

## **CENTRE FOR PUBLIC EDUCATION AND PEDAGOGY – LETTER 2021**

*The Centre for Public Education and Pedagogy (CPEP) was established in 2018 with the ambition to conduct and co-ordinate research on the past, present and future of public education. Through this, the centre seeks to promote a sustained and informed public conversation around the present condition and future possibilities of education at all levels, from pre-school to higher education, and across a wide range of different settings, including adult education and non-formal education.*

Staffing: Professor Carl Anders Säfström , Professor of Educational Research and Director; Professor Gert Biesta, Professor of Public Education; Professor Sharon Todd, Professor of Education; Bernadette Mizzi, PhD student on the SOLiDi project; Guest Professors: Professor Leif Östman, Uppsala University Sweden; Professor Deborah Britzman, York University, Canada.

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Maynooth, January 2022

We are pleased to provide you with an overview of the activities of the Centre for Public Education and Pedagogy during 2021. We had another productive year, despite the limitations set by the pandemic. We have been active with publications, conference presentations and seminars, which are all advancing our research on public education within Maynooth University and with an increasing number of colleagues and partners around the world.

### *SOLiDi project*

January 2021 saw the start of the Solidarity in Diversity project (SOLiDi), which is funded by a €4,000,000.- grant from the European Union's Horizon 2020 research and innovation program as part of the Marie Skłodowska-Curie Actions. The project will run from 2021 until the end of 2024. SOLiDi is a network of 10 Universities and 23 partner organisations in 8 European countries, which provides specialised education to 15 early stage researchers. Prof Sharon Todd and Prof Gert Biesta take part in SOLiDi from the Centre for Public Education and Pedagogy. In August 2021 Bernardette Mizzi joined the Centre as a PhD student funded by the SOLiDi project (for more information see [www.solidi.eu](http://www.solidi.eu)).

### *research collaborations*

Within Maynooth University the Centre has consolidated collaboration with about 15 colleagues from the Department of Education, the Froebel Department of Primary and Early Childhood Education, the Department of Anthropology, and the Department of Applied Social Studies. The group is involved in collaborative research. Three noteworthy activities are the collaboration with colleagues from the University of Southern Australia, a collaborative book project, and the submission of an application for a funded research project.

### *collaboration with the University of Southern Australia*

The group has contributed to a series of online international seminars on public education with colleagues from the Centre for Research in Educational and Social Inclusion (CRESI) at the University of Southern Australia in Adelaide. The seminars have resulted in an innovative

co-authored publication which will appear in the journal *Educational Philosophy and Theory*.<sup>1</sup> The collaboration with CRESI has also resulted in three joint conference presentations at the annual conference of the Australian Association for Research in Education (AARE) (28 November – 2 December 2021):

[1] Contested childhood/ national imaginaries and active citizenship

[2] Recharting Solidarities with/as Education

[3] Who owns education? Policy, teaching and teacher education and the future of publicness

For more information see <https://aare2021-c72175.eorganiser.com.au/index.php?r=programWebService/newIndex#!/event>

The collaboration with CRESI and the University of Southern Australia has been further consolidated by means of the appointment of Säfström and Biesta as adjunct professors.

#### *book project: The New Publicness of Education*

Colleagues from within Maynooth have been working on an edited book on the ‘new publicness’ of education. The writing has been developed through a series of internal seminars. Carl Anders Säfström and Gert Biesta, as editors of the book, has been successful in obtaining a contract with Routledge for publication of the book, which is envisaged to be published in 2022. The book focuses on public education, particularly exploring ways in which a ‘new’ publicness of education may be emerging. It positions this exploration explicitly *after* the critique of the influence of neo-liberalism on education.

