Book Series

Research on Education in Africa, the Caribbean, and the Middle East

Series Editors
Cynthia S Sunal, *University of Alabama*; Oluseyi Matthew Odebiyi, *Arizona State University*; Kagendo Mutua, *University of Alabama*

Research in curriculum and instruction in Africa, the Caribbean, and the Middle East has been changing rapidly over the past 25 years. Scholars, practitioners, and students find it difficult to keep abreast of relevant knowledge. Available journals and textbooks generally report international perspectives, making the search for valid materials on specific countries within these regions complex and difficult.

Research on Education in Africa, the Caribbean, and the Middle East will provide a comprehensive view of current and emerging educational knowledge, research strategies, and policy in these regions. Currently unavailable, or difficult to gather, materials from a variety of viewpoints and sources would be presented in a usable and organized format.

Each series volume would present a juried, scholarly, and accessible review of educational research, theory, and/or policy, pre-K-16, in these regions. Topics covered in each volume would be determined by present issues and trends, as well as generative themes related to current research and theory. Published volumes will include empirical studies, policy analysis, literature reviews, and positing of theoretical and conceptual bases.

Call for Chapter Proposals

We invite you to contribute a chapter to Book IX of the Series Research in Education in Africa, Caribbean, and the Middle East to be published by Information Age Publishing in Spring 2022. This proposed book will be tentatively titled Effects of Government Mandates and Policies on Public Education in Africa, the Caribbean, and the Middle East.

As the demand for education at all levels has increased, so have the models of meeting these increased demands for education. Thus, similar to many parts of the world, public education has expanded to serve large populations across the regions of Africa, the Caribbean, and the Middle East. Many nations in these regions have instituted mandates, policies, and frameworks intended to simultaneously increase access to public education opportunities as well as improve the quality of education provided and to address a wide populace. Because the increase in educational demand has occurred at all levels, these efforts often address various levels of education from early childhood through primary schooling, junior secondary and secondary schooling and into tertiary education. Efforts also have been made to increase participation in education by marginalized and/or special populations. The range of efforts is large with some focusing on involving migrants/immigrants/refugees in primary education while others aim at opening up choices at the university level.

Recently, nations in the region have recognized the possibilities of digital learning (online learning) as cell phones and other widely used portable wireless devices have made it possible to sell the idea that one can learn from anywhere at any time. This widespread access to technology has made it possible to governments as well as private entities to expand learning opportunities even to populations previously unreached or to difficult to reach sectors of the population. At the same time, the population itself has not only increased in numbers but in diversity. Maintaining quality through digital and other means of quick expansion of educational opportunities continues to be challenging if not problematic.

We invite educational researchers to propose chapters for Book IX that document, describe and/or raise critical issues and/or questions that have resulted from government policies, mandates and frameworks intended to make available public education to an ever growing populace while at the same time being mindful of improving quality of education being availed to an increasingly diverse populace.

Some General Guidelines for Preparing the Chapters
The overarching question we invite authors to grapple with in each chapter is: "Have educational outcomes improved for targeted learners as a result of efforts to meet increased demands for education?"
Some potential questions specific chapters might examine include the following:

1. Driven by the quest for global relevance, what has been the impact of "educational borrowing or hybriding" in policy mandates by governments in the regions on educational outcomes?

2. How are governments negotiating context-relevant public schooling for young learners?

3. In teacher education, how have mandates guiding learning to teach evolved over time as the public mandate for public education at all levels has been forced to rapidly expand into Higher Education, early childhood education, special education, etc.?

4. How has the public education expansionist impulse evolved in contexts of a strained relationship between governments and institutions of higher education? For instance, with the government straining for control by limiting funding or questioning how are funds used? How might this dynamic effect the resulting outcome?

5. While some educational stakeholders are eager to promote efforts to improve outcomes, others are resistant to change. How are these opposing views playing out in the field and what's their impact on educational outcomes? Are there local efforts in these regions that have worked and are working?

6. Are there local/indigenous education programs (early childhood etc.) supported by specific government mandates that are providing expected outcomes worthy of modeling? Do such efforts require a research focus if they are to improve and be replicated in other regions? What is the evolution of policies and their practices?

