



**INTERNATIONAL
CONFERENCE
Yaoundé Cameroon
3-4 December 2012**

**“The Intercultural teacher
training strategy as a pillar
of sustainable schools”**

**The Portuguese contribute
for the Millennium
Development Goals**

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Lagos - Portugal**



Avec le soutien de la Commission européenne

- Le projet européen “Plan d’actions éducatives sur les objectifs du millénaire pour le développement à travers les jumelages scolaires Nord / Sud - OMD” (ref. DCI-NSAED/2009/202-190) est financé par la Commission européenne, dans le cadre du programme européen « Acteurs non-étatiques et autorités locales - sensibilisation et d’éducation au développement en Europe ». *La responsabilité de ce matériau est celle de leurs auteurs. Ne représente pas l’opinion de la Commission européenne. La Commission européenne n’est pas responsable de l’usage qui pourrait être fait des informations contenues dans ce document.*

Pour citer

Esoh Elamé et Ana Christina Firmino Afonso Madeira, 2012, *The Intercultural teacher training strategy as a pillar of sustainable schools*, Colloque international « L'Education au développement durable à l'épreuve des Objectifs du Millénaire pour le Développement » Yaoundé, 3-4 Décembre 2012, Cofinancé par la Commission Européenne (ref.DCI-NSA ED/2009/202-190), URL

http://www.developmentgoals.eu/index.php?option=com_content&view=article&id=55&Itemid=50&lang=it,

dernière consultation 7 décembre 2012

CONTENTS OF THE PRESENTATION

1. A strategic vision for the development
2. Intercultural teacher training strategy as a pillar of Sustainable Schools
3. Innovation projects for the Millennium Development Goals



STRATEGIC
VISION

1. STRATEGIC VISION

- We need *sensitive* school communities that understand the diversity of personal, linguistic, cultural, social, ethnic and other differences as a **human reality** and not as a **problem**.
- We need well prepared schools to deal with this pluralism with:
 - a strategic curricular plan of intercultural and environmental pedagogy;
 - a strategic plan of sustainable management of school.

