

CONTINUING TEACHERS'  
EDUCATION FOR  
CITIZENSHIP EDUCATION:  
NARRATIVE PRACTICES AND DIALOGS  
AMONG EACH OTHER IN SEARCH OF  
CITIZENSHIP IN SCHOOLS

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# PRINCIPLE

## The everyday life as spacetime of citizenship practices

- Research within schools and teachers seeking evidences of development in everyday school life of citizenship practices
- Dialogues between knowledge, values and social practices developed in schools in building citizenship.

*The re-enchantment of the world presupposes the inclusion of utopian news in that we are closer.*

(Santos, 1995, p. 106)

# The developed experience

- The experience of continuing education of teachers around and for citizenship education practices.
- The teaching practices as a starting point for investment in citizenship education: developing potential. **(las buenas prácticas)**
- The teaching citizenship to citizenship education in schools: rights, duties and mutual aid.

# Central notions 1: vertical and horizontal citizenship

- The modern vertical citizenship: citizen rights and duties to society (and the state).
- The horizontal citizenship: solidarity relationship between citizens, commitment to each other on behalf of the welfare of all.
- Being a citizen is to be aware of responsibilities for social welfare and seek to act coherently.

# Central notions 2: cognitive justice and ecology of knowledge

- Each knowledge appears as a possible contribution to the social process.
- The validity of knowledge is given circumstantially based on its contribution to solving collective problems.

SCIENTIFIC  
HIERARCHY



COMPLEMENTARY  
INTERDEPENDENCE

# The developed work

- Search experiences, narrated or observed, where formal school knowledge dialogue with with teacher's and student's experiential knowledge.
- Solidarity actions (beyond to charity) that recognize each other in their equal rights and knowledge.

# Citizenship practiced in everyday school life

- interpersonal relationships of solidarity and cooperation. **Socio-emotional aspects.**
- recognition of the collective nature of knowledge production processes and interdependent relationship between them: (ecology of knowledge). **cognitive aspects.**
- the collective character of the formation of identities. The "other as a legitimate other" and world citizenship: ecology of recognicements. **behavioral aspects.**

# Experiences of citizen curricular creation in everyday school life

- The fruit salad project and the ecology of knowledge.
- Shared values: what money cannot buy.
- Horizontalizing relations between cultures and knowledges in YAE: local receipts and geography, writing with sense, reinventing school dictation (saying).