

EDITORIAL

Some Headlines of the Struggle to Defend Right for Education

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Dear Readers of IJEP

Colleagues, educators, activists, students and comrades from the different part of the World,

We are glad to conclude and share a new issue of IJEP. This volume of IJEP gives us hope and courage to continue to cry for educational rights, justice, equity and freedom. Of course we know how "utopic" can be conceived what we believe and head for! We believe that many, millions of people desire and deserve these we cry for. Neoliberal allies argue that not exist such a place other than global capitalist hegemony and neoliberal policies for all aspects of life. What we still continue to think on and struggle for is to make "another world is possible".

I would like to thanks to my colleagues who have served as referees, editorial advisor and associate editors, technical/layout editors and to the all authors make this journal possible by sharing their valuable studies with IJEP readers. We are sorry for some studies could not find chances to be accepted and shared with IJEP readers, depending on various reasons. We would like thanks to all authors intended to publish with IJEP. We are trying to put our best for giving feedback on time and sharing suggestions in a developing manner. We aware that our process can be completed faster. But, obviously it will take time to make shorter, from submitting to publishing period since the overwhelming of our colleagues, with a lot of responsibilities. We thank again to authors create hope about we will continue to share a lot of strong articles, not only at this issues but also at next issues.

In this issue, we have three valuable studies. Kachur's article is titled "America's Education Empire: The End of Neoliberal Globalization and the Rise of Regional Constellations of 'Enlightened' Progress" and it provides us a strong analysis of international political trend of neoliberal policies and their connection with educational space. Kachur, colleagues from Alberta University, shares his ten theses for international intelligentsia-educators to struggle against the neoliberal global policies and their conclusion which destroy public area and the right for education. Kachur's analysis shows us that neoliberal capitalist logic cannot explain and also neoliberal system cannot totally control global economic system. Crisis of neoliberal global economic system have caused weaker connection between the counterparts of global neoliberal economies and then there will be some new constellations. Readers will meet to severe strong critics against to neoliberal capitalist education policies such comodifying, commercializing and market driven policies.

Another article which is being place in this issue is titled "White Power and Privilege: Barriers to Culturally Responsive Teaching" by Glimps and Ford. The article has put the concentration into the 'paradigm of white power and white privilege, its roots, functions and social affects'. In the article, Glimps and Ford walk around the "roots of white privilege" and "theory of white power and privilege". Professor Glimps, from Tennessee State University, and

Professor Ford, from John Carroll University, share their thoughts and experiences about how to dismantling white power and privilege with its theoretical context. Their debate provides possibilities to teacher candidates for daily classroom experiences as well as important concepts derived from critical educators.

The last article for this issue is titled "The Impact of Lived Experiences of International Students on Understanding and Conceptualization of Equity" by Hyacinth Skervin from North West University in South Africa. Skervin deals with the internationalization of higher education and international students in the context of equity. In the article, She provides some conclusions from related four studies and analysis them regarding the equity in higher education.

In the context of capitalist globalization and its coverage to all our life with manipulative and coercive tools, the resistance practices and discourse become more important at the struggle for a better world for all. All possible democratic tools and ways against to "empire" of neoliberal agenda and discourse and every single case which may provide a possibility to develop solidarity between the people of the world should be awarded. What I suggest is the conscious derived from all these cases will help to create emancipatory practices. In this context, I would like to finish my words by sharing some points, headlines and suggestions for the struggle regarding to right for education, derived from one of my speeches delivered at 21th General Assembly of People's House*, held in 21-22 May 2010, Ankara, Turkey.

1. Just as the other rights, right for education carries historical, social and public characteristics. Being aware of this feature establishing the right for education as a gain in the social/collective memory and being able to keep this memory.
2. Discovering the ways of producing a collective conscious and practice, praxis which is able to recognize all the invasions without saying important-unimportant or big-small.
3. Witnessing the invasions to right for education, decoding and reveal them.
4. Discovering the possible resistance areas against to invasions to right for education in a framework including all of the citizens and all life spaces and daily life spaces of them also by utilizing the reference work of the revolutionary critical pedagogy.
5. As we are stand by the public's side in their struggle for all of their rights, also we should stand by their side in the struggle for the right for education, standing shoulder to shoulder, stand by their side when they are not able to express themselves because of the oppression in their real life, at their schools, at their works, in the communities they are taking part in, when it is necessary being their "voice".
6. Having "the optimism of the will" instead of "pessimism of the intellect", in these days when the process of invading to the public education institutions and taking over them if they are profitable is carried out by means of coercive tools, media and all institutions of the global forces and the capital.
7. Fighting to perception which legitimate the inequalities of the vulgar capitalism, with the consciousness which knew it reconstructs the present dominance relations again and again everyday even though they are not fate.
8. Working class, poor, unemployed, women, children, those who are different from the dominant because of their religion, ethnicity and mother tongue, minorities and all the oppressed are being excluded from the democratic decision mechanisms and the life spaces including the education which are depended on the economic and the political power, and

