



DECUS

DECOLONIZING CURRICULUMS IN SECONDARY SCHOOLS

TRAINING SERIES

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About Us:

DECUS (DECOLONIZING CURRICULUMS IN SECONDARY SCHOOLS) IS AN ERASMUS+ PROJECT (2024–2027) THAT SUPPORTS TEACHERS IN CRITICALLY REFLECTING ON COLONIAL LEGACIES IN EDUCATION. IT SEEKS TO CHALLENGE EUROCENTRIC NARRATIVES AND FOSTER PLURIVERSAL APPROACHES TO TEACHING AND LEARNING

Partnerships



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Disclaimer

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YOUR WELL-BEING MATTERS. THIS MODULE IS INTENDED AS A SUPPORTIVE AND EDUCATIONAL SPACE. IF AT ANY POINT YOU FEEL UNCOMFORTABLE WITH A QUESTION OR ACTIVITY, PLEASE KNOW THAT YOU ARE FREE TO SKIP IT. PARTICIPATION IS ALWAYS VOLUNTARY. YOU ARE ENCOURAGED TO ENGAGE ONLY AT THE LEVEL YOU FEEL SAFE AND COMFORTABLE. ABOVE ALL, WE CARE ABOUT YOUR COMFORT, WELL-BEING, AND CONFIDENTIALITY. PLEASE ALSO REMEMBER TO TAKE A BREAK WHENEVER YOU NEED IT, BREATHE, STRETCH, AND STAY HYDRATED.

A decorative black line drawing of a leafy branch, positioned in the bottom left corner of the slide.

Recording & Consent



PLEASE NOTE THAT THIS SESSION WILL BE RECORDED (AUDIO, VIDEO, AND SCREEN SHARE), WHILE BREAKOUT-ROOM CONVERSATIONS WILL NOT BE RECORDED. THE RECORDING IS FOR RESEARCH, EDUCATIONAL QUALITY IMPROVEMENT, AND ACCESSIBILITY (E.G., CAPTIONS/TRANSCRIPTS) AND WILL BE ACCESSIBLE ONLY TO THE ORGANISING TEAM AND RELEVANT DELIVERY PARTNERS; IT WILL NOT BE SHARED PUBLICLY WITHOUT ADDITIONAL PERMISSION. YOU MAY KEEP YOUR CAMERA OFF AND USE A FIRST NAME ONLY, AND WE CAN READ OUT YOUR QUESTIONS WITHOUT YOUR NAME ON REQUEST. IF YOU'RE COMFORTABLE BEING RECORDED, PLEASE TYPE "I CONSENT" IN THE CHAT; IF YOU PREFER NOT TO BE RECORDED, MESSAGE THE HOST PRIVATELY AND WE'LL MAKE ARRANGEMENTS SO YOU CAN FULLY PARTICIPATE. THANK YOU FOR HELPING US RUN AN EFFECTIVE AND INCLUSIVE TRAINING.



GETTING TO KNOW EACH OTHER

What is your name?