2. INTERCULTURAL TEACHER TRAINING STRATEGIES AS A PILLAR OF THE SUSTAINABLE SCHOOLS

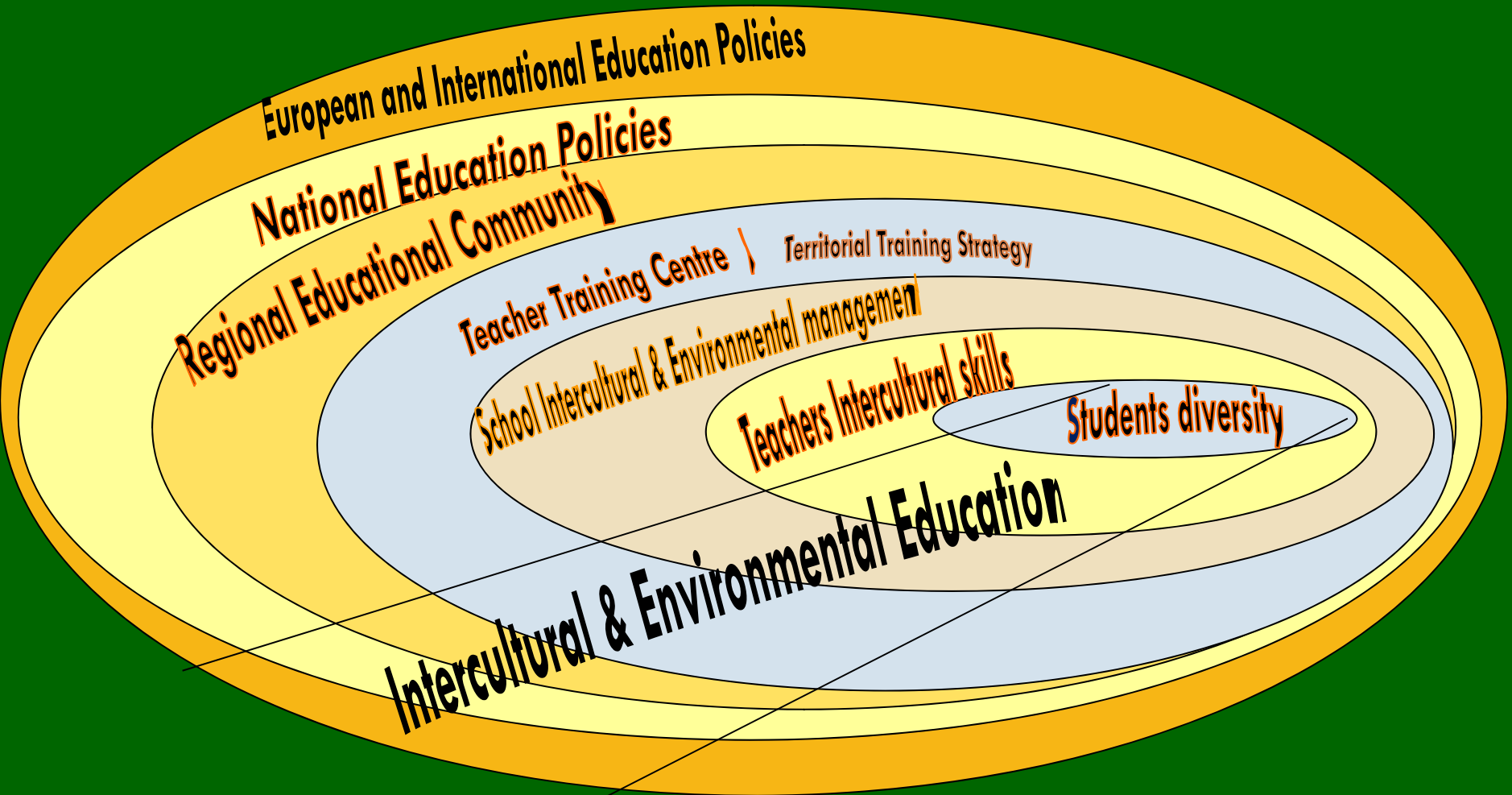


INTERCULTURAL TEACHER TRAINING STRATEGIES AS A PILLAR OF SUSTAINABLE SCHOOLS

- To conceive, implement and evaluate teacher training programs on sustainable development, towards a new paradigm of curricular development and school management:
 - Curricular design centred on the intercultural approach;
 - Intercultural strategies & methodologies at school & classroom;
 - Intercultural & environmental management of schools.

- To increase the development of the professional competences of the teachers in the field of Intercultural Education and Sustainable Management of schools.

ECOLOGICAL APPROACH OF THE TEACHERS CPD FOR THE OMD





Project «Plan d'actions éducatives sur les Objectifs du Millénaire au Développement à travers les jumelages scolaires Nord-Sud»

**WITH THE OMD PROJECT AND
THE TEACHER TRAINING
PROGRAMMES ON
INTERCULTURAL PEDAGOGY,
WE BELIEVE...**

We believe we have...

...taken teacher's **misconceptions**...



adjusted and **integrated** them in a new paradigm for sustainable development

**You must first realize the
prison of your mind.....**



before you can escape it .

