

SADTU: “A Union of Revolutionary Professionals, Agents of Change and Champions of People’s Education for People’s Power.”

Education is Never Neutral!



“We want to register our displeasure with the dominance of a neo-liberal orientation in our universities.

“Education is NOT ideologically neutral as some would like to have us believe. We are not convinced that the ideological orientation in our universities and even the curriculum in our schools will produce patriotic South Africans, who will have an appreciation of where this country comes from and who will also seek to be more than just an obedient part of the labour market for capital.”

Education Alliance, 20 January 2015

SADTU at 2015 Provincial Launches of School Governing Bodies

We are convinced that it is the greater involvement of parents in their children’s education that will make the difference we are looking for. We ask for more training and better resources, including more teachers, but there are problems that will remain after all of our demands as a union are met. These are problems that the learners have, problems that will not go away without the involvement of parents. We refer to learners’ attendance on time, and to the necessary respect among learners for teachers and for education in general.

We are an organised and a democratic mass of professionals. We refer back to our congress decisions, to our policies, and to agreements that we have signed, such as the Quality Learning and Teaching Code (Kliptown, August, 2008), which is a set of detailed pledges by all of the partners in education.

SADTU is guided by its 2030 Vision. Two of our five pillars are: “**Creating a Learning Nation**”, and promoting a “**Development-Oriented Nation-State**”. We are a democratic trade union that came into existence as part of South Africa’s freedom struggle. We advocate the compulsory teaching of history in our schools, because our national struggle is not over, and it will not be over until we have achieved, among other things, a culture of excellence in education.

South Africa should be a learning nation. This is our mission as professional teachers and we want to co-operate with everyone who shares that goal. Hence in our recent, 8th National Congress we called ourselves “A Union of Revolutionary Professionals, Agents of Change and Champions of People’s Education for People’s Power.”

SADTU wishes to advance the teaching of African languages in our schools, and the use of home languages as the medium of instruction, especially in the early years of schooling. We support the long-term National Development Planning Process, and we oppose short-term fashionable gimmicks.

SADTU’s draft for the Education Alliance declaration (edited)

Our aim is “People’s Education for People’s Power”. We reject education that fails to take into account the revolutionary tasks that the next generation will be required to perform. We reject simplistic definitions of education or education that resembles programming. We demand appropriate education for our circumstances.

We take education to mean the free development of each individual as an adult member of a free society. Ours should be education for liberation.

We note that there is in place a Code of Quality Education, to which we are all committed, and will continue to be committed.

We recall that in 2002 there was a National Education Convention on “Delivering Quality Public Education for All”, where approximately 350 delegates from unions, the national and provincial departments of education, the South African Council for Educators (SACE), and the ETDP SETA came to a collective understanding.

Among other things, that Convention declared: *“This Convention recognises that the definition of quality in education is contextual, and not a static concept, and is related to the complex interaction between learners, educators, institutions and the Departments of Education.”*

Our common concerns

Education in South Africa must be “People’s Education for People’s Power”. It must also correspond with the requirement of the Freedom Charter of 1955. And it must adequately express SADTU’s 2030 Vision, as adopted in 2010.

In particular we would point out that:

- **History** is no longer properly taught in South African schools. Instead, “Human Science” is offered, which is not an adequate basis upon which our children can be conscientised about the liberation struggle that is still under way, and in which they are going to have play as important a part as previous generations did. We say: the struggle continues. The democratic government must make proper provision for the teaching of the history of the struggle.
- **Mathematics** is not properly taught in South African schools. Instead, “Mathematics Literacy” is taught. It is designed to give the bare minimum of utilitarian competency for the purpose of entry-level employment.
- The **African Languages** of South Africa are not being properly taught in our Schools. The African languages are not equipped with dictionaries in those languages. Far from having eleven official languages as the Constitution demands, South Africa has two privileged and nine impoverished languages. This is something that must be remedied in school. If not, the chances of a living literature in our languages being produced, or read, are going to diminish.
- Under **Life Orientation** comes the principal guidance to learners from the school. But it has low status.

Life orientation includes the context of life. It should go towards political education, history of the struggle, and the present-day political landscape of the country; plus learning how to learn, and career guidance.

Life Orientation should not be a “Cinderella” topic. Life orientation is where “Peoples Education for Peoples Power” should principally be located, and it should be given higher, not lower status as compared to other matters.

- Related to the above is **FET-college “articulation”**, connecting from there backwards to school days, and forward to possible university entrance, degrees and doctorates that can be earned, possibly later in life, if and when FET diplomas count towards university entry requirements.

Schools should do more to prepare learners for entry to FET colleges, and in that way, for access to work opportunities that they would not otherwise get. There should be no dead-end streets for any child, or adult. All streets must lead to further openings, including university entrance.

Therefore:

A new and higher standard must be applied to South African education. It must be qualitatively, not only quantitatively, adequate for the historic needs of our country.

We demand the restoration of history to its rightful place at the centre of every child's schooling throughout. We demand that at the heart of the teaching of history should be the history of the struggle for South Africa's freedom, in the context of the general struggle against Imperialism in the world.

We reject all suggestions that a "born free" generation should grow up without knowledge of where their country has come from and how their freedom was won. We know of no country in the world that fails to transmit its own history to its younger generations. We regard the absence of the teaching of the history of the freedom struggle as a serious danger to the security of the nation. Those who do not know how freedom was won, and who have not been taught to value what they have, are likely to lose their freedom at the first challenge. We know that freedom will be challenged again, whether by demagogues or by criminals. South Africa has no choice but to prepare its young to face such challenges, just as every other country does.

We demand teaching of African Languages to all children. We demand the teaching of Mathematics to children, and we demand that "All the cultural treasures of mankind shall be open to all", as the Freedom Charter says. We demand that schools are maintained as places of education, and not basic training for "hewers of wood and drawers of water", in the manner of the former "Bantu Education".

We demand the proper resourcing of schools in terms of teachers, proper management of teacher placements and replacement (post provisioning), supply of learning and teaching materials and equipment, and provision and maintenance of clean and suitable building structures. We demand good laboratories, libraries and sports facilities in all schools.

So long as "Life Orientation" is to be taught, it should not be a substitute for any of the above, and it should have political content. It cannot be taught to a hidden agenda. It should be taken seriously, because it is useful, and it should be an examinable subject.

