



CHIEF Academic Literature Database

This document provides a database of academic literature published on young people's cultural literacy education in the nine CHIEF partner team countries between 2007 and 2018. Further information about the methodology operationalised in the selection of these documents can be found in CHIEF Deliverable 1.2: National Literature Reviews.

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Croatia

	Croatia
Author	Baranović, B.
Publication Date	2002
Title	Mladi u Hrvatskoj – između nacionalnog identiteta i Europske integracije
Book Title	Mladi uoči trećeg milenija
Publisher	Institute for Social Research
Page Numbers	125-154
Overview of Study	The author studies the views of young people in Croatia in terms of their national identification, their opinions of European integration processes, and their attitude toward both national minorities in Croatia and toward other European nations. The study is part of broader empirical research conducted in 1999 on the value systems and behaviour of Croatian youth in the context of social changes within a transitional society. The sample of households from which respondents were selected was constructed as a two-stage probabilistic sample. The size of the sample was 2002 respondents, which was reduced to 1700 respondents after sample ponderation.
Summary of Findings	Comparative analysis of data from the 1980s and 1990s found a decline in the attractiveness of cosmopolitan ideas among Croatian youth, while national identification gained importance. However, Baranović concludes that young people in Croatia are still open to other cultures. The research also shows that Croatian youth, as a pronouncedly heterogeneous group, show no unanimous opinion of European integration processes. The opportunities offered by the European Union (education, training, employment) have been recognised as a positive aspect of Croatia's accession to the EU, however, fear of the possible negative impacts of accession on national identity and national culture is also apparent. Despite a period of strong national homogenisation in the 1990s that has still been apparent in terms of social distance toward national minorities – especially Serbs – the author concludes that most young people have retained typical generational features: a critical attitude and openness to the pluralisation of social space.
Keywords	Europe; identity; minorities

	Croatia
Author	Baranović, B.
Publication Date	2006
Title	Društvo znanja i nacionalni kurikulum za obavezno obrazovanje
Book Title	Nacionalni kurikulum za obavezno obrazovanje u hrvatskoj : različite perspective
Publisher	Institute for Social Research
Page Numbers	15-43
Overview of Study	The chapter presents basic directions for developing national curricula in the context of contemporary social changes. Focus is

	<p>placed on the theoretical concepts of competencies as defined within the OECD project “The Definition and Selection of Competencies: Theoretical and Conceptual Foundations.”</p> <p>Particular attention is paid to the emergence of the “society of knowledge”, which, according to the author, has multiple implications for the development of education and curricula. Firstly, this type of society requires a higher level and quality of education (new competencies). Furthermore, the penetration of market logic into the field of education requires schools to be productive and efficient organizations whose quality of work can be measured. In this context, emphasis is placed on education outcomes. In standardising these outcomes, the intent is to raise quality of education to the desired level. The third implication is the impact of globalisation processes, which place national education systems in a broader context by connecting them with developmental trends and achievements in other countries.</p>
Summary of Findings	<p>The analysis shows that a new national curriculum model has emerged across Europe, confirming that modern societies have managed to create strong social prerequisites for the further modernisation of education. This new type of curriculum is based on the regulation and control of educational outcomes (student competencies). It has resulted in the evident advancement of education, however analysis shows that a number of educational and social problems are being generated. Some of these are evident in the over-standardization of educational outcomes, the reduction of national curricula to preparation for national exams, and in the deepening of social differences between high-achieving schools and lower-achieving schools.</p>
Keywords	Europe; globalisation; neo-liberalism; schools

	Croatia
Author	Blažević Simić, A.
Publication Date	2011
Title	Socijalna distanca hrvatskih srednjoškolaca prema etničkim i vjerskim skupinama
Journal Title	Pedagogijska istraživanja
Publisher	Croatian Pedagogical Society
Volume	8
Issue	1
Page Numbers	153-168
Overview of Study	<p>The goal of the research was to study the impact of recent changes implemented in Croatian secondary education (introduction of the Bologna system, introduction of the state secondary school exit exam, new curricular framework, etc.) on students’ attitudes towards ethnic and religious minority groups. The research was conducted on a representative, stratified sample of 2085 students in 27 secondary schools across Croatia. As 107 students did not fill out the questionnaire correctly, they were excluded from the research; the</p>

	final sample was set at 1,978 respondents. The results were analysed on the basis of the Bogardus social distance scale.
Summary of Findings	Research results show that younger male respondents are more inclined towards negative opinions of minority ethnic and religious groups, particularly among respondents from eastern parts of Croatia (areas especially affected by the war in the 1990s). Regarding ethnic minorities, the largest social distance was noticed in the case of Serbs, Roma, Slovenians, Jews, and Montenegrins. The author interprets the results in the context of Serbian aggression against Croatia in the 1990s, stereotypes in the case of the Roma population, and political disagreements with Slovenia, which were at a high point at the time the research was conducted. However, Blažević Simić concludes that respondents did not display ethnocentrism towards the aforementioned national minorities. On the other hand, the highest closeness was shown in the case of Croats, Americans, Italians, Germans, and Bosniaks. Considering religious minorities, the largest social distance is apparent in the case of Jews and Orthodox Christians. The highest closeness was recorded in the case of Catholics, non-religious, Orthodox, and Protestant. The results are consistent with similar studies conducted in 1993 and 1998.
Keywords	Minorities; religion; schools

	Croatia
Author	Blažević Simić, A.
Publication Date	2013
Title	Interkulturalna pedagogija - prema novim razvojinama znanosti o odgoju
Book Title	Interkulturalna pedagogija - prema novim razvojinama znanosti o odgoju
Publisher	Croatian Pedagogical Society
Page Numbers	21-28
Overview of Study	The chapter represents an overview of different approaches used in a number of countries in the implementation of intercultural education in formal education systems. The author emphasises the importance of intercultural education and supports its implementation in Croatia, which is a multicultural society despite its pronounced societal homogeneity (religious and cultural), as Blažević Simić concludes. Special attention is paid to the National Curriculum Framework published in 2011, which is the first document in Croatia to recognise intercultural competence as a key educational goal at the secondary education level.
Summary of Findings	The author points to the UNESCO declaration (2001) in stressing the need to implement intercultural education in formal education and concludes that there is still no common European approach to cultural diversity. Furthermore, it is postulated that cultural diversity is still not encouraged enough through education in most European countries. Accordingly, in her analysis of the situation in Croatia, Blažević Simić emphasises the necessity of implementing

	intercultural education in formal education. Intercultural education in Croatia to date has been mainly focused on linguistic diversity, however the author points out that it has not been advocated consistently. By introducing intercultural education, the intent is to create a system that will move efforts from declarative actions to the active participation of students in the process of building a more tolerant society. Three elements are assessed as particularly important in this process: formulating education policies through national documents; implementing them within school curricula; appropriate training for teachers. Special attention is paid to the latter, while the author stresses the need to include a completely new framework of competencies in teacher education, which will enable them to implement intercultural education appropriately.
Keywords	Diversity; schools; teacher training

	Croatia
Author	Blažević Simić, A.
Publication Date	2014
Title	(Ne)vidljivost obrazovanja manjina u Republici Hrvatskoj
Book Title	Interkulturalno obrazovanje i Europske vrijednosti
Publisher	Department of Pedagogy – Faculty of Humanities and Social Sciences Zagreb & College for Management in Tourism and Informatics Virovitica
Page Numbers	166-176
Overview of Study	This paper deals with the issue of minority rights and the implementation of the legal regulation of the issue in practice. It is emphasised that guaranteed minority rights are frequently implemented inappropriately. Special attention is paid to the right to minority education. In this context, the author makes suggestions for further developing minority education policies and implementing intercultural education in formal education.
Summary of Findings	The author analyses legal acts and policy actions in the field of minority education, concluding that the regulatory framework is more or less satisfactory. However, its implementation is often far from what is prescribed. In her analysis, Blažević Simić studies three models of education in national minority languages and scripts available to national minorities in Croatia. Blažević Simić suggests that Model A education (all classes are taught in the language and script of the national minority, but students are also obliged to learn Croatian) does not contribute to intercultural tolerance in some cases, while it actually results in practices that separate minority groups from the majority. Model C (the language and culture of the national minority are fostered, but most classes are taught in Croatian) can also cause separation and social distance as only minority students are motivated to enrol in this type of education programme. Therefore, the author considers Model B (bilingual teaching, within which science is taught in Croatian, while subjects in the social sciences and humanities are taught in the language of the national

	minority) the best solution, but only in cases where all classes are taught bilingually and non-minority students are also included in bilingual teaching; this is not yet being implemented in Croatia
Keywords	Language; minorities; schools

	Croatia
Author	Borovac-Pečarević, M.
Publication Date	2014
Title	Perspektive razvoja europske kulturne politike: interkulturni dijalog i multikulturalnost
Publisher	AGM
Overview of Study	<p>This book deals with the concept of European culture in the context of its meaning, development, and perspective. It presents an overview of the development of EU cultural policies through an analysis of relevant documents from European cultural institutions. Furthermore, the author presents recommendations for the further development of EU cultural policies, which are based primarily on multiculturalism and intercultural dialogue. Particular attention is paid to the idea of a common European cultural identity.</p> <p>The book also addresses the issue of Croatia's cultural positioning in the context of EU accession.</p>
Summary of Findings	<p>The author states that the Maastricht contract represents the foundation of a common European cultural policy. However, as she points out, the propagated model of European culture is still dispersed between the subnational, national, and supranational levels. Accordingly, Borovac – Pečarević states that culture is one of the last aspects of European integration, as economic, political, and legal integration took place much earlier.</p> <p>The author further questions the interpretation of intercultural dialogue, multiculturalism, and cultural diversity on the one hand, and the European identity on the other. She notes that the first and fundamental issue for an intercultural Europe is the opening of the gates to the “fortress of Europe”. The author recognises the right of states to develop their own cultural policies in order to preserve national cultures while simultaneously emphasising that their development must include the potential to implement intercultural values in the future. As she states, multiculturalism and intercultural education play an important role in the field of increasing social cohesion and reducing conflict. In this context, particular attention is paid to the contributions of national minorities to the national cultures of the countries within which they live across Europe, as well as their contribution to Europe as a whole.</p>
Keywords	Diversity; Europe; identity; minorities; values

	Croatia
Author	Bužinkić, E.

Publication Date	2014
Title	Interkulturalnost kao integrativni odgojno-obrazovni sadržaj građanskog odgoja i obrazovanja
Book Title	Interkulturalno obrazovanje kroz prizmu osobnih povijesti
Publisher	Nansen dialogue center
Page Numbers	9-15
Overview of Study	The chapter is a part of a collection of articles focused on analysing the influence of personal and family histories on the ability to embody an intercultural educational content. The author presents a number of definitions and interpretations of interculturalism and intercultural education, also considering the possibility of implementing a successful model of intercultural education in Croatia.
Summary of Findings	The author emphasises the need for constant dialogue among members of different ethnic and religious groups within society as a prerequisite to interculturalism. The author sees the creation of a strong link between civic education and intercultural education (which the author claims are interdependent) as a potentially successful way to implement intercultural education. Bužinkić concludes that this perspective recognises pluralistic, complex, and dynamic surroundings and interactions as an integral part of our lives, resulting in mutual respect among diverse cultures. Furthermore, she pays special attention to intercultural competency, which is assessed as a key competency for the development of global, active, and democratic citizens. She identifies seven constitutive elements of intercultural competency by summarising a 2013 UNESCO report. These are respect, an awareness and understanding of one's own identity, the ability to observe from different perspectives, listening, the ability to adapt to different perspectives, building relationships with members of different cultures, and cultural humility.
Keywords	Citizenship; diversity; globalisation; reflection; skills

	Croatia
Author	Čorkalo Biruški, D. & Ajduković, D.
Publication Date	2008
Title	Separate Schools – A Divided Community: The Role of the School in Post-War Social Reconstruction
Journal Title	Review of Psychology
Publisher	Department of Psychology, Faculty of Humanities and Social Sciences Zagreb
Volume	14
Issue	2
Page Numbers	93-108
Overview of Study	The article analyses the phenomenon of the "separated" lives of Croats and Serbs in Vukovar. Vukovar, which saw some of the bloodiest battles of the Croatian War of Independence, is still a point

	of separation between the two national groups. Segregation is probably most apparent in education – more than twenty years after the end of the war, Croatian and Serbian students still attend separate classes divided according to ethnicity, with different curricula taught in either Croatian or Serbian. The research was conducted on a sample of 718 pupils attending elementary and secondary schools, 953 of their parents, and 113 teachers of both Croatian and Serbian origin. Respondents were asked about their attitudes towards education in order to identify the social consequences the present situation has had on interethnic attitudes and behaviours.
Summary of Findings	The vast majority of respondents see education as a way of achieving in life. However, they do not share attitudes towards a shared future in a multicultural society. The majority group has an assimilationist attitude, while the minority group emphasises the importance of preserving its unique identity. The authors consider this discrepancy evidence for the need for more work in advocating multiculturalism. It is also noted that “outside group” contact is very rare. Minority students consider their contact with majority students closer than majority students consider their contact with minority students. The authors speculate that the majority group still display feelings of unease about admitting they have contact with “the other side”, as there is strong social pressure not to do so as a result of the group having been severely victimised during the war. On the other hand, the authors conclude it is possible that members of the Serbian community overestimate their relatively superficial contact with Croats, as it gives them the impression that they are more integrated into the broader community.
Keywords	Identity; integration; minorities

	Croatia
Author	Diković, M. & Piršl, E.
Publication Date	2014
Title	<u>Interkulturalizam, ljudska prava i građanstvo u inicijalnom obrazovanju nastavnika</u>
Book Title	Pedagogija, obrazovanje i nastava, Zbornik radova 2. međunarodne znanstvene konferencije, Mostar, 21. - 23. ožujka 2013
Publisher	Faculty of Science and Education Mostar
Page Numbers	195-203
Overview of Study	The paper is an analysis of teacher’s study programmes at undergraduate and graduate level at Croatian universities. The goal was to determine whether the educational programmes for future teachers include intercultural education, education on human rights, and civic education to a significant extent, thereby following increasing attention to these issues in recent public discussions of the future development of the Croatian education system.
Summary of Findings	The authors posit that, in order to promote the values of interculturalism, human rights and citizenship, teachers should acquire the knowledge, skills, and attitudes necessary to actively

	<p>participate in a democratic society. This will enable them to implement intercultural education appropriately, as well as enable them to develop the intercultural competency of students. The analysis of university education programmes for teachers shows that content on intercultural education, human rights, and civic education has been included to a significant extent in teacher education through a number of courses. However, there is a great discrepancy in their implementation, which is manifested in their status as compulsory or non-compulsory courses, the ECTS workload they represent, and course outcomes, which differ from one university to another. Therefore, the authors conclude that there is no systematic approach to intercultural education, human rights, and civic education, which may have a negative impact on their implementation in primary and secondary formal education in the future.</p>
Keywords	Citizenship; human rights; teacher training; values

	Croatia
Author	Diković, M.
Publication Date	2016
Title	Interkulturalna dimenzija građanskoga odgoja i obrazovanja
Book Title	Vodič za interkulturalno učenje
Publisher	Ljevak
Page Numbers	56-88
Overview of Study	<p>The chapter highlights the importance of lifelong learning and education. It points to the right to education, which must be equally accessible to all. The author particularly emphasises the role of human rights education, which includes intercultural education and civic education. The research focuses on their implementation in formal education in Croatia, which is analysed in a broader theoretical context, as well as in comparison to other European countries.</p>
Summary of Findings	<p>The author points out that the goal of the education process is not just to create a person who is competitive in the labour market, but also to create an individual who contributes to building an open, tolerant, and inclusive society through his/her action. Diković continues by stating that the right to education is a fundamental right of all citizens of Croatia, and according to this, the educational process must move in the direction of inclusion, not exclusion. Therefore, she advocates the implementation of curricular reform, within which the intercultural dimension should be implemented interdisciplinarily through the Civic Education Curriculum.</p> <p>The author analyses intercultural education as a component of human rights education, assessing that intercultural education is necessary for life in a civic, multicultural society. Therefore, Diković concludes intercultural education must be closely linked to civic education. Civic education, as she emphasises, was introduced into the Croatian formal education system in 1999; it was further developed in a number of subsequent documents. Finally, the Civic Education</p>

	Curriculum was published in 2012. As of the 2014/2015 school year, it has been implemented in all schools in Croatia. It consists of the following thematic areas: human rights, politics, society, interculturality, economics, and ecology.
Keywords	Diversity; economy; employment; human rights

	Croatia
Author	Drandić, D.
Publication Date	2012
Title	Interkulturalne kompetencije nastavnika i barijere u interkulturalnoj komunikaciji
Book Title	Pedagogija i kultura– interkulturalna pedagogija prema novim razvojjima znanosti o odgoju
Publisher	Croatian Pedagogical Society
Page Numbers	73-82
Overview of Study	This paper focuses on teacher education in terms of intercultural content. In this regard, teachers are considered the most important factor in introducing intercultural education in formal education. Furthermore, the author identifies a number of barriers to achieving intercultural communication.
Summary of Findings	Drandić states that, in order to acquire intercultural competencies, teachers must first understand their own culture before learning about other cultures understanding and respecting them, as well as understanding the advantages of learning about cultural differences. Teachers must also learn how to accommodate their teaching programs, strategies, and activities according to students from different cultures in a way that enhances the learning of all students. In this perspective, teachers transmit interculturality and are thus constantly developing their own intercultural competencies as a key prerequisite for successful communication with students. The author concludes that the development of intercultural competency will enable students to accept not only similarities, but differences in contact with other cultures. Drandić elaborates on stereotypes and prejudices, ethnocentrism, racism, xenophobia, linguistic diversity, religion, social norms and roles, temporal and spatial perception, and non-verbal communication as barriers to intercultural communication. Additionally, the author reflects on Barna's (1994) six stumbling blocks to intercultural communication.
Keywords	Discrimination; pedagogy; reflection; teacher training

	Croatia
Author	Hrvatić, N.
Publication Date	2004
Title	Romi u Hrvatskoj: od migracija do interkulturalnih odnosa
Journal Title	Migracijske i etničke teme

Volume	20
Issue	4
Page Numbers	367-385
Overview of Study	This article consists of an overview of the history of the Roma population in Croatia and an analysis of their current position and social status.
Summary of Findings	<p>The history of Roma in Croatia can be traced back to the 14th century. However, as the author states, their specific tribal structure and way of life resulted in their dispersion and the partial loss of their ethnic identity, as well as their current marginal social status. As Hrvatić points out, a number of studies have shown that the majority population displays a certain degree of negative stereotyping of Roma in Croatia, as well as significant social distance towards this ethnic group. Roma culture (language, art, history, customs) is not accepted by the majority, which confirms the need to implement intercultural education in Croatia.</p> <p>On the other hand, parallel to the need to improve the socio-economic position of Roma, there is also a need to preserve the Roma culture, traditions, and lifestyle. It is crucial for Roma to become and / or remain a recognisable part of the multicultural environment in Croatia. Hrvatić concludes that a qualitative improvement in the social integration (and cultural autonomy) of Roma in Croatia is possible only through prompt, systematic, and consistent action to implement the standards of other national minorities. Any further improvisation and lack of initiative will result in their remaining marginalised.</p>
Keywords	Diversity; discrimination; minorities

	Croatia
Author	Hrvatić, N.
Publication Date	2014
Title	Novi put-Nevo drom-Nove kalja: Interkulturalni pristup odgoju i obrazovanju Roma u Hrvatskoj
Publisher	Department of Pedagogy – Faculty of Humanities and Social Sciences, Zagreb
Overview of Study	This book deals with the education of the Roma population in Croatia as a basic tenet of their full integration into society. The author assesses the national curriculum as a desirable intercultural medium through which Roma could be allowed social, cultural, and economic emancipation. In his analysis of the characteristics of the Roma way of life, Hrvatić states that their community is a socially dynamic one that should be better included into social processes. The author also emphasises the need to change stereotypical attitudes towards Roma within the majority population.
Summary of Findings	The research results confirm the assumption that a specific tribal system (family, extended family, and tribal group) and its economic structure caused the dissipation, specialisation, and partial loss of the national identity among the Roma population. The study also confirms the existence of stereotypes towards Roma and a low level

	<p>of acceptance of Roma culture (language, art, history, customs) by the majority group.</p> <p>The author points out that the current context within which the Roma population live is ghettoized, often in rural areas or underdeveloped suburban settlements. The majority of the Roma population is unemployed and lives predominantly of social care. In order to address the issues that represent barriers to the education of the Roma population, the author suggests several developmental guidelines. First, he recommends educating Roma individuals to become teachers and work with Roma children. Furthermore, the author suggests that it is important to initiate a program of professional orientation for Roma children in order to direct them to professions that might allow them to compete more effectively on the labour market. The final suggestion is related to adult education, which would contribute to their orientation towards finding more permanent employment. The author assesses the Roma's orientation towards traditional activities (wood products for example) as a desirable way to tackle unemployment that would also enable the preservation of Roma tradition. In terms of prejudice against Roma, the author points to the need to implement intercultural education in the curriculum.</p>
Keywords	Employment; family; integration; minorities; teacher training

	Croatia
Author	Hrvatić, N. & Sablić, M.
Publication Date	2008
Title	Interkulturalne dimenzije nacionalnog kurikuluma
Journal Title	Pedagogijska istraživanja
Publisher	Croatian Pedagogical Society
Volume	5
Issue	2
Page Numbers	197-206
Overview of Study	The article focuses on the multidimensionality of intercultural elements in the national curriculum. It is emphasised that the curriculum must take into account the multicultural paradigm of modern civic society. The curriculum must not be strict and "inalterable", as the authors point out. Instead, it must track changes in society and "stay in touch" with post-modern social development. It must be flexible. The authors claim that schools in the postmodern environment should not only be a place in which they learn theoretical intercultural knowledge, but a place where they gain competencies that enable coexistence and mutual cooperation among members of different cultures, groups, and individuals.
Summary of Findings	The authors emphasise the importance of culturally sensitive pedagogy and intercultural pedagogy in the implementation of intercultural education. As they state, it is necessary to define an attitude towards a multicultural social paradigm first, so that a new form of curriculum can be implemented on the basis of social

	consensus. The approach to the construction of intercultural curricula should be characterised by three phases: decentralisation (knowing yourself and your personal identity); empathy (respect for and an understanding of diversity); the ability to negotiate. Describing curricula as “intercultural” implies that they are open, decentralised, democratic, and inclusive. As the authors state, this type of curriculum encompasses multiple complementary dimensions: cultural – the ability to communicate interculturally (at the local, national, and international level); social – participation in the process of respect for human rights, individual and social responsibility, and social justice (family functions, encouraging cooperation, participation in public life); economic – preparing students for different work roles and responsible spending; environmental – preparing students to make strategic decisions on sustainable development. The basic characteristic of the curriculum must be inclusiveness.
Keywords	Diversity; pedagogy; schools

	Croatia
Author	Ilišin, V., Bouillet, D., Gvozdanović, A. & Potočnik, D.
Publication Date	2013
Book Title	Mladi u vremenu krize: prvo istraživanje IDIZ-a i Zaklade Friedrich Ebert o mladima
Publisher	Institute for Social Research
Overview of Study	This study describes the results of the “perceptions and attitudes of young people in Croatia towards a changing reality” empirical research project. The sample was representative, stratified by size of county and place of residence, and by age and gender. The sample included 1,500 respondents between 14 and 27 years of age from all over Croatia. Six socio-demographic characteristics were used to analyse possible intergenerational differentiation: gender, age cohort, residential status (place of residence), socio-professional status, educational level of respondents and respondents’ fathers. The analysis was conducted in seven areas: the socio-economic position of youth; family and social networks; education, employment, and mobility; leisure time and risk behaviour; social trust and values; politics, development and democracy; Croatia and the EU.
Summary of Findings	According to the results, in terms of content related to cultural literacy, one surprising result obtained in this research is that young people consider active engagement in politics and participation in civic action equally attractive (one third each). The research indicates the higher inclination of youth to become involved in non-institutional political engagement. However, it seems that the experience of living in a non-consolidated democracy has ‘depleted’ the willingness of young people to be politically active at all, whether formally or informally. The research also confirms that politics, as an inseparable part of social life, is only on the margins of young people’s interest. The research found a low level of trust

	towards political actors; only EU institutions are somewhat more popular and assessed to be trustworthy. Concerns with regard to socioeconomic difficulties extend to the perceived future of Croatia in the EU. Specifically, although young people expect more positive than negative consequences from Croatia's accession to the EU overall, the least hope and the most fear is expressed specifically with regard to the (in)adequate conditions to develop the country economically and improve the standard of living. On the other hand, young people mostly expect positive socio-cultural effects and have the least fear in regard to possible threats to national sovereignty and identity. These hopes and fears (the latter being slightly less) in regard to Croatia's EU accession result in a moderate support for accession, whereby support is still twice as high as disapproval.
Keywords	Democracy; Europe; participation; values

	Croatia
Author	Matoic, I.
Publication Date	2014
Title	Suradnja s različitim dionicima odgojno-obrazovnog procesa
Book Title	Samovrednovanje srednjih škola – pogled na kvalitetu obrazovanja iznutra
Publisher	National Centre for the External Evaluation of Education
Page Numbers	47-54
Overview of Study	This paper deals with the issue of cooperation between schools and parents and between schools and local communities as some of the key stakeholders in education.
Summary of Findings	<p>The author stresses that cooperation between schools and parents is a precondition to high quality education. This is realised through the mutual encouragement of students to achieve better results, as well as in the involvement of parents in decision-making regarding issues related to the day-to-day functioning of schools. In the evaluation of this issue, one third of high schools in Croatia assessed their cooperation with parents as excellent. However, this was the case with only one fifth of vocational schools. The majority of both high schools and vocational schools assessed their cooperation with parents as very good. This type of cooperation is particularly apparent in four segments: individual discussions with parents; parent meetings; parents' active participation in school programmes; an individual approach to students. The author states that, in order to improve the situation, focus should be placed on parent engagement in school programmes, parent education, and regularly informing parents of any new developments.</p> <p>In discussing cooperation between schools and local communities, the author focuses on the organisation of joint activities and the provision of financial support to schools. Roughly one fifth of both high schools and vocational schools assessed their cooperation with local communities as excellent. One third assessed it as good. It is recommended to increase activities in joint school and community</p>

	projects, for example, in organising student transport, preventing the socially unacceptable behaviour of youth, incorporating schools into social and cultural content in local communities, and in involving local communities in school programmes.
Keywords	Community; family; schools

	Croatia
Author	Mijatović, A.
Publication Date	2002
Title	Obrazovna revolucija i promjene hrvatskoga školstva
Publisher	Meridijani
Overview of Study	This book represents a contribution to the debate on the direction of educational changes in Croatia. Some of the important topics the author addresses are: adaptation of legislation; profiling and functions of professional services; evaluation of work; success and quality; pedagogical and material standards of education; collaboration with parents. As the author points out, an educational revolution in Croatia is already under way, the consequences of which will be far-reaching. Furthermore, he states that Croatia is not alone in this process, and that nearly all European countries are currently unsatisfied with their school systems. Thus, changes in formal education have been implemented across the continent. The intent is to modernise and harmonise the entire education system, from pre-school to university, regarding the cultural, social, economic, scientific, and technological aspects of everyday life.
Summary of Findings	Drawing on the experiences of other transition countries in the field of educational reform, the author indicates fourteen crucial points that represent guidelines for the implementation of educational reform in Croatia. These are: the extension and structural change of compulsory education; the democratisation of the school system; changing morphology in education; the de-ideologisation of education; the development of the national curriculum; the modernisation of teaching technology; changing legislation in the field of education; establishing new material and pedagogical standards, improving co-operation between schools and parents; educating teachers; establishing procedures and methods for assessing work performance; management decentralisation and the supervision of schools; the development of school autonomy; the implementation of the recommendations of international organisations.
Keywords	Family; government; management; schools; teacher training

	Croatia
Author	Mrnjaus, K.
Publication Date	2013

Title	Interkulturalnost u praksi – socijalna distanca prema " drugačijima "
Journal Title	Pedagoški istraživanja
Publisher	Croatian Pedagogical Society
Volume	10
Issue	2
Page Numbers	309-325
Overview of Study	The paper presents the results of research conducted among students of the Department of Pedagogy and the Department of Cultural Studies at the Faculty of Humanities and Social Sciences in Rijeka. This research examined social distance towards a number of national and religious groups. The Bogardus scale of social distance was used to interpret the results. The size of the sample was 150 students; 29 incomplete questionnaires were excluded from the sample. Throughout the paper, the relationship between culture and the multicultural environment is discussed, as is the need to develop intercultural competence.
Summary of Findings	Research findings have shown a discrepancy between students of pedagogy and students of cultural studies. Students of cultural studies showed greater tolerance for diversity than students of pedagogy. Both groups generally express a positive attitude towards members of "other" national and religious groups, but social distance is noted among students of pedagogy in regard to potential marriage or close friendships with Roma and Albanians, as well with Hare Krishna, Muslims, Hindus, and Jews. In interpreting the results, the author points to the importance of intercultural education, particularly advocating its more systematic implementation at the university level.
Keywords	Diversity; minorities; religion

	Croatia
Author	Mrnjaus, K., Rončević, N. & Ivošević, L.
Publication Date	2013
Title	Interkulturalna dimenzija u odgoju i obrazovanju
Publisher	Faculty of Humanities and Social Sciences Rijeka
Overview of Study	The book focuses on the role of education in developing intercultural competencies among students. In the first part of the book, an academic literature review presents key concepts for understanding multiculturalism and interculturalism – culture, (intercultural) communication, intercultural competence, intercultural learning. As understanding interculturalism is connected with understanding culture, the authors present the "iceberg" model, the Hofstede model of cultural dimensions, E.T. Hall and M. Reed Hall's behavioural elements of culture, as well as J. Demorgon and M. Molz' model of culture. The discussion on intercultural competencies pays special attention to C. Dodd's adaptive model of communication, while Kate

	<p>Berardo's definition of intercultural competence is also particularly emphasised.</p> <p>In the second part of the book, the authors present and discuss the results of empirical research into intercultural competency and intercultural sensitivity conducted among 523 students of the Faculty of Social Sciences and Humanities in Rijeka and the Faculty of Teacher Education in Rijeka.</p>
Summary of Findings	<p>The research results show that most students identify the concept of interculturality with the notion of multiculturalism. The interpretation of interculturalism as active co-operation between two or more cultures is more common among students of the Faculty of Humanities and Social Sciences than among students of the Faculty of Teacher Education. Students who were more familiar with the concept of interculturalism interpreted it as active co-operation between different cultures, unlike those who had no previous knowledge of the issue. In addition, students of the Faculty of Humanities and Social Sciences more commonly considered intercultural education a vehicle in the struggle against ethnocentrism, nationalism, and xenophobic attitudes.</p>
Keywords	Discrimination; diversity

	Croatia
Author	Muraja, J.
Publication Date	2014
Title	Uvod
Book Title	Samovrednovanje srednjih škola – pogled na kvalitetu obrazovanja iznutra
Publisher	National Centre for the External Evaluation of Education
Page Numbers	13-15
Overview of Study	<p>This paper is an introduction to “Secondary School Self-Evaluation – A Look at the Quality of Education from the Inside”. It emphasises the need to re-examine the system of education in a period of major technological and scientific changes that are especially apparent in teaching principles.</p>
Summary of Findings	<p>The chapter states that the most recent changes to the Croatian education system began with the Formal Education System Development Plan (Plan razvoja sustava odgoja i obrazovanja, 2005-2010). This strategic document, published by the Ministry of Science, Education and Sport in 2005, relies on the principles and objectives of the Lisbon 2000 Declaration. This document states that lifelong learning is of utmost importance and that the quality of teaching is of the utmost importance, but that it should also be able to modify and adapt to both national and global trends and criteria. The concept of quality in the education system means continuously monitoring the work and functioning of schools in various dimensions and areas. The author points out that, to make educational programmes more productive, it is crucial to implement external evaluation to encourage open discussion between all</p>

	stakeholders in the education process (principals, teachers, parents, local communities, etc). However, Muraja concludes that school results do not relate solely to external evaluation results, but rather to the sum of all the activities and achievements of each individual school.
Keywords	Management; schools; teacher training

	Croatia
Author	Ninčević, M.
Publication Date	2009
Title	Interkulturalizam u odgoju i obrazovanju: Drugi kao polazište
Journal Title	Nova prisutnost: časopis za intelektualna i duhovna pitanja
Publisher	Christian Academic Circle
Volume	7
Issue	1
Page Numbers	59-83
Overview of Study	The author, guided by the establishment of a new pedagogical paradigm – “other people” – considers the main determinants in education, such as the new philosophy of education and intercultural education, as well as education in multicultural and plural society in a European context. Ninčević points out that only those who have built their own identity in the context of interculturalism can clearly assess the culture of others.
Summary of Findings	The author points out that the school system cannot deny the Christian roots of cultural heritage in Europe’s spiritual, ethical, cultural, artistic, philosophical, scientific, legal, and political areas. However, European societies have been multicultural for a long time. Ninčević posits that the only way forward for Europe is to incorporate all elements of European history into the common European identity and to clearly state that strengthening the European identity does not necessary signify a lessening of the national identity. To accomplish this, intercultural education must be implemented in the system of formal education. Europe must conceptualise its identity as the sum of all the languages, religions, and other affiliations of all Europeans. The author states that Croatia must develop its own unique model of intercultural education based on the national culture and identity. Schools should promote intercultural education that will recognise, respect, and value differences. However, schools cannot be only places where intercultural knowledge is acquired – rather, they must be places of continuous learning about life, cooperation, tolerance, and equality with the direct involvement of students, teachers, and parents. Intercultural education must primarily focus on interaction rather than abstraction.
Keywords	Europe; diversity; heritage; identity; pedagogy; religion; values

	Croatia
Author	Paar, V. & Šetić, N.
Publication Date	2015
Title	Hrvatsko školstvo u funkciji razvoja gospodarstva i društva
Publisher	Croatian Pedagogical-Literary Society
Overview of Study	<p>The book is the result of a series of discussions and scientific conferences about education held at the Croatian Academy of Sciences and Arts, the Croatian Pedagogical-Literary Society, and the University of Zagreb. It presents a number of recommendations for curricular changes.</p> <p>The first part of the book contains four key chapters outlining the basis of these recommendations, the starting point for discussion, and the development of content and topics. The second part includes a guide through the Croatian National Education Standard from 2005, the creation of which the authors were involved in. Furthermore, in the second part of the book, an operational recommendation is presented to continue work on the Croatian National Curriculum.</p>
Summary of Findings	<p>According to the authors, previous educational reforms in Croatia have not resulted in the modernisation of the learning processes. Accordingly, they emphasise the need to change the paradigm of education. As they state, a shift must be implemented in order to move the system from its dominantly theoretical approach to the practical application of knowledge gained through education.</p> <p>The authors also point out the lack of public awareness of the need to create a system within which education is equally available to everyone. Furthermore, they state that formal education must also serve the economic needs of the country, in order to facilitate development by creating individuals trained to function in a global context. The authors hold that consistency is a key condition in implementing changes in formal education. In this light, they emphasise that changes have not been previously created and implemented in Croatia without significant deviations from the original plan and programme.</p>
Keywords	Economy; globalisation; pedagogy; schools

	Croatia
Author	Piršl, E.
Publication Date	2016
Title	Interkulturalizam ili multikulturalizam
Book Title	Vodič za interkulturalno učenje
Publisher	Ljevak
Page Numbers	15-22
Overview of Study	<p>This chapter represents an analysis of the concepts of multiculturalism and interculturalism. The author stresses that cultural differences are social wealth, but also potential sources of conflict. She thus concludes that no further progress is possible in the</p>

	context of the globalisation process without interaction between different cultures and mutual respect between them.
Summary of Findings	According to the author, multiculturalism gained popularity in the 1960s and 1970s, when it became a formative principle of social structure and organisation in developed European countries. Multiculturalism began to represent not only a theoretical framework, but a new political framework for establishing social relations that enables different cultures to freely develop their identities while simultaneously strengthening common social and cultural institutions based on the principles of equality, pluralism, and cooperation. The author posits that two approaches to multiculturalism can be differentiated. The first strives to promote diversity as a value, while the other focuses on freedom of thought and decision-making while simultaneously glorifying cultural diversity. The author points out that multiculturalism not only represents the coexistence of a number of different cultures, but also includes long-term political and economic planning, as well as the ability of local, regional, national, or international governments to make appropriate decisions. On the other hand, interculturalism, which evolved as a kind of criticism of multiculturalism, is interpreted as a policy of mutual understanding, knowledge, acceptance, interdependence, and equal exchange between different languages, cultures, and traditions. Piršl notes that a number of authors incorrectly use the terms 'multiculturalism' and 'interculturalism' as synonyms.
Keywords	Diversity; globalisation; government

	Croatia
Author	Piršl, E.
Publication Date	2016
Title	Interkulturalni odgoj i obrazovanje
Book Title	Vodič za interkulturalno učenje
Publisher	Ljevak
Page Numbers	47-55
Overview of Study	This chapter discusses the concept of intercultural education and addresses the issue of implementing intercultural education in the system of formal education.
Summary of Findings	Piršl stresses that intercultural education focuses primarily on the individual and the idea of a better and more humane society, and that it is education for peace and development, democratic coexistence, and human rights. The author concludes that one special characteristic of intercultural education is the teaching of attitudes, abilities, feelings, and ways of co-existing with individuals and groups from different cultural backgrounds. Being interculturally educated means having the ability to communicate; dialogue is thus the fundamental characteristic of intercultural education. Formal education plays a significant role in acquiring intercultural competence, and thus intercultural education should become a

	principle recognised in every aspect of the functioning of formal education. The author points out that the focus on intercultural education in formal education should not be placed on knowledge itself, but on the process of a quest for knowledge. To accomplish this, the focus of teaching should shift from the transmission of content to the development of students competencies such as creativity, self-criticism, the ability to analyse their own actions, responsibility, self-respect, and respect for others. The author concludes that skills such as empathy and multiperspectivity have special importance in this context. In Croatia, interculturalism has been introduced into the formal education system through the National Curriculum Framework (2011), however it is still not systematically operationalised; its implementation through specific subject curricula is still largely left to teachers, while subject curricula have not been created yet.
Keywords	Democracy; human rights; schools; values

	Croatia
Author	Piršl, E., Benjak, M., Diković, M., Jelača, M. & Matošević, A.
Publication Date	2016
Title	Odgoj i obrazovanje za interkulturalnu kompetenciju: rezultati istraživanja
Book Title	Vodič za interkulturalno učenje
Publisher	Ljevak
Page Numbers	88-114
Overview of Study	This chapter presents the results of research on familiarity with different aspects of intercultural education among students of the University of Pula and the University of Rijeka, as well as teachers in secondary schools in Istria County. The research included 304 students and 449 teachers. The goal of the research was to establish levels of familiarity with different aspects of intercultural education, levels of ethnocentrism and ethnorelativism, opinions on desirable intercultural competencies for work in multicultural classes, evaluation of the influence of intercultural education on the development of particular competencies among students, opinions on appropriate models of implementation of intercultural education in primary and secondary schools and within which university-level courses it should be implemented, and opinions on obstacles to implementing intercultural education.
Summary of Findings	The authors conclude that intercultural education is well represented within university programmes. Accordingly, students showed a basic familiarity with different elements of intercultural education. However, a discrepancy between the two universities is noted in terms of the status of courses constructed around the concept, confirming that there is no systematic approach to the issue on the national level. Students assessed the understanding of the key concepts, the ability to deal with socially sensitive topics, and team work skills to be the most desirable teacher competencies in

	implementing intercultural education; teachers themselves emphasised communications skills, intercultural sensitivity, and non-violent conflict resolving skills. In terms of models of implementation, both students and teachers consider homeroom classes the most appropriate. Both groups also agree that intercultural education should be implemented in both primary and secondary education.
Keywords	Diversity; knowledge; schools; skills

	Croatia
Author	Previšić, V., Hrvatić, N. & Posavec, K.
Publication Date	2004
Title	Socijalna distanca prema nacionalnim ili etničkim i religijskim skupinama
Journal Title	Pedagogijska istraživanja
Publisher	Croatian Pedagogical Society
Volume	1
Issue	1
Page Numbers	105-119
Overview of Study	The paper presents the results of research on social distance towards thirteen national and ethnic groups, as well as towards six religious groups, conducted within two research projects – “Genealogy and the Transfer of Models of Interculturalism” (1991-1996); “School Curricula and Characteristics of the Croatian National Culture” (1997-2002). The first research was conducted in 1993 on a sample of 2,715 secondary school students. The second research was conducted in 1998 on a sample of 3,970 secondary school students. Social distance is studied on a scale from accepting marriage with a member of a particular group to the wish to exclude them from Croatian society; it is measured on a slightly modified Bogardus scale.
Summary of Findings	The research results from 1998 are consistent with the results from 1993; the highest level of social acceptance in both cases was shown towards Croats, Americans, Italians, Germans, and Slovenians. On the other hand, the highest social distance was recorded towards Serbs, Montenegrins, Roma, and Bosniaks. However, it must be noted that the levels of social distance in 1998 were to some extent lower than in 1993. The research on social distance towards religious groups showed similar results. The greatest acceptance was shown towards Catholics and non-religious individuals, while the highest social distance was evidenced in both cases towards Orthodox Catholics, Protestants, and Muslims. According to the authors, these research results can contribute to defining education policies, as well as to the modernisation of formal education in Croatia, primarily in the context of implementing intercultural education and communication in formal education.

