

The African Students' Research Initiative (ASRI) is pleased to announce an upcoming issue of the African Students' Journal on the topic of Transformative Learning.

Developed by Jack Mezirow, transformative learning has been defined as "learning that induces more far-reaching change in the learner than other kinds of learning, especially learning experiences which shape the learner and produce a significant impact, or paradigm shift, which affects the learner's subsequent experiences" (Clark, 1993). Indeed, many challenges face education in Africa and threaten the outcome of the Education For All initiatives. With limited formal structures, local and international education stakeholders must turn to innovative forms of education and training. This current issue is interested in programs that take the social, historical and cultural African contexts into consideration to propose innovative forms of education and training which impact positively on learner/practitioner outcomes. Such programs would naturally respond to questions such as: what contributes to transformational learning? Secondly, within the African context, what challenges do practitioners face when their aim is to introduce lasting changes? Third, what does transformational education really mean in an African context? Lastly, what ethical and cultural questions must be considered when planning and delivering transformative learning?

We are particularly interested, but not limited to, the following fields:

a) Adult Education - continuing education, lifelong learning, teacher training, corporate training, competitive skills, vocational education, training practice trends, specific training (such as on AIDS, gender parity, sustainable development, etc.)

b) Educational Foundations - secondary education, early childhood education, social studies education, special education, education practice trends

This special issue is interested in transformative learning initiatives at two levels:

1) Research papers

Data generated must be able to inform new ways of learning be it in educational, social and/or community and corporate settings. We are accepting research papers in the topics listed above or closely related areas. Papers must follow the APA guidelines (<http://apastyle.apa.org/>) and must be original texts; they must not be in consideration for publication elsewhere.

2) Case studies

We are accepting case studies carried out in the topics listed above or closely related areas.

We are particularly interested in attracting high quality and original submissions from students (Master or PHD level) or early career researchers (not more than 3 years after the PhD diploma) in any discipline who are affiliated to recognized institutions and are carrying out research on/in Africa

Submission guidelines

All contributions must list the full names of the author(s), his/her affiliation (university, company, organisation, consultancy firm) and a valid email address.

The selection committee composed of early career researchers at the PHD or post doctoral level will review and consider all submissions for publication. The submissions will be blind reviewed by at least 2 peer reviewers. For this edition, only papers in English will be accepted

Submissions must be received in Word format by July 31st 2012. They should be emailed to **BOTH** asri.asso@yahoo.com and transformationafrica2012@gmail.com. Articles must not exceed 4500 words, footnotes included.

Authors will be notified of acceptance by September 15th 2012. Revised manuscripts are due on October 15th 2012.

Coordinators

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About the ASRI association

ASRI is a not for profit association that aims at developing research excellence through the promotion of research related activities. It proposes an annual peer reviewed interdisciplinary online journal edited by postgraduate students from Africa. This open access journal aims at fostering communication between students and promoting excellence in interdisciplinary research. ASRI not only aims at providing a publishing opportunity but also seeks to develop publishing skills among early career researchers from Africa.