Policy & Practice

A Development Education Review

Evaluation Report

Dr Patricia McCann

January 2018

Centre for Global Education

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The Centre thanks all of the journal readers who took the time to participate in the questionnaire survey that underpins this review and contributed their ideas to the development of *Policy & Practice*. We also extend our thanks to Irish Aid for its longstanding support of the journal which is now in its twelfth year of production. Please send any feedback on the evaluation to: info@centreforglobaleducation.com

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1. Centre for Global Education

The Centre for Global Education is a development non-governmental organisation that was established in 1986 to provide education services that enhance awareness of international development issues. Its central remit is to challenge the myths and stereotypes about developing countries that are prevalent in our society and undermine efforts toward social justice and equality. The Centre provides learning that enables individuals and organisations to address the causes of poverty, inequality and injustice at local and global levels. We deliver resources and training programmes which enable learners to understand the interdependency of people across the world. The Centre believes that active, experiential learning can provide the skills, knowledge and understanding needed to support action for positive social change.

The Centre for Global Education's main aims are:

- To influence and strengthen Development Education practice;
- To increase and deepen public engagement with Development Education;
- To create positive change for Development Education at policy level;
- To maintain and develop the Centre for Global Education's capacity and sustainability.

The Centre for Global Education has the following Vision Statement

> The Centre for Global Education's vision is for a just and equitable world where people recognise their interdependence and work with others across the globe for positive social change.

The Centre for Global Education Mission Statement is:

> To use education to challenge the causes of global inequality and injustice, enabling action at all levels and in all sectors of society.

The Centre for Global Education houses a resource base that carries a range of materials on international development issues including teaching aids for use in schools, tertiary education, youth and community sectors.

The Centre's resource base contains:

- ✔ Teaching resources;
- ✔ Research facilities;
- ✔ Documentaries and films on development;
- ✔ National and international periodicals on development issues; and
- ✔ A comprehensive book collection.

The Centre's current activities include:

The delivery of the Global Learning Programme, a four year schools' initiative that aims to embed global learning as regular practice on a whole school basis in 50% of primary, post-primary and special schools in Northern Ireland. For more please visit: https://www.globallearningni.com/.

The publication of a bi-annual, peer reviewed, journal titled *Policy & Practice: A Development Education Review* which aims to enhance debate and strengthen practice in Development Education at local and global levels. For more please visit: developmenteducationreview.com.

The provision of education and psycho-social support services to children in the Gaza Strip, Palestine who are on the front-line of poverty and conflict. For more visit: https://www.centreforglobaleducation.com/sites/default/files/GAZA%20Psycho-Social%20Report%202017.pdf

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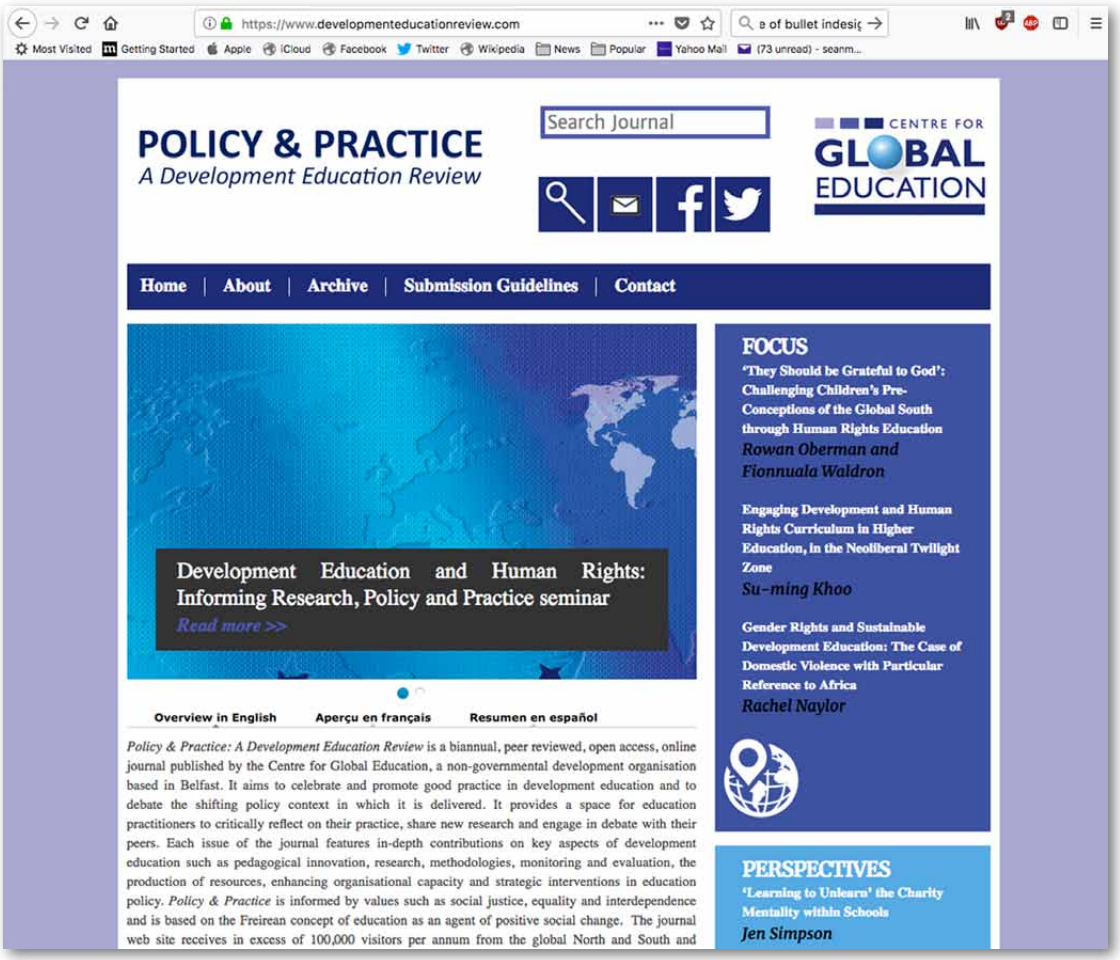
1. Policy & Practice: A Development Education Review

Policy & Practice is a peer reviewed, bi-annual, open access journal published by the Centre for Global Education, a development non-governmental organisation based in Belfast. First published in 2005, *Policy & 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 findings; update academics and practitioners on policy developments; 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 & Practice has a designated website (https://www.developmenteducationreview.com/) which contains an archive of all previous 25 issues which are available for viewing online and for downloading. The journal is open access so there are no fees for users. Each issue addresses a specific concept or 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.



