



## ***Southern African Journal of Environmental Education***

Environmental Learning Research Centre, Rhodes University, PO Box 94, Grahamstown, 6140, SOUTH AFRICA

---

**Tel +27-(0) 46 603 8390**

**[E.Rosenberg@ru.ac.za](mailto:E.Rosenberg@ru.ac.za) and [C.Royle@ru.ac.za](mailto:C.Royle@ru.ac.za) [www.eeasa.org.za](http://www.eeasa.org.za)**

### **SPECIAL ISSUE: SOUTHERN AFRICAN JOURNAL OF ENVIRONMENTAL EDUCATION (SAJEE)**

#### **CALL FOR PAPERS**

##### **Theme:**

**Social-ecological landscapes, Indigenous peoples' livelihood practices and education for future sustainability: Cases of co-engaged learning and South -South exchange (bridges)**

The landscapes/environments in which indigenous communities have lived for centuries have sustained them in complex interactions that have driven escalating change and risk into colonial modernity. In environment and sustainability education initiatives, these environments can be read as changing social-ecological landscapes sustaining livelihood practices. This special issue focuses on situated intergenerational knowledge and livelihood practices derived by indigenous communities that now commonly find themselves marginalized in such landscapes and confronted by narrowing prospects of future sustainability. The emphasis will be on co-engaged environmental learning processes.

##### **Sub-themes:**

- **Situated philosophy and social ecological landscapes of change in colonial modernity:** what situated philosophies are embedded into narratives and practices in social-ecological landscape contexts in the “global south”?
- **Some education responses to exclusionary histories in the south:** how are indigenous scholars responding to exclusionary histories of coloniality in discourses of the environment in the “global south”?

- **Deliberative nexus learning in co-engaged processes of ESD for transitioning to future sustainability: what are the emerging issues in co-engaged processes for ESD in the “global south”**

**NB:** The “Global South” is a geopolitical term referring to the generalised and problematic colonial/western/modernity conception and representation of so-called “developing” or “Third World” countries (Africa, Asia, Latin America and the Caribbean). These countries have been characterized by former colonization and marginalization, discrimination or exclusion of their indigenous peoples and their epistemologies in the (historical) discourses of the “Developed”/“North”/“Western”/Euro-Ameri-centric world. This special issue is a transgressive effort that aims to bring out the voices from the Global South.

**Guest Editors of Special Edition of Journal:** Soul Shava (University of South Africa – [shavas@unisa.ac.za](mailto:shavas@unisa.ac.za)) and Rosa Guadalupe Mendoza-Zuany, (Universidad Veracruzana) - [lupitamendoza.zuany@gmail.com](mailto:lupitamendoza.zuany@gmail.com)

### **Submission deadlines**

Full papers to be submitted by 30 March 2018 for review. Length: refer to the journal website on [www.eeasa.org.za](http://www.eeasa.org.za) under publications or [www.ajol.info/index.php/sajee](http://www.ajol.info/index.php/sajee)  
The review process will take three to four months. We aim to publish the Special Issue Edition before the end of 2018.

### **Review process**

All papers will be subjected to a stringent double-blind peer review process and will follow the usual journal editorial process.

## **Author Guidelines**

Contributions can be sent through the post to The Editor, SAJEE, Environmental Learning Research Centre, Rhodes University PO Box 94, Grahamstown, 6140, South Africa, or via email to [E.Rosenberg@ru.ac.za](mailto:E.Rosenberg@ru.ac.za) with a copy to [C.Royle@ru.ac.za](mailto:C.Royle@ru.ac.za). If your mail has not been acknowledged within 30 days, please contact the editor-in-chief at [Rhodes University](http://Rhodes University), on [+27 \(0\)46-6038389](tel:+270466038389).

**Manuscripts.** Submissions should be between 3 500 and 5 000 words in length, including abstract and references. Papers should be accompanied by notes of each author's biographical details, not exceeding 35 words each. This should be provided on a separate cover page with email and telephonic contact details, as well as manuscript title. The English language used should be either South African or UK, and the style should be clear and straightforward without unnecessary jargon. Footnotes should be avoided. All pages should be numbered. Hard copies should be typed on one side of A4 paper with double spacing and a wide margin to the left. Soft copies should be saved as Microsoft Word documents. Please ensure that all electronic files are virus free before mailing them. Rejected manuscripts will not normally be returned to authors.

**Title and abstract.** The paper should have a short title (no longer than 15 words) and a short abstract of between 150 and 200 words. Your contact details and name(s) should not appear on the abstract page or any other place in the paper apart from the cover page.

**Tables and captions to illustrations.** Tables must be typed out on separate pages, and not included as part of the text. The captions to illustrations should be gathered together on a separate page. Tables and figures should be numbered consecutively. The approximate position of tables and figures should be indicated in the manuscript.

