



CHIEF Policy Database

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

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Croatia

	Croatia
Author	Croatian Parliament
Publication Date	2008
Title	Zakon o obrazovanju u osnovnim i srednjim školama
Government Department	Croatian Parliament
URL	https://mzo.hr/sites/default/files/migrated/01_zakon_o_odgoju_i_obrazovanju_u_oiss.pdf
Overview of Content	This act regulates the legal framework of primary and secondary education in Croatia. It defines the scope of responsibilities of primary and secondary schools and student dormitories; it also sets the goals and principles of education. The act explains the way the school network is organised at the national level, as well as the rights and obligations of employees and students.
Summary of Policy Recommendations	<p>The act focuses on educational content, stressing the importance of competences necessary for young people to live and work in a market based-economy driven by modern information technology and scientific knowledge and characterised by rapid socio-cultural change. The document recognises the importance of education in enabling students to navigate life in a multicultural society, to respect diversity and exhibit tolerance towards others, and to participate responsibly in the democratic development of society. Simultaneously, the act sets the development of the national identity of students and the preservation of cultural heritage as educational goals.</p> <p>The document pays special attention to the education of national minorities, which is finally implemented according to both the Elementary and Secondary School Education Act and the Act on Education in the Languages and Scripts of National Minorities.</p> <p>Furthermore, under the Elementary and Secondary School Education Act, EU citizens, asylum seekers, and foreigners under subsidiary or temporary protection are also guaranteed the right to learn in their language; they also have the same right to enrol in elementary or secondary schools as Croatian citizens.</p>
Keywords	Democracy; diversity; economy; identity; heritage; minorities; school curriculum;

	Croatia
Author	Croatian Parliament
Publication Date	2009
Title	Strategija održivog razvitka Republike Hrvatske
Government Department	Croatian Parliament
URL	https://narodne-novine.nn.hr/clanci/sluzbeni/2009_03_30_658.html
Overview of Content	The Sustainable Development Strategy sets the goal of directing the economic and social development of Croatia in the long-term, as well as sustainably protecting the environment. The strategy notes the current

	state of affairs in eight key areas and proposes measures for improvement. The key areas identified are the following: population, environment, and natural resources; sustainable production and consumption; social cohesion and justice; energy; public health; regional interdependence; protection of the Adriatic.
Summary of Policy Recommendations	<p>As the document states, sustainable development presupposes the achievement of three general goals: stable economic development, the fair distribution of social opportunities, and environmental protection. These goals, with respect to the responsibility of the state for global issues, can only be achieved in the joint co-operation of all stakeholders. Therefore, in achieving these goals, in terms related to cultural literacy education, the document considers it necessary to promote a democratic, socially inclusive, cohesive, safe, and equitable society that respects fundamental rights and cultural diversity, to create equal opportunities, and to fight discrimination in all its forms.</p> <p>The strategy advocates various strategies to ensure that sustainable development and cultural heritage become an integral part of everyday life, specifically: including it as a topic in formal education; encouraging non-governmental organisations to focus more on it; popularising sustainable development through the media (newspapers, television, radio).</p> <p>The strategy highlights respect for diversity and democratic values within the education system as preconditions for social sustainability. In addition, the document lists respect for fundamental rights and cultural diversity as key aspirations. In terms of cultural diversity, special attention is paid to national minorities, particularly Roma. The strategy calls for the stronger involvement of the Roma population in education.</p>
Keywords	Democracy; diversity; community cohesion; economic growth; equal opportunities; environment; media; minorities; tolerance, values

	Croatia
Author	Government of the Republic of Croatia
Publication Date	2011
Title	Program Vlade Republike Hrvatske za mandat od 2011. do 2016.
Government Department	Government of the Republic of Croatia
URL	www.sabor.hr/fgs.axd?id=19445
Overview of Content	The government's programme presents a summary of objectives for the 2011-2015 term. The programme includes the following fields of action: economic policy; regional development and the use of European Union funds; agricultural and fishery policy; tourism; environmental policy; education, science, and sport; culture; health policy; work and labour; pension system and social policy; youth; war veterans; EU membership and foreign affairs; defence and national security; role of the state; justice; society without corruption; human rights and civil liberties; new public administration; decentralisation policy.
Summary of Policy Recommendations	In its programme, the government guarantees that it will develop the Croatian economy, which will ensure the equal and proportionate

	<p>influence of Croatia in EU institutions and contribute to the preservation of the Croatian national identity, tradition, culture, language, and all the values Croatian society has maintained throughout history. The government expresses its determination to defend the human and national interests of the new age – social sensitivity, solidarity, security, social responsibility, democracy, sovereignty, human dignity, justice, prosperity, and the common good.</p> <p>The importance of culture and cultural heritage is particularly stressed. The government promises to preserve and use material and non-material cultural heritage sustainably. As stated, cultural policy will promote cultural diversity with a view to promoting cultural minorities and different subcultures. Furthermore, the programme notes the determination to promote the culture of multi-ethnic tolerance and to suppress any form of ethnic or religious intolerance.</p> <p>Special emphasis is placed on educating young people. Among other measures, the government undertakes to introduce content on democracy and human rights to formal education. Regarding national minorities, the programme introduces plans to include content important to both the identities of national minorities and the general identity of Croatia in primary and secondary school curricula. The proposed content, which is to be produced in cooperation with organisations aligned with minority communities, is supposed to highlight the historical contributions of national minorities to Croatia, as well as advocate the promotion of the cultural, ethnic and linguistic identities of areas inhabited by national minorities.</p>
Keywords	Diversity; economy; identity; heritage; minorities; school curriculum; tolerance

	Croatia
Author	Government of the Republic of Croatia
Publication Date	2016
Title	Program Vlade Republike Hrvatske za mandat od 2016. do 2020.
Government Department	Government of the Republic of Croatia
URL	https://vlada.gov.hr/UserDocsImages/ZPPI/Dokumenti%20Vlada/Program_Vlada_RH_2016_2020.pdf
Overview of Content	<p>The programme provides an overview of the instruments that will be used by the government to achieve political stability, legal security, economic growth, and social solidarity. The document represents a package of measures created as the result of joint efforts of political partners involved in the work of the government. The government's goals, as stated, are: achieving stable and long-term economic growth; creating new jobs; decreasing emigration and encouraging demographic renewal; social justice and solidarity.</p> <p>The programme discusses the achievement of these goals within eleven very broadly defined areas: business environment and entrepreneurship; education, science, and sport; economics, agriculture, and rural development; creating jobs and employment; demographic renewal,</p>

	family, and youth; public administration and legal security; public finances and monetary policy; balanced regional development; social welfare, health, and solidarity; war veterans, culture, national minorities, and media; national security and defence; European Croatia and foreign affairs.
Summary of Policy Recommendations	<p>As stated in the document, the government will conduct its activities in a coordinated and cooperative partnership with all stakeholders, especially social partners – entrepreneurs and trade unions – to promote a culture of mutual dialogue aimed at creating an inclusive and tolerant society.</p> <p>Considering cultural literacy education and related concepts, the programme identifies cultural identity as a key organisational element in uniting the Croatian people before the creation of the current independent Croatian state. Considering this, the government announced the reconstruction and revitalisation of cultural heritage, as well as the development of cultural infrastructure. The programme also emphasises the government’s intent to promote cultural creativity in all areas (including theatres, museums, archives, audio-visual activities, literary activities, and new art practices), as well as to encourage active public participation in culture. The document also announces an increase in funding for culture and the creation of the Strategy for Cultural Development, which will identify medium-term and long-term development goals.</p> <p>The document pays particular attention to national minorities. It is aimed at facilitating the activities of national minority institutions and organisations. The government has announced more funding for culture, research, and media institutions run by national minorities. Funds have also been earmarked in the budget for translating and circulating textbooks and teaching materials, and establishing an office dedicated to the education of national minorities within the Ministry of Education.</p>
Keywords	Economic growth; employment; educational achievement; business; community cohesion; community regeneration; funding; heritage; media; minorities; sport; tolerance, the arts

	Croatia
Author	Ministry of Culture of the Republic of Croatia
Publication Date	2011
Title	Strategija zaštite, očuvanja i održivog gospodarskog korištenja kulturne baštine Republike Hrvatske za razdoblje 2011.–2015.
Government Department	Ministry of Culture of the Republic of Croatia
URL	https://www.min-kulture.hr/userdocsimages/bastina/STRATEGIJA_BASTINE_VRH.pdf
Overview of Content	The strategy sets guidelines and recommendations for the sustainable use of cultural heritage, which is defined as all material and non-material traces, remains, and products of human activity through evolution. The document differentiates between material and non-material cultural heritage.

	<p>The strategy's objective is to create a comprehensive basis for the use of cultural heritage as a development resource in line with the guidelines for cultural development and the protection of cultural heritage, regional development, and economic development in general.</p> <p>The first part of the document analyses the current situation on the issue in Croatia, while the second part presents a vision and strategic goals. Three strategic goals are identified: to increase the efficiency of protection in order to sustainably use cultural heritage, to increase income and other benefits from its sustainable use, and to increase awareness of the importance of cultural heritage in general and the possibility of its sustainable use.</p>
Summary of Policy Recommendations	<p>Considering content relevant to cultural literacy education, the document advocates the importance of strengthening public participation in the conservation, protection, and use of cultural heritage. It thus outlines a plan of action to improve the quality of and expand formal and non-formal education aimed at highlighting the importance of cultural heritage, its preservation, protection, and sustainable use.</p> <p>In order to educate a broader audience on this subject, the strategy recommends introducing the following: co-ordinated programmes in curricula from pre-school to higher education; encouraging civil society organisations (at the level of non-formal education) to become more involved in raising awareness about the importance of cultural heritage and its protection; educating local authorities on the use of cultural heritage to develop local communities.</p> <p>The document identifies national heritage and culture as a resource upon which further development can be based. Its economic potential is reported to reside primarily in its impact on tourism. National cultural heritage is also reported to play a significant role in sustaining cultural diversity (insofar as local, regional, and national cultural heritage is effectively conserved).</p>
Keywords	Economy; diversity; heritage; participation; school curriculum

	Croatia
Author	Ministry for Demography, Family, Youth and Social Policy of the Republic of Croatia
Publication Date	2014
Title	Strategija borbe protiv siromaštva i socijalne isključenosti u Republici Hrvatskoj (2014.-2020.)
Government Department	Ministry for Demography, Family, Youth and Social Policy of the Republic of Croatia
URL	https://vlada.gov.hr/UserDocsImages/ZPPI/Strategije/Strategija%20borbe%20protiv%20siroma%C5%A1tva.pdf
Overview of Content	This strategy is the key document for assuring three main priorities: combating poverty and social exclusion and reducing inequality in society; preventing the emergence of new categories of the poor, as well as reducing the number of poor and socially excluded persons; establishing a coordinated support system for groups at risk of poverty and social exclusion.

	<p>The strategy presents an overview of the current situation in Croatia regarding the issue of poverty and social exclusion. Furthermore, it emphasises the most vulnerable social groups and makes recommendations to improve their position in eight strategic areas, giving priority to education and lifelong learning. Other areas include employment, housing and energy availability, access to social services, access to the health system, elderly care, the fight against indebtedness and for financial independence, and balanced regional development.</p>
Summary of Policy Recommendations	<p>The document stresses anti-discrimination as a guiding principle in government efforts aimed at ameliorating poverty and social exclusion. Long-term education and lifelong learning are understood as the main ways by which to accomplish this goal. Therefore the document advocates the importance of increasing the availability of education for all citizens. Furthermore, it stresses that, a particular emphasis should be placed within both formal and non-formal education on the issue of prejudices and discrimination against socially vulnerable groups, such as youth, persons with disabilities, national minorities (particularly Roma), and migrants.</p> <p>Considering content related to cultural literacy education, the document advocates that it is particularly important to raise awareness about civic rights and duties within formal education as an important way of preventing social exclusion. It also emphasises the importance of education on human rights in curricula (focusing on prejudices and discrimination against socially vulnerable groups, the prevention of violence, and the promotion of intercultural activities).</p> <p>In terms of non-formal education, the document stresses the importance of volunteering in civil organisations as an important way of contributing to society.</p> <p>As one of the most important measures to ensure integration and prevent discriminatory behaviour towards immigrants, the strategy stresses the need to implement Croatian language learning programmes for asylum seekers and foreigners under subsidiary protection.</p>
Keywords	Access; equal opportunities; human rights; integration; language; minorities;

	Croatia
Author	Ministry of Family, Veterans' Affairs and Intergenerational Solidarity
Publication Date	2009
Title	Nacionalni program za mlade od 2009. do 2013.
Government Department	Ministry of Family, Veterans' Affairs and Intergenerational Solidarity
URL	http://europski-fondovi.eu/sites/default/files/dokumenti/Nacionalni_program_za_mlade.pdf
Overview of Content	The key goal of the programme is to improve the activities of all public institutions that deal with young people in order to enhance their quality of life. Particular measures and activities are suggested in eight areas –

	education, employment and entrepreneurship, social policy, health protection and reproductive health, the active participation of young people in society, youth culture and leisure, mobility, and informing and consulting local and regional government.
Summary of Policy Recommendations	<p>Considering topics related to cultural literacy education, the programme states that Croatia recognises education as the key to long-term social stability and economic progress. In terms of education, the development of civic competence among young people through formal and non-formal education is particularly emphasised.</p> <p>According to the programme, an important part of civic competence among young people is active participation in different segments of social life, formal and informal activities, public discussions, and social changes; young people are thus encouraged to familiarise themselves with social problems. Therefore, the programme seeks to encourage young people to self-organise in culture, sports, and other forms of organised leisure, as well as to promote the education of young artists, the public dissemination of their work, and their involvement in decision-making processes. It also outlines specific measures aimed at providing financial and institutional support to civil organisations active in the field of youth culture, as well as to encourage the creative expression of young people. The promotion of the active participation of all young people is closely tied to the premise that education should stimulate the development of human resources at the local level. This is designed to facilitate sustainable development, and in close connection with this, to create the conditions to emancipate and include discriminated social groups.</p> <p>Furthermore, recommendations are put forward to improve the accessibility of non-formal education programmes, which should also be more thoroughly monitored and evaluated.</p> <p>The programme also encourages and supports the mobility of young people. The experience of other cultures, customs, and people are reported to encourage the development of positive values towards and a greater tolerance for and understanding of other cultures, as well as feelings of understanding, tolerance and respect for diversity, while also providing a platform for the flow of ideas.</p>
Keywords	Access, diversity; education achievement; employment; funding; health, participation; sport; tourism, tolerance; values

	Croatia
Author	Ministry of Social Policy and Youth
Publication Date	2014
Title	Nacionalni program za mlade 2014. – 2017.
Government Department	Ministry of Social Policy and Youth
URL	http://mladi-eu.hr/wp-content/uploads/2015/07/Nacionalni-program-za-mlade-14-17.pdf
Overview of Content	The goal of the programme is to improve the activities of all public institutions that deal with young people in order to enhance their

	quality of life. In order to accomplish this, 40 measures and 118 activities are suggested in seven areas – education, employment and entrepreneurship, social policy, health protection, the active participation of young people in society, youth culture, youth in the EU and global surroundings, and recommendations to local and regional government.
Summary of Policy Recommendations	<p>Considering topics related to cultural literacy education, the document stresses the importance of improving the formal education system and encouraging coordination between the public and non-profit sector, within which special emphasis is placed on non-formal education. Particular attention is paid to developing civic competence among young people by promoting civic education in formal school curricula, as well as in extracurricular activities. The programme advocates the introduction of civic and intercultural education in all classes of elementary and secondary schools. Furthermore, the programme advocates an increase in the amount of cultural content available to students within formal education.</p> <p>The programme seeks to encourage the active participation of young people in all segments of social life, in order to include youth in decision-making processes. In addition, special importance is placed on encouraging the voluntary activities of young people.</p> <p>In terms of non-curricular activities, the programme notes that enhancing access is the key to sustaining future audiences for cultural and artistic programmes. It thus provides a set of recommendations to improve the current situation. Any efforts to this effect are understood to encounter a multitude of barriers to youth access to cultural life, including: a lack of time and/or money due to the poor economic situation in Croatia; a mismatch between the needs of young people and cultural offerings due to a lack of resources for cultural institutions; geographical constraints due to unbalanced regional development and strong centralisation of the country. The programme advocates the need to empower non-formal education conducted by civil society organisations, whose flexibility makes them more suited to address the aforementioned issues than formal institutions.</p>
Keywords	Access, employment, Europe, global; health; participation; school curriculum

	Croatia
Author	Ministry of Social Policy and Youth
Publication Date	2014
Title	Nacionalna strategija za prava djece u Republici Hrvatskoj za razdoblje od 2014. do 2020. godine
Government Department	Ministry of Social Policy and Youth
URL	https://vlada.gov.hr/UserDocsImages/ZPPI/Strategije%20-%20OGP/socijalna%20politika/NACIONALNA%20STRATEGIJA%2

