the Bragança Ciência Viva Science Centre that is an exceptional channel to communicate scientific topics through several events, such as PubPhD, Science Coffee or Science Fair.

The Unit is currently participating in 16 projects, some of them in collaboration with Portuguese Universities, with a funding of 600.000€.

The research team has organized several international conferences such as: International Conference on Teacher Training (INCTE); International Conference on Innovation, Documentation and Education (INNODOCT); Iberian Conference on Educational Innovation with ICT (ieTIC2); 3rd International Conference on Teacher Education. They also have participated in technical program committees and the chairing of 20 program tracks in international conferences.

The Unit has an ongoing project on Master degrees with the Universities of São Tomé e Príncipe and Cape Verde. It is also involved in networks such as EECERA, EERA and ATTE.

Some of junior researchers have a rich emergent and promising trajectory and clear areas of interest and international visibility. The Unit needs furthering its members' publications in journals in English and Portuguese, given the relevance of diffusion of knowledge in Portuguese speaking countries.

Due to the short history of the group and the long period of collaboration among its members in the School of Education, the group shows a good involvement and recognition of the leadership task performed by the coordinating group. The Unit seems to have a good working atmosphere. They have regular meetings every two weeks, and seminars on methodologies every month.

The Unit offers working facilities for developing research, because in the Institute the teachers who have research projects have a reduction of 30% of their teaching time. If teachers are leading research projects, they have 50% of reduction.

One characteristic of this Unit is that they do not make a difference between junior and senior researchers. There is a coordination group and they develop their work without differentiation. They have space for working together in projects. Even if the Institution supports researchers to go conferences, some of them support themselves to participate in these events.

It seems clear that the group has potential and work capacity, which is reflected not only in the number of projects carried out, but also in the involvement with the community. However, sustaining and improving this situation requires an organizational structure that guarantees priorities, collaboration, quality and dissemination.

There is also a need to clarify and deepen the ontological, epistemological and ethical framework that guides their actions. It also seems necessary to differentiate between methodology and methods. As well as the meaning they give to action-research.

The six objectives of the Unit are concrete, well defined and relevant for the expansion and consolidation of the Unit. The Unit has also formulated six main actions to be developed within the next period. Many of these (design, monitor and evaluate pedagogical and organizational projects, internationalization, development of online multimedia communication strategies, and dissemination) are central and relevant activities.

The management of CIEB is organized according to the FCT rules, through a Coordination Board, a Scientific Council and an External Advisory Board. Three researchers, one of which is the Coordinator, compose the Coordination Board. In the report they wrote that "the Coordination Board will meet every three months to monitor, coordinate and foster research activities in order to achieve the objectives of the Unit". Nevertheless, through the conversation during the visit we realized that, due the proximity of all members, they maintain a flexible and participatory structure, where all researchers seem to trust the coordination horizontal leadership.

The Unit shows a good atmosphere. During our visit, the majority of its members participated in the conversation with contributions. They have a rich agenda, the coordinators have clear ideas and all members showed a good disposition. However, although in a short time they have achieved a remarkable number of projects, they need to work in the theoretical and methodological foundations of these projects. It seems also necessary to clarify the relationships and differences between what are intervention projects, related to aspects of education, and what are research projects. This means paying attention not only to what is done but also to the knowledge that is generated.

Finally, we would suggest to change the name of the Unit, because in some countries Basic Education does not include infant education.

Evaluation Panel: SOCIAL SCIENCES – Educational Sciences

R&D Unit: Centro de Investigação em Educação de Adultos e Intervenção Comunitária (CEAD)

Coordinator: António Carlos Pestana Fragoso de Almeida

Integrated PhD Researchers: 10

Overall Quality Grade: GOOD

Evaluation Criteria Ratings

- (A) Quality, merit, relevance and internationalization of the R&D activities of the Integrated Researchers in the R&D Unit Application: 3
- (B) Merit of the team of Integrated Researchers: 3
- (C) Appropriateness of objectives, strategy, plan of activities and organization: 3

Base Funding for (2020-2023): 124 K€

Recommended Programmatic Support

PhD Fellowships: 1

Programmatic Funding: 21 K€.

Justification, Comments and Recommendations

The CEAD is the first Portuguese R&D Unit dedicated to adult education and community intervention. It is situated in Universidade do Algarve and is a rather small R&D Unit with 10 (12) integrated researchers with PhD. The Center research rests in three main categories: 1) innovation and research in the European context, 2) communicating and disseminating findings within the scientific community and society, and 3) building closer relationships with civil society institutions for adult education. The Center research builds on action research carried out in cooperation with academia and third sector organizations. Due to its scale, the Center is not organized in research groups. CEAD is especially strong in the following areas: 1) non-traditional students in higher education, 2) education and learning of older citizens, 3) Gender issues, equality and citizenship, and 4) adult education policy, which are all relevant to society.

In spite of its small size, the Center is engaged in international activities. The researchers of the Center take part in national as well as international research projects (8 national and 7 international), they participate in international conferences, and they disseminate their findings by publishing in acknowledged international journals. The Center ability to contribute to international and national dynamics in adult education is significant.

Taking into account the small number of Integrated Researchers with a PhD, contributions resulting from the activities in the previous period 2013-2017 look relevant, but it is difficult from the application to see the relation between research projects and resulting activities. It makes it difficult to assess the Center contributions to scientific knowledge advancement and theory development, which seems to be limited in scope and quality.

The Unit presents clear and convincing goals for the next period. These are developed with a look to UN objectives for sustainable development and the policies of the EU. The focus will be on the same areas as in the previous period: policies of adult education, gender studies, education and citizenship, non-traditional students in higher education, and education and learning to older citizens.

