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- The name of reviewers who reviewed and edited the papers will be published in the next issue which will include the whole of Volume 1.
- All responsibility of statements and opinions expressed in the articles is upon their authors.

Dear Readers,

Review of International Geographical Education Online (RIGEO) is founded to develop geographical education by publishing articles on all aspects of education system from kindergarten to upper university level all over the world. In digital era of today, geography educators and teachers need to have more instruments to affect the rest of the world.

One of our aims by founding this journal is to add a synergy in international geographic education. Especially in teaching geography “synergy” comes through not only within geographical educators but also the teaching of ecological and environmental topics in co-operation with the science educators and teachers (where scientific matters are involved) and with the economics/commercial educators where matters of organization/ finance/ social conditions are involved. Thus, RIGEO seeks to build bridge between geography and other related practicing educators, researchers, policymakers and practitioners to help focus on best practices in learning, teaching, training, curriculum, textbooks etc.

In the inaugural issue of RIGEO, there are five articles from different countries. In the first article, Gino De Vecchis (President of Italian Association of Geography Teachers), Daniela Pasquinelli D’allegra and Cristiano Pesaresi from Italy, point to on geography in Italian schools by giving an example of a cross-curricular project using geospatial technologies for a practical contribution to educators. It is obvious that this article presents an actual sample to practitioners about educational projects, geospatial technologies and GIS tools in school geography. This practical sample might provide a good example especially to teachers. In the second article, Cristiana Martinha from Portugal, analyses of competence development in Portuguese geography textbooks. This article is valuable contribution to the field of “textbook pedagogy” together with its methodology as a neglected area in geography education. Tatjana Resnik Planinc from Slovenia presents future prospects for geographical education in Slovenia in the third article of RIGEO. It is also a good example to introduce the place of geography in a country in order to compare with other countries of readers and educators in the context of past, today and future of geography education. The fourth article is one the subject of geography that has been neglected and published very less researches in many countries: Children’s geography. John Halocha from UK (President of Geographical Association in England in 2009-2010) discusses some of the complex issues involved in how Europe is represented in a range of maps format by using Simon Catling’s theory of children’s world. It should be emphasized that such studies are very important to cause them to earn the right and good sides of geography to the people from the beginning of their school life. In the last article of RIGEO, Emilia Sarno from Italy, illustrates some pathways of geographical analysis in the dimension of geographical education by choosing a current theme of Mediterranean region even it is seen a classical subject: Migration. It is also a good example how to adapt the educational pedagogy to a geographical subject.

This inaugural issue wouldn’t have come true without encouragement and support of many valuable individuals. I would like to thank foremost, with a great respect, the individuals who spent their inestimable time to review the papers on behalf of RIGEO and the Editorial Board of RIGEO. Finally I would like to thank very much indeed those educators who contributed to the first issue of RIGEO by submitting their papers.

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