

**'Remaking the World':  
Neo-liberalism and the Transfor-  
mation of Education and Teachers'  
Labour**

Susan Robertson

This paper sets out to outline the way in which neo-liberalism has transformed how we think and what we do as teachers and learners. A core argument of the paper is that the mobilisation of neo-liberal ideas for re-organising societies and their education sectors is a class project with three key aims: the (i) redistribution of wealth upward to the ruling elites through new structures of governance; (ii) transformation of education systems so that the production of workers for the economy is the primary mandate; and (iii) breaking down of education as a public sector monopoly, opening it up to strategic investment by for-profit firms. Realising these aims requires breaking down the institutionalised interests of teachers, teacher unions, and fractions of civil society who have supported the idea of education as a public good. However, this project has been highly uneven, in large part because of the considerable resistance of teachers and their unions.

Keywords: Neo-liberalism, teachers' labour, teacher unions, globalisation, resistance

**Setting a counter-hegemonic  
cement. Reflections about  
Education and Development**

Emilio Lucio-Villegas

In this article we hope to reflect about education and development. We will look through several ideas, with special emphasis in multicultural relationships. We will finish with a Freire and Gramsci's works review.

Keywords: Participation; Civil Society; Multicultural Society; Citizenship.

**The University of Coimbra strike's  
at 1907. Educational and politics  
repercussion.**

Maria Neves Leal Gonçalves

This article aims to revisit the 1970's Portuguese academic strike while integrating it in the decline of the Constitutional Monarchy scenery in the promising atmosphere of the new republican order. Firstly, this article considers the origin, development and the consequences of that student strike. Then, we have studied some of the parliament speeches that such historical moment has forced to emerge at the portuguese parliament. We stress and focus in António José de Almeida's eloquent discourses for he was one of the great republicans of his epoch.

Keywords: strike, students, republican members of Parliament

**Learning the danger and to be one  
of us. Neophytes' integration in oil  
refineries**

Paulo Granjo

Departing from the observation of daily work in Sines oil refinery, the article shows how do workers learn and interpret the labouring dangers through a self-organised process of "legitimate peripheral participation", and debates the abilities and potential of the knowledge and notions reproduced during that process, to the management of technological dangers. The question is highly pertinent because the observed learning/integrative process has a direct impact on the perception of the threats (reproducing a non-probabilistic notion of danger which induces attitudes based on precaution), on the limitation of the dangers inherent to the installed technology, and on the neutralisation of social factors of danger.

Keywords: Learning; legitimate peripheral participation; industry; uncertainty; danger; Portugal.

The Feminine Contribution in the Construction of the Knowledge under the Perspective of Paulo Freire's Thought

Verone Lane Rodrigues & José Eustáquio Romão

This article treats on the construction of the knowledge under a feminine perspective from an inspired pedagogical formularization in the ideas of Paulo Freire. The freirian theory, (re) read under the prism of a Theory of the Civilization of the Oppressed, considers oppressed women as announcers of science and epistemology and not only as an object of another's enunciations.

Keywords: knowledge, Paulo Freire, Pedagogy of the Oppressed, feminine gender.

From action research to the development of citizenship

Joaquim Marques & Teresa Sarmento

The social, economic and cultural development in the last decades and the multiple changes that they caused both at family and at educational level have introduced the question of education, as a public action to be undertaken by different educational agents – parents, children, others social' actors of community. In this paper, we shall briefly present three projects grounded on action research, explaining the contexts in which they were developed, their goals, and their research methods. A meta-analysis of these projects allowed us to point out the specificities of each one, as well as to find out some common indicators, like: the significance of cooperation as a motor of citizenship for every social actor; the (re-) construction of new ways of social and educational solidarity and the need to unhide child's participation in this relational process; the (re-) valuation of the teacher as a professional in human being relationships; and the claim of education as a common project.

Keywords: parental involvement, citizenship, research-action

Education, Globalization and Long Distance Education. A Reflection about Educational Policies in Brazil

Jane Mary de Medeiros Guimarães

This article intends to reflect the Educational Politics adopted in Brazil in its reference to the actions and programs in the area of Long Distance Education, as well as to the insertion of Information Technologies and Communication in this field. Later, it approaches the process of globalization and the new demands for information and knowledge, and the possibilities of changes that the Information Technologies and Communication could provide. The article also argues the pedagogical use of Internet, which provides significant changes in education, mainly for the knowledge production speed, what demands from the teachers a constant update.

Keywords: Globalization; Cyberspace; Long distance education; Internet.

Educational policies in southern South America: a case study in the municipality of Porto Alegre, Brazil

Salete Campos de Moraes, Maria Inês Côrte Vitória & Helena Sporleder Côrtes

This study investigates the educational policies implemented by three administrations (1993-2004) of the Municipal Department of Education, Porto Alegre, Rio Grande do Sul, Brazil. The analysis indicates that these policies can be seen as spaces for the empowerment of new social actors. It also indicates that the act of valuing diverse knowledges and of giving voice to new and different social subjectivities is an initiative that, despite the singularity of each specific reality, is plural in the sense of suggesting new possibilities for political action. This demonstrates the possibility of constructing emancipatory educational policies, even in times of globalisation.

Keywords: Educational Policies; Empowerment; Participation; Porto Alegre

Digital context: teachers, students, computers and society

Maria Cristina Lima Paniago Lopes

This work has as objective to describe and interpret the inter-relations at the digital context: teachers, students, computers and society. Based on a Technological Formation Course offered to the students from teaching courses at a private university, I analyze the inter-relations of the participants of the course under the social-interactionist perspective which focuses the learner as part of a social group and that, from the interactions with himself, with the other subjects inside the social-historic context in which he is inserted and with the environment, he can develop himself, question, discover, understand and transform the world. The course in which another colleague and I worked as teachers had as proposal to open space for discussions about the use of the new technologies of information and communication in the educational context and with possibilities of a communities formation with common interests which interrelate.

Keywords: Digital context, teachers training, ICT, students