Keywords	Diversity; religion
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	Croatia
Author	Puzić, S.
Publication Date	2009
Title	Obrazovanje i etničnost: komparativna analiza europskih iskustava
Publisher	Faculty of Humanities and Social Sciences Zagreb (doctoral dissertation)
Overview of Study	The first goal of this doctoral dissertation is to examine a number of national curricula (Sweden, Finland, Ireland, England, Germany / Schleswig-Holstein, Austria, and Croatia) in order to establish if and in what way they affirm cultural diversity and the development of minority identities. The second goal is to explain the most important social mechanisms influencing the dominant attitude towards diversity. Bourdieu's theory of cultural and social reproduction is used as a theoretical framework, while the important insights of several other authors (Weber, Apple, Hall, Habermas) were also used in the analysis. The author particularly elaborates on Bourdieu's theory of habitus.
Summary of Findings	Puzić argues that minority students are in a disadvantaged position due to their unrecognised cultural capital. To improve their status and position, it is necessary to design a system within which all students would have equal opportunity, which implies the full recognition of minority identities as equally valuable. However, on the basis of his analysis, the author concludes that the educational interpretation of equality, tolerance, and cultural diversity differs from one country to another. To overcome these educational problems, the dissertation suggests that it is necessary to both adequately educate teachers on the specific position of minority students and to attempt to transform binary forms of symbolic classifications on the basis of which forms of identity are constructed.
Keywords	Diversity; identity; minorities; schools; teacher training

	Croatia
Author	Puzić, S., Gregurović, M. & Košutić, I.
Publication Date	2015
Title	Cultural Capital – A Shift in Perspective: An Analysis of PISA 2009 Data for Croatia
Journal Title	British Journal of Sociology of Education
Publisher	Routledge
Volume	37
Issue	7
Page Numbers	1056-1076

Overview of Study	<p>On the basis of PISA 2009 data for Croatia, the authors analyse the correlation between the socio-economic background, cultural capital, and educational attainment of students. The results are interpreted in line with Bourdieu's theory, according to which special attention is paid to family habitus, which has a major influence on cultural capital. The specific goal of the research was to interpret the influence of socioeconomic status on literacy and its relationship with differences in the possession of cultural capital. Two dimensions are differentiated within cultural capital: material (possession of cultural goods) and relational (reading habits and discussions between parents and children). The results from Croatia are compared to results from Germany and Denmark. In order to investigate whether student socio-economic background is associated with results in the science literacy test and whether cultural capital mediates this relationship, a series of multiple regression analyses were conducted.</p>
Summary of Findings	<p>The results of the analysis confirmed a positive correlation between socioeconomic status and science literacy; students of higher socio-economic status achieved better results than students of lower socio-economic status. However, the authors emphasise that cultural capital only partially mediates the relationship between social background and educational success, as well as the fact that other related mechanisms besides cultural capital are also responsible for the relationship between students' social background and educational success.</p> <p>It is noted that the material and relational dimensions of cultural capital have independent effects on science literacy results. The correlation coefficients indicate a stronger association with indicators of the material dimension. This primarily refers to the highest occupational level of parents, as well as to monthly household income and their relationship with cultural goods, books, and reading resources present in the household. Even though all correlations were statistically significant (due to the large number of respondents), the association between socio-economic background and indicators of the relational dimension of cultural capital is negligible. Furthermore, the research showed that higher levels of cultural capital cannot undo the effects of socio-economic background, while the interaction between socio-economic status and cultural capital was not significant.</p>
Keywords	Educational attainment; family

	Croatia
Author	Rosandić, Dragutin
Publication Date	2005
Title	Hrvatski jezik u nastavi i školi, domu, medijima – u svakidašnjici
Book Title	Škola i obilježja hrvatske nacionalnosti: jezik, povijest kultura, vjera

Publisher	Croatian Pedagogical-Literary Society
Page Numbers	23-34
Overview of Study	The paper primarily discusses the status of the Croatian language in education, as well as in other segments of life, such as at home, in family surroundings, and in the media.
Summary of Findings	<p>The paper focuses on language education in the context of the Europeanisation and globalisation processes, with particular emphasis on the role of language education in building and preserving national identity. Language is assessed as one of the main constituent elements of national identity and the importance of its preservation is emphasised. Formal education is considered to be of particular significance in achieving this goal.</p> <p>As regards intercultural education, the author stress that education across Europe has been adjusting to common criteria, and that it has been standardised according to EU directives. This standardisation takes place in terms of harmonising school systems (organisationally and in their pedagogical approaches), which are externally evaluated in order to facilitate this standardisation.</p> <p>Interculturalism and respect for diversity are becoming foundational pillars of education, although the author stresses that national and cultural identity represent an important prerequisite to multicultural societies. The full adoption and understanding of one's own identity allows an individual to fully respect different nations and cultures, representing a foundation upon which to develop intercultural competency and respect for diversity.</p>
Keywords	Diversity; Europe; family; globalisation; identity; language

	Croatia
Author	Ross, A., Puzić, S., & Doolan, K.
Publication Date	2017
Title	Balkan and European? Place Identifications of Young People in Croatia
Journal Title	Revija za sociologiju
Publisher	Croatian Sociological Society
Volume	47
Issue	2
Page Numbers	125-150
Overview of Study	This article deals with the way in which young people in Croatia conceptualise their identity in terms of their location – their “place identification”. It presents the results of qualitative research of 68 focus group discussions organised with elementary and secondary students aged between 11 and 17 from three Croatian cities (Rijeka, Zadar, and Zagreb). The emphasis is on the spatial identification, civic identification, and cultural identity of young people.
Summary of Findings	According to research results, students showed a significant identification with the region they come from, which was apparent in their emphasis of the difference of people from other Croatian

	regions, primarily stressing coast-inland, rural-urban, and north-south distinctions. On the other hand, national identification was recorded as equally strong as supra-national identification, in terms of European and Balkan identities. Considering the European identity, the authors note that respondents claimed not to feel truly European, but rather “almost European”. Stronger identification was noted considering the Balkan identity, although the Balkan-Europe border was consistently recognised slightly to the north-east of their hometown, regardless of where it was. The authors conclude that young people in Croatia identify themselves with a number of identities, which, although sometimes opposing, still coexist and do not preclude one other.
Keywords	Community; Europe; identity; qualitative; rural-urban

	Croatia
Author	Sablić, M.
Publication Date	2004
Title	Obrazovanje za interkulturalne odnose
Publisher	Faculty of Humanities and Social Sciences Zagreb (Masters thesis)
Overview of Study	The author deals with intercultural education as one of the basic principles of education. In her assessment of the issue, Sablić presents a number of definitions of interculturalism and intercultural education, as well as a number of approaches to the implementation of intercultural education. With this theoretical background, the author conducts empirical research on the relationship between socio-demographic characteristics and social distance towards six national groups in Croatia; Croats as the majority and five national minorities (Hungarians, Bosniaks, Roma, Serbs, and Italians). The research was conducted in the eastern Croatian region of Slavonia on a sample of 610 secondary school students.
Summary of Findings	The research shows that the highest level of acceptance was registered towards Croats, followed by Italians and Hungarians. On the other hand, the highest level of social distance was shown towards Serbs, Roma, and Bosniaks. An important finding is the relationship between the respondent’s type of education and their social distance. Gymnasium students consistently show a higher degree of tolerance and a lower level of social distance than vocational school students. This is interpreted as a result of gymnasium students’ deeper knowledge of the differences between social groups and acquaintance with various aspects of different cultures. Classes on human rights, tolerance, and democracy are included in gymnasium curricula to a greater degree than those of vocational schools. Also, gymnasiums pay more attention to the development of critical thinking than vocational schools.
Keywords	Diversity; minorities; schools

	Croatia
Author	Sekulić, D. & Šporer, Ž.
Publication Date	2008
Title	European and Croatian Identity: Cognitive Mobilization or Latent Conflict
Journal Title	Sociologija i proctor
Publisher	Institute for Social Research
Volume	46
Issue	1
Page Numbers	3-22
Overview of Study	The paper analyses attachment to Europe and Croatia as an indirect measure of identity. Differences in the results of displayed attachment to one or another identity were interpreted in terms of demographic, social and ideological variables. The research was conducted in 2004 using door-to-door interviews on a representative 2,500 respondent sample of the Croatian population. Because of the split sample design used, the variables used originate from only one half of the sample.
Summary of Findings	According to the interpretation of the results, attachment to Croatia is best explained by ideological variables, with those being more nationalist, religious, and socially conservative showing a closer attachment to Croatia. On the other hand, the authors conclude that attachment to Europe is determined by social variables such as occupational position. People with a higher position within the division of labour and decision-making processes feel closer to Europe compared to those lower on the occupational scale. The authors also conclude that attachment to the supra-national identity does not replace the national identity – instead, they coexist. They perceive the European identity as an expansion of the national identity, in the process of the broadening of the identity space.
Keywords	Europe; identity

	Croatia
Author	Spajić-Vrkaš, V.
Publication Date	2002
Title	Odgoj i obrazovanje za demokratsko građanstvo u Hrvatskoj – izvješće
Publisher	Centar za istraživanje, izobrazbu i dokumentaciju u obrazovanju za ljudska prava i demokratsko građanstvo
Overview of Study	The report is a part of broader research on education for democratic citizenship that took place in Southeast Europe. The first chapter analyses the social, political, cultural, and economic context of education for democratic citizenship and diversity management in Croatia. The second part is devoted to education policy and formal-

	legal prerequisites for the implementation of education for democratic citizenship, as well as for diversity management, with a focus on human rights and national minority rights. In the third chapter, human rights and national minority rights are analysed in the context of strategic documents. The fourth chapter contains the results of a discussion on education for democratic citizenship and diversity management in Croatia undertaken with representatives of non-governmental organisations, youth organisations, the Ministry of Science, Education and Sport, and teachers.
Summary of Findings	Analysis of the research results show that Croatia is a typical transitional country that still lacks a rational, coherent, consistent, effective long-term educational policy. There are many strategic documents in the field of education, but despite this, national policies are still insufficiently aligned, priorities are unclear, and the level of coherence is unsatisfactory, particularly in the area of education. In practice, problem solving in education often relies on <i>ad hoc</i> solutions instead of long-term, applicable, well-operationalised policies. For this very reason, the authors suggest that Croatia should reconsider the existing laws and documents that should serve as the basis for the future development of education policy.
Keywords	Citizenship; democracy; diversity; human rights; government; minorities

	Croatia
Author	Spajić-Vrkaš, V.
Publication Date	2015
Title	(Ne)moć građanskog odgoja i obrazovanja
Publisher	National Centre for the External Evaluation of Education; Research and Training Centre for Human Rights and Democratic Citizenship at the University of Zagreb, Faculty of Philosophy
Overview of Study	This book is a result of a project to monitor and evaluate the experimental implementation of the Civil Education Curriculum during the 2012/2013 school year in eight primary schools and four secondary schools. The goal of introducing and implementing civic education was to provide students with better conditions in which to learn about civil rights and accepting the responsibilities of active participants in democratic development. Another aim of evaluating the implementation of the curriculum was to check its relevance and appropriateness within all four educational cycles. The research involved three groups of participants: students, teachers and principals, who were surveyed about a number of aspects of the civic education programme.
Summary of Findings	The research showed that civic education should be conducted using interactive, researchist and collaborative learning methods, with the emphasis on research-project teaching, debates, community humanitarian work, and extracurricular activities. As stated, it is important to encourage critical observation and analysis of real social problems with students, highlighting different points of view, as well

	as connecting content with the daily life of students and arranging teaching topics in cooperation with them and their way of processing. Furthermore, it is crucial to establish effective co-operation with parents, civil society organisations, and other relevant stakeholders, as well as to provide conditions for greater student activity in decision-making on school issues in order to make civic education a tool by which to develop schools as democratic communities. In terms of curriculum outcomes, experimental implementation mostly failed to transfer knowledge about concepts from the political component of civic education. As concerns teachers, it has been confirmed that the motivation of teachers to participate in experimental implementation is positively associated with the sense of their general competence for implementation and prior education. Teachers assessed that the curriculum successfully promotes the idea of students as bearers of rights, freedoms, and responsibilities, which they consider members of different, but interrelated social and political communities.
Keywords	Citizenship; democracy; knowledge; pedagogy; schools

	Croatia
Author	Strugar, V.
Publication Date	2005
Title	Kultura, odgoj i škola: Suočavanje s izazovima budućnosti
Book Title	Škola i obilježja hrvatske nacionalnosti: jezik, povijest kultura, vjera
Publisher	Croatian Pedagogical-Literary Society
Page Numbers	41-63
Overview of Study	The paper emphasises the relationship between culture and education, which the author claims have been unduly separated in the modern world. The author thus stresses the significance of the process of globalisation and European unification as processes which are based on mutual understanding between different cultures; this once again emphasises the importance of education. He thus analyses the challenges before contemporary educational systems in terms of culture and education. The goal of the paper is to address the concepts of culture and education in the context of globalisation.
Summary of Findings	The author points out that education is based in cultural values, which brings him to the conclusion that these two concepts should be reunited in practice. His analysis of the concept of culture addresses a number of approaches to the issue, on the basis of which he concludes that culture represents a system of ideas, values, and habits expressed in social behaviour typical for particular social groups, nations, and supra-national associations that share common values. The author states that the issue of cultural globalisation becomes evident through the creation of moral standards and that the process is facilitated by a number of factors, such as the advancement of communications technology, the freedom of movement of goods, human capital, and services, multinational companies, the media, etc. In this context, the author addresses the issue of the future of national

	<p>cultures and sees education as the key in their preservation. He emphasises the White Document on Education (EU Commission, 1995), according to which future society will be a “learning society”. Intercultural education will become an important aspect of education built around common European cultural values, such as the culture of peace, language, human rights, civic responsibility, democratic citizenship, understanding, tolerance, and cooperation. Finally, the author recommends bringing different activities focused on common European values to a closer relationship with “the European dimension in education”. Before this, new curricula should be implemented on the national level to incorporate cultural values to a larger extent; multimedia sources should also be introduced in education. Together, these would result in a shift in teaching from basic knowledge to understanding.</p>
Keywords	Europe; globalisation; values

	Croatia
Author	Šlezak, H. & Lapat, G.
Publication Date	2012
Title	<u>Interkulturalna kompetencija učitelja u školama s romskom djecom</u>
Book Title	Pedagogija i kultura, Interkulturalna pedagogija: prema novim razvojjima znanosti o odgoju
Publisher	Croatian Pedagogical Society
Page Numbers	300-306
Overview of Study	The authors emphasise the role of intercultural education as a factor in reducing stereotypes and social distance toward national minorities, with a focus on the Roma population. This research was conducted in seven schools in the northern part of Croatia, where the most Roma minority members in Croatia live. The sample included 149 respondents. The goal of the research was to study the level to which teachers have developed their intercultural competency, considering the importance of the role teachers play in implementing intercultural education.
Summary of Findings	The authors posit that schools have the potential to shape new generations in terms of their knowledge of democracy, as well as in terms of developing inter-ethnic relations. Their research findings suggest that teachers have a positive attitude towards the need for an intercultural approach to Roma. The vast majority of respondents agree that teachers should be trained to work in a multicultural environment, as well as that they should be familiar with the Roma way of life, have knowledge of Roma history and culture, and that schools should encourage cooperation between Roma parents and other parents. However, the respondents had a negative attitude towards the real implementation of the multicultural approach and the introduction of elements of Roma culture into education, especially regarding Roma language and history. The majority of respondents believe that “Roma History and Culture” and “Romani

	Language” should not be compulsory courses in their school and that Croatian students should not attend them. It is even more worrying that nearly half of teachers surveyed have never visited a Roma settlement where their students live. The respondents themselves are aware of this problem, while more than half of them believe they have not been sufficiently trained to carry out intercultural education.
Keywords	Discrimination; minorities; schools

	Croatia
Author	Šugar-Glavaš, I.
Publication Date	2018
Title	Financiranje kulture i umjetnosti u Republici Hrvatskoj
Publisher	Juraj Dobrila University (Bachelor’s thesis)
Overview of Study	The aim of this bachelor’s thesis is to present the theoretical and legal framework for financing in the field of culture in Croatia. The analysis pays special attention to the Pula Union of Culture and Arts Associations (SAKUD – Savez kulturno-umjetničkih društava grada Pule).
Summary of Findings	The author’s analysis confirms that the main source of financing in culture and art is public – the state budget. As she points out, the financing of associations and other subjects in the field of culture is well-regulated in Croatia. Accordingly, it can be concluded that legislators strive to spend limited public resources rationally and transparently. The analysis of the statistical data collected and processed for a ten year period leads Šugar-Glavaš to conclude that the average share of Croatia’s Ministry of Culture in the state budget is very small. The author claims that strengthening financial support for cultural activities would surely contribute to the stronger development and improvement of the system of culture and art in Croatia. She stresses that financing culture will also further strengthen national identity in the context of the overall process of globalisation, which strongly influences culture and art.
Keywords	Funding; globalisation; government; identity

	Croatia
Author	Vrgoč, H.
Publication Date	2005
Title	Uloga škole u očuvanju i jačanju nacionalnog identiteta
Journal Title	Škola i obilježja hrvatske nacionalnosti: jezik, povijest kultura, vjera
Publisher	Croatian Pedagogical-Literary Society
Page Numbers	7-22
Overview of Study	This paper deals with the issue of Croatian national identity and its position within the educational system.

Summary of Findings	The author emphasises the importance of implementing content in formal education that contributes to the upbringing of a democratic civil society. As it is postulated, this approach constitutes a framework for future development within contemporary social settings. Intercultural models of education go beyond exclusivity and intolerance towards members of other ethnic groups living in Croatia. However, Vrgoč simultaneously points out that learning about Croatian language, national history, and culture is one of the fundamental determinants of education in Croatia.
Keywords	Democracy; diversity; heritage; identity; language; schools

Georgia

	Georgia
Author	Campeau, L., Khoshtaria, T., Mestvirishvili, N., Shildelashvili, M., Zurabishvili, T.
Publication Date	2013
Title	Deliverable 5.3: Country-based reports on interview findings, Georgia
Publisher	MYPLACE (Memory, Youth, Political Legacy And Civic Engagement)
Overview of Study	61 semi-structured interviews were conducted with youth aged 16-25 in two cities, including 31 in Kutaisi and 30 in Telavi. The study aimed to understand how youth perceive their own cities, history and historical events, Georgian society, ethnic and religious minorities, and gender equality among other related issues.
Summary of Findings	<p>Remembering history and transmitting Georgia’s history to the next generation is very important for Georgian young people. The most important events in Georgian history for young people include independence after the collapse of the Soviet Union, the Rose Revolution in 2003, and the 2008 war between Georgia and Russia. The perceived importance of preserving Georgian history and traditions is linked with the importance of religion. Young people believe religion was preserved by their ancestors of whom they are very proud.</p> <p>The study showed that while some think about Georgia and Georgians as a tolerant and hospitable nation, others argue that Georgian traditions and religion should always be in the foreground while also respecting others. Youth in Kutaisi and Telavi clearly differentiate between politics and culture saying that they are consumers of Russian products, including art, despite the recent political tensions between Georgia and Russia.</p> <p>Most respondents clearly favour orthodoxy and their attitude towards religious minorities is split. Some young people argue for the superior status of the Orthodox Church, while others promote tolerance and inclusion.</p>
Keywords	Diversity; gender; heritage; identity; minorities; religion

	Georgia
Author	CRRC-Georgia
Publication Date	2017
Title	Caucasus Barometer – Georgia Dataset (https://caucasusbarometer.org/en/cb2017ge/codebook/) კავკასიის ბარომეტრი - საქართველოს ბაზა
Publisher	CRRC-Georgia

Overview of Study	<p>The Caucasus Barometer (CB) survey was conducted in Georgia by CRRC-Georgia in 2017. It covered 2379 respondents aged 18+. The sample design is multi-stage cluster sampling with preliminary stratification. The survey was conducted using the computer-assisted personal interview (CAPI) method.</p> <p>Caucasus Barometer covers a wide range of socio-economic and political issues and allows for longitudinal analysis and cross-country comparison.</p>
Summary of Findings	<p>All questions asked by CB can be analyzed by age group and show some differences in how young people (18-25) and their older compatriots perceive different issues.</p> <p>CB 2017 showed that the church is still the most trusted institution in Georgia and also among young people aged 18-35 years old. However, longitudinal analysis shows that both the share of Orthodox Christians in Georgia that trust the Church and the degree to which they trust the Church is on the decline.</p> <p>CB 2017 also showed that 70% of Georgia's population has never had any form of contact with foreigners in Georgia who have stayed in Georgia for longer than three months. This share decreases to 58% among the younger generation (aged 18-35). But still only 13% of young people reported having often been in contact with foreigners coming and staying in Georgia for longer than 3 months.</p>
Keywords	Diversity; quantitative; religion

	Georgia
Author	Europe Foundation /CRRC-Georgia
Publication Date	2017
Title	<p>Survey on Knowledge of and Attitudes towards the EU in Georgia (http://caucasusbarometer.org/en/cb2017ge/codebook/) ევროკავშირის მიმართ დამოკიდებულებისა და ცოდნის შეფასება საქართველოში</p>
Overview of Study	<p>The 'knowledge of and attitudes toward the EU in Georgia' survey was conducted by CRRC-Georgia and covered Georgia's adult (18+) population (2258 respondents). The sample design is multi-stage cluster sampling with preliminary stratification. The survey was conducted using the computer-assisted personal interviewing (CAPI) method.</p> <p>The survey aimed to unfold public perceptions on Georgia's aspirations for European integration, people's values, opinion on EU institutions, and their expectations about EU institutions. Since</p>

	2009 Europe Foundation and CRRC-Georgia have completed five waves of this survey, which enables longitudinal analysis.
Summary of Findings	<p>The survey shows that there is a fear that the EU will harm Georgian culture and traditions and this fear has increased in Georgian society over the past years (especially after 2013). In 2017 almost half (49%) of Georgia’s population agreed with the statement, ‘The EU threatens Georgian traditions’.</p> <p>The survey shows that the younger population (18-35 years old) is more open towards foreigners owning land in Georgia compared to older generations. Still, their attitudes towards foreigners owning land in Georgia are still quite negative. In 2017, 58% of young people believed that only citizens of Georgia should own land in Georgia no matter how they use this land rather than the land should be owned by those who will use it in the most profitable way, irrespective of their citizenship. Notably this share increased by 22 percentage points since 2015.</p>
Keywords	Diversity; Europe; quantitative; values

	Georgia
Author	Khoshtaria, T.
Publication Date	2018
Title	What are the values of young people and how are these different from the values of older generations in Georgia?
Journal Title	Journal of Beliefs & Values
Volume	39
Issue	3
Page Numbers	279-297
Overview of Study	This study examines young people’s (aged 18 to 25) values and analyses how, if at all, these are different from the values of older generations in Georgia. Based on Shalom H. Schwartz’s Theory of Basic Values (2012), the study uses quantitative (secondary analysis of the World Values Survey [WVS]) and qualitative (40 in-depth interviews) research methods to explore values, perceptions, and attitudes, as well as tolerance towards different minority groups in Georgia.
Summary of Findings	The study suggests that Schwartz’s higher-ordered values ‘conservation’ (including ‘conformity’ and ‘tradition’) and ‘self-transcendence’ (including ‘benevolence’ and ‘universalism’) are very important for all age groups in Georgia. In contrast, the values of ‘openness to change’ and ‘self-enhancement’ are more positively assessed by the youth compared to the older generations. In addition, the youth turned out to be more tolerant towards different minority groups, such as people of a different religion and race, immigrants and sexual minorities.
Keywords	Diversity; minorities; qualitative; quantitative; values

	Georgia
Author	Ladaria, K.
Publication Date	2012
Title	Georgian Orthodox Church and Political Project of Modernization
Journal Title	Identity Studies
Volume	4
Page Numbers	107-117
Overview of Study	This is a theoretical article.
Summary of Findings	<p>The author discusses the role of the Georgian Orthodox Church in the process of Georgia's modernization. Religion and the role of the church have been important in defining national identity in the recent history of Georgia. The church had been one of the leading actors on the Georgian ideological market following independence.</p> <p>After the Rose Revolution of 2003, the state's declared goal of promoting plural social groups, ideologies, and lifestyles through human rights and rule of law, threatened the doctrine of the Georgian Orthodox Church. The Church on the other hand, advocated for a homogenization that could only be accomplished through the subordination of different groups. The lack of trust in state institutions was compensated for by the high trust in the church. In turn, the church turned into a cultural leader of the Georgian nation. Consequently, Georgian identity became closely related to orthodox culture, which as the author argues prevents not only religious pluralism, but also cultural rights.</p>
Keywords	Human rights; identity; religion

	Georgia
Author	Malazonia D., Maglakelidze, S., Chiabrishvili, N., Gakheladze, G.
Publication Date	2017
Title	Intercultural Education. Problems, their Analysis and Development Perspectives in Georgia ინტერკულტურული განათლება. პრობლემები, მათი ანალიზი და განვითარების პესპექტივები საქართველოში
Publisher	Ilia State University
Overview of Study	The study was completed by a team at Ilia State University and involved a number of methods including students' survey, interviews and focus groups with teachers, and textbook analysis. The research focuses on secondary schools and 10-12 graders (16-18 years old) in public and private schools in Georgia. 193 in-depth interviews were conducted, among them 81 with students, 56 with

	teachers and 56 with parents. The survey involved 2401 respondents (1045 students, 800 parents, and 556 teachers) and explored their intercultural competences.
Summary of Findings	<p>The textbook analysis showed that while textbooks contain some materials which fosters intercultural knowledge, the other two components of intercultural education (skills and attitudes) are hardly addressed by the textbooks.</p> <p>The study suggests that students' intercultural knowledge is very limited, and stereotypes about other cultures are quite popular. Ethnic Georgian students have a sense of superiority over other cultural groups living in Georgia. The role of school in intercultural education is rather weak, with a very limited number of in class and extracurricular activities aimed at improving intercultural knowledge and sensitivity among students. The study found that girls have higher intercultural competences compared to boys and that the main factors determining intercultural competencies are school culture, diversity of school environment, content of curriculum, and teacher-student relationship style.</p>
Keywords	Diversity; knowledge; minorities; pedagogy; schools; skills

	Georgia
Author	Mestvirishvili, M., Mestvirishvili, N.
Publication Date	2014
Title	Emancipative values in Georgia: An individual level analysis
Journal Title	Communist and Post-Communist Studies
Volume	47
Issue	1
Page Numbers	71-80
Overview of Study	The study explores whether and how an individual's perceived economic situation is related to emancipative values in Georgia. Welzel and Inglehart's (2009) emancipative theory of democracy is used as a theoretical framework. The article employs data from several nationwide public opinion surveys conducted by CRRC-Georgia in 2010 and 2011. Gender equality, tolerance, participation, autonomy, interpersonal trust, satisfaction with life and religion are explored within different age groups.
Summary of Findings	The study shows that younger people in Georgia report higher satisfaction with their life, all things considered, compared to older generations. Georgian youth is more likely to reject the opinion that a university degree is more important for a boy and they agree that men and women equally should be breadwinners in Georgian families. Also, tolerant attitudes towards divorce and homosexuality are more widespread among youth than in older generations. The analysis shows that the importance of religion in one's life and attendance of religious services is more prevalent in Georgian youth

	compared to the older generations. The study concludes that emancipative values (except as relates religion) are more common in the values system of youth than in older generations.
Keywords	Democracy; diversity; gender; religion; values

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	Georgia
Author	Omanadze, S. Gachechiladze, N., Lebanidze, A., Chachanidze, S.
Publication Date	2017
Title	Generation In Transition. Youth Study 2016 – Georgia თაობა გარდამავალ პერიოდში. ახალგაზრდობის კვლევა 2016 - საქართველო
Publisher	Friedrich-Ebert-Stiftung
Overview of Study	The study explores various issues related to youth, including basic socioeconomic characteristics, experience, and attitudes related to employment, education, democracy, foreign policy, family and friends, lifestyles, identity, values, religion, and their worries and aspirations. 1200 face-to-face interviews and 24 focus group discussions were conducted throughout the country with Georgia’s youth aged between 14 and 29.
Summary of Findings	The vast majority of Georgian youth believe that the level of education in Georgia is moderately satisfying, and feel optimistic about their employment opportunities. But, they believe that the most important factor for finding a job in Georgia is friends/acquaintances. For a majority of youth, financial support from parents is the main source of income. Moreover one-fifth of youth have a strong desire to emigrate, which is driven by problems related to living conditions, education, and employment. Georgian youth are not very interested and involved in politics, and their civic engagement remains insignificant. While a majority of youth support Georgia’s EU integration, for some young people, the EU is associated with loss of values and traditions. For Georgian youth in Georgia, preservation of Georgian culture is very important. The church, representing traditional values, is the most trusted institution. Levels of tolerance and acceptance of diversity are very low among Georgian youth. Moreover, youth in rural areas are more conservative compared to their peers in urban areas and especially in the capital, who tend to report more liberal values.
Keywords	Employment; Europe; family; identity; participation; religion; rural-urban; values

	Georgia
Author	Skhirtladze, N.
Publication Date	2015
Title	Personal identity formation in the Georgian context: quantitative and qualitative approaches პიროვნული იდენტობის ჩამოყალიბება ქართულ კონტექსტში: რაოდენობრივი და თვისებრივი მიდგომა
Publisher	Ilia State University Library (doctoral dissertation)
Overview of Study	The study involved quantitative and qualitative components. Quantitative data was gathered from 295 17-29 years old students and the questionnaire was informed by a five-dimensional model of identity formation. Four focus groups with youth aged 18-25 (28 young people in total) was conducted to explore how the Georgian cultural context influences young Georgians' identity formation.
Summary of Findings	The quantitative data showed that the identity formation process among Georgian youth has some different features compared to many Western countries. The qualitative data suggested that three main themes are crucial contextual influences on identity formation: socio-economic conditions in the country; strong social norms; and authoritative parenting approaches. The unstable socio-economic situation in the country makes youth more oriented towards the present rather than the future and limits their professional choices. Romantic relationships of Georgian youth are affected by societal norms that condemn cohabitation with partners without marriage, especially for girls. Georgian parents are described as very caring, but also controlling towards their children, which makes youth passive and dependent on their parents. Living apart from parents is not encouraged or viewed as positive in Georgia. This further contributes to the practice of youth living with their parents until they get married or travel abroad. As a result, Georgian young people rarely take any responsibility or make decisions without parental consent.
Keywords	Economy; family; identity; qualitative; quantitative; values

	Georgia
Author	Sumbadze, N.
Publication Date	2012
Title	Generations and values თაობები და ღირებულებები
Publisher	Institute for Policy Studies with the support of Open Society Georgia Foundation

Overview of Study	<p>The aim of this study was to describe the values of different generations in Georgia, to evaluate intergenerational changes, and to identify the challenges that face Georgia and its democratic development. The study was carried out in 2011 and involved over 1000 interviews with respondents aged 18-24, 40-50, and 60-70. The questionnaire covered individualism and collectivism as well as materialistic and post-materialistic value orientations. The survey instrument also covered values related to education, health, and religion.</p>
Summary of Findings	<p>The study identifies values that are important for young people and older generations. While collectivistic views, traditions, and family-related values are more common among older generations, young people value freedom, independence, and determination more. The results also suggest that individualistic orientations are characteristic of younger and older generations.</p> <p>Attitudes towards democracy are positive among all generations, however, the level of interest in politics is higher among older generations.</p> <p>The study also covers gender and tolerance related-issues concluding that compared to the older generations, gender equality and tolerance are more prevalent values among younger generations.</p> <p>However, surprisingly, the results also suggest that religion and being religious is more acceptable and important for young people. This is shown in religious practice as well as in intolerant attitudes towards religious minorities. This can be explained by the fact that religion became popular after the collapse of the Soviet Union and therefore is more practiced and valued by young people.</p>
Keywords	Democracy; equality; family; gender; religion; values

	Georgia
Author	Surmanidze, L., Tsuladze, L.
Publication Date	2009
Title	The Formation of Nation-State and Cultural Identity: A Georgian Perspective
Journal Title	IBSU Scientific Journal
Volume	2
Issue	2
Page Numbers	87-102

Overview of Study	<p>The study aims at exploring the cultural specifics of Georgians' perceptions in the context of the formation of the modern nation-state.</p> <p>The research was conducted using an emic strategy within an experimental, psychosemantic paradigm. 145 universal concepts were evaluated by 50 Georgian students that were asked to group 145 universal concepts that were selected by the authors.</p>
Summary of Findings	<p>Based on the research, 15 primary clusters were identified, each consisting of a number of sub-clusters. This paper deals with only one of them – 'Nation-State' and includes several sub-clusters and implies concepts such as state, homeland, nation, nationality, unity, justice, independence, freedom, blood, openness, energy, future, insubordination, work, sun, moon, day, night, mask, role, masculinity, purity, success, achievement, choice, decision-making, past, ancestors, death, war, conflict, and danger. The authors argue that in the Georgian mentality family is perceived as feminine and the state is perceived as masculine. Moreover, the idea of national identity has a strong influence on the development of the Georgian state and culture. Defending and preserving national identity is strongly represented in the Georgian mentality.</p>
Keywords	Family; identity; values

	Georgia
Author	Tabatadze, S., Gorgodze, N.
Publication Date	2013
Title	<p>Intercultural Education Research in Primary Grades of Georgia ინტერკულტურული განათლების ასპექტების კვლევა საქართველოს სკოლების დაწყებით საფეხურზე</p>
Publisher	Center for Civil Integration and Inter-Ethnic Relations
	<p>The study describes intercultural education in Georgia's education system, and analyses regulations related to approval of textbooks, national curriculums, and 17 textbooks. It presents findings from a teachers' survey, interviews with teachers (65 interviews), and focus groups with parents and students (13 in total). Overall, 395 primary school teachers were surveyed throughout Georgia and the questionnaire was based on Bennett's Developmental Model of Intercultural Sensitivity and consisted of demographic questions, questions on general issues of tolerance and interculturalism, and questions related to different aspects of cultural identity (race, ethnicity, nationality, language, religion, gender, health and ability, social status, socio-economic background, age, geographical location, sexual orientation).</p>

Summary of Findings	<p>The textbook analysis showed that a majority of textbooks fail to develop intercultural sensitivity among children, foster stereotypes, and do not reflect ethnic, religious, or the territorial diversity of Georgia. Focus groups with 5-7 graders and their parents showed that in primary grades, students are quite interested in different cultures and notice inequality and inappropriate attitudes towards different cultural groups better than their parents.</p> <p>The study found that teachers' multicultural sensitivity and tolerance towards different ethnic groups are quite low, and selective towards different ethnic groups. Teachers' cultural sensitivity varies towards different aspects of cultural identity. They have limited understanding of multicultural education and its goals and most of them have never participated in any multicultural education programmes or courses.</p>
Keywords	Diversity; equality; gender; identity; language; pedagogy; teacher training

	Georgia
Author	Tsereteli, M.
Publication Date	2015
Title	Intercultural Sensitivity among Georgian, Armenian, and Azerbaijani Students in Georgia
Publisher	Academic Swiss Caucasus Net
Overview of Study	Using Bennett's Developmental Model of Intercultural Sensitivity, this study aimed to measure intercultural sensitivity among Georgian, Armenian, and Azerbaijani Students in Georgia. The study was conducted in Tbilisi, the capital of Georgia, and Akhaltsikhe, the main city in Samtskhe-Javakheti. It involved 588 respondents, including 210 ethnic Georgians, 201 Azerbaijanis, and 177 Armenian students. The average age of respondents was 21.
Summary of Findings	The study found that there is social-psychological distance between Georgian, Armenian, and Azerbaijani students. Armenian and Azerbaijani students living in Georgia exhibit lower levels of intercultural sensitivity towards each other, but high levels of intercultural sensitivity towards Georgians. The study suggests that there is social-psychological distance between Georgian, Armenian, and Azerbaijani students. However, while Armenian and Azerbaijani students clearly expressed the desire to reduce this distance, Georgian students seemed to be more unmotivated to reduce the distance. The study also found that the "development value" is strongly associated with the acceptance sub-stage of intercultural sensitivity and this strongly affects the expression of ethno-relative constructs.
Keywords	Diversity; identity; minorities; values

	Georgia
Author	Tsuladze, L.
Publication Date	2012
Title	How Things Are Remade Georgian: Globalisation and the Assertion of ‘National’ among Georgian Youth
Edited Volume	Identities in Transition, by Tsolidis, G. (ed.)
Publisher	Inter-Disciplinary Press
Page Numbers	93-102
Overview of Study	The study tries to understand how youth identities are constructed through traditional, global, and local cultural elements in Georgia. The author involved her students as co-researchers (18-21 years old) in the study and aimed to analyse youth culture from the perspective of the youth (co-researchers) themselves. The findings come from a comparison between the interpretations of co-researchers (youth) and the author who did the secondary interpretation of the findings.
Summary of Findings	The author argues that Georgian youth rework traditional and modern cultural elements and in so doing they merge the local (‘Russian’ Georgian) with the global (‘English’ Georgian). Georgian youth aspire to maintain and preserve some traditional cultural features that distinguish Georgian culture from others (such as Georgian polyphony, Georgian folk songs and dances, Georgian table traditions, and even ‘Georgian relations’ mostly implying close emotional relationships and support among in-group members), while also achieving some freedom. On the one hand, the youths’ narratives demonstrate that they feel comfortable getting emotional and material support from their families. On the other hand, the same people express their desire to be materially and emotionally independent from their parents. Young people in Georgia face the dilemma to choose between the safety provided by their parents and the uncertainty caused by independent living.
Keywords	Family; globalisation; heritage; identity; music; performing arts

