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Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

ECAY4004:
Agency, Empowerment and Anti-oppressive Practice
An Introduction to Paulo Freire: Pedagogy of the Oppressed
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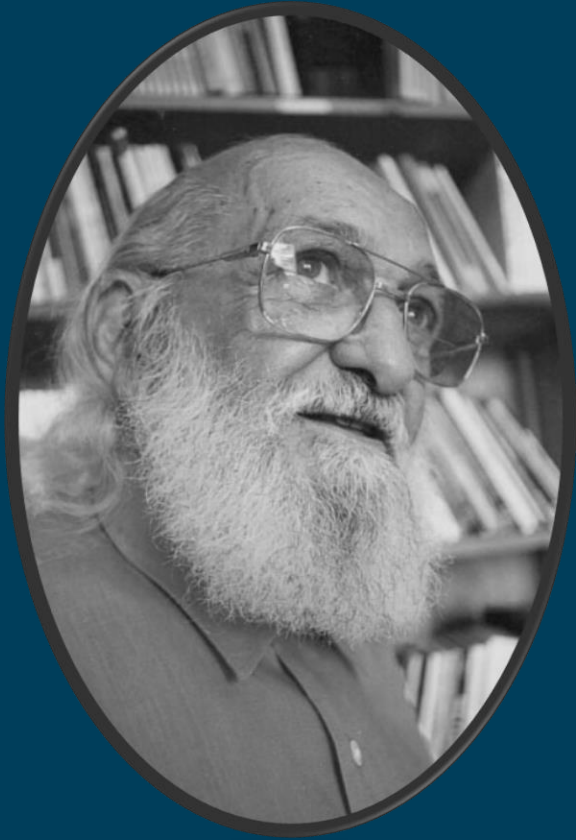
Session Outcomes:

- An introduction to Paulo Freire and his book 'Pedagogy of the Oppressed'
 - An understanding of Education Poverty



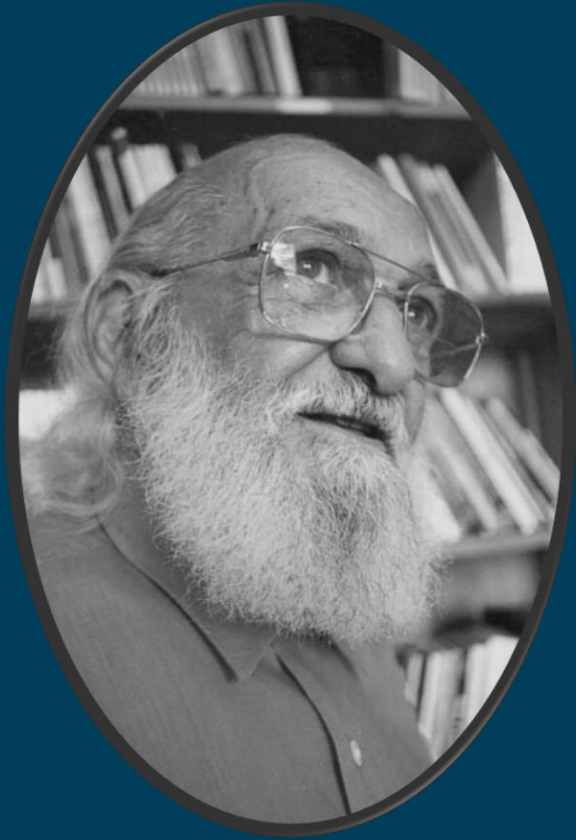
A Very Brief Overview

- Who was Paula Friere?
- Why was/is The Pedagogy of The Oppressed so important?
- Does this work remain relevant today?
- What did he write/say?
- What do these mean to contemporary society?



Who was Paulo Freire?

- Secretary of Education at São Paulo City Brazil
- Professor at the Pontifical Catholic University of São Paulo (PUC/SP)
- A member of UNESCO's International Jury.
- Honary Degrees from 29 Universities (Europe, North & South America)

