

**ITSF \*\*: Education for Social Change: Comparative and International Perspectives**

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Office hours: Tuesday 5-6 drop in, Monday 3-5 by appointment (contact Ms. Cambria Russell at [crussell@tc.edu](mailto:crussell@tc.edu))

Class meeting location: \*\*

**Course description:** What is education for social change? What is popular education? How is it implemented internationally? Using a comparative and international perspective, this course explores theories and practices of popular education, a pedagogical-political approach based on participatory methodologies that is committed to schooling for social justice. Popular education addresses issues of knowledge and power and promotes among learners a critical analysis of reality together with community organizing for progressive social change. In this course, we will examine theoretical debates on popular education. We will also compare historical and contemporary examples of popular education practices, methods and techniques.

The course will be organized as a graduate seminar; students will be required to participate actively in activities like discussions, popular education exercises, and class presentations. The course will also include guest speakers, films, and other activities. Further, the course features a negotiated curriculum. Some elements of the course are fixed: the first third of the course will focus on theoretical writings by key figures such as Paulo Freire and Myles Horton; a group research project on a specific popular education project is required; and students are required to do a participatory research project, a popular education project, or some other project informed by the theoretical readings in class. Other elements of the course are open for negotiation and will necessitate student leadership and direction.

**Course objectives:** This course aims to:

Explore the meanings of politically engaged education;

Compare historical and contemporary instances of popular education;

Look in-depth at contemporary theories that orient praxis in popular education and participatory action research;

Encourage action research or teaching projects;

Improve students' critical reading, research, oral presentation, and academic literacy skills.

**Accommodations:** All faculty members at Teachers College are committed to the inclusion of all students. We strive to make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration (166 Thorndike Hall). Services are available only to students who are registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well.

**Required texts:** The following text is available at Labyrinth Bookstore at 112<sup>th</sup> Street between Broadway and Amsterdam:

Hammond, John. (1998). *Fighting to Learn: Popular Education and Guerrilla War in El Salvador*. New Brunswick, NJ: Rutgers University Press.

In our first week of class, we will select key theoretical texts to read; students will then either order or borrow copies to read. The remaining articles are available as electronic files. Please bring a jump drive to class during the second week, or see Cambria Russell in 374 Dodge to get a complete set of electronic readings. I suggest you bring the week's readings with you to class each week.

### **Evaluation:**

This course is graded on a pass/fail basis.

#### 1. Attendance and participation: 10 points

Each of you is expected to attend regularly and participate actively in all course experiences. The content of this course emerges precisely at the intersection between students' and professors' interpretations of the concepts, theories and experiences raised by the readings, lectures, and conversations in class. Therefore, the success of this course depends on the commitment of each of you to being an active learner, which means coming to class prepared to share your experiences, perspectives, and questions.

#### 2. Proposal for class project: 5 points (see below)

In the third week of class, email me at [LB2035@columbia.edu](mailto:LB2035@columbia.edu) with a clear proposal for your class project (either a participatory research project or a critical pedagogy project). The proposal should state what you will do, when you will do it, how you will develop it, and what contribution you expect the project to make.

#### 3. Participation in participatory action research workshop: 10 points

#### 4. Reaction to theoretical work (5-8 pages): 15 points

Students will prepare a 5-8 page written review of and reaction to the theoretical texts that we will read in the first third of the class.

#### 5. Group assignment: Case studies: 20 points

The class will organize itself into groups. Each group will select a significant "case" of popular education. The group might provide an overview of a region (e.g., Latin America); it might focus on a specific institution or social movement (e.g., BRAC, barefoot colleges, Highlander); or it might select some other "case." Each group will, with three weeks advance notice, select key readings for the class to share (approximately 100 pages). In addition, each group will organize a 30 minute presentation for the class. The presentation needs to provide significant background information on the "case" for your peers; this could take the form of a lecture, a film, a guest speaker, or some other format. In addition, the group may wish to arrange for some interactive learning activity.

#### 6. Participatory research or critical pedagogy project (10 page report, 10 minute oral presentation): 40 points

Report: 25 points

Presentation: 15 points

Over the course of the semester, each student will develop and implement a popular education project, a participatory research project, or some other project. These projects will constitute *significant, sustained* efforts to combine the theory we cover in class with practice outside the

classroom. The class will collectively generate a 'rubric' to measure the reports and the presentations.