	OZA%20PRAVA%20DJECE%20U%20RHZA%20RAZDOBLJE%20OD%202014.%20DO%202020.%20GODINE%5B1%5D.pdf
Overview of Content	The purpose of the strategy is to more effectively promote and protect children's rights in Croatia. The strategy represents a multidisciplinary and systematic framework that must be integrated into all other national, regional, and local documents and plans. It focuses on four strategic objectives: (1) providing child-friendly services in the justice system, the health system, the social welfare system, the education system, and leisure activities (sport, culture, etc.); (2) the abolition of all forms of violence against children; (3) ensuring the rights of children in vulnerable situations, and (4) ensuring the active participation of children. Starting from these four strategic goals, a total of 85 operational goals and 251 measures are defined in the document.
Summary of Policy Recommendations	<p>In terms of content related to cultural literacy education, this strategy claims that special attention should be paid to ensuring the inclusion of marginalised groups of children, such as children from the Roma minority, asylum seekers, and migrants. Furthermore, the document calls for greater financial support for minority children throughout their formal education to facilitate their inclusion into Croatian society. In recognition of the significant number of national minorities (especially those of the Serbian national minority and Roma) living in underdeveloped areas, the strategy advocates increased investment in regional development. Suggested improvements in education are to be made on the basis of analyses of the existing models of education and their impact on broader social relations. The expectation is that varied and innovative forms of minority education will be developed to meet the diversity of needs, and that these will respect the principles of multiculturalism, democracy, and inter-ethnic communication.</p> <p>According to the Strategy, one of the first steps to be taken involves the establishment of intercultural training for teachers to ensure that they are better placed to resolve interethnic problems and to engage constructively with the often complex pasts of minorities. Considering children of asylum-seekers, foreigners under subsidiary protection, foreign nationals without parental consent, illegal foreign nationals, and migrants, the strategy stresses the importance of their inclusion in schools and a robust response to discriminatory practices and behaviours.</p> <p>In terms of non-formal education, the document emphasises the active role played by civil organisations, which have made great strides in involving young people as the producers and co-creators of cultural activities. Therefore, the document advocates they be further empowered.</p>
Keywords	Children's rights; conflict resolution; investment; teacher training; minorities

	Croatia
Author	Pavić-Rogošić, L.
Publication Date	2011
Title	Akcijski plan za obrazovanje za održivi razvitak

Government Department	Ministry of Environmental Protection & Ministry of Science, Education and Sport
URL	https://vlada.gov.hr/UserDocsImages/Sjednice/Arhiva/121%20-%201.5.pdf
Overview of Content	This document represents an instrument for the implementation of the Sustainable Development Strategy of the Republic of Croatia and the promotion of sustainable development in formal, non-formal and informal education. The first part of the document presents the concept of sustainable development and key documents in the field, on both the international and national levels. The second part analyses the implementation of sustainable development in Croatia, after which a number of recommendations are suggested to improve the situation. The key goal of the action plan is the understanding and acceptance of the concept of sustainable development among all stakeholders.
Summary of Policy Recommendations	<p>The document identifies the following priority areas in which to improve sustainable development education: formal education; non-formal education; informal education (defined as non-institutional learning, self-initiated or spontaneous learning at home, through media or the internet, or during the process of socialization); legal framework and policies; research and innovative approaches to sustainable development education; building teacher and policymaker competences; educational materials; raising public awareness about the importance of sustainable development education. In all of these areas, the document makes a number of recommendations and indicators of their implementation in order to improve education on sustainable development:</p> <ul style="list-style-type: none"> • in terms of formal education, the recommendations are: include sustainable development content in primary and secondary school curricula, as well as integrating it into pre-school education; improve teaching materials and encourage participatory educational methods; link secondary education with economics in the area of sustainable development; encourage connections between universities in the fields of the social sciences and humanities. • in terms of non-formal education, the proposed measures are: empower educators on sustainable development, as well as experts involved in decision making; empower stakeholders at the local level across Croatia; educate the business sector; provide students with the ability to educate themselves in the field besides through formal education; inform the media and journalists about sustainable development. • regarding informal education, it is recommended to provide more opportunities for informal education, especially at work. • concerning the legal framework, it is suggested to establish interdepartmental government coordination at the national level. • to improve research and innovative approaches to the issue, it is recommended to develop interdepartmental government cooperation at the national level, as well as cooperation with

	international partners and promoting innovative approaches to sustainable development.
Keywords	Educational achievements; international; teacher training; school curriculum;

Georgia

	Georgia
Author	Firalishvili, Z, Gogoberidze, L., Kokochashvili, M., Gotsadze, T., Feiqrishvili, K., Glurjidze, S. Firalishvili, L. Elizbarashvili, E., Chichinadze, G.
Publication Date	2012
Title	The Present Situation of Georgian Culture and the Concept of its Development ქართული კულტურის დღევანდელი მდგომარეობა და მისი განვითარების კონცეფცია
Government Department	Ministry of Culture and Sport of Georgia
URL	http://cultureandsports.gov.ge/getfile/4ab061bf-c9df-4601-bb69-b0f9a30e305e/.aspx
Overview of Content	The document describes the present state of culture and presents paths for its development. It looks at the following components of culture: architecture, visual art, theatre, cinema, literature, cultural heritage, music, mass media, and art education system.
Summary of Policy Recommendations	<p>According to the document, it is crucial that the society and the government perceive democracy and culture as one, mutually cohesive, and enriching. The simultaneous development of the two should be a strategic priority for the country.</p> <p>The new policy presented in the document recommends that the development of culture should be based on a clear strategy. Furthermore, it is important that the central and local government provides maximum financial or other assistance to all fields of culture.</p> <p>The two main objectives of the culture policy, according to the document, should be:</p> <ol style="list-style-type: none"> 1. Preserving and maintaining culture and history survival; 2. Promoting innovations in modern culture. <p>According to the document, the state programme should put an emphasis on:</p> <ul style="list-style-type: none"> • Ensuring free cultural activities and the creativity of Georgian citizens; • Ensuring unlimited participation of citizens in cultural life; • Availability of cultural and creative activities; • Protection of intellectual property; • Protection of creative freedom; • Protection of culture from mass cultural influence; • Protection of cultural heritage according to world recognized standards; • Encouraging cultures of ethnic minorities living in Georgia and involving them in implementation of united cultural policies.

Keywords	Access; creative; democracy; funding; heritage; literature; media; minorities; participation; the arts
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	Georgia
Author	Government of Georgia
Publication Date	2013
Title	Main Data and Trends of the Country for 2013-2016 ქვეყნის ძირითადი მონაცემები და მიმართულებები 2013-2016 წლებისათვის
Government Department	Ministry of Finance of Georgia
URL	https://mof.ge/dziritadi_monacemebi_mimartulebebi_2013_2016
Overview of Content	This document summarizes the state's programmes and touches upon a wide range of topics, including reforms and changes that should be carried out in the fields of economics, law, social policy, agriculture, business, foreign investment, conflict resolution, education, science, culture, and sport. It also discusses the country's macroeconomic policy and priorities at the municipal level.
Summary of Policy Recommendations	Even though the document talks about different fields, there were few initiatives related to youth and cultural literacy. The document highlights governmental priorities, including education. According to the document, a high level of academic, administrative, and financial autonomy of higher and vocational educational institutions will be guaranteed. The government plans to support the integration of Georgian culture into the global cultural space. It will promote and develop the art fields in Georgia and outside the country. In addition, the document mentions supporting art education and especially talented children and young artists in the field of culture. Art education activities are oriented towards promoting art education institutions under the Ministry of Culture and Monument Protection of Georgia, as well as supporting projects within the framework of the Art Education Support Programme, which supports talented children and young scientists. The policy document also emphasizes the importance of maintaining and protecting cultural heritage. The government plans to support international festivals in the field of culture to present Georgian culture and its heritage.
Keywords	Global, heritage; integration; international; the arts

	Georgia
Author	Government of Georgia
Publication Date	2013
Title	Cultural Policy Concept for the Transitional Period (2014-2016) საქართველოს კულტურის პოლიტიკის კონცეფცია/

	საქართველოს კულტურის პოლიტიკის გარდამავალი პერიოდის კონცეფცია (2014-2016 წლები)
Government Department	Ministry of Culture and Sport of Georgia
URL	http://cultureandsports.gov.ge/getfile/3fce789a-db86-420d-892c-6c270eeb19ec/.aspx
Overview of Content	The Ministry of Culture and Sport of Georgia set a temporary commission of seven experts who produced the cultural policy concept, which later became the basis for the culture policy strategy of the country. The concept is based on internationally recognised principles and sets the values and main themes of the culture policy. The document regards culture as a resource for the country's economic and democratic development.
Summary of Policy Recommendations	According to the document, the main values and orientations are as follows: <ul style="list-style-type: none"> • Analysis of the current situation in Georgian culture; • Freedom of creative activity, full independence, and cultural diversity; • Universal study, dissemination, and use of state language; • Identification, protection, and development of cultural heritage of Georgia; • Creating a comfortable environment for art and artists; • Increasing the role of culture in sustainable development; • Development of international culture of Georgia/ intercultural dialogue.
Keywords	Creative; diversity; heritage; international; language; the arts; values

	Georgia
Author	Government of Georgia
Publication Date	May, 2015
Title	For a Strong, Democratic and Unified Georgia ძლიერი, დემოკრატიული, ერთიანი საქართველოსთვის
Government Department	Government of Georgia
URL	http://gov.ge/files/41_50258_481988_Strong,Democratic,UnitedGeorgia1.pdf
Overview of Content	This document presents proposed reforms aimed at building strong, effective, and democratic institutions based on the rule of law. Culture is one of the fields the government identifies, together with a wide range of other fields like education, but also science, human rights, the judiciary, foreign policy, the labour market, infrastructure, and agriculture.
Summary of Policy Recommendations	The strategy in the field of education is to develop a lifelong learning system as well as inclusive education system based on equal access to education. For this purpose, the government's policy aims to provide pupils with free textbooks; to ensure school safety; to introduce

	<p>school psychologists; special needs teachers and doctors; to develop inclusive education programmes and resources; and offer free university programmes and state funding for vocational training. The government's policy in the field of education is to provide funding for PhD students and other social and training programmes.</p> <p>The document also talks about introducing new guidelines for issuing textbooks based on the revised curriculum. According to the document, policy and strategy documents dealing with the ways to improve the quality of education for ethnic minorities will be finalized and programmes will be put into operation. Finally, the government plans to further improve the infrastructure of schools as well as to build new schools.</p> <p>According to the document, in the framework of Georgia's accession to the Bologna process, the Government will make an active effort to integrate Georgia into European higher education systems. The National Qualifications Framework, evaluation mechanisms, and standards in higher education are currently subject to revision. In the field of culture, the government's policy is to maintain the country's national and cultural identity. According to the document, the process of preservation of cultural heritage is based on international conventions and universally recognised standards. The rehabilitation process of architectural heritage sites is based on UNESCO's and other international organizations' recommendations.</p> <p>According to the document, the government pays significant attention to developing art education and art institutions in the country. Different programmes in the field of culture and art are implemented to support education in this field. Art courses or education in the field of culture abroad is also supported by the government.</p>
Keywords	Access; Europe; heritage; identity; investment; minorities; school curriculum

	Georgia
Author	Government of Georgia
Publication Date	2016
Title	Culture Strategy 2025 კულტურის სტრატეგია 2025
Government Department	The Ministry of Culture and Monument Protection of Georgia
URL	http://www.cultureandsports.gov.ge/getfile/c6ebf2e3-4510-4588-a062-29f438ac1d37/.aspx
Overview of Content	In 2016, the Ministry of Culture and Monument Protection of Georgia finalised the culture strategy document that set strategic goals in the field of culture. The document covers topics such as: awareness raising and education; access to culture and cultural diversity; funding

	of culture, cultural infrastructure, creative industries and new technologies in the field of culture; internationalisation of culture; and principles of the governance of culture. The document also covers sector-specific tasks, monitoring, and evaluation as well as risk analysis of the strategy implementation.
Summary of Policy Recommendations	<p>According to the document, the government aims to build a creative country and regional hub where innovation and creativity are supported. Furthermore, the government aims to safeguard and revitalize national heritage and cultural diversity, as the fundamental pillars of social wellbeing and sustainable development. The document also advocates an international, innovative, inclusive, democratic, and comprehensive approach in the context of cultural life, and reaffirms the link between culture and “economic progress” by highlighting employment opportunities in the field, and recommends greater public as well as private funding.</p> <p>According to the document, the government’s plan is to:</p> <ul style="list-style-type: none"> • Integrate culture and creativity into the education system; • Make culture accessible to all society members; • Integrate culture and creativity into other areas of policy; • Ensure that employment in the cultural sector is attractive; • Develop modern infrastructure for Georgian culture; • Support the development of creative industries; • Strengthen Georgian culture’s internationalization process and promote culture abroad; • Make cultural policy evidence-based <p>In addition, the government seeks to extend and deepen the diversity of funding for all cultural practices to enhance the sustainability of funding for culture.</p>
Keywords	Access; creative; diversity; economic growth; employment; heritage; international

	Georgia
Author	Government of Georgia
Publication Date	2017
Title	Unified Strategy for Education and Science for the Years 2017-2021 საქართველოს განათლებისა და მეცნიერების ერთიანი სტრატეგია 2017-2021
Government Department	Ministry of Education, Science, Culture and Sport of Georgia
URL	http://mes.gov.ge/uploads/MESStrategy_2017-2021.pdf
Overview of Content	The document looks at the present situation in the field of education and science in Georgia; presents strategic directions, goals and objectives; and provides a SWOT analysis.

	The strategy describes how the education system should be organized and developed to contribute to society's progress, strengthening democratic governance, employment growth, self-realization of the individual in the changing world, and increasing the competitiveness of the country.
Summary of Policy Recommendations	<p>The overall objective of the strategy is to develop an accessible and quality education and science system based on the principles of learning throughout the lifetime, which will enable all citizens of the country to receive high-quality education, and promote Georgia's development as a regional centre of higher education and research.</p> <p>The specific goals of the strategy are to:</p> <ul style="list-style-type: none"> • Increase access to high quality pre-school education and training of children of school age; • Ensure access to high quality general education and educational results through relevant national and international standards to prepare young people for future life; • Increase the number of educated students in support of socio-economic development of the country and ensure their competitiveness by developing professional and general skills; • Ensure the modernization and internationalization of science, technology, and innovation to create new knowledge and promote sustainable development for the country.
Keywords	Access; economic growth; international; knowledge; skills

	Georgia
Author	ICOMOS Georgia
Publication Date	2014
Title	National Policy of Georgian Cultural Heritage საქართველოს კულტურული მემკვიდრეობის ეროვნული პოლიტიკა
Government Department	Not given
URL	http://cultureandsports.gov.ge/getfile/00f3c22d-d784-4f14-ad86-67a2a8ba05d3/.aspx
Overview of Content	<p>The document represents an analysis of the goals and challenges of Georgian national heritage. The paper discusses these and provides some general recommendations on strategic objectives.</p> <p>The main subject of the document is the results of four activities implemented within the project: 1. Consultations with local and international experts; comparative analysis with other countries; analysis of working meetings with stakeholders and focus groups; 2. Ten workshops with 156 experts from Azerbaijan, Armenia, Georgia, Ukraine, Norway, Greece, Great Britain, Poland and Japan; 3. Information published in the online Journal of Regional Experts Network; 4. A series of workshops conducted in Mtskheta and public</p>

	discussions, reports, and petitions related to the problems of heritage policy;
Summary of Policy Recommendations	<p>The main policy recommendation is to develop a clear state vision. The state vision means identification and correct interpretation of cultural heritage in a broader context. According to the document, Georgians do not fully understand the social significance and therefore do not value the potential of cultural heritage, which can and should be used to reinforce Georgian identity; to enhance knowledge and experience; and to improve the daily environment.</p> <p>The State should promote community strengthening by maintaining and developing cultural heritage sites, as the country's social and economic development cannot be achieved without the use of cultural heritage and its capacity, according to the document. This approach must be clearly defined in the cultural heritage policy, legislation, management, and administration system.</p> <p>The responsibility to protect cultural heritage should also be reflected in the development of all sectors (economics, environmental protection, agriculture, education, foreign relations, defence, etc.). Consequently, cultural heritage policy should support the care of the cultural heritage at all levels of government and among the general public. Each citizen should have his/her role, responsibility, and right to the protection of cultural heritage.</p> <p>According to the document, Cultural Heritage Protection Policy implies:</p> <ol style="list-style-type: none"> 1. The presence and protection of the diversity of heritage; 2. Strengthening professional institutions through increasing the responsibility of various agencies in the protection of cultural heritage; 3. Depoliticizing fields that are related to protection and development of heritage; 4. Ensuring a diversity of financing for the protection and preservation of cultural heritage; 5. Developing programs with social and economic benefits for local communities based on heritage monuments and the historical environment; 6. Raising public awareness on the importance of cultural heritage; 7. Ensuring citizens' access to cultural heritage; 8. Underlining the broader context of the environment and specifically considering cultural and natural values in the same context; 9. Carrying out relevant legislative and administrative changes to achieve the above.
Keywords	Access, community cohesion; economic growth; environment; heritage; identity, international; knowledge

	Georgia
Author	Legislative Herald of Georgia
Publication Date	Last amended in 2017
Title	Law of Georgia on Cultural Heritage საქართველოს კანონი კულტურული მემკვიდრეობის შესახებ
Government Department	Legislative Herald of Georgia
URL	https://matsne.gov.ge/en/document/view/21076?impose=original&publication=13
Overview of Content	The goal of this law is to protect Georgia's cultural heritage and to regulate the legal relations in this sphere.
Summary of Policy Recommendations	<p>The law does not provide any recommendations, but rather delivers general regulations in the field of cultural heritage.</p> <p>According to the law, the types of cultural property are:</p> <ul style="list-style-type: none"> • Archaeological; • Architectural; • Engineering; • Urban development (urban); • Park and garden landscape art and landscape architecture; • Paleontological; • Elements of artistic monuments; • Memorial; • Ethnographic; • Fine art; • Archival; • Cultural properties related to the development of science, technology, or industry. <p>The law distinguishes between tangible and intangible forms of cultural heritage. Tangible heritage covers any immobile or mobile, architectural, art, urban, agricultural, archaeological, anthropological, ethnographic, monumental, or technique related objects that are created by humans or (as a result of an impact on) human nature that have aesthetic, historical, or memorial value and include landscapes, parks, documentaries, architectural objects, and historic settlements. Intangible cultural heritage encompasses traditions and expressions, language, performing art, customs, knowledge and skills related to traditional art, artefacts and cultural spaces, that the society, certain groups of people and, in some cases, individuals recognize as part of their cultural heritage.</p>
Keywords	Heritage; knowledge; language; performing arts; skills; the arts

