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, well being, 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.

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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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INTRODUCTION

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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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