



POLICY & PRACTICE

A Development Education Review

SSN: 1748-135X

Perspectives Articles

Guidelines for Authors

About Policy and Practice

Policy and Practice is a peer reviewed, bi-annual, open access journal published by the Centre for Global Education, a non-governmental development organisation based in Belfast. First published in 2005, *Policy and Practice* aims to provide a space for Development Education (DE) practitioners to critically reflect on their practice, discuss the main challenges faced by the sector and debate new policy developments. The journal aims to: share new research; celebrate and promote good practice in DE; enhance collaboration between Development Education and related adjectival education sectors; further mainstream Development Education within the statutory education sector in Ireland; and provide opportunities for exchange and debate between educators from the global North and South.

Policy and Practice has a designated website (<https://www.developmenteducationreview.com/>) which contains an archive of all previous 32 issues which are available for viewing online and for downloading. The journal is open access so there are no pay walls for users. Each issue addresses a specific theme which is central to Development Education policy and practice. The journal invites contributions from academics, education practitioners, non-governmental organisations, statutory bodies and civil society groups. The journal boasts an international pool of contributors from Europe, North America and the global South.

The journal is listed on EBSCO, Elsevier, Scopus (H-Index 2) and the Directory of Open Access Journals (DOAJ).

Use of the journal

A review of the number of visitors to the website from January to December 2021 clearly demonstrates the importance and value of online, open access publishing. The journal website received 219,835 unique visits and 247,865 visits in total. The top ten visitor countries by pages viewed were: United States (120,685); Philippines (42,206); India (41,117); UK (29,994); Russia (14,675); Canada (13,241); Ireland (12,431); Sweden (9,917); South Africa (8,886); and Germany (8,230). This clearly demonstrates the international reach of the journal.

Since 2005, *Policy and Practice* articles have generated 3,143 citations, of which 2,804 were in external journals and 339 were found in other *Policy and Practice* articles. These citations are evidence of the journal's impact on research in the DE sector and contribution to high quality debate. It is also evidence of the journal's interdisciplinary content with citations appearing in a total of 472 journals, 248 books, 318 dissertations and 86 NGO and academic publications. The research on citations in this report was undertaken in April and May 2021 and shows an increase in the total number of citations of 579 on 2020. Citations represent an important means of measuring the journal's pedagogical impact both sectorally and geographically.

Contributing to the journal

The journal welcomes contributions from researchers and practitioners in all areas of the development education sector. It features in-depth contributions on aspects of Development Education practice such as methodologies, monitoring and evaluation, the production of resources, enhancing organisational capacity, strategic interventions in education and sectoral practice. It also supports dialogical exchange between authors toward advancing quality discourse in Development Education and between DE and related, 'adjectival' educations such as Human Rights, Sustainable Development, Environment Education and Development Studies.

Each issue has a theme which is addressed by three to five peer-reviewed articles (Focus section). There are also a variety of other regular sections in each issue of the journal, including practice-driven articles (Perspectives), subjective discussion-oriented articles (Viewpoint) and resource reviews (Reviews). The Call for Papers for the Autumn Issue is announced in March/April with articles submitted in July. The Call for Papers for the Spring Issue is announced in September/October with articles submitted in December.

Please note that material submitted for publication should not have been previously published in the same form, nor should it be under consideration for publication elsewhere, unless agreed with the editor of *Policy and Practice*.

Style and Content

1. Perspectives articles may or may not address the main theme related the specific journal issue. They may include discussion of good practice or draw attention to current developments in policy, funding, or research. Alternatively, they may challenge or expand on arguments from previous issues, or introduce different theories about a pertinent topic in development education.
2. Articles should be of a good standard of English. They should provide well-structured arguments and demonstrate a clear understanding of the key issues under discussion.

Clear referencing is essential and the author's main arguments should always be strengthened with empirical evidence and/or support from relevant literature.

3. The use of contested concepts and disputed terminology, where it cannot be avoided, should be empirically supported within the text.
4. Authors should be aware that reviewers and readers will better understand your arguments if they are presented simply and concisely. Short sentences and paragraphs, within a clear and minimal structure, are best suited to electronic publications.
5. Authors should ensure consistency in style and format, which allows for a smoother editorial process.

