



Towards understanding of publicness of (adult) education: Bridging insights from political philosophy and organisational theory

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OBJECTIVE

- ❑ To elaborate a theoretical framework which will allow both
 - the conceptual and
 - the empirical investigation of the publicness of (adult) education.

- ❑ The analysis draws on insights from different theoretical approaches
 - political philosophy (John Dewey and Nancy Fraser) and
 - organisational theory (Barry Bozeman).



PUBLICNESS OF (ADULT) EDUCATION – ITS CONSEQUENCES FOR OTHERS

□ John Dewey – *The public and its problems*, 1927

The publicness of (adult) education from Dewey's perspective

- is a characteristic of the context-specific way of its functioning,
- is built in the process of communication and
- is determined by the extent to which (adult) education has extensive, enduring, serious, and intricate consequences for persons outside those who are immediately involved in its production.



PUBLICNESS OF (ADULT) EDUCATION AND ITS SPECIFIC FEATURES

□ Nancy Fraser – *Rethinking the public sphere*, 1990

The publicness of (adult) education as the possession of specific qualities

- presupposes that adult education is open and accessible to everyone,
- does not mean excluding any attention to individual/private interests – “*we*” is as inevitable as “*I*.” (Dewey),
- is built on the existence of and interactions between multiple publics.



A DIMENSIONAL MODEL OF PUBLICNESS

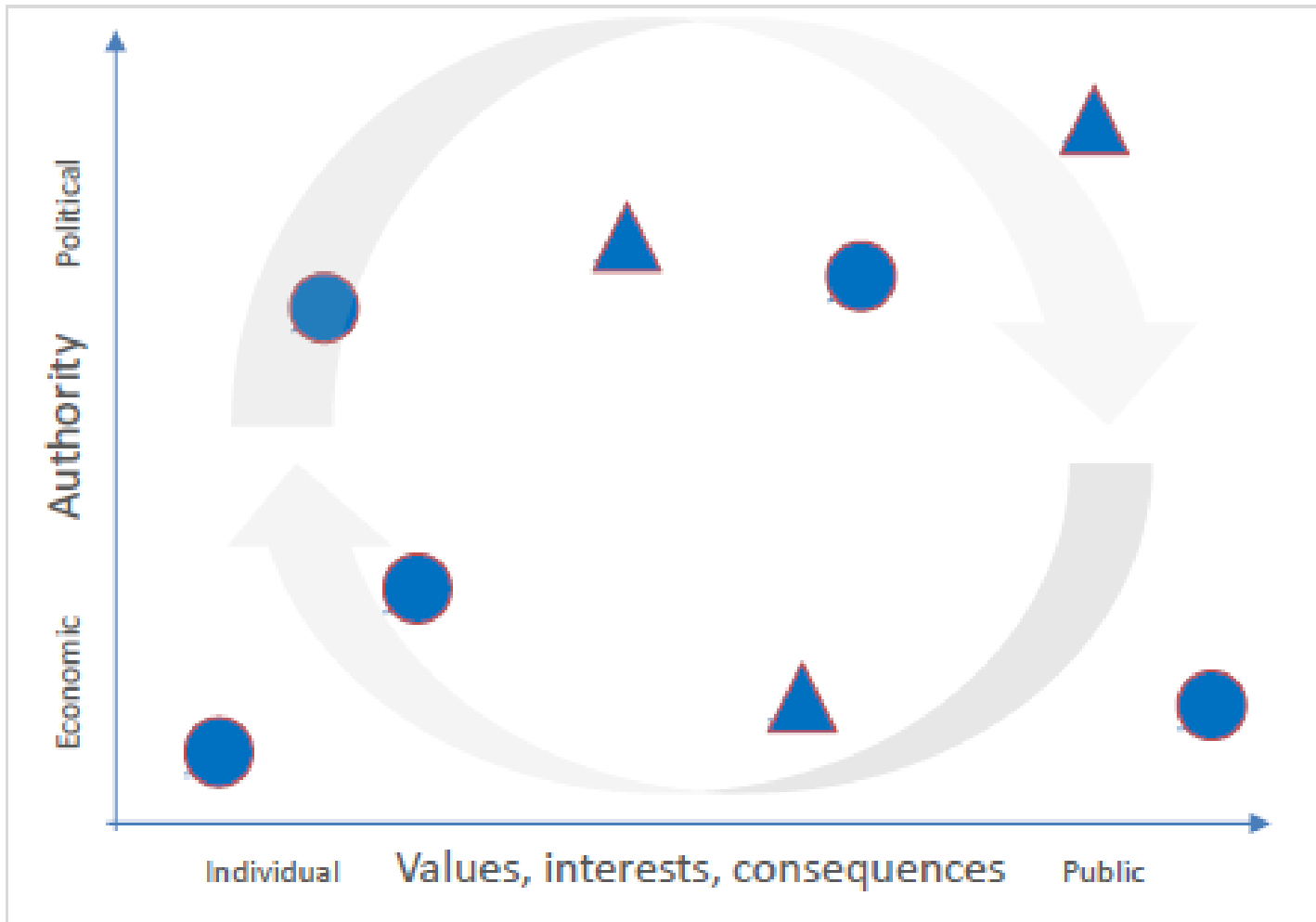
□ Organisational theory – Barry Bozeman

Dimensional approach to publicness of (adult) education – publicness

- refers and can be studied to both (adult) education institutions/systems and (adult) education policies,
- is not a single, discrete attribute (e.g. legal status); rather it is a multidimensional phenomenon,
- is a dynamic phenomenon.



A STATIC MODEL OF PUBLICNESS OF (ADULT) EDUCATION





SPECIFICITY OF PUBLICNESS OF ADULT EDUCATION

- ❑ Adult education is a social assembly in its essence.
- ❑ In post-modern knowledge-extensive, rapidly changing, and ageing societies, adult education has become a condition of social living – people have even become “prisoners of lifelong learning”.
- ❑ Adult education is a place of communication and interaction with others.



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