* People's House is a democratic organization which focus on struggle for People's rights about education, housing, clean water, energy, health, transportation, communication etc. in a holistic way through the internationalist solidarity with the organizations focused on political, social and economical rights. The speech can be reached at <http://www.halkevleri.org.tr/diger/egitim-hakkinin-kazanimi-ve-kullanilmasina-dair-mucadelenin-temel-basliklari> in Turkish.

- they are ignored in different ways. The ideological, political, judicial fight against the structure that is “othering” all these social groups should be strengthened; solidarity and unity opportunities should be discovered and implemented.
9. It is crucial to introduce an improving collaboration and solidarity with the democratic mass organizations, the professional associations, the unions and the political structures which struggle for the right for education in various dimensions.
 10. Fighting should be continued without thinking that it is too late against neoliberal invade which puts the schools into orbit of companies and their labor or knowledge needs. The resource allocated by the state for education budget should be in a level that will meet the needs of schools and should not compel the public schools to collect money either from the market or the students and their parents for a qualified education. Expanding the objection to cut of education budget, commercialization, commodification and marketization of education is an important part of the struggle.
 11. The universities which are clamped by dilemma of reactionism and marketization should be called for defending rights of public and university of public, independent science for the public and freedom for scientist against the domination of the market or unscientific beliefs.
 12. The market based transformation together with technicianization and deskilling of the teachers also corrupts the system of values and desensitize them to inequalities and injustice. The marketization causes the teachers become not able to defend the right for education of their students and right for education of the children who cannot reach the school. Spaces of resistance against this transformation should be created.
 13. It should be continued to perceive and defending scientific, qualified, democratic and for free education as a human right in spite of all unfavorable changes.
 14. The subjectivity of students is only possible with the acceptance of their individual and social differences and the social groups in which they are taking part. In this context, education in the mother tongue as a fundamental right and accomplishment of necessary arrangements in order not to cause “mother tongue” to become a disadvantage for the students at any stage of education should be defended.
 15. The sexist, authoritarian - patriarchal, racist, nationalist, reactionist, unscientific, enemy to labor, market driven components in training programs and text books should be detected through careful analyses and their effectiveness should be lessened by decoding and reveal them and their completely disappearance should be aimed in the medium term.
 16. As far as it is against to externally imposed ideological program and practices legitimating the authoritarianism and in this context the fascism, it should also be in a sensible and combative preparation against the processes creating *submergence* and internal confirmation.
 17. While being against to the autocratic, stereotyped or indifferent behaviors of some teachers in public schools who have severed from the public and have been made technicians to training programs; reificative rituals in schools, and being against to the educational practices reificating the students, making them monotypes, compelling or training them to be obedient it should be defended that the students as the agents should be free and they should experience the dialog which is a process of meaningful learning, debating and criticizing to discover the world and change it collectively.
 18. Instead of deadly competition ability which currently valid in today's education we should search and find the ways of the reproduction of a powerful solidarity culture and extending it to every moment and every space of life.
 19. The students should be rescued from being the slaves of exam oriented, mercenary and market based education which is also full of unemployment threats. Right for education is not that. Against to this understanding which ignores the essentials of right for education it should be fought for the recognition of right for education in all aspects.
 19. Right for education is able to be achieved with qualified teachers, the teachers having job security, being permanent and being able to describe his/her occupational identity not as a

temporal worker of education but as a “teacher”. For this reason, right for education will be able to be gained through providing education professionals to job secured and human worthily working conditions and wages. As the struggle of right for education can contribute to gaining of other rights and freedoms, it should be also considered as a part of the right for education in the struggles for job secured employment and the other democratic rights and freedoms. So, as it was previously a struggle for the rights of public which considers the human being and his/her rights should be continued.

We expect from our readers to join us with their reviews, critics and messages as well as their scholarly manuscripts. We hope to meet you again at next issues of IJEP, in solidarity.

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