#### *funding application Contesting Childhoods Network*

After the successful conclusion of the Contested Childhood project financed by SCoTENS (2019-2021), we have continued our collaboration with colleagues from the Centre for Underachievement at Stranmillis University College, NI, through an application to the North-South Research Programme from the Shared Island Initiative. The initiative aims to harness the full potential of the Good Friday Agreement to enhance cooperation, connection and mutual understanding on the island and engage with all communities and traditions to build consensus around a shared future. Our proposal focuses on contesting conceptualisations of children and childhood in public policy in Northern Ireland and the Republic of Ireland, with a particular focus on policies relating to underachievement, inclusion, curriculum and citizenship. The result will be announced early in 2022.

#### *conference presentations*

In addition to the presentations at the Australian Association for Research in Education, we organised a symposium at European Conference on Educational Research (Geneve/online; 6-10 September 2021) entitled “The paradox of public education: A European exploration,” with contributions from Prof Bianca Thoilliez (Universidad Autonoma de Madrid, Spain), Prof Maria Mendel (University of Gdansk, Poland) and Prof Tomasz Szkudlarek (University of Gdansk, Poland), and Carl Anders Säfström and Gert Biesta.

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<sup>1</sup> Biesta, G., K. Heugh, H. Cervinkova, L. Rasiński, S. Osborne, D. Forde, A. Wrench, J. Carter, C.A. Säfström, H. Soong, S. O’Keeffe, K. Paige, L.-I. Rigney, L. O’Toole, R. Hattam, M.A. Peters & M. Tesar (in press/2022). Philosophy of education in a new key: Publicness, social justice, and education – a south-north conversation. *Educational Philosophy and Theory*. <https://doi.org/10.1080/00131857.2021.1929172> [published on line 21 July 2021]

We also organised a symposium at the Nordic Educational Research Association conference (Odense, Denmark, November 3-5) “The forgotten language of education: hope for whom?,” with contributions from Prof Sharon Todd, Prof John Benedicto Krejsler, Aarhus University/ Danish School of Education, Denmark, Dr Elisabet Langmann, Södertörn University, Stockholm, Sweden, and Carl Anders Säfström and Gert Biesta.

Säfström and Biesta have been given invited presentations and seminars at a range of universities and conferences, including an invited keynote presentation at the 2021 conference of the Educational Studies Association of Ireland by Biesta (<http://esai.ie/conference-2021-keynote-speakers/>), thus adding to the visibility of the work of the Centre in Ireland and abroad.

#### *advisory roles*

Gert Biesta has continued his membership of the scientific curriculum committee of the Netherlands, which is tasked with advising the Dutch government of the future of the national curriculum frameworks for primary, secondary and vocational education in the Netherlands (<https://www.curriculumcommissie.nl/>).

#### *Annual doctoral conference*

After a very successful first edition of our annual doctoral conference on public education and pedagogy in January 2020, we had to postpone the conference in 2021, but are planning to have the next edition in May 2022 on the Maynooth University campus.

#### *Plans for 2022*

We hope that early in 2022 we will be able to move into the designated office space for the Centre in the School of Education building, which we will celebrate with an inaugural event. Once we are established in this space, we will initiate three types of seminars:

*The Friday Seminar*, every second week mainly for PhD students, colleagues attached to the Centre and guest researchers

*Public Talks*, an invitational seminar series, once a month, open for all researchers locally, nationally and internationally

*Public Events*, book launches, public conversations on current topics, twice a year. Open for all researchers locally, nationally and internationally

Maynooth, January 2022

Prof Carl Anders Säfström

Director, Centre for Public Education and Pedagogy

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## Current Funded Research Projects

**2018-2022** “Manners of Teaching about controversial sustainability issues and students learning” – funded by the Swedish Research Council (Carl Anders Säfström co-investigator) Total funding: €600,000. This project will be extended due to the pandemic.

**2020-2024** “Forms of Formation: A Pedagogical-Philosophical Inquiry into Embodied Tensions around Gender and Social Equality in the Classroom” – funded by the Swedish Research Council (Sharon Todd, co-investigator) Total funding: €540,000.

