

European Education

Information for Contributors

Please observe the guidelines and conventions below in preparing a manuscript for submission. The editors reserve the right not to review any submission that does not follow these guidelines and conventions. Articles should be submitted electronically to europeaneducationjournal@mesharpe.com. We ask you not to send submissions by mail unless absolutely necessary and with prior permission from the editors. If you have questions about the submission process and manuscript requirements, please contact the editors at the same e-mail address.

Journal Scope

European Education is an international peer-reviewed journal devoted to original inquiries and dialogue on education among the member states of the Council of Europe. The journal features articles on education in individual member states as well as the impact of European education initiatives globally. The journal particularly encourages theoretical and empirical studies, interdisciplinary perspectives, and critical examination of the impact of political, economic, and social forces on education. The journal is published quarterly with at least one thematic issue per volume.

Policy Statement

Manuscripts submitted to *European Education* are judged using the following criteria: relevance of the submission to the field of European education or comparative and international education; appropriateness of theoretical/conceptual literature and methodological grounding; contribution to theory/research and the advancement of policy and practice; and reader accessibility. Manuscripts submitted for consideration in *European Education* should not simultaneously be offered to any other publication.

Manuscripts that the coeditors consider relevant and sufficiently developed are refereed using a double-blind review process, which can take up to three months. The process allows for a rigorous review within a relatively short timeframe. This provides authors with the greatest latitude in publishing because they have the possibility of publishing in *European Education* within twelve months from the time of the initial submission. Alternatively, authors have the opportunity to re-submit elsewhere those manuscripts that are not the best fit for this journal without having their papers stuck in a lengthy editorial cycle.

General Submission Instructions

- All manuscripts should be submitted in Microsoft Word or Rich Text Format.
- All material, including extracts, endnotes, references, appendixes, and captions for illustrations, must be double-spaced.
- Article submissions should be between 7,000 and 8,000 words.
- Author's biographical information, complete mailing address and phone/fax/e-mail information should appear in a separate file.
- The author's name or any other information that could identify the author should not appear in the abstract or manuscript.
- All manuscripts must be accompanied by an abstract of 50–100 words on the first page of the manuscript.
- If you used any revision or editorial tracking tools in your word-processing program, be sure the final version of your manuscript has all tracked changes absorbed ("accepted") and has the tracking turned off.
- Text should be left aligned (do not use justified paragraphs).
- Avoid using embedded notes of any kind; rather, notes should be input as normal text and placed before the reference list.
- Please avoid callouts for notes in article titles and subheads.
- All pages should be numbered.
- Do not use hard returns or tabs in references listed at the end of the article.
- For foreign language references, please include both the original title and English language translation.
- Do not use more than one typeface or size in the manuscript (unless it is required for sense). Use 12 pt. Times New Roman for all text.
- *European Education* follows the styleguide of the American Psychological Association (APA). For guidance on notes, references, tables, graphs, and diagrams, please see the following style guidelines.

Style Guidelines

Terminology

Because the readership of *European Education* is internationally diverse and cross-disciplinary, authors are strongly advised to explain terminology not widely recognized and understood outside their area of professional or academic specialization as well as their cultural and national context. Terminology may be defined as acronyms, foreign language terms, theoretical concepts, cultural references, technical language, etc.

Headings

Headings should follow these conventions:

First-level heading (boldface) (cap only the first word)

Second-level heading (bold-face and italics) (cap only the first word)

Third-level heading (italics) (cap only the first word)

Tables, figures, and illustrations

- All tables, figures, and illustrations should be in files that are separate from the main text. They should be in black and white or grayscale—not color—and in an MS Office compatible (i.e., Excel preferred) or standard graphic file format (i.e., JPEG, TIFF, etc.). The approximate position of tables and figures should be indicated in the manuscript. If you have any questions regarding acceptable file formats or other technical matters, it is best to contact the publisher before the files are submitted (journals@mesharpe.com).
- All figures & illustrations should be submitted in an MS Office compatible (i.e., Excel preferred) or high resolution format suitable for reproduction. If you cannot provide an accepted file format you must submit hard copy of sufficient camera-ready quality. (The publisher can provide a list of acceptable file formats.)
- All figures and tables must be specifically referred to in the text and should have brief, descriptive captions.

