

# COMMUNITY-DRIVEN PEDAGOGIES FOR EMANCIPATORY ADULT EDUCATION

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# *Strategies for inclusion and social cohesion in Europe from education*



# RULE NUMBER 1:

NO DRASTIC  
CHANGES!

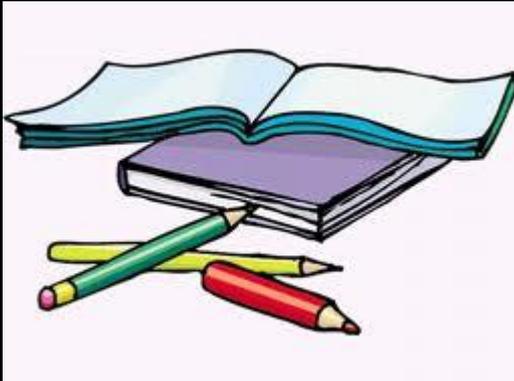
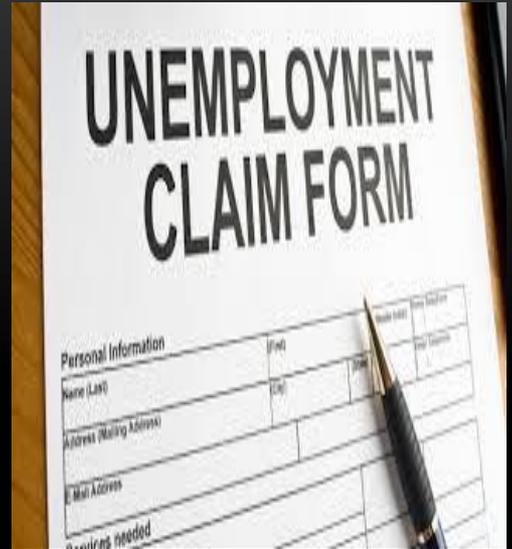


# VULNERABILITY

# COMMUNITY



# COMMUNITY



# COMMUNITY



# EMPOWERMENT

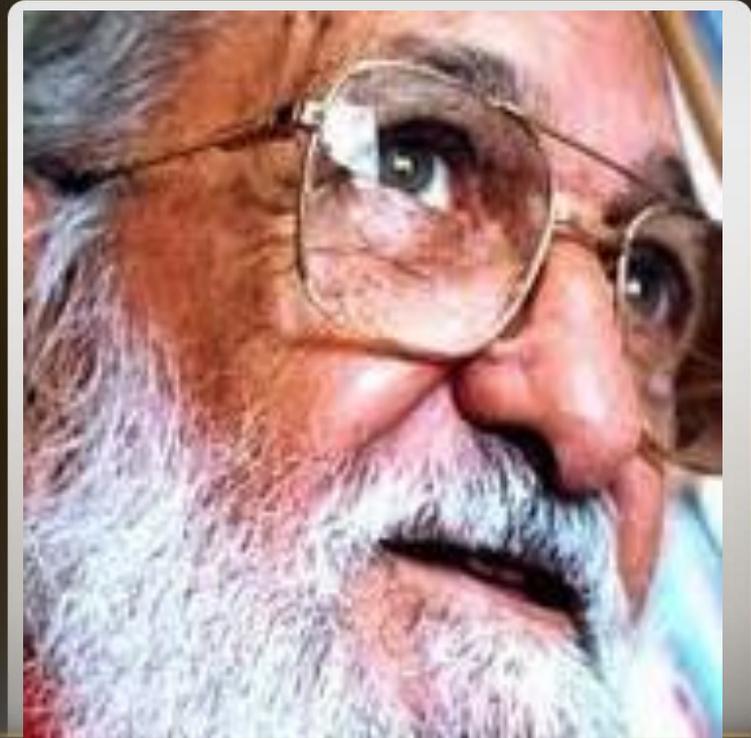
Can adult education  
overcome  
vulnerability/ies?

In what way/s?



# Paulo Freire

(2007, 1993)



# Participatory Action Research

## Freirean Cultural Circle



# Freirean Cultural Circle



“to educate for socio-political  
activation and individual/collective  
liberation vis-à-vis the existing  
oppressive structures, with the  
view to transform these structures  
in the process”

(Lamichane & Kapoor, 1992, p. 44).