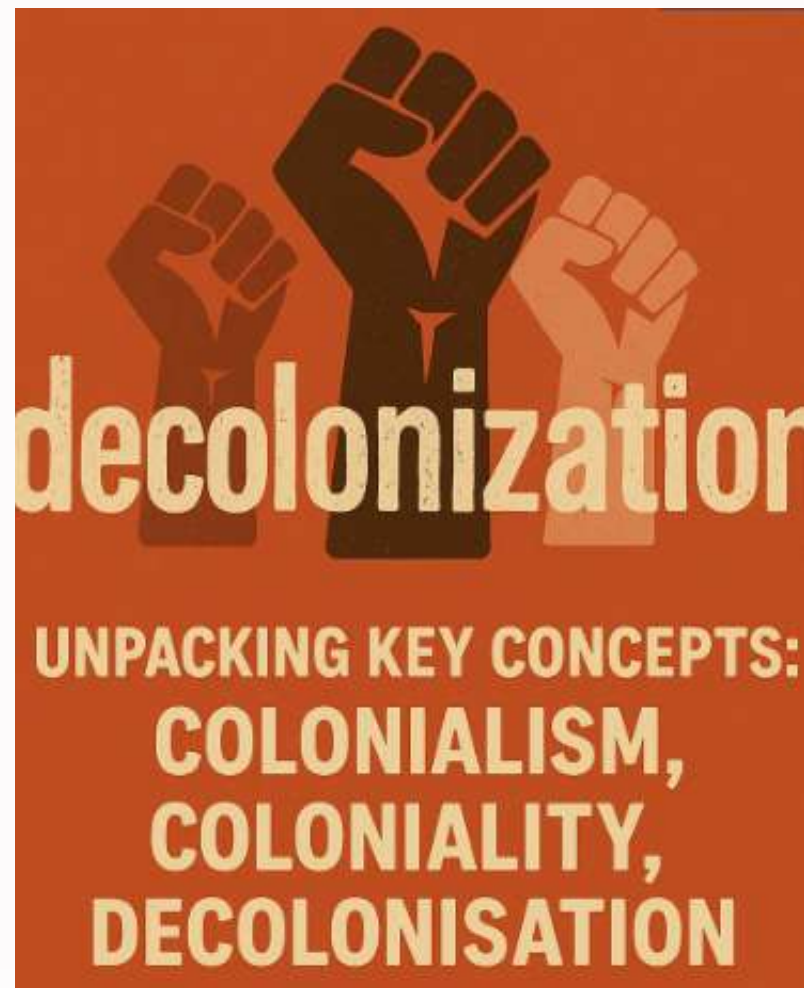
**What subject(s)
do you teach?**

**Which word best
describes how
you feel today?**



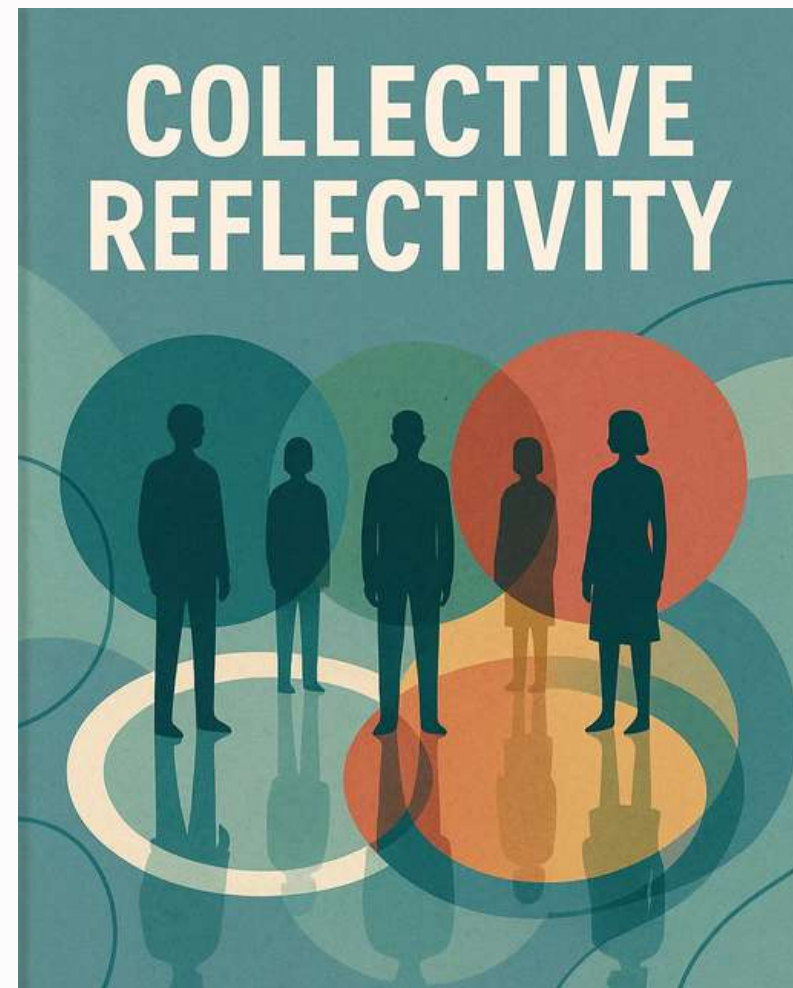
Training Structure

Module 1



Exploring colonialism, coloniality, and decolonality through the axes of power, knowledge, being, gender, and nature.

Module 2



Reflecting on power dynamics, institutional accountability, and how racism and white supremacy are shaping education.

Module 3

The Doing 1

How to build other ways of doing (relational content)

Reimagining what we teach through co-design, lived experiences, and multiple perspectives

Module 4

The Doing 2

How to build other ways of doing (relational pedagogies)

Reimagining how we teach through dialogue, collaboration, and diverse ways of learning

Module 1 Overview

The Learning: Unpacking some key concepts

Anchors for the Module

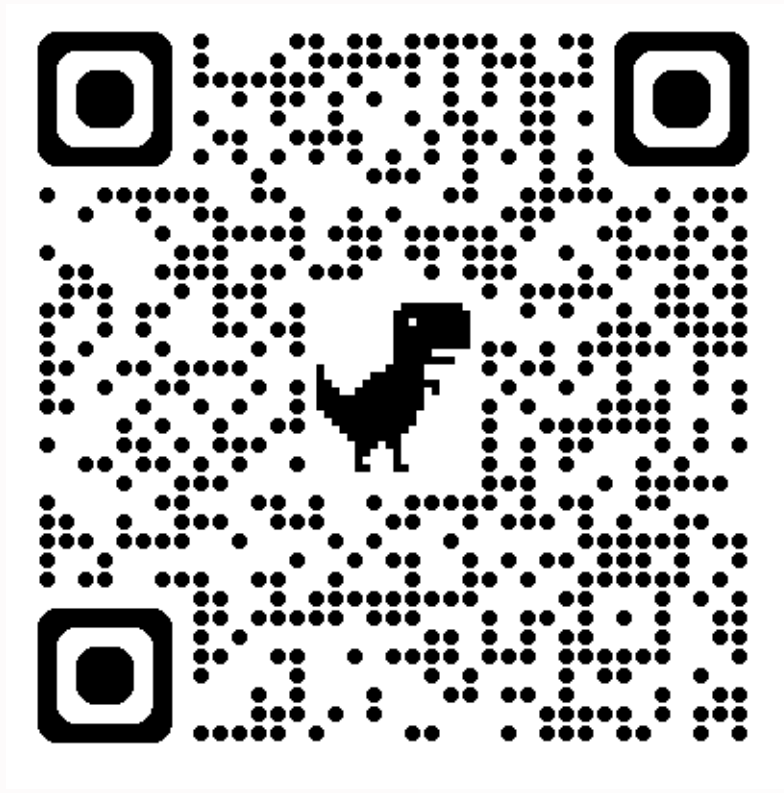
- Explore the core concepts of coloniality and its roots.
- Examine colonial powers and the axes of the colonial matrix (power, knowledge, being, gender, nature).
- Connect these frameworks to personal and institutional contexts.
- Reflect on how coloniality shapes teaching practices today.

Module: 1 Overview

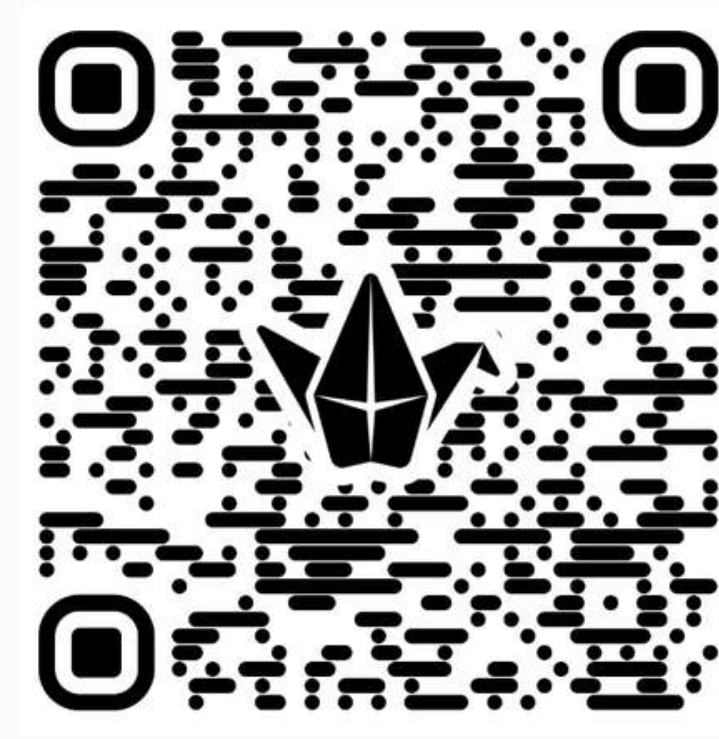
Agenda

16:00–16:20	Getting to know each other
16:20–16:40	Technicalities of the workshop series
16:40–17:30	<u>Presentation</u>: History and concepts of coloniality
17:30–17:40	Break
17:40–18:20	<u>Activity</u>: Unlocking the coloniality matrix Together
18:20–18:30	Break
18:30–19:00	<u>Activity</u>: Reflections on “The Parrot’s Training” and Take-Home Message

Before we start



- 01** Please make sure to complete the survey before we begin. Your input is very important for us and will inform the development of future sessions.

