SLOPAL PERSPECTIVES ON ADULT EDUCATION AND TRAINING

Gramsci, Freire and Adult Education

Possibilities for Transformative Action

PETER MAYO

Gustavo Fischman

Gramsci, Freire and Adult Education Peter Mayo, 1999-04 This book focuses on two of the most cited figures in the debate on radical education Antonio Gramsci 1891 1937 and Paulo Freire 1921 1997 Both regarded forms of adult education as having an important role to play in the struggle for liberation from oppression Peter Mayo examines the extent to which their combined insights can provide the foundation for a theory of transformative adult education He considers their respective contributions to the development of such a theory analyzes their ideas comparatively and identifies some of the limitations in their work for incorporation into a theory The book concludes with a major synthesis of their ideas in the context of other adult educators more recent contributions in order to develop a theory of transformative adult education

Global Perspectives on Adult Education A. Abdi, Dip Kapoor, 2008-12-22 This book demonstrates how processes of globalization economic cultural socio political are creating new possibilities and inequities and are thereby creating corresponding roles for adult education and learning in the South Africa Asia South America that are embedded in multiple political economic and cultural projects for social change The Palgrave International Handbook on Adult and Lifelong Education and Learning Marcella Milana, Sue Webb, John Holford, Richard Waller, Peter Jarvis, 2017-10-10 This Handbook provides a wide ranging frame of reference for researching adult and lifelong education and learning With contributions from scores of established and newer scholars from six continents the volume covers a diverse range of geopolitical and social territories across the world Drawing on the multiple heritages that underpin research on education and learning in adulthood this Handbook addresses the inner tensions between adult education adult learning lifelong education and lifelong learning by using current research and theorizations from disciplinary backgrounds including philosophy psychology biology and neuroscience anthropology sociology history political science and economics It provides an explicit discussion of the differences and tensions between adult and lifelong education and learning and locates these in different policy and historical contexts theories and practices It explores a variety of discipline based theoretical perspectives and highlights how these have influenced and been influenced by research in the education and learning of adults The Handbook also explores the inevitable frictions and dilemmas these present and carefully examines the role of the international dimension in researching education and learning in formal non formal and informal contexts beyond traditional schooling This state of the art comprehensive Handbook is the first of its kind to explore adult education lifelong education and lifelong learning fully as distinct activities on an international scale It will be an indispensable reference resource for students of education at undergraduate and postgraduate levels and for academic researchers professionals and policy makers concerned with adult and community education further and vocational education or work based training and human resource development

<u>Power and Possibility</u> Fergal Finnegan, Bernie Grummell, 2019-11-26 Power has been a defining and constitutive theme of adult education scholarship for over a century and is a central concern of many of the most famous and influential thinkers in

