ATTITUDES OF CROATIAN HIGH SCHOOL STUDENTS TO MINORITY GROUPS

STAVOVI HRVATSKIH SREDNJOŠKOLACA PREMA MANJINSKIM NARODIMA

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Abstract

Multicultural structure of Croatian society poses the necessity of implementing intercultural education through the educational system. Considerations and research of obstacles and potential, and consequently, creation and support of the conditions for the promotion of mutual understanding and acceptance of different cultures are essential for its effective realization. The aim of this empirical study was to investigate the attitudes of Croatian high school students toward minority groups. The survey included 1,471 students of Croatian nationality who attend different high schools. The data were collected by means of a questionnaire designed for this survey. The analysis of the results revealed that high school students reported moderately positive attitudes towards members of minority ethnic groups. It was also found that there was a statistically significant difference in attitudes to minority groups based on gender, type of high school and class.

Sažetak

Multikulturalni sastav hrvatskog društva postavlja pred odgojno-obrazovni sustav potrebu provedbe interkulturalnog odgoja i obrazovanja. Za njihovu učinkovitu realizaciju nužna su promišljanja i istraživanja prepreka i potencijala, te slijedom toga stvaranje i podržavanje uvjeta za poticanje uzajamnog razumijevanja i prihvaćanja pripadnika različitih kultura. Cilj ovoga empirijskog rada bio je istražiti stavove hrvatskih srednjoškolaca prema manjinskim narodima. Istraživanjem je obuhvaćen uzorak kojeg čini 1471 učenik/ica, hrvatske narodnosti, koji pohađaju različite srednje škole. Podatci su prikupljeni pomoću upitnika koji je konstruiran za potrebe ovog istraživanja. Na temelju analize rezultata utvrđeno je da učenici srednjih škola iskazuju blago pozitivan stav prema pripadnicima manjinskih naroda. Također je utvrđeno da postoji statistički značajna razlika u stavu prema manjinskim narodima s obzirom na spol, vrstu srednje škole i razred.

1. INTRODUCTION

Most countries of the modern world are culturally diverse societies. There, along with the majority lives a larger or smaller number of members belonging to ethnic, religious and / or linguistic minorities. One such country is the Republic of Croatia. According to the number of ethnic minorities and communities which are officially recognised, the Republic of Croatia is one of the most multicultural European societies /1/. In addition to the Croatian majority which makes 90.42% of the total population, the most numerous are members of Serbian nationality (4.36%), while other minorities, except for Bosnians (0.73%), represent less than 0.5% /2/. Although there are relatively a few members of minority communities in Croatia, we can expect a transformation in the demographic structure of modern society as a result of European integration, international migration and globalisation processes. Cultur-

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al diversity of society is perceived and expressed in the range between positive acceptance, through passive coexistence to rejection, intolerance and conflict. The past, but also the present of many countries is still characterized by examples of unequal relations between the majority and minority ethnic groups, particularly in relation to issues of division of power and government. Therefore, the issue of regulating the relationship between the majority and minority poses itself as one of the key issues in multicultural countries. Since democratization of society means providing equal opportunities to all its members, the above mentioned encourages debate on the protection of minority rights. Building a democratic multicultural society implies recognition of the political culture and the affirmation of cultural peculiarities and identities of minorities, i.e. inclusion of different cultural groups and their members in society without losing their specific values /3/. The realization of this means overcoming assimilation policies and practices and the construction of a community of members of different cultures based on mutual evaluation and acceptance. Interculturalism cannot be reduced to mere coexistence of different cultures in one place or a substitution of one culture with another, but it is defined as the existence and equitable interaction of diverse cultures and the possibility of generating shared cultural expressions through dialogue and mutual respect /4/. Education has been identified as an important social factor of affirmation and application of the idea, theory and policy of interculturalism in practice /5/ and accordingly, in democratic societies, there has been a tendency of the development of specially designed curricula. Although it is a relatively recent social phenomenon in Croatian society, along with the awareness of the importance of key competences for life in a modern society in the context of the globalisation processes and the new integration, interculturalism is increasingly represented in the Croatian educational system. Intercultural dimension is present within the *National Curriculum for pre-school education and general compulsory secondary education* /6/ as the basic document of the introduction of changes to the Croatian educational system, at the pre-school,

