



CENTRE FOR  
**GLOBAL**  
EDUCATION

# Policy and Practice

A Development Education Review Journal

**INDEPENDENT EVALUATION**

JANUARY 2022



Blue Moss  
facilitating growth

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**Centre for Global Education, January 2022**



Centre for Global Education  
9 University Street  
Belfast  
BT7 1FY

Tel: (028) 90241879

E-mail: [info@centreforglobaleducation.com](mailto:info@centreforglobaleducation.com)

Web Site: [www.centreforglobaleducation.com](http://www.centreforglobaleducation.com)

Facebook: <https://www.facebook.com/centreforglobaleducation>

Twitter: @CGEbelfast

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## Executive Summary

This report sets out the findings of an independent evaluation of the Centre for Global Education's journal, *Policy and Practice: Development Education Review* carried out by Blue Moss.

The evaluation of *Policy and Practice* (also referred to as P&P or the journal) engaged with stakeholders using online survey, interview and focus group methodologies. It is evident from stakeholder consultation that P&P fulfils a recognisably unique and crucial role for development/global education in Ireland and globally, however, there is recognition of the opportunity for increased engagement specifically with the community sector, informal education sector and the global South.

The journal has an extensive global reach as represented by the 219,835 unique visitors in 2021 to the journal's open access website with online engagement continuing to grow. Stakeholder consultation engaged opinion from twelve nationalities residing across ten countries and indicated that P&P is being engaged with predominantly within Ireland, within six countries across Europe and individual countries within Australasia, Asia and Africa.

The range of engagement timeframes represented within the stakeholder consultation indicates a continued and renewed engagement with the journal: 46% of stakeholders have engaged with P&P for ten years with 11% engaging with the journal for the first time within the last year.

The tertiary/higher education sector is represented by a significant majority of survey respondents (62%) with the development/global education sector being represented by 24% of survey respondents. 38% of respondents identified as having a lecturer/tutor role and 30% as researchers. It is acknowledged that a tertiary/higher education focus was essential in the journal's initial establishment and development to ensure quality content and to gain credibility. It is, therefore, comprehensible that the most frequent use of P&P is to support academic-based research (76%) and that the opportunity to contribute an article is valued (49%). P&P is recognised as an academic journal that is "*an invaluable resource*" and "*accessible for students*" with 43% of respondents using the journal as a teaching/student resource in the tertiary/higher education sector. This is evidenced in an extensive number of citations generated by *Policy and Practice* articles in external journals and books. 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.

The two most frequently acknowledged ways in which *Policy and Practice* is used are engaging with current debates in development/global education (81%) and learning about development/global education practice in local and global contexts (78%). It is clear that these aspects are valued within a variety of contexts and across sectors. There may be the opportunity for CGE to connect with these common values and to further instigate debate and discussions across sectors.

There are future opportunities for CGE to strengthen connection between P&P and the informal education sectors; as one stakeholder stated, "*it is now time to build community*". Continued and strengthened promotion of the journal within the tertiary/higher education sector is to be encouraged, however, increased engagement with civil society and primary and post-primary education sectors will require different access points and platforms with a different purpose, enabling people from a variety of contexts to connect to the journal and encourage increased access and diversification of engagement. Personal recommendation/word of mouth is the most frequently acknowledged way of first contact with P&P (35%) suggesting the untapped potential of a more enhanced promotional strategy to targeted audiences.



The journal is recognised as a credible, academic journal that supports and connects research with practice and enables the dissemination of a variety of viewpoints enabling debate and discussion across sectors locally and globally. Stakeholders did, however, refer to the need for increased diversity of voice – a range of voices from different sectors, especially from within the global South. Collaboration, shared authorship and mentoring were suggested as ways of engaging and supporting new voices to contribute their expertise knowledge and opinion to the journal.

Stakeholders suggested themes that they would like to see addressed in future journal issues with the 2 most frequently acknowledged themes being climate justice (25%) and neoliberalism (11%).

CGE is to be commended for the continued publication, from its inception in 2005, of a high quality, unique and extremely valued journal. CGE may need to reflect on current capacity and resources to ensure the continued development and sustainability of the journal.

## Recommendations

- Employ alternative ways to enable increased access to and engagement with the journal especially from the primary and secondary education and the informal education sectors.
- Seek additional staffing and capacity for increased and diversified engagement of journal users.
- Develop a marketing/promotional strategy for P&P targeting new and existing audiences for increased and diverse engagement and sustainability.
- Actively seek ways to further diversify contributor voices represented within the journal:
  - seek opportunities for collaboration and shared authorship across sectors for journal contributions.
  - consider mentoring for authors to increase diversification of voice, especially from the global South, while maintaining scientific/research quality.
- Reflect on stakeholder suggestions for potential future journal themes in consideration of opportunities for collaboration and shared authorship.
- Encourage those who engage with P&P to provide ongoing evidence of its positive impact on theory, policy and practice.
- Reflect on stakeholder suggestions for increased website functionality, ease of access and user friendliness and explore functions that enable two-way communication with users.
- Editorial Board should reflect on the role of editor, provide increased support and mitigate against the risk of high dependency on the current editor.
- Consider website functions for increased global reach in relation to future evaluations.

## Policy and practice: A Development Education Review

*Policy and Practice: A Development Education Review* (also referred to as P&P or the journal within this report) is a bi-annual, peer reviewed, open access journal funded by Irish Aid since 2005 and published by the Centre for Global Education (CGE). CGE is a development non-governmental organisation (NGO) based in Belfast, which provides education services that enhance awareness at a local level of international development issues. P&P is available on a stand-alone web platform at: [www.developmenteducationreview.com](http://www.developmenteducationreview.com). and aims to provide a space for development/global education practitioners to critically reflect on their practice, discuss the main challenges faced by the sector and debate new policy developments. The journal content seeks to:

- Share new research in development/global education
- Celebrate and promote good practice in development/global education
- Enhance collaboration between development/global education and related education sectors
- Further mainstream development/global education within formal and informal education sectors
- Strengthen the policy environment for development/global education
- Provide opportunities for exchange and debate between educators from the global North and South

The *Policy and Practice* website houses an archive of all previous 33 issues published to date 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/global education policy and practice. The journal invites contributions from academics, students, education practitioners, non-governmental organisations, statutory bodies and civil society groups. The journal's archive boasts an international pool of contributors from Europe, North America and the global South.

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 and 318 dissertations. Citations represent an important means of measuring the journal's pedagogical impact both sectorally and geographically.

The international audience for the journal has been growing exponentially. Between January and December 2021, the journal web site 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 is important evidence of the journal's growing international profile.



## Methodology

The Centre for Global Education commissioned Blue Moss to undertake an independent evaluation of the journal *Policy & Practice: A Development Education Review*. Blue Moss carried out significant desk research and stakeholder consultation. An online survey was undertaken with specific email promotion to 73 individuals who have regular engagement with the journal and generic promotion to the journal's email contact list. The survey was left open for responses for a period of three weeks with reminder emails sent to encourage online completion. A total of 36 respondents completed the survey. The assumption is that the majority of respondents were on the journal contact email list as submitted surveys were predominantly connected with the timeframes of initial email and reminder correspondence. The survey return rate is therefore estimated as 37 out of 73 representing a return rate of 50.6%.

[Please note, that some respondents declined to answer some questions. If the number of respondents is different to the full 100%, this is stated within the narrative, as relevant.]

More in depth consultation was carried out via focus group and individual interviews. A focus group with the current editorial team was undertaken and respondents to the survey were also invited to participate in a focus group. From survey responses, three individuals indicated interest in taking part in an additional focus group but unfortunately due to illness and non-availability only one person was able to participate therefore becoming an individual conversation. Eight members took part in the editorial focus group and six individual conversations took place with an additional individual response submitted via email.

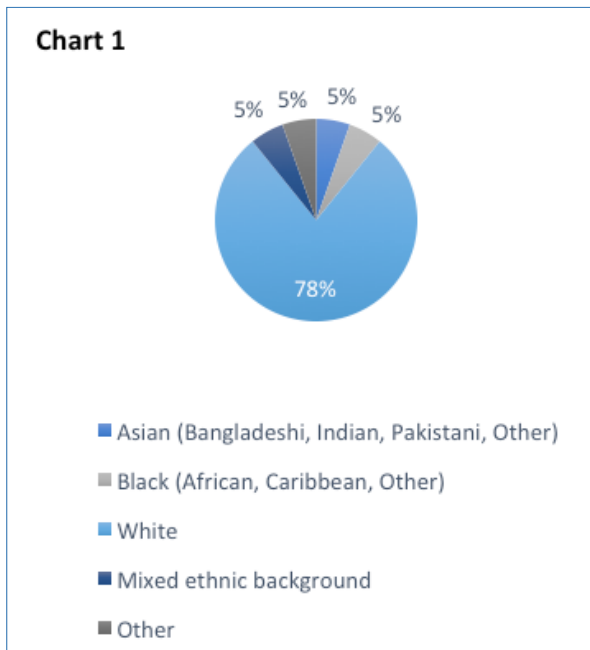
Consultation was carried out in October and November 2021. All focus groups and conversations were facilitated via remote conferencing, enabling ease of access and in consideration of health and safety with regard to the ongoing COVID-19 circumstances.

