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DESCRIPTION

The purpose of the *International Journal of Educational Development* is to report new insight and foster critical debate about the role that education plays in development. Aspects of development with which the journal is concerned include economic growth and poverty reduction; human development, wellbeing, the availability of human rights; democracy, social cohesion and peace-building; resilience and environmental sustainability. *IJED* seeks to help make available new evidence-based theories and understandings as to the extent and nature of educational change in diverse settings. It stresses the importance of appreciating the interplay of local, national, regional and global contexts and dynamics in shaping education and development.

Traditional notions of development concerning growth, industrialization and poverty reduction are under scrutiny. While much attention in the past has concentrated on school achievement and other empirical products of schooling there is a new awareness of education’s role in affecting community social cohesion and other social goals. The notion of development itself is broadening, both as a theoretical construct and in its policy and program manifestations. Education is prominent in discussions and critiques of development. Here too perspectives may vary. Education is designed to promote human capability and better the chances for social justice, promote competitiveness and productivity; reduce inequality, poverty and disease; mitigate conflict and crisis. At the same time, education is also being scrutinized for entrenching differences; challenging local values and culture; and for fostering counterproductive experiences of many pupils.

The *International Journal of Educational Development* is concerned with education in its broadest sense, including formal and non-formal modes, from preschool to adult education. *IJED* is interested in comparative studies that lead to new insights and challenge orthodox theories; that have potential for policy impact; and that apply to broad range of settings, including industrial democracies as well as low and middle income countries, countries in political transition and countries recovering from armed conflict and social unrest. The IJED also considers papers that look at education and development through the policies and practices of official development assistance and commercial education trade. The IJED does not encourage articles which may be more appropriate for journals of pedagogy, education technology and psychology unless the relevance to feasible public policy is clearly demonstrated. IJED engages these approaches to deepen understanding of the relationship between education policy and development. Further, the IJED does not encourage articles that focus on a certain methodological approach as the central topic of interest. Instead, we encourage the appropriate use of both qualitative and quantitative analytical techniques as means to shed light on key problems of educational policy and development. The IJED will not publish a manuscript with a title which includes a methodology unless the methodology is unprecedented.
The *International Journal of Educational Development* welcomes papers from all prospective authors, especially from scholars and practitioners who come from low and middle income countries.

**AUDIENCE**

Educational researchers in international and comparative education, planners, practitioners and administrators in, or concerned with, developing countries.

**ABSTRACTING AND INDEXING**

Current Contents  
Engineering Village - GEBASE  
Social Sciences Citation Index  
Australian Educational Index  
British Education Index  
Contents Pages in Education  
ERIC  
Educational Management Abstracts  
ERA (Educational Research Abstracts Online)  
Education Technology Abstracts  
Multicultural Education Abstracts  
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Sociology of Education Abstracts  
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INTRODUCTION

What topics are considered relevant to the IJED?

The International Journal of Educational Development is concerned with education in its broadest sense, including formal and non-formal modes, from preschool to adult education. IJED is interested in comparative studies that lead to new insights and challenge orthodox theories; that have potential for policy impact; and that apply to broad range of settings, including industrial democracies as well as low and middle income countries, countries in political transition and countries recovering from armed conflict and social unrest. The IJED also considers papers that look at education and development through the policies and practices of official development assistance and commercial education trade. The IJED does not encourage articles which may be more appropriate for journals of pedagogy, education technology and psychology unless the relevance to feasible public policy is clearly demonstrated. IJED engages these approaches to deepen understanding of the relationship between education policy and development. The International Journal of Educational Development welcomes papers from all prospective authors, especially from scholars and practitioners who come from low and middle income countries.

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Reporting sex- and gender-based analyses

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Definitions
Sex generally refers to a set of biological attributes that are associated with physical and physiological features (e.g., chromosomal genotype, hormonal levels, internal and external anatomy). A binary sex categorization (male/female) is usually designated at birth (“sex assigned at birth”), most often based solely on the visible external anatomy of a newborn. Gender generally refers to socially constructed roles, behaviors, and identities of women, men and gender-diverse people that occur in a historical and cultural context and may vary across societies and over time. Gender influences how people view themselves and each other, how they behave and interact and how power is distributed in society. Sex and gender are often incorrectly portrayed as binary (female/male or woman/man) and unchanging whereas these constructs actually exist along a spectrum and include additional sex categorizations and gender identities such as people who are intersex/have differences of sex development (DSD) or identify as non-binary. Moreover, the terms “sex” and “gender” can be ambiguous—thus it is important for authors to define the manner in which they are used. In addition to this definition guidance and the SAGER guidelines, the resources on this page offer further insight around sex and gender in research studies.

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Children...they, instead of The child ... he
Human achievements, people's achievements, instead of Man's achievements
Headteachers, Heads, Principals instead of Headmasters
Administrators often neglect their spouses/families, instead of Administrators often neglect their wives

In empirical research reports the gender breakdown of the research sample should be given and acknowledged in discussion. Generalising from a single-sex group or from a heavily unbalanced group to 'youth', 'children' or 'teachers' should be done with extreme caution.

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While there is no formal word limit for articles in IJED, authors are advised against going above 8000 words (excluding references) for a manuscript. Extended technical explanations, methodologies or datasets etc. can be included as supplementary files, which do not count towards the overall manuscript length.
Queries
For questions about the editorial process (including the status of manuscripts under review) or for technical support on submissions, please visit our Support Center.

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Divide the article into clearly defined sections.

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Subdivision - numbered sections
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State the objectives of the work and provide an adequate background, avoiding a detailed literature survey or a summary of the results.

Results
Results should be clear and concise.

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Conclusions
The main conclusions of the study may be presented in a short Conclusions section, which may stand alone or form a subsection of a Discussion or Results and Discussion section.

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