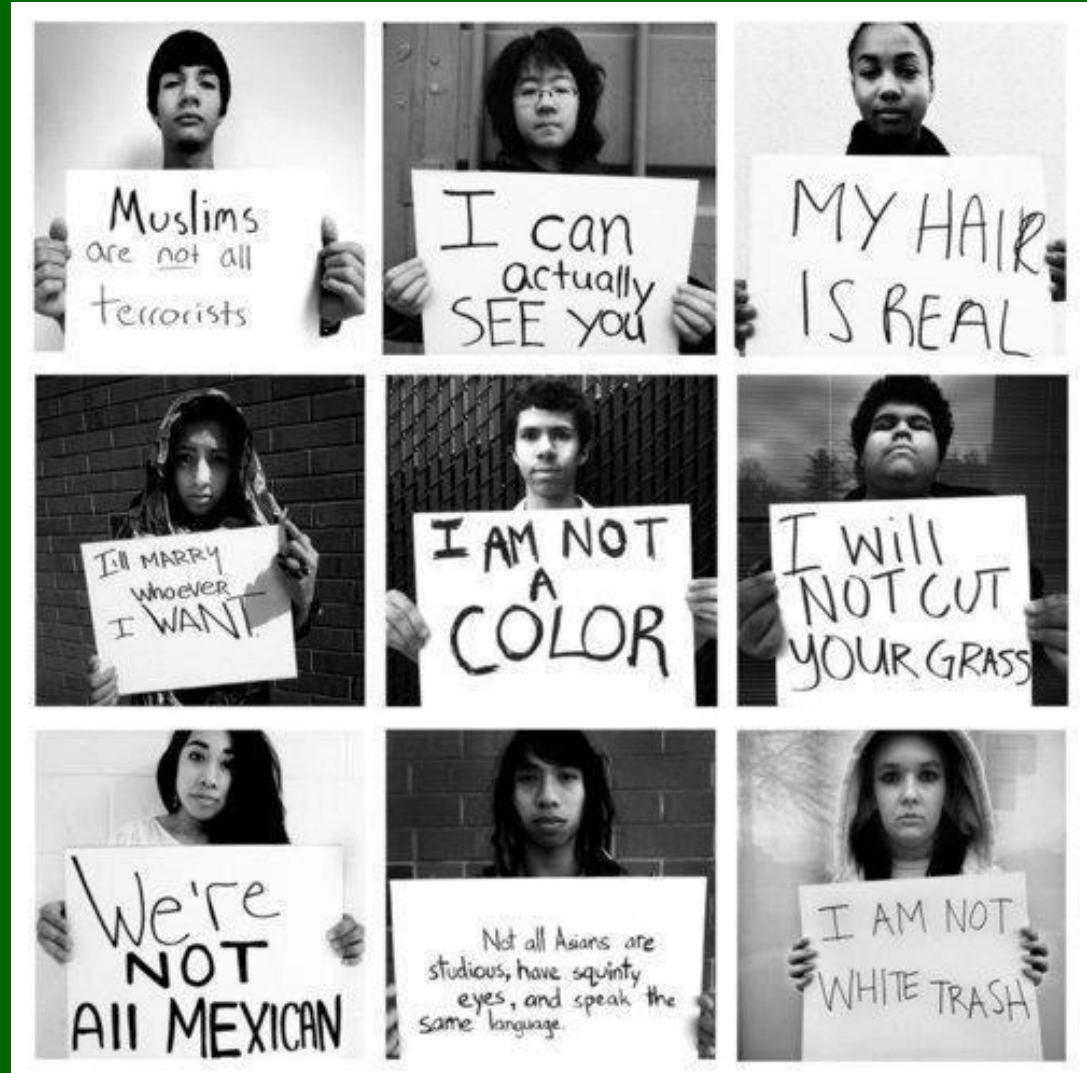
We believe we have...