A review of the number of visitors to the website up to the end of November 2017 clearly demonstrates the importance and value of online, open access publishing. The journal website received over 160,000 visits between January and November 2017 from over 160 countries. Of particular note is the number of users from the global South including India, the Philippines and Brazil. This clearly demonstrates the international reach of the journal.

In March 2015, the journal celebrated its tenth anniversary with a special commemorative hard copy edition with details available here. Using a grant provided by Concern Worldwide, the Centre launched a new web site for *Policy & Practice* in January 2017, which has enhanced navigation and layout of the site, and streamlined content.

Since 2005, *Policy & Practice* articles have generated over 900 citations of which over 760 were in external journals and books and 146 were found in other *Policy & 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 inter-disciplinary content with citations appearing in a range of journals from the arts and social sciences. The research on citations was undertaken in February 2017 and an increase in these numbers should be expected going forward. They represent an important means of measuring the journal's pedagogical impact both sectorally and geographically.

Each issue of *Policy & Practice* is published on the basis of a theme selected by an Editorial Group which comprises experienced DE practitioners from the higher education and NGO sectors. Themes are chosen which break new ground in DE practice and strengthen the sector's links with related educations that share our values and passion for social justice and equality. Collectively, the 25 issues of the journal published to date represent an impressive archive which has lifted knowledge of DE to new levels and provided opportunities for practitioners to share their work with colleagues.

Authors interested in submitting an article should send a 300-word précis to stephen@centreforglobaleducation.com. Submission details are available on the web site at: https://www.developmenteducationreview.com/submission-guidelines. To access the latest issue of the journal visit: https://www.developmenteducationreview.com/.

3. Evaluation Terms of Reference

Established in 1986, the Centre for Global Education is a non-governmental development organisation based in Belfast which aims to raise awareness of global issues and encourage action toward social change. To facilitate this it organises events, delivers training, produces publications and provides a wide range of resources to target groups in the formal and informal education sectors. The Centre's flagship publication is *Policy & Practice: A Development Education Review*, an open access, online, bi-annual, peer reviewed journal funded by Irish Aid, the arm of the Irish government responsible for overseas development aid and Development Education. The journal was published from 2005-2009 in a limited, hard copy edition but has since moved to an online, open access publication. A total of twenty-five issues of the journal have been published to date.

The journal was last formally evaluated in 2015 and, with the launch of a new web site in January 2017, this seemed like an ideal time to gather information and feedback on the journal. The evaluation of the journal's content and web site was undertaken to gain a better understanding of how it is used by readers, researchers and practitioners.

The aims of the survey were to:

- Understand the extent to which the journal supports Development Education practice in formal, informal and third-level education;
- Gather feedback on the new website including comments on the layout, design and ease of navigation;
- Invite ideas on how the journal's role as an agent of debate and communication with related education sectors could be strengthened;
- Receive suggestions on themes and concepts for future issues.

The survey consisted of 21 mixed (open/closed) questions, including questions rated on the Likert Scale. A random selection of 111 readers from the *Policy & Practice* mailing list were invited to take part. Of those, 47 responded which secured a satisfactory response rate of 42 percent. The responses have been aggregated and analysed below with recommendations added on the basis of findings.

4. Executive Summary

A random sample of 111 people were asked to complete the evaluation questionnaire with 47 responding (42 percent). The sample was taken from the *Policy & Practice* mailing list. Using information from both the questionnaire and AWStats data, it is apparent that the journal maintains a broad and international readership, but that there are also ways in which this could be expanded, particularly in terms of the global South.

Over half of those who responded to the questionnaire were from the higher/tertiary education sector (55.3 percent). 14 of the 47 respondents were from the Development Education sector (29.8 percent). These two sectors were the most heavily represented and comprise the journal's two main target audiences. The journal hopes to maintain a balance between academic and practitioner contributors, and has managed to combine contributions from these two sectors since 2005, with the larger number coming from higher education.

Overall, respondents expressed high levels of satisfaction with the journal's contribution to Development Education. For example, almost 98 percent of respondents strongly agree (59.6 percent) or somewhat agree (38.3 percent) that *Policy & Practice* **plays a significant role in building the academic credibility and profile of Development Education in Ireland.** Similarly, 46.8 percent strongly agree and 51.1 percent somewhat agree that *Policy & Practice* is **very effective in meeting Development Education practitioners' needs.**

Policy & Practice aims to promote communication and networking among development educators and between those in the North and South of Ireland. When asked specifically about these **opportunities for dialogue between North and South 93 percent of respondents** answered positively. Similarly, **85 percent 'somewhat' or 'strongly' agreed** that *Policy & Practice* **encourages networking and active communications** between development educators.

The same positive responses were found in questions relating to the journal's **content**. Respondents were asked to indicate how useful they found the specific types of articles, to which they consistently responded towards the upper end of the scale (1 to 5). Almost **98 percent** indicated **4 or 5 for Focus articles** (5 indicates 'very useful'), with **89 percent** indicating the same high levels for **Perspectives articles**. **Viewpoint articles** received **76.6 percent or a level 4 or 5 of usefulness** with **Resource Reviews** receiving **85 percent**. When asked specifically about the last two issues - Issue 23: 'Development Education in the Formal Sector' and Issue 24: 'Development Education Perspectives on Migration' - over 93 percent rated the **overall content** a 4 (56.5 percent) or 5 (37 percent) on a scale of 1 to 5 with 5 indicating 'Excellent'.

The new website, launched in January 2017, also received very positive feedback. On a scale of 1 to 5 (Poor to Excellent), respondents were asked to indicate their **level of satisfaction with the layout of the new website**. About **94 percent of respondents answered 4 or 5** to the question.