Proposals for your project are due in the third week of class. You will make oral presentations on your projects in the final weeks of class, and your written report on the project is due the last day of class.

NOTE: All writing assignments should be single-spaced, with 12-point Times New Roman font, and one inch margins.

NOTE: All assignments are due on the date listed in the syllabus. Late assignments (the paper draft and the final paper) will be penalized two points for each day they are late. Late assignments due to medical or family emergencies will be exempted from penalties on a case-by-case basis, but there will be no exceptions made as the result of poor planning.

**Evaluation summary:**

Attendance and Participation: 10 points

Proposal for class project: 5 points

Participation in participatory action research workshop: 10 points

Reaction to theoretical texts (5-8 pages): 15 points

Group presentation: 20 points

Participatory research or critical pedagogy report: 25 points

Participatory research or critical pedagogy presentation: 15 points

**Plagiarism and Acknowledging Sources**

To present someone else's work as your own is to plagiarize. Whenever you quote or summarize someone else's work, you need to acknowledge it. But even when you are simply responding to another person's ideas, it is still necessary to reference that person. This course, and most academic courses, will require you to interact with (and acknowledge) the words and ideas of other people. To prepare for this, in the first weeks of the course we will review the conventions of citation. You can also find information on these conventions in style manuals, which are available at most library reference desks. If you ever have a doubt about the need to cite, I encourage you to ask me. Plagiarism is a serious academic offense; the penalty for plagiarism is failure for the course.

**Schedule**

**I. Introduction: 2 weeks**

**Week 1: Introduce the concept of popular education and make decisions about the syllabus.**

**Videos:**

1. Becoming a Christian (Paulo Freire, Roby Kidd and Alan Thomas in dialogue) (1976 visit to OISE)<sup>1</sup>
2. Myles Horton, Paulo Freire and Friends Gather at Highlander, 1998.<sup>2</sup>

### **Week 2: Popular education**

Kane, Liam (2004). Educators, learners and active learning methodologies. *International Journal of Lifelong Education* 23(3), 275-286.

Ellsworth, E. (1989). Why Doesn't This Feel Empowering? Working Through The Repressive Myths of Critical Pedagogy. In *Harvard Education Review* 59 (3), pp. 297-324.

Freire, P. (1985). Rethinking Critical Pedagogy: A Dialogue with Paulo Freire. pp. 175-199 in *The Politics of Education*. MA: Bergin & Garvey.

### **Week 2: Special, Friday, day-long workshop on participatory research methods**

Cammarota, J. and Fine, M. (2007). *Revolutionizing Education*. New York: Routledge. Excerpts.

Chambers, R. (1998) Beyond "Whose Reality Counts?" New Methods We Now Need. *Studies in Cultures, Organizations and Societies* 4, 279-301.

## **II. Theoretical grounding in popular education: 4 weeks**

### **Weeks 3-6: The class will select four of the following texts to read during our first month:**

Freire, Paulo. (1974). *Pedagogy of the oppressed*. New York: Continuum.

Freire, Paulo and M. Horton (1990). *We make the road by walking: Conversations on education and social change*. Philadelphia: Temple University Press.

Freire, Paulo (1994). *Pedagogy of Hope: Reliving Pedagogy of the Oppressed*. New York: Continuum Publishing Company.

Freire, Paulo. (1998). *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*. New York: Rowman and Littlefield.

Freire, Paulo. (2004). *Pedagogy of Indignation*. Boulder: Paradigm Press.

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<sup>1</sup>

### **Film: Becoming a Christian (Paulo Freire, Roby Kidd and Alan Thomas in dialogue)**

This is a conversation between Paulo Freire, Roby Kidd and Alan Thomas that took place in 1976, during Freire's 6-week visit to OISE to teach a summer course. In this film, part of a series of three films documenting these dialogues, Freire discusses his own faith and philosophy of religion. The other two films are *Letters in the Earth* (in which Freire discusses his relationship with his parents and their influence upon his attitudes toward adult education) and *"Pencils and Guns"* (in which Freire gives his views on the role of education in developing countries and especially his literacy work with the government of Guinea Bissau).

<sup>2</sup> A one-day workshop was videotaped by New York University film professor George Stoney and two NYU students, who have now compiled excerpts of the tape for others to use to discuss themes such as a different approach to adult education, linking community and university-based learning, and literacy for empowerment. Also comes with a two-page viewing guide. Video, Highlander Center, 1998.