# Dissemination

Evening Manufacture Risk  
**'Riskji Manifatturati'**  
2013

Cottonera Resource Centre  
(Public Lecture – May 2014 )



“often repressed tradition” of adult education “that extends beyond the restricted domain of welfarism”

(English & Mayo, 2012, p. 215).

POWERFUL  
DEFENCE....



...STUMBLED

Brené Brown  
(2015)

MANIFESTO *of the*  
BRAVE *and*  
BROKENHEARTED

“There is no greater threat to the  
critics and cynics and fear mongers  
Than those of us who are willing to fall  
Because we have learned how to rise”

(Brown, B., 2015).

MANIFESTO *of the*  
BRAVE *and*  
BROKENHEARTED

“As adult learners and educators,  
we show up, we put down our  
defences. In other words, we  
become vulnerable”

(Brown, M., 2015).

**VULNERABILITY = OPPORTUNITY**

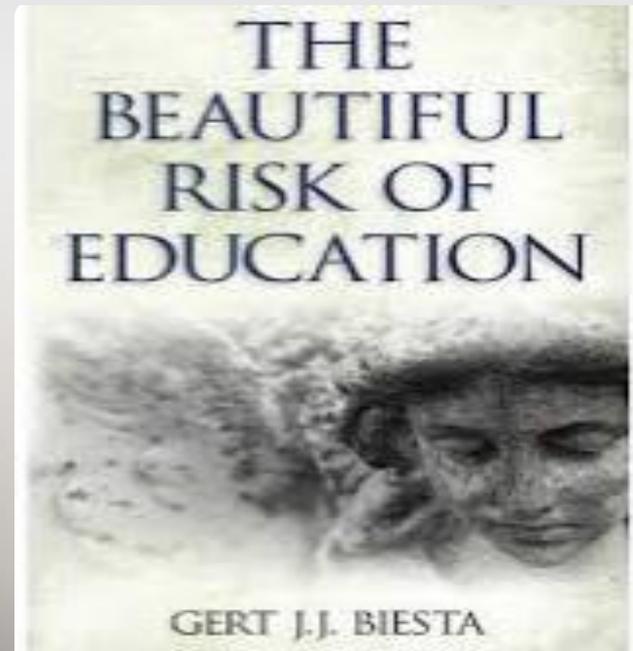
**BUT HOW?**

**...And how can it be an opportunity for  
ENHANCED SOCIAL WELLBEING?**

...engaging with  
Otherness, with what is  
strange and unfamiliar...

...when this occurs  
within an  
educational...we get an

emancipatory  
opportunity for coming  
into presence.



Gert Biesta  
(2013, 2006)

the “hedonic treadmill” that hooks us on to the challenge of “an unwinnable race...”

Greater past consumption leads to higher norms causing satisfaction to return to previous levels.



The  
hedonic  
treadmill

Tony Fitzpatrick  
(2011, p. 38)

The genuineness of context within which we are being asked to prove ourselves is highly arguable.



**'get out of your  
comfort zone'....**

**...What 'comfort zone'?**

**'a control meme'?**

**(Reinsborough & Canning, 2010)**



**POST-FORDISM  
SECONDARY LABOUR MARKET  
PRECARIOUSNESS  
MARKETIZATION OF EDUCATION**

Challenges in adult education that  
are genuine because they are  
'emancipatory'  
(Brown, M., 2015).

# JACK MEZIROW – TOM INGLIS DEBATE

## Empowerment vs. Emancipation

improving one's  
condition within the  
**existing** system

(i.e. even when systems feature  
social malaise, inequality etc.)

“struggling for  
freedom by  
**changing** the  
system”

(Inglis, 1997, p. 2)

It “is not possible to be unfinished beings...conscious of that inconclusiveness, and not seek.

Education is precisely that seeking movement, that permanent search”  
(Freire, 2007, p. 87).

Once alternatives “begin to be seen as needed, the previously inevitable can become intolerable”  
(Livingstone & Raykov, 2012, p. 5).

Starting from **our immediate contexts**: Our families, our communities, and, last but not least, **our universities....**

**...Because we should, but also because we can.**

“It is living the dialectic of being able to  
and not being able to that **satisfies my  
presence in the world...**

...once self-recognized as such, can  
come to be **the subject of history”**

(Freire, 2007, p. 85).



In memoriam

Mayor Joe Attard

1940 - 2017



L-Università  
ta' Malta



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**Thank you!**

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