Call for Journal Articles

Decolonising Social Work Education in South Africa


We have heard the wide call for the decolonisation of higher education, which has emerged with renewed energy along with the #RhodesMustFall and #FeesMustFall movements starting in 2015. Simultaneously, social work has been calling for the indigenisation and Africanisation of social work practice, which emerged most strongly in the Social Work Indaba in Durban in 2015, and which has become a central theme in the Department of Social Development’s discussions.

In light of these movements, and because of our own long-held recognition of the need to develop a way of social work that is contextually and culturally relevant, and which responds proactively to the legacy of centuries of colonisation and apartheid, ASASWEI has been driving a strategy to support the decolonisation of social work higher education. This was initiated at the East London conference in October 2015, formalised in their strategic plan in March 2016, initiated in their regional decolonisation workshops which were attended by 45% of social work academics in September 2016, and which will continue through to the ASASWEI conference (in July 2017) on the same theme.

In support of this move towards wider and deeper engagement with this important topic, ASASWEI is partnering with the Southern African Journal of Social Work and Social Development in bringing out a themed issue of the journal towards the end of 2017 (volume 29, Issue 3) to be co-edited by Prof Lulu Qalinge and Prof Adrian van Breda.

We invite all social work academics to consider submitting a *full journal article* for possible inclusion in this themed issue. Articles should give attention to the concepts of ‘decolonisation’, ‘indigenous knowledge systems/practice’ and/or ‘Africanisation’, by means of any of the following:

- Critical, theoretical interrogation of these concepts.
- Consideration of the implications of these concepts for contemporary social work education.
- Case examples from the classroom, supported by evidence and theory, of the practical application of these concepts in education.
- Examples of research that are rooted in these concepts.
- Exploration of pedagogies most suited to applying these concepts in education.

The focus of this issue is on social work education, more than social work practice, thus all articles should centre on education. In addition, the focus of this issue is on South Africa, though we welcome contributions from elsewhere in the world. We welcome papers both in support of and critical of these concepts – critical engagement with these rather complex concepts is sought.

Although calls for themed issues sometimes ask first for abstracts, which are screened, and then for articles, in this instance due to time constraints, we are not asking for abstracts. Please prepare and submit full articles that comply with all of the journal’s formatting requirements (https://www.upjournals.co.za/index.php/SWPR). Authors are, however, welcome to consult with the editors regarding their abstracts, to determine the suitability of their initial idea for this themed issue and to obtain guidance.

All submitted articles will go through the journal’s standard double blind peer review process, and only articles that meet the journal’s standards will be accepted. If more articles are accepted than can be accommodated within the single themed issue, the surplus articles will be considered by the regular editors for publication in forthcoming issues.

The due date for complete article submissions is: **31 March 2017**

Articles are to be loaded onto the journal website at the above address. Authors must first register as authors, and then follow the instructions on how to upload their article. On the website, at Journal Section, select “Themed issue: Decolonisation of Social Work Education” from the dropdown list.

Enquiries can be directed to:
- Prof Lulama Qalinge – lulama.qalinge@gmail.com
- Prof Adrian van Breda – avanbreda@uj.ac.za

We look forward to receiving your submissions

Lulu & Adrian
22 November 2016