### **III. Comparative and international perspectives on popular education: 6 weeks (weeks 7-12)**

For the first two weeks, we will examine specific cases of popular education in Latin America: 1) Freirean youth and adult literacy classes in Brazil and 2) popular education in El Salvador. For the remaining 4 weeks, the class will organize itself into groups. Each group will select a significant “case” of popular education. The group might provide an overview of a region (e.g., Asia). The group might focus on a specific institution or social movement (e.g., BRAC, barefoot colleges, Highlander). Or the group might select some other “case.” Each group will, with three weeks advance notice, **select key readings for the class to share** (approximately 100 pages). In addition, each group will organize a 30 minute presentation for the class. The presentation needs to provide significant background information on the “case” for your peers; this could take the form of a lecture, a film, a guest speaker, or some other format. In addition, the group may wish to arrange for some interactive learning activity.

#### **Week 6: Youth and adult literacy in Brazil**

Bartlett, L. (in press) *The Word and the World: The Cultural Politics of Literacy in Brazil*. (available as pdf from professor)

Kane, L. (2001). *Popular Education and Social Change in Latin America*, London, Latin American Bureau. Excerpts.

#### **Week 7: Popular education in El Salvador**

Hammond, John. (1998). *Fighting to Learn: Popular Education and Guerrilla War in El Salvador*. New Brunswick, NJ: Rutgers University Press.

Guest speaker: John Hammond

#### **Weeks 8-12: student designed and student led classes**

**Possible cases/topics: (for specific resources, see the master list at the end of this document)**

*Highlander*

*BRAC*

*Barefoot colleges in India*

*Latin America*

*Chile*

*Brazil*

*Landless movement (MST)*

*World Social Forum*

*Guatemala*

*Popular education in the Philippines*

*Adult literacy*

*Service learning*

*Community leadership and citizenship education*

*Social movements*

*Theater of the oppressed*

### **IV. Student presentations: 3 weeks (weeks 13-15)**

In the final three weeks of class, students will present their research or teaching projects.

## Resources

### Texts:

- Adams, M. (1999) Look: Out! Pitfalls in Popular Education. pp. 3-17 in *Enki's Tears Special Edition*. Toronto: Catalyst Centre.
- Allman, P. et al. (1998). "...the creation of a world in which it will be easier to love." *Convergence* 31:1 & 2, pp. 9-16
- Adams, Frank (1972). Highlander Folk School. *Harvard Educational Review* 42(4), 497-520.
- Arnové, Robert (1996). Partnerships and Emancipatory Educational Movements: Issues and Prospects. *The Alberta Journal of Educational Research* 42 (2), 170-177.
- Austin, R. (2003). *The State, Literacy, and Popular Education in Chile, 1964-1990*. Lanham, MD: Lexington Books.
- Barua, B. (2001). Non-governmental organizations and popular education programs: Can they mobilize culturally appropriate grassroots organizations in rural Bangladesh? CASAE-ACEEA National Conference Twentieth Anniversary Proceedings.  
<http://www.oise.utoronto.ca/CASAE/cnf2001/barua.pdf>
- Bartlett, L. (in press) *The Word and the World: The Cultural Politics of Literacy in Brazil*. Hampton Press.
- Barndt, Deborah (1989). Naming the moment. Political analysis for action. A Manual for community groups. Toronto: Jesuit Centre for Social Faith and Justice.
- Bates, Reid A. (1996). Popular Theatre: A Useful Process for Adult Educators. *Adult Education Quarterly* 46 (4), 224-236.
- Beder, Hal (1996). Popular Education: An Appropriate Educational Strategy for Community-Based Organizations. *New Directions for Adult and Continuing Education* 70, 73-83.  
[\*Popular education, work training, and the path to women's empowerment in Chile\*](#). By: Bosch, Anna E.. *Comparative Education Review*, May98, Vol. 42 Issue 2, p163, 20p,
- Brookfield, Stephen (1993). Self-Directed Learning, Political Clarity, and the Critical Practice of Adult Education. *Adult Education Quarterly* 43 (4), 227-242.
- Brooks, Ann and Karen E. Watkins (1994). A New Era for Action Technologies: A Look At the Issues. *New Directions for Adult and Continuing Education* 63, 5-16.
- Brown, T. [\*Teaching for Change: Popular Education and the Labor Movement/Education for Changing Unions\*](#). By: Brown, Tony. *Studies in the Education of Adults*, Autumn2005, Vol. 37 Issue 2, p218-221,
- Butterwick, S. & Selman, J. (2003). Deep listening in a feminist popular theatre project: Upsetting the position of audience in participatory education. *Adult Education Quarterly* 53(4), 7-23.
- Butterwick, S. (2002). Your story/my story/our story: Performing interpretation in participatory theatre. *Alberta Journal of Education* 48(3), 161-177.
- Cadena, Felix (1991). Transformation Through Knowledge--Knowledge Through Transformation. *Convergence* 24 (3), 62-72.
- Ceccon, C. (1975). Some Questions on Education in Guinea-Bissau. pp. 54-81 in *Guinea-Bissau: Reinventing Education* (IDAC Document 11/12, Geneva, Switzerland, 1975)
- Chowdhury, A. Mushtaque R.; Nath, Samir R.; Choudhury, Rasheda K.,. (2003). Equity gains in Bangladesh primary education. *International Review of Education*, Vol. 49 Issue 6, p601-619.