The Center is composed of a mixture of senior researchers with national as well as international experience, and younger researchers, who obtained their PhD recently. Likely, because it is a small R&D Unit, it has some limitations in scope of projects and activities, and although the activities seem worthy, they seem insufficient with reference to the Center overall strategy and sense of cohesion.

The Center does not provide the application with a targeted report on research leadership. It is unclear to what extent the Advisory Board has been involved in considerations regarding training and staff development, but it might be possible to draw more on it and perhaps expand it.

The Center will have a Steering Committee composed of three Integrated PhD Researchers, including the Director of the Center. A person to be hired will support this Steering Committee. The Steering Committee can advance proposals, but the decision capacity stays with the Scientific Council, composed of all the Integrated Researchers with a PhD. As

mentioned, the Center also has an Advisory Board. The Center has a pluriannual funding plan for PhD fellowships to be awarded in 2018-2022 at University of Algarve to which the Center belongs.

On the one hand, the research of the Unit seems – with inspiration from UNESCO and the UN – to be focused, which is important in such a small R&D Unit, but on the other hand their strategic goals and specific objectives for the next period could be stated in more detail and in less general terms such as:

- Ensure inclusive education, equitable and of quality, and promote lifelong learning opportunities for all.
- Achieve gender equality and empower all women and girls.
- Reduce inequalities within and between countries.
- Promote peaceful and inclusive societies for sustainable development, providing access to justice and building effective, accountable and inclusive institutions.

Quite (too) many objectives are added to these goals, what makes it difficult to see which of them are the most important.

The Center activity plan operates with three strategic aims, each of them containing specific objectives and it is well explained:

1. Contribute to the innovation and cooperation through the research on the education of adults and community intervention in the European context.
2. Stimulate the scientific culture in the Portuguese and European societies (also beyond the scientific community), through the dissemination of scientific knowledge, the training of young researchers, and the initiation of young students in scientific practices.
3. Build partnerships with third sector organizations (TSO) and other social actors.

In general, the center strategic goals, specific objectives and plan of activities are detailed, well articulated and well explained.

Concerning the budget, the center is not yet being funded by FCT. It depends on a positive evaluation and on an expected funding from FCT for the period 2018-22. CEAD also expects funding from international sources (in particular, the European Union).

Evaluation Panel: SOCIAL SCIENCES – Educational Sciences

R&D Unit: Centro de Investigação em Educação e Psicologia da Universidade de Évora (CIEP-UE)

Coordinator: Marília Pisco Castro Cid

Integrated PhD Researchers: 24

Overall Quality Grade: VERY GOOD

Evaluation Criteria Ratings

- (A) Quality, merit, relevance and internationalization of the R&D activities of the Integrated Researchers in the R&D Unit Application: 4
- (B) Merit of the team of Integrated Researchers: 4
- (C) Appropriateness of objectives, strategy, plan of activities and organization: 4

Base Funding for (2020-2023): 323 K€

Recommended Programmatic Support

PhD Fellowships: 4

Programmatic Funding: 205 K€, including for 1 (Junior) New PhD Researcher Contract.

Justification, Comments and Recommendations

The CIEP-UE has been developing an interdisciplinary approach to Educational Sciences for about ten years with particular emphasis on 6 main areas in Education and Psychology. The Centre identified 24 Integrated Researchers (40% to 50% of their time engaged in research) and 51 PhD students.

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he Unit has enjoyed funding from FCT and the European Commission. It is active in research and training (i.e. education and psychology courses in the Educational Sciences PhD programme). It maintains an important presence in the South of Portugal region and is active nationally and internationally.

Research projects have supported 13 young researchers (on average 24 months for each one). The projects have also supported the modernisation of the Unit and they have acquired equipment, materials and developed infrastructures which give grounds for a strong claim as a well founded institution. The University of Évora has provided regular operating costs from the establishment of the Unit until the present day.

FCT funding (2016) was used to hire a Science and Technology Management Fellow, invest in publishing in international journals and reinforce the participation in infrastructures and international networks (with countries such as France, Spain, Brazil, Belgium, Germany, Holland, Greece, Italy, England and Romania)

They have undertaken a variety of forms of formative evaluation through internal procedures and with the support of an External Advisory Board.

The Unit seeks to maintain an active dialogue between research, teaching and its cohort of young researchers.

Publishing has shown marked improvement (especially ISI and Scopus Journals), as has the number of PhD theses.

The Unit has established relationships with external funders (e.g. Calouste Gulbenkian Foundation and SAMSUNG), which have allowed improving ongoing research activities. It maintains good working relationships with central government in development and evaluation work.

The CIEP-UE intends to develop understanding and methodologies that contribute to the promotion of success, combating school failure and drop-out, social integration and inclusion and the well-being of individuals.

It was stated that theory development takes place within and between the 6 research areas, each one with a group leader. Some areas are partly conglomerates, like digital technology and assessment; others are not, like inclusion or health/well-being. It was stated that the research areas are all comparably successful and dynamic.

On the basis of discussions during the evaluation it appears that theory development takes place in small groups which are self organized. They develop international links with researchers with similar interests. The Centre organises biannual away days to share and develop ideas at which they also use external consultants to support theory

development. Good access to literature was claimed (although not to Taylor and Francis and Elsevier journals). The Centre maintains internal ethics and research quality offices.

A common area for theory guided activity respects to tools for development and assessment. The Centre runs seminar series on psychodynamic and cognitive behavioural theory. Some members work with theory (e.g. sociocultural theory), but it tends not to be foregrounded in the application nor in discussions during the evaluation. They are successful in acquiring third party funding for a claimed 93% of their budget.

