



## The following list is a **SUMMARY** of our stance on how we, the Editorial Board for this project, view **RESEARCH** about **EDUCATION FOR GLOBAL DEVELOPMENT**:

**I**

Education for Global Development, as we at the Journal understand it, has **diverse focuses and approaches, within its differing philosophies and names, and we consider this diversity enriching**. It can and should be a source of debate based on mutual respect, as well as an opportunity for enrichment and learning as a group.

**II**

Any of the approaches implicitly or explicitly leads to the creation of a utopian skill, from a perspective of ethics and citizenship, which activates our capacity for **creative commitment to improving our world** based on equality, social justice, human dignity, civic participation, democratic culture, the rule of law and comprehensive sustainability.

**III**

Education for Global Development, construed as a basic competence is a **fundamental teaching**, as is competence in linguistic communication and mathematics.

**IV**

The results arising from educational research - reflecting on how we learn - **is a structural dimension in the development of individuals** and social groups, and it is one of the essential elements in empowerment and emancipation for individuals and societies.

**V**

Educational research has many levels, from the simplest to the most specialised, **but on any level it provides a basic, characteristic feature** of our view of Education for Global Development.

**VI**

We view educational research as part of an open, shared, participatory **network** through various organisations, cultures and places around the world.

**VII**

Educational research can focus on **different features and stages, depending on how it is conducted**, and by whom. At some points, the focus is the act of research itself, at others, it is the quality and rigor of the work. More important yet is the focus on simple and highly practical applications. At the Journal, this issue is essential.

**VIII**

Likewise, occasionally, researching about how we learn in our utopian dimension - competence in learning to learn - may be an objective in and of itself. At other times, it may be oriented towards a purely instrumental objective of one very specific aspect of the teachings related to Education for Global Development. **Pure research and applied research are two focuses that interest us**.

**IX**

Through all of this, we endeavour to make quality, rigorous applied educational research in Education for Global Development **a force for the practice of holistic educational models** that aid in performing actions with the greatest possibilities for meeting learning objectives, though aware of the complexities involved.

**X**

Although we believe that we are all potential global researchers, **this project focuses especially on educators and their training and practice venues**: teaching colleges, schools and training centres, social organisations, and so on, **to foster change at the roots**.