These guiding questions are by no means exhaustive but are just a few conceivably within the purview of this proposed volume. In addressing these questions, be sure your chapter touches on "What has been done?" "What was its purpose?" and "What are the educational outcomes?" Chapters will provide points from which further research and practice might occur.

General Outline for Chapters
Each chapter should be 25 to 30 double spaced pages, including references, using the format required in the latest edition of the APA publication manual. We want each chapter to feature research including suggestions as to how best to promote and advance research and practice in the region under discussion in the chapter. While we anticipate great content variability among chapters given the range of potential foci of individual chapters and while we would like contributors to have needed flexibility in the features of their respective chapters, we are nonetheless offering the following suggestions as a general outline for all chapters as a way to promote some degree of consistency between chapters.

Each chapter should:
(a) include a brief overview of the policy/mandate/framework and its stated intent in improving education outcomes for learners;
(b) address the educational level it targets (e.g., early childhood, primary, secondary, or tertiary)
(c) include diversity components of the learners targeted (disability, rurality, migrancy, religious minority, refugee, girl-child, etc.)
(d) answer the overarching question that this volume grapples with: "Have educational outcomes improved for targeted learners as a result of these efforts?" or, have they?
(e) References

Note: The chapters must be built upon original research by the authors.

We hope you consider this scholarly contribution as an opportunity for you to provide researchers, practitioners and policy-makers with knowledge that will enhance the quality of their scholarship and services to persons with whom they work.

As you know, there are no widespread sources of exemplary research in Africa, the Caribbean and the Middle East. As such, though we have developed a list of distinguished potential contributors for the chapters, we realize that there are persons doing excellent work in these disciplines whom we have not included in this invitation. So, we welcome

suggestions from you of others whose work we should consider. Please forward to us their contacts or invite them to serve as co-authors with you.

Knowing that you are very busy, we have established time lines that will hopefully allow you to contribute to this book. Dates and associated tasks are outlined below.

Submit Chapter Proposal to: Dr. Cynthia Szymanski Sunal at cvsunal@ua.edu

Schedule

June, 2020: You email response to us on your commitment to write this chapter
September, 2020: Submit a 5-page chapter proposal
December 30, 2020: Our proposal reviews occur
February 1, 2021: First draft of your chapter submitted to us
March-April 2021: Our review of your chapter
May, 2021: Return of your first draft and your final revisions
July 1, 2021: Your final manuscript submitted to us
August, 2021: We submit manuscript to the publisher

We look forward to hearing from you at your earliest opportunity. Please send an e-mail reply to Dr. Cynthia Szymanski Sunal at cvsunal@ua.edu let us know if you accept our invitation to write the chapter. Thank you for considering our invitation.

Books in this series:

- Effects of Government Mandates and Policies on Public Education in Africa, the Caribbean, and the Middle East
- Transforming Public Education in Africa, the Caribbean, and the Middle East
- Research on the Influences of Educational Policy on Teaching and Learning
- Advances in Special Education Research and Praxis in Selected Countries of Africa, Caribbean and the Middle East
- Research on Education in Africa, the Caribbean, and the Middle East
- Undertaking Educational Challenges in the 21st Century
- The Enterprise of Education
- Crosscurrents and Crosscutting Themes
- Forefronts in Research

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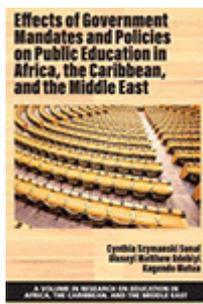
Effects of Government Mandates and Policies on Public Education in Africa, the Caribbean, and the Middle East

Cynthia S Sunal, University of Alabama; Oluseyi Matthew Odebiyi, Arizona State University; Kagendo Mutua, University of Alabama

As the demand for education at all levels has increased, so have the models of meeting these increased demands for education. As in many other parts of the world, public education has expanded to serve large populations across the regions of Africa, the Caribbean, and the Middle East. Many nations in these regions have instituted mandates, policies, and frameworks intended to simultaneously increase access to public education opportunities as well as improve the quality of education provided and to address a wide populace. Because the increase in educational demand has occurred at all levels, these efforts often address various levels of education from early childhood through primary schooling, junior secondary and secondary schooling and into tertiary education. Efforts also have been made to increase participation in education by marginalized and/or special populations. The range of efforts is large with some focusing on involving migrants/immigrants/refugees in primary education while others aim at opening up choices at the university level.

