

Editorial Introduction

Maren Elfert and Lynette Shultz

The current issue of the *Journal of Contemporary Issues in Education* includes four articles that address issues related to educational injustices arising from the legacy of colonialism, in Nepal, Canada and New Zealand, in Québec, Canada; and in Zimbabwe.

The first article by Raj Kumar Dhungana discusses the shift in education policy in Nepal from a cultural homogenization approach that prevailed between 1956-1990 to a focus on multicultural and peace education since 1990. Historically, education in Nepal was based on the values and interests of the ruling class. Underpinned by the call for national unity and the discourse of ‘unity in diversity’, ethnic and linguistic minorities were assimilated through the Nepali language, Hindu values, and loyalty towards the monarchy. Since a multi-party democratic system was established in 1990, a rights-based education approach was introduced and the recognition of diversity has become a key political issue. The National Curriculum Framework (NCF) 2007 recognised diversity and human rights, child rights, peace, gender, respect of diversity and social inclusion. A critical peace education approach aims at easing the tensions fueled historically by monocultural education. Despite the positive changes made, the author cautions that “nurturing the value of multicultural education and peace is an unfinished project as elite control of decision-making and fear of discrimination among ethnic minorities, the roots of conflict, are yet to be transformed.”

The second article by Edward R. Howe, Shelly Johnson and Fiona Te Momo critically examines culturally responsive pedagogies in Canada and Aotearoa New Zealand, focusing on Indigenization of teacher education programs at one institution within each cultural context. In the broader context of the Truth and Reconciliation Commission in Canada and Ka Hikitia in Aotearoa New Zealand and the United Nations Declaration on the Rights of Indigenous Peoples as a framework for reconciliation, the study aims to identify best practices in terms of Indigenizing the curriculum and facilitating teachers’ familiarity with Indigenous ways of knowing. As the authors argue, “it is teachers who ultimately can lead the way to advancing Indigenous perspectives, reversing decades of assimilation policies, evoking social change, and providing the bridge between government rhetoric and meaningful student learning.”

The third article by Milagros Calderon Moya examines the challenges Latin American immigrants face entering the labour market and integrating into the workforce in Quebec. Drawing on postcolonial theory, the author argues that “notions of citizenship, and global neoliberal capitalism have shaped a harsh labour market that contributes to structural causes for inequality among skilled Latin American immigrants in Quebec.” Despite the discourse of the need of immigrants, Quebec’s setup as a White colonial settler society makes it very difficult for skilled immigrants to find work and be paid equally as “the ongoing presence of a settler colonial society has built the imaginary of a homogenous Quebec citizenship...and misrecognizes the long-time heterogeneity of its society.”

The fourth article by Pfuurai Chimbunde examines the educational injustices that arose from the Land Reform Programme (LRP) in Zimbabwe. While the LRP was launched in 2000 as a distributive justice measure aimed at rectifying some of the injustices of colonialism, it has brought about new forms of injustice in terms of challenges of equitable access to education

for the children of the new farmers who attend newly established satellite schools. Guided by the international normative frameworks of the right to education, including Education For All (EFA) and the Zimbabwean Education Act (1987), Chimbunde presents findings from a qualitative study involving primary school learners and teachers at a satellite school. Chimbunde concludes: “Despite the fact that the Land Reform Programme leveraged the right to land and created a pathway for the socio-economic development to the formerly marginalised Zimbabwean populace in the country’s mainstream economy, it presented to the children of this group the injustices associated with the lack of access to education, thereby hindering the child’s right to education.”

Finally, the issue contains a book review by Leslie Blome of *The Early Advantage: Early Childhood Systems That Lead by Example*, by Sharon Lynn Kagan (Ed.), which presents the results of a comparative international research project on early childhood systems.

The next regular issue will be published in the fall of 2021. We welcome special issue proposals and book reviews.