Germany

	Germany
Author	Autorengruppe Bildungsberichterstattung
Publication Date	2012
Title	Bildung in Deutschland 2012 – Ein indikatorengestützter Bericht mit einer Analyse zur kulturellen Bildung im Lebenslauf
Government Department	Supported by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany and the Federal Ministry for Education and Research
URL	https://www.bildungsbericht.de/de/bildungsberichte-seit-2006/bildungsbericht-2012/pdf-bildungsbericht-2012/h-web2012.pdf
Overview of Content	<ul style="list-style-type: none"> • Comprehensive empirical review about the German formal and non-formal education system (educational monitoring) • Efficiency of the education system in international comparison, recommendations and indicator-based audit of the educational standards (benchmarks) • Shows the educational process in the different stages of life, analyses difficulties and challenges without giving political recommendations • Main topic of the report is cultural and aesthetical education • Framework for education/summary of the results • Demographic change (e.g. less children, more migrants) requires adjustment of the educational infrastructure: <ul style="list-style-type: none"> • Women are more often employed (mostly part-time) • Expenditure has disproportionately increased • More staff are needed in the education sector • More organisations with independent sponsors • Educational participation increased but migrants are still disadvantaged • Difficult situation for the disadvantaged in vocational education • Social background still endangers educational success • People start later with full vocational qualifications (19,5 years) • Transition to the secondary level II at the age of 17 or 18 • Training drop-outs and changes show systemic weaknesses • There is still a lack of reading skills and need of extended language training • Level of graduation has risen but the amount of people without graduation is still high • Higher graduation increases the chance for good jobs and higher income • Cultural and aesthetical education: <ul style="list-style-type: none"> • Wide interest in cultural education • With increasing age cultural interests get more differentiated

	<ul style="list-style-type: none"> • Parents' cultural interest influences the children's activities • Older teenagers and young adults realize their cultural interests in non-formal ways and media gets more and more important • Musical activities are observable in all social groups • Non-formal institutions are very important for cultural experiences • The teaching conditions for cultural subjects depend on the type of school • All-day schooling offers the possibility to do more extracurricular cultural education (more cooperation with external partners)
Summary of Policy Recommendations	<ul style="list-style-type: none"> • Flexibilisation of education and its institutions demands changes in coordination and management • Individuals need increased planning skills because of the more differentiated educational options • Institutional heterogenization and pluralization of educational infrastructure requires a political model of cooperation • Early-childhood education, expansion of all-day schooling, new concepts for transitions, forming of bridges between vocational training and higher education
Keywords	Access; diversity; minorities; music; participation; school curriculum

	Germany
Author	Die Beauftragte der Bundesregierung für Kultur und Medien (Pressestelle BKM / BPA)
Publication Date	2016
Title	Kulturelle Bildung - Projekte und Initiativen der BKM
Government Department	The Federal Government Commissioner for Culture and Media
URL	https://www.bundesregierung.de/resource/blob/997532/764598/9b290614a5492bafcec70c729e2981e5/2012-09-25-flyer-kulturelle-bildung-data.pdf?download=1
Overview of Content	<ul style="list-style-type: none"> • Everyone should have the chance access cultural education independent of individual abilities, ethnic origin, social background, gender or age • Cultural education is seen as a base for social cohesion • Initiatives and model projects which teach art and culture are supported with awards and funds • The main focus is to enable a new audience to access • Funded organisations are asked to develop projects for cultural education and the BKM offers advice • The foundation Genshagen enables professionals to communicate all over Europe • Access to culture for everyone should also be provided online (e.g. German and European digital library)

	<ul style="list-style-type: none"> The BKM supports different initiatives and projects to improve cultural integration and inclusion (network cultural education and integration, network culture and inclusion, guideline for cultural diversity in museums or the initiative culture opens worlds)
Summary of Policy Recommendations	None given
Keywords	Access; community cohesion; digital; diversity; integration

	Germany
Author	Bundesministerium für Bildung und Forschung (BMBF) Referat Kulturelle Bildung; Europäische Schulen
Publication Date	2016
Title	Stärken entfalten durch kulturelle Bildung! Programm, Projekte, Akteure
Government Department	Federal Ministry of Education and Research
URL	http://www.kulturmachtstark-sh.de/fileadmin/download/Infomaterialien/160411_BMBF-118_Kultur_macht_stark_BARRIEREFREI.pdf
Overview of Content	<ul style="list-style-type: none"> Confrontation with culture and arts is always a part of education The funding programme “Kultur macht stark. Bündnisse für Bildung” tries to reach young people at risk who usually do not have access to education or who are disadvantaged One third of all children under 18 grow up in difficult social situations, low education, low income or unemployment of the parents limit the children’s chances The programme funds all kinds of projects in the field of cultural education for children and teens More than 360.000 took part in the funded projects Description of different projects (theatre project, playground planning and redesign, photo project, multimedia scavenger hunt) The result is significant, 94% of the actions succeed in reaching young people who usually do not join activities in the field of cultural education
Summary of Policy Recommendations	<ul style="list-style-type: none"> Educational justice is a task for the whole society Every child should get the best educational opportunities
Keywords	Access; diversity; funding; participation; performing arts

	Germany
Author	The Central Council of Jews in Germany and The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany

Publication Date	2016
Title	Gemeinsame Erklärung des Zentralrats der Juden in Deutschland und der Kultusministerkonferenz zur Vermittlung jüdischer Geschichte, Religion und Kultur in der Schule (Beschluss des Präsidiums des Zentralrats der Juden in Deutschland vom 01.09.2016 und Beschluss der Kultusministerkonferenz vom 08.12.2016)
Government Department	The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany
URL	https://www.kmk.org/fileadmin/Dateien/pdf/PresseUndAktuelles/2016/2016-12-08_KMK-Zentralrat_Gemeinsame-Erklaerung.pdf
Overview of Content	<ul style="list-style-type: none"> • For centuries Judaism has been a significant part of German and European culture, history and society • Education almost does not include Jewish life • Anti-Semitic attitudes have many manifestations • Steps for future-oriented and authentic discourse about Judaism in school • Jews have different religious and cultural identities • Face-to-face encounter with Jews and extracurricular places of learning help to experience Jewish life in past and present • Nearly every subject offers the possibility to analyse current political developments, past incidents and processes • Mutual understanding, respect and dialogue are essential for a plural society
Summary of Policy Recommendations	<ul style="list-style-type: none"> • School education has to show the diversity of Judaism • Trainings for teachers need to contain more knowledge about Judaism and Jewish history • Schools need a collection of selected teaching material, handouts for special issues and recommendations which they can use for teaching • Prejudices have to be reduced
Keywords	Extremism; minorities; religion; teacher training; tolerance

	Germany
Author	Deutscher Kulturrat
Publication Date	2018
Title	Kulturelle Bildung und Umweltbildung: Zukunft ganzheitlich und nachhaltig gestalten
Government Department	-
URL	https://www.kulturrat.de/positionen/kulturelle-bildung-und-umweltbildung-zukunft-ganzheitlich-und-nachhaltig-gestalten/?print=pdf
Overview of Content	<ul style="list-style-type: none"> • Common policy paper of the BUND (German branch of the environmental organisation Friends of the Earth) and the German Cultural Council about education for sustainable development

	<ul style="list-style-type: none"> • Commitment of the whole society and the willingness for reorientation and rethinking • Environmental and cultural education are closely connected and complete each other • Discussion of values and targets of sustainable development
Summary of Policy Recommendations	<ul style="list-style-type: none"> • Cooperation of cultural environmental education has to be enhanced to reach the 17 sustainability-aims of the UN-agenda 2030 • The public debate should be encouraged • The government has to review, develop and stabilise the funding of education for sustainable development education for sustainable development has to be part of all school curricula • More financial, staff, and material resources have to be provided • More pilot projects have to be supported • Formal, non-formal and informal education have to be integrated • Further training about education for sustainable development • Extra-curricular places of learning have to be involved (in early childhood, at school, in adult education) • Whole System Approach • People of all generations have to be encouraged to develop new and own views for a common future
Keywords	Environment; funding; school curriculum; values

	Germany
Author	The Federal Government
Publication Date	2007
Title	Der Nationale Integrationsplan Neue Wege – Neue Chancen
Government Department	The Federal Government
URL	https://www.bundesregierung.de/resource/blob/975226/441038/acdb01cb90b28205d452c83d2fde84a2/2007-08-30-nationaler-integrationsplan-data.pdf?download=1
Overview of Content	<ul style="list-style-type: none"> • Germany is a cosmopolitan country, 15 million people with migrant background from 200 different countries live here but there is still a noticeable lack of integration (imperfect language skills and weaknesses in education lead to high unemployment and social isolation) • Integration is a cross-sectional task with national importance • Migrants need to accept the legal system and constitutionally protected values • Integration is a key task which is getting more and more important because of demographic change

	<ul style="list-style-type: none"> • Tolerance and openness make society wealthier and more human • Integration changes cultural, economic and political cohabitation and can only succeed if we work together • Germany is a historic cultural nation which always has been influenced from the outside by other cultures and migration • Migration and integration are a reality which hold the danger of social tensions but also offer many chances • Successful integration needs the affirmation of cultural diversity and tolerance and respect for cohabitation and involvement in social, economic, legal, cultural and intellectual systems of the host country without giving up one's own cultural identity • Cultural integration is a mutual process • Cultural education makes cultural integration possible and cultural institutions need to contribute to it
Summary of Policy Recommendations	<ul style="list-style-type: none"> • A comprehensive systemic approach is needed for the integration policy to encourage individual skills and resources • A trendsetting and sustainable integration policy is needed • Guidelines for the integration policy: <ul style="list-style-type: none"> • Direct, trustful cooperation with the immigrant families is needed to shape our common future together • Everyone can contribute to a successful integration through commitment to one's own area of responsibility • Policy has to see cultural education as a cross-sectional task • Improvement of the integration courses • Education in early childhood to support language development • Increase employment opportunities and ensure good education • Improvement of living conditions of women and girls to realize gender equality • Support integration locally by civic involvement and equal participation • Empower intercultural skills and live cultural diversity • Integration through sports by making use of available potential • Enhanced networking • Using a variety of media and to make science more cosmopolitan
Keywords	Diversity; employment; integration; language; minorities; tolerance

	Germany
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Author	The Federal Government
Publication Date	2012
Title	Kulturelle Bildung – Kultur macht Schule
Government Department	The Federal Government
URL	https://www.bundesregierung.de/ContentArchiv/DE/Archiv17/Artikel/2012/08/2012-08-01-kultur-macht-schule.html
Overview of Content	<ul style="list-style-type: none"> • School is the best place for young people to come into contact with arts and culture • The programme “cultural agents for creative schools” is funded by the cultural foundation of the federation • Best practice example from Berlin (stage play developed by schools in cooperation with choreographer and dance teachers) • One cultural agent works in a local network with three schools • Aim is to create curiosity for arts, to improve participation and cultural education and to strengthen the personality of the participants • The project will take four years but long-term cooperation should make it sustainable (e.g. art and culture as a permanent part of the daily living, enable schools to develop cultural activities without support) • Pilot project developed by Forum K&B gGmbH and initiated by the cultural foundation of the federation and the foundation Mercator • Programmes’ funds until 2016 20 million € • Co-founded by the federal states
Summary of Policy Recommendations	None given
Keywords	Funding; participation; performing arts; school curriculum

	Germany
Author	The Federal Government
Publication Date	2013
Title	Bericht der Bundesregierung über die Maßnahmen zur Förderung der Kulturarbeit gemäß § 96 Bundesvertriebenengesetz (BVFG) in den Jahren 2011 und 2012
Government Department	The Federal Government
URL	https://www.bundesregierung.de/resource/blob/975292/730732/843ccd72efe60afcd507d8540a0bed37/2013-08-12-bericht-bundesvertriebenengesetz-download-bkm-data.pdf?download=1
Overview of Content	<ul style="list-style-type: none"> • Cooperation is important to contribute to a common, multi-perspective development of the cultural heritage of Germans in Eastern Europe

	<ul style="list-style-type: none"> • The academic programme of the BKM (“Erinnerung und Identität. Die Deutschen und ihre Nachbarn im östlichen Europa”) funds research and scientific youth development, which is important to generate knowledge that can be used for education • The high rate of applications has shown the effectiveness and the need of such funding • Culture and history of Russian Germans is still a current issue • The aim of cultural mediation is to gain multipliers, to improve cultural education and youth work but also the cooperation with schools, associations and educational institutions • Far reaching cultural work at national and international level should intensify exchange
Summary of Policy Recommendations	<ul style="list-style-type: none"> • Museums which show the cultural heritage of Germans in Eastern Europe have to be opened to public and supported because they enable transfer of memories • Experiences of flight and displacement have to be processed
Keywords	Diasporas; international; heritage; knowledge; minorities

	Germany
Author	The Federal Government
Publication Date	2018
Title	Kultur Für Alle
Government Department	The Federal Government
URL	https://www.bundesregierung.de/breg-de/suche/kultur-fuer-alle-1543646
Overview of Content	<ul style="list-style-type: none"> • Participation in art and culture is an engine for integration and essential for societal cohesion • The federal government funds networks and organisations which help people from underprivileged educational backgrounds to participate • Funded programmes try to teach arts and culture to target groups that usually do not have contact with art and culture (e.g. the On.Tour. a bus of the Jewish museum or the creative centre for kids Krokoseum) or improve interaction such as network culture and inclusion • Development of diversity and mediation work are key- and cross-sectional tasks, that’s why the focus integration was added to the already existing funding programme • Projects can be funded with up to 300.000€ for two, three or four years • The German Museum Association offers recommendation for an intercultural opening (guideline museums, migration and cultural diversity) and inclusion and accessibility

	<ul style="list-style-type: none"> • The federal academy for cultural education offers on-site counselling • Network cultural education and integration (implementation of the national action plan integration and know-how transfer) • Competence pool cultural integration and knowledge transfer KIWiT (offers workshops, further trainings, artistic labs and an online platform for exchange to support diversity awareness and cultural integration)
Summary of Policy Recommendations	<ul style="list-style-type: none"> • Contemporary mediation work has to reflect on societal diversity • Especially cultural participation of people “with migration background” has to be focused on
Keywords	Diversity; heritage; integration; minorities; participation; religion

	Germany
Author	The Federal Government Commissioner for Culture and Media, BKM
Publication Date	2009
Title	Kunst- und Kulturvermittlung in Deutschland, Polen und Frankreich
Government Department	The Federal Government Commissioner for Culture and Media, BKM
URL	https://www.bundesregierung.de/Content/DE/StatischeSeiten/Breg/BKM/2009-07-06-stiftung-genshagen-top1.html
Overview of Content	<ul style="list-style-type: none"> • Summary of the speeches during the international conference (minister of state Bernd Neumann, minister for culture and national heritage of the republic Poland Bogdan Zdrojewsky and the French ambassador Bernard de Montferrand) • Art and cultural education in Europe is going to improve cultural relations between Poland, France and Germany • Art has a specific language which needs to be taught and learned • Cultural education is the base of participation and is a task for the whole society, not only for cultural institutions • The German federation has co-responsibility • Cultural education is a cross-sectional task for cultural funding • The primary concern is cultural education for young people • Access to daily entertainment in media is easier but it is harder to get access to cultural and aesthetic education • It is problematic that most of the subsidies flow into administration • Subsidies are especially for the education of artists but education of the audience is also important

	<ul style="list-style-type: none"> • European resolutions such as the Bologna Process are dangerous because they predefine plans and restrict artistic freedom and creativity • Awareness of the common European (cultural) history is a connecting element for all citizens • Democratisation of culture and cultural education especially needs to be promoted in schools • Transnational and Europe-wide cooperation offers great potential
Summary of Policy Recommendations	<ul style="list-style-type: none"> • Networking Europe-wide needs to be improved • To build a citizens' Europe, cultural education needs to form a European identity and a sense of membership • The young generation has to keep the cultural heritage alive • Variety of methods in cultural education • Cultural education needs to be developed more and has to be part of the whole educational system
Keywords	Access; digital; Europe; heritage; international; participation

	Germany
Author	The Federal Government Commissioner for Culture and the Media
Publication Date	2012
Title	Im Bund MitIT DER KULTUR KULTUR- UND MEDIENPOLITIK DER BUNDESREGIERUNG
Government Department	The Federal Government Commissioner for Culture and the Media
URL	https://www.bundesregierung.de/resource/blob/997532/478100/446e3f64e8be4cd34bd9d5532b3d8f10/2012-07-17-broschuere-data.pdf?download=1
Overview of Content	<ul style="list-style-type: none"> • A creative and open-minded society needs inspiration from art and culture • Democracy needs free and diverse media • Cultural federalism is a proven concept and supports cultural diversity • Since 2005 the cultural budget steadily increased and it should stay steady in the coming years to signal the importance of culture • The Federation takes responsibility for cultural institutions with national importance, funds outstanding institutions in Berlin but also enhances the national cultural heritage in all German regions, contemporary art and international exchange • Cultural education focuses on excluded target groups (everyone should, independent from his financial situation and social background, have access to culture and art) • Cultural education for young people is a cross-sectional task