The journal's **open access status** remains an important factor in determining respondents' use of the journal. On a scale of 1 to 5 ('not at all' to 'very important') 73.3 percent of respondents indicated 5 and 15.6 percent indicated 4. This demonstrates that overall **88.9 percent** deemed this of particular **importance** in determining their capacity to use the journal.

Undoubtedly this has enhanced the journal's impact on how respondents use the journal in their own practice. **68.9 percent** of respondents use the journal to **support academic-based research**, and **62 percent** recommend the journal on a **university or higher education reading list** with **57.8 percent** using the journal as a **teaching aid in the tertiary/higher education sector**. When asked what they found most useful about the journal, almost **83 percent** of respondents felt that it allowed them to **engage with current debates in the Development Education sector**, and **80.9 percent** answered that it gave them the **opportunity to learn about Development Education practice in local and global contexts.**

A summary of recommendations arising from the evaluation are as follows:

- Enhance website by incorporating other colours and images, as well as including additional relevant information such as seminars and conferences.
- Encourage contributions from people with non-academic backgrounds by making the website easier to access for non-academic readers including having a 'most read' or 'recommended' section, and including a summary of each article.
- Encourage greater contributions from the global South by having themes that will attract readers and contributors specifically from these areas, such as a focus on Development Education in Africa and South America.
- Encourage a more international pool of contributors and readers by including articles in languages other than English in the journal.
- Improve networking and active communication opportunities between development educators.

5. Demographics

So as to gain a generalised overview and understanding of the respondents and their backgrounds, we asked participants to provide their age, occupation, ethnicity, nationality, and where they reside. Of the 47 respondents, the majority (40.4 percent) were aged between 45 and 54. Those aged between 35 and 44 represented the second largest group at 31.9 percent. We had no respondents aged between 16 and 24. The majority of respondents (89.1 percent) were White and 59.6 percent were of Irish nationality. Almost three quarters of those who responded were based on the island of Ireland, of which 53.2 percent were based in the South of Ireland. AWStats data for the *Policy & Practice* website indicate that the journal has a large and diverse readership. From the launch of the new website in January 2017 until November 2017 there were over 160,000 visits with the majority located in the following locations:

• **United States (US)**	**(40,236)**
• **United Kingdom (UK)**	**(32,018)**
• **India**	**(18,090)**
• **Philippines**	**(12,684)**
• **Brazil**	**(10,372)**
• **Russian Federation**	**(9,958)**
• **Germany**	**(8,966)**
• **Canada**	**(8,826)**
• **Ireland**	**(7,422)**
• **France**	**(7,308)**

The results of the questionnaire indicate that the journal has both an international and a dedicated readership, with **46.8 percent of respondents having read and engaged with the journal for more than five years**. **27.6 percent** have been reading the journal **since the first issue** in 2005. Over half of the respondents (**55.3 percent**) work in the **Tertiary/Higher Education sector**, with **29.8 percent** working in the **Development Education sector**.

The journal appears to be highly regarded by those who read and engage with it on a regular basis as **27.7 percent** of respondents said they became aware of the journal **through recommendation or word of mouth**.

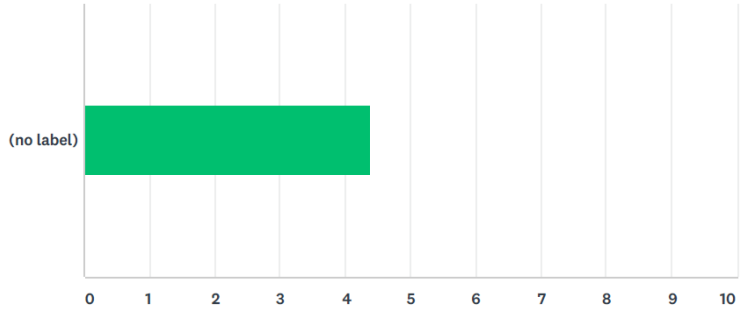
6. Findings

On the whole, respondents expressed high levels of satisfaction with the journal's contribution to Development Education and related sectors. It is encouraging, for example, that **almost 98 percent** of respondents strongly agree (59.6 percent) or somewhat agree (38.3 percent) that *Policy & Practice* **plays a significant role in building the academic credibility and profile of Development Education in Ireland.** The following sections provide details of the responses and analysis of the questionnaire.

6.1 *Policy & Practice* website

A new website was created and launched for the journal in January 2017. **Feedback was requested on the new website** to determine if it meets the needs of readers and contributors, and what, if any, improvements could be made in terms of layout and navigation to increase its ease of access. Respondents were asked to rate the new website on a scale of 1 to 5, with 1 indicating 'poor' and 5 'excellent'. About **94 percent of respondents answered 4 or 5** to the question. This indicates that the majority of respondents find the website clear, well laid out and easy to navigate. It demonstrates that the new website is user-friendly.

Figure 1: How do you rate the new *Policy & Practice* website in terms of layout and navigation?



	1 = POOR	2	3	4	5 = EXCELLENT	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	6.38% 3	48.94% 23	44.68% 21	47	4.38

Respondents were also given the opportunity to recommend any improvements to the layout and design of the new website. Among the responses (36 out of 47), over a third replied that they would not make any changes to the website, suggesting general satisfaction with the site. Some possible improvements included using more photographs and infographics as well as including more colour. Other suggestions included adding sections such as 'highly recommended' or 'most read' to guide those who are browsing through the site. Additionally, respondents suggested links to other relevant sites and information on seminars and conferences. Some of the comments are included below:

