

Editorial Introduction

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As educators and socio-historical critics, our focus on the interplay of education and the well-being of societies is as central to human life today as it has ever been. With the increasing intensity and extensity of globalization and its open border social and learning attachments, which are now being majorly driven by ongoing technological advancements, the situation is hugely affected by worldwide interconnections that are actually forcing us to share so much with other fellow humans in all corners of the world. While a lot of good can be shared among individuals and groups, often with speeds measured at the sub-second level, there are also dangers that certainly characterize these global open borders, connections and relationships.

As is so often the case, the issue of global power relations in educational and development policy formulations and implementations are not located on platforms of equal chance for all. In most cases, with the actual neoliberalizations of learning contexts and concerned economic relationships and outcomes, who makes the decision, in both theoretical and practical terms, is very important. The issue, of course, is not limited to the international scene, but even in national and regional contexts, for whom the educational systems works and who it marginalizes is so much corresponding with one's social class and by extension, his or her socio-cultural capital. In almost all the cases as well, and at the sub-national level especially, the institutional controls and interventions will favor the intentions as well as the needs of the more powerful, and hardly serve the interests of the less powerful.

It is with these realities that educational researchers including the contributors to this special issue of *Cultural and Pedagogical Inquiry* are analyzing, critically relating to, and relaying about the urgent needs to study and inclusively comment on current locations, situations and relationships of not only contemporary educational contexts, but as well on the way ideas, knowledge, learning, training and the global and national platforms that inform all of these are established. In addition, the operationalizations of these platforms, is important in deciphering and pointing where things are working and where they are exclusively marginalizing and oppressive. This is important, for global and national divisions which are constructed and

punctuated by these ideas, knowledge and educational power relations are essential determinants of whether learning programs and theorizations as well as their possible practicalizations could enhance the well-being of individuals and groups who are voluntarily or otherwise, exposed to these systems and systematizations educational policies and programs.

The necessarily continuing examinations of the locations, intentions and outcomes of education and its attachable conceptual and knowledge categories is therefore, of utmost importance, for without that, the intermeshing of almost everything creates a situation where one dominant system is imposed on the rest of us. As such the timely observations and critiques contained in this issue of the journal should be, as they are, multifaceted, and treat contexts of learning, knowledge and doing that are happening as we write this short topical introduction. Hence the interventionist nature of these writings where even if something is seemingly functional, the critical questions should always focus on whose interests it is functional, what national or global needs does it serve, and whose future chances does it advance.

It is with all of these ideas, analysis and life possibilities in mind that the three articles in this issue are observationally and discursively responsive to actual spaces of learning, knowledge constructions and livelihood possibilities. All three articles are by scholars currently affiliated with the Universidade Católica de Brasília in Brazil. In the first article, *The internationalization process of graduate studies in Brazil*, Angela Sugamoto Westphal, presents, through bibliographical research and historical analysis, the role of Brazilian Federal Agency for Support and Evaluation of Graduate Education - CAPES in the process of internationalization of graduate education in Brazil, while supporting access for the training of doctors, researchers and students abroad. For this, it is necessary to understand politics with basis on bilateral agreements with the World Bank, WTO, OECD and others. This discussion is based on a collection of important historical events that led Capes to propose goals democratizing the access to graduate education. The study is relevant as it reflects the current government's attention in conducting public policies in relation to technological scientific interests and, consequently, economics of the country. Despite the social and political history of the country and, consequently, from difficulties for an active internationalization of higher education, it is concluded that recent initiatives of the Brazilian state have increased the possibility of strengthening the capacity of scientific production and circulation of knowledge between academic pairs, because both research and graduate education are evaluated by the degree of internationalization of its programs and productions.

In the second article, *Colonial thinking, Educational Policy and Social Development: the Calliandra in bloom*, Martha Paiva Scárdua, Afonso Galvão and Ranilce Mascarenhas Guimarães-Iosif, address problems of educational governance in globalization contexts, exploring actions that might become social development options, taking mainly into account Southern authors' formulations geared towards social development. We suggest, at the end, that such foundations may contribute for the construction of educational policies that will foster global citizenship in the context of the extremely competitive governance arena. In the third article, *Local Political Arrangements: education in harmony with the local development*, Marli Alves Flores Melo, discusses education, particularly professional, scientific and technological

education, in the context of local development, from the prism of productive local arrangements – PLAS. It highlights the effects of globalization on society's transformations, the restructuring of the sectorial, institutional and organizational dynamics related to educational aspects, the territorial features of the said arrangements, and the actors that are part of them. It is to be understood that this is a priority in the social construction of education, and to the scientific education professional development, with regard to the ethical-political nature of individuals. The author points out the need to foster interaction amongst educational institutions in order to mobilize territorial resources, aiming at local development. She concludes with a few pertinent discussions about the value of education, both in its integral feature and in its adherence to parallel harmonies.

Besides the three articles, there are also two book reviews in this issue. The first is a review of Evelyn Alsultany's book, *Arabs and Muslims in the Media: Race and Representation after 9/11* (2012), by Naved Bakali. The second is a review of *Towards Co-Creation of Sciences: Building on the Plurality of Worldviews, Values and Methods in Different Knowledge Communities* (2012), edited by Bertus Haverkort, Freddy Delgado Burgoa, Darshan Shankar & David Millar (Eds) (2012), by Jonathan Langdon.

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