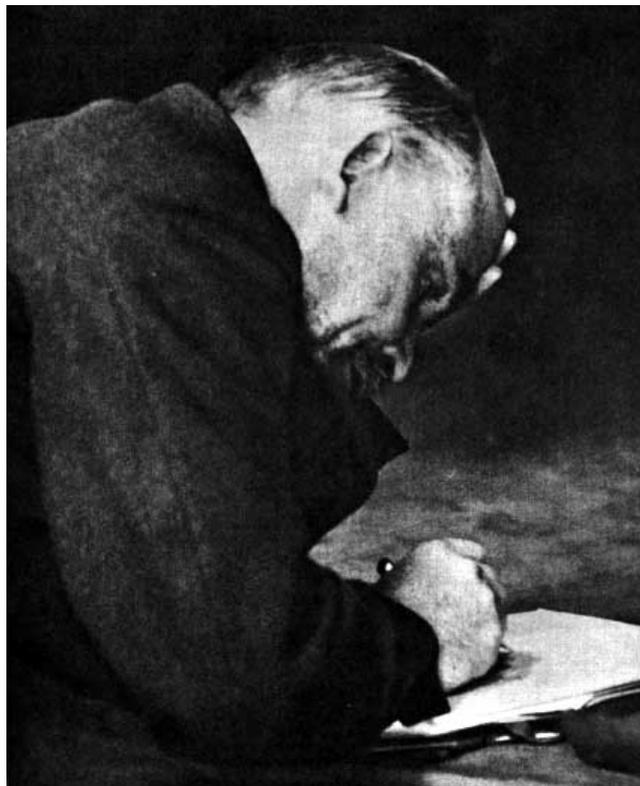
1405 words

V. I. Lenin, 1920

Speech Delivered at an All-Russia Conference of Political Education Workers of Gubernia and Uyezd Education Departments; November 3, 1920^[1]

Comrades, allow me to speak on several ideas, some of which were dealt with by the Central Committee of the Communist Party and by the Council of People's Commissars in connection with the formation of the Chief Committee for Political Education, while others came to me in connection with the draft submitted to the Council of People's Commissars. This draft was adopted yesterday as a basis; its details have still to be discussed.

I shall permit myself only to say, for my part, that at first I was highly averse to any change in the name of your institution. In my opinion, the function of the People's Commissariat of Education is to help people learn and teach others. My Soviet experience has taught me to regard titles as childish jokes; after all, any title is a joke in its way. Another name has now been endorsed: the Chief Committee for Political Education.



As this matter has already been decided, you must take this as nothing more than a personal remark. If the matter is not limited merely to a change of label, it is only to be welcomed.

If we succeed in drawing new people into cultural and educational work, it will not be just a change of title, and then we can reconcile ourselves to the “Soviet” weakness of sticking a label on every new undertaking and every new institution. If we succeed, we shall have achieved something more than ever before.

The link between education and our policy should be the chief inducement in making people join us in our cultural and educational work. A title may express something if there is a need for it, for along the whole line of our educational work we have to abandon the old standpoint that education should be non-political; we cannot conduct educational work in isolation from politics.

That idea has always predominated in bourgeois society. The very term “apolitical” or “non-political” education is a piece of bourgeois hypocrisy, nothing but humbuggy practised on the masses, 99 per cent of whom are humiliated and degraded by the rule of the church, private property and the like. That, in fact, is the way the bourgeoisie, still in the saddle in all bourgeois countries, is deceiving the masses.

The greater the importance of a political apparatus in such countries, the less its independence of capital and its policy.

In all bourgeois states the connection between the political apparatus and education is very strong, although bourgeois society cannot frankly acknowledge it. Nevertheless, this society indoctrinates the masses through the church and the institution of private property.

It is one of our basic tasks to contrapose our own truth to bourgeois “truth”, and win its recognition.

The transition from bourgeois society to the policy of the proletariat is a very difficult one, all the more so for the bourgeoisie incessantly slandering us through its entire apparatus of propaganda and agitation. It bends every effort to play down an even more important mission of the dictatorship of the proletariat, its educational mission, which is particularly important in Russia, where the proletariat constitutes a minority of the population. Yet in Russia this mission must be given priority, for we must prepare the masses to build up socialism. The dictatorship of the proletariat would have been out of the question if, in the struggle against the bourgeoisie, the proletariat had not developed a keen class-consciousness, strict discipline and profound devotion, in other words, all the qualities required to assure the proletariat’s complete victory over its old enemy.

We do not hold the utopian view that the working masses are ready for a socialist society. From precise facts provided by the entire history of working-class socialism we know that this is not the case, and that preparedness for socialism is created only by large-scale industry, by the, strike struggle and by political organisation. To win the victory and accomplish the socialist revolution, the proletariat must be capable of

concerted action, of overthrowing the exploiters. We now see that it has acquired all the necessary qualities, and that it translated them into action when it won power.

Education workers, and the Communist Party as the vanguard in the struggle, should consider it their fundamental task to help enlighten and instruct the working masses, in order to cast off the old ways and habituated routine we have inherited from the old system, the private property habits the masses are thoroughly imbued with. This fundamental task of the entire socialist revolution should never be neglected during consideration of the particular problems that have demanded so much attention from the Party's Central Committee and the Council of People's Commissars. What kind of structure should the Chief Committee for Political Education have? How should it be linked up with other institutions? How should it be linked up, not only with the centre but with local bodies? These questions will be answered by comrades who are more competent in the matter, have already gained considerable experience, and have made a special study of the matter. I would like merely to stress the main principles involved. We must put the matter frankly and openly affirm, despite all the old untruths, that education cannot but be linked up with politics.

