

Emancipation Through Education

Amrit Versha Philomena Carneiro

Social & Community Services Section Granville College





Model of engagement





Outcomes



Digital story

"Engagement with culture and social context is a primary determinant in individual human development"

Social cognition learning model - Vygotskians, 1978

Culture and Education interface Model



Design

- Socio Demographic characteristics
- Age, schooling, refugee status, literacy, social connections, psychological wellbeing

Delivery

- Freire's pedagogical theory
- Contextualised
- Culture as strength
- Islamic centre as a learning hub
- Women as Contributors to learning

Outcomes

- Participation (Extrinsic)
- Emancipation (Intrinsic)







"Education experience should contrast traditional to provide meaning and promote critical consciousness of the world around them" – Paulo Freire Empowerment Education, 2004, p84



South Western Sydney Institute







"Learner centered teaching and learning strategies promote ownership and enhanced retention of materials being explored." (Miller 1997)

Participation

26 out of 27 enrolled completed the qualification

Re-enrolment for 2013

- 13 women are enrolled for Certificate III in HACC
- 4 are enrolled in Certificate IV in Community Services
- 4 young women selected for Police course as a pathway to police academy
- 1 enrolled privately for aged care sponsored by a provider
- 1 participant is overseas (family has contacted teacher)
- Referrals from the Islamic centre into other courses



Emancipation



Empowerment paradigm Transformation of "new self" (identity) Women as Social change agents within their community



