

# **POLICY & PRACTICE**

## *A Development Education Review*

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### **Resource Reviews**

#### **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. Development education provides the critical thinking skills, analysis and participative learning needed to understand the root cause of poverty and inequality and take effective action for a just and sustainable world. *Policy and Practice* aims to: share new research in development education; 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 38 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 2023 clearly demonstrates the importance and value of online, open access publishing. The journal website received 149,435 unique visits and 220,647 visits in total. The top ten visitor countries by pages

viewed were: United States (124,204); Canada (28,938); Great Britain (24,786); India (19,611); Philippines (17,991); Russian Federation (15,523); Poland (14,680); Thailand (9,798); China (8,689); and Ireland (7,265). This clearly demonstrates the international reach of the journal.

Since 2005, *Policy and Practice* articles have generated 5,275 citations of which 4,825 were in external journals and 450 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 761 journals, 373 books, 452 dissertations and 128 NGO publications. The research on citations in this report was undertaken in July 2024 and shows an increase in the total number of citations of 448 on 2023. 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 contributors for the Autumn Issue is announced in March/April with articles submitted in July. The call for contributors 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**

When reviewing material for the journal you should offer your opinion on how it will influence and reflect on areas of good practice and research in development education. Many different types of resources are reviewed in this section, so please feel to consider some of the following points that are relevant to the resource you are reviewing:

1. What is the resource?
2. What are the main target groups for the resource?
3. Is the content of the resource accessible to the intended reader/user?
4. What are the objectives of the resource?
5. How well does it fulfil these objectives?

6. Would you recommend the resource? For whom? Why or why not?
7. Does the layout and presentation enhance the resource?
8. Would this resource support educational practice? How?
9. How relevant is this resource to the readers of this Journal?
10. How does the resource engage with the concept of development education and what can be learnt from it?

It is also useful to readers if your review takes into account the context in which the resource was produced (for example, a resource produced overseas or with a limited budget).

### **Word Count**

Your article should be between 1,000 and 2,000 words in length.

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

Please also include a biography at the end of the article, following references. Due to word count restrictions, we recommend biographies 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 thirty-five 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 chronologically 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, programme *not* program) except in the case of proper nouns or in quotations.

### **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 tables, graphs and illustrations should be submitted as jpegs to assist with web formatting with the sources cited.

### **Submission Checklist**

Each Resource Review should contain:

- A title – preferably one that includes the name of the resource;

- The author's name;
- 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.

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