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Effects of Government Mandates and Policies on Public Education in Africa, the Caribbean, and the Middle East is Book IX of the series, Research on Education in Africa, the Caribbean, and the Middle East. Chapters document, describe and/or raise critical issues and/or questions resulting from government policies, mandates and frameworks intended to make available public education to an ever-growing populace while at the same time being mindful of improving quality of education being availed to an increasingly diverse populace.

CONTENTS: How Have Government Policies and Mandates Affected Public Education in Africa, the Caribbean, and the Middle East? *Oluseyi Matthew Odebiyi, Cynthia Szymanski Sunal, and Kagendo Mutua.* How Learners Gained and Then Lost: The Importance of Sustaining Government Policies, *Heather M. C. Dixon, Leticia F. Taimo, Margaret J. Roper, Katharine Tjasink, and Jennifer L. Bisgard.* Examining the Impact of the Free Senior High School Policy in Ghana, *Araba A. Z. Osei-Tutu, Ellen Mabel Osei-Tutu, and Kwaku O. A. Osei-Tutu.* The Role of Inclusive Education in Addressing HIV and AIDS: Challenges and Successes, *Fumane Portia Khanare and Brenda Louise Hammett Marina.* Gaps in English Teacher Preparation and English-Only Curriculum Implementation in Malawi Schools, *Immaculée Harushimana and Agness Chimangeni Chaliwa Hara.* Dominant English-Centered Language Policies in Education Marginalize Ghanaian Languages and Literacies, *Edwin Nii Bonney and Akua Campbell.* Mandating Educational Technology Use Without Preparation: The Case of Kenyan Pre-Service Teachers, *Newton Buliva.* Nigerian Teachers' Perceptions of Using Multiple Representations to Solve Mathematics Problems, *Ann Kajander and Jimmy Avoseh.* Exploring Ghanaian Primary Teachers' Readiness for National Curricula and Pedagogical Reform, *Dionne Cross Francis, Pavneet Kaur Bharaj, and Anna Hinden.* Were Five Years Wasted? Exploring Rural Education in Trinidad and Tobago, *Alicia F. Noreiga.* Distilling Public Secondary Education for At-Risk Youth in Trinidad and Tobago, *Patricia G. Sealy and Kathy Ann Hogan.* School Consolidation Policy in the Kingdom of Saudi Arabia, *Fouz Abuzaid.* History Revised: Political Islam and Education in Iran, *Khodadad (Khodi) Kaviani.* Human Rights and Women with Disabilities in the State of Qatar, *Asma Abdulla Al Attiyah and Elsayed Elshabrawi A. Hassanein.* Epilogue, *Anica Bowe.* Biographies.
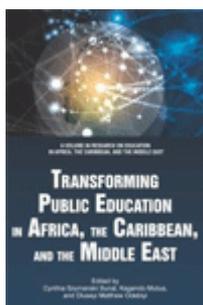
Transforming Public Education in Africa, the Caribbean, and the Middle East

Cynthia S Sunal, University of Alabama; Kagendo Mutua, University of Alabama; Oluseyi Matthew Odebiyi, Arizona State University

Public education has expanded to serve large populations across the regions of Africa, the Caribbean, and the Middle East. Many nations in these regions are moving into a phase of public education in which a variety of factors are being identified as influencing the quality of public education and its ability to serve all children and adolescents. It has become evident that ethnic background, gender, religious affiliation, and ability/disability are important factors in who is served and how well the individual is served. The chapters in this volume, Book 8, of Research on Education in Africa, the Caribbean, and the Middle East document and describe the status, success, and limitations of public education's efforts at transformation. They provide points from which further research and practice might occur.

