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From The Editors: Some Critical Concepts and Education

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Dear Readers,

We are with the new issue of IJEP. This issue consists of different articles with the strong theoretical concepts which are placed in analysis of critical pedagogy and Marxism. The concept set of critical pedagogy is very central in understanding the new era of historical change of capitalism, neoliberal capitalist term's influence on the education of the people, worldwide.

Capitalist rules in the market are widening to all life spaces include educational one. Education of the people, children's and adults' education are facing more and more with the rule of the market mechanism. Schools are being run by educators and students who spending their long hours at school are becoming an important part of the neoliberal policies which mean commercialization and comodification of the education by very strong political instruments and detailed practiced. In this period, educators' and students' life are changing without their desires and the change is out of their own control. Interaction between students and all subjects of the education process such as parents also changing and their interest into education also. The main interest regarding to education is changing from the issues which is important for their personal life, their cultural and political values and future expectations to the interest of the market, employers, and multi-national companies so called needs of economy.

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The articles in this issue show some inquiries how relationship between these concepts and neoliberal, capitalist rules can be revealed; how the neoliberal education policies cause the students suffer from alienation and objectification.

The authors show us the internationalist solidarity with IJEP and intellectual struggle against to these cruel policies. Solidarity and anti hegemonic resistance with our studies sharing with each other will be a part of the hope: a better world, “another world is possible”.

Six articles, a discussion and a book review have been published in the two issue of Volume 8. We owe thanks to authors, referees and all colleagues with us at IJEP. The IVth ICCE at Thessaloniki also become a part of our studies. Some articles were selected from the manuscripts were presented at the conference. Thanks to all organizers and participants who made possible to talk the critical issues internationally from the point of critical educators, academics and the students. Now, let’s look at the three articles that are placed in first issue of Volume 8.

In the first article titled “*Reclaiming History: Marx, Education and Class Struggle*” Dr. Grant Banfield argues that “a revolutionary political education requires taking Marx on his own terms as a revolutionary educator and grounding the content of education for historical agency in the work of Marx.” In his study Banfield argues firstly, the theoretical and methodological content of Marxian education is to draw from the ‘guiding thread’ of Marx’s materialist view of history. Then he argues its pedagogy is to be informed by the task of producing the revolutionary subject. In the end paper concludes with revolutionary education can only be working class self-education and, as such, the concrete emergent expression of class struggle.

In the second refereed article titled “*Learning in the Free Market. A Critical Study of Neoliberal Influences on Sweden’s Education System*” Vasileios Symeonidis aims to “identify and critically analysis the key neoliberal policies that have reshaped Sweden’s education system over the last two decades and transformed students’ learning.” The paper discusses how learning has been redefined in terms of values, content, methods, equal opportunities and students’ outcomes through

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critically examining the policies of decentralization, free school choice and privatization.

In the third article titled *Alienation in Education*” Fatma Türk aims at identifying the reflections on alienation in the field of education, reasons bringing about student’s alienation and reflections on alienation of students. In her study she takes the indicators of alienation in education as meaninglessness, weakness, breaking the rules and social disharmony. In her research she employed a focus group study of 10th - 12th grade students and semi-structured interview technique with 20 students for achieving detailed and inclusive information in two High Schools in Ankara in 2009-2010 teaching term. The paper is concluded that the students are experiencing emotion of meaningless, which was identified as the indicator of alienation to school, lessons, contents of lessons and school activities.

Enjoy your readings!

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