Panel "Education for social change"

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Meeting "Synergies for social change - dialogues about development”
Lisbon, 13 January, 2016
Guiding questions

• How is social change imagined differently by different social groups?
• What are the dissenting silences in our DE conversations?
• How can we expand our frames of reference in/through DE?
Imagining Social Change

GLOBAL CITIZENSHIP,
GLOBAL CITIZENSHIP, A CS GLOBAL PARTNERS STORY

Globally, business people and international families move toward prosperity, mobility, and financial security through second citizenship.

THE MOST POPULAR PROGRAMMES IN THE WORLD:

DOMINICA
Dominica, the 14th ranked of the Caribbean, offers safety and wealth protection.
www.dica.gov.dm

GRENADA
Grenada is the ultimate option for family prosperity, offering unique visa-free travel options.
www.cigf.gov.gd

ST KITTS & NEVIS
St. Kitts and Nevis offer the time and the most trusted programme, with the CIU option providing a fast route to citizenship.
www.ciugov.kn
Imagining Social Change

Soft Reform
To make the same world a little bit better through personal transformation and individual action
(RECYCLE, HELP, BE A HERO)
Individually focused analyses, single story, simple solutions, self-affirming, comfort
SAME QUESTIONS, SAME ANSWERS

Radical Reform
To make the same world a lot better by including more people, voices and perspectives in collective action.
(REDUCE, RETHINK, INCLUDE)
Systemic & historical analyses, multiple perspectives, self-implicating, complex solutions, discomfort
SAME QUESTIONS, DIFFERENT ANSWERS

Beyond Reform
To disinvest in the current unsustainable world and to walk with others into the possibility of new worlds.
(IMAGINE the IMPOSSIBLE)
Systemic & historical analyses a step further, realizing false promises and contradictions, comfort with discomfort
DIFFERENT QUESTIONS, DIFFERENT ANSWERS
Dissenting silences
Colonized imaginaries
Not what we don’t imagine...

But what we CAN’T imagine.

Sousa Santos: Pensamento Abissal
We need an alternative way to think about alternatives
## Dissenting silences

### Internationalization for global knowledge economy

<table>
<thead>
<tr>
<th>Main goal</th>
<th>Improving individual/country economic advantage in ‘knowledge societies’</th>
<th>democratizing global access to modern institutions, expanding opportunities for social mobility</th>
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</thead>
<tbody>
<tr>
<td>Secondary goals</td>
<td>Income generation (addressing deficit generated by government defunding)</td>
<td>Making the dominant system fairer and more inclusive</td>
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<td>Institutional driver</td>
<td>branding, prestige (performance and productivity)</td>
<td>equitable balance b/t foreign/local students, advancing democratic ideals</td>
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<td>Main personal motivation</td>
<td>aggregated value in CVs, differential in competitive environment</td>
<td>self-betterment, social entrepreneurship, social responsibility (noblesse oblige)</td>
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Dissenting silences

1. The entire planet Earth (i.e. Pachamama) is my home and country, my country is my mother and my mother knows no borders.
2. We are all brothers and sisters: humans, rocks, plants, animals and all others.
3. The answers are in each one of us, but it is difficult to listen when we are not in balance.
4. The priority for life and education is balance and the purpose is to learn, learn and learn again..
5. There is no complete knowledge, we all teach, learn and keep changing: it is a path without an end.
6. The world is changed through love, patience, enthusiasm, respect, courage, humility and living life in balance, which comes with recognizing our visceral connection to each other.(Apu Chupaqpata Global Education Centre, 27/07/2012).
Dissenting silences

I can no longer accept a narrative of education that teaches me:
• that my village grandmother was illiterate, primitive, backward, stupid, uneducated, underdeveloped, uncivilized and not capable of managing her own affairs.
• that my links to my land, local languages, seeds, rivers, trees, histories and herstories, body, inner voice, to the spirit world, and to my community are all barriers to modernization and development which must at best be destroyed if we are to progress, or at worst be condemned to a multicultural day festival in school.
• that physical work in the fields, in my home and in my community is drudgery and that the definition of happiness lies in drinking Coca Cola, eating at McDonalds, using Fair and Lovely face whitening creams and chatting on Facebook.
• that I have to compete against others in my community and against peoples from other countries to survive.
• that learning is a commodity (along with the air, water, land, food) and that knowledge is the property of individuals through copyrights and patents. (copy-left text shared by the Shikshantar Andolan movement: www.shikshantar.in)
Expanding frames of reference

- Empowerment
- Leadership
- Consensus
- Progress
- National identity
- Dialogue
- Innovation
- Affluence
- Competition
- Speed
- Making a difference “to them”
- Separability

- Disarmament
- De-centering
- Pluriversalities
- Re-membering
- Planetarity
- Listening/presence(ing)
- Wisdom
- ‘Give away’
- Complementarity
- Taking time
- Becoming useful to the world under Othered terms
- Entanglement
Education for alternative futures is not about charity help or heroism, but about justice in acts, thoughts, emotions and relationships.

It is about losing the fear of feeling our shared vulnerability and of taking collective responsibility for the well-being of interconnected life forms in one finite planet facing unprecedented multiple crises.
Challenges of intelligibility

Working with impossibilities

Identifying issues

Implementing solutions

Facing complexities

Working with impossibilities

Andreotti (2015)