## Findings

### ENGAGEMENT

#### Ethnicity

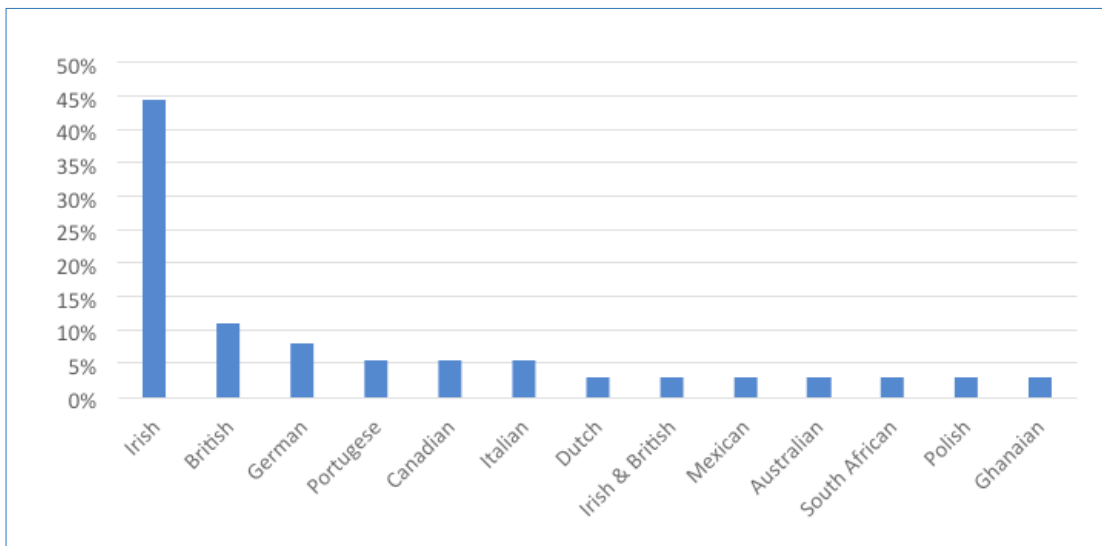
A significant majority of survey respondents, 78%, identified most closely as white with equal representation of 5% from Asian, Black, a mixed ethnic background and other which were specified as European and Asia Pacific.



#### Nationality

36 of 37 survey respondents indicated their nationality, as represented in Chart 2. 44% of respondents have Irish nationality with British as the second most frequently stated, although with a significant drop in representation to 11%. 9% of respondents stated global South nationality.

**Chart 2**

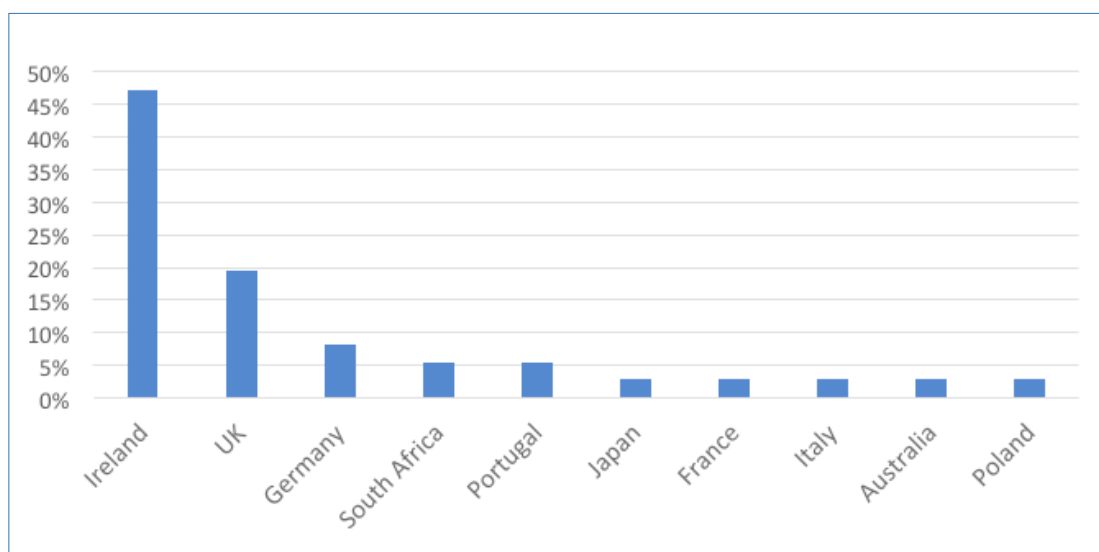


#### Country of Residence

Comparable to the nationality data as represented in Chart 2, of the 36 respondents a significant majority (47%) reside currently in Ireland with the 2<sup>nd</sup> most common country of residence being the United Kingdom (19%). 89% of respondents reside within Europe and of the remaining 11%, 5.5% reside in the global South within South Africa.



Chart 3



### Policy and Practice Website Users

The P&P website had 219,835 unique visitors in 2021 with Table 1 showing the total number of visits and the total number of unique visitors from 2017 to 2021. The top ten locations of visitors by pages viewed in 2021 is represented in Table 2

Table 1

Year	Number of Visits	Rate of Change	Number of Unique Visits	Rate of Change
2017	130,337		106,073	
2018	185,666	+ 1.42%	147,364	+ 1.39%
2019	144,549	- 0.78%	103,786	- 0.7%
2020	196,548	+ 1.36%	149,036	+ 1.44%
2021	247,865	+ 1.26%	219,835	+ 1.48 %

Table 2

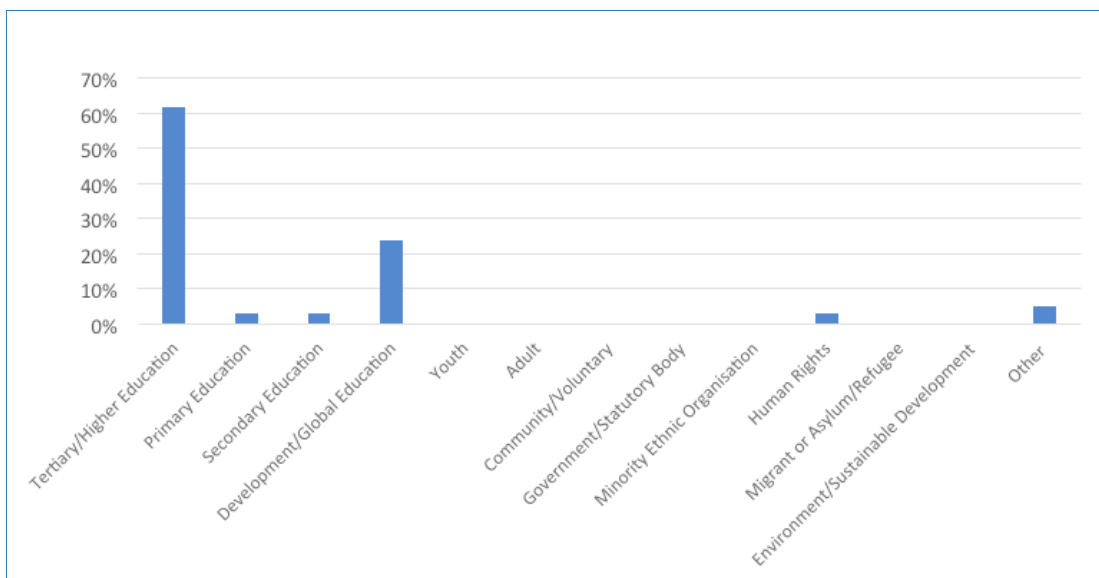
Countries	Number of Pages viewed
United States	120,685
Philippines	42,206
India	41,117
Great Britain	29,994
Russian Federation	14,675
Canada	13,241
Ireland	12,431
Canada	13,241

Ireland	12,431
Sweden	9,917
South Africa	8,886
Germany	8,230

### Sector

Survey respondents indicated which sector they predominantly work in with 62% stating tertiary/higher education. This represents a significant majority with the next most frequently stated sector being development/global education sector (24%). Primary education, secondary education and human rights all have 3% representation and “other” representing 5%, specifies economics and a network of government ministries and agencies. The following sectors had no direct representation from survey respondents: youth, adult, community / voluntary, government / statutory body, minority ethnic, migrant or asylum / refugee, or environment / sustainable development as represented in Chart 4.

