

YESTERDAY & TODAY

Special Edition
November 2025

Editorial Policy: Yesterday & Today

1. Overview

Yesterday & Today is a peer-reviewed, scholarly journal focusing on History Education, History in Education, and the History of Education. The journal welcomes research contributions that advance understanding in these fields through empirical, theoretical, and pedagogical perspectives. The journal has been accredited since 2012 and is committed to academic excellence, scholarly integrity, and educational impact.

2. Submission Guidelines

- Contributions may be submitted by individuals or collaboratively authored.
- Manuscripts must be submitted electronically to the Editor-in-Chief, Professor Johan Wassermann, at: johan.wassermann@up.ac.za. Confirmation of receipt will be issued within 72 hours.
- All manuscripts are subject to a double-anonymized peer review process to ensure scholarly rigor.

3. Language Policy

The official language of the journal is English. However, abstracts may be submitted in any of South Africa's 11 official languages. The English used must be accessible to the journal's readership.

4. Formatting Requirements

- Manuscripts must be submitted in Microsoft Word format using Times New Roman, 12-point font, 1.5 spacing.
- Articles should preferably not exceed 8, 000 words, including references, tables, and figures.
- A structured abstract of no more than 250 words must accompany all submissions.
- Article titles should preferably not exceed 15 words.
- Each submission must include the full name(s) of the author(s), institutional affiliation(s), city, country, ORCID iD, and email address(es).

5. Referencing Style

- Authors may choose between the Harvard and Footnote method of referencing. The preferred style must be applied consistently.
- Reference formatting must be clear and comprehensible to a general academic audience.
- Authors must follow the chosen method's *Yesterday & Today* referencing guidelines.

6. Visual Material

- High-resolution editorial materials such as illustrations, photographs, tables, and graphs are encouraged.
- Images must be at a minimum resolution of 200dpi with sources indicated.
- Large media files should be submitted as separate, clearly numbered attachments.

7. Declaration and Fees

- All authors must submit a signed author declaration form upon submission.
- A publication fee of R300.00 per page is applicable for South African authors and payable by their institution. Authors are responsible for ensuring payment.

8. AI Use Policy

To promote transparency and academic integrity in history education, the journal applies the following AI policy:

- 8.1. Permissible Use: AI tools may assist with non-substantive tasks (e.g., grammar correction, citation formatting).
- 8.2. Mandatory Disclosure: AI use must be disclosed in a dedicated section or acknowledgements.
- 8.3. Responsibility and Ethics: Authors are responsible for all content, and any misuse will be considered an ethical breach.
- 8.4. Restrictions: Manuscripts cannot be primarily AI-generated. AI material must be labeled and supplementary.
- 8.5. Peer Review: Reviewers must not use public AI platforms unless authorized. Confidentiality must be maintained.

9. Open Access and Archiving

- *Yesterday & Today* is an Open Access journal under the Creative Commons Attribution-ShareAlike 4.0 License (CC BY-SA 4.0).
- The journal is preserved through the Portico digital preservation system.
- It is registered with SHERPA RoMEO for Green Open Access.

10. Data Availability Statement

Authors should provide links to relevant datasets and cite data sources where applicable.

11. Sustainable Development Goals (SDGs)

Authors are encouraged to indicate relevant SDGs in their article keywords.

12. Copyright and Licensing

Copyright remains with the authors. All articles are published under the Creative Commons Attribution-ShareAlike 4.0 License.

13. Social Media and Outreach

Yesterday & Today can be followed on its LinkedIn handle.

