



## NEWSLETTER 2

NOVEMBER 2023



CONFERENCE VENUE FOR 14 – 17 JANUARY 2024: MOUNT  
GRACE HOTEL AND SPA, MAGALIESBURG, SOUTH AFRICA

## CONTENTS

1. From the Chairperson's desk .....	1
2. 2023 EASA Awards .....	3
3. Message from the secretary .....	4
4. News from the website .....	5
5. Report from the Special Interest Groups (SIGs) .....	6
6. News from WERA .....	7
7. News from the South African Journal of Education .....	9
8. EASA 2024 Conference News .....	14

# 1. From the Chairperson's desk



## **Statement from the Chair November 2023**

Dear EASA Members,

As the holiday season approaches, we find ourselves reflecting on the past year and planning for the new one.

Over the past few years, EASA has successfully strengthened its position as an educational association in South Africa and established networks with international peers conducting research in the field. Our primary focus remains on providing a secure platform for scholars in Education to present their research and receive constructive feedback while building networks for collaborative work to advance Education in our country. This year, we've made efforts to involve more stakeholders from the community, such as schoolteachers and school principals.

Artificial Intelligence (AI) and tools like ChatGPT have become central topics of discussion in the education sector in 2023. The integration of AI into the curriculum poses a significant challenge. Educators must determine how to effectively incorporate AI technologies into their teaching methods and which subjects or skills should be emphasized to prepare students for an AI-driven world. Striking a balance between traditional teaching and AI-enhanced learning is a critical point for future discussions.

We would like to express our gratitude to Cape Peninsula University of Technology (CPUT) and Two Oceans Graduate Institute for hosting the 2023 EASA Conference. We also extend our thanks to Prof. Candice Livingston, the conference chairperson, and her team for their dedicated efforts in organizing and coordinating the conference, with support from Narina Basson and Marian Louw from Event Behella as conference administrators.

The Association's continued growth and success can be attributed to the unwavering commitment of the Executive Committee, who have consistently worked diligently across various portfolios, as reported in this newsletter. We are thrilled to welcome Dr Fumane Khanare as the incoming Chair, responsible for our Special Interest Groups (SIGs), and we anticipate fruitful collaborations and partnerships emerging from the SIGs. We also welcome Prof. Candice Livingston, Dr. Tony Mpsi, and Dr. Eugene Machimana as additional members of the EASA Executive Committee. Our international presence is upheld through our membership in the World Education Research Association (WERA), with Prof. Ruth Mampane representing EASA on the WERA Council. A special acknowledgement goes to Prof. Johnnie Hay, our secretary, who serves as the cornerstone of the committee. We also commend Prof. Ronel Ferreira and her team for maintaining the high standing of our internationally accredited South African Journal of Education (SAJE) as a leading journal in Education research in Africa. Prof. Raj Mestry, our Treasurer, has consistently managed the association's finances exceptionally well. Despite relocating to Canada, Dr. Sameera Ayob-Essop continues to oversee Internationalization and Postgraduate Student Development, with the support of Prof. Funke Omidire, our outgoing Chairperson.



We are enthusiastic about our upcoming conference at Mount Grace Hotel & Spa, Magaliesburg. The EASA 2024 annual conference will be hosted by the University of Johannesburg from January 14 to 17, 2024. The conference theme seeks to explore our role as academics in the educational landscape. The theme is "THE CRADLE, EVOLUTION, AND THE FUTURE OF EDUCATION." We extend our thanks to Prof. Maximus Sefotho, the conference chairperson and member of the EASA Executive Committee, and his team for their diligent efforts in organizing and coordinating the conference, with support from Narina Basson and Marian Louw from Event Behella as conference administrators. We anticipate engaging presentations, robust discussions, networking opportunities, and meaningful interactions. Notably, the recipients of EASA awards will receive their physical awards during the award ceremony at the conference.



I look forward to seeing you at the conference in 2024. On behalf of the Executive Committee, I wish you all "Happy Holidays." May you enjoy a well-deserved rest during the Festive Season, and may you thrive both professionally and personally in the year to come.

