

# Narrative CV António Teodoro

## 1. Scientific and professional profile and career

Full Professor of Sociology of Education and Comparative Education at Lusofona University, Director of Institute of Education, and scientific coordinator of the Interdisciplinary Research Centre for Education and Development (CeIED), I have a Bachelor's in Physical Education (INEF 1972), a Master and a PhD in Education Sciences (NOVA University 1989 and 1999). And also, I have 'Agregação' (the highest qualification of a university professor) in Comparative Education (Lusofona 2009).

In 1974, I was one of the young Navy officers who put an end to the Dictatorships. I also actively participated in the democratization of education, namely as Chief-Inspector of Primary Education in the revolutionary period (1974 - 1975).

I was a founding member of the teachers' union movement (1971-1974), President of the Lisbon Region Teachers' Union SPGL (SPGL 1979-1989), and Secretary General of the National Teachers' Federation (FENPROF 1983-1994), the largest Portuguese teachers' union.

I was one founder-member of the Portuguese National Education Council (1988 – 1994), and later consultant to the Council of Ministers for Education, Training, Culture and Science (1995-1999) of the Cabinet of the then Prime Minister António Guterres, the current UN General Secretary.

After returning to university and academic life exclusively, I did my PhD with a thesis on the *Political Construction of Education in the 19th and 20th centuries*, and developed an intense academic and scientific activity, at the university and at national and international level. At Lusofona University, I founded the Institute of Education, and I was the conceptualizer and first director of the Bachelor's Degree in Educational Sciences (1997), the Master's Degree in Educational Sciences (1998) and the Doctorate in Education (2007). In 1997, I also founded the Observatory of Education Policies and Education Contexts, the first R&D Unit, predecessor of the Interdisciplinary Research Centre for Education and Development (CeIED).

## 2. Contributions to science and society

### a) Contributions to the generation of new ideas, tools, methodologies or knowledge

Building knowledge networks as learning communities has been my main activity for the last three decades.

After a period of intense civic and political intervention, I was invited in 1996 to join the team of a project titled 'Portuguese Society and the Challenges of Globalization', undertaken within the scope of the Centre for Social Studies (CES), of the University of Coimbra. In this vast project, I grew interested in developing a pioneering study on the relations between international organizations (intergovernmental in nature) and the design of national education policies based on an empirical inquiry conducted in Portugal in the period between the end of the Second World War and 1986, the year when the country became a member of the EEC. In these studies (e.g., Teodoro, 2003), I argue that resorting to foreign entities worked, first, as an element of legitimization of options defined at the national level by the dominant, or would-be dominant, sectors, and, secondarily, as a form of determining a mandate, depending on

historic circumstances. I added that as the developmental project dried up, with the nation-state as its quintessential space and a global developmental project emerged, globalization, that is, new forms of transnational regulation arose, which had their nerve centers in the large international statistical projects, particularly those carried out within the OECD. And I named these new regulation forms in the field of public policies for education ‘low-intensity globalization’.

The second immersion already had as its main center of attention a comparative research project focusing on K–12 and higher education from a transnational approach. I undertook the coordination of the Portuguese participation in the project titled ‘Educating the Global Citizen: Globalization, Educational Reform and the Politics of Equity and Inclusion in 12 Countries’, led by the Paulo Freire Institute of UCLA, US. The goal was to ascertain how globalization processes were unfolding in schools and universities.

The development of the Educating the Global Citizen project enabled the construction of cooperative working networks, particularly active in the Ibero-American space. In 2006, a group of social scientists from different fields—education, sociology, anthropology, political science, and economics—and different countries (Argentina, Brazil, Chile, Spain, Mexico, Paraguay, and Portugal) formed the Ibero-American Network of Research in Education Policies (RIAPE) within the scope of funding from CYTED, which exists in the Organization of Ibero-American States (OEI). In 2010, this network expanded and started including researchers from other countries in Europe and Latin America (besides those already mentioned, Bolivia, Colombia, Costa Rica, Cuba, France, Guatemala, Honduras, Italy, Netherlands, Peru, United Kingdom, and Uruguay); it obtained funding from the Alfa III Programme, of the European Commission, for the years 2011 to 2013, with the purpose of fostering cooperation among higher education institutions (HEIs) in the European Union (EU) and Latin America (LA), favoring the process of regional integration in LA and developing its synergies with the university system of the EU. We started by acknowledging the need to uphold a high degree of collaboration among the network participants, which allowed the group to identify decisive causes and factors in the existing situation, and present (as well as carry out) some proposals aiming to overcome processes and mechanisms that exclude from attendance (and success) in higher education whole populations (indigenous ethnical groups, those of African descent, the poor, impaired people, people in situations of disability, and minorities).