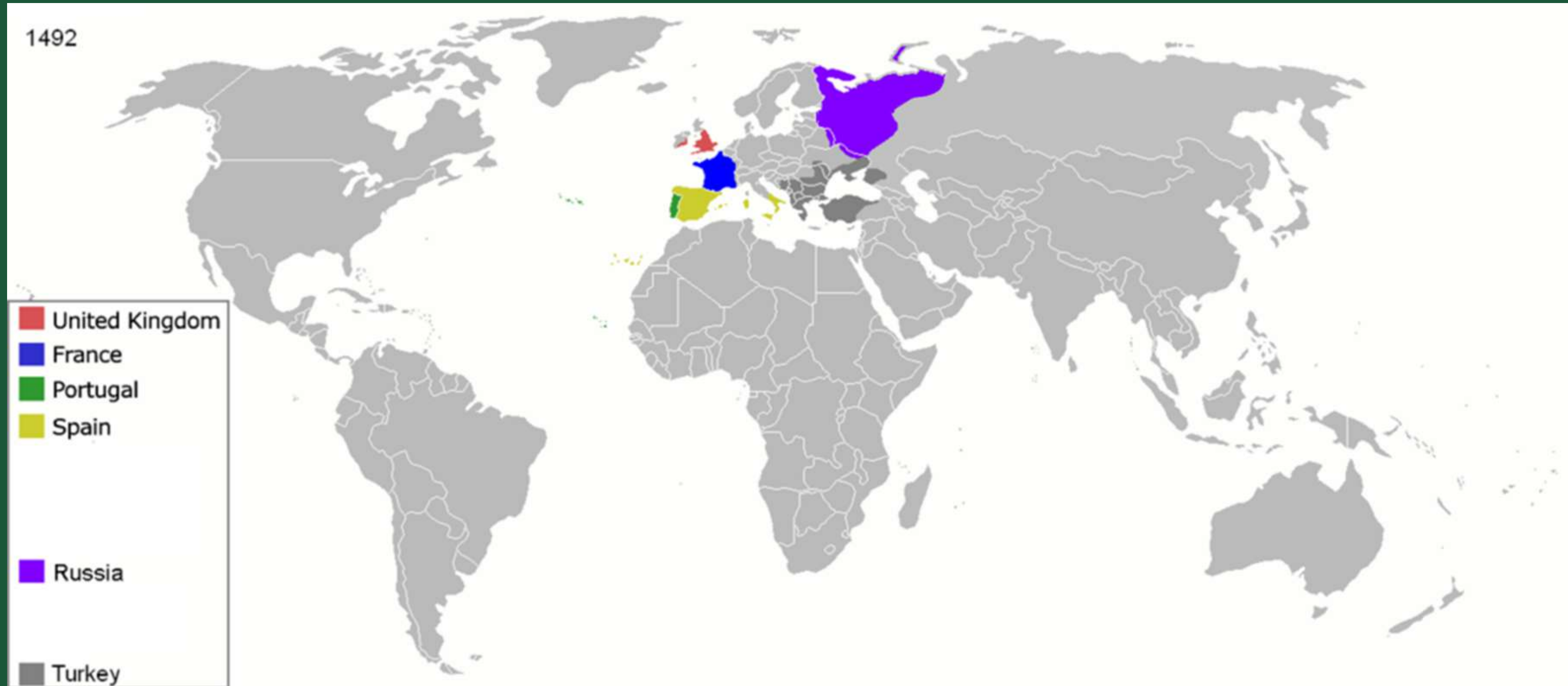


- 02** Please scan the QR code and upload a picture of an object you have recently purchased to the Padlet wall (if you haven't done so yet). This object will serve as the basis for our reflection exercise.



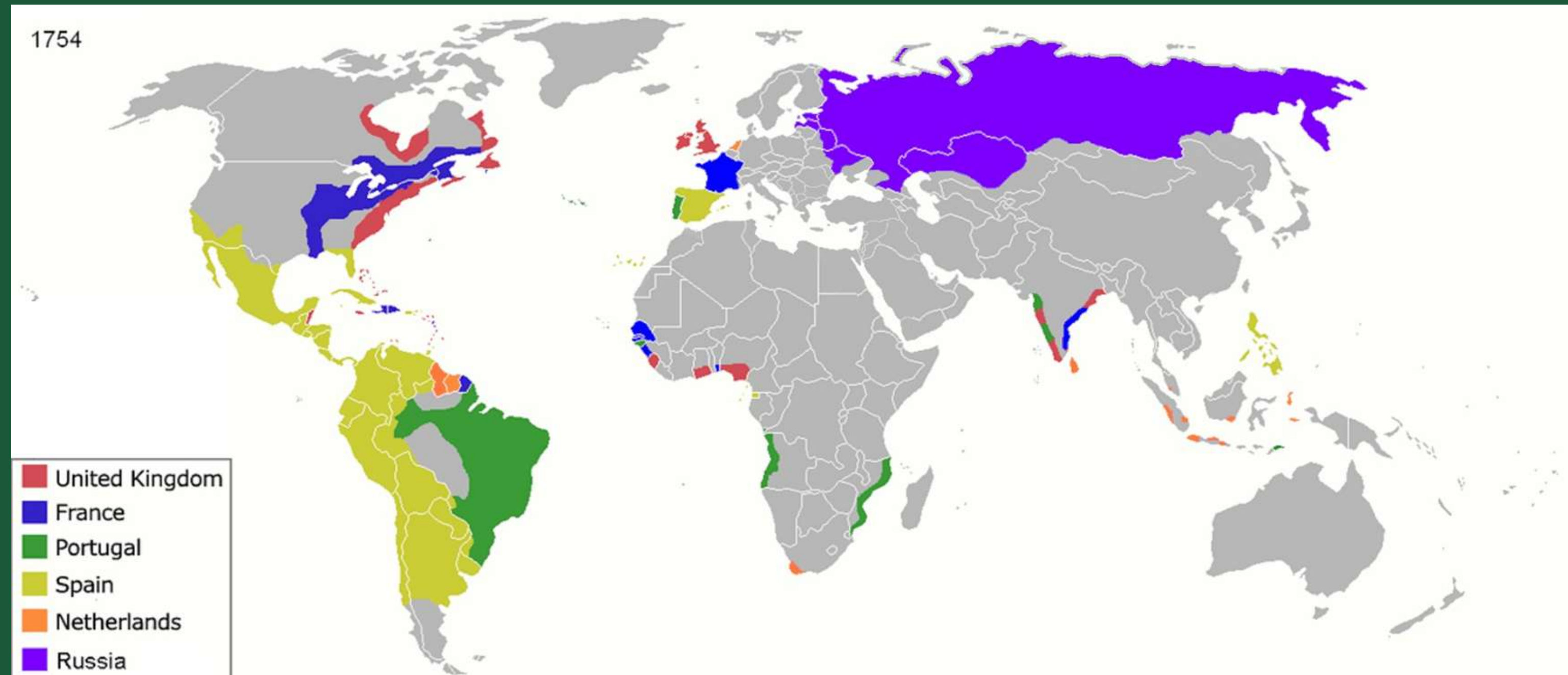
What is another
word for
colonization?