**Figures.** Please supply one set of artwork in a finished form, suitable for reproduction. Figures will not normally be redrawn by the publisher. Photographs need to be high resolution (black and white). Please submit each on a separate page, with descriptive headings, and indicate their preferred position(s) in the paper.

**Referencing in the text.** This should be quoted by the name and date in brackets, e.g., (Jones, 1970) or Smith (1983) or UNCED (1992) or (Jones, 1979; Smith & Le Roux, 1983:183).

**References.** These should be listed in alphabetical order by the author's surname. If several papers by the same author and from the same year are cited; a, b, c, etc. should be included after the year of publication. The references should be listed in full at the end of the paper in the following standard form:

*For books:* Handy, C.B. (1985). *Understanding organisations* (3rd edn). Harmondsworth: Penguin.

*For journal articles:* Boschuizen, R. & Brinkman, F.G. (1990). A proposal for a teaching strategy based on pre-instructional ideas of pupils. *European Journal of Teacher Education*, 14(2), 45–56.

*For chapters within books:* Little, A. (1990). The role of assessment re-examined in international context. In P. Broadfoot, R. Murphey & H. Torrance (Eds), *Changing educational assessment*. London: Routledge. pp.213–245.

*For policy documents:* UNCED (United Nations Conference on Environment and Development). (1992). Agenda 21 (Chapter 36). United Nations Conference on Environment and Development, Rio de Janeiro.

*Unpublished theses:* Gobrechts, E. (1995). The recycling of domestic waste in the Cape Peninsula: Implications for environmental education. Unpublished master's thesis, Department of Education, Rhodes University, South Africa.

*Unpublished reports:* Gysae-Edkins, M. (Ed.). (1994). Report on the Environmental Education Workshop. Lesotho Association of Non-formal Education, Morjia.

*For personal communication:* Moosa, V.M. (2003). Minister of Environmental Affairs and Tourism, Ministry of Environmental Affairs and Tourism, Pretoria, 16 June 2003.

*For email:* Nhamo, G. (2003). Request for official position and update on the Plastic Bags Regulation implementation. Email, 1 October 2003.

*For website:* DEAT (Department of Environmental Affairs and Tourism). (2003). Inspection of readiness of retailers on the eve of Plastic Bag Regulations effect. <http://www.environment.gov.za>, visited 8 May 2003.

**Grammatical errors.** The author must ensure that grammar and spelling are correct and is responsible for ensuring that all factual information is correct.

**Headings and sub-headings.** The use of informative sub-headings is recommended and, if used, should adhere to the following form: MAIN HEADING (italics and bold); section or sub-heading (small caps and bold); and sub-section heading (small caps and in italics).

**Units of measurement.** Use the SI metric system for units of measurement. Spell out numbers from one to ten; use numerals for larger numbers, groups of numbers, fractions or units, e.g., 4 to 27, 12kg/ha, 34 pupils. Words and abbreviations of Latin and Greek derivation, e.g., et al. should be in italics. Scientific names should be given in full when a genus or species is first mentioned, and they should be in italics.

**Proofs.** Will be sent to authors if there is sufficient time to do so and should be corrected and returned within three to five days.

**Offprints.** These will not be provided. Authors will, however, be granted permission to use copies of their papers for teaching purposes. Journals will be available in pdf format on [www.eeasa.org.za](http://www.eeasa.org.za).

**Copyright.** It is a condition of publication that authors vest copyright in their articles, including abstracts, in EEASA. Authors may use the article elsewhere after publication, providing prior permission is obtained from EEASA and the publishing details are included.

**Editing.** The editors reserve the right to edit articles, but will endeavour to check all significant editorial changes with the authors.

### ***Submission Preparation Checklist***

As part of the submission process, authors are required to check off their submission's compliance with all of the following items, and submissions may be returned to authors that do not adhere to these guidelines.

1. The submission has not been previously published, nor is it before another journal for consideration (or an explanation has been provided in Comments to the Editor).
2. The submission file is in OpenOffice, Microsoft Word, RTF, or WordPerfect document file format.
3. Where available, URLs for the references have been provided.
4. The text is single-spaced; uses a 12-point font; employs italics, rather than underlining (except with URL addresses); and all illustrations, figures, and tables are placed within the text at the appropriate points, rather than at the end.
5. The text adheres to the stylistic and bibliographic requirements outlined in the [Author Guidelines](#), which is found in About the Journal.
6. If submitting to a peer-reviewed section of the journal, the instructions in [Ensuring a Blind Review](#) have been followed.

### ***Copyright Notice***

The copyright belongs to the Environmental Education Association of Southern Africa.

### ***Privacy Statement***

The names and email addresses entered in this journal site will be used exclusively for the stated purposes of this journal and will not be made available for any other purpose or to any other party.

ISSN: 2411-5959