
On this occasion we introduce a book which approaches the analysis of global citizenship from a European perspective, delving deep into several elements which have an impact on the improvement of Education for Global Development in the European sphere.

From this outlook, A. Keating explicitly differentiates between the concepts of Global Citizenship versus European Citizenship and National Citizenship so as to develop a new perspective on conceptual evolution which serves as the cosmopolitan model of citizenship. The essence of the issue is the study and analysis of the interaction of the three initial concepts established as a result of the historical and contemporary evolution since 1949, and which have concurrently influenced one another ever since.

Throughout the book, emphasis is placed on the idea that global citizenship is intrinsically linked to the national values of the European Union member states and, in turn, to the supranational values established within the European framework. On this line of thought, the author highlights that this process of union undeniably defined the conceptual and methodological beginnings of the very word (precisely what we understand of it today), given that this relationship implied the integration of these values in the socio-cultural identity and educational backdrops of the countries. Thus, throughout the book different levels of analysis are established including on the socialisation of youth under these terms, the impact of state and European policies on

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their institutions, as well as the educational approach that influences and is influenced in all of the aforementioned spheres.

Considering the points outlined above, we find ourselves faced with a sociological research concept that addresses the terminology of Global Citizenship as it is known today. Firstly, from a historical perspective, and subsequently from an analytical perspective, assessing the consequences of this integration process on student and pupil learning. It highlights the beginnings of the concept with a notably nationalist profile, and later merges with European identity and with the values connected to the national identity of each country and to that of the European Union. In fact, one of the conclusions drawn from the author’s research points out, precisely, that the flexibility of the concept has enabled, in turn, the alignment of national identity with the values and behaviours attributed to European citizenship and, thus, to global citizenship. As a result, multiple versions emerge in which this identity within each national educational profile is interpreted and defined.

Therefore, the perspective on the essence addressed in this piece of research is that similarly to how we understand that the European Union is a process of economic, political, social and cultural integration, global citizenship has in turn been clearly integrated within European Citizenship. This shift has directly influenced the national identity of each country and, as a result, has affected the educational syllabus in schools.

This interesting analysis is directly affiliated with the debate on the explicit relationship between Global Citizenship and national values; an issue that even we touch upon in this paper. In this way, we spark a complex yet transcendental debate on whether it is appropriate to merge national and cultural values with the universal values that constitute global citizenship: social justice, human rights, critical and creative thought, active participation and, in the case of Spain, social transformation or emancipatory education.

We are questioned as to what extent national values in education or universal values are assumed and assimilated by the processes of socio-cultural identities that are established in times and processes of transformation. In general terms, the book introduces a very clear and precise research and analysis perspective which brings accurate information to the process of establishing socio-cultural identities in contexts where nationalism and the European Union meet and clash.

However, stemming from the context developed in this Journal, we note that there are more theoretical approaches and outlooks from which to discuss the analysis of this reality, and not solely from two perspectives: nationalism in conjunction with European citizenship. Among these approaches may be, for example, the Popular
Education concept, particularly touching upon the philosophy of Paulo Freire. Immigration and cultural diversity in Europe are managed through assimilatory policies that devour the cultural clarity of each culture embedded in the European education systems by means of migratory flows. The debate which is left unaddressed in this study is how cultural diversity, increasingly more apparent at an older age in the classroom, is managed through national and European values, and not through inclusive educational values which precisely acknowledge this diversity and counteract the homogenizing nature of national and European citizenship.

In particular, this idea could be a crucial element in “Education For Citizenship in Europe. European Policies, National Adaptations and Young People’s Attitudes” as a line of thought to consider in the research and study presented to us by Avril Keating: the inherent identity of Global Citizenship separated from nationalism and eurocentrism and contextualised in the analysis on a global scale. This is a scenario and prospect of the future which affects educational approaches of the different education policies of nation states and members of the European Union. It gives rise to confusion about the terminology and, in particular, about what is and what is not Global Citizenship in comparison with national and European citizenship.

From this perspective, cultural diversity, in other words interculturalism, is a key element in the implementation of a global dimension to the educational syllabi in schools. However, it appears that the education-focused policies in the European Union are geared more towards an assimilatory approach rather than from an inclusive perspective. For this reason, the absence of this element in the analysis of the progress of national and European identities connected to global citizenship, reveals an unevolved study and analysis.

Regardless of this element, we recommend reading and studying the book written by Avril Keating, particularly, to propound a research idea on relationships established between national identities, European citizenship and civic values, exposing if global citizenship in conjunction with these concepts loses or not; substance, identity and power within education policies in a national scope and within the European Union, or is the Citizenship the driving force which sets the rhythm and content of these concepts.