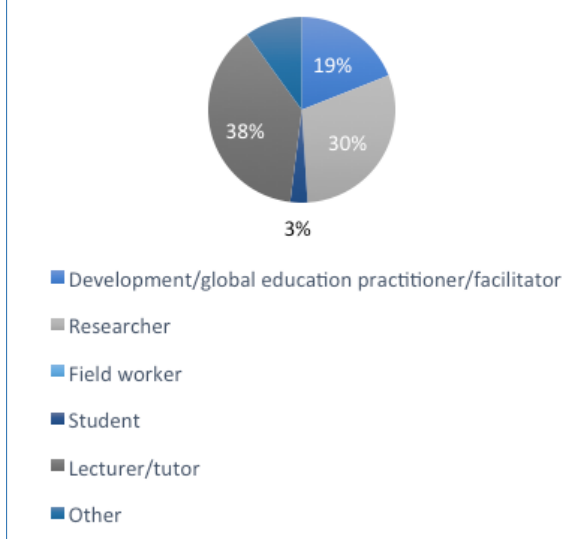
Chart 4



### Role

Survey respondents categorised their work role as indicated in Chart 5. Lecturer/tutor and researcher were the two dominant categories with 38% and 30% respectively. The development/global education practitioner/facilitator category was represented by 18% of respondents and 3% identified as students. 11% of respondents stated that their role fell within the “other” category with specified roles of assistant professor, joint researcher and lecturer and documentary film-maker.

Chart 5

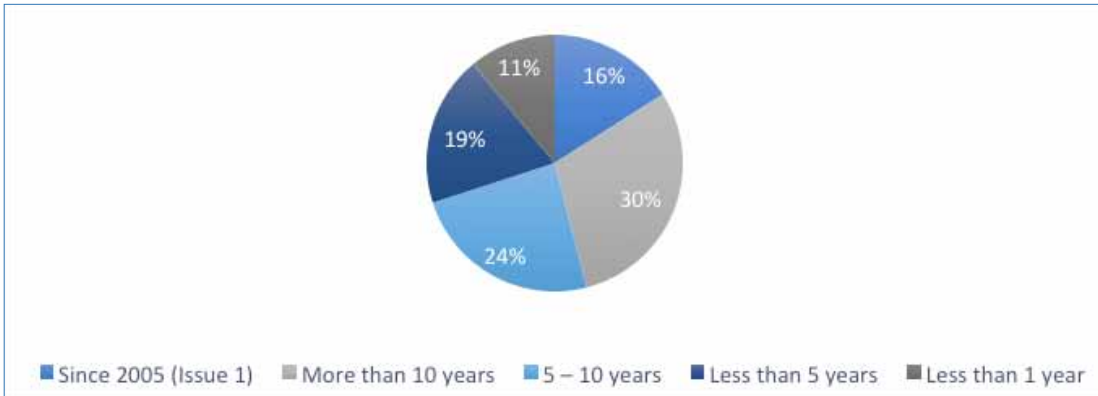




### Duration of Engagement

Respondents to the survey represent a range of years in which individuals have engaged with the journal as represented in the Chart 6. 46% of respondents have engaged with P&P for 10 years or more which includes 16% of respondents continuing to engage with the journal from its establishment in 2005. 54% of respondents have engaged with P&P within the last 10 years, of which 11% have engaged with the Journal within the last year.

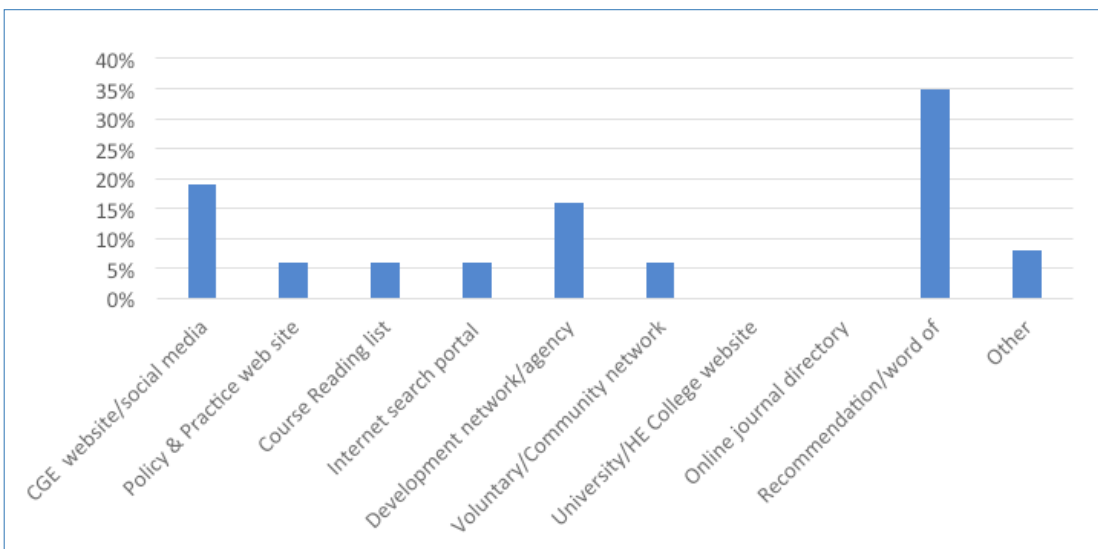
Chart 6



### First Contact with *Policy & Practice*

The majority of survey respondents, 35%, indicated that they first came into contact with the journal through a personal recommendation or word of mouth. The Centre for Global Education website and social media platforms and other development network/agency website were the two next most frequent ways that respondents first connected with P&P, with 19% and 16% respectively. 8% of respondents specified other ways of first coming into contact with P&P i.e., via Congress, volunteering at CGE and through the citations of articles and library catalogue searches.

Chart 7



### Frequency of engagement with *Policy & Practice*

The most common engagement with P&P by survey respondents is to read occasional articles of interest (46%). 30% of respondents indicated that they read articles that are relevant to their work context and 24% read each new edition of the journal.

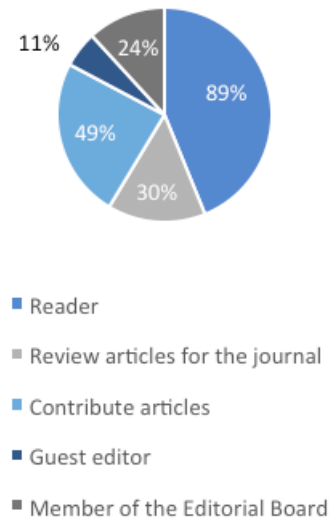
Chart 8



### Engagement Methods

Respondents identified all ways in which they engaged with the journal. 89% engaged as a reader and just under half of respondents (48%) contributed articles. 30% of respondents had reviewed articles, 11% had engaged as a guest editor and 24% had been/are a member of the Editorial Board.

