

Introduction

Save our Schools: 21st Century Education and the Neoliberal, Pandemic, and Authoritarian Threats

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The All UP Academic Employees Union (AUPAEU) of the University of the Philippines (UP) Cebu is happy to publish the second volume of *Aguipo Global South Journal*. The journal has sustained in its second year, despite how the academic union and its leaders and members are currently attacked by the Duterte-Marcos Jr. fascist continuity. Earlier this year, the national president of the AUPAEU, Melania Flores, was arrested inside the UP Diliman campus on a charge that was later dismissed by the court. Fabricating trumped up charges against progressives, activists, and unionists has become rampant since the regime of Rodrigo Duterte. It aims to stifle legitimate collective action by harassing and paralyzing groups that carry the anti-fascist and democratic line.

Just weeks prior to Melania Flores' arrest, two unionists were also abducted in Cebu City in broad daylight. April Dyan Gumanao, the regional coordinator of the ACT Region 7 Union – the union of basic education teachers in Central Visayas, Philippines – and Armand Jake Dayoha, a lecturer of UP Cebu and member of the AUPAEU Cebu, were abducted inside a port in Cebu City. Because of intensified calls to resurface the said unionists and because the abduction was fortunately recorded and the latter uploaded online by concerned citizens, they were later surfaced after days of isolation, uncertainty, and torture.

Producing counternarratives and knowledge amidst fascism becomes not only an academic exercise but also a political and ideological commitment part of a larger emancipatory project especially for academics in the Global South.

This current volume responds to theme “Save our Schools: 21st Century Education and the Neoliberal, Pandemic, and Authoritarian Threats.” Education is an important ideological-political apparatus, not only as an instrument for control but also a weapon for conscientization and social emancipation. Ever since the Enlightenment, education has been regarded as a potential space for the liberation of the mind and the attainment of truth. But just like how the church as an ideological apparatus has been made to serve for nefarious objectives during the medieval and colonial periods, education today assumes a similar role, albeit cloaked in the most mystifying liberal terms. Echoing what Karl Marx and Friedrich Engels long ago have pointed out, we need to save and rescue education from the influence of the ruling class.

This volume contains three articles and one book review. E. San Juan Jr.'s "Interrogating Neocolonial Education: Critical Pedagogy Contra Neoliberal Schooling" examines the roots and current setup of a neocolonial education in the Philippines. It offers a critical pedagogy in the tradition of Paulo Freire and insists that liberating education should not just be a matter of a palliative or compensatory pedagogy but one that enables a radical reorganization of society. Ramon Guillermo's "Post-Cold War Transformations of Global Literary Capitals in the Dissemination and Circulation of Southeast Asian Literatures" shows the post-Cold War transformations in inter-lingual translational relations within Southeast Asia and between Southeast Asian countries and the world over. In showing these translational relations, Guillermo was able to trace the changing literary capitals in both Cold War and post-Cold War eras. By way of conclusion, he contends that "Southern literary capitals" today "cannot simply be left to the mercy of blind market forces" but rather have as their basis the political, that is, the struggles of the people of the Global South.

Mariyel Hiyas Liwanag's "The Century-Long Engineered Value of the English Language and the Neoliberal Labor in the Philippines" scrutinizes the neoliberal entanglements of the Philippines with the United States, arguing how through neoliberalism English has been engineered as a privileged language in the country. Lastly, Noe Santillan's review of E. San Juan Jr.'s *Peirce/Marx: Speculations on Exchanges between Pragmatism and Marxism* positions San Juan's work within the Philippine educational landscape. He asserts how through San Juan Jr.'s reading of pragmatism, educators in the Philippines could be more aware of imperialist aggression and the mass movements in the Global South.