We are living in an historic period of struggle against the world bourgeoisie, which is far stronger than we are. At this stage of the struggle, we have to safeguard the development of the revolution and combat the bourgeoisie in the military sense and still more by means of our ideology through education, so that the habits, usages and convictions acquired by the working class in the course of many decades of struggle for political liberty-the sum total of these habits, usages and ideas should serve as an instrument for the education of all working people. It is for the proletariat to decide how the latter are to be educated. We must inculcate in the working people the realisation that it is impossible and inexcusable to stand aside in the proletariat's struggle, which is now spreading more and more to all capitalist countries in the world, and to stand aside in international politics. An alliance of all the world's powerful capitalist countries against Soviet Russia-such is the real basis of international politics today. And it must, after all, be realised that on this will depend the fate of hundreds of millions of working people in the capitalist countries. We know that, at the present moment, there is not a corner of the earth which is not under the control of a small group of capitalist countries. Thus the situation is shaping in such a way that one is faced with the alternative of standing aloof from the present struggle and thereby proving one's utter lack of political consciousness, just like those benighted people who have held aloof from the revolution and, the war and do not see the bourgeoisie's gross deception of the masses, the deliberate way in which the bourgeoisie is keeping the masses in ignorance; or else of joining the struggle for the dictatorship of the proletariat.

It is with absolute frankness that we speak of this struggle of the proletariat; each man must choose between joining our side or the other side. Any attempt to avoid taking sides in this issue must end in fiasco.

Observation of the many remnants of the Kerensky gang, the Socialist-Revolutionaries and the Social-Democrats, as represented by the Yudeniches, Kolchaks, Petlyuras, Makhnos and others, has shown us such a variety of forms and shades of counter-revolution in various parts of Russia that we have every reason to consider ourselves far more steeled in the struggle than anybody else is. A glance at Western Europe shows the same thing happening there as in our country—a repetition of our own history. Almost everywhere elements similar to the Kerensky gang are to be met alongside the bourgeoisie. They predominate in a number of countries, especially Germany. One can see the same thing everywhere—the impossibility of taking an intermediate position, and a clear realisation that there must be either a whiteguard dictatorship (for which —the bourgeoisie of all the countries of Western Europe are preparing by arming against us), or the dictatorship of the proletariat. We have experienced this so acutely and profoundly that there is no need for me to talk at length about the Russian Communists. Hence there can be only a single conclusion, one that should be the corner-stone of all arguments and theories about the Chief Committee for Political Education: the primacy of the Communist Party’s policy must be frankly recognised in the work of that body. We know of no other form of guidance; and no other has been evolved in any country. Parties may represent the interests of their class in one degree or another; they may undergo changes or modifications, but we do not yet know of any better form. The entire course of the struggle waged by Soviet Russia, which for three years has withstood the onslaught of world imperialism, is bound up with the fact that the Party has consciously set out to help the proletariat perform its function of educator, organiser and leader, without which the collapse of capitalism is impossible. The working masses, the masses of peasants and workers, must oust the old intellectualist habits and re-educate themselves for the work of building communism. Otherwise the work of construction cannot be undertaken. Our entire experience shows that this is a very serious matter, and we must therefore give prominence to Party primacy and never lose sight of it when discussing our activities and our organisational development. How this is to be done will still have to be discussed at length; it will have to be discussed in the Party’s Central Committee and in the Council of People’s Commissars. The decree which was endorsed yesterday laid down the fundamentals in respect of the Chief Committee for Political Education, but it has not yet gone through all the stages in the Council of People’s Commissars. The decree will be published within the next few days, and you will see that its final form makes no direct mention of relations with the Party.

We must, however, know and remember that, in law and in practice, the Constitution of the Soviet Republic is based on the tenet that the Party rectifies, prescribes and builds according to a single principle—to enable the communist elements linked with the proletariat to imbue the proletariat with their own spirit, win its adherence, and open its eyes to the bourgeois deceit which we have been trying so long to eliminate. The People’s Commissariat of Education has gone through a long struggle; for a long time the teachers’ organisation resisted the socialist revolution. Bourgeois prejudices have struck very deep root among the teachers. There has been a long struggle in the

form of direct sabotage and of tenacious bourgeois prejudices, and we have to fight for the communist positions slowly, step by step and win them. The Chief Committee for Political Education, which is concerned with extra-mural education, the work of educating and enlightening the masses, is faced with the clear task of combining Party leadership with the effort to gain the adherence of, to imbue with its spirit and to animate with its initiative, this half-million strong army of teachers, this vast institution which is now in the service of the workers. Education workers—the teachers—were trained in the spirit of bourgeois prejudices and habits, in a spirit hostile to the proletariat, with which they have had no ties whatever. We must now train a new army of teachers and instructors who must be in close touch with the Party and its ideas, be imbued with its spirit, and attract the masses of workers, instilling the spirit of communism into them and arousing their interest in what is being done by the Communists.

Since the old customs, habits and ideas must be discarded, the Chief Committee for Political Education and its personnel are faced with a most important task, which they must keep uppermost in their minds. Here we indeed have a dilemma: how can we establish a link between the teachers, most of whom are of the old school, with Party members, with the Communists? That is an extremely difficult problem, one that will require a considerable amount of thought.

Let us consider the means of establishing organisational links between people who are so different. In principle, we cannot for a moment doubt the need of the Communist Party's primacy. Consequently, the purpose of political culture, of political instruction, is to train genuine Communists capable of stamping out falsehood and prejudices and helping the working masses to vanquish the old system and build up a state without capitalists, without exploiters, and without landowners. How can that be done? Only by acquiring the sum total of knowledge that the teachers have inherited from the bourgeoisie. Without this the technical achievements of communism will be impossible, and all hopes for those achievements would be pipe dreams. So the question arises: how are we to organise these people, who are not used to bringing politics into their work, especially the politics that is to our advantage, i.e., politics essential to communism? That, as I have said, is a very difficult problem. We have discussed the matter in the Central Committee, and in discussing it have tried to take into account the lessons of experience. We think that a congress like the one I am addressing today, a conference like yours, will be of great value in this respect. Every Party Committee now has to look from a new angle upon every propagandist, who used to be regarded merely as a man belonging to a definite circle, a definite organisation. Each of them belongs to a ruling party which directs the whole state, and the Soviet Russia's world struggle against the bourgeois system. He is a representative of a fighting class and of a party which runs, and must run, an enormous machine of state. Many a Communist who has been through the splendid school of underground work and has been tested and steeled in the struggle is unwilling or unable to understand the full significance of this change, of this transition, which turns the

agitator and propagandist into a leader of agitators, a leader in a huge political organisation. The kind of title he is given, even if it is an embarrassing one-such as superintendent of general schools-does not matter much; what is important is that he should be capable of directing the mass of teachers.