Elize du Plessis  
EASA chair 2023

## 2. 2023 EASA Awards

We include the following awards in this newsletter and these awards will be bestowed during the 2024 conference. Congratulations to the awardees! **PhD award: To be shared between *Dr Tanja Coetzer* and *Dr Mathelela Mokgwathi*.**

	
<b>Dr Tanja Coetzer</b>	<b>Dr Mathelela Mokgwathi</b>

<b>Research Medal</b>	<b>Medal of Honour</b>
	
<b>Prof Marien Graham</b>	<b>Prof Labby Ramrathan</b>

### 3. Message from the secretary



Prof Johnnie Hay  
Secretary

Dear colleagues

It has been a good year in terms of extending EASA membership – quite a number of colleagues joined – also from institutions that are not traditionally in higher education.

An update about new members will be provided early in the new year, but suffice to say that all our new members are very welcome to the EASA family. As EXCO we have also managed to update the EASA Activities and Duties document – which is now available on the website under ABOUT.

We are looking forward to the 2024 Conference at Magaliesburg, and will also be awarding a number of our prestigious awards to deserving colleagues.

With kind EASA regards!  
Johnnie Hay  
Secretary



## 4. News from the website



The EASA website is hosted by Reedflute, a highly professional and dedicated graphic design and internet hosting company. Serving as the coordinator for the EASA website for the past four years, it has been and continues to be my pleasure to collaborate with these consummate professionals in the development, updates, and maintenance of the EASA website.

The website boasts excellent user-friendliness, featuring convenient drop-down menus that cover various topics, including the annual EASA conference. The information available on the webpage includes, among other things, the following: details about EASA (committee, constitution, etc.), membership information, conference updates, newsletters, SAJE (South African Journal of Education), WERA (World Education Research Association) updates, academic activities, special interest groups, and job opportunities. Regular updates are consistently made to ensure the content remains current.

We strongly encourage our members to visit the website, where they can also conveniently pay their membership fees in accordance with the information provided on the webpage. Furthermore, I extend an invitation to all members to contribute their ideas and information, which can add significant value to the website. This platform serves as an excellent opportunity for EASA to showcase the remarkable work done by its members and the valuable contributions made to educational research in South Africa.

Please visit our website at <https://www.easa.ac.za/>

Prof EC du Plessis  
(Chairperson and Web page coordinator)

## 5. Report from the Special Interest Groups (SIGs)



Education Association of South Africa (EASA) Special Interest Groups (SIGs) provide EASA members with a network of like-minded colleagues with whom they can talk about shared research interests as well as potentially undertake some collaborative research.

At the EASA annual conference, a session is run in which you can learn more about SIGs. The chairperson for each SIG is also elected at the annual conference. The general SIG session at EASA 2024 will help to learn more about the existing SIGs and the interim chairperson. The names of the SIGs may also have to be revisited.

EASA currently has six (7) SIGs, and are as follows:

- **Curriculum Studies, Philosophy and Sociology of Education and Research Methodology.**  
Interim Chairperson: Dr Shannon Doolings, Western Cape Education Department
- **Education Management, leadership, Law, Policy Studies, Comparative and International Education**  
Interim Chairperson: Prof Jan Heystek, North-West University
- **Human Development in Education: Educational Psychology, Early Childhood Education, Movement Education and Inclusive Education**  
Interim Chairperson: Prof Boitumelo Moleboheng Diale, University of Johannesburg
- **Science, Mathematics and Technology Education**  
Interim Chairperson: Dr Nokukhanya Thembane,
- **Self-directed Learning**  
**Interim Chairperson:** Prof Elsa Mentz, North-West University
- **Social Sciences in Education: languages, History, EMS and Creative/Performing Arts**  
Interim Chairperson: Vacant

### Newly established SIG

Please join us in welcoming a newly established SIG and the interim chairperson:

- **Open Distance e-Learning (ODeL)**  
Interim Chairperson: Prof Patience Mudau, University of South Africa

EASA members may join more than one SIG. If you are interested in joining a SIG or starting up a new one, you can register your interest by emailing your name, institution and research interest/SIG to [fumanek@uj.ac.za](mailto:fumanek@uj.ac.za)

