DOI: 10.2478/dcse-2025-0012

Discourse and Communication for Sustainable Education, vol. 16, no. 2, pp. 1-4, 2025

Editorial

Reimagining the Future: Unleashing the Potential of Transformations

The authors of this volume discuss scenarios for a sustainable future as relevant for the diverse parts of the world, aligning them with the Sustainability developement goals and Sustainability agenda 2030. The authors present such geographical areas as **Austria, South Africa, Nigeria**, **Algeria, Turkey, the Philippines**, **Lesotho, Turkey, Germany and Brazil.** This volume offers a transdisciplinary and thought-provoking view from the authors from diverse fields of science in discussing sustainability issues. The authors from the Philippines discuss how Sustainable Development Goals can be fostered in Local Government Units through diverse discourses in communication. The imperative of sustainability is often confined to narrow environmental aspects of sustainability. The authors of this volume expand the sustainability vision by discussing not only environmental integrity issues but also social equity and economic aspects of sustainability. They discuss sustainability as a dynamic concept that presents challenges and opportunities that need to be tackled by inviting stakeholders in the co-production of various sustainability scenarios. Some authors discuss the AI (Artificial Intelligence) in shaping future scenarios in addressing major social problems, including sustainability, and how AI aligns with Sustainable Development Goal 4 (SDG 4). The core mission of universities is the advancement of sustainability via academic work, research, and outreach by scenario development and providing some conceptual and practical strategies for the stakeholders to bring these scenarios into reality. By building a future vision, indigenous knowledge needs to be considered as a valuable input for discussing micro and macro aspects of sustainability. The authors from Nigeria discuss how indigenous knowledge can serve as a transformative tool for national development. Particular attention has been paid to the inclusion dimension in education by scholars from Kenya and South Africa who discuss vulnerability discourse and empowerment of women. Complexity of inequalities places the imperative for the educational systems to initiate transformations. Education for Sustainable Development challenges educators to foster learners' capabilities to engage with reimagining futures. The 2030 Agenda for Sustainable Development should become a framework for learners' participation and engagement in shaping sustainable futures by upholding ethical responsibility and acting with the rigor of mind. Transformative educational change will be possible only by distributed agency in managing complex systems and by fostering the transformative leadership potential of every participant involved.

The paper *"Reimagining Entrepreneurship Education for Sustainable Futures: A South African Schooling Perspective"* by **Matthias Forcher-Mayr** reflects on the role of entrepreneurship education (EE) in shaping sustainable futures. Drawing on South African school settings, he critiques prevailing economic assumptions in EE and proposes an alternative grounded in the capability approach, critical pedagogy, and a decolonial perspective. Learners are encouraged to explore "spaces of unfreedom" in their communities as a basis for developing socially engaged entrepreneurial initiatives. This model shifts the focus from job creation to the development of broader human capabilities and well-being. By linking EE to social, ecological, and epistemic justice, the paper contributes to ongoing discussions on education for sustainable development and offers a

framework for responding more fully to the complex realities faced by learners in both the Global South and the Global North.

The paper by **Rusen Meylani and Tamer Kutluca** presents a systematic review examining how artificial intelligence (AI) technologies support mathematical discourse in alignment with Sustainable Development Goal 4 (SDG 4). The review synthesizes 25 peer-reviewed studies published between 2015 and 2025 and highlights the use of natural language processing tools, intelligent tutoring systems, conversational agents, and analytics dashboards. AI interventions are reported to enhance student engagement, reasoning, participation, and teacher professional development. The findings reveal that AI contributes to improving learning outcomes, promoting equity and inclusion, and supporting teacher capacity building. However, technological limitations, ethical concerns surrounding data privacy and algorithmic bias, and the need for teacher training remain significant challenges. The review shows that most studies originate from East and Southeast Asia, North America, and the Middle East, with limited representation from the Global South. Strategic recommendations focus on inclusive AI design, teacher-centered implementation, and supportive policy infrastructures. The paper concludes that AI technologies, when guided by ethical and dialogic principles, hold the potential to advance equitable and high-quality mathematics education globally.