A Glance into History



World Empires and Colonies in 1492 (Wikimedia Commons)

A Glance into History



World Empires and Colonies in 1754 (Wikimedia Commons)



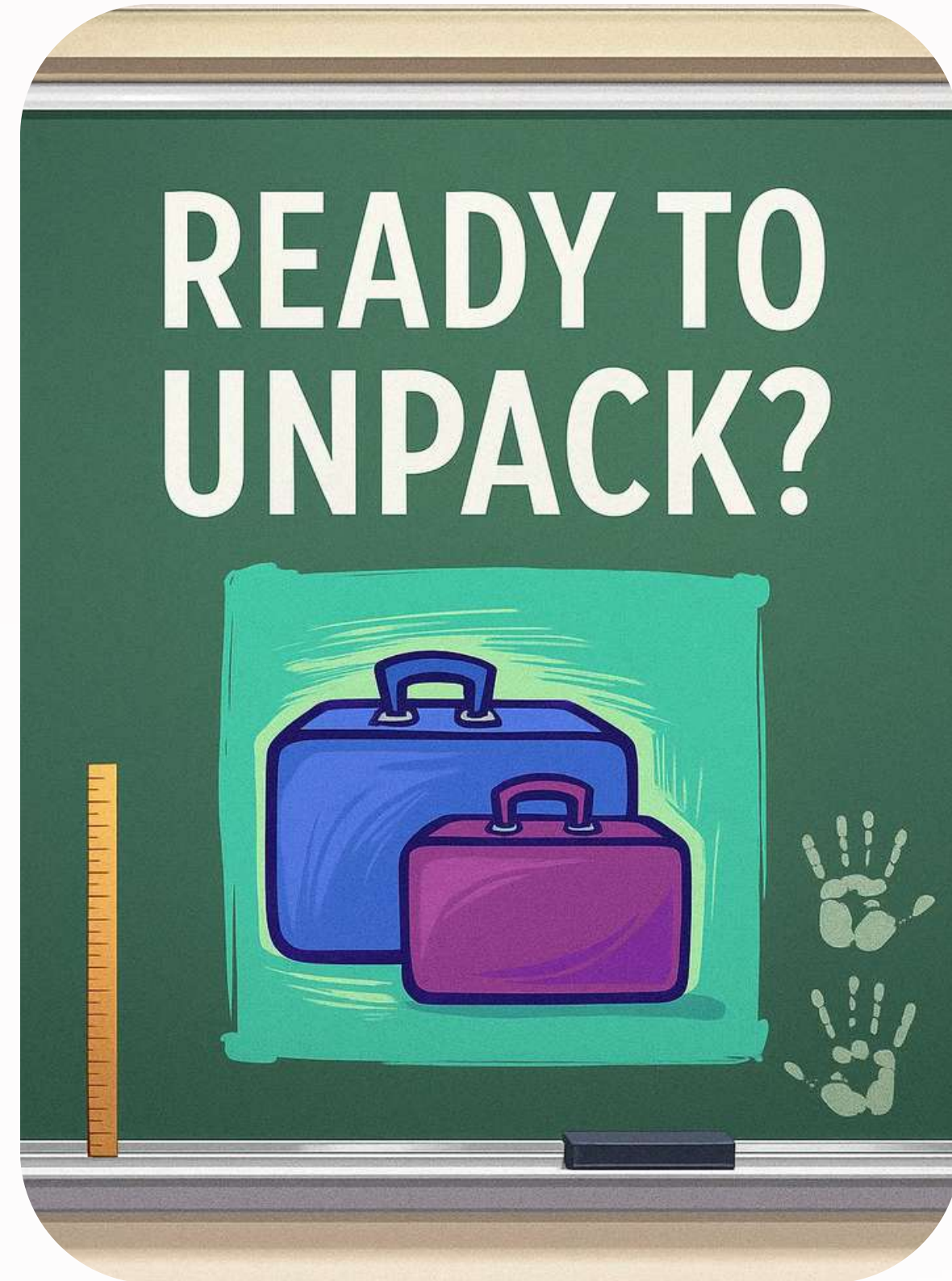
Is colonization over?

A Glance into History



17 Territories Still Dependent on Colonial Powers (UN, 2023)

Unpacking key concepts



Colonialism

COLONIALISM:

A POLITICAL, ECONOMIC, SOCIAL, AND CULTURAL SYSTEM IMPOSED BY A DOMINANT COUNTRY THROUGH THE COLONIZATION OF ITS TERRITORY TO EXPLOIT ITS WEALTH.

