

## Editorial

This Special Issue comes under the project entitled “*Analyses of Mathematics Teacher Professional Development Programs in Selected Developing and Developed Countries: Insights for quality Mathematics Instruction in Sub-Saharan African Countries*” involving ten countries. These countries are Botswana, Morocco, Namibia, Poland, Singapore, South Korea, South Africa, Swaziland, Tanzania and Zimbabwe. The project is based in the Department of Mathematics Education (DME) at the University of South Africa (UNISA) and is sponsored by the College of Education at UNISA under Community Engagement project initiatives in the college.

The objectives of this collaborative study are to:

- i) Examine the nature of mathematics teacher professional development programs that exist in selected countries
- ii) Learn from exemplary practices of mathematics teacher development programmes in use (from countries in the sample) in efforts to improve mathematics teacher development programmes in participating countries
- iii) Propose a systemic and nationwide improvement of mathematics teacher professional development programmes for South Africa and participating countries
- iv) Facilitate sharing of research skills and output, networking and forming partnerships
- v) Disseminate research findings to stakeholders and publish articles dedicated to this study

The research papers published in this special issue are dedicated to the pilot studies conducted in ten participating countries in the project. The

research instruments for the project were constructed by all team members and the aim of the pilot studies was to test the materials in individual participating countries in preparation for main data collection in the same countries.

Apart from reported pilot studies, some members of the team have also written papers basing on their observations and experiences from the pilot studies conducted in participating countries. All papers in this issue intend to modify and sharpen the instruments for main data collection. Through this process, authors have not only brought in their experiences from the field but also have identified important aspects that could constitute the best or workable models of mathematics continuous professional development programs in their countries.

Reading through all the research papers, the reader will learn about (i) the processes and strategies used in ten countries in mathematics teacher professional development and as also compared to other countries of the world, (ii) the efforts made by authors to improve mathematics teacher professional development programmes in their countries and (iii) the efforts of the project team to share research knowledge, networking and fostering partnerships beyond their borders. The project aims to have another Special issue on the main data collected and to disseminate the findings to the stakeholders in participating countries.

I would like to thank the sponsor of this project, namely the College of Education and in particular the Dean of the College of Education, Prof. K. Dzvimbo and the Deputy Dean, Prof. V. McKay for their support. I thank countries (outside Africa) that sponsored the pilot studies in their countries without funds from the project. Last but not least, I sincerely thank all team members for their dedication to the project.