



Creating Critical Consciousness through Arts-based Pedagogies in Post-2011 Egypt

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Egypt's 2011 uprising is an important political event in the country's recent history. However, the mass protests are often depicted as a completed revolution and a discontinuous event. In response to this disjointed mode of thinking, the study aims to identify how the events unfolding in Egypt since January 2011 shaped the pedagogical approaches in several arts-based adult education organisations which emerged particularly in the post-2011 timeframe. The study was designed with a qualitative approach, using critical research as its methodology and in-depth interviews as a method of inquiry. The results of the research show that the events taking place in and after 2011 provided learning opportunities that played a role in shaping the critical consciousness of the future adult education practitioners in the selected organisations. Furthermore, the critical experiences of learning determined the activities designed by the educators, which were mainly instructed using experience-based, artistic, and critical pedagogies. In turn, creative means of learning allowed the participants of the selected educational activities to form critical consciousness about their daily struggles.