



Transforming Enterprise Education (TrEE)

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**TrEE PEDAGOGICAL
INTERVENTION**

ECOSOCIAL SEWING

EXPLORING SOME QUESTIONS ...

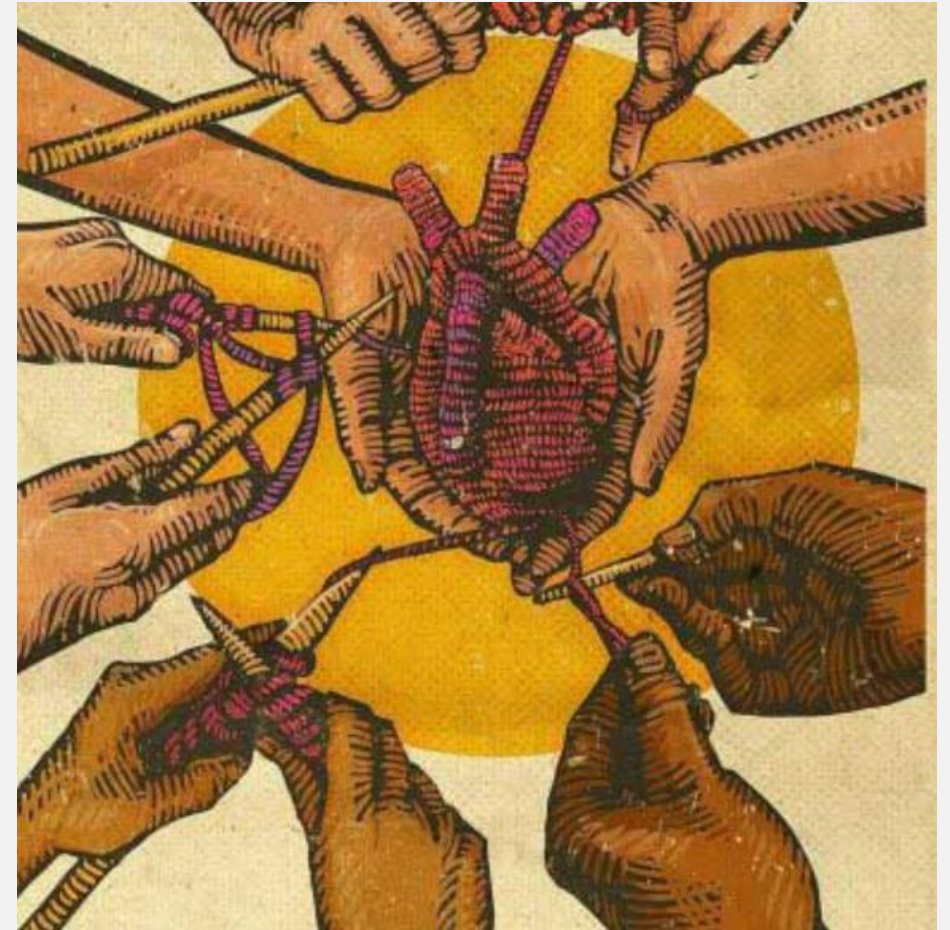
1. What is the decolonial perspective we are taking in TrEE?
2. Why is this relevant for European Higher Education?
3. How is decolonialism related to Entrepreneurship Education?
4. Who are our sources of inspiration and knowledge?
5. Where can we find insightful examples and possibilities?



Graphic by Aiden Locke

APPROACHING DECOLONIAL EDUCATION IN TrEE

- No Social Justice without epistemic justice.
- Experience of the world broader than the Eurocentric understanding.
- Knowledge debt: historical exploitations and intellectual extractivism from marginalized communities.
- Transcending cognition and embracing emotion: learnings coming from crafted experiences and practices.