primary and secondary level and the shaping of other curriculum documents (school curriculum, subject curricula, etc.) Educational institutions are faced with the task to prepare children and the young for relationships with the "other" and "different" as well as create preconditions for the recognition of harmonious coexistence of members of different cultures. Therefore, there is an increasing role and responsibility of all stakeholders in the educational process in shaping the school where children and young people are provided with the opportunity to actively experience and adopt equality, respect, solidarity and responsibility, which are founded on intercultural principles. According to the European Youth campaign against racism, xenophobia, anti-Semitism and intolerance /7/, the goals of intercultural education are related to the following: create positive attitudes and behaviour towards members of other cultures; overcome ethnic stereotypes and negative prejudice; favour positive evaluation of differences and diversity; search and emphasise the similarities; strengthen understanding of the reality of interdependence in the modern world and encourage action which is consistent with this understanding; implement the principle of solidarity and civic courage. Relationships between majority and minority nations should be guided by these objectives in order to realise the integration of minorities into the majority society while preserving their own cultural particularities and mutual respect and acceptance of cultural diversity. If the emphasis is placed on the intercultural dimension of the curriculum as a document, as well as educational practice, there is greater likelihood of overcoming the existing and preventing future misunderstandings, distance and conflict, and thus building a more peaceful and harmonious coexistence. Despite the undeniable importance of the existence of legislative and institutional preconditions for the patterns of coexistence which to a greater or lesser extent are different, it is more important that they reflect the views and opinions of the individual. As pointed out by Mesić /8/, acceptance of differences requires changes in laws, and the respect for them requires changes in opinions and attitudes of individuals. Breuglemans and

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Vijver **/9/** conducted a study in the Netherlands and it was found that members of the majority believed that pluralism was not a special benefit for society and the lack of adaptation of minorities in the public sphere posed a threat to the social structure. This was supported by the results of a study conducted by Schalk. Soaker and Vivjer **/10/**, who found that although they expressed mild support for multiculturalism, the Dutch as the majority at the same time agreed with its shortcomings. Since the affirmation of interculturalism is based on the accepted attitude towards cultural diversity, the research and awareness of it is the foundation for the promotion of mutual understanding and acceptance. Opinions of the majority on cultural diversity of the society in which they live is a topical subject of a number of sciences, among them also pedagogy, since it „largely determines the policy of a country on (cultural) diversity" **/11/**.

2. OBJECTIVES AND TASKS

In the context of the multicultural structure of Croatian society, new European integration and global associations, preparing young people to relate to individuals who are, to a greater or lesser extent, perceived as "others" and "different" is the current theme of pedagogical theoretical reflection, research and practical improvement .Starting from the above mentioned, this study focuses on the issue of attitudes of the majority towards minority peoples as an important determinant of the affirmation of interculturalism at the individual and societal level. Since it represents a current and relatively unexplored issue in our country, it is a contribution to the efforts of its better pedagogical understanding and improvement. The aim of this paper is to contribute to the knowledge about the attitude of Croatian high school students toward minority groups. Research tasks are as follows:

1. identify and analyse the incidence and severity of the attitudes of high school attitudes of Croatian nationality toward minority groups and

2. check whether there are statistically significant differences in attitudes towards minority groups in relation to gender, class

(age), type of high school and the size of the place of participants' residence.