Editorial Process

The flow of a Perspectives article, from author to publication, is typically as follows:

1. An author submits a précis of no more than 500 words which outlines the structure and theme of a proposed article. This is reviewed by the editor and, if accepted, a deadline for submission of the article is agreed with both author and editor. In some cases, an author is contacted by the editor to write an article.
2. Once received, the article is reviewed by the editorial team.
3. Comments and suggestions are sent to the author, who is then given time to complete any necessary revisions. Note that this may involve more than one redraft and the article will only be processed for publication when the author and editorial team are satisfied with the content.
4. The article is edited and put into the preferred layout and format for *Policy & Practice*.
5. The issue is sent to an external proof reader before being processed for publication.
6. The final approved article is published on the *Policy & Practice* website in an open access format.

Word Count

Your article should be between 3,000 and 5,000 words in length, including all references and abstracts. Due to these restrictions, we suggest that you concentrate on developing your main arguments, avoiding long descriptive introductions.

You should also take into account that bulleted lists and quotations will take up more space than normal text.

Please ensure to include an abstract of around 250-300 words, and up to five key words.

Please also include a biography at the end of the article, following References. Due to word count restrictions, we recommend these do not exceed 200 words.

You will be required to edit your article for length if it strays excessively from the guidelines provided.

Formatting

Please submit your article in MS Word Times New Roman font size 12. Text should be double-spaced on single side A4 paper with page numbers clearly marked at the bottom of each sheet. Please use a double space after full stops.

Please avoid heavily formatting your article (complicated justification or indents etc.) We only ask that you set out quotations longer than 35 words in a free-standing indented block. Please use single quotation marks for short quotes within the body of the text and double quotation marks for the longer quotations in the free-standing indented block.

Once finalised, articles will be formatted in the house style.

Citations Format

Policy and Practice uses the Harvard System of referencing.

For parenthetical references, please include the author and date of publication, for example (McCloskey, 2014). If including page numbers in the reference, use the format (McCloskey, 2014: 24).

If the work has two or three authors, include all names in your citation. Please, avoid the ampersand ‘&’ and use the conjunction ‘and’. For example (Liston and Devitt, 2020), instead of (Liston & Devitt, 2020).

If citing more than one work by the same author, please cite from the earliest to most recent work. For example (Jones, 1997; Jones, 2002; Jones, 2019). This format should also be followed in the reference list.

If the work has four or more authors, the abbreviation ‘et al.’ should be used after the first author’s name.

If the work has been cited in the preceding sentence, please use “Ibid.” [no italics]. If citing a specific page number from the work previously cited, please use “Ibid.: [page number]”. For example, (Ibid.: 71).

If a direct quote from a book, article, etc., is used you must use single quotation marks. Double quotation marks are used for quoting direct speech or indented quotations of 35 words or more which should be inserted as a separate, indented paragraph.

Please avoid using footnotes by including the information in the main body of the article. In addition, please include a full list of works cited (references) at the end of the article, in alphabetical order. Please ensure that all relevant works are included in the references list.

In the reference list, books must contain the following information: Last name, First initial (Year published) Title [in italics], City: Publisher. For example: Adams, M (2016) *Ecological Crisis, Sustainability and the Psychosocial Subject*, New York: Palgrave Macmillan.

In the reference list, a chapter in an edited book must contain the following information: Last name, First initial (Year published) 'Chapter title' In First initial, Last name (ed) Book Title [in italics], City: Publisher. For example: Hamilton, J (2019) 'Emotions, Reflexivity and the Long Haul: What We Do About How We Feel About Climate Change' in P Hoggett (ed.) *Climate Psychology: On Indifference to Disaster*, Basingstoke: Palgrave.

In the reference list, journal articles must also contain the following information: Volume number [Vol.], Issue number [No.], and page number(s) [pp.]. For example: McCloskey, S (2020) 'Pedagogy of the Oppressed', *Policy and Practice: A Development Education Review*, Vol. 30, Spring, pp. 203-209.

In the reference list, articles cited from online publications, such as newspapers and blogs, must contain the following information: Last name, First initial (Year published) 'Article title', Title of Publication [in italics], Date. For example: Mann, M, Hassol, S J and Toles, T (2017) 'Doomsday Scenarios are as Harmful as Climate Change Denial', *The Washington Post*, 12 July.