For more information or additional ideas or activities for the SIG, go to the EASA Website at [www.easa.ac.za](http://www.easa.ac.za)

### EASA SIG Coordinator

Dr Fumane Khanare



## 6. News from WERA



**Prof Ruth Mampane**

WERA representative

### Background information

World Education Research Association (WERA) is an association of major national, regional, and international speciality research associations dedicated to advancing education research as a scientific and scholarly field, and EASA is a WERA member. Prof Ruth Mampane is a WERA Council member (representing EASA interests). In Southern Africa, and currently, as it stands, Africa, only one education association (EASA) has council representation in WERA. Education Associations are encouraged to join WERA so that their interests can be represented nationally and globally. WERA is an association of 28 national, regional, and international speciality research associations which aims to advance education research as a scientific and scholarly field worldwide to serve the public good. If you want to know more about WERA, you can access information from their website (<http://www.weraonline.org/>).

### WERA Officers:

Bee Leng Chua, President: [beeleng.chua@nie.edu.sg](mailto:beeleng.chua@nie.edu.sg)

Liesel Ebersöhn, President Elect: [liesel.ebersohn@up.ac.za](mailto:liesel.ebersohn@up.ac.za)

Rocio Garcia-Carrion, Secretary General: [rocio.garcia@deusto.es](mailto:rocio.garcia@deusto.es)

Mustafa Yunus Eryaman, Immediate Past President: [yunuseryaman@gmail.com](mailto:yunuseryaman@gmail.com)

Felice Levine, Appointed Liaison and Past President: [flevine@aera.net](mailto:flevine@aera.net)

Ingrid Gogolin, Appointed Liaison and Past President: [gogolin@uni-hamburg.de](mailto:gogolin@uni-hamburg.de)

Geovana Mendonça Lunardi Mendes, Vice-President: [geolunardi@gmail.com](mailto:geolunardi@gmail.com) or [geovana.mendes@udesc.br](mailto:geovana.mendes@udesc.br)

### Information on WERA focal meeting

The second World Education Research Association (WERA) 2023 Focal Meeting will be held during the conference in Singapore, which is taking place from 22-24 November 2023 at the National Institute of Education (NIE), Nanyang Technology University (NTU), Singapore in collaboration with the Educational Research Association of Singapore (ERAS).

### WERA participation with EASA

For future planning of conferences, member Associations, including EASA, are advised to use the opportunity to request WERA Keynotes and Symposia during their annual conferences; this opportunity is open and available to all member associations. Associations can email ([WERA@aera.net](mailto:WERA@aera.net)) or visit the WERA website (<http://www.weraonline.org/>).

WERA website is continuously revamped to ensure maximum exposure. Individual members and member associations are requested to contact the secretariat ([WERA@aera.net](mailto:WERA@aera.net)) with any questions or suggestions regarding WERA. Similarly, EASA members can utilise the opportunity WERA presents for international exposure by sending information regarding important events related to EASA. Importantly, members of EASA are encouraged to send information to the WERA secretariat (Dr / Prof.: Rocio Garcia-Carrion; [WERA@aera.net](mailto:WERA@aera.net)) or EASA-WERA representative: [ruth.mampane@up.ac.za](mailto:ruth.mampane@up.ac.za).

## **EASA congratulations to Prof Liesel Ebersohn: President-Elect of WERA in 2024**

We wish to congratulate Prof Ebersohn, “a stalwart of EASA is taking the reign of the prestigious organisation” (Raj Mestry).

### **WERA Representative**

Prof Motlalepule Mampane

## 7. News from the South African Journal of Education



Prof Ronel Ferreira

SAJE Executive Editor

### REPORT ON SAJE

south african  
journal of education

The *South African Journal of Education* has maintained its high standing over the past year. This is evident from the impact factor of 0.8 for the year 2022, with a 5-year impact factor of 1.4 (Journal Citation Reports, Social Sciences Edition, Clarivate Analytics, 2023). By the end of 2023, six issues will have been published, with one being a special issue titled *Transitioning into calm after the COVID-19 storm: Promoting holistic support to achieve positive development outcomes for learners in schools*, under the guest editorship of Prof Macalane Malindi and Prof Johnnie Hay from the North-West University.