It should be said that the hundreds of thousands of teachers constitute a body that must get the work moving, stimulate thought, and combat the prejudices that to this day still persist among the masses. The heritage of capitalist culture, the fact that the mass of the teachers are imbued with its defects, which prevent them from being Communists, should not deter us from admitting these teachers into the ranks of the political education workers, for these teachers possess the knowledge without which we cannot achieve our aim.

We must put hundreds of thousands of useful people to work in the service of communist education. That is a task that was accomplished at the front, in our Red Army, into which tens of thousands of representatives of the old army were incorporated. In the lengthy process of re-education, they became welded with the Red Army, as they ultimately proved by their victories. This is an example that we must follow in our cultural and educational work. True, this work is not so spectacular, but it is even more important. We need every agitator and propagandist; he will be doing his job if he works in a strictly Party spirit but at the same time does not limit himself to Party work, and remembers that it is his duty to direct hundreds of thousands of teachers, whet their interest, overcome their old bourgeois prejudices, enlist them in the work we are doing, and make them realise the immensity of our work. It is only by tackling that job that we can lead this mass of people, whom capitalism suppressed and drew away from us, along the right path.

Such are the aims that every agitator and propagandist working in the sphere of extra-mural education must pursue and constantly keep in sight. A host of practical difficulties will be encountered in the process, and you must help the cause of communism by becoming representatives and leaders, not only of Party study-circles, but of the entire state administration, which is now in the hands of the working class.

We must overcome resistance from the capitalists in all its forms, not only in the military and the political spheres, but also ideological resistance, which is the most deep-seated and the strongest. It is the duty of our educational workers to accomplish the re-education of the masses. The interest, the thirst for education and knowledge of communism which are to be seen among them are a guarantee of our victory in this field too, although, perhaps, not as rapid as at the front and only after great difficulties and at times even reverses. However, we shall ultimately win.

Last, I should like to dwell on one more point. Perhaps the title of Chief Committee for Political Education is not properly understood. Inasmuch as it makes mention of the political concept, politics is the main thing here.

But how is politics to be understood? If politics is understood in the old sense, one may fall into a grave and profound error. Politics means a struggle between classes; means the relations of the proletariat in its struggle for its emancipation, against the world bourgeoisie. However, in our struggle two aspects of the matter stand out: on the one hand, there is the task of destroying the heritage of the bourgeois system, of foiling the repeated attempts of the whole bourgeoisie to crush the Soviet state. This task has absorbed most of our attention hitherto and has prevented us from proceeding to the other task, that of construction. According to the bourgeois world outlook, politics was divorced, as it were, from economics. The bourgeoisie said: peasants, you must work for your livelihood; workers, you must work to secure your means of subsistence on the market; as for economic policy, that is the business of your masters. That, however, is not so; politics should be the business of the people, the business of the proletariat. Here we must emphasise the fact that nine-tenths of our time and our work is devoted to the struggle against the bourgeoisie. The victories over Wrangel, of which we read yesterday, and of which you will read today and probably tomorrow, show that one stage of the struggle is coming to an end and that we have secured peace with a number of Western countries; every victory on the war front leaves our hands freer for the internal struggle, for the politics of state organisation. Every step that brings us closer to victory over the whiteguards gradually shifts the focus of the struggle to economic policy. Propaganda of the old type describes and illustrates what communism is. This kind of propaganda is now useless, for we have to show in practice how socialism is to be built. All our propaganda must be based on the political experience of economic development. That is our principal task; whoever interprets it in the old sense will show himself to be a retrograde, one who is incapable of conducting propaganda work among the masses of the peasants and workers. Our main policy must now be to develop the state economically, so as to gather in more poods of grain and mine more poods of coal, to decide how best to utilise these poods of grain and coal and preclude starvation—that is our policy. All our agitation and propaganda must be focussed on this aim. There must be less fine talk, for you cannot satisfy the working people with fine words. As soon as the war enables us to shift the focus from the struggle against the bourgeoisie, from the struggle against Wrangel and the whiteguards, we shall turn to economic policy. And then agitation and propaganda will play a role of tremendous and ever growing importance.

Every agitator must be a state leader, a leader of all the peasants and workers in the work of economic development. He must tell them what one should know, what pamphlets and books one should read to become a Communist.

That is the way to improve our economic life and make it more secure, more social; that is the way to increase production, improve the food situation and distribution of the goods produced, increase coal output, and restore industry without capitalism and without the capitalist spirit.

What does communism consist in? All propaganda for communism must be conducted in a way that will amount to practical guidance of the state's development. Communism must be made comprehensible to the masses of the workers so that they will regard it as their own cause. That task is being poorly accomplished, and thousands of mistakes are being made. We make no secret of the fact. However, the workers and the peasants must themselves build up and improve our apparatus, with our assistance, feeble and inadequate as it is. To us, that is no longer a programme, a theory, or a task to be accomplished; it has become a matter of actual and practical development. Although we suffered some cruel reverses in our war, we have at least learnt from these reverses and won complete victory. Now, too, we must learn a lesson from every defeat and must remember that the workers and peasants have to be instructed by taking the work already performed as an example. We must point out what is bad, so as to avoid it in future.

By taking constructive work as an example, by repeating it time and again, we shall succeed in turning inefficient communist managers into genuine builders, and, in the first place, into builders of our economic life. We shall achieve our targets and overcome all the obstacles which we have inherited from the old system and cannot be eliminated at a single stroke. We must re-educate the masses; they can be re-educated only by agitation and propaganda. The masses must be brought, in the first place, into the work of building the entire economic life. That must be the principal and basic object in the work of each agitator and propagandist, and when he realises this, the success of his work will be assured. (*Loud applause.*)

Endnotes

[1] The Conference met in Moscow from November 2 to 8, 1920, with 283 delegates attending. The main question discussed was the establishment of the Chief Committee for Political Education. A. V. Lunacharsky delivered the opening address, in which he dealt with the work done in the sphere of political education. The Conference also heard a report by N. K. Krupskaya on the current plan of work of the Chief Committee for Political Education, and Y. A. Litkens's report on the organisation of local political education departments. Other items on the agenda concerned the food campaign and political education, production propaganda in the light of the rehabilitation of economic activity, and the elimination of illiteracy. Lenin spoke after Krupskaya at the third session of the Conference, on the second day of the proceedings.

