



Jefferson Center for Education and Research
Popular Education Conference 2004

Popular Education Conference 2004

November 20 - 21st
Centro Cultural of Washington County
1110 N Adair, Cornelius, OR

WELCOME PACKET



POPULAR EDUCATION CONFERENCE 2004

What is Popular Education?

People, regardless of their formal education, acquire complex and detailed knowledge of their communities and the world based on their life experiences. Popular education values this and other ways of knowing, and sees learning as a process—a collective construction of knowledge—based on a dialogue between different forms of knowing, in which everyone is both a teacher and a student.

Popular education begins with what people already know – telling their stories, sharing their experiences and histories. Comparing these stories with those of others, and reflecting on their experiences within the broader societal and structural context, participants develop their own critical analysis of their reality. Simultaneously, they develop analytical and communication tools necessary to be actors in the transformation of their communities – and towards a more just and equitable society.

In this sense, popular education is a political act – and a highly democratic one. It responds to the needs and interests of marginalized populations, and encourages them to reclaim and revalue their knowledge and their right to participate in all arenas of civil society and decision-making. It challenges the status quo and rejects paternalistic and authoritarian processes.

Popular Education is an approach to education that can be used in a variety of contexts and communities. Historically it has been used in places around the world in conjunction with literacy work, community organizing, community health promotion/education, adult and primary education, and within the context of social and political movements. In any of these contexts, Popular Education is an important, innovative and essential component in building the base of popular participation and involvement necessary for meaningful and lasting social change.



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About the Workshop

The Popular Education Workshop will bring together a diverse group of individuals from non-profit organizations, community-based groups, and community leaders in the Pacific Northwest. Some have years of experience in popular education. Others will be learning about it for the first time. All are learners, committed to improving their ongoing practice in the struggle for social justice.

The workshop has several main goals.

First, it will provide participants with grounding in the historical development and philosophical underpinnings of popular education, as well as an overview of some of its basic tenets, principles and methodologies. In addition, participants will contribute to and receive a copy of the "Popular Education Tool Kit," a compilation of popular education tools, activities, dinámicas and processes as described by their facilitators/participants.

Second, the workshop will engage participants in exploring the tensions, challenges and contradictions that can arise in the practice of popular education, while recognizing the multiplicity of definitions and conceptions of popular education that we hold, and the reality that no matter how much experience any of us may have in facilitating popular education processes, we are all still learning, still struggling to improve our practice.

Finally, we hope that the workshop serves as a starting point for continued dialogue and conversation, for the building of relationships; as the beginning of a network of groups and individuals engaged in an ongoing process of reflection and criticism, developing ways to support each other in their work and contributing to the maturation and spread of popular education in the region.



OBJECTIVES

By the end of the workshop, participants will:

- Understand the general objectives, history and philosophical underpinnings of popular education.
- Be able to identify and use various popular education techniques/methodologies.
- Have a sense of the diversity of activities and approaches that the term “popular education” is used to describe – as well as some of the tensions and contradictions that arise in its practice.
- Lay a foundation for relationships and continued dialogue/collaboration with other individuals and organizations in the region experimenting with and dedicated to a popular education approach.
- Have more questions than answers.
- Renew their commitment to the use of popular education as an integral component of work with and in marginalized communities.



WORKSHOP AGENDA

Friday, November 19th

At the Best Value Inn in Forest Grove

- 5:00 Registration for out-of-town participants
- 6:30 *Welcome Dinner*
- 7:00 Meeting for Conference Facilitators

Saturday, November 20th

At the Centro Cultural

- 8:00 Conference Registration/*Breakfast*
- 8:30 Introduction/Welcome Activities
- 10:00 PART I: Introduction to Popular Education
- 12:30 *Lunch*
- 1:30 PART I: Introduction to Popular Education *cont.*
- 3:30 Break/Snacks
- 4:00 PART II: Problematizing our Practice
- 6:00 Prep for Cultural Celebration/Informal Discussions
- 7:00 *Dinner*
- 8:00 Cultural Celebration

Sunday, November 21st

At the Centro Cultural

- 8:00 *Breakfast*
- 8:30 Gathering Activities/Follow-Up from Saturday
- 9:00 PART II: Problematizing our Practice *cont.*
- 11:00 Roundtable Discussions
- 12:00 *Lunch*
- 1:00 PART III: Deepening Our Commitment
- 3:00 Closing Activities and Evaluation
- 4:00 Good-bye!

