

# CALL FOR PAPERS: STATISTICS EDUCATION RESEARCH IN AFRICA

2026 SPECIAL ISSUE OF THE *STATISTICS EDUCATION RESEARCH JOURNAL (SERJ)*

*Guest Editors:*

*Olushina Olawale Awe, [olawaleawe@gmail.com](mailto:olawaleawe@gmail.com)*

*David A. Stern, [d.a.stern@idems.international](mailto:d.a.stern@idems.international)*

*James Musyoka, [jkmusyoka@idems.international](mailto:jkmusyoka@idems.international)*

*Eric A. Vance, [Eric.Vance@colorado.edu](mailto:Eric.Vance@colorado.edu)*

*with Special Editions SERJ Editor*

*Daniel Frischemeier, University of Münster, [dfrische@uni-muenster.de](mailto:dfrische@uni-muenster.de)*

## 1. BACKGROUND

The Statistics Education Research Journal (SERJ) invites researchers, educators, and practitioners to contribute to a special issue focusing on "Statistics Education Research in Africa". **Deadline for submission of expressions of interest: 15 October 2024.** This special issue aims to showcase the diverse and innovative approaches to statistics education across the African continent, emphasizing the unique challenges and opportunities faced by African countries. Within this special issue, the term statistics should be broadly viewed to include data science as well as elements with mathematics education and STEM education or other initiatives such as educational activities of statistics agencies and other agencies or NGOs.

We are particularly interested in contributions that reflect the priorities and vision for advancing statistics education in Africa, which can also provide valuable insights and inspiration for other regions globally. We believe this special issue will make a significant contribution to the field of statistics education by shedding light on sustainable and innovative practices in Africa. We look forward to receiving submissions that will advance our understanding and practice of statistics education on the continent.

## 2. POSSIBLE TOPICS

For the 2026 Special Issue of SERJ, we are interested in scholarly articles. We encourage not only original empirical research (both quantitative and qualitative) and design-based research with learners in K-12, tertiary/academic, and adult education contexts, but also conceptually-oriented articles that address issues of learning and teaching, including curricular issues and issues for teacher education, professional development and vocational learning within the context of "Statistics Education Research in Africa". The submissions for this Special Issue may fall under one of the following key areas:

- **Key Area 1: Capacity Building in Training Future Statisticians at the University Level** Submissions in this area should explore strategies, programs, and initiatives aimed at developing the next generation of statisticians. Topics may include:
  - Innovative curriculum design and implementation for undergraduate and graduate programs.

- Partnerships between universities and industry to provide practical training and internships.
  - Initiatives to increase the diversity and inclusion of underrepresented groups in statistics education.
  - Case studies of successful capacity-building programs and their impact on the statistical community.
- **Key Area 2: Innovative Statistical Education Projects or Approaches Addressing Local or National "Burning Issues"** In this subgroup we seek contributions that highlight innovative educational projects or approaches addressing pressing issues relevant to African contexts. Topics may include:
    - Integrating statistical education with civic processes and changes, such as electoral processes, governance, and public policy.
    - Projects focusing on global warming, climate change, and their impact on local communities.
    - Educational initiatives addressing migration, social justice, and human rights through statistical analysis.
    - Use of local data and case studies to make statistics education more relevant and engaging for students.
- **Key Area 3: Educational Efforts to Overcome or Connect with Systemic or Endemic Issues** Contributions in this area should address the challenges and systemic issues that hinder the effectiveness of statistics education. Topics may include:
    - Strategies to support teachers with limited resources and technology in delivering high-quality statistics education.
    - Efforts to introduce and integrate new educational technologies in statistics and data science education.
    - Programs aimed at bridging the gap between urban and rural education settings in terms of access to statistical resources and training.
    - Case studies of successful interventions that have improved statistics education in resource-constrained environments.

### 3. SUBMISSION GUIDELINES

Expressions of interest to contribute to this Special Issue should be submitted by **15 October 2024**, and include: (A) Tentative title of the proposed paper, (B) Author names, affiliations and email addresses, (C) The Key Area(s) to which the submission applies, (D) A *structured abstract* of 300-400 words (For example - for empirical papers, include subsections about: Purpose & Importance, Design/Methodology, Results, Implications and contributions to theory & practice), (E) a brief CV (100-200 words per each author: describe professional/academic background and areas of work/research). Please send all materials as a single PDF to <dfrische@uni-muenster.de>.

Authors will be informed by **15 November 2024** about the editorial decision and invitation to submit a full manuscript to this Special Issue. Full papers are expected to be submitted by **15 May 2025**, via the *SERJ* online submission system at: <https://iase-web.org/ojs/SERJ>.

Manuscripts should be submitted in accordance with the *SERJ* Template, which can be downloaded from <https://iase-web.org/ojs/SERJ/information/authors>.

Manuscripts should follow the *SERJ* general author guidelines, including regarding manuscript organization, formatting, and permissible word counts and overall length. The *SERJ* author guideline can be found at: <https://iase-web.org/ojs/SERJ/information/authors>.

All submissions must be written in English to undergo the review process. After a manuscript written in English is accepted for publication, authors can submit a second version of the manuscript written in a different language for distribution. It is the responsibility of the authors to ensure that the other language version is the same as the final English version. Both versions will be made available for download.

The full Special Issue is planned to be published by **the end of 2026**. However, articles for this Special Issue which will be ready for publication earlier will be published online as soon as possible.