YESTERDAY & TODAY EDITORIAL BOARD

Editor-in-Chief

Prof Johan Wassermann (University of Pretoria, South Africa)

Book Review Editor

Mr Bafana Mpanza (University of KwaZulu Natal, South Africa)

Editorial Advisory Board

Prof Terry Haydn (University of East Anglia, United Kingdom)

Prof Seema Goburdhun (Mauritius Institute of Education, Mauritius)

Prof Neo Ramoupi (University of the Free State, South Africa)

Prof Charles Oppong (University of Cape Coast, Ghana)

Prof Joanna Wojdon (Uniwersytet Wrocławski, Poland)

Prof Elize van Eeden (North-West University, South Africa)

Dr Denise Bentrovato (University of Pretoria, South Africa & Institut Supérieur Pédagogique de Goma, Democratic Republic of the Congo)

Dr Byron Bunt (North West University, South Africa)

Dr Annie Chiponda (Chancellor College, Malawi)

Dr Joshua Chakawa (National University of Lesotho, Lesotho)

Dr Laura Efron (University of Buenos Aires, Argentina)

Dr Mary Nasibi (Kenyatta University, Kenya)

Dr Natasha Robinson (University of Bristol, United Kingdom)

Dr Nkwenti Fru (Sol Plaatje University, South Africa)

Prof Paul Maluleka (UNISA, South Africa)

Dr Sarah Godsell (University of the Witwatersrand, South Africa)

Dr Dorothy Sebbowa Kyagaba (University of Makerere University, Uganda)

Dr Mahunele Thotse (University of Limpopo, South Africa)

Dr Kate Angier (University of Cape Town, South Africa)

Dr Marshall Maposa (University of KwaZulu-Natal, South Africa)

Contact Details: Editor-in-Chief

Prof Johan Wassermann, Department of Humanities, Education Faculty of Education
Groenkloof Campus, University of Pretoria Private Bag X20, Hatfield, 0028

Telephone: (012) 420 4447 | Email: johan.wassermann@up.ac.za

Submissions accepted electronically via the UPJournals site -

https://upjournals.up.ac.za/index.php/yesterday_and_today/about/submissions

ISSN 2223-0386 (Print version) | ISSN 2309-9003 (Online version)

TABLE OF CONTENTS

Editorial Policy: Yesterday & Today 2

Yesterday & Today editorial board 5

Yesterday & Today contact details 5

Editorial 7

ARTICLES

Black Historians, Historiography, and History Education in the Era of #RhodesMustFall 11
Mojuta Steven Motlhamme

Weaving Together a Tapestry of Historical Knowledge in the Post-apartheid School History Curriculum: The Case of Palesa Beverley Ditsie 31
Paul Maluleka & Mohau Soldaat

Forgotten Footsteps: Reclaiming the Legacy of South Africa’s Unsung Heroines in History Education 49
Ntombikayise Nkosi

The Significance of Environmental History in South Africa’s School History Curriculum within a VUCA Context 68
Patrick Alpheous Nyathi & Nokuthula Diborah Nkosi

Centring African Vocabularies & Terminologies in Representing the Past: Insights from South African School History Textbooks 93
Bongani Shabangu, Kabelo Noosi & Ogodiseng Joseph Mokakale

Conceptualisation of Decolonisation by Secondary School Teachers of History in Lusaka District of Zambia 119
Yvonne Malambo Kabombwe, Sarah Godsell & Alfred Masinire

Decolonising Pedagogies for Values Inculcation in Secondary School History Teaching in Zimbabwe 144
Hlengiwe Ncube & Valencia Tshinompheni Mabalane

Decolonising and Africanising Curriculum Knowledge: The Utility of the Music of Bob Marley, Fela Kuti and Tupac Shakur in Teaching Decoloniality in African Universities 164
Tawanda Ray Bvirindi & Calisto Chafadza

By the Way, Who is Cranford Pratt? Questioning Active and Symbolic Monumentalisation of the University of Dar es Salaam 187
Nancy Alexander Rushohora

The Lingering Coloniality of Knowledge: Challenges to Decolonising South African Universities 203
Kgomotso Jackson Phillip Sebola-Samanyang, Hellen Zanele Nkosi & Keown Peter

EDITORIAL

DOI: <http://dx.doi.org/10.17159/2223-0386/2025/n34a1>

History Education greetings,

Welcome to the November 2025 Special Edition of *Yesterday & Today*. This issue commemorates the 10th anniversary of the #Fallist Movement—a Black student-worker-led movement in post-apartheid South African public universities. It also affords History Educationalists to reflect on their responses to the Movement's demands by examining the challenges and successes they have encountered. Equally, it also allows those History Educationalists to theorise about the discipline's future direction in light of the Fallists' call for the decolonisation of education.