The Centre argues that it has changed from being a collection of academics to a collaborative venture. It acts as a resource for individual students. The first year of the PhD programme has classes (2 seminars of 14 sessions in qualitative and quantitative methods). Students feel that these could be improved. There was a general feeling that quantitative training was insufficient. Specific training events are arranged (e.g. on software for qualitative data analysis, a qualitative research course with Aveiro). The Centre calls experts in to discuss PhD research projects with individual students and makes deliberate attempts to share issues across students. There are timetabled exchanges between students and informal meetings which are facilitated by the Centre. There does not appear to be any systematic exchange with other universities. Most students are part time and work as teachers. There is a student room/base which is highly valued. Feedback is sought as to how the training could be improved and student feedback is acted upon by the Centre. Students are not obliged to write proposals, but they can write them together with the managers and Integrated Researchers. The Centre supports students in gaining access to schools. Some student foreign exchange is facilitated (e.g. Greece, Hungary, Spain). There is a deliberate policy of recruiting young academics from within the region and outside the region. Applications for a place on the PhD programme are judged on the merit of the CV and an interview. It was stated that there is good support for career development of PhD students.

Integrated Researchers feel strongly connected to the Centre. They feel valued, respected and listened to. Researchers feel that they are supported in their career development. Some Integrated Researchers are school teachers (half time in each setting).

The Centre claims a high level of regional impact through counseling, evaluation, and knowledge transfer partnerships. The Centre runs an observatory of education and promotes self evaluation in schools. They provide external evaluations of schools that serve as a support for self-evaluation. It was stated that there are strong links with NGOs and partnerships with civil society organization. Good patterns of collaboration exist with teacher training Centres.

The Centre is supporting a Ministry of Education initiative that has been introducing computational thinking in kindergarten and primary education since 2011.

The Integrated Researchers valued overseas links (e.g. Cap Verde, Angola). These links provide arenas for testing ideas and developments. Theory development is also supported through international collaboration, particularly through exchange of staff.

Cohesion is being built and serious attempts are being made to identify synergies and support the development of a vibrant culture. It was stated that the culture is changing and becoming less hierarchical and less 'ego driven'. Collaborative learning is increasingly recognized as an important feature. Within topics this is felt to be a strength but less so across topics.

The size of the Centre presents challenges. Staff members feel that the Centre has an important role in the field and the staff is attracted to the University because of this feature. The principal challenge is that of working together across activities.

Most objectives for the future are related to solving known problems in local practice. Scientific contributions in each area are identified, but the predominant priority is the contribution to community knowledge and practice. There was not a strong account of structural change. The stated aspiration was for more intervention studies

Each of the 6 areas has a Coordinator and a Management Board works directly with the Coordinators. Membership of 6 areas is important for future planning, but does not constrain engagement with projects outside chosen areas. Initial entry into an area is carried out on initial entry to the Centre. Members of the Centre are obliged to formally report income and publications. The Coordinator acts as a quality assurance mentor within areas.

The Centre enjoys relatively large amounts of EU funding, a proportion of which involves networking activities. The total funding gained was 903000 Euros in the period 2013–17. It was stated that 93% of this figure was 'self raised'. This was viewed as a very important achievement.

Substantive comments and recommendations:

1. It appears to be a need to rethink dissemination and knowledge exchange activities.
2. There is a need to rethink, enhance and refine research quality assurance procedures concerning publication and grant applications.
3. There is also a need to foreground theory development in accounts of the Centre activity.
4. The PhD fellowships will support the development of the Centre. This is particularly important because most of the current PhD students are part time.

Evaluation Panel: SOCIAL SCIENCES – Educational Sciences

R&D Unit: Centro de Investigação em Estudos da Criança (CIEC-UM)

Coordinator: Maria Graça Ferreira Simões Carvalho

Integrated PhD Researchers: 38

Overall Quality Grade: VERY GOOD

Evaluation Criteria Ratings

- (A) Quality, merit, relevance and internationalization of the R&D activities of the Integrated Researchers in the R&D Unit Application: 4
- (B) Merit of the team of Integrated Researchers: 4
- (C) Appropriateness of objectives, strategy, plan of activities and organization: 3

Base Funding for (2020-2023): 563 K€

Recommended Programmatic Support

PhD Fellowships: 4

Programmatic Funding: 247 K€, including for 1 (Junior) New PhD Researcher Contract.

Justification, Comments and Recommendations

The Research Centre on Child Studies (CIEC-UM) was established in 2011 at the Universidade do Minho as the result of a merger between two former FCT R&D Units devoted to Child Studies. The stated mission of the CIEC-UM is "to undertake research that contributes to improving children well-being, development and learning".

According to the application, there are altogether 38 PhD Integrated Researchers who are affiliated with the Center. 27 of these Integrated Researchers are based at the University of Minho and 11 at other participating institutions. CIEC-UM has partnership agreements with 9 Portuguese institutions from which the PhD Integrated Researchers come from: Escola Superior de Educação de Paula Frassinetti, Instituto Politécnico de Bragança, Instituto Politécnico de Setúbal, Universidade da Madeira, Universidade de Évora, Universidade de Trás-os-Montes e Alto Douro, Universidade dos Açores, Fundação Ensino e Cultura Fernando Pessoa and Instituto Politécnico de Viana do Castelo. The 38 PhD Integrated Researchers supervise "per year more than 120 PhD students of several nationalities".

CIEC-UM is composed of 2 research groups: Children contexts, their everyday life and well-being; and Children learning and development. The thematic research strands of the CIEC-UM are: 1. Children's social practices and their contexts; 2. Child health, environment and physical education; 3. Childhood professionals; 4. Pedagogical resources for children; and 5. Cultural productions for children. Due to the diversity of the research foci, the empirical research endeavors of CIEC-UM are situated in various settings including low income families and communities, child care institutions, schools, family and children's courts, pediatric hospitals, and in settings characterized by intergenerational encounters.

