

# International Journal of Development Education and Global Learning **Editorial**

Whilst dealing with contrasting topics and very different contexts, the four articles in this issue raise similar themes and questions regarding the impact of global learning and global citizenship within education.

The first article from Sheila Bennell looks at the impact of school leadership, collaboration, and networking within five primary schools in North Wales as part of the Welsh government strategy on Education for Sustainable Development and Global Citizenship (ESDGC). In a country where global learning themes have strong political support, Bennell's article identifies many of the challenges teachers and leaders within schools face in securing wider engagement with themes such as global citizenship and sustainable development.

The second article from Aamna Pasha looks at the value and relevance of the concept of global citizenship in Pakistan in terms of how students make sense of their identity and place in the world. The term 'global citizenship' has often been described as a western construction, and here Pasha discusses whether it has any meaning or relevance to young people and teachers in a country where national and religious identities tend to dominate. The article, based on interviews with students and teachers, suggests that if the term has relevance, it needs to be re-defined and re-thought, and recognizes that the term 'citizenship' needs as much discussion as that of 'global'.

Kate Brown's article looks at learning processes in global education and suggests that the theoretical learning framework developed by Peter Jarvis has potential relevance to current debates in global learning. Based on her recently completed doctorate, Brown's article recognizes that a major weakness of global education and global learning has been an under-theorization of how young people learn. Her research, which has focused on England, has identified the importance of emotion, action, and identity in how the learning is constructed. Both the theoretical framework she develops and the evidence to support her research have already made and can continue to make an important contribution to understanding how young people engage with understanding global poverty and international development issues.

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The final article in this issue is by Meg Aubrey and looks at the role of the performing arts in global youth work through an international partnership project between young people in Wales, Hong Kong, Australia, and New Zealand. A particular theme of this article is the role of social media, an area that to date has not been discussed at any great depth within the journal. It also brings together two key areas of global learning practice, the arts and global youth work, and demonstrates the important contribution both can make in terms of encouraging dialogue and engagement by young people in global issues.

All four articles address difficult questions for global learning and development education. A constant challenge in securing greater educational engagement with learning about global themes is to demonstrate its relevance to the priority needs of young people and to education systems in general. The four articles in very different ways demonstrate the value and importance of greater clarity of thought and the need for evidence-based support for relevant policies that recognize the starting points of young people's learning.

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