the field Adult education has been particularly interested in how an analysis of power can be used to support transformative learning and democratic participation In a fragile and interdependent world these questions are more important than ever The aim of this collection is to offer an analysis of power and possibility in adult education which acknowledges analyzes and responds to the complexity and diversity that characterizes contemporary education and society Power and Possibility Adult Education in a Diverse and Complex World explores the topic of power and possibility theoretically historically and practically through a range of perspectives and in relation to varied areas of interest within contemporary adult education It is concerned with addressing how power works in and through adult education today by exploring what has changed in recent years and what is shaping and driving policy Alongside this the book explores ways of theorizing learning power and transformation that builds and extends adult education philosophy In particular it takes up the themes of diversity and solidarity and explores barriers and possibilities for change in relation to these themes Theory for Education Greg Dimitriadis, George Kamberelis, 2006 Provides a pithy introduction to key contemporary thinkers their lives major works and ideas as they pertain to teaching Disrupting Adult and Community Education Robert C. Mizzi, Tonette S. Rocco, Sue Shore, 2016-05-12 Honorable Mention 2017 Phillip E Frandson Award for Literature in the Field of Professional Continuing and or Online Education presented by the University Professional and Continuing Education Association This groundbreaking book critiques the boundaries of where adult education takes place through a candid examination of teaching learning and working practices in the social periphery Lives in this context are diverse and made through complex practices that take place in the shadows of formal systems on streetscapes and farms in vehicles and homes and through underground networks Educators may be family members friends or colleagues and the curriculum may be based on needs interests histories and cultural practices The case studies presented here analyze adult education in the lives of sex workers LGBTQ activists undocumented migrants disabled workers homeless youth immigrants inmates and others Focusing on learning at the social margins this book challenges readers to reconceptualize local national and transnational adult education practices in light of neoliberalism and globalization Education in/for Socialism Tom G. Griffiths, Zsuzsa Millei, 2017-10-02 This book re examines aspects of historical socialism and includes case studies of education within twenty first century socialist and post socialist contexts shaped by the trajectories of historical socialism Through these case studies contributions offer insights into key questions. How are education systems and student subjectivities shaped by post socialist trajectories and current regional politics economics and resistance movements How do sedimented socialist discourses and geographies alter and contest the neoliberal child and childhood in post socialist education How have disjunctures between the rhetoric of historical Marxism Leninism and the practices of educators students and student political organizations played out under socialism and what could we learn from that for our present How much emancipatory potential is there in the theories and practices of popular education for combatting injustice in the absence of mass revolutionary political parties Above all this

volume affirms the need to move beyond simplistic accounts of historical socialism and post socialist transitions By exploring how socialist trajectories remain influential and have potential in our current contexts this book contributes to the work of politically engaged educators working to re imagine and reconstruct education This book was originally published as a special issue of Globalisation Societies and Education Human Rights Education and the Politics of Knowledge Joanne Coysh, 2017-02-24 Around the world there are a myriad of NGOs using human rights education HRE as a tool of community empowerment with the firm belief that it will help people improve their lives One way of understanding these processes is that they translate universal human rights speak using messages and symbols which make them relevant to people s daily lives and culturally resonant However an alternative more radical perspective is that these processes should engage individuals in modes of critical inquiry into the ways that that existing power structures maintain the status quo and control not only how we understand and speak about social inequality and injustice but also act on it This book is a critical inquiry into the production distribution and consumption of HRE and how the discourse is constructed historically socially and politically through global institutions and local NGO practice The book begins with the premise that HRE is composed of theories of human rights and education both of which are complex and multifaceted However the book demonstrates how over time a dominant discourse of HRE constructed by the United Nations institutional framework has come to prominence and the ways it is reproduced and reinforced through the practice of intermediary NGOs engaged in HRE activities with community groups Drawing on socio legal scholarship it offers a new theoretical and political framework for addressing how human rights pedagogy knowledge and power can be analysed between the global and local by connecting the critical but well trodden theories of human rights to insights on critical pedagogy It uses critical discourse analysis and ethnographic research to investigate the practice of NGOs engaged in HRE using contextual evidence and findings from fieldwork with Complementary Democracy Matt Quortrup, Daniela Vancic, 2022-10-03 Democracy NGOs and communities in Tanzania is on the run and elected governments are suffering from a legitimacy crisis Legislatures are increasingly seen as unrepresentative To give legitimacy to democratic government experts argue that we need more democracy and more opportunities for direct citizen participation Representative democracy needs to be complemented by forms of direct engagement such as referendums popular votes the recall citizens juries eDemocracy etc This is what we term Complementary Democracy In this book experts from the worlds of practice and theory come together to explain and occasionally critique these complements to representative democracy The volume provides an invaluable starting point for anyone who wants to know more about the new directions of democratic governance and hopes to inspire those who seek to build stronger democracies Intellectuals and the People A. Sandhu, 2007-10-22 Angie Sandhu examines the relation between intellectuals and society through political theory and a consideration of contemporary debates in both Britain and the US She sets out a new argument that calls for intellectuals to address their own elite locations in society by challenging