	<ul style="list-style-type: none"> • New digital media influence cohabitation and daily life and enable better access to culture for broad sections of society (offer information and improve global networking), but they also undermine copyright and personal rights
Summary of Policy Recommendations	<ul style="list-style-type: none"> • Task of policies is to fund art and culture, to establish a framework and to improve it if necessary • Task of the Federation is to create legal conditions (e.g. copyright, supplementary copyright, social insurance for artists), to fund institutions and projects with national importance and to represent national culture and heritage • The Federal Government Commissioner for Culture and the Media should pool the cultural-political and media-political tasks of the Federation
Keywords	Creative, digital; funding; heritage; media

	Germany
Author	The Federal Government Commissioner for Culture and the Media (BKM)
Publication Date	2012
Title	Bericht der Bundesregierung zum Stand der Aufarbeitung der SED-Diktatur
Government Department	The Federal Government Commissioner for Culture and the Media (BKM)
URL	https://www.bundesregierung.de/Content/Infomaterial/BPA/BKM/2013-08-12-bericht-aufarbeitung-sed-diktatur.pdf
Overview of Content	<ul style="list-style-type: none"> • Communist dictatorship has to be reconciled, it is not possible to draw a line at reappraisal • Awareness of basic values like freedom, peace and democracy needs knowledge about dictatorship • The ministry for culture and media funds projects and memorials which help reappraise the history of injustice and oppression • A research project of the FU Berlin (2008) has shown that the majority of students do not have enough respective knowledge, they cannot sufficiently differentiate between democracy and dictatorship • Missing knowledge, trivialisation and relativisation are alarming and weaken the importance of values like freedom, democracy and respect of human rights • Remembrance has to be based on historical facts and scientific studies • The report offers basic facts, development steps and the current stage of reappraisal, the criminal aspects of reappraisal but also information about the rehabilitation of victims, compensation and counselling, portraits of institutions and memorials, information about structures of social reckoning and political education (Bundesstiftung zur

	Aufarbeitung der SED Diktatur, Zentrale für politische Bildung, Beauftragte für die Unterlagen des Staatssicherheitsdienstes der ehemaligen DDR, Koordinierendes Zeitzeugenbüro), and about projects receiving funds (Blended Learning DDR, Grenzerfahrungen – eröffnen Chancen, Zusammenhalt durch Teilhabe, TOLERANZ FÖRDERN – KOMPETENZ STÄRKEN, Initiative Demokratie Stärken)
Summary of Policy Recommendations	<ul style="list-style-type: none"> • The coalition partners CDU/CSU and FDP agreed to report and review efforts in the reappraisal of the SED dictatorship based on the government's memorial site concept • Consistent and differentiated reappraisal is a central concern of the federal government and its departments • The federal government is responsible for the reappraisal (BKM and BMI, political youth education – BMFSFJ, rehabilitation and compensation – BMAS/BMJ, research – BMBF) • The Länder are responsible for education in school (curricula) • Educational work has to be based on scientific facts and research • Protection and development of memorials contribute to educate young people without their own experience with dictatorship and to show what it means not to be free • Knowledge transfer is the main task of political education • Appropriate learning about the issue in school, enhanced cooperation with bodies responsible for political education and memorials are useful
Keywords	Democracy; heritage; school curriculum; values

	Germany
Author	The Federal Government Commissioner for Culture and the Media
Publication Date	2016
Title	Im Bund Mit Der Kultur – Kultur - Und Medienpolitik Der Bundesregierung
Government Department	The Federal Government Commissioner for Culture and the Media
URL	https://www.bundesregierung.de/Content/DE/Anlagen/BKM/2016/2016-09-01-neue-kulturbroschuere.pdf?__blob=publicationFile&v=1
Overview of Content	<ul style="list-style-type: none"> • Many people seldom or never visit public cultural institutions • Cultural agencies should bring them to the institutions and should connect the institutions with each other • Cultural education aims at providing cultural participation for everyone, independent of individual possibilities, gender, age or ethnical and social origin • Every year the Ministry of Culture honours three projects which open art and culture to new recipients or which

	<p>develop new and innovative education programs but also funds and gives council to institutions</p> <ul style="list-style-type: none"> • The foundation Genshagen should intensify communication and networking • The German digital library gives free access to culture and science and democratizes knowledge and resources • Society is increasingly characterised by migration • Cultural participation enables social participation • Cultural education plays an important role to enhance the solidarity and cohesion in a heterogeneous and ethnically diverse society • Culture can help opening doors to new worlds • Many cultural projects reflect the cultural diversity in Germany and culture becomes vibrant by the participation of diverse people
Summary of Policy Recommendations	<ul style="list-style-type: none"> • Model projects should push intercultural opening and networking, which are also aims of the Government's National Plan of Action for Integration
Keywords	Access; digital; diversity; participation

	Germany
Author	The Federal Government Commissioner for Culture and the Media
Publication Date	2017
Title	Bericht der Bundesregierung über die Maßnahmen zur Förderung der Kulturarbeit gemäß § 96 Bundesvertriebenengesetz (BVFG) in den Jahren 2015 und 2016
Government Department	The Federal Government Commissioner for Culture and the Media
URL	https://www.bundesregierung.de/resource/blob/976072/414202/233c1404149e57eb5e16d844f2e889ae/2017-06-13-bericht-96-2015-2016-data.pdf?download=1
Overview of Content	<ul style="list-style-type: none"> • Further development of the concept for cultural sponsorship • Examination of German culture and history in Eastern Europe offers new possibilities • The German cultural heritage is a connecting element for a common Europe of cultures, its promotion is a contribution to the German and European identity • Peaceful community needs active political shaping • Transfer of memories from one generation to the next has to be ensured by professional and contemporary educational and public relations work • It offers many links to the current challenge of migration and integration and offers possibilities for a dialogue • It shows the long history of migration over previous centuries and the successful cohabitation of different people

	<ul style="list-style-type: none"> • Peaceful cohabitation includes confrontation and compromise, contains connecting and separating elements • Tolerance, respect, exchange, freedom and democracy are the current issues which concern Germany and Europe • The federal funding of culture develops the culture and history of Germans in Eastern Europe through the use of museums, research, library documentation and cultural mediation
Summary of Policy Recommendations	<ul style="list-style-type: none"> • The young generations' curiosity concerning the historical heritage of Europe should be triggered to revitalise cultural traditions • Public awareness for the issues of flight and expulsion has to be created and people need to be sensitised • Transnational networks and projects are needed • Digitalisation should be seen as a chance to support the exploration, preservation and mediation of German culture and history in Eastern Europe • Scientific research is essential to establish a base for educational work and to give new information to the social debate
Keywords	Europe; digital; heritage; identity; minorities; tolerance

	Germany
Author	The Federal Government Commissioner for Culture and Media
Publication Date	2018
Title	Fördergrundsätze Vermittlung und Integration der Beauftragten der Bundesregierung für Kultur und Medien (BKM)
Government Department	The Federal Government Commissioner for Culture and Media
URL	https://www.bundesregierung.de/resource/blob/997532/845136/91ed8e0c3c0e8c62d8966f47a5a2bb99/2018-03-29-foerdergrundsaeetze-kultur-integration-data.pdf?download=1
Overview of Content	<ul style="list-style-type: none"> • Cultural diversity is a chance and a challenge • Intention is to enable all people to participate equally • Mediation and integration projects with national significance can get grants • Objects of promotion are projects in the field of mediation, integration and diversity development which target cultural education for young people, inclusion of people with handicaps, gender equity or mediation to improve the cultural opening • Practice-oriented projects with long-term capacity-building effects are preferred • Grant recipients must be legal entities • Governmental subsidy is regarded as partial financing and is based on financial shortfall

	<ul style="list-style-type: none"> • 25% of the total amount needed should be own resources or third-party funds • Project-related staff expenditures, material expenses and capital expenditures are eligible • To get subsidies a motion has to be made
Summary of Policy Recommendations	None given
Keywords	Access; diversity; funding; integration

	Germany
Author	Federal Ministry of Education and Research
Publication Date	2013
Title	Nationaler Aktionsplan Integration – Bilanz der Bundesmaßnahmen zum Dialogforum „Bildung, Ausbildung, Weiterbildung“
Government Department	Federal Ministry of Education and Research
URL	https://www.bmbf.de/pub/bilanz_nationaler_integrationsplan.pdf
Overview of Content	<ul style="list-style-type: none"> • Education enables participation and development opportunities • Equal access to education, needs-based and individual support, and sustainable protection of educational success are guiding principles of education policy • At the intersections of early childhood education, school and higher education, the course is set for individual educational career • Focus on improving structures, networking and further improving the permeability between education programmes in order to help all – regardless of age, origin or social status
Summary of Policy Recommendations	<ul style="list-style-type: none"> • Central challenge for education policy is the improvement of educational participation and success of children, youth and adults with migrant background • Four strategic aims as a contribution to the national plan of action <p>1) Framework for equal possibilities of participation and access to education, apprenticeship, and training has to be optimised</p> <ul style="list-style-type: none"> • More investment in the education system • Identify and break down legal obstacles • Non-discriminatory education system • More parental work and activation of migrant organizations <p>2) Transition to education and training systems have to be designed openly and the connection has to be guaranteed</p> <ul style="list-style-type: none"> • Full-time schooling • Support for students who are threatened by failure or truancy • More career guidance • Individual mentoring during the transition from school to work or during the apprenticeship

	3) Individual support has to be enhanced and capabilities of people with migrant backgrounds have to be noticed and recognized 4) Quality has to be controlled and developed
Keywords	Access; minorities; participation; school curriculum

	Germany
Author	Federal Ministry of Education and Research
Publication Date	-
Title	Programm - Inhalt und Ziele (BMBF Bündnisse für Bildung)
Government Department	Federal Ministry of Education and Research
URL	https://www.buendnisse-fuer-bildung.de/de/inhalt-und-ziele-1715.html
Overview of Content	<ul style="list-style-type: none"> • More equality of opportunities by cultural education (one quarter of all young people grow up in difficult social situations and do not have sufficient access to education, to offer them good chances; the BMBF supports local networks since 2013 to realize extracurricular projects for cultural education) • Extracurricular activities help to uncouple educational success and social origin and offer new access to education • Examination of art and culture has a positive effect on creativity and supports self-development • Appreciation helps to back self-efficacy and the competences for social interaction • “Alliances for education” supports local networks because the whole society is responsible for the education of young people
Summary of Policy Recommendations	<ul style="list-style-type: none"> • Networks should establish long-term support and educational offers • Commitment from civil society should be encouraged effectively • A new social movement for more equality of opportunities should be initiated
Keywords	Access; creativity; educational achievement; participation

	Germany
Author	The Federal Ministry for Families, Senior Citizens, Women and Youths
Publication Date	2017
Title	Modellprojekt zur Prävention von aktuellen Erscheinungsformen des Antisemitismus im Bundesprogramm „Demokratie leben!“
Government Department	The Federal Ministry for Families, Senior Citizens, Women and Youths

URL	https://www.bmfsfj.de/blob/122016/aa30eab3acda1d164fcd9fe66f0ae5bb/modellprojekte-zur-praevention-von-aktuellen-erscheinungsformen-des-antisemitismus-data.pdf
Overview of Content	<ul style="list-style-type: none"> • Programme of the ministry tries to strengthen democracy and diversity • After successful development and testing model projects, innovative approaches should be used in educational practice • More than 200 funded projects, 19 focus on antisemitism and develop activities and approaches to face it (e.g. further education for teachers, media education, theatre pedagogy to enable intercultural exchange, history workshops, knowledge-based and participative approaches, peer-to-peer education, activity-oriented, biographical work, empowerment) • The variety of antisemitism (antijudaism, group-focused degradation of jews, Israel related antisemitism or secondary antisemitism) is a challenge for the educational practice as it is not always easy to identify antisemitism • It is controversial which dominant groups show antisemitism • It is questioned which target group needs the most educational work • Antisemitism is often seen as a problem conveyed by “foreign” minorities beyond the majority society
Summary of Policy Recommendations	<ul style="list-style-type: none"> • It is important that professionals are qualified in a methodical way and that they are self-reflective and sensitive in the execution of their work • The critical view on antisemitism has to be completed by an anti-racist view • Educational work has to reflect the living environment and the specific identities regarding different cultural and familiar backgrounds
Keywords	Democracy; diversity; heritage; identity; religion; tolerance

	Germany
Author	Federal Ministry for Families, Senior Citizens, Women and Youths
Publication Date	2017
Title	Zweiter Bericht über die Entwicklung des bürgerschaftlichen Engagements in der Bundesrepublik Deutschland Schwerpunktthema: „Demografischer Wandel und bürgerschaftliches Engagement: Der Beitrag des Engagements zur lokalen Entwicklung“
Government Department	Federal Ministry for Families, Senior Citizens, Women and Youths
URL	https://www.bmfsfj.de/blob/115658/1080633f687d3f9c462a0432401c09d7/zweiter-engagementbericht---bundestagsdrucksache-data.pdf

Overview of Content	<ul style="list-style-type: none"> • The current conceptualisation of culture includes high culture (professional cultural institutions, public funding) and popular culture (cultural creation, based on voluntary commitment, less professionalized, for the general public), which formerly were seen as opposites • Associations are usually the most important places for commitment in the cultural sector • New types of informal commitment and loose networks • A living democracy needs space for cultural development and culture and arts are very suitable to support participation of disadvantaged and excluded groups • Non-formal cultural education offers the chance to acquire skills beyond school, apprenticeship or study • Commitment to culture supports social cohesion • The volunteer-surveys show that the cultural sector is (next to sports) the most important area for joint voluntary commitment • In general, the commitment to state-run culture has decreased • Companies can do a lot with their financial resources • Self-organized commitment (sociocultural centres and projects) is especially supported by associations and foundations • In rural areas, cultural life is significantly characterized by voluntary commitment and only few bigger institutions and it is hard for communities to sustain cultural infrastructure in reachable distance • Culture is also an economic factor for communities and cities • Public authorities are still the main providers of funding culture • Hybrid forms of organizations are becoming more common
Summary of Policy Recommendations	Organizations and institutions need to adapt to changing contextual conditions (demographic change and dwindling will to volunteer)
Keywords	Communities; democracy; economy; participation; social cohesion; skills

	Germany
Author	Grütters, M.
Publication Date	2014
Title	Kultur ist mehr als alles andere ein Wert an sich
Government Department	Ministry of Culture
URL	https://www.bundesregierung.de/Content/DE/Rede/2014/2014-01-29-gruetters-reg-erkl.html
Overview of Content	<ul style="list-style-type: none"> • Culture is a value in itself • The German Bundestag and the federal government constantly increased the cultural budget • Main focus of the cultural-political work:

	<ul style="list-style-type: none"> • improvement of the framework for artists • provenance research, investigation and restitution • digitalisation of the cultural heritage • Europe is a cultural project, a community of values • Culture is the “mental string which holds us together and shows our joint foundation” • Germany was a cultural nation before it became a political nation, national identity grows through culture • Artists do not need authoritative demands, they need inspiration, impulse and discourse • New digital technologies contain a risk for copyright, but at the same time they offer access to art, culture and education for everyone in an easier way • Restitution is not only about art, it is about stolen identities, the loss of memories and the responsibility to end the injustice and to learn from the past • Cultural policy needs the exchange between the federation and the cities and communities because they contribute a lot (44%) to the overall budget for culture • Interdisciplinary cooperation Europe- and worldwide helps to train skills and new experiences with art and culture • Culture is a mode of cohabitation and offers the possibility for a peaceful dialogue between nations
Summary of Policy Recommendations	<ul style="list-style-type: none"> • Culture needs financial funds • The basic law contains freedom of art and science and this freedom has to be the guideline for cultural policy • The policy has to focus on the framework the artists live in • The social insurance for artists has to be stabilised, an improved copyright and its enforcement are needed • A common strategy is needed to develop the cultural infrastructure in consideration of the demographic and ethnic changes of society
Keywords	Art and design; creative; diversity; Europe; heritage; identity; values

	Germany
Author	Initiative Kulturelle Integration, Deutscher Kulturrat e. V.
Publication Date	2017
Title	Initiative Kulturelle Integration – Zusammenhalt in Vielfalt 15 Thesen zu kultureller Integration und Zusammenhalt
Government Department	Federal Ministry of the Interior (BMI), Federal Ministry of Labour and Social Affairs (BMAS), the German The Federal Government Commissioner for Culture and the Media, the Federal Commissioner for Migration, Refugees and Integration and the German Cultural Council (Dt. Kulturrat)
URL	https://www.kulturelle-integration.de/wp-content/uploads/2017/06/Initiative_Kulturelle_Integration.pdf

Overview of Content	<ul style="list-style-type: none"> • The meaning of integration (accommodation of immigrants into an existing, not static culture-, work- and social fabric) • Which basic values are non-negotiable? • Wishes to encourage public debate on this issue • Beyond party politics • Wants to show that cultural integration and cohabit is working in a pluralistic country like Germany • Reflection and discussion of basic principles, values, traditions and habits of our daily living • Concretise what cultural integration means and how culture can help in process of integration • Common understanding of what constitutes Germany • Based on the broad concept of culture worked out by the World Conference for Cultural Politics 1982 in Mexico: <ol style="list-style-type: none"> 1) Based on daily living 2) Based on cultural habits 3) Equality of men and women is essential 4) Religion is also part of public space 5) Freedom of art 6) Democratic debates improve forming of opinions 7) Immigration and integration are part of our history 8) Liberal democracy requires respect and tolerance 9) parliamentary democracy needs engagement 10) Civil involvement is active democracy 11) Education is the access to our society 12) German language is the key to participation 13) Examination with history is never completed 14) Gainful employment is important for participation, identification and social cohesion 15) Cultural diversity is a strength
Summary of Policy Recommendations	None given
Keywords	Democracy; diversity; identity; integration; language; religion; values