The profile description of CIEC-UM presents itself as a coherent and positively ambitious R&D Unit for the study of children and childhood across different dimensions and contexts. The stated research and development efforts of the Centre address several societally relevant research topics that are to do with: children life contexts and social practices; healthy lifestyles and impact on physical and cognitive development; children rights and protection; design and evaluation of pedagogical resources; tools to assess children development and learning; cultural and artistic products for children; and linguistic analysis of texts and media discourses for children. The research of the Centre also addresses conceptions and practices of adult professionals working with children.

The CIEC-UM demonstrates good productivity in research publications with a steady increase in quality and quantity during the years of 2013-17. There are a number of publications produced in the Centre with a high international standing, accommodating to the quality standards of ISI and SCOPUS. Whereas, the description of the research profile of the Centre advocates for a holistic and multidisciplinary (whenever possible, interdisciplinary) point of view, this orientation is not very strong in the actual research publications of the Centre.

The Centre R&D work shows strong social relevance and impact within the field of Child Studies, addressing low-income families and communities, educational institutions as well as health and justice sectors. The Centre has developed a reading assessment battery – a unique set of 23 matched tests to assess the development of student reading skills throughout primary school and to identify reading difficulties. The test was awarded nationally in 2013 by CEGOC-TEA. The Centre has also contributed to the cultural literacy programs offered by schools through their research and

development work in ethnomathematics, ethnobiology and Portuguese oral literature. This work has led some CIEC-UM members to be invited to work on the Committee of Experts of the Portuguese Reading Plan. This research and development work has also involved researchers from other Portuguese speaking countries, especially from Brazil and Angola. In addition, The Centre has engaged in promoting and safeguarding children rights in Ibero-American countries through several European and international projects, and has taken action on preventing school bullying.

The Centre is involved in a number of national and international R&D projects. During the assessment period (2013-17), there was a decrease in involvement in and co-ordination of national projects, whereas involvement in international projects has increased. In the period of the evaluation the Centre has participated in 16 European projects, 7 Brazilian projects and 4 Spanish ones. Other collaborative projects are realised with Israel, Chile and other Portuguese speaking countries: São Tomé e Príncipe and Guiné-Bissau.

The Centre demonstrates commitment to the training of doctoral students. For this, it has developed a specific Doctoral Program on Child Studies. The Centre also offers professional development opportunities for post-doc researchers through regularly run seminars, meetings and workshops. It supports its members' participation in international conferences and other relevant academic venues. The doctoral students and PhD Integrated Researchers express satisfaction with their professional learning opportunities, despite the fact that the affiliation of doctoral students and PhD Integrated Researchers into the Centre and its two research groups appears vague and not clearly laid out.

The scientific merit of the Integrated Researchers of the Centre is very good, and there is evidence of international collaboration and knowledge exchange. The Integrated Researchers of the Centre have received international recognition as members of a number of international committees, and they are involved in European and international research projects and networks, including with Brazilian scholars. Another strong point of the Centre is its emphasis on advanced training and inclusion of doctoral researchers and post-docs in the research activities of the Centre.

The Center recruits PhDs from many countries outside Portugal, which strengthens the international dimension. In the period under evaluation a total of 111 PhD theses were concluded, being 34 (31%) from abroad. This variety of student origin provides a solid international dimension to CIEC-UM and is of great importance for the transfer of knowledge and professional development.

The Centre evidences critical self-reflection and understanding of the need for further development. It recognises the need to increase international research funding and publications in high quality peer-reviewed international journals. However, the strategy and concrete action plans for reaching these goals require further development. The same applies to developing the Centre internal quality enhancement processes so that it can follow and support its progress.

The ambition of the Centre for the next period is good. The plan builds on existing line of research and achievements, extending the Centre ambition to become even more international in publications and research activities, and at the same time contributing to the local and global community for social impact and change. The budget requests seem adequate, and the investment in PhDs, one for each of the four specialization areas, seems strategically wise in the way of integrating PhDs in their strategy plans. The Unit also seems well organized. The ethical considerations are well explained. However, the actual strategies for achieving the stated ambitions for the future of the Centre are vague and, hence, require further attention, specification and articulation. It is also unclear how the Centre will develop its holistic and interdisciplinary focus in research and knowledge advancement in Child Studies. Future strategies and objectives seem to have been developed by a core group at the center and not something all Integrated Researchers have been involved in, which could be a weakness for further commitment of scientific development. It is hence important for the future development of the Centre, including its knowledge base and profile, that more attention is given to thinking how and in what ways the Centre takes a holistic and multi/interdisciplinary focus on Child Studies, as well as attending to more clearly defined quality assurance procedures for further scientific accomplishments.

It is recommended that the CIEC-UM considers how the holistic and multi/interdisciplinary approach it advocates in its research profile is realized in practice. At present, it appears that this holistic orientation is only present in the description texts of the Centre and not so much in the actual research that is conducted. Details about the articulation between the 2 research groups and the 5 strands, as well as about the collaboration in the same strand of the researchers of different research groups representing diverse institutions would also be welcome.

In order to strengthen the R&D activities, the Centre could also consider setting up priorities in research topics of the two research groups. The Centre would also profit from developing a more defined strategy for internalization for the next period. For example, the Centre could identify key international collaborators with high international recognition in the field with whom they would develop their research activities and knowledge exchange more strategically in the future. A more defined publication plan for research would further contribute to the strategic plans of the Centre.

