

Standing Working Group: *Observatory for the History of Education*
Annual Report 2022

Convenors of the SWG are:

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Founding year:

2019

Work during 2022:

In this year, we were continuing our ongoing projects, crystallizing around two focus points:

- managing online lectures to connect historians globally and developing our networks;
- making a joint publication in a broad context of the history of education.

The first aspect realized under the supervision and organizational work of Marisa Bittar, with the following online events:

1. LOWE, Roy; MCCULLOCH, Gary; BITTAR, Marisa: *Do we still need History of Education? Is it central or peripheral?* SWG Observatory for the History of Education and Federal University of São Carlos-Brazil. (February 2022)
2. RAO, Parimala. V.; BITTAR, Marisa: *Colonization and Education in India: myth and reality in the postcolonial debate.* SWG Observatory for the History of Education and Federal University of São Carlos-Brazil. (March 2022)
3. WILLIAMS, Maria Patricia; BITTAR, Marisa: *The expectations of young people in English secondary schools.* SWG Observatory for the History of Education and Federal University of São Carlos-Brazil. (March 2022)
4. WOODIN, Tom; BITTAR, Marisa: *Secondary education in England and the spread of compulsory schooling.* SWG Observatory for the History of Education and Federal University of São Carlos-Brazil. (April 2022)

During our online session in ISCHE 43 (History of Education in the Making) a fruitful conversation began and one of the participants, Brit Marie Hovland initiated to work together and elaborate our topics further, “related to wars, unions, repressions, autonomy, and/or different isms”. Afterwards I suggested collecting our ideas and making a first draft, which seems to be a big success, as we have the next authors-list:

- Marisa Bittar, Amarilio Ferreira, Olivia Morais de Medeiros Neta (Brazil),
- Thérèse Hamel (Canada),

- Lajos Somogyvári (Hungary),
- Larisa Berezivska (Ukraine),
- Brit Marie Hovland (Norway),
- Linda Chisholm (South Africa),
- Grace Akanbi (Nigeria),
- and Krishna Kanta Roy (India).

Based on these rich resources and in the leading work of Lajos Somogyvári an online meeting made on December 15, 2022, decided to publish the work in a future HoE handbook, focusing on our common interests (autonomies and wars, Eurocentrism and –critics, memories and politics), and making advantage from the diversity of the research group. This work is in progress, an abstract and the core structure of the paper will finalize until mid-January 2023.

Publications, research activities:

Our previous publication (Lajos Somogyvári, Marisa Bittar & Thérèse Hamel (2021) Observatory for the History of Education: looking at the past, analysing the present and reflecting on the future – a transnational perspective, *Paedagogica Historica*, DOI: [10.1080/00309230.2021.1962927](https://doi.org/10.1080/00309230.2021.1962927)) has got 343 views, and mentioned six times, according to Altmetric, which signs a big impact. The next outcome tries to continue this work too.

Group communication:

In July 2021, we started a Twitter account (<https://twitter.com/SwgFor>), until now, we have 111 followers and 103 tweets, making a research blog is the task of the future, it is in our plan, too.

The screenshot displays the Twitter profile of the Standing Working Group 'Observatory for the History of Education' (@SwgFor). The profile bio states: 'The Standing Working Group "Observatory for the History of Education" is inspired by the idea of ISCHE as an international community of historians.' It also mentions a meeting in July 2021. A recent tweet by Björn Lundberg (@bjrml) is shown, dated December 21, 2022, announcing the completion of a special issue of the *Nordic Journal of Educational History*. The right-hand side of the page features a search bar and several recommendation cards, including 'Cultu...' and 'AFS RT4 - Education...'. The bottom of the browser window shows the Windows taskbar with the date 2022.12.23 and time 9:08.

The Call for Paper for ISCHE 44, 2023 perfectly summarize our intentions how to extend our researches:

ISCHE 44 (18 July – 21 July 2023) – Budapest, Hungary

Call for Papers: Standing Working Group: *Observatory for the History of Education*

Histories of Education and Reform: Traditions, Tensions and Transitions

Our starting point for the ISCHE 44 lies in the latest online session of the SWG, putting as more influences and inputs of this fruitful conversation as possible. Continuing the dialogue, we are interested in different phases of the discipline around and after 1990, “related to wars, unions, repressions, autonomy, and/or different isms” (the original idea, the latter quotation after the Milano online session came from one of the participant, Brit Marie Hovland). In the following two sections, we warmly welcome submissions:

1. War and peace in the HoE

The meanings of war has been affected and understood on very different levels in our collaborations, including physical brutality and limitations of academic and existential independence; historical cold and hot wars; in symbolic universes, where memory wars targeted to rule the past and influence present/future; epistemological and ideological wars between paradigms, and so on. Periods of confrontations, suppression, liberation and peaceful coexistence follow each other in different geographical and socio-cultural contexts, which leads us to our second perspective.

2. Autonomy and freedom in the discipline

In recent years, new scholarly communities have entered to the international field from Africa, Eastern Europe, Latin-America or Middle Asia, defining and characterizing their specific questions and mapping a relevant knowledge, by which they are trying to connect to the global West, representing themselves in different networks. De/post-colonialism, liberation from Russian/Soviet Empire or the US hegemony, the end of the Cold War, all aimed to the hope of independence, but resulted in a more complex reality. Paradoxically, History of Education, histories and narratives about the past make more and more important role in political debates and at the same time lost its academic and educational importance in global.

One of the main characteristic in the last decades of education is a marathon-like reform, various waves of transformative actions, dynamic and interconnected spheres of political, ideological interventions, professional intentions, activities of institutions and interest groups. Reforms per se and their broaden environment both worth to take a look deeper, associated with our previous questions, focusing the way toward our present. In the era of globalization, we would like to answer to these challenges by using our cultural, linguistic, racial, etc. diversity and make advantage from the dialogue.

We encourage colleagues to send submissions, containing their research questions, methodologies, theories, argumentation and main findings. The SWG follows ISCHE guidelines during the review process and open to new initiatives as well. Languages of the presentations can be English, German, French, Spanish or Portuguese.