



Hogeschool van Arnhem en Nijmegen

Paulo Freire

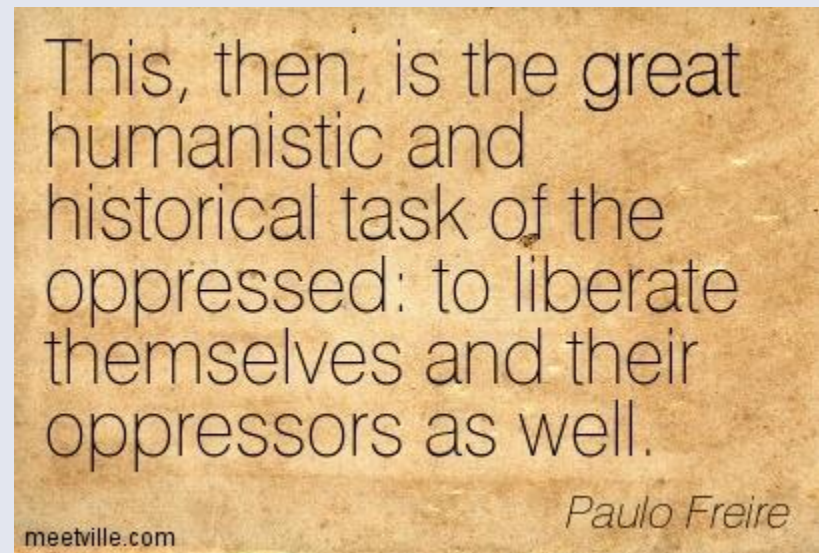
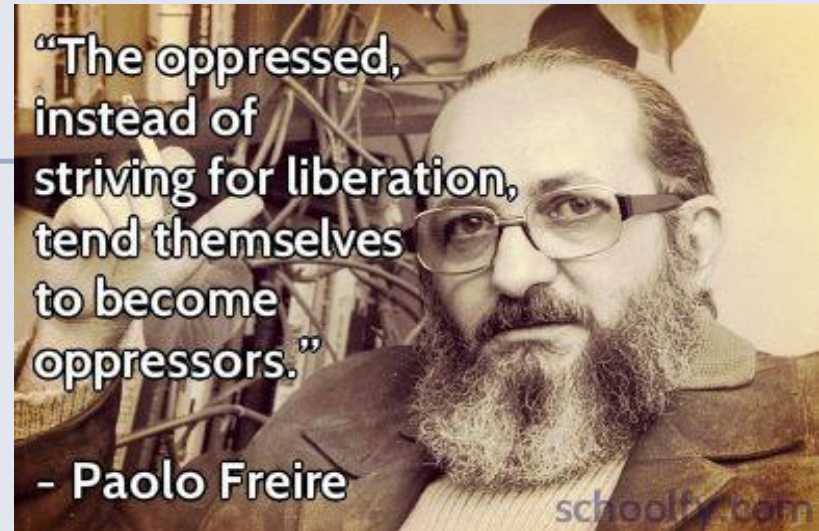
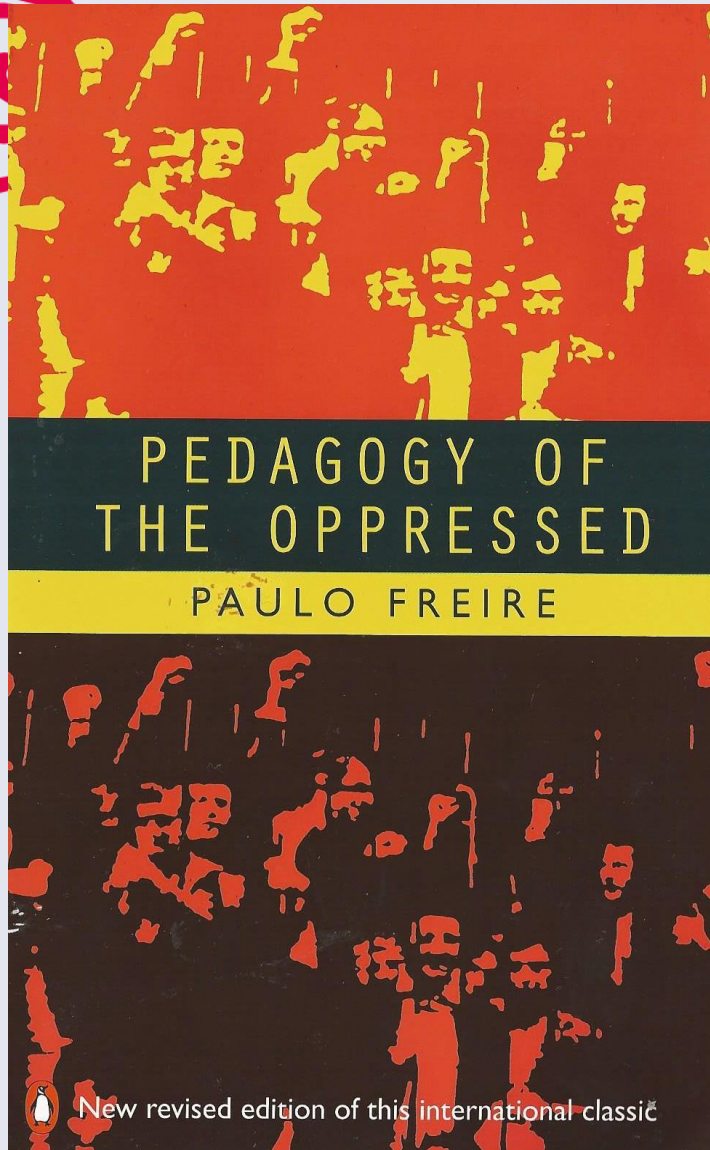
**His philosophy of education and his ideas about
the meaning of conflicts in education**

