

20.1.2025

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Title

Educational transfers in postcolonia contexts : preliminary results from comparative research on workers' faculties in Vietnam, Cuba, and Mozambique / Tim Kaiser ...

Publication year

2015

Source/Footnote

In: European Education. - 47 (2015) 3, S. 242 - 259

Inventory number

38842

Keywords

Ausland : Kuba : Studenten, Studium, Lehre ; Ausland : Mozambique : Studenten, Studium, Lehre ;
Ausland : Vietnam : Studenten, Studium, Lehre ; Arbeiterkinder

Abstract

Worker's Faculties, which have been widespread in the Soviet Union up until 1941, combined the two goals of preparing adult workers and peasants for university entrance through the provision of general education, as well as creating a new socialist intelligentsia from among these groups. After World War II, Workers' Faculties were also established in postcolonial countries. Based on case studies in Vietnam, Cuba, and Mozambique, we argue that corresponding transfer processes were largely driven by local actors in the respective countries and that these institutions were regarded as suitable instruments in solving problems particular to postcolonial contexts. (HRK / Abstract übernommen)