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EDITORIAL

Thinking and Acting for Equity as a Part of International Community

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Dear colleagues, friends and readers from the entire world,

I am glad that we have a new issue of IJEP with full of articles fit to what we aimed. Then, we are ready to prepare a next one. I am thankful to my colleagues work for producing and developing the issues of IJEP without any expectation for a promotion or any financial rewards. There are some emotional rewards unprizable. Through the IJEP, we are touching to and being touched by academics and educators from all around the world. Someone who sees the origins of the manuscripts will understand what I mean. Thanks to all for their valued contributions. We will try to make their efforts more visible as much as we can.

In this issue, we have met senior, distinguished colleagues as authors. Indeed, I can say that this will be an important indicator for the Journal but still I would like to encourage the young scholars and educators from all around the world to join us. When we are able to reach them, I can hope that IJEP has a chance to continue with its assertive discourse and features. Here, you will find an introduction of published articles in this issue.

Mayo, a well known colleague in adult education from University of Malta, shares with us “a critical view of the dominant discourse in education centering on ‘competences’ and the type of slant this discourse takes” in his paper titled “The ‘Competence’ Discourse in Education and the Struggle for Social Agency and Critical Citizenship”. Mayo reviews the ideas of some important educators such as John Dewey, Lorenza Milani, Paulo Freire and “those” emerging from the World Social Forum. His paper can be evaluated as a support for democratic education. He shows this by focusing on education for citizenship, holistic model of education, and public sphere which he hearkens to the mentioned scholars and some more such as Jurgen Habermas, Aldo Capitini and Maxine Greene. The discourses are focused and shared against to “performativity”, “competence based discourse”, “marketable”, “employability which does not necessarily mean employment”, “human resources”, “commodification of education”, “competitiveness” as concepts of

neoliberal discourse. You will see more concepts and views of critical educators/authors from Mayo's study.

I am glad continuing to learn some colleagues placed in struggle against to dominance of capitalist market discourse and neoliberal policies in education and all other social areas. Also, this is a call for internationally sharing your local struggle, discourse and concepts, instruments and argumentations related with these wild policies do care for profit instead of human being and life. Actually, already, you will find this kind sensitivity at the most manuscripts of IJEP.

At the second article, as a study on adult education in the same issue, Uysal, from Ankara University, have described the adult education in developed countries. Her study claims that adult education has significant differences especially according to the development levels of various countries and education in general and adult education in particular has undergone a transformation under the effect of neo-liberalism. Uysal points out that in underdeveloped countries, public education is practically viewed as equal to literacy activities while the emphasis is on secondary and higher education in developed countries. In her essay, Uysal seeks out the answers for the question; what kind of a transformation does adult education undergo in a world of globalization and what are the consequences thereof?

Yolcu and Kurul, in their study as the third article, focus on the financing practices of primary education in Turkey. The purpose of their study is to analyze the financing approaches of primary education in Turkey within the context of neo-liberal policies. In the study, colleagues used survey methods including documents reviewing and personal interviews. The study group is composed of the branch office managers responsible for the budget work and the people who work in National Education Directorates of Central Administrative Districts within Ankara; 15 school administrators, teachers and students' parents in those schools placed as interviewee. The schools are located in central districts but having different socio-economic levels (SEL). According to the study, the proportion of primary education expenditures in the expenditures of Ministry of National Education decreased by 6.2 per cent on average, despite the increase in the number of teachers and students between the years of 1974 and 2003. The study shows that multi financial structure of primary education can ring the public responsibility of presenting and transfers government's responsibility of presenting and financing primary education to 'local units' and non-government organizations such as 'civil organizations', 'firms' and

'individuals' through 'localization', 'privatization' and 'good governance' practices. Of course readers will understand that this case is valid not only for Turkey but also it is a “global” issue. We know that the roots of these consequences laid in the practices ruled by GATS and other “neo liberal policies”.

As forth article, Wright, Cory-Scruggs and King’s study titled “Public Universities and Decision Frameworks in the Wake of Financial Uncertainty in the US: A Look at Internal and External Environments and Strategic Options” examines the factors contributing to the current fiscal uncertainty in U.S. higher education, strategies that are being used to address this issue, and related decision making lenses of both economic and political theory. In the study some strategies that many higher education institutions have taken or may take in addressing today’s fiscal realities and uncertainties are being reviewed. Those are mentioned in the study as the strategy which most of the higher education institutions employ; increasing tuition, reducing/suspending faculty/administrative travel to conferences, reviewing course scheduling options and patterns, suspending new hires, innovation through substitution, restructuring and re-engineering, entrepreneurship, differential tuition. Authors also state in the study with their words “the pendulum in the U.S. appears to be swinging back towards the economics of human capital theory and the individual investment in education as a commodity”. They are sharing many details in the discussion of the issue from their point of views.

In the fifth article, titled “The Simplicity of Educational Reforms: Defining Globalization and Reframing Educational Policies during The 1990s”, Vongalis-Macrow, from Deakin University, reviews the trends in educational reforms in the 1990s. She believes that doing that provides an opportunity for policy makers to understand the issues from the past with a view to improve the educational planning in the future. With the author’s word, paper explores that “how educational policies from OECD, UNESCO and the World Bank coalesced with certain notions of globalization that strategically guided educational reforms...and “presented ‘simple’ recipes for educational change”.

In my judgment from the last two articles, global institutionals’ receipts for educational change cause uncertainty in nations and they look for the solutions in their “fiscal” injustice strategies. They should face up to the actors who are the creators of lots of educational problems and injustice through educational change decisions and pressures, to cope with the problems and injustice.

Cheng's study titled as "Inequality in Basic Education in China: A Comprehensive Review" placed as the sixth article. Cheng, presents a detailed review of contemporary literature on the educational inequality in China. First of all, Cheng provides a main conceptual analysis and views of distinguished figures from Confucius to Rawls on equity beside the theories of social and educational inequalities. Her study, in particular, focuses on empirical research of educational inequality mostly by Chinese researchers, in three main areas: urban-rural inequality, regional inequality, and gender inequality. Cheng's study shows us that how urban and higher education centered in educational policies and how they cause inequality in primary and secondary schools in poor rural areas, in China of present. Some studies cited in the study, such as Tsang's, explain that "... disadvantaged groups such as rural residents and women gained greater access to education and, as a result, inequalities were reduced when "redness" was emphasized in the Mao era; whereas, inequalities in educational opportunities increase when 'expertise', or 'efficiency', is emphasized in the reform period". Cheng also stated the lack of conceptualization and theoretical frame of researches she reviewed on inequalities in China.

The last but not least study of the issue was provided by Tochon who is from University of Wisconsin, Madison. His study, titled as "The Role of Language in Globalization: Language, Culture, Gender and Institutional Learning", and it illustrates the evaluations of the author as a participative research. Tochon's study touches a couple of issues related with culture, gender, language relationship and teaching language. He transfer his experiences and observation from an institutional project focused on the integration of quality standards in teacher education in a public university that trains English teachers from a region of the Middle East.

Dear friends and readers of IJEP,

Until the next volume of IJEP we call you keeping to touch us more with your studies, reviews, evaluations, critics, joinders and letters to editors of IJEP. All your feedbacks are much valued for us. They are part of the solidarity for a better, just and equal education for all!

See you in solidarity!