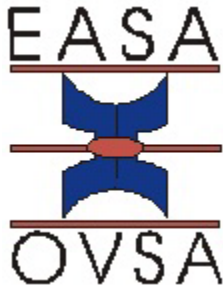
The upcoming special issue for 2024 is titled *Innovative applications in teaching and learning facilitation: Current trends in research, practice and policy*, under guest editorship of Prof Huseyin Uzunboylu from the Near East University, Cyprus. More details of this exciting special issue is included below, covering a timely topic in current times of change and innovation in education.

During 2023, SAJE has maintained the publication of 16 articles per issue (excluding the special issue). This steady increase in published articles over the past few years has created a platform for additional scholars to disseminate the work they have been doing in the field of Education, both nationally and internationally. In this way, the goal of creating new knowledge and making an impact on school education can be reached. The steadily increasing impact factor as well as the increased number of international submissions also attest to the current standing of SAJE, not only on a national level but also internationally.

Please allow me to express my sincere gratitude to the core team of the journal – Prof Liesel Ebersöhn (associate editor), Ms Estelle Botha (administrative editor) and Mr Thys de Jager (language editor), as well as the editorial committee members and all the reviewers of manuscripts, for their dedication and support during 2023. A special word of appreciation for continued support by the Faculty of Education, University of Pretoria – under the leadership of Dean Professor Molatlhegi Trevor (Chika) Sehoole, for hosting the journal and providing infrastructure and resources to staff members. Lastly, thank you to the Education Association of South Africa (EASA) and its members, for entrusting upon me the task of Executive editor of a journal of high standing. I am committed to ensuring further growth in the years that lie ahead.

May the festive season be blessed for all EASA members. Please take time to rest and spend time with your loved ones. Looking forward to seeing you at the conference in January!

## CALL FOR PAPERS: SPECIAL ISSUE



Official publication of the Education  
Association of South Africa  
<http://www.sajournalofeducation.co.za>

### **Innovative applications in teaching and learning facilitation: Current trends in research, practice, and policy**

*South African Journal of Education*

Volume 44(4), November 2024

**Guest editor: Hüseyin Uzunboylu**

Changes in teaching and learning praxis are occurring across the world. These changes are being driven by Industry 4.0, Work 4.0 and 5.0, Society 4.0 and 5.0, the lingering effect of the coronavirus disease (COVID-19) pandemic, the Russian invasion of Ukraine, and movements such as the Great Resignation (a voluntary resignation of workers), the Move to the Country (many people relocating to the countryside where they engage in remote work), the Journey towards Fulfilment (an inner search to find out who they are), Workplace Insecurity, and lately, Resenteeism (London, 2023). As a result of these changes, workplace inequality is increasing and workers are becoming increasingly traumatised (International Labour Organization [ILO], 2023).

The above developments underline the need to find innovative ways to optimise teaching and learning so that sustainable, decent work can be achieved for all. No one is left untouched by current global changes, highlighting the importance of actualising the United Nations Educational, Scientific and Cultural Organization's (UNESCO) goal of leaving no one behind (LNOB) in education, technology and counselling at all levels. The need to promote "best practice" in teaching and learning theory, research, and policy has probably never been greater. It is, therefore, incumbent upon us to reflect carefully on our shared realities and idiosyncratic perspectives on teaching and learning-related issues. The gap between self-construction and career construction, between levels of self-actualisation, as well as between the career and life expectations of people with adequate and those with inadequate access to teaching and learning opportunities and related resources, is constantly widening – a recipe for future challenges and conflict. Education researchers, practitioners, and policymakers alike need to join hands to help people prepare for an uncertain future in the workplace and enhance their general well-being (Ribeiro, 2016). Over the past few years, events have decreased millions of learners' ability (disadvantaged learners in particular) to master basic developmental tasks satisfactorily. Our goal should be to help learners at all levels to become proficient in such tasks (Erikson, 1994; Freud, 1963; Maree, 2021; Savickas, 2019a, 2019b; Silva, Taveira, Cardoso, Ribeiro & Savickas, 2022) so that they can actively master what they have passively endured and deal with repeated changes in their personal and career lives.

