

Editorial

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In this issue of the journal, the theme of competencies and curricula is explored across a range of European contexts and within both formal and non-formal education settings. The value of competency-based approaches is considered in two of the articles. The articles also contribute to ongoing debates about the place of global learning and development education in the curriculum, with analyses of the degree to which they are, and can be, included in curricula, either across subjects or within specific subjects.

Gundula Büker and Sigrid Schell-Straub's article introduces *Facilitating Global Learning – Key Competences from Members of European Civil Society Organizations*, a project which involved the development of a global learning training curriculum. This involved the testing of a competency model for global learning facilitators who work in non-formal education settings. The article presents the model, which offers competencies in five aspects: learning to know, learning to learn, learning to do, learning to be and learning to live together. The model was designed to provide a framework to enable facilitators to reflect on their professional development. The competency model was tested using the experience of six project partners in Germany, Portugal and Romania, and the results are critically examined to identify the potential contribution to the practice of global learning. The authors point to the need for more research into the efficacy of the model, as well as exploration of whether it can be universally applied, in both different educational and different national contexts.

In the second article, Claudia Angele considers the connections between nutrition and consumer education, and global education. She argues that little research has been carried out in this area beyond examination of discussions of fair trade within curricula. After offering a theoretical discussion on the links between these fields, she provides an analysis of the new competency-based nutrition and consumer education curricula in southern Germany. She concludes that global aspects are partially evident in the process-related and the content-related competences, but that more research is needed to determine the extent to which these translate into teaching practice.

The third article, by Patricia Digón Rigueiro, Rosa María Méndez García, Renée DePalma and Silvana Longueira Matos provides a comparison of the inclusion of development education in Spanish and English secondary curricula, drawing from a research project entitled *Investigating the Global Dimension of Development Education: A Pilot Study in a Galician School*. Informed by the UK government-funded *Global Learning Programme – England*, this project involves teachers designing a whole-school interdisciplinary teaching plan, to be implemented during later stages of the project. After offering a brief history of development education in Spain and an analysis of the current provision of development education in the research school, they provide an analysis of how the two national curricula have developed historically and the degree to which development education is currently incorporated. They conclude that there are similarities in the two contexts and argue for more initiatives in which teachers and schools are central to the process of curriculum development.

Finally, Tania Ramalho offers a review of Daly, T., Regan, C. and Regan C. (eds) (2016) *80-20 Development in an Unequal World* (7th edition). Many readers will be aware of previous editions of this book, which have provided a challenge to perspectives on development. Her review highlights the role of this new edition in contributing to a critical development education, and characterizes the book as an example of Freirean education for the practice of freedom. The review highlights the book's documentation of global progress on poverty, illustrating how uneven that progress has been. The key contribution of the book, in Ramalho's view, is the focus on the ethical, philosophical and political questions it poses, and how it challenges and supports readers to explore those questions critically. She concludes that the book offers discussions on change, with indications as to how policy can be organized to help create a more peaceful, sustainable and just social order internationally.