Evaluation Panel: SOCIAL SCIENCES – Educational Sciences

R&D Unit: Centro de Investigação em Qualidade de Vida (CIEQV)

Coordinator: Pedro Jorge Richheimer Marta de Sequeira

Integrated PhD Researchers: 32

Overall Quality Grade: GOOD

Evaluation Criteria Ratings

- (A) Quality, merit, relevance and internationalization of the R&D activities of the Integrated Researchers in the R&D Unit Application: 3
- (B) Merit of the team of Integrated Researchers: 2
- (C) Appropriateness of objectives, strategy, plan of activities and organization: 2

Base Funding for (2020-2023): 372 K€

Recommended Programmatic Support

Programmatic Funding: 67 K€.

Justification, Comments and Recommendations

The Life Quality Research Centre (CIEQV) (formed in 2013) has, as its mission, the production of knowledge and innovation and the promotion of improvement in the life quality of human beings. The mission of CIEQV is aligned with the priorities of the "Europe 2020", with regard to some of the societal challenges, particularly in the maintenance of high standards of life quality in various age groups and social contexts.

The CIEQV focuses its research in the areas: (a) food production (food security and sustainable agriculture), (b) physical activity as a condition for citizens' life quality, (c) motor behaviour, (d) education in its various aspects, combined with the creation and use of innovative and applied technology, and (e) the working people life quality. The research supported by CIEQV has a multidisciplinary, interdisciplinary and transdisciplinary knowledge approach. The stated intention is to enhance innovation and scientific excellence.

It is important to note that the keywords used to describe the Centre are: Sport; Life styles; Education; Food Chain; Motor Behaviour; Organizational Dynamics. Education is not the dominant feature.

The central issue in the evaluation of this Unit is the extent to which it provides a 'good enough' fit with the remit of the Educational Sciences. When asked how education is understood within the Centre, the response given was education is needed to improve life style. Thus better teachers and better professionals are needed to provide education to improve life style. It was also stated that the Centre submitted its application to be evaluated by the Educational Sciences Panel because there is no other place to put it in the FCT scheme.

The Unit is organised in 5 areas. Discussion about theory development takes place within these areas and through discussions with Masters students and events that are organized by the Centre.

They are operating with a model which acknowledges that Quality of Life is different for different people. They use a systemic ecological model of well being. They have made a claim for contribution to knowledge with respect to dual (cognitive and physical) interventions with respect to well being. They established their conceptual orientation in the period 2013–2018. Problem oriented research drives the activity of the Centre. The Centre sees its main strength in their multidisciplinary structure.

Production of published scientific papers has raised from 30 in 2016 to 101 papers in 2018 in international journals. 20% of their work is described as basic research and 80% applied research.

There are 34 Integrated PhD Researchers, 13 Integrated Researchers without PhD, and 28 other researchers. It was stated that because of the Polytechnic status only 1 thesis was completed in 2018.

It would appear that most of the projects are development projects. In the meeting members of the Centre seemed to have great difficulty in articulating research questions. The argument was put forward that the Centre uses basic

research in applied research although they have developed theoretical models. In their research, members of the Centre use focus groups, costs analysis and survey methods.

Senior Researchers only have a few meetings a year when they talk about the conceptualization of the Centre. The themes provide the focus for support and collaboration. Senior researchers are assessed every three years. This process and the information it provides can give rise to promotion. Assessments are graded and published. They do have some forms of internal peer review particularly when publications are based on collaborative work. Research activity always involves students (particularly Masters students). They also collaborate with Universities (e.g. Lisbon Kinetics Lab).

They welcome PhD students based at other Universities. Some are full time at the Centre others are part time. Relationships with other University supervisors are reported as very successful and beneficial. The Centre has key members of staff who attract students to the Centre whilst registered in a University. There was very positive feedback on the quality of Centre based supervision. There is no specific relationship between PhD research topics and ongoing projects in the Centre. It was stated that education does not influence their studies. PhD students influence the Centre through their supervisors. The Centre provides funding for conferences and equipment. There is no involvement of PhD students in Centre seminars.

The Integrated researchers have 30% time allocation for research. Some are teachers at other institutions. They attend meetings and collaborate on data collection and publishing. They have physical spaces where they can meet and discuss. They are encouraged to make a contribution to the general developments in the Centre. They share supervision with their senior researchers (often ex-supervisors). They influence the development of research activities and research applications. They feel that the Centre supports a collaborative culture.

The main impact on society is achieved through training professionals and curriculum development. The Centre operates a 3 way approach to dialogue with research users involving local communities and scientific communities and themselves. FCT initiatives have opened the way for new forms of collaboration and training. They have produced digital and paper editions of dissemination materials (websites, papers, books) as well as patents and scientific events

Life style research has been developed by the Centre across 4 countries within the ERASMUS scheme. They have also been developing networks on an informal basis. The Centre participates in a number of other programmes such as the Enriched Sport Activities Program of the European Commission.

The Centre benefits from a strong and cohesive culture as stated by its members. The interdisciplinary nature of the Centre serves to attract applications for positions as staff members. Key members of staff attract students for supervision from PhD programmes from Universities.

The Centre formulates objectives in a bottom-up style with participation of all researchers. Objectives are cast as:

1. Contributions for the regional strategy;
2. Opportunities for advanced training;
3. Internationalization;
4. Knowledge transfer.

These are coherent in and of themselves but they do not point to a coherent research strategy. The Centre wishes to set up an international journal that would act as a platform for dissemination, as well as a vehicle for the formation of networks.

The institutional strategy is to move research ideas across schools and R&D Units of the Polytechnic. A three phase strategy implementation programme is:

1. Implementation Starting projects, collaboration, Regional implementation;
2. Development updated new education programmes, scientific events, dissemination;
3. Expansion of scientific results through European and international institutions.

The overriding question is as to whether this Centre is an Educational Sciences R&D Unit. It seems wise to promote enhanced mobility across departments of the Polytechnic. There is a need of a targeted partial release from teaching in order that staff may respond to specific calls for proposals. Support for statistical analysis is a priority for this Unit.

