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‚Decoloniality and Sustainable Futures Education‘

Co-funded by
the European Union

Agenda

- Key terms
- Decoloniality and sustainability
- Education, decoloniality and sustainability
- Reflection and resources

Co-funded by
the European Union

Tragekapazität/ Carrying capacity



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- What brought you here?
- What do you bring?
- What would you like to take away?

- Was hat Sie hergeführt?
- Was bringen Sie mit?
- Was würden Sie gerne mitnehmen?

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Broccoli seed agreement





I understand that …

1. the program *may* not have any immediate practical application in my context and that is ok.

2. I *do not* have to agree with anything presented, but I am happy to see what happens.

3. I *may* feel uncomfortable, confused and frustrated through this process and I take responsibility for observing and learning from my conscious and unconscious responses/resistances.

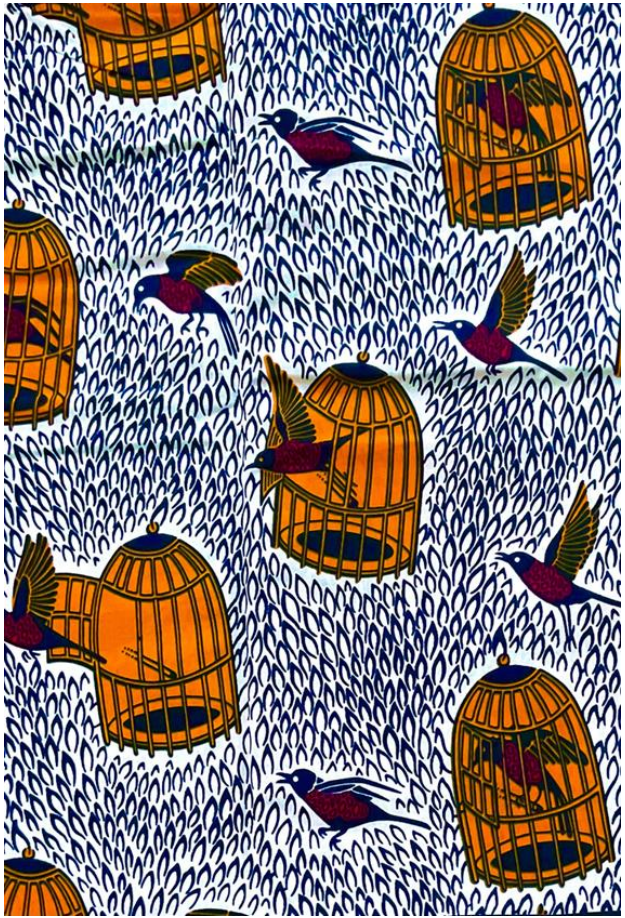
4. It is up to me to decide when to push myself further and when to stop and reflect/observe.

(Andreotti et al, 2019 p.24)

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Key terms

- Colonisation/Decolonisation
- Coloniality/Decoloniality



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Colonisation/decolonisation

To colonize is to settle in, and take control of, land outside your own borders. E.g. the British colonized India for over 200 years. Colonization was motivated by economics. European powers sought to expand their markets and acquire raw materials overseas.





Decolonization is a process by which colonies become independent of the colonizing country. Decolonization occurred in response to independence movements in colonized territories.

(Source: https://www.insightsonindia.com/2022/10/27/colonialism-and-decolonization/)

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Coloniality/Decoloniality

“Coloniality (…) refers to long-standing patterns of power that emerged as a result of colonialism, but that define culture, labor, intersubjective relations, and knowledge production well beyond the strict limits of colonial administrations.

Thus, coloniality survives colonialism.

It is maintained alive in books, in the criteria for academic performance, in cultural patterns, in common sense, in the self-image of peoples, in aspirations of self, and so many other aspects of our modern experience.

In a way, as modern subjects we breath coloniality all the time and everyday.”

(Maldonado Torres, 2007 p.243)



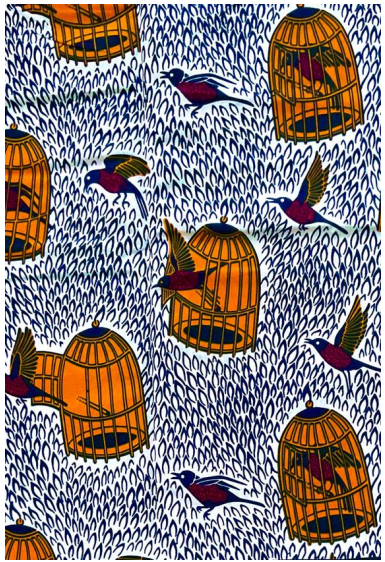
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Decoloniality

“Decoloniality denotes ways of thinking, knowing, being and doing that began with, but also precede, the colonial enterprise and invasion.

It implies the recognition and undoing of hierarchical structures of race, gender, hetero-patriarchy, and class that continue to control life, knowledge, spirituality, and thought, structures that are clearly intertwined with and constitutive of global capitalism and western modernity. (…)

decoloniality seeks to make visible, open up, and advance radically distinct perspectives and positionalities that displace Western rationality as the only framework and possibility of existence, analysis, and thought.”