notions of intellectual difference and autonomy Civil Society, Education and Human Formation Janis T. Ozolins, 2017-04-07 Education has been widely criticised as being too narrowly focused on skills capacities and the transference of knowledge that can be used in the workplace As a result of the dominance of economic rationalism and neo liberalism it has become commodified and marketed to potential customers As a consequence students have become consumers of an educational product and education has become an industry This volume draws together a number of different perspectives on what is meant by human formation argues that for a much richer conception of education and addresses the lack of attention to human fulfilment **Serving the Marginalized through Design Education** Steven B. Webber, 2024-07-02 Design education and practice are inherently social from process to implementation This book explores the transformation in design education as educators prepare their students to address complex social design problems for all people in society This seven chapter volume provides the reader with a range of viewpoints on the role of design education in shaping the world The book begins with the overarching potential of design to address the needs of an increasingly complex society and the importance of worldview that underpins education methodology Each chapter addresses a context that varies by discipline architecture graphic packaging and interior design and location Nigeria Canada Lebanon UK and USA The authors pull back the curtain on their educational methods and provide the reader with a candid view of their teaching outcomes The needs of the marginalized victims of Asian hate students with dyslexia tomato farmers and even design students themselves are brought into focus here These specific places and peoples provide a design context that can be translated to other situations in design education and practice Design educators and practitioners of many design disciplines will benefit from the philosophical discussions and the practical education examples offered here This volume can contribute to transforming design education that will one day transform design practice to place a greater emphasis on the needs of the forgotten in society Critical Theories, Radical Pedagogies, and Global Conflicts Gustavo Fischman, 2005 We are living in a time of resurgent global conflicts and imperialistic tensions a time in which many children are being left behind by school systems that appear more concerned with developing accountability schemes and standardized models of testing than with defending the right of every child to have access to a good education The efforts of countless teachers activists and families working and living in poor areas around the world are labeled as failures entirely discredited on the basis of their expendability in relation to capital gains or simply ignored In response to these oppressive and challenging conditions this book s contributors a group of committed educators and activists working in an ethos of solidarity across geopolitical and geographical borders have advanced arguments and strategies that link educational transformation to the larger struggle to transform oppressive social relations In a clear attempt to move beyond both nostalgia and romanticism Critical Theories Radical Pedagogies and Global Conflicts draws from a range of viewpoints conceptual and thematic transnational and crosscultural First World and Third World to articulate new directions for teachers and activists working to demonstrate that

another education and indeed another world is possible Toward a New, Praxis-Oriented Missiology Rosalia Meza,2020-06-17 The new and different frontiers and factors discussed in missiology are reshaping the meaning of mission Christian mission today is searching for new directions to approach the postmodern postcolonial and ecumenical paradigms This book argues that mission is the process of embodying the content and praxis of the gospel not the transmission of knowledge that keeps an established structure and culture alive often justified by a specific ecclesiological model Thus mission initiates a transformative process of faith which leads to personal and social transformation This work brings into dialogue Stephen Bevans s notion of mission as prophetic dialogue and Paulo Freire s concept of conscientizacao The aim is not to discover a method to do mission but to rescue the process that leads to transformation allowing one to encounter the other where they are while respecting the uniqueness of every person culture church and society Prophetic dialogue enriched by conscientizacao and vice versa can open new perspectives within missiology and provide a new approach to mission praxis This approach is then analyzed through the experiential and transformative elements of the Verbum Dei charism applied in ministry demonstrating the effectiveness of prophetic dialogue and conscientizacao in the Verbum Dei Missionary Fraternity mission praxis A Language of Freedom and Teacher's Authority Fatma Mizikaci, Guy Senese, 2017-05-30 A Language of Freedom and Teacher's Authority Case Comparisons from Turkey and the United States explores dimensions of authority that are deeply embedded in the profession of teaching It examines critical dimensions of the foundations of Turkish and U S public education both of which are under new pressures due to changes in the relationship between public schooling and current reforms in education The contributors reflect on varied dimensions of authority of which ideals are shifting under political and economic pressures In both Turkey and the U S public education reflects the early influence of secular equalitarianism revolutionary democratic developments and an Enlightenment based sense of the human right to education Against this we see the opposing dialectic where state control and curricular censorship and constriction appear too often Occupational Science Gail E. Whiteford, Clare Hocking, 2012-02-13 Occupational Science Society Inclusion Participation is the must have resource for occupational therapists occupational scientists students and researchers The book begins with a comprehensive review of the current literature and the knowledge generated to date Reasons for the field s limited impact are proposed including its focus on individuals rather than groups and communities its psychological view of occupation and its narrow focus on socially approved occupations Global realities such as poverty anti social behaviour and ageing populations are discussed and implications for action are considered The second section of the books comprises a series of chapters that address the philosophical theoretical and scientific bases that underpin and inform everyday decision making in occupational therapy practice This is followed by a section on methodological and structural considerations The concluding chapter offers a critical reflection on methods strategies values and relationships for the future to achieve a relevant science that makes a difference to current

