I salute the open approach of the collection toward theory and empirical cases. There is, however, one larger question related to this openness. In the introduction, the terms decolonial and postcolonial are used without any proper operationalization. Such an operationalization would have been useful since it is somewhat unclear what is addressed with the term postcolonial: simply “after”-colonial, or the in the scholarly sphere more accepted denotation "both after- but also continuing and persistent colonialism.” This double heritage of colonialism is addressed in the sense that the editors acknowledge that decolonizing education entailed both “a fundamental break” but also continuities from the colonial period and power. The issue is also addressed in many of the contributions such as in Parimala V. Rao’s and Marcelo Caruso’s texts that highlight the continuity of decolonial movements and educational discourse with the colonial period. In Rao’s case, the Indian anti-colonial educational elites are depicted as a result of the imperial politics. Caruso, on the other hand, shows that the constant referencing back to the colonial educational past, whether a “gain or a trap” kept this past alive and around for a long time after the fact of independence in the Latin American context.

There is an important body of literature explicitly criticizing the application of the concept of postcolonial in the Latin American context of decolonization. For instance, the collection Coloniality at Large criticizes the concept of postcolonial as representing a typically North Atlantic scholarly
perspective. The consequence of this is that postcolonialism misplaces the starting-off point of Western coloni-
amism and modernity both temporally and geographically (see, e.g., Moraña et
al., 2008). As the introduction and the contributions in Decolonization(s) and
Education pursue the aim to challenge many of the conventional narratives of
the colonial, decolonial and postcoloni-

This critical point being made, De-
colonization(s) and Education offers a
fresh approach to the workings and do-
ings of education in the two contexts
of nineteenth century Latin American,
and twentieth century Asian and Af-

The chapter of Tim Kaiser, Ingrid
Miethe and Alexandra Piepiorka chal-

References
Moraña, Mabel, Dussel, Enrique and
A. Jáuregui, Carlos, “Colonialism
and its Replicants.” In Coloniality at
Large: Latin America and the Post-
colonial Debate, edited by Mabel
Moraña, Enrique Dussel and Carlos

Otso Kortekangas
KTH Royal Institute of
Technology, Stockholm
otso@kth.se