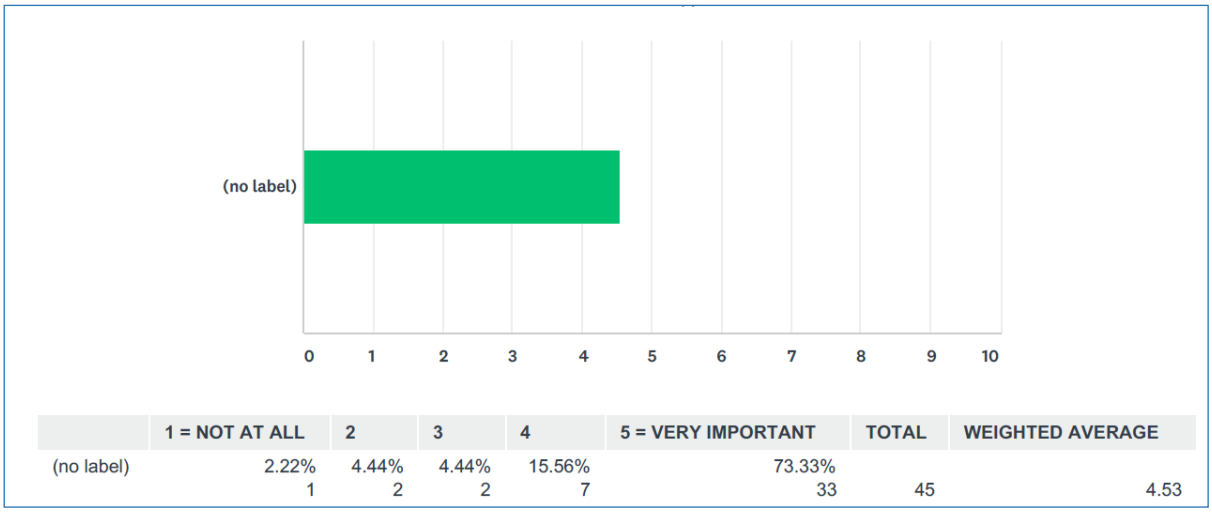
> *"Greater level of visual stimulus on the home page, perhaps through icons or expanded colour palette".*

> *"Possibly add a 'highly recommended' section or a 'most read'...for those just browsing through the site".*

"Seminars and conferences are not as visible as focus and perspectives and spotlight entries... how about a digital video piece reviewing a particularly interesting seminar/conference (by chair or nominated professional overseeing the event)?".

Policy & Practice is an open access journal which allows those using the website and contributing to it to access and use the journal free of charge with no subscription. This includes access to the journal's archive, allowing users to read articles from a twelve-year-old archive. In relation to the use of the website, respondents were asked if the **open access status** of the journal and the lack of financial charges when accessing the journal and its website was **important for determining their use of *Policy & Practice***. 33 respondents out of 47 (**73.3. percent**) deemed this to be **'very important'.**

Figure 2: How important is the open access (no financial charges) status of the *Policy & Practice* website in determining your capacity to use it?



	1 = NOT AT ALL	2	3	4	5 = VERY IMPORTANT	TOTAL	WEIGHTED AVERAGE
(no label)	2.22% 1	4.44% 2	4.44% 2	15.56% 7	73.33% 33	45	4.53

The open access and free-to-use policy of the journal indicates a strong draw for users and contributors. This ensures the research and dialogue that the journal supports reaches a wide and varied readership.

6.2 *Policy & Practice* impact and influence in practice

The aim of the journal is to promote and enhance Development Education practice, and as the only Development Education journal published on the island of Ireland it is a unique and important resource for researchers and practitioners. When asked to reflect on specific questions relating to the journal's usefulness in promoting and enhancing Development Education in Ireland, respondents answered very favourably. They were asked to reflect on specific statements relating to the journal's **usefulness in promoting Development Education in Ireland**, whether it **meets the needs** of education practitioners and if it **enhanced communication** with other related 'educations'. The respondents were asked to answer on a scale of 'Strongly agree' to 'Strongly disagree'.

When asked if *Policy & Practice* **plays a significant role in building the academic credibility and profile of Development Education in Ireland**, 59.6 percent of respondents 'Strongly agreed' with this statement. Respondents also answered very favourably when asked about the contribution *Policy & Practice* makes to **building capacity of the Development Education sector across Ireland**, to which 73.3 percent answered 'strongly agree'.

The results of these two statements indicate that the journal plays a central role in supporting and promoting Development Education in Ireland. It also indicates that the journal continues to actively strengthen Development Education debate in Ireland.

98 percent of respondents either 'Strongly' or 'somewhat' agreed that ***Policy & Practice* is effectively meeting the needs of Development Education practitioners**. This indicates that, for most, the journal is an **effective and welcome aid in their Development Education practice**, but with over half the respondents 'somewhat agreeing' to this statement, there is perhaps some room for improvement.

63 percent of respondents 'strongly agree' that *Policy & Practice* **effectively blends Development Education policy and practice**, and over half (54.4 percent) 'strongly agree' that it **enhances communications between the Development Education sector and other related 'educations'**. This suggests the importance of *Policy & Practice* in developing and enhancing inter- and cross-disciplinary research.

With regards to the efficacy of *Policy & Practice* in **promoting dialogue between Development Educators in the north and south of Ireland**, 44.4 percent 'strongly agree' and 48.9 percent 'somewhat agree' with this statement. Similarly, 55.3 percent of respondents 'somewhat agree' that *Policy & Practice* **encourages networking and active communication between development educators**, with 29.8 percent 'strongly agreeing' with this statement. This is perhaps an issue that the journal could seek to improve upon in the future.

In all, respondents answered very positively in relation to the importance, efficacy and use of *Policy & Practice* for Development Education practitioners and users of the journal. These statements have also highlighted some **potential for improvement**, particularly in terms of **how the journal can support Development Education practitioners in their own practice and in creating opportunities for networking and communicating with other practitioners.**

6.3 Content

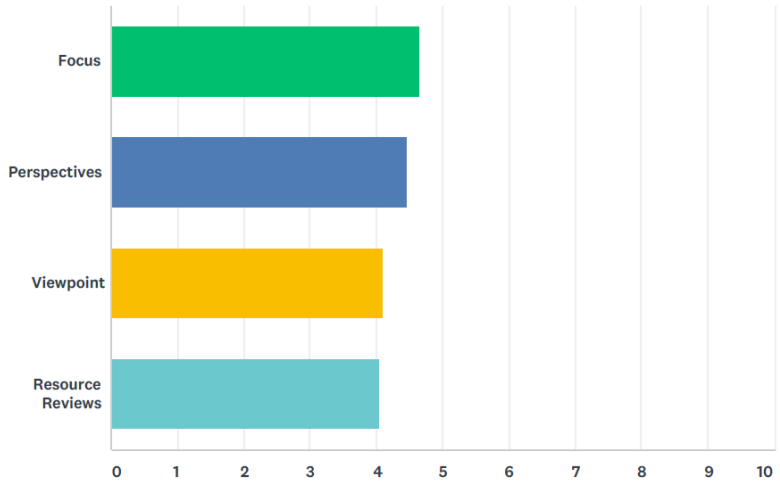
The quality and usefulness of the journal content are of the utmost importance as this ensures *Policy & Practice* remains a key resource for researchers and practitioners. To ascertain the extent to which articles are useful, respondents were asked to reflect on the different types of articles, on a scale of 1 to 5 (from 'not at all' to 'very useful'). Consistently, respondents answered towards the upper end of the scale.