3. METHOD

3.1. Participants and Procedure

The sample consisted of a total of 1,471 secondary school students of Croatian nationality from first to third or fourth class (depending on the type and duration of education) from 18 secondary schools in different areas of Croatia (Dugo Selo, Gospić, Imotski, Karlovac, Križevci, Osijek, Rijeka , Varaždin, Zadar and Zagreb). The study was conducted at the end of the first term of the academic year 2011 / 2012t. Participants were informed about the purpose of the research and the method of filling out the questionnaire. Participation in the study was voluntary and anonymous.

3.2. Instruments

For research purposes, a questionnaire which consisted of two parts was constructed. The first part collected general data about students (gender, class, type of high school and the size of the place of residence), and the second part related to the attitude toward minority groups. Given that it is impossible to examine all the individual content, situations and contexts, only items which were thought to be able to explore issues of the treatment of minority groups at a general level were selected. Items were designed on the basis of determination and personal reflection of the issue of attitudes towards minority groups and the used literature **/12/**, **/13/**, **/14/** and were adjusted. Students agreed or disagreed with the offered items on a five-point scale, where 1 meant-*I do not agree at all*, and 5-*I completely agree*, and a higher result showed a more positive attitude toward national minorities. Explanatory factor analysis was conducted using the method of main factors in all items (statements). The analysis extracted one significant factor whose typical root was greater than 1, and was named as the factor of attitudes toward minority groups. Saturation of the items (statements) with the factor ranged between 0.42 and 0.71. The obtained factor structure explained 34.25% of the

variance results; which students achieved on the scale. Reliability analysis was also done based on the method of internal consistency and the obtained Cronbach-alfa coefficient was 0.84. Since it exceeds the value of 0.70, the resulting coefficient indicates high reliability of the scale.

4. RESULTS AND DISCUSSION

4.1. Students' attitudes toward minority groups

When it comes to the topic of the relationship of individuals to cultural diversity, including that of national minorities, it is important to emphasise the principles of interculturalism such as understanding and respect for people who are perceived as „others" and „different", their rights and status in society, harmonious coexistence and dialogue, etc. Based on the above mentioned, the question is what are the attitudes of Croatian high school students to the other nationalities living in the Republic of Croatia. In order to perform the first task, an analysis was done of the mean of the total result which students achieved on the scale as well as an analysis of the frequency (%) of responses to particular statements (items) that constitute the scale. As can be seen in Table 1, the arithmetic mean that students achieved on the scale is 3.38, with a standard deviation of 0.74. Since the possible range of the result goes from 1 as an extremely negative value to 5 as an extremely positive value, the obtained mean is slightly larger than 3 as the central point of assessment. In other words, high school students reported a moderately positive attitude toward minority nationalities and their members.

Table 1. Students' attitude toward minority groups

	N	min	max	M	σ
Attitude toward minority groups	1471	1	5	3,38	0,74

In order to obtain a more detailed insight into the students' attitude toward minority groups, the items (statements) which make up the scale were analysed. The obtained results are presented on the basis of the pertaining means and standard deviations for each of the items on the scale and the frequency (%) of responses within the three categories-the category „I don't agree", which was formed by joining the first and the second assessment point; category „I neither agree nor disagree" formed by joining the responses in the fourth and fifth point of the assessment scale. As can be seen in Table 2, most of students agreed with the statement that all Croatian citizens should be given equal opportunities regardless of their ethnic affiliation and that customs of minority groups should be respected by others (which is what two-thirds of students agree with). This suggests the existence of a relatively positive attitude toward minority groups and their members. Furthermore, more than half of the students (58%) disagreed with the statement that care for minority groups is a waste of time, and a little more than a quarter of students expressed ambivalence. Due to the similar but more specific statements, it can be seen that to a lesser degree students expressed a positive assessment with a greater proportion of participants who took a neutral position. So a little less than half of participants believe that their people should help minorities to preserve their cultural heritage, that it is not difficult to find a "common ground" with their members and that they should not to some extent give up their beliefs and traditions, while at the same time every third student shows a certain restraint. Almost an equal number of students expressed disagreement and restraint (40%) with the statement that in Croatia there are too many other peoples, and that they receive too much attention. There is considerable dispersion in students' answers regarding the statement about minority groups' wanting to keep their customs; 32% agree that they should do it in privacy, and an equal number of students expressed disagreement and restraint. About 40% of students showed a certain dose of restraint in responding to the statement that it is good for Croatia to have different ethnic minorities living there, while 37% agreed. An even greater degree of restraint was shown by

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the students (about 43%) in responding to the statement that ethnic minorities are an important part of the progress of Croatia, while there was a significant proportion of those who expressed disagreement (about 30%).