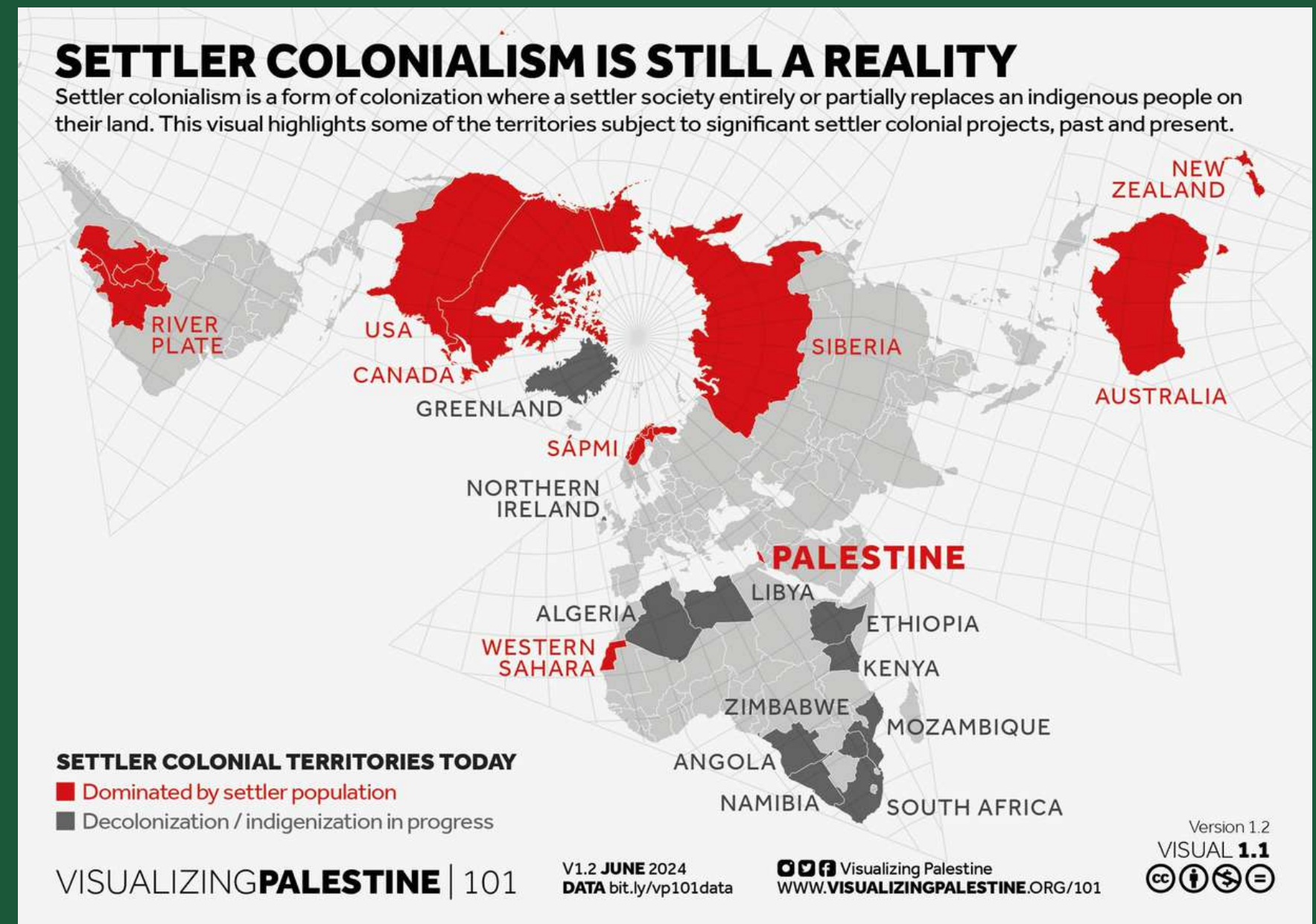


Settler Colonialism

SETTLER COLONIALISM IS A SYSTEM OF OPPRESSION BASED ON GENOCIDE AND COLONIALISM, THAT AIMS TO DISPLACE A POPULATION OF A NATION (OFTEN INDIGENOUS PEOPLE) AND REPLACE IT WITH A NEW SETTLER POPULATION.

Settler Colonialism

SETTLE COLONIALISM IS A STRUCTURE RATHER THAN AN EVENT, PREMISED ON THE ELIMINATION RATHER THAN EXPLOITATION OF THE NATIVE POPULATION.



Colonialism versus Neo-colonialism

Neo-colonialism

It is a variant of colonialism which does not rely on physical force. Rather, it uses cultural and market influences to enforce integration into a core imperialist economy



Neo-colonialism and Education

Scan the QR code to share an example on
Neo-colonialism in Education

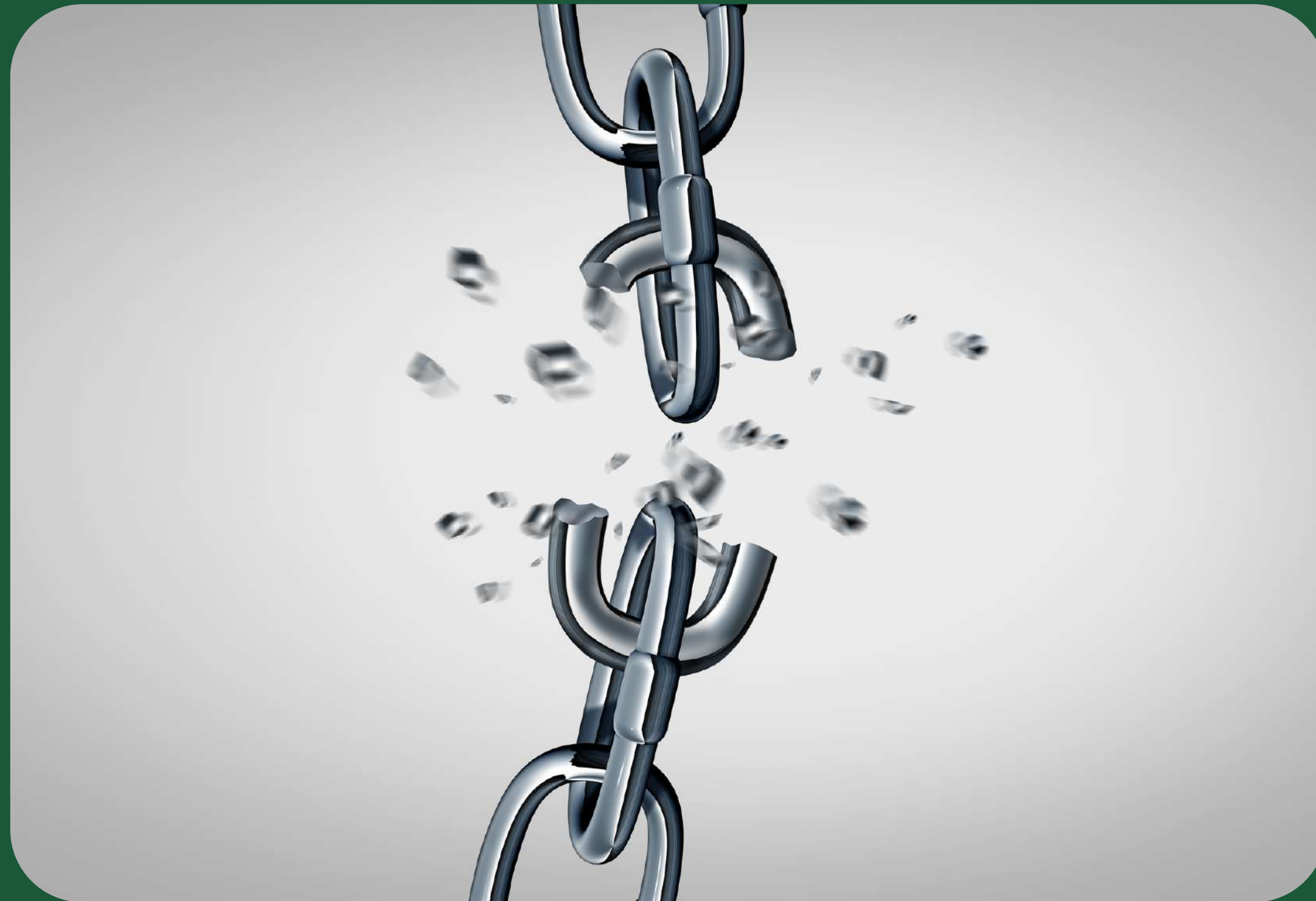


Neo-colonialism and Education

In education, Neo-colonialism can appear through:

- Curriculum dominated by Western knowledge.
- Global rankings
- Donor agendas shaping priorities.
- Language policies that privilege colonial languages.