...helped teachers **interpret** the reality of human development



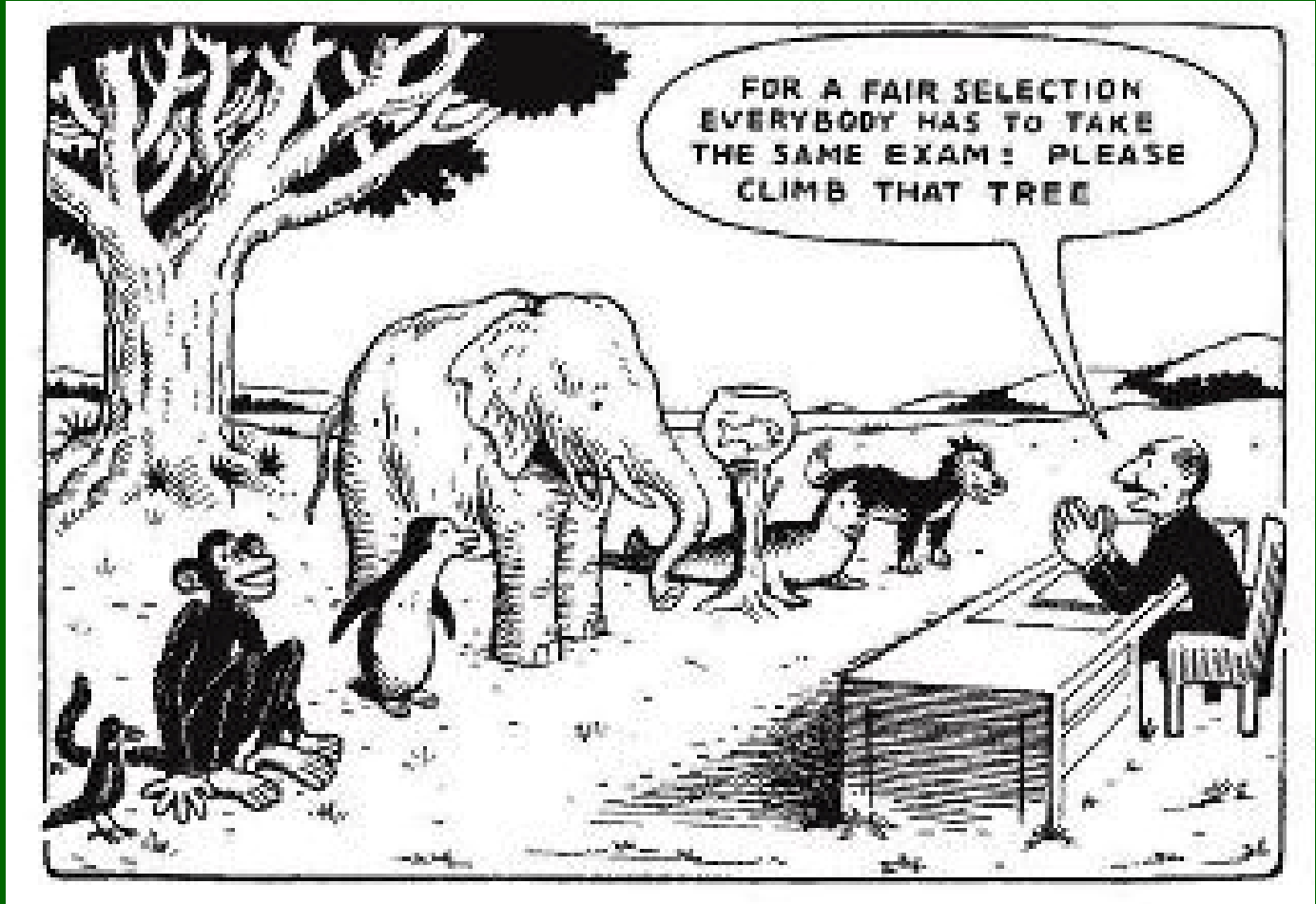
We believe we have...

...helped teachers open a **clear view** to the world for intercultural understanding



We believe we have...

...helped teachers avoid discrimination and look at the pupils from **different angles...**



We believe we have...

...made teachers *feel* intercultural knowledge



We believe that...