Table 2. *Responses (%) to statements on the Scale of attitudes toward minority groups*

Statements	I don't agree	I neither agree, nor disagree	I agree	M	σ
1. There are too many members of other nations in Croatia*	40,45	37,12	22,44	3,28*	1,2
2. It is difficult to find a „common ground" with members of the other nations who live in the Republic of Croatia*	46,16	32,83	21,01	3,37*	1,21
3. Care for the problems of other nations living in Croatia is a waste of time*	58,4	26,72	14,88	3,71*	1,22
4. Minority nations are an important part of the cultural development of this country	30,12	42,69	27,2	2,91	1,1
5. As they live in this country, minority groups should to a certain extent give up their cultural beliefs and customs*	43,64	33,11	23,25	3,35*	1,23
6. It is good for the Republic of Croatia that different peoples with different cultures live in it	23,18	40,04	36,78	3,16	1,14
7. In this country too much attention is paid to minority groups*	41,95	38,14	19,92	3,3*	1,12
8. Customs of minority groups should also be respected by others	14,88	22,09	63,02	3,74	1,19
9. My people should help other peoples who live in this country to preserve their cultural heritage	18,83	33,38	47,79	3,42	1,17
10. All citizens of the Republic of Croatia regardless of their nationality should have equal opportunities	13,53	19,03	67,43	3,9	1,2
11. If minority nations want to keep their customs, they should do it in privacy*	33,79	34,13	32,09	3,02*	1,27

*Answers to these statements are inversely coded

In general, about half of students responded positively to most of the statements, and at the same time there was a considerable proportion of those who expressed a certain dose of scepticism. It should also be borne in mind that the individuals who took a neutral position by acquiring new experiences, which enable a clearer orientation, will eventually opt for either a positive or negative attitude. Action within the educational system focused on interculturalism can and should play an important role and can contribute to the intercultural development of the individual. This is not achieved declaratively but by its promotion in a variety of situations and relationships in everyday life within and out of school. In this regard, systematic efforts are important in building school as a place where the cultural diversity of society is respected and accepted.

4.2. Differences in attitudes toward minority groups

In order to accomplish the second research task, statistical procedures of determining the differences in attitudes towards minority groups regarding gender, class (age), type of the high school and the size of the place of residence were performed.

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Gender

Considering the attitude toward minority groups regarding the gender of students, the starting point was the thought that the qualities which are inherent in women (greater sensitivity, openness, tolerance, flexibility, understanding, building consensus, etc.) play an important role in interpersonal relationships on a general level, including the attitude towards members of other cultures. Therefore, the starting assumption was that female students would express a significantly more positive attitude toward minority groups and their members than males.

Table 3. Attitudes toward minority groups regarding gender

GENDER	*f*	*%*	*M*	*σ*
Female	820	55,74	3,58	0,65
Male	651	44,26	3,13	0,77
Total	1471	100		
t=12,06; df=1469; p=0,00				

As can be seen in Table 3, it was found that there were statistically significant differences in the mean scores on the *Scale of attitude toward minority groups* regarding gender (t=12,06, p<0.01). Namely, female students reported significantly more positive attitude toward minority groups and their members (M=3,58) in contrast to male students (M=3,13), thus confirming the set hypothesis. The established difference in the attitude toward minority groups in favour of female students can be explained by the understanding that women unlike men show more empathy, openness towards cooperation and the development of collaborative relationships, have more developed interpersonal skills and are more inclined to develop the so called participating relationships /**15**/, which allows them to have a greater degree of respect for and acceptance of cultural diversity. Gender differences are not only due to biological nature but are culturally and socially conditioned. In the process of family upbringing and socialisation, women are taught form a young age to be more polite, conciliatory, emotional, gentle and inclined to forgiveness, unlike boys who are to a larger extent allowed to be aggressive and assertive /**16**/.