Jan Pouwels



Who is Paulo Freire?

- **Brazilian Pedagogue**
- **Pedagogy of the Oppressed (1971);**
- **Together with Dewey: Democracy and Education (1916). The two most influential books of philosophy of education in the twentieth century (C.A. Torres)**





Education is Political

- Education is always political, and cannot be neutral. It sides either with the interest of the oppressed or the interest of the of the oppressor.
- Education can be used not only to reinforce and reproduce unequal social structures but also to transform them.
- Education, then, is a site of conflict that reflects broader societal struggles between forces of reproduction and forces of transformation



What Education is not about!

- **Providing Qualifications**
- **Obtaing a diploma**
- **Getting a Job**
- **Earning a living.**



What Education is about!

- **Freedom and Humanization.**
- **Transformation of Social Reality**
- **Different names:**
 - **Revolutionary Pedagogy**
 - **Radical Pedagogy**
 - **Emancipatory Pedagogy**
 - **Transformative Pedagogy**



What is oppressed?

- **Hegel: Master and Slave.**
- **The conquistadores and the people.**
- **The oppressed are made ‘silence’ (apathy), dealt with as ‘things’ (necrophilia), having no identity.**
- **The people’s identity is the oppressors identity.**
- **To free themselves and the oppressors and overcome the contradiction.**



Means of Oppression.

- **ANTI DIALOGICAL EDUCATION (Banking)**
- **Conquest (submission)**
- **Divide and Rule**
- **Manipulation**
- **Cultural Invasion**



Means of Liberation

- **DIALOGICAL EDUCATION**
- **Cooperation**
- **Unity towards liberation**
- **Organisation**
- **Cultural Synthesis**



Conflicts in Education

- **Methode:**
 - Listen to the people
 - Education as a Struggle
 - Problem Posing in Banking Education
 - Dialogue
 - Reflection and Action

