INTRODUCTION

The practice of the teaching profession is an intense process. It affects the perspective of the teacher's role and the educational system. Throughout the process, teachers develop their teaching strategies and improve their skills.

The introduction presents an overview of the social context of education and the role of educational policies. It discusses the relationship between educational policies and the social context.

ABSTRACT

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EDUCATIONAL POLICIES IN PORTUGAL

MODERNIZATION AND HYBRIDITY IN THE EDUCATION IN TIMES OF GLOBALIZATION.
Despite increased recognition of the post-WWII economic recovery and more open economic policies, the educational system in the United States continued to struggle, especially in rural and economically disadvantaged areas. The economic boom of the 1950s and early 1960s provided resources for educational expansion, but this period also saw a rise in the number of students entering high school and college, straining resources even further. The implementation of federal aid programs, such as the Higher Education Act of 1965, aimed to address these issues, but the long-term impact on educational outcomes was limited. The educational challenges of the time were exacerbated by ongoing racial segregation and economic inequality, which persisted into the 1970s and beyond.

In the 1970s, the economic recession began to take hold, affecting educational funding and resources. Despite these challenges, there was a renewed focus on improving teacher training and educational standards. The infusion of federal funds through programs like Title I helped to address some of the disparities in educational opportunity, but the systemic issues remained. The 1980s saw a shift towards a focus on test scores and standardized assessments, which would have a lasting impact on educational policy and practice. The evolving landscape of educational policy in the United States reflects the ongoing struggle to provide equitable and effective education to all students.
lution structure a set of invisible changes that quickly changed its face. Even though the years of educational policy shift can be found in the fifties, with the implementation of the reform of the technical education and the Plan of Popular Education – and in the sixties with the participation in the Regional Plan of the Mediterranean – it will be during the seventies with the Viejo Simão reform that education will take a central role in the process of resetting of the State and in the debates on modernisation and development of the country (Stoer, 1986). Due to its central role, education as public policy soon revealed the complete exhaustion of the renovating action of the last President of Council (and the Minister for Education) of the Estado Novo (political designation for government at the time) as well as a total exhaustion of that political form, in increasing contradiction with the social aspirations and insertion of a progressively European aimed economy.

THE REVOLUTION OF APRIL OF 1974 AND THE DEMOCRATISATION OF SOCIAL ASPIRATIONS

According to Huntington (1991), on a world scale, the rupture initiated with the Revolution of 1974 paved the way for the third wave of democratisation in the modern world. However, on a national plan it meant the attempt of overcoming the double crisis of legitimacy and hegemony that since the end of the sixties deeply crossed the State and Portuguese society. The social mobilization allowed by the revolution permitted that huge steps could be taken towards the affirmation of citizenship rights leading to the construction of a State-Step that – even though incipient in relation to the dimension that other States of the central countries in Europe – was only possible due to the disentanglement of social policies with accumulation demands during the short period of revolutionary crisis of 1974 and 1975.

In the specific field of education policies, the revolution allowed for a new centrality for the educational problems, remobilizing the aspirations of access to different levels of schooling, amplified in the beginning of the seventies by the meritoric discourse of the last Minister of Education of the Estado Novo, and paving the way for new fronts in the participation plans in school management and structure reform and teaching contents. In this period of revolutionary crisis, education – apart from being a stage for heated political discussions – became a privileged ground of legitimacy of the new democratic situation, aimed at showing a radical change from the previous dire Estado Novo policies. If, after the military coup, at first, it was intended to carry on with the educational reform just as it had been outlined in the Decree n.º 5/73, soon it was tried a formulation of a program that responded to the largely global political goal of building a society towards socialist.

According to José Alberto Correia while in the stable democracies there is training of the democracy-integrated citizens, in Portugal after the first phase of April of 1974, education built democratic formation itself. In this work, the author discourses on the transformations in the educational speech of the educational definition field. Correia (2000) points out that between 1974 through to 1999 there were four educational ideology-types: (i) democratizing and critical ideology; (ii) democratic ideology, (iii) modernization ideology and (iv) humanization ideology, which, in turn, are inspired respectively in “four legitimate modes of defining education”: (i) the political definition, (ii) the juridical definition, (iii) the economic definition and (iv) the organizational definition.

According to Correia, (2000), only in the post-revolutionary phase is the democratizing and critical ideology recognizable. The discourses assume themselves as “(pre)occupied speeches towards contradictory tensions and, therefore, marked by an inhibitory intrinsic instability of its appropriation as normative speeches”, which “makes them especially aimed at providing evolving dynamics essential to the development of a project action sustained in the permanent recreation of its utopian dimension (p.8). The normativity deficits and lack of regulatory targets provide, according to Correia (2000), the appearance of educational spaces of transforming emancipating dimension.

Rui Gracioso (1995) illustrates this dimension when referring to schooling practices of the time:

(...a different school, open to the actual world, to the concrete reality, to the productive activity (economic, social, cultural), to the close community, a school capable of mobilizing, in a perspective of critical and creative intervention, of teachers and students and capable of active cooperation of parents, of workers and other people and groups of the community, of making both responsible agents in the social and cultural transformation. (p. 356.)

