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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)