Clover, Darlene (1995). Theoretical Foundations and Practice of Critical Environmental Adult Education in Canada. *Convergence* 28(4), 44-54.

Clover, Darlene, Follen, Shirley, and Hall, Budd (1998). *The Nature of Transformation: Environmental, Adult and Popular Education*. Toronto: Transformative Learning Centre.

Coady, Moses (1939). *Masters of their own destiny*. New York: Harper and Bros.

Crowther, Jim, Ian Martin and Mae Shaw (1999). *Popular education and social movements in Scotland today*. Leicester: NIACE.

Crowther, J., Galloway, V., and Martin, I. (2002). (eds). *Popular Education: Engaging the Academy. International Perspectives*. Leicester, NIACE.

Ewert, D. Merrill (1989). Adult Education and International Development. In S. B. Merriam and P. M. Cunningham (Eds.), *Handbook of Adult and Continuing Education* (pp. 84-99). San Francisco: Jossey-Bass Publishers.

Fischman, G. (1998). Donkeys and superteachers: Structural adjustment and popular education in Latin America. *International Review of Education*, 44(2/3), p191-213.

Floresca-Cawagas, Virginia (1996). Empowerment of the People: Insights from the Philippines. *The Alberta Journal of Educational Research* 42 (2), 161-169.

Freire, Paulo (1998). *Pedagogy of the Oppressed*. New York: Continuum Publishing Company.

Freire, Paulo (1994). *Pedagogy of Hope: Reliving Pedagogy of the Oppressed*. New York: Continuum Publishing Company.

Glen, John M. (1988). *Highlander, no ordinary school, 1932-1962*. Lexington: The University Press of Kentucky.

Giroux, Henry (1983). *Theory and resistance in education: A pedagogy for the opposition. Critical perspectives in social theory*. London, Exeter: Heinemann Educational Books.

Hall, Budd (1993). Re: Centering adult education research: whose world is first? *Studies in Continuing Education* 15 (2): 149-161.

Haddad, Sergio (2003). The world social forum as a place for learning. *Convergence* 36(3-4).

Hamilton, Edwin and Phyllis M. Cunningham (1989). *Community-Based Adult Education*. In Sharon B. Merriam and Phyllis M. Cunningham (Eds.), *Handbook of Adult and Continuing Education* (pp. 439-350). San Francisco: Jossey-Bass Publishers.

Hammond, J. (1998). *Fighting to Learn: Popular Education and Guerrilla War in El Salvador*. Piscataway, NJ: Rutgers UP.

Heaney, Tom (1992). Resources for Popular Education. *Adult Learning* 3 (5), 10-11, 25.

hooks, bell (1994). *Teaching to Transgress*. New York: Routledge.

Horton, Myles, with Judith Kohl and Herbert Kohl (1998). *The long haul. An autobiography*.

Jacobs, Dale (ed). (2003). *Myles Horton Reader: Education for Social Change*. Knoxville: University of Tennessee Press.

Jeria, Jorge (1990). Popular Education: Models That Contribute to the Empowerment of Learners in Minority Communities. *New Directions for Adult and Continuing Education* 48, 93-100.

