

From the Editor.

Launching an International Journal on Educational Policies in Neoliberal Era

Hasan Huseyin Aksoy
Ankara University/Turkey

Hello to All,

International Journal of Educational Policies (IJEP) is a new journal which was launched to promote interconnections between the educators, academicians and activists, internationally. I hope that many critical educators from developed and the so called “less developed” countries will be a part of the journal. I should emphasize that there is a “gap” among the educators/ academicians from developed capitalist countries and less developed “*periphery*” countries. Many reasons i.e. the differences in problems, in world views, in economical powers of the educators can be mentioned to explain this situation. There are many realities related to all of us as human beings and to some political issues which critical educators would care to deal with. First of all, we are hope that this journal will provide an environment to disseminate the information, knowledge and discourses related to educational policies and politics of education, especially among the educators, academicians and activists who struggle against to racist, sexist and all kind religious fundamental, nationalist-neo-Nazis approaches. Connecting the efforts of those people and creation creating new ties among them also is an expectation. Through this connection, it is supposed that critical educators can think and act globally against the global policies managed by global corporate companies and organizations. Even the focus of the journal will be educational policies and politics of education, articles related to

main social theories and critical theories will certainly be welcomed.

We are in such an historical era that everything related to human is being supplied into the holy “market”. Unless something is done there will not probably be any option for the vast majority of the people on the planet to have “right for education” “right for health”, “right for working”, and then “right for life” in the future. Numbers of people in poverty are increasing in the world as a result of the policies which globally acted by the dominant international financial and political organizations such as IMF, World Bank, WTO. What poverty and unjust distribution of the resources brings for poor people and their children are less social rights, less education and less health services, shorter life expectancy, higher infant mortality rate etc. Damages of the international / imperialist institutions vary due to the political and economical conditions of the periphery countries. Historical resistance practices of the people in these countries are still alive but under pressure of neo-liberal policies. Neoliberal policies have surrounded all aspects of our lives.

What are changing in neo-liberal era? We observe that education and health services are gaining commodity character. Standardization in education and dependency of developing countries’ education on market policies are raising. “Accountability” concept forces us to focus on the money and productivity rather than the issues such as children’s health, educational needs or educational rights for all. Neo-liberal agenda is not only surrounding the educational institutions but also intervening to their practices such as curriculum contents, employment policies, teacher wages, and the student

enrollment rules. Tracking practices and discrimination are developing not only at school level but also at classroom level depending on class, race, gender, ethnicity, language ability and cultural issues. All kind educational activities are under the threat of re-organizing according to the neo-liberal policies throughout the world. Not any “common good” will be left after the neo-liberal market driven policies.

The struggle against Neo-liberal policies - destructing whatever is social and what exists as public good - should be raised everywhere, certainly also in our minds. The educators, academicians, students and their families and activists should response to commoditization process of education, health and social security. Being able to understand the meaning of “the educational policies”, we need to know what is happening in all countries. Even the neo-liberal policies are defined and managed centrally, these policies is affecting the world locally. Then analysis of the reforms, policies and strategies about the educational systems worldwide lead us to understand the educational activities, policies and discourse both locally and globally.

The humanitarian values such as equity, emancipation, dialog, solidarity were “out dated” by the market forces and replaced with the market rules and neoliberal policies. But, the values of the human being are still alive which they should be, although they are not strong enough today. For instance nowadays, not talking about “solidarity” but about “competition” is valid. We are heading towards to take witnessing role about what has been occurring in neoliberal era since early years of 1980s.

This challenge reflects a kind of confidence to educators, academicians, intellectuals who **will** take responsibility **in** the struggle for “the education right” and share their visions on the local or international developments, policies, practices and politics of education. We can see this as a way to *praxis*

This first issue of the journal is hosts four articles focusing mainly on the affects of capitalist globalization. One of them focuses on neoliberalism and audit culture of neoliberalism referring to curriculum and structure of education. Second of the articles focus on the possible educational and cultural consequences of the globalization, while third of them is focusing the global affects on the universities in Turkey. The last one of the articles describes the distance education policy of the Turkey with its historical details.

Authors Michael W. Apple and Jean E. Benton have joined a symposium* in Ankara/Turkey and shared their views on “globalization” and education. An experience of Turkey on distance education was inquired by Cevat Geray. His study was presented at a conference in Istanbul/Turkey.** Nejla K. Tural also has shared her research results at ATINER 8th International Education Conference in Athens, Greece, at 25-28 May, 2006.

“Commoditization of the knowledge” is on its way for years and all covered up the world. No one can be excluded from this. Even the authors can not share their studies and views freely when papers have copyrighted by publishers. The “copyright” gives the right of information control to company “owners” and it fuels to “alienation” of the educator, academicians into their views which located at their papers, studies, books. This is a neo-liberal era and we are aware of it. Even we are in it, we should not feed the policies creating drop outs, low quality schooling and discriminating the children because they do not have enough money to pay for education. Many other reasons are also placing among the reasons that caused inequity in education.

The journal welcomes the spread of the views of the authors through translation into

* Ankara University, Institute of Education Sciences. *Symposium on Globalization and Education*. Ankara, Turkey. 27-28 February, 2006.

** 19th EADL (European Associations for Distance Learning) Conference. 25-28 May, 2004. Istanbul,

languages other than they were already published in. Ethical perspectives will be cared but this ethical perspective will not be shaped by “economic drives”, but “ethics for human being and all life forms”.

By the journal we would like to remind the creators of the critical theory, education theories and social theories. In this issue, we are recalling Paulo Freire as an important critical educator. His work on “pedagogy of oppressed” enlightens our minds with his many humanitarian concepts like *consientização*, *emancipation* and *dialog*. Even Freire had not explored some concepts which he used frequently; he deepened the meanings of them in learning and teaching process and showed the paths for *praxis*. We have dedicated this issue for memory of Paulo Freire. We are calling our colleagues to think on the concepts and thoughts of Freire. This is also an invitation for proposals and manuscripts

about the Freire and his studies, and on other critical educators, for the next issues of the journal.

We would like to lessen the problems of the academicians about the creation of a strong network. These reasons may be economical, geographical and/or related to language differences. But much more important than these are some kind of liberal thoughts and habits and even discriminative world views of the academicians against to “others” that leads to living and confronting those policies separately. We believe that we should share the problems about the education and all the related aspects, explain the outcomes and reasons and struggle together.

We hope to see the educators and academicians from all over the world with us in solidarity during this journey.

International Journal of Educational Policies
Vol.1. (1), 2007, 1-3.

ISSN:1307-3842

©ICPRES

<http://ijep.icpres.org>