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DECOLONIZING THE PLACES, SPACES AND BOUNDARIES OF SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP EDUCATION: A CRITICAL ANALYSIS OF SDG 4.7.

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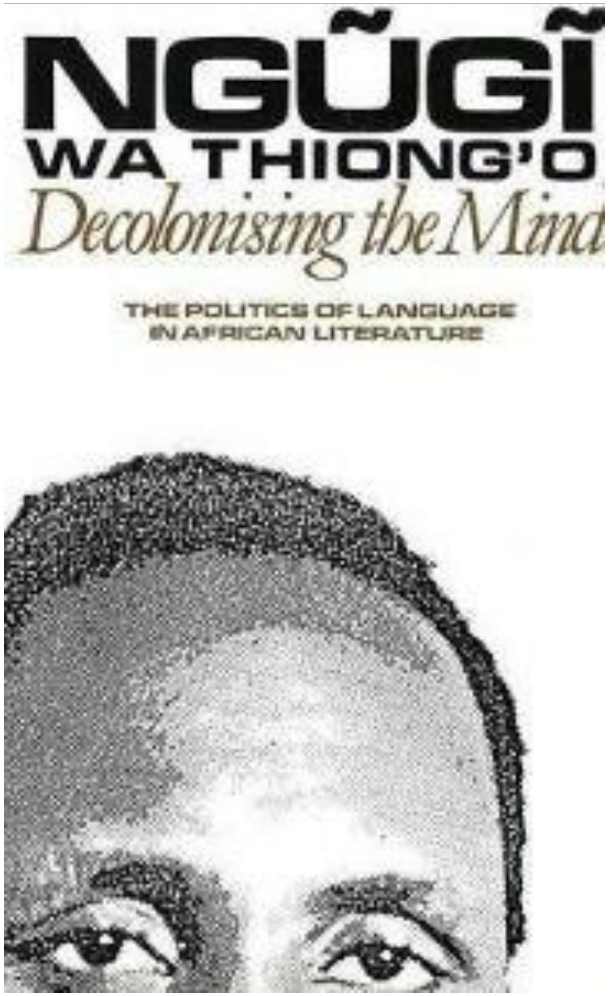
OVERVIEW

1. Coloniality
2. Research Question
3. Critical Analysis of SDG 4.7
4. Colonialism, property, spaces, places and boundaries
5. SDG 4.7 and Teacher Education

Coloniality

It is our contention that the majority of teachers have been socialized into a teacher ontology that is written through with colonialism. It is therefore essential to do the work of "decolonizing the mind"

(Thiong'o, 1986, cited in Pirbhai-Illich, Pete & Martin, 2017 p.246).



RESEARCH QUESTION

1. Education as a form of colonization
   a) Binary, oppositional and hierarchical
   b) Object(ive) driven
   c) Universalism
   d) Monologism
2. Education for sustainability
   a) Preparation for unknown futures
   b) Uncertainty and precaution
   c) Importance of pluralism and multiple perspectives

How might the concepts of place, space and boundaries help in ***decolonizing*** responses to SDG *4.7*?

A [BRIEF] CRITICAL ANALYSIS OF THE SUSTAINABLE DEVELOPMENT GOALS (SDGS)

IDEOLOGY & DISCOURSES

Sustainable

Universal discourse: balance of societal, environ
economic needs

Development

Modernist discourse: Developed, developing, lea
where developed = high mass consumption, po
western world

Binarized, hierarchical construction: Othering dis
associated with liberal 'helping' ide

Goals

Neoliberal ideology: Normative discourse of targets, standards, measurement. Whose norms prevail? Whose norms are silenced?

SDG4.6.1 indicator: proportion of youth and adults with functional literacy and numeracy skills

skills for improving their life, in particular for employment and entrepreneurship.

or prim in the year prior to official entry age for primary school. However, in the least developed countries, the ratio was only 4 in 10.

SUSTAINABLE DEVELOPMENT GOALS — DOMINANT DISCOURSES.

Liberalism

Neoliberalism

Modernism

Universalism

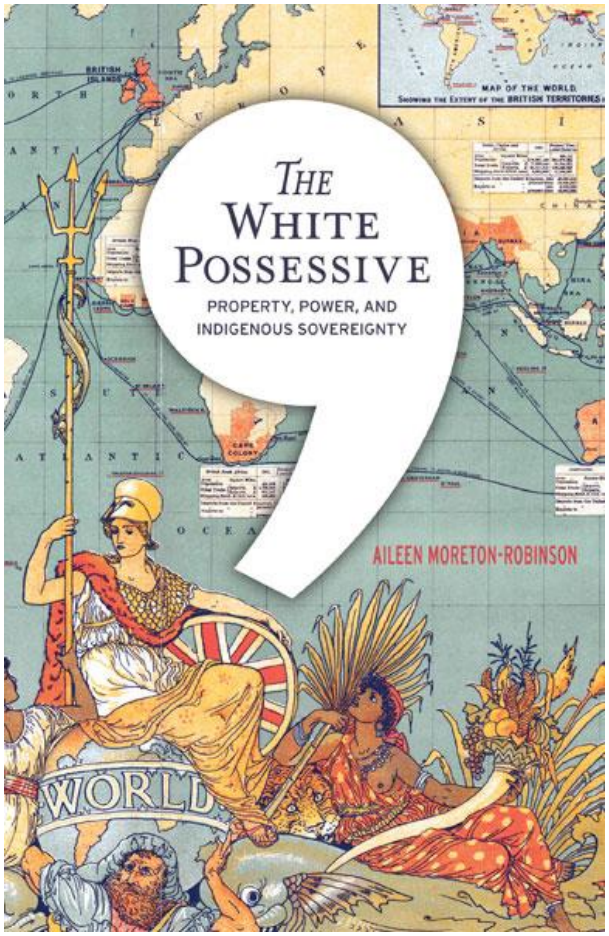
Monologism

Colonialism

COLONIALISM & PROPERTY

"An Englishman's home is his castle" (Fox O'Mahony 2006)

The significance of **property ownership** as a prerequisite to citizenship was tied to the British notion that **only people who *owned* the country, not merely those who *lived* in it, were eligible to make decisions about it.** (Ladson-Billings, 2009, p. 25)



The White Possessive
Property, Power, and Indigenous Sovereignty
2015. Aileen Moreton-Robinson

SPACES, PLACES AND BOUNDARIES: MACRO – MICRO

Space can be distinguished via a synthesis of the material (e.g. schools, classrooms, resources, desks), social and the symbolic (e.g. power)

Place is a point and also a relational location

Boundaries are the relation between space and place

- Exclusive spatial constitutions (e.g. nation-states, schools, social clubs) are bounded by borders

SPACES, PLACES AND BOUNDARIES

Subject-object-subject relations

Power & identity: relations in spaces, places and boundaries

SDG 4.7 AND TEACHER EDUCATION: THINKING AND BEING OTHERWISE

1. The knowledge society
2. Democracy and active citizenship
3. Multiculturalism and interculturalism
4. Ethical relations
5. Sustainability

Southern and indigenous knowledges

Critical literacies

Pluralism - posthumanism

Loci of enunciation – spaces, places and boundaries

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