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?
**IDEOLOGY & DISCOURSES**

**Sustainable Development Goals**

Universal discourse: balance of societal, environmental, and economic needs

Binarized, hierarchical construction: Othering discourse, often associated with liberal ‘helping’ ideology

Modernist discourse: Developed, developing, least developed, where developed = high mass consumption, post-industrial western world

**Goals**

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

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In 2014, about 2 in 3 children worldwide participated in pre-primary or primary education in the year prior to official entry age for primary school. However, in the least developed countries, the ratio was only 4 in 10.

SDG4.6.1 indicator: proportion of youth and adults with functional literacy and numeracy skills for improving their life, in particular for employment and entrepreneurship.
Sustainable Development Goals — Dominant Discourses.

Liberalism
Neoliberalism
Modernism
Universalism
Monologism
Colonialism
“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)
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
REFERENCES