	Georgia
Author	United Nations Children’s Fund
Publication Date	2014
Title	National Youth Survey: Analysis of the Situation and Needs of Youth in Georgia ახალგაზრდების ეროვნული კვლევა საქართველოში: საქართველოში ახალგაზრდების მდგომარეობისა და საჭიროებების ანალიზი
Publisher	UNICEF

Overview of Study	The survey was conducted by the National Statistics Office of Georgia (GeoStat) in 2013 and aimed to explore the basic needs and problems faced by youth in Georgia. The nationally representative survey involved 2500 households. In each household, one member aged 19-25 was interviewed. The study is focused on five thematic areas related to youth: 1. Youth participation in social, economic, cultural, and political activities; 2. Youth education, employment and mobility; 3. Health care; 4. Special support and protection; 5. Sport.
Summary of Findings	<p>The level of participation by young people in Georgian society is very low. Youth in Georgia have limited knowledge about their rights and duties, and although a majority of them believe they have the right to participate in the resolution of youth-related issues, few actually participate in the decision-making processes affecting youth.</p> <p>Slightly more than half of surveyed youth (reported) attending cultural activities on at least one occasion for the purpose of entertainment, recreation, or acquiring knowledge. This share is higher in urban areas compared to rural ones. Only 12% of young people reported participation in cultural/heritage-related activities over the past 12 month before the survey and most of them participated in activities that were mainly related to obtaining information about objects of cultural heritage.</p>
Keywords	Democracy; heritage; knowledge; participation; rural-urban

	Georgia
Author	Zedania, G.
Publication Date	2011
Title	The Rise of Religious Nationalism in Georgia
Journal Title	Identity Studies
Volume	3
Page Numbers	120-128
Overview of Study	This is a theoretical article.
Summary of Findings	The author discusses the recent forms of nationalism in Georgia and the role of religion in identity formation. After the collapse of the Soviet Union and before the Rose Revolution in 2003, ethnic nationalism was more widespread. Since the Rose Revolution, the government attempted to overcome ethnic nationalism, and instead, initiated an extensive state-building or modernization process promoting a civic national identity. The national identity model politicians promoted at the time was no longer based on ethnicity. Rather, they emphasized citizenship as the primary factor defining national identity. The turn from ethnic to civic national identity can also be characterized as a replacement of secular nationalism oriented towards the future by a national-religious model rooted in the past, with Orthodox Christianity as

	an important marker of Georgian national identity. The author argues that the religious factor played a crucial role in the issue of the interpretation of national cultural heritage and Georgian culture was to some extent appropriated by the Georgian Orthodox Church.
Keywords	Citizenship; identity; religion

Germany

	Germany
Authors	Ackermann, H., Retzar, M., Mützlitz, S., Kammler, C.
Publication Date	2015
Title	KulturSchule: Kulturelle Bildung und Schulentwicklung.
Publisher	VS Springer (Wiesbaden)
Page Numbers	247
Overview of Study	This study examines the relationship between school development and cultural education on the basis of selected case studies. It represents the first monitoring of the Hessian State Programme “KulturSchule”, which assists schools to sharpen their cultural profile, accentuate their activities, professionalise their teachers, and adjust coordination processes. The researchers observed classes as well as training seminars and conducted 29 interviews with teachers, programme coordinators and members of the school management teams. The authors consider cultural education to be a creative aesthetic practice in everyday school life and a new way of interacting and experiencing school in all subjects. This research report provides initial insights into the innovative practice of “KulturSchulen” and presents challenges, achievements, and problems of cultural school development.
Summary of Findings	All school management teams and project coordinators considered the programme to be a chance for the schools to distinguish themselves as culture schools. The programme has enhanced subjects related to aesthetics such as music, performing arts, literature, and art. New projects and cooperative relationships have been established. Material and space resources are reported to have improved but also to have caused long-term follow-up costs.
Keywords	Literature; qualitative; practice; management; music; performing arts; schools

	Germany
Author	Adorno, T. W.
Publication Date	2005
Title	Education After Auschwitz
Edited Volume	Critical Models: Interventions and Catchwords.
Publisher	Columbia University Press (New York)
Page Numbers	13 (191-204)
Overview of Study	Under the premise of never allowing Auschwitz to happen again and this being the single most important ideal of education in the Federal Republic of Germany, Adorno examines societal, psychological, and political conditions that enabled Auschwitz and discusses how to prevent comparable appalling atrocities in the future.
Summary of Findings	Adorno suggests that political historical and cultural education should be “centred upon the idea that Auschwitz should never happen again”, emphasising self-reflection of individuals and society and rigorous scrutiny of the “societal play of forces that operates beneath the

	surface of political forms”, as well as raising awareness for further possible displacements and discriminations and forms of resistance.
Keywords	Atrocities; heritage; discrimination; reflection

	Germany
Author	Auernheimer, G. (ed.)
Publication Date	2010
Title	Interkulturelle Kompetenz und pädagogische Professionalität
Publisher	VS Springer (Wiesbaden)
Page Numbers	262
Overview of Study	<i>Intercultural competence</i> has become a buzzword in all educational fields and also in the field of economy. In some contexts, the concept of intercultural competence is controversially discussed, whereas in others, such as in some political and educational programmes, it is incorporated without being questioned. The second edition of this volume stands out due to its idiosyncratic positioning within the growing range of literature. It focuses on power asymmetries in intercultural contacts rather than on cultural differences. A reflexive, exploratory attitude is emphasised. For this purpose, the readers are provided with food for thought and heuristics for the interpretation of so-called intercultural interactions.
Summary of Findings	The first part of this volume focuses on general questions regarding the concept of intercultural competence, whereas the second part is concerned with intercultural competence within the framework of education, schools and professional social work. The last contribution deals with implications of the afore-discussed topics for teacher training.
Keywords	Diversity; reflection; schools; teacher training

	Germany
Author	Barz, H.
Publication Date	2012
Title	Der PISA-Schock. Über die Zukunft von Bildung und Wissenschaft im Land der ‘Kulturnation’
Book Title	Besier, G. (ed.), 20 Jahre Neue Bundesrepublik. Kontinuitäten Und Diskontinuitäten
Publisher	LIT Verlag (Berlin, Münster, Vienna, Zurich, London)
Page Numbers	22 (pp. 215-237)
Overview of Study	The PISA results from 2001/2002 received a lot of public and political attention, and were apparently hurtful to Germany’s self-image as a <i>Kulturnation</i> . They indicate that Germany especially underperformed in providing educational equality – most pronounced in terms of socio-economic status and geographic origin (of students or their families up to the third generation). Barz provides an overview of the most important findings of the PISA Studies, developments after the PISA shock, and what PISA entailed in German politics as far as new

	measures are concerned. He then undertakes a closer examination of the implementation and impacts of these measures.
Summary of Findings	Barz points out that in the foreseeable future, an education system that is solely based on comprehensive schools will not be established and that German federalism will continue to cause issues in education due to the lack of uniformity of systems and requirements. He expects the education euphoria to wane and tendencies of school autonomy to establish themselves. Furthermore, he anticipates a growing number of private schools and the advancement of economic concepts (controlling, marketing) in educational institutions.
Keywords	Diversity; equality; neo-liberalism; schools

	Germany
Author	Berndt, C.
Publication Date	2013
Title	Globales Lernen – Überlegungen zur Beförderung raumbezogener Orientierungs- und Handlungskompetenz im Kontext der Weltgesellschaft.
Book Title	Berndt, C., Walm, M. (eds). In Orientierung Begriffen
Publisher	VS Springer (Wiesbaden)
Page Numbers	14 (123-137)
Overview of Study	Against the background of the assumption that globalisation strongly influences the present and future living conditions of all people, this article seeks to address the question of which pedagogical articulations follow these social perspectives and what role the conceptualisation of space plays in regard to the development of relevant competences.
Summary of Findings	In theoretical discussions on the concept of “Global Learning”, pedagogical thinking in general is criticised for being founded in national and territorial dimensions. “Global Learning” in this sense is a cross-sectoral topic for all fields of education, but curricula usually state normative goals in the form of competences that are not founded in scientific research results. Berndt opts for the spatial foundation of the competence model: a space-sensitive pedagogy that is reflecting on different perceptions of spaces and developing competences of orientation and action.
Keywords	Global; pedagogy; schools

	Germany
Author	Bockhorst, H., Reinwand, V.-I., Zacharias, W. (eds.)
Publication Date	2012
Title	Handbuch Kulturelle Bildung
Publisher	Kopaed (Munich)
Volume	30
Page Numbers	1080
Overview of Study	The Handbook Cultural Education (Bockhorst et al., 2012), assembles more than 180 contributions from nearly as many authors to present

	the theory and practice of cultural education. This is the first collective overview in Germany aiming to present a compilation of central concepts, discourses, empirical developments, and perspectives. The volume fails to include post-colonial, post-socialist and feminist perspectives as well as diasporic authors.
Summary of Findings	Based on different approaches to and understandings of “culture”, various concepts of cultural education in their relation to pedagogy, art and society – topics like globalisation, participation, migration, economy, collective memory, democracy – are discussed in part I. Part II is dedicated to data and empirical developments in the field – contributions address policy frameworks, cultural spaces, professionalization, research & evaluation and target groups.
Keywords	Global; diversity; heritage; participation; pedagogy

	Germany
Author	Braun, T., Witt, K. (eds.)
Publication Date	2017
Title	Illusion Partizipation - Zukunft Partizipation: (wie) macht kulturelle Bildung unsere Gesellschaft jugendgerechter?
Publisher	Kopaed (Munich)
Volume	54
Page Numbers	269
Overview of Study	This volume aims to contribute to a self-critical reflection in the field of cultural education and highlights participation as a basis for co- and self-determination.
Summary of Findings	The following questions are asked and discussed in this volume: What potential does the aesthetic-cultural practice offer for more participation of young people in politics and society? What possibilities are there, ranging from public decision-making processes to individual strategies? How does a participatory cultural education practice, which understands difference as normality, succeed? How do power and participation relate to each other? What does participation demand of the actors in federal, state, and local governments? And what do we do against participation bluff?
Keywords	Democracy; government; practice; participation

	Germany
Author	Braune-Krickau, T., Ellinger, S. and Sperzel, C. (eds.)
Publication Date	2013
Title	Handbuch Kulturpädagogik für benachteiligte Jugendliche
Publisher	Beltz (Weinheim)
Page Numbers	973
Overview of Study	In their handbook on cultural education for deprived adolescents, Braune-Krickau et al. aim at reacting to the challenges that participation and the lack thereof pose by giving an insight into various theoretical and practical perspectives on the topic. More than

	70 authors give different theoretical approaches, present several fields of action and name best-practice examples.
Summary of Findings	The fields of action that are examined in this handbook are art, literature, digital media, museums, music, games and gaming, dance, theatre, circus and artistry, film, photography, and table culture.
Keywords	Art; digital; heritage; literature; participation; performing arts

	Germany
Author	Commandeur, B., Kunz-Ott, H., Schad, K. (eds.)
Publication Date	2016
Title	Handbuch Museumspädagogik: kulturelle Bildung in Museen
Publisher	Kopaed (Munich)
Volume	51
Page Numbers	457
Overview of Study	This handbook claims to address museum professionals, teachers, students and decision-makers. In more than 50 contributions, experts from science, research and practice present the cultural education and mediation work in museums. Neither the issue of decolonization nor the participation/discrimination mechanisms operating in and through museums are touched upon.
Summary of Findings	Museum education is defined as the most comprehensive and multifaceted task of all museums; collecting, preserving, researching, and exhibiting alone are considered incomplete without the educational component to it. The contributors shed light on museum development, their perspectives on their tasks, structural issues as well as target groups, formats and methods of cultural educational theory and practice.
Keywords	Heritage

	Germany
Author	Dannenbeck, C.
Publication Date	2002
Title	Selbst- und Fremdzuschreibungen als Aspekte kultureller Identitätsarbeit: ein Beitrag zur Dekonstruktion kultureller Identität
Publisher	Leske + Budrich (Opladen)
Page Numbers	304
Overview of Study	Dannenbeck carried a study on cultural identity in “heterogeneous milieus. His theoretical background is informed by Cultural Studies (especially UK Stuart Hall), post-colonialism, gender studies and post-structuralism. The author pursues the question of when, how and why national-ethnic identities are assumed by young people and/or attributed to others, and when, how and why this specific category is chosen over many other types of identities/categories of difference (family clan, political orientation, gender, sexual orientation, religion, class, hobbies,

	preferences or dislikes etc.). To achieve this aim, ethnographic studies with young people have been carried out in an ethnically heterogeneous district in Munich in informal settings, under the assumption that activation of natio-ethnic self-attributions and othering is interlinked with social space.
Summary of Findings	A typology of cultural identity is deliberately avoided; instead, the attention is directed to the ideas and meanings of cultural identity and how it affects young people's behaviour. Dannenbeck understands identities as "a cultural positioning within a difference" that are always temporary, contextualized and situated e.g. within an interview. The interview processes themselves are the subject of the analysis – they are spaces of an on-going "struggle for meanings", and of interactive cultural identity work by all parties involved, including the interviewers.
Keywords	Diversity; family; gender; identity; qualitative

	Germany
Author	Eder, K.
Publication Date	2000
Title	Kulturelle Identität zwischen Tradition und Utopie: soziale Bewegungen als Ort gesellschaftlicher Lernprozesse, Europäische Bibliothek interkultureller Studien.
Publisher	Campus (Frankfurt/Main, New York)
Page Numbers	256
Overview of Study	This study is based in part on the results of a research project supported by the French-German Youth Office in the 1980s. By using the method of a sociological intervention (closely linked to Touraine) in three rural communities in the south of France, Bavaria and central Italy considered to be part of the New Social Movements, the researchers undertook an attempt to seek out the importance of collective, more precise national identities within the NSMs. The author asks the question of whether this group (NSM) has overcome, compensated, or suppressed its national identity through its common concerns (ecology, emancipation, peace).
Summary of Findings	Eder shows that the New Social Movements do not escape the logic of collective mobilisation that has already marked the mobilisation of national identity. The question of to what extent "new" identities can thus replace "old" (national) ones must therefore be answered in a differentiated manner. Instead of understanding the movement culture as the avant-garde of society, these movements are compelled to understand themselves as historical phenomena. For Eder, this implies a communicative taming of the New Social Movements, which could use narrative rather than exclusively argumentative approaches in their channels of communication to advance social learning processes.
Keywords	Identity; heritage; rural-urban; social movements

	Germany
Author	Ermert, K.
Publication Date	2009
Title	Was ist kulturelle Bildung?
URL	http://www.bpb.de/gesellschaft/bildung/kulturelle-bildung/59910/was-ist-kulturelle-bildung?p=all
Publisher	Bundeszentrale für politische Bildung (Bonn)
Overview of Study	In this online article, Ermert defines culture and education in an attempt to approach the concept of cultural education. He then places cultural education in the context of society and school education. Moreover, he names public and private institutions such as art and music schools, museums, theatres, culture centres, and libraries, in which cultural education takes place.
Summary of Findings	Ermert conceptualises cultural education as education towards cultural participation by stating that it is of utter importance for general education and by emphasizing its cruciality for political and societal participation as well as for personal development. Since creativity is a key competence in many vocational branches, he also underlines the relevance of cultural/aesthetical education for the economic development.
Keywords	Heritage; libraries; participation; performing arts; schools

	Germany
Author	Farin, K.
Publication Date	2011
Title	Jugendkulturen in Deutschland
URL	https://www.bpb.de/geschichte/zeitgeschichte/jugendkulturen-in-deutschland/36152/vorwort
Publisher	Bundeszentrale für politische Bildung (Bonn)
Overview of Study	In this online dossier on youth culture in Germany, Farin examines sub-cultures from the 1950s up to the present day by analysing processes of cultural identity formation.
Summary of Findings	According to Farin, some 20-25% of young people are a part of a sub-culture, with extended influence on the rest. In retrospective observation of youth sub-cultures in Germany since 1950, he finds that boundaries between the scenes have become more permeable. Hardly anyone remains affiliated to only one sub-culture. In his view, a growing group of young people adapt ambivalence and flexibility, a kind of neo-liberal cultural pattern, in their search of cultural identity. He discusses the 1950s, the Swinging Sixties, the uprising of the educated elite, the 1970s, punks, skinheads, hooligans, the 1980s, the 1990s, neo-Nazis, Goths, techno- and hip-hop-culture.
Keywords	Diversity; neo-liberalism; sub-culture

	Germany
Author	Fava, R.

Publication Date	2015
Title	Die Neuausrichtung der Erziehung nach Auschwitz in der Einwanderungsgesellschaft: eine rassismuskritische Diskursanalyse
Publisher	Metropol (Berlin)
Page Numbers	397
Overview of Study	In an anti-racist approach, Fava performs a discourse analysis of the image of migrant children in Germany against the background of the general immigration discourse.
Summary of Findings	Fava points out the constructed “migrant - German” dichotomy, based on either lack (migrant) or presence (German) of biographic involvement and guilt. German national identity is constructed as a community that has already learned its lessons from the horrors of the NS-history.
Keywords	Atrocities; discrimination; diversity; identity; minorities

	Germany
Author	Fiedler, H., Land, R., Martens, G., Roth, M., Schultze, B. (eds.)
Publication Date	2014
Title	Ausgrenzung hat viele Gesichter: Impulse und Reflexionen aus der kulturpädagogischen Praxis
Publisher	Kopaed (Munich)
Volume	44
Page Numbers	207
Overview of Study	In this volume, multifaceted exclusion and inclusion processes from/into cultural participation are examined. While inclusion is considered a central goal of cultural education work, it can also become a means of exclusion. Among other topics, the contributors discuss exclusion mechanisms that affect working-class children, people with mental health issues, and adolescents in custody.
Summary of Findings	The authors invite the readers to reflect on their professional repertoire and methods as well as their artistic means of expression. They reflect upon patterns of exclusion in offers, projects and programmes of cultural education and present practical impulses from theatre, dance, music, etc. that aim at recognizing and overcoming exclusion in cultural education practices.
Keywords	Discrimination; participation; performing arts; reflection

	Germany
Author	Fink, T., Hill, B., Reinwand-Weiss, V.-I. (eds.)
Publication Date	2015
Title	Forsch! Innovative Forschungsmethoden für die kulturelle Bildung
Publisher	Kopaed (Munich)
Volume	47
Page Numbers	215

Overview of Study	This anthology presents research methods that have been used by researchers in the Network Cultural Education Research in current publications. The special focus of the volume lies in a detailed description of the methods used and a discussion of the benefits and limitations for use in research on cultural education.
Summary of Findings	Reconstructive biographical research, user research, action research, observations, group discussions and quasi-experimental research are presented as possible survey methods in the field of cultural education. Sociological phenomenological analysis, Grounded Theory, and Qualitative Content Analysis of video material are possible analytical methods that are touched upon in various articles in this volume.
Keywords	Qualitative

	Germany
Author	Geißler, T., Zimmermann, O. (eds.)
Publication Date	2018
Title	Wertedebatte: von Leitkultur bis kulturelle Integration.
Publisher	Deutscher Kulturrat e.V. (Berlin)
Page Numbers	543
Overview of Study	The book by Geißler and Zimmermann summarises contributions from Politics & Culture, which is the newspaper of the German Cultural Council, from the last ten years.
Summary of Findings	These contributions shed light on various facets of the debate on so-called shared German values: the notion of <i>Kulturnation</i> (nation of culture or cultured nation), the responsibilities of the state regarding issues of culture and cultural literacy, freedom of art, Germany's cultural canon and Germany as a country of migration. The contributors also discuss topics like cultural integration and employment, cultural integration as a task for cultural institutions as well as the special role of religion in the integration debate.
Keywords	Identity; integration; minorities; religion; values

	Germany
Author	Habermas, J.
Publication Date	2017
Title	Keine Muslima muss Herrn de Maizière die Hand geben.
URL	https://rp-online.de/politik/deutschland/leitkultur-das-sagt-juergen-habermas-zur-debatte_aid-17919711
Publisher	Rheinische Post Online (Düsseldorf)
Overview of Study	With regard to the term <i>Leitkultur</i> and against the backdrop of the heavily mediated discussion on the refusal of Muslim women to shake hands with men, Habermas differentiates between “majority/minority culture” and “political culture”.
Summary of Findings	In Habermas' view, a normative leading culture is inconsistent with the Constitutional Law, which is at the core of political culture itself and protects minorities' cultural rights. As Habermas observes, this

	political culture is subject to constant change, not least because of the influence of immigrants and refugees.
Keywords	Minorities; religion

	Germany
Author	Hübner, K., Kelb, V., Schönfeld, F., Ullrich, S. (eds.)
Publication Date	2017
Title	Teilhabe. Versprechen?! Diskurse über Chancen- und Bildungsgerechtigkeit, Kulturelle Bildung und Bildungsbündnisse
Publisher	Kopaed (Munich)
Volume	55
Page Numbers	481
Overview of Study	The volume on “promises and reality” of participation contextualizes what has and what has not been achieved as far as educational justice is concerned, and how effectiveness of cultural education in terms of access and participation can be continuously reflected and evaluated.
Summary of Findings	This volume focuses on the lives and everyday worlds of children and adolescents. The editors operate a multi-faceted field survey of cultural education at the interface of cooperations. The authors, who are engaged in sports clubs, music, dance, and art schools, adult education centres, libraries and museums, as well as theatres and circuses, examine the field development of cultural education. At the same time, the authors name conceptual and political needs for action that can and should be used to combat educational injustice.
Keywords	Art; equality; heritage; libraries; performing arts; participation

	Germany
Author	Josties, E., Menrath, S.
Publication Date	2018
Title	Kulturelle Jugendbildung in Offenen Settings: Theorie, Praxis und Weiterbildung
Publisher	Kopaed (Munich)
Volume	60
Page Numbers	260
Overview of Study	This volume introduces the perspectives of young people, educators and artists on the field of cultural education in open settings, e.g. youth cultural centres, cultural initiatives and urban spaces of learning. Those working with young people in open settings encounter groups with diverse cultural practices. The diversity of places and participants poses a particular potential, but also a challenge for instructors of cultural education.
Summary of Findings	The volume is concerned with places and actors, professional backgrounds and practical approaches – from youth culture work over urban learning to creative biography work. Current discourses as well as results of a pilot project provide impulses for this intersection of pedagogical and artistic theories and practical approaches.

Keywords	Diversity; minorities; pedagogy
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	Germany
Author	Kollmorgen, R.
Publication Date	2010
Title	Diskurse der deutschen Einheit
Journal Title	Aus Politik und Zeitgeschichte
Publisher	Bundeszentrale für politische Bildung (Bonn)
Volume	60
Issue	30-31
Page Numbers	7 (6-13)
Overview of Study	In this article, Kollmorgen discusses various discourses that accompany the German unity (party political-programmatic discourse, sociological discourse, mass-media discourse).
Summary of Findings	Kollmorgen names the subalternity of East German perspectives in mainstream discourses as a problematic aspect of the dominant German cultural identity. West German standards are used to measure everything East German, preventing an adequate representation of East Germans in science, culture and media.
Keywords	Diversity; identity; sub-culture

	Germany
Author	Konietzko, S., Kuschel, S., Reinwand-Weiss, V.-I. (eds.)
Publication Date	2017
Title	Von Mythen zu Erkenntnissen? Empirische Forschung in der Kulturellen Bildung
Publisher	Kopaed (Munich)
Volume	56
Page Numbers	251
Overview of Study	Konietzko et al. present a collection of contributions from the 7 th conference of the Network Cultural Education Research offering empirical case studies and new research perspectives to analyse the processes and impacts of publicly funded cultural education programmes.
Summary of Findings	Insights into current (empirical) research approaches and papers show that we can abandon certain myths regarding cultural education. The topics of the contributions in this volume range, among others, from instrumental instruction in schools to transnational perspectives on cultural education research.
Keywords	International; schools

	Germany
Author	Liebau, E., Jörissen, B., Klepacki, L. (eds.)

Publication Date	2014
Title	Forschung zur kulturellen Bildung: Grundlagenreflexionen und empirische Befunde
Publisher	Kopaed (Munich)
Volume	39
Page Numbers	222
Overview of Study	This volume raises a threefold perspective on the research field of cultural education: In the first part, the field is examined regarding its metatheoretical and methodological foundations. The second part uses a large number of short project presentations to exemplify the diversity of the current research landscape, in particular with regard to specific research questions and research problems. The volume concludes with the research report of a large-scale research project in the course of which the field of cultural education in Germany has largely been recorded since 1990 and coded with methodological and thematic structural categories, as well as analysed with regard to the structure of the research portfolio and existing research gaps.
Summary of Findings	The contributions cover topics such as the hermeneutics of cultural education, evaluation and mixed methods in cultural education, biographical reconstruction of musical experiences, as well as studies on the educational effects of artistic activities, dancing experience, comics as an extended means for accessing educational theory, and sculpting.
Keywords	Pedagogy

	Germany
Author	Mecheril, P.
Publication Date	2015
Title	Kulturell-ästhetische Bildung. Migrationspädagogische Anmerkungen.
URL	https://www.kubi-online.de/artikel/kulturell-aesthetische-bildung-migrationspaedagogische-anmerkungen
Publisher	Kulturelle Bildung Online
Overview of Study	In this online article, Mecheril discusses the approach of migration pedagogy in the field of cultural/aesthetic education. The text is the merged version of two of Mecheril's previous publications (Mecheril, P. (2013). "Über die Kritik interkultureller Ansätze zu uneindeutigen Zugehörigkeiten - kunstpädagogische Perspektiven". In: B. Lutz-Sterzenbach, A. Schnurr & E. Wagner (eds.): <i>Bildwelten remixed. Transkultur, Globalität, Diversity in kunstpädagogischen Feldern</i> (27-36) Bielefeld: transcript; & Mecheril, P. (2013). "Ästhetische Bildung und Kunstpädagogik. Migrationspädagogische Anmerkungen." In: <i>Art Education Research</i> , 6 th edition. Kunstunterricht und -vermittlung in der Migrationsgesellschaft, Teil 1: Sich irritieren lassen.)
Summary of Findings	Mecheril warns that overemphasizing migration in the field of cultural education can lead to the culturalisation and aestheticisation of "the

	social” and to manifestations of so-called othering processes. Migration pedagogy considers a critical engagement with the system of cultural attributions and affiliations to be a central issue of cultural education. How those processes affect and construct cultural identities is further discussed in the paragraph on Cultural Identity and Youth. In clear distinction to intercultural approaches (see Intercultural Education), which aim at increasing learners’ tolerance through exploring their own and others’ spaces, practices and narratives, Mecheril’s vision is the creation of an aesthetic framework in which every learner can create spaces to try out, transform or reject patterns of cultural identity production.
Keywords	Diversity; identity; minorities; pedagogy

	Germany
Author	Mecheril, P.
Publication Date	2003
Title	Prekäre Verhältnisse: über natio-ethno-kulturelle (Mehrfach-) Zugehörigkeit
Publisher	Waxmann (Münster)
Page Numbers	433
Overview of Study	This study is concerned with affiliation with regard to a group of people – Mecheril calls them “other Germans” – who grew up in Germany and for whom several national contexts are of considerable significance due to attribution processes, (familial) migration biographies and habitual signs of “otherness”. The focus of the study is the question of what can be understood by ethno-cultural (multiple) affiliation. The question is examined by means of interrelated empirical and theoretical studies. Two case studies on the basis of interviews exemplify the precarious affiliation reality of the so-called other Germans.
Summary of Findings	Mecheril elaborates on how individuals become “other” subjects in an environment that is structured by difference and dominance relationships. In the empirical case studies, two theoretical explications are interwoven. The first explication deals with the notion of ethno-cultural belonging and explains the term affiliation, whereas the second one focuses on the characteristics of precarious affiliation. The study ends with reflections on conditions of social action under the condition of multiple affiliations.
Keywords	Diversity; identity; minorities

	Germany
Author	Mecheril, P., Castro Varela, M. do M., Dirim, İ., Kalpaka, A., Melter, C.
Publication Date	2010
Title	Migrationspädagogik, Bachelor, Master

Publisher	Beltz Verlag (Weinheim, Basel)
Page Numbers	192
Overview of Study	This short textbook for undergraduate and graduate students examines challenges and pedagogical concepts of migration pedagogy and provides answers that facilitate the practical examination in class and allow the phenomenon of migration to be understood as an opportunity.
Summary of Findings	After a general introduction to migration pedagogy and the history of migration, the discourses that govern educational studies regarding migration are presented. Furthermore, the concept of intercultural competence and the status of various migrant languages are touched upon. There are also chapters on the degradation of so-called migrational others, racism as a powerful organisation system and the recognition and surveying of affiliations.
Keywords	Discrimination; diversity; minorities; pedagogy

	Germany
Author	Messerschmidt, A.
Publication Date	2006
Title	Solidarität unter postkolonialen Bedingungen. Vom Umgang mit uneindeutigen Realitäten in einer globalisierten Welt (Lecture before the ESG Jena)
URL	https://www.mangoes-and-bullets.org/wp-content/uploads/2015/11/Messerschmidt_2006_Solidarit%C3%A4t-unter-poko-Bedingungen_vortrag_esgjena.pdf
Publisher	glokal e.v. Mangoes & Bullets
Page Numbers	8
Overview of Study	In this lecture, Messerschmidt reflects upon world views and self-images that enable solidarity in times of globalisation. She examines the historical conditions of globalisation from the point of view of colonial history, while at the same time underlining that current world problems cannot solely explained with colonialism. A postcolonial analysis also sensitises to the contradictions that are anchored in the process of liberation from colonialism. In the lecture, she focuses on some peculiarities of German colonial history.
Summary of Findings	Messerschmidt states that “the possibility of ignoring the crimes is not one available to everyone. As with the aftermath of all historical crimes, only the descendants of the offender's side can choose whether they want to remember or not. For the descendants of the colonized this option does not exist, because for them colonialism is a much deeper cut in their history, culture, self-image and position in the world.” She furthermore criticises that, so far, Germany has failed to hold an intensive debate on the aftereffects of its past colonial practice. She points out that this is one of the conditions to be able to reflect and follow up on postcolonial cultural and social theories.
Keywords	Atrocities; global; heritage; reflection

	Germany
Author	Meyer, F.
Publication Date	2018
Title	Die Gesellschafts- und Weltverwicklungen zum Thema machen: Alternativen zur Vermittlung von Regeln und Landeskunde ‘Deutschland’ im gesellschaftskundlichen Unterricht mit geflüchteten Jugendlichen in der Ausbildungsvorbereitung.
Book Title	Schroeder, J. (ed.), Geflüchtete in der Schule: Vom Krisenmanagement Zur Nachhaltigen Schulentwicklung
Publisher	Kohlhammer (Stuttgart)
Page Numbers	32 (182-214)
Overview of Study	In this article, Meyer presents her analysis and evaluation of curricula textbooks and educational practice in vocational classes for migrant youth on so-called German cultural values.
Summary of Findings	Meyer states that the curricula picture an idealised German society, which is in contrast to an imagined deficient “migrant culture”, whereby inequalities and diversity within the German society are completely ignored. Using the New-Year’s-Eve-2015-incident in Cologne, she demonstrates the fragility of democratic participatory approaches to cultural education of common (German) values: The incident reversed the German migration debate from propagating the <i>Willkommenskultur</i> (welcome culture) to implementing more restrictive migration and asylum policies. It was also instrumentalised to hurriedly change the curricula for new migrants and particularly for refugees. Before this event, didactic experts agreed that cultural values should be taught through discussion and negotiation. This democratic approach was abandoned in favour of authoritative teaching of normative culture imposed from above.
Keywords	Democracy diversity; minorities; pedagogy; schools; values

	Germany
Author	Piepenbrink, J. (ed.)
Publication Date	2016
Title	Holocaust und historisches Lernen
Journal Title	<i>Aus Politik und Zeitgeschichte</i>
Publisher	Bundeszentrale für politische Bildung (Bonn)
Volume	66
Issue	3-4
Page Numbers	37
Overview of Study	As there is a decreasing number of contemporary witnesses of the holocaust who will all have passed away in the foreseeable future, the question of how to deal with and learn from "unacceptable history" (Imre Kertész) is a new one. (How) can lessons from the Shoah be updated for future generations? Can there ever be positive lessons from negative history? Should the Holocaust be historicized in the future and included in a broader history of violence, or can it be used

	to deduce a kind of universalized morality that is reflected in increased human rights education?
Summary of Findings	Piepenbrink critically reviews the current state of German commemoration culture. Messerschmidt suggests that “responsibility”, as opposed to “guilt”, offers a less personalized and more abstract possibility of relating to NS-crimes without emphasizing national identity and origin.
Keywords	Atrocities; heritage; human rights; identity

	Germany
Author	Riegel, C., Geisen, T. (eds.)
Publication Date	2010
Title	Jugend, Zugehörigkeit und Migration: Subjektpositionierung im Kontext von Jugendkultur, Ethnizitäts- und Geschlechterkonstruktionen (2nd edition)
Publisher	Springer VS (Wiesbaden)
Page Numbers	351
Overview of Study	Riegel and Geisen analyse what they call ethnically-gendered attributions and natio-cultural associations young people with migrant background are confronted with, making their belonging a precarious issue.
Summary of Findings	The first part of this volume is concerned with locations in social and cultural spaces, whereas the second part focuses on negotiation processes regarding ethnicity and gender.
Keywords	Diversity; gender; identity; minorities

	Germany
Author	Schneider, E.
Publication Date	2018
Title	Von hybriden Schülerinnen und Schülern in Dritten Räumen: Rekonstruktion kultureller Bildungsprozesse im bilingualen Unterricht
Publisher	Springer VS (Wiesbaden)
Page Numbers	429
Overview of Study	In her dissertation, Schneider examines possible cultural educational processes in the classroom discourse of a study group in a secondary school. For this purpose, she videotaped a bilingual politics class that was asked to play a simulation game in which they build a village. Schneider conceptualises cultural education processes as subject education processes combining postcolonial theory as propounded by Bhabha, postmodern theory as propounded by Butler and a transformational understanding of education as proposed by Koller.
Summary of Findings	With her case study, Schneider makes an empirical contribution to the reification of the discourse on the assumed cultural potential of bilingual teaching. The documentation analysis of the teaching

	transcripts according to Bohnsack deconstructs the previous assumption of bilingual teaching as a third room with hybrid students and shows how heavily cultural positions are exposed to institutional discursive power.
Keywords	Language; pedagogy; schools

	Germany
Authors	Schütze, A., Maedler, J. (eds.)
Publication Date	2018
Title	Weißer Flecken: Diskurse und Gedanken über Diskriminierung, Diversität und Inklusion in der Kulturellen Bildung.
Publisher	Kopaed (Munich)
Volume	63
Page Numbers	193
Overview of Study	<i>Weißer Flecken</i> is a collection of professional discourses, personal essays and poetic texts dealing with discrimination and diversity in cultural education. It examines the structures, practices and methods of cultural education with regard to the reproduction and creation of unequal power relations. Beyond that, it is about the potential of cultural education in the context of empowerment, activism, resistance, and social transformation.
Summary of Findings	This publication claims to fill void spaces of hegemonic cultural knowledge production and knowledge production about culture. The contributors analyse and discuss the issues of racism, classism, ableism, adultism, and heteronormativity.
Keywords	Discrimination; diversity; minorities

	Germany
Author	Ziese, M., Gritschke, C. (eds.)
Publication Date	2016
Title	Geflüchtete und kulturelle Bildung: Formate und Konzepte für ein neues Praxisfeld, Kultur und soziale Praxis
Publisher	Transcript (Bielefeld)
Page Numbers	439
Overview of Study	How can people that are fleeing war, persecution, hunger and economic hardship exercise their rights to education and social participation in Germany? What are the appropriate formats of cultural education in order to draw attention to the realities of refugees and in order to enable networking and solidarity? The contributions in this volume examine these questions.
Summary of Findings	The articles show that cultural education is a field in which many ambitious projects with refugees are realised. The phenomenon of flight thus offers opportunities for a power- and difference-sensitive change of cultural and educational institutions and opens up opportunities for the revision of established action routines.
Keywords	Diversity; minorities; participation

	Germany
Author	Zimmerer, J.
Publication Date	2015
Title	Kulturgut aus der Kolonialzeit – ein schwieriges Erbe?
Journal Title	Museumskunde
Volume	80
Issue	2
Page Numbers	4 (22-25)
Overview of Study	Zimmerer states that the debate on German colonial legacy and the colonial amnesia, for many years a marginalized topic addressed mainly by Black and diasporic communities, dedicated civil society groups and political and academic activists, gained more attention in the mainstream research in recent years. Zimmerer looks at the involvement of museums that collect and exhibit colonial objects in depicting and popularising the colonial worldview.
Summary of Findings	Zimmerer states that museums that collected and exhibited colonial objects were often involved in depicting and popularising a colonial worldview. He furthermore comes to the conclusion that colonialism is not only a social practice controlling balances of power, but also a discourse on alleged differences with the aim of mutual delimitation, which regulates the relationship between colonisers and colonised individuals.
Keywords	Atrocities; discrimination; heritage

India

	India
Author	Appadurai, A
Publication Date	1995
Title	Playing with Modernity: Decolonisation of Indian Cricket
Book Title	Consuming Modernity: Public Culture in a South Asian World
Publisher	University of Minnesota Press, Minneapolis
Overview of Study	Appadurai characterizes cricket as a hard cultural form, which means it resists change and subversion. Despite this, the sport in India has been indigenized to such an extent that it is almost unrecognizable from its origin as a sport created for the Victorian elite. This paper studies the dimensions of decolonization, connecting it to larger political, social and development moments in India's colonial and post colonial history.
Summary of Findings	The journey of cricket and its process of decolonization in the Indian context contributed to the transformation of cricket into a national passion. It also resulted in a cricket that was completely divorced from its patrician origins, embracing aggressive competitiveness. Indian cricket is characterised now by other factors: it is seen as an embodied masculine practice deeply tied up with ideas of nationhood, national pride, achievement and success. However, as Appadurai speculates, it is still more popular than other sports because it allows a wide variety of groups (from investors and advertisers to upper and working class viewers) to experience 'means of modernity'. In cricket, the ends of modernity, so often debated in public life, are not as important as 'the feeling of Indianness' that is afforded to both producers and consumers of the sport.
Keywords	Heritage; identity; sport

	India
Author	Appadurai, A
Publication Date	1990
Title	Disjuncture and Difference in the Global Culture Economy
Journal Title	Theory Culture Society
Publisher	Sage Publications
Volume	7
Page Numbers	295-310
Overview of Study	Present day global cultural economy contains fundamental disjunctures between economy, culture and politics. Therefore, Appadurai points that it is no longer useful to theorize it with centre-periphery models, the push and pull model (migration theory), the model of surplus or deficit (trade) or the neo-Marxist theory of development which centres the consumer and producer. He proposes an elementary framework with five inter-related dimensions in order to study global cultural flow: a) ethnoscapes (moving groups or persons such as refugees, immigrants, tourists and exiles), b) technoscapes (high speed technologies that permeates borders), c)

	financescapes (complex and rapid movement of mega-monies) , d) mediascapes (the production and dissemination of information through images which construct imagined worlds and protonarratives of possible lives) and e) ideoscapes (images of ideologies of states and counter ideologies of movements).
Summary of Findings	Appadurai finds that a central feature of the globalization of culture is the mutual cannibalisation of sameness and difference. The ugly sides of this cannibalisations are riots, ethnocides and state sponsored torture. The more optimistic sides are the emergence of progressive, transnational groups and individual horizons of hopes. There are countless examples of both these sides of the same coin. Globalization of cultures are the products of sameness and difference on a stage characterised by the radical disjunctures described in this paper.
Keywords	Atrocities; diversity; globalisation