With this call for manuscripts, we call for contributions covering fundamental changes – not only in the occupational world, "the new world of work", but also in teaching and learning

environments. We are awaiting contributions on how researchers, practitioners, and policymakers working in the field of education can revitalise teaching and learning practice (Drabik-Podgórna & Podgórný, 2022; Maree, 2022a, 2022b; Sensoy-Bridgick & Bridgick, 2022; UNESCO Chair on Lifelong Guidance and Counseling, 2022). With this call, we encourage prospective authors to join the conversation and share their views on these issues.

### **Types of Manuscripts Wanted**

We are looking for innovative contributions that address the issues outlined above – manuscripts that deal with questions such as the following:

- What are the latest theoretical paradigms for promoting dialogue and conversation on “best practice” in education research?
- What are the practice implications of these theoretical paradigms?
- How can promoting dialogues and conversations about “best practice” in education research help people deal with major work-related challenges and rekindle their dignity, self-efficacy, self-worth, and well-being?
- How can these paradigms be used to promote people’s personal and career adaptability and resilience, their employability, and their preparedness for an uncertain future world of work (Hartung, 2018; Hartung & Santilli, 2018; Maree, 2020; Rossier, 2015; Rottinghaus, Falk & Eshelman, 2017; Rudolph, Lavigne & Zacher, 2017; Santilli, Nota & Hartung, 2019; Savickas, 2019a, 2019b, 2020; Savickas & Porfeli, 2012; Savickas & Savickas, 2019)?
- How can “best practice” in education research and practice be implemented in primary, secondary, higher, and tertiary education contexts?
- How can “best practice” in education research and practice be implemented to harness technological advances in teaching and learning?

We are looking for manuscripts that stimulate creative thought on education theory, research, practice, and policy issues relating to the topic of this special issue, namely, innovative applications in teaching and learning facilitation. Lastly, we would like to receive manuscripts that report on research across the methodology spectrum (qualitative, quantitative, and mixed-method or integrative (qualitative+/-→quantitative) methodologies).

Authors are requested to write about the following specific topics for this special issue: innovative (novel) TEL or technology-enhanced learning; changing learner expectations; gamification; Science, Technology, Engineering, and Mathematics (STEM) applications; applications to develop critical thinking skills and emotional intelligence skills; artificial intelligence applications; teacher training and teaching practices; special education; inclusive and collaborative education; online, flipped, and hybrid teaching and learning; innovative and effective parent-teacher-learner communication; multi- and intercultural education practices; learning facilitation for migrant learners; interactive learning environments; in-person, hybrid, and online assessment (qualitative and/or quantitative) of learning outcomes.

### **Deadline for Submissions**

Proposals for manuscripts should be emailed to [huseyin.uzunboylu@gmail.com](mailto:huseyin.uzunboylu@gmail.com). Proposals should include:

- a) the proposed manuscript title,
- b) a brief abstract (maximum of 250 words), and
- c) authors’ names, ORCID IDs, email addresses, and affiliations.

Prospective authors will be informed about the outcome of the evaluation of the abstracts/proposals as soon as possible. Complete manuscripts should be submitted to [estelle.botha@up.ac.za](mailto:estelle.botha@up.ac.za) before 29 February 2024. (The *South African Journal of Education* is published by the Education Association of South Africa.)



All submitted manuscripts will undergo double-blind peer review and authors will receive the review result within 8 to 12 weeks of submitting their manuscripts. We intend to complete the proofreading and editing of the special issue by 30 November 2024. The issue will be published online in a fully citable form. Hard copy publication will occur at the earliest opportunity in 2025.