Addressing all forms of Colonialism



Decolonial Theory

- Emerged 90s from Latin American thinkers
- Decolonization of the 19th century was incomplete and limited to legal-political independence
- They refer to the invasion of America as the beginning of modernity with the category of race as a form of domination
- It is based on the idea that coloniality and modernity are intimately linked



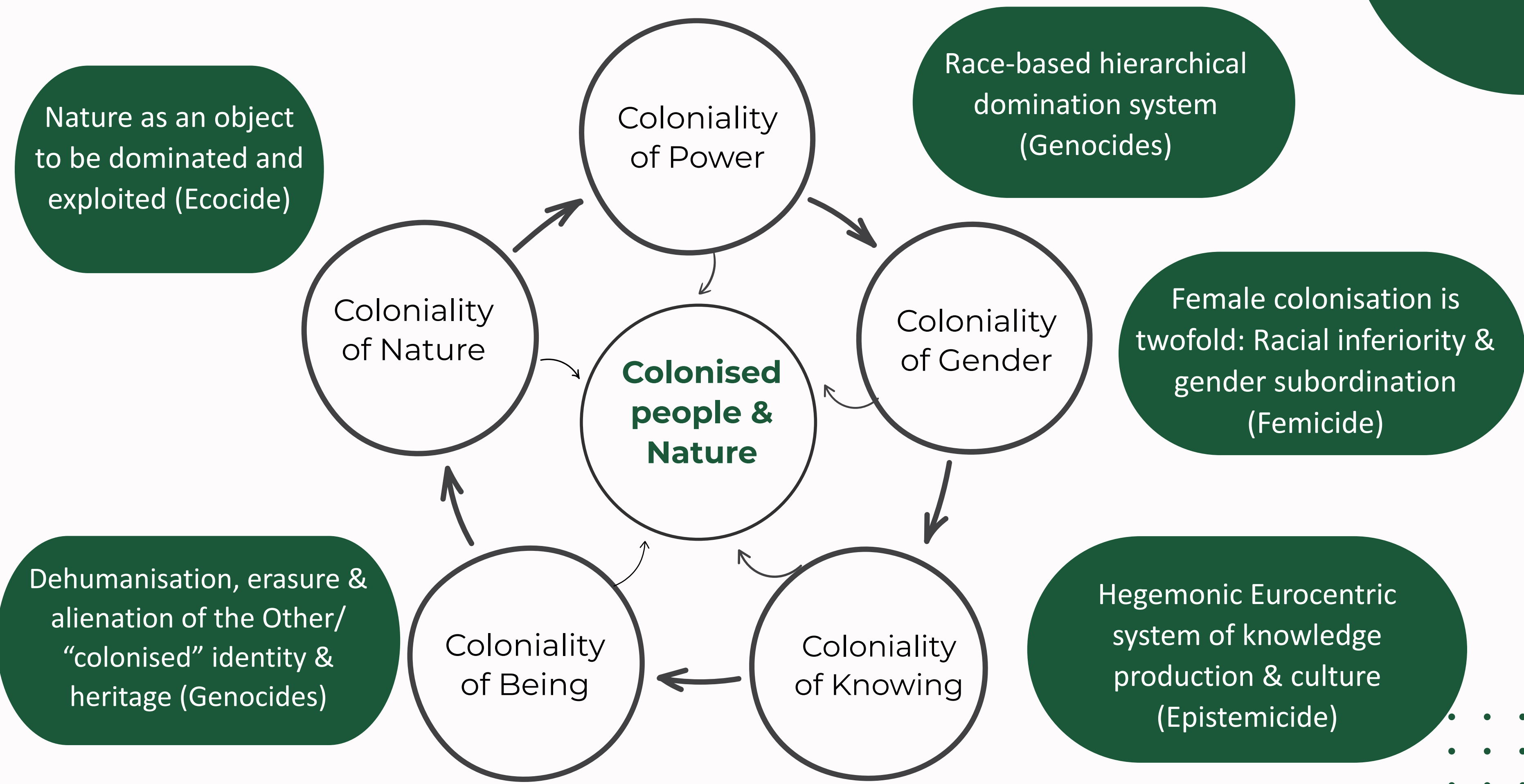
Modernity – coloniality dyad

- **Coloniality** is a global pattern of capitalist power that arises from colonialism and is maintained after the independence of the territories
- **Modernity** corresponds to the Western model of civilization (anthropocentric and Eurocentric) and the denial of everything that is outside
- **Coloniality/modernity** articulates a network of multiple power relations based on racial, ethnic, sexual, economic and gender differences
- **The hidden agenda of modernity is coloniality**



