



7<sup>th</sup> – 9<sup>th</sup> June 2022

## **Emancipatory adult education and social movement learning to foster social change- exploring the theory in comparison to practice: A case study on female activists from Syria**

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The research investigates how social movement learning in Syria shapes female educators' and activists' critical consciousness and activism. It reviews the learning process, sites where they learn and what they learn. I collected the data by conducting four interviews with educators, learners and NGO staff.

According to the study, learning occurs in various places, not just in classrooms; yet, this learning is not recognised or documented. Some aspects of the critical feminism theory were included in the learning process, while others were overlooked. The study claims that the project replicates some of the power and privilege systems they have attempted to deconstruct. It also had a role in establishing new power relations with other NGOs. In addition, I argue for the importance of pedagogical focus and creating a safe space for critical reflection and dialogue.