Class

The difference in the attitude toward minority groups regarding the class attended by students was tested by the variant analysis (*ANOVA*). The starting assumption of the research was that students would express a similar attitude toward minority groups regardless of the class they attended.

Table 4. Attitudes toward minority groups regarding class

CLASS	*f*	*%*	*M*	*σ*
I.	437	29.71	3,32	0,74
II.	360	24.47	3,28	0,72
III.	368	25.02	3,48	0,77
IV.	306	20.80	3,45	0,72
Total	1471	100		
F=6,60; df=3; p=0,00				

Based on the insight into the arithmetic mean, it can be noticed that students in higher classes (third and fourth) express a more positive attitude, almost identical attitude toward minority groups as the students in lower classes (first and second), who also reported an almost similar attitude. Analysis of attitudes toward

minority groups (*ANOVA*) and the class participants attended shows that there is a statistically significant difference (*table 4.*, *F*=6,60, *p*<0,01). Based on the scores on *Sceheffe's post hoc test* (*table 5.*), it can be concluded that there is a statistically significant difference in the attitude toward minority groups between the students of the first (*M*=3,32) and third classes (*M*=3,48). Furthermore, it was found that there is a difference between the students of second classes (*M*=3,28) on the one hand, and third (*M*=3,48) and fourth (*M*=3,45) on the other.

Table 5. *Scheffe's post hoc test for the variable attitude toward minority groups regarding class*

		Attitude toward minority groups			
CLASS		1	2	3	4
1	I.	-	0,87	**0,02**	0,13
2	II.		-	**0,00**	**0,03**
3	III.			-	0,96
4	IV.				-

Exploring the social distance, Blažević Simić **/17/** also found that participants in lower classes were more inclined to a negative opinion. The differences in attitude toward minority groups in favour of senior students can be explained by the fact that they are socially more mature and probably have had more contact and experience with members of other nations and themes related to cultural diversity in the society in which they live.

High school

Relationship towards the „other" and „different" is developed and taught from the earliest days and school can certainly play a significant role in the promotion and affirmation of inter-cultural relations. Since secondary(high) schools differ among each other not only by duration, but also according to their curricula, the study was based on the assumption that there would be differences in the attitude toward cultural diversity regarding the type of school attended by students (grammar schools, technical and related schools, industrial and trade schools), in favour of grammar school students. As shown in Table 6, the most positive attitude toward minority groups was reported by grammar school students, in contrast to those who attend technical and related schools as well as industrial and trade schools, who express almost similar attitude. The Analysis of Variance scores confirmed statistically significant differences. (*F*=3,56, *p*<0,05).

Table 6. *Attitudes toward minority groups regarding the type of high school*

TYPE OF SCHOOL	*f*	%	M	σ
Grammar school	418	28,44	3,45	0,71
Industrial and trade	311	21,16	3,31	0,72
Technical and related	741	50,41	3,36	0,76
Total	1470	100		
Unanswered	1			
t=3,56; *df*=2; *p*=0,03				

In order to determine differences in the attitude toward national groups regarding certain types of high schools *Scheffe's post hoc test* (*Table 7.*) was used.