Focus articles are peer-reviewed pieces which are between 3,500 and 6,000 words in length. These articles examine the key issues and debates relating to the main topic considered in each edition of the journal. Consequently, they engage extensively with academic literature and key theories, and are pieces of original research that promote new ways of thinking on Development Education. As Focus articles are peer-reviewed they are rigorously and meticulously assessed to ensure they adhere to the best practice in writing and research. About **66 percent of respondents (31) found Focus articles 'very useful'.**

Perspectives articles are shorter contributions of 2000 to 4000 words. They discuss examples of good practice or draw attention to developments in policy, funding and research. They are also an opportunity to expand on arguments from previous issues. These articles are not peer reviewed so are often an opportunity for postgraduate students and early career researchers to contribute an

article to an academic journal. When asked to consider the usefulness of Perspectives articles, **55.3 percent (26) responded 'very useful'.**

Figure 3: Four types of articles are published in *Policy & Practice* - Focus, Perspective, Viewpoint and Review. Please state the extent to which you find these articles useful.



	1 = NOT AT ALL	2	3	4	5 = VERY USEFUL	TOTAL	WEIGHTED AVERAGE
Focus	0.00% 0	0.00% 0	2.13% 1	31.91% 15	65.96% 31	47	4.64
Perspectives	0.00% 0	0.00% 0	10.64% 5	34.04% 16	55.32% 26	47	4.45
Viewpoint	0.00% 0	4.26% 2	19.15% 9	40.43% 19	36.17% 17	47	4.09
Resource Reviews	2.13% 1	8.51% 4	4.26% 2	53.19% 25	31.91% 15	47	4.04

Viewpoint articles are of a similar length to Perspectives articles and, crucially, encourage dialogue between individuals and/or organisations that are actively interested in Development Education. This type of article is an opportunity to examine and debate pertinent issues relating to Development Education from a personal and partisan perspective. They can take the form of a debate between several practitioners, or one person offering an engaging or provocative opinion on a key issue. On a scale of 1 to 5, **36 percent (17) answered 5 ('very useful') when asked to remark on Viewpoint articles, with the majority, 40.4 percent (19), choosing 4.**

Finally, **Resource Reviews** can relate to any resource relevant to the sector including books, documentaries, or teaching and learning resources. **About 85 percent of respondents indicated 4 or 5 in relation to the usefulness of Resource Reviews.**

These statistics give a clear indication that the majority of respondents found all four article types 'useful' or 'very useful'. The topic-specific articles (Focus and Perspectives) seem to be the most useful for the respondents, and this may well be due to the high-levels of academic research which form the basis of these articles.

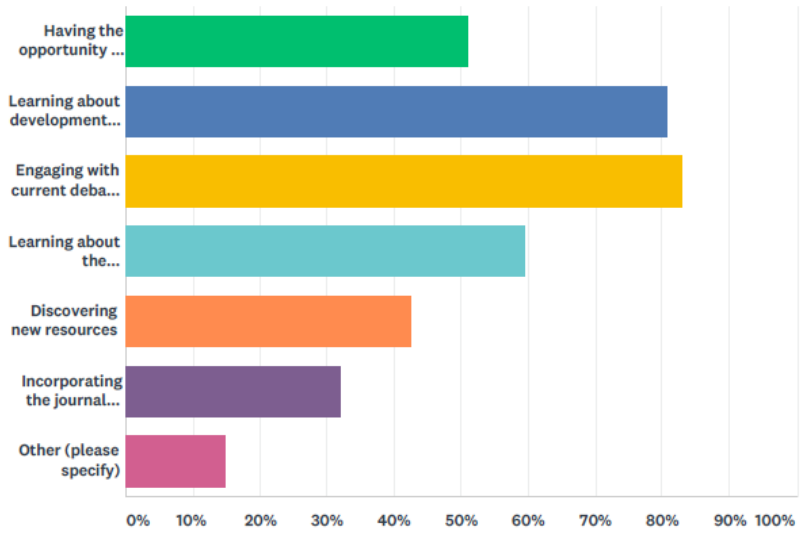
Respondents were asked to reflect specifically on **the issues from the past year** (Issue 23:

'Development Education in the Formal Sector' and Issue 24: 'Development Education Perspectives on Migration'). 46 of the 47 respondents answered this question by indicating on a scale of 1 to 5 (poor to excellent) how they rated the content of these two issues. **Over 90 percent rated the content of these two issues as 4 or 5. Explicitly, 56.5 percent indicated 4 and about 37 percent indicated 5.**

6.4 Usefulness and use of *Policy & Practice*

To identify what, in particular, attracts contributors and readers to *Policy & Practice* as a resource, respondents were asked to indicate what they found most useful about the journal. They were given a selection of responses as well as an 'other' option which allowed respondents to state their own answer. Respondents could tick more than one option. Almost **83 percent** of respondents felt that it allowed them to **engage with current debates in the Development Education sector**, and **80.9 percent** stated that it gave them the **opportunity to learn about Development Education practice in local and global contexts**.

