

POWER AND DECISION MAKING :

- BROADLY IN AGREEMENT WITH MARX THAT SOCIETY CONSISTS OF A MINORITY WITH POWER AND INFLUENCE AND A MAJORITY WHO ARE OPPRESSED AND UNDERVALUED.
- THE POWERFUL USE EDUCATION AND OTHER PROPAGANDA TO MAKE THE STATUS QUO SEEM LIKE THE ONLY OPTION AND KEEP THE OPPRESSED FROM REALISING THEIR POWERLESSNESS.

EDUCATION:

- AGAINST THE "BANKING MODEL" OF FILLING STUDENTS HEADS WITH PRE-CHOSEN FACTS WHICH REINFORCED THE STATUS QUO.
- PROPOSED INSTEAD "PROBLEM POSING" EDUCATION WHERE STUDENTS USED LEARNING TO CONFRONT THEIR OWN OPPRESSION.
- PROPOSED THIS HAPPEN IN SMALL "CIRCLES" RATHER THAN TRADITIONAL CLASSES.

KEY THINKERS ON KEY TOPICS

HUMAN RIGHTS:

- LEARNER FOCUSED NATURE OF FREIRE'S APPROACH TO EDUCATION HELPS INDIVIDUALS IDENTIFY WHERE THEIR HUMAN RIGHTS ARE AND ARE NOT BEING RESPECTED.
- HUMANIZATION PROCESS FREIRE DESCRIBES IN KEEPING WITH HUMAN RIGHTS FOCUS.
- RAISES QUESTIONS OVER RIGHT TO EDUCATION THOUGH : WHAT TYPE OF EDUCATION?



CULTURE/IDENTITY

- FREIRE IS ARGUING THAT ANY EDUCATION WHICH IGNORES A STUDENTS PRE-EXISTING CULTURE AND IDENTITY IS NOT A TRUE EDUCATION AND WILL NOT HELP THEM OTHER THAN TO FIT INTO THE STATUS QUO.
- HE IS ALSO SAYING THAT EDUCATION CAN BE A POWERFUL TOOL IN BUILDING A STUDENTS IDENTITY WITH REGARDS TO THEIR OPPRESSION IN SOCIETY.

PAULO FREIRE

CLASS INEQUALITY:

- THE BANKING MODEL OF EDUCATION PRESENTS ONE NARROW PATH TO CLASS MOBILITY: CONFORM TO THE NORMS AND RULES OF THE POWERFUL AND THE STATUS QUO.
- FREIRE PROPOSES A MODEL IN OPPOSITION TO THIS WHERE THOSE IN "OPPRESSED CLASSES" CAN USE EDUCATION TO FIGHT INEQUALITY ON THEIR OWN TERMS, IN THEIR CHOSEN WAY.

GENDER INEQUALITY:

- FREIRE'S FOCUS ON THE "OPPRESSED" AND THE POSSIBILITY FOR EDUCATION TO HAVE A ROLE IN FIGHTING OPPRESSION HAS OBVIOUS IMPLICATIONS FOR GENDER INEQUALITY.
- AS FEMINIST APPROACH TO FREIRE'S MODEL WOULD INVOLVE THROWING OUT THE "BANKING MODEL" AS IT IS USED TO REINFORCE GENDER NORMS AND BIAS.
- "PROBLEM POSING EDUCATION" COULD THEN BE USED TO ADDRESS AREAS OF GENDER INEQUALITY.