From: <http://www.marxists.org/archive/lenin/works/1920/nov/03.htm>

Course: Education

23021, Lenin, Speech to All-Russia Political Education Workers Conference, 1920

3945 words

Pedagogy of the Oppressed

Chapter 2

A careful analysis of the teacher-student relationship at any level inside or outside the school, reveals its fundamentally *narrative* character. This relationship involves a narrating Subject (the teacher) and patient, listening objects (the students). The contents, whether values or empirical dimensions of reality, tend in the process of being narrated to become lifeless and petrified. Education is suffering from narration sickness.

The teacher talks about reality as if it were motionless, static, compartmentalized, and predictable. Or else he expounds on a topic completely alien to the existential experience of the students. His task is to "fill" the students with the contents of his narration - contents which are detached from reality, disconnected from the totality that engendered them and could give them significance. Words are emptied of their concreteness and become a hollow, alienated, and alienating verbosity.



The outstanding characteristic of this narrative education, then, is the sonority of words, not their transforming power. "Four times four is sixteen; the capital of Para is Belem." The student records, memorizes, and repeats these phrases without perceiving what four times four really means, or realizing the true significance of "capital" in the affirmation "the capital of Para is Belem," that is, what Belem means for Para and what Para means for Brazil.

Narration (with the teacher as narrator) leads the students to memorize mechanically the narrated content. Worse yet, it turns them into "containers," into "receptacles" to be "filled" by the teacher. The more completely she fills the receptacles, the better a teacher she is. The more meekly the receptacles permit themselves to be filled, the better students they are.

Education thus becomes an act of depositing, in which the students are the depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiqués and makes deposits which the students patiently receive, memorize, and repeat. This is the "banking" concept of education, in which the scope of action allowed to the students extends only as far as receiving, filing, and storing the deposits. They do, it is true, have the opportunity to become collectors or cataloguers of the things they store. But in the last analysis, it is the people themselves who are filed away through the lack of creativity, transformation, and knowledge in this (at best) misguided system. For apart from inquiry apart from the praxis, individuals cannot be truly human. Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other

In the banking concept of education, knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing. Projecting an absolute ignorance onto others, a characteristic of the ideology of oppression, negates education and knowledge as processes of inquiry. The teacher presents himself to his students as their necessary opposite; by considering their ignorance absolute, he justifies his own existence. The students, alienated like the slave in the Hegelian dialectic, accept their ignorance as justifying the teacher's existence - but, unlike the slave, they never discover that they educate the teacher

The *raison d'être* of libertarian education, on the other hand, lies in its drive towards reconciliation. Education must begin with the solution of the teacher-student contradiction, by reconciling the poles of the contradiction so that both are simultaneously teachers *and* students.

This solution is not (nor can it be) found in the banking concept. On the contrary, banking education maintains and even stimulates the contradiction through the following attitudes and practices, which mirror oppressive society as a whole:

- a) the teacher teaches and the students are taught;
- b) the teacher knows everything and the students know nothing;
- c) the teacher thinks and the students are thought about;
- d) the teacher talks and the students listen - meekly;
- e) the teacher disciplines and the students are disciplined;
- f) the teacher chooses and enforces his choice, and the students comply;
- g) the teacher acts and the students have the illusion of acting through the action of the teacher;

- h) the teacher chooses the program content, and the students (who were not consulted) adapt to it;
- i) the teacher confuses the authority of knowledge with his or her own professional authority, which she and he sets in opposition to the freedom of the students;
- j) the teacher is the Subject of the learning process, while the pupils are mere objects.

It is not surprising that the banking concept of education regards men as adaptable, manageable beings. The more students work at storing the deposits entrusted to them, the less they develop the critical consciousness which would result from their intervention in the world as transformers of that world. The more completely they accept the passive role imposed on them, the more they tend simply to adapt to the world as it is and to the fragmented view of reality deposited in them.

The capability of banking education to minimize or annul the students' creative power and to stimulate their credulity serves the interests of the oppressors, who care neither to have the world revealed nor to see it transformed. The oppressors use their "humanitarianism" to preserve a profitable situation. Thus they react almost instinctively against any experiment in education which stimulates the critical faculties and is not content with a partial view of reality but always seeks out the ties which link one point to another and one problem to another.

Indeed, the interests of the oppressors lie in "changing the consciousness of the oppressed, not the situation which oppresses them";¹ for the more the oppressed can be led to adapt to that situation, the more easily they can be dominated. To achieve this end, the oppressors use the banking concept of education in conjunction with a paternalistic social action apparatus, within which the oppressed receive the euphemistic title of "welfare recipients." They are treated as individual cases, as marginal persons who deviate from the general configuration of a "good, organized, and just" society. The oppressed are regarded as the pathology of the healthy society, which must therefore adjust these "incompetent and lazy" folk to its own patterns by changing their mentality. These marginals need to be "integrated," "incorporated" into the healthy society that they have "forsaken."

The truth is, however, that the oppressed are not "marginals," are not people living "outside" society. They have always been "inside" - inside the structure which made them "beings for others." The solution is not to "integrate" them into the structure of oppression, but to transform that structure so that they can become "beings for themselves." Such transformation, of course, would undermine the oppressors' purposes; hence their utilization of the banking concept of education to avoid the threat of student *conscientizacao*.

The banking approach to adult education, for example, will never propose to students that they critically consider reality. It will deal instead with such vital questions as

whether Roger gave green grass to the goat, and insist upon the importance of learning that on the contrary, Roger gave green grass to the rabbit. The "humanism" of the banking approach masks the effort to turn women and men into automatons - the very negation of their ontological vocation to be more fully human.

Those who use the banking approach, knowingly or unknowingly (for there are innumerable well-intentioned bank-clerk teachers who do not realize that they are serving only to dehumanize), fail to perceive that the deposits themselves contain contradictions about reality. But, sooner or later, these contradictions may lead formerly passive students to turn against their domestication and the attempt to domesticate reality. They may discover through existential experience that their present way of life is irreconcilable with their vocation to become fully human. They may perceive through their relations with reality that reality is really a *process*, undergoing constant transformation. If men and women are searchers and their ontological vocation is humanization, sooner or later they may perceive the contradiction in which banking education seeks to maintain them, and then engage themselves in the struggle for their liberation.

