**International Education Inquiries: People, Places, and Perspectives of Education 2030**

**Series Editors**
Tonya Huber, *Texas A&M International University*

**Vision**
International Education Inquiries is a book series dedicated to realizing the global vision of The United Nations’ (2015) Transforming Our World: The 2030 Agenda for Sustainable Development. As resolved by the UN General Assembly (on 25 September 2015; see UN 2015, October):

*The 17 Sustainable Development Goals and 169 targets which we are announcing today demonstrate the scale and ambition of this new universal Agenda. They seek to build on the Millennium Development Goals and complete what they did not achieve. They seek to realize the human rights of all and to achieve gender equality and the empowerment of all women and girls. They are integrated and indivisible and balance the three dimensions of sustainable development: the economic, social and environmental.*

The Goals and targets will stimulate action over the next 15 years in areas of critical importance for humanity and the planetâ€¦. We are determined to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment.

See also [Teaching<~>Learning Indigenous, Intercultural Worldviews: International Perspectives on Social Justice and Human Rights](http://www.infoagepub.com/articles/indigenous)

**Books in this series:**
- Beyond Provincialism
- Education Around the Globe
- Teacher Education at the Edge

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tel: 704-752-9125 fax: 704-752-9113 URL: [www.infoagepub.com](http://www.infoagepub.com)
International Education Inquiries is a book series dedicated to realizing the global vision of Education 2030. This vision involves “ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.” The founding editors seek to provide a forum for the diverse voices of scholars and practitioners from across the globe, asking questions about transforming the vision of Education 2030 into a reality. Published chapters will reflect a variety of formats, free of methodological restrictions, involving disciplinary as well as interdisciplinary inquiries. We expect the series will be a leading forum for pioneers redefining the global discussion about the people, places, and perspectives shaping Education 2030 outcomes.

ENDORSEMENTS:

"The educational impact of the COVID-19 pandemic has created the most serious crisis in the history of public education. Addressing this crisis effectively will require efforts aligned with an inclusive and sustainable vision of development, such as articulated by the UN Education 2030 and the Sustainable Development Goals. To build back better educators need to guide their practice by knowledge that is local as well as global, in ways that help their students understand those interdependencies. Beyond Provincialism is an invitation to such an exploration. In this edited volume, Professors Mahmoud Suleiman and Tonya Huber and their colleagues take the reader on a journey that illuminates the impact of hunger among college students in America, how the SDGs can help turnaround high poverty schools, the role of curriculum to promote cross-national collaboration, and how math and science instruction, as well as study abroad, can help students develop procedural and conceptual knowledge that makes visible the relevance of what they learn to the world around them and the impact of the pandemic on teacher preparation in Palestine. The kaleidoscope of insights offered by this book will expand the global awareness and understanding of education as a global activity. A timely and useful resource for teachers and teacher educators that will contribute to advance a transformational education that helps us build back better from the devastation created by the pandemic." — Fernando M. Reimers, Harvard Graduate School of Education

"Suleiman and Huber convene a dynamic group of scholars committed to transforming our schools. Using the latest theories and methodological approaches, Beyond Provincialism offers crucial frameworks to understand teaching and learning in a global perspective. This groundbreaking volume wholeheartedly embraces the Sustainable Development Goals (SDGs) and calls upon all of us to simultaneously dismantle systemic inequality and promote equity and social justice in pre-K-20 schools across nations and their institutions. It’s simply a must-read book, especially for practitioners, educators, reformers, researchers, and policy-makers who seek to internationalize education and take it beyond its cursory provincial goals." — Gilberto Q. Conchas, Wayne K. and Anita Woolfolk Hoy, Pennsylvania State University

"At a time when proponents of diversity, equity and inclusion are under attack, it is valuable to examine Beyond Provincialism to see how far we still need to go to reform schools and invest in teacher, educator and leader preparation. Grounded in solid frameworks, this timely and informative book astutely provides insights from forceful practitioners, scholars, and researchers whose fascinating experiences and models have practical implications for promoting global multicultural competencies needed to combat racist mindsets and provincial outlooks. Based on Education 2030 vision, the book provides a thoughtful blueprint for integrating international and global dimensions in teacher and educator preparation." — Ken Magdaleno, Center for Leadership, Equity, and Research (CLEAR)

Effects of Utilizing Distance Learning on Palestinian Teachers’ Knowledge and Skills, *Iyad Elias Rabea, Naseem Mustafa Khatib, and Zaher Mustafa Atwa*. About the Editors. About the Contributors. Recognizing Reviewers’ Critical Feedback.

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**Education Around the Globe**

Creating Opportunities and Transforming Lives

Tonya Huber, Texas A&M International University; James G. O’Meara, Texas A&M International University


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The United Nations’ goals and targets will stimulate action over the next decade in areas of critical importance for humanity and the planet... We are determined to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment.

This vision includes to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (SDG4, UN, 2017). The founding co-editors seek to provide a forum for the diverse voices of scholars and practitioners from across the globe asking questions about transforming the vision of Education 2030 into a reality. Published chapters reflect a variety of formats, free of methodological restrictions, involving disciplinary as well as interdisciplinary inquiries. We expect the series will be a leading forum for pioneers redefining the international professional knowledge base about the people, places, and perspectives shaping Education 2030 outcomes and the meaning of global citizen education (UNESCO, 2015).

Education 2030 topics of interest include, but are not limited to the following:

- Improving access to quality early childhood development, care, and pre-primary education.
- Ensuring equal access for all women and men to affordable and quality education.
- Increasing the number of youth and adults who have skills relevant for sustainable living and livelihoods.
- Ensuring equal access for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations.
- Achieving levels of literacy and numeracy required to engage in communities and employment.
- Acquiring the knowledge and skills needed to promote sustainable development, including: education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship education, and the appreciation of cultural diversity and of culture’s contributions to sustainable development.
- Providing safe, non-violent, inclusive and effective learning environments for all.
- Recruiting, preparing, supporting, and retaining quality teachers.

**CONTENTS:** Editor’s Introduction: Principles and Priorities for Progress in the Education 2030 Era, *James G. O’Meara.*

**PART I: PEACE, PEOPLE, PROSPERITY, AND UNIVERSALITY.** Sustaining Education in the Palestinian Territories: Challenges and Opportunities, *Mahmoud Suleiman and Jawad Abadi.* Examining Inequities in Grading Practices to Empower the Disadvantaged Learner: A Global Perspective, *Mahmoud Suleiman and Joshua P. Kunnath.* Assessing the

Teacher Education at the Edge
Expanding Access and Exploring Frontiers

Tonya Huber, Texas A&M International University; James G. O’Meara, Texas A&M International University


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Education 2030 topics of interest include, but are not limited to,
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• Ensuring equal access for all women and men to affordable and quality education;
• Increasing the number of youth and adults who have skills relevant for sustainable living and livelihoods;
• Ensuring equal access for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations;
• Achieving levels of literacy and numeracy required to engage in communities and employment;
• Acquiring the knowledge and skills needed to promote sustainable development, including:
  * Human right
  * Gender equality,
  * Promotion of a culture of peace and non-violence,
  * Global citizenship education,
  * The appreciation of cultural diversity and of culture’s contributions to sustainable development,
• Providing safe, non-violent, inclusive and effective learning environments for all;
• Recruiting, preparing, supporting, and retaining quality teachers.

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