

## NEWS ITEMS

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### **Book Award won by Peter Mayo and Leona English**

The 2012 book *Learning with Adults: A Critical Pedagogical Introduction* by Leona M. English and Peter Mayo, won the **2013 Cyril O. Houle Award** For ‘Outstanding Literature in Adult Education’ given by the American Association for Adult and Continuing Education (AAACE).

Congratulations to the co-editor of the journal, Peter Mayo, and his co-author Leona English, on this achievement. We quote these academic reports on the website about the book:

*From Dr. John Field, Professor, University of Stirling*

“This book is written at a time when our own field of adult education is under assault from a variety of capitalist and neoconservative forces pressuring us...to turn away from the causes of criticality, lifelong learning, and education for freedom. Rather than succumb to these pressures, we have hope that our long-term goals of education for life and living can and will be accomplished alongside professional and vocational education. This book offers new insight into what is a very dark moment of our human civilization.”

*From the preface by Dr Carlos Alberto Torres,  
Professor, GSEIS, Director, Paulo Freire Institute,  
University of California at Los Angeles.*

“The book offers decidedly critical and international perspectives on various aspects of adult education, especially on state, citizenship and neoliberal policies. Critical in both content and method, it is at the same time the part of the collective work needed to advance the Belém call to action by furthering awareness and capacity in the field of adult education.”

*Dr Katarina Popovic, Professor, Universität Duisburg-Essen, University of Belgrade & DBB International.*

“In the midst of diminishing resources and growing inequalities, English and Mayo provide an incisive and much needed critique of adult education in ways that highlight not only its historical and philosophical roots but also its major significance to the practice of democracy. In a direct challenge to the neoliberal accountability craze, *Learning with Adults* offers a rigorous political reading of the field—one that systematically challenges oppressive educational policies and practices, while affirming an emancipatory vision of civic engagement. Truly an informative treatise that sheds new light on the education of adults.

*Dr Antonia Darder Professor & Leavey Presidential Endowed Chair in Education Loyola Marymount University Los Angeles.*

“Leona English and Peter Mayo challenge hegemonic assumptions and ideas, while offering a constructive alternative based on the principle of working with learners and not just for them. Their analysis is accessible enough for newcomers to the field, while the authors’ wide-ranging coverage and radical approach provide refreshing and challenging messages for the most experienced adult educator. Up-to-date, genuinely international and passionately committed, *Learning with Adults* is a great book.”

### **Next issue**

The next issue (Volume 3 No. 1) of *Postcolonial Directions in Education* will be a Special Issue, guest edited by Dr. Nisha Thapliyal of the University of Newcastle, Australia. The papers are based on a panel of presentations at the WCCES Congress in Buenos Aires, 2013. The theme of the Special Issue is:

### **‘Knowledge production and social action for change: A reflective dialogue between activists and academics’**

Guest Editor: Nisha Thapliyal

In this special issue, contributors explore the relationship between knowledge production and social action from their situated vantage points in social movements, the public education system, and/or the corporate academy. As a group, the contributors are educators motivated by questions about the politics of knowledge and learning in

spaces of collective struggle for alternative approaches to education and development.

The Landless Workers Movement (MST), Brazil figures prominently in this special issue as a vibrant and sustained site of grassroots critical pedagogy including an article by two founding members of the MST education system.

Other contributors make situated explorations of:

- a) the politics of doing research with and about social movements in Brazil and India
- b) the relationship between knowledge production and social activism knowledge production within anti-globalisation movements and
- c) the politics of pedagogy in courses on education and development.

This issue also includes an interview with Sarah Knopp and Jeff Bale, co-editors of 'Education for Capitalism: Struggles for Learning and Liberation'.