The main goal of the RIAPE Network was to coordinate research in education policy analysis, which the member teams developed. To build a theoretical and analytical framework to permit mapping and analyze public education policies over recent decades, the network established as its general objective to reinforce (and coordinate) research done on the impacts of globalization on public education policy, particularly in the areas of inclusion and equality in the countries that constitute the EU-LA sphere to which the member teams belong.

From 2019 to 2022, I conducted a large R&D project titled “A Success Story? Portugal and the Pisa (2000–2018)”, funded by the Portuguese Foundation for Science and Technology (FCT) (Ref. PTDC/CEDEDG/30084/2017). Immersion in the hegemonic forms of regulation through the International Large-Scale Assessments (ILSA) seeks to show the “limitations and the risks of a global governance project” in the field of education policies carried out by the OECD. One pertinent conclusion: the exhaustion of the OECD approach makes the urgency of a humanist alternative more evident.

#### ***b) Contributions to the training and career development of researchers and/or research teams***

I am the Scientific Coordinator of the Interdisciplinary Research Centre for Education and Development (CeIED). As a researcher, I have wide experience in conducting and participating in FCT funded projects with large participation of junior researchers:

- 2018-2022, A success story? Portugal and the PISA, 2000-2015 (PTDC/CED-EDG/30084/2017);
- 2010-2013, Public school teachers and their professional and labor associations: the reconstruction of identities and discourses (PTDC/CSSOC/ 100589/2008);
- 2004-2006, Educating the Global Citizen: Globalization, Educational Reform and the Politics of Equity and Inclusion in 12 Countries. The Portuguese case (POCI/CED/56992/2004);
- 2000-2004, The construction of the teaching profession in secondary education, 1947-1974. Formations, paths, identities (POCTI/CED/32564/2000).

At international level:

- 2016-2019, TO INN – From tradition to innovation in teacher training institutions (573685-EPP-1- 2016-1-ES-EPPKA2);
- 2010-2013, RIAIPE 3 - Inter-University Framework Programme for Equity and Social Cohesion Policies in Higher Education (EuropeAid/129877/C/ACT/Multi);
- 2007-2010, Ibero-American Network for Education Policy Research (RIAIPE) (P606AC0236-CYTED and OEI).

All the international and national R&D projects I have led since 2000 have been funded to the tune of more than 3.5 million euros, two thirds of which have come from European programmes, providing scientific employment for more than a dozen young researchers in training.

My full CV also lists:

- Supervision of 16 Postdoctoral Fellows (10 from Brazil, 5 from Spain, and 1 from Angola) / CeIED, Interdisciplinary Research Centre for Education and Development / Lusofona University, Lisbon / Portugal;
- Supervision of 24 PhD students (from Angola, Brazil, and Portugal) / Lusofona University, Lisbon / Nova University, Lisbon / UNINOVE, São Paulo, Brazil;
- Supervision of 49 Master Students (from Portugal and Brazil) / Institute of Education Lusophone University, Lisbon / Portugal.

### *c) Contributions to the scientific community*

I contributed to a high level of internationalization of the Social Sciences of Education. I was a co-founder of the Portuguese Society of Education Sciences and the Portuguese Paulo Freire Institute, and one of the founders of the Portuguese Society of Comparative Education (SPCE-SEC), being the coordinator since its constitution. Now, I am member of the Executive Committee and Chair of the Constitutional Standing Committee of the World Council of Comparative Education Societies (WCCES). Also, co-founder of Ibero-American Society of Comparative Education (SIBEC). Before this, between 2006 and 2014, I was member of the Board and Vice-President for Europe of the Research Committee of Sociology of Education of the International Sociological Association (ISA).

