What identity; national, European or something more?

The subject of what drives people to form, sustain, or to challenge, identification and notions of citizenship has attracted interest for decades. Identities are set in and constructed in action. Personal, social and educational development depends on various processes fundamental in the building and understanding of individual and group identities.

The theme of this special issue of the *Social Science Tribune* revolves around the question of which identity within the context of nation and Europe we seek. Will it be as Beck[1] argues that it "...cannot be conjured up from the past; it has to be developed... as a... response to the questions of the future, in every field such as the labor market, ecology and the social state, international migration, political freedoms and basic rights." Or will it respond to Kastoryano's[2] question on whether or not recognition and adoption of "multiculturalism" can offer a tangible opportunity to "reconcile the universality of its legal framework with the singularity of cultural identities so as to constitute a common political culture?"

Each of us has a unique identity, one which finds expression in both majority membership as well as minority membership within a culture and society. Our basic premise is that the building and fostering of identity within a European context is built on merging both the individual and the multiple. Whether presented and analyzed from a sociological identity theory or that of psychological social identity perspective, the emphasis is on a multifaceted and dynamic self that acts as a go-between the relationship amid social structure and individual behavior[3]; without ignoring the political[4]. To this we add the issue of citizenship. By linking identity and citizenship we relate to a Europe that includes the regional, national, suprana-

tional and even the post-national, thus adding a new component to the in-
dividual's choice of identity. The development of the post-national concept
of citizenship is rooted in the larger processes of change in Europe[5].

The issue of identity and citizenship status within the parameters of the
development of modern democratic states is something that has drawn in-
creasing attention. Citizenship typifies the link between person and state
within the parameters of that state's laws, with corresponding duties and
rights. The concept of citizenship in modern democracies involves every-
one's equal participation in the assets of society and has come to incor-
porate rights of a diverse nature including the civil, social and political[6]. As
Brubaker[7] notes 'citizenship is not simply a legal formula: rather it is an in-
creasingly salient social and cultural fact and a "powerful instrument of so-
cial closure". Therefore, while citizenship status has slowly been provided
to members of the society irrespective of such factors as class, race, or
gender, this unfortunately is not yet universal.

The question of citizenship constitutes one of the most important sub-
jects in Europe as much socio-politically as it does from a scientific and
research perspective. Given that the relative policies have developed in-
to a configuration of varied policies, this special issue attempts to con-
tribute to a discussion that we consider of critical importance to Europe-
an coexistence.

Specifically, in this volume we attempt to document different aspects
of the themes problematic by formulating two central axes. The first axis
centers on questions being formulated within the European arena with re-
gard to citizenship as a European policy problem. The second axis es-
sentially through the prism of education examines the methodological
and theoretical approaches of the phenomenon. Particularly interesting
are the analyses that approach the subject of citizenship in terms of iden-
tity and power.

The papers that are contained in this edited volume represent contri-
butions from eight European states and one seeking membership in the
European Union. The authors come from Portugal, Hungary, Greece,
France, England, Spain, Cyprus, Lithuania and Turkey. We believe that the
volume takes on added importance given the fact that university academ-
ics are individuals who have been and continue to be involved in teaching
and research in the volume thematic area.

The subject is quite complex and as such it is neither our intention nor
is it possible to completely analyze it within the framework of this special
issue. Rather, this volume presents a compilation of critical reflections

and studies on the subject from within the work being done in the European arena and particularly from that of members of the Children's Identity and Citizenship European Association (CICea). Consequently the presentation of particular papers aims to contribute to the ongoing debate revolving around the issue of identity and citizenship in Europe. Finally, we also hope that this volume can also contribute to in the appointment of possibilities and weaknesses to a interdisciplinary comparative frame of analysis. Particular thanks are expressed towards the *Social Science Tribune* and to Professor Emeritus P. Terlexis.

In the first article of the current volume, Gil Baptista Ferreira in *What identity for Europe? Communication, memory, and citizenship,* focuses on the debate around the European identity. The author suggests the conception of a European identity that reflects, simultaneously, a historical and cultural ballast in which people can trust, and on its own civic culture that, respecting the identities, and recognizes sensibilities. According to Ferreira two types of political identification are taken into account, sustaining the idea of the nation from a cultural and ethnic point of view or from a civic and political perspective. From here, the discussion will centres on the possibility of a European identity and to what extent that identity will be shared by citizens from different nationalities.

In *Children's understanding of pupils' responsibility. A self-responsibility model* Beata Krzywosz-Rynkiewicz presents the concept of pupils' responsibility as understood by younger primary school children. A three year action research project was done. The interviews and responsibility dilemma tests conducted during the experiment on a group of 100 younger primary school pupils provided the basis for: (1) developing a model of self- responsibility, and (2) determining the factors that stimulate and promote responsibility. The self-responsibility model was verified empirically consisted of two dimensions: (1) subjective responsibility versus for mal responsibility, and (2) responsibility to be borne (negative) versus responsibility to be taken (positive). The obtained results are presented in the paper. The three-year action research project enabled us also to determine the factors stimulating the development of responsibility.