Paint "The castes" - XVIII

Multiple Axes of the Colonial Matrix of power



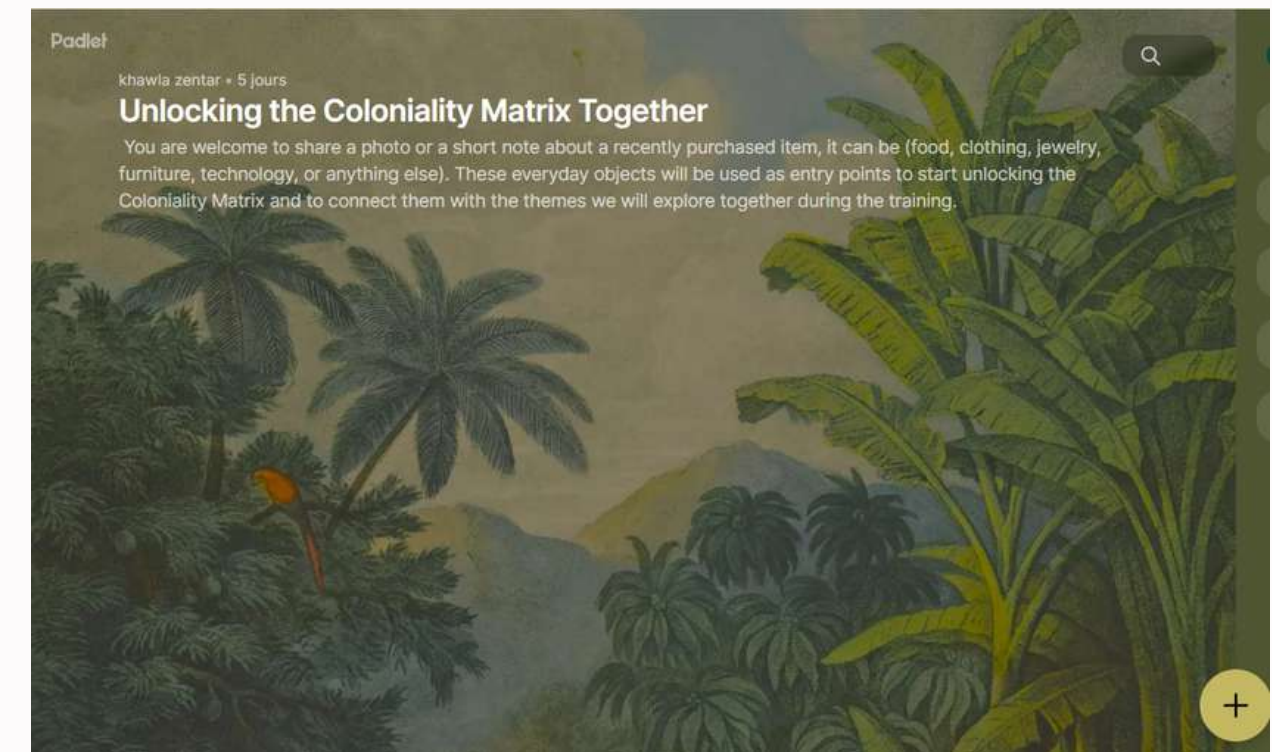
Let's Take a Break

PLEASE TAKE THIS TIME TO STRETCH, BREATHE, AND
STEP AWAY FROM THE SCREEN IF YOU CAN. CARING
FOR OUR BODIES AND MINDS IS PART OF OUR
COLLECTIVE LEARNING JOURNEY.

Activity 1: Unlocking the Coloniality Matrix

Individual Reflection

Think about the object you uploaded and Write a short comment on Padlet connecting your object to modern/colonial matrix. Reflect on how the object (its production) relates to coloniality of power, knowledge, being/mind, gender, and nature.



Activity 1: Unlocking the Coloniality Matrix

Collective Reflection & Sharing

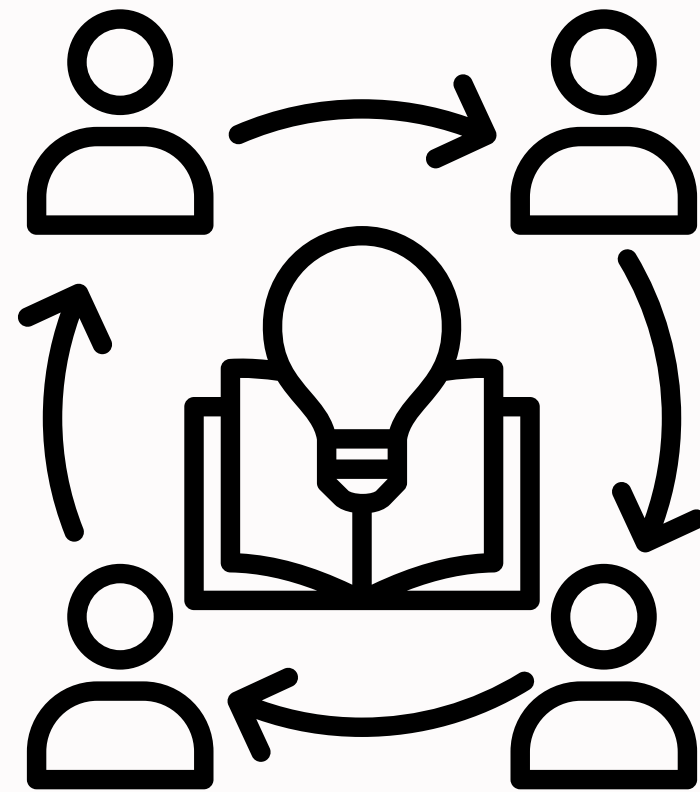
We will now move into breakout rooms for group reflection and reconvene in plenary after 15 minutes to share insights.



Activity 1: Unlocking the Coloniality Matrix

Collective Reflection & Sharing

How was it?



Our complicities in perpetuating the colonial matrix of power

People like us enjoy privileges that come only from consuming the lives of others:

- We have learnt to take pleasure in consuming nature and the lives of others (consumerism).
- We have learnt to find satisfaction in the suffering of nature and others.
- Our lives are founded on separating ourselves from others (individualism and hedonism) and from nature (anthropocentrism).