CONTENTS: Introduction: How has Education Been Transformed in Africa, the Caribbean, and the Middle East? *Cynthia Szymanski Sunal and Kagendo Mutua.* **PART I:** Free Primary Education in Sierra Leone and Its Impact on Literacy Rates, *Colin Cannonier and Monica Galloway Burke.* How School Autonomy Restricts Equitable Access for South African Learners, *Daniel Kiel and Kevin Teise.* Transforming Early Childhood Development and Education in Kwale County, Kenya, *Tata Mbugua, Branislav Pupala, Ondrej Kascak, and Zuzana Petrova.* Transformative Female Voices in Rural South African Schools: An Asset-Based Perspective, *Fumane Portia Khanare, Brenda Louise Hammett Marina.* Reflection on Leadership Experience: Zimbabwean School Leaders Cultivating their own Learning, *Trevor Ngorosha.* Women and School Leadership in Tanzania: A Paradox of Access and Agency, *Godfrey Telli and Corrie Stone-Johnson.* Basic Education in Morocco: The Struggle for Decentralization and Gender Equity, *Randal Joy Thompson.* **PART II:** Frameworks Used for Understanding Academic Motivation Within the English-Speaking Caribbean, *Anica Bowe and Martin Timothy Hall.* Achievement Goals and High-Stakes Test Anxiety in Standards 5 Students in Trinidad, *Melissa R. Hunte, Joan M. Martin, and Todd M. Milford.* Exploring Educational Opportunities toward Gender Equity for Girls in Haiti, *Steve Sider, Charlene Desir, Gaetane Jean-Marie, and Allyson Watson.* **PART III:** Living in a Visual World: Israeli Arab Teachers' Visual Representation Transformations and Related Competencies, *Billie Eilam and Seena Yasin Omar.* Education and Indoctrination in the Islamic Republic of Iran, *Khodadad Kaviani.* Parents' Perception of Public Education in Amman, *Jordan, Randa Suleiman.* Epilogue: Education Research in the 21st Century, *Mwarumba Mwavita.* About the Authors.
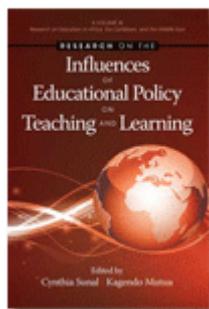
Research on the Influences of Educational Policy on Teaching and Learning

Cynthia S Sunal, University of Alabama; Kagendo Mutua, University of Alabama

2013. Paperback 9781623962500 $52.99. Hardcover 9781623962517 $94.99. eBook 9781623962524 $85.

The 14 chapters in this book address education policy as it is being implemented in three world regions, Africa, the Caribbean, and the Middle East. The diverse authors utilize original local data, interpreting it to describe policy development and implementation across a range of nations who share commonalities but also differences.

The chapters begin with the premise that policy must respond to the needs of the citizenry and to the challenges faced by each society internally as well as globally. Meeting the challenge of frequently competing existing needs while addressing educational development to prepare for future needs, is an ongoing task for policymakers.

The researchers authoring the book's chapters are aware of competing challenges and of the need for frequent revision of educational policy as well as continuing support for its implementation. They base their conclusions and the implications offered on the data while taking into account the culture within which successful and appropriate policy must be implemented. The implications have relevance for any society in the world as diversity exists everywhere so all societies are experiencing challenges generated by our interdependence with each other.

CONTENTS: Educational Policy on Teaching and Learning in Africa, the Caribbean, and the Middle East, *Cynthia Szymanski Sunal and Kagendo Mutua.* Impact on Teaching and Learning of Educational Policy on Special Needs Education and Inclusion in South Africa, *Petra Engelbrecht and Marichell van Deventer.* The Paradox of Universal Secondary Education in Uganda, *Philip P. Kelly.* Inclusive Education: The Nigerian Attempt, *Ahon Adaka Terfa.* Supporting Novice Teachers in Egypt: The Development and Evaluation of an Induction/Mentoring Program, *Jack Levy, Yasser Youssif, and Nevein Dous.* Who Will Teach These Children? Special Education Policy in Zimbabwe, *Nyaradzo H. Mvududu.* Morocco's 2000 Charter for Educational Reform Policy: Language Standardizations and Fragmentations, *Bethsaida Nieves.* International Funding in Educational Reform in Trinidad and Tobago, 1996–2002, *Genevieve A. Baptiste and Dennis A. Conrad.* The Exodus of Cape Verdean Immigrants to the Northeastern United States, *Julio C. de Carvalho.* Special Educators' Efficacy and Exceptional Students' Future Trajectories: Informing Barbados' Education Policy, *Stacey Blackman, Arthur G. Richardson, and Claudette Fongkong-Mungal.* Education Reform's Impact on the Development of Special Education Policy in Qatar, *Asma Al Attiyah and Brenda B. Lazarus.* Educational Policy and Pedagogical Practice