Evaluation Panel: SOCIAL SCIENCES – Educational Sciences

R&D Unit: Laboratório de Educação a Distância e Elearning (LE@D)

Coordinator: Teresa Margarida Loureiro Cardoso

Integrated PhD Researchers: 18

Overall Quality Grade: GOOD

Evaluation Criteria Ratings

- (A) Quality, merit, relevance and internationalization of the R&D activities of the Integrated Researchers in the R&D Unit Application: 3
- (B) Merit of the team of Integrated Researchers: 4
- (C) Appropriateness of objectives, strategy, plan of activities and organization: 3

Base Funding for (2020-2023): 186 K€

Recommended Programmatic Support

PhD Fellowships: 1

Programmatic Funding: 38 K€.

Justification, Comments and Recommendations

The Distance Education and Laboratory Learning (LE@D) is hosted in the Universidade Aberta – Open University of Portugal. Devoted to multidisciplinary and interdisciplinary research in the area of Social Science, specifically Education, LE@D is organized around two axes: Open and Distance Education and eLearning; and Cyberculture and Networked Society. During the past FCT funding period of 2013-17, LE@D's Integrated Researchers have been present in significant organizations and events, have participated in European Projects (mainly ERASMUS+ and H2020), and have been engaged in providing training for junior researchers. In the funding period, LE@D had 28 PhD researchers (18 of them integrated) and 17 PhD students. Currently, LE@D has 56 PhD researchers, 30 of them integrated and 30 PhD students. In addition, LE@D builds on the support of 3 positions for technical support.

The LE@D mission statement says "LE@D is dedicated to fundamental and applied research in Open and Distance Education and eLearning in the Network Society, developing interdisciplinary research in Social Sciences, namely in Education, and integrates researchers from several thematic areas. LE@D also provides services, consulting, planning and coaching, either in partnership or autonomously." The Unit clearly adopts an attitude of national importance for all questions concerning technology-enhanced learning with a strong focus on online learning. There is strong emphasis on interdisciplinarity and integrating researchers from several fields. In spite of its social impact mission on educational challenges in the context of digitalization and new media, the Unit has a clear understanding of educational technology being a science of education and instructional design rather than a service for developing digital tools and evaluation only.

The highlight contributions during the period 2013-17 are the development of pedagogical models for MOOCs, research on OER/OEP and Teacher Training, development of a model of assessment in elearning contexts, the Virtual Observatory on Pedagogical Supervision and Schools Self-Evaluation, and work on digital literacy and inclusion with emphasis on the use of social networks for active job search.

The Unit has an international outlook on R&D activities, mostly to Portuguese speaking countries. The main publications listed evidence international knowledge exchange in the field. The Unit publication policy is orientated towards international journals. In relation to their growing size, the output appears to be low in quality and quantity.

The main driver of the Unit research activities is international funding. LE@D excels in attaining EU funding of various kinds (grants, projects, fellowships, prizes) in particular, and is able to take on clearly defined, crucial roles in such international research networks. The Unit is ready to strive for more and higher amounts of funding. This orientation leads the group to international and innovative projects and application-oriented developments, while at the same time may hamper orientation to their priority mission towards "fundamental" research. Hence, the group is geared to accumulating practical knowledge for designing and orchestrating MOOCs and seems to be above average active and successful in doing so. There is internationalization and some impact linking to Brazil as well as there is societal impact in terms of organizing workshops and developing OER and MOOCs for a wider audience.

The LE@D researchers are very active in organizing and participating in national and, above all, international meetings and conferences with a strong commitment to OER/OEP, open science, and online learning. To continue towards the Unit goals, such as "deepen research so as to contribute to the advancement of scientific knowledge", it appears to be advisable not only to continue attaining more funding and co-authored publications, but also for further development of the group, e.g. through visits of renowned researchers in the field and mobility of junior researchers.

Furthermore, the Unit needs to analyze the inherent tension between research for theory development and advancement of scientific knowledge and provision of services in the field of distance learning in the country and the Portuguese-speaking world.

Finally, the axis of cyberculture does not seem to be well integrated and suffers from lack of publications. Instead of a clear concept of cyberculture, this second axis is in danger of serving as a "residual category" only. This points out a need to restructure and cut this out of the lab or to integrate it and intentionally connect it to (informal?) learning.

As in several other R&D Units, there is no doubt about the excellent endeavors towards societal impact by the respective projects. LE@D realizes this mainly through dissemination of practice-oriented publications, national collaborations, and respective international projects.

The LE@D realizes a systematic online approach to team development and advanced training of staff. The LE@D integrated researchers are involved in the supervision of PhD and Master theses. The Integrated Researchers of the Unit demonstrate innovation capacity through involvement in several novel projects on Open and Distance Education and eLearning with national and international relevance. The publication record of the researchers holds potential that is to be developed.

The team seems to have the competences to successfully implement and monitor (large) projects. There is a good combination of pedagogical, psychological and communication perspectives and disciplines, which allows for research on complex and current problems and phenomena. The current network of people involved seems to be well established and connected, considering joint publications. Further technical support, but also more computer scientists dedicated to technology-enhanced learning would be advisable. Overall, there is substantial scientific merit of the team of Integrated Researchers, evidence of international and national recognition and societal impact.

The senior researchers share a clear understanding of theory development and conceptualization of the Unit and the Coordinator and research group leaders create an atmosphere in which the respective competencies and potentials for development can strive and flourish in a well-organized and systematic manner.

Most functions of team development happen online – from recruitment of young academics out of online Master programs, to supervision, training, and peer collaboration among PhD students. This online culture of LE@D appears to be a living culture of the Unit on one hand, a necessity for their members being spread out on the other, and to some extent has characteristics of an experiment itself.

