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The role that radical pedagogy plays in resistance movements : a case study of the Black Consciousness Movement's use of Paulo Freire's pedagogy.

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2015-05-13
http://hdl.handle.net/10539/17733

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ABSTRACT

The role of education in building political movements and the potential of education to transform society are questions that remain relevant, not only in South Africa but the world over. The aim of this study was to investigate the Black Consciousness Movements (BCM's) engagement with education and specifically critical pedagogy from 1968 until 1973. In this thesis I argue that the BCM understood education to be political and that education formed a central part of the movement. The study establishes that there are a number of tensions but that the central tension seems to be that the BCM really understand that they want to rebuild identity, subjectivity, consciousness, and deal with false consciousness, which is only possible through a sustained educational project. But what emerges is that the political project, of inspiring quick community action to solve-problems and ignite the masses to resist the racial oppressions that are prevalent, trumps the educational project.