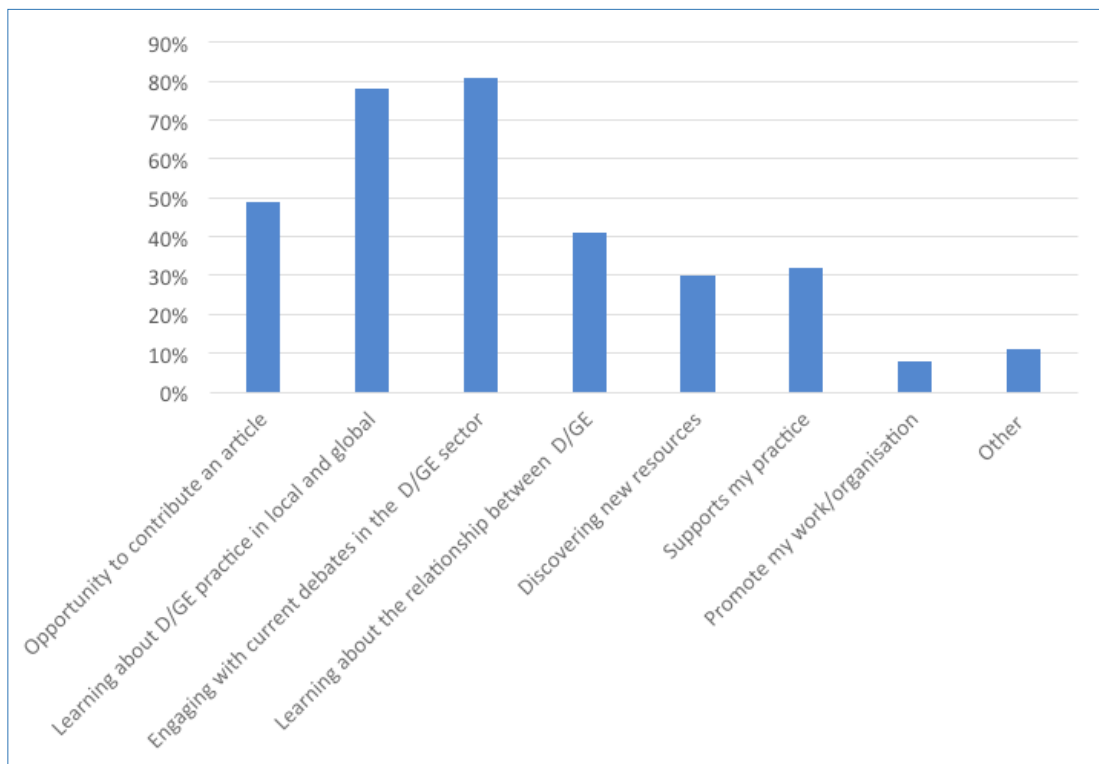
Chart 9



### Usefulness of Policy & Practice

Respondents were asked to identify all ways in which they found the journal most useful. The two most frequent responses were engaging with current debates in development/global education (81%) and learning about development/global education practice in local and global contexts (78%). 49% of respondents found it useful to engage with P&P as it provided an opportunity to contribute an article and 41% found it useful for learning about the relationship between development/global education and other sectors. Approximately one third of respondents found the journal useful for discovering new resources (30%) and supporting their own practice (33%). 11% of respondents provided additional ways in which the journal supported their practice: useful for undergraduate teaching, source of reference for students and for networking within the sector.

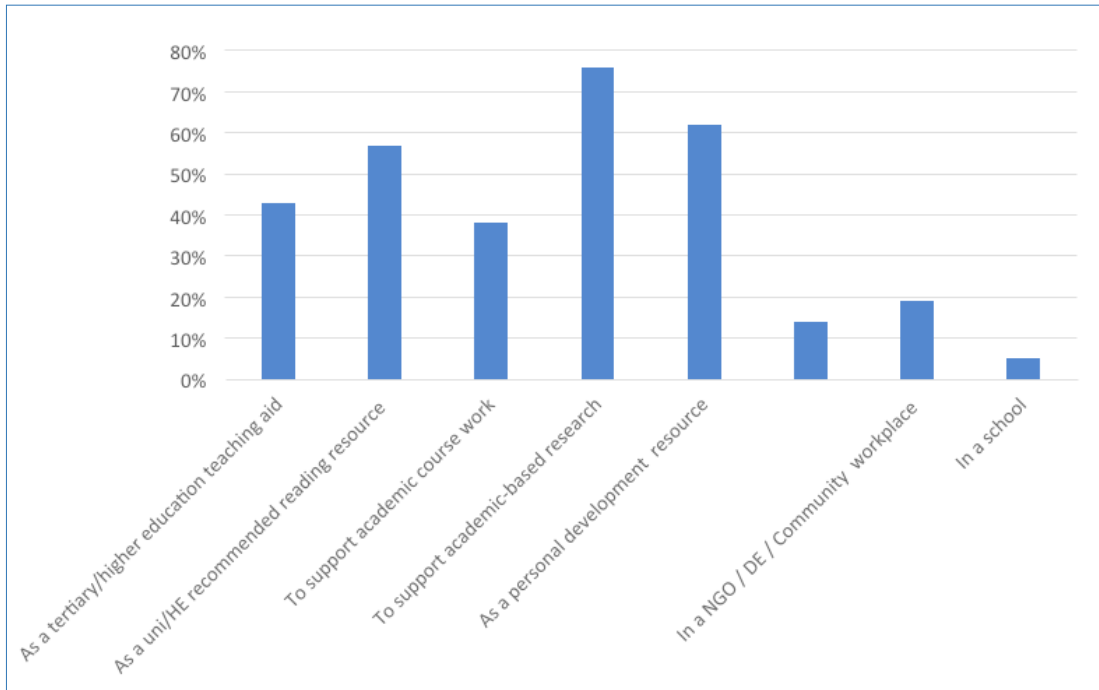
Chart 10



### Usage of Policy & Practice

Respondents were asked to identify all ways in which they had used the journal (see Chart 11). The most frequent response was to use P&P to support academic-based research (76%) and 62% of respondents use the journal as a personal knowledge development resource. 57% of respondents use it as a recommended resource on a university/HE reading list and 43% as a teaching aid within the tertiary/higher education sector. Under 20% of respondents indicated that they use P&P in the NGO/community/DE workplace, in a development/global education training capacity in the informal sector and 5% of respondents indicate that they use the journal in a school context.

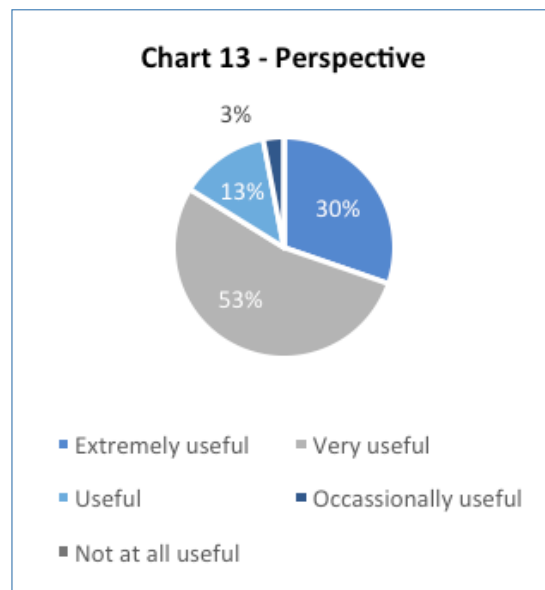
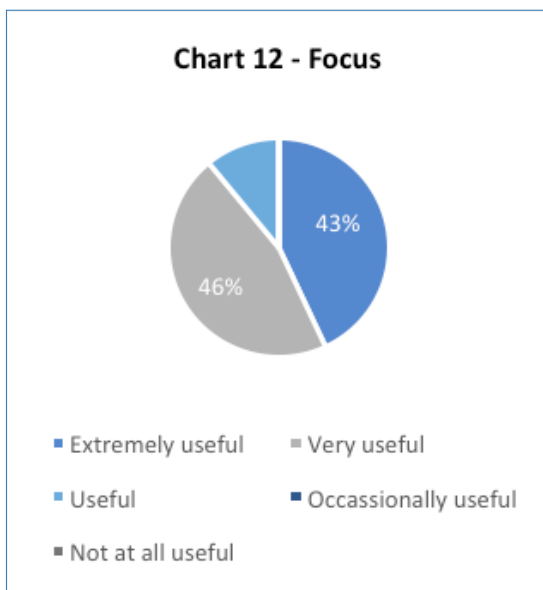
Chart 11



**Assessing Policy and Practice article types**

The majority of respondents find all types of articles ‘useful’ to ‘extremely useful’ with ‘very useful’ being the most frequent response to assessing the value each type of article. Charts 12 - 15 provide response detail:

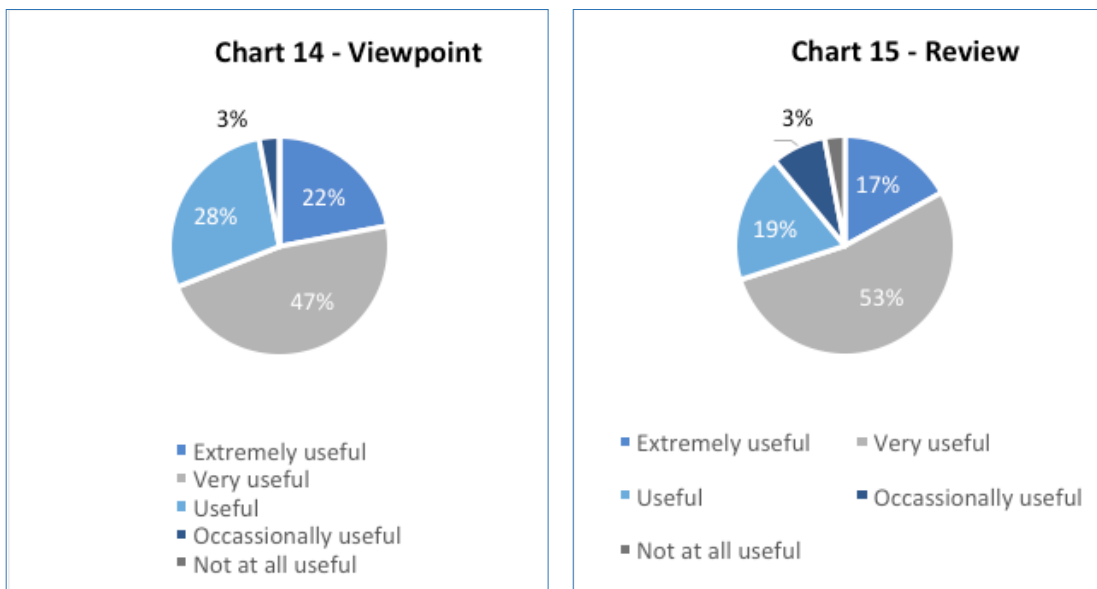
Focus articles were stated as being of use by 100% of respondents with 89% stating these as either ‘very’ or ‘extremely useful’.