Johnston, Josée; Goodman, James. (2006). Hope and activism in the ivory tower: Freirean lessons for critical globalization research. *Globalizations*, Mar2006, Vol. 3 Issue 1, p9-30

Kane, Liam (2004). Educators, learners and active learning methodologies. *International Journal of Lifelong Education* 23(3), 275-286.

Kane, L. (2000) Popular education and the Landless People's Movement in Brazil (MST). *Studies in the Education of Adults* 32, 1, pp. 36-51.

Kapoor, D. (2003) Environmental popular education and indigenous social movements in India. *New Directions for Adult & Continuing Education*, 99, p47-58.

Kerka, Sandra (1997). Popular Education: Adult Education for Social Change. ERIC Clearinghouse on Adult, Career, and Vocational Education 185, 1-4.

Kollins, J., Hansman, C. (2005) The role of women in popular education in Bolivia: A case study of the *Oficina Jurídica para la mujer*. *Adult Basic Education*, Vol. 15, 1, p3-20.

La Belle, Thomas J. (1987). From Consciousness Raising to Popular Education in Latin America and the Caribbean. *Comparative Education Review* 31 (2), 201-217.

Magendzo, Salomon (1990). Popular Education in Nongovernmental Organizations: Education for Social Mobilization? *Harvard Educational Review* 60 (1), 49-61.

Manicom, Linzi and Shirley Walters (1997). Feminist Popular Education in the Light of Globalization. In Shirley Walters (Ed.), *Globalization, Adult Education and Training: Impacts and Issues* (pp. 69-78). London: Zed Books.

marino, dian (1997). *Wild Garden: art, education and the culture of resistance*. Toronto: Between the Lines.

Marshall, J. (1990). *Training for Empowerment*. Toronto: ICAE.

Martin, Ian (2000). Talking with Dinosaurs. *Adults Learning* 11 (4).

Mayo, Peter (2004). *Liberating Praxis. Paulo Freire's legacy for Radical Education and Politics*. Praeger.

McKinney, Carolyn. (2004). 'A little hard piece of grass in your shoe': Understanding student resistance to critical literacy in post-apartheid South Africa. *Southern African Linguistics & Applied Language Studies*, 2004, Vol. 22 Issue 1/2, p63-73.

Mezirow, Jack (1994). Understanding Transformation Theory. *Adult Education Quarterly* 44 (4), 222-244.

Misra, Neelesh. (2000). India's Barefoot College generation. *UNESCO Courier*, Mar2000, Vol. 53 Issue 3, p19, 1p,

McCaffery, J. (2005). Using transformative models of adult literacy in conflict resolution and peacebuilding processes at community level: examples from Guinea, Sierra Leone and Sudan. *Compare* 35, 4, 443-462.

Mora-Brenes, Gerardo Alberto. (2006). The state, literacy, and popular education in Chile, 1964-1990. *Hispanic American Historical Review*, 86, Issue 3, p629-631

Nadeau, D. (1996). Counting Our Victories: Introduction. *Counting Our Victories: Popular Education & Organizing* (Repeal the Deal Productions, New Westminster, BC, 1996) pp. 1-8.

Oduaran, Akpovire B. (1993). Emerging adult education frontiers and their implications for research. *International Journal of Lifelong Education* 12 (3), 219-231.

Osorio, Jorge (1988). Popular Education in Latin America. *International Journal of University Adult Education* 27 (3), 28-37.

Picon, Cesar (1991). Adult Education and Popular Education in the Context of State and NGOs. *Convergence* 24 (1/2), 80-92.

Proulx, Jacques (1993). Adult Education and Democracy: Popular Education, A Tool for Maintaining and Developing Democracy. *Convergence* 26 (1), 34-42.

Purcell-Gates, V. and Waterman, R. (2000). Now we read, we see we speak: Portrait of literacy development in an adult, Freirean-based literacy class. Mahwah, NJ: LEA.

Rosero, Rocio (1993). Challenges of the Democratization of Popular Education from the Perspective of Gender. *Convergence* 26 (1), 73-82.

Schugurensky, Daniel (2002). Transformative learning and transformative politics: The pedagogical dimension of participatory democracy. In E. O'Sullivan, A. Morrell and M.A.

O'Connor (eds.), *Expanding the boundaries of transformative learning: Essays on theory and praxis*. New York: Palgrave, 59-76.

Schugurensky, Daniel (2000). Adult education and social transformation: On Gramsci, Freire and the challenge of comparing comparisons. (Essay Review), *Comparative Education Review* 44(4), 515-522.

