

## **EDITORIAL NOTE**

### **JOURNAL OF THE SOUTH AFRICAN DEMOCRATIC TEACHERS' UNION (JSADTU)**

The accomplishment of the global declaration of "Education for All", one of the targets of the Sustainable Development Goals (SDGs: 4) could hardly be realized without the input of competent, qualified, and committed teachers across the globe. Even though teachers worldwide are perceived as key stakeholders in the educational sector, their contributions to nation building rarely draw academic attention and in cases where it does, the attention is mainly linked to the negative aspects. This focus on negativity has not only soiled the image of teachers and the profession itself but it has diverted attention from the key agenda of ensuring that the education system undergoes relevant transformation to secure the requisite quality of educational pedagogies that can drive sustainable national building. Besides, emphasis has been more focus on the government or state than teachers in the pursuit of SDGs 4. This has created some limitations in examining the roles of teachers in the accomplishment of SDGS 4 and nation building in Africa. Research in the direction of investigating roles of teachers in the accomplishment of quality education and nation building in Africa will provide adequate information in forms of advancing new knowledge on how teachers can effectively salvage Africa from the recurring problem of out-of-school children.

Competent and committed teachers have a role to play in the provision of quality education, which will in the long run enhance nation building across Africa (UNESCO, 2020). However, World Bank (2019) and UNESCO (2020) reports showed that governments in some African countries spend little on education. Consequently, this affects teachers' commitment, the quality of education and ultimately the sector's contribution towards sustainable nation building across the continent. As some of the contributions on this issue show, in many African countries, teachers are not well remunerated, trained and re-trained to deliver quality education.

This, in the long run limits Africa's quest to accomplish "quality education for all" in 2030, consequently undermining the spirit of nation building. It is on this note that this maiden issue contributes to the debate on teachers' roles in quality education, the transformation agenda, inclusivity in education, teacher experiences on the implementation of the curriculum and how all these aforementioned relate to sustainable nation building in Africa.

This inaugural issue of the journal consists of six papers that focus on various aspects of the teacher which range from teachers' identity, diverse classroom pedagogies and other forms of curriculum implementation, transformation, inclusivity, and quality perspectives in teaching. The papers thus broadly contribute towards the journal's theme on '*sustainable teachers' performance, quality education, and nation building in Africa*'. The quest for sustainable nation building is central to the current issue because it is a key product of quality and sound education, which can only be achieved through competent and committed teachers. Although the current issue mostly draws from South Africa, some lessons tend to apply to other countries in Africa where questions have been raised on the quality of education, the pace and direction of the transformation agenda, especially when it comes to its contribution towards sustainable nation building.

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