But the humanist, revolutionary educator cannot wait for this possibility to materialize. From the outset, her efforts must coincide with those of the students to engage in critical thinking and the quest for mutual humanization. His efforts must be imbued with a profound trust in people and their creative power. To achieve this, they must be partners of the students in their relations with them.

The banking concept does not admit to such partnership - and necessarily so. To resolve the teacher-student contradiction, to exchange the role of depositor, prescriber, domesticator, for the role of student among students would be to undermine the power of oppression and serve the cause of liberation.

Implicit in the banking concept is the assumption of a dichotomy between human beings and the world: a person is merely *in* the world, not *with* the world or with others; the individual is spectator, not re-creator. In this view, the person is not a conscious being (*corpo consciente*); he or she is rather the possessor of a consciousness: an empty "mind" passively open to the reception of deposits of reality from the world outside. For example, my desk, my books, my coffee cup, all the objects before me - as bits of the world which surround me - would be "inside" me, exactly as I am inside my study right now. This view makes no distinction between being accessible to consciousness and entering consciousness. The distinction, however, is essential: the objects which surround me are simply accessible to my consciousness, not located within it. I am aware of them, but they are not inside me.

It follows logically from the banking notion of consciousness that the educator's role is to regulate the way the world "enters into" the students. The teacher's task is to organize a process which already occurs spontaneously to "fill" the students by making deposits of information which he or she considers to constitute true

knowledge.² And since people "receive" the world as passive entities, education should make them more passive still, and adapt them to the world. The educated individual is the adapted person, because she or he is a better "fit" for the world. Translated into practice, this concept is well suited to the purposes of the oppressors, whose tranquillity rests on how well people fit the world the oppressors have created, and how little they question it.

The more completely the majority adapt to the purposes which the dominant minority prescribe for them (thereby depriving them of the right to their own purposes), the more easily the minority can continue to prescribe. The theory and practice of banking education serve this end quite efficiently. Verbalistic lessons, reading requirements,³ the methods for evaluating knowledge," the distance between the teacher and the taught, the criteria for promotion: everything in this ready-to-wear approach serves to obviate thinking.

The bank-clerk educator does not realize that there is no true security in his hypertrophied role, that one must seek to live *with* others in solidarity. One cannot impose oneself, nor even merely co-exist with one's students. Solidarity requires true communication, and the concept by which such an educator is guided fears and proscribes communication.

Yet only through communication can human life hold meaning. The teacher's thinking is authenticated only by the authenticity of the students' thinking. The teacher cannot think for her students, nor can she impose her thought on them. Authentic thinking, thinking that is concerned about *reality*, does not take place in ivory tower isolation, but only in communication. If it is true that thought has meaning only when generated by action upon the world, the subordination of students to teachers becomes impossible.

Because banking education begins with a false understanding of men and women as objects, it cannot promote the development of what Fromm calls "biophilia," but instead produces its opposite: "necrophily."

"While life is characterized by growth in a structured, functional manner, the necrophilous person loves all that does not grow, all that is mechanical. The necrophilous person is driven by the desire to transform the organic into the inorganic, to approach life mechanically, as if all living persons were things. . . . Memory, rather than experience; having, rather than being, is what counts. The necrophilous person can relate to an object - a flower or a person - only if he possesses it; hence a threat to his possession is a threat to himself; if he loses possession he loses contact with the world. . . . He loves control, and in the act of controlling he kills life."⁴

Oppression - overwhelming control - is necrophilic; it is nourished by love of death, not life. The banking concept of education, which serves the interests of oppression, is

also necrophilic. Based on a mechanistic, static, naturalistic, spatialized view of consciousness, it transforms students into receiving objects. It attempts to control thinking and action, leads women and men to adjust to the world, and inhibits their creative power.

When their efforts to act responsibly are frustrated, when they find themselves unable to use their faculties, people suffer. "This suffering due to impotence is rooted in the very fact that the human equilibrium has been disturbed"⁵ But the inability to act which causes people's anguish also causes them to reject their impotence, by attempting

“. . . to restore [their] capacity to act. But can [they], and how? One way is to submit to and identify with a person or group having power By this symbolic participation in another person's life, [men have] the illusion of acting, when in reality [they] only submit to and become a part of those who act."⁶

Populist manifestations perhaps best exemplify this type of behavior by the oppressed, who, by identifying with charismatic leaders, come to feel that they themselves are active and effective. The rebellion they express as they emerge in the historical process is motivated by that desire to act effectively. The dominant elites consider the remedy to be more domination and repression, carried out in the name of freedom, order, and social peace (that is, the peace of the elites). Thus they can condemn - logically from their point of view - "the violence of a strike by workers and [can] call upon the state in the same breath to use violence in putting down the strike."⁷

Education as the exercise of domination stimulates the credulity of students, with the ideological intent (often not perceived by educators) of indoctrinating them to adapt to the world of oppression. This accusation is not made in the naive hope that the dominant elites will thereby simply abandon the practice. Its objective is to call the attention of true humanists to the fact that they cannot use banking educational methods in the pursuit of liberation, for they would only negate that very pursuit. Nor may a revolutionary society inherit these methods from an oppressor society. The revolutionary society which practices banking education is either misguided or mistrusting of people. In either event it is threatened by the spectre of reaction.

Unfortunately, those who espouse the cause of liberation are themselves surrounded and influenced by the climate which generates the banking concept, and often do not perceive its true significance or its dehumanizing power. Paradoxically, then, they utilize this same instrument of alienation in what they consider an effort to liberate. Indeed, some "revolutionaries" brand as "innocents," "dreamers," or even "reactionaries" those who would challenge this educational practice. But one does not liberate people by alienating them. Authentic liberation - the process of humanization - is not another deposit to be made in men. Liberation is a praxis: the action and

reflection of men and women upon their world in order to transform it. Those truly committed to the cause of liberation can accept neither the mechanistic concept of consciousness as an empty vessel to be filled, nor the use of banking methods of domination (propaganda, slogans - deposits) in the name of liberation.