Any participants who wish to are encouraged to join together for dinner following the workshop.



PART II: PROBLEMATIZING our PRACTICE

SATURDAY EVENING SESSIONS (Choose One)

<p>Popular Education: Putting it in Practice</p>	<p>Romeo Sosa & Pedro Sosa</p>	<ul style="list-style-type: none"> • What does “Popular Education” mean? • What do I need to put popular education into practice? • What tools, resources or materials can be used in popular education? • Can anyone do popular education? Do they need special training? • What are the little tools, tricks, practices, etc. that popular educators take for granted in facilitating popular education and don’t always make explicit or talk about? • How can we get people/participants to know each other and build the trust and safety in a group that will allow them to move to a new space that allows for real analysis? How much time should we spend on that? • What should be done when people don’t want to participate in a meeting? (For example, they don’t want to participate in a dinámica). • What are the advantages and the difficulties in using popular education (including physical, material, social etc...)? • What have been our stumbling blocks and our advances in implementing popular education projects?
<p>Popular Education and Strategies for Social Change</p>	<p>Antoñio Salgado</p>	<ul style="list-style-type: none"> • How do people come to see that their living conditions can change? What is the role of community organization and/or popular education in this process? • How can we contribute to the creation of a popular, social movement? How can popular education (and other organizational and educational processes) contribute to this in the current socio-economic-political context? • How can you change the consciousness of a group of people? Through what means? • What is the role of popular education in social justice? Does it exist? Is it possible? Is it a dream? • What is the relationship between popular education and organizing? • What is the role of the facilitator in popular education? What are the differences between a facilitator and an organizer? • How can organizers and popular educators walk side by side? How can we deal with the tension in order to take advantage of the knowledge of both groups? Can it be done or not?



SUNDAY MORNING SESSIONS (Choose One)

<p>Using Popular Education with different Cultural Groups</p>	<p>Marco Mejía</p>	<ul style="list-style-type: none"> • How does popular education translate from one culture to the next? How does popular education look different with groups of Latino immigrants or Southeast Asian refugees or with low-income European Americans? How about with multicultural groups? • What is it in Latino culture that makes popular education so well received and/or accepted? • Given that PE has more often been used in Latino communities, how might this be used with SE Asian communities? • How has popular education been used in places outside of Latin America?
<p>Power/Privilege & Insider/Outsider Dynamics in Facilitating Popular Education</p>	<p>Veronique Facchinelli & Emiliana Sosa</p>	<ul style="list-style-type: none"> • What does it mean to be an “outsider” facilitating popular education in a given community? • How do differences of class, race, gender, education level, age, etc. between popular educators and participants influence the process of popular education? • How can we as popular educators be accountable, effectively sharing power with the communities with which we work? • What role(s) can/should white individuals assume in popular education with communities of color? What do people of color think? What about people from middle to upper-class backgrounds working with people or communities from more disadvantaged socioeconomic positions?
<p>Strategies for How and When to Use Popular Education</p>	<p>Stephen Osserman & Ellen Shortt-Sanchez</p>	<ul style="list-style-type: none"> • How do you determine when or with which group to do popular education? When is it an appropriate time to introduce popular education? • How can popular education be introduced into communities unfamiliar with the methodology? Or in groups of workers? Families? Etc... • In areas where there are no organized community groups, can popular education or participatory research be used as catalysts to initiate a process and encourage participation? How? Who should initiate the process? • How can popular education be introduced into existing organizations or in more traditional organizing strategies? • At what educational levels can popular education be used? How can it be used with different groups of different education levels? For example, with a group of medical students or a group of doctors.



EVALUATION FORM

Your Name (optional): _____

Your Organization (optional): _____

1. What were your expectations for the Conference?

2. What was most useful about the Conference?

3. What needs improvement?





Evaluate your participation

Did you feel like you were able to participate in the weekend's activities? Yes No

Do you feel like you learned from others participating in the activities? Yes No

Comments:

Please Rate the Following

	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree
I received logistical information in a satisfactory manner.	1	2	3	4
The meeting location was satisfactory for my needs.	1	2	3	4
The hotel accommodations were adequate.	1	2	3	4
Translation and interpretation were of high quality.	1	2	3	4
The food was of high quality.	1	2	3	4

Any Other Comments?