

## Preface

The concept of education began to foster and defend for new generations, is the one that defends the right to the full development of potentials. This was the origin of the concept of education for human development (UNESCO 2005). The human mind makes possible all development achievements, from social sciences, health advances and agricultural innovations to efficient public administration and private sector growth (Davis and Gibson 2006). It is thus difficult to foresee any slackening of the effort on those who will continue to impose development to suit their ends invoking “modernity, national integration, economic growth and other slogans.” With challenges as these, educational research is a must in order to bring these interest groups together and come up with sound policy on sustainable development, in fact one that is conscious of future needs (Adams 1990; Fien 2001).

In addition to this, education researches give opportunity to form of action that can transform potentials into competencies for life. Within this perspective, to act for new generations is to create educational concepts and practices that can generate competencies for people to transform themselves and their realities through the full development of their potentials. Since there is no better alternative for doing so than educa-

tion, sustainabilities of educational researches have crucial impact on all fields of humankind (OECD 2006).

With the aim of providing academic contributions to educational sciences, in total, 123 manuscripts were submitted for this special issue however, only 32 of them were accepted as a result of at least three referees’ reports. We would like to thank all the referees and authors for their contributions to the special issue.

### REFERENCES

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