	India
Author	Appadurai, A
Publication Date	2006
Title	The Right to Research
Journal Title	Globalisation, Societies and Education
Volume	4
Issue	2
Page Numbers	167-177
Overview of Study	This paper argues that doing research should not be the privilege of the educated elite. It should be forwarded as a human right for citizens from less than privileged economic and social backgrounds. The right to research is crucial to claims on citizenship, in the sense that research can be a way in which people, especially the youth, occupy and engage with public spaces, their material environments and their position as rights-bearing citizens. Appadurai illustrates his argument for a rights-based definition of research with an ethnography of the role and aims of PUKAR (Partners for Urban Knowledge and Research), a Mumbai-based organisation that engages the youth in research and documentation. Young ‘career researchers’ as well as professionals from outside traditional research locations are mentored by an older generation of researchers and professionals. The goal of PUKAR is to centre the importance of research in the arts, humanities, media and films. Non-English speakers are active in PUKAR and use unique strategies to document and research parts of their lives and so engage with what it means to be young and living in a fast developing cosmopolitan urban India. There is an emphasis on the potential of research and documentation as an intervention. In its aims and methods therefore, PUKAR is able to imbue young people with the confidence to become active participants in a process of change, it enables them to view their city and lives as an object of study and it democratizes knowledge.
Summary of Findings	According to Appadurai, research is not just the production of new knowledge but the ability to systematically increase one’s current

	knowledge in a way that empowers, motivates and strengthens the quality of life. This new, broader doctrine of research holds the inherent capacity to aspire, thus making it a truly democratic tool.
Keywords	Citizenship; democracy; knowledge; participation

	India
Author	Devy, G. N
Publication Date	2013
Title	Culture and Development, an Experiment with Empowerment
Journal Title	Field Actions Science Reports The journal of field actions
Issue	Special Issue 7
Page Numbers	1-6
Overview of Study	The experiments detailed in this paper relates to two social groups: the Adivasi Community and the former ‘Criminal tribes’ known as the Denotified Tribes (DNTs). The paper outlines the work of Bhasha, a Research and documentation centre for the promotion of Adivasi Languages which carries out a range of community-led initiatives such as oral magazines (to be read out rather than distributed for individual reading) in languages spoken by Adivasi communities, a publishing and book distribution house that functions as a cultural and literacy platform, a craft-cooperative that relies on the use and functionality of objects that drew on the collective imaginary and a radio magazine.
Summary of Findings	Devy’s argument in this paper is that cultural parameters have to work in tandem with development initiatives in order to sustain empowerment of historically disenfranchised communities. His paper draws mainly from the work or initiatives by the Adivasi Academy, Tejgadh (Gujarat state, India) that works to empower Western India’s Adivasi or tribal communities. The kind of development work undertaken by the Academy places material realities within histories of marginalisation and discrimination and involves the community in realising the value of this twin perspective.
Keywords	Community; discrimination; heritage; language; media

	India
Author	Jeffrey, C., Jeffery, R., Jeffery, P.
Publication Date	2004
Title	Degrees without Freedom: The Impact of Formal Education on Dalit Young Men in North India
Journal Title	Development and Change
Volume	35
Issue	5
Page Numbers	963–986
Overview of Study	This paper examines how young Dalit men in Uttar Pradesh perceive and value formal education and how they deal with the failure of the promises of education when it comes to employability in respectable

	<p>jobs. The study was conducted via semi structured interviews with Chamar (a former untouchable caste) men as well as with parents and educators.</p> <p>Access to formal education in Uttar Pradesh gives Chamar men a sense of confidence and self worth. Through access to schooling they are to some extent able to claim a dignity that was not afforded to them or their families. The men interviewed, made a distinction between themselves as educated Dalits and peers who were uneducated. This distinction manifested in a dignified demeanor, good manners, dress, comfort with modernity, ease in urban spaces and even a change in the way one spoke. They also attributed their change in tastes when it came to the consumption of cultural forms like films to their access to formal schooling. It appeared that education gave them the means to be valued on their achieved status rather than on their ascribed status.</p> <p>However, this newly acquired social capital and confidence did not easily translate into respectable salaried employment. Educated Chamar men found themselves without the informal networks and inside information that would allow them to get their foot in the door of steady government employment (seen as aspirational because of the dignity of labour, steady income and the social status it affords). They also cited corruption in the system and no access to the funds that other candidates used to bribe officials. The young men perceived their unemployment as a personal loss, describing themselves as wanderers and useless, terms that convey their sense of wasted potential and the time lost in schooling themselves. Interestingly, their frustration did not translate into aggression or violence. Many did some political work with the BSP, but they still expressed disenchantment with the potential of political parties to bring change in the lives of the Dalit community. Their frustration found voice in what Jeffery and others call a culture of resentment among educated Dalit men which they deal with either by expressing anger or with a sense of humour – teasing each other, horseplay etc. As a result of this crisis, data shows parents of Chamar men have stopped investing in education for their sons.</p>
Summary of Findings	This paper explores the potential of formal education in uprooting entrenched social and class discrimination. Jeffery and others argue that without a redistribution of material resources and social networking opportunities, any investment in development initiatives concerning formal education will ultimately be limiting.
Keywords	Discrimination; employment; qualitative

	India
Author	Joseph, S
Publication Date	1998
Title	Interrogating Culture Critical Perspectives on Contemporary Social Theory
Publisher	Sage Publications
Overview of Study	Joseph points out some limitations in the way we think about culture and cultural studies. A lot of what was written about culture, was

	grounded in simpler and more isolated societies. Culture has not been conceptualised as being rooted in the material dimensions of social life. It is understood as happening independent of crucial power hierarchies that exist within a society. Joseph brings out that competing definitions of power exist across various schools of thought. India, a post-colonial state constructed culture through an orientalist gaze when the landmass was still governed by the British. Indologists, focusing on a glorious past, were conservative and nativist in their understanding of Indian civilisation and deliberately neglected Dravidian culture and traditions. The importance of Sanskrit and the myth of the Aryan Race are examples of the legacy of this school. Nationalist writings on Culture were also as conservative and essentialist, drawing inspiration from the unbroken continuity and achievements of Indian Culture. Any decay and degeneration of culture was attributed to British and Mughal rule. Nationalists, however, disagreed with the view that India was lacking in science and technology. Decolonization reinterpreted culture and tradition guided by contemporary needs. Critiques of orientalism soon gave way to a focus on the cultures of modernity.
Summary of Findings	Joseph argues that we should bring political theory back to cultural studies and explore a more inclusive universality. Political theory needs to be guided by humanist ideals and more committed to liberatory goals. So far, whatever has been written about culture emphasized the political importance of culture but did not confront issues of social power. As far as concerns the political in India, Joseph attempts to address power and knowledge in relation to culture.
Keywords	Diversity; values

	India
Author	Lukose, R
Publication Date	2010
Title	Liberalization's Children
Publisher	Orient Blackswan
Overview of Study	<i>Liberalization's Children</i> explores how youth and gender become sites for the politics of globalization in India. Lukose shows how anxieties over globalization manifest in multiple kinds of gender politics. Women's place in public and sexual exploitation occurs within an expanding world of commodity culture. She tracks the various forms of masculinities and femininities through which young people navigate public spaces of education and a wider commodity culture. She also mediates multiple locations to produce knowledge about gender in India and Kerala. The book focuses on some key cultural practices that young people understand to be emblematic of their lives as consumers and citizens.
Summary of Findings	The first chapter outlines the author's reason for choosing Kerala as a site for exploring youth, gender and consumerism in a Globalized India. Lukose sketches the background of Kerala from its historically important systems of matrilineal kinship amongst upper castes to the rise of the political left and finally to the advent of globalization and

	transnational migrations in the 1990s. The second chapter examines how new patterns of consumption among young people become axes through which young men and women may make claims on public life. The third chapter focuses on narratives of modern romance. The fourth chapter moves to the site of student politics. It examines the masculinist underpinnings of the space of student politics that are rooted in colonial and post colonial developments. The fifth chapter looks at education and caste. In particular it tries to explore the politics of identity and secularism within the space of a mid-size low-caste college. In an epilogue, Lukose describes the impact of the 2006 Bollywood blockbuster film 'Rang De Basanti' in order to show how the youth, as gendered consumer-citizens inform the discourse of 'India Rising'*.
Keywords	Discrimination; diversity; equality; gender; globalisation

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	India
Author	Lukose, R
Publication Date	2005
Title	Consuming Globalization: Youth and Gender in Kerala, India
Journal Title	Journal of Social History
Volume	38
Issue	4
Page Numbers	915-935
Overview of Study	In this paper, Lukose examines the space of consumption, not as something that already exists, but as an object that can be discursively produced. In India, discourses of consumption are in constant interaction with globalization. However, they also tread on colonial legacies and the nationalist project and ideology that concerns itself with the position of women in the public/private and tradition/modernity dichotomies. Lukose begins with a discussion of Globalization at a national level, particularly the contested spaces of fashion, beauty and youth. She then exposes the gendered nature of consumption patterns among the youth through ethnographic material in Kerala.
Summary of Findings	The economic liberalization policies in the 1990s fashioned a new consumer citizen through specific images. The site of consumption in the state of Kerala is gendered with different rules for the young men and women who negotiate it. The hyper-fashionable young male whose aesthetic is modeled on popular film stars and music videos is seen to celebrate freedom, physicality and romance. The youth slang word 'Chethu' which can be translated as 'fashionable' but also has many more meanings and values attached to it, is used to describe this sort of male. He is carefree, unconcerned about the future and spends time with friends at the movies or at a beer parlour. Youth and fashion as sites of consumption play out differently when women are the consumers. This can be explored through the Miss Kerala beauty pageant held in the mid-1990s, which significantly, was attended by middle class, upper caste or Non-Resident Kerala women.

Keywords	Gender; globalisation; values
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	India
Author	Narayan, U
Publication Date	2000
Title	Undoing the Package Picture of Cultures
Journal Title	Signs
Volume	25
Issue	4
Page Numbers	1083-1086
Overview of Study	Narayan describes 'the package picture of culture' as distinct, culturally essentialist packets of 'Western Culture' and 'Non-Western Culture'. This tendency to view cultures as packaged entities is rooted in the colonial project. Viewing cultures as package pictures presents particular challenges: A) Members are assigned to a package in an uncomplicated way, the assumption being that all members share commonalities and values. B) The historical and political processes behind certain cultural practices and values get obscured, often to the detriment of subordinate members of the group and C) A selective labelling occurs wherein dominant members of a group designate certain changes as cultural preservation and others as cultural loss.
Summary of Findings	Narayan argues for an urgent disruption of the package pictures of cultures. Viewing cultures as fluid entities makes it necessary for members of each group to inform themselves of the values and the practices of the other. This way, a Western feminist may use a reflexive and critical engagement when she disagrees with an Indian cultural value or practice, instead of directly imposing a Western value on an analysis.
Keywords	Diversity; heritage; practice; reflection; values

	India
Author	Narayan, U
Publication Date	1998
Title	Essence of Culture and a Sense of History: A Feminist Critique of Cultural Essentialism
Journal Title	Hypatia
Volume	13
Issue	2
Page Numbers	86-106
Overview of Study	This paper explores the relationship between gender essentialism and cultural essentialism. In avoiding gender essentialism, feminists often subscribe to cultural essentialism. The colonial encounter relied heavily on the insistence of difference, creating sharp, absolute contrasts between 'Western Cultures' and 'Other Cultures'. However, there were profound similarities between the two which got obscured in the process: e.g.,

	<p>hierarchical social systems and the subjugation of women. The insistence on difference resulted in distorted representations of the other, reiterated and affirmed by both the colonized and the colonizer. In a post-colonial context, there is an invariable replication of essentialist notions of the West and the Third world. Cultural essentialism poses two kinds of challenges for third world feminist agendas. a) Norms and practices affecting the social state of women are central to the efforts of resisting westernization. This makes any resister a traitor to nation and culture, b) Cultural essentialisms are used to justify the oppression and exploitation of minorities and marginalized groups since any political advocacy or demand for rights is seen as Western ideas of culture.</p> <p>Relativism (an insistence on sameness) is seen as an alternative to cultural imperialism (the notion that the Other is different and inferior to the Western subject), but was used by colonial expansion for dangerous ideological ends. Insofar as relativism relates to the colonial pictures of essentialisms, it becomes a danger to feminist agendas.</p>
Summary of Findings	<p>Narayan argues that the only way to combat cultural essentialism is to adopt a position that restores a history and politics to the commonly held a-historical pictures of culture. Narayan argues that rather than criticizing a notion for being western, feminists are better served centring the colonial encounter in analysis. However, one should be critical of how political rhetoric can polarise Western and Non-Western values.</p>
Keywords	Diversity; gender; heritage; identity

	India
Author	Niranjana, T., Sudhir, P., & Dhareshwar, V
Publication Date	1993
Title	Interrogating modernity: Culture and Colonialism in India
Publisher	Seagull Books g
Overview of Study	<p>The essays in this book stress the material nature of culture, the connection of culture and ideology and the relationship between knowledge and power. Each of them attempts to break the boundaries of their respective disciplines and create a new object of study. The essays foreground the ‘impure’ beginnings of various cultural practices, forms and institutions thus helping us come to terms with our own modernity. In a sense they contribute to analysing culture in a politically sensitive mode, which the authors argue, is crucial to charting a new post colonial future.</p>
Summary of Findings	<p>The intertwined terms ‘culture’ and ‘Indian’ were framed differentially by both the West and the Orient. The West mobilised Indian culture to differentiate its identity from that of the Oriental other, while the Orient attempted to define itself through culture. Present day cultural phenomena are weighed down by the burden of a glorious, golden past, which is a part of the colonial legacy. A wide range of phenomena mark the cultural in contemporary Indian society, from the more identifiable - Hindi Cinema and its star system- to the more insidious – women’s movements or demands for regional autonomy. These phenomena appear at the intersection of gender,</p>

	class, caste and religion and complicate both the terms ‘Indian’ and ‘Culture’, making it difficult to view Indian Culture as a unified whole. The editors suggest that rather than viewing culture as a ‘way of life’, we see it as ‘ways of struggle’. They attempt to do this by tracing the career of the word ‘culture’ genealogically.
Keywords	Diversity; equality; heritage

	India
Author	Niranjana, T
Publication Date	2013
Title	Music in the Balance: Language, Modernity and Hindustani Sangeet in Dharwad
Journal Title	Economic and Political Weekly
Volume	48
Issue	2
Page Numbers	41-48
Overview of Study	In the early 20 th century, the Dharwad region was known as the Southern Maratha Country on official British records. The region was home to a proliferation of Hindustani Sangeet, which flourished despite and against the kind of debates on language that were crucial to the cultural transformation of the region. Using anecdotes, Niranjana shows how the language question (essentially a tussle of linguistic dominance between Kannada and Marathi) was negotiated through the vocal music tradition of Hindustani Sangeet. What we now understand as Hindustani Sangeet, a distinct and recognisable body of music, evolved over about 400 years and existed at various historical junctures in very different social spaces. Today, Hindustani Sangeet is seen as an undisputable form of Indian Classical Music with its biggest contributors located firmly in the West, particularly Maharashtra. However, as Niranjana points out, North Karnataka also contributed to the form, even transforming it by having Lingayat caste performers sing alongside Brahmin ones. Hindustani Sangeet was central to the Kannada Sangeet, a musical play that was very popular. Niranjana posits that the role of Hindustani Sangeet in the play allows us to see how the language question became displayed onto the music question. Hindustani Sangeet flourished in Dharwad alongside the Kannada identity movement, a movement which was premised on the unification of Kannada culture, language and history. Thus cultural configurations and acts embody themselves in national and regional identities.
Summary of Findings	Niranjana argues that cultural labour (the work involved in practicing, performing, teaching) is responsible for social transformation and processes (new ways of living, thinking and creating). Hindustani Music, a part of cultural labour in Dharwad during the rise of Kannada nationalism, offers insight into processes by which one aspired to be modern in the 20 th century.
Keywords	Heritage; identity; language; music

	India
Author	Niranjana, T
Publication Date	2010
Title	Why Culture Matters: Rethinking the Language of Feminist Politics
Journal Title	Inter-Asia Cultural Studies
Volume	11
Issue	2
Page Numbers	229-235
Overview of Study	The feminisms in different regions across South Asia don't always speak to each other, given how individual women's movements in these regions are grounded in local contexts. Niranjana proposes that this gap be addressed by understanding why culture matters to feminism in non-western societies. Unlike in the west, where feminism interrupted already established vocabularies of studying culture, feminism in South Asia is foundational to the emerging area of cultural studies. Feminist scholars in the West have theorized the nature-culture binary, where women were considered close to nature and therefore subordinate to culture. However, in India, notions of culture were central to identity formation in a newly decolonized State. Culture became a way to differentiate between the colonized and the colonizer. Women became the repositories of a culture and tradition which necessarily had to remain static and unchanging, even while men were free to be recast as modern, rational or Westernized. Since culture (as upheld by normative Indian femininity) was employed to mark the superiority of the colonized from the colonizer, women could not freely participate in the processes of modernity. The conflict between modernity and culture is effectively illustrated by Niranjana through the Pink Chaddi Campaign of 2009.
Summary of Findings	In 2009, members of the Hindu Right-wing organisation Sri Ram Sene attacked a pub in Karnataka, beating up and driving out women patrons. In response, large numbers of women and citizens online began sending pink panties ('chaddis' in the local language) to Sri Ram Sene headquarters on Valentine's day. The campaign was unprecedented in the idiom it used and because it started online. The PCC marks a shift in feminist politics in India. Through it, sexuality became a site for arguments over cultural difference as well as for questions of modernity.
Keywords	Discrimination; diversity; identity; heritage

	India
Author	Rajadhyaksha, A
Publication Date	2003
Title	The 'Bollywoodization of the Indian Cinema: Cultural nationalism in a Global Arena

Journal Title	Inter Asia Cultural Studies
Publisher	Routledge
Volume	4
Issue	1
Page Numbers	25-39
Overview of Study	In this paper, Rajadhyaksha differentiates between Indian Cinema and Bollywood. He claims that by separating the two we come closer to understanding the successful export of films made in the Indian subcontinent. This separation will help understand why this particular juncture in time has seen such a spike in the popularity of Indian films and Indian film personalities abroad. The main thrust of his paper is to examine why Indian Cinema, occupies an illegitimate space as regards national industry status, despite its position as a staple mass culture industry highly visible in the Indian public sphere. Further he examines the role of globalization, modernism and the rise of Bollywood culture in the new reconfiguration of cinema today.
Summary of Findings	Rajadhakshya claims that the Bollywood culture industry exports Indian Nationalism, now commodified as ‘our’ culture. However, in so doing it unwittingly exports the inherent conflict of nationalism – the divide of democracy versus modernity. Divides over modernism have always been central to the story of Indian civil and political society. In recent years, Bollywood has pulled off the export of cultural insederism to places outside Indian borders and has made sure it is far removed from the political move to create a category of citizen. In conclusion, Rajadhyaksha urges theorists and practitioners of Bollywood culture to use this transition to rewrite the trajectory of modernism itself, especially as it concerns the historical linking of India to the West. He also urges a closer examination of the cultures that resist economic and political resolution. The capital that seemingly floods the Bollywood industry mostly flows to its ancillary structures – special effects, product placement and so on. This will reveal how though Bollywood has reconfigured Cinema, there are still areas within it that do not translate to a new corporate economy.
Keywords	Film; identity; globalisation

	India
Author	Sinha-Kerkhoff, K
Publication Date	2011
Title	Seeing the State Through Youth Policy Formation: The Case of the State of Jharkhand
Journal Title	Africa Development
Volume	36
Issue	3/4 Special Issue on ‘The Ideologies of Youth’
Page Numbers	67-88
Overview of Study	This paper deals with the State constructed category of Indian Youth, though its focus is on how the State constructs itself, its self-image and its expert-led knowledge production on Youth. Sinha-Kerkhoff attempts

	<p>an ethnography of the State and examines its everyday practices to understand why the State positions itself as the adult and the youth as an ‘intimate other’. The paper is based on her experience working as a consultant on the drafting of the Jharkhand Youth Policy formulation 2006, a move by the Government of Jharkhand.</p>
<p>Summary of Findings</p>	<p>The first section of the paper deals with how the State constructs the youth as an intimate other. Youth was a category that the government officials themselves did not belong to, i.e. the other. The speakers recognised that they once belonged to the category under discussion and hence could draw on the memory of when they were the youth, i.e. the intimate other. In recognising that the youth was an intimate other, the State positioned itself as an adult. The second section of the paper addresses how the State sees the status of the Youth – a vulnerable, “at-risk” category in every sector. Here Sinha-Kerkhoff shows how othering is never a process of equality. It is either a hierarchical subsumption (‘we know better’) or a negative mirror image of the other (‘old against young, tired against energetic’). The third section shows how the state seeks to form an alliance with the youth, whom they see as ‘the hope of the nation’. The State finds it profitable to invest in the youth by providing them with environments and policies that impart values and a strong social and civic sense. This will result in the Youth “making the right choices”, being obliged not only to enjoy their rights but also do their “duty” for the State thus restoring it to its glorious past.</p>
<p>Keywords</p>	<p>Equality; government; values</p>

Latvia

	Latvia
Author	Austruma, S.
Publication Date	2014
Title	Patērētājkultūras vērtību rezonanse jauniešu domāšanā
Journal Title	Kultūras krustpunkti
Publisher	Rīga: Latvijas kultūras akadēmija
Volume	6
Page Numbers	169-181
Overview of Study	The author focuses on the notion of “cultural globalisation” and describes it as a phenomenon of interaction of various areas of culture and a result of the rapid merging of education, economics and politics, as well as the legitimisation of these interdisciplinary activities. Due to the monetary educational reform strengthened and implemented according to the needs of a consumer society, young people in Latvia experience incompatibility of transfer of terminal and instrumental values. The authors of the educational reform, by mutual agreement with the creators of economic policy, are implementing “The Financial Literacy Strategy for Latvia’s Population for the Period 2014–2020” aimed to raise the level of financial literacy of the population and to reach the strategic goal to create a new type of member of society who will maintain and express consumer culture as a lay person.
Summary of Findings	Despite the fact that the content of education in the country is negotiated in accordance with the needs of the development of student competences, the creators of the economic policy in the global cultural flow with strategies characteristic of a short-term, transitory policy have greatly influenced it. More specifically, the need for changes in values of the school youth and human values included in the contents of arts subjects has been observed.
Keywords	Economy; globalisation; government; values

	Latvia
Author	Daugavietis, J.
Publication Date	2015
Title	Amatiermāksla Latvijā: Kopienas attīstība un kultūrpolitika. promocijas darbs doktora grāda iegūšanai socioloģijā [darba zinātniskā vadītājs aivars tabuns]
Publisher	Riga: University of Latvia
Overview of Study	The aim of the thesis is to explore the use of amateur cultural activities in the development of Latvian rural communities. The study analyses the significance of amateur arts in Latvia’s development and cultural policies, and their contribution to the development of rural communities, assuming that amateur arts are an essential development resource with great potential not utilized actively enough. The doctoral thesis is grounded in capital, community development and cultural participation theories within a sustainable development approach. Both qualitative and quantitative methodological approaches were

	used in the collection and analysis of data. The main sources of information and data are cultural statistics and research into cultural participation, in-depth interviews with experts, political documents, regional press, and a case study.
Summary of Findings	Based on the results of the analysis of development theory, policies, and practices the cultural activities of fragmented societies are seen as one of the rare opportunities to form and maintain a community as they ensure both a regular and direct interaction of individuals and reflection on identity and common values and their systematic cultivation. In Latvia, within the cultural policy and administration in the field of amateur arts, there is a continuation of the paternalistic cultural policies established during the Soviet period, in which inhabitants (amateurs) are the receivers of a service rather than active and self-organised citizens. Latvia's amateur arts differ from the ideal practice of civil society's cultural participation as described in theory. The inadequate 'social strength' of Latvia's rural amateur arts is explained by the weakness of civil society (non-governmental organisations, societies, informal groups).
Keywords	Community; identity; participation; rural-urban; values

	Latvia
Author	Demakova , H.
Publication Date	2008
Title	Pēcvārds. Latvijas kultūrpolitika kā tradicionālā procesa pārmantotāja un (ne)pragmatiskas cīņas lauks
Journal Title	Kleins, A. Kultūrpolitika. Tulk. U. Sedleniece
Publisher	Rīga: Jāņa Rozes apgāds
Page Numbers	213-241
Overview of Study	This epilogue written to the Latvian translation (2008) of Armin Klein's "Kulturpolitik. Eine Einführung, 2005) provides a focused insight into Latvia's most important cultural policy-building aspects and the depiction of the tragic past of Latvia emphasises the significance of cultural policies as a means for preserving the national statehood, national identity, and national language. The author focuses on the importance of young people's cultural education and depicts it as a unifying element between various cultural and historical periods. The study is based on the linkage of the renewed cultural policy of Latvia to the political course and the formation of civil society, the association of cultural policy and the state budget with policy planning documents, the cultural policy in the context of new economic tasks, access to cultural self-sufficiency in the international context of Latvian cultural policy.
Summary of Findings	The backbone of all decisions of policy makers is an absolute desire of the majority of Latvian citizens to have their own sovereign country and one official language – the Latvian language. Latvia's cultural wealth is made up of its cultural and historical monuments – material culture and intangible cultural heritage. The Nationwide Latvian Song and Dance Celebration is one of the most vivid cultural phenomena of

	Latvia, which the cultural policy of the 21st century links to the continuation of the local folklore tradition and intangible cultural heritage. Latvia is characterised by both an atypical number of amateur collectives (choirs, dance and folklore groups, amateur theatre, etc.) and quality professional art.
Keywords	Art; government; heritage; identity; language; performing arts

	Latvia
Author	Ekmanis, I.
Publication Date	2016
Title	Steps of the Nation: Latvian Dance and Identity in the Diaspora
Journal Title	Kultūras Krustpunkti
Publisher	Rīga: Latvijas Kultūras akadēmija
Volume	9
Page Numbers	72-88
Overview of Study	The study investigates the impact of folk culture and folk dance groups on building the civic and cultural identities in the Latvian diaspora. It presents a case study of an American-Latvian folk dance group, using a mixed-method approach. The author argues that participation in folk culture provides access to the Latvian nation and an element of Latvian identity, regardless of ethno-linguistic background or home country.
Summary of Findings	A folk dance in particular is not an ancient relic but a living element of the Latvian culture. It is also the one that has been and remains accessible to people beyond the titular nation both within Latvia's borders and in the diaspora. Long-term observation of folk dance group participants, multiple in-depth, open-ended interviews with them reveal that participation in rituals of Latvian folk culture enables (émigré) Latvians to remain part of the Latvian nation. Engagement in folk culture groups provides an opportunity to build not only cultural identity but also a civic one. The ritual of rehearsals, performance and socialization provides individuals with the opportunity to engage together in community building that not only strengthens the relationships of individuals but also builds the social capital of the community and the ability to develop a cultural appreciation that contributes to the formation of Latvian identity. Thus, participation in the ritual of folk dancing fosters collaboration between ethnic and non-ethnic Latvians.
Keywords	Diasporas; heritage; identity; participation; performing arts; qualitative

	Latvia
Author	Laķe, A., and Vinogradova, L.
Publication Date	2016
Title	Visual Research Methods in the Study of Tradition: The Case of the Latvian Song and Dance Celebration

Journal Title	Kultūras krustpunkti
Publisher	Rīga: Latvijas Kultūras akadēmija
Volume	9
Page Numbers	50-71
Overview of Study	<p>The study is aimed at specifying the ways in which the application of visual research methods to the exploration of tradition advances its understanding. The authors theoretically approach the form of the tradition as crucial in providing mechanisms for the preservation and transmission of cultural traditions.</p> <p>The need to find research methods that would account for the subjective expressions of tradition and allow tradition carriers themselves to reflect on their traditions is acknowledged. The authors attempt to test the applicability of visual research methods hitherto seldom used in the study of tradition, choosing everyday practices of the Song and Dance Celebration movement as a case study (observation of 14 arts groups, nine in-depth interviews) The research pays special attention to the tradition carriers' ability or inability to reflect on and communicate their ideas of tradition.</p>
Summary of Findings	<p>Being a subjective phenomenon, tradition does not easily yield sufficiently valid and nuanced explanations if it is studied by methods of social sciences and humanities, because tradition includes intangible and symbolic aspects whose significance cannot always be revealed through verbalization. Visual research methods being an innovative interdisciplinary alternative to the conventional empirical data collection methods allow identifying the different stages of tradition and its practices. Visual data, especially in combination with conventional research methods, give tradition carriers more freedom to reflect on their traditions and reveal the aspects (such as emotions and feelings) not disclosed by observation or in-depth interviews.</p>
Keywords	Heritage; identity; performing arts; qualitative; reflection

	Latvia
Author	Margeviča-Grinberga, I.
Publication Date	2015
Title	Jauno pedagogu starpkultūru izglītība Latvijā: iespēju un prakses izvērtējums
Book Title	Lulle, A., Kļave, E. (eds.) Radot iespējas attīstībai: diasporas bērnu un jauniešu izglītība
Publisher	Rīga: Latvijas Universitātes Akadēmiskais apgāds
Page Numbers	163-184
Overview of Study	<p>The article presents a theoretical view on intercultural competence (Porcher, Abdallah-Pretceille 1999; Wimmer 2004; Wulf 2001; Ruhloff 1986; Rauschender 2001) and its promotion, and also analyses the results of a study (a survey of teachers). The study aims to seek views and investigate experience of Latvia's young teachers in working with children who have been educated in another country, not in Latvia, at some point in their lifetime and to explore the</p>

	opportunities offered in the education of Latvia's teachers for developing their intercultural competence.
Summary of Findings	Education of teachers in Latvia does not provide sufficient development of their intercultural competence for work in a multicultural society. The theoretical analysis and results of the empirical research reveal that there is a gap in Latvia between the knowledge and skills acquired by teachers during their studies and the knowledge and skills required to work in a multicultural environment. Teachers are not prepared to work with pupils having different cultural backgrounds. To enhance the inclusion of intercultural education content in the study process at universities, the following recommendations, among other recommendations to professionals and education policy planners involved in teacher education, should be highlighted: include intercultural education in all professional education programmes of teachers and ensure an opportunity for them to acquire up-to-date knowledge and understanding of diversity and its challenges to society; upgrade intercultural communication skills of teachers to facilitate professional cooperation with pupils and their families having different cultural backgrounds, etc.
Keywords	Diversity; integration; participation; teacher training

	Latvia
Author	Mellēna, M.
Publication Date	2015
Title	The Communicative Dimension of Tradition: Preservation, Inheriting, Instantiation in Use
Journal Title	Kultūras Krustpunkti
Publisher	Rīga: Latvijas Kultūras akadēmija
Volume	7
Page Numbers	25-34
Overview of Study	The objective of the study is to explore various aspects of the understanding of tradition and distinction of notions related to it with an aim to form a modern multi-dimensional understanding of tradition as a social phenomenon in the actual cultural processes. The key research method used in the study is the analysis of texts through qualitative analysis, using the hermeneutic method of text interpretation. The historical description is suitable for the history and genesis of terms, the systemic and functional analysis, communicative field theory and hermeneutic narrative theory – for exploration of a phenomenon. The author shows distinctions and their mutual interaction defined by tradition-related notions: traditional culture, folklore, heritage, intangible heritage, communicative and cultural memory.
Summary of Findings	Tradition as a framework, and a heritage of traditional culture as one of the manifestations of the permanence of tradition, is one of the models that may convey the identity of both the individual and the community. Tradition needs cultivation that may be manifested in a number of ways, including inheritance of traditions that may occur via formal and informal education or via direct intergenerational communication, in the context of inculturation and interpersonal

	dialogue where a ritual plays an important role. Putting a tradition into practice or its retranslation in the current cultural processes as well as learning through imitation is essential.
Keywords	Heritage; identity; practice; qualitative

	Latvia
Author	Mūrnieks, A.
Publication Date	2011
Title	Sabiedrības kultūras ietekme uz izglītības mērķu veidošanu izglītības vadībā Latvijā. Promocijas darba kopsavilkums: doktora zinātniskā grāda iegūšanai vadībzinātnē, apakšnozare: izglītības vadība [darba zinātniskā vadītāja Dainuvīte Blūma].
Publisher	Rīga: Latvijas Universitāte
Overview of Study	The aim of the study is to explore the influence of society on education and to establish the principles of the development aims of education that might help in democratic education management and the balanced development of modern society. The influence of society on educational aims is analysed by observing the mediation of culture. The importance of culture in education and the development of educational aims is approved by analysis of the course of social history in Europe, establishing the relationship between culture and education and the role of educational aims in social and education management, as well as through the survey of Latvian teachers and interviews with the experts of education management. The research methods: analysis of scientific, philosophical and historical literature, documents regulating education and its content, as well as comparative studies of education; analysis of social trends, construction of principles for development of educational aims; empirical data collection methods: questionnaire of the teachers, interviews with experts; methods of data processing and analysis: qualitative methods: content analysis, grouping, comparison; quantitative methods: graphical representation of data, data frequency analysis, distribution analysis.
Summary of Findings	The theoretical study led to the conclusion that given the trends of modern culture, i.e. variability, multiculturalism, contradictoriness, an increase in communication and variety of choice, the following five principles should be followed when setting educational aims: antinomy, responsibility of choice, value hierarchy, cultural respect and dialogue. In the process of defining the above aims, it is also recommended to take into account the principles of relevance with public cultural trends.
Keywords	Diversity; Europe; management; pedagogy; qualitative; quantitative

	Latvia
Author	Ose, L.
Publication Date	2015

Title	Skolotāja faktors: pedagogi dialogā ar bērniem un jauniešiem, kas atgriezušies Latvijā
Book Title	Lulle, A., Kļave, E. (eds.) Radot iespējas attīstībai: diasporas bērnu un jauniešu izglītība
Publisher	Rīga: Latvijas Universitātes Akadēmiskais apgāds
Page Numbers	185-204
Overview of Study	The article describes Latvian re-migration and the educational policy framework. Empirical data have been obtained from a qualitative study, in which young people aged 11 to 17, having returned to Latvia, participated.
Summary of Findings	This study led to the development of the description of the content of teachers' professional development module which develops intercultural competences, including curiosity, flexibility, motivation, tolerance and instrumental skills how to work with a different pupil in a methodical way, both by individualising work and by deliberately creating learning groups for his/her integration into the school environment. To ensure productive work with re-migrated pupils, their otherness compared to the pupils who have been raised and who have socialised in Latvia, should be understood. Re-migrated pupils should be engaged in a dialogue on their cultural background to find out what specific guidance they need to face realities in Latvia.
Keywords	Diasporas; diversity; integration; pedagogy; teacher training

	Latvia
Author	Siliņa-Jasjukeviča, G.
Publication Date	2011
Title	Novada tradicionālā kultūra lokālās kultūrpiederības veicināšanai sākumskolā. promocijas darbs doktora zinātniskā grāda iegūšanai pedagogijā. [darba zinātniskā vadītāja Zenta Anspoka]
Publisher	Rīga: Latvijas Universitāte
Overview of Study	This PhD thesis explores the interconnection between the traditional culture and local cultural identity. Based on the analysis of philosophical, pedagogical and psychological literature, the analysis of the content of the educational and cultural policy documents of Latvia and the European Union and the data of the empirical study, the work offers a theoretically supported model for regional traditional culture studies in primary school, describes the experience of Latvian teachers in the implementation of traditional culture studies and analyses the study tools for grades 1 to 6 in the context of traditional culture studies. Recommendations to the specialists of education policy, authors and reviewers of study tools, as well as teachers on the implementation of regional traditional culture studies in primary school are offered.
Summary of Findings	The traditional culture is the core of individual, family, group, community and national identity. Education plays an essential role in ensuring cultural sustainability. For this reason, activities in the field

	of culture and education by facilitating the identification, documentation, research, preservation, safeguarding and promotion of the cultural heritage of the native population and ethnic minorities should be carried out to strengthen the value of cultural heritage and its transfer through informal and formal education. Organization of public cultural activities not only enhances a qualitative culture offer but also enriches cultural life and broadens young people's mental outlook. It is essential to base the acquisition of traditional culture on dynamic activity that goes outside of school, involving the municipal community in these activities including representatives of folklore groups, master craftsmen, and parents and grandparents.
Keywords	Community; family; heritage; identity; participation

	Latvia
Author	Siliņa-Jasjukeviča, G., and Rancāne, A.
Publication Date	2016
Title	Savējais un citāda: tradicionālās kultūras saturs un metodika pamatizglītībā
Journal Title	Via LATGALICA
Publisher	Rēzekne: Rēzekne Academy of Technologies
Volume	8
Page Numbers	102-115
Overview of Study	The article aims at drawing attention to the issue of learning the traditional culture within the margins of primary education in all regions of Latvia. Learning about traditions and cultural heritage is analysed in the framework of binary opposition “one's own – alien/different”. The analytical method of Claude Lévi-Strauss' binary opposition has been used in the analysis of the functioning of traditions and their acquisition.
Summary of Findings	Initially, the initiators of the acquisition of cultural traditions are the values offered by parents and then by teachers. The theoretical and cognitive ways of obtaining cultural literacy are not the most productive ones. Cultural awareness is best obtained through active participation in different celebrations and through learning by cooperation, thus ensuring intergenerational exchange. The importance of elaboration of contemporary teaching aids for the acquisition of the traditional culture and language within different primary school subjects (languages, basics of technology and sciences, art, man and society) cannot be overestimated as they would assist the young members of the future society to integrate into the multicultural society. The content of different subjects of basic education, where the margins of subjects disappear, can become a meaningful tool for reflection on not only life in its entirety but also culture as a whole.
Keywords	Family; heritage; identity; integration participation; pedagogy; reflection; values

	Latvia
Author	Šmidchens, G.
Publication Date	2016
Title	A Heritage of Baltic Song Celebration Songs
Journal Title	Kultūras Krustpunkti
Publisher	Rīga: Latvijas Kultūras akadēmija
Volume	9
Page Numbers	7-19
Overview of Study	The study focuses on the traditions of the Baltic Nationwide Song Celebration inscribed in the UNESCO List of Intangible Cultural Heritage in 2003. The author attempts to document how active tradition bearers have constructed and preserved their heritages in four distinct historical epochs, i.e. the Tsarist, Independence, Soviet, and Renewed Independence periods. The paper describes the past heritage by counting the songs repeated from Celebration to Celebration from 1869 to 2014.
Summary of Findings	The study focused on all 1,964 songs performed at the 70 Estonian, Latvian and Lithuanian National Song Celebrations (1869-2014) and identified 12 songs which are the most representative of the Song Celebration tradition as a whole. Heritage processes are measurable, in retrospect and at any Song Celebration, the number of songs from previous Celebrations can be counted to assess if the concert is more or less heritage-oriented. The heritage of the folk traditions is not institutionally based, but rather, it is a heritage of charismatic people who have inspired younger generations to continue the tradition and sing an ever changing and expanding repertoire of songs in all epochs.
Keywords	Heritage; music; participation; performing arts