	Germany
Author	Ministry of Education and Research
Publication Date	-
Title	„Kultur macht stark plus“ – ein Beitrag zur gesellschaftlichen Teilhabe junger erwachsener Geflüchteter
Government Department	Ministry of Education and Research
URL	https://www.buendnisse-fuer-bildung.de/de/kultur-macht-stark-plus--ein-beitrag-zur-gesellschaftlichen-teilhabe-junger-erwachsener-1817.html
Overview of Content	<ul style="list-style-type: none"> • The funding programme by the Ministry of Education and Research has been extended (<i>Kultur macht stark plus</i>)

	<ul style="list-style-type: none"> • New target group: refugees between 18 and 26 • Funding should supply the demand for integrative offers especially for young asylum seekers, who do not access school, and fill the gap until they can start working • Cultural education is a good possibility to get to know the country, the culture and the language and to work up their experiences of flight • Since summer 2016 about 720 programmes were funded • Partners implement the programme (e.g. Turkish Community in Germany and the Paritätisches Bildungswerk) • <i>talentCAMPus18plus</i> is a good example for the long-lasting alliance work (the German Adult Education Association DVV offers courses for several days or weeks which combine language training and cultural education) • The possibility to get to know language, culture and people at the same time makes arrival in Germany easier
Summary of Policy Recommendations	None given
Keywords	Funding; integration; language; minorities

	Germany
Author	Neumann, B.
Publication Date	2010
Title	Eine Investition in das Fundament unseres Gemeinwesens - Über das Konzept des Beauftragten der Bundesregierung für Kultur und Medien zur Kulturellen Bildung
Government Department	The Federal Government Commissioner for Culture and Media
URL	https://archiv.bundesregierung.de/archiv-de/dokumente/eine-investition-in-das-fundament-unseres-gemeinwesens-92604
Overview of Content	<ul style="list-style-type: none"> • Funding cultural education is a worthwhile investment because it enables participation in society. Engagement with art and culture forms our identity and shows basic values and orientation • Cultural education enables integration, understanding and tolerance • According to the constitutional division of competences, education is a matter for each individual federal state but it is also the responsibility of the German federation because cultural education is an issue of national significance for the German future as a historic cultural nation • A social framework and intellectual climate which appreciate art and culture need to be established • Artistic freedom is a key value of democracy • Targets and focus of the work (of the BKM) <ul style="list-style-type: none"> - enhance media competence - historical and cultural education

	<ul style="list-style-type: none"> - sensitise and qualify funded institutions - purposeful support for model projects - networking with German and European actors - organise the European dialogue which enables <ul style="list-style-type: none"> • experts to keep in contact and to communicate • information about effective strategies
Summary of Policy Recommendations	<ul style="list-style-type: none"> • Best practice examples need to be identified and presented • Model function of pilot projects • Social brokerage contract/mediation order needs to be defined • German federation should concentrate on pilot projects with outstanding importance such as cultural competitions, training programmes and research projects • Model-like and innovative projects for underrepresented target groups are especially important
Keywords	Funding; identity; heritage; media; minorities; participation; tolerance

	Germany
Author	The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany
Publication Date	2008
Title	Europabildung in der Schule - Empfehlung der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland (Beschluss der Kultusministerkonferenz vom 08.06.1978 i. d. F. vom 05.05.2008)
Government Department	The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany
URL	https://www.hamburg.de/contentblob/2085090/f1d513babefb0b751b2b25027ded0807/data/kmk.pdf
Overview of Content	<ul style="list-style-type: none"> • Revised version of the recommendation “Europa im Unterricht” from 1990 • Elements and guidelines for programmes aimed at European education • Diverse Europe also has a common heritage and a common cultural tradition • Durable peace needs consciousness about similarities • The treaty of Maastricht (1992) and the Lisbon-strategy frame education and culture within the European Union (recognition of educational attainments, equal education opportunities, increased mobility and protection of the quality of education) • Growing together requires Europeans to consider their national history in another way and to open up for other perspectives, to be tolerant and supportive

	<ul style="list-style-type: none"> • To form these skills, students need to deal with key aspects of European history and the unification process • Every subject can be used to form European identity and skills • School partnerships and European educational programs enable exchange
Summary of Policy Recommendations	<ul style="list-style-type: none"> • Schools have to teach skills which enable the coming generations to live successfully in Europe (e.g. acceptance of cultural diversity, approval for freedom, peace, democracy and human rights) • The educational aim is to shape European awareness and sense of unity
Keywords	Diversity; Europe, heritage; human rights; identity; tolerance; values

	Germany
Author	The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany
Publication Date	September 2008
Title	Menschenrechtsbildung in der Bundesrepublik Deutschland
Government Department	The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany
URL	https://www.kmk.org/fileadmin/pdf/Bildung/AllgBildung/Menschenrechte_2008-Umfrage.pdf
Overview of Content	<ul style="list-style-type: none"> • The school system has a special importance and responsibility for human rights education • Human rights education is embedded in the school acts of the Länder • Subjects like religion, ethics, history, social studies and politics have a special relevance and responsibility • The document contains framework curricula and recommendations from each state about textbooks and cooperation with extra-curricular partners
Summary of Policy Recommendations	<ul style="list-style-type: none"> • Basic task of schools is teaching respect for human dignity and basic values of the constitution • Content and methods have to be appropriate for the age and level of difficulty of the students • Teacher training needs human rights education as a cross-sectional issue • Framework curricula have to be modernized and edited steadily
Keywords	Heritage; human rights; religion; school curriculum; teacher training

	Germany
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Author	The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany
Publication Date	2011
Title	Handreichung des Kulturausschusses der Kultusministerkonferenz “Interkulturelle Kulturarbeit“
Government Department	The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany
URL	https://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2011/2011_02_25-Handreichung-Interkulturelle-Kulturarbeit.pdf
Overview of Content	<ul style="list-style-type: none"> • Promotion of interculture (Interkultur) or cultures of migrants (Migrantenkulturen) • Recommendations based on exchange in work groups
Summary of Policy Recommendations	<ul style="list-style-type: none"> • Structures and budgets for intercultural work have to be established • Funding policy and cultural institutions have to focus on interculturality, participation, networking and measures which help to form structures • Personnel has to be developed and professionalised • Concepts have to be based on research about the socio-economic population structure and cultural participation • Cultural education has to show that the society is shaped by migration and has to see people with a migration background as a target group • Best practice examples have to be spread • Long-lasting interaction needs to be anchored • Countries have to agree on measurable targets for intercultural opening which need to be evaluated • Cultural education has to be seen as intercultural education
Keywords	Diversity; funding; minorities; participation

	Germany
Author	The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK)
Publication Date	2013
Title	Empfehlung der Kultusministerkonferenz zur kulturellen Kinder- und Jugendbildung Beschluss der Kultusministerkonferenz vom 01.02.2007 i. d. F. vom 10.10.2013
Government Department	The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK)
URL	https://www.kmk.org/fileadmin/Dateien/pdf/Themen/Kultur/2007_02_01-Empfehlung-Kulturelle_Bildung.pdf
Overview of Content	<ul style="list-style-type: none"> • Recommendations on cultural education for children and youth

	<ul style="list-style-type: none"> • Increasingly diverse lifeworld requires reflection on own cultural background and on “the foreign and the other”. • Schools provide access to cultural education for all young people, other settings are sometimes not accessible for all. Development of full-time schools provides new opportunities and barriers • Main goal is raising enthusiasm for diversity of culture, creativity and curiosity • Interplay of reception and production, individual and collective learning
Summary of Policy Recommendations	<ul style="list-style-type: none"> • Schools should open up to and cooperate with families as well as non-formal settings of cultural learning. • Cultural creativity needs room in schools • Dialogue about quality standards • Qualification of teachers and other education professionals and artists • Developing full-time schools to communal/rural culture sites (Kulturorte) • Tying funds to the purpose of cooperation • Further research
Keywords	Creative; diversity; funding; school curriculum; teacher training

	Germany
Author	The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany
Publication Date	2013
Title	Empfehlung der Kultusministerkonferenz zur kulturellen Kinder- und Jugendbildung (Beschluss der Kultusministerkonferenz vom 01.02.2007 i.d.F. vom 10.10.2013)
Government Department	The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany
URL	https://www.kmk.org/fileadmin/Dateien/pdf/Themen/Kultur/2007_02_01-Empfehlung-Kulturelle_Bildung.pdf
Overview of Content	<ul style="list-style-type: none"> • Cultural education contributes to the development of young people’s personality, teaches cognitive and non-cognitive skills and supports emotional and social development and integration • The globalised world needs cultural identities which have to be formed • Cultural youth education has valuable potential; it has to get young people enthusiastic about cultural diversity, and to enable access to their own creativity • Reception and participation at the same time • The cultural sector also has to deal with a lack of interest
Summary of Policy Recommendations	<ul style="list-style-type: none"> • The Standing Conference recommends a joint agenda of all societal forces in the field of cultural youth education (classic

	<p>educational institutions, artists, organisations of youth welfare)</p> <ul style="list-style-type: none"> • The agenda affects all levels of cultural mediation (universities, further training, schools, youth welfare, nursery, parents and families, economy, the federal government, state governments, local authorities, and the media) • Improve the framework and guarantee sustainability • Schools have to strengthen cooperation with extracurricular players • Bearers of youth welfare should focus more on projects with cultural aspects and also offer possibilities to acquire cultural skills to socially disadvantaged young people • Nursery schools should offer intensive language training and cultural activities to establish confidence with cultural education • All types of cooperation benefit from voluntary, non-hierarchical and local networks • The quality of the offers has to be guaranteed by supervision and scientific mentoring and assessment
Keywords	Diversity; identity; language; media; participation; skills

	Germany
Author	The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK)
Publication Date	2013
Title	Interkulturelle Bildung und Erziehung in der Schule (Beschluss der Kultusministerkonferenz vom 25.10.1996 i. d. F. vom 05.12.2013)
Government Department	The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK)
URL	https://www.kmk.org/fileadmin/Dateien/pdf/Themen/Kultur/1996_10_25-Interkulturelle-Bildung.pdf
Overview of Content	<ul style="list-style-type: none"> • Globalisation, migration, flight, Europe growing together, or pluralisation in general make intercultural education a mainstream task for schools • Growing socio-cultural diversity challenges policies concerning participation/inclusion • Diversity is the norm and provides learning potential for everyone • Three dimensions of intercultural learning: <ol style="list-style-type: none"> 1. Knowledge and recognition, 2. Reflection and evaluation, 3. Agency and creation
Summary of Policy Recommendations	<ul style="list-style-type: none"> • Promoting language learning and multilingualism • International school partnership programmes • Sensitive culture of dialogue and conflict

	<ul style="list-style-type: none"> • Participation of (multilingual and –cultural) pupils and teachers in conceptualising school-programmes • Schools as learning institutions • Intercultural Mainstreaming • Reflection and research on deprivation • Supervision and qualification of school staff • Cooperation with non-formal educational partners – networking
Keywords	Diversity; Europe; knowledge; minorities; participation; school curriculum; teacher training

	Germany
Author	The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK)
Publication Date	2014
Title	Erinnern für die Zukunft Empfehlungen zur Erinnerungskultur als Gegenstand historisch-politischer Bildung in der Schule
Government Department	The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK)
URL	https://www.kmk.org/fileadmin/Dateien/veroeffentlichungen_beschluesse/2014/2014_12_11-Erinnern_fuer-die-Zukunft.pdf
Overview of Content	<ul style="list-style-type: none"> • The culture of remembrance is the main focus of historical and political education and is a way of cultural self-assurance • The coming years will provide many reasons to remember historical incidents and their impact on today's society, politics and culture • Young people need to know the importance of history for their own lives and the time they live in • Contains advice for teachers and everyone who works in the education sector • Different subjects, not only history offer the possibility to connect remembrance and teaching content • Individual and civil remembrance are processes • Every generation has to cope with the past • Social and cultural circumstances influence, how each generation relates past with presence and future • Narratives, media, symbols and institutions help to teach empathy, respect and regard for victims and people who have shown moral courage and resistance • Didactical principles are cultural sensitivity, social sensitivity and reflexive remembrance with activity orientation • The education administration collects best practice examples and helps schools to improve public relations for their actions

Summary of Policy Recommendations	<ul style="list-style-type: none"> • Young people have to be empowered to describe and rate historical developments and need to understand that their own actions can design and change our world • Remembrance has to be culturally sensitive and multi-perspective • Remembrance has to be connected with possibilities of shaping a democratic and peaceful future and has to teach orientational knowledge and skills to stand up for freedom, autonomy and democracy • Cooperation with extracurricular partners such as museums, memorials and historical witnesses is important • Education policy tries to connect curricula and trainings with possibilities of remembrance and supports schools to develop memorial profiles which encourage democracy, human rights and transnational understanding based on resolutions of the KMK
Keywords	Democracy; heritage; human rights; media; international; teacher training

	Germany
Author	The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany
Publication Date	2015
Title	Darstellung von kultureller Vielfalt und Migration in Bildungsmedien– Gemeinsame Erklärung der Kultusministerkonferenz, der Organisation von Menschen mit Migrationshintergrund und der Bildungsmedienverlage
Government Department	The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany
URL	https://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2015/2015_10_08-Darstellung-kultureller-Vielfalt.pdf
Overview of Content	<ul style="list-style-type: none"> • Joint responsibility for the education of young people • Principle to see social, cultural and ethnic diversity in school as a chance and to support intercultural opening in educational settings • Schools can contribute to embedding self-evidence of diversity and migration in society • Intercultural skills are key competences, a cross-sectional task, and a major aim of school development • Educational media have a great importance to support the examination, to show the success of integration, chances of diversity and the range of living environments • United commitment for democracy, respect and a constructive and accepting handling of heterogeneity • Teachers as key actors need a convincing attitude to it

	<ul style="list-style-type: none"> • Focused qualifications for teachers (handling of diversity, intercultural competence) • The Länder determine issues like migration, integration and diversity as cross-sectional issues in the curricula
Summary of Policy Recommendations	<ul style="list-style-type: none"> • Educational media has to enable the change of perspectives and multi-perspectives to be taken • Educational media has to portray issues like diversity, migration and integration as a chance, and has to contribute to a respectful, non-discriminatory, and diversity-sensitive togetherness • Educational media has to describe living conditions in a sophisticated manner, and to represent diversity in our immigration society (diversity of religion, multilingualism) • Experts with migrant background have to be included in the development of educational media – open dialogue has to be pursued • More teachers with migrant background are needed
Keywords	Diversity; integration; media; minorities; teacher training; values

	Germany
Author	The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany and Federal Ministry for Economic Cooperation and Development
Publication Date	2016
Title	Orientierungsrahmen für den Lernbereich - Globale Entwicklung im Rahmen einer Bildung für nachhaltige Entwicklung
Government Department	The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany and Federal Ministry for Economic Cooperation and Development
URL	https://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2015/2015_06_00-Orientierungsrahmen-Globale-Entwicklung.pdf
Overview of Content	<ul style="list-style-type: none"> • Education for sustainable development is a concern of educational policy • Students should perceive themselves as global citizens • Empathy and the skill to change one’s own point of view are needed • Education is the foundation for sustainable development • It is not about extending the range of topics, it is about more reference to reality and skills orientation • The primary educational aim is to acquire skills for a sustainable organisation of the private and professional life, for participation and joint responsibility in a global frame • Eleven skills in the areas of recognizing, rating and acting (e.g. information procurement and processing, recognizing diversity, change of perspective, empathy, critical reflection,

	<p>solidarity, joint responsibility, understanding and conflict management and participation)</p> <ul style="list-style-type: none"> • Guiding principles are orientation towards sustainable development, diversity management, the capability to change the perspective, context and lifeworld orientation
Summary of Policy Recommendations	<ul style="list-style-type: none"> • Global development has to be part of all curricula • The didactical concepts of disciplines need to be edited to make interdisciplinary and project-orientated types of teaching possible • School life and extracurricular activities need to be linked • The challenges of living in a dynamic and globalized world have to be considered by the curricular framework • Education needs more context and lifeworld orientation
Keywords	Citizenship; employment; global; school curriculum; skills

	Germany
Author	The Standing Conference of the Ministers of Education and Cultural Affairs (KMK)
Publication Date	2016
Title	Bildung in der digitalen Welt - Strategie der Kultusministerkonferenz
Government Department	The standing conference of the ministers of education and cultural Affairs (KMK)
URL	https://www.kmk.org/fileadmin/Dateien/pdf/PresseUndAktuelles/2017/Strategie_neu_2017_datum_1.pdf
Overview of Content	<ul style="list-style-type: none"> • Lead questions: Which skills are needed to meet the requirements of a digital world? What are the consequences for curricula, teacher training and learning environments? • Digital literacy will be necessary for social participation and is part of education and employment • Learning in the context of digitalisation and critical reflection will be part of future educational tasks • Areas of activity which require decisions and solutions: development of curricula, training for teachers, infrastructure and equipment, educational media, content, e-government, management systems, legal and functional framework • Educational task of schools in a digital world: prepare students for their lives in the current and future society and enable them to participate in culture, society, politics and economy • Digitalisation changes living and working completely • This development influences teaching and learning processes, so that these have to be shaped actively to support the capability of young people • Education in the digital world is a challenge for society in general and demands concerted action of all involved players

	<ul style="list-style-type: none"> • By 2021, every student should have access to a digital learning environment and internet • The KMK designed a competence frame with binding requirements for education in a digital world (educational policy focus)
Summary of Policy Recommendations	<ul style="list-style-type: none"> • Digital education has to be integrated in pedagogical concepts • Teachers also need further training to improve relevant skills and didactical concepts
Keywords	Digital; employment; school curriculum; skills; teacher training