97% of respondents found Perspective articles (see Chart 13) as being of use with 84% stating these as 'very' or 'extremely useful'. 3% stated Perspective articles as 'occasionally useful'.

97% of respondents found Viewpoint articles (see Chart 14) as being of use with 69% stating these as either 'very' or 'extremely useful'. 3% of respondents stated viewpoint articles as 'occasionally useful'.

89% of respondents found Review articles (see Chart 15) as being of use with 70% of respondents stating review articles as 'very' or 'extremely useful'. 8% of respondents stated Review articles as 'occasionally useful' and 3% as 'not at all useful'.



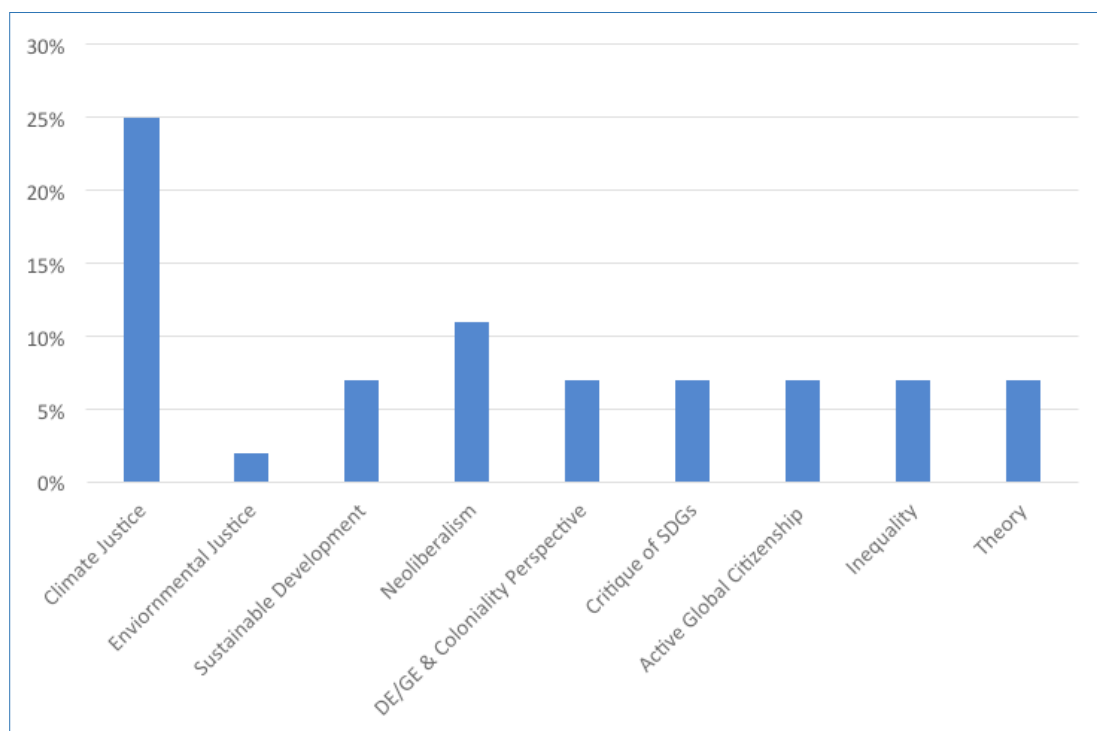
### Potential Future Themes

Survey respondents were asked to identify two themes that they would like to see addressed in future journal issues. 28 of 37 individual provided responses. The most frequently acknowledged theme, stated by 25% of respondents, was climate justice with an additional 7% stating environmental justice.

Neoliberalism was stated by 11% of respondents with specific reference to neoliberalism and gender and neoliberalism's emasculation of development education, research and praxis. There was additional agreement by 7% of respondents on several themes, these being education for sustainable development, development/global education and a decoloniality perspective, the relevance and critique of the Sustainable Development Goals (SDGs), development/global education and active global citizenship, inequality and poverty and theory.

### Chart 16 (see page 16)

Chart 16



Additional themes were suggested by individual respondents and are recorded below.

- Global learning and democracy.
- The ecology of knowledges.
- Consumerism; (un)sustainable life styles.
- Systemic oppression in global citizenship education.
- Alternative global citizenship education.
- The role of international agencies with respect to development education, e.g., UN, WHO, EU.
- Regional specific issues would be interesting, e.g., Latin America, Africa, India, China.
- Development education and the education of professionals (medicine, accountancy, engineering, nursing...).
- Development/global education and the formal sector.
- History of development/global education in Ireland.
- Development education responses to the rise of populism and increasing political polarisation.
- Peace & conflict.





- Evidence based global learning.
- Global learning and development education from a critical whiteness.
- Economic development and connection to global education.
- The development education sector's increasing lack of radicalism.
- Artificial intelligence.
- The arms industry.
- Policy-related research.
- Development education in the global South.
- Teaching standards and assessment.
- Longitudinal research of GCE.
- Racism.

## Impact

35 respondents answered questions relating to the impact of the journal. The majority of respondents stated a positive impact of the journal as recorded in the Table 3 below and in Charts 17 and 18.

Table 3	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
P&P provides a space for practitioners to critically reflect on their practice	66%	28%	3%	3%	0%
P&P enables discussion on the main challenges faced by development/global education practitioners	62%	32%	3%	0%	3%
P&P celebrates and promotes good practice in development/global education	57%	37%	3%	0%	3%
P&P strengthens the third level profile of development education	49%	34%	3%	0%	14%
P&P reflects current trends in development education	63%	34%	3%	0%	0%
P&P strengthens the academic credibility of development in higher education	60%	23%	14%	0%	3%
P&P raises the quality of development/global education practice locally and globally	49%	40%	8%	0%	3%
P&P shares new research in development/global education	52%	37%	11%	0%	0%
P&P enhances collaboration between development/global education and related education sectors	46%	34%	6%	3%	11%
P&P mainstreams development/global education within formal and informal education sectors	49%	26%	14%	0%	11%
P&P strengthens the policy environment for development/global education locally and globally	40%	43%	11%	0%	6%
P&P provides opportunities for exchange and debate between educators from the global North and South	34%	51%	9%	3%	3%
P&P facilitates contributions from the global South	26%	54%	14%	0%	6%
P&P builds the capacity of the development/global education sector locally and globally	35%	59%	3%	0%	3%
P&P encourages networking and active communication between development/global educators	41%	37%	6%	0%	16%