Figure 4: What do you find most useful about *Policy & Practice?* (Tick all that apply)



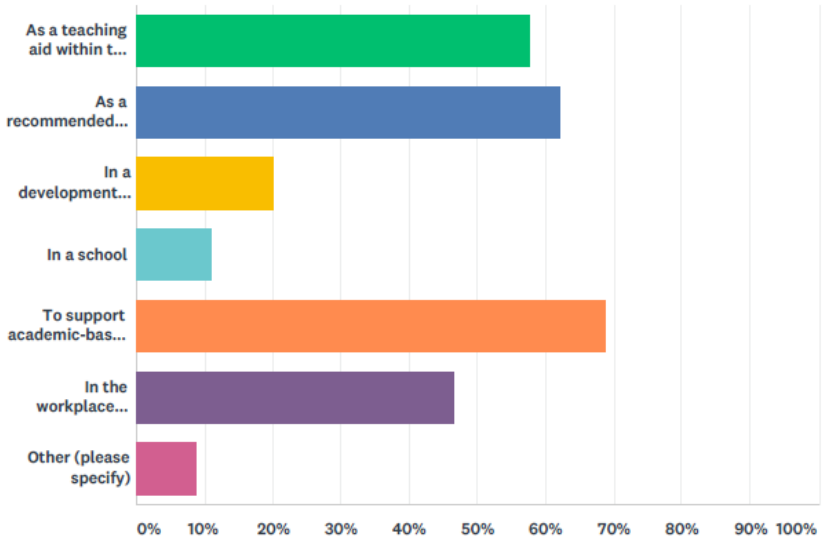
ANSWER CHOICES	RESPONSES	
Having the opportunity to contribute an article	51.06%	24
Learning about development education practice in local and global contexts	80.85%	38
Engaging with current debates in the development education sector	82.98%	39
Learning about the relationship between development education and other sectors	59.57%	28
Discovering new resources	42.55%	20
Incorporating the journal into my practice	31.91%	15
Other (please specify)	14.89%	7
Total Respondents: 47		

Some examples of the 'other' reasons offered by respondents are that it is **a useful resource for those working in the Irish context of Development Education,** which respondents felt was not covered in other journals. Another respondent said:

"Keeping up to date with debates in relation to Dev ed. For me it's about the intersection of critical analysis, research on dev ed and related educations and practice. It's not just about learning about policy and practice but critically questioning both in the light of new research and critical reflection in theory in the area".

Respondents were then asked to indicate in which setting they used the journal. Again, respondents were encouraged to tick any and all that applied to their own practice and use of the journal. As well as the specified answers, respondents were also given an 'other' option where they could state a different setting in which *Policy & Practice* was used.

Figure 5: Please tell us if you have used *Policy & Practice* in any of the settings below. (Tick all that apply).



ANSWER CHOICES	RESPONSES	
As a teaching aid within the tertiary/ higher education sector	57.78%	26
As a recommended resource on a university/ HE reading list	62.22%	28
In a development education training capacity in the informal sector (community, youth, minority ethnic etc.)	20.00%	9
In a school	11.11%	5
To support academic-based research	68.89%	31
In the workplace (development NGO, community organisation, development education centre)	46.67%	21
Other (please specify)	8.89%	4
Total Respondents: 45		

The usefulness and impact of *Policy & Practice* is apparent in the responses to the question regarding the use of the journal in different settings as 45 out of 47 respondents answered this question. **68.9 percent** of respondents use the journal to **support academic-based research**, and **62 percent** added articles from the journal **to a university or higher education reading list**. **57.8 percent** use the journal as a **teaching aid in the tertiary/higher education sector**. This demonstrates the importance of the journal in developing and enhancing research and teaching in the tertiary and higher education sector. In the 'Other' section, respondents indicated that they used *Policy & Practice*

for their own research and 'personal training' and one indicated that they had recommended the journal in 'Development Education training/inputs in other countries'.

To gain a deeper understanding of how the journal is used **respondents were asked to give specific examples, if possible, of how *Policy & Practice* supported their education practice**. 37 of the 47 respondents answered this question. Many respondents stated that they used *Policy & Practice* in their own research, both postgraduate and beyond. Respondents also indicated that they used *Policy & Practice* to better understand Development Education. Some of the responses are given below:

> *"It has significantly enhanced my research in the area of Dev ed. I see it as an essential resource for anyone involved in critical analysis of and research on Dev ed and related educations in Ireland.'*

> *'The journal is a crucial resource for student teachers engaging in research on Dev Ed as part of their preparation to become a post primary teacher - open access and appropriate articles provide a basis for their developing their understanding of the sector.'*

> *'It helps me to keep in touch with key debates in Development Education and ensures a political focus to the work, it can be easy to get caught in the day-to-day, Policy and Practice reminds you of the big debates and what is really important.'*

> *'Connecting educational professionals (traditionally more distant from DE substance) to wider, more holistic identities and practices.'*

The questionnaire was created as a means to assess ways and opportunities to continually improve the journal, its content and reach. Respondents were given an opportunity to suggest improvements to these articles to which 29 out of 47 responded (61.7 percent). 11 of those who responded indicated that **no improvements were necessary**. Some suggested that a **more diverse pool of contributors** could be beneficial, and specifically that there could be a greater **representation of contributions relating to the global South**. Additionally, a suggestion was made to encourage a greater input from **'non-academic' contributors** and another respondent suggested adding a 'summary' of each article to make these more accessible to readers from a non-academic background. Additional suggestions are shown below:

> *'More emphasis on stronger critiques (cultural, racial, political-economic, of capitalist development and modernization).'*

> *'More introduction to perspectives on Dev ed from outside Dev ed, if that's possible, and more reflection on challenges to Dev ed 'orthodoxies', e.g., questioning things like the relationship between Dev cooperation and Dev ed or challenges to Dev ed from community education etc.'*

> *'Where activists might be intimidated by the academic format and procedures involved in publishing in P&P, why not consider interview formats, or Q&A sessions, or other dialogic forms?'*

6.5 Additional comments

To conclude the summary, respondents were given the opportunity to leave any final comments

or suggestions they felt had not been addressed in the questionnaire. Of the 23 respondents who answered this question, 18 had nothing to add or complemented the Editor on the journal:

"Thank you for all the hard work. The journal is an essential resource."

"It's an invaluable resource, thanks."

"Great to have an opportunity to contribute to the strategic development of Ireland's most effective development initiative on this island. Keep up the good work!".

One respondent suggested including a 'Not applicable' (n/a) option on those questions which refer specifically to Ireland. The respondent indicated that they were not in a position to comment on the journal's impact in Ireland.

One respondent expressed discontent with the question on gender at the beginning of the questionnaire as this was limited to binary options (male and female). This will be changed in future questionnaires to represent binary and non-binary identities.

