



From the Editor: Talent development in developing and underdeveloped countries? or Talent development in developed countries? and in which development period of the student?

Abstract

Talent development policies vary from country to country. It even varies according to the level of development of the countries. How to take action in this dynamic structure is very important. JEGYS differs from other academic journals with the articles it publishes and guides countries' talent development policies.

Keywords:

Talent development, future perspective, underdeveloped countries

Dear Authors, Readers, Reviewers, Editors

I notice that JEGYS is submitted to articles from authors in either developing or underdeveloped countries. In order for JEGYS to achieve its goals, I ensure that these articles go through a quality review process and are published. Of course, we also published articles from developed countries, but not so much. This situation brought some questions to my mind in the management of an academic journal aimed at talent development. The answers to these questions will perhaps shape our vision in the future.

Developing countries no longer have a problem attracting the talented people they want. It is no longer a guarantee that they will not have problems in the future. The reason for this is as if the pandemic showed us a little. However, as academics and educators, how should we practice in the situations of raising talented individuals in developing and underdeveloped countries in order to create a perspective for practitioners? How should we differentiate education according to them? We need to answer your questions.

Young Wise Publishing moved to the UK, the publishing center of the world, to develop and realize its vision. As a company seeking answers to these questions I asked as the editor of JEGYS, it is also waiting for an answer. It is difficult to develop a formula yet, but I wanted to present you, our esteemed academics and readers, a visionary perspective of an academic journal that aims at talent development.

We are closing the challenging 2021 with success. Seriously and truly, I would like to thank everyone who believed and trusted us, JEGYS.

In this issue, Margaret Moloto and France Machaba from South Africa contributed their article “Grade 6 teachers’ s mathematical knowledge for teaching the concept of fractions”, O Ndivhuwo P Netshivhumbe, Awelani V Mudau from South Africa contributed article “ Teaching challenges in the senior phase natural sciences classroom in South African schools: a case study of Vhembe district in the Limpopo province“, Vimbi Petrus Mahlangu from South Africa contributes his article “Enhancing student giftedness in open distance e-learning through quality assurance using Donabedian steps”, Matshediso Rebecca Modise from South Africa contributed her article “Exploring early childhood centre managers’ perceptions of their roles in promoting developmentally-appropriate physical environments in South Africa”, Hlamulo Wiseman Mbhiza, Dimakatjo Muthelo and Kabelo Chuene from South Africa contributed their article “We need to make up for the gap: University student teachers’ difficulties associated with basic algebraic manipulations”, Roy Venketsamy, Lyndsey Smart and Zijng Hu from South Africa contributed their article “ Creating and leading a learning environment in diverse Foundation Phase classrooms in a South African school“, Hannah Perpetua Muzembe, Maphetla Magdeline Machaba and Modise Matshediso Rebecca from South Africa contributed their article “ Implementing the updated early childhood development curriculum in Zimbabwean primary schools: social validity based on practitioners’ views”.

We are working hard to ensure that JEGYS continues to be the most followed, cited, read and trend-setting academic journal in the field of education. I thank the referees, editors, authors and designers for their contributions.

Best regards

Dr. Hasan Said Tortop

Editor-in-Chief of the JEGYS