	Latvia
Author	Tabuns, A. (ed.)
Publication Date	2006
Title	Kultūras. Jaunieši. Mediji
Publisher	Rīga: Latvijas Universitātes Sociālo zinātņu fakultāte
Overview of Study	The results of the project Youth Cultural Activity and National Integration (2005–2006) financed within the grant programme Promotion of Society Integration in Latvia of the Society Integration Foundation are included in the study. The key objectives of the project are to explore: Latvia's informative environment, i.e. to analyse the representation of cultural events and artists on national radio and TV, in press and on internet portals; students' cultural values and consumption of culture; youth cultural initiatives, its achievements and barriers to development, as well as the role of initiatives in public integration. The different and diverse research objectives resulted in a wide variety of methods for obtaining information, the most important of them being surveys, interviews and focus group discussions. The

	study analyses culture and the media, and youth cultural initiatives in the overall cultural, national and societal context.
Summary of Findings	Latvian students (Latvians and non-Latvians) share a common interest in Western cultural products – popular music, feature films and artists. They are happy to consume and highly appreciate various products of popular Latvian culture. Young people are united in cultural interest as a way of entertainment. At the same time, young people of both groups have a very different communication environment, as well as competence and interest in the cultural life of Latvia. Participants of cultural initiatives are united by shared interests and the desire to pursue their individual and collective objectives, to fill their life with creative activities and to participate in cultural processes. Cultural initiatives create and maintain an open environment where young people can realise themselves, fulfil their potential and gain new experience. The main success factor in attracting an ethnically diverse audience is the quality of a cultural product and not its language.
Keywords	Diversity; media; participation; values

	Latvia
Author	Tunne, I. and Senkāne, S.
Publication Date	2005
Title	Kultūras Institucionalizācija: Kultūrizglītība Latvijā, 1990-2000
Journal Title	Komunikācija. Kultūras un vēstures diskurss. Latvijas Universitātes raksti
Publisher	Rīga: Latvijas Universitāte
Volume	683
Page Numbers	288-307
Overview of Study	The article looks at cultural education in Latvia as a structural component of the education system. This structural component has a significant impact on the institutionalisation of social culture, and it starts with the acquisition of communicative skills, competence and communicative culture at the individual level. Cultural education is required by the epoch, and its development is of vital importance and valuable. The authors focus on the theoretical overview of the definition of culture and the functional system of cultural education as well as analysing the national education policy and cultural education as of the 1990s. The article, among other recommendations concerning the development and assessment of the cultural policy strategy, refers to the need to use a broader theoretical and empirical context, employ scientifically reasoned understanding of culture, and activate methodologies for the analysis of cultural policy.
Summary of Findings	Sound cultural literacy is a must in all development stages and levels significant for a person. Cultural education enables an individual to acquire specific cultural skills that will affect his/her behaviour and manners in the future. Cultural education affects and changes the value system of individuals and society. It is only a discursively thinking person that has the ability to conduct an extensive cultural education

	in a wide variety of social groups and to capture information selectively, assessing and selecting priorities. Despite the importance of subcultural identity, an individual socialises within the framework of national culture during the process of cultural learning, without excluding the preservation of the identity of subcultures.
Keywords	Identity; reflection; skills; sub-culture; values

	Latvia
Author	Ungure, E.
Publication Date	2015
Title	Latviešu diasporas skolu veidošanās un attīstība Eiropā
Book Title	Lulle, A., Kļave, E. (eds.) radot iespējas attīstībai: diasporas bērnu un jauniešu izglītība
Publisher	Rīga: Latvijas Universitātes Akadēmiskais apgāds,
Page Numbers	75-87
Overview of Study	The article analyses the initiative of people who have emigrated to develop and maintain diaspora schools, highlighting the educational needs of children and young people in the diaspora and the importance of diaspora schools. In order to create a better understanding of the educational needs of children and young people and the dynamics of the formation and functioning of diaspora schools, a comparative historical and contemporary analysis of the formation and functioning of diaspora schools, based on interview data, is proposed.
Summary of Findings	Practicing language and culture does not make one a Latvian, nevertheless this knowledge can enhance interest in Latvia and what it is like to be Latvian, encourage keeping relations with Latvia and developing the facet of one's Latvian identity. The involvement of the state of Latvia in supporting the activities of diaspora schools is essential in the context of maintaining the nation and its culture. Diaspora schools act as an intermediary between Latvia and the diaspora, providing an opportunity for the diaspora to form both a unified European community and be aware of itself as part of the people of Latvia and its culture. Cultural education obtained in diaspora schools facilitates intergenerational dialogue.
Keywords	Diasporas; Europe; knowledge; language; schools

Slovakia

	Slovakia
Author	Alenová, Z.
Publication Date	2009
Title	Možnosti a hranice metodologického uchopenia multikultúrnej výchovy v školskom edukačnom procese
Journal Title	Kultúrna rozmanitosť a jej vnímanie žiakmi základných škôl
Publisher	CVEK – Centrum pre výskum ethnicity a kultúry
Page Numbers	82-90
Overview of Study	Alenová considers the implementation of multicultural education as a response to growing cultural diversity. She claims that the transfer of knowledge of different group cultures, cultural sensitivity and cultural skills is insufficient in Slovakia. The process of multicultural education should be supported with additional pedagogic methods and experimental forms of learning. Above all, Alenová suggests the usage of pedagogy of theatre and Boal's drama methods. According to Alenová, the dramatic simulation of situations, which rise from intercultural encounters, could increase a pupil's empathy and understanding towards people from other cultures. An identification with the role of a member of a different culture during drama, could mediate a unique experience which contributes to a better understanding of different cultures, not only on a rational level, but also on an emotional level.
Summary of Findings	According to Alenová, the transfer of intercultural knowledge and skills is insufficient in the Slovak educational system. Alenová warns that the use of collective identities as a political instrument could appear also in multicultural education and consequently the multicultural education would not bring an increase to cultural sensitivity but rather a fixation upon those collective identities that are preferred in political discourse. She asserts that the affectivity of multicultural education would increase after the implementation of interactive and experimental methods, especially drama methods. However, Alenová asserts that an important prerequisite of successful intercultural education dwells also in the unintentional and a level of socialization in schools. Multicultural education should be a part of the so called 'hidden curricula' which socialize pupils into an intercultural awareness on the basis of daily human interaction between all people in the school. Such a human approach would provide an atmosphere of tolerance and would bring the educational system to a 'state of multiculturalism'.
Keywords	Diversity; identity; knowledge; pedagogy; performing arts; reflection; skills

	Slovakia
Author	Bartková, G.
Publication Date	2014
Title	Multikultúrna výchova na školách

Journal Title	Súčasný aspekty pedagogickej profesie
Publisher	Prešovská univerzita v Prešove
Page Numbers	72-76
Overview of Study	<p>The author focuses the article on the reforms of the Slovak educational system which started in 2008. In consequence of the reform, cross-subject topics were introduced to the curriculum of elementary schools. Also, amongst other topics, Multicultural Education; Media Education and Regional Education and Traditional Folk Culture were introduced too. The essential idea of Multicultural Education is to show Slovakia as a “traditionally culturally diverse” country. The described aim of Multicultural Education is to “develop the knowledge of various traditions and new cultures and subcultures, and to develop the acceptance of other cultures, tolerance, respect and the way in which to behave towards other cultures”.</p> <p>The text contains a compilation of quotations of other recognised Slovak academics who deal with multicultural education (e.g. Mistrík, Kominarec, Fobel and others).</p>
Summary of Findings	<p>The author claims that the generational change of teachers would significantly determine the effect of multicultural education. The author criticizes methodical materials for teachers, which describe only the general goals to be achieved, but do not offer any concrete methods or advice on how these goals could be achieved. The author enumerates the following obstacles for effective multicultural education:</p> <ul style="list-style-type: none"> • Some teachers work in schools led by authoritarian directors • Older teachers gained their pedagogical training in universities with prevailing traditional and conservative methods <p>The effectiveness of multicultural education directly depends on the personal engagement of a teacher in their assertion of humanistic and democratic principles.</p>
Keywords	Diversity; heritage; minorities; pedagogy; schools; sub-culture; teacher training; values

	Slovakia
Author	Bitušiková, A.
Publication Date	2013
Title	Kultúrne dedičstvo, identita a turizmus (na príklade locality svetového dedičstva UNESCO)
Journal Title	Revitalizácia tradičnej kultúry a lokálna identita
Publisher	Spolok Slovákov v Poľsku
Page Numbers	23-40
Overview of Study	Alexandra Bitušiková presents her ethnographic research of life in the Slovak village of Vlkolínec, which has been a UNESCO world cultural heritage site since 1993. On a methodological level, the research is based on her qualitative research amongst the inhabitants of this village. On a theoretical level, she discusses the cultural heritage as a “ritual code” (referring to Bessiére) and part of a collective identity. In

	<p>her study she finds interesting contrasts between the academic and public approaches to cultural heritage, (mentioning Lowenthal's "cult of heritage) with the attitudes of insiders who are living in the locality listed under UNESCO.</p> <p>Bitušíková deals with the "cultural heritage tourism" and she discusses UNESCO and its global power relationship with particular countries and regions.</p>
Summary of Findings	<p>Bitušíková outlines tensions present amongst the inhabitants of the village and their conflict with the offices responsible for the preservation of cultural heritage. She writes about the daily and sometimes absurd dilemmas and problems of the locals. For example, they are confused whether the prohibition of smoking in the village refers only to visitors or also to them; her respondents claim that during Sunday lunch they have to lock the house otherwise the lunch is interrupted by a tourist entering their kitchen.</p> <p>The locals have conflicts with offices mainly because of permissions for the reconstruction of their houses. The locals blame offices that it takes an extremely long time for the officials to make any decisions and the distribution of permissions for the reconstruction and modernisation of households are very often unfair.</p> <p>Bitušíková, along with some NGOs, claims that the locals are still not able to sufficiently draw from the economic potential of approximately 100 000 tourists who visit their tiny village every year.</p>
Keywords	Heritage; identity; globalisation; practice; tourism

	Slovakia
Author	Bocková, A.
Publication Date	2014
Title	Ako reflektujú slovenskí študenti dejepis a históriu
Journal Title	<i>Verbum historiae</i>
Volume	2
Issue	2
Page Numbers	108 – 148
Overview of Study	<p>The study deals with the attitudes of Slovak young people to history. The author also analyses the ways of teaching history at Slovak schools. The article is based on Bocková's own quantitative research and in addition, she re-evaluates older research. The research was designed for high school students and for students of history at universities. The purpose of the research was to understand the level of historical awareness of students and their reflections upon history lessons and of the ways the teacher explained historical topics. In the second part of the study, Bocková publishes her research results on the level of historical knowledge. In this part she pays considerable attention to the ability of students to understand the relation between the past and present. Bocková compares results from Slovakia with research from other countries.</p>
Summary of Findings	Bocková presented numerous partial results and it is not possible to list them all here; however we will mention at least the results which we

	<p>consider as most important for our own research interests. According to her research, only 13.3% of teachers pay adequate attention to the topics related to the preservation of cultural heritage. However, Bocková anticipates future improvements in the situation thanks to international educational programs and also due to the program from the Ministry of Education dedicated to the education of teachers in the subject of cultural heritage.</p> <p>Bocková claims that the traditional model of teaching history is still more popular than the modern way in Slovakia. The traditional model, based on the teacher's explanation of the subject, is still very popular amongst students because they consider it more comfortable and they are not requested to get involved in any extra activities to get information.</p> <p>Bocková's research has shown that Slovak students are almost uninterested in regional and local history; this also applies to the history related to the development of nations. The most popular topics amongst students were "adventures and discoveries" (42%). Students were also asked which media for learning history they preferred. Textbooks were less popular (8.9%) but 54.4% of students considered textbooks as very reliable. Documentary movies were most popular (70.5%). According to students, the most reliable sources of historical knowledge are museums; however, visiting museums is not a very frequent part of the educational process.</p>
Keywords	Heritage; knowledge; participation; reflection; schools; teacher training

	Slovakia
Author	Chudžíková, A.
Publication Date	2015
Title	Budúci učitelia budúcej multikultúrnej školy
Publisher	CVEK- Centrum pre výskum etnicity a kultúry
Page Numbers	24
Overview of Study	<p>On a theoretical level, the study focuses on an academic discussion on multicultural diversity, identity and social cohesion, and their implementation into the educational process. With regards to theoretical frameworks, the discussion is based on the approaches of Bourdieu, Allport, Chan, Letki, McAllister, Modood and others. The author claims that the belief that cultural diversity is an obstacle to building a socially cohesive society is still present. Policies tend to build homogeneous societies, whose main element would be a common national identity built on sameness. Immigrants and minorities are expected to be assimilated, despite the fact that politicians officially speak about integration or inclusion. The condition for acceptance among members of the dominant group is to expect both the minority and immigrants to renounce that part of their identity which is anchored in cultural diversity. Since education is an important means of forming the attitudes of children in different groups, its setting is very important. According to Pierre Bourdieu, the education system is very much involved in the legitimization and</p>

	<p>reproduction of social inequalities. In his theory of cultural capital he has developed the thesis that the school creates a wider society, confirming the position of higher social layers. Cultural capital represents a variety of linguistic and cultural competencies, meanings, and patterns of behavior. The character of social capital is given by the position of an individual, his family and also of the social group the individual belongs to and identifies with. Schools play a crucial role in the reproduction of dominant cultural capital, because education systems are just based on the dominant cultural paradigm. Children who do not have this capital have worse results than children with capital (Kadlečíková, 2009). The reason for which the education system is anchored in the cultural group of the dominant group is related by the partitioning of power in society and the groups that have access to the (re) production of rules, standards and formal practices tend to apply their standards and rules to other groups. From this point of view, multicultural education could be an opportunity to deconstruct this system. It can introduce into education the elements that make it possible to create a climate which is equal for multiple groups. The publication is partly focused on the qualitative and quantitative research into Slovak pupils' attitudes towards other nations and cultures and on the research of students' pedagogical perceptions of multicultural education (the research was not conducted by the author herself).</p>
Summary of Findings	<p>The author claims that for an understanding of other cultures, it is necessary for a pupil to understand his/her own culture and identity. The development of "positive social identity" is, according to the author, a good foundation for developing intercultural competencies. Personal experience is the most effective way to a successful multicultural education and should be preferred over the memorising of facts about other cultures. The author emphasizes the need for good multicultural training of future teachers at pedagogical faculties, and she claims that in this respect, Slovak faculties do not provide sufficient multicultural training.</p>
Keywords	Diversity; identity; integration; minorities; pedagogy; teacher training

	Slovakia
Author	Gáľlová-Kriglerová, E.
Publication Date	2009
Title	Kultúrna rozmanitosť
Journal Title	Kultúrna rozmanitosť a jej vnímanie žiakmi základných škôl na Slovensku
Publisher	CVEK- Centrum pre výskum etnicity a kultúry
Page Numbers	12-21
Overview of Study	<p>Gáľlová-Kriglerová criticises the discourse which defines any culture as a stable and discrete entity with clearly marked borders. Consequently, people "within" those cultures are perceived as passively captured in his/her given culture. The production of the above mentioned discourse during the education process brings more</p>

	<p>risks than benefits, because it marks the borders between groups, rather than creating the space for mutual interaction and coexistence. On a theoretical level, her arguments are based also on Roger Brubaker's suggestions on understanding ethnicity, race and nation in practical categories, cultural idioms and institutionalized forms instead of thinking in terms of substantive groups. Therefore, multicultural education should not be considered as a universal solution which could erase negative stereotypes towards minorities and "others", but they recognise the role of such an education in helping young people to critically reflect upon the statements of politicians and information from the media.</p> <p>Gallová-Krieglerová also introduces the reader to an academic discussion on the influence of cultural diversity on social cohesion. On the one hand, she mentions Gordon Allport who claims that diversity can strengthen social cohesion; on the other hand, she introduces Putnam's counter theory, which is in direct opposition to Allport. However, she does not reject Putnam's approach; she adds that the weakening of social cohesion could be the result of ethnocentrism.</p>
Summary of Findings	<p>Gallová-Krieglerová presents the results of comparative research carried out in 21 countries (see Hooge, M. – Reeskens, T. – Stolle, D. – Trappers, A. 2006). The research has shown that ethnic diversity does not influence social cohesion in the country. Social cohesion is rather determined by the level of education, economical standards and political stability. Similarly, the rate of ethnocentrism corresponds with the level of education and the economical standard of its informants. Gallová-Krieglerová suggests that it is important to observe how new challenges, such as migration, globalization, and Slovakia's membership of international structures determines the rate of ethnocentrism in Slovakia.</p>
Keywords	Diversity; identity; globalisation; minorities

	Slovakia
Author	Gallová-Krieglerová, E. and Kadlečiková, J.
Publication Date	2009
Title	Výskum vnímania kultúrnej rozmanitosti žiakmi základných škôl na Slovensku
Journal Title	Kultúrna rozmanitosť a jej vnímanie žiakmi základných škôl na Slovensku
Publisher	CVEK – Centrum pre výskum ethnicity a kultúry
Page Numbers	27-72
Overview of Study	Elena Gallová-Krieglerová and Jana Kadlečiková have brought together research into the attitudes of Slovak pupils towards cultural diversity. Their quantitative research combined with structured interviews was conducted among elementary school pupils. The research was focused on their perception of cultural differences, diversity, migrants and minorities.
Summary of Findings	The results have shown that almost two thirds of respondents do not have a prior negative attitude towards cultural diversity. According to

	the results, the presence of minorities or immigrants in the surrounding areas of questioned children did not affect their answers in either a positive or a negative way. Answers were positively determined in cases where children had a personal experience of cultural differences through someone from their family or a friend. Children who learnt about cultural diversity in schools offered 70% of positive answers, while children from schools without the implementation of cultural diversity topics into the education process offered only 50% of positive answers. Children from urban areas showed more positive attitudes toward “others” than children from rural areas. At the same time, most children understood Slovakia as a country of Slovaks.
Keywords	Diversity; family; identity; minorities; rural-urban; schools

	Slovakia
Author	Gavora, P.
Publication Date	2002
Title	Gramotnosť vývoj modelov, reflexia praxe a výskumu
Journal Title	Pedagogika
Publisher	Slovak Pedagogical Society at the Slovak Academy of Sciences
Volume	52
Page Numbers	171-181
Overview of Study	In his study <i>Gramotnosť: vývin modelov, reflexia praxe a výskumu</i> (2002), Gavora introduces the perspectives of social and economic sciences, which connect literacy with the development of human resources. A literate person should be equipped with the knowledge, skills and abilities which enable him/her to work with information; to know how to communicate effectively, to be flexible and ready for changes; to know how to work in a team; to spend work and leisure time effectively and to be able to participate as a citizen. Gavora recognizes four models of literacy. The first model is called ‘basic’ literacy, which is characterized as an ability to decode and reproduce the meanings in text. The second model is based on the ability to process textual information (i.e. the ability to identify logical hierarchies in a text; the selection of important and less important information; the ability to define the main idea, etc.). The subcategory of this model is “functional” literacy. A functionally literate person is able to work with texts while solving everyday practical problems (e.g. traffic timetables; formulas; questionnaires; manuals etc.). The third model approaches literacy as a socio-cultural phenomenon. According to this model, literacy is not a universal category but on the contrary, it is tied to particular culture and the writing and reading of it is a cultural activity. Thus, different cultural and social groups have different “literacies”. The fourth model is e-literacy and is characterized by the ability to work with electronic equipment and media. The ability to identify reliable information in the virtual world is, according to Gavora, a crucial part of e-literacy.
Summary of Findings	Gavora discusses the practical implications of the aforementioned models of literacy. The focus is especially the socio-cultural

	determination of literacy as a challenge for the educational system, which has to find ways on how to deal with groups which are endangered by illiteracy (pupils with reading and writing disorders, ethnic minorities, long-term unemployed and others). Gavora claims that Slovak academics neglect research into literacy in the workplace.
Keywords	Citizenship; knowledge; participation; skills

	Slovakia
Author	Jakóczy, L.
Publication Date	2008
Title	Multikultúrna (a globálna) výchova ako nova forma výučby v škole 21. Storočia
Journal Title	<i>Výchova v pedagogickom výskume a praxi</i>
Publisher	Univerzity of ss. Cyril and Methodius in Trnava
Page Numbers	164-169
Overview of Study	<p>Jakóczy declares that multicultural and global education has a crucial role for adapting pupils to the new conditions of the current world. However, his approach is very inconsistent. On the one hand, he criticises ethnocentrism, but on the other hand he considers cultural relativism and liberalism as another extreme. He states that all cultures are equal but at the same time he claims that we cannot consider ancient Greek or Roman culture as equal to the culture of “nomadic barbarians” or cannibals in South-East Asia or Africa. According to Jakóczy, a teacher of multicultural education should lead pupils towards a tolerance for other cultures and he/she can also point to the “contrasts and ethical weaknesses” of other cultures.</p> <p>Jakóczy understands the education of the Roma minority in terms of “integration of this ethnic group with its subculture into the main and referential culture of a particular state and nation”. He claims that the problem of labelling in schools exists because minority children “must visit the school but they cannot change their ethnicity or race”.</p>
Summary of Findings	The summary of Jakóczy findings is an uneasy task, because Jakóczy, only vaguely and declaratively, advocates the role of multicultural education, but his short paper exists as a subjective reflection on the phenomena rather than as an accurate scientific text. Apparently, Jakóczy is not familiar with the academic research and discussion on the problem. His assertions are not supported by any reference to literature and he refers to a minimum of adequate academic texts. In this case, the findings and overview of the study can be mutually interchangeable, because all of his most crucial findings were mentioned in the overview of the study.
Keywords	Diversity; globalisation; integration; minorities; sub-culture

	Slovakia
Author	Kadlečíková, J.

Publication Date	2009
Title	Multikultúrna výchova z hľadiska socializácie
Journal Title	Kultúrna rozmanitosť a jej vnímanie žiakmi základných škôl
Publisher	CVEK – Centrum pre výskum ethnicity a kultúry
Page Numbers	22-26
Overview of Study	<p>Kadlečíková discusses the role of multicultural education as a part of the process of socialisation. She claims that multicultural education cannot guarantee respect for culturally diverse groups.</p> <p>She describes the characteristic stages of the development of a child's personality during socialisation and the ways in which attitudes to cultural differences are determined during socialisation.</p> <p>Primary socialization, which takes place within a child's family, determines a child's attitudes much more than secondary socialisation, which takes place at school.</p>
Summary of Findings	<p>Kadlečíkov asserts that primary socialisation, which takes place within a child's family, determines a child's attitudes much more than secondary socialisation, which takes place in the school. According to Kadlečíková, one cannot expect that multicultural education will significantly influence children's and young people's attitudes to cultural diversity.</p> <p>Multicultural education therefore should not be considered as the sole tool for the formation of attitudes in youth with respect to cultural diversity. However, the implementation of multicultural education is a necessary instrument for the democratisation of the school environment, which could bring new opportunities. Yet, it can prove instrumental to the democratisation of the school environment.</p> <p>Kadlečíková claims that multicultural education should provide equality for all children from all cultural and social backgrounds.</p>
Keywords	Diversity; equality; family; pedagogy; schools

	Slovakia
Author	Macháček, L.
Publication Date	2010
Title	Formálna a neformálna edukácia stredoškolákov k demokratickému občianstvu na Slovensku)
Journal Title	Pedagogika.sk
Volume	1
Issue	4
Page Numbers	273-293
Overview of Study	<p>The study by Ladislav Macháček deals with the formal and non-formal education of high school students for democratic citizenship. The methodology of his research is based on the methodology of the international research project EUYOUPART, which observes the political participation and engagement of young people. The research is based on qualitative data and its analysis and comparison with results from other countries from the EUYOUPART consortium (UK, France, Austria, Estonia and Italy). We can divide Macháček's study</p>

	<p>into three mutually interconnected parts. The first part concerns the formal part of education for democratic citizenship, which is incorporated into school subjects that also contain this theme. The second part describes the results of the student's knowledge and orientation concerning elementary facts related to policy and democracy. The last part of the study deals with student councils that started to be introduced at high schools after the 2003 Act of School Self-Government. Political engagement of students in their councils is considered as a non-formal part of education for democratic citizenship.</p> <p>The data presented in the study is from the years 2005 and 2007.</p>
<p>Summary of Findings</p>	<p>In the first part of the study, Macháček introduces the process of how students reflected on particular school subjects. Students were asked to identify subjects that had taught them about democracy. Students mentioned the following subjects: civic education (in 2005 – 88%; in 2007- 79%); social studies (in 2005 – 54%; in 2007 – 77%); history (71%); geography (27%); Slovak language (36%); ethics (37%); and religion (13%). We note that the author did not state from which years the qualitative data related to these subjects is.</p> <p>Macháček also discusses the results of students' learning about policy. He claims that students reached the best results in most elementary facts about policy (e.g. who the Slovak president is; how often elections are held in Slovakia; etc.). Macháček evaluates their knowledge about the questions related to the European Union (e.g. what the EU flag looks like; which country does not belong to the EU; etc.) as relatively sufficient. However, he adds that there were fewer right answers in 2007 than in 2005. Conversely, in 2007, students were better informed about the Slovak policy than in 2005. Macháček researched the correlation between competencies of literacy and the level of knowledge about policy. In both years of the research there was almost the same percentage of students (46.4% and 44%) who were able to logically abstract the right answers from the short texts. Consequently, Macháček asserts that between 2005 and 2007 nothing changed in the education system that could lead more students to the right answer. Moreover, in both years there were slightly more than 50% of students who were able to differentiate between an opinion and a fact.</p> <p>In the third part of the study, Macháček shows the data related to the rate of students participating in student councils. While in 2005 only one third of all Slovak high schools had a student council, in 2007 there were student councils in every secondary school. The role of the student council is to mediate a dialogue between students and teachers; to solve conflicts; articulate the requests of students; organize activities; etc. The research has shown that Slovak students are not very interested in engaging in councils or in electing their delegates. In both years, only 9% of Slovak high school students had the ambition to put themselves forward as a candidate for nomination to be a council delegate and only 30% participated in the council elections. The research has shown that in 2007 only 46% of school self-governments had delegates from student councils. Moreover, there were also schools</p>

	which did not allow any student initiative in councils. Macháček claims that student councils play a crucial role in non-formal education for democratic citizenship, because students are getting their first experiences with policy and public negotiation, and in addition, they “are learning democracy through doing democracy.”
Keywords	Citizenship; democracy; Europe; heritage; knowledge; language; participation; religion

	Slovakia
Author	Manniová, J.
Publication Date	2004
Title	Európska dymenzia vo výchove a vzdelávaní
Journal Title	Pedagogické orientace
Issue	1
Page Numbers	16-21
Overview of Study	The article by Jolana Manniová deals with the European dimension in the education process. She defines the European dimension as a cultivation of the relationship with Europe and a discovery of its values of democracy, freedom and humanism. Children should be taught about European history, art, science and culture. The author refers to Walterová (2007) who claims that the European dimension of education should lead not only to the spreading of knowledge about Europe but also to the practical preparation of pupils for living in a united Europe. Manniová enumerates Walterová’s “competencies for Europe” (1999:188). These competences include an ability to speak in more languages, an ability to cooperate, flexibility to change, solidarity etc.
Summary of Findings	Manniová claims that continual education could prevent many problems and actualize the values of modern European culture in the countries of Central and Eastern Europe. According to Manniová, experts from the whole of Europe should systematically develop a model of education which will take into consideration the cultural diversity of Europe. However, at the same time Manniová asks if it is really necessary to formulate new educational goals, and if the school systems should persist with the classical ideal of developing a harmonic personality.
Keywords	Democracy; diversity; Europe; human rights, schools; values

	Slovakia
Author	Mistrík, E.
Title	Odporúčania pre prípravu učiteľov
Publication Date	2009
Journal Title	Kultúrna rozmanitosť a jej vnímanie žiakmi základných škôl
Publisher	CVEK - Centrum pre výskum etnicity a kultúry
Page Numbers	91-94

Overview of Study	Erich Mistrík offers recommendations for teachers in the area of multicultural education. He claims that teachers in Slovakia are not sufficiently prepared for the challenges of cultural diversity. His arguments are based on the results of research which has shown that theoretical knowledge about other cultural groups has only a minimal effect on the formation of pupils' attitudes.
Summary of Findings	According to Mistrík, pupils should experience cultural diversity. Teacher training should be focused on extracurricular activities and on cooperation with families and communities. The orientation of multicultural education should be turned to the pupil's immediate neighbourhood and its cultural differences. Mistrík claims that multicultural education should not be limited to ethnically defined cultural diversity but should lead to an openness towards every kind of diversity.
Keywords	Community; diversity; schools; teacher training

	Slovakia
Author	Mistrík, E.
Publication Date	2006
Title	Východiská pre kurikulárnu reform občianskeho a humanitného vzdelávania na základných a stredných školách - Záverečná správa projektu KEGA č. 14/2048/04
Publisher	Report published under author's profile on academia.edu
Page Numbers	22
Overview of Study	Based on the author's understanding of the role of culture in the educational process, in 2004 he submitted proposals for the curricular reform of subjects concerning humanities and civic education. According to Mistrík, culture is a crucial domain that should be implemented into curricula. This domain is dedicated to structure, function, history of culture, meanings of cultural artifacts, development of culture and an understanding of cultural processes. This domain would increase the pupil's knowledge, attitudes and skills in order to understand current culture and its roots. It would help them to respect their culture and avoid consumerism. Pupils would obtain an awareness of the cultural aspects of life and they would understand how to use the means and meanings offered by culture to increase the quality of their lives.
Summary of Findings	Mistrík proposes to divide the domain dealing with culture into the following thematic frameworks: <ol style="list-style-type: none"> 1. "Who am I?" (themes: popular culture, current culture, cultural identity) 2. "How to be yourself?" (themes: media, information, intercultural contacts) 3. "Where do I belong?" (themes: cultural tradition) 4. "What is culture for?" (themes: lifestyle, ecology, science, faith and religion, culture of body, etiquette, sport) <p>According to Mistrík, this approach would bring pupils to a closer understanding of the role of culture in everyday life and to reflect</p>

	upon various cultural artefacts. Mistrík claims that the practical application of his concept would help students to develop their cultural identity on the one hand and on the other hand to an open-minded reflection of different cultural values and artefacts.
Keywords	Diversity; heritage; identity; knowledge; reflection; skills

	Slovakia
Author	Mistrík, E.
Publication Date	2008
Title	Prečo by som mal byť Európanom?
Publisher	Národné osvetové centrum
Page Numbers	29
Overview of Study	Mistrík's text is more or less a philosophical reflection on European culture, philosophy, art and history. Mistrík enumerates the breakpoints of European history and cultural achievements, which he considers the most important for current life in Europe. Mistrík's reflections on European culture is critical (e.g. he criticizes European colonial aggression in the past or the current inability of the European Union to intervene in crucial geopolitical issues) but at the same time he praises many other features which he associates with Europe (freedom of individuality, humanism, democracy, living standards, etc.). Mistrík's text could be more accurately characterized as a promotion of European identity and membership of the European structures than as a scientific study. Mistrík does not differentiate Europe from the European Union and it seems that he uses these words interchangeably.
Summary of Findings	Mistrík argues that Slovakia is an integral part of European culture, because all significant historical and cultural breakpoints and achievements have found resonance in Slovakia and influenced Slovak culture. All European lifestyles, symbols, rituals, values and political organisations were present also in Central Europe and Slovakia. Therefore, he claims, that European cultural heritage is also Slovak cultural heritage and vice versa. Mistrík promotes the advantageousness of being European, because Europe guarantees human rights, civic freedoms and the utilization of an individual's talents, abilities and skills. Mistrík adds that Europe provides also material comfort and comfortable access to information. Europe enables people to preserve and freely develop their inherited traditions.
Keywords	Democracy; Europe; heritage; human rights; identity; values

	Slovakia
Author	Mistrík, E.
Publication Date	2008

Title	Multikultúrna výchova v škole: Ako reagovať na kultúrnu rôznorodosť
Publisher	Open Society Foundation
Page Numbers	88
Overview of Study	<p>The author understands multicultural education as a process which should not be reduced to the presentation of information about other cultures, but rather the development of the pupil's "broader competencies for intercultural understanding and collaboration." The author defines culture itself as "a set of human activities, subjects, values, ideas and institutions that are specific to a particular community. It contains objects, signs and symbols, values, customs, institutions, rituals, and traditions. They do not pass through the genetic code, but through community and educational life, making social learning possible". The author uses also the concept of cultural identity. He understands the term as an individual's representation of the cultural specifics of his/her culture. At the same time, through cultural identity, an individual frames himself/herself within a particular society. Cultural identity is not considered by the author as a stable system but a living process.</p> <p>Mistrik sees the goal of multicultural education in the development of intercultural competencies – abilities for effective communication and collaboration between the members of various cultures. Those competencies contain: 1) abilities to communicate with people from other cultures (it is possible to learn them) 2) habits and skills to communicate (e.g. patience; it is possible to strengthen them by training) 3) attitudes and motivations to perceive other cultures (it is possible to systematically strengthen, however, it is a long term process) 4) A collection of information about other cultures (e.g. different meanings of the swastika in Japan and Europe; it is possible to gain this information through study or through personal experience with other cultures). The inevitable prerequisite of the understanding of another culture is to understand his/her own culture. Along with developing intercultural competencies, it is necessary to also develop general cultural competencies (the ability to understand the signs of his/her own culture and to manage work within his/her own traditions); social competencies (the ability to interact with other people); citizen competencies (the ability to be active with a responsible participation in society).</p>
Summary of Findings	<p>The author suggests multicultural education as a cross-subject topic, which would be included in more school subjects as a partial topic. Multicultural education should be a part of the non-formal school curriculum, thus multicultural education activities would take place during activities which are not directly connected with school classes (e.g. evening programs, commemorations of holy days of other cultures, excursions, etc.). Schools should work also with the "covered" curriculum in the sense of implementation of multiculturalism in everyday life and the atmosphere of the school.</p>
Keywords	Diversity; identity; pedagogy; reflection; schools

	Slovakia
Author	Ondrejkoč, P.
Publication Date	2011
Title	Sociálny a kultúrny kapitál ako sociálne hodnoty, normy a ciele vo výchove a vzdelávaní
Journal Title	Pedagogika.sk
Publisher	Slovak Pedagogical Society at the Slovak Academy of Sciences
Volume	2
Issue	4
Page Numbers	228-246
Overview of Study	<p>According to the author, the most important goal of education is the achievement of economic, cultural and social capital. The author mentions the “positive theory of capital” introduced by Böhm-Bawerk who introduced this theory in 1889. According to Böhm-Bawerk, capital cannot be reduced to an economic sphere and the term should be rather understood as the ability to bring surplus value. The author defines human capital as knowledge and skills which increase an individual’s potential productivity and brings him/her a salary in exchange for his/her work. Ondrejkoč focuses on the concept of cultural capital which refers to knowledge, abilities, skills, empathy, the ability to understand others, an ideal of beauty, a way of dressing, and free time activities. School and family represent environments where an individual gains his/her cultural capital. Children from higher social classes coming from another cultural environment have a higher level of cultural capital than children from lower classes. Cultural capital can be inherited. The author works with the following forms of cultural capital: 1) incorporated cultural capital (intellectual and physical dispositions achieved during the process of socialization) 2) objectivised cultural capital (cultural artefacts in the household, e.g. paintings, sculptures, books, etc.) 3) institutionalized cultural capital (e.g. academic degrees).</p> <p>The author claims that it is impossible to lose cultural capital and uses the example of heroic individuals and whole nations who kept their cultural capital even in critical times under almost unbearable conditions. The author works also with Pierre Bourdieu’s concept of social capital, habitus and symbolical capital. With regards to the latter he points to Fukuyama’s definition of symbolic capital (“the set of values or norms common to the members of a particular group which enables their mutual cooperation”).</p>
Summary of Findings	<p>According to the presented theoretical academic discussion about the social, cultural, symbolical and economical capital, the author claims that deficits in pupils’ education are not a matter of the pupils’ (or their parents’) choice. It is primarily school and teachers who should develop a pupil’s desire for knowledge and to develop their sociability. The reach of the social capital has to become a part of education. In the case where education is reduced to an institution, which only reacts to the needs of the advantaged, we would live in a “self-confidently uneducated” society. According to the author, in pedagogical practice,</p>

	social capital must be seen in a much wider sense than the means for reaching an economic advantage.
Keywords	Employment; family; knowledge; pedagogy; schools; skills

	Slovakia
Author	Rafael, V.
Publication Date	2009
Title	Možnosti a obmedzenia pri uplatňovaní princípov multikulturalizmu v súčasnom systéme vzdelávania na Slovensku
Journal Title	Kultúrna rozmanitosť a jej vnímanie žiakmi základných škôl
Publisher	CVEK – Centrum pre výskum etnicity a kultúry
Page Numbers	74-81
Overview of Study	The study by Vlado Rafael deals with the possibilities and limits of the implementation of multicultural principles in the current educational system in Slovakia. On a theoretical level, Vlado Rafael operates with the concept of cultural capital. He claims that every social group has its own set of cultural capital. A successful multicultural education should not only be based on teaching about the cultural, linguistic and social differences but at the same time should be based on teaching with regard to cultural, linguistic and social differences. Rafael also discusses the approaches of conservative and modern pedagogy and holds a critical position towards conservative pedagogy.
Summary of Findings	Vlado Rafael insists on the practical implementation of the principle of social relevancy in schools. According to Rafael, social relevancy is the inevitable precondition for an effective educational process in ethnically, culturally and socially heterogeneous Slovakia. Rafael criticises the establishment of the Slovak educational system, which is based on conservative foundations. The schools remain institutions that provide the transmission of cultural memory and cultural code. Thus the educational system has (politically motivated) tendencies for cultural homogenization and does not respect the cultural and ethnic heterogeneity of the country. Schools have to create an environment which would be culturally relevant also for pupils from any cultural, ethnic, social and language background. Rafael asserts that the educational system in Slovakia does not transfer only “cultural memory” but also the dominant “cultural code” of the majority. Thus, children are taught the culture of the ethnic majority.
Keywords	Diversity; equality; minorities; schools

	Slovakia
Author	Rafael, V.
Publication Date	2009
Title	Odporúčania pre školský manažment

Journal Title	Kultúrna rozmanitosť a jej vnímanie žiakmi základných škôl
Publisher	CVEK – Centrum pre výskum etnicity a kultúry
Page Numbers	95-97
Overview of Study	Vlado Rafael offers recommendations on school management for more effective ways of teaching multicultural education. Rafael criticises government institutions responsible for creating curricula and the content of multicultural education; he claims that these institutions are not able to create educational programs that would develop a deeper intercultural understanding amongst children.
Summary of Findings	Rafael doubts the ability of State School inspections and the Methodical Pedagogical Centre to successfully and effectively introduce multicultural education to Slovak schools. According to Rafael, the state-organized institutions should renounce their monopoly position and should invite research centres, academics and non-governmental organizations to help with the design of such an educational system, which could be culturally relevant for children from any cultural, ethnical, social or linguistic background.
Keywords	Diversity; equality; government; management; schools

