TDI Structured Dialogue + Pedagogy of the Oppressed

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Outline

- Setting the context
- TDI & dialogue
- Freire & dialogue
- TDI + Freire
- Conclusion

Setting the context

- What teams?
- Characteristics of Aid
- Why these teams?

what teams?

 Researchers and practitioners working in the field of AID (global development and humanitarian aid);

characteristics of AID

- a very complex endeavor
- requires a complex response
- thwarted by challenges and difficulties
- some successful programs & projects, others not so successful



why these teams?

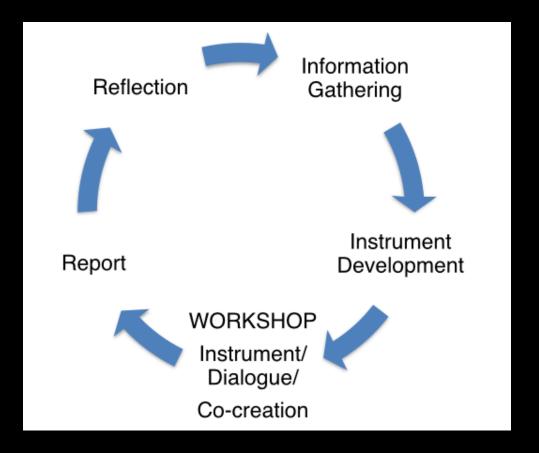
- Teams (whether researchers/practitioners) are confronted with highly challenging issues:
- tension between responding to the needs of the communities vs demands of donors
- structural injustice
- conflicting assumptions;
- power dynamics;
- implicit biases;
- ethical issues;
- epistemic injustice;

- the foundation of TDI is philosophical;
- a philosophically structured dialogue

- epistemology: knowledge
- metaphysics: nature of being and the world
- ethics: doing no harm

- offers a concrete and tangible approach to critical dialogue by generating a space for it;
- can enable discussion and analysis of specific concerns that effect AID teams;

TDI process



TDI Structured Dialogue

- Uses structured dialogue as integrative power
- emphasizes two key integrative capabilities:reflexivity, perspective-taking

how

Reflexivity

• Team reflexivity as "the explicit and purposeful reflection on the team's knowledge, strategy, and progress toward goals" (Salazar et al. 2017)

Perspective-taking

• information elaboration, requiring team members "to invest cognitive energy in understanding" diverse perspectives and approaches through constructive discussion and integration of others' viewpoints (Hoever et al., 2012, p.982)

Mutual understanding

 Common ground is created by sharing, negotiating, and modifying concepts, theories, or issues in order to co-construct or co-create knowledge. (Repko 2012)

 Aim: "to structure group discussion by enabling participants to connect their responses to one another and to philosophical assumptions that can complicate cross-disciplinary research" (Eigenbrode et al, p. 60)

Freire + dialogue



- Paulo Freire (1921-1997), Brazilian educator and philosopher;
- critical pedagogy in literacy programs for poor Brazilians;
- process of *concientizacion* through dialogue;
- reflection-action: dialectical tension of theory and practice

Freire + dialogue

- cannot be reduced to the depositing of ideas from one to another;
- nor a simple exchange of ideas;
- dialogue could only take place in the absence of domination of one over the other;
- presence of love, faith and humility;
- true dialogue cannot exist without hope or critical thinking;

Freire + Dialogue

- Action Reflection: word = work = praxis
- Sacrifice of action: verbalism
- Sacrifice of reflection: activism

Freire + Dialogue

- humans are not built in silence but in word, in work, in action-reflection;
- dialogue is an existential necessity;

Friere + Dialogue

 "the object of dialogical-libertarian action is not to 'dislodge' the oppressed from a mythological reality it order to 'bind' them to another reality.the object is to make it possible for the oppressed, by perceiving their adhesion, to opt to transform an unjust reality," (Freire, Pedagogy of the Oppressed, p. 141)

TDI & Freire

- Is TDI compatible with Freire's ideas?
- How can TDI through its structural dialogue process ensure that it works towards transforming an unjust reality?

TDI + Freire

- the dialogical process needs to be reflection-action; not limited to a simple exchange of ideas;
- the process of *concientizacion* needs time, this may require structured dialogue as ongoing practice;
- needs to take place within a framework that espouses love, faith, hope and humility;
- critical thinking essential!!!

another dimension of reflexivity

- Freire's dialogical approach/TDI is not only relevant for the oppressed but just as relevant for those working with the oppressed;
- reflexivity needs to take place about understanding the causes of structural injustice;

Questions?





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