

Call for papers: Special issue



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## Placing curriculum transformation and education for all at the heart of policy

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**Guest editor: Prof. M.W. Lumadi**

Although many countries in sub-Saharan Africa are taking substantial strides to transform and provide “quality education for all”, the continent is troubled with challenges of a massive out-of-school population. Two in 10 learners of primary school age and well over half of adolescents of high school age do not attend school. In about half of African countries the drop-out rate among primary school learners is just below 10% and at over 50% for high school learners. This alarming rate is increasing in several countries. The enormous disparities in African education systems require immediate attention. It is imperative that all African children are provided with a safe, exhilarating, and healthy environment in which they can attain their full potential. Transforming education must be at the heart of countries’ efforts to build meaningful and sustainable development and economic growth. Scrutinising a transformed education in Africa from early childhood to university level should set out the interconnected factors that prevent children from accessing a quality education, among them geographical location, poverty, gender, disability, religion, race, political conflicts, and displacement. It shows that in most countries there are wide rifts in opportunities between children from the wealthiest and poorest households, between children from urban and rural areas, and between boys and girls. Unequal education in the sub-Saharan region presents a mosaic of imbalances that are extreme and still hinges on oppression. It is evident that education pivots on two faces of education – one that fits poor society and the other that fits wealthy society. These extremes of poor and rich demonstrate the inequality found in our education system and society.

It is against this background that the *South African Journal of Education* calls for papers that will pronounce issues focussing on the theme. Authors are requested to study and comply with the journal policy before submitting manuscripts.

Manuscripts covering the following will be considered:

- Transforming education in the digital arena
- The position of media and communication at various institutions
- Addressing barriers preventing girls and women from accessing education and training
- Ensuring inclusive, equitable and quality education
- Sustainable and shared economic development
- Government policies targeted at marginalised groups
- Equipping the youth with relevant skills to become entrepreneurs
- Removing barriers to ongoing learning and entry into the labour market

### Deadline for Submissions

Proposals for manuscripts should be emailed to the guest editor, Prof. M.W. Lumadi – [lumadmw@unisa.ac.za](mailto:lumadmw@unisa.ac.za). Proposals should include:

- a) the proposed manuscript title
- b) a brief abstract of 190 words
- c) authors’ names, email addresses and affiliation

Abstracts should be submitted by no later than 31 January 2025. Prospective authors will be informed of the outcome of the evaluation of the manuscript proposals soon thereafter. Complete manuscripts should be submitted to Estelle Botha ([estelle.botha@up.ac.za](mailto:estelle.botha@up.ac.za)) before 28 February 2025. All submitted manuscripts will undergo double-blind peer review. We intend to complete the editing of the special issue by 30 November 2025. The issue will be published online in a fully citable format.