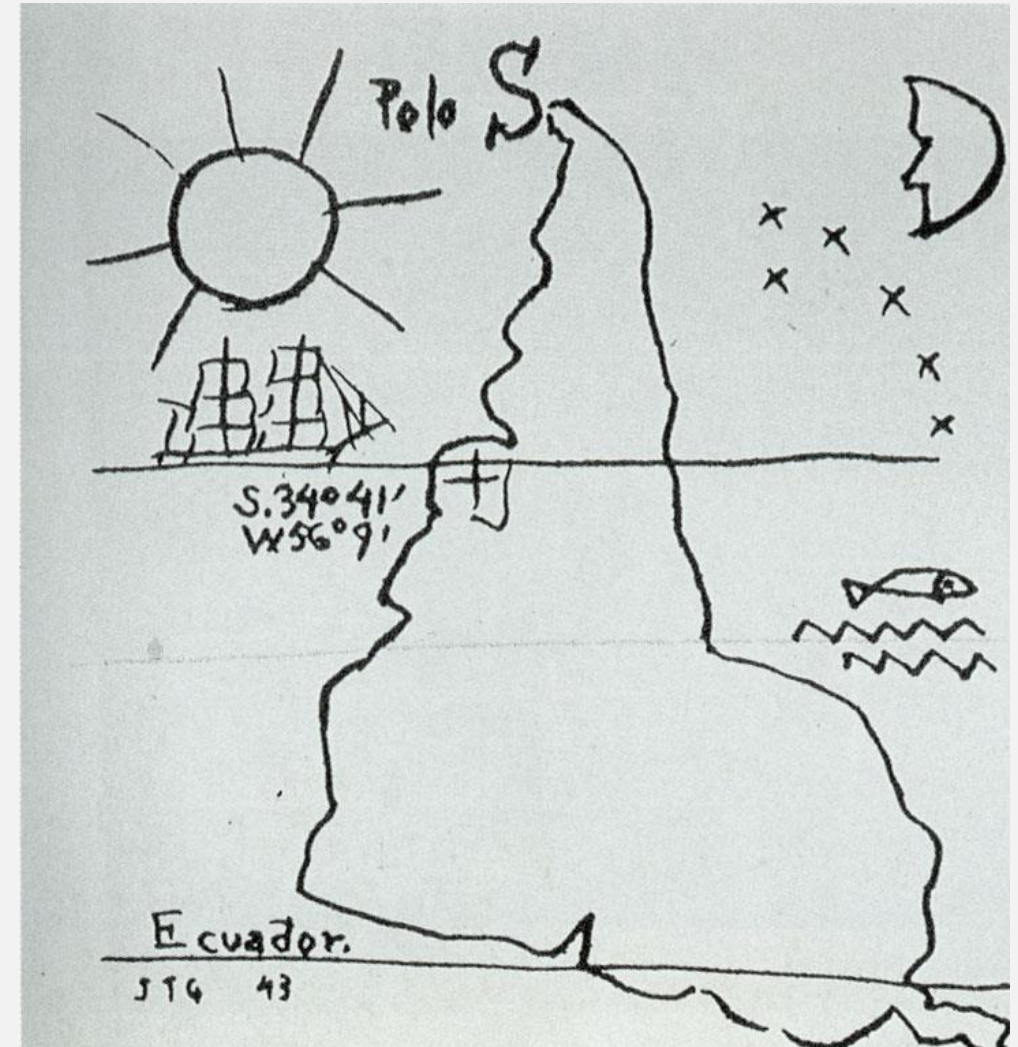


GOALS TOWARDS DECOLONIAL PERSPECTIVES

- Creating an **alternative thought** to alternatives.
- (Collectively) Transforming the world through constant reinterpretation: **beyond Western understanding.**
- Developing intersectionality of **struggles** against colonialism, capitalism, patriarchy.
- Priming crafted practices while focusing on **experiences.**

References: Escobar, 1996; Mignolo, 1999; Sousa-Santos, 2014

Image: *Nuestro Norte es el Sur*, by Uruguayan artist Joaquín Torres-García, 1947



SOME REFLECTIONS as EUROPEAN EDUCATORS

- Are universal (delocalised) learning designs hiding a narrow, **one-sided vision** of the world?
- **Cartesian dualism, determinism, or linear-time** aren't universal, neither the only, logical and rightful understandings (but Western Epistemologies)
- Geopolitics of knowledge (Grosfoguel, 2007) **non-situated 'Ego'**, delinked to ethnic/racial/gender/sexual epistemic location from the subject that speaks?