Brief background of the 2015 - 2016 Fallist Moment

The 2015-2016 Fallist Moment was a pivotal wave of Black student-worker protests in South African public universities that began with the #RhodesMustFall movement at the University of Cape Town (UCT) in March 2015 (Chikane, 2024). Fuelled by the demand to decolonise, and by extension, to Africanise higher education in South Africa, this initial movement successfully targeted symbols of colonialism, most notably the statue of Cecil John Rhodes at UCT's upper campus. The said statue was defaced by Chumani Maxwele with human excrement on March 9, 2015, sparking the widespread #RhodesMustFall movement. This action led to protracted protests led by both Black students (on the main) and workers on campus, and ultimately the statue's removal from campus in April 2015.

Building directly on this energy, the #FeesMustFall movement erupted first at the University, Witwatersrand in Johannesburg, in mid-October 2015, in response to proposed tuition hikes (Luescher, Wilson Fadji, Morwe, Erasmus, Letsoalo, & Mokheba, 2022). This movement rapidly escalated into the largest student-worker protests since the end of apartheid, forcing the government to capitulate to a 0% fee increase for 2016. There were also victories that resulted in the insourcing of workers at some universities. Together, these interconnected movements fused the ideological struggle for a decolonised education with the material battle for affordable and accessible universities. They insourced workers (generally service staff who were outsourced) to grant them similar benefits as other employees. This created a powerful Fallist identity that resonated across the country and beyond.

The Fallist Moment and History Education

Although the core focus of the Fallist movement unfolded in the higher education arena, scholars such as Maluleka (2021) have since argued that those demands also extended to basic education as a whole and encompassed, particularly, school history, even though the movement did not make this explicit.

Interestingly, the emergence of the #Fallist Movement coincided with the state-led initiative of the History Ministerial Task Team (HMTT) (DBE, 2015), whose 2018 report proposed an exciting move towards an African-centered school history curriculum (DBE, 2018). However, a critical tension arises from the fact that most history teachers and scholars were excluded from this official process (van Eeden and Warnich, 2018), highlighting persistent power imbalances in educational policy. This Special Edition investigates these very power dynamics a decade after #Fallism. It asks, “Where are we now?” by featuring papers that engage with decolonial perspectives both within and beyond South Africa. These contributions not only bring the decolonial debate into the history classroom, they also address a key tenet of the movement by examining how to remedy the marginalisation of groups like women and queer people in historical content (Wills, 2016; Maluleka and Godsell, 2024).

Arrangements of the contributions

The papers are arranged in such a way that they reflect a case study of South Africa, and towards the end, other similar cases outside South Africa are reflected upon. This is important as it helped to locate the #Fallist movement in South Africa. The editorial team agreed that the decolonial and Africanisation of the history curriculum should not stop in South Africa. Instead, it is a phenomenon that expands beyond the country’s borders and embraces a pan-African approach, which is important. Interestingly, this issue exposes that there is a lack of representation from other sections of society (through decolonisation), but expands to offer solutions and suggest other histories that are excluded from the basic education history curriculum and the classroom.

In total, the Special Edition carries ten papers arranged as follows:

- In his article, Mojuta Steven Motlhamme engages with “Black Historians, Historiography, and History Education in the Era of #RhodesMustFall”
- In turn, Paul Maluleka and Mohau Soldaat write on “Weaving Together a Tapestry of Historical Knowledge in the Post-apartheid School History Curriculum: The Case of Palesa Beverley Ditsie”.