Moreover, if the article is found on a database or through a website, the reference should also include the website URL and the date that the article was accessed. For example: Mann, M, Hassol, S J and Toles, T (2017) 'Doomsday Scenarios are as Harmful as Climate Change Denial', *The Washington Post*, 12 July, available: https://www.washingtonpost.com/gdprconsent/?destination=%2fopinions%2fdoomsday-scenarios-are-as-harmful-asclimate-change-denial%2f2017%2f07%2f12%2f880ed002-6714-11e7-a1d7-9a32c91c6f40_story.html%3futm_term%3d.2d0ee806f539 (accessed 8 January 2020).

Spelling

All submissions should follow UK spelling and usage (for example organisation *not* organization, centre *not* center) except in the case of proper nouns.

Numbers

The numbers one to ninety-nine should be spelled out except when referring specifically to data or measurements. Ordinal numbers should be spelled out, as in thirteenth or twentieth century. Authors should try, as far as possible, to refer to decades numerically and not colloquially i.e. the 1990s rather than 'the Nineties'. A number or year at the start of a sentence should be spelled out, as in 'Five studies were carried out...' or 'Nineteen ninety-four began with a series...'

Percentages

Write per cent, not %

Acronyms and Abbreviations

If an organisation etc. is known by an acronym, for the first occurrence quote the full name followed by the acronym in brackets. For example, Irish Aid (IA). An acronym can be used in all subsequent cases. Please do not use full stops in acronyms, e.g. UK *not* U.K., US *not* U.S.

We welcome the use of acronyms for the sake of brevity, particularly where a commonly used

term is to be employed frequently throughout the article, for example: development education (DE); non-governmental organisations (NGOs); education for sustainable development (ESD); transnational corporations (TNCs); international financial institution (IFI); and foreign direct investment (FDI).

We ask that authors keep the use of capitalisation to a minimum, except in the case of proper nouns and recognised curricular subjects: the global North/South, East, West; North America, Western Europe, South East Asia; north/south of Ireland; Geography, Politics, Citizenship.

Verb Tense

Choose a verb tense and maintain its use throughout the text. In discussions of the literature, always use the past tense, for example 'Harvey (2010) argued that...'

Tables, Graphs and Illustrations

All tables, graphs and illustrations should be properly sourced. Where necessary, it is the author's responsibility to obtain permission for any material used. All illustrations should be submitted as jpegs to assist with web formatting.

Submission Checklist

Each Perspectives article should contain:

- A title;
- The author's name;
- Abstract and Key Words;
- Clearly labelled contents, effectively dividing the article into an introduction, discussion and conclusion;
- A full list of works cited (references) in alphabetical order;
- A short biographical statement about the author. It should briefly describe the author's background, occupation, organisation (if applicable), and research and interests;
- The author's full address and contact details, including e-mail. Please clarify which of these details, if any, you wish to be published.

Please send your article to the editor, **Stephen McCloskey**, via email. Do not hesitate to contact Stephen if you have any questions regarding these guidelines or the journal in general.

Stephen McCloskey
Centre for Global Education,
9 University Street,
Belfast BT7 1FY
Email: stephen@centreforglobaleducation.com
Tel: (0044) 2890 241879

Copyright

Papers accepted for publication become copyright of the Centre for Global Education and authors will be asked to sign a transfer of copyright form. Any fees which accumulate will be used to

support the production of the journal. If you wish to reproduce a considerable amount of your work, please contact us in advance. Please ensure that the journal is clearly referenced when reproducing this article.

Please follow *Policy and Practice: A Development Education Review* on Facebook at: <https://www.facebook.com/policyandpractice/?fref=ts>

For further information on the Centre for Global Education please visit our web site: <http://www.centreforglobaleducation.com>

Like us on Facebook: <http://www.facebook.com/centreforglobaleducation>
Or follow us on Twitter: @CGEBelfast

This document has been published as part of a development education project funded by Irish Aid at the Department of Foreign Affairs. Irish Aid is the Government's overseas development programme which supports partners working in some of the world's poorest countries. Irish Aid also supports global citizenship and development education in Ireland to encourage learning and public engagement with global issues. The ideas, opinions and comments herein are entirely the responsibility of the Centre for Global Education and do not necessarily represent or reflect DFA policy.

Policy and Practice is funded by:



Last updated: June 2023