SOME SUGGESTIONS TO APPLY DECOLONIAL EDUCATION IN EE

- **Learners' understanding of the world** is conditioned by their circumstances. It would change, by changing their **concrete reality** (Freire, 1970)
- Questioning **modern assumptions**, prosperity \neq **endless growth** (Latouche, 2018)
- Acknowledging global scarcity and planetary limits. Global North **development** related to **extraction** and exploitations (territories, assets, people and knowledges) (Grosfoguel, 2007)



SOME SUGGESTIONS TO APPLY DECOLONIAL PEDAGOGY IN EE



- Unveiling modern colonialism in **racial and/or cultural hierarchies** (Loomba, 2007)
- **Avoid repeating Euro-centric conceptualizations:** social justice \neq fairer distribution of the benefits of capitalist world system \neq access to Western knowledge (Shein & Andreotti, 2016)

DECOLONIAL PEDAGOGY CONNECTED WITH ARTISANAL KNOWLEDGES AND CRAFTED PRACTICES

- Historically, sewing has been both a **folk art** and a form of **literacy**.
- Marginalized collectives have been employing needlework (esp. sewing) to **communicate**, make claims and express themselves:
 - Women's activism (Bailes Kortsch, 2016; Clover, 2005)
 - African-American and Indigenous communities (Butler, 2019; Halsan & Alli, 2004)
 - Neurodivergent people (Arlashbenk et al, 2022)

