Investigates young people’s cultural literacy as a process that takes place in diverse educational environments (e.g., schools, families, civic society, (social) media), framed within national and supra-national policy agendas, and shaped by the intergenerational dynamics of re-production of cultural practices, values and attitudes.

Duration: 2018 - 2021
Methods: qualitative and quantitative approaches, participatory action research (PAR) and ethnographic studies.

Survey objectives
- Measure and explore:
  - correlates of cultural literacy on national/European cultural heritage among young people;
  - diversity of cultural heritage as known to young people;
  - correlates of cultural participation among young people;
  - different aspects of inter-cultural dialogue among young people and the content and self-perceived importance of ‘European values’ regarding their cultural heritage;
  - sources/determinants of cultural literacy at individual, school and country levels (e.g. family, local community, media, formal education);
- the role of cultural knowledge and cultural participation in explaining different aspects of inter-cultural dialogue among young people.

Cultural openness
1. I consider myself more as a citizen of the world than a citizen of some nation.
2. I could easily live in other cultures.
3. I feel most connected to members of my own country.
4. I consider myself more as a citizen of the world than a citizen of some nation.
5. My country is one of the best in the world.

Non-nationalism
1. My own culture is the best in the whole world.
2. I should first care for his or her nation, then others.
3. I feel intensely pride when I think about my country.
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Cultural diversity among participating countries vs. universality of measured constructs.

Challenges in conceptualization of constructs
- Different scientific disciplines – different meaning/approach (culture, heritage, literacy)
- Cultural diversity among participating countries vs. universality of measured constructs.

Challenges in national sampling designs
- Different schooling systems – variations in compulsory education, i.e. what age group should be included?
- School distributions – significant depopulation in rural areas.

Challenges in data collection
- Non uniform data collection – on-line and paper-pencil questionnaire
- Obtaining permissions for conducting survey in schools (duration, ethical board, ministries).
- Number of official languages within countries.
- Classroom size – equipment.

Cross-cultural validity and equivalence testing for applied and newly developed instruments
- Questionnaire adaptations due to specific political, cultural or demographical context in some of the countries.

Ethics and civic conception of national identity, or factors expected – only one

MAIN SURVEY planned Sept. - Oct. 2019

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