In the third article of the special issue Ioannis Kamarianos focuses on two basic Sociology of Education questions: the process of reproduction as well as the possibility for change.   Educational change concerns structure on the one hand and the role of the subjects in a relationship of interdependence on the other hand. More specifically, in Identity and ICT: The influence of Rationality, Market Society and ICT in the classroom Ioannis

Kamarianos raises new perspectives in the sociological theory of education that consists of a framework through which to explain the resilience of the power structure as well as the subjects' role in participating in the educational process. According to the author the introduction and integration of ICT and the new technocratic reason in the school classroom which modifies the educational process, is one of the challenges that we are called upon not only to comprehend but also analyze in order to produce effective educational practices.

In Socialization for a cooperative and competitive citizen: a classroom observation study Márta Fülop focuses on aspects of the good citizen. According to Fülop the concept of the good citizen has at least two aspects: her/his relations to the state and to his/her fellow citizens. The article begins with an informative review and discussion of the literature surrounding the central theme. It goes on to discuss the issues related to socialization for a cooperative and competitive citizen and presents findings from a classroom observation study using qualitative case study material, from a relatively small set of schools, to build a more nuanced view of the ways in which competition and cooperation are manifested in the educational realm and to facilitate a more detailed analysis of local practices in a specific geographical and temporal context.

In Social judgments about ethnic exclusion among Latin-American children and adolescents living in Spain, Alejandra Navarro Sada, Sheila Troncoso and Lila Gómez & Miguel Gómez explore social judgments about ethnic exclusion from the perspective of ethnic minority children living in Spain. In order to focus on to this matter a developmental study was carried out with Latin American children and adolescents who has been part of this recent migratory process in Spain. The general purpose of the present study was to investigate the development of their perception about social exclusion and discrimination. The study was conducted in Madrid with a sample of 72 Latin American children and adolescents between 6-17 years of age. The authors used a clinical semi-structured interview. The specific interest was to explore the judgments and justifications on the part of Latin American children and adolescents regarding a social exclusion situation towards their own ethnic group, as well as their perceptions regarding their experiences of ethnic discrimination in the time they have lived in Spain, the possible causes and the solutions to solve them.

Christine Roland-Lévy, aims *in Switching from a National Identity to a European one*, at showing how, from individual attitudes, a new representation is gradually built and progressively it is shared by many, thus

becoming a common social representation. The author seeks to do so by analyzing attitudes and social representations of a new social object, first in January and then in February 2002 when the euro became the common currency in France as well as in 11 other countries also belonging to the euro-zone; at this time, the French former national currency could still be used in parallel to the euro; and second, one year later, once the euro was the single currency that should be used in all the various financial transactions occurring in France.

Mary Koutselini in her article titled, *The role of informal curriculum on citizenship education: Gender representations in TV and students' gender stereotypes*, presents a long-term project funded for three years by the Cyprus Research Promotion Foundation. The project was entitled "Gender mainstreaming in the Mass Media of Cyprus and the relationship with the perceptions of youth - Comparison with the EU policy". The project aimed at awareness rising in gender issues at the Mass Media as well as in the role of informal curriculum in students' perceptions The study was conducted in Cyprus during the period 2004-2007 with a threefold aim, first to investigate the gender representations in TV, second to compare them with primary and secondary students' perceptions and third to compare the gender representations and students perceptions with the European Union´ s indicators of mainstreaming policy. In this context the present study investigated the role of TV broadcasting- as an important agent of informal education – in the formation of youth gender stereotypes.

In *'I felt really inspired by it, it was really interesting to interact with the pupils': active citizenship in the British undergraduate social science curriculum*, Paul Watt, Chris Gifford, Shirley Koster, Wayne Clark note that a formal citizenship curriculum has recently been introduced into schools in England following the publication of the Crick Report in 1998. This initiative has received considerable academic and political attention as its implementation is researched and evaluated. However, citizenship education is not restricted to schools and in recent years there have been number of publicly funded initiatives to develop citizenship education in U.K. universities, although the research base on these initiatives is thus far extremely limited. This study contributes to the literature in this area with reference to evaluation research undertaken in relation to the module, 'Citizenship and Identity', delivered to first year social science undergraduates at 'Rivershire University' in South East England.