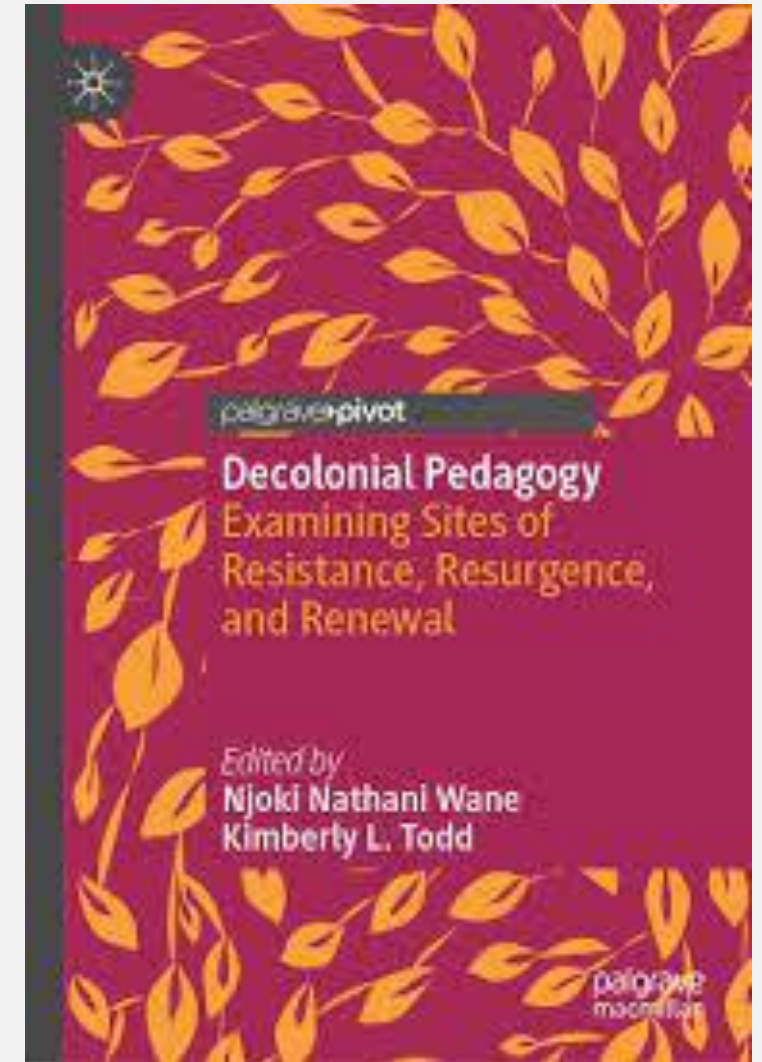
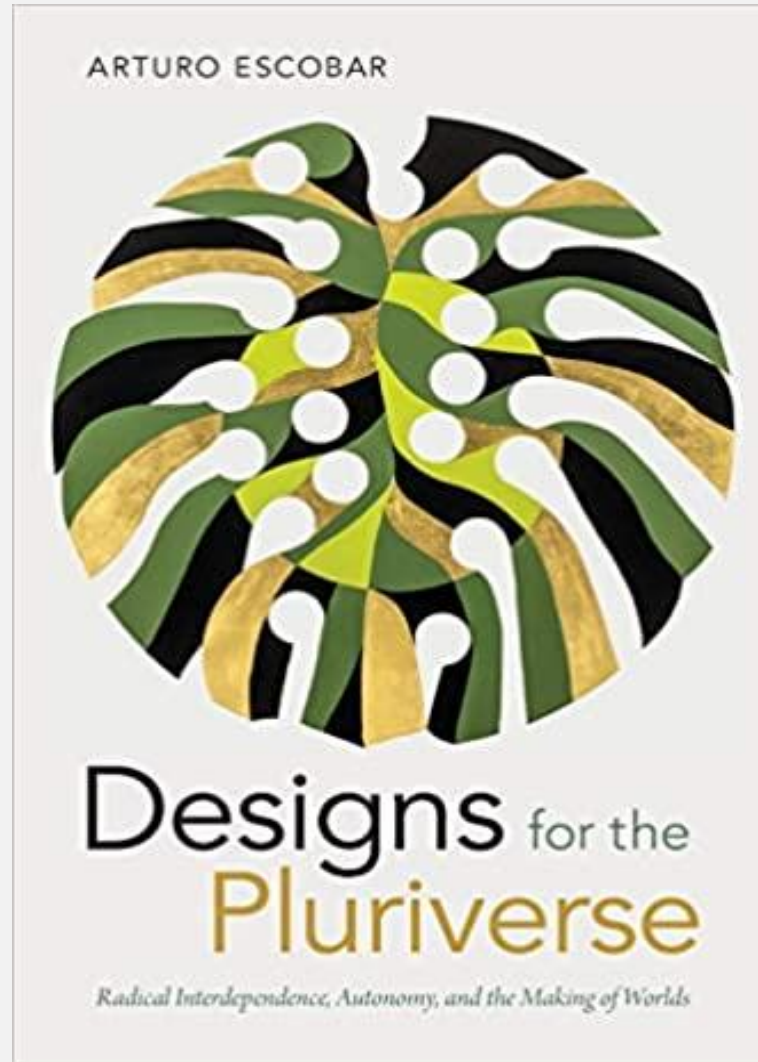
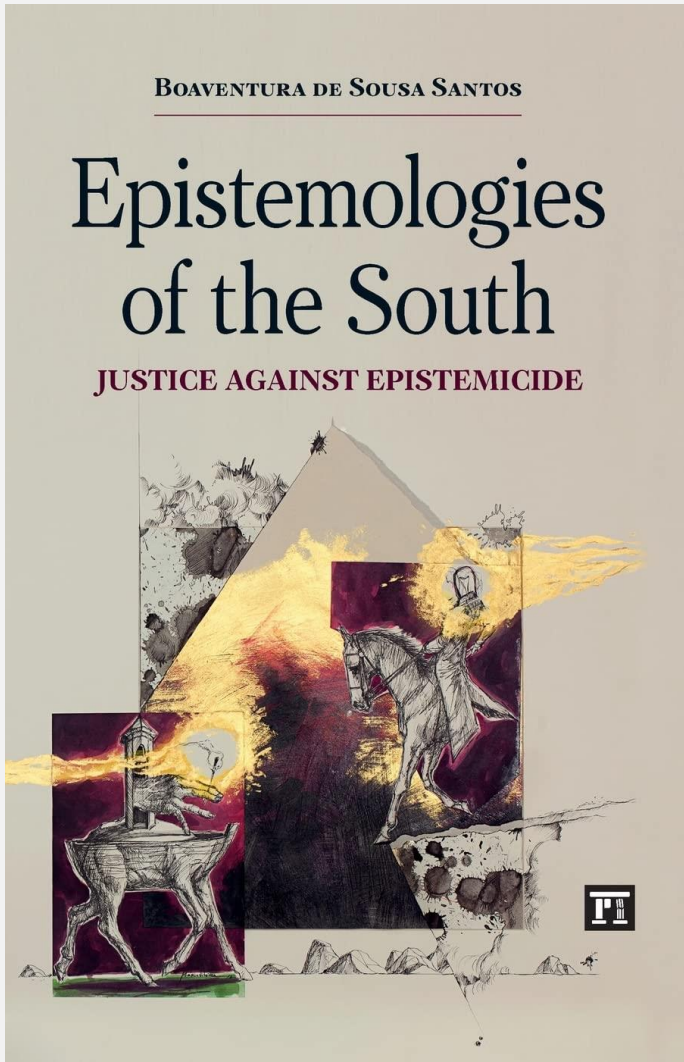


