

*Journal of Alternative Perspectives in the Social Sciences (2010) Volume 1, Special Issue No 1*

**Globalization, Development and Education in Africa and Asia/Pacific:  
Critical Perspectives**

Guest Editor: Dr. Dip Kapoor, University of Alberta, Canada

---

## **Editorial Introduction**

# **Globalization, Development and Education in Africa and Asia/Pacific: Critical Perspectives**

---

**Dip Kapoor**, Associate Professor, University of Alberta, (Edmonton, Alberta, Canada)

It is my pleasure to introduce the first Special Edition of JAPSS; an interdisciplinary collection of articles dedicated to addressing education/learning, educational analysis and research pertaining to the African and Asia/Pacific regions. More specifically, these refereed articles consider research and analysis pertaining to the imbrications of neoliberal/globalization (the globalization of capitalism), development (or the post-war interventionist project initiated by the colonial/imperial powers and “Third World elite” who inherited the colonial mantel) and education (in its dominant form, predominantly an uncritical-reproductive exercise in the importation of Eurocentric non/formal schooling/knowledge, albeit with localized variations) in these regions.

Given the post-independence foundational project of inter/national development and the most recent wave of neoliberal/globalization, all contributors have tried to give due consideration to examining education/learning in relation to social, political, religio-cultural and/or economic trajectories unleashed by these international/global projects and their neo/colonial, internal colonial and/or anti/imperialist implications for the peoples of these regions and related resistances/reformulations for renewal and possibility, i.e., the collection foregrounds such *critical* perspectives on the intersections between education/learning, neoliberal/globalization and development with the view to illuminate colonial/imperial ambitions and the related and on-going politics of educational, socio-cultural and political-economic resistances, alternatives and re-formulations.

The articles include a mix of critical-analytical reflections utilizing pertinent educational and interdisciplinary social science literatures, primary/critical-interpretive research-based reports/analyses and/or analyses that are informed by direct experience. The range of actors/spaces of education/learning considered include: schools, institutions of higher education, NGOs, social movements/struggles and local communities, subsequently embracing education/learning in all its garbs/compartments—formal, nonformal, informal/incidental, popular and indigenous/local. The contributions address and have implications for interdisciplinary and education/learning specific action/practice, policy, theorization and political praxis. In keeping with these emphases, the collection considers “formal contexts” of education in Part I and “social movement/action, NGO and community contexts” in Part II.

The collection is consistent with the JAPSS emphasis on amplifying critical and/or interpretive research traditions, scholarship by diasporic and Asian/African scholars and knowledge projects/perspectives from/about these regions. There has also been a conscious attempt to include refereed contributions from graduate students (diaspora/international students), pre-tenured faculty and relatively established scholars/researchers, again, in accordance with a laudable mandate established by JAPSS.

Finally, on behalf of the Editorial Board of JAPSS and myself, I would like to express deep gratitude and thanks to the following individuals for making this edition possible by agreeing to assist with the review process: Dr. Steven Jordan (Associate Professor, McGill University), Dr. Njoki Wane (Associate Professor, Ontario Institute for Studies in Education, University of Toronto), Dr. Anthony Pare (Professor, McGill University), Dr. Samuel Veisseire (Associate Professor, University College of the North), Dr. Amin Alhassan (Associate Professor, York University), Dr. Aziz Choudry (Assistant Professor, McGill University), Dr. Farid Panjwani (Associate Professor, Aga Khan University, Pakistan), Dr. Dia DaCosta (Associate Professor, Queens University), Dr. Bijoy Barua (Associate Professor, East West University, Bangladesh), Dr. Edward Shizha (Assistant Professor, Wilfred Laurier University) and the following

academics from the University of Alberta--Dr. Brenda Spencer (Associate Professor), Dr. Janice Wallace (Associate Professor), Dr. Sourayan Mookerjea (Associate Professor), Dr. Donna Chovanec (Associate Professor) and Dr. David Smith (Professor).

Last but not least, I am very grateful to Alison Crump (Doctoral Student, Department of Integrated Studies in Education, McGill University, Canada) for editorial support and for making herself available for this project while juggling between being a mother and a student. Thanks Alison.

Dip.

# Journal of Alternative Perspectives in the Social Sciences

*A Journal of the Guild of Independent Scholars*

*Published by JAPSS Press*

Volume 2      Special Issue Number 1      August 2010

Globalization, Development and Education in Africa and Asia/Pacific:  
Critical Perspectives

## Contents

### Part I: Formal Contexts of Education

Globalization, Culture and Development: Perspectives on Africa <b>Ali A. Abdi</b> .....	1
The Interface of Neoliberal Globalization, Science Education and Indigenous African Knowledges in Africa <b>Edward Shizha</b> .....	27
Neoliberal Globalization, ZANU PF Authoritarian Nationalism and the Creation of Crises in Higher Education in Zimbabwe <b>Munyaradzi Hwami</b> .....	59
Critical Perspectives on NGOs and Educational Policy Development in Ethiopia <b>Thashika Pillay</b> .....	92
Theoretical Deployments, Caste Expositions and Research Agendas: Macro-scoping Neoliberal Globalization, Saffronization and Dalit Poverty and Educational Prospects in India <b>Dip Kapoor</b> .....	122
Neoliberal Globalization and “Global Education” in Urban Secondary Schools in India: Colonial Reproductions or Anti-Colonial Possibilities? <b>Tejwant K. Chana</b> .....	151
Media and Youth Identity in Pakistan: Global-Local Dynamics and Disjuncture <b>Al-Karim Datoo</b> .....	192

Neoliberal Globalization, Higher Education Policies and International Student Flows: An Exploratory Case Study of Chinese Graduate Student Flows to Canada  
**Jie Zheng**.....216

**II. Social Movement/Action, NGO and Community Contexts of Education**

Subaltern Biopolitics in the Networks of the Commonwealth  
**Sourayan Mookerjee**.....245

Fighting FTAs, Education for Action: The Challenges of Building Resistance to Bilateral Free Trade Agreements  
**Aziz Choudry**.....281

Contesting Globalization in Ghana: Communal Resource Defense and Social Movement Learning  
**Jonathan Langdon**.....309

Learning from Power in Development Cooperation: Lessons from Senegal  
**Blane Harvey**.....340

Development Intervention and Ethnic Communities in Bangladesh and Thailand: A Critique  
**Bijoy P. Barua**.....372

**Author Biographies**.....401

**Part I: Formal Contexts of Education**