

## Editorial

The Institute of Education, University of London, from where this new journal emanates and is edited, is celebrating its centenary as this first edition goes to press. As well as being today at the forefront of educational research and thinking, the Institute throughout its long history has always sought to make a positive difference to educational policy and practice. In doing so, it adheres to the highest standards of academic rigour and is guided by a concern for truth and justice.

It is therefore fitting that the Institute has chosen to host this journal—*London Review of Education*—as part of its mission to promote debate about educational issues and problems, as well as to act as an important additional conduit for their advancement and resolution. *LRE* mirrors the Institute's view of its purpose and role in wanting to be one of the best known and most highly regarded academic journals of its kind. It aspires to be an outlet that commands respect among education academics and policy-makers, and to whose pages they and other students working in education and related fields turn for up-to-the-minute analysis of contemporary issues in the field.

When the Institute was founded in 1902, education conceived as a 'lifelong' process and the 'globalisation of education policy' were phenomena waiting to be invented. Today, while each is writ large in both educational policy and practice throughout the world, their full impact remains to be realised, even understood and appreciated properly.

*LRE* thus acknowledges fully the arrival of a global knowledge economy in educational ideas and policies and so aspires to be an international vehicle for fostering debate about them and their articulation with the major issues confronting educational systems throughout the world; it also intends to publish contributions authored by scholars located throughout the globe, and not just ones working in the United Kingdom. For while *LRE* is based at and edited from the Institute, it is most definitely not to be regarded as an 'in-house' publication or a London-specific outlet. Our purpose in launching *LRE* is rather to use it as a channel through which authors from every region can be encouraged to explore educational policy and ideas that are globally consequential.

To be sure, Institute authors are likely to feature from time to time between *LRE*'s covers, not because their offerings are privileged in any way, but because they seek to provide informed analysis of major concerns in education, and because they meet the journal's stringent criteria of academic quality in being well written, scholarly, accessible, original and thought-provoking. It is, then, academic content and the peer review process that determines whether a paper appears in *LRE*, not the work location of potential authors. This leads me to make a strong appeal to overseas academics to consider using this publication as an outlet for their work.

In making this appeal, I would, however, stress that *LRE* is chiefly an 'issues-interested' journal, rather than one that specialises in the descriptive reporting of empirical research. Thus, it seeks to publish articles that confront and engage analytically with enduring and emerging policy problems in education. It is not a journal either that will become

## 6 Editorial

pre-occupied with school education, or any other particular age range, for that matter. Instead, it aims to attract contributions that discuss educational processes and problems across a range of other environments including colleges, youth services, adult education and work.

LRE is also anxious to encourage debate about issues in related fields such as health promotion and child-care. Equally, it wants that debate to straddle intellectual boundaries and therefore to draw upon a variety of analytical approaches—for example, from philosophy, from psychology, from sociology, from economics, and from management. What matters, then, is not the intellectual stable out of which an article has been produced, but the degree to which its author is able to illuminate a big educational issue of the moment, and point up potential ways of dealing with it.

I like to think the contents of this launch edition illustrate well this intention, as well as provide a big steer for likely future contributors and their contributions. For what we find in the pages that follow is a rich variety of approaches and issues, beginning with two highly topical discussions of how knowledge is produced in different sectors and the implications of this process for the continuing debate about the nature of educational research (Foray & Hargreaves); and of how a particular five-year-long initiative in knowledge management is seeking to provide insights into what ‘evidence-informed’ education policy might look like (Oakley). These papers are followed by two others of a quite different kind: one that philosophically debates and challenges two models of school privatisation—contracting out and vouchers (Brighouse); another that sociologically reflects, using a particular case, on the ways that conservative sentiments are beginning to structure the strategic options and thinking of disenfranchised groups in education which previously would have countered and shied away from them (Apple). The issue ends with an essay that discusses and typologises the available research evidence that indicates close linkages between the length and nature of particular kinds of education and health-promoting behaviours (Hammond).

DAVID HALPIN

*Editor*

*Institute of Education,*

*University of London, UK*