	Slovakia
Author	Zápotočná, O.
Publication Date	2004
Title	Kultúrna gramotnosť v sociálnopsychologických súvislostiach
Book Title	Kultúrna gramotnosť v sociálnopsychologických súvislostiach
Publisher	Album
Page Numbers	121
Overview of Study	Olga Zápotočná's book analyses modern perspectives on cultural literacy. Zápotočná introduces the social constructivist and relativist perspective to Slovak academic (and especially pedagogical) discourse. Her statements and arguments imply that cultural literacy cannot be reduced to the ability of reading and writing. Zápotočná also recognizes a wide variety of "literacies" (e.g. functional literacy; numerical literacy – <i>numeracy</i> ; document literacy; etc.) She, along with Harris and Hodges, writes about <i>multiliteracy</i> . Zápotočná's relativism and constructivism is based on her conviction that all concepts are constructed and negotiated in a vivid social dialogue and in a specific sociocultural context. She claims that cultural literacy is the ability to understand all concepts in a way which is <i>socially relevant</i> on the one hand, and on the other hand it is the ability to communicate meanings in a (socially) adequate way.
Summary of Findings	Zápotočná herself represents a contemporary theoretical approach to the matter. She does not consider cultural literacy as a neutral, once and for all defined individual psychological ability which is independent from the dynamics of historical, social, political and cultural circumstances. Zápotočná's understanding of the term is based on the political nature of cultural literacy. She considers

	cultural literacy as a certain kind of <i>policy</i> . This policy determines and selects which sociocultural competencies of a <i>literal person</i> are inevitable parts of cultural literacy. Cultural literacy is socially constructed and due to the linguistic turn, it has become a crucial human competency.
Keywords	Knowledge; practice; skills

Spain (Catalonia)

	Spain (Catalonia)
Author	Albaiges, B.
Publication Date	2003
Title	Crisi del Treball i Emergència de Noves Formes de Subjectivitat Laboral en els Joves
Publisher	Secretaria de Joventut
Overview of Study	The study is inspired by literature on transformations in late modernity and, in particular, on theories about changes in the labour market and their influence on subjectivities and identities. The book uses some secondary data, but it is mainly based on in-depth interviews with 17 young people in different situations in their transition from the educational system to work.
Summary of Findings	The study analyses the in-depth processes in the transformation of the labour market in the western world. It suggests that there is a systematic process of increasing precariousness, which affects some groups of the population, in particular young people. These changes are structural and indicate a collapse of the normative pillars of Fordist economies and societies in the context of economic stability due to sustained economic growth and strong institutional regulation. These changes have a great impact on the role that work and professions play in the identities of young people. The new norm of precariousness is reshaping the routes of youth transitions and the traditional values of work for the youngest generations.
Keywords	Economy; employment; identity; neo-liberalism

	Spain (Catalonia)
Author	Anduiza, E., Cristancho, C. and Sabucedo J.
Publication Date	2014
Title	Mobilization Through Online Social Networks: The Political Protest of the Indignados in Spain
Journal	Information, Communication & Society
Publisher	Routledge
Volume	17
Issue	6
Page Numbers	750-764
Overview of Study	This article outlines some observable implications of the concept of connective action and tests them against the case of the 15M demonstration. The study is based on a comparative analysis of data gathered from participants and organizations in nine demonstrations held in Spain between 2010 and 2011.
Summary of Findings	The 15M demonstration (the origin of the indignados movement in Spain and the seed of the occupy mobilizations) presents some key characteristics that defy the established principles of the collective action paradigm. Cases of self-organized collective action networks are expected to be different from traditional collective action cases with regards to the characteristics of the organizations involved, the

	prevalent mobilization channels and the characteristics of participants. Relevant and significant differences were found in the characteristics of the 15M staging organizations (recently created, without formal membership and mainly online presence), the main mobilization channels (personal contact and online social networks rather than co-members or broadcast media), and participants (younger, more educated and less politically involved). These findings help to understand the large turnout figures of this movement and have important implications for the mobilization potential of social networks, particularly as it can affect the political participation of less involved citizens.
Keywords	Citizenship; participation

	Spain (Catalonia)
Author	Ariño, A. and Llopis, R.
Publication Date	2016
Title	La Participació Cultural de la Joventut Catalana 2001-2015
Publisher	CONCA
Volume	1
Issue	Cultural Participation
URL	http://treballiaferssocials.gencat.cat/web/.content/JOVENTUT_observatori_catala_de_la_joventut/documents/arxiu/Formacio/La_participacio_cultural_de_la_joventut_catalana_2001-2015.pdf
Page Numbers	62
Overview of Study	<p>This is a study of the evolution of cultural practices of young people in Catalonia. It provides an intergenerational perspective. The cultural practices are studied according to sociodemographic variables and final reflections on cultural participation are developed.</p> <p>It is based on the <i>Consumer and Cultural Surveys of Catalonia</i> in 2001 and 2006 and the <i>Cultural Participation Survey</i> for 2013 and 2014, from the Department of Culture of the Catalan Government. The study is also supported by a small amount of fieldwork with two groups of young people from different social and cultural backgrounds, whose cultural activities were observed for fifteen days.</p> <p>The objective is to know how the cultural participation of youth (ages 14 to 30) has evolved since the beginning of the century; what the differences between the cultural participation of youth and that of the older age group are; what the factors that differentiate cultural participation among young people are; and how we can classify and study youth based on their cultural participation. The publication ends with some reflections on various aspects that provide elements for the orientation of interventions aimed at youth in the field of culture.</p> <p>The authors defend cultural participation from a perspective that takes into account the subject and its intentions, recognizing that a process of creation, recreation and interaction exists in any cultural practice.</p>

	This includes avoiding reducing cultural participation to cultural consumption.
Summary of Findings	<p>Cultural participation and economy: From 2001 to 2012, cultural participation increased in all areas where the cultural field was subdivided administratively. Data from 2012 shows the incidence of the crisis and the great recession. There is a reduction of assistance for the most significant cultural practices. Free consumption of music, movies, books, etc. over the internet becomes more relevant. From this time, there are four practices that become universal: listening to music, watching television, using the Internet and going to the cinema, with percentages less than 10% of the population that never engage in these activities.</p> <p>Using a mobile phone as a cultural tool: hyperconnectivity, generalization of mobile communication and personalization of culture. Since the end of 2014, and clearly during 2015, the smartphone has irreversibly overtaken the computer. 92% of individuals regularly use their mobile phone. With this, the ubiquity of connection, the diversity of uses and the time dedicated to digital navigation expands. Access occurs wherever the individual is, whether on the street, on public transport, at their place of work or at a cafeteria. In terms of generativity, the authors refer to a specific property of these socio-technologies. As they are used and explored by new users with different interests and concerns, they continuously expand their uses. Social incarnation transforms them, beyond what their original creators had foreseen.</p> <p>The significance of culture: For more mature cohorts, culture essentially means knowledge, science, education and family socialization; while the youngest cohort underlines the idea of culture as traditions, customs and identity, and a wider range of activities that can be considered cultural (ecological, gastronomic and heritage). Only two activities get a clear consensus in both groups: attending classical music concerts and visiting museums and exhibitions.</p> <p>The youth conception of culture is essentially legitimist, since it reproduces the prevailing canon in which it has become socialized. However, it is also more open, varied and secular (in the sense of subtracting sacredness from practices and conferring it on others), with the entertainment function gaining particular relevance.</p>
Keywords	Digital; economy; family; heritage; identity; participation; practice

	Spain (Catalonia)
Author	Ariño, A.
Publication Date	2010
Title	Prácticas Culturales en España. Desde los Años Sesenta Hasta la Actualidad

Publisher	Barcelona: Ariel
Volume	1
Issue	Cultural Practices
Overview of Study	Based on surveys and cultural statistics developed by public and private institutions from the 60s to present, Professor Ariño keeps track of the evolution of consumption and cultural practices in Spain, paying special attention to the trajectories linked to reading and musical audition.
Summary of Findings	<p>The study goes through the paradigm of 'tele-home' to the 'room culture', where consumption is done individually and personalized through the computer, to the 'nomad culture', where mobile devices are the vehicle of consumption and individualized cultural practice.</p> <p>In 1968, only 38% of households had a TV set and 19% a fixed telephone. In 2010, the vast majority of households have several receivers, 92% of mobile phones and 70% of some other kind of computers. This change in cultural locus has gone hand in hand with the transition from a highly literate culture to a more audio-visual level. These movements also affect the most widespread criteria of meaning and legitimacy of cultural policies. This undermines the historical nexus that associated reading to high culture.</p> <p>One of the main conclusions and recommendations of Antonio Ariño's work is that the most effective cultural policy would be a powerful and modern educational policy that would combine access paradigms (cultural democratization) and recognition (cultural democracy). However, it would not be myopic to inequalities and, therefore, their action must be based on educational policy.</p>
Keywords	Digital; equality; literature; music; practice; quantitative

	Spain (Catalonia)
Author	Arroyo González, M.J.
Publication Date	2013
Title	La Educación Intercultural: Un Camino Hacia la Inclusión educativa
Journal Title	Revista de Educación Inclusiva
Volume	6
Issue	2
Page Numbers	144-159
Overview of Study	The text is a theoretical article (not empirically based) that discusses two concepts: intercultural education and educational incorporation.
Summary of Findings	The study argues that intercultural education (a dimension of cultural literacy) is one of the best ways to obtain educational incorporation. It focuses on the specific needs of each student and not individual groups, emphasising the diversity of each school.

	The author proposes to rethink educational practices and school organization with the goal of educational incorporation of all pupils in the classroom, including those of migrant origin.
Keywords	Diversity; pedagogy; schools

	Spain (Catalonia)
Author	Benedicto, J.
Publication Date	2013
Title	The Political Cultures of Young People: An Uncertain and Unstable Combinatorial Logic
Journal	Journal of Youth Studies
Publisher	Routledge
Volume	16
Issue	6
Page Numbers	712-729
Overview of Study	Whilst accepting its complexity, the article engages with the debate on transformations of political involvement of young people. It is based on in-depth interviews and focus groups with approximately 100 young people from Spain that the author has interviewed in different research projects.
Summary of Findings	The author starts by criticizing the “sterile” debate on the question of ‘youth de-politicisation’. The analysis of trends of youth political and social involvement requires taking into account the new structural and cultural conditions of the relationship between young people and politics. It also takes into account the multiple meanings that politics today has for young people by linking their logics of politicisation with the social dynamics of youth in modern society. The article discusses the main structures of meaning present in their discourses, and how young people combine and employ these meanings to orientate themselves in the public sphere. Phenomena such as political individualisation, sudden incursions of youth into the public sphere or the intermittent and provisional presence and distancing from institutional politics are better understood from the perspective proposed in the article.
Keywords	Citizenship; participation; qualitative

	Spain (Catalonia)
Author	Bernete, F. (ed.)
Publication Date	2007
Title	Comunicación y Lenguajes Juveniles a Través de las TIC
Publisher	Instituto de la Juventud
Volume	1
Issue	Youth & TIC
URL	http://www.injuve.mtas.es/injuve/contenidos.item.action?id=541229710&menu Id=5720

Overview of Study	<p>This is a study on how information and communication technologies influence communication habits and forms of expression of young people. It is based on the fact that ICT today is of universal use among young people, regardless of whether they live in rural or urban environments.</p> <p>The aim of the research is to discover how technology is changing forms of communication and language used by young people. This research is carried out through qualitative techniques, which study the messages and the language used by young people to communicate through the computer and the mobile phone. An exploratory study of the messages is developed.</p> <p>To do this, information is collected from three different sources: 1) texts published on the phenomenon being studied, 2) interviews with experts in psychology, education and language and 3) expressive material collected in SMS communication exchanges, blogs, forums, emails and internet chats.</p>
Summary of Findings	<p>The functional division between emitters and receivers of the information, and producers and consumers of the information has been broken. Communication is now synchronous and bidirectional (or multidirectional).</p> <p>Cultural and ideological constructions have been increasingly happening non-territorially (press, radio, television). Current technological devices continue in this direction by creating non-territorial spaces. Paradoxically, they facilitate interactivity, immediate contacts, and exchanges that come close to sharing things. They create imagined communities, with the basic references which are not necessarily geographical anchors, but rather shared tastes, motivations or desires.</p> <p>ICT allows for the consolidation and extension of a circle of social relations. Young people remodel themselves through relationships with others. In this sense, a new phenomenon of identity emerges through ICT, constituting another self, another form of social identity that is different from the identity of the physical space. This other self requires a cognitive and expressive effort, a new creative, fictional and loaded emotional culture.</p> <p>The internet facilitates the creation of multiple micro-groups. Internet users create communities of users, new networks within the networks, with all kinds of habits, tastes and customs, from the most traditional to the most innovative.</p>
Keywords	Digital; identity; rural-urban

	Spain (Catalonia)
Author	Caballo, M.B., Varela, L. and Nájera, E.
Publication Date	2017
Title	El Ocio de los Jóvenes en España. Una Aproximación a Sus Prácticas y Barreras
Journal Title	OBETS. Revista de Ciencias Sociales
Publisher	Universidad de Alicante. Instituto Interuniversitario de Desarrollo Social y Paz

Volume	12(Extra 1)
Issue	Youth Leisure
URL	http://hdl.handle.net/10045/70873
Page Numbers	43-64
Overview of Study	<p>The article reports on the project “From educational times to social times: the daily construction of being young in a network society. Specific problems and social-pedagogical alternatives” (EDU2012-39080-C07).</p> <p>It presents results relating to the use of free time based on a questionnaire carried out in the course of 2015-2016 with a sample of 2,694 students in Post-Compulsory Secondary Education. The majority of practices are associated with leisure, cultural and festive entertainment aspects, whereas the solidarity dimension is marginal. Of particular note are temporary barriers and literacy deficits in leisure activities.</p>
Summary of Findings	<p>Socialization in valuable leisure experiences generates differences in the construction of youth identities. Knowledge, skills and interests that can be developed in disadvantaged contexts differs widely from the opportunities that are available in educationally enriching scenarios.</p> <p>Another questions is posed by different roles that boys and girls assume in this stage of the life. The persistence of barriers limits women’s participation in leisure activities that they would like to carry out.</p> <p>The obtained results show that young people in post-compulsory education develop free time experiences through leisure practices linked to the entertainment dimensions (sport, digital leisure), creative dimensions (cultural activities) and festive dimensions.</p> <p>It should be noted that the civic involvement of young people in volunteer work or through associationism is low. However, experiences associated with the solidarity dimension of leisure are fundamental for the construction of youth identity, providing important personal and social benefits. Sharing voluntarily and without any particular agenda helps to exercise active citizenship.</p> <p>However, the internet and social media are changing the ways of exercising the solidarity dimension, giving rise to virtual volunteering (Herrán and Viñals, 2011). New forms of online citizen participation are modifying the ways that people interact (Subirats, 2011), generating links and horizontal ties. This brings about a deep change in the conception of leisure that incorporates the potentialities of the new scenario generated by the internet.</p>
Keywords	Digital; gender; identity; knowledge; participation; skills

	Spain (Catalonia)
Author	Carbó Rubengt, G.

Publication Date	2015
Title	Pensar l'Educació des de la Cultura
Publisher	PhD Thesis, Universitat de Girona. Available at: https://www.firatarrega.cat/media/upload/pdf/pensar-leducacio-des-dela-cultura_editora_14_96_1.pdf
Overview of Study	Carbó's thesis is one of the most extensive texts reflecting on cultural education in Spain. For summary purposes, we discuss here the main elements of the thesis, which relate to the CHIEF project.
Summary of Findings	<p>Carbó, an expert on cultural and educational policies, recognises that the school constitutes the basic guarantee institution. Universal access to culture beyond formal education – non-formal learning (outside school) and informal education – is a decisive contributor to cultural 'literacy'.</p> <p>In relation to the curriculum of formal education, the competences defined as transversal are those directly related to cultural diversity. They include, among others, artistic and cultural competence and competition communication. Carbó explains that cultural education still is not understood in a transversal way in Spain and Catalonia, where it is often strictly associated with artistic competence.</p> <p>She also draws attention to informal learning inherent in all socialisation experiences, including learning activities that are carried out in the workplace, in the local community and in daily life (self-taught) or in the family or in society.</p> <p>According to the author, “in our society, there is an increasing awareness of the fundamental role that citizens have as creators, producers and cultural consumers, especially young people, and how their critical capacity in relation to knowledge and diversity is vital to guarantee the bases of public and democratic government systems (Carbó, 2015, p. 4).”</p>
Keywords	Art; community; diversity; employment; family

	Spain (Catalonia)
Author	Carretero Rodríguez, M., and López Rodríguez, C.
Publication Date	2009
Title	Estudios Cognitivos Sobre el Conocimiento Histórico: Aportaciones Para La Enseñanza y la Alfabetización Histórica
Journal Title	Enseñanza de las Ciencias Sociales
Volume	8
Page Numbers	75-89
Overview of Study	The study collected recent contributions on psychological cognitive effects which have been made in the field of teaching and learning history over the last decades. It is not a methodological paper.

	Using this approach, the authors outline some characteristics of historical literacy starting with comparisons of experts and novices (students) in history.
Summary of Findings	Carretero and López (2009) gathered the most relevant studies on cognitive psychology of the knowledge and skills that characterize history experts. The authors believe that greater knowledge about the characteristics of said experts is a fundamental aspect of understanding what objectives should be promoted to achieve adequate historical literacy. These characteristics revolve around three major capacities related to historical knowledge: the evaluation of evidence when obtaining information, reasoning and problem solving, and the analysis and construction of historical narratives. This is a relevant issue as teachers, as experts, are intensively involved in the process of students gaining an adequate level of historical literacy.
Keywords	Heritage; knowledge; pedagogy; schools; skills

	Spain (Catalonia)
Author	Carretero, Mario; López, C., González, M.F., and Rogriguez-Moneo, M.
Publication Date	2012
Title	Students Historical Narratives and Concepts About the Nation
Book Title	Carretero, Mario; Asensio, Mikel; Rodríguez-Moneo, Maria (eds.) History Education and the Construction of Identities
Publisher	Information Age Publishing, Charlotte, NC.
Page Numbers	153-170
Overview of Study	Carretero et al. (2012) discussed how students construct their historical narratives and concepts about the nation, to relate the past with the present and the future. Their empirical research is based on individual semi-structured interviews to analyse the concept of the nation in Spain and Argentina among adults and 12-18 year old students.
Summary of Findings	In their study, participants understood the territory as a natural entity belonging to the nation which is, in turn, a predetermined entity. According to them, in the case of Spain, the concept of the nation is not understood in a proper historical manner: “Students have a rather essentialist idea of nation, closer to a romantic than to a disciplinary conception (Carretero et al., 2012, p.167).” The nation is more ‘essentialist’ – using their terms – and linked to a territory; these are ideas that are supported, more than ever, by the intense process of globalisation. They said that there are two probable causes of this. First, in reaction to the intense process of globalization, nationalist ideas are more supported than before in many societies. Certainly, according to them, any nationalist idea promotes and is based on the romantic conception of the nation. Second, the teaching of history in many schools around the world is still something that should be seriously

	improved. Specifically, the excessive emphasis of national narratives and the romantic manner in which the nation is portrayed in those narratives.
Keywords	Globalisation; heritage; qualitative; schools

	Spain (Catalonia)
Author	De Puellas Benítez, M.
Publication Date	1997
Title	Literacy in Spain: Research Approaches and Recent Publications
Journal Title	Paedagogica Historica - International Journal of the History of Education
Volume	33
Issue	2
Page Numbers	482-508
Overview of Study	The article summarises the main studies on literacy in Spain during the 1980s and early 1990s. The author argues that there is an increasing interest in this subject, thanks partly to the convergence of economic history and the history of education, but above all thanks to the emergence of young historians working in conjunction with specialists in the history of education.
Summary of Findings	This article analyses the latest research that has been published in Spain and the part that it has played in the shift from traditional approaches to new methodologies. Against the background of the history of education in Spain, the article assesses key aspects such as the controversial relationship between human capital and literacy, the importance of long-standing cultural factors in literacy and its geographical distribution, the need for qualitative history of literacy within the more general framework of the written culture, and the relationships between literacy and modernisation.
Keywords	Heritage

	Spain (Catalonia)
Author	Escarbajal Frutos, A. (ed.)
Publication Date	2015
Title	Comunidades Interculturales y Democráticas. Un Trabajo Colaborativo Para una Sociedad Inclusiva
Publisher	Narcea, Madrid
Overview of Study	The book edited by Escarbajal Frutos collects several proposals on how to implement intercultural education, in response to the challenges of inclusion in increasingly diverse societies, and how to create more intercultural and democratic communities.
Summary of Findings	The book analyses the difficulties and opportunities produced by intercultural education between students and teachers. In this regard,

	<p>the book aims to go beyond formal education in schools. The learning process of intercultural competences cuts across the school, the community, the neighbourhood and the family.</p> <p>The book also analyses the different ways of being a citizen and claims intercultural citizenship as a right (state and transnational) which breaks the walls of identity policies and recognizes the contributions of each and every one of the communities and cultures since most of the models of immigration are solutions to a false approach to the integration of immigrants.</p> <p>Another thesis of the book is its support for the implementation of policies of inclusiveness towards immigrant students, respecting their uniqueness at the same time. The book proposes a continuous teacher-training programme designed to provide critical principles, contents and recommendations to follow. It highlights the relevance of intercultural mediation in and outside the school environment in order to foster participatory citizenship and empathy with the other.</p>
Keywords	Citizenship; community; democracy; diversity; family; integration; schools

	Spain (Catalonia)
Author	Escarbajal Frutos, A. and Morales Cánovas, A.
Publication Date	2016
Title	Estudio de las competencias culturales del profesorado de Educación Secundaria
Journal Title	International Journal of Educational Research and Innovation
Volume	6
Page Numbers	146-161
Overview of Study	<p>The article researches intercultural skills in secondary school teachers. The authors posit that to respond to the demands of the multicultural and changeable Spanish society of the 21st century, it is important teachers are properly trained and have the necessary intercultural skills to properly perform their educational work. Therefore, the target of their research is to analyse intercultural competencies of secondary school teachers and their involvement in the development of interculturality in their schools, in order to, when necessary, suggest some alternatives that promote inclusive education.</p> <p>Methodologically, the study is based on a survey among 130 teachers of 6 schools of the Spanish provinces of Murcia and Cádiz.</p>
Summary of Findings	<p>The survey done among teachers shows the lack of training on intercultural skills and practices and the need to implement training in intercultural skills, both in initial university training and in continuing education.</p> <p>According to the authors, intercultural competence should be addressed as basic general knowledge or as a transversal competence</p>

	in all degrees but above all as a specific competence of the degrees related to education.
Keywords	Diversity; schools; teacher training

	Spain (Catalonia)
Author	Feixa, C. and Pozio, L.
Publication Date	2004
Title	Los estudios sobre culturas juveniles en España (1960-2003)
Journal Title	Revista de Estudios de Juventud
Publisher	Injuve
Volume	64
Page Numbers	9-28
Overview of Study	This article analyses academic research on youth cultures in Spain from the late Francoism until 2003. It analyses around 200 contributions from different disciplines. It divides this period into 5 stages (the late Francoism, the democratic transition, the 80's, the 90's and the present) identifying in each of them social contexts, academic frameworks and main research lines.
Summary of Findings	The article offers a review of the research in youth cultures from the 60's until 2003. It shows the relation between the academic (but also mediatic and popular) visions of youth within the general political, social, economic and cultural contexts. The dominant discourses on youth highlight the social transformation of Spain. The first studies on youth cultures coincided with the decadence of the Francoist regime and the democratic transition, and are closely related with the ideological and mediatic discourses that try to face the issue of the "problem of youth" or "youth as a problem". Later the interest is in analysing the emergence of urban tribes and a certain careless attitude ("pasotismo") that the Transition generation assigned to their next generation. In the mid 90's there is a turning point in the studies on youth cultures coinciding with the emergence of subcultural groups such as the "okupas" (squatters) or the skinheads. In this period, there is still a lack of more transversal research putting together the analysis of different groups or the links of this youth subcultures with more general trends on youth identity, attitudes and social patterns and there is still a very weak relation with the more consolidated international research on youth cultures.
Keywords	Democracy; identity; sub-culture

	Spain (Catalonia)
Author	Feixa, C. and Sánchez, J.
Publication Date	2015
Title	De las culturas juveniles a los estilos de vida: etnografías y metaetnografías en España, 1985-2015

Journal Title	Revista de Estudios de Juventud
Publisher	Injuve
Volume	110
Page Numbers	105-129
Overview of Study	The aim of the article is to offer a review of the studies on youth cultures in Spain from 1985 to 2015. The article is divided into 3 parts. In the first one, the authors update on the Feixa and Pozio (2004) contribution to the analysis of youth culture research in the last decades. In the second part, they present recent research projects in which youth cultures is the main issue of interest. Finally, in the last section there is a critical reflection on the perspectives of the research on youth cultures.
Summary of Findings	In the new century, studies of youth cultures in Spain have undergone an exponential growth in terms of the number but also in terms of the contribution of scholars from other disciplines and the international integration mainly through European projects as well as through a productive exchange with Latin America scholars. From this period, the authors highlight three crucial subjects in the study of youth cultures: (1) the impact of the ICTs and the emergence of the so-called cybercultures, (2) the study of the Latin gangs (“bandas”) within the new phenomena of foreign immigration in Spain and transnationalism and (3) the incorporation of the analysis of social movements taken from the antiglobalisation movement, particularly the <i>indignados</i> movement from 2011.
Keywords	Digital; diversity; globalisation; participation

	Spain (Catalonia)
Author	Feixa, C. and Nofre, J. (eds)
Publication Date	2013
Title	Generación Indignada. Topias y utopias del 15M
Publisher	Milenio Editorial
Overview of Study	The financial crisis and the indignados movement in 2011 represent a turning point in the dominant social discourses and academic perspectives of young people, including agency and their own political identities. This book compiles contributions from different authors on the characteristics of this movement in Spain. It also compares these mobilizations with other protests in different countries, where there was also a significant presence of young people who share a generational component in their vindications. It underlines the differences between these movements and other precedent social and political mobilizations. In terms of methodology, the chapters are based on ethnographies conducted during the movement and on the analysis of social networks data.
Summary of Findings	The chapters of the book focus on new characteristics of this movement, with an emphasis on the generational component of the mobilisation. This generational component is present in the causes of

	<p>the protest both in terms of material conditions of youth that has been particularly affected by the economic crisis and in terms of a critique of the economic, political and social system that has been built by the precedent generation but that has failed in offering welfare and stability to the new one. The generation component is also expressed in the forms of protest and the movement structure – that is one of the innovative elements of the movement.</p> <p>The book also analyses that connection of the indignados movement with other mobilisations around the world (in Brazil and Egypt) that share some of these characteristics; through this approach the book is trying to identify transnational dynamics.</p>
Keywords	Economy; identity; participation

	Spain (Catalonia)
Author	Fernandez-Planells, A.; Figueras-Maz, M. and Feixa, C.
Publication Date	2014
Title	Communication among young people in the #spanishrevolution: Uses of online–offline tools to obtain information about the #acampadabcn
Journal	New Media and Society
Publisher	SAGE Publications
Volume	16
Issue	8
Page Numbers	1287-1308
Overview of Study	<p>This article outlines new forms of communication among young people and activism. In particular, it deals with how information and communication technologies have impacted on the communication strategies in social movements. To do so, it evaluates how the activists involved with the #acampadabcn – a camp in Barcelona’s central square – used online–offline tools to get information about the Movement. The research combines participant observation, surveys, in-depth interviews, and web analytics.</p>
Summary of Findings	<p>The #spanishrevolution that started on 15 May 2011 shows this new-style communication in action. Amidst regional election campaigning, thousands of people, mainly young, took to the streets and occupied Spain’s main squares, becoming known as the Outraged (los Indignados) or 15M Movement.</p> <p>The results of the study show that social media were vital for spreading information during 15M. While the majority of those surveyed became aware of the camps via word of mouth, social media were the main posteriori tools for informing and mobilizing. 15M Movement, together with other networked social movements, has further developed the communication methods of social movements.</p>
Keywords	Digital; participation

	Spain (Catalonia)
Author	Ferrer-Fons, M., Rovira, M. and Saurí, E.
Publication Date	2012
Title	MYPLACE WP2, Deliverable 2.1: Country-based report on historical discourse production as manifested in sites of memory (Spain, UPF)
Publisher	Report for the European Commission, Retrieved October 29, 2015
Issue	Memory and youth
Overview of Study	This report summarizes the findings about how curricula reflect the conflicts of the past in Spain and Catalonia. The outputs are based on interviews of experts about memory, museums and repair politics of Francoism's crimes.
Summary of Findings	As explained by the authors, the history of the Civil War and Francoism have been introduced into educational curricula in recent years. This has been achieved based on a more solid perspective, and mainly through activities promoted by the Democratic Memorial, including students' work on the effects of war and the Franco regime in their immediate surroundings. The school curriculum has incorporated a more critical look at these subjects in the recent past.
Keywords	Heritage; schools

	Spain (Catalonia)
Author	Fina, X. (dir.)
Publication Date	2010
Title	Cultura i joves II. Hàbits culturals i polítiques públiques
Publisher	Generalitat de Catalunya, Departament d'Acció Social i Ciutadania, Secretaria de Joventut
Volume	2
Issue	Cultural behaviour & Policies
URL	http://treballiaferssocials.gencat.cat/ca/detalls/Article/Estudis28-00001
Page Numbers	178
Overview of Study	<p>This study has a triple objective: first, to define a new conceptual framework to deal with the analysis of the relationship between culture and youth; second, to make a temporary comparison of consumption indicators and cultural practices based on youth policy surveys in 2001 and 2006; and third, to discuss public policies about the culture-youth binomial.</p> <p>The field of study is the young population of Catalonia. While among the population aged 15 to 29, the percentage of foreign population in 2001 was 5.3%, in 2009 it reached 26.8%. The size of the foreign population among the young population, increased by five in those seven years, whereas for the adult population (30 or more years) this number increased by nearly four.</p>
Summary of Findings	Since 2005, there has been a shift in the focus on the space of culture in youth policies. More emphasis is placed on the creation and

	<p>dissemination and on their role in the democratization of culture and the construction of youth identities.</p> <p>The development of Local Youth Plans in municipalities has contributed to the incorporation of new areas of action into the municipal area: cultural programming is an example. Also, the Catalan Government budget for the cultural programs for young people increased by 70.2% between 2005 and 2007. Support for young artistic and cultural creation has also been incorporated through decentralized actions.</p> <p>The analysis of cultural consumption indicates that young people have shown a special capacity for acceptance and adaptation to new cultural formats. Also, the emergence of new media and modes of consumption (MP3, Blu-ray, streaming, podcasts, electronic books, etc.) and the promotion of new platforms for access, generation and exchange of content (TV on letter, P2P, social relationship networks, self-publishing, Creative Commons, etc.) has contributed to the expansion of opportunities and consumer needs, which have resulted in more flexible, simultaneous and heterogeneous practices.</p> <p>From this point of view, it should be noted – with a certain concern – that last year 31.6% of young people have not attended any concert; 26.8% have not visited any museum, gallery or monument; and 53.7% did not attend any theatre productions. Furthermore, more attention is needed to design strategies for cultural accessibility to address the fact that 14.2% have not read a book and 31.8% have not used a library for the last twelve months. Two aspects of consumption, with a central role in facilitating the rest of practices and habits.</p>
Keywords	Digital; funding; government; heritage; identity

	Spain (Catalonia)
Author	García Carrasco, J.
Publication Date	2009
Title	Las formas de la alfabetización cultural en la sociedad de la información
Journal Title	Teoría de la Educación. Educación y Cultural en la Sociedad de la Información
Volume	10
Issue	1
Page Numbers	49-75
Overview of Study	The article reflects on digital literacy and the impact of new technologies on the learning processes of young people. The author describes different processes in which literacy as a pedagogical project has been transformed with the appearance of new technologies. It is not a methodological paper.
Summary of Findings	The author uses the concept of multiple literacy, which is related to the reconstruction of the historic process of cultural integration. Literacy is

	<p>more complex than learning to read and write. The study focuses three cultural processes: the introduction of oral language and cultures of orality, the introduction of reading-writing literacy and the emergence of cultures that correspond to the introduction of digital technologies and the emergence of the so-called information society.</p> <p>According to the author, "when digital technology enters different scenarios, it modifies the living conditions in vital domains (....). Literacy (...) can never be understood as a process of learning to read and write because it has passed to the need to be a process of reading to learn, a process of personal training to deliberate, a basic process to learn to live." (García-Carrasco, 2009, pp.72-73).</p>
Keywords	Digital; language; pedagogy

	Spain (Catalonia)
Author	Gómez Carrasco, C.J.; Miralles Martínez, P. and Molina Puche, S.
Publication Date	2015
Title	Evaluación, competencias históricas y educación ciudadana
Journal Title	Revista de Estudios Sociales
Volume	53
Page Numbers	9-14
Overview of Study	<p>Gómez-Carrasco et al. (2015) posit the need for a new cognitive model of historical learning. They discuss the link between the historical formation of students and the development of democratic, critical and responsible citizenship.</p> <p>It is not a methodological paper.</p>
Summary of Findings	<p>In order to achieve a new cognitive model of historical learning, the authors suggest that it is necessary for historical knowledge to be conceived of as the acquisition of complex cognitive abilities and social and educational competences. The latter type of historical knowledge is related to skills of a historian: the search, selection and treatment of historical sources, empathy or historical perspective. For that, it is therefore necessary to investigate the design of other forms of evaluation that capture the learning of skills and abilities in students.</p> <p>According to them, "students must learn, from early ages, how the narratives of the past are constructed, as well as the disciplinary tools to interpret them appropriately and critically" (Gómez-Carrasco et al., 2015, p.11)". For them, the introduction of the competences can be an opportunity for the students to acquire a specific ability to interpret and confer new meanings to the reality on which they act. It is also an opportunity for the democratisation of evaluation, moving away from examinations as an exclusive tool.</p>
Keywords	Citizenship; democracy; heritage; knowledge; schools; skills

	Spain (Catalonia)
Author	Gonzalez, Isaac

Publication Date	2010
Title	Els tres esperits de la segona modernitat. Un marc conceptual per a l'anàlisi de les desigualtats socials contemporànies
Publisher	Universitat Autònoma de Barcelona
Volume	PhD Thesis
Overview of Study	This thesis is a comprehensive theoretical dissertation about the impact of the crisis of modernity and the coming late modernity in the identities of young people and the reconfiguration of inequalities and their meanings. Although it is theoretical in its approach and structure, the thesis is based on some empirical studies, using both qualitative and quantitative methods.
Summary of Findings	The thesis is structured in three parts. First, it reviews what modernity and the transition to second modernity mean. This part of the analysis is organized based on four spheres of reality which cover the whole relational complex and the meaning of the social reality: the economic, the relational, the symbolic and the subjective. The second part looks at how inequalities are expressed in late modernity. The final part is devoted to an in-depth analysis of the subjective and symbolic dimensions of inequality, leading to the concept of capital-distinction. Thus, the study contributes to the conceptualization of the transformation of identities and subjectivities of new generations in a period of changes and uncertainty.
Keywords	Equality; identity

	Spain (Catalonia)
Author	Kleiner-Liebau, D.
Publication Date	2009
Title	Migration and the Construction of National Identity in Spain
Publisher	Iberoamericana Editorial
Overview of Study	The study analyses the construction of national identities in Spain - and Catalonia- in the context of the new foreign immigration. The research is based on discourse analysis by the main political actors.
Summary of Findings	The book focuses on how the public debate about immigrant integration leads to a heightened awareness or even a collective redefinition of identity. For this purpose, the case of Spain provides a unique example of these processes for two reasons: its recent shift from high emigration to having one of the highest immigration rates in the EU, and its highly visible public dialogues on national identity. This book analyses the construction and reconstruction of national identities in current political discourse on immigration and integration at the level of both the central State and the Autonomous Community of Catalonia
Keywords	Diversity; Europe; identity; integration

	Spain (Catalonia)
Author	López, J., Cebollada, À. and García, E.
Publication Date	2012
Title	«Cultura i oci. Les activitats de lleure de les persones joves». A: Enquesta a la joventut de Catalunya 2012
Publisher	Barcelona: Departament de Benestar Social i Família de la Generalitat de Catalunya
Volume	2
Issue	Cultural practices on leisure education
URL	http://treballiaferssocials.gencat.cat/web/.content/JOVENTUT_documents/arxiu/publicacions/col_estudis/EJC_2_2.pdf
Page Numbers	30
Overview of Study	<p>This chapter of the Youth Survey of Catalonia 2012 deals with culture as a leisure activity for young people.</p> <p>The analysis is placed in the context of the influence of the economic crisis, technological changes and migration on the culture and leisure of young people. It should be noted that, according to data from the 2012 continuous census of Catalonia, the proportion of foreign population among young people aged 15 to 29 is 25.3%.</p> <p>The authors explain leisure activities of young people and put them in relation to social indicators. Leisure activities between 2007 and 2012 are also compared to see how they evolved. As a result, there is a typology that groups young people according to leisure habits and the intensity with which they perform them.</p>
Summary of Findings	<p>A technological transformation of leisure activities is taking place. The technological change influences the way of doing traditional leisure activities, which are partially replaced by their technological variants. The economic crisis accentuates the effect of technological changes, especially on leisure activities.</p> <p>The habit of doing relational activities is associated with privileged social indicators (women and young people); whereas recreational and digital activities are associated with non-privileged indicators.</p> <p>In the leisure habits of young people aged 15 to 19, age is given more weight than the social position (the educational level) of the family. Beyond that, the educational level of the father or mother influences the leisure and cultural practices of young people. This occurs both among young people of national families as well as of immigrant origin.</p> <p>On the other hand, the group of individuals that practice cultural leisure activities is composed mainly of women, aged 20 to 24. Normally, their parents have university studies and work in management occupations or as professionals. These young people use Catalan as their main language (or Catalan and Spanish alike) and live in small or large populations. This group has a more beneficial social background.</p> <p>The influence of the family on the activities of young people is significant. The analysis carried out shows the existence of a socially isolated group: young people whose parents have a lower social</p>

	position, specifically of immigrant origin, which, as a main language, do not use Catalan or Spanish. As a group, they are also more likely to attend religious activities.
Keywords	Digital; diversity; economy; family; religion

	Spain (Catalonia)
Author	Macías Gómez-Estern, B., Amián, J.G., Sánchez Medina, J.A. and Marco Macarro, M.J.
Publication Date	2010
Title	Literacy and the Formation of Cultural Identity
Journal Title	Theory & Psychology
Volume	20
Issue	2
Page Numbers	231-250
Overview of Study	<p>The article presents both a conceptual and a methodological proposal for the study of cultural identity by cultural-historical psychology. First, the authors develop a conceptual framework in which they define acts of identification as a suitable unit of analysis for cultural identity. Acts of identification integrate dynamically social and individual components, both of them necessary in the explanation of cultural identity. To study identity empirically the authors adopt a rhetorical perspective, studying cultural identity through the analysis of the discursive processes that people use to persuade an audience and themselves.</p> <p>Methodologically, the setting of their research is based on an adult literacy programme introduced by the regional government in Andalusia (southern Spain) in the 1980s and early 1990s called the Programa de Educación de Adultos de Andalucía (PEAA). Two focus-groups were organised (6-7 people each) with participants of the above mentioned programme who differ in their levels of literacy. They were asked to discuss Andalusia, specifically what being Andalusian meant to them.</p>
Summary of Findings	<p>In this work, the authors relate literacy and the way people discursively construct their cultural identity which is linked to cultural activity settings. For them, cultural identity is a flexible process that is constructed in relation to social settings (such as formal education) in which people participate. That is, identity is a situated action, whose form is adjusted to the setting requirements in which it is displayed. A second important implication refers to the mediated nature of identity. The self-definition and arguments of women attending adult school change a lot depending, among other factors, on their schooling experience.</p>
Keywords	Identity; schools

	Spain (Catalonia)
Author	Martínez, R.

