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Summary

Intercultural Curriculum and Education in the Languages of Minorities

Neven Hrvatić
Faculty of Humanities and Social Sciences, University of Zagreb, Croatia
Department of Pedagogy

The research project *Intercultural curriculum and education in the languages of minorities* (2007-2011) included three fundamental research segments: the intercultural dimensions of the national curriculum (national culture features according to Hofstede's model), the education of national minorities in Croatia (social distancing and intercultural relationships, as well as the specificities of educating the Roma people) and the intercultural competencies of teachers. Intercultural education is an unavoidable factor in the process of learning about other people, understanding different cultures and establishing positive relationships, whilst the fundamental questions of intercultural education and education in minority languages spring from received attitudes towards a multicultural society. The approach to intercultural education will depend, to a large extent, on teaching materials, models, strategies, that is, on the intercultural curriculum, in accordance with cultural integration, application in the educational practice and intercultural community. Intercultural relationships and education in minority languages represent one of the defining characteristics of the national curriculum structure and of the (co)construction of school curriculum. It is important that a restructuring of the education system, apart from meeting democratic-pluralistic requirements, pays more attention to cultural sensitivity that will meet the educational needs of every individual and consequently make the youth develop respect, acceptance and a positive attitude towards other ethnicities, their specificities and cultures.

Keywords: intercultural education, intercultural curriculum, education in minority languages, cultural diversity.