



### **Message from the President/Founder of Kolagafrimerican Institute of Scientific Research...California, USA.**

No one would think of getting to the Moon or of wiping out a disease without research. Likewise, one cannot expect reforms efforts in education to have significant effects without research-based knowledge to guide them. Scientific research in education can shed light on the increasingly complex and performance-driving U.S education system. Such research covers a wide range of issues, including teaching second-language learners, measurement of achievement and self-concept, the biological and psychological basis of language and cognition, public school finance, and postsecondary and life-long learning outcomes.

There is a long-standing debate among scholars, policymakers, and others about the nature and value of scientific research in education and the extent to which it has produced the kind of cumulative knowledge expected of scientific endeavors. Most recently, this skepticism led to proposed legislation that defines what constitutes rigorous scientific methods for conducting education research.

That the proposal, coupled with rising enthusiasm for evidence-based education policy and practice led to the incorporation of the *Kolagafrimerican Institute of Scientific Research Education and Academic Development (KISREAD)*. This Research Institute is constituted to study, examine and clarify the nature of scientific research inquiry in education and devise means and or modalities on how various stakeholders can best foster and support it. The Institute is charged with the responsibility to review and synthesize contemporary literature on the science and practice of scientific-educational research and consider how to support high-quality science.

We must hasten to say that the Institute is not to attempt in evaluating the bodies of existing research, of existing researchers in the field, or of the existing research function because that would have constituted a monumental challenge. Instead, we in **KISREAD** adopt a forward-looking that draws on lessons from history and identifies the roles of various stakeholders (e.g. researchers, policymakers, practitioners) in fulfilling a vision for the future of education research.

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