

Expert knowledge, external support and educational reform in the neo-liberal age: focus on World Bank and the issue of moral responsibilities in the Third World educational reform*Carlos Alberto Torres*

This article discusses the implications of expert knowledge in the educational reforms of the Third World Countries. It focuses on the orientations adopted by the World Bank, which the author analyses critically and mercilessly. Torres analyses the possibilities of building a new pattern of cooperation and technical assistance which wouldn't be subject to the rules of ideological positivism and of the instrumental rationality, due to the fact that the hegemony in international organizations of intergovernmental nature still persists.

Re-configuration of the State and Education: New educational institutions and processes*Fátima Antunes*

In the [area of](#) education (and social policies), some changes [of](#) last decades translate [either into](#) a redefinition of educational (and welfare) services and the role [of the](#) State in their governance [or into](#) the emergence of new configurations of education participation in social regulation. A case study about the Vocational Schools subsystem, created in 1989 in Portugal, allows [us](#) to

identify some of those recent alterations and to propose some interpretations about their meanings. The analysis of the development of that schooling modality and of some of the [guidelines](#) and practices [developed](#) in two Vocational Schools [suggests](#) that that innovation [evidences](#) the experimentation of new educational institutions and processes related [to](#) the formation of another regulation mode – distinct [from](#) the one that has been defined as fordist and in [which the development of Welfare State model\(s\) has taken place](#).

Promoting the theoretical debate on local development: an essay built on research experience*António Fragoso*

In this paper we intend to present a debate on eight different issues concerning local development. These do not refer to [the](#) basic characteristics [of](#) local development, or other themes that we would integrate in a substantive discussion of the field. On the contrary, we intend to depart from our research experience and stress the issues that we feel as more important, develop arguments on some exploratory guidelines and, finally, to point out some directions towards future researches to be done.

The educational narrativity in the first period of Oliveira Salazar's government. Women's voices in the National Assembly (1935-1945)

Áurea Adão & Maria José Remédios

With Oliveira Salazar's accession to the government, following the military coup of 1926 which put an end to the period of democratic republican life established in 1910, a process leading to the establishment of an authoritarian regime took shape. The Portuguese Constitution approved in 1933 defines the new regime which came to be known as Estado Novo [New State] ideologically sustained by an anti-liberal concept of Catholic outlook and which will strongly keep Portugal away from the deep changes with which European societies were faced. Nonetheless, it is this political regime that will grant Portuguese women not only the right to vote, never obtained during the 1st Republic, despite feminist claims, but it will also ensure them a seat in the Assembleia Nacional [National Assembly]. Oliveira Salazar's educational **policies** between 1935 and 1947 (first phase of the regime) runs alongside the formation and consolidation of a nationalist school, **whose** purpose is to prepare the new men and the new women who will serve a Portuguese society **supported** on three pillars – God, Nation and Family. This paper aims at divulging the work developed within the scope of the project *Mulheres, educação, poder(es)* [Women, education, power(s)] whose main objective is to work upon primary sources as a

contribution towards writing the History of Women's Education in contemporary Portugal. Bearing in mind the interventions of female **MPs** throughout three legislatures (1935-1945), we propose to draw a **framework** of feminine participation in the political sphere by examining their speeches with regard to gender categories.

Education Missionaries and the Instituto Ponte Nova in Bahia

Ester Fraga Vilas-Bôas Carvalho do Nascimento

Over one hundred years 1871 to 1971 – the missionaries of Brazil's Central Mission, who belonged to the Presbyterian Church of the North of the United States (PCUSA), left Bahia and organised churches, schools and hospitals in their area of influence – Segipe, Mato Grosso, Goiás and north Minas Gerais. Having analysed the reality of the Brazilian hinterland, William Alfred Waddell proposed a new kind of educational institution, different from the São Paulo Mackenzie College: a rural secondary school offering courses for primary school teachers, for pastors, for assistant nurses and agrarian technicians. IPN, as the Instituto Ponte Nova came to be known, was established by the Mission in 1906, which organised and sponsored, apart from the school, a church and a school for assistant nurses, the first of its kind in Bahia, beside the Grace Memorial Hospital. The success

of that institutional complex, integrating religion, education and health, led the Mission to organise a project named “Escolas Ponte Nova” [Ponte Nova Schools]. In 1926 the Mission had already opened seven schools following the proposed model and four hospitals in the area under their jurisdiction. In 1926, there existed agricultural schools in Buriti and Cáceres - Mato Grosso; Jataí and Planaltina - Goiás. In this city, a hospital was built. In Rio Verde, Goiás, a school of nursing and a hospital had been organized. In Araguaia, Mato Grosso, a hospital hospital was built and in Anápolis, Goiás, apart from the school, a hospital was built.

Understanding, Acting, Changing, Including.

From Investigation-action to Inclusive Education

Isabel Sanches

This paper aims at proposing a brief reflection on an investigation paradigm, deemed “less noble” by some, and its timely and necessary application in the process of building an inclusive education.

The starting point consists of a brief theoretical basis on investigation-action as an acting strategy that can generate more reflective professionals, more likely to participate in the contexts they belong to and able to become facilitators of appropriate, suitable practices adapted to the situations they work with, to

arrive at the creation of an acting model using investigation-action in practices of inclusive education.

Educational professionals and their training to intervene in pre-primary education and the beginning years of basic education

Rosana Peixoto Gonçalves

Education professionals and other sections of society have been discussing the **concept of education**, the function of the school, the relationship between **school knowledge** and the social and cultural life, **and the teacher’s professional life**. At the same time that a new **school education** and a new role **for the teacher are being proposed**, a specialized professional performance towards new social requirements **is being defended, with innovative educational practices**.

From Continuity to Innovation The Nursing Course and the Pedagogical Practices

Maria de Fátima Mendes Marques

This paper aims at identifying and characterising the changes in the pedagogical practices brought about by the nursing teaching staff as a result of the integration of the nursing course in the Polytechnic Higher Education. Since the goal of the higher education (colle-

ge education) is to stimulate the development of a scientific spirit, reflective thought and cultural creativity, consequently **related to emancipating** learning, **this has become** the goal to achieve as the nursing curriculum reform was done. The major goal would be **to promote** the student as the major actor of the teaching process, considering his **learning needs** central to the educational reform. **In the teaching process** the teacher would be a cooperator **with a global view of the student and his relationship with the outside world.**

The results of this research study showed a **dual discourse** around two essential ideas: the student's role in the learning process, and the nursing concept underlying it. While some teachers understood the need for **innovation**, allowing the student to be the main intervenient of the learning process, and understanding nursing as a profession in which the client is central to the process of nursing care, other teachers took to **maintaining** the student as having a passive role and the disease central to the nursing concept. This bipolarity suggests some difficult situations among the nursing educators and their practices as they choose between what they want to do and what they do.

Emancipation, rupture and innovation: the “focus group” as an investigation tool

Carla Galego

Alberto A. Gomes

In this paper we aim at clarifying and reflecting on the origin and nature of the “focus group” and its applicability to research in Social Sciences, particularly in Sociology.

Thus we have opted for a description of the “focus group”, that is, the historic aspects of its creation and its initial applicability. Then a reflection follows on its introduction within the framework of research methodologies by considering the relationships established between the researcher and the researched.

In this context the need arises to clarify whether that alternative can be considered a technique serving the investigation or whether, alternatively, it goes beyond that limit and may be considered a research method.

Finally we will present a reflection on its implementation within Social Sciences with a view to opting for a qualitative approach to social phenomena.