<https://folklife.si.edu/magazine/underground-railroad-quilt-codes>



<https://museumvanwegeest.nl/english-information/>

DECOLONIAL REFERENCES



ECOSOCIAL SEWING: KEEPING MEMORY, BRINGING RESILIENCE AND CREATING PROJECTS FOR A BETTER LIFE



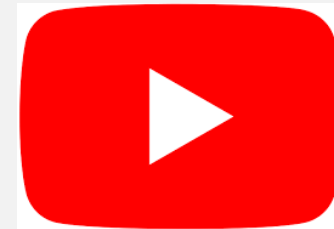
- Inspired by actions from the Memory Sewing Process*, we are going to create a **custom fabric banner**.
- This fabric will be sewn collectively by all attendees taking part in the activity.
- Sewing groups are preferred, but “Travelling Sewing Sets” could be organized to send the ongoing project around until the job is done.
- Every participant will keep track of their actions, feelings and impressions in a notebook.

* Costurero de la Memoria: <https://youtu.be/kVXz6y8azLE?si=pMibqpXCph0vHMRL>

WOMEN'S STRUGGLE, RECONCILIATION, PEACE AND SOCIAL TRANSFORMATION



An [interview](#) with Colombian Social Leader Virgelina Chará will help to understand better the purposes underneath the sewing gatherings:



- ◆ How are memories of conflicts and colonial heritage related to fewer economic opportunities for racialized people?
- ◆ How sewing gatherings help to enhance minorized knowledges, often from belittled communities?
- ◆ How are these processes of healing and self-valorization spurring entrepreneurial initiatives among women victims of armed conflicts?

WHAT IS NEEDED FOR THIS ECOSOCIAL SEWING ACTIVITY?



1. Individually reflect on **emotions** related to what you want to transform in (Entrepreneurship) Education.
2. Individually design this feeling in the shape of a piece of **paper**, using:
Word/s (it could be/not a motto), Drawings, Symbols, ...
3. In groups, share and merge the design feelings. The group should reflect upon them and produce a **collective landscape** (story) to be represented on our banner.

ECOSOCIAL SEWING PROCESS

4. Sew the fabric: cutting, stitching, embroidering, drawing...
5. Record the process in the notebook: writing personal impressions, sticking photos, pieces of cloth or any other evidence that may be useful to the next group to continue the story...
6. Collectively share the experience and reflections on how to transfer the outcomes from this activity to our learning environment.



POSSIBILITIES FOR DIALOGUE DURING/AFTER THIS EXERCISE

- Enacting **other kinds of literacy**, employing unexpected skills, and subaltern knowledges.
- Using arts&crafts as a form of expression and making easier to **represent reality in multiple ways** (Halsall & Ali, 2004)



POSSIBILITIES FOR DIALOGUE DURING/AFTER THIS EXERCISE

- Focusing on **sensitivity, intimacy and embracing vulnerability**, in defiance of modern, instrumental concepts of nature (Lugones, 2010)
- Counter-hegemonic ways to understand entrepreneurship and economies: **social and solidarity economies** (Utting, [2015](#)), **governing the commons** (Ostrom, [1990](#))



QUESTIONS?? WANT TO ENGAGE??



*Transforming
Enterprise
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<https://www.transformingee.eu/>