## References

- Drabik-Podgórna V & Podgórný M 2022. Decent work in Poland: A preliminary study. Suggestions for educational and counselling practice. *International Journal for Educational and Vocational Guidance*, 22:759–784. <https://doi.org/10.1007/s10775-022-09548-w>
- Erikson EH 1994. *Identity: Youth and crisis* (Austen Riggs Monograph, 7). New York, NY: W. W. Norton.
- Freud S 1963. *The standard edition of the complete psychological works of Sigmund Freud*. London, England: Hogarth Press.
- Hartung PJ 2018. *Life design: A unifying paradigm for international counseling psychology*. Paper presented at the 29th International Congress of Applied Psychology, Montreal, Canada, 26–30 June.
- Hartung PJ & Santilli S 2018. My career story: Description and initial validity evidence. *Journal of Career Assessment*, 26(2):308–321. <https://doi.org/10.1177/1069072717692980>
- International Labour Organization 2023. *Decent work*. Available at <https://www.ilo.org/global/topics/decent-work/lang-en/index.htm>. Accessed 31 August 2023.
- London B 2023. Are you suffering from Resenteeism? The new workplace trend that's the successor to quiet quitting. *Glamour*, 13 January. Available at <https://www.glamourmagazine.co.uk/article/resenteeism>. Accessed 31 August 2023.
- Maree JG 2020. *Innovating counseling for self- and career construction: Connecting conscious knowledge with subconscious insight*. Cham, Switzerland: Springer. <https://doi.org/10.1007/978-3-030-48648-8>
- Maree JG 2021. The psychosocial development theory of Erik Erikson: Critical overview. *Early Child Development and Care*, 191(7-8):1107–1121. <https://doi.org/10.1080/03004430.2020.1845163>
- Maree JG 2022b. Rekindling hope and purpose in resource-constrained areas during Covid-19: The merits of counselling for career construction. *South African Journal of Science*, 118(5/6):Art. #13091. <https://doi.org/10.17159/sajs.2022/13091>
- Maree K 2022a. "Find out who you are and do it on purpose". *Re.search*, 3:10–11. Available at [https://www.up.ac.za/research-matters/news/post\\_3093301-re.search-issue-3-renew](https://www.up.ac.za/research-matters/news/post_3093301-re.search-issue-3-renew). Accessed 31 August 2023.
- Ribeiro MA 2016. Career counseling for people in psychosocial situations of vulnerability and flexicurity: A social constructionist proposal. In TV Martin (ed). *Career development: Theories, practices and challenges*. New York, NY: Nova Science.
- Rossier J 2015. Career adaptability and life designing. In L Nota & J Rossier (eds). *Handbook of life design: From practice to theory and from theory to practice*. Boston, MA: Hogrefe. <https://doi.org/10.1027/00447-000>
- Rottinghaus PJ, Falk NA & Eshelman A 2017. Assessing career adaptability. In K Maree (ed). *Psychology of career adaptability, employability and resilience*. Cham, Switzerland: Springer. <https://doi.org/10.1007/978-3-319-66954-0>
- Rudolph CW, Lavigne KN & Zacher H 2017. Career adaptability: A meta-analysis of relationships with measures of adaptivity, adapting responses, and adaptation results. *Journal of Vocational Behavior*, 98:17–34. <https://doi.org/10.1016/j.jvb.2016.09.002>
- Santilli S, Nota L & Hartung PJ 2019. Efficacy of a group career construction intervention with early adolescent youth. *Journal of Vocational Behavior*, 111:49–58. <https://doi.org/10.1016/j.jvb.2018.06.007>
- Savickas ML 2019a. *Career construction theory: Life portraits of attachment, adaptability, and identity*. United States: Author.
- Savickas ML 2019b. *Career counseling*. Washington, DC: American Psychological Association.
- Savickas ML 2020. Career construction theory and counseling model. In SD Brown & RW Lent (eds). *Career development and counseling: Putting theory and research into work* (3rd ed). Hoboken, NJ: John Wiley & Sons.



