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EDITORIAL NOTE

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From Policy to Practice: Governance, Education, and Social Transformation in Africa:

Welcome to the October 2026 issue of the Journal of Contemporary Society and Education (JCSE). The sixteen articles assembled in this volume reflect the journal's commitment to rigorous, interdisciplinary scholarship on the pressing social, political, and educational challenges confronting contemporary Africa. Together, they illuminate a central tension of our time: the persistent gap between policy ambition and lived reality.

Several contributions in this issue grapple directly with the question of governance and service delivery. Motadi examines the opportunities and barriers shaping digital transformation in South African government departments, while Moloto and Pillay explore technology's influence on governance at the local municipal level. Akindele, Sanni, and Lamidi assess citizen satisfaction with public transportation in Lagos State, offering an important reminder that the legitimacy of the state rests on the quality of everyday services. Juta and Alao interrogate the democratisation of the administrative state through South Africa's Government of National Unity, and Okudolo examines decentralisation and the effectiveness of local political leaders in Nigeria. Kambiri's analysis of governance challenges in managing internal displacement further underscores the consequences of normative commitment without implementation capacity. Agbor's critical perspectives on the operational independence of Elections Cameroon and the Constitutional Council round out this focus on democratic institutions.

Education remains a cornerstone of social progress, and this issue devotes considerable attention to it. Mtshali and Meyiwa assess the role of climate change education in maritime studies, while Modiba asks whether rural secondary schools are adequately managing learners with special educational needs associated with HIV/AIDS. Babalola interrogates the legal and policy complexities of foreign partnerships in Nigerian higher education, and Shabangu examines how school management teams respond to violence in rural South African schools. Nephawe and Mudimeli offer a distinctive contribution on the indispensability of English as a lingua franca in interpreting selected Pauline epistles.

The issue also foregrounds questions of gender, culture, and well-being. Nesane and Amaechi explore *Mamalo* as a resource for gender equality and women's empowerment in Limpopo, while Gudani, Khosa, and Nomatshila examine adolescents' perceptions of child support grant management through a family systems lens. Matheere offers an

exploration of the life journey of traditional healers in rural Limpopo, and Nkuna and colleagues provide an analytical study of compounding and naming in Siswati personal names. These articles remind us that social transformation is experienced at the level of culture, family, and community.

Collectively, these contributions demonstrate the vitality and breadth of contemporary social science research in Africa. They challenge scholars and policymakers alike to move beyond policy pronouncements toward meaningful implementation. We thank our authors and reviewers for their dedication and trust that this issue will stimulate further inquiry and debate.

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