Chart 17

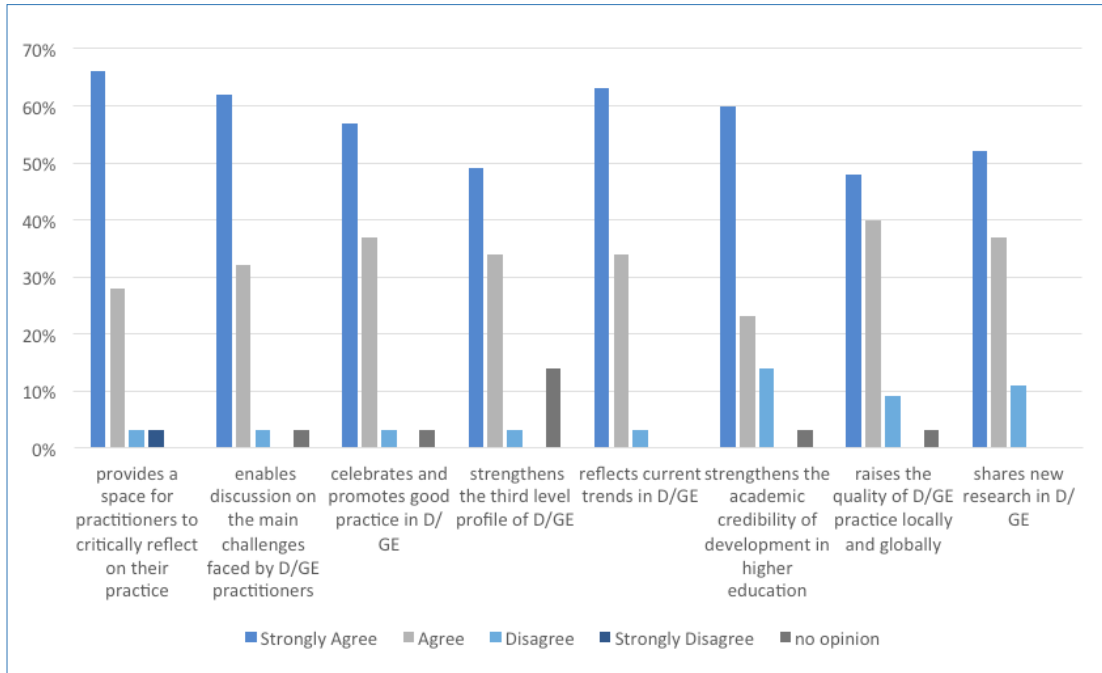
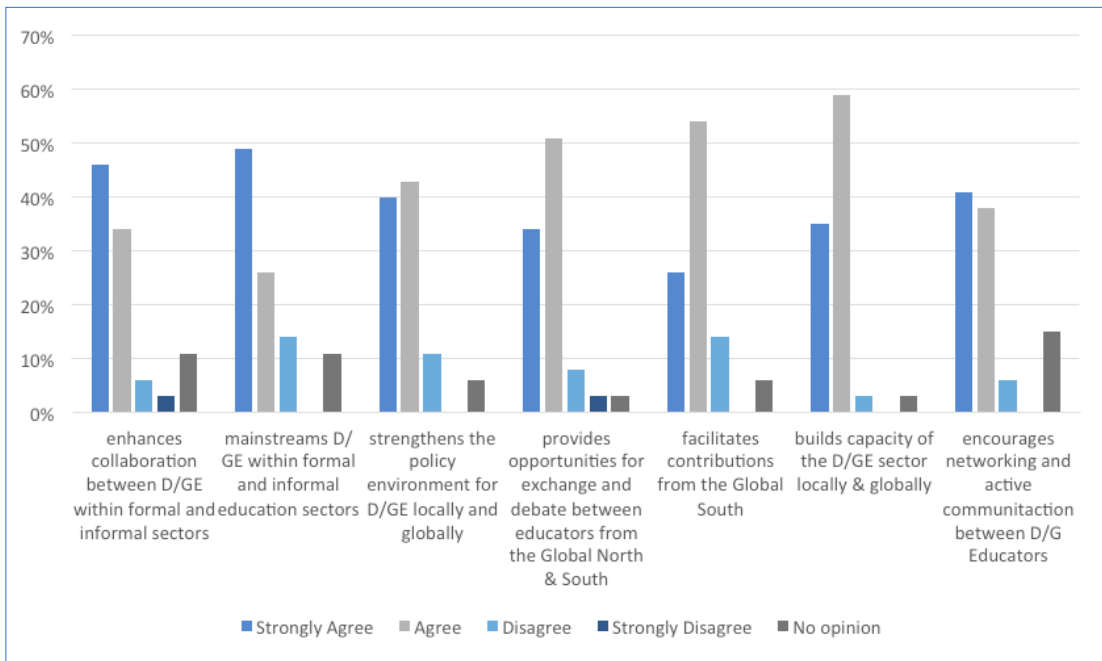


Chart 18



A minimum of 75% of survey respondents stated their agreement or strong agreement to all of the stated impacts.

More than 60% of respondents strongly agreed that ...

- ✓ P&P provides a space for practitioners to critically reflect on their practice
- ✓ P&P enables discussion on the main challenges faced by development/global education practitioners
- ✓ P&P reflects current trends in development education
- ✓ P&P strengthens the academic credibility of development in higher education

More than 50% of respondents strongly agreed that ...

- ✓ P&P celebrates and promotes good practice in development/global education
- ✓ P&P shares new research in development/global education

More than 40% of respondents strongly agreed that ...

- ✓ P&P strengthens the third level profile of development education
- ✓ P&P raises the quality of development/global education practice locally and globally
- ✓ P&P enhances collaboration between development/global education and related education sectors
- ✓ P&P mainstreams development/global education within formal and informal education sectors
- ✓ P&P strengthens the policy environment for development/global education locally and globally
- ✓ P&P encourages networking and active communication between development/global educators

As outlined above there is highly significant agreement with *Policy and Practice* advancing the stated impacts. The greatest degree of disagreement is at a rate of 14% of respondents who disagreed that ...

- ✓ P&P strengthens the academic credibility of development in higher education
- ✓ P&P mainstreams development/global education within formal and informal education sectors
- ✓ P&P facilitates contributions from the global South

An additional 11% of respondents disagreed that ...

- ✓ P&P shares new research in development/global education
- ✓ P&P strengthens the policy environment for development/global education locally and globally



Stakeholders stated examples of how P&P has supported or enhanced their practice in development/global education providing evidence of fulfilling specific intended outcomes. These are recorded as follows:

### **P&P provides a space for practitioners to critically reflect on their practice.**

*"(P&P) supports people to think about and reflect on issues which are not always the centre of contemporary debate, e.g., gender and DE and neoliberalism. Often practitioners think in terms of sectors rather than intersecting themes..."*

*"undergraduates have been encouraged to become involved in local development education initiatives and actions, a number of which are profiled in the journal."*

*"Some subjects addressed by the papers helped me to reflect more critically about my work as a higher education teacher."*

### **P&P celebrates and promotes good practice in development/global education. P&P reflects current trends in development education.**

*"Particular Perspective articles have often been helpful to me to illustrate some of my development education themes when working with students and practitioners - especially when they offer me new examples of development education methodologies in practice."*

### **P&P shares new research in development/global education.**

*"provides a crucial function - a place where people can engage with research."*

*"contributes significantly to practice based research."*

### **P&P strengthens the third level profile of development education. P&P mainstreams development/global education within formal and informal education sectors. P&P strengthens the academic credibility of development in higher education.**

*"As a lecturer and researcher, I use its resources and ideas to inform the discussion and learning, as well as referring students to relevant articles in the journal."*

*"Articles from Policy & Practice are part of my core reading list for undergraduate and graduate modules on Sustainable Education and Development Education."*

*"I would use the articles as core reading for students in my modules, particularly students who are going on to a career in education. It helps me to update knowledge on key themes and continues the discourse on development education on various levels."*

*"Relevant reading for a current project with a group of student teachers."*

*"By providing pedagogical frameworks, concepts, theoretical perspectives that greatly enhance my teaching and scholarship more generally."*

### **P&P strengthens the policy environment for development/global education locally and globally.**

*"P&P content facilitates pointing a network of policy makers to particular relevant work practice."*

### **P&P provides opportunities for exchange and debate between educators from the global North and South.**

*"It provides a source for interfacing and engaging with diverse perspectives from practitioners and academics."*

*"Panel discussions of the main articles has been insightful."*

*"Policy and Practice has provided the space for me to share my ideas/thoughts on development/global education."*

*"Gives opportunity for people in the field to have a voice, an outlet for getting their work known."*

### **P&P builds the capacity of the development/global education sector locally and globally**

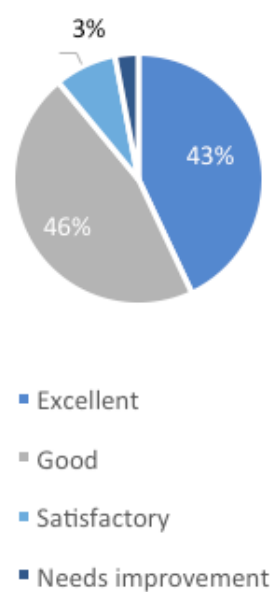
*"Previously published articles in P&P add to my credibility as a development educator."*

## Resources

**Website** - 46% of respondents stated that they found the *Policy & Practice* website to be good with an additional 43% stating that they found the website to be excellent.

8% of respondents stated that the website was satisfactory with 3% stating that the website needed improvement.

Chart 19



Several stakeholders provided individual comment regarding areas for improvement as follows:

*"The website is difficult to find through search engines as there are several policy and practice journals in a variety of fields"*

*"Add the current issue to the archives section also."*

*"The landing page could benefit from introducing the journal in general terms rather than the latest issue. The latest issue could instead be presented under a specially designated tab named "latest issue" or similar."*

*"Make use of the blank white space at the bottom right of the home page – use for links to previous 4 or 5 editions."*

*"Use more graphics as the site is text heavy."*

**Capacity** - It is important to reference the fact that several stakeholders referred to and praised CGE and specifically the current editor for the continued publication of P&P.

