

## **Editorial**

This issue is the first in the tenth volume of *Educate~*. The first volume of *Educate~* was originally available only in hard copy form and had a relatively limited readership. However, *Educate~*, and the full archive, is now available online and the readership last year exceeded 50,000 unique visitors. *Educate~* continues to grow and now has regular Special Issues such as the annual Kaleidoscope Special Issue, produced in conjunction with our friends at the Faculty of Education, University of Cambridge. The Editorial Board are currently developing online training via Elluminate that will be available in the summer of 2010. These sessions – reviewing, writing and editing for publication – will then be accessible from anywhere in the world helping those interested in taking part in *Educate~* to develop the necessary skills. In addition, it is worth noting that the Doctoral School Summer Conference here at the Institute of Education, University of London, will have an online parallel session on 18 and 19 June 2010 that will be accessible by our readers. Further details will be posted on the *Educate~* main page closer to the time.

This issue begins with a research note from Jack Maebuta on peace education in the Solomon Islands. Next, Michelle Mwalimu provides a critical review of the literature relating to Alternative Primary Education and social stratification in resource-scarce countries, focusing on countries in Africa. In a timely paper, Hong Qin Fang then investigates learning and teaching quality assurance in Chinese and British undergraduate education. In this issue we have three book reviews covering a variety of topics: *Coaching Educational Leadership: Building Leadership Capacity through Partnership*, *From Postgraduate to Social Scientist: A Guide to Key Skills and Key Issues in Special Educational Needs and Inclusion*. Finally, we have the abstracts of the Doctoral School Poster Conference that took place in February 2010 here at the Institute of Education.

As *Educate~* continues its success into a tenth year, it is worth noting the changes behind the scenes. After many years of hard work, Kate Sym has stepped down as our copy-editor and the Editorial Board would like to thank her for her excellent work and attention to detail. Claire Mills from the Institute of Education's Doctoral School has taken her place and has acted as copy-editor for this issue and, hopefully, for many issues in the future.

The Editorial Board  
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