- **Content**
 - Limit Situations
 - Generative Themes



Controversies and Conflicts

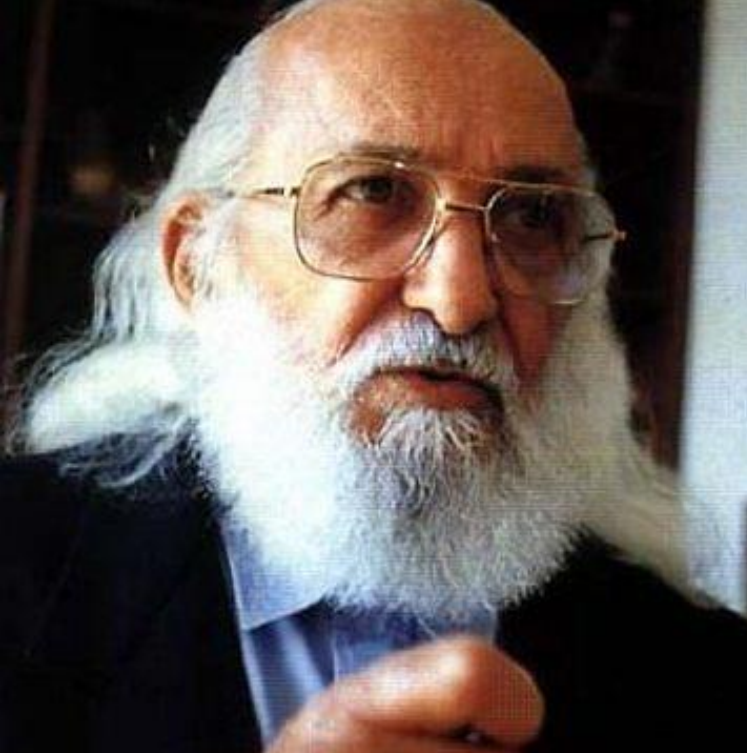
- Life has a Dialectical Structure
- Differences of Opinion?
 - Mutually exclusive ?
 - or
 - Part of a whole: ‘unity of opposites’

 - *“The road up and the road down are one and the same.” (Heraclitus)*

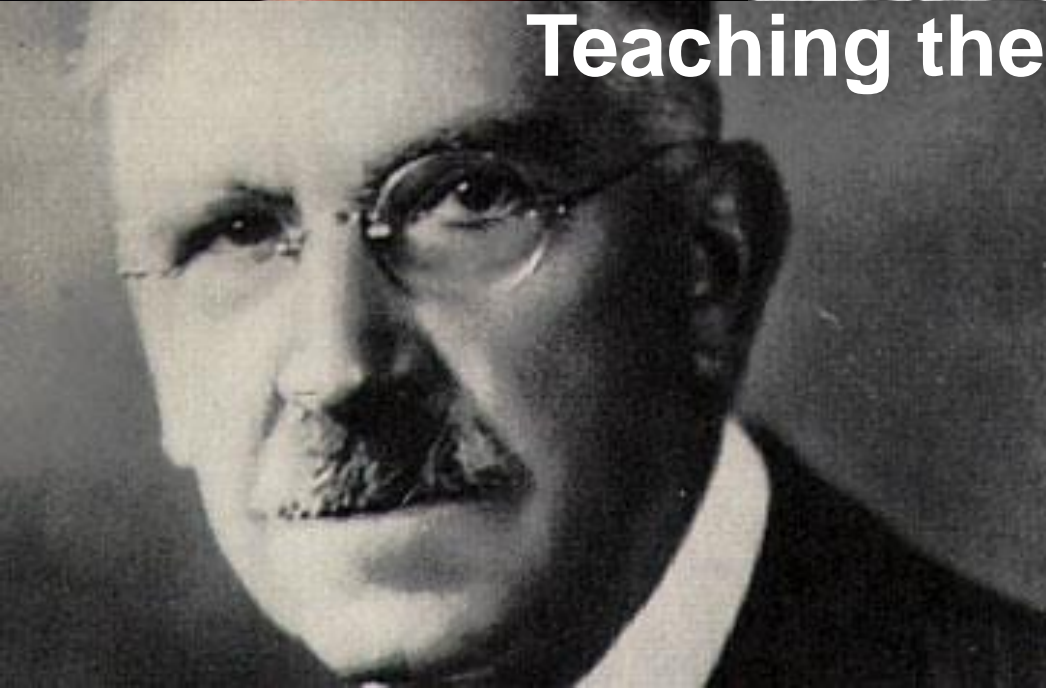


PAULO FREIRE (1921 - 1997)

JOHN DEWEY (1859- 1952)
RABINDRANATH TAGORE (1861-1941)
JEAN JACQUES ROUSSEAU (1712- 1778)



Teaching the conflict





Du choc des opinions, jaillit la lumiere.

- *enlightment comes when ideas collide.*
- “Just as the fuel and the air are inert without **the spark**, so ideas in the classroom are inert without the spark of intellectual conflict. Intellectual conflict is the spark that energizes students to seek out new information and study harder and longer” (Johnson, 2010).
- Don't be afraid of the conflict!