Those truly committed to liberation must reject the banking concept in its entirety, adopting instead a concept of women and men as conscious beings, and consciousness as consciousness intent upon the world. They must abandon the educational goal of deposit-making and replace it with the posing of the problems of human beings in their relations with the world. "Problem-posing" education, responding to the essence of consciousness – intentionality - rejects communiques and embodies communication. It epitomizes the special characteristic of consciousness: being *conscious of* not only as intent on objects but as turned in upon itself in a Jasperian "split"-consciousness as consciousness *of* consciousness.

Liberating education consists in acts of cognition, not transferrals of information. It is a learning situation in which the cognizable object (far from being the end of the cognitive act) intermediates the cognitive actors - teacher on the one hand and students on the other. Accordingly the practice of problem-posing education entails at the outset that the teacher-student contradiction be resolved. Dialogical relations - indispensable to the capacity of cognitive actors to cooperate in perceiving the same cognizable object - are otherwise impossible.

Indeed, problem-posing education, which breaks with the vertical patterns characteristic of banking education, can fulfil its function as the practice of freedom only if it can overcome the above contradiction. Through dialogue, the teacher-of-the-students and the students-of-the-teacher cease to exist and a new term emerges: teacher-student with students-teachers. The teacher is no longer merely the-one-who-teaches, but one who is himself taught in dialogue with the students, who in turn while being taught also teach. They become jointly responsible for a process in which all grow. In this process, arguments based on "authority" are no longer valid; in order to function, authority must be *on the side of* freedom, not against it. Here, no one teaches another, nor is anyone self-taught. People teach each other, mediated by the world, by the cognizable objects which in banking education are "owned" by the teacher

The banking concept (with its tendency to dichotomize everything) distinguishes two stages in the action of the educator. During the first he cognizes a cognizable object while he prepares his lessons in his study or his laboratory; during the second, he expounds to his students about that object. The students are not called upon to know, but to memorize the contents narrated by the teacher. Nor do the students practice any act of cognition, since the object towards which that act should be directed is the property of the teacher rather than a medium evoking the critical reflection of both teacher and students. Hence in the name of the "preservation of culture and

knowledge" we have a system which achieves neither true knowledge nor true culture.

The problem-posing method does not dichotomize the activity of the teacher-student: she is not "cognitive" at one point and "narrative" at another. She is always "cognitive," whether preparing a project or engaging in dialogue with the students. He does not regard cognizable objects as his private property but as the object of reflection by himself and the students. In this way the problem-posing educator constantly re-forms his reflections in the reflection of the students. The students - no longer docile listeners - are now critical co-investigators in dialogue with the teacher. The teacher presents the material to the students for their consideration, and re-considers her earlier considerations as the students express their own. The role of the problem-posing educator is to create, together with the students, the conditions under which knowledge at the level of the *doxa* is superseded by true knowledge, at the level of the *logos*.

Whereas banking education anesthetizes and inhibits creative power, problem-posing education involves a constant unveiling of reality. The former attempts to maintain the *submersion* of consciousness; the latter strives for the *emergence* of consciousness and *critical intervention* in reality.

Students, as they are increasingly posed with problems relating to themselves in the world and with the world, will feel increasingly challenged and obliged to respond to that challenge. Because they apprehend the challenge as interrelated to other problems within a total context, not as a theoretical question, the resulting comprehension tends to be increasingly critical and thus constantly less alienated. Their response to the challenge evokes new challenges, followed by new understandings; and gradually the students come to regard themselves as committed.

Education as the practice of freedom - as opposed to education as the practice of domination - denies that man is abstract, isolated, independent, and unattached to the world; it also denies that the world exists as a reality apart from people. Authentic reflection considers neither abstract man nor the world without people, but people in their relations with the world. In these relations consciousness and world are simultaneous: consciousness neither precedes the world nor follows it.

"La conscience et le monde sont dormes d'un meme coup: exterieur par essence a la conscience, le monde est, par essence relatif a elle."⁸

In one of our culture circles in Chile, the group was discussing (based on a codification⁹) the anthropological concept of culture. In the midst of the discussion, a peasant who by banking standards was completely ignorant said: "Now I see that without man there is no world." When the educator responded: "Let's say, for the sake of argument, that all the men on earth were to die, but that the earth itself remained, together with trees, birds, animals, rivers, seas, the stars. . . wouldn't all this be a

world?" "Oh no," the peasant replied emphatically. "There would be no one to say: 'This is a world'."

The peasant wished to express the idea that there would be lacking the consciousness of the world which necessarily implies the world of consciousness. *I* cannot exist without a *non-I*. In turn, the *not-I* depends on that existence. The world which brings consciousness into existence becomes the world *of* that consciousness. Hence, the previously cited affirmation of Sartre: "*La conscience et le monde sont dormes d'un meme coup.*"

As women and men, simultaneously reflecting on themselves and on the world, increase the scope of their perception, they begin to direct their observations towards previously inconspicuous phenomena:

"In perception properly so-called, as an explicit awareness [Gewahren], I am turned towards the object, to the paper, for instance. I apprehend it as being this here and now. The apprehension is a singling out, every object having a background in experience. Around and about the paper lie books, pencils, ink-well, and so forth, and these in a certain sense are also "perceived", perceptually there, in the "field of intuition"; but whilst I was turned towards the paper there was no turning in their direction, nor any apprehending of them, not even in a secondary sense. They appeared and yet were not singled out, were not posited on their own account. Every perception of a thing has such a zone of background intuitions or background awareness, if "intuiting" already includes the state of being turned towards, and this also is a "conscious experience", or more briefly a "consciousness of" all indeed that in point of fact lies in the co-perceived objective background.¹⁰"

That which had existed objectively but had not been perceived in its deeper implications (if indeed it was perceived at all) begins to "stand out," assuming the character of a problem and therefore of challenge. Thus, men and women begin to single out elements from their "background awareness" and to reflect upon them. These elements are now objects of their consideration, and, as such, objects of their action and cognition.