Some respondents offered additional suggestions for improvements:

"Articles on Development Education practice should include examples/models from other contexts, beyond the Irish context."

"Perhaps there could be guest writers from different parts of the world e.g. South American, Asian, African countries."

Overall, however, the responses indicate the journal is valued as a key resource for development educators throughout the island of Ireland and beyond. Respondents were, generally, very complimentary about the journal and its academic standing.

7. Key Learning Points

It is clear from this evaluation that *Policy & Practice* makes a substantial and positive contribution to the Development Education and related sectors, despite its limited resources. Throughout the questionnaire, respondents have expressed high levels of satisfaction with regards to the journal, across a range of topics including quality of journal content, usefulness and impact on practice and ease of navigation of new website. The respondents have also highlighted directly and indirectly some areas for improvement.

7.1 Expanding the readership base and pool of contributors

Throughout the questionnaire, respondents repeatedly suggested the journal try to expand its readership and pool of contributors, specifically asking for a greater focus on researchers and contributions from the global South. The Centre for Global Education is aware of this specific lack of diversity in its contributors and has considered how to improve this. There has been an increase in the number of contributors from countries outside of Europe in recent issues but there is still room for improvement. As an English language journal, one way to widen the pool of contributors, and consequently readership, is to encourage contributions in other languages. A recent issue was able to publish a Spanish and English version of an article. The journal's Editorial Board and the Centre for Global Education are keen to expand the pool of contributors through the inclusion of articles in other languages. A key challenge to doing this however are the translation and editing costs. The cost to outsource the translation of these articles would be too high to accommodate on the limited budget of the journal. However, the journal continues to reach out to researchers and Development Education practitioners in the hope of increasing the pool of contributors.

7.2 Improving the journal website

The overhaul of the journal's website was a welcome and necessary change which has undoubtedly improved users' experience and enhances the profile of *Policy & Practice* as a leading Development Education academic journal. However, many respondents suggested certain additions and improvements to the website which may encourage readers from a non-academic background, with a keen interest in Development Education, to engage with the journal. Suggestions such as including other information including relevant seminars and conferences, links to other resources and websites, and improving the aesthetic of the website by including videos, images and infographics.

7.3 Improving opportunities for networking and dialogue

There is some room for improvement in terms of how the journal can increase opportunities for dialogue and networking between Development Education practitioners and researchers. One possible way to do this is to organise an annual conference or seminar which invites those who have contributed to or read the journal to participate and/or attend. The Centre for Global Education, in partnership with The Centre for Human Rights and Citizenship Education (DCU) has organised a seminar in February 2018 which will be an opportunity to discuss the content of Issue 25:'Development Education and Human Rights'. It is hoped that seminars like this will become a frequent event and will provide additional opportunities for debate, discussion, networking and communication. This will further enhance the strength of *Policy & Practice* as a leading journal of Development Education research.

7.4 Future Themes for *Policy & Practice*

Respondents were given the opportunity to offer up to two suggestions for possible topics or themes for future issues. 40 of the 47 respondents gave at least one suggestion. 32 respondents offered two possible topics. The suggestions are given below:

- Climate change
- Brexit
- Development Education and gender
- Development Education and the global South
  - Development Education as empowerment in the global South
  - Development Education practice in the global South
- Development Education in the education of professionals (doctors, accountants etc.)
- Development Education and Food Security
- Sustainable Development Goals (SDGs)
  - SDG (4.7) and debate around global competences and Development Education
  - The importance of Development Education for achieving the SDGs
  - Explicit focus on individual SDG areas as a follow-on to Issue 20 article on critical awakening
  - Critiquing relevance of SDGs
- Young people and politics
- Effects of neoliberalism on Development Education locally and globally
- Development Education and tackling inequality
- Structural causes of inequality
- Credit unions & micro-credit, north and south
- Downsizing of the NGO sector through neoliberalism
- Importance of sovereignty movements/struggles
- Development Education in Ireland in the context of European counterparts
- Development Education focus on tackling right-wing extremism
- Focus on Asia: China/Japan and Development Education
- Nuclear War/North Korea and what we can do about it
- Development Education and Religion
- International labour issues
- Examples from other countries of similar types of educational practice
- Communicating Development Education
- Development Education theory
- The concept of 'development'
- Critical Skills Development
- How the history of Development Education and its relationship with development cooperation shapes current Development Education thinking and practice in Ireland (or not), and the challenges and opportunities involved
- Critical vs soft Development Education
- Development Education impact
- Development Education and NGOs
- Development Education in local community context
- Irish Aid and Development Education

- Development Education and the psychology of Pro-social action
- Importance of Development Education in INGOs from a Senior Management perspective
- Education for Sustainable Development
- Critical perspective on current emphasis on entrepreneurialism, trade, business and the private sector in Development Education
- Development Education and Peacebuilding
- Conflict
- Development Education in the non-formal sector
- Intersections between global and local
- Capitalist development and its contradictions
- Evidence-based research
- Critical thinking
- How should Development Education engage with educational quality domestically
- Theoretical influences on Development Education practice and practitioners
- BME integration
- Refugee and asylum issues in all Ireland
- Wealthy philanthropists' giving and development
- The Rise of New(er) Nationalisms and the role of Development Education
- Development Education in schools - how is it working?
- Development Education with younger students, particularly primary
- The relationship between education and stabilization of societies
- Teacher identity and Development Education work
- Teaching diverse topics, e.g. terrorism/Brexit/race and privilege
- Consumption and growth
- De-growth
- Austerity, Activism and Development Education

Appendix 1: Questionnaire used in consultation exercise

1. What age group do you belong to?

16-24
25-34
35-44
45-54
55-65
65+

2. Are you

Male
Female

3. Ethnic origin

Asian (Bangladeshi, Indian, Pakistani, Other)
Black (African, Caribbean, Other)
Chinese
White (Specify)
Mixed ethnic background (Specify)
Other

4. Please state your nationality

5. Please state your occupation

6. Please indicate in which sector you mainly work:

Tertiary / Higher Education
Development Education
Youth
Adult / Community / Voluntary
Government/Statutory Body
Minority Ethnic Organisation
Human Rights
Migrant or Asylum/Refugee
Environment/Sustainable Development
Other (please state below)

7. Are you based in…?

North of Ireland
South of Ireland
Other (please state below)

8. How long have you been a reader of *Policy & Practice?*

Since 2005 (Issue 1)
More than 5 years
Less than 5 years
Less than 1 year

9. How did you come across *Policy & Practice?*

Centre for Global Education website
Policy & Practice web site
Course Reading list
Internet search portal (Google Chrome, Bing etc)
Development network / agency website
Voluntary/Community network
University / Higher Education College website
Recommendation/word of mouth
Other (please specify)

10. How do you rate the new *Policy & Practice* website in terms of layout and navigation? (5 = Excellent; 1 = Poor).

11. What recommendation, if any, do you have for improving the layout and design of the *Policy & Practice* website?

12. How important is the open access (no financial charges) status of the *Policy & Practice* website in determining your capacity to use it? (5 = Very important; 1 = Not at all).