One recommendation in staff development would be to lay out a strategy of capacity building spelling out the specific competencies needed within the group. This could result in greater focus on social scientists with diverse, but substantial, methodological competencies, e.g. pedagogues and psychologists to also handle large sets of data, but also targeted search for more computer scientists with an interest in education. Learning analytics may be an obvious field to strategically build capacity in. Further ways to improve engagement could be to make funding available along the research axes to foster focused engagement.

The LE@D presents strategic goals as well as short time goals staying true to and building on their research axes for the next period as well as their current practices towards distance education and internationalization, but with a clear orientation towards future developments. With the Unit being tightly and well-organized (scientific coordinator, coordinating council, scientific committee, ethical committee, and external monitoring commission), LE@D plans seem to be feasible. While the relations between LE@D research topics, main objectives, strategies, and activities is well articulated, it would be desirable, however, to establish some priorities, since the scope of work of the Unit proposed for the next period is overly large given the number of Integrated Researchers in the Unit.

The FCT funding is planned to go to service procurement and acquisition (42%), other expenses (20%), temporary visiting researchers or consultants (20%), and researchers external missions (18%). While it may be justified and necessary to acquire IT support and support for translation for fostering international dissemination and publication,

there is no item for Human Resources in the budget requested from FCT (2 junior PhD researchers will be hired through the Unit management institution, Universidade Aberta).

In view of the objectives set for 2018-2022, it is important to consider a rather large share of the budget to the annual presence of visiting researchers, experts in the Unit research topics, being expected and valuable including at least one expert from other countries.

Overall, the objectives outlined are well described and, in their ensemble, capture the many dimensions connected to learning at a distance. They consider the advancement of scientific knowledge, the increase of participation in networks and diversified forms of internationalization, reorganization and updating of advanced training, dissemination activities to be strategically important. Each of these dimensions is unpacked and specified, which provides a clear impression of the road ahead through a field of complex challenges. However, LE@D has to develop an explicit strategy for establishing links and correspondence between its fundamental research and the concrete application of their work and services. Here, the Unit needs to be more self-reflective and critical with a clear orientation towards continuous improvement and development towards higher international standards, e.g. IWM-Germany, Welten institute-Netherlands, Knowledge Lab-UK. A SWOT analysis is to be recommended to reflect on theoretical, strategic, capacity-building, and concrete activities of the Unit.

The LE@D is clearly recognized within the Universidade Aberta for having strategic functions for advancing scientific understanding and impacting practices of the University. Service functions and research activities are somewhat aligned, e.g. when providing evidence for good instructional design to the UA or other institutions in Portugal.

There is a clear need for LE@D to develop a shared understanding and distinction between services and societal functions and research. Some researchers would think that services and research are the same whereas others differentiate and point out correspondence of research and practice activities. This is not a problem of single researchers, however, but an inherent tension between research and practice and a general challenge for the educational research landscape in Portugal. It is recommended to develop a shared and explicit understanding of this relation. Seeds of such a conceptualization can be observed within the Unit applying design-based research and co-design approaches. Here, it is advisable to build capacity and broaden the methodological spectrum of the Unit, e.g. towards learning analytics.

There is little doubt that the Unit is vital in positioning and advancing the Portuguese research landscape in distance education. There is a clear international orientation, but researchers from all levels – from PhD students up to the leaders – are advised to visit comparable R&D Units abroad to analyze common challenges and strategies.

Evaluation Panel: SOCIAL SCIENCES – Educational Sciences

R&D Unit: Unidade de Investigação e Desenvolvimento em Educação e Formação (UIDEF)

Coordinator: João Pedro Mendes da Ponte

Integrated PhD Researchers: 68

Overall Quality Grade: VERY GOOD

Evaluation Criteria Ratings

- (A) Quality, merit, relevance and internationalization of the R&D activities of the Integrated Researchers in the R&D Unit Application: 4
- (B) Merit of the team of Integrated Researchers: 4
- (C) Appropriateness of objectives, strategy, plan of activities and organization: 4

Base Funding for (2020-2023): 923 K€

Recommended Programmatic Support

PhD Fellowships: 4

Programmatic Funding: 335 K€, including for 1 (Junior) New PhD Researcher Contract.

Justification, Comments and Recommendations

The UIDEF is located in the “Instituto de Educação da Universidade de Lisboa”. The Unit “combines fundamental and applied research in key domains of formal and non-formal education and training, namely on issues related with education policies, teacher development, curriculum, didactics, ICT, and learning”. There are 68 Integrated Researchers and 164 PhD students supervised by Integrated Researchers. During the period 2013-17 they had a number of research projects funded by national and international agencies. The UIDEF is organized in three research groups related to the three PhD programs offered by the Instituto de Educação: Policies of Education and Training; Curriculum, Teacher Education and Technology; and Didactics.

The Unit has stated 3 basic principles as a foundation for all their activities and objectives: 1) Responsibility to high-quality research linked to sustainable development; 2) Commitment to a multidimensional understanding of education; and 3) Ambition to become an international reference point in educational research. These are very general principles that do not tell us much by themselves, and can only be assessed looking at what is actually being achieved and at the plan of activities for the future.

The scientific advancements of the R&D Unit during the period 2013–2017 are substantial and with high scientific quality at international level. They have been successful in generating research funding from several sources. From 2014 to 2018 there was an increase both in national and international research contracts. The primary research achievements are done within the three research groups, but also to a certain extent between the research groups, as in some research projects with members from different groups. The thematic focus of each research group stands out as clear: (i) Policies of Education and Training, (ii) Curriculum, Teacher Education and Technology, and (iii) Didactics.

