

## Pedagogy of the Earth and the Culture of Sustainability

Moacir Gadotti

This paper aims to be a challenge to the reflection on the great problems faced by human beings in today's societies. The reflections conducted are mostly of an anthropological and ethical nature. Anthropological as it is about promoting a new concept of Man, who, being a part of the Cosmos, wonders about the meaning of life, which, on the other hand, is not separate from the meaning of the Earth; ethical because the new principles regulating human action must be based on a new paradigm which has the Earth as its root and foundation. This change in paradigm must certainly have implications for education. The Pedagogy of the earth, or Ecopedagogy, understood as a pedagogical movement, a curricular approach and a social and political movement, represents a global alternative project aimed at promoting, on the one hand, the learning of the meaning of things, based on everyday life and, on the other, a new model of civilization which is sustainable from an ecological point of view. The education for a planetary citizenship demands the reconsideration of our curricula, a reorientation of our perception of the world of education as an area of the individual's inclusion not just in a local community, but in a community which is, at the same time, local and global. A planetary citizenship is, in its essence, an integral citizenship, therefore an active and full citizenship, which also presupposes the existence of a planetary democracy.

## What Instances of Handicap and the Inclusive Education "Tell" Educational Sciences

Charles Gardou & Michel Develay

Based on the discussion concerning the relevance of making situations of handicap and the inclusive education a topic for investigation by Educational Sciences, the authors

cover the History of Education, unearthing the treasure bequeathed by those who, at times of great adversity, were able to make a difference by educating those excluded by the system.

They argue that the Educational Sciences constitute the right place to conduct research in this area, due to developmental and anthropological reasons, so that the educational sciences prevail for one fundamental reason, that of the wager on the relationship between action and knowledge.

They conclude by stating that the situations of handicap and the inclusive education hold the biggest secret for the success in monitoring and education: the refusal of determinisms.

## Critical Education and the Development of a Multi-ethnic Citizenship. A Southern European Perspective

Peter Mayo

This paper focuses on the issue of multi-ethnicity in Southern Europe. Its importance stems from the reality which is immigration, a consequence of the demographic changes in this area of the world, which poses significant challenges to a Freire-inspired critical education. A number of challenges are highlighted and, based on writings by Freire, it moves towards a critical pedagogy that stresses the religious and inter-ethnic dialogue and the inter-cultural understanding.

## Silencing and the Emergences within Latin American Pedagogy

Danilo R. Streck

This essay situates the reflection between the silencing and the emergences within Latin American pedagogy, having as reference the pedagogy of the Other (Paulo Freire), the sociology of absences and emergences (Boaventura de Sousa Santos) and the participatory processes geared towards emancipation. It is argued that in popular thinking

there is a matrix, historically constituted, which on its turn provides the basis for innovative social experiences. This matrix is constituted, among others, by what is here characterized as pedagogies of survival, resistance and relation. At the end, there is a short reference to some pedagogical practices where, in a creative way, this matrix renews and recomposes itself.

### The Collective Experience as a Source of Learning in the Struggle of the Brazilian No-Land Movement

Célia Regina Vendramini

The paper puts forward a reflection on the learning built and/or acquired by the landless rural workers due to their experience with the No-Land Movement [Movimento dos Sem Terra – MST] IN Brazil. The first part identifies the social origins of the landless people who make up MST in Santa Catarina, an are in the south of the country; the second part reflects on some of the learning based on the Movement's main experiences of struggle, ranging from occupation of land and bivouacking to the settlements; the third, and last, part analyses this learning based on the category of experience, supported by E.P. Thompson. The experiences undergone by the landless people give rise to a bulk of learning of great personal, social and political meaning, from the crash between a history of a life away from social and political involvement and the joining of a movement which thrives on mass organisation and the capacity of self-regulation in the bivouacs and settlements.

### Study Cases Reveal Socio-pedagogical Consequences of a Teacher Development Program

Marli André

This paper aims to show the capacity of case studies to evidence changes in school contexts and in the concepts and practices

of teachers who have taken part in PROFORMAÇÃO – a program for the development of teachers who are effectively teaching. The first part of the paper briefly describes the teacher development program, which aims at certifying untrained teachers working in the northern, north-eastern and centre-western areas of the country. In the second part the methodological procedures will be presented which were used in the development of six case studies, which included visits to the trainees' classrooms, interviews, analyses of memoirs and the application of assessment tests. The third part discusses the main results of the assessment study: changes in the teachers' pedagogical concepts and practices, improvement in their writing skills, in their self-esteem and in their perception of the local cultures with positive results in the local policies and the school contexts.

### The Mutual Learning Practice in the Training of Primary School Teachers. A Pedagogical Experience in 19th-century Portugal

Maria Teresa Barros Conde

In this paper a concise analysis will be presented of the issue of the training of teachers charged with teaching the 3Rs in Portugal in the first half of the 19th century. This training aimed at enabling state-school teachers to apply the mutual learning system. The first teacher training college, located in Lisbon, opened in 1824, but only after 1836 similar institutions came into existence all over the country. In order to make it easier for my readers to understand this topic I shall begin with a brief introductory reference to this 'new' method in the European school context and its guiding principles.

### Paulo Freire's Curricular Reflections

Afonso Celso Scocuglia

This paper aims to grasp the relationships involving knowledge, learning and the curriculum within Paulo Freire's political-pe-

dagogical thought. To achieve that, guiding questions of his intervention will be dealt with, particularly those revealing curricular reflections about processes of knowledge, problem-posing education, the move from candour to criticism which signals awareness, the educator's training, the working classes' right to knowledge, school management and autonomy. These reflections evidence the strength and opportunity of Freire's pedagogical contributions and legacy as a counterpoint to a more and more 'top-to-bottom' standardised and hegemonic education.

### Educative Letter: Ambiguities and Conflicts

Édio Martins

The concept of local dimension of educational policies and practices (territorialisation) is used to mean a broad variety of principles, mechanisms and innovating processes in the areas of planning, construction and management of educational policies which, in general, tend to value the powers of local authorities, to mobilise the local agents (actors) and to take political action adequate to local realities.

But territorialisation in itself also entails diversity of perspectives and dynamic trends, ambiguities and cause of conflicts.

A Carta Educativa Municipal, an initiative of the Câmara Municipal (Town Council) represents an attempt to overcome those ambiguities and causes of conflict, by means of a lucid, politically consistent and technically accurate reading of social realities, dynamic trends and intervention capacities of the social actors.