Schugurensky, Daniel (2000). From Barcelona to Vancouver. Towards a global university-popular education network. Available online at:  
[http://fcis.oise.utoronto.ca/~daniel\\_schugurensky/upen/discussion.html](http://fcis.oise.utoronto.ca/~daniel_schugurensky/upen/discussion.html)

Schugurensky, Daniel (1998). The legacy of Paulo Freire: a critical review of his contributions. *Convergence* 31 (1-2).

Shapiro, Robert M. (1995). Liberatory Pedagogy and the Development Paradox. *Convergence* 28(2), 28-49.

Stanage, Sherman M. (1995). Popular Education as Adult Education Within Postmodernism. *Thresholds in Education* 22(3-4), 38-44.

Torres, Carlos Alberto and Gustavo Fischman (1994). Popular Education: Building from Experience. *New Directions for Adult and Continuing Education* 63, 81-92.

Vella, Jane (1994). Learning to Listen/Learning to Teach: Training Trainers in the Principles and Practices of Popular Education. *Convergence* 27(1), 5-21.

Walters, Shirley and Linzi Manicom 1996. *Gender in Popular Education: Methods for Empowerment*. London: Zed Books Ltd.

Wong, Pia Lindquist (1995). Constructing a Public Popular Education in Sao Paulo, Brazil. *Comparative Education Review* 39(1), 120-141.

Zacharakis-Jutz, Jeff (1993). Seizing the Moment: Highlander Folk School and the Packinghouse Workers Union. *Convergence* 26 (4), 60-66.

### **Video:**

Horton, Myles with Bill Moyers. *The Adventures of a Radical Hillbilly*. Video, Public Broadcasting System, 1981. Bill Moyers interviews Myles Horton about his ideas concerning Highlander and activist education.

Phenix, Lucy, producer. *You Got to Move: Stories of Change in the South*. Film, First Run/Icarus Films, 1985. Feature-length film about the history of Highlander.

Broitman, Daniela. *Voices from the Edge: The Favela goes to the World Social Forum* (70 minutes)

### **Websites:**

Popular Education News: <http://www.popednews.org><sup>3</sup>

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<sup>3</sup> An online clearinghouse of popular education resources for grassroots organizations looking to integrate a global perspective into local work. The site contains profiles, downloadable tools, games, and curriculum, and other resources such as a bibliography, listings of popular education artists, and links that were contributed to the project by community-based organizations that have successfully incorporated the global into their local work.

Catalyst Centre: <http://www.catalystcentre.ca/index.htm>  
Highlander Research and Education Center : <http://www.highlandercenter.org/>  
Paulo Freire Institute (UCLA): <http://www.paulofreireinstitute.org/>  
Instituto Paulo Freire (São Paulo): <http://www.paulofreire.org/>  
Centre for Popular Education (Sydney, Australia) <http://www.cpe.uts.edu.au/>  
Institute for Peoples' Education and Action: <http://www.peopleseducation.org/>  
Pop Ed Links Directory: <http://www.openconcept.ca/mike/links/poped.html>  
Center for Popular Education and Participatory Research <http://www.cpepr.net/>  
International Council for Adult Education (ICAE) <http://www.icae.org.uy/>  
Centre for Research in Theories and Practices for Overcoming Inequalities (CREA)  
<http://www.pcb.ub.es/homePCB/live/en/p576.asp>  
PopEd interactive toolkit <http://www.openconcept.ca/mike/> or <http://www.flora.org/mike>  
Popular Ed. Annotated booklist <http://www.infed.org/biblio/b-poped.htm>  
Instituto Mexicano para el Desarrollo Comunitario, or IMDEC—popular education center in Mexico. <http://www.imdec.net/>  
Institute for People's Education and Action (IPEA): <http://www.peopleseducation.org/>  
Jefferson Center for Education and Research: Popular Education in the Pacific Northwest.  
<http://www.jeffctr.org/>  
Project South: <http://www.projectsouth.org/>  
Participatory Research in Asia (PRIA): <http://www.pria.org/cgi-bin/index.htm>  
Popular Education for People's Empowerment (PEPE) (Philippines): <http://www.pepe.org/>  
Theater of the Oppressed (New York City): <http://www.toplab.org/>  
Theatre of the Oppressed (Omaha) <http://www.unomaha.edu/~paterson/>