

## Research Agenda

Kevin Kester, October 2021

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My current research critically examines 20<sup>th</sup> century educational peacebuilding. I investigate how contemporary scholars within the United Nations (UN) and higher education often understand and teach peace as ideologically embedded within 20<sup>th</sup> century notions of modernity, and what approaches they offer in response to postmodern critiques to move educational peacebuilding forward in the 21<sup>st</sup> century. Previous peace and education scholars have sought to develop novel concepts of peacebuilding aimed at conflict prevention, track-two mediation, peacekeeping, and cultures of peace, and they have done so within governance and educational structures.

My work analyzes and complements these dynamic 20<sup>th</sup> century ideas as they intersect with today's concerns for social justice, democracy and human flourishing through higher education. Specifically, I scrutinize the reproduction of social inequalities and epistemic violence enacted through supposed benevolent peacebuilding education programs. My recent 2020 book published by Information Age Publishing in their Peace Education Series, *The United Nations and Higher Education: Peacebuilding, Social Justice and Global Cooperation for the 21<sup>st</sup> Century*, examines this specifically within the UN higher education apparatus.

Unbeknownst to most, the UN operates two universities. I collected data for the book with scholars and students inside one of the global higher education institutions during my PhD. In addition, in a new ongoing two-year NRF-funded study, I am investigating conflict-sensitive approaches to higher education pedagogy in two conflict-affected contexts, Afghanistan and Somaliland, with an aim toward enhancing conflict-sensitive pedagogies with multicultural domestic and international students in diverse settings around the world. In this work, I provide a reflexive critical interrogation into the unintended consequences of modernist higher education around the world, especially in conflict-affected contexts. This work in turn proposes a set of practical strategies for supporting conflict-sensitive pedagogy, curriculum, research, and policy.

Furthermore, I am currently examining the philosophical and pedagogical intersections between global citizenship education and peace education, with a particular focus on decolonial approaches. My research is, thus, both global and local.

All in all, despite the limitations and contradictions of educational peacebuilding, my research as a whole contributes to critical scholarship interrogating why, even today, the United Nations and educational multilateralism proves so attractive to so many as a tool for peacebuilding. Since 2017, I have published more than 30 peer-reviewed articles and book chapters on this work, in journals such as *Teaching in Higher Education* (SSCI); *Studies in Philosophy and Education* (SSCI); *Educational Philosophy and Theory* (SSCI); *Globalisation, Societies and Education* (Scopus); and *Journal of Peace Education* (Scopus).

As an Assistant Professor at SNU, I lead a world-class research portfolio. I publish several high-profile articles in leading Education, Philosophy and Sociology journals indexed within Thomson Reuters and Elsevier each year, focusing in particular on journals in the fields of comparative and international education; education, conflict and peacebuilding; and critical perspectives on education. I am additionally working with international colleagues on a monograph on post-critical education and peacebuilding (under Routledge contract) looking into transformative modalities for moving peace and education forward beyond its modernist limitations. Moreover, I consult regularly with international organizations on issues concerning education, conflict, and peacebuilding.

Finally, I have established the Education, Conflict and Peace Lab at Seoul National University, a research hub focused on issues of education and conflict in the Asia-Pacific region. The findings of my research offer novel accounts of 21<sup>st</sup> century peace education, including insights into a long-neglected higher education culture inside the UN and beyond, filling an important gap in studies examining the intersections of global governance and education. This work sheds further light on higher education's emerging role within global peacebuilding efforts in the early 21<sup>st</sup> century.