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## Editorial

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The editors are pleased to present the first issue of 2022 with a wide range of topics. The articles published here were submitted for the journal's permanent open call. Topics covered include political participation in real life and in school, the difficulties of foreign language learning in social studies for migrants, the use of material features in the contestation of belonging and exclusion from citizenship, and the treatment of contemporary historical controversies and their dependence on teachers' epistemic beliefs. This is followed by texts on the topics of games, innovativeness education and the European dimension of education.

*Ana Bela Ribeiro* and *Isabel Menezes* analyse the relationship of citizenship education policies and practices with the levels and forms of youth civic and political participation. In *Youth participation and citizenship education: An analysis of relations in four European countries*, they present results of comparative research for Poland, Portugal, Sweden and England. The study makes use of data on political satisfaction, trust in institutions and participation of young people from the European Social Survey and of their own survey asking NGOs about their role and projects in the country, prevailing visions of citizenship education as well as obstacles and good practice examples. Their research shows "a proactive, interested and participative attitude" for the selected countries, a tendency of young people of searching new, dynamic and less traditional forms of participation, although voting remains the most favourite. The authors identify a recent political trend to disinvestment in citizenship education, and demand space and time in school combined with community experience as well as teacher education to counteract it.

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Mock elections are a form of simulating political participation. The paper *Cultivating student participation in the context of mock elections in schools: Practices and constraints in secondary education in the Netherlands* addresses two research questions, the constraints teachers are confronted with and their efforts to involve students in the election's organisation. *Isolde de Groot* and *Jane Lo* find that teachers want to involve students more in design and planning, even as co-organisers and advisers. The main obstacles teachers mention are the lack of compensation for curriculum development, an inadequate vision of citizenship education in schools and deficits in teacher education. The authors conclude that more political effort is needed to provide opportunities for participation in schools for all students, to institutionalise space for citizenship education throughout the curriculum and in teacher education.

Political participation and social inclusion require language as a prerequisite and medium. This particularly becomes clear when people migrate and are confronted with a foreign linguistic environment. Making use of linguistic ethnography, *Åsa Wedin* and *Erika Aho* investigate the 'third space' focusing on "transformation in the in-betweenness" using social science lessons for immigrant adolescents as an example. In *Space for linguistic and civic hybridity? The case of social sciences in the language introduction programme in Sweden*, they ask for the visibility of knowledge, experience and perspectives from the students' context of origin, the bridges enabling transformation and the freedom for students to act in the classroom. From their small-scale study they show that teachers perceive migrant students as deficient, mainly because of their lack of knowledge of Swedish. They are expected to adapt and to learn new social science knowledge without being able to draw on their previous experience and knowledge. The authors call for teacher training to make teachers competent to teach students both the subject matter knowledge and the linguistic means to express it.

Language is one thing, physicality and materiality are another. Both are a political issue and both are the medium of processes of political inclusion and exclusion. In her paper *Material interpolations: Youth engagement with inclusive and exclusionary citizenship discourses*, *Kerenina K. Dansholm* describes the "conflation of white nationalism and citizenship within public debate" as expressed in focus group interviews with students in Norway. She analyses the link between discourses of inclusive and exclusive citizenship with material or sensory features such as physical appearance, dress or spoken language. Students draw on these sensory signs in different ways to either justify or question belonging, in a continuous negotiation and interplay dependent on their tendency towards inclusion or exclusion. The author requests "attention to the voices of students and the narratives which become part of their understanding of citizenship and belonging" as a prerequisite for addressing exclusion and discrimination in citizenship education.

Language is an essential medium and means of integrating political communities, their self-image and their demarcation from others – also and especially *within* states and nations. This also applies to controversial perceptions of a history rich in conflict. *Hanna-Liis Kaarlõp*, *Mare Oja* and *Katrin Poom-Valickis* interviewed history and civics teachers

and observed their lessons to find out what issues they consider controversial and what positions on the nature of knowledge and knowing they hold. The paper *Teaching issues perceived to be controversial in history: Estonian teachers' epistemic cognition* shows commonalities in perceptions of controversial issues between teachers in schools with Estonian and Russian as an official language, who dispute, however, on the Soviet Union and its collapse, Putin's Russia, and US foreign policies. Four types of teachers are suggested: traditional, historical thinking-based, epistemology-based and partisan teachers. The authors argue that epistemic beliefs and practices of teaching are interconnected and propose to integrate epistemological issues and the methodology of teaching controversial issues into the teacher education curriculum.

The term games covers a wide range of proven teaching-learning methods for social science education in schools and universities. The research report *Teaching Social Studies with mind and intelligence games: A study of teacher candidates' views and experience* describes the results of a training programme in games for prospective teachers in Turkey. *Hayati Adalar, Fatih Öztürk and Murat Ekiçi* underline the potentials of this methods in fostering motivation and solidarity as well as student-centered and effective teaching. On the other hand, some obstacles must be overcome, e. g., time constraints due to an extensive curriculum and the management of competition in the classroom. Like most of the other papers of this issue, the authors call for teacher training to teach these methods.

In practice, civic and citizenship education are often understood as an attempt to integrate the younger generation into the given political institutions and conditions, while allowing them more or less freedom for critical thinking. In *Trouble making? – Addressing irritation in innovativeness education*, *Kirstin Stuppacher* reports on a rather different approach within the subject of Geographic and Economic Education in Austria. Starting with a critique of innovation education, her research report pleads for an education for innovativeness and the abilities of reflexivity, creativity and implementivity. Drawing on queer theory, Stuppacher argues for empowering students for “innovativeness through trouble making” and for fostering the questioning of hegemonies and power relations, especially in education.

In *Twenty-five years of the European dimension in education in Croatia: Research origins, theoretical deficiencies, and the future development pathway*, *Marko Turk* traces the lines of European education policy, its promotion of the concept ‘European dimension’ and examines the impact on educational politics and research using the example of Croatia. He bases his chronologically arranged analysis of the discourse – a kind of concept and policy-oriented country report – on policy papers, conceptual and scholarly publications which cover key topics like introduction of the concept, indicators for its implementation, teacher education, textbooks and, not least, its theoretical framework. For the author, future research should focus on the “adoption and essential understanding of this concept by educational practitioners” and on decision-making and decision-makers in educational policy.