- Savickas ML & Porfeli EJ 2012. Career Adapt-Abilities Scale: Construction, reliability, and measurement equivalence across 13 countries. *Journal of Vocational Behavior*, 80(3):661–673. <https://doi.org/10.1016/j.jvb.2012.01.011>
- Savickas ML & Savickas S 2019. A history of career counselling. In JA Athanasou & HN Perera (eds). *International handbook of career guidance* (2nd ed). Cham, Switzerland: Springer. [https://doi.org/10.1007/978-3-030-25153-6\\_2](https://doi.org/10.1007/978-3-030-25153-6_2)
- Sensoy-Briddick H & Briddick WC 2022. Countering master narratives with narratives of persistence: A liberation perspective in career counseling. *Cypriot Journal of Educational Science*, 17(5):1427–1440. <https://doi.org/10.18844/cjes.v17i5.6672>
- Silva F, Taveira MC, Cardoso P, Ribeiro E & Savickas ML 2022. Therapeutic collaboration in career construction counseling: Case studies of an integrative model. *Frontiers in Psychology*, 12:784854. <https://doi.org/10.3389/fpsyg.2021.784854>
- UNESCO Chair on Lifelong Guidance and Counseling 2022. *The principles and aims of guidance and counselling for sustainable development in turbulent times*. [Facebook]. 19 June. Available at <https://nep.facebook.com/2068910486654797/posts/3285903711622129/>. Accessed 31 August 2023.

## 8. EASA 2024 Conference News



***EASA 2024  
Conference Convenor***

The 2024 EASA conference will be held at the Mount Grace Hotel & Spa, Magaliesburg from the 14th – 17th of January 2024. The theme of the conference for 2024 is **THE CRADLE, EVOLUTION AND THE FUTURE OF EDUCATION**. The sub-themes for the conference are: Neurodiversity and Social Justice in Education ICTs and the 4IR Educational landscape, The SDGs for Education Trauma and School violence/ school safety, Lifelong Learning and Resilience in Education, Community partnerships through engaged scholarship, Future-fit leadership in education, and Ethical considerations in the landscape of education. Abstracts received are 238 and programme compilation will depend on full registration for the conference.



***EASA 2024  
Programme Director***

Mr Silas Pillay is a passionate educationist who has 30 years of experience in the field of educational leadership and management. He holds a Higher Diploma in Education, a Further Diploma in Education, a BA (Education), a Bachelor of Education and a Master's Degree in Education (Educational Management and Leadership) from WITS University. His current portfolio is that of Director of Academics at a Non-Profit Organisation called the Love Trust. This position entails his oversight of various ECD Teacher Training Centres in six provinces across the country, as well as a flagship Pre-Primary and Primary School in Gauteng. His position also involves collaboration with various Higher Education institutions (including the University of Johannesburg, North-West University and MBA students from the University of Stellenbosch). He also liaises with important stakeholders in the education field such as the GDE, NECD, ECD Alliance, ACSI etc. Mr Pillay is currently PhD registered at NWU.

## Conference speakers:



**Prof. Sarah Gravett - Acting DVC Research and Internationalisation  
University of Johannesburg**

Sarah Gravett currently holds the position of Acting Deputy Vice-Chancellor for Research and Internationalisation at the University of Johannesburg (UJ) and also serves as a Professor of Teacher Education and Development. Previously, she served as the dean of the Faculty of Education at UJ for fifteen years, concluding in December 2021. Throughout her academic career, Sarah's research has encompassed various areas, including dialogic teaching, the design of learning environments within higher and adult education, and teacher education. Currently, her primary focus lies in projects centred around the evolving educational landscape in a rapidly changing world, with a particular emphasis on teacher education and development. In this capacity, she takes the lead and actively participates in projects investigating aspects such as teacher education models, the integration of the science of learning into teacher education, creative coding and educational robotics for teachers, the pedagogy of making, and the use of mixed-reality simulation in teacher education. She is recognized in her field as a South African National Research Foundation-rated researcher. Additionally, she holds membership in the Academy of Science of South Africa (ASSAf).



*EASA 2024 Guest Speaker*

**Dr Pali Lehohla - Former Statistician-General of South Africa**

**Dr Pali Lehohla** is the former Statistician-General of South Africa, a position he held from 2000 up to 2017. He was co-chair of PARIS21 and the Chair of the United Nations Statistics Commission. He was the founding chair of the Statistics Commission of Africa (StatCom Africa) and chaired the African Symposium for Statistical Development (ASSD). He was the Vice President of the International Statistics Institute (ISI). He served as one of the twenty-five-member panel on Data Revolution appointed by the UN Secretary-General. Dr Lehohla has been a forceful advocate for improving the Civil Registration and Vital Statistics systems in Africa. He consulted extensively in the in-conflict, out of conflict and fragile states on matters of statistics. Since 2018 he became a Research Associate at Oxford University. For twenty years to date he has been a weekly columnist in the Business Report, over a month to-date he is a weekly columnist in the Sunday Times Daily Online. Dr Lehohla is the co-director of the Economic Modelling Academy (EMA) which aims to train society in economic policy formulation based on the principles and laws of motion of economics.



