

## EDITORIAL



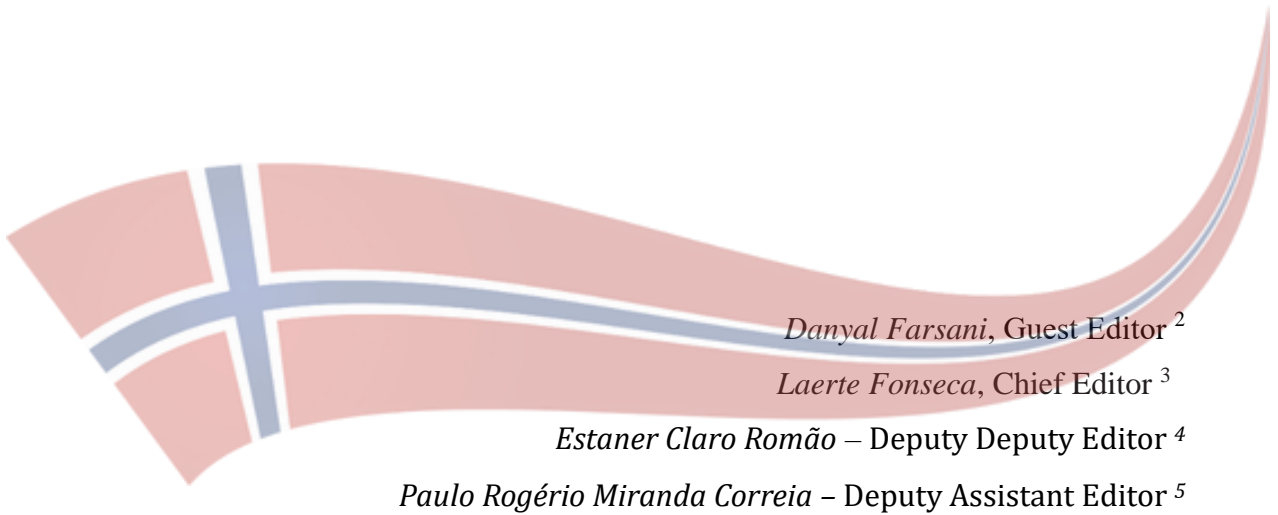
# EMERGING PERSPECTIVES IN MATHEMATICS EDUCATION FROM GLOBAL- NORTH AND GLOBAL-SOUTH<sup>1</sup>

Culture hides more than it reveals, and strangely enough what it hides, it hides most effectively from its own participants (Hall, 1959). This quote fits very well with a Persian maxim and a well-known aphorism that has been cited in many ethnographic papers that “a fish is the last creature to discover water”. Being immersed in water, being surrounded by water makes it invisible and almost impossible to notice the water from the perspective of a fish. Thus this special issue, *Emerging Perspectives in Mathematics Education from Global-North and Global-South*, makes a small attempt to scrutinise and reveal the “visible” and “familiar” *localised* and ‘*glocalised*’ practices (Bose & Farsani, 2023) that takes place in different regions of our world. A world that was not given to us by our parents but rather it is loaned to us by our children.

Finally, even though words have no wings, they can still fly a thousand miles. I hope this special issue can raise awareness to some of the work that takes place in different cultural contexts and bring the teaching and learning of mathematics between the Global-North and Global-South a step closer.

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<sup>1</sup> The work on the cover of the edition, “Compass Rose”, consists of an abstract representation of the planet. The work alludes to the relationships between movements and coordinates, and represents Mathematical Education in movement from Global North to Global South (and vice-versa). The work is authored by the artist Sissi Aida Breda. Website: <https://www.sissiaidabreda.com/>



## References:

BOSE, A., & FARSANI, D. (2023). Glocalization in mathematics education. *For the Learning of Mathematics*, 43 (3), 22-24.

Hall, E. T. (1959). *The Silent Language*. Fawcett, Greenwich.

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