In Children and Mobility in TV Commercials, Nilüfer Pembecioğlu aims to discuss the concept of children and mobility in commercials and ideal-

ization of the role models. The author notes that due to the increasing number of commercialized channels, children are even more under the impact of media. The children represented in the media are getting more and more mobile and this creates a kind of pseudo-reality. Today, most of the commercials concentrate on children as consumers and they seem to give more importance to 'adult-like decision making strategies' for children. The underlying argument is that these ads provide behaviours which could be taken as the role models for children in general.

Irena Zaleskené in Citizenship *Education in Changing Lithuanian Society* concentrates on some theoretical concepts of globalisation and citizenship and thus provides some thoughts about the changing role of citizenship education in transforming Lithuanian Society. The author points out that many problems in contemporary Lithuanian society arise from the fact that the relationship between individuals and the state is changing fundamentally. The state should broaden "positive" choices and support an individual by ensuring principles of equality in basic human rights and access to opportunities. On the other hand, an individual has to take the responsibility for his/her own life becoming a decisive factor in choosing personal life style and in building up civic community. In this respect it is expected that Citizenship Education plays an important role in educating competence and attitudes toward own responsibilities, in educating mental and practical skills for positive civic participation.

Uvanney Maylor and Alistair Ross in *Teacher education for multiple identities in Europe: a study,* report some of the findings of a study of how teacher education currently reflects the increasing diverse school population in five European countries: the United Kingdom, Greece, France, Iceland and Poland. Each of these has made distinctive changes in policy in recognition of the greater ethnic and national range of students in the school system. The authors analyse the views of teachers and teacher educators in each country, suggesting that most of the professionals involved see their role as to encourage pupils to view them selves as having multiple and overlapping identities, which may (interalia) be national, ethnic, linguistic and European. Within the scope of this project various strategies to achieve this, at the level of the school, local area and nation ally are briefly analysed and de scribed.

Our final paper is entitled, *Bringing together Multicultural Awareness and Citizenship in post graduate teacher education.* Julia Spinthourakis focuses on the need for teacher education programs and particularly post graduate education programs to include courses on issues linked to diver-

sity in our society. Including diversity and specifically multiculturalism is important as teachers need to work successfully with diverse learners at the ideological level, practical level, political level and methodological level. This paper examines how Greek Master's degree candidates taking a Multicultural Education course understand the diversity around him and how it influences identity and citizenship. A description of the course, student activities and student-professor interaction is presented. The paper also includes an excerpt from a student's reflective journal and general observations from the analysis on the development of their knowledge, skills and awareness of diversity. From the analysis we note that an opportunity for focused, organized and active participation and reflection can positively influence the multicultural awareness of post graduate education students.

As the papers in this special issue illustrate, identity and citizenship cannot be viewed simply. They are shaped by the plurality of viewpoints expressed in the public and academic sphere. In highlighting the facets of identities and citizenship and what they convey, this special issue seeks to contribute to the reframing of the discussion on diversity, identity and citizenship.

In this editorial we have chosen to begin the framing of the volume's theme and to present key points of each of the articles included in the special English issue of the Social Science Tribune. The criterion used to select the articles to be included was predicated on our belief that they contain critical reflections, findings and information of interest to researchers working with issues of identity and citizenship.

Finally, it is our hope that the issues raised by the contributing authors in this volume will be useful and of crucial importance for other researchers involved in issues of identity, citizenship diversity along with policy making process.

J. A. Spinthourakis & I. Kamarianos
Guest Editors,
Patras, Summer 2009

Notes

1.   U. Beck, *What is Globalization ?* Cambridge, Polity press, 2000, p.158 as cited in R. Kastoryano, 2004.

2.   R. Kastoryano, *Quelle identité pour l'Europe? Le multiculturalisme à l'épreuve*. Paris, presses de Sciences-po, 1998, (the introduction); R.Kastoryano, What Identity for Europe? *Working Papers*, 2004. http://www.lehigh.edu/~incntr/publications/documents/kastoryano.wp.pdf

3. Hogg, MA, Terry, DJ, & White, KM, A Tale of two theories: A Critical Comparison of Identity Theory and Social Identity. *Social Psychology Quarterly*, 1995, 58*(4)*: 255-269.

4. Kymlicka, W. *Multicultural Citizenship: A Liberal Theory of Minority Rights.* Clarendon Press, Oxford, 1995.

5. Lemke*,* C. Citizenship and European integration. *World Affairs*, 1998, 160(4): 212-216.

6. Marshall, T. H. *Citizenship and Social Class and Other Essays*. Cambridge: Cambridge University Press 1950; Marshall, T.H, *Class, Citizenship, and Social Development*. New York: Doubleday. 1964.

7. Brubaker, R. *Citizenship and Nationhood in France and Germany*. Cambridge: Harvard University Press, 1992 as cited in Lemke*,* C. Citizenship and European integration. *World Affairs*, 1998, 160(4): 212-216.