Affection, environmental education and politics: Encounters with Nita and Paulo Freire

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Abstract

This article seeks to focus on the influence Paulo Freire had on a young teacher and activist ecologist in São Paulo during the last years of the military dictatorship in Brazil. That influence still remains nowadays and is affected by the friendship with Nita Freire. Personal annotations written during lectures given by Paulo Freire at PUCSP in 1983 are here revealed. Moments in which Nita and Paulo Freire dialogued with and influenced ecologists, environmental educators and a new generation of activists, students, teachers and researchers are also pointed out. The author emphasizes the mutual admiration between Paulo Freire and the French educator George Snyders through the events, books and articles for which he was a mediator.

Resumo

Esse artigo procura enfocar a influência de Paulo Freire num jovem professor e militante ecologista em São Paulo nos últimos anos da ditadura militar no Brasil (1964-1984). Essa influência continua até os dias atuais e é afetada pelas relações de amizade com Nita Freire. São apresentados alguns apontamentos pessoais escritos durante o curso de Paulo Freire na PUCSP em 1983. São destacados momentos nos quais Nita e Paulo Freire dialogaram com ecologistas, educadores/as ambientais e com novas gerações de militantes, estudantes, professores/as e pesquisadores/as. O autor enfatiza a mútua admiração entre Paulo Freire e o pedagogo francês George Snyders, através de acontecimentos, livros e artigos no qual o autor foi mediador.

Full Text:

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critical analysis of Paulo Freire’s philosophy on contemporary education which implies his ideas on reforming education through applying a radical change in the aims of education, the relationship structure, methodology, the materials and assessment strategies. Paulo Freire’s ideas are very popular worldwide and have been used as guidelines for reforming educational programmes for many disciplines in many. However, Freire (1998) pointed out the challenge that democratic teachers need to encounter in transmitting a sense of limit that could be ethically integrated by freedom itself. Paulo Freire’s invigorating critique of the dominant banking model of education leads to his democratic proposals of problem-posing education where “men and women 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. For example, the Harvard Graduate School of Education sanctions a graduate course called “Literacy Politics and Policies” without requiring students to read, critique, and analyze the work of Freire. In fact, one can get a doctoral degree from this school, or from others, without ever learning about, much less reading, Paulo Freire. Freire likens traditional instruction to a bank and he introduces his famous critique of the banking concept of education, where “education thus becomes the act of depositing…instead of communicating, the teacher issues communiques and makes deposits which the students patiently receive, memorize, and repeat” (p. 72). If you’re interested in critical pedagogy in the library environment, there are several places to look. I had started to prepare a bibliography, but then I remembered Eamon Tewell’s 2015 literature review on critical information literacy. It totally does the job.