#### Education outweighs – we’re a prior question to any of their skills

Mignolo 13 (Walter, Professor at Duke University, Joint Appointments in Cultural Anthropology and Romance Studies , “DECOLONIAL THINKING AND EDUCATION: FRAGMENTS OF A ¨TERTULIA”, waltermignolo.com/ 1/25/13)

On December 26, 2012 was held in Buenos Aires a Tertulia, convened by Walter Mignolo (Duke University) and Cecilia Hecht (BioeconTV) in a legendary cafe on Avenida Corrientes, a ¨tertulia¨ on [decolonial thinking, cashless economy and education.](https://vimeo.com/58011376) The conversation focused on education. The topic was introduced by a quotation from the book of Ivan Ilyich ([Deschooling Society](http://www.preservenet.com/theory/Illich/Deschooling/intro.html%22%20%5Ct%20%22_blank)) published in the early 70s. The initial paragraphs clearly state the doble side of modernity/coloniality, although Illich doesn´t use this vocabulary. However, he was thinking the double side of development: the salvationist rhetoric of modernity that conceals the imperial logic of coloniality. By uday’s end and in closing the conversation, a series of points remain open for future ¨tertulias.¨¶ What are the spaces in which the coloniality can be effective?¶ The overall project, long term, is to decolonize all areas of the colonial matrix (or patron) of power to release the fullness of human relationships. This requires a horizon of life that displaces the horizon of growth / enrichment / corruption with growth management to live in harmony rather than in [competition to have more.](http://wpfdc.org/economics/883-w-mignolo-the-economy-of-more-is-no-longer-sustainable)¶ The sphere of knowledge is critical since controlling knowledge means to control subjectivities. [Decolonizing epistemolog](http://muse.jhu.edu/books/9780823249343)y is necessary to release sensing and thinking from the prison house of aesthetics and philosophy. So to decolonize knowledge is tantamount with [decolonizing being, subjectivity.](http://www.decolonialtranslation.com/english/maldonado-on-the-coloniality-of-being.pdf)¶ In this process, education is key. This is necessary and possible to decolonize education as schooling to free learning and creativity from global/imperial and local/state managements. The process of learning shall focus on the plenitude of people and it should take precedence over the formation of ¨experts¨ and ¨citizens¨ at the service of the state.¶

#### Dissent turns switch side

Feinberg & Nemeth 08 (Matthew Feinberg and Charlan J. Nemeth Department of Psychology University of California, Berkeley Institute for Research on Labor and Employment The “Rules” of Brainstorming: An Impediment to Creativity? <http://www.irle.berkeley.edu/workingpapers/167-08.pdf>)

In contrast to such literature, there is some theoretical reasons and recent evidence to suggest that these rules and, in particular, the rule “not to criticize” may actually inhibit creativity. Rather, there is evidence of the value of debate even criticism in the stimulation of creative thought. A variety of studies demonstrates that exposure to a persistent minority dissenter sparks more flexible, open-minded, and multi-perspective thinking which, in turn, produces less conformist and more creative outcomes (e.g., Peterson & Nemeth, 1996; Nemeth & Chiles, 1988; Nemeth & Kwan, 1985). This line of research maintains that the benefits of dissent stem from the cognitive conflict it generates; the dissent compels those in the majority to search for possible explanations as to why the dissenter is willing to openly disagree and suffer the rejection that often accompanies such disagreement. This search for explanations then fosters **thinking on all sides of the issue** (Nemeth, 2003). People search for information on all sides of the issue, use multiple strategies in problem solving and detect solutions that otherwise would have gone undetected (Nemeth, 1995).