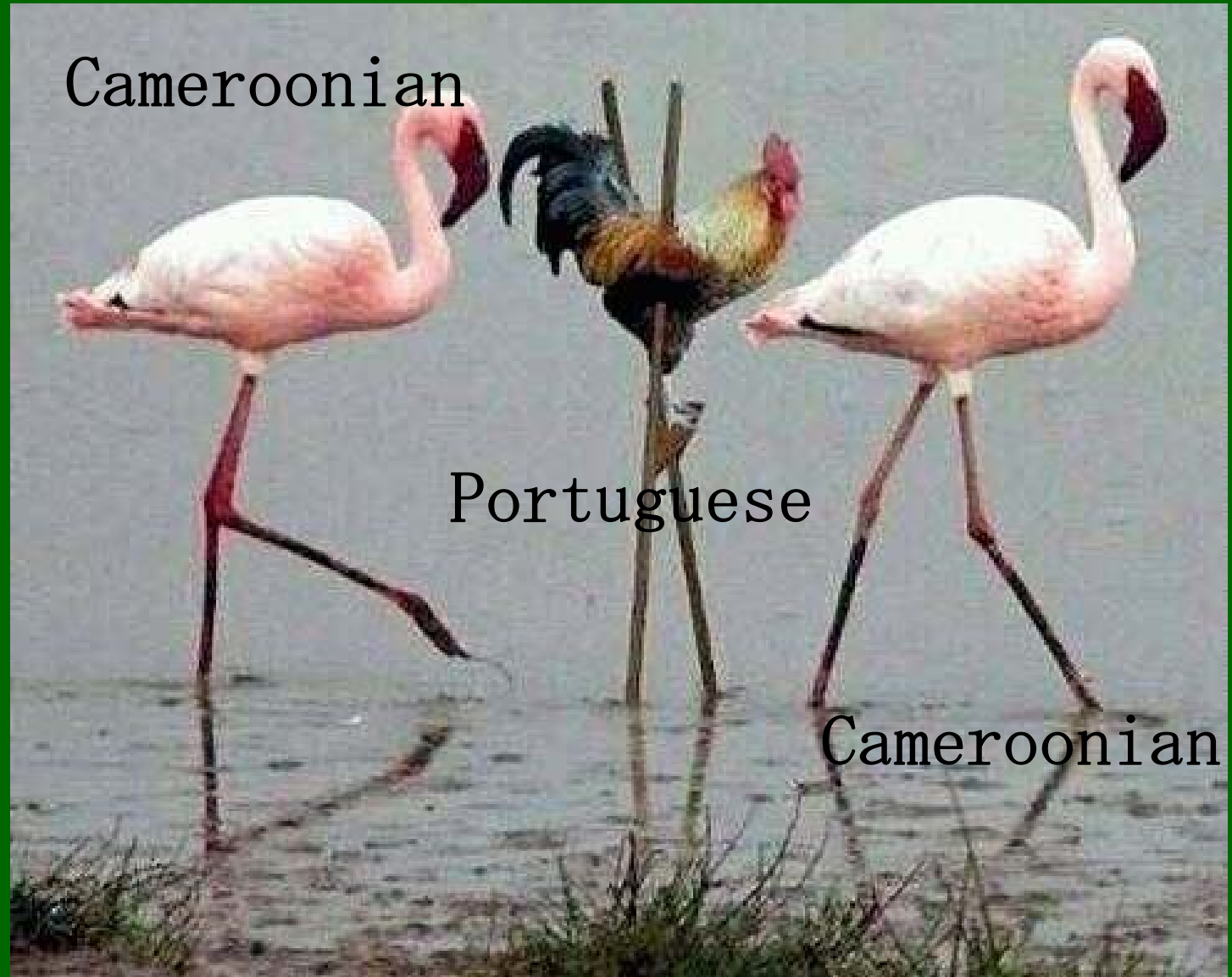
Teachers
are able
to...

**... MOTIVATE
STUDENTS FOR OTHER
INTERPRETATIONS!**



... Teachers can develop creative strategies in teaching and learning for intercultural dialogue

We believe that...