*"I think Stephen has done brilliant work." " Stephen has done a brilliant job."*

*"Stephen has a wealth of knowledge, research and people... his critical opinions of methodologies are valued."*

## Comments

### ENGAGEMENT

The survey represented opinion from 12 nationalities currently residing across 10 countries with a significant majority being of Irish nationality and residing in Ireland. Responses from the survey indicate that P&P is being engaged with predominantly within Ireland, within six countries across Europe and in Australasia, Asia and Africa. When the P&P website visitor data is taken into consideration there is considerable global reach, with Ireland ranking 7<sup>th</sup> in highest frequency of website visitation. CGE is to be commended for the journal's global reach as is reflected in the geographical spread of website visitor and survey responses. It is worth noting that three of the top ten locations of visitors by pages viewed are within the global South.

With the exception of 2019, the P&P website has seen an annual increase in website traffic. Although it is unclear whether the same individuals are accessing the website more frequently or whether there is an increase in the number of unique individuals accessing the website the increase in website traffic does indicate increased engagement with the journal's content.

It is recognised that there are high numbers of individuals engaging with the journal and it may be pertinent for CGE to consider how it might increase engagement with these users for potential discussion, debate, contributions and future evaluations of the journal.

Survey responses indicate a predominance of engagement with the journal from within academia, specifically the higher/tertiary sector and by researchers and lecturer/tutors. There is limited connection between the journal and primary and secondary education sectors. Although there is engagement with the journal from practitioners/facilitators in the development/global education sector it is significantly less and there is no indicated engagement from other sectors in informal education e.g., youth, adult, community/voluntary sectors etc.

It is recognised that the tertiary/higher education sector is a journal target group, therefore, continued and strengthened promotion is needed within the sector e.g., indexing in major databases and increased promotion of compilation books. A tertiary/higher education focus was essential in the journal's establishment to ensure quality content and to gain credibility as a publication, however, as one stakeholder stated, *"it is now time to build community"*. Stakeholders specifically mentioned the importance of increased engagement with civil society such as activists, climate change activists, church groups and social activist groups. It was acknowledged that P&P *"...is the go to resource in the field but could be immensely useful for many other contexts and disciplines"*. It is important to acknowledge the differences that exist within and between educational sectors. Time to read, research and reflect on concepts and opinions is an integral part of academia, however, this is traditionally not the case for the primary or secondary aspects of formal education or the informal education sector. This is evidenced by the Portuguese journal, *Sinergias*, which focused promotion of their journal to teachers but found that teachers simply did not have the time to engage. Within the context of academia, there may be opportunity for increased engagement with trainee teachers including online settings e.g., Open University Future Learn.

Limited time and a context of non-engagement with academic journals suggests that increased promotion of the journal alone to these sectors will not be sufficient. As stakeholders acknowledged, there is a need to *"bridge the gap"* and *"increase flexibility enabling increased reach"* thereby diversifying



and extending engagement with P&P. It is pertinent to emphasise that there is no explicit or implied intention to change or mainstream the journal to make it more attractive outside of academia, as one stakeholder cautioned *“this may diminish critique”*. The intention is to create different access points, different platforms with a different purpose, enabling people from a variety of contexts to connect to the journal and encourage increased access and diversification of engagement.

Potential methods for increased and diversified engagement:

**Seminars** - Stakeholder consultation clearly emphasised the value of the seminars, currently organised by CGE on a bi-annual basis in conjunction with the journal. CGE have highlighted the challenges of ensuring seminar participation and the positives of hosting seminars online (as a necessary response to the COVID-19 pandemic context) enabling a wider range of participants. Stakeholders emphasised the continued potential of online seminars as these *“really bring the Journal edition to life”* and the potential to increase and diversify engagement with the journal across sectors and geographically.

**Virtual space for discussion and dialogue** - creating a virtual space for ad hoc dialogue to specifically encourage global connection, discussion and debate.

**Shorter presentation of content** - creating short videos (3 - 5 minute) by article authors providing a synopsis of content/critique or a P&P podcast (10 – 15 min episodes) to *“animate the content”* and *“act as an entry point”* may encourage initial engagement with journal content.

**Increased and targeted promotion** - currently P&P is widely promoted as a journal however, there is a need for an enhanced social media presence and the capacity to *“create a buzz”* about the new journal editions. It may be beneficial for the journal to have promotional material that other organisations, networks, establishments and individuals can easily use for secondary promotion.

There may be beneficial to consider promotion of individual articles to specific target audiences. For example, the recent article *The Foodbank is the Canary in the Coalmine of Neoliberalism* would be of significance to many community, church and health organisations who are directly involved with or promote foodbanks. It is essential that promotion is carefully targeted and that recipients easily recognise the relevance to and benefit of their engagement with any promoted materials.

**Partnership working** - increasing connection and partnership working with existing networks that have an existing reach to intended audiences may aid CGE to increase and diversify engagement with P&P e.g., trade unions, churches, communities etc. This is potentially an essential consideration regarding promotion of the seminars, video presentations podcasts and/or articles. Increased partnership working will be essential to strengthen the journal’s degree of global reach.

**Access out of real time** - hosting additional content online thereby enabling engagement outside of real time was also encouraged.

It is recognised that the above suggested methods for increased and diversified engagement require considerable time and resources to deliver. Throughout the individual consultations, stakeholders referred to the demands on the current editor and there may be the need to explore possibilities for increased capacity and resources to facilitate increased and diversified engagement.

The range of engagement timeframes represented by the survey respondents indicates a continued and renewed engagement with the journal; continued engagement since its establishment in 2005 and new engagement within the last year. CGE is to be commended for the sustainability of engagement with the journal over the past 17 years, reflecting the value that the journal holds for individuals and the development /global education sector as acknowledged in the following stakeholder comments:

*“an important voice in the sector”*

*“I am constantly inspired by the content of the journal”*

*“one of the cornerstones of Development Education in Ireland”*

*“bloody brilliant! - a delight to receive in my inbox”*

*“fulfils a unique space in GCE/DE and is an important resource”*

Survey findings indicate that the most prominent method of journal promotion is recommendation by word of mouth with CGE promotion accounting for under 20% of engagement. For increased engagement and reach, it may be pertinent for CGE to strengthen journal promotion and consider additional methods of promotion as outlined in the previous section. Stakeholders acknowledged that individuals/students may be encouraged to access the journal with the progression of the P&P ranking as based on citations.

It is noteworthy that the majority of survey respondents engage with P&P by reading occasional articles that are of personal interest and articles that are relevant to individual's work contexts. These findings correlate with the recommendation for targeted marketing promotion of individual articles / themes to specific audiences.

Survey respondents represent a wide variety of means of engagement with the journal. Understandably the most frequent method of engagement is as a reader but there is also a high level of commitment represented through article contribution, membership of the Editorial Board and guest editorship.

It is significant that the most frequently stated “usefulness” of the journal is to engage with current debates in development/global education and to learn about development/global education practice in local and global contexts. These aspects are valued clearly within a variety of contexts and across sectors. There may be the opportunity for CGE to connect with these common values and to further instigate debate and discussions across sectors.

The majority of survey respondents work in tertiary/higher education with the role of researcher or lecturer. It is, therefore, understandable that the most frequent use of P&P is to support academic-based research and that the opportunity to contribute an article is valued. It is apparent that P&P is a valued resource for personal knowledge development and as a teaching/student resource in the tertiary/higher education sector; P&P is recognised as an academic journal that is *“an invaluable resource”* and *“accessible for students”*. There is less frequent use of P&P within the informal sector, as referenced in the previous section. One stakeholder stated it would be beneficial if P&P could be *“a bit more accessible to practitioners as topics are relevant to all sectors”* and there may be the opportunity for increased use within development/education training through partnership working with the Irish

Development Education Association (IDEA), Comhlámh, Development Studies Association of Ireland (DSAI) and other relevant agencies.

The four types of article within P&P, Focus, Perspective, Viewpoint and Review, are all highly valued and recognised to be of significant use to the majority of respondents. A common thread of comment within the stakeholder consultation was that there could be increased contribution from the NGO/development/global education sector. It was suggested that this could be through collaboration and shared authorship, bringing a cross-sectoral approach, combining research, theory, policy and practice. Stakeholders encouraged the continued development of collaborative work through a focus on interconnecting themes between sectors and audiences. It was acknowledged that there is the opportunity to bring together higher education institutions and NGOs for collaborative research and work with P&P being the catalyst. There was also the suggestion of a future joint publication with IDEA, Development Education Association (DEA) or Academic Network on Global Education and Learning (ANGEL) etc. enabling increased NGO/development/global education contribution and reflection.