An impression is that the research goals are quite diverse and at times diffuse, and it is not always clear how they come together in a coherent objective for scientific achievements. Still, the three research groups show very good research output. Especially the group on Didactics seem to be a strong group with international recognition. The core cross cutting themes of ‘Education XXI’ and ‘Change Forces in education’ signal new and interesting research possibilities for the future.

The publications are the main source to document the scientific knowledge advancement and theory development of UIDEF. A majority of these publications are in highly regarded international scientific journals. These journal articles are on a diversity of themes, documenting both empirical findings and theoretical developments within the research groups, as well as examples of systematic reviews positioning their research within a broader scope of their own research; they document solid scientific achievements.

Students in the PhD programs have the opportunity to get involved in research projects carried out at UIDEF. They may assume responsibility for planning, carrying out and dissemination of results from a study that corresponds to a part of the global aims of a research project. They also may get involved in specific activities of these research projects, namely participating in actions of knowledge transfer, such as production of dissemination materials, organization of

workshops, meetings, and other training activities. Research seminars on topics related to the research questions of a thesis in progress are held for discussion of core issues and scientific progress, or for presentation and discussion of preliminary results. There is some evidence of alignment of individual doctoral programmes with group activities.

The PhD students seem to have a lot of autonomy, but at the same time to be oriented towards collective achievements within and across research groups. They have regular meetings in the groups they belong to where they discuss and present research.

The PhD students belong to 11 different PhD programs, what could be a challenge in ways of integration. The feedback obtained is that the programs work well and follow the same structure. The PhD students also have good opportunities for participating in international conferences and to be part of publications in international journals. One feedback provided is that there is a need for strengthening courses in academic writing.

The UIDEF has started a new Master program with the title 'Innovation in Education', which is the first of its kind in Portugal. This Master program recruits researchers across the different research groups.

The Unit has planned that its research shall develop along two lines; one line that addresses diversification, modernization and improvement of education, and another line that focuses on the coordination, steering and monitoring of change in education systems. Both lines seem to be relevant and the Unit seems to have the capacity for pursuing them.

The UIDEF has strong connections to teacher education and it has impact on the development of schools and teacher education in Lisbon, and more generally in Portugal, through involvement in different school development projects. There are clear examples of impact on development of pedagogic leadership in schools.

Through its research, UIDEF is involved in action research methodologies and activism focusing on the social impact of its research, as expressed in several of the projects such as 'Informed Collective Activism Regarding Real-life Problems' and 'Empowering Students by the Exploratory Teaching Approach'. 'Lesson study' seem to be an important initiative that involves people across research groups and has impact on schools. However, there is little evidence of co-production of materials for use in knowledge exchange beyond the immediate settings of the action research activities.

Through participation in international research projects and international publications, the Unit has a strong international orientation and recognition. They also have strategic collaborations with some international research communities, especially in Brazil and China. However, the nature of these research partnerships is unclear, as are unclear the tangible objectives of these activities in terms of knowledge production.

Integrated Researchers, PhD students and post-docs seem well integrated and collectively oriented in their research. The young doctoral researchers seem to have good career opportunities and good support towards scientific advancement, though the combination of teaching and research might be a challenge for some. They are also to a large degree involved in writing research proposals and support for coming up with new ideas. Some of the young researchers have a commitment towards the social impact of their research, especially as defined by their background as teachers and projects on school development. The internal support mechanisms promote interaction and communication. There are attempts to engage researchers across a variety of networks within Portugal and internationally.

The Unit has been through a process of restructuring into more robust knowledge structures. As expressed in the meeting with senior researchers there is a need for more young researchers. It is not clear whether alternatives to FCT funding are explored. There seems to be an emphasis on participation and accountability in governance within the Unit to secure sustainability of the team. And there is an attention to professional development and inclusion that can support future involvement of young Integrated Researchers. There is also strategic use of funds to support career development.

The coherence between objectives, plan of activities and priorities for the next period seem good and well elaborated. There are clear objectives that signal ambitions, but are realistic in plan of activities. One element that came up during the site visit that is not mentioned in the application concerns the Unit presence in Brazil and China. With Brazil there has been collaboration for some time, and there is a large group of doctoral students at UIDEF, as well as post docs, with one year placements, staff visit and collaborative formulation of projects. This also signals how social and political impact is of utmost importance for this Unit, and is part of the strategy of the University of Lisbon.

The impression from the application and the site visit is that the overall management strategy was not clear. How the Coordinator plays its coordination role and the ways different activities are aligned seem unclear. It appears that strategy is mostly developed and deployed at the level of the group. There is a need for better quality assurance and clear management plans across activities and groups to secure further scientific developments.

The funding seems to have been unstable from year to year and seems to have decreased since 2013. The budget request is high and seems to be motivated by a need to recruit more young researchers.

Overall, UIDEF stands out as a high performing R&D Unit on scientific quality and merit based on involvement in externally funded research projects, international publications and recruitment of PhDs. However, based on the application and the site visit, it is unclear what the overarching idea guiding the scientific ambition and direction for the coming years is. This could be expressed more clearly to guide the future development of the Unit. There is also a need for better quality assurance and clear management plans across activities and groups to secure further scientific developments. The Unit requested support for 24 PhD students and 6 post docs, but it is not clearly substantiated why they need that many.

The scientific strengths of the Unit seem to be towards teacher education, communities of practice development, teachers as active citizens, action research, curriculum evaluation, adult education, education policy, history and comparative education. The biggest challenge and room for improvement seems to be how the PhD students are connected with research lines, and how priorities will be made when needed. The Advisory Board should be expanded with more international and well recognized scholars linked to the main areas of research in order to strengthen the Unit research ambitions critically.