**Portugal**

Teacher training for secondary education in Portugal consists of a bachelor course in a specific school subject (180 ects) and a master course on Education (60 ects). The master course on Education includes courses on the teaching subject, pedagogic practices and didactics (total of 30 ects), an internship of 30 ects. The curriculum in the master course is a university curriculum.

The master program address Diversity in specific courses or optional courses, namely conceptually, theoretically and Context based activities. However, this is very rare in what concerns secondary education teachers training.

A good example

Criteria:

-it focuses on learning to teach in diverse classrooms

-it is innovative/creative, the good example is in some way innovative/creative in its content and/or its approach

-it is transferable, it is possible to apply the good example in a different context

-there is a theoretical underpinning, there is a clear line of argument why this good example would work

All questions should be answered per example.

**Subject :“Multiculturalism and Intercultural Dialogue”**

1. **The problem it addresses (What problem is solved or issue is addressed that is experienced by teacher trainers?)**

This subject aims to contribute to aware pre-service teachers to intercultural dialogue and the development of good practices in a context marked by interculturality.

1. **The context (Type of teacher training for secondary education, type of subject (science, social studies or languages etc) and which actors are involved in the good example?)**

This is an Initial Discipline at Faculty of Letters of Coimbra University open to all students in initial training. For secondary education are included History, English, Foreign Language and Geography teacher training.

1. **The content (Please give a concise and concrete description of the good practice)**

This is an Initial Course in Faculty of humanities of Coimbra University open to all students at initial training. At the theoretical part the program follows the next themes: 1. The concept of culture and cultural dynamics; 2. historical contextualization of multiculturalism; 3. Policies to respond to multiculturalismo; 4. Multiculturalism, Interculturality and Human Rights; 5. Cultural dynamics and identity processes; 6. Mechanisms of intercultural dialogue and their achievement on ideas, arts and religion; 7. Equality and difference, tolerance and intolerance in cultural dynamics. There is practical lessons that includes field trips and small activities, where teachers- students contact with people from other cultures and there is a practical confront with cultural diversity.

1. **The student-teacher competences that are developed (What are the student-teachers able to “do” after they have been in the good example? )**

Student-teachers develop competences in what concerns to knowledge of diverse models to work with diversity; a large knowledge about the concepts of multiculturalism, diversity and interculturality; the contact with people with different cultures allows the development of the ability to know other realities, the development of language skills and the adjustment of practices.

1. **The theoretical underpinning (Which are the theories underlying the good example? Or what is the line of reasoning underlying this good example, why would it be a good thing to do?)**

The theory underlying this good example aims to know the cultural dynamics in society, having their basis in a historical perspective at the same time as the reconceptualization of culture concept without forgetting epistemological , ethical, political and aesthetic values involved in multiculturalism. In classes some works are analyzed like:

 ANDRÉ, J. M. Multiculturalidade, identidades e mestiçagem: o diálogo intercultural nas ideias, na política, nas artes e na religião. Coimbra: Palimage, 2012.

MAALOUF, Amin. As identidades assassinas. Trad. de Susana Serras Pereira. Lisboa: Difel, 2002.

MENDES, José Manuel Oliveira. “O desafio das identidades”. In: SANTOS, Boaventura de Sousa (Org.), Globalização: Fatalidade ou utopia? Porto: Edições Afrontamento, 2001, pp.

489-523.

OLIVÉ, Léon. Multiculturalismo y Pluralismo. México: Paidos, 1999.

SANTOS, Boaventura de Sousa. "Para uma concepção intercultural dos direitos humanos". In: Idem, A gramática do tempo. Para uma nova cultura política. Porto: Edições

Afrontamento, 2006, pp. 400-435.

SEMPRINI, Andrea. Le multiculturalisme. Paris: PUF, 1997

1. **The impact on student teachers (How is the good example received by student teachers? What is the impact on them? Did they enjoy it? What did they learn from it?)**

We couldn’t have access to the impact of this good practice on student teachers

Important note: the secondary education training system in Portugal is run by Universities only. There is little sensitiveness to multicultural issues and citizenship. The value is given to scientific knowledge relates do the subject.