India

	India
Author	Centre for Cultural Resources and Training (CCRT)
Publication Date	2016-2017
Title	Annual Report Centre for Cultural Resources and Training
Government Department	Centre for Cultural Resources and Training (CCRT)
URL	ccrtindia.gov.in/aboutus.php
Overview of Content	<p>An autonomous organisation under the Ministry of Culture, the Centre for Cultural Resources and Training (CCRT) links education with culture by conducting training programs for teachers, educators and administrators that helps them conduct education grounded in cultural knowledge. Through training teachers and students in various aspects of Indian art and culture, the CCRT ultimately aims to empower local communities to preserve local culture and heritage and develop a cultural identity. In addition to creating awareness in schools about the richness of India's cultural expressions through art, drama, music, dance activities, the CCRT implements Cultural Talent Search Scholarship Scheme for providing facilities to young talented children in the 10-14 age group to study one or the other art form and Scheme for Award of Scholarship to Young Artists in different cultural fields for advance training of various art forms. The report reviews the workshops, training programs and lectures by experts conducted to create awareness among students and teachers, especially those in remote rural parts of the country, about arts and crafts, languages and cultural diversity, and the notion of India as a cultural entity. The setting up of 'cultural clubs' in schools to bring home the importance of preserving India's cultural heritage and create a sense of community ownership of heritage amongst students, or the vision of project "Sanskriti" in Varanasi (put forth by PM Narendra Modi) that would imbibe knowledge about cultural luminaries from Varanasi among students, are outlined in the report. Apart from bringing out 'Cultural Education' kits (audio video material on India's cultural heritage) to be distributed in schools, the CCRT, in this report, draws out a list of its publications (ex. Forts of Karnataka), festivals it has conducted and the cultural exchange opportunities it is looking forward to.</p>
Summary of Policy Recommendations	None given
Keywords	Communities; diversity; funding; heritage; identity; knowledge; language; school curriculum; teacher training; performing arts; the arts

	India
Author	The Centre for the Study of Culture and Society
Publication Date	2011
Title	Study of Emergent Arts and Culture Spaces in Urban India: Towards Policy Recommendations

Government Department	The Centre for the Study of Culture and Society (CSCS)
URL	https://www.ispa.org/news/149662/First-Cultural-Policy-Profile-for-India-Launched.htm
Overview of Content	<p>The Centre for the Study of Culture and Society (CSCS) Report, 2011, envisions Bangalore as a creative city with a focus on reviving theatre, music, dance, visual arts and literature. Brought about by an ethnographic study of cultural hubs in the city, the report emphasises the role of civil society and corporates in promoting arts and cultural spaces in urban development policy. Not only should ‘cultural development’ be on the agenda, but culture-in-development, where development is thought through with a cultural lens, should be the goal of collaborative efforts of urban planners and the art community. Marking ‘creative economy’, where culture is capitalised for economic reasons, as a largely unviable model for creative city, the study recommends ‘cultural ecology’, based on the principles of diversity, as a more useful paradigm. Under this paradigm, the hierarchies between English and regional languages, classical and folk arts forms are broken and an openness to all forms of culture, including that of the minorities and the marginalised, becomes the organising node of creative city. In this light, public cultures - city festivals, intangible art forms and so on – become as legitimate as those recognised by cultural institutions. The guiding principle, thus, should be cultural diversity rather than cultural nationalism. The report also recommends using existing spaces, reviving them, opening up of corporate houses for cultural performances, uplifting metro stations and airport for the sake of displaying art and so on, instead of building new infrastructure. Incorporating art as a perspective in education is also very important. Govt bodies for preservation of arts and culture need to be revived and govt spaces and public places like parks also need to be opened up for cultural performances, says the study. In addition, a sustainable tourism plan for Bangalore must be drawn up by the government as the IT city attracts visitors from across the globe. The creative city project needs a partnership for various city departments, artist community, civil society and corporates, for the free and fearless flow of creative expression.</p>
Summary of Policy Recommendations	This document takes a detailed review of how culture emerged in the State document and why in Indian context it is difficult to have coherent cultural policy.
Keywords	Creative; diversity; economy; literature; minorities; performing arts; the arts; tourism

	India
Author	Committee of the Central Advisory Board of Education
Publication Date	2005
Title	Integration of Cultural Education in the School Curriculum – A Report

Government Department	Ministry of Human Resource Development
URL	http://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/Culture.pdf
Overview of Content	The report comes out of a deep reflection on the state of school education in the country and a concern that not only has deprived children of values like collaboration, tolerance and basic social skills, but also has contributed to the contemporary crisis where education is only about acquiring a set of competencies to get jobs, completely disconnected from the life worlds and natural cultural strengths of the students. A questioning of the real objectives of education is at the heart of this document. In this context, the mandate of the Committee, made up of writers, intellectuals and artistes, was to look for ways in which cultural values – minus the religious and communal connotations of the term – could be infused into the school curriculum and children could be made aware of the richness of India’s culture. To inculcate cultural sensitivity in students, the committee recommends creating awareness about arts and culture, introducing the learning of one or more art forms and teaching the appreciation of the world of arts. The committee recommendations also places emphasis on dislodging ‘textbook’ pedagogy from its pedestal and restructuring of the classroom based on a new teacher-student communication that encourages learning from the perspective of local cultures, respect for diverse languages, consciously refraining from propagating one dominant culture/language, having arts and culture as an essential ingredient of the curriculum and fostering a classroom culture where differences can thrive. The sensitization of teachers about cultural education, libraries that include a diverse range of learning material of different art forms, promoting regional languages as mediums of instruction, respecting diversity as a part of school curriculum, encouraging critical thinking instead of rote learning amongst students, introducing humanities into the school curriculum are also discussed by the committee members as ways in which creative learning can be imbibed in school students.
Summary of Policy Recommendations	Acquisition of aesthetic and cultural sensitivity for students and teachers. Suggestions for improving the quality of cultural awareness for teachers so that it can be included in the curriculum. Enhancing diversity in curriculum and pedagogic practices.
Keywords	Diversity; language; libraries; school curriculum; skills; the arts; tolerance; values

	India
Author	European Union
Publication Date	2014
Title	Preparatory Action – Culture in External EU Relations, India Country Report
Government Department	European Union

URL	ec.europa.eu/assets/eac/culture/policy/international.../country-reports/india_en.pdf
Overview of Content	<p>Culture in EU External Relations India Country Report, 2014, is an initiative funded by the European Union to understand the possibility and potential of mutually-beneficial EU level cultural relations with India. The report acknowledges that while individual member states of Europe have had healthy cultural relations with India – on both governmental and non-governmental level – there hasn't been a cohesive effort towards fostering meaningful cultural ties with India on the overarching pan-Europe level. The report lists many reasons for the increasing interest in Indian culture, starting from India's history of colonialism, the fabric of Indian society that's woven out of pluralism and hence has an innate tolerance of other cultures and a tendency to synthesise different cultures into its own, the growing idea world-wide of India's rise as a 'soft power', the great number of Indian diaspora across the globe – makes India aptly primed for more vibrant international cultural relations. But though India has been interacting with the world through its cultural actors, it's been a narrow exchange, primarily because India's nodal governmental agency ICCR (Indian Council for Cultural Research), which is responsible for cultural exchange with different parts of the world, has been plagued by a blinkered vision of culture as 'high culture' and many other institutional, bureaucratic weaknesses. The govt has done precious little other than giving patronage to certain cultural and art forms. While the recent economic growth has attracted the world's attention to India, it hasn't meant much for the cultural actors in terms of funding – from the government as well as private sector. However, cultural entrepreneurship, public-private partnerships have gone up and international relations of cultural actors from the civil society have seen an organic growth. It's in this cultural scene that the European Union needs to find space for an amped-up cultural dialogue. A lack of awareness about EU and its institutions, stereotypes harboured by EU and India about each other, lack of easy and free movement due to tourist regulations and lack of a sustained cultural policy are major lacunae in the landscape of EU-India cultural relationships. The report concludes that there's a vast potential to increase the cultural dialogue between EU and India, and the effort should be to move beyond the representation of culture in each other's country and to facilitate cultural relations that are based on non-hierarchical principles towards capacity-building and mutual learning. A well-thought out policy, sustained funding and a cadre of experts in international cultural relations guiding the catalytic process points to the way ahead.</p>
Summary of Policy Recommendations	The report recommends intercultural dialogue, mutual learning / understanding culture. Also underlines role of experts in drafting cultural policies. Also suggests the critical approach for culture in terms of defining high and low.
Keywords	Diaspora; Europe; funding; global; international

	India
Author	High Powered Committee
Publication Date	May 2014
Title	Report of HPC on the Akademis and Other Institutions Under the Ministry of Culture
Government Department	Ministry of Culture
URL	https://www.indiaculture.nic.in/sites/.../hpc_report/HPC%20REPORT%202014.pdf
Overview of Content	<p>The report was submitted by a 7-member High Powered Committee (HPC) in 2014. Its mandate was to assess issues of administration and functioning of cultural organizations: National School of Drama (NSD), Centre for Cultural Resources & Training (CCRT), Lalit Kala Akademi, Sahitya Akademi, Sangeet Natak Akademi, National Gallery of Modern Art (NGMA), Indira Gandhi National Centre of Arts (IGNCA) and Zonal Cultural Centres (ZCCs) etc. and suggest ways to make them more efficient and effective. The HPC underlines the need to review the workings of these eminent cultural institutions, set up in post-independent India, with the acknowledgement that times have changed since their inception and culture, being dynamic and interacting with other forces like politics and economy, has evolved too. It recognises the work of earlier committees, like the Khosla Committee 25 years ago that had a similar mandate, and notes with regret that their suggestions were not implemented. It recognises the rigidity and bureaucratic inflexibility that has set in the processes of these institutions and stresses the need to make them more responsive to the ever-changing cultural environment of India today. In their very essence, bureaucracy and creative arts are at odds with each other and there is a need to strike a practical balance between the two disparate-in-spirit worlds, the HPC argues. Only if a practical balance is struck between the freedom and unbound nature of the arts and the checks and accountability that administration brings can the institutions achieve their goals of promoting and preserving the rich, diverse cultural traditions of India. The report emphasizes shaping the MOC as a facilitator rather than a controller of the institutions.</p>
Summary of Policy Recommendations	<ul style="list-style-type: none"> • A shift of power balance from clerical administrators into the hands of creative people who are directly involved in the arts. • Make the MOC more transparent and accessible. • Ensure an inflow of young blood into the institutions. • Attempt to make the institutions more important and autonomous like IITs and IIMs (in keeping with neo-liberal times) and provide more financial and infrastructural support and managerial insight to the institutions so that they can run smoothly.
Keywords	Communities; creative; diversity, the arts

	India
Author	Ministry of Culture
Publication Date	2012

Title	Report of the Working Group on Art and Culture for XII Five-Year Plan (2012-17)
Government Department	Ministry of Culture
URL	https://indiaculture.nic.in/annual-reports
Overview of Content	The Report, prepared by the Ministry of Culture, comes at a time of introspection during the transition from the eleventh five-year plan to twelfth. One of its main arguments is to put forth culture as not something extraneous or fringe, but as the core of all developmental activities. The thrust of the report is to make the government see culture as important in the five-year plan and not as a marginal sector. It underlines the need to create better infrastructural facilities and also to create an environment where there's an increased demand for cultural goods and services. The working group had six subgroups each focussing on different areas – performing arts, museum and visual arts, archaeology and anthropology, education and research, promotion of culture and heritage and lastly, tourism in India. The mandate of the working group is to review and evaluate existing schemes and their effectiveness, their utility, duplication etc. and identify gaps and creative effective responses by way of new initiatives.
Summary of Policy Recommendations	The report identifies possible directions to develop cultural aspects and suggests that Culture needs budgetary allocation. Also stressed on treating it as a 'non-developmental' sector is not acceptable because it plays a dual role not only in economic growth but also giving meaning to human existence. The report also finds that states need to be strengthened as partners in carrying out new schemes and initiatives.
Keywords	Economic growth; funding; heritage; museums; performing arts; tourism

	India
Author	Ministry of Culture
Publication Date	2017-2018
Title	Annual Report Ministry of Culture
Government Department	Ministry of Culture
URL	mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/Culture.pdf
Overview of Content	The annual report provides a detailed review of the various offices, zonal centres, govt. funded organisations and akademis under the Ministry of Culture. The Archaeological Society of India (ASI), national libraries, capacity building programmes and implementation of UNESCO conventions also fall under its purview. It lists down the activities undertaken in the said year, the achievements, publications, celebrations, schemes undertaken, the exhibitions held, outreach programs conducted and major events that gives an overview of the broad functioning of the ministry. While the Culture Ministry outlines

	<p>preservation of Indian culture and traditions and promotion of tangible and intangible heritage as its purpose, the operations of individual offices throw light on what the government of the day views as significant. In this context, the common thread of implementing Swachh Bharat Abhiyan in museums, monuments etc, celebration of Yoga, a move towards e-governance, digitization and a focus on technology to bring about transparency in heritage management, and an emphasis on reviving ancient Hindu past can be seen running through the activities of various organisations and Akademis. Connecting with young people is attempted via festivals (Kala Ghoda in Mumbai), the courses that Akademis offer to young students, festivals (ex. Children’s Theatre festival by National School of Drama, New Delhi), community outreach (ex. Community Outreach in state-run schools by Kalakshetra in Chennai), awards (ex. Sahitya Akademi organized its Yuva Puraskar and Young Writers’ Festival in December in Chandigarh) and scholarships and fellowships (for ex. Scholarship to Young Artistes in Different Cultural Fields of Rs 5000 per month), amongst others.</p>
Summary of Policy Recommendations	The following projects were suggested: scholarships to young artists, arrangements of youth festivals, extending ‘Swachh Bharat Abhiyan’ (Cleaning India Mission) in museums and monuments.
Keywords	Digital; funding; heritage; libraries; museums

	India
Author	Ministry of Culture
Publication Date	2017
Title	National Mission on Cultural Mapping and Roadmap
Government Department	Ministry of Culture
URL	https://indiaculture.nic.in/national-mission-cultural-mapping-and-roadmap
Overview of Content	<p>The document makes a case for a consolidating database about local cultural assets from across India given the heterogeneity of cultures present and the intangible nature of most art forms that are preserved and passed down over generations mainly through oral traditions. The Ministry of Culture believes this will not only help create a clear picture of art forms and cultural expressions that need to be preserved, but also sensitise policy about the artist communities in various corners and help them benefit economically. The mission seeks to bring disjointed efforts at cultural preservation and promotion under one umbrella, after pointing out problems owing to the sheer complexity and diversity of Indian art forms, the geographical sweep, cultural differences, historical shifts, language diversity, and a huge loss-making artist community. While making a SWOT analysis of the Indian cultural scene, the document observes the gap between the ideal of cultural preservation and the daily, lived-in reality of modern life and bureaucratic processes. The aim of the mission is cultural revival and growth, brought about by the synergies of various ministries and</p>

	artists welfare. While releasing around 469 crores for over three years of the implementation of the mission, the Ministry of Culture hopes to create a National Cultural Work Place, a portal that will be a common interaction ground for various stakeholders like artistes, NGOs and government.
Summary of Policy Recommendations	The Ministry of Culture propose that along with defining culture and cultural policies there is a need to develop policies to help artists and institutions promoting culture. It also aims at revival of culture and growth of cultural activities.
Keywords	Diversity; heritage, language; the arts

	India
Author	Ministry of Tourism
Publication Date	2017
Title	“Adopt a Heritage”- “Apni Dharohar, Apni Pehchaan”; Project for Development of Tourist Friendly Destinations
Government Department	Ministry of Tourism
URL	www.adoptaheritage.in/pdf/Adopt-a-Heritage_Guidelines.pdf
Overview of Content	<p>Adopt a Heritage - “Apni Dharohar, Apni Pehchaan” - is an initiative undertaken by the Ministry of Tourism, Govt of India, in 2017. The project guidelines provide a detail view of the government’s vision of developing tourist friendly destinations in India. Adopt a Heritage proposes to be a joint collaborative exercise between Ministry of Tourism, Ministry of Culture and the Archaeological Survey of India (ASI), which is the official body looking after the many heritage sites, monuments, palaces, temples and cultural destinations in India. The project guidelines emphasize the need to make the rich, diverse cultural heritage of India more accessible to tourists, both foreign and domestic. It sees this effort as generating three necessary outcomes – that of cultural preservation, employment generation and economic development through promoting tourism. With this in mind, the initiative invites participation of private and public companies and individuals too to build a vision for the development of select tourist sites, which are in turn, graded as per their visibility and footfall. All of this falls within the brand of Incredible India, and the move is towards public-private partnership that also promises limited visibility to companies under whose CSR the heritage sites will be developed. Under the project, the bidders will offer competitive and innovative visions of developing the monuments with clear focus on providing basic and advanced amenities of world-class standards as well as services that would make the sites more attractive to tourists. The partnering company or individuals will be responsible for vision building, development of sites, operations and maintenance for a period of 5 years. They will work with various committees appointed by the ministries and a project management consultant and the development proposed will only be accepted if it falls within the statutory guidelines of ASI, under the Ancient Monument and</p>

	Archaeological Site and Remains Act, 2010. The project guidelines provide further details of basic and advanced infrastructural amenities required in terms of toilets, signages, cafeteria, ticketing, surveillance, general illumination, night viewing, digital interactive kiosks and facilities for disabled tourists and so on. The document is an effort to connect the spheres of culture and tourism and promote the tourist brand of Incredible India through its heritage sites.
Summary of Policy Recommendations	This document promotes India's heritage and culture and through that tries to promote tourism.
Keywords	Economic growth; employment; heritage; tourism

