

Editorial

Hitherto, *Educate* ~ has published one issue in the autumn term of an academic year and one issue in the summer term. This year, as a result of the large number of papers submitted to it, two summer term issues have been published. The Editors felt that it was important that contributing authors, who had submitted their work by the necessary deadline, should have the opportunity for it to be published now rather than being held over for the autumn issue. The two issues (Volume 5, Issue 1 and Issue 2) reflect a range of different types of doctoral research work: in this they demonstrate the diversity of topics, methodological approaches and study contexts characteristic of doctoral research at the Institute of Education. Also apparent is the international nature of this research - and the international nature of the researchers undertaking it.

Volume 5, Issue 2

The first research note in this issue reports a study aimed at evaluating the implementation of pre-primary education policy in Plateau State, Nigeria. It highlights equity and access issues, among others, relating to the effects of a national approach that embraces, and utilises, private funding to provide pre-primary school education. The other end of the educational process, at least in terms of educational phase, is examined in the second research note. Here Alphonse Semugaza reports his intended investigation into how higher education students in Rwanda might be funded. In so doing, he examines the range of strategies used in different national contexts and focuses on the question of whether loans, or scholarships, might best be used to support students seeking higher education in Rwanda.

Ann Carroll-Boegh, in the first research paper of Issue 2, takes the reader to a different continent and offers a Danish perspective on the issue of 'Internationalisation' and teaching, through the medium of English, in the context of University courses. This is followed by a research paper that examines the challenges encountered in seeking to promote teacher collaboration among teachers in Taiwanese schools in the light of a new policy initiative – the introduction of a Grade 1-9 Curriculum. Wen-Chu Hu adopts an ethnographic approach in this study and queries the extent to which the collaborative activity observed was genuinely collaborative. The concluding paper in this issue is by Mike Hudson who adopts a different view of collaboration between teachers. Mike uses an 'insider researcher' approach and draws on quantitative and qualitative data to highlight links between the ways teachers think about their collaboration, their teaching and learning. His argument focuses on the idea that conceptions underpin actions and strongly influence the ways in which teachers work and learn with each other.

The editors wish to thank all those who have contributed to the production of this issue. We particularly thank those who submitted work for publication even if has not been published in this issue. We hope you find this issue interesting and stimulating.

The Editorial Board
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