Currently, I am a member of the Scientific Council of the Education Doctoral Programme of Masaryk University, Czech Republic, and evaluator of the National Science Centre, from Poland, CONICYT, from Chile, Agencia I+D+i, from Argentina, and INSERM (for Social Sciences), France. Evaluator of EC programs (Alban and COST).

I was the founding director of Revista Lusófona de Educação (the most international education journal published in Portugal) and member of the Editorial Board of dozens of journals in Portugal, Brazil, US (including the American Journal of Educational Research, 2016-2022), Czech Republic, Spain, and France.

#### **d) Contributions to society**

For many years, I was an inescapable public figure in all the relevant educational debates in Portuguese society. I'm proud that, in 1974, I was one of the young officers that put an end to the Dictatorships, and I actively participated in the democratization of education, first as Chief-Inspector of Primary Education, then as leader of the largest teachers' union (1979-1994). In this capacity, I was one of the crucial pillars in the construction of the consensus existing in the Portuguese society regarding the democratic values of the public school, teachers' role and the autonomy of schools and universities, the importance of science for the country's development. In the 1990s, I collaborated with the Office of the then Prime Minister, António Guterres (the current UN General-Secretary), contributing to a project placing Education, Training, Culture and Science at the centre of the processes of European development. I was one of the experts invited to the Eurydice study 'The Teaching Profession in Europe: Profile, trends and concerns' (2000-2003).

Since my return to Academia, my public exposure has obviously diminished, taking on other dimensions and meanings. I continue to be asked by leading newspapers and the main TV and radio channels to speak on a wide range of education policy issues: Portugal's PISA results, teacher training policies, the lack of teachers and the attractiveness of the teaching profession, school management, university policies.

### **3. Scientific production and/or selected activities**

My scientific production in Portuguese, English, French, and Spanish has a high impact to the field of Education Science, and is published by international publishers (Routledge, Sense/Brill, Rowmann & Littlefield, or Springer), the most relevant Latin American publishers (Argentina, Brazil, Chile, Mexico), and, obviously, by the Portuguese publishers (Livros Horizonte, Afrontamento, Caminho).

Recent publications:

- Lopo, T., Teodoro, A. & Borges, L. (2024). Why Did Portugal Enter PISA? Divergent Political Views, the National Agenda and the OECD Push. *European Education*, DOI: 10.1080/10564934.2023.2299940
- Teodoro, A. (Ed.) (2022). *Critical Perspectives on PISA as a Means of Global Governance. Risks, Limitations, and Humanistic Alternatives*. Routledge. DOI: 10.4324/9781003255215.
- Teodoro, A. & Lopo, T. T. (2021) The OECD again: legitimization of a new vocationalism in the educational policies in Portugal (1979–1993), *Paedagogica Historica*, DOI: 10.1080/00309230.2021.1941143.
- Teodoro, A. (2020) *Contesting the Global Development of Sustainable and Inclusive Education. Education Reform and the Challenges of Neoliberal Globalization*. Routledge.
- Teodoro, A. (2020) The end of isolationism: examining the OECD influence in Portuguese education policies, 1955–1974, *Paedagogica Historica*, 56:4, 535-547, DOI: 10.1080/00309230.2019.1606022

In the period under evaluation (2018-2023), my main contribution to the advancement of knowledge in Education Sciences (and Comparative Education) stems from the work carried

out on PISA. How (and why) a “non-novelty” such as PISA, afflicted by serious conceptual and methodological frailties, and preceded by other, more solid, surveys, could have become this mighty regulatory instrument. The answer can only be given from the analysis of how the OECD became the key organization in the legitimation of the global educational reform movement (GERM). The source of this power lies in the way in which the OECD was able to use the Human Capital Theory, and its update as Knowledge Capital Theory. Besides resting on extremely fragile methodological assumptions, this may be leading to an extremely ironic situation: *the political claims that aim to assume (and foster) PISA results as the prime indicators of the reality of education systems are, after all, the cause of the decline and stagnation of the quality of students’ learning in many of those countries and economies.*