*EASA 2024 Keynote Speaker*

**Prof Josef De Beer- University of the Western Cape**

Josef is the Director of the Science Learning Centre for Africa, hosted in the Faculty of Education at the University of the Western Cape, Cape Town. Previously, he held the position of research professor at North-West University (2015 – 2022). Josef worked as principal investigator in several NRF-funded projects, and his research project “Teachers without Borders: Creating Indigenous Knowledge Science Labs in Rural Schools” was selected as one of twelve flagship programmes funded by the Fuchs Foundation. Currently, Josef is the principal investigator in an NRF-funded project, ‘Isiqalo esitsha! A new season for contextualised science education in Khayelitsha schools’. Josef has 32 years of teaching experience in higher education. Teaching accolades include the HELTASA National Excellence in Teaching Award that he received in 2009; and the University of Johannesburg’s Vice-Chancellors Distinguished Award for Teaching Excellence in 2008. Research recognition includes the USA-based National Association of Biology Teachers (NABT) Research Award that he received in 2012. In September 2019 the National Research Foundation presented Josef with the “NRF Award for Excellence in Science Engagement” for his work on engaging societies in the natural sciences. In 2020 the Education Association of South Africa (EASA) presented Josef with the EASA Medal of Honour for his contributions toward education in South Africa.



***EASA 2024 Keynote Speaker***

**Dr Emile Gouws – PDRF University of South Africa**

Dr. Emile Gouws is a Postdoctoral Fellow at the University of Johannesburg (UNISA) and an internationally renowned disability activist who attends Commonwealth and United Nations higher political meetings. Dr Gouws has recently been elected as the president of the Board of ICDL and is only the 3rd person to hold this position. In his free time, Dr Gouws was recently the Vice-chairman of the National Executive Committee of Autism South Africa and currently represents underrepresented groups on the Commonwealth Disabled Peoples Forum. In 2023, Dr Gouws was nominated for the Commonwealth Youth Awards and is the first and only elected member of Africa from the Autistic Research Committee of INSAR (International Society for Autistic Research). Dr Gouws has contributed towards a variety of international articles and research papers on neurodiversity including a published article in Forbes magazine Japan. He is married to a beautiful Alexic autistic lady named Sammi who is also an autism self-advocate. Together they do advocacy on relationships and being married as an autistic couple.

All are heartily welcome to Mount Grace Hotel & Spa, Magaliesburg from the 14th – 17th of January 2024.

***Navigating the cradle and evolution into the future of education***

Prof. Maximus Monaheng Sefotho

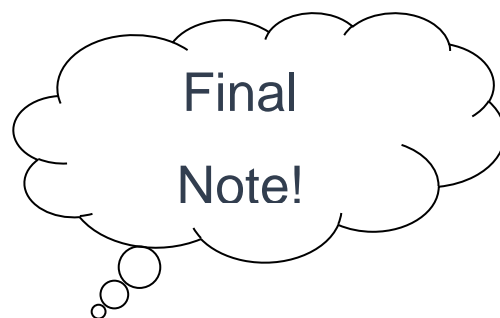
**2024 Conference Convenor**



## BEST WISHES



On behalf of the Executive Committee, we extend our warmest wishes for a joyous holiday season. May this time bring you well-deserved rest and moments of joy. As we step into the new year, may you thrive both personally and professionally, embracing success and fulfilment in all endeavours ahead.



May the upcoming holidays give you moments of rejuvenation and the opportunity to engage in activities that bring you joy with those dear to you? We look forward to seeing you all in January at the Mount Grace Hotel & Spa, Magaliesburg in Johannesburg, South Africa!

Thank you, Khotso!

Fumane Khanare

Incoming Chairperson