13. How strongly do you agree/disagree with each of these statements?

Policy & Practice is playing a significant role in building the academic credibility and profile of Development Education in Ireland

Policy & Practice is very effective in meeting Development Education practitioners' needs

Policy & Practice is very effective at blending Development Education policy and practice

Policy & Practice is an effective catalyst for promoting dialogue between development educators in the north and south of Ireland

Policy & Practice encourages networking and active communication between development educators

Policy & Practice makes an important contribution to building the capacity of the Development Education sector across Ireland

Policy & Practice enhances communications between the Development Education sector and related 'educations' such as human rights and environment.

14. Four types of article are published in *Policy & Practice* – Focus, Perspective, Viewpoint and Review. Please state the extent to which you find these articles useful (5 = very useful to 1 = not at all)

.....

15. If you could make one recommendation for improving these articles what would it be?

.....

16. How would you rate *Policy & Practice* in terms of content over the past year (Issue 23: "Development Education in the Formal Sector" and Issue 24: "Development Education Perspectives on Migration")? (5 = Excellent; 1 = Poor).

.....

17. What do you find most useful about *Policy & Practice?* (Tick all that apply)

Having the opportunity to contribute an article
Learning about Development Education practice in local and global contexts
Engaging with current debates in the Development Education sector
Learning about the relationship between Development Education and other sectors
Discovering new resources
Incorporating the journal into my practice
Other (please state below)

.....

18. Please tell us if you have used *Policy & Practice* in any of the settings below? (Tick all that apply)

As a teaching aid within the tertiary / higher education sector
As a recommended resource on a university / HE reading list
In a Development Education training capacity in the informal sector (community, youth, minority ethnic etc)
In a school
To support academic-based research
In the workplace (development NGO, community organisation, Development Education centre)
Other (please state below)

.....

19. Please give an example, if possible, of how the *Policy & Practice* web site has supported your education practice.

.....

20. What two themes would you most like *Policy & Practice* to address in future issues?

.....

21. Do you have anything to add to your answers?

.....

Appendix 2: Consultant

Dr Patricia McCann completed her doctoral research at Queen's University Belfast, receiving her PhD in 2016. She has extensive experience of presenting research at conferences in the UK, Ireland and Europe.

Patricia began an internship at the Centre for Global Education in February 2017 assisting the Director with the Centre's biannual journal, *Policy & Practice: A Development Education Review*. Since undertaking the internship, she has assisted in the publication of two journal issues, conducted analysis of the journal website relating to visitor usage and downloads using data from AWStats and Google Analytics, and maintained the journal website.

Appendix 3: Policy & Practice Editorial Group

Carlos Bruen
Researcher, Royal College of Surgeons in Ireland (RCSI)

Audrey Bryan
Lecturer in Sociology and Citizenship Education, Dublin City University, St. Patrick's College campus, Drumcondra

Niamh Gaynor
Lecturer in Development in the School of Law and Government, Dublin City University

Frank Geary
Director of IDEA, the Irish Development Education Association

Paul Hainsworth
Political Researcher and Consultant

Su-ming Khoo
Lecturer in the School of Political Science and Sociology, NUI Galway

Anne Kinsella
Librarian, Kimmage Development Studies Centre

Mags Liddy
Researcher, University of Limerick

Ben Mallon
Post-doctoral Researcher, Dublin City University, St. Patrick's College campus, Drumcondra

Gerard McCann
Senior Lecturer and Module Co-ordinator in International Studies, St Mary's University College, Belfast

Stephen McCloskey
Director of the Centre for Global Education and Editor of *Policy & Practice*

Appendix 4: Policy & Practice International Editorial Board

Doug Bourn
Director of the Development Education Research Centre, Institute of Education, University of London

Linda Briskman
Margaret Whitlam Chair of Social Work at Western Sydney University

Vanessa de Oliveira Andreotti
Canada Research Chair in Race, Inequalities and Global Change at the University of British Columbia, Vancouver, Canada

James Goodman
Associate Professor, Faculty of Arts and Social Sciences, University of Technology, Sydney

David Jefferess
Associate Professor of English at the University of British Columbia (Okanagan), Kelowna, Canada

Dip Kapoor
Professor of International Education and Development at the University of Alberta, Canada

Ajay Kumar
Associate Professor at the Department of Adult Education, School of Social Sciences, Jawaharlal University (JNU, New Delhi)

David Selby
Founding Director of Sustainability Frontiers

Lynette Shultz
Associate Professor of Education and Co-Director, Centre for Global Citizenship and Research, University of Alberta, Canada

Andy Storey
Lecturer at the School of Politics and International Relations, University College Dublin (UCD)

Roland Tormey
Coordinator of the Teaching Support Centre at L'École Polytechnique Fédérale de Lausanne, Switzerland

Ros Wade
Professor in Education for Sustainability (EFS), London South Bank University (LSBU)

The Centre for Global Education (CGE) is a development non-governmental organisation that provides education services to increase awareness of international development issues. Its central remit is to promote education that challenges the underlying causes of poverty and inequality in the developing world and effect action toward social and economic justice.

The Centre equips individuals and organisations to understand the cultural, economic, social and political influences on our lives that result from our growing interdependence with other countries and societies. It also provides learners with the skills, values, knowledge and understanding necessary to facilitate action that will contribute to poverty eradication both locally and globally.

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