	India
Author	Ministry of Urban Development
Publication Date	2015
Title	HRIDAY: Heritage City Development & Augmentation Yojana (Operational Guidelines)
Government Department	Ministry of Urban Development
URL	https://www.hridayindia.in/downloads/Operational_Guidelines_for_HRIDAY_scheme.pdf
Overview of Content	The HRIDAY (Heritage City Development and Augmentation Yojana) Scheme guidelines, prepared by Ministry of Urban Development, Government of India, proposes to develop 12 heritage cities across India guided by the principle of inclusive and integrated urban development. It acknowledges that previous attempts to preserve India's vast and diverse cultural heritage has been strictly done keeping limited focus on the monuments in question. HRIDAY points out that heritage cannot be viewed in isolation and needs to be connected with the aspirations of the local community and urban development issues. The need therefore is to develop heritage cities holistically, with a view to "rejuvenate the city's soul and explicitly manifest its character".
Summary of Policy Recommendations	Sponsored by the Central government, the scheme guidelines also evoke the need for private sector partnerships in order to achieve the goal of physical, economic, institutional and social revival of heritage cities. Heritage sites are proposed to be linked to the larger city infrastructure and management made more efficient by simplifying multiple institution governing it. The agenda will be to improve the overall quality of life in selected cities and giving them a unique cultural identity over 4 years of the project's implementation. The guidelines also propose appointing of heritage experts to handhold the administration as city anchors to implement the scheme. The aim of the scheme is to mainstream heritage resources into city systems and urban development.
Keywords	Diversity; funding; heritage; identity

	India
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Author	UNESCO
Publication Date	2003-2004
Title	Education and Cultural Diversity
URL	https://en.unesco.org/themes/education-sustainable-development/cultural-diversity
Overview of Content	<p>To make its goal of Education for All more meaningful for its member countries, UNESCO has identified the need to make knowledge more sensitive to their cultural and linguistic contexts. This document iterates the need to see education as more than just literacy or the ability to read and write and emphasizes that in order to meet the pressing needs of the 21st century – world peace, sustainability, HIV/AIDS and so on – education has to be tuned in to specific local contexts, which are the first sites where knowledge and attitudes towards health, nature, and the life of a population are shaped. A multi-sectoral, inter-disciplinary approach, taken from the best practices from different cultures, is best suited to promote the goal of Education for All, since it opens up the learner’s mind to the diverse possibilities of interpreting the world. The need to harness cultural and linguistic diversity for educational goals also becomes imperative to preserve the rich heterogeneity of the world we live in, especially at a time when globalization and digitisation are threatening to homogenise it. The document mentions specific methods UNESCO will employ to further these aims – like focusing on marginalised ethnic groups, finding the best possible way to provide functional basic education to people discriminated along various axes, developing curricula that promotes understanding of different cultures and languages, to develop culturally sensitive preventive education material, implementing gender policy development, tying up with B@bel which promotes multilinguistic internet and so on. The statement aspires to infuse the goal of Education for All, to be fulfilled by the 2002 and 2003 biennium, with the perspective of cultural diversity.</p>
Summary of Policy Recommendations	<ul style="list-style-type: none"> • To Promote a multi-sectoral, interdisciplinary approach. • Preserve rich heterogeneity • Focus on marginalised groups • To promote and preserve diversity
Keywords	Digital; diversity; gender equality; global; knowledge; language; minorities; school curriculum

Latvia

	Latvia
Author	Cross-Sectoral Coordination Centre
Publication Date	2012
Title	Latvijas Nacionālais attīstības plāns 2014.-2020.gadam
Government Department	Prime Minister, Saeima
URL	Cross-Sectoral Coordination Centre
Overview of Content	<p>The National Development Plan of Latvia 2014–2020 is hierarchically the highest national-level medium-term planning document.</p> <p>The priority “Human Security” includes an area of action “Cooperation between People, Culture and Civic Participation Underpinning Belonging to Latvia”, while the priority “Territories Supporting Growth” contains an area of action “Sustainable Management of Natural and Cultural Capital” which states that cultural capital plays a major role in the personal growth of individuals.</p>
Summary of Policy Recommendations	<p>The Plan emphasises that the fundamental national treasures are the country’s national culture and the Latvian language. All ethnic groups residing in Latvia actively share in the creation and maintenance of culture, thus facilitating societal cohesion. Both the cultural heritage that has evolved over the centuries and newly created culture represent a unique and enduring resource which, if used skilfully, can shape Latvia’s recognition globally. The state pays special attention to the preservation, maintenance and promotion of the fundamental treasures of the Latvian cultural heritage. In order to pursue these objectives, the state is improving its cooperation with local governments, businesses, public organisations and international bodies. The Latvian Cultural Canon is an instrument for shaping the national policy of culture, education, national unity and societal cohesion and the identity of Latvia.</p>
Keywords	Heritage; identity; international; participation; social cohesion

	Latvia
Author	Ministry of Culture
Publication Date	2011
Title	Nacionālās identitātes, pilsoniskās sabiedrības un integrācijas politikas pamatnostādnes 2012.–2018.gadam
Government Department	Ministry of Culture
URL	https://likumi.lv/doc.php?id=238195
Overview of Content	<p>The Guidelines set out three areas of action:</p> <ul style="list-style-type: none"> - Civil society and integration; - National identity: language and cultural space; - Cohesive social memory.

	Although the development problems of Latvian society defined in the Guidelines are related to the lack of cultural education, children and young people (the target audience) are mentioned on a fragmented basis. Thus, the Guidelines cover cultural literacy of young people mainly indirectly referring to them as a part of society. It is, however, noted that one of the most important problems identified relates to an insufficient level of civic education of children and young people of Latvia. Therefore, they lack the skills of mutual cooperation and participation.
Summary of Policy Recommendations	The most important policy recommendations do not single out children and young people as a specific target audience; however, they are referred to when dealing with a concrete situation. General recommendations are extended to young people. The most important ones related to cultural literacy are as follows: <ol style="list-style-type: none"> 1) strengthen high-quality, democratic information space and boost the role of mass media in integration; 2) ensure the use of the Latvian language in Latvia's public space, strengthen Latvian language skills of Latvians living abroad, ethnic minorities, non-citizens, new immigrants; 3) strengthen the Latvian cultural space as a basis for consolidation of society and promote belonging to the cultural space at local, national and European levels; 4) strengthen the Latvian identity of Latvians living abroad and their belonging to Latvia; 5) strengthen understanding of World War II, as well as the Soviet and Nazi occupation in Latvia based on true facts and in line with democratic values; 6) enhance identification of Latvian and European history, its exploration and understanding.
Keywords	Europe; heritage; identity; media; language; minorities; participation

	Latvia
Author	Ministry of Culture
Publication Date	2018
Title	Nacionālās identitātes, pilsoniskās sabiedrības un integrācijas politikas īstenošanas plāns 2019.– 2020. gadam
Government Department	Ministry of Culture
URL	https://likumi.lv/ta/id/300483-par-nacionalas-identitates-pilsoniskas-sabiedribas-un-integracijas-politikas-istenosanas-planu-2019-2020-gadam
Overview of Content	Activities have been defined in three areas of action: <ul style="list-style-type: none"> - Civil society and integration, - National identity: language and cultural space, - New approaches to planning, monitoring and implementing the integration policy.

	Cultural identity, cultural knowledge and skills of young people are among the priorities identified in the document, which also considers the current situation and defines ways forward.
Summary of Policy Recommendations	<p>The recommendations linked to enhancement of young people's cultural competence are as follows:</p> <ol style="list-style-type: none"> 1) strengthen the sense of belonging to Latvia and uniform awareness of historical values; 2) enhance young people's civic activity, belonging to one's school, local community and the state. This covers different scopes: acquiring the history of Latvia, promoting traditions and cultural values, studying and taking care of the environment, performing work of social relevance, implementing creative and innovative ideas, as well as cooperating on a multilateral basis, i.e. between various generations, schools and local governments, schools and businesses, etc.; 3) introduce educational programmes for the public, including children and young people, related to significant events in the history of Latvia, continue the reading enhancement programme and the exchange of families programme targeted at Latvian children and young people and those from ethnic minorities, continue the programme of continuity of traditions and cooperation between generations by involving compatriots living in Latvia and abroad; 4) organise joint camps in Latvia for children from Latvia and diaspora; 5) strengthen the national cultural space as a basis for societal cohesion; 6) strengthen the sense of belonging to Latvia and uniform awareness of historical values; 7) strengthen literacy of the Latvian language.
Keywords	Identity; integration; heritage; language; minorities; skills; values

	Latvia
Author	Ministry of Culture
Publication Date	2015
Title	Nacionālās identitātes, pilsoniskās sabiedrības un integrācijas politikas pamatnostādņu 2012.-2018.gadam īstenošanas plāns laikposmā līdz 2016.gadam
Government Department	Ministry of Culture
URL	https://likumi.lv/doc.php?id=272471
Overview of Content	The Implementation Plan (up to 2016) of the Guidelines on National Identity, Civil Society and Integration Policy 2012–2018 is a medium-term policy planning document developed to ensure that the objectives of the Guidelines are achieved by implementing the specific tasks and measures laid down in the

	<p>Plan, which focuses on the achievement of the defined objectives.</p> <p>The goal and objectives of the sectoral policy laid down in the Guidelines have not changed since their adoption. However, societal changes require reinforced action in individual specific areas, at the same time giving greater priority to certain target groups and supplementing the existing policy areas, such as the diaspora policy, education policy and language policy.</p>
Summary of Policy Recommendations	<p>Some of the recommendations contained in the Plan refer to young people as a target group, while others include youth indirectly. The most important recommendations related to cultural literacy are as follows:</p> <ol style="list-style-type: none"> 1) improve civic knowledge and skills of children and young people within education programmes of all levels; 2) enhance young people's civic participation; 3) raise public awareness of tolerance and social exclusion, intercultural competences; 4) facilitate development of Latvia's information space; 5) motivate people to use the Latvian language in the public space; 6) strengthen the Latvian cultural space as a basis for cohesive society and enhance belonging to the cultural space at local, national and European levels; 7) strengthen the European dimension in the Latvian cultural space; 8) strengthen the Latvian identity and belonging to Latvia of Latvians living abroad; 9) promote exploration and understanding of Latvian and European history.
Keywords	Diaspora; identity; language; knowledge; participation; social cohesion; skills

	Latvia
Author	Ministry of Culture
Publication Date	2016
Title	Dziesmu un deju svētku tradīcijas saglabāšanas un attīstības plāns 2016.-2018. gadam]
Government Department	Ministry of Culture
URL	https://likumi.lv/doc.php?id=287559
Overview of Content	The Plan for Safeguarding and Development of the Song and Dance Celebration Tradition is a policy planning document developed on the basis of Section 4 of the Song and Dance Celebration Law to ensure a cyclic occurrence of the Song and Dance Celebration and the Latvian School Youth Song and Dance Celebration.
Summary of Policy Recommendations	It is necessary to:

	<ol style="list-style-type: none"> 1) Strengthen the role of formal and non-formal education in safeguarding and ensuring sustainability of the Song and Dance Celebration tradition. 2) Strengthen the capacity of cultural and educational workers, including leaders of amateur collectives, engaged in safeguarding and development of the Song and Dance Celebration tradition, thus enhancing the quality and continuity of the safeguarding and development process of the Song and Dance Celebration. 3) Start the preparations for the Latvian School Youth Song and Dance Celebration to be held in 2020. 4) Organise the Latvian School Youth Song and Dance Celebration in 2020 successfully, the number of children and young people who acquire the cultural and historical heritage and create new values, thus enhancing safeguarding and improvement of the Song and Dance Celebration tradition, should be increased. 5) In the run-up to the XII Latvian School Youth Song and Dance Celebration, it is necessary to organise events between celebrations in all areas of the Song and Dance Celebration (choir, dance, instrumental music, theatre, visual and applied visual arts, traditional art). Seminars and courses for teachers to improve their know-how have to be organised.
Keywords	Heritage; performing arts; teacher training; values

	Latvia
Author	Ministry of Culture
Publication Date	2016
Title	Latvijas valsts simtgades pasākumu plāna 2017. – 2021.gadam īstenošanai piešķirtā valsts budžeta finansējuma sadalījums]
Government Department	Ministry of Culture
URL	https://likumi.lv/ta/id/287444
Overview of Content	Various events directly and indirectly increasing cultural literacy of the population of Latvia will be organised during the celebrations of Latvia's centenary. A number of significant events are targeted at children and young people. The Plan includes a specific description of these events and breakdown of funding.
Summary of Policy Recommendations	<p>The most important events targeted at children and young people:</p> <ol style="list-style-type: none"> 1) An opera for pupils dedicated to Latvia's centenary will be staged, creating a new and lasting original work. Objective: to promote the genre of opera among pupils, attract new audience to the genre of opera in the future;

	<p>2) The initiative “Latvian School Bag”, within the educational content and process established by the state, provides an opportunity for 210 000 Latvia’s pupils to see, explore and get to know Latvia in person by acquiring values and modern expressions of traditional culture through music, stage art, visual art, literature, cinema, architecture, design, cultural heritage, including examples of Latvian history and cultural environment;</p> <p>3) Nationwide reunion for the grandchildren of recipients of the Order Lāčplēsis to enhance the link between generations, ensure transmission of traditions and preservation of historical values with participation of educational institutions, youth councils, young guards, civil guards, representatives of freedom fighters’ families.</p>
Keywords	Access; heritage; performing arts; values

	Latvia
Author	Ministry of Culture
Publication Date	2016
Title	Latvijas mediju politikas pamatnostādnes 2016.–2020. gadam
Government Department	Ministry of Culture
URL	https://likumi.lv/doc.php?id=286455
Overview of Content	<p>The objective of the mass media policy of Latvia is a strong, diverse, professional, transparent, sustainable and stable mass media environment in which content of good quality and corresponding to the interests of society of Latvia and joint benefit is being created at national, regional, and local levels which promotes the presentation of the fundamental values embedded in the Constitution and its introduction in the national mass media space.</p> <p>The tasks of the sub-objective – to develop media literacy – defined in the Guidelines also aim at improving young people’s media literacy. This document treats the media as part of culture shaping the population’s (including young people’s) identity, social and cultural activity.</p>
Summary of Policy Recommendations	<p>The Guidelines lay down the following tasks for improving media literacy among young people:</p> <ol style="list-style-type: none"> 1) include media literacy in the content of education; 2) educate teachers for teaching media literacy at educational institutions; 3) prepare future teachers for teaching mass media literacy at educational institutions; 4) create methodological materials for teachers regarding mass media literacy issues. <p>Upon implementation of the above tasks, it is possible to improve young people’s understanding of Latvia’s cultural treasures, strengthening their reflection in the national media space.</p>

	Particular attention is given to the use of Latvian as a priority which would help develop a Latvian media and cultural environment. Access to trustworthy information and competence to analyse and use it would allow enhancing young people's participation in the decision-making process, youth organisations and youth initiative groups, as well as their involvement in volunteering, physical activities, sports and cultural life.
Keywords	Identity; literacy; media; participation; teacher training; values

	Latvia
Author	Ministry of Culture
Publication Date	2014
Title	Kultūrpolitikas pamatnostādnes 2014.-2020.gadam "Radošā Latvija"
Government Department	Ministry of Culture
URL	https://likumi.lv/doc.php?id=267970
Overview of Content	<p>The Cultural Policy Guidelines 2014–2020 "Creative Latvia" is a medium-term policy planning document, which lays down the state cultural policy objectives and priorities for the period up to 2020. The purpose of drawing up the Guidelines is to confirm the value of culture and to define areas of action for diverse and sustainable development of culture, which, by promoting state growth and competitiveness, increases everyone's quality of life, preserving and developing Latvia's cultural capital and creativity of its people.</p> <p>The document focuses in particular on young people, i.e. development aspects of their creativity in general formal and non-formal education.</p>
Summary of Policy Recommendations	<p>The following recommendations are directly attributable to young people's cultural literacy:</p> <ol style="list-style-type: none"> 1) offer pupils a "culture school bag" to provide direct access for children and young people to professional culture and art; 2) increase state investment in all levels of cultural education, e.g. not only for training children and young people but also for training teachers. <p>The Guidelines contain also other recommendations indirectly raising cultural awareness among young people, e.g.:</p> <ol style="list-style-type: none"> 1) ensure high-quality and multi-faceted development of and access to cultural services; 2) create a favourable environment for the creation of new cultural values, preservation of and access to the inherited ones, etc.
Keywords	Access; creative; investment; teacher training; values

	Latvia
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Author	The Ministry of Education and Science
Publication Date	2008
Title	Jaunatnes likums
Government Department	The Ministry of Education and Science
URL	https://likumi.lv//ta/id/175920?&search=on
Overview of Content	The Law aims to improve the life quality of young people (aged 13–25) by promoting their initiatives, the virtue of work and patriotism, participation in the decision-making process and social life, as well as by supporting youth work. Involvement of children and young people in cultural life is regarded by the Law to be an essential and useful leisure activity. Cultural literacy is addressed by the Law mainly indirectly alongside other areas related to the life of young people by setting out specific tasks intended for improvement of their cultural competence.
Summary of Policy Recommendations	<ol style="list-style-type: none"> 1) Provide an opportunity for young people to take an active part in cultural activities without discrimination. 2) Promote intercultural dialogue in all stages of youth policy development and implementation. 3) With the assistance of the Youth Consultative Commission, make proposals for young people’s involvement in cultural activities. 4) Involve youth in decision making in relation to cultural activities. 5) Facilitate development of non-formal education, including the one related to the field of culture. Non-formal education aims to provide knowledge, develop skills, competences and attitudes, as well as foster comprehensive development of young people. The task of youth centres is to implement non-formal education activities, projects and programmes. 6) Make the information satisfying young people’s development needs available to them.
Keywords	Knowledge; participation; skills; values

