

JOURNAL OF PERSPECTIVES IN EDUCATION (PiE)

Guest Editors: Nomabandla Cishe (WSU) and Sechaba Mahlomaholo (WSU)

EDUCATION FOR SUSTAINABLE DEVELOPMENT IN THE ERA OF DECOLONISATION AND TRANSFORMATION

The voices demanding the decolonisation and transformation of education have become louder, stronger and clearer. These happen when the whole of humanity has bound itself to the United Nations' 17 Sustainable Development Goals (SDGs) of 2015-2030 building onto the 8 Millennium Development Goals (MDGs) of 2000-2015. What is not clear to many is whether decolonisation and transformation of education on the one hand and education for sustainable development on the other refer to the same processes, whether the intents and purposes are the same, whether mechanisms and strategies to operationalise them respectively are similar or whether we are being confronted by irreconcilable contradictions that will make the realisation of either and/or all impossible.

To initiate this conversation the Higher Education Quality Council (HEQC) and the South African Human Rights Commission (SAHRC) seem to agree that transformation of education involves a movement from a culture of blame, confrontation, low morale, conflict and apathy among staff, students and management into a culture of respect, inclusion, responsibility, accountability, transparency and excellence. Furthermore, the National Development Plan 2013 for 2030 in line with the SDGs regards education, training and innovation as central to the country's long-term development. These are seen as core elements in eliminating poverty, reducing inequality and laying the foundations of an equal society. The bottom line of sustainable development therefore is about responding to the challenges and creating more sustainable and resilient societies through quality education.

In the context of the above, this special issue of PiE invites papers with a clear focus of unravelling what the transformation and decolonisation of education means and implies, as well as what education for sustainable development includes within its explanatory scope. The ultimate intention of this exercise being; theoretically and/or with empirical data, to show how 'transformation and decolonisation of education' on the one hand relates to 'education for sustainable development' on the other as well as how they are performed jointly or separately.

The special issue thus invites papers to explore all these questions fully with the intention of informing future policy directions.

Abstracts must be received by the **end of May 2017**, with **full articles** to be submitted by the **end of July 2017**.

The special issue is scheduled for December 2017.

The editors for the special issue are *Nomabandla Cishe* and *Sechaba Mahlomaholo*,

Enquiries, abstracts and full papers should be sent to Nomabandla Cishe at ecishe@wsu.ac.za.

Please note that all articles need to comply with the following guidelines:

- Article must be between 5800-6400 words

- Article must be referenced according to the Harvard referencing method
- Article must be language edited (proof must be provided with article submission)
- Article must be in an MS Word format
- Article must have an abstract
- Article must have 4-6 keywords
- Article contains little to no self-referencing by the author(s)
- A separate document containing author details must accompany an article submission
- A clear statement regarding ethical clearance and the approval process for the research must be made