**SHE'S
DIFFERENT... BUT
I WANT TO KNOW HER
IN A SUSTAINABLE WAY!**



WITH THE OMD PROJECT AND
THE TEACHER TRAINING
PROGRAMMES ON SUSTAINABLE
MANAGEMENT OF SCHOOLS, WE
BELIEVE WE HAVE...

We believe we have...

...helped Head Teachers find **guide lines** to manage the Intercultural Communication in a multicultural school



We believe that...

... Head
Teachers are
able to
manage the
resources
with

CREATIVITY!



Manuel Ruiz Torbio / AP

We believe that...

... Head Teachers
are **able** to be

**BRAVE AND
DETERMINATED!!**



**Quand les différences sont acceptées,
elles ne se voient plus !**

Christine Gonzalez
Theracoach



Page Theracoach

3. INNOVATION PROJECTS for the Millennium Development Goals





World Africa day

**25th May
2012**



«Whenever there is an African, there must be an African Liberation Day»

**An Intercultural Project at ESCOLA
TECNOPOLIS of Lagos - Portugal**

AIMS OF THE PROJECT

- Understand the world we live in through the knowledge of the past
- Disseminate knowledge about the History of Africa
- Discuss problems of Africa today with global implications
- Reflect on the African heritage in Portugal
- Recognize the capabilities and contributions of millions of Africans who live outside their native continent
- Develop attitudes of tolerance, responsibility, respect of cultural diversity, solidarity and citizenship

Working in the classroom on Intercultural Education

- How does man live globally?
- Are we expected to have the same living standard?
- Is beauty faced the same way all over the world? And the Water? And the Forest?
- When does a child become an adult?
- Do we have the right to say that the other culture is better or worse? Or is it just different?

Working in the Classroom with the curriculum

Historical subject:
*A shipwreck in
Southeastern
Africa*

A subject to be explored in the context of the official curriculum and which allows to focus on an intercultural perspective



*St. Alberto Shipwreck
(1593)*



Research about the "Other"



AFRICAN CIVILISATIONS HISTORY AND CULTURES

Os zulus eram originalmente um grande estado sob liderança de Shaka.

Tchaka, fundador do reino Zulu

Em 1816 o pai de Shaka morreu e...

DINCAS. População de agricultores-pastores do Sudão* Meridional, próxima gama, os Dincas vivem em pequenas comunidades autônomas. Deixam os rebanhos pastar nas terras pantanosas do Sudd*, parcialmente descobertas quando desce a altura das águas, cultivam milho e revestidas de erva tenra; depois, durante o período das cheias, cultivam milho nas regiões mais secas da savana. Como os outros povos animistas e cristãos do Sudd, os Dincas opõem-se à construção do canal de Jonglei e travam uma guerrilha mortífera contra o regime.

... principal e ... das trocas ... peruas e ... o local de ... nas esta, falada de ... ano Índico são povos ... namente rica e com ... grupos étnicos articulad ... de elementos cultura ... africanas, o Islão, a cult ... fundam ... indiana, entr ...

* No século IX, mercadores árabes fundaram pela costa oriental da África, que deram à civilização árabe-bantu, a qual desenvolveu idioma: o Kisuaili - também chamado de ...

Tal língua nasceu da mistura entre a ... e o vocabulário Árabe. Inicialmente, ... caracteres arábicos. A língua Bantu ... área da Nigéria e Camarões, na África ...

A língua suaíli, o kisuaili, está entr ...

Exotic of Africa



Studies and Exhibitions Africans in Portugal: history and memory





Group Dynamics in the Classroom

Dramatisations



School theatre performances





Organisation
des Nations Unies
pour l'éducation,
la science et la culture

Journée mondiale de
la diversité culturelle
pour le dialogue et
le développement



«**LIVING and LEARNING PEDAGOGY** aims to educate the whole person where **all senses** are involved. The use of what are called ‘seven intelligences’ or ‘**multiple intelligences**’ has become a popular way of conveying this intention.»