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Table 7. Scheffe's post hoc test for the variable attitude toward minority groups regarding type of high school

	SCHOOLS	Attitude toward minority groups		
		1	2	3
1	*Grammar school*	-	**0,04**	0,13
2	*Industrial and trade*		-	0,62
3	*Technical and related*			-

The results showed that grammar school students expressed statistically a significantly more positive attitude toward minority groups (*M*=3,45) than students attending three-year i.e. industrial and trade schools, (*M*=3,31), while students attending technical and related schools (*M*=3,36) and those from industrial and trade schools and grammar schools do not differ. The obtained result may be explained by the fact that grammar school syllabi and curricula are characterised by a stronger presence of educational content that is inherent in interculturalism such as human rights, tolerance, democracy and peace, which are the basis for a better understanding and acceptance of other cultures. Grammar school students learn different academic subjects such as foreign languages, history, geography, sociology, psychology, philosophy and thus meet more closely with themes of culture, cultural diversity and cultural relations. Unlike vocational and technical schools, grammar school teaching process involves a greater number of teachers who are, according to their educational profile, of the socio-humanistic orientation in the broadest sense of the word. Also, the atmosphere of general-education schools encourages the implementation of intercultural education. According to the obtained results the suggestion is that secondary vocational schools should introduce more general-education and academic intercultural content. and activities.

Size of the place of residence

The starting assumption in the research was that students in larger towns would express more positive attitudes toward the cultural diversity of Croatian society, because places with larger populations give people more opportunity for direct encounters with members of different nations. As can be seen in Table 8, the most positive attitudes toward national minorities were reported by students who have spent most of their life in towns the size of 20,000 to 60,000 inhabitants, and the least positive attitude was reported by those living in places with a population of over 60,000. However, scores of the analysis of variance (*ANOVA*) for the variable attitude toward minority groups regarding size of the place of residence show that among them there was statistically no significant difference (*F*=1,60, *p*>0.05).

Table 8. Attitudes toward minority groups regarding size of the place of residence

SIZE OF THE PLACE (number of inhabitants)	*f*	%	*M*	σ
Up to1,000	306	21,12	3,36	0,68
From 1,000 to 5,000	344	23,74	3,41	0,71
From 5,000 to 20,000	256	17,67	3,38	0,72
From 20,000 to 60,000	157	10,84	3,48	0,77
Over 60,000	386	26,64	3,32	0,83
Total	1449	100		
Unanswered	22			
F=1,60; *df*=4; *p*=0,17				

Although students in larger towns are given more opportunity to establish intercultural contacts, other factors seem to play an important role in the development of attitudes toward minority groups (multicultural environment in which they live and the school which they attend).

5. CONCLUSION

On the basis of the research results it was found that high school students have a moderately positive attitude toward minority groups and their members. More than half of high school students gave positive responses to most items, i.e. expressed a positive attitude toward cultural diversity, although there was a considerable proportion of participants who were ambivalent. Starting from the above mentioned as well as the items with noticeably dispersed responses, it is important that emphasis should be placed on a thought-out educational activity aimed at a clearer and more positive orientation towards cultural diversity of the society in which they live. The development of such an activity can improve relationships among young people who to a varying extent are different from one another. In this sense, it is necessary to build school as a place of the affirmation of intercultural principles in everyday life. Separate schooling and other forms of separation and isolation of members of other cultures in social life do not contribute to this aim since it can result in rejection and disregard for different cultures. Therefore, a new approach to intercultural education is based on the importance of developing relationships, or rather participation and inclusion of students in order to learn about living together /18/. This is particularly important if we bear in mind that adolescents go through a very important phase of forming their identity. An insight into their own attitudes towards the „other" and „different" is an initial step in the improvement of human relationships. It is important therefore that individuals should review and (self) evaluate their attitudes towards cultural diversity, including ethnic minorities and their members. Awareness of their own attitudes is a precondition for encouraging an internal shift in attitudes and behaviour.