Publication Date	2013
Title	Gust musical, inautenticitat i classe social. Sobre com es signifiquen les jerarquies socials malgrat l'aparent fluïdesa de la cultura popular contemporània
Journal Title	Quaderns de l'Institut Català d'Antropologia
Publisher	Institut Català d'Antropologia
Volume	29
Issue	Viure, sentir i experimentar: noves perspectives de recerca sobre la joventut al segle XX
URL	https://www.raco.cat/index.php/QuadernsICA/article/view/280183
Page Numbers	25-45
Overview of Study	<p>During the last decades, youth studies have found it difficult to explain the relationship between youth cultures and class differences. Apart from some exceptions, and in contrast to what happens with gender or ethnicity, socioeconomic inequalities have been basically absent from the academic research on youth cultures, particularly from the so-called post-subcultural approach to youth styles.</p> <p>The goal of this article is to contribute to the correction of this anomaly by showing the way in which young people use their taste in music to make sense of the world and their place in it. This is achieved through a qualitative research in three secondary schools in Barcelona, in which young people's tastes in music are analysed in relation to each other, globally, bearing in mind that social and cultural differentiations are often drawn unreflexively.</p>
Summary of Findings	Roger Martínez pointed out that the class is not only a determining element of cultural practices, but rather an element of its production and reproduction. This approach is framed, undoubtedly, by the research of Paul Willis (1990) on common culture. Martínez's study is based on the relationship between social class and musical tastes as an experience of authenticity. "Authenticity" means the belief in an individual (or also an artist or cultural artifact) not corrupted by social influence; the absence of deformation of a supposed "essence" or "truth" individual or artistic because of the influence of money, modernization, fame, technology or social pressure.
Keywords	Globalisation; music; qualitative; sub-culture

	Spain (Catalonia)
Author	Mosteiro, S.
Publication Date	2015 February
Title	Enquesta de participació cultural Catalunya 2014.
Publisher	Departament de Cultura. Gabinet Tècnic
Volume	1
Issue	Cultural participation
URL	http://cultura.gencat.cat/web/.content/sid/organismes_nova_pagina/csc_2015/enquesta_participacio_cultural_2014.pdf
Page Numbers	50

<p>Overview of Study</p>	<p>The survey is aimed at the population aged 14 and above who are interviewed in their usual home setting. The 2014 census recorded the population of 6,404,613 people. In total 1,845 interviews were conducted.</p> <p>The main objective of statistics on the participation of the Department of Culture is to know the effective consumption of products and services of cultural nature - in the broad sense of the cultural term - and analyze the active practices of Catalans related to culture, as well as observing the evolution of these habits over time and between different population groups.</p> <p>In the 2013 issue of the Cultural Participation Survey, qualitative questions were included for the first time. This allowed the authors to analyze aspects such as what is understood by the concept of culture, the importance that Catalans attach to culture or interest that arouse various cultural activities, among other aspects. The Cultural Participation Survey 2014 continues this analytical line and incorporates new fields of analysis, results of which are shown in this document.</p>
<p>Summary of Findings</p>	<p>The 2013 <i>Cultural Participation Survey</i> allowed, for the first time, to identify the meanings that the citizens of Catalonia assign to the concept of culture: knowledge and science (44.3%), traditions, language or customs of a community or group Human (32.9%), education and family (23.8%), literature (21.9%) and art (18.2%).</p> <p>Catalan musicians identify the following activities with the concept of culture: visiting a museum or an exhibition (56.1%), going to a concert of classical music (42.9%), reading books (38.2%) or going to the theatre (36.7%).</p> <p>Activities such as playing video games and watching TV are mainly associated with the concept of leisure, especially in the case of video games.</p> <p>However, the barrier between culture and leisure is not very clear. This is demonstrated by the fact that more than half of Catalans consider traveling as an activity that combines the recreational and cultural dimensions. In fact, many activities, such as reading, attendance at the theatre or concerts, craft fairs, visits to nature parks or gastronomy, are placed in both the field of culture and recreation by a significant number of people.</p> <p>One of the characteristics of culture is its inherent learning process: nobody is born with cultural knowledge, but its elements are learned through various processes of socialization or individual discovery. From this point of view, it is interesting to study what the Catalans identify as the main actors in their process of cultural socialization.</p> <p>Interest in culture seems to be articulated through various stages of socialization:</p>

	<ul style="list-style-type: none"> • Individual experience. 73.2% of the respondents say they are interested in culture. • Family in the first place, through parents or other relatives and, later, through partners. • Friends. • Educational system and work environment, with special emphasis on the school. • Other routes, such as specific experiences or the network of existing cultural spaces.
Keywords	Family; heritage; literature; music; participation; performing arts

	Spain (Catalonia)
Author	Muñoz, J.
Publication Date	2012
Title	La construcción política de la identidad española: ¿del nacionalcatolicismo al patriotismo democrático?
Publisher	Centro de Investigaciones Sociológicas
Overview of Study	The book presents the evolution of the main characteristics of Spanish nationalism and national identity, changes from Francoism until now and their social and ideological foundations. To do so, the study analyses individual attitudes of citizens to look at the process of reconstruction of national identity and how it is integrated within the population. Thus, it is mainly based on a survey analysis.
Summary of Findings	<p>During the recent democratic decades, Spain has experienced an emergence and consolidation of a new and more democratic conception of Spanish identity - in which the 1978 Constitution plays a decisive role as a new national myth-, replacing the Francoist national catholicism. This renewed conception has been widely shared on the right and left of the ideological spectrum.</p> <p>It is not a strictly 'political' or 'civic' identity, since it is also based on cultural elements such as the Spanish language or history. The new 'constitutional' identity has been successful in being assumed by most of the Spanish society and emerges as a quasi-neutral identity ideologically and generationally. However, this 'success' has two obvious limits: on the one hand, the survival of a strong traditional identity in an important part of the Spanish population that, while not denying the new, does 'complement' it with much less neutral elements and that often arouses conflict. On the other, logically, there is a lack of integration of broad segments of the population of certain territories (especially the Basque Country and Catalonia), for which neither the old nor the new conception of the Spanish identity has been attractive.</p>
Keywords	Heritage; identity; integration; language; religion

	Spain (Catalonia)
Author	Navarrete, L.

Publication Date	2016
Title	Juventud transnacional: la movilidad juvenil en Europa
Journal	Revista de Estudios de Juventud
Volume	113
Overview of Study	This issue of the Revista de Estudios de Juventud includes 12 articles by different authors on how transnational mobility affects -both positively and negatively- the living conditions of current youth. The objective of the publication is the understanding of the transnational phenomenon, still in development, and how its positive and negative qualities can shape the future of Spanish and European youth and, more in general, the future of Europe.
Summary of Findings	The capacity for transnational mobility, in its different forms and motivations, has increased exponentially in recent years thanks to advances in communication and transport. At the same time, it has also been fostered by the public policies of the European Union, which have the objective of favouring the formation of cross-border ties between communities of different countries. This phenomenon is building a new reality that creates bridges and related communities. Some of the contributions in this issue focus on the impact of European mobility politics and intra-European migration into transnational and European identities. The growing mobility of youth, favoured partially by EU policies, is generating new transnational identities that interact with traditional national and territorial identities, although this transnational identification is not always perceived as an attachment with the European institutionality. Some authors argue that the European identity, understood as an identification with the EU and their institutions, only appears as a consequence of a mobility experience when this experience is between two-member states and when it is successful in terms of labour or educational integration.
Keywords	Europe; globalisation; identity; integration

	Spain (Catalonia)
Author	Pérez Escoda, A.
Publication Date	2017
Title	Alfabetización mediática, TIC y competencias digitales
Publisher	Editorial UOC, Barcelona
Overview of Study	The book deals with the concept of digital literacy and the impact of new technologies on the learning processes of young people. The book describes the challenges of educational processes in the context of a digital society. The author uses international and European examples at the beginning of the book; later she introduces the Spanish context, including different educational laws produced since democracy.
Summary of Findings	The author posits that students should achieve 'media literacy' in formal education, a concept related to the use and knowledge of ITC and digital competences. She explains several examples of the increasing use of ITC tools in schools.

	She focuses on the importance of evaluation processes and the use of indicators in order to capture the level of media and digital literacy among students.
Keywords	Digital; pedagogy; schools

	Spain (Catalonia)
Author	Pérez Tornero, J.M. and Martire, A. (eds.)
Publication Date	2017
Title	Educación y nuevos entornos mediáticos. El desafío de la innovación
Publisher	Editorial UOC
Issue	Education and TIC
Overview of Study	This book promotes a new vision for innovation processes in education: a vision that considers the fundamental role of the new technological environment and its repercussions on the times and spaces of the educational centres. With this objective, it proposes an analysis of innovation processes in social contexts, and for that purpose it studies the specific impact of the new communicative environments in education and defines the challenges with which the new generations are facing. As a result, the author argues that innovation must be developed through participatory processes, which must avoid impositions and immutable norms.
Summary of Findings	<p>Educational systems, at different levels, are going through a period of transformation. New communicative environments raise central questions connected with new forms of literacy and have a direct impact on the social contexts of education. There are many factors that create tensions in the classic educational environments: centres, classrooms, spaces and times.</p> <p>Technology plays a central role in the new educational sociomaterial landscape. It is, at the same time, a challenge and a factor of change of the traditionally established roles. However, there is still a significant gap between the spatio-temporal configurations in formal education and those provided by the new communicative environments, created by the convergence of media and digitalization. It is in this context where innovation processes must be located.</p>
Keywords	Digital; management; pedagogy; schools

	Spain (Catalonia)
Author	Pousa, M. and López Facal, R.
Publication Date	2013
Title	Eurocentric history in Spanish textbooks
Journal Title	International Journal of Historical Learning, Teaching and Research
Volume	12
Issue	2

Page Numbers	107-120
Overview of Study	<p>The article examines the presence of Eurocentric bias in mainstream Spanish textbooks used to teach history in secondary education. The goal of this research is to analyse how the relationships between Europe and colonised populations are presented in history textbooks.</p> <p>The methodology implies the analysis of a sample of six textbooks, and their written information, pictures and maps, with regards to the consensual historiography about the colonisation processes.</p>
Summary of Findings	<p>The authors reached the conclusion that there is an significant bias towards the old colonial propaganda – for instance, minimising or ignoring colonial violence - and reproducing many stereotyped images of the colonised and colonisers.</p> <p>The conclusions puts forward some proposals that could improve the teaching and learning of the history of colonialisms to avoid reinforcing the Eurocentric bias that already exists among secondary students.</p>
Keywords	Europe; knowledge; pedagogy; schools

	Spain (Catalonia)
Author	Reguillo, R.
Publication Date	2012
Title	Culturas juveniles. Formas políticas del desencanto
Publisher	Siglo Veintiuno Editores
Overview of Study	<p>This book is a new edition of the first version published in 2000, which has been used as a reference in youth studies in the Latin world. The author presents a theoretical-ethnographic journey organized into five stages: reading youth, mapping identity, interpreting biopolitics, ethnographing emerging cultures, and rethinking citizenship. From the body to technopolitics, Reguillo constructs a hermeneutic map as a travel guide to the emerging and insurgent landscapes of contemporaneity.</p>
Summary of Findings	<p>The book develops an original approach to understanding socio-political identities of youth. Young generations look for political and moral meanings in traditional institutions; however these institutions are too distant to them and therefore they do not make any sense. This is from this disenchantment that arise new forms of organization, political participation and peer solidarity that we find in social and political movements that are led by young people and/or that attract them.</p>
Keywords	Citizenship; identity; participation

	Spain (Catalonia)
Author	Reig, D. and Vílchez, L.F.
Publication Date	2013

Title	Los jóvenes en la era de la hiperconectividad: tendencias, claves y miradas
Publisher	Fundación Telefónica & Fundación Encuentro
Issue	Literacy & technology
Page Numbers	214
Overview of Study	<p>This is a qualitative research based on the analysis of discourses by discussion groups, which consist of parents, students and teachers of adolescents and young people from 4th ESO to 1st year of university. Extending the use of mobiles as a source of information is changing the way young people learn through what the authors call ‘multi-leasing’. Since they are digital natives, young people and adolescents are the protagonists of the technological and social change, which is associated with the intensive use of the mobile.</p> <p>The study questions how ICTs are influencing learning and all the processes that make up education. It wants to value both the risks and the opportunities they offer. Self-learning, new educational contexts and non-formal learning that ICT facilitates and empowers should be taken into account by teachers, parents and policy makers. Often these groups are reluctant to recognize the educational possibilities in non-formal and uncontrolled contexts.</p>
Summary of Findings	<p>The study contains two sections:</p> <p>Dolors Reig examines the impact of ICT on learning through attention, multitasking, the role of memory, the cognitive role of games, new skills in a digital world, social networks, augmented society, the Internet influence on social participation, digital identity in the society of transparency, the evolution of the concepts of privacy and intimacy, and addictions and other psychopathologies.</p> <p>The second part of the report is about the use, meanings and educational impacts in school and in the family of a device that creates new scenarios, disrupts many traditional roles in the educational process and opens a multitude of questions and debates to parents and teachers.</p> <p>In conclusion, the "hook" to the smartphone is widespread and its amplification seems unstoppable. All, young and old, are progressively entering this new communicative age. For obvious reasons, there are concerns regarding the education of minors on the control and proper use of the device. However, everybody is subject to the same possible problems of anxiety and addiction, especially when something fails or frustrates when using the device. Also, everybody enjoys the undoubted advantages that the device offers.</p> <p>Smartphones have not invented or created the problems of today's teenagers. They simply offer a new scenario of and for their lives, at a stage in which the processes of socialization and of opening to the "other" and to "the other" are fundamental for the construction of their own personality.</p>
Keywords	Digital; diversity; qualitative

	Spain (Catalonia)
Author	Ricart, M. and Saurí, E.
Publication Date	2009
Title	Processos creatius transformadors: Els projectes artístics d'intervenció comunitària protagonitzats per joves a Catalunya
Publisher	Ediciones El Serbal
Volume	1
URL	https://www.amazon.es/Processos-creatius-transformadors-d'intervenci%C3%B3-protagonitzats/dp/8476285671
Page Numbers	236
Overview of Study	<p>This book is based on the testimony and reflections of a group of people and organisations that develop creative proposals with a clear community dimension. They participated in the first research in Catalonia on artistic intervention community projects which involved young people in the Catalan territory.</p> <p>The publication offers a theoretical and methodological base for the development of initiatives where art and social intervention are created and where culture is not understood as a product but as a collective process of creation.</p>
Summary of Findings	<p>The authors conclude that art projects of community intervention have little support in Catalonia, compared to what happens in other countries. Despite this, in the context of the political transition to democracy there has been a period where expression and creativity took place in many areas of social life.</p> <p>During the years between the end of the dictatorship and the period of democratic transition, many artistic manifestations were developed for educational purposes. These initiatives often took place in public spaces, showing an element of integration. Thus, we can see there how creativity was present in campaigns for claiming, neighbourhood meetings, popular parties, street shows, educational movements, etc.</p> <p>The authors explain the progressive weakening of these proposals over the years. The lack of support in terms of project spaces and relevant project literature means that proposal for new community intervention projects have to start from scratch. As a result, most groups, that are putting forward intervention proposals, seek support materials in other languages or even rely on experiences developed in other countries. Thanks to this, we begin to notice some sensitivity towards this type of proposals from certain administrative bodies.</p> <p>However, the same does not happen in the space of theory and reflection. In this area – which is so necessary to reflect and improve current practices – publications or materials, which should be accompanied by an emerging interest, are not being promoted.</p>
Keywords	Art; community; diversity; democracy

	Spain (Catalonia)
Author	Ricoy, M.C and Fernández-Rodríguez, J.
Publication Date	2016
Title	Prácticas y recursos de ocio en la adolescencia
Journal Title	<i>Educatio Siglo XXI</i>
Publisher	Servicio de Publicaciones, Universidad de Murcia
Volume	Vol. 34 n° 2 ·
Issue	Leisure & Adolescens
URL	http://revistas.um.es/educatio/article/view/263831
Page Numbers	pp. 103-124
Overview of Study	<p>The aim of this study is to investigate activities and leisure resources of adolescents', as well as to determine the locations and the circles from which leisure activities arise. This study is tackled from a qualitative approach, using a case study.</p> <p>The reporting technique was used in order to collect data. 95 adolescents aged 13-17 living in urban settings participated in the study. The results and conclusions of the investigation highlight that adolescents develop different healthy activities in their free time through various resources.</p>
Summary of Findings	<p>Activities associated to sports, music and the digital world were especially highlighted as relevant. Among the latter activities, the participants mention watching TV, chatting, net surfing and playing video games. Using social networks is not rated as an especially relevant activity. On the other hand, they show preference for activities carried out individually and with other people within their age group. Activities carried out with family members and indoors are not frequently reported. Consumerist habits do not have a relevant role.</p>
Keywords	Digital; family; music; qualitative; sport

	Spain (Catalonia)
Author	Romaní, O., Feixa, O. and Latorre, A.
Publication Date	2012
Title	'Being Heard or Being Seen'
Book	K. Fangen, T. Johansson y N. Hammaren (Eds.), <i>Young Migrants. Exclusion and Belonging in Europe</i>
Publisher	Palgrave-Macmillan
Page Numbers	146-172
Overview of Study	<p>The paper is a chapter of the collective book 'Young Migrants. Exclusion and Belonging in Europe' resulting from a multi-sited ethnographical study of the EU funded project EUMARGINS, which brings to the fore the voices of young adult immigrants and descendants of diverse backgrounds in seven different European countries (Norway, the United Kingdom, Spain, France, Italy, Estonia, and Sweden).</p> <p>The chapter focuses on the meanings and perceptions of inclusion and exclusion dynamics of immigrants in their civic participation.</p>

Summary of Findings	By focusing on different life arenas, such as work, school, neighbourhood, family and peer groups, the book reveals how young adults experience being excluded in some settings, while being included in other settings. The chapter focuses on the inclusion-exclusion dynamics in civic and political participation. It highlights the need of understanding the transformations of the experience of citizenship for young people and its impact on identities in order to understand the heterogeneous and complex panorama existent in the participation process of the young adult immigrants in Europe.
Keywords	Diversity; minorities; participation

	Spain (Catalonia)
Author	Rovira, M. and Solà, J.
Publication Date	2008
Title	Símbols banals? De la insostenible lleugeresa a l'anàlisi pràctica de la identitat
Journal	Eines
Volume	6
Page Numbers	27-41
Overview of Study	The study seeks to identify the importance of national identities in Catalonia for defining social belonging of young people and differentiating “us” and “others” in times of globalization. To do so, it focusses on symbols that play a crucial role for understanding national identification. The article analyses a survey that was carried out among 1000 students in their last year of compulsory education.
Summary of Findings	The article highlights the great ability of symbols to bring differences into the idea of belonging. For the case of Catalonia, there is a clear border in attitudes of identification and rejection of certain symbols depending if they are related to the representation of Catalan vs. Spanish symbolism. Another key outcome of the research is the importance of language as a vehicle for socialization. Language is not just a communication vehicle but it also conditions the framework of symbolic references of individuals. In this sense, data shows the existence of alterities based on the language to which young people are assigned.
Keywords	Identity; language

	Spain (Catalonia)
Author	Sáiz Serrano, J.
Publication Date	2013
Title	Alfabetización histórica y competencias básicas en libros de texto de historia y en aprendizajes de estudiantes
Journal Title	Didáctica de las Ciencias Experimentales y Sociales
Volume	27
Page Numbers	43-66

Overview of Study	<p>This paper links the basic educational skills approach with historical thinking skills treated as historical literacy: the approach and problem solving, analysis of historical sources and the construction of narratives.</p> <p>The author analyses a sample of activities from Spanish history textbooks in secondary education (12-18 years old) and levels of historical learning of students from a sample of exams - Test Access University of "History of Spain".</p>
Summary of Findings	<p>The author posits that the approach and problem solving, analysis of historical sources, and the construction of narratives, are historical thinking skills to be used to study levels of historical literacy among young people. He concludes that there is a low level of learning of historical literacy skills and that these need to be reinforced in secondary education and its curriculum. These skills are related to critical thinking and creativity, and the analysis of social and identity conflicts. Furthermore, he argues the need to use materials other than textbooks to increase historical thinking skills.</p>
Keywords	Heritage; schools; skills

	Spain (Catalonia)
Author	Sáiz Serrano, J. and López-Facal, R.
Publication Date	2015
Title	Competencias y narrativas históricas: el pensamiento histórico de estudiantes y futuros profesores españoles de educación secundaria
Journal Title	Revista de Estudios Sociales
Volume	52
Page Numbers	87-101
Overview of Study	<p>Using qualitative methods, this study examines the competences of historical thinking of high school students and pre-service teachers in Spain, as well as their narratives about Spanish history.</p>
Summary of Findings	<p>The findings show that most secondary school students do not use meta-concepts. The degree of complexity of historical thinking among pre-service teachers is related to their use of substantive content. The results point to the need to improve history education, including substantive knowledge and the development of specific historical competencies critical to the weight of transmissive routes and memorisation in teaching. They argue a need of more transversal knowledge.</p>
Keywords	Heritage; knowledge; schools

	Spain (Catalonia)
Author	Sánchez, J.
Publication Date	2010

Title	Jóvenes de otros mundos: ¿Tribus urbanas? ¿Culturas juveniles? Aportaciones desde contextos no occidentales'
Journal Title	<i>Cuadernos de Antropología Social</i>
Publisher	Instituto de Ciencias Antropológicas. Universidad de Buenos Aires
Volume	31
Page Numbers	121–143
Overview of Study	The study is a theoretical critical reflection on some common and central concepts in the study of youth - “youth culture” and “urban tribe”. It is based on literature in the field but it also uses some findings from fieldwork in four different districts of the city of Cairo.
Summary of Findings	The article aims to contribute to the discussion on main concepts and traditional methodologies in the research of generational groups in western countries. This is studied from a perspective of another geographical, social and cultural context. Although the author accepts the urban character of this phenomena in other non-western countries, it criticizes the application of concepts like “youth culture” and “urban tribe” in societies that have undergone a rapid transition to modernity imposed by transnational networks. In this sense, the goal is the tuning of these conceptual tools to offer a new perspective that considers the historical and social peculiarities of the construction of the "young" social category in non-western contexts.
Keywords	Globalisation; rural-urban

	Spain (Catalonia)
Author	Solé Blanch, J.
Publication Date	2006
Title	Pedagogia i cultures juvenils
Journal Title	Revista Catalana de Pedagogia
Publisher	5
Page Numbers	243-257
Overview of Study	Solé Blanch proposes a phenomenological frame for the investigation into different models of enculturation of youths outside the formal education. He relates these processes with the main elements of youth cultures in the 21st century. With this objective, in this article he shows the mains elements of the youth cultures. He posits that actual pedagogy should take into account the conditions of the youth life, their way of thinking, their relationships and the construction of their identity. These elements are the purpose in itself of the actual pedagogy.
Summary of Findings	The author posits the need for the youth pedagogy to incorporate cultural materials, forms of consumption and spaces of creativity in which youth develop their processes of construction of cultural identities. These spaces include: groups of peers, the Internet and new technologies, music, film, commemorative centres, series culture, etc. In short, the daily lives of young people are included in their educational processes.
Keywords	Digital; identity; music; pedagogy; schools

	Spain (Catalonia)
Author	Subdirección General de Estadística y Estudios, Secretaría General Técnica Ministerio de Educación, Cultura y Deporte
Publication Date	2015
Title	Encuesta de hábitos y prácticas culturales en España. Estadística 2014-2015.
Publisher	Subdirección General de Estadística y Estudios, Secretaría General Técnica Ministerio de Educación, Cultura y Deporte
Volume	1
Issue	Cultural practices
URL	https://www.mecd.gob.es/servicios-al-ciudadano/estadisticas/cultura/mc/ehc/2014-2015/presentacion.html
Page Numbers	438
Overview of Study	<p>The <i>Survey of Cultural Habits and Practices in Spain 2014 - 2015</i> provides a sample of 16 thousand people aged 15 and above, and residing in Spain. This survey is conducted every four years by the Spanish Ministry of Culture.</p> <p>The survey helps to analyze the cultural participation of young people. The following age brackets are considered in the survey: from 15 to 19; from 20 to 24; from 25 to 34; from 35 to 44; from 45 to 54; from 55 to 64; from 65 to 74; and 75 and above.</p> <p>This survey takes as a starting point the conception of cultural participation as access to culture, rather than as a form of creation or intervention in the process of cultural production.</p>
Summary of Findings	<p>The results of the survey show that young people have the highest cultural participation rates in virtually all cultural areas: they visit more museums and monuments, attend more scenic or musical performances, read more, go to libraries, perform more cultural practices. This high participation decreases, with greater or lesser intensity, systematically as the age increases. Undoubtedly, the level of education is the most determining variable in cultural participation.</p>
Keywords	Participation; practice

	Spain (Catalonia)
Author	Tiana Ferrer, A.
Publication Date	2011
Title	Análisis de las competencias básicas como núcleo curricular en la educación obligatoria española
Journal Title	Bordón
Volume	63
Issue	1
Page Numbers	63-75

Overview of Study	The article presents an analysis of the key competencies of the core curriculum of compulsory education in Spain. The author relates the 8 basic competences with each of the areas and subjects of the curriculum, emphasising the integrating character that their development should have. Methodologically, the author analyses the content of the State curriculum.
Summary of Findings	The development of these competences involves reviewing other aspects of the curriculum: teaching and learning methodologies and the evaluation of students. In addition, this also entails paying special attention to non-formal learning and to the influence of the organisation and school environment. The author argues that in the case of historical literacy, learning cannot be conceived only as the acquisition of disciplinary knowledge; students must be able to apply this knowledge to new situations and in their daily lives.
Keywords	Heritage; pedagogy; schools

	Spain (Catalonia)
Author	Tormos, R., Muñoz, J. and Hierro, M.J.
Publication Date	2015
Title	‘Identificació nacional: causa o conseqüència? Els efectes del debat sobre la independència en la identitat dels catalans’
Journal	Papers de treball del Centre d’Estudis d’Opinió
Publisher	Centre d’Estudis d’Opinió
Overview of Study	Against the backdrop of the national conflict in Catalonia, the study analyses the causes of the rise of the preference for independence among Catalan citizens and its relationship with national identity and other factors. The study is based on a survey analysis of temporary series of official public opinion agencies in Catalonia and Spain.
Summary of Findings	In recent years, a steep change has been observed in the preferences of Catalan citizens regarding the territorial organization of the State. A broad segment of the population that previously was in favour of achieving more self-government for Catalonia inside of Spain, now opt for independence. This change has been so fast that has produced a gap between the national identification and the territorial preferences of the citizens: more and more people with dual identities – who feel both Catalan and Spanish – are in favour of independence. However, recently the national identification of individuals seems to be also changing to adapt to the new preferences on the territorial organization of the State. The study shows that the Catalan case defies the primordialistic vision of identity, understood as a stable and exogenous element. Instead, it gives reason to the constructivist approach, according to which identity is malleable and endogenous to political processes.
Keywords	Government; identity; participation

	Spain (Catalonia)
Author	Vidiella, J.
Publication Date	2016
Title	Education and culture in non-formal setting: crossovers and challenges. In: CoNCA/Generalitat de Catalunya. The state of culture and the arts 04_2016. Links and Divergences in Cultural Policy
Publisher	Barcelona: Generalitat de Catalunya
Page Numbers	59-69
Overview of Study	<p>The chapter discusses several discourses on education in current artistic and cultural practices. First, the author considers the different, and some emerging, figures of professionals related to education and arts such as the artist-educator, the cultural mediator, the community artist, etc. Second, she describes the present situation of arts and education in Catalonia in the following aspects: the traditional roles of the artist and educators, the production of knowledge and participation in cultural practice, the working conditions of the sector, the role that culture and art play in formal education, the crossovers between formal and non-formal contexts as experimental spaces of innovation and professionalization, and the contributions of eccentric initiatives that bring a critical gaze to education and the notion of creativity.</p> <p>Third, considering the above mentioned context she discusses the challenges and tests facing culture and education policies for this potential and hybrid emerging space.</p>
Summary of Findings	Vidiella questions the division among formal, non-formal and informal education. She explains how the terms formal, non-formal and informal education, no longer respond to the traditional excluding division due to the complex and hybrid situation of the current educational processes (Vidiella, 2016, p.59). In her work, she presents the challenges facing culture and education policies for this potential and hybrid space in Catalonia. She suggests many actions and measures that, in some cases, could be related to cultural literacy dimensions. The measures are related to research, education and training, development and sustainability, assessment, recognition, employment and policies.
Keywords	Art; community; employment; skills

	Spain (Catalonia)
Author	Viñao Frago, A.
Publication Date	1990
Title	The History of Literacy in Spain. Evolution, Traits and Questions
Journal Title	History of Education Quarterly
Volume	30
Issue	4
Page Numbers	573-599
Overview of Study	This preliminary study started the analysis of literacy of the Spanish population, including levels of literacy, territorial differences and explanatory factors. The author understood literacy as a historical process

	and studied the historical evolution of the level of knowledge of written and/or oral languages among the Spanish population. It is not a methodological paper.
Summary of Findings	According to Viñao, the advancement of literacy in Spain has been dependent on schooling and on urbanisation through migration from rural areas, much more than other contexts.
Keywords	Knowledge; language; rural-urban; schools

	Spain (Catalonia)
Author	Zabalza, M.A .
Publication Date	1996
Title	Cultural content in Early Childhood Education in Spain
Journal Title	Early Child Development and Care
Volume	123
Page Numbers	47-60
Overview of Study	The article studies the relationship between cultural content and early childhood education in Spain. This level of education is integrated and there are many cultural themes present in the classroom. Methodologically, the author analyses the content of the curriculum of early childhood education in Spain.
Summary of Findings	The findings show a significant presence of cultural and social content in early childhood education. The author mentions, for instance, education for peace, equality between the sexes, health, environment, consumption, the European dimension and multiculturalism. The author explains that the themes of the European dimension and multiculturalism were a constant demand of teachers and institutions in the period of her study. The main reasons were to increase awareness of the new international status of Spain and what its integration into the EC implied. Zabalza already argued more than 20 years ago: “A better knowledge of the European reality should lead to the formation of open, though critical attitudes about Europe. It is important, not only that Spanish children know more about Europe, but also that they consider themselves as European. The idea of Europe appears to be related to a deeper and richer notion of multicultural education.
Keywords	Europe; knowledge; schools; values

Turkey

	Turkey
Author	Avcı, O.
Publication Date	2012
Title	İKİ DÜNYA ARASINDA: İSTANBUL'DA DİNDAR ÜNİVERSİTE GENÇLİĞİ
Publisher	İLETİŞİM YAYINLARI
Overview of Study	<p>The study emphasizes that the 1990s was an important turning point for Islamic lifestyle and ideology. Islam in the public sphere, "religion", has become more visible. According to the study, there are Islamic lifestyles that transcend and reshape traditional Islamic lifestyles. The study states that the new Islamic life forms are visible among young people, especially university students.</p> <p>The focus point of this study is university youths defining themselves as "religious." Religious values, rules and practices are examined in the everyday lives of young people. Through 60 in-depth interviews with university students in Istanbul, the study looks at the everyday life practices of young people including clothing style, socialization areas, and social behaviour styles.</p>
Summary of Findings	<p>According to the study, family backgrounds and religious groups are especially important factors in the relationship between young people and religion.</p> <p>All interview findings show that the young people grew up in families with religious sensitivities. Moreover, the religious youth in urban life is gathered mostly around religious groups and the cultural activities of the young people are shaped around these religious groups. Nevertheless, the research also states that religious youths with their new urban-educated lifestyles steadily transform traditional religiousness and traditional Islamic perceptions.</p>
Keywords	Family; qualitative; religion; values

	Turkey
Author	Çayır, K.
Publication Date	2014
Title	"BİZ" KİMİZ?: DERS KİTAPLARINDA KİMLİK, YURTTAŞLIK, HAKLAR
Publisher	TARİH VAKFI
URL	http://secbir.org/images/haber/2014/06/DKIH-3-Tarama-Sonuclar%C4%B1-Raporu.pdf
Overview of Study	The Promoting Human Rights in Textbooks III project was carried out by the History Foundation in collaboration with the Centre for Sociology and Education Studies at Istanbul Bilgi University (SEÇBİR). Conducted within the "European

	Instrument for Democracy and Human Rights” incentive programme of the Delegation of the EU to Turkey, the project is a follow-up to the two previous Promoting Human Rights in Textbooks projects that were completed by the History Foundation in 2003 and 2009. The results of the study are based on a content analysis of 245 textbooks.
Summary of Findings	<p>Textbooks are important in Turkey and are the main instruments of the education system which still carries out “the official discourse” of the state.</p> <p>The year 2009 was supposed to be important for inclusive education because the curriculum included optional language courses in ethnic languages such as Kurdish, Zazaki so on. However, these developments have not been sufficient, and the emphasis on national language is still seen as most important by the Ministry of Education. According to the study, the problematic case of the curriculum is the reference point “us.” When the curriculum refers to “us” and “our country,” this refers to the religion of Islam and Turkish ethnic background of Central Asia. It does not include non-Muslims and other ethnic backgrounds.</p> <p>Moreover, textbooks have very intriguing samples of gender equality. For example, while “mothers” are portrayed as important figures in the family, patriarchal expressions are still in use in these textbooks.</p>
Keywords	Family; human rights; language; pedagogy; schools

	Turkey
Author	Çayir, K.
Publication Date	2016
Title	TÜRKİYE’DE ULUSAL KİMLİĞİ YENİDEN TANIMLAMA YOLUNDA ÖZCÜLÜK, ÇOKKÜLTÜRLÜLÜK VE KÜLTÜRLERARASI EĞİTİM
Journal Title	EĞİTİM BİLİM TOPLUM DERGİSİ
Volume	14
Issue	155
Page Numbers	77-101
Overview of Study	The study analyses the issue of essentialism in textbooks with the aim of developing a new sense of collective identity in Turkey. The study argues that the essentialist definition of culture and identity encouraged by current textbooks constitutes a big barrier for achieving social peace. Hence, the textbooks need to be rewritten in a way to build-up the idea of a pluralist notion of citizenship. The study uses the data collected in Human Rights in Textbooks Projects III. It presents some suggestions in order to develop an intercultural educational perspective with examples from British and German textbooks.

Summary of Findings	<p>According to the study, current political and social developments in Turkey need re-formulation, especially for the link between the national culture, education, and citizenship. Indeed, different social and cultural groups in Turkey demand from the government to have an equal representation of their languages, religious beliefs, and cultures in education. Although the government made reforms by including Kurmanci, Zazaki, Abkhazia and Laz languages as elective courses in the curriculum, the narrative of national/collective identity in Turkey’s textbooks is still based on an essentialist and exclusivist notion of national culture.</p> <p>The education policy documents (also frequently seen in textbooks) argue that the essence of concepts such as human rights and democracy exist in Turkish culture. This argument harms the established relationships with history and universal notions. This essentialist perspective negates “the change” by seeing it as a cultural degeneration. Such an approach avoids confronting current social problems.</p> <p>According to the study, including representation of different cultures in the textbooks in order to strengthen multiculturalism may also consolidate the concept of essentialism. Reducing different cultures to one representation in textbooks has the potential to reproduce the “us” and “them” dichotomy again. As a result, culture should not be reduced to a representation matter.</p>
Keywords	Citizenship; human rights; identity; language; pedagogy; schools

	Turkey
Author	Gök, F.
Publication Date	2007
Chapter Title	The Historical Development of Turkish Education
Book Title	Carlson, M. Rabo, A. And Gök, F. (eds.) Education in ‘Multicultural’ Societies: Turkish and Swedish Perspectives.
Publisher	I.B. Tauris
Page Numbers	247-255
Overview of Study	This article presents and briefly discusses the historical overview of the transformation of education in Turkey. It details education in the contexts of secularism, neoliberal policies, privatization, gender, and income gaps. The article also touches briefly on the issues of freedom and choice with examples of the situations of the Alevi community and Kurdish people in the central education system in Turkey.
Summary of Findings	Education played a role in causing social and cultural reforms, and values take root during the early-republican period in Turkey. The function of education in that period was crucial in the way of creating Turkey’s new Westernized-citizenship identity. Therefore, educational institutions of the single-party era such as public houses

	<p>and public rooms were important institutions geared toward the nation-building process.</p> <p>The unequal distribution of educational resources between men and women is one of the most challenging issues of the education system in Turkey. The gendered curriculum and socialisation process in schools reproduce the existing patriarchal gender roles and stereotypes.</p> <p>By the brutal military coup d'état in 1980, neoliberal economic policies became more strident. It caused deeper income gaps and weaker social services. The inequality in wealth distribution led to a deterioration in the quality of education. The decline in the educational quality of the public schools led dutiful and well-to-do parents to seek alternatives in the creation of a private educational sector. The expansion of the private education sector caused further deterioration of the public schools.</p>
Keywords	Citizenship; equality; gender; schools

	Turkey
Author	Gümü, A.
Publication Date	2015
Title	TÜRKİYE'DE EĞİTİM POLİTİKALARI
Publisher	NOBEL YAYINCILIK
Overview of Study	<p>The book analyses education policies in Turkey through three main ideas in three chapters. The first chapter explores the ideological roots of these policies. According to the study, education policies in Turkey are formed and implemented predominately by Kemalist ideology. In the second chapter, the historical transformation of education policies discusses the context of demographic and economic changes. The third chapter reviews the application levels of education policies such as primary, secondary, and higher education. It discusses the main implementation problems including access to education, quality of education and education administration through various examples. The common argument that these three chapters focus on is the structure of education and how its neoliberal transformation stifles the egalitarian, pluralistic educational system.</p>
Summary of Findings	<p>According to the book, the project of modernisation in education is inseparable from the nationalization process. Thus, Kemalism obstructs the efficient use of universal methods in education.</p> <p>During the first fifty years of the Republic, Turkish people were raised by the state to get social benefits from them. After the 1980 coup d'état, an entrepreneurial culture started to dominate the education system. In other words, education in Turkey has</p>

	transformed from the “reproduction of society” into the “reproduction of capitalism.” As a result, the governments do not use adequately their resources to provide equal opportunity in education.
Keywords	Equality, government, management, schools

	Turkey
Author	İnal, K. and Akkaymak, G.
Publication Date	2012
Title	TÜRKİYE’DE EĞİTİMİN NEOLİBERAL DÖNÜŞÜMÜ: AKP DÖNEMİ EĞİTİM REFORMLARININ POLİTİK VE İDEOLOJİK ANALİZİ
Publisher	Palgrave Macmillan
Overview of Study	Neoliberal policies have had a global impact on educational systems. This book provides a detailed and critical analysis of neoliberal educational policies and reforms in Turkey. It focuses on the Justice and Development Party's reform efforts between 2002 and 2012.
Summary of Findings	The AKP has made various structural changes in the educational arena since 2002. The revision of curriculum and textbooks; the introduction of Total Quality Management (TQM) and performance assessment of teachers; the abrogation of laws controlling religious education; and an increase in the number of religious schools such as Koran courses and Imam Hatip High Schools are among these changes. Aside from integrating their conservative ideology into the educational system, the reforms also allowed the AKP to give control of the educational system to neoliberal ideology.
Keywords	Government; neo-liberalism; religion; schools

	Turkey
Author	Kaya, A.
Publication Date	2016
Title	DEĞERLER EĞİTİMİ: EĞİTİMDE FARKLILIK VE KATILIM HAKKI [EDUCATION OF VALUES: RIGHT TO DIFFERENCE AND PARTICIPATION IN EDUCATION]
Publisher	BİLGİ ÜNİVERSİTESİ YAYINLARI
Overview of Study	The book consists of five chapters. The first chapter represents the results of the Atlas of European Values. The second chapter shares the results of the quantitative research on teachers’ views of values education which is produced by Jean Monnet Centre of Excellence. The third chapter discusses children's participation in the decision-making processes in schools and the problems faced by Syrian refugee children in accessing education. The fourth chapter addresses the issue of gender and the relationship between NGOs and the institutions of formal education such as high schools. The last

	chapter explores how to use music and visual arts as an alternative education methodology.
Summary of Findings	<p>According to the quantitative research on teachers' views of values education, half of the teachers understand the European Union as a threat. Most of the teachers think that the EU wants to divide Turkey. This is a conservative discourse that individuals use to express their socio-economic problems and ideological dilemmas.</p> <p>New education programmes alone are not enough to meet ever-changing educational needs. All educators need to work on self-improvement. Schools are extremely important because they are a place where students build social relationships and gain learning experience.</p> <p>According to research on Syrian children in Turkish schools, Syrian students have to cope with the discriminatory behaviour of their peers within the school. This may be an obstacle for Syrian students' access to education. Therefore, teachers and administrators need to be informed about this issue urgently. The curriculum needs to be developed in order to establish social adaptation and facilitate coexistence.</p> <p>It is critical to include multilingualism with appropriate policies within the education system and create a programme that will enable Syrian students to develop their literacy in Turkish.</p>
Keywords	Discrimination; Europe; language; minorities; pedagogy; schools; teacher training

	Turkey
Author	Mairesse, P.
Publication Date	2014
Chapter Title	GENÇLİK ÇALIŞMALARI TARİHİ
Book Title	Kurtaran, Y. and Yurttagüler, L. (eds.) AVRUPA DÜZEYİNDE GENÇLİK ÇALIŞMASI VE POLİTİKASI
Publisher	BİLGİ YAYINEVİ
Page Numbers	67-73
Overview of Study	This chapter of the book is the product of a European Union project on youth. The most important points emphasized by the book are youth, citizenship, and participation.
Summary of Findings	The Year 2008 is important for youth work because the 2009 EU progress report emphasizes youth work positively. Youth work covers youth issues, youth unemployment, youth employment, and youth integration.