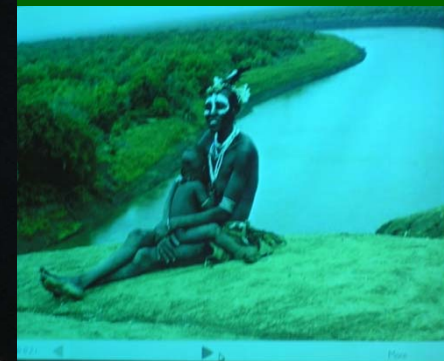
UNESCO

Report on the Decade of Education
for the Sustainable Development,
2012.

Conference with Dr. Paul Angoli (Ivory Coast) *Tradicional Education in Africa*



**Presentation of students research
works of Geography and History**



Management meetings with Parents from Angola, Cabo Verde, Guiné- Bissau, S. Tomé & Príncipe, Moçambique, South Africa...



SCHOOL ACTIVITIES WITH PARENTS AND AFRICAN ASSOCIATIONS OF THE COMMUNITY



EXHIBITIONS!



**I am Ms Graça, the
Head Teacher...
dressing a
Cameroonian KABA
and I am proud of it !**



**GOOD
FOOD!**



**ARTS AND
CRAFTS!**



**AFRICAN
MUSIC AND
DANCES!**

CULTURAL CENTRE – AFRICAN ARTISTS AND MUSICIANS

Beto Kalulu

Vem celebrar
CORRUSCO

DIA DE
ÁFRICA

05 DE MAIO 2012



Janelo da Costa

Vem celebrar
CONOSCO

DIA DE
ÁFRICA

DIA 25 DE MAIO 2012



Vem celebrar
connosco

★ DIA DE
★
ÁFRICA

DIA 25 DE MAIO 2012

ESPETÁCULO NO CENTRO CULTURAL DE LAGOS

AO VIVO • ALUNOS E PROFESSORAS DA ESCOLA DE DANÇA DE LAGOS
• GRUPO CORAL DE LAGOS • ASSOCIAÇÃO SANTOMENSE E AMIGOS DO ALGARVE
• GRUPO URBAN PULSE • GRUPO AGBARA CAPOEIRA • GRUPO 2AXS
• **JANELO DA COSTA** (DE KUSSONDULOLA) • **BETO KALLULU** E BANDA
+ATMOSFERA AFRICANA NO PÁTIO EXTERIOR DO C.C.L.

ABERTURA: 19:00H • INICIO: 20:00H • BILHETES: 7€ www.ddaLagos2012.tk

(Organização conjunta da Escola Tecnopólis, Escola de Dança de Lagos e Kapa Dois Centre Lagos)

You are not a country, Africa,
You are a concept,
Fashioned in our minds, each to each,
To hide our separate fears,
To dream our separate dreams.

(...)

I know now that is what you are, Africa:
Happiness, contentment, and fulfilment,
And a small bird singing on a mango tree.

Abioseh Nicol, The Meaning of Africa

Conferência Internacional

AO ENCONTRO DA EDUCAÇÃO INTERCULTURAL O DESAFIO DA ESCOLA MULTICULTURAL



INTERNATIONAL CONFERENCE

«MEETING THE INTERCULTURAL EDUCATION: THE CHALLENGE
OF THE MULTICULTURAL SCHOOL»

26 MAIO 2012

ESCOLA EB 2,3
TECNOPOLIS

LAGOS



WE BELIEVE THIS TRAINING
PROGRAMMES AND
PROJECTS ARE IMPORTANT
BECAUSE...



WE WANT TO LEARN!

WE NEED TO LEARN!





WE CAN MANAGE!



WE ALL LEARN TOGETHER!

Yep☺
We all
Smile
In the
Same
Language



OBRIGADA! MERCI! THANK YOU!



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www.esjd.pt/centroruigracio