

Editorial: Open Issue

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In this volume, we present only two texts. As such, this may be described as a *brief* volume of Confero. According to a simple definition, brief can be defined as something lasting only a short period of time or something using few words. Of course, the concept of shortness depends on its antonym—lengthy. Whether something is brief or lengthy depends on our matter of scale. We are told that a footprint on the moon made by an astronaut would stay there for millions of years due to the lack of atmosphere, unless a meteorite hits the moon’s surface nothing will ever change. On Earth, in a time of postmodernism and constant flux, where change is a ubiquitous feature, it is harder to make an impact that could last forever. On this surface everything changes—fast. The Earth is almost five billion years old. There have been humans like us living on it for less than a millesimal of that time. If we pretend that the earth's history lasted a single year, man is not even eight hours old. Everything you've written, was written a quarter of a second ago. In this long time span everything man has done can be described as very brief. From this perspective, everything on earth can be seen as brief and full of change. At the same time, one might feel that nothing ever changes. Still, lasting changes are possible even on this surface. This volume of Confero may be brief, but the two texts included here have a distinct

possibility to create a lasting impact on the world's changeable surface.

In the first paper, scholars Nancy H. Hornberg and Hanna Outakoski investigate how Sámi teachers ideologically approach the use and teaching of Sámi language in the global everyday life, effected by migration, mass media, global capitalism and environmental degradation. Drawing on interviews with school teachers, Hornberg and Outakoski analyze themes of time, space and place in their statements about the Sámi language use, language teaching, and language revitalization and thus highlight ideologies that effect and inform language teachers. Hornberg and Outakoski contribute empirically to the on-the-ground understanding of indigenous language educators in context. By doing so the essay is also exploring ideological and implementational spaces for supporting Sámi language education and language revitalization into the future.

The final paper in this volume discusses the potential of Amartya Sen's Capability Approach (CA) for the evaluation and view on international education. Global market forces' increased role in international education, and the positioning of universities globally, has entailed a focus on the development of human capital to meet economic growth, and little attention has been directed towards more humanistic values of a knowledge society, global learning and citizenship. This development is also reflected in research on international education - research mainly conducted by host countries. Centring the context of Asia, Pham argues that research on international education should focus more on individuals and their communities so that international education can reach it's potential in developing international students' critical perspectives on themselves, and further allowing them to examine the values and motivations, the roles in their societies, and the reasons for their chosen paths