



Immigrants and popular education

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Three examples

- 1. *HOW TO ORGANIZE - “I will never belong to this society...” About immigrants - integration – folk high school.*
- 2. *HOW TO WORK – The part played by popular education in local development processes in suburban and rural areas of Sweden (International Journal of Lifelong Education, 2010)*
- 3. *HOW TO THINK - Adaptation for Mobilization or Mobilization for Adaptation (European Journal of Social Education, 2015)*

Example 1 – how to organize

- Four different folk high schools
- Two different ways of organizing:
 - MG (mixed groups) ordinary courses
 - IO (immigrants only) special courses

Different backgrounds

MG positive

interaction with Swedes

possibility to practice
Swedish

feelings of community

IO negative

no contact with Swedes

difficulties to learn Swedish

feelings of exclusion

MG – negative

IO - positive

discriminatory/racist actions

no discrimination

vulnerability

not subjected to the Swedes'
negative attitudes

**Universalistic
perspective**

politics of dignity

multiculturalism

integration

consensus

**Particularistic
perspective**

politics of difference

difference

segregation

conflict

Example 2 – how to work

The role of popular education in suburban areas

- Popular education **OF** the community
- Popular education **FOR** the community
- Popular education **IN** the community

Example 3 – how to think

Popular education as a social pedagogical activity

	ADAPTIVE	MOBILIZING	DEMOCRATIC
tools	relation	action	dialogue
methods	treating methods targeted to the individual	structural methods targeted to the society	animation targeted to the group
attitudes	individualistic	collective, change	practical wisdom
concepts	community	emancipation, empowerment	bildung, citizenship

The context

- marginalization and discrimination

The content of the courses

- facts
- Norms, traditions, codes

Two models

The adaptive model: underlying assumptions, one-sided adaptation, essentialistic, a superior Swedish culture

The democratic model: open to differences, a true dialogue, eyes on society

Litteratur – ett urval

- Eriksson, L. & Osman, A. (2003) Utsatt folkbildning. I *Folkbildning och integration*. SOU 2003:108
- Eriksson, L. (2008) *Folkbildning och lokal utveckling i förorten. En studie om folkbildningens villkor och vardag*. Stockholm: Folkbildningsrådet
- Eriksson, L. & Lundberg, M. (2008) *Ibn Rushd – ett nytt studieförbund. En utvärdering av Ibn Rushds väg till statsbidragsberättigat studieförbund*. Stockholm: Folkbildningsrådet.
- Aman, R., Eriksson, L., Lundberg, M. & Winman, T. (2011) *Mångfaldig (folk)bildning för det offentliga samtalet? Tre minoriteters egna bildningsverksamheter*. Stockholm: Folkbildningsrådet.
- Eriksson, L. (2013) "Att vara lärare är inte lätt.....I Eriksson, L., Larsson, S., Lundberg, M. & Nordvall, H. *Folkbildning för förändring: dilemma i politiskt mobiliserande didaktik*. Linköping: Linköping university open press