**2021-2024** EU Marie Curie Innovative Training Network **SOLiDi** – Solidarity in Diversity (Sharon Todd and Gert Biesta, co-investigators) Total funding: €4,000,000

## Active Research Networks

“Public pedagogy and sustainability challenges”, a funded (Flemish research agency) international research network and a series of symposia, located at University of Ghent, Leuven University, Södertörn University, University of Gdansk, Aarhus University, Örebro University, Uppsala University, Rhodes University and CPEP, Maynooth University (Carl Anders Säfström). This network has hosted a series of seminars and symposia over the years and based on the meeting at Maynooth in 2018 “Public pedagogy and sustainability: Activism, Action, and Change” a special issue in European Education Research Journal will be published in 2022, edited by Säfström and van Poeck. A concluding conference will be held in Ghent in early summer of 2022.

“The public role of education in democratic sustainability transitions”. International research network, involving Uppsala University, Södertörn University, University of Ghent and Maynooth University. Financed by Swedish Research Council. 2020-2022 (will be prolonged due to the pandemic). CPEP contributes with a track “Beyond the Resilient Subject: Art, Education, and Imagination” (Carl Anders Säfström and Glenn Loughran lecturer at the TU Dublin School of Creative Arts as track chairs) at the International Sustainable Development Research Society ([ISDRS](#)) Annual conference to be held in Stockholm on June 15-17, 2022. This will be followed up with a publication of contributions in a special Issue edited by Säfström and Loughran in the online Journal “Anthropocene’s, Human, Inhuman, Posthuman” and a study visit to the Visual Art on Sherkin Island project (TDU), and a symposium hosted by CPEP in the fall of 2022. Total funding: €115 000.

“School studies”, a funded network (Flemish research agency) and a series of seminars connected to the project “School Emancipation: Philosophical fieldwork on grammatisation and literacy in action”, at Leuven University, Belgium 2020-2024 (so far online). This network has members from Leuven University (host), and Universities in Germany, Ecuador, Brazil, Democratic Republic of Congo, England and Ireland (CPEP; Carl Anders Säfström). The research network has a double objective: 1) to study the specificity of school learning in daily practices, and 2) to conceptualize the emancipatory potential of school learning. The results of this fundamental research in empirical philosophy/theory of education can directly inform current and future debates about the value and possible future of school education, both nationally and internationally. The discussions and seminars will also be resulting in the concrete construction of an alternative school, which will be publicly presented in 2024.

“The Paradox of Public Education,” a research collaboration between CPEP (Säfström & Biesta), Professor Bianca Thoilliez, Universidad Autónoma de Madrid, Spain, and Professor Tomasz Szukdlarek and Professor Maria Mendel, University of Gdańsk, Poland (2021-2022). This collaboration will result in a published book.

## Overview of Publications 2021

### Books

Biesta, G.J.J. (2021). *World-centred education*. London/New York: Routledge.

Biesta, G.J.J. (2021). *Obstinate education: Reconnecting school and society*. (Japanese translation with a new foreword.) Tokyo: Tokyo University Press.

Biesta, G. (2021). *A redescoberta do Ensino*. São Paulo: Pedro & João Editores.

### Refereed Journal Articles

Biesta, G. (2021). Have we been paying attention? Educational anaesthetics in a time of crises. *Educational Philosophy and Theory* 54(3), 221-223.

DOI: [10.1080/00131857.2020.1792612](https://doi.org/10.1080/00131857.2020.1792612)

Biesta, G. (2021). The three gifts of teaching: Towards a non-egological future for moral education. *Journal of Moral Education* 50(1), 39-54.

DOI: [10.1080/03057240.2020.1763279](https://doi.org/10.1080/03057240.2020.1763279)

Biesta, G.J.J. (2021). Recuperar o coração democrático da educação. *Educação Unisinos* 25. doi: 10.4013/edu.2021.251.01 Available on line at: [Reconquistando o coração democrático da educação | Biesta | Educação Unisinos](#) ISSN 2177-6210

Osberg, D.C. & Biesta, G. (2021). Beyond curriculum: Groundwork for a non-instrumental theory of education. *Educational Philosophy and Theory* 53(1), 57-70.

