

# Sub Saharan Africa Math

## Open call

### Special issue: Research on learning and teaching the basic skills in mathematics in sub-Saharan Africa

Special issue editors (all emails @gmail.com)

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Sub-Saharan Africa has significant challenges in education. Of all regions, it has the highest education exclusion rates: Over one-fifth of children between the ages of 6 and 11 are out of school, followed by one-third of youth between 12 and 14 years-old (UNESCO UIS, 2020). The second challenge is that even though today the vast majority of the children participate in education, more than half of them do not learn the basic skills in reading and mathematics (UNESCO Institute for Statistics 2017; Fritz, Haase, & Räsänen, 2019).

Despite the challenges, not limited to education but to the wellbeing of children in general, there have been successful and promising projects on improving the quality and access to education. Likewise, there are large differences between the countries in educational attainment that cannot be explained with economic or GDP differences.

In this special issue, we aim to collect the current state of knowledge in learning and education of basic skills in mathematics in sub-Saharan Africa. This special issue seeks to deepen this discussion between research on learning and teaching and the educational practices in Sub-Saharan countries, i.e. how the educational system and research find each other at the moment, and how research could support the development of education.

We welcome review articles on the following topics covering one or more sub-Saharan countries:

- Country reviews: current state of research and practice in one or more countries;
- Educational policy, teacher education and training, curricula formulation;
- Effects of economic, social and/or poverty factors on basic numerical and mathematical skills;
- Effects of nutrition, health, diseases on basic numerical and mathematical skills;
- Effects of multilingual classrooms and education on learning and teaching mathematics;
- Parental practices and attitudes, gender issues;
- Effectiveness of interventions, educational investments and school programs;
- Cross-country analysis of mathematical attainment and summaries of achievement studies, development of skills over time;

All papers will go through a process of double-blind peer-review.

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## **Important dates**

Deadline for abstracts: Wednesday March 31st, 2021  
The abstracts should be max 200-250 words excluding references.

Deadline for the full paper: Wednesday September 1st, 2021  
Maximum length of the paper is 5000 words excluding references.

## **References**

Fritz, A., Haase, V. & Räsänen, P. (2019). The International Handbook of Mathematical Learning Difficulties: from the Laboratory to the Classroom. Cham: Springer International. <https://link.springer.com/book/10.1007%2F978-3-319-97148-3>

UNESCO UIS (2020). Education in Africa. <http://uis.unesco.org/en/topic/education-africa>.

UNESCO Institute for Statistics (2017). More than one-half of children and adolescents are not learning worldwide. Fact Sheet No. 46, September 2017. UNESCO Institute for Statistics. <http://uis.unesco.org/sites/default/files/documents/fs46-more-than-half-children-not-learning-en-2017.pdf>