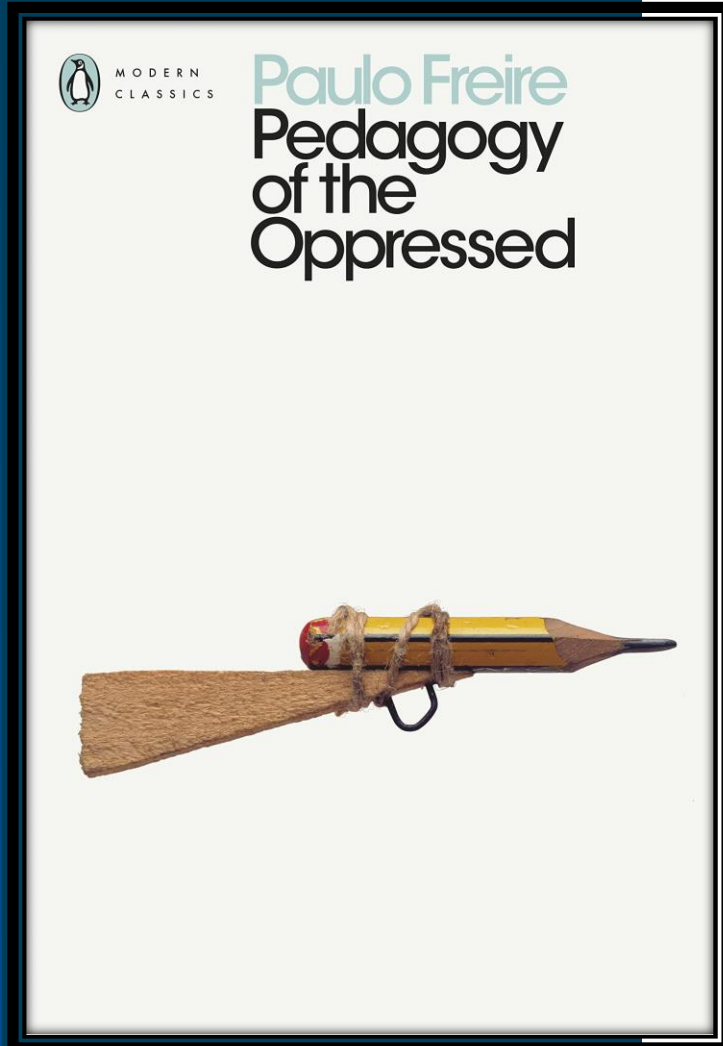


What did he work towards?

- Freire' dedicated himself to:
 - The study of education
 - Orientated towards the worlds oppressed classes
 - Published several books

Why was the *Pedagogy of the Oppressed* important?

- Ignorance and lethargy are the direct result of:
 - Economic
 - Social
 - Political domination
- Unable to achieve 'critical awareness'
- Unable to respond to disadvantage
- Kept 'submerged'
- Systems of education used by oppressors (in some countries) as:
 - A 'culture of silence'...whilst others
 - Remain in 'rigid conformity'



Education

- The right kind of education, however...
 - Avoids 'authoritarian teachers'
 - Provides children with actual experience and shared investigations
 - No matter how impoverished or illiterate
 - An awareness of 'self'
- You have the right to your Own Name in the world

Starting Point

***...to the oppressed and those who suffer with them
and fight at their side...***



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'Conscientizacao'

Definition

- The. Term “conscientizacao’ refers to
- learning to perceive social, political and economic contradictions, and
- to take actions against the oppressive elements of reality

Recognition of Oppression

‘.....it is better for the victims of injustice not to recognise themselves as such.....’

Maintaining the Status Quo

'...the awakening of critical consciousness leads the way to the expression of social discontents precisely because these discontents are real components of an oppressive situation...'

Fear of Freedom

***‘...it is solely by risking life that freedom is obtained;
...the individual who has not staked his or her life
may, no doubt, be recognised as a Person; but he or
she has not attained the truth of this recognition as
an independent self-consciousness’***

Sectarianism

‘...an obstacle to emancipation’

Its counterpart ‘radicalisation’

Revolutionaries become reactionary by falling into sectarianism?



Duality of the oppressed

- Established in 'their innermost being'
- Therefore 'without freedom they cannot exist authentically'
- They are simultaneously both the oppressed and the oppressor as they have internalised the oppressors consciousness. As a result
- A conflict arises as they have a choice...
- Being wholly themselves or divided i.e.
- Between ejecting the oppressor within or not
- A tragic dilemma – 'which education must take into account'

Duality

- ‘...as long as they live in the duality in which to be is to be like...’
- And to be like is to be like the oppressor...
- then escape is impossible

Freedom

- Realising that in accepting the struggle for humanisation then...
- From that moment , they take total responsibility for the struggle...
- Fighting not only for freedom from hunger, but for:

‘...freedom to create and construct, to wonder and to venture. Such freedom requires that the individual be active and responsible, not slave or a well fed cog in the machine,... It is not enough that men are not slaves; if social conditions further existence of automatons, the result will not be love of life, but love of death’.

Teachers

Teacher (which might be government for e.g. or actual teacher)...

