

Democracy, Human Rights and Education. Towards a critical perspective of human rights education

Carlos V. Estêvão

After a brief review of human rights theoretical perspectives according to the prevailing conceptions of state, the author presents three understandings of democracy: deliberative democracy, communicative democracy and democracy as human rights. From this framework, and taking into account the place of justice and rights in education, the author addresses a critical perspective of human rights education and its implications for conceptions of school, school culture, curriculum, learning, committed to emancipatory democracy.

Keywords: Democracy; human rights; justice; human rights education

Individual and minority rights: the Brazilian State and the challenge of indigenous formal education

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In this article the tensions concerning the recognition of minority rights for Brazilian indigenous groups are analyzed, focusing school education. Our analyses were based on two distinct visions of contemporary political liberalism, in the sense of discussing its limits and possibilities in relation to the intercultural issues that emerges in these scenarios. Our analyses points that the advances obtained in the legal context have difficult implementation, for reasons that goes from the precariousness of some local education systems to the complex dialogue between the majority culture and the diverse indigenous groups in Brazil.

Keywords: indigenous education; political liberalism; minority rights; intercultural relations.

The (De) construction of educational knowledge in the theory of the education

Ernesto Candeias

The article inserts within the sphere of the theory of the education, understood this in the epistemological level (what kind of knowledge is the 'educational knowledge'), as a materialist theory in the educational relation (educator/educating) as a theory of the educational technology ('to know to do') and hypertextual in the formal and non formal educational forms of the information transmission ('systemic' theory). This is a reflection on the dynamic from the universe of education (educational practices, educational institutions, facts, reality, etc.), on the educational theory (concepts, discourses, sciences, systematization of knowledge, etc.) which includes conceptual knowledge of other educational sectors (non formal, informal education), that are peripheral or bordering to the educational universe. The author argues the rationality supported in the theory of the education, since questioning 'educational knowledge' is an essential issue in any theory. This objective, which is not trivial, approaches the way we explain or narrate educational phenomenon/phenomena. This is a proposal that makes us embroiled in the ways of epistemology and/or the basis of educational knowledge (rationality) and of the conceptions on the theory of education.

Keywords: educational knowledge; pedagogical knowledge; rationality; theory of education; educational epistemology.

The teaching and the learning in the classroom on a dialectic perspective

José Luis Vieira de Almeida & Teresa Maria Grubisich

In this paper it is argued, the dialectical mediation focus, the relation between teaching and learning and their effects in the classroom. This essay aims to contribute to some misconceptions about this relation are resolved and for

teachers to better understand what teaching is, what learning is, what kind of relation exists between both of them and what the teacher role is about these processes, which involve philosophical bases that should be known and understood by teachers.

Keywords: teaching; learning; dialectical; mediation; classroom.

Evaluation, Learning and Curriculum. An approach confronted by a global agenda

José Augusto Pacheco

Drawing upon the concept of "sliding signifiers" (Apple, 2009) as having a multiplicity of meanings in a given context according to its actors and contexts, this paper explores globalization which does not mean homogeneity and uniformity. Thus, reflecting upon curriculum, lifelong learning and evaluation as themes related to educational and training policies implies the discussion of their meanings taking into account different ways of looking at them, especially in a field which is marked by a disciplinary view. This paper examines these meanings by discussing the diverse points of view based upon existing educational and training policies, within the framework of the world agencies. This does not mean the general acceptance of uniformity and the rejection of diversity, particularly when curriculum, learning and evaluation are discussed taking a personal stance. The paper includes, in the first section, an integrated approach of the concepts of curriculum, lifelong learning and evaluation and, in the second section, the discussion of each of these concepts.

Keywords: Curriculum; Lifelong learning; Evaluation; Globalization.

Portuguese Oral Tradition in the Basic and Secondary Education: reflection, revision, proposals.

Carlos Nogueira

The study and dissemination in school context of Portuguese oral and traditional literary texts, as it universally acknowledged, may contribute to the construction of a more pluralistic, democratic and stimulating social and cultural environment: it not only promotes liberty of being and thinking and an organized and informed knowledge of Portuguese but also deepens citizenship education and the implementation of new cognitive abilities.

We assume such points of view but we also propose a revision. Through a new scientific, pedagogic and didactic approach, it is possible to give more visibility to these contents, already present in the curricula of primary and secondary schools, but not yet fully explored in their communicational, literary and cultural virtualities.

Keywords: oral and traditional literature; Portuguese; ethics; aesthetic; education; community; citizenship.