THE EUROPEAN INTEGRITY AND THE MODERNIZATION POLICIES OF PORTUGUESE SOCIETY

With the revolution period normalized – with the transposition of the setbacks in the construction of a social and political hegemony for the State's interior – whereas before it was on the outside, in the social organizations and in the Armed Forces Movement (AFM) – education kept a centrality status in public policies, although with a shift of the priority axis. With the integration in communitarian Europe as an exogenous drive for the development of the country assumed, the discourse on educational priority began to privilege the role of the school system in the qualification of man-power, associated to the affirmation of urgency in realizing that it gave coherence to the educational system and answered to the necessities that the economical system – in this phase of European integration – attributed to education.
opposing views on educational policy, which are contrasted with positions that favor the economic benefits of education. The primary focus of the argument is on the role of educational policies in shaping the economic outcomes of students. The text discusses the need for a balanced approach that considers both the economic and social implications of educational strategies. The final paragraph emphasizes the importance of collaboration between educational institutions and policymakers to ensure that educational policies are effective in fostering economic growth and development.
The function of education is to provide a foundation for the development of critical thinking, problem-solving skills, and creativity. Education serves as a means to create a just and equitable society by empowering individuals to become active, informed citizens. It prepares individuals for a lifetime of learning and promotes personal and social growth. Education is essential for the economic growth of a country, as it fosters innovation and technological advancement. It also plays a crucial role in reducing poverty and improving the quality of life for all people. Education is a right, and it is the responsibility of governments to ensure that all citizens have access to quality education. The role of education in fostering peace and understanding among cultures cannot be overstated. It is through education that we can build a just and equitable society for all.
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### Keywords map of the Ministers of Education discourses about Educational Policies priorities (K12)

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<tr>
<th>Minister of Education</th>
<th>Roberto Carneiro</th>
<th>E. Marçal Grilo</th>
<th>David Justino</th>
<th>Maria Luídes Rodrigues</th>
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<tr>
<td>Prime Minister</td>
<td>Roberto Carneiro</td>
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<td>Political majority</td>
<td>Social Democratic Party</td>
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<td></td>
<td>Liberal</td>
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<td>Center right + Right</td>
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<td>Keywords</td>
<td>Modernity/Modernization</td>
<td>Educational pact</td>
<td>Freedom (of choice)</td>
<td>External assessment</td>
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<td>Freedom (of choice)</td>
<td>Partners/Agreements/ Negotiation</td>
<td>Merit/Meritocracy</td>
<td>Results</td>
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<td>Solidarity</td>
<td>Gradualism/Incrementalism</td>
<td>(Against egalitarian schools)</td>
<td>Social control (teacher's exercise)</td>
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<td>(National) Identity</td>
<td>Network</td>
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<td>Equal opportunities</td>
<td>Innovation</td>
<td>Evaluation (schools, teachers &amp; students)</td>
<td>Authority/hierarchy (school's leaders)</td>
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<td>Plurality</td>
<td>Citizenship</td>
<td>Exams (standards/national)</td>
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<td>Educational reform</td>
<td>Community (educational)</td>
<td>Authority (teachers)</td>
<td>Equal opportunities</td>
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<td>Quality</td>
<td>Diversity</td>
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<td>(Family) Values</td>
<td>Autonomy (schools &amp; teachers)</td>
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<td>Quality (of public schools)</td>
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<td>Autonomy (schools)</td>
<td>Inclusion</td>
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11 Diário da República nº 006 de 1987, p. 131, V legislatura, 28.08.87 session.
12 Diário da República nº 077, VI Legislatura, 1994, 26.05.1994 session.
14 Educational Territories of Priority Intervention Programs are created by Decree nº 147 – B/96 of the 1st of August that determines the possibility of school establishments and teaching to associate themselves to the idea of the constitution of educational territories – to deemed challenged areas that assure an educational pathway of students through means of accomplishing of its Educational Projects.
15 The Alternative Curricula have their legal framework in the Decree nº 22/SEEL/96 of the 20th of April (Diário da República, II series, nº 140 of 19th of June of 1996.) This measure was polémic within the academic and educational means having been seen as innovative in the fight for failure by some, whereas others deemed it as segregation, a social “ghetto”. Some researchers include it in the controlled management concept in the local implementation process. (see Cortesão, L., Magalhães, A.M. & Stoer, S. R. 2000)
17 In an interview, Maria de Lurdes Rodrigues, the Minister for Education, states the objective behind the increase of school hours is “a guarantee for every student to have free access to a set of resources” and that “schools should guarantee the universality of access” (Solidariedade, IPSS journal, of the 17th of September of 2006).
18 “I am for external evaluation. The parents are the best suited for this role” stated the Minister of Education in an interview for Renascença Radio, 4 of June of 2006.
19 See, amongst others, Magalhães (1998) and Teodoro (2003).

REFERENCES