- Ntombikayise Nkosi also wrote on “Forgotten Footsteps: Reclaiming the Legacy of South Africa’s Unsung Heroines in History Education”.
- Patrick Alpheous Nyathi and Nokuthula Diborah Nkosi argued in their paper for “The Significance of Environmental History in South Africa’s School History Curriculum within a VUCA Context”.
- In their contribution, Bongani Shabangu, Kabelo Noosi, and Ogodiseng Joseph Mokakale argue for “Centring African Vocabularies & Terminologies in Representing the Past: Insights from South African School History Textbooks”.
- Yvonne Malambo Kabombwe, Sarah Godsell, and Alfred Masinire, in their article, engage with the “Conceptualisation of Decolonisation by Secondary School Teachers of History in the Lusaka District of Zambia”.
- In their article, Hlengiwe Ncube and Valencia Tshinompheni Mabalane argued for “Decolonising Pedagogies for Values Incultation in Secondary School History Teaching in Zimbabwe”.
- Tawanda Bvirindi and Calisto Chafadza engaged with “Decolonising and Africanising Curriculum Knowledge: The Utility of the Music of Bob Marley, Fela Kuti and Tupac Shakur in Teaching Decoloniality in African Universities”.
- In her article, Nancy Rushohora tackled “By the Way, Who is Cranford Pratt? Questioning Active and Symbolic Monumentalisation of the University of Dar es Salaam”.
- The final contribution is by Jackson Sebola, Hellen Nkosi, and Keown Peter who engaged with “The Lingering Coloniality of Knowledge: Challenges to Decolonising South African Universities”.

In closing

A big thank you to Professor Johan Wassermann (Editor-in-Chief), the Journal’s Editorial Board, Dominique Wnuczek-Lobaczewski, Heather Thuynsma, Stéfan Meyer, Tasleemah Hazarvi, Janine Ellis, and the contributors for bringing this Special Edition to life!

May we continue to find creative ways to contribute to the decolonisation Africanisation of History Education together!

With decolonial love and happy reading,

Associate Professor Paul Maluleka, College of Education - University of South Africa

Dr Sarah Godsell, School of Education - University of the Witwatersrand

Mr Mohau Soldaat, School of Education - University of Limpopo

Dr Paul Hendricks, School of Education - University of the Witwatersrand

Reference list

- Chikane, R. (2024). Rhodes Must Fall and the incongruence of academic freedom and decoloniality. *Globalisation, Societies and Education*, 1–17.
- Department of Basic Education (DBE), RSA. (2015). National Education Policy Act (Act no 27 of 1996), Establishment of the History Ministerial Task Team. Government Gazette (GG), Notice no 926, 9 October 2015. Pretoria: Government Printer.
- Department of Basic Education (DBE), RSA. (2018). Executive summary of the History Ministerial Task Team. Pretoria: Government Printer.
- Luescher, T.M., Wilson Fadji, A., Morwe, K.G., Erasmus, A., Letsoalo, T.S. & Mokhema, S.B. (2022). #FeesMustFall and its Aftermath: Violence, Wellbeing and the Student Movement in South Africa. HSRC Press.
- Maluleka, P. (2021). Fallism as Decoloniality: Towards a Decolonised School History Curriculum in Post-colonial-apartheid South Africa. *Yesterday and Today*, (26), 68-91.
- Maluleka, P., & Godsell, S. (2024). The Continued Absence of the LGBTIQ+ Community in School History Textbooks in Post-Apartheid South Africa. *Yesterday and Today*, (31), 37–61
- Van Eeden, E.S., & Warnich, P. (2018). Reflecting the 2018 History Ministerial Task Team Report on compulsory History in South Africa. *Yesterday and Today*, (20), 18-45.
- Wills, L. (2016). The South African high school history curriculum and the politics of gendering decolonisation and decolonising gender. *Yesterday and Today*, (16), 22-39.