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Editor

Dear Readers and writers of IJEP,

I am glad that we are with you through the second issue, 12th volume of the IJEP. Many colleagues, friends, teachers and students along with the comrades from all over the world shared this journey with us. I am indebt to all of them.

The present issue consists of three articles. One of them is written by an experienced scholar, Selda Polat Hüsrevşahi from Bulent Ecevit University. Her study focuses on academic failure and social inequality according to the school principals' views. In this qualitative study, she mentions that there is "a relationship between academic failure and social inequality. Also, students from lower socio-economic levels have lower academic achievement than students from upper socio-economic levels". According to her, "political authorities don't provide solutions to reduce academic failure, and school principals are expected to resolve this predicament as if it is a consequence of individual failure. As academic failure results from social inequality, it is only possible to eliminate academic failure by socially egalitarian policies." She recommends egalitarian policies to support the students from lower socio-academic level.

The second article comes from an academic researcher who works on adult education and lifelong learning issues. Bediha Şahin's study focuses on the "changes in Open High School registrations and problems of adult learners in Turkey". She notes that "there is a great number of disadvantaged adults who cannot take advantage of the educational opportunities in Turkey". She uses descriptive qualitative research approach and aims to determine the demographic characteristics of the students attending Open High Schools, the reasons to continue their education in Open High Schools, the problems related to teaching methods of these schools, their aims after graduating from Open High Schools, and the cost of the education at these schools. According to fundamentals of the open education systems, open schools should support the equality and help to reduce the inequality among the educational

qualifications of the population. Her research results show that “[t]he presence of the Open High School in Turkey intends to correct inequities in the education system. However, it leads to the reproduction of inequality instead of ensuring equal opportunity. One of the most important reasons for this is the low quality of education.” The study is published in two languages as English and Turkish and we hope that readers can find this option as useful.

The third study placed in this issue has written by a young scholar Nejla Dogan. Her study also deals with the issues of social justice and equality in education. The study is about to “discuss what equality of opportunity statement in education means in today’s world and analyse reflections on education processes”. In the study, notion of “equality of opportunity in education” was discussed in the light of philosophic and political literature, the justice theories and the historical conditions.

In this issue, we are witnessing the studies which includes rich discussions about social justice, equality and inequality in schools and educational settings. The problems related to the unequal and unjust education comes to surface and are discussed in a spatial and geographical level but they also should be discussed theoretically in a broad base. These studies provide us a good point of view and broad frame to join the discussion. I would like to thank to the all authors and referees for their valuable contribution and solidarity.

We hope that the studies can be useful to start thinking and keep us engaged about the discussions and struggle for social justice, equality and a better world.

Enjoy reading!

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