

4.º webinar SPCE-SEC & Debate Científico do CeIED
24.03.2021, 16 h.

Caro/a Investigador/a,

O CeIED convida à participação no debate científico "**Os futuros da educação: os debates na UNESCO e OCDE**", a decorrer dia **24 de março**, pelas **16 horas**.

The emergence within the OEEC/OECD of education as a priority and as a decisive issue for economic growth follows the emergence and later dissemination of the human capital theory, formulated by Theodore Schultz in 1960 and refined two years later in the supplement of the Journal of Political Economy, "Investment in Human Beings," which already included other pioneering studies, namely, the one Gary Becker would publish in Human Capital (1964), which has since served as locus classicus for the topic. The theory of human capital became ubiquitous in the works of the OECD, assuming the role of scientific (and economic) legitimation of the climate of euphoria, to use Húsen's term (Húsen, 1979), which shapes the expansion of the education systems in the 1960s and 1970s.

This was not the origin or the assertion mode of UNESCO as an international governmental organization (IGO). As Maren Elfert shows in her An Intellectual History of UNESCO's humanistic Approach to Education (Elfert, 2016), UNESCO was created and negotiated from a humanistic perspective, as is well attested by its two main symbolic documents, Learning to Be (the Faure report, 1972) and Learning: The Treasure Within (the Delors report, 1996). From early on, this humanistic tradition was challenged by competing perspectives, in particular those built on the theories of modernization and human capital, which were at the root of the initial intervention by the OECD in the spaces of developed capitalism. Later, the rise of the marketization of education as dominant narrative in the public policies pursued under the auspices of neoliberal globalization and the difficulties following the exit of the United States and the United Kingdom for a long period, led the UNESCO to an existential, financial, and influence crisis, from which to this day it has not fully recovered. This space of influence in education policies was taken over by the OECD, especially from the 1990s, feeding GERM.

- [Teodoro, A. \(2020\). Contesting the Global Development of Sustainable and Inclusive Education. Education Reform and the Challenges of Neoliberal Globalization. Routledge. DOI: https://doi.org/10.4324/9781003013686](https://doi.org/10.4324/9781003013686), p. 69-70
<https://www.ceied.ulusofona.pt/pt/contestingglobal-file16522/>

24 de março, 16h00-17h00 - "Os futuros da educação: os debates na UNESCO e OCDE"

Apresentador: António Teodoro

Entrar na reunião Zoom:

<https://videoconf-colibri.zoom.us/j/87004443131?pwd=WExyY2pRVdhdh5Y211SnhObnFpME8yQT09#success>

ID da reunião: 870 0444 3131

Senha de acesso: 530633

Esperamos por todos vós na sala ZOOM.

A vossa participação nas atividades do centro é fundamental para o seu crescimento científico.

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Atenciosamente,



Joana Solipa Batista

Secretariado

CeiED - Centro de Estudos Interdisciplinares em
Educação e Desenvolvimento - *Interdisciplinary
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Qualquer dúvida ou problema, contacte, por favor:

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