In this way we can talk about school as a place of learning and development in the direction of the affirmation of interculturalism. Along with the attitude toward national groups, also were explored differences in the intercultural sensitivity of students with regard to some socio-demographic variables-gender, class(age), the type of high school and the size of the place of residence. The analysis of attitudes toward minority groups regarding gender confirmed a statistically significant difference in the attitude: girls reported a statistically significantly more positive attitude toward cultural diversity than boys. This result was expected as the idea is that women in the process of upbringing and socialisation acquire characteristics which are inherent in the principles of interculturalism, such as a higher level of empathy, openness, conciliation, sensibility, etc. in relation to the „other" and „different". Since these characteristics play an important role in intercultural diversity, it is necessary to encourage them from an early age, especially in boys and young men. The analysis of attitudes toward minority groups and classes which students attend shows that there is a statistically significant difference between them. Based on the analysed results, it was found that there was a statistically significant difference between the students of first and third classes as well as those attending second and final classes of the secondary school (third and fourth). A more positive attitude toward minority groups in students attending senior classes can be explained by the fact that this population is older, socially more mature and has more experience with regard to relationships in general, including relationships between the majority and minorities. Since the relationship with the „other" and „different" is developed, i.e. learnt, it is important to foster positive attitudes in students especially in the younger population, as the already established attitudes are difficult to change later in life. Analysing the attitude toward national groups regarding the type of school, a statistically significant difference was found. The results show that grammar school students reported a significantly more positive attitude than students who attend industrial and trade schools. This was expected due to a stronger presence

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of academic subjects in grammar school programmes and curricula. Unlike specifically vocational educational programmes, the above mentioned subjects give grammar school students more opportunity to learn about and analyse themes related to culture in general as well as that of the society in which they live. This undoubtedly plays an important role in forming attitudes about other cultures and their members. In accordance with the guidelines of the *National Curriculum Framework* and this research results it has been confirmed that it is necessary to promote the principles of interculturalism in all schools and especially to introduce additional intercultural content and dimension in vocational high schools. Regarding the size of the place of residence where the students have spent most of their life, a statistically significant difference in the attitude toward minority groups was not found. Analysing the mean values, it can be noticed that students living in towns with a population between 20,000 and 60,000 reported the most positive attitude, while students living in larger towns reported the least positive attitude toward minority groups. However, this difference was not statistically significant. The size of the place was obviously not a relevant determinant in forming attitudes toward minority groups. Attitudes of high school students toward minority groups in our country are relatively unexplored and therefore, further research is needed. Since a modern curriculum is largely founded on scientifically verified facts, such research can be used by the bearers of educational activities as a starting point for designing the guidelines for the construction, implementation and evaluation of an intercultural dimension of the curriculum.

Notes

/1/ Mesić, M., Europski standardi manjinske zaštite i položaj manjina u Hrvatskoj, Revija za sociologiju, god. 34, 2003, br. 3-4, str. 161–177.

/2/ Statistički ljetopis, 2012., Državni zavoda za statistiku Republike Hrvatske. Dostupno na: http://www.dzs.hr/Hrv_Eng/publication/2012/08-01-03_01_2012.htm [5. 3. 2013.]

/3/ Mesić, M., Multikulturalizam: društveni i teorijski izazovi, Školska knjiga, Zagreb, 2006.

/4/ Convention on the Protection and Promotion of the Diversity of Cultural Expressions, UNESCO, Paris, 2005.

/5/ S obzirom na to da se odgojem i obrazovanjem nastoje realizirati promjene u društvenim svjetonazorima ljudi radi njihove bolje budućnosti, interkulturalni ciljevi i zadaci se prvenstveno mogu ostvariti na temelju osmišljenog pedagoškog djelovanja (Jagić, S., Interkulturalno-pedagoške promjene pod utjecajem turizma u slobodnom vremenu, Doktorski rad, Filozofski fakultet Sveučilišta u Zagrebu, 2002.

/6/ Fuchs, R., Vican, D. i Milanović, Litre, I. (ur.), Nacionalni okvirni kurikulum za predškolski odgoj i obrazovanje te opće obvezno i srednjoškolsko obrazovanje, Ministarstvo znanosti, obrazovanja i športa, Zagreb, 2011.

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