

EDITORIAL: RETIREMENT OF FOUNDING EDITORS

Anne Hickling Hudson and Peter Mayo

Founding Editors, *Postcolonial Directions
in Education*

After a twelve year involvement in the establishment and co-editing of *Postcolonial Directions in Education*, we both decided that the time was ripe to hand over the reins of the journal to an excellent new editorial team. The new editors are:

Charmaine Bonello – University of Malta

Carmel Borg – University of Malta

Nisha Thapliyal – University of Newcastle (Australia).
(Nisha Thapliyal joins the new editorial team in 2023.)

It will, of course, be heart-wrenching to retire from this fascinating project, but, as in other aspects of life, one needs to know when to let go even of that to which one has given birth. This is in the interest of ensuring our brainchild's evolution into a sustainable institution. With the completion of Volume 11 in December 2022 marking the accomplishment of twenty one issues, *Postcolonial Directions in Education* has become well respected and established. It has just been indexed by SCOPUS. We will be happy to be of service to the new editorial team should this be requested, for example with regard to ideas for further indexing, given the data we amassed for SCOPUS, special issue themes, and access to useful contacts, among other things.

Editing the journal has been a challenging road. We originally started with two years of co-editing another now defunct journal of postcolonial studies in education, for which we had been attracting very good articles. Unfortunately serious differences with the publisher made

our position as editors untenable. We decided, supported by our editorial advisory board, to start afresh in 2012, naming the new journal 'Postcolonial Directions in Education'.

We initially sought leading publishers and received encouraging responses, but felt uneasy about the common scenario of having subscriptions from institutions in the 'West' and next to no take-up from countries in the political 'Global South' – those hardest hit in terms of neo-colonial repercussions and, in certain cases, the continuation of direct colonialism. This is why we heeded the advice, given to us by Professor Shirley Steinberg and Professor John Willinsky, both based in Western Canada, that we opt for an open access approach. No system is foolproof, and open access, although far more accessible, still faces the issue of the global digital divide. This is an ongoing struggle with which, we are sure, the new editorial team will engage. Our thanks to Shirley and John for this advice, the latter also for his forwarding to us links to the platform of Open Journal Systems.

Benefiting originally from the voluntary help of expertise in our academic circles at the University of Malta, notably Dr Alex Grech and later Prof Milosh Raykov, we take this opportunity to express our thanks to them. We later sought funding from the University of Malta, to secure the services of a private company. This is how we started operating in 2016 until the same University pointed us to its own Communications agency, whose officials took the journal's production on board. We thank all those involved - Renald Cassar, Gabriel Izzo, Pierre Cassar and Angela Xuereb - for their helpful response to our publication needs.

Our thanks go to the many stellar advisory board members, in different areas of the world, for their

voluntary evaluations of articles, and also the external referees who occasionally helped us with reviewing. We express our gratitude to the authors of the insightful and often pathbreaking articles published in the journal. The contributions took the form of extensive articles, reviews of books and other texts (plays, exhibitions, films etc), in-memoriam tributes, and anniversary pieces. Wonderful contributions were also made by guest editors of special issues covering a variety of themes. The journal has featured well-researched pieces by many highly established as well as emerging scholars.

We sought, in our own way, to accord visibility to a variety of languages worldwide by providing abstracts in not only English but also in the authors' first language, some of them Indigenous languages. This is a prominent feature of this journal which also reviews books and other materials written in languages other than English, the *lingua franca* adopted, for wide communication purposes, throughout the journal issues. We recognise the contradictory situation involved in this.

The contributors are many and of different backgrounds. It is they who have helped make this journal a key reference point in postcolonial and decolonising education debates. We hope to facilitate the future editing of a selection from the journal's articles into a comprehensive handbook on Postcolonial Education, as we think this would be very beneficial to the field. We extend our sincere good wishes to the new editorial team.

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