In problem-posing education, people develop their power to perceive critically *the way they exist* in the world *with which* and *in which* they find themselves; they come to see the world not as a static reality but as a reality in process, in transformation. Although the dialectical relations of women and men with the world exist independently of how these relations are perceived (or whether or not they are perceived at all), it is also true that the form of action they adopt is to a large extent a function of how they perceive themselves in the world. Hence, the teacher-student and the students-teachers reflect simultaneously on themselves and the world

without dichotomizing this reflection from action, and thus establish an authentic form of thought and action.

Once again, the two educational concepts and practices under analysis come into conflict. Banking education (for obvious reasons) attempts, by mythicizing reality, to conceal certain facts which explain the way human beings exist in the world; problem-posing education sets itself the task of demythologizing. Banking education resists dialogue; problem-posing education regards dialogue as indispensable to the act of cognition which unveils reality. Banking education treats students as objects of assistance; problem-posing education makes them critical thinkers. Banking education inhibits creativity and domesticates (although it cannot completely destroy) the *intentionality* of consciousness by isolating consciousness from the world, thereby denying people their ontological and historical vocation of becoming more fully human. Problem-posing education bases itself on creativity and stimulates true reflection and action upon reality, thereby responding to the vocation of persons as beings who are authentic only when engaged in inquiry and creative transformation. In sum: banking theory and practice, as immobilizing and fixating forces, fail to acknowledge men and women as historical beings; problem-posing theory and practice take the people's historicity as their starting point.

Problem-posing education affirms men and women as beings in the process of *becoming* - as unfinished, uncompleted beings in and with a likewise unfinished reality. Indeed, in contrast to other animals who are unfinished, but not historical, people know themselves to be unfinished; they are aware of their incompleteness. In this incompleteness and this awareness lie the very roots of education as an exclusively human manifestation. The unfinished character of human beings and the transformational character of reality necessitate that education be an ongoing activity.

Education is thus constantly remade in the praxis. In order to *be*, it must *become*. Its "duration" (in the Bergsonian meaning of the word) is found in the interplay of the opposites *permanence* and *change*. The banking method emphasizes permanence and becomes reactionary; problem-posing education - which accepts neither a "well-behaved" present nor a predetermined fixture-roots itself in the dynamic present and becomes revolutionary.

Problem-posing education is revolutionary futurity. Hence it is prophetic (and, as such, hopeful). Hence, it corresponds to the historical nature of humankind. Hence, it affirms women and men as beings who transcend themselves, who move forward and look ahead, for whom immobility represents a fatal threat, for whom looking at the past must only be a means of understanding more clearly what and who they are so that they can more wisely build the future. Hence, it identifies with the movement which engages people as beings aware of their incompleteness - an historical movement which has its point of departure, its Subjects and its objective.

The point of departure of the movement lies in the people themselves. But since people do not exist apart from the world, apart from reality the movement must begin with the human-world relationship. Accordingly, the point of departure must always be with men and women in the "here and now," which constitutes the situation within which they are submerged, from which they emerge, and in which they intervene. Only by starting from this situation - which determines their perception of it - can they begin to move. To do this authentically they must perceive their state not as fated and unalterable, but merely as limiting - and therefore challenging.

Whereas the banking method directly or indirectly reinforces men's fatalistic perception of their situation, the problem-posing method presents this very situation to them as a problem. As the situation becomes the object of their cognition, the naive or magical perception which produced their fatalism gives way to perception which is able to perceive itself even as it perceives reality, and can thus be critically objective about that reality.

A deepened consciousness of their situation leads people to apprehend that situation as an historical reality susceptible of transformation. Resignation gives way to the drive for transformation and inquiry, over which men feel themselves to be in control. If people, as historical beings necessarily engaged with other people in a movement of inquiry, did not control that movement, it would be (and is) a violation of their humanity. Any situation in which some individuals prevent others from engaging in the process of inquiry is one of violence. The means used are not important; to alienate human beings from their own decision-making is to change them into objects.

This movement of inquiry must be directed towards humanization-the people's historical vocation. The pursuit of full humanity however, cannot be carried out in isolation or individualism, but only in fellowship and solidarity; therefore it cannot unfold in the antagonistic relations between oppressors and oppressed. No one can be authentically human while he prevents others from being so. Attempting *to be more* human, individualistically, leads to *having more*, egotistically a form of dehumanization. Not that it is not fundamental *to have* in order *to be* human. Precisely because it *is* necessary, some men's *having* must not be allowed to constitute an obstacle to others *having*, must not consolidate the power of the former to crush the latter.

Problem-posing education, as a humanist and liberating praxis, posits as fundamental that the people subjected to domination must fight for their emancipation. To that end, it enables teachers and students to become Subjects of the educational process by overcoming authoritarianism and an alienating intellectualism; it also enables people to overcome their false perception of reality. The world - no longer something to be described with deceptive words - becomes the object of that transforming action by men and women which results in their humanization.

Problem-posing education does not and cannot serve the interests of the oppressor. No oppressive order could permit the oppressed to begin to question: Why? While only a revolutionary society can carry out this education in systematic terms, the revolutionary leaders need not take full power before they can employ the method. In the revolutionary process, the leaders cannot utilize the banking method as an interim measure, justified on grounds of expediency with the intention of *later* behaving in a genuinely revolutionary fashion. They must be revolutionary - that is to say dialogical - from the outset.

Footnotes

1. Simone de Beauvoir; *La Pensee de Droite, Aujord'hui* (Paris); ST, *El Pensamiento politico de la Derecha* (Buenos Aires, 1963), p. 34.
 2. This concept corresponds to what Sartre calls the "digestive" or "nutritive" concept of education, in which knowledge is "fed" by the teacher to the students to "fill them out." See Jean-Paul Sartre, "Une idee fondamentale de la phenomenologie de Husserl: L'intentionalite," *Situations 1* (Paris, 1947).
 3. For example, some professors specify in their reading lists that a book should be read from pages 10 to 15 - and do this to "help" their students!
 4. Fromm, *op. cit.*, p. 41.
 5. *ibid.*, p.31.
 6. *ibid.*
 7. Reinhold Niebuhr, *Moral Man and Immoral Society* (New York, 1960), p.130.
 8. Sartre, *op. cit.*, p. 32.
 9. See chapter 3. – Translator's note.
 10. Edmund Husserl, *Ideas -General Introduction to Pure Phenomenology* (London, 1969), pp. 105 - 106.
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