occupational realities Written by an internationally renowned team of contributors this book offers a truly comprehensive critique of the field Features Internationally renowned Editors and contributors First comprehensive text on occupational science Fully up to date with the latest thinking and research Links theory to practice **Critical Community Psychology** Carolyn Kagan, Mark R. Burton, Paul Duckett, Rebecca Lawthom, Asiya Siddiquee, 2011-05-23 Interest in community psychology and its potential has grown in parallel with changes in welfare and governmental priorities Critical Community Psychology provides students of different community based professions working in a range of applied settings at both undergraduate and postgraduate levels with a text which will underpin their community psychological work Key Features Clear learning objectives and chapter contents outlined at the start of each chapter Key terms highlighted with definitions either as marginal notes or in chapter glossaries Case examples of community psychology in action Each chapter ends with a critical assessment section Discussion points and ideas for exercises that can be undertaken by the reader in order to extend critical understanding Lists of further resources e g reading film electronic Authors are members of the largest community psychology departmental team in Europe Social Work with Refugees, Asylum Seekers and Migrants Rachel Larkin, Lauren Wroe, Reima Ana Maglajlic, 2019-08-21 Social work is an international profession and is increasingly having to respond to the needs of displaced people and those impacted by immigration control systems. This book will be a vital resource for service providers students and academics specifically those who provide services to people whose lives are impacted by borders

Community Development for Social Change Dave Beck, Rod Purcell, 2020-03-04 Community Development for Social Change provides a comprehensive introduction to the theory and practice of community development and associated activities discusses best practice from global experience and links that to the UK context The book integrates the realities of practice to key underpinning theories human rights values and a commitment to promoting social justice A range of practice models are described and analysed including UK models popular education and community organising as well as a range of practice issues that need to be understood by community development workers For example strategies to promote individual and community empowerment challenging discrimination building and sustaining groups and critical reflection on practice Finally a range of case studies from the UK and overseas illustrates good practice in diverse contexts These case studies are analysed with reference to the values of community development the promotion of social justice and the underpinning theories It is an essential text for those on community development courses as well as for a range of workers including local government national and local voluntary agencies and community based organisations The Routledge International Handbook of Lifelong Learning Peter Jarvis, 2009-05-07 As lifelong learning grows in popularity few comprehensive pictures of the phenomenon have emerged The Routledge International Handbook of Lifelong Learning provides a disciplined and complete overview of lifelong learning internationally The theoretical structure puts the learner at the centre and the book emanates from there pointing to the social context beyond the learner Up to the minute syntheses from many of the

leading international experts in the field give vital snapshots of this rapidly evolving subject from wide ranging perspectives including learning throughout life sites of lifelong learning modes of learning policies social movements issues in lifelong learning geographical dimensions This authoritative volume essential reading for academics in the field of Lifelong Learning examines the complexities of the subject within a systematic global framework and places it in its socio historic context

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