	<p>The important motivation for youth work is mobility. Another important motivation is that young people explore non-formal education and informal education through these programmes.</p> <p>The White Paper is a book dealing with youth issues in Europe, published in 2001, and especially emphasizes the active citizenship of young people. The White Paper affected both the Bologna process and the Erasmus programme.</p>
Keywords	Citizenship; employment; Europe

	Turkey
Author	Lüküslü, D.
Publication Date	2009
Title	TÜRKİYE’DE “GENÇLİK MITİ: 1980 SONRASI TÜRKİYE GENÇLİĞİ
Publisher	İLETİŞİM YAYINLARI
Overview of Study	<p>In the book, Lüküslü focuses on young people, who are considered as one of the most important political actors of the Republic's construction period. The book discusses the historical role of young people in the “recovery / protection” of the state.</p> <p>Meanwhile, this historical role attributed to youth is transformed in the political, economic and social atmosphere of the 1980s. At first glance, the youth of Turkey appears to stay away from conventional politics. However, this distance does not indicate that young people are apolitical. This study calls for a rethink of youth and politics.</p>

Summary of Findings	<p>According to Lüküslü starting from the final periods of the Ottoman Empire, youth has constituted one of the most important myths of Turkish political culture, the ‘youth myth.’ The youth myth is the political mission given to the category of youth that was constructed as a part of Turkey’s modernization process. The political mission given to the youth was to protect and save the state, and the young people internalized this political mission. It is necessary to look at the birth, development, and breaking point of this youth myth so as to understand youth in Turkey.</p> <p>1980 signifies a date in which political, economic, and cultural transformations were experienced, and the new period was initiated in Turkey. The generation after 1980 is both labelled and criticized. The labelling in question concerns the fact that the new generation was ‘apolitical;’ and the criticism that was directed against them was about the fact that they did not resemble the political generations that came before them like the generation of 68 and 78.</p> <p>On the other hand, the young generations after 1980 were not able to internalize the youth myth like the previous generations. The study focuses on the experiences of young people in its fieldwork so as to understand why young people are distant to the conventional ways of participating in politics.</p> <p>A total of 80 young people between the ages of 18-25 who studied in state and private universities and worked were interviewed in depth in Istanbul between the years 2000 and 2004. As a result of these interviews, the researcher concludes that young people are not indifferent to the period they live in; on the contrary, they are anxious about the neoliberalism they find themselves in. Instead of criticizing the youth for being apolitical, one needs to rethink politics so as to better understand the underlying reason as to why the young people stay away from the conventional political arena.</p>
Keywords	Citizenship; democracy; neo-liberalism; participation

	Turkey
Author	Neyzi, L.
Publication Date	2004
Title	BEN KİMİM: TÜRKİYE’DE SÖZLÜ TARİH, KİMLİK VE ÖZNELLİK
Publisher	İLETİŞİM YAYINLARI
Overview of Study	The book examines the issue of how the concept of youth was constructed in social discourse by separating the recent history of Turkey into three periods: 1923-1950, 1950-1980, post-1980.
Summary of Findings	The first period (1923-1950) corresponds to the establishment and development of the nation-state. In this new period, young people are located at the centre of the social discourse.

	<p>In the second period (1950-1980), young people are again at the forefront of the political debate. While the government of this period was discharged through a coup d'état, student movements had an important role within this process. Another development in terms of youth during this period was that they were affected by the youth movements that began in Europe in 1968 and young people started to organize among themselves. At the beginning of the 1970s, revolutionary youth movement was on the rise. Besides, these years also witnessed the political polarization of the young people in universities. There were "left" and "right" wing students. In this period, the youth was reconstructed in the social discourse. Mass communication tools also contributed to this construction process. The youth is now referred to as a 'threat.' Even though the discourse on youth was different on the surface, young people from 1923 to 1980 internalized the duty of building the new nation.</p> <p>The period after 1980 is the period during which the modernist youth construction underwent a breakdown. The youth experienced disappointment toward the promises of the nation-state and they wanted to participate more in the public sphere.</p>
Keywords	Participation

	Turkey
Author	Yaman, O.M.
Publication Date	2013
Title	APAÇI GENÇLİK: GENÇLERİN TOPLUMSAL DAVRANIŞ VE YÖNELİMLERİ İSTANBUL'DA APAÇI ALTKÜLTÜR GRUPLARI ÜZERİNE NİTEL BİR ÇALIŞMA
Publisher	BİR YAYINLARI
Overview of Study	<p>The study focuses on young people in poverty in Istanbul. Young people's lack or low level of education is closely related to their immigrant status. Most of them have low-profile jobs, or not at all.</p> <p>The study explores the youth subculture known as Apache Youth by conducting qualitative research in Istanbul.</p>
Summary of Findings	<p>According to the researcher, apache, as a sub-culture form, does not intend to oppose "the system." For young people, apache style is just their "personal preference." Indeed, apache young people desire to be visible and accepted in society. Thus, they prefer to wear colourful clothes and accessories and have striking haircuts and tattoos to make their body visible.</p> <p>The researcher states that young people's expectations and hopes for the future have been "exhausted" due to the prevailing problems of young people in vocational and educational settings.</p>
Keywords	Employment; minorities; sub-culture

United Kingdom

Author	Arthur, J.
Publication Date	2015
Title	Extremism and neo-liberal education policy: a contextual critique of the Trojan Horse affair in Birmingham schools
Journal Title	British Journal of Educational Studies
Volume	63
Issue	3
Page Numbers	311-328
Overview of Study	The paper discusses the Trojan Horse affair, in the context of recent education policies and their focus on extremism and prevention. It provides insights on the specifics of the school scandal as well as on the Muslim community in Birmingham by analysing the investigation reports and 21 Ofsted inspection reports. It reviews recent policies and critically discusses their effects, as a wider context within which the scandal emerged.
Summary of Findings	The author makes a case for making sense of the Trojan Horse episode in the context of neo-liberal education policy reforms and narratives of 'radicalisation' and 'extremism'. He particularly refers to policies of de-regulation and their implications on weakening the power of Local Authorities. He also refers to an unintentional encouragement of conservative Muslim leaders to run some Birmingham schools, following entrepreneurial values. Finally he points out how, the inspection framework and the introduction of British values indicate the political interference of government to the operation of Ofsted.
Keywords	Government; integration; minorities; religion; values

Author	Banks, J.
Publication Date	2015
Title	Failed Citizenship, Civic Engagement and Education
Journal Title	Kappa Delta Pi Record
Volume	51
Page Numbers	151-154
Overview of Study	The paper is concerned with issues of inclusion of racial, ethnic, cultural, linguistic and religious groups. It draws and critically synthesises literature in order to make a case for enhancing inclusion through education.
Summary of Findings	The author develops a conceptual argument regarding inclusion, by distinguishing between 'failed citizenship' as opposed to 'successful citizenship'. The former refers to cases where it becomes impossible for minority groups to develop strong identity and political efficacy, while the latter refers to a condition that enhances further the inclusion of these groups. The role of the schools in fostering 'successful citizenship' is highlighted.
Keywords	Citizenship; diversity; integration; language; minorities; religion

Author	Ball, S.J.
Publication Date	2012
Title	Networks, New Governance and Education
Publisher	Polity Press
Overview of Study	The book explores changes in policy-making, the role and operation of policy networks and their implications on shifting forms of governance, currently emerging in the UK. It includes a critical discussion of new governance theories, and the empirical research deploys network ethnography and interviews with key actors.
Summary of Findings	The book offers insights on a set of on-going changes regarding processes of policy making and delivery in the UK, showing how it's influenced by financial capital and business. It explores new actors and changing sites of policy making; it examines the types and workings of networks as well as enquiring on the forms and the role of new philanthropy within these policy landscapes. Finally it demonstrates a method for going about researching these issues, that is, through 'network ethnography'.
Keywords	Government; qualitative

Author	Bang, H.P.
Publication Date	2005
Title	Among Everyday Makers and Expert Citizens: Active Participants in the Search for a New Governance
Book Title	Remaking Governance: Peoples, Politics and the Public Sphere, edited by Newman, J.
Publisher	Policy Press
Page Numbers	159-179
Overview of Study	The chapter offers a conceptual exploration of issues of participation and civic engagement with empirical references to the American elections and Obama's 'Yes we Can Campaign'. This is used as an example to indicate the limits of studying participation using the conceptual devise of politics-policy. Drawing on relevant literature it demonstrates alternative thinking tools, which expand mainstream conceptualisation of politics and civic engagement
Summary of Findings	The paper problematizes the notion of civic culture as the dominant framework within which, understandings of political participation and non-participation are developed. The author indicates a way forward by using a new model of politics as lived experience. In this context he discusses the concepts of citizens as everyday makers and expert citizens as embodying the politics of lived experience.
Keywords	Citizenship; government; participation

Author	Bennett, W.L., Wells, C. and Ranks, A.
Publication Date	2009

Title	Young Citizens and Civic Learning: Two Paradigms of Citizenship in the Digital Age
Journal Title	Citizenship Studies
Volume	13
Issue	2
Page Numbers	105-120
Overview of Study	The paper is concerned with civic education in schools and discusses how education can follow and build upon changing forms of youth citizenship. It reviews research and evidence on learning goals and agendas across various post-industrial settings.
Summary of Findings	The paper provides a critical discussion of research on civic education practices and points out on the limitations of traditional approaches and respective learning agendas, which are underpinned by notions of ‘dutiful citizenship’. It puts forward the notion of ‘self-actualising’ citizenship and demonstrates the horizons it opens –up for civic education and learning processes, in physical and online contexts. It is argued that education should keep up with the learning styles accorded to ‘self-actualising’ notions of citizenship, which may include more interactive, networked activities, participatory media and online communication.
Keywords	Citizenship; pedagogy; schools

Author	Birch, S.
Publication Date	2016
Title	Our New Voters: Brexit, Political Mobilisation and the Emerging Electoral Cleavage
Journal Title	Juncture
Publisher	
Volume	23
Issue	2
Page Numbers	107-110
Overview of Study	The paper draws on existing demographic data, including statistics and data from the British Election Study 2015, to discuss youth participation in the EU Referendum. The author discusses, who these new voters are, how they voted and if they are likely to continue voting in the future.
Summary of Findings	The author compares participation data from the 2015 Elections and the 2016 EU Referendum, to conclude that usual demographic gaps were reduced, and large numbers of young people were mobilised to vote. To a smaller extent the referendum also attracted less educated people. The data also show that these new voters, who did not participate at the 2015 General Elections but voted at the 2016 Referendum were mainly in favour of ‘Leave’.
Keywords	Citizenship; Europe; participation

Author	Davies, I., Gorard, S. and McGuinn, N.
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Publication Date	2005
Title	Citizenship Education and Character Education: Similarities and Contrasts
Journal Title	British Journal of Educational Studies
Volume	53
Issue	3
Page Numbers	341-358
Overview of Study	The broad objective of the paper is to clarify and elaborate on the scope and focus of citizenship education and issues around its implementation. To do so, the paper discusses citizenship education alongside character education, by reviewing literature and policies from the UK and the US. The authors also take into account the context of the two education systems and traditions in their parallel discussion of citizenship and character education in the two countries.
Summary of Findings	The authors provide an account of the similarities and differences of character education and citizenship education, in terms of wider approach and conceptualisation as well as in terms of policy and implementation in the UK and in the US. They find that in the US context there are significant differences between character and citizenship education. In the UK context there are more similarities between the two, and that is because a wider and much more open understanding on character education is being deployed in education.
Keywords	Citizenship; pedagogy; schools

Author	Dwyer, P. and Wyn, J.
Publication Date	2001
Title	Youth, Education and Risk: Facing the Future
Publisher	Routledge Falmer
Overview of Study	The book examines how Western youth lives and identities have shifted over the course of 20 years. The discussion is related to broader socio-economic changes and challenges facing Western societies. The authors map-out and review a wide range of research and policy regarding young people across time. The books thus provides an account of youth along with social change and highlights emerging challenges for young people, as well as for youth research and policy.
Summary of Findings	The book offers a thorough overview and analysis of key social changes and implicated issues in young people's lives. It points out on policy gaps and implications for research in embracing the new realities and responding to the challenges facing young people today. The authors provide an account of the context and aspects of social change and highlight the main issues these raise for young people. They particularly focus on issues of ambitions, hopes and outcomes, issues around transitions to adulthood, as well as issues regarding coping with risk and change within and beyond the mainstream.
Keywords	Practice; reflection

Author	Frazer, E.
Publication Date	2003
Title	Citizenship Education: Anti-Political Culture and Political Education in Britain
Book Title	Education for Democratic Citizenship: Issues of Theory and Practice, edited by Lockyer, A., Crick, B. and Annette, J.
Publisher	Ashgate
Page Numbers	64-77
Overview of Study	The paper discusses the state of affairs in citizenship education arguing for the need to incorporate political education in schools. The paper reviews related education policy and debate, provides an overview of citizenship education in the UK and in the US and discusses them in parallel.
Summary of Findings	The author argues that political education, as part of citizenship education, has been underdeveloped in the school curriculum and related teaching and learning practices. She argues that this is founded upon prejudices and preconceptions about political education, identifiable across the range of the political system. Nevertheless the author highlights that these views presume that politics is optional, ignoring the fact that they constitute an integral part of social life. As a result, by pushing politics out of the curriculum, education doesn't offer young people the knowledge and skills needed to obtain as future citizens.
Keywords	Citizenship; participation; pedagogy; schools

Author	Frazer, E.
Publication Date	2007
Title	De-politicising Citizenship
Journal Title	British Journal of Educational Studies
Volume	55
Issue	3
Page Numbers	249-263
Overview of Study	The paper examines how the notion of politics, despite being a fundamental, constitutive element of citizenship has been progressively removed from citizenship education. It argues that politics has been defined in negative ways, and analyses different discourses that indicate this trend. The paper draws on a range of political theories, sociological approaches and educational perspectives.
Summary of Findings	The author analyses influential discourses that shape up hegemonic meanings of politics. It distinguishes between positive, negative and neutral orientations in the conceptualisation of politics. She demonstrates that even positive orientations, involve some negative connotations and warns against an on-going process of 'de-politicisation' of citizenship education. While arguing that deflecting politics from citizenship education may result in losing significant

	political, democratic values at societal level, she highlights the need to reinstate politics in the school curriculum and educational practices.
Keywords	Citizenship; democracy; schools; values

Author	Halbert, K.
Publication Date	2015
Title	Navigating Discourse of Cultural Literacy in Teacher Education
Journal Title	Australian Journal of Teacher Education
Volume	40
Issue	11
Page Numbers	155-168
Overview of Study	The paper looks into teacher training regarding cultural literacy with a focus on how pre-service teachers navigate through discourses, education policies and learning processes regarding cultural literacy. It reports the findings of a case study of teacher training at undergraduate level at an Australian University. It is based on participant research, which included review of cultural education theories and policies and insights of pre-service teachers experiences gained through a survey.
Summary of Findings	The paper reviews policy and research and examines how cultural literacy is framed as part of the curriculum for teachers training and Professional standards for Teachers. It then, explores pre-service teachers' understandings of culture and cultural literacy, as these mediate the ways they perceive and put in practice curriculum and policy guidelines. The paper identifies and outlines existing tensions between intended, enacted and experienced curriculum regarding cultural education.
Keywords	Pedagogy; schools; teacher training

Author	Hammett, D.
Publication Date	2010
Title	Engaging Citizens, Depoliticising Society? Training Citizens as Agents for Good Governance
Journal Title	Geografiska Annaler: Series B, Human Geography
Publisher	
Volume	100
Issue	2
Page Numbers	64-80
Overview of Study	The paper includes an analysis of the discourse of citizenship, suggesting that they constitute powerful tools for defining membership to communities and expected dispositions of individuals within them. It critically discusses ideas of 'good citizenship' and their implications for citizens. It then focuses on analysis of the transnational, online program 'Engaging Citizens: A Game Changer in Development, which is supported by the World Bank Group, as an

	case-example to illustrate the elements that are included and those that are excluded in dominant versions of citizenship.
Summary of Findings	The paper shows how citizenship education and citizen engagement is central in the field of development. It also demonstrates the tensions involved in the idea of citizenship and further unpacks them by considering their implications for governance and civic participation. It problematizes dominant versions of ‘active citizenship’, arguing that they promote individual responsibilisation along with discouraging individuals to critically engage with structural inequalities.
Keywords	Citizenship; democracy; participation; reflection

Author	Hansen, P.
Publication Date	2000
Title	Europeans Only? Essays on Identity Politics and European Union
Publisher	Umea University: Department of Political Science
Overview of Study	The book examines the construction of European identity at EU policy level and discusses its implications for the integrations process. The study is based on discourse analysis of key EU documents regarding economic policy, migration and education. The author draws on various theories of discourse to frame its analysis, with a focus on Foucault. He also deploys elements from the theoretical contributions of Hall, Rorty, and Mouffe.
Summary of Findings	The study offer insights into how the EU discourse and policy regarding economic integration, migration and education construct a common European identity, with an emphasis on ethnic minorities with an immigrant background living in EU. The findings of the discourse analysis point towards the articulation of EU identity in ethno-cultural terms; that is, EU identity is constructed in terms of a community of individuals with shared origin, history, cultural heritage and religion. The author further analyses EU citizenship as a meeting point of neo-liberalism with ethno-culturalism and discusses the excluding effects and obstacles to multiculturalism implicated by this dominant discourse.
Keywords	Citizenship; community; Europe; heritage; identity; religion

Author	Hansen, P. and Hajer, S.B.
Publication Date	2010
Title	The Politics of European Citizenship: Deepening Contradictions in Social Rights and Migration Policy
Publisher	Berghan Books
Overview of Study	The book reviews and critically discusses some developments in the EU economic policy, migration policy, education and employment policy and other key priorities. Through this account, it critically revisits the process of European integration and examines the power

	assymetries and contradictions involved in this process and their implications for EU citizenship.
Summary of Findings	The main arguments put forward by the authors relate to the progressive adoption of a neo-liberal agenda as part of the dominant EU policies. The authors show that through a review of policies on various fields, through time, with special focus on landmark strategic priorities and related policies, such as, the Lisbon Strategy, the Monetary Unification, migration policy etc. By indicating how EU policies are becoming entrenched to a neo-liberal agenda, the authors point out on the limits and contradictions embedded in the process of building-up a sense of European citizenship and identity across national boundaries. They further argue that this orientation undermines an inclusive version of unification and hinders social cohesion, and urge for a change of direction at EU policy level.
Keywords	Citizenship; Europe; identity; neo-liberalism

Author	Harris, A., Wyn, J. and Younes, S.
Publication Date	2010
Title	Beyond Apathetic of Activist Youth: ‘Ordinary’ Young People and Contemporary Forms of Participation
Journal Title	Young
Volume	18
Issue	1
Page Numbers	9-32
Overview of Study	The paper questions the well-rehearsed constructions of youth people as either apathetic and disenchanted or activist. Drawing on empirical evidence it seeks to explore young people who don’t fall under any of these categories, that is, those in the middle. The overall objective is to identify and propose more inclusive understandings of young people’s civic participation and engagement. The paper is based on research with young Australians between 15-18 years old and draws on survey data with 970 young people as well as interview data with 20 young people.
Summary of Findings	The study of young people ‘in the middle’ reveals that disengagement from electoral politics doesn’t signify apathy. Young people were found to have social and political concerns though they eschew traditional forms of participation. While continuing to value democratic procedures they undertake more individualised political practices with a focus on everyday lives. Young women in particular were found to have higher levels of concern over social issues yet they felt more excluded by the formal, conventional forms of participation. The authors argue for a less adult-centric definitions of participation, which allow grasping simultaneously marginalisation alongside new forms of participation.
Keywords	Gender; participation; practice

Author	Hartung, C.
Publication Date	2017
Title	Global Citizenship Incorporated: Competing Responsibilities in the Education of Global Citizens
Journal Title	Discourse: Studies in the Cultural Politics of Education
Volume	38
Issue	1
Page Numbers	16-29
Overview of Study	The study explores the dominant discourse of ‘responsible citizenship’ as this is constructed in the context of policy networks cutting across national governments, community initiatives, business and philanthropic organisations. The author carries-out a discourse analysis of a youth organisation working in this field and deploys it as a case-example to illustrate broader tendencies in the discourse and politics of global citizenship.
Summary of Findings	The paper offers insights on the discourse and priorities of global citizenship education, going beyond the traditional policy space of government, with a focus on networks, which cut across governments, charity organisations, philanthropic initiatives and community work. Within this space the author highlights the hegemony of entrepreneurial approaches to global citizenship, along with discourses self-reliance and ‘responsibilitization’ over the country’s economic prosperity.
Keywords	Citizenship; globalisation; neo-liberalism; qualitative

Author	Janmaat, J.G. and Keating, A.
Publication Date	2017
Title	Are Today’s Youth More Tolerant? Trends in Tolerance among Young People in Britain
Journal Title	Ethnicities
Page Numbers	1-22
Overview of Study	The study is concerned with exploring young people’s attitudes towards cultural other as well as identifying if they are more tolerant compared to previous generations. It draws on data from two large-scale surveys, the World Values Survey and the British Social Attitudes and is based on trend and regression analysis.
Summary of Findings	Drawing on the literature the authors distinguish between optimistic and pessimistic attitudes. The former refer to higher levels of young people’s tolerance compared to previous generations and the latter refer to stable or dropping levels of tolerance. Based on the analysis of the survey data, the study finds that young people appear to be more tolerant than previous generations, in relation to racial minorities and homosexuality. Nevertheless, young people’s attitudes towards immigration, is ore in line with pessimistic predictions. That is, there is an identifiable drop in the levels of tolerance towards immigration.
Keywords	Discrimination; diversity; minorities; quantitative; values

Author	Kiwan, D.
Publication Date	2008
Title	Citizenship Education in England at the Cross-Roads: Four Models of Citizens and their Implications for Ethnic and Religious Diversity
Journal Title	Oxford Review of Education
Volume	34
Issue	1
Page Numbers	39-58
Overview of Study	The author develops and discusses four models of citizenship education. These are based on empirical research findings as well as on key theories and policy documents. The empirical data were gathered through interviews with 30 professional working on different levels and stages of the policy making process regarding citizenship education.
Summary of Findings	The paper presents and critically discusses four models of citizenship education, along with highlighting the notions of diversity and participation, which they entail. The author particularly refers to: a moral-conceptions-based model, a legal-conceptions-based model, a participatory-conceptions-based model and an identity based model. She argues for the need to develop citizenship education programmes along the lines of both participatory and identity based models, in the current conditions of increasing diversity and multiculturalism.
Keywords	Citizenship; diversity; identity; qualitative; schools

Author	McKendrick, D. and Finch, J.
Publication Date	2017
Title	‘Under Heavy Manners?’: Social Work, Radicalisation, Troubled Families and Non-Linear War
Journal Title	British Journal of Social Work
Volume	47
Page Numbers	308-332
Overview of Study	The paper discusses recent policy developments in relation to anti-terrorism as they are manifested in the field social work. It critically analyses the shifts in the discourse and the policy priorities brought about by a focus on prevention and the war on terror. It then focuses on the case of the Troubled Families programme to discuss the implications of such a shift and illustrate the effects on social workers’ professional practices.
Summary of Findings	The paper analyses the recent focus on the ‘war of terror’ and shows how it’s been legitimated in the public discourse. The notion of ‘conflationary turn’ is suggested as a discursive devise through which these shifts in the language and priorities in public policy have gained public appeal. The authors then show how the Troubled Families Programme has been linked to terrorism and extremism. They highlight these links implicate a shift of focus from working

	with communities and families towards targeting certain groups and populations.
Keywords	Community; family; minorities; values

Author	Keddie, A.
Publication Date	2014
Title	The Politics of Britishness: Multiculturalism, Schooling and Social Cohesion
Journal Title	British Journal of Educational Research
Publisher	
Volume	40
Issue	3
Page Numbers	539-554
Overview of Study	The paper grapples with issues of multiculturalism, diversity and social cohesion in schools in the light of the recent anxieties about Britishness and requirements that schools' promote fundamental British values. The paper draws on a case study of a large, multi-faith, multi-cultural school in outer London, which is rated by Ofsted as 'outstanding'. It presents and discusses interview data of with teachers and students.
Summary of Findings	The paper offers insights on the widely rehearsed anxieties regarding national identity and Britishness in relation to schooling. It particularly focuses on cases where teachers reproduce such anxieties and express concerns over pupil's lack of affiliation with British culture. The author argues that these views are at odds with the inclusive and socially cohesive character of the school. She further critically discusses these views highlighting how they involve essentialist, reductionist and racialised ideas of nationhood. She concludes by highlighting teachers' uncertainty and unpreparedness for dealing with such sensitive issues and highlights the need for wider, more open and inclusive understandings of Britishness.
Keywords	Diversity; identity; schools; values

Author	Mitchell, C.
Publication Date	2006
Title	Neo-liberal Governmentality in the European Union: Education, Training and Technologies of Citizenship
Journal Title	Environment and Planning D: Society and Space
Page Numbers	389-407
Overview of Study	The paper reviews the main policies of the European Commission regarding education and training, over a period of nearly a decade, from the late 90's to the mid 00s. The authors discusses these policies with a focus on how have evolved over time.
Summary of Findings	The author indicates that there is a shift in EU policy, underpinned by pragmatic individualism and focused on individual skills, competitiveness and professional success. The author highlights a

	retreat from state-sponsored multiculturalism towards a market-driven logic featuring individualistic discourses. She demonstrates how this shift involves an amalgamation of elements of ‘third-way’ discourse, (such as processes of greater decentralization and devolution of decision-making), alongside a focus on competitiveness, monetarism and market rationality.
Keywords	Employment; Europe; neo-liberalism; skills

Author	Olssen, M.
Publication Date	2004
Title	From the Crick Report to the Parkeh Report: Multiculturalism, Cultural Difference and Democracy – the Re-visioning of Citizenship Education
Journal Title	British Journal of Sociology of Education
Volume	25
Issue	2
Page Numbers	179-192
Overview of Study	The focus of the paper is on expanding and refining notions of multiculturalism. The author discusses the Crick Report alongside the Parekh Report on the Future of Multicultural Britain. He then uses key approaches of the Parekh report to criticize key underpinning of the Crick’s report and how these are translated into education programmes.
Summary of Findings	The author builds up his discussion drawing on two distinctive theoretical frameworks: the liberal and the multi-cultural approach. He argues that although the Crick report echoes certain elements of a liberal approach, it does contain a communitarian conception of citizenship, drawing on a social democratic rhetoric. Yet, he highlights that the Crick report puts forward a single national identity as a reference for all and fails to take on board the politics of difference. The author concludes the limits of the Crick report regarding the account of cultural difference and suggests potential resolutions.
Keywords	Citizenship; diversity; identity; schools

Author	Olser, A. and Starkey, H.
Publication Date	2005
Title	Changing Citizenship: Democracy and Inclusion in Education
Publisher	Open University Press
Overview of Study	The authors bring together literature, insights from relevant research and key legal documents to discuss how citizenship is changing as well as to demonstrate their approach in terms of education for cosmopolitan citizenship.
Summary of Findings	The authors examine changes to citizenship considering it not only in terms of status but also as a feeling and a sense of belonging. The expand understandings of citizenship and lay the foundations of their

	approach upon human rights law. They argue that democratic schooling and inclusive learning can be achieved through education for cosmopolitan citizenship. This approach celebrates individuals multiple identities and requires re-imagining the nation as cosmopolitan and refocusing citizenship education in the context of global communities.
Keywords	Citizenship; globalisation; human rights

Author	Osler, A. and Starkey, H.
Publication Date	2018
Title	Extending the Theory and Practice of Education for Cosmopolitan Citizenship
Journal Title	Educational Review
Volume	70
Issue	1
Page Numbers	31-40
Overview of Study	The paper includes a retrospective account of the developments in citizenship education during the last decade. The authors consider their previous arguments regarding education for cosmopolitan citizenship, founded in human rights and rethink these principles and overall approach in the new socio-economic contexts and political challenges facing Western societies.
Summary of Findings	The authors set the discussion on citizenship education in the current ‘troubles times’ of economic crisis and austerity, authoritarianism and populism and a culture of blaming the most vulnerable. They discuss the challenges facing teachers in these conditions including superdiversity, the securitization of education, Islamophobia and new forms of racism. The authors show that education for cosmopolitan citizenship is needed now more than ever, in the midst of these trends and conditions.
Keywords	Citizenship; discrimination; globalisation; human rights; schools

Author	Raggazi, D.
Publication Date	2014
Title	Towards ‘Policed Multiculturalism’? Counter-Radicalisation in France, the Netherlands and the United Kingdom
Publisher	SciencesPo
Overview of Study	The author examines a turn in French public policy towards combating radicalisation. He argues that this constitutes an extension of counter-terrorism policy into new domains. He enquires this shift by presenting the experience of other countries that have followed a similar direction, such as the UK and the Netherlands. He further traces the discourse of radicalisation across European institutions and, while drawing on the experience of other countries, critically discusses this policy shift and implications in France.

Summary of Findings	The author shows how the concept of radicalization works towards legitimising the extension of policing in areas of diversity management such as education, religion, and social policy. He illustrates a turn towards assimilation models by putting forward the idea of ‘policed multi-culturalism’ and discusses in parallel, related trends in the UK, France, Canada and the Netherlands in the 1990s-2000s. He distinguishes between ‘hard’ and ‘soft’ counter-radicalisation policies with the former involving legal action and bearing a proactive, anticipatory logic in tackling terrorism. The latter, involves the deployment of ‘soft’ power in the development of processes for dealing with ethnic, cultural and religious diversity, with examples of practice including community policing, police-community partnerships, awareness campaigns etc.
Keywords	Community; diversity; integration; religion

Author	Rhamie, J., Bhopal, K. and Bhatti, G.
Publication Date	2012
Title	Stick to Your Own Kind: Pupils’ Experiences of Identity and Diversity in Secondary Schools
Journal Title	British Journal of Educational Studies
Volume	60
Issue	2
Page Numbers	171-191
Overview of Study	The paper presents the findings of research exploring pupils’ understanding of diversity, identity and Britishness. The research also looked into how young people interact, co-exist and take-up news spaces where identities are negotiated and established. The research is based on questionnaires and took place in two urban secondary schools with higher than average ethnic diversity of school population.
Summary of Findings	The findings highlight pupils’ positive responses to diversity, with the girls articulating the benefits of diversity in a more elaborate manner compared to the boys. Yet while, despite their positive understanding of diversity, the majority tended to be friends with people of similar background. Thus, limited social mixing was paradoxically underscored by positive views on diversity, showing how the two trends may not be antithetical, while also pointing on the complexity of lived experiences of diversity. The paper highlights the multiplicity of identities that young people occupy, showing how they decide to draw on different identities depending on their interpretation of the context. In relation to pupils’ understandings of British values, the research reveals confusion and multiple types of responses including definitions with reference to, the place of birth, place of residence, passport and sets of rights and responsibilities, among others.
Keywords	Discrimination; diversity; identity; schools

Author	Runnymede Trust Commission on the Future of Multicultural Britain (chaired by Parkeh, B.)
Publication Date	2000
Title	The Future of Multi-Ethnic Britain: The Parkeh Report
Publisher	Profile Books
Overview of Study	The Commission on the Future of Multi-cultural Britain is a think-tank that works on promoting racial justice in the UK. This report is collectively produced by a team of distinguished people from different backgrounds and brings together their views on the state of multiculturalism in the UK. The report also includes suggestions for tackling racial discrimination and disadvantage and indicates ways forward for dealing with diversity and enhancing multiculturalism.
Summary of Findings	The report offers significant insights on fostering a community of citizens and communities across the UK. This is a process that requires: revisiting national narratives and identities; tackling all forms of racism; fostering a human rights culture; reducing material inequalities and achieving a balance between cohesion, equality and difference. Against this bedrock, the author look into the particulars of different sectors such as: police and policing, the criminal justice system, education, arts, health, the welfare system, immigration and religion. Finally they suggest how their principles can be turned into strategies and action at local, regional, national and institutional level.
Keywords	Discrimination; diversity; human rights; identity; integration

Author	Sears, A. and Hughes, A.
Publication Date	2006
Title	Citizenship: Education or Indoctrination?
Journal Title	Citizenship and Teacher Education
Volume	2
Issue	1
Page Numbers	3-17
Overview of Study	The authors look into education initiatives, policy and reforms regarding citizenship education in Canada. They analyse these with reference to research and by deploying the concepts of education vis-à-vis the concept of indoctrination. The discussion take into account the experience of other countries such as Australia and the UK.
Summary of Findings	The authors argue that in its current forms citizenship education entails significant elements of indoctrination rather than encompassing a more open, educative perspective. They suggest that a broader approach to citizenship education must be adopted. This can be enhanced by a wide, public and professional discussion of the field and a definition of the scope of citizenship education; a long-term outlook of the reforms and the development of a knowledge base will also held towards this direction.
Keywords	Citizenship; knowledge; pedagogy; schools

Author	Staheli, L.A.
Publication Date	2018
Title	Learning to be Citizens: Exploring Social Cohesion and Security in Times of Uncertainty
Journal Title	Geografiska Annaler: Series B, Human Geography
Publisher	
Volume	100
Issue	2
Page Numbers	61-63
Overview of Study	This is an introduction to a special issue on citizenship in the content of turbulent times. The author focuses on the links between social cohesion and security in the public policy. She thus, provides critical insights on the context within which citizenship learning is shaped up and takes place.
Summary of Findings	This introduction includes a number of critical remarks in relation to elements of the hegemonic discourse, within which citizenship is thought of. The author particularly questions key claims and the universal status that dominant discourses of threat and insecurity claim. She highlights the deployment of emotions in the normalisation of fear showing that this may also be done through the deployment of emotions that are opposite to fear, such as future hope; that is, an oversight of the present and a focus on future.
Keywords	Citizenship; community

Author	Staheli, L.A. and Hammett, D.
Publication Date	2010
Title	Educating the New National Citizen: Education, Political Subjectivity and Divided Societies
Journal Title	Citizenship Studies
Volume	14
Issue	6
Page Numbers	667-680
Overview of Study	The authors draw on relevant research to highlight the gap between philosophical approaches and educational practices regarding citizenship and diversity. Their aim is to rethink the role of teachers and other professionals involved.
Summary of Findings	They authors question educational programmes that do not rest upon -but instead seek to surpass- students' lived experiences of social divisions, such as the memory of conflict and oppression. They argue that such programmes must be developed as a dynamic process with a focus on transformation and reconciliation of the lived experiences of those involved in the educational processes, otherwise they risk turning into a form of indoctrination.
Keywords	Citizenship; diversity; pedagogy

Author	Starkey, H.
Publication Date	2018
Title	Fundamental British Values and Citizenship Education: Tensions Between National and Global Perspectives
Journal Title	Geografiska Annaler: Series B, Human Geography
Volume	100
Issue	2
Page Numbers	149-162
Overview of Study	The author reviews policy developments and key initiatives in relation to citizenship education in the UK since the 1990s. He brings together legal, political, sociological and geographical in an attempt to analyse the main trends and to show how citizenship education is becoming a site of struggle, which reflects broader political debate on diversity, nationhood and multiculturalism in the UK.
Summary of Findings	The author traces the shifts and developments in policy and initiatives regarding citizenship education in the UK. He discusses the approach based on the Crick report as one that emphasises political education, encourages actions across the range local and global level and recognises a multiplicity of identities. He argues that this approach has been disrupted by the recent focus on Fundamental British Values, which follows on previously marginalised efforts to depoliticise citizenship education through a focus on values. These tensions are considered as indicative of broader trends, and political divides currently dominating the UK public sphere.
Keywords	Citizenship; diversity; globalisation; values

Author	Tomlinson, S.
Publication Date	2015
Title	Fundamental British Values
Book Title	The Runnymede School Report: Race, Education and Inequality in Contemporary Britain, edited by Alexander, C., Weekes-Bernard, D. and Ardav, J.
Publisher	Runnymede Trust
Page Numbers	10-14
Overview of Study	The author discusses the emergence of Fundamental British Values (FBVs) and their introduction to the school life and teaching/learning process. She critically examines how this focus became part of the school duties and curriculum, along with discussing the underpinnings, contradictions and implications of this policy focus on FBVs for schooling.
Summary of Findings	The authors explore how and why FBVs became part of the school curriculum and part of schools' duties. The focus of FBVs is considered in the wider context of political turmoil and the prospect of Brexit. The values that underpin the curriculum as a result of this shift are being unpacked and questioned. Additionally the author highlights points of contradictions between existing policies and issues emerging from a focus on FBVs.
Keywords	Schools; values

