

EUROGEO 2024
PORTO, PORTUGAL

eu
geo

*COMPROMISED GEOGRAPHY:
SPREADING A NEW WORLD*

ANNUAL CONFERENCE

30 MAY - 1 JUNE

FACULTY OF ARTS AND HUMANITIES OF UNIVERSITY OF PORTO

«Teachers for what?» - Inertia and Emergence in Portuguese Basic Education

Elsa Pacheco, Laura Soares, Paulo Lemos

Between the massification of education and the extension of compulsory schooling, the portuguese education system has been pursuing the goal of the World Declaration on Education for All - the "fulfilment of basic learning needs" (UNICEF, 1990). However, as in other countries, there is still resistance to the urgent change in curricula and school organisation. In other words, it seems that the perpetuation of educational evaluation centred on school results (usually in rankings) disguises the training paths that are fundamental to true human empowerment - 'being, the essential'.

In line with these ideas, some questions emerged such as: why is there so much resistance to changing the 'essentials'? Do times change, but not wishes? Where have changes been taking place in the portuguese education system? After all, how can we change the school in the current context?

We revisited Smith's (1779) and Marshall's (1890) human condition for the progress and wealth of nations, looked at Schultz's Theory of Human Capital (1963 and 1971), noted Gusdorf's (1963) answers to the question 'Teachers for what?' and recalled the Modern School Movement, positioning the school as a place in education. For Higher Education, Recommendation no. 4/2022 calls for the participation of young people (DR 124/2022), identifying a number of problems with the pedagogical model, including the fact that it is unidirectional, i.e. if the University should support change, why can't we innovate?

We hope to find some answers through a cross-analysis between desires (1) - based on the principles of education defined in legal documents; supply (2) - approached from the point of view of the curriculum and the training of Geography teachers; and demand (3) - based on the dimension of students who choose Geography.

In the conclusions, we will present some ideas aimed at stimulating the desirable process of change in the education system.