ECHOES FROM FREIRE FOR A CRITICALLY ENGAGED PEDAGOGY
Available from Continuum:

On Critical Pedagogy, by Henry A. Giroux
Critical Pedagogy and Social Justice, by John Smyth

Forthcoming:

Rethinking Citizenship, by Kevin D. Vinson and E. Wayne Ross
Pedagogy of Beauty, by Antonia Darder
Narrative, Learning, and Critical Pedagogy, by Ivor Goodson and Scherto Gill
ECHOES FROM FREIRE FOR A CRITICALLY ENGAGED PEDAGOGY

PETER MAYO
## Contents

Acknowledgements ........................................................................................................ vii

FREIREAN CONCEPTS ........................................................................ 1

Chapter 1  Introduction: Pedagogy of the Oppressed.
            Anniversary Tribute For an Anniversary Series ................. 3

Chapter 2  Freire’s Ideas More Generally: On Whose Side Are We When We Teach Act? ....................... 9

Chapter 3  Freire on Intellectuals .............................................................. 14

FREIREAN INTERPRETATIONS .......................................................... 19

Chapter 4  Reading and Transforming the World Together: A Freirean Perspective on Education and Social Movements ........................................ 21

Chapter 5  The Competence Discourse and the Struggle for Social Agency and Citizenship:
            A Freirean Perspective .......................................................... 36

Chapter 6  Critical Literacy and the Development of a Multi-Ethnic Citizenship: A Freirean Southern-European Perspective .............................. 45

Chapter 7  Popular Education and Transformative Research .......... 54

Chapter 8  Adult Learning, Teaching and Programme Planning: Insights from Freire .......................... 64

AFFINITIES WITH FREIRE .............................................................. 75

Chapter 9  Paulo Freire and Lorenzo Milani ........................................... 77

Chapter 10  Julius Nyerere’s Thinking on Education ......................... 101
CONTENTS

FREIREAN INSPIRATION ................................................................. 121

Chapter 11 Critical Pedagogy, Historical Materialism
and Dialectical Thinking: A Tribute to
Paula Allman ................................................................. 123

Chapter 12 Dissidence, Love and Cultural Power:
An Essay on Antonia Darder ........................................ 132

Chapter 13 Striving Against the Eclipse of Democracy:
Henry A. Giroux's Critical Pedagogy
for Social Justice ........................................................... 144

Bibliography ................................................................. 171

Author Index ................................................................. 191

Subject Index ................................................................. 000
Acknowledgements

I would like to thank my wife Josephine Mayo and daughters, Annemarie Mayo and Cecilia Mayo, for their love and support as I worked through the various articles that constitute the basis for this book.

I would like to thank a number of people whose ideas inspired me to write this book: Paula Allman (late), Federico Batini, Carmel Borg, Mario Cardona, Mary Darmanin, Antonia Darder, Antonia De Vita, Leona M. English, Henry A. Giroux, Budd L. Hall, Dip Kapoor, Margaret Ledwith, Peter McLaren, André Elias Mazawi, Anna Maria Piussi, students in my MA Adult Education classes at University of Malta (2008, 2010 cohorts), students in the MA Adult Education graduate class at University of Seville in 2007, students in my graduate class at Bogazici University in July 2009, students in my PGCE classes on Freire from 2009 till 2011, students in my comparative adult education class at UBC in July 2010, Alessio Surian, Bruno Schettini (late), Daniel Schugurensky, Shirley Steinberg, Carlos Alberto Torres and Kenneth Wain.

I also need to acknowledge prior publication of chapters either in their current or revised form in a number of other outlets, ranging from journals to conference proceedings.


Chapter 7 was originally published as Mayo, P. (2010), ‘Popular Education and Transformative Research’, in Emilio Lucio-Villegas (Ed.), *Transforming/Researching Communities*, Xátiva: Dialogos-Red, ESREA.
ACKNOWLEDGEMENTS


