

Special Issue: Editorial Introduction

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This issue of JCIE explores some of the edges and intersections of globalization and education. While there is a substantial history of work done in this area to date, the authors in this issue continue the work of surfacing the complex and dynamic global influences on students, teachers, and ideas in the world of education. In this, the chapters make an interesting contribution to our understanding of education policy and practice as they begin their discussion with the relationship of “the global” and “citizenship”. How do hegemonic structures, transformational organizational patterns, colonial legacies, and equity intersect and interact in the education systems in the world? The articles in this issue bring cases from Tanzania, Brazil and Canada to expand our understanding. They are also articles based on research presented at the 2013 Centre for Global Citizenship Education and Research conference on the topic of decolonizing education and global citizenship at the University of Alberta (See CGCER at <http://www.cgcer.ualberta.ca/>).

In the first chapter, *Global Decentralization Policies for Education and Tanzanian Primary School Principals' Responses*, Grace Rwiza examines how neoliberalism acts as a neo-colonial force on the lives and work of school principals in Tanzania. This reading of globalization and policy frames Rwiza's main concern, which is that of improving the possibilities of equity in education for the children and citizens of Tanzania. She argues very effectively that global education reform policies pressure local educators and school principals to attend to extra-local agendas and issues at the expense of creating locally responsive and, therefore, more authentic local or site-specific education. Rwiza points out the implications for social justice and citizenship that are particularly important in such globalized education contexts.

In the second article, *The Use of Information and Communication Technologies in Digital Inclusion Processes at Quilombo Schools in Brazil*, Brazilian educators, Ferreira dos Santos and Teixeira, present their research on how inclusive education is often expected to become a reality through the purposeful use of information and communication technology (ICT) for “digital inclusion”. As technology is a key factor in the intensification of globalization, this article provides an important and updated view of ICT education through the case study of a traditionally marginalized community in Brazil. The authors suggest that ICT can only play a part in an overall program of educational equity if teachers are trained and programs are well planned. This important finding challenges several current educational “myths” that

suggest ICT can, in isolation, democratize education. In reality, these authors argue, ICT can support wider policies and practices of inclusive, democratizing and participatory education when other educational policies and practices are addressed in concert. Democratically focused schools and educators can draw on ICT to create education that is inclusive and promotes equity. This suggests that teachers need education about citizenship and democracy along with their technology training.

In the third chapter of this issue, Jessica Scalzo presents a very interesting case for global citizenship and social justice education from the perspective of a substitute teacher in Canada. As a committed educator, Scalzo describes her effort to use the unique position as “temporary or substitute teacher” to both make important educational use of teaching time and also to disrupt current thinking on the role of short-term replacement teachers. This is certainly a group of educators who seldom have their experiences or voice presented in any serious way. Scalzo has effectively carved out an important transformational education space through her commitment to bring global citizenship education into the curriculum and activities that regular teachers leave for her to cover as a temporary teacher. Her chapter, *Attempting Global Education as a Substitute Teacher in the K-12 Classroom*, provides very interesting insights into the experience of substitute teaching from the perspective of a committed global educator.

The book review of *Maya Exodus: Indigenous Struggle for Citizenship in Chiapas*. By Heidi Moksnes is written by Danielle Lorenz. The book is based on a study of the history of exclusion and shifting relations of exclusion experienced by indigenous people within the Chiapas region of Mexico.