

Abstract

This thesis focuses on defining the role of educators in the work of Paulo Freire. The work examines Freire idea that education can not be a one-sided transfer of knowledge, but it must be an act of consciousness and the ability to take control over their own lives. It also focuses on explaining Freire literacy methods, trying to interpret the ideas of the book *Pedagogy of the oppressed* and Freire developed an original method of dialogue. The author's approach is compared with selected views of Western thinkers that express the purpose of education (eg. critical theory of society and pragmatism). The work is accompanied by a list of institutes that develop the work of Freire.