

In this Commentary Section, our coverage will span a diversity of opinions, ranging from robust critiques of education theories, policies and practices, to equally robust defences of the status quo—internationally and locally. While reason and rationality are regarded as pillars of academic debate and discussion, these pillars are not to be confused with the contested and ideologically laden notion of objectivity. *Education as Change* has taken sides in the selection of articles and in our political positioning. In tandem with our mission, we are unambiguous about our intention to serve the interests of the poor, the marginalised, the oppressed and the exploited people who make up the majority of our species. We are informed by the uncomfortable truth that education has served, and is designed to serve the interests of people who wield political and economic power. In our view, an alignment with a broader movement for social change that favours the interests of the poor is imperative. Education should and could serve the interests of the oppressed majority, and not those of dominant ruling elites.

We appeal to contributors to this section of our journal to avoid slanderous and *ad hominem* commentaries. Opinion pieces directed at a person rather than the position or positions that he or she holds will not be published. All contributions to this section will be published at the discretion of the chief editor.

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