Impacting Gypsy, Roma, and Traveler Groups in the United Kingdom: Lessons for Neighboring Middle Eastern Countries, *Kalwant Bhopal.* Emerging Bilingualism in Kindergarten: Implications for Educational Policies and Practices in Qatar, *Karen L. Kelly, Radhika Viruru, Fatima Al Maadadi, and John R. Schorger.* Epilogue, *Soula Mitakidou and Beth Blue Swadener.* About the Contributors.
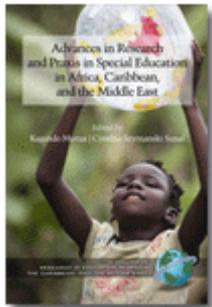
Advances in Special Education Research and Praxis in Selected Countries of Africa, Caribbean and the Middle East

Kagendo Mutua, University of Alabama; Cynthia S Sunal, University of Alabama

2012. Paperback 978-1-61735-771-8 $52.99. Hardcover 978-1-61735-772-5 $94.99. eBook 978-1-61735-773-2 $85.

This edited volume explores various issues pertaining to the education of children with disabilities in Africa, the Caribbean and Middle East. As a group, persons with disabilities have been subjected to social, cultural and educational exclusions of various forms and for various socially-scripted reasons. In education, for instance, individuals with disabilities have been altogether excluded from educational participation in many parts of the developing world or they have been excluded from pursuing meaningfully beneficial higher levels of education in developed countries like the United States. One of the social responses/remedies to the widely-acknowledged exclusionary practices experienced by learners with disabilities has been the widespread implementation of inclusive practices in the education of individuals with disabilities across countries, in the west and the developing regions of the world. A distinctive marker of difference in the way inclusive practices have been enacted in western countries versus those in the developing world has primarily stemmed from the fact that majority of western countries operate under funded mandates that also regulate the provision of education to persons with disabilities. While the ideal of inclusion has been highly desirable, many of countries in the developing world have floundered in their implementation due to lack sound legislative framework to guide implementation coupled with socio-cultural factors related to negative perceptions of disabilities and limited funding sources. Chapters in this volume explore inclusive education from a variety of perspectives.

CONTENTS: Contributors. Introduction: The Limits of Policy and Praxis: Critical issues in Inclusive Education in Selected Countries of Africa, Caribbean and the Middle East, *Kagendo Mutua & Cynthia Szymanski Sunal.* **PART I: SPECIAL EDUCATION RESEARCH AND PRAXIS IN AFRICA.** Early Intervention Programs in the Southern African Region, *John Charema.* Special Education in Nigeria: Shifting Paradigms, *Festus E. Obiakor, Michael Eskay, and Michael O. Afọláyan.* Challenges Facing Pupils and Staff at Botswana Community Junior Secondary: Schools The Student Teachers' Perspective, *Gareth Dart.* Rapid Changes and Challenges in a South African Paradigm, *Joan Jafthas.* Education for Students with Intellectual Disabilities in Kenya: Challenges and Prospects, *Gathogo Mukuria.* Contextualizing Inclusive Education in Tanzania, *Filiz Polat.* Defining the Disabled Person: An Analysis of the Continental Plan of Action for the African Decade of Persons with Disabilities, *Bethsaida Nieves.* **PART II: SPECIAL EDUCATION RESEARCH AND PRAXIS IN THE CARIBBEAN.** Special Education in the Caribbean: Teachers' Attitudes Toward Inclusion in Barbados, Cayman Islands, Grenada, Jamaica, St. Lucia, and St. Vincent, *Junnie O. Lynch, Clara Wolman, and Judy Harris-Looby.*