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THE FUTURE OF EDUCATION

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BARCELÓ MAYA GRAND RESORT
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MORE INFORMATION

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WORLD COUNCIL OF COMPARATIVE EDUCATION SOCIETIES
CONSEIL MONDIAL DES ASSOCIATIONS D'ÉDUCATION COMPARÉE
CONSEJO MUNDIAL DE SOCIEDADES DE EDUCACIÓN COMPARADA
Всемирного Совета Обществ Сравнительного Образования
世界比较教育学会联合会
المجلس العالمي لجمعيات التربية المقارنة



Sociedad Mexicana de
Educación Comparada

Highlighted panel 1. "Golden Jubilee of Partnership between WCCES and UNESCO: Reflections and Ways Forward"

Chair: N'Dri T. Assié-Lumumba

Discussants: Lauren Ila Misiaszek and Kanishka Bedi

Panelist: Carlos Alberto Torres, Zehavit Gross, Cristian Perez Centeno, Simona Popa & António Teodoro.

ANTÓNIO TEODORO

CHAIR WCCES CONSTITUCIONAL STANDING COMMITTEE

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Taking stock of the international influence of UNESCO (in Europe): an outline for new approaches

**THE OECD IS THE LEAD WORLD THINK TANK ON EDUCATION POLICIES.
UNESCO LOST THE PLACE IT WAS ENTITLED TO FOR MANY YEARS AGO.
ITS IRRELEVANCE, AT LEAST IN EUROPE, IS A CAUSE A CONCERN FOR THOSE
WHO VALUE UNESCO'S ROLE IN THE FIGHT FOR PEACE AND THE
DEMOCRATIZATION OF EDUCATION, CULTURE AND SCIENCE**

OECD IS OMNIPRESENT

HIGHER EDUCATION: FOSTERING AND ASSESSING STUDENT'S CREATIVITY AND CRITICAL THINKING

CURRICULAR REFORMS: FUTURES OF EDUCATION AND SKILLS 2030

THE FUTURE OF THE CLASSROOM

EDUCATION AT A GLANCE: ANNUAL REPORT

PISA, TALIS, PIRLS

...

MY ARGUMENT: THE RISE OF OCDE AND THE FALL OF UNESCO INFLUENCE IS A MAIN RESULT OF COMPETING IDEAS ABOUT EDUCATION (AND SOCIETY, AND LIFE)

UNESCO IS A IGO (INTERNATIONAL GOVERNMENTAL ORGANIZATION) BUILT IN A HUMANISTIC TRADITION. AND THE HUMANISTIC TRADITION HAS BEEN CHALLENGED BY COMPETING IDEAS, IN PARTICULAR THE CONCEPT OF HUMAN CAPITAL, WHICH PRESENTED A DILEMMA FOR THE ORGANIZATION.

UNESCO HAS TWO SYMBOLIC DOCUMENTS WHERE THE HUMANISTIC TRADITION IS WELL-MARKED:

- **LEARNING TO BE, THE FAURE REPORT, 1972**
- **LEARNING: THE TREASURES WITHIN, DELORS REPORT, 1996**

THE HUMANISTIC PERSPECTIVE OF EDUCATION HAS BEEN CROWDED OUT BY THE INCREASING MARKETIZATION OF EDUCATION, AND UNESCO FACED A SEVERE EXISTENTIAL CRISIS



**THE UTOPIA OF LIFELONG LEARNING: AN INTELLECTUAL
HISTORY OF
UNESCO'S HUMANISTIC APPROACH TO EDUCATION, 1945–2015**

by
Maren Elfert

A THESIS SUBMITTED IN PARTIAL FULLFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
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IN EUROPE, NOWADAYS, UNESCO IS (ALMOST) IRRELEVANT IN THE REGIONAL AND NATIONAL DEBATE ON THE FUTURE OF EDUCATION, AND MAINLY THE EUROPEAN UNION PROGRAM EDUCATION 2030.

WE HAVE PARTICULAR RESPONSIBILITIES TO REGAIN NEW INFLUENCE AND NEW PROTAGONISM, IF IT MAINTAINS ITS HUMANISTIC PERSPECTIVE AS A CENTER OF ACTION.

UNESCO IS A IGO. SO IT IS IMPORTANT TO ACT ON NATIONAL GOVERNMENTS, AT LEAST WITH THOSE WHO DEFENDED MULTILATERAL PERSPECTIVES, AND A FUTURE OF PEACE AND SOCIAL JUSTICE.



ANTÓNIO NÓVOA

**PORTUGUESE AMBASSADOR AT UNESCO
VICE-PRESIDENTE OF EXECUTIVE COMMITTEE
OF UNESCO (2018-2021)**

**FORMER RECTOR OF UNIVERSITY OF LISBON.
PROFESSOR OF EDUCATION AND HISTORY. AUTHOR OF A VAST
WORK IN THE FIELD OF COMPARATIVE EDUCATION AND THE
FUTURE OF EDUCATION**

ANTÓNIO NÓVOA COULD BE A STRONG ALLIED ON THE UNESCO EXECUTIVE COMMITTEE.

I COULD ANNOUNCE TWO INITIATIVES APPROVED BY THE LAST EC UNESCO, PROPOSED BY ANTÓNIO NÓVOA (AS PORTUGUESE AMBASSADOR):

- **A NEW GLOBAL REPORT ON THE FUTURE OF EDUCATION**
- **OPEN (AND PUBLIC) SCIENCE**

IT IS CRUCIAL TO EQUILIBRATE THE DEBATE AND THE INFLUENCE OF INTERNATIONAL ORGANIZATIONS ON NATIONAL AND GLOBAL EDUCATION POLICIES.

PISA AND OTHER SURVEYS HAVE A STRONG INFLUENCE ON THE TRANSNATIONAL REGULATION. THEY ARE POWERFUL CONSTRUCTORS OF MEANINGS.

BUT PISA IS A BUILDING WITH CLAY FEET. UNESCO COULD MAKE IMPORTANT CONTRIBUTIONS TO NEW FORMS OF TRANSNATIONAL REGULATION: DEMOCRATIC AND RESPECTFUL OF THE DIVERSITY OF CULTURES AND EXPERIENCES, AND COMMITTED TO MAKING EDUCATION A PRIVILEGED MEANS OF EMANCIPATION AND SOCIAL JUSTICE.

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