Turns people into 'containers' or 'receptacles' to be 'filled' by the teacher

'The more completely she fills the receptacle the better the teacher

The more meekly the receptacles permit themselves to be filled, the better students they are



Mug and Jug

Scrivener 1994: Jug and mug



ig. 1.1



Teacher as “Facilitator”

- “Jug and Mug” model of education
(fountain of knowledge)
- Respecting Students ability to learn
- Providing the learning environment





TWO LEARNING APPROACHES

Inductive

Theory

The theory or truth is explained

Experience

Participants Test the theory

Analysis

Participants Analyse
their experience

Deductive

Experience

Participants experience
the situation

Analyse the past

Participants analyse their
past or in class
experience

Theory

Participants establish the theory



The learner as a receptor of knowledge



“It is the politics of a “jug and mug” theory of education, wherein the faculty (the jug) possess the intellectual and factual knowledge and cause the student to be the passive recipient (the mug) so that the knowledge can be poured in.”

Carl Rogers, *The Politics of Education*, 1977



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Educational Poverty

Society Needs

Education

Equality

Habitus

Financial

Place, Space
& Belonging

Social
Mobility

Social
Solidarity



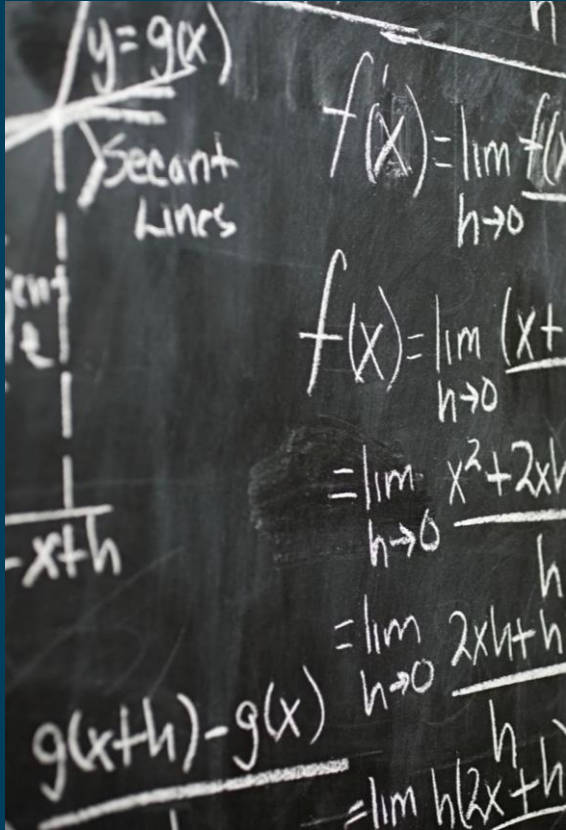
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Education

Education

- Bowles (1939) and Gintis (1940) assert that education:

***‘is something that is done to
...the poor and
...for the poor’***



Two Ideologies

Schools prepare the poor to function well and uncomplainingly within hierarchical structure of the modern workplace

Schools for the poor are established as part of the popular programme of free education to achieve social equity

Hidden Curriculum

- Schools exist to prepare children for :
 - Adulthood
 - Society
- Within a 'Hidden Curriculum'
- Jackson (1960) claimed that:
- 'elements of socialisation in school that are not part of the formal educational system'
- (Wider reading Emile Durkheim)

Schooling

- In a Capitalist Society is:

‘not a neutral sphere but one where the needs of capitalism are reproduced by implicitly creating attitudes among young people that prepare them for work that alienates them in their future lives’

(Bowles & Gintis, 1976)

Bowles & Gintis (1976)

- Claimed that schools:
 - Reproduce inequalities
- Therefore, the best predictor of a child's future is:
 - Economic status of parents and not...
 - Academic achievement or
 - Intelligence

Bourdieu (2013)

- ...'the reproduction of 'cultural capital' explains middle class success'
- (i.e. The ability to recognise cultural references, to know how to act in different social situations)

School

- Teaches children:
 - ...that social inequities are just and inevitable, and therefore...
 - ...education can be seen as a form of social control'
 - i.e. the hidden curriculum is achieved through cultural reproduction of knowledge with the dominant class able to define culture and knowledge...

(Bourdieu, 2013)

Education

- Against this Reay (2012) Asserts that:
- ...'schools have not become vehicles of economic opportunity'...

Group Discussion

- What do you think about the concepts that we have discussed today?



Reference List

Bourdieu, P. (2013) *Reproduction in Society* Oxford: McMillan

Reay, D. (2012) *Think Piece What would a socially just education system look like?* Available at [http://classonline.org.uk/docs/2012 Diane Reay - a socially just education system.pdf](http://classonline.org.uk/docs/2012_Diane_Reay_-_a_socially_just_education_system.pdf)