

Editorial

This volume of the journal is a theme number on Citizenship under Liberal Democracy. Here we are offered a deeper insight into the ways in which citizenship education is theorized, structured and measured in the internationally encompassing IEA/ICCS study. By providing qualitative empirical cases in their respective articles, the authors hint at feasible openings for ways of approaching the study. Taking concrete situations as a starting point, the following articles focus mainly on *relational* aspects involved in young people's notions of democracy and citizenship, where citizenship and education are understood in their broad senses of everyday life inside and outside of schools. The articles offer feasible openings for research strategies and theoretical and methodological approaches to citizenship and to citizenship education under liberal democracy, taking into account young people's enactments of and conditions for action. With the words of guest editor Maria Olson, the overall purpose of doing so is to make space for new, productive, non-idealized, everyday-practiced depictions of citizenship and citizenship education to be taken into consideration at both research and practical levels in different institutional settings and educational activities in the classroom. In article 2 she introduces the four subsequent articles written, aside from one of her own, by Silvia Edling, Johan Liljestrand and Erik Andersson. The volume begins with an introductory article (by Carsten Ljunggren) that aims to contextualize the subsequent discussion by addressing some aspects of the overall theme – education under liberal democracy.