Quotations

Quotations should be properly attributed to their respective authors. For example: “between the external directives to institutions that shape the social space and the individual’s capacity to choose; to be self-determining” (Broadfoot, 2002, p. 5).

Quotations of less than 8 lines of text should be enclosed in double quotation marks. Only use single quotation marks to indicate a quotation inside a quotation.

Quotations of 8 lines or more should be offset from left margin without quotation marks. For example:

School autonomy is a philosophy that claims the independence of individual institutions as the ultimate guarantee of teachers’ liberty. “Independence” can be defined in various ways such as in financial, content, and administrative terms. Two questions tend to arise as a result: independence from whom? and independent for what? The former question is concerned with the system from which the institution claims its independence (a local, national, or private system). The latter question pertains to the share of power inside the organization (how is teachers’ freedom guaranteed in an autonomous school). (Kozma, 1995, p. 34)

References

References to books, monographs, articles, and statistical sources must be identified within the text by the author's last name, publication year, and pagination, where appropriate.

When the author's name appears in the text, use this style: Brown (2008). When citing pagination for a quotation or specific reference, use this style: (Silova & Steiner-Khamsi, 2008, p. 112).

When a source has two authors, give both names; if there are three or more authors, use all names the first time and "et al." subsequently. For institutional authorship, cite thus: (World Bank, 2002, 110).

If the same author has more than one citation with the same year of publication, the two items should be distinguished by using lowercase letters (a, b) with the publication year: (2001a, 2001b) and so on.

Enclose a series of references within parentheses, separated by semicolons. List all references alphabetically (Heyneman, 2001; Osipian, 2008; Weidman, 2008).

For details, consult *The APA Publication Manual*, 5th ed. (www.apastyle.org/pubmanual.html)

At the end of the manuscript, list sources alphabetically by author and, within author, by publication year. Examples of common references follow:

Published book

Karklins, R. (2005). *The system made me do it: Corruption in post-communist societies*. Armonk, NY: M.E. Sharpe.

Chapter in an edited book

Green, A., & Pollard, A.J. (2007). Introduction: Identifying Regions. In A. Green & A.J. Pollard (Eds.), *Regional identities in North-East England, 1300–2000* (pp. 1–25). Suffolk, UK: Boydell Press.

Article in a journal

Petrov, G., & Temple, P. (2004). Corruption in higher education: Some findings from the states of the former Soviet Union. *Higher Education Management and Policy*, 16(1), 83–99.

Citation indicating more than one publication in the same year by an author

Osipian, A. (2007a). Corruption in higher education: Conceptual approaches and measurement techniques. *Research in Comparative and International Education*, 4(2), 313–332.

Work available online

United Nations Population Fund (2006). The state of the world population 2006. Available at www.unfpa.org/swp/2006/ (accessed May 29, 2008).

Dissertation or unpublished working paper, discussion paper, etc.

Kandel, I. L. (1910). The Training of Elementary School Teachers in Germany. [PhD dissertation]. Teachers College, Columbia University.

Published work by an organization

Hallak, J., & Poisson, M. (2007). *Corrupt schools, corrupt universities: What can be done?* Paris: Institute for International Educational Planning.

Foreign-language references

All foreign-language titles should include an English translation. For example:

Váňa, J. (1962). O metodologických problémech v rozvoji pedagogické teorie [Methodological Problems in Development of Educational Theory]. *Pedagogika*, 12(3), 272–319.

For any questions regarding the conventions above, please consult the editors via e-mail at the address listed above.