

***The critical education as tool for local community changing:
from Paulo Freire to the community generative welfare system***

Abstract area

Critical pedagogy and active citizenship in social and welfare system innovation processes, education as resistance against populism

Abstract keywords

Community education, welfare innovation, social economy, social change community cohesion, "critical" practitioners training

Abstract

This abstract introduces an Italian recently published essay entitled "The critical education as tool for local community changing: from Paulo Freire to the community generative welfare system"¹ that contributes to the European research on social innovation and new welfare system models.

This work comes from a twenty-year experience in educational and social interventions with critical pedagogy, in designing and management projects to reduce poverty and experimentation with new welfare models community based.

The specific topic of this intervention is to represent the power expressed in the P. Freire's pedagogy when it is select to accompany the innovation of welfare system which are being experimented, on the margins of national public policies, in Italy and in Europe. Research and experience of new strategies to tackle poverty that go beyond the distributive logic and are directed towards the development of inclusive territories, the strengthening of the local co-responsibility, the empowerment of social cohesion in the community and their sustainable development.

In these contexts new products and services are generated with new relational dynamics, new ways to define objectives, new forms of power distribution, and assumption of responsibility and decisions that become participated.

The question is whether and how to support these collective processes of social transformation and to accompany the paths promoted by local communities, informal groups of citizens, companies that are open to the civil economy, public institutions experimenting with peer co-design.

The theme is also the political responsibility for adult education, the training of trainers and the role of critical pedagogy in these areas of redefinition of the rules of social solidarity.

¹ Zumbo A., *L'educazione critica dialogica problematizzante: una leva per il cambiamento delle comunità locali*, in Aa.Vv. *Comunità che innovano - Prospettive ed esperienze per territori inclusivi*, edited by T. Ciampolini, publisher Franco Angeli, Torino 2019

Starting from concrete experiences, in this speech, it will be presented how Freire's approach can wake accountability among people and communities but, above all, how to accompany collective processes of critical analysis of reality, and collective definition of unpublished possibilities.

There are 5 aspects tested as particularly appropriate and effective in supporting the development of awareness, responsibility and participation of the different social groups involved in these pathways:

1. To pronounce the authentic word means to transform the world
2. Educating in freedom, conscience and responsibility
3. Combining liberation and responsibility
4. Awareness and dialogue as a vector of renewed relationships
5. Defining the policy content of educational and social intervention

The sharing of these axis, as well as their criticism and/or integration, can sustain a process of enhanced consciousness by the “critical” practitioners involved in Italy and represent an evidence of the feasibility and the opportunity to increase the social and educative interventions of critical inspiration, re-inventing Freire's method in the contexts where communities are building new models of welfare, which are already spread in every Italian region.

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Master degree in Political Science, works in Italy, Africa and Latin America in the preparation of systemic and innovative interventions for poverty reduction and local development, complex learning processes, empowerment, participation and mobilization of communities and territories by combining interventions with the methodological approach of Paulo Freire.

Among her publications:

- Zumbo A., *L'educazione critica dialogica problematizzante: una leva per il cambiamento delle comunità locali*, in Aa.Vv. *Comunità che innovano - Prospettive ed esperienze per territori inclusivi*, edited by T. Ciampolini, publisher Franco Angeli, Torino 2019
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