

# La pedagogía del capital

Empresarios, nueva derecha y reforma educativa en México

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In the first part of the book, the author explains capitalist globalization and its present education correlate. In the first chapter, he lists several elements that allow us to think about education globally, and its uses. He also reflects on what was and is the theory of human capital and how a new pedagogical imperative arises from neoliberalism, with a new arbitration and new referents. He follows a historical approach to understand how, from the perspective of corporations and particularly the right, the concept of so-called human capital has changed. It no longer refers only to the need for training labor for a greater productivity of enterprises but, with the incorporation of international organizations such as the World Bank (WB) and the Organization for Economic Cooperation and Development (OECD), it is now considered an instrument that dictates educational policy at the international level; and that forces governments to incorporate policies in the educational field that favor the globalization process.

He argues that the construction of this global education reform movement is expressed as the emergence of Public-Private Partnerships (PPP) and the policy of accountability, shaping a new relationship between state and education that responds to the new moment of capital development. These proposals emerge as elements of control, organization and orientation of educational practices in countries such as Mexico.

Thus, "educational quality" promotes a cultural change in which social justice is no longer centered around solidarity towards social rights. Instead, it rotates around the production of inequalities that distribute social goods, based on an alleged individual merit.

The second part of the book introduces the concept of the "pedagogy of capital", inspired by today's relationship between business and educational policy in Mexico, the so-called "modern state economy." An organized group of businessmen established themselves as central interlocutors in the educational agenda, creating networks with civil society organizations, think tanks, multilateral entities and educational institutions, and alliances with high-level public servants in labor and educational matters to defend their interests in the Mexican educational framework of 2013. They make their presence felt through allied representatives and sympathizers who occupy managerial or evaluative positions in the education field. These businesspeople were key players in the design and implementation of the education reform the Mexican government launched in 2013 and the policies promoted by multilateral entities, such as the World Bank and the OECD. They provided advice and cooperation, legitimized through a multilateral experience in education by the significant academic production of experts whose job was to make the logic of capital the only solution





to national educational problems. These private actors intervene even more in other areas, with a legal framework appropriate to the process of building markets in education, using progressive discourse -such as the right to education, learning, children's rights-, but only considering education as a consumer good, a commodity or a market service. Students are regarded as their main consumers.

This "new right," as part of its strategy, uses its civil society organizations to create a scenario that promotes fundamental guidelines for education governance. They appear in institutional spaces, politics, the academia, and in relations with supranational bodies. Together, they generate a policy of class networks that Jarquín calls "corporate citizenship", through exogenous and endogenous privatization. They propose competition between schools, accountability, administrative autonomy and standardized tests, as solutions for the restructuring of educational systems.

This kind of "Pedagogy of Capital" implies policies of quantitative measurement, education programs, standardized evaluation, and media that enable the business community to tamper with education. This

process in the Mexican Education System started in the six-year term of President Vicente Fox and has continued to the current administration of President Andrés Manuel López Obrador (AMLO), where business groups, particularly Claudio X. González's "Mexicans First", have an important influence in the debate on educational policy.

In his conclusion, Jarquín includes a chapter in which he delves into the context of the Covid 19 pandemic and the AMLO administration's "Fourth Transformation" of public education. He questions whether this government is indeed generating favorable responses to eliminate the controversial 2013 neoliberal educational reform of the Peña Nieto administration. He concludes that AMLO has not fully complied with his commitment to abolish the reform, but left the heart of the proposal for education in the hands of its architects, the new right, through organized networks.

I consider this book to be essential for those actors in Mexico and in the continent who fight for the defense of public education and for an education project that opposes mercantilism and the managerial policies promoted by business groups.