

SARE

Southern African Review of Education

Published by the Southern African Comparative and History of Education Society (SACHES)

Guidelines for Authors

PEER REVIEW PROCESS

- All articles are blind reviewed by 3 external reviewers
- All articles must follow the guidelines for publication in SARE as set out on the website
- All articles must be completely edited and presented according to SARE criteria (as noted on website)
- All articles must conform to an acceptable quality of composition and rigour, including language, style, grammar etc
- Author pages must be kept separate from the article itself. We ask for this because reviewers only receive the articles and not the author pages.

JOURNAL FOCUS

SARE welcomes articles that are highly readable and captivating, providing **critical insights** of current policy domain debates and contextual and experiential challenges. It focuses on providing critical discussion of education in the southern African region from a variety of disciplinary perspectives.

Given that SARE covers the Southern African region with a keen focus on *comparative education, education policy, and sociology and history of education*, the following are a few criteria that need to be met if authors seek to be published in the journal. These are guidelines we provide to all reviewers of the articles you submit.

Positives include:

- Does the article have a regional or South African context dimension?
- Does the article have a comparative or historical dimension (though this is not compulsory but preferred about others if they have this dimension)?
- Does the article have a global comparative dimension in the area of comparative and history of education (again, not compulsory but would be preferred)?
- Is your submission original in its contribution and saying something new for the SARE audience?
- Is the article thorough and focused in its orientation, and is its quality sufficiently high for publication?

It should be noted that:

- *SARE does not encourage papers that offer descriptions and findings, or policy recommendations. The preferred focus is 'focused critique' and academic argument grounded in historical, sociological, or an education policy analysis.*
- *A greater focus on argument and intellectual discussion is preferred - over and above methodology and description of findings.*

Questions that Authors must ask themselves before submission are:

- Is the submission of a quality suitable for submission? Key questions in this regard include:
- Does the paper have certain distinctive merits (not necessary but would privilege the selection of the paper)?
 - Does the paper shed light *in insightful ways* aspects of education policy, sociology or history of education, or comparative education debates that have not received sufficient attention in the literature?
 - Does the paper present any new empirical data that sheds light on such debates?
- What are its conceptual and theoretical contributions?
 - Does the paper present a conceptual framework that allows the conclusions drawn to be completely plausible?
 - What are the key arguments and tangents in the paper? Are there clear threads that hold these together and fit with the main narrative?
 - Have you as author consulted adequately with the broader body of literature and is this used to ground the arguments and provide support thereto?
- Are the arguments clear and focused throughout?
 - Is the abstract sharp enough and does it convey the thrust of the paper?
 - Is there a clear research question being analysed?
- Are your insights presented in ways that make them new, original, or interesting?
- Does the article include all the various dimensions of a quality article, namely a good introduction, a strong argument, clear threads linking the arguments, and a conclusion that leads the reader to new ways of thinking about the highlighted issues?
- Does the article sufficiently cite research and articles of other scholars?
- Does the style and format of the article conform to SARE guidelines?
- Is the language consistent and of high quality? Is the article readable for international audiences? While there is a principle of *world englishes*, please note that articles do address a global and regional readership.
- If based on empirical data, is this sufficiently described and applied in a critical and thoughtful way? Is the generation of data reliable, appropriate and sufficient? Is the data well presented and interpreted (with consideration of alternative interpretations) and adequately discussed with reference to the relevant issues?
- Does the article provide different insights, or interesting contributions to existing debates?

- Technical questions should include:
 - Is the article about 8000 words? It shouldn't be more than 8500. This includes tables, illustrations etc
 - Is an abstract of about 150-200 words provided, with 4-6 keywords?
 - Does the article follow SARE's recommended stylesheet?
 - Is the correct font, spacing, and other stylistic guidelines followed?
 - Articles must be typed on A4 in Microsoft Word format
 - Text must in Arial font, 12 point, with 1.5 line spacing. Margins all round must be 2.54cm
 - Figures must be clear black and white originals. Don't use colour or grey shading
 - Table and figures must be numbered consecutively with a descriptive caption or heading
 - Use decimal points (and not decimal commas) in all text and tables

A KEY POINT

Have you submitted your article for the required plagiarism test? And does it contain any material that may be libellous, plagiarised, or an infringement of copyright? Please record this in your submission note.

RECOMMENDATION

Once reviewed, please make one of the following recommendations:

- **Accept:** the manuscript is accepted as is
- **Decline:** the manuscript is not suitable to the journal, nor is it of a quality in its current form that it can be reconceptualised or rewritten easily.
- **Revisions required:** The article is accepted on condition that minor or sizeable revisions are made according to all the recommendations provided by reviewers.
- **Resubmit for review:** The article cannot be accepted in its current form since major revisions are needed. In this case the resubmitted article will either be returned (once revised) to the original reviewer, or subjected to a completely new review

EDITORS

The current Editor-in-Chief is **Azeem Badroodien** (CPUT), assisted by an editorial collective of **Peter Kallaway** (UWC), **Crain Soudien** (HSRC), **Aslam Fataar** (University of Stellenbosch), **Yunus Omar** (Centre for International Teacher Education) and **Linda Chisholm** (University of Johannesburg).

SARE has no institutional location, and is managed by email.

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SACHES

SOUTHERN AFRICAN COMPARATIVE AND HISTORY OF EDUCATION SOCIETY

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