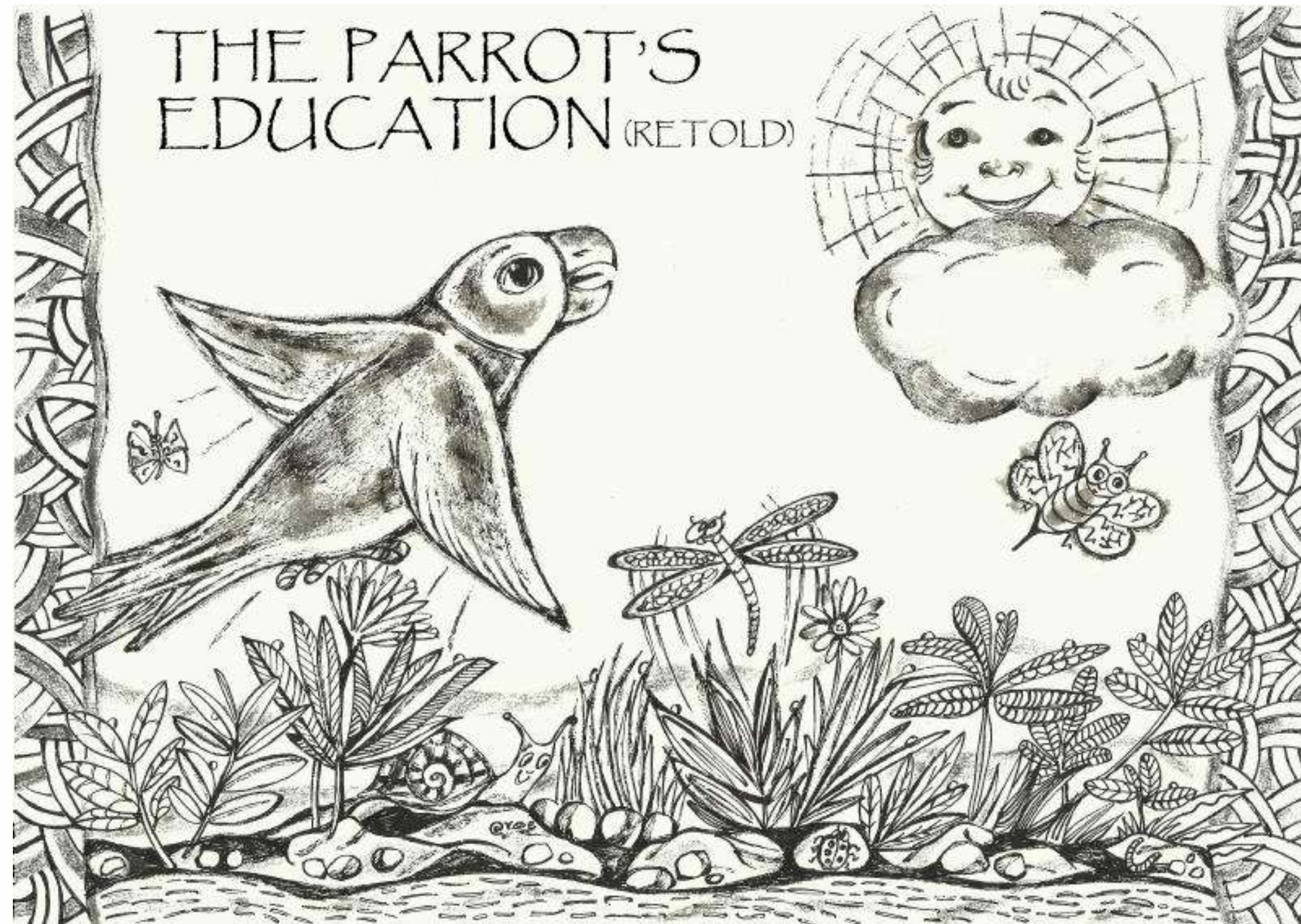


Let's Take a Break

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Uncaging Education:

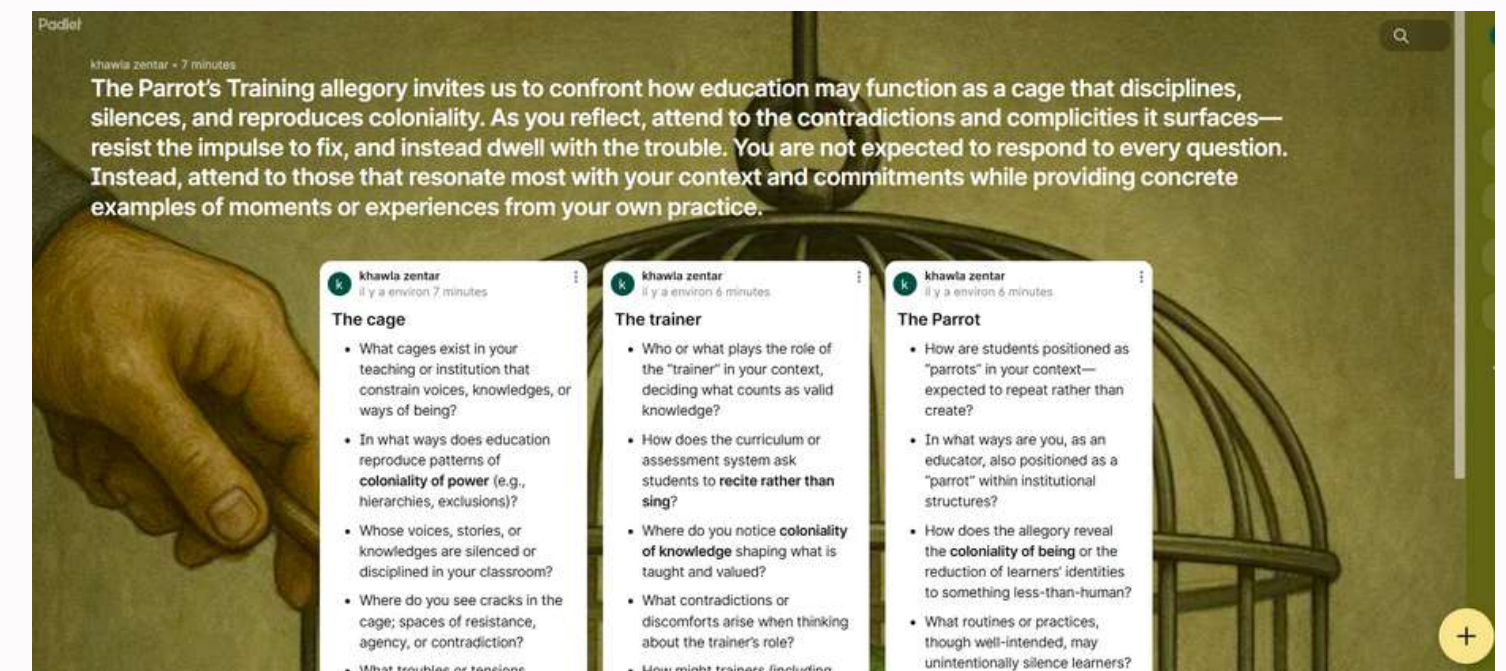
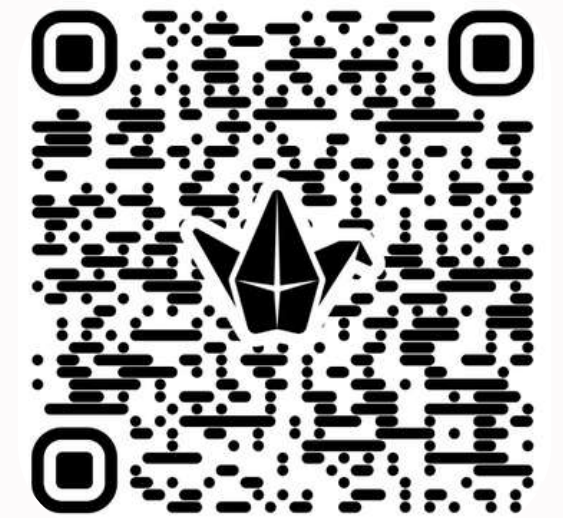
REFLECTING ON THE PARROT'S TRAINING THROUGH NEW LENSES



Activity 2: Uncaging Education

Collective Reflection

In your breakout rooms, explore the guiding questions on Padlet. You don't need to answer them all. Focus on the ones that spark conversation, resonate with your experiences, or surprise you. Take a moment to also leave your reflections as comments on Padlet, so we can gather them collectively. This is not about fixing, but about reflecting together.



Harvesting Collective Reflections through a Gallery Walk



Please take a moment to read through the Padlet reflections of other participants. Notice what resonates with you, what you can relate to, what surprises you or makes you wonder.



Congratulations, you made it to the end!

Take a step back, reflect, and feel
free to share any questions that
you might have





TAKE-HOME MESSAGES AND FEEDBACK



Decolonizing Curriculums in
Secondary Schools

SEE YOU IN MODULE 2!

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Quijano, A. (2000). Coloniality of power, Eurocentrism, and Latin America. *Nepantla: Views from South*, 1(3), 533–580. Duke University Press. <https://doi.org/10.1177/0268580900015002005>