DOI: [10.1080/00131857.2020.1750362](https://doi.org/10.1080/00131857.2020.1750362)

Säfström, C.A. (2021). Teaching militant humility against the aggressions of a neoliberal world. *Discourse: Studies in the Cultural Politics of Education*.

DOI: 10.1080/01596306.2021.1978697

Säfström, C.-A. & Månsson, N. (2021). The marketisation of education and the democratic deficit. *European Educational Research Journal* 20(2), 83-101.

O’Toole, L., Mc Clelland, D., Forde, D., O’Keeffe, S., Purdy, N., Säfström, C.-A., and Walsh, T. (2021). Contested childhoods across borders and boundaries: Insight from curriculum provisions in Northern Ireland and the Irish Free State in the 1920s. *British Educational Research Journal* 47(4), 1021-1038.

DOI: 10.1002/berj.3708

Todd, S (2021) ‘Teaching as bodily enactment: relational formations of touch and movement.’ *Discourse: Studies in the Cultural Politics of Education*.

DOI: 10.1080/01596306.2021.1978698

Todd, S (2021) "'Landing on Earth": An Educational Project for the Present. A Response to Vanessa Andreotti. *Ethics and Education* 16(2), 159-63.

DOI: [10.1080/17449642.2021.1896636](https://doi.org/10.1080/17449642.2021.1896636)

Todd, S (2021) 'Education, Contact and the Vitality of Touch; Membranes, Morphologies, Movements.' *Studies in Philosophy and Education* 40, 239-260.

DOI: [10.1007/s11217-021-09765-w](https://doi.org/10.1007/s11217-021-09765-w)

### **Book chapters**

Biesta, G. (2021). Holding oneself in the world: Is there a need for good egoism? In H. Saeverot (Ed), *Meeting the challenges of existential threats through educational innovation: A proposal for an expanded curriculum* (pp. 115-126). London/New York: Routledge.

Biesta, G. (2021). Devolvendo o ensino à educação: Uma resposta ao desaparecimento do professor. In Carmen Teresa Gabriel & Marcus Leonardo Bomfim Martins (Eds), *Formação docente e currículo: Conhecimentos, sujeitos e territórios* (pp. 23-42). Rio de Janeiro: Mauad X.

Biesta, G. (2021). Van vrijheid van onderwijs naar vrijheid voor onderwijs: Een onderwijspedagogisch argument. [From freedom of education to freedom for education: An educational argument.] In C. Hermans (Red), *Vrijheid voor onderwijs: Een uitnodiging tot wisseling van perspectief [Freedom for education: An invitation to change perspectives]* (pp. 38-58). Eindhoven: Damon.

Biesta, G.J.J. (2021). Higher education in the impulse society: For a university that teaches. In C. Bohndick, M. Bülow-Schramm, D. Paul & G. Reinmann (Eds), *Hochschullehre im Spannungsfeld zwischen individueller und institutioneller Verantwortung* (pp. 10-18). Springer. ISBN 978-3-658-32271-7

Biesta, G. (2021). Regaining the democratic heart of education. In M Soskil (Ed), *Flip the system US: How teachers can transform education and strengthen American democracy* (pp 32-38). New York: Routledge.

Biesta, G. & Säfström, C.A. (2021). Et manifest for paedagogikken. [A manifesto for education.] (Translation by Rasmus Vilhelm Steen Nielsen). In L. Cone (Ed), *Paedagogikkens fundament*. Copenhagen: Hans Reitzels Forlag.

Säfström, C.A. (2021). Conclusion: Are you Awake, yet? In Karen Bjerg Petersen et.al., Eds. (2021). *Rethinking education in the light of global challenges. Scandinavian perspectives on culture, society, and the anthropocene*. London: Routledge.