Abstract

This paper is a reflection on the possibilities of education for the promotion of citizenship, particularly by means of an analysis of the pros and cons implied in the task of promoting truly democratic societies with growing levels of participation in decision making, attainment of more justice, and improvement of the living conditions of all citizens. In this sense, it is crucial to emphasize the political character of education, providing an account of the specific nature of a process which may help produce the critical, responsible and active citizens able to consolidate such type of democratic society. The study and critical analysis of the work of critical educational thinkers such as and specially those of the Brazilian author Paulo Freire, is crucial within the perspective embraced here. This perspective on the relationship between education, politics, and citizenship is one aimed at educating citizens by means of a practice associated with the capacity of problematization. This type of practice to be instilled in the individuals, with its necessary dialogic condition, affirms the thesis of an educational practice conceived of as a mode of intervention in the world.

Keywords

Pedagogy, politics, citizenship, dialogue, democracy