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| Book Name: | **Quality Assurance Practices for Transformative Higher Education in Southern Africa** |
| Manuscript Number: | **Ms\_BPR\_5086.1** |
| Title of the Manuscript: | **Transformative education: The catalyst for change in sub-Sahara africa** |
| Type of the Article | **Book Chapter** |

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| PART 1: Comments | | |
|  | Reviewer’s comment **Artificial Intelligence (AI) generated or assisted review comments are strictly prohibited during peer review.** | Author’s Feedback *(Please correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)* |
| **Please write a few sentences regarding the importance of this manuscript for the scientific community. A minimum of 3-4 sentences may be required for this part.** | Definitely it is important for any countries encounters SDGs’ implementation according to their own situation. A such evolution/revolution in education system can enrich others to reach the goals. |  |
| **Is the title of the article suitable?**  **(If not please suggest an alternative title)** | In term of knowledge, yes it is; however, the quality assurance aspect is weak, it can be emphasized more on QA management they jot down further into the schematic QA procedures so that the readers understand well all sub-sections written for SSA situation. A Schematic factual-problems vs. QA practices and its results can help to strengthen the QA aspect. At the moment the proposed solution less interconnected each-other and the main problem of QA Practices in SSA, at least for me, is still missing..  The title is good, no need to change it. |  |
| Is the abstract of the article comprehensive? Do you suggest the addition (or deletion) of some points in this section? Please write your suggestions here. | the abstract still lacks of the results obtained from the QA practices in SSA. Please, provide it to replace “The chapter delves into transformative education, as defined in SGD4.7, and its ability to bring about change in SSA.” with something that represents the main findings or lesson learnt from the practices. |  |
| **Is the manuscript scientifically, correct? Please write here.** | yes, sufficient, and the additional revision according to the comments will improve its excellences. |  |
| **Are the references sufficient and recent? If you have suggestions of additional references, please mention them in the review form.**  **-** | sufficient, even though it is dominated by the UNESCO documents; but it is acceptable as the resources of the topic derived from UN/UNESCO and related publications. |  |
| Is the language/English quality of the article suitable for scholarly communications? | yes, I can understand well |  |
| Optional/General comments | Typo and writing format, I highlight in yellow or red.  **1. page 7**  for achieving sustainable development, it falls short of describing what the skills and competencies required for this are  **2. page 15**  for’, though aspirational, have not been fully delivered. One reason for this may lie in the choice of terminology, which was a reflection of its time in 2002  “Global Citizenship Instruction points to enable learners of all ages to expect dynamic parts, both locally and universally, in building more quiet, tolerant, comprehensive and secure societies” (UNESCO, 2014a:15). UNESCO's definition from 2014 recognizes the part of instruction as it implies that not only building information and cognitive abilities but also values, delicate aptitudes and states of mind among learners. Education for globalization can encourage worldwide participation and advance social change (UNESCO, 2014a: It moreover builds on the work of human rights instruction and instruction for peace and non-violence, pointing to rouse in learners the values, demeanors and  **3. page 21**  **please, consistenly write the citation sytles through out the manuscript**  Cox and Blake (1993) add that properly managed diversity and inclusion in institutions of education has a competitive advantage. Education is a key pathway for social mobility, and it is critical to understand both the challenges and the opportunities of advancing educational diversity and inclusion. Furthermore, Sanger and Gleason (2020) point out that in educational settings, diversity often connotes the bringing together of individuals with differences  **4. page 22**  areas. GCED applies a multifaceted approach, using concepts, methodologies and theories already implemented in different fields and subjects. While GCED has been applied differently in different contexts, including regional and community levels, it has a number of common elements (UNESCO 2014b), such as:  **5. page 24**  Portuguese and 28 local languages.1 In addition, 144 trainers of trainers are  **6. page 25**  Analiza-globalnega-u%c4%8denja-v-Sloveniji\_Arbeiter\_final.pdf.  **7. Please, make sure the English version of US or British or others regarding the correct spelling** |  |

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| **PART 2:** | | |
|  | Reviewer’s comment | Author’s comment *(if agreed with the reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)* |
| **Are there ethical issues in this manuscript?** | *(If yes, Kindly please write down the ethical issues here in detail)* |  |

**Reviewers:**

**Indah Epriliati, Widya Mandala Surabaya Catholic University, Indonesia**