Perspectives on sustainability

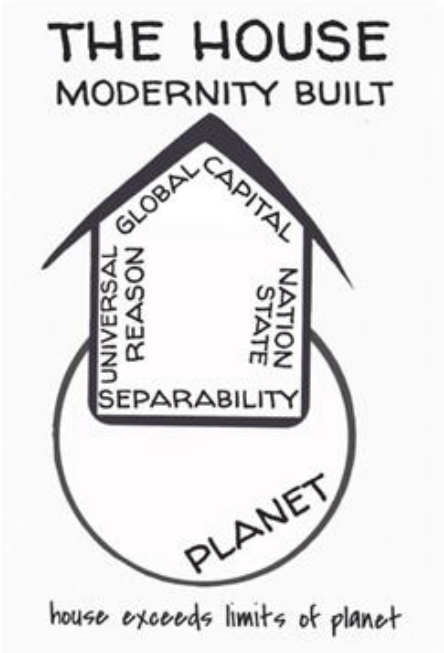
"It is useful to bring these different perspectives into conversation, and see tensions between these narratives as potentially generative rather than inherently problematic."

(Tikly, L., 2023) p. 24



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Decoloniality and sustainability



(Andreotti et al, 2019 p.49-50)

Roof

What results?

Global capitalism, continuous economic growth and consumption as measures of progress and civilisation.

Walls

What results?

Western humanist values and enlightenment traditions
- Universal relevance and denial of other knowledges

Nation states – singular national identity, protection of borders

Foundations

What results?

Which hierarchies?

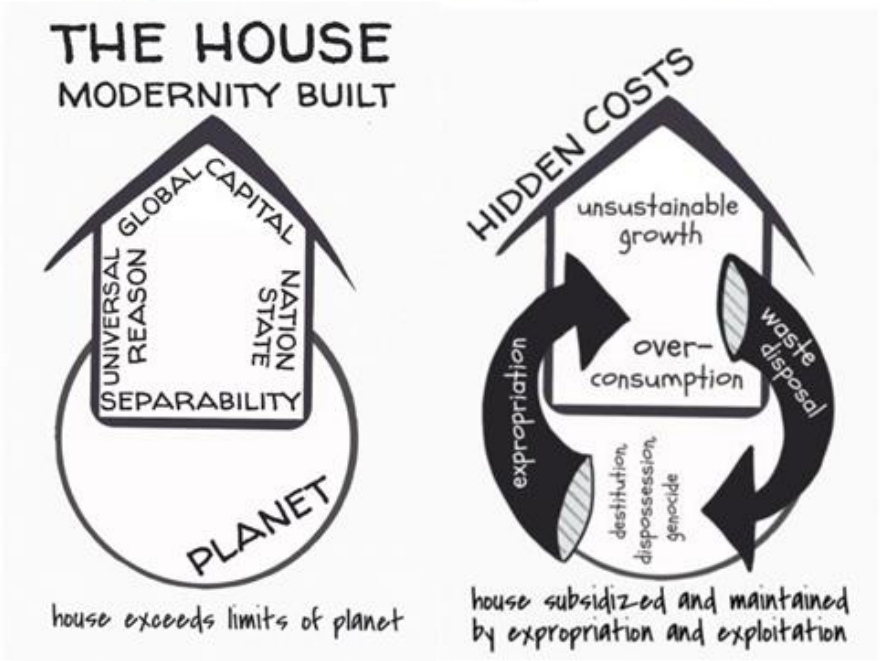
Separate humans from the rest of nature

Create hierarchies that rank ‚separate' beings

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Decoloniality and sustainability

Cartographies 1 and 2: The house modernity built, and its hidden costs



(Andreotti et al, 2019 p.50)

"modernity depends on coloniality for its existence."

(in Andreotti, 2011 p. 386)

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Decoloniality and sustainability





Which sustainability challenges result?

(Andreotti et al, 2019 p.55)

Education and coloniality/decoloniality

“Education systems often reproduce and perpetuate the very conditions that threaten our shared futures- whether discrimination and exclusion or unsustainable lifestyles”

(UNESCO (2021) report from the international commission of the futures of education p.11)



https://docs.google.com/document/d/1_0uUVr8YE1AKmz54m59d9IjHu7LK221OTJBtFjpc9Yc/edit

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Decolonising classrooms – reflection questions

- What principles, norms, values and worldviews inform your selection of knowledge for your curriculum?
- Do you articulate your own social and intellectual position, from which you speak?
- For whom do you design your curriculum? Who is your ideal, imagined student and what assumptions do you make about their backgrounds, culture, languages and schooling?
- How does your curriculum enable privileged/ white students to acquire the intellectual and cultural resources to function effectively in a plural society?
- How does your teaching recognise and affirm the agency of marginalised students/ students of colour? How does your teaching legitimate and respect their experiences and cultures?
- How do you build a learning community in your classroom where students learn actively from each other and draw on their own knowledge sources?
- What assessment methods could show what all students are capable of, drawing on their strengths and promoting their agency and creativity?
- How far do your teaching and assessment methods allow students to feel included without assuming assimilation?
- **What other questions can you think of for decolonising classrooms, or for decolonising schools?**

Adapted from: https://theconversation.com/questions-academics-can-ask-to-decolonise-their-classrooms-103251

Further resources

- with/out modernity playing cards
- Why is my curriculum white?
- Antiracist educator toolkit
- Global Citizenship Education Otherwise. STUDY GUIDE

Task

- Develop one idea for decoloniality in relation to a particular subject, and group of learners – can include curriculum, pedagogy, assessment or something else

References

- Andreotti, V., Stein, S., Susa, R., Cajkova, T., D'Emilia, D., Jimmy,E., Amsler, S., Cardoso, C., Siwek, D., Fay, K. (2019). *Gesturing Towards Decolonial Futures: GCE study program*.
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- Mignolo, W.D., and Walsh, C.E. (2018) *Decoloniality: Concepts, Analytics, Praxis*. Durham, NC, and London: Duke University Press.
- Photos from pexels.de



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Thank you for your participation

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