The study by **Lovely Jane Epifanio and Ivan N. Gallegos** explores the relationship between online self-presentation and social connectedness among Filipino college students. It addresses the gap in existing literature by focusing on a culturally specific, highly digital youth population in the Philippines. Using the Presentation of Online Self Scale (POSS) and the Social Connectedness Scale (SCS), data from 290 respondents were analyzed. The findings reveal a weak but significant negative correlation between online self-presentation, especially multiple selves, and preference for online interaction, and social connectedness. This suggests that curated digital identities may hinder, rather than enhance, authentic relationships. Regression analysis confirms that these domains negatively predict social connection. The study challenges the assumption that digital platforms inherently foster deeper social ties. In collectivist settings, fragmented self-presentation may conflict with cultural expectations of relational intimacy. The paper calls for critical digital literacy and awareness of how online behaviors impact social well-being. Ultimately, it rethinks how "being connected" I experienced in a hyperconnected world.

Thomas Hlongwane and Mapheleba Lekhetho in their paper, discuss the Parental involvement in the elite former Model C schools (Whites-only schools) in Tshwane South District, South Africa, is a persistent challenge to attaining Sustainable Development Goals (SDGs), particularly SDG 4, focusing on quality education. Research on parental involvement has mainly focused on public schools, not former Model C schools. Hence, this study seeks to address this knowledge gap. Using a mixed methods approach, this study is underpinned by Epstein's parent involvement model and Hoover-Dempsey and Sandler's parental involvement model. The findings identified parents' low attendance at parent-teacher meetings and insufficient support given to children as the main challenges. The article recommends using virtual methods and holding hybrid parents' meetings to communicate with parents, mobilising parents and introducing incentives to promote parental involvement.

The paper by **Belaid Louiza** report that, although higher education primarily focuses on learning, it also involves fundamental elements that encourage students to engage in their learning process. Because of their increased societal role, HE institutions are considered spaces for equity, sustainability, and social change. While implementing transformative learning practices is a constructive step toward developing lifelong learners, we cannot disregard the presence of oppressive structures and socio-economic disparities that perpetuate inequality within the HE system. Since embracing egalitarian principles is important for promoting inclusive and just learning environments, it also plays a role in

reducing elitism and inequality. The study aims to raise awareness among HE staff, students, and educators about anti-egalitarian principles so that they are encouraged to critically engage with inclusive education in higher education institutions. As egalitarian values are integrated, they not only improve the learning outcomes but also contribute to building a more just, sustainable, and equitable academic community.

The study "**Environmental Sustainability Practices and Financial Performance of Manufacturing MSMEs in Tagum City, the Philippines**" by Kristel Cazandra S. Empas, Abegail P. Olavides, Vhon Briane B. Tambis, and Joe Mari N. Flores explores how environmental sustainability practices impact the financial performance of manufacturing MSMEs in Tagum City, grounded in the Resource-Based View (RBV) and Natural Resource-Based View (NRBV) theories. Using a quantitative, non-experimental correlational design, data were gathered from 255 respondents through validated questionnaires. Results show that waste management had the highest level among sustainability practices, while liquidity topped financial performance indicators. Key sustainability areas-water conservation, waste management, and energy efficiency-were found to significantly influence financial outcomes. These findings affirm that strategic environmental practices serve as valuable internal resources, offering a sustainable competitive edge. The study recommends that MSMEs strengthen efforts in these three areas. Additionally, it urges LGUs and the Department of Trade and Industry to implement supportive policies, including tax breaks, grants, and green financing. Doing so will encourage MSMEs to adopt eco-friendly technologies. Aligning sustainability with profitability presents a viable path to long-term business success.

The paper by **Mark Aljen Binocal** "***Situating Participation in Sustainable Development Goals Communication Policy on Local Government Units through Four Discourses in Communication Research***" examines the privileged and underexplored studies related to Sustainable Development Goals (SDGs) communication policy within local government units, utilizing Mumby's (1997) four discourses in communication research: representation (positivist modernism), understanding (interpretivist modernism), suspicion (critical modernism), and vulnerability (postmodernism). The essay focuses on participation and how it can be studied and situated in each discourse. The discourse of representation emphasizes empirical measures and official data, framing participation as quantifiable and technocratic in nature. Grounded in interpretivism, examines how local stakeholders interpret participation within cultural contexts, highlighting participatory communication as a dynamic process, which is the discourse of understanding. The suspicion discourse, meanwhile, critiques how participation can be manipulated by dominant interests for control instead of empowerment. Lastly, the vulnerability discourse, influenced by postmodernism, posits that participation may be simulated or felt rather than measured, challenging traditional research methods. It concludes that critically examining participation through these four discourses offers pathways for more just, transformative communication policy development in sustainability communication.

