

Call for Papers 2022

SPECIAL ISSUE

This CALL is open until 14 July

Breaking free: Addressing gender and sexual diversity in communities through transdisciplinary education

Guest editors

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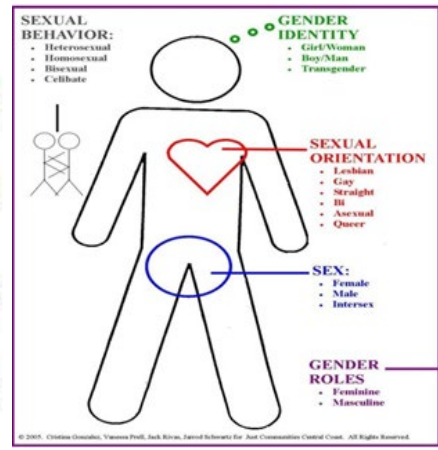
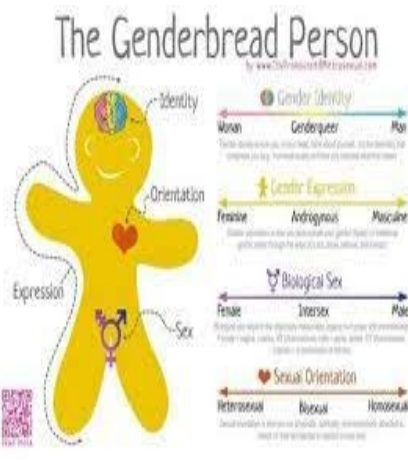
Prof Thabo Msibi (University of KwaZulu-Natal)

Gender and sexuality issues are still taboo in many communities across the globe. This taboo notion creates misunderstandings which eventually lead to stigma, discrimination and violence against that which we do not understand or view as 'abnormal'. It is increasingly clear that there are deadly consequences to ignoring the ways in which global pandemics like HIV and COVID-19 thrive on inequalities, discrimination, and social and economic marginalization. Our local struggles for health and rights are globally linked, and we must work together for wellbeing, health, and human rights. Both globally and nationally, there are many struggles against the shackles of patriarchy and heteronormativity. On the national scale these struggles include, but are not limited to, biphobia, homophobia, transphobia, Gender-based violence, corrective rape and violence against sexually non-conforming people. Stigma, discrimination and violence against LGBTIQ communities create dangerous barriers to healthcare and social services, including HIV prevention, testing, and treatment.

Now as we face a surge in human rights violations, it is imperative that we provide vital health and legal support while advocating for inclusive communities. We need to build extensive peer networks that allow us to reach and support non-conforming gender and sexuality community members who are most vulnerable to the impacts of the COVID-19 pandemic, and to ensure that people living with HIV have the support they need to adhere to treatment during this global crisis.

Join us to share the successes and challenges communities and educational institutions are experiencing regarding gender and sexuality issues, and the impacts of the COVID-19 pandemic. This special issue aims to engage in timely and compelling conversations about the role of global solidarity in championing health and human rights for all. It brings together diverse perspectives from academics, activists, community members and students on how we can promote a sex-positive and norm-critical world beyond 2030.

The idea of educational research having the potential of being transformative - through its work with communities and through various participatory research approaches - is something that is still very



new in many educational research circles. The *Educational Research for Social Change Journal* aims to play a critical role in confirming the importance of educational research as social change, contributing to the theorising thereof, and the dissemination of current research to a broad, cross-disciplinary audience of scholars and practitioners in the field of education.

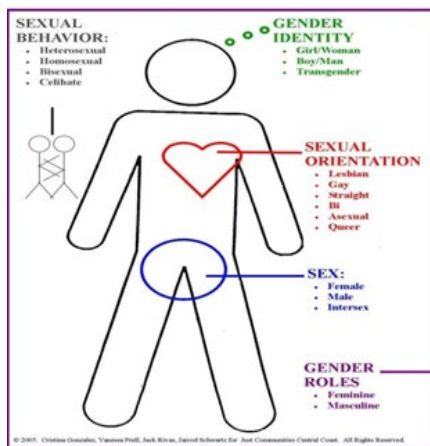
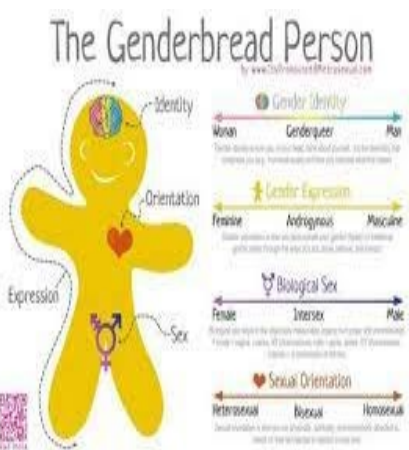
Driving change in educational institutions and communities requires new paradigms and novel approaches for transformative change. In these uncertain times, this demands new ways of being and doing, a non-linear theory of change and paradigms related to complexity and intersectionality. Working in these new paradigms and approaches unlocks shared rethinking and envisioning of the future-we-want, a breaking free from the shackles of patriarchy and heteronormativity. It is therefore imperative for academics, academic leaders, academic development professionals and students to constantly engage in creative and innovative ways to organically and systematically transform learning and teaching towards inclusive and equal communities.

In the context of the above, this special issue is aimed at bringing to the fore papers that highlight pertinent aspects of “breaking free” (sub-themes):

- Comprehensive Sexuality Education
 - Sexual power, desire and pleasure
 - Auto, hetero and homoeroticism
- Higher Education Pedagogies for Gender and Sexual Diversity, which include
 - New responsive pedagogies (e.g., humanising pedagogy; pedagogy of hope; transformative and transgressive pedagogies)
- Transformative Early Childhood Sexuality Education
- Community-based grassroots engagement in Gender and Sexual Diversity Education
- Queer and Feminist Theorisations of gender and Sexual Diversity
- Transformative teaching development across the academic career trajectory
- Indigenous Sexuality Education and rites of passage

Finally, article submissions should align to the scope of the *Educational Research for Social Change (ERSC) Journal* through focussing on how qualitative research is bringing about transformation in higher education, be it research in teaching, curriculum, assessment, administration or management pertaining to Gender and Sexual Diversity.

Please note that the ERSC does not accept articles that merely report on issues, where researchers harvest data from participants and interpret it to develop recommendations for change - the research itself must lead to some form of change in at least one of the following areas; change in the researcher, change in the participants, change in the situation.



Extended Abstracts, together with the article title, author names and contact details, should be submitted as an email attachment to: edjournal@nmmu.ac.za

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Extended Deadlines

Extended Abstracts (2 - 4 pages, including references)	3 rd June 2021
Invitations to selected authors	30 th June 2021
Full manuscript submission	1 st September 2021
Feedback on reviewed manuscripts	1 st November 2021
Submission of reworked papers	15 th January 2022
Publication date	April 2022

Please take note that only one paper will be published by an author per year. Potential authors should consult the [Educational Research for Social Change](#) information for authors for style guide information.