

## Towards a “decolonial turn” in education and social sciences

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Neoliberal policies are visible more than ever in both formal and nonformal education and they urge educators and social movements to promote a “decolonial turn” in social sciences and education.

Within this perspective it is worth sharing within the World Social Forum empirical research and shared experiences of knowledge co-construction with the explicit aim to promote alternative educational practices. My personal experience focuses on (a) housing rights, especially with social movements in Buenos Aires (Argentina, in collaboration with the Federacion de Villas, FEDEVI, movement), and on

(b) immigrant construction workers in Padova and Florence (Italy) who participate in the Fillea union (Freirean) cultural circles.

Both experiences are framed as action-research projects focusing on the collective production of knowledge rooted in sharing inhabitants and/or workers’ everyday’s experiences and in identifying joint claims concerning rights issues.

Reviewing ways to enable collective co-production of knowledge is a way to question training practices as well as social sciences at large in terms of their intrinsic power structure and of their ability (or not) to adopt dialogical attitudes and to translate them into practice.

In particular the decolonial turn asks scholars and practitioners to transform their respective disciplines taking into account their social location. From a cultural and educational perspective it acquires importance to place such coloniality issues in relation with the capacity to produce anti-hegemonic discourse and to aspire, i.e. to share a political project.

Within a Forum perspective this implies acknowledging different cultural narratives and the ability to “see through others’ eyes”, adopting a critical and transformative perspective in relation with delinking from the colonial matrix of power, focusing on knowledge and “disobedience”.

The corporeal experiences of those who have been excluded from the production of knowledge by modernity is of crucial importance. Colonialism is not yet a legacy as the post-colonial studies suggest. It is still an active agent in all "geocolonial sites".