



**EDUCATION FOR
SUSTAINABLE
INEQUALITY?**

**A
POSTCOLONIAL ANALYSIS
OF MATERIALS FOR
DEVELOPMENT EDUCATION
IN GERMANY**



DIESE DOKUMENTATION WURDE
ERSTELLT MIT FINANZIELLER
UNTERSTÜTZUNG VON



Bundesministerium für
wirtschaftliche Zusammenarbeit
und Entwicklung



Berlin
Senatsverwaltung für Wirtschaft,
Technologie und Innovation
University of the Saarland

EDUCATION FOR SUSTAINABLE INEQUALITY? A POSTCOLONIAL ANALYSIS OF MATERIALS FOR DEVELOPMENT EDUCATION IN GERMANY

In the context of our work regarding postcolonial perspectives on development work and education, we have been asked repeatedly to conduct an extensive analysis of development education materials as well as to initiate a debate in terms of content, fundamental concepts, and pitfalls of the material used in this field. This document provides a first basis for such a discussion.

Our analysis is based on materials for development education in Germany which are accessible as printed method booklets, as websites or as downloads, which are applied by NGOs, teachers and multipliers as guidance for their own educational work. From a wealth of material, we selected and analysed over a hundred sources and core documents dating from 2007 to 2012. The central objective of our analysis is to find out how far, and to what effect, development education material broaches or neglects issues of postcolonial power relations. Furthermore, we attempt to tease out the dominant narratives and thematic focuses.

In summary it becomes evident that the analysed material reproduces hegemonic Eurocentric historiography (and, in particular, historical omissions) as well as hegemonic concepts of development, culture and racism. The interconnectedness of colonialism, capitalism and modernity are avoided and wholeheartedly ignored. With the absence of these important issues within the modern discourse on development education, the bifurcation of the world persists: on the one hand people and societies which need to be 'developed', and helpers, saviours of the world, and responsible cosmopolitans on the other. A Postcolonial critique is adopted at times, but is often defused to such a degree that it does not destabilise the dominant narrative perspective. In addition, the material does not do justice to an inclusive pedagogy in the migration society. Specifically, it leads to exclusion and discrimination: Not all potential participants with their different societal positions are included and addressed; instead, learning takes place on the basis of, and at the

expense of, the 'Others'; 'non-white' participants which are not regarded as full-fledged citizens of German society; the 'Others' are marked as 'Others', and borders are drawn between the "Others" and 'true' Germans. Historically developed relations of power and domination are not fundamentally questioned – neither with regard to the German migration society nor with regard to the global context. Rather, development education in its current orientation contributes to stabilising relations of inequality at the social, political, and economic level.

The analysis provides initial insights into dominant narratives and omissions in the field of development education and points to the importance of a postcolonial perspective. However, it also indicates that further entrenchment and discussion within the field is necessary, and that an analysis of the institutional and political framework still needs to be undertaken.

For the full documentation in German see:
www.glokal.org/publikationen/bildung-fuer-nachhaltige-ungleichheit

glokal e.V.
2013