

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

This issue brings together four very different articles from around the world, all reflecting engagement with the relationship between key concepts of development education such as global citizenship, global education, international mindedness and global learning.

The first article, by Tine Béneker, Hanneke van Dis, and Daniel van Middelkoop, all from the Netherlands, addresses the extent to which young people are 'world-minded'. Entitled 'World-mindedness of students and their geography education at international (IB-DP) and regular schools in the Netherlands', the article undertakes an analysis of questionnaires from two groupings of students in the Netherlands, one from mainstream public schools and the other from international schools. The evidence identifies a greater focus on global perspectives within the international schools, with the state school promoting learning about global themes often in terms of issues and usually through geography.

The second article, 'Making a MEAL out of a Global Professional Learning Community: A transformative approach to global education', from Cathryn MacCallum and Insiya Salam of Sazani Associates, addresses the means by which global education can be implemented. It suggests that one approach could be to develop a Global Professional Learning Community, also known as a Networked Learning Community. They suggest that developing this form of collaborative learning is one way of incorporating some of the key values of global learning. The paper outlines how this approach has been implemented in a network of schools in Wales and Zanzibar.

The third article, entitled 'Preparing globally competent teachers: Indo-German perspectives on teacher training', is by Brijesh B. Darji, from India, and Gregor Lang-Wojtasik, from Germany. This article addresses, through the lens of globalization, the competences of global learning, and in particular those relevant to teachers in Germany and India. An important feature of this article is that the evidence outlined within it is a result of an exchange programme between teachers and students from Germany and India. The aim of this programme is to expand the intercultural

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and global orientation competences of students from both countries. The themes addressed in the article come out of a summary of the debates among the students, and it deals with options for creating global teachers as ambassadors of education for the future.

The fourth article, by Marion Blake and Stephen Reysen from A&M University in Texas, USA, is on 'The influence of possible selves on global citizenship identification'. This article builds on recent work on this theme in this journal, looking at the relationships between identity and activity in terms of global citizenship self-identification. It brings important new perspectives to the discourses within development education and global learning around self-identity.

All four articles, from very different starting points and using very different methodologies, demonstrate the continued relevance and importance of the discourses around development education and global learning to enabling young people in particular to make sense of their place and role within a global society.

This issue concludes with two book reviews, including what we hope will become a regular feature of this journal, a reflective review of a book that continues to be of value to global educators. This first one is by Tania Ramalho.

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