Several stakeholders referred to the need for increased diversification of the contributor voice. It is recognised that the Editorial Board are aware of this and are actively considering ways to strengthen diversity. One stakeholder made the negative observation that there was a *“tendency to see the same names again and again”* especially within the Viewpoint articles, while another suggested inviting political voices to provide their perspective on local and global issues, not for the journal to adopt a political tone but inviting political voices for increased diversity of opinion.

## IMPACT

It is evident that P&P delivers its intended outcomes to a high level as represented by the agreement to all outcome statements by a minimum of three quarters of survey respondents.

There are several intended outcomes where respondents have indicated a higher frequency of agreement as opposed to strong agreement, which therefore may indicate areas for further development. These are:

- P&P strengthens the policy environment for development/global education locally and globally
- P&P provides opportunities for exchange and debate between educators from the global North and South
- P&P facilitates contributions from the global South
- P&P builds the capacity of the development/global education sector locally and globally

Several stakeholders referred to the need for increased diversification of voice, especially in relation to contributions from the global South, including from a multi-lingual readership beyond anglophone. The challenge of ensuring scientific quality and maintaining standards of European/American research frameworks was specifically raised in reference to contributions from the global South. This particular aspect may benefit from a more direct support structure, as was suggested by one stakeholder, supporting global South contributors through mentoring thereby enabling the dissemination of ideas and practice while ensuring scientific/research quality. Mentoring support may

also be relevant to aid increased contributions from development/global education practitioners in the global North, providing support for those who may not have experience in journal contribution. This in turn directly supports building the capacity of the development/global education sector locally and globally.

It is recognised that P&P may well be fulfilling intended outcomes to a higher level than the current stakeholder consultation can provide evidence for. There therefore may be an opportunity for CGE to consider encouraging those who engage with P&P to provide ongoing feedback as to how P&P impacts on their practice, policy making etc. As discussed in the previous sections, enabling two-way communication on the P&P website may facilitate this.

## RESOURCES

Stakeholders indicated a high degree of satisfaction with the P&P website layout and functionality indicating only a few practical suggestions for improvement. The website functions could be expanded to encourage two-way communication with users as outlined above.

The Editorial Board have mirrored stakeholder comments regarding praise of CGE and specifically the current editor for the continued publication of P&P. They are aware that publication of the journal is considerably reliant on the current editor's knowledge, skills and contacts. They recognise this dependence as a high risk factor and are considering mitigation through reflection on the current role and increased support within the editorial role. The Editorial Board are aware of this capacity issue and are willing to take on a more active role.



## Recommendations

The following recommendations for the Centre of Global Education are based on Blue Moss's consultations with *Policy and Practice* stakeholders. They are as follows:

- Employ alternative ways to enable increased access to and engagement with the journal especially from the primary and secondary and the informal education sectors.
- Seek additional staffing and capacity for increased and diversified engagement of journal users.
- Develop a marketing/promotional strategy for P&P targeting new and existing audiences for increased and diverse engagement and sustainability.
- Actively seek ways to further diversify contributor voices represented within the journal:
  - seek opportunities for collaboration and shared authorship across sectors for journal contributions.
  - consider mentoring for authors to increase diversification of voice, especially from the global South, while maintaining scientific/research quality.
- Reflect on stakeholder suggestions for potential future journal themes in consideration of opportunities for collaboration and shared authorship.
- Encourage those who engage with P&P to provide ongoing evidence of its positive impact on theory, policy & practice.
- Reflect on stakeholder suggestions for increased website functionality, ease of access and user friendliness and explore functions that enable two-way communication with users.
- Editorial Board should reflect on the role of editor, provide increased support and mitigate against the risk of high dependency on the current editor.
- Consider website functions for increased global reach in relation to future evaluations.

## Conclusion

This independent evaluation of *Policy & Practice: A Development Education Review* has consulted with journal stakeholders and provided feedback and comment as to how the journal is currently achieving its intended outcomes and recommendations as to how the journal might further develop.

It is noted that P&P has a significant number of international users engaging with the journal on an annual basis and that this evaluation is somewhat limited with regards to the number of individuals consulted. However, the evidence provided by the stakeholders consulted is that they are extensively engaged with and have an in-depth understanding and use of the journal and are therefore able to provide rich comment and analysis. Future evaluations may wish to consider options to ensure a broader stakeholder base.



## APPENDIX 1: Online Survey

### 1. Which age profile do you fall within?

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

### 2. Which origin do you most closely identify with?

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

### 3. Please state your nationality

### 4. Please state the country in which you currently reside

### 5. How long have you engaged with Policy & Practice?

	Since 2005 (Issue 1)
	More than 10 years
	5 - 10 years
	Less than 5 years
	Less than 1 year

## 6. Which sector do you predominantly work in?

Tertiary/Higher Education
Primary Education
Secondary Education
Development/Global Education
Youth
Adult
Community/Voluntary
Government/Statutory Body
Minority Ethnic Organisation
Human Rights
Migrant or Asylum/Refugee
Environment/Sustainable Development
Other (please specify):

## 7. Which category does your work role best fit within?

Development/global education practitioner/facilitator
Researcher
Field worker
Student
Lecturer/tutor
Other (please specify):

## 8. How did you first come into contact with Policy & Practice?

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





### 9. Which of the following statements best describes the extent to which you “normally” engage with Policy & Practice?

	Read each new edition of the journal
	Read occasional articles of interest
	Read articles that are relevant to my work context
	Occasionally dip into

### 10. In what ways have you engaged with Policy & Practice? Please tick all that apply

	Reader
	Review articles for the journal
	Contribute articles
	Guest editor
	Member of the Editorial Board

### 11. What do you find most useful about Policy & Practice? Please tick all that apply

	Having the opportunity to contribute an article
	Learning about Development/Global Education practice in local and global contexts
	Engaging with current debates in the Development/Global Education sector
	Learning about the relationship between Development/Global Education and other sectors
	Discovering new resources
	Supports my practice
	Enables me to promote my work/organisation
	Other (please specify):

### 12. In which ways have you used Policy & Practice? Please tick all that apply

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

**13. How useful do you find each of the types of article within Policy & Practice?**

	Extremely Useful	Very Useful	Useful	Occasionally Useful	Not at all
Focus					
Perspective					
Viewpoint					
Review					
Have you any recommendations as how articles may be more useful					

**14. What top 2 themes would you like Policy & Practice to address in future issues?**

**15. To what extent do you agree with the following statements?**

	Extremely Useful	Very Useful	Useful	Occasionally Useful	Not at all
P&P provides a space for practitioners to critically reflect on their practice					
P&P enables discussion on the main challenges faced by development/global education practitioners					
P&P celebrates and promotes good practice in development/global education					
P&P strengthens the third level profile of development education					
P&P reflects current trends in development education					
P&P strengthens the academic credibility of development education in higher education					
P&P raises the quality of development/global education practice locally and globally					
P&P shares new research in development/global education					
P&P enhances collaboration between development/global education and related education sectors					
P&P mainstreams development/global education within formal and informal education sectors					

	Extremely Useful	Very Useful	Useful	Occasionally Useful	Not at all
P&P strengthens the policy environment for development/global education locally and globally					
P&P provides opportunities for exchange and debate between educators from the global North and South					
P&P facilitates contributions from the global south					
P&P builds the capacity of the development/global education sector locally and globally					
P&P encourages networking and active communication between development/global educators					

**16. Please provide any examples of how Policy & Practice has supported or enhanced your practice in Development/Global Education.**

**17. How would you rate the layout and ease of navigation of the Policy & Practice website?**

	Excellent
	Good
	Satisfactory
	Needs improvement

In what ways could the Policy and Practice website be improved?

**18. Any additional comments you wish to make?**

**19. If you would like to participate in an online focus group please leave your name and email address below**

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.

### **Centre for Global Education**

9 University Street  
Belfast  
BT7 1FY



Tel: (0044) 2890 241 879  
E-mail: [info@centreforglobaleducation.com](mailto:info@centreforglobaleducation.com)  
Web Site: [www.centreforglobaleducation.com](http://www.centreforglobaleducation.com)  
Facebook: [www.facebook.com/centreforglobaleducation](http://www.facebook.com/centreforglobaleducation)  
Twitter: @CGEbelfast  
E-Bulletin: [www.centreforglobaleducation.com/ebulletin](http://www.centreforglobaleducation.com/ebulletin)

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**Evaluation report compiled by Clare Cuthbert**

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