PROSPECTS
Comparative Journal of Curriculum, Learning, and Assessment
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Prospects provides comparative and international perspectives on key current issues in curriculum, learning, and assessment. The principal features of the journal are the innovative and critical insights it offers into the equitable provision of quality and relevant education for all; and the cross-disciplinary perspectives it engages, drawing on a range of domains that include culture, development, economics, ethics, gender, inclusion, politics, sociology, sustainability, and education.

Prospects aims to influence a wide range of actors in the field of education and development, whether academics, policy-makers, curriculum-developers, assessors, teachers or students. Unlike other journals in the field, which deal only with theoretical or research-related aspects, Prospects also focuses on policy implementation and aims at improving the extent and effectiveness of communication between theorists and researchers, on one side, and policy makers and practitioners, on the other.

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The journal is edited by the International Bureau of Education (IBE), in Geneva. A leading UNESCO Institute and a global center of excellence in curriculum and related matters, the IBE is recognized and valued for the specialist knowledge and expertise that it brings to Member States, promoting new shared global understanding of curriculum, teaching, learning, and assessment.

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