The paper by **Tamas Rotschild** presents findings from the administration of the Bremer Key-a situational judgment test designed to assess child-sensitive communication competence-to 660 pre-service teachers in Germany and Austria. The results show that only 3% of the prospective teachers in the two countries achieved mastery-level competence. Given the potential of child-sensitive language to support children's mental health and emotional development, the findings raise concern. The rising number of children and adolescents experiencing psychological and behavioral difficulties further underscores the urgency of addressing this issue. Teachers lacking competence in this domain may struggle to fulfill both their educational and broader societal responsibilities. Without supportive, inclusive communication, the healthy development of children-and, ultimately, social sustainability in the communities-may be at risk. The study highlights the need for explicit training in child-sensitive commu-

nication as part of teacher education, as well as prompts a broader discussion about the role of communication competence in effective teaching and child development.

The study "**Communicating and Acting Critically in the Climate Change Context in a High School Science Education"** by **Mauritz Gregório de Vries and Cristiano Mattos** present a teaching and learning proposal for high school science classes, focu-sing on critical communication and action in the context of climate change. Grounded in the Science-Technology-Society (STS) framework and Cultural-Historical Activity Theory (CHAT), the course aims to help students learn scientific knowledge about cli-mate change while fostering critical agency to address socio-environmental challenges. The course, implemented with 37 high school students in São Paulo, Brazil, was struc-tured into two phases: (i) one focused on foundational scientific concepts, historical context, and socio-political dimensions of climate change, and (ii) the other empha-sizing student-led interventions to communicate and act on the issue. Activities inclu-ded lectures, group discussions, and projects such as creating social media campaigns, interviews, class development and application, producing documentaries, and develop-ping educational games. The findings highlight the importance of integrating scientific, political, and ethical dimensions in climate education, enabling students to understand and communicate the complexities of climate change and develop transformative agency. The study underscores the need for curricula beyond technical solutions, promoting critical thinking and active participation in addressing global environmental challenges. This approach enhances students' understanding of climate change and empowers them to contribute meaningfully to their community sustainability efforts.

The paper **by Makhananesa Joseph Lesiba and Mmalefikane Sylvia Sepeng** demonstrates that many primary schools' performance is questionable in the Foundation Phase in areas such as reading with comprehension and numeracy. They engage in mammoth tasks that leads to confusion as to whether they are level one educators or curriculum heads in terms of their daily functions. Recent research studies demonstrate that many primary schools performance is questionable in the Foundation Phase in areas such as reading with comprehension and numeracy. Such anomalies could be related to the inefficiency of departmental heads in the phase. This article investigated the underlying dichotomy that exists for Foundation Phase departmental heads. Using a qualitative approach, data was generated from selected primary schools in South Africa. The findings reveal that it is common among Foundation Phase departmental heads to concentrate much on classroom teaching and learning activities and lag on management functions because they lack effective assistance. The study recommends that workable remedies ranging from review of personnel administration management duties for departmental heads to the provision of education assistants (EA's) can provide long-lasting solutions.

We would like to express our gratitude to all the authors and the reviewers for their valuable contribution to compiling this volume. It is becoming so obvious that the Millenium Goals documents about the significance of Education in all it various elements, is central to transforming human lives at each stage of development. Reviewing the blossoming collaborations that are the backbone of each particular research project being published here in the last few years, is evidence of a deliberative movement of educators, using expertise, knowledge and foresight to provide streams of wellbeing for emerging generations today.

The philosophical and practical elements emerging from the many research projects offered by busy educational leaders at town, state, national, and international levels indicate that transformations of many hues are in process. It is important that we acknowledge these influences, as we strive to implement the outcomes wherever possible.

Berise Heasly, Dzintra Iliško, and Johannes Lindner