The esthetics and art in professional development of basic education teachers

Adair de Aguiar Neitzel & Carla Carvalho

This research investigates the concepts of teachers of the municipal education network of Balneário Piçarras, SC, Brazil, in relation to the teaching of music, scenic language, literature and visual arts, based on studies and artistic experiences gained on the specialization course in Teaching in Basic Education. The objective was to evaluate the impact of these proposed activities on the teaching practice. This was a descriptive study; partly document analysis, in which the data were analyzed using a qualitative and quantitative approach. For the data collection, we proposed two basic actions: analysis of guiding documents of the project and application of questionnaires to teachers. For the analysis of the questionnaires we adopted the methodol-

ogy of content analysis, which includes outlining a codification framework, the codification process itself, and the construction of frequency tables for the content analysis. The results indicate that 60% of teachers perceive changes in the curriculum. Activities involving literature were adopted as the most promotional activities among teachers, followed by visual arts activities. 70% said there had been changes in the personal repertoire, particularly as a result of their experiences of visual arts and cultural presentations. 40% demonstrated a pedagogical vision of the arts, and 60% conceived art as enjoyment.

Keywords: Teacher Training; Culture; Esthetics; Art.

The consolidation of Education and Vocational Training in Secondary School in the last fifty years in Portugal.

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Over the last five decades we have witnessed the growing of the vocational education in the Portuguese education system. Vocational Education in Secondary Schools has become a fact, with the last reform of the curriculum in secondary education allowing a big development, due, in part, to the increasing importance and consolidation in the context of educational action.

The demand for education, namely of technical and professional characteristics, has become more intense since the Sixties – it is the phase where the theory of human capital becomes the dominant model in international education systems, focusing on the correlation between investment in education and expansion of the economy, with major consequences in Portugal, which is materialized in 1973, with the Veiga Simão Reform, who takes a decisive step to establish a program to modernize the Portuguese education system, centralizing the role of vocational training in the education system. This reform was interrupted with the fall of the political regime that followed the 25 of April, 1974 and business and technical education was

extinct, with an educational policy supported on democratic principles that framed the school and its organizational culture. In the 80's the political speech is again back to being strongly influenced by the ideology of human resources, making the vocational training an element of educational policy in Portugal. This characteristic is accentuated over the decades that follow, reflecting on the various reforms of the educational policies that, however, arise, culminating in the Reform of Secondary Education in 2004 with objectives totally assume, in an expression never seen until then, the importance of vocational training.

Keywords: education and training, educational reform, qualifying and vocational training

Self-development competences and PBL in an accounting course: students, tutors, graduates and employers' perspectives

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In this work we intend to query the role of a PBL-type methodology in the development of personal competences in the students, and to assess whether the methodology improves the competences of PBL-type graduates when compared to non-PBL graduates, and to approach the role of the methodology at the level of the personal competences in the construction of the profile of a graduate for the third millennium. Having as a point of departure the case study of a vocational higher education institution, we have used the interview technique with academic staff and employers, and the questionnaire technique with the rest of the participants. The results obtained in relation to the students, graduates, and employers led us to support that PBL methodologies contribute to the development of personal competences, essentially at the level of the use of resources and the building of knowledge. Additionally, it seems that we can support the possibility of including in the existing theories the logic of entrepreneurship, motivated by PBL-type methodologies. In the employers we detect a persistent tendency of not recognizing the meth-

odology as being directly responsible for the improvement of personal competences in the graduates, with the exception of the valuation of more consistent basis for action and more confident attitudes. The work also reflects on the problem of identifying the competences necessary for a multifaceted labour market based on concrete studies and results.

Keywords: higher education; PBL; accounting; self-development competences.

Analysis of Satisfaction and Motivation of Academic Staff in Portuguese Higher Education

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The academic staff is a key resource within higher education institutions and therefore it has a major role in achieving the objectives of the institution. Job satisfaction is important in revitalizing staff motivation and in keeping their enthusiasm alive. The literature reveals that the concept of job satisfaction is composed of a complex set of variables that interact in myriad ways. Naïve and simplistic explanations of job satisfaction abound in all sectors. The most typical is the mistaken belief that pay incentives alone will create effective levels of motivation and thus, overall job satisfaction. There are intrinsic variables related to personal growth and development, and extrinsic factors associated with safety in the workplace. There is also ample and somewhat obvious evidence that job satisfaction is related to employee motivation. Although several studies have been performed worldwide, very little is known in the context of higher education in Portugal on this issue. This paper presents an ongoing study in Portugal - PTDC/ESC/67784/2006 - An Examination of Academic Job Satisfaction and Motivation in Portuguese Higher Education (ESMAESP), funded by the Foundation for Science and Technology, which aims to identify factors that relate with satisfaction and motivation of academic staff.

Keywords: job satisfaction; motivation; academic staff; higher education.