	Latvia
Author	Ministry of Culture
Publication Date	2018
Title	Sieviešu un vīriešu vienlīdzīgu tiesību un iespēju veicināšanas plāns 2018.–2020. gadam
Government Department	Ministry of Culture
URL	https://likumi.lv/ta/en/en/id/300170
Overview of Content	The Plan is designed to implement an effective and sound state policy aimed at promoting equal rights and opportunities between women and men. The Plan defines measures for the transfer of the equality principles laid down in legislation to practice as far as possible, e.g. by facilitating the involvement of men in childcare and encouraging them to do their share of family tasks, by

	<p>exploring the major causes underpinning the pay gap between women and men in certain sectors, by enhancing zero tolerance of violence against women.</p> <p>To raise public awareness of gender equality issues, channelling of information on policy results to the public will be enhanced, while highlighting the importance of gender equality in the day-to-day life. In this context, particular attention is paid to information activities targeted at children and young people.</p>
Summary of Policy Recommendations	<ol style="list-style-type: none"> 1) Implement awareness-raising activities aimed at young people concerning equality between women and men, paying special attention to youth in order to facilitate respectful and equal relationships between boys and girls. 2) Organise activities which would prevent violence against women, including violence among young people. 3) Carry out in-depth studies that would reveal the reasons for the differences between boys and girls and would help reduce the risk of early school leaving; studies show that boys are at greater risk of early school leaving. 4) Integrate the principle of equal rights and opportunities between women and men in teaching and career guidance materials at schools.
Keywords	5) Gender equality; human rights; participation; school curriculum

	Latvia
Author	Ministry of Defence
Publication Date	2011
Title	Nacionālās drošības koncepcija
Government Department	Ministry of Defence
URL	https://likumi.lv//ta/id/227460?&search=on
Overview of Content	The National Security Concept is a document developed on the basis of the Analysis of Danger to the State. The National Security Concept lays down the strategic basic principles, priorities and measures of danger prevention to be taken into account when drawing up new policy planning documents, legislation and action plans in the field of national security.
Summary of Policy Recommendations	<ol style="list-style-type: none"> 1) In order to prevent any threat to the unity of civil society, as well as the division of society resulting from treatment of specific matters of history, it is necessary to create a common cultural, educational, language, information and socio-economic environment. 2) To strengthen civic awareness and values, as well as belonging to Europe in society, particularly among pupils and young people, special attention should be paid to the education policy and environment in which young people gain basic knowledge and understanding of the state. It is of general interest of Latvia that the education system enhancing cultivation of the

	<p>sense of belonging and loyalty to the state of Latvia and the European cultural space be created.</p> <p>3) The regions of Latvia should be supported in their endeavours to develop cultural life. The state should provide support to cultural associations and NGOs of ethnic minorities by opening up opportunities for ethnic minorities to develop their cultural traditions and forge ethnic identity.</p> <p>4) The policy for integration of society should encompass not only the national level but also the European one. It should also contribute to the integration of Latvian society into a broader space of European values and culture by strengthening the European identity and understanding of Latvia as a European country.</p>
Keywords	Europe; identity; minorities; social cohesion; values

	Latvia
Author	Ministry of Education and Science
Publication Date	2009
Title	Jaunatnes politikas pamatnostādnes 2009.–2018. gadam
Government Department	Ministry of Education and Science
URL	http://www.youthpolicy.org/national/Latvia_2009_Youth_Policy_Guidelines.pdf
Overview of Content	The Youth Policy Guidelines 2009–2018 are a long-term policy planning document intended for 10 years. The Guidelines aim to harmonise and coordinate the implementation of youth policy, identifying the priority areas of action and assessing the policy results, as well as shaping a vision of development in relation to the quality of young people’s lives and the implementation of youth policy.
Summary of Policy Recommendations	<p>1) Enhance youth participation in the decision-making process, youth organisations and youth initiative groups, as well as their involvement in voluntary work, physical activities, sports and cultural life.</p> <p>2) Introduce a system of measures for youth work, ensure specialist training for youth work, create and develop a network of youth centres and a range of services, promote involvement in voluntary work, physical activities, sports and cultural life, enhance a healthy lifestyle of young people, etc.</p> <p>3) In order to reduce gaps between regions and inequalities between different social groups regarding access to high-quality cultural services, the Ministry of Culture had developed the Cultural and Creative Industry Education Development Programme 2009–2013. Unfortunately, due to a drop of funding, it was impossible to achieve the objectives presented in the Programme.</p>
Keywords	Access; funding; health; participation; sport

	Latvia
Author	Ministry of Education and Science
Publication Date	2009
Title	Jaunatnes politikas valsts programma 2009.–2013. gadam
Government Department	Ministry of Education and Science
URL	https://likumi.lv/ta/id/196801-par-jaunatnes-politikas-valsts-programmu-2009-2013-gadam
Overview of Content	<p>The National Youth Policy Programme 2009–2013 aims to ensure the implementation of the Youth Policy Guidelines 2009–2018 in 2009–2013. To achieve the objective of the youth policy, the Guidelines set the following sub-objectives of youth policy which are also the sub-objectives of the Programme:</p> <ol style="list-style-type: none"> 1) develop coordination of youth policy by enhancing cooperation and coherence of action between people involved in the implementation of youth policy by supporting youth work in local governments, facilitating increased awareness of young people and understanding of youth, as well as by improving international cooperation in the field of youth policy; 2) enhance participation of young people in decision making, youth organisations and youth initiative groups, as well as their involvement in voluntary work, physical activities and cultural life; 3) promote socio-economic growth of young people, their competitiveness and integration in society.
Summary of Policy Recommendations	<p>In the framework of sub-objective 2 and in compliance with Article 8 of the Youth Law, enhance young people’s non-formal education, volunteering, physical activities and involvement in cultural life as essential and useful leisure activities:</p> <ol style="list-style-type: none"> 1) promote youth access to the minimum “basket of cultural services” by providing an opportunity for them to attend educational events on professional art free of charge or at reduced cost; 2) develop intercultural education in formal, non-formal, special and interest education for children and young people; 3) facilitate access to cultural education and the role of cultural education in the context of lifelong learning of youth.
Keywords	Access; integration; international; participation

	Latvia
Author	Ministry of Education and Science
Publication Date	2013

Title	Noteikumi par valsts vispārējās vidējās izglītības standartu, mācību priekšmetu standartiem un izglītības programmu paraugiem
Government Department	Ministry of Education and Science
URL	https://likumi.lv/doc.php?id=257229
Overview of Content	The Regulations prescribe: <ol style="list-style-type: none"> 1) the state general secondary education standard which lays down the main objectives and tasks of general secondary education programmes, the mandatory content of general secondary education and the basic principles and procedures for the evaluation of general secondary education acquired by educatees; 2) general secondary education subject standards; 3) sample education programmes that fulfil the requirements of the state general secondary education standard according to the directions of education programmes.
Summary of Policy Recommendations	The state general secondary education standard provides for the following recommendations in the spheres related to cultural literacy: <ol style="list-style-type: none"> 1) raise awareness of the role of the Latvian language in a multicultural society; 2) improve the competences of the Latvian language, minority language (in ethnic minority education programmes) and foreign languages as a means for mental and intellectual development and self-empowerment in a multicultural society; 3) improve understanding of cultural diversity in the context of cultural values of Latvia and the world; 4) promote personal interest in and understanding of one's place in society, cultural heritage of Latvia and the world, responsible participation in creation of the cultural environment on the basis of democratic principles and human values; 5) improve understanding of socio-economic regularities of society formation and the diversity of its structure; 6) enhance development of educatees in order for them to develop mentally, emotionally and physically strong personalities.
Keywords	Democracy; diversity; global; heritage; language; school curriculum; values

	Latvia
Author	Ministry of Education and Science
Publication Date	2014
Title	Izglītības attīstības pamatnostādnes 2014.-2020. gadam
Government Department	Ministry of Education and Science

URL	https://likumi.lv//ta/id/266406?&search=on
Overview of Content	<p>The Education Development Guidelines 2014–2020 are a medium-term policy planning document laying down the basic principles, objectives and areas of action of the education development policy for a period of seven years. Given that education processes affect every individual directly across all age groups, the Guidelines cover all types and degrees of education. The complex solutions offered by the Guidelines will ensure a wide range of opportunities for improving one’s individual skills and abilities and will enhance involvement in the preservation of cultural and historical heritage and in civic activities.</p>
Summary of Policy Recommendations	<ol style="list-style-type: none"> 1) To improve the content of education targeted at the competences required in the knowledge society and the one promoting creativity, innovation and a healthy lifestyle, support to the implementation of modular education programmes and the provision of professional competence programmes should be provided by including modules, such as “language and cultural awareness and expression”, in each modular vocational education programme. 2) Opportunities offered by non-formal education and access of children and young people to them should be expanded. 3) To strengthen civic awareness of children and young people and their competences and skills required in the 21st century, including creativity and also skills of cultural awareness and expression, the following aspects pertaining to children and young people should be enhanced: shaping national identity, acquiring knowledge of cultural and historical heritage, creating new cultural values, as well as consolidation, integration and socialisation of children and young people of different nationalities. 4) Sustainable cooperation between the sector of culture and that of education should be supported to enhance access to education offer by cultural institutions in the long term, highlighting cultural education that promotes innovation development and technical innovation. 5) In the context of expanding educational opportunities, the need to ensure long-term access to cultural education offer by cultural institutions, including cultural memory institutions (museums, archives, libraries) during the formal and non-formal education process has been highlighted. The role of libraries, museums, cultural centres and cultural education institutions in improving people’s knowledge and skills throughout their lives is still underestimated. 6) The role of interest education should be increased to preserve, improve and provide access to cultural and historical heritage of Latvia, to strengthen national identity, with particular focus on the preparation of the Latvian School Youth Song and Dance Celebration. Support to vocational education institutions, including the creation and improvement of cultural institutions’ infrastructure, should be ensured.

	7) Stable and sustainable cooperation between the cultural and education sectors should be enhanced. It would help to ensure access to the cultural education offer by cultural education institutions throughout the process of formal and non-formal education in the long term.
Keywords	Access; creative; health; heritage; identity; knowledge; skills

	Latvia
Author	Ministry of Education and Science
Publication Date	2014
Title	Noteikumi par valsts pamatizglītības standartu, pamatizglītības mācību priekšmetu standartiem un pamatizglītības programmu paraugiem
Government Department	Ministry of Education and Science
URL	https://likumi.lv/doc.php?id=214039
Overview of Content	<p>The Regulations prescribe:</p> <ol style="list-style-type: none"> 1) the state basic education standard which lays down the key objectives and tasks of basic education programmes, the mandatory content of basic education, the principles and procedure for evaluating basic education acquired by educatees; 2) basic education subject standards; 3) sample basic education programmes according to educational attainment forms and specific types of education programmes. <p>The content of basic education is comprised of the following fields of education:</p> <ul style="list-style-type: none"> - language; - basics of technologies and sciences; - a human being and society; - arts. <p>Different types of cultural literacy are highlighted with regard to many subjects.</p>
Summary of Policy Recommendations	<p>The most important tasks of basic education in relation to the cultural sphere are as follows:</p> <ol style="list-style-type: none"> 1) form a basic conception of Latvian, European and world cultural heritage; 2) cultivate communication and cooperation skills; 3) provide an opportunity to gain experience in creative activity; 4) provide an opportunity to acquire basic knowledge and skills of language; 5) encourage educatees to express themselves in creative works, participate in artistic activity (e.g. to sing, play, draw, mould, write), develop perception of artistic works.

Keywords	Creative; Europe; heritage; language; knowledge; school curriculum; skills
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	Latvia
Author	Ministry of Education and Science
Publication Date	2014
Title	Jaunatnes politikas pamatnostādnes 2015.–2020.gadam
Government Department	Ministry of Education and Science
URL	http://www.izm.gov.lv/images/sabiedriska_lidzdaliba/aktualitates/IZMPamn2015-2020_26022015.pdf
Overview of Content	<p>The Youth Policy Guidelines 2015–2020 are a medium-term policy planning document for six years aimed to improve young people’s life quality by ensuring the implementation and coordination of a coherent youth policy at all levels and by identifying priority areas of action and policy results. The Guidelines set out the basic principles of youth policy, values and major challenges, identify areas of action, the key tasks and the results to be achieved.</p> <p>Among other basic principles (participation, access to information, equal opportunities – which includes an opportunity to take an active part in cultural activities, favourable economic preconditions, mobility and ensuring international cooperation, peculiarities of territorial development and the pursuit of interests, ensuring cross-sectoral cooperation) of youth policy implementation, the emphasis is placed on the pursuit of youth interests, i.e. assessment of young people’s interests, rights, needs and opportunities when addressing youth-related issues.</p>
Summary of Policy Recommendations	<p>The area of action “Education and Training” includes the following tasks:</p> <ol style="list-style-type: none"> 1) enhance professional development of local government employees involved in youth work; 2) expand, support and develop the network of youth information points in regions and improve professional competency (in the youth information field) of specialists and other actors involved in youth work on a regular basis; 3) develop a uniform model for development of youth non-formal education and its recognition at the state level, enhancing the use of non-formal education methods as well; 4) promote young people’s mobility (especially the one facilitating learning and volunteering) and their participation in various mobility programmes. <p>The area of action “Participation” includes task 3.6 “provide access to up-to-date information that is easy to understand and that is related to young people’s rights, obligations, responsibility and opportunities”, which also includes development of youth portal www.jaunatneslietas.lv in</p>

	cooperation with ministries and institutions (3.6.1) and “promote the Latvian Cultural Canon and introduce it in the formal and non-formal education process, including the creation of its digital version targeted at children and young people”(3.6.6).
Keywords	Access; creative; digital; language; participation

	Latvia
Author	Ministry of Education and Science
Publication Date	2015
Title	Izglītības attīstības pamatnostādņu 2014.-2020. gadam īstenošanas plāns 2015.-2017.gadam
Government Department	Ministry of Education and Science
URL	https://likumi.lv//ta/id/274936?&search=on
Overview of Content	<p>The Implementation Plan 2015–2017 for Education Development Guidelines 2014–2020 is a policy planning document developed to ensure the attainment of the objective specified in the Education Development Guidelines 2014–2020 by implementing the tasks and measures laid down in the Plan.</p> <p>To attain the objective and sub-objectives defined in the Guidelines, 12 areas of action have been identified:</p> <ol style="list-style-type: none"> 1) Improving the content of education targeted at the competences required in the knowledge society and the one promoting innovation and a healthy lifestyle. 2) Boosting motivation and capacity-building of teachers and academic staff. 3) Providing the educational environment and education process that the 21st century demands. 4) Implementing the principle of inclusive education and reducing the risk of social exclusion. 5) Developing the career education system and ensuring access to services. 6) Reducing the number of early school leavers and those without educational attainment. 7) Widening opportunities available for children and young people beyond formal education and access to these opportunities. 8) Expanding education opportunities for adults. 9) Improving the education quality monitoring system. 10) Managing effective financial resources allocated for education. 11) Putting the network of educational institutions in order. 12) International competitiveness of education.
Summary of Policy Recommendations	1) Motivate children and young people to participate in non-formal education events, including those of interest education.

	<ol style="list-style-type: none"> 2) Strengthen pupils' civic awareness (involvement of children and young people in the celebration of the centenary of the proclamation of the Republic of Latvia and other events of national significance). 3) Create a support system for development of individual abilities of educatees. 4) Provision of access to cultural education services at basic and secondary education levels. 5) Enhance shaping of children and young people's national identity (the preparation and implementation of the XI School Youth Song and Dance Celebration). 6) Ensure participation of young people at the Baltic Student Song and Dance Festival "Gaudeamus" (preparation for participation of Latvia's students at the XVIII Baltic Student Song and Dance Festival "Gaudeamus"). 7) Organise open project competitions at youth centres. 8) Support the implementation of non-formal education projects (implementation of the National Youth Policy Programme). 9) Implement youth training, learning, mobility and experience sharing at local, regional, national and/or international levels. 10) Ensure improvement of youth workers' professional competence. 11) Support measures targeted at promotion of youth volunteering. 12) Support diaspora in its endeavours to acquire the Latvian language and culture. 13) Improve the regulatory framework by defining youth non-formal education and by specifying the type of youth non-formal education programme in the Education Law. 14) Promote development of the system concerning the recognition and assessment of skills acquired through youth non-formal education.
Keywords	Diaspora; heritage; performing arts; participation; skills; teacher training

	Latvia
Author	Ministry of Education and Science
Publication Date	2016
Title	Jaunatnes politikas īstenošanas plāns 2016.–2020. gadam
Government Department	Ministry of Education and Science
URL	https://likumi.lv//ta/id/281546?&search=on
Overview of Content	The Youth Policy Implementation Plan 2016–2020 is a medium-term policy planning document for the next five years. It aims to improve young people's life quality by ensuring the implementation and coordination of a coherent youth policy at all levels and by identifying priority areas of action and policy results. The Plan sets out the basic principles of youth policy, values and

	major challenges, identifies areas of action, the key tasks and the results to be achieved. The Plan looks at the implementation of youth policy as an opportunity to make a strong contribution to address challenges, such as rapidly ageing population, employment, development of creative industries, technologies and innovation both in Latvia and at pan-European level.
Summary of Policy Recommendations	<p>The area of action “Education and Training” includes the following tasks:</p> <ol style="list-style-type: none"> 1) enhance professional development of local government employees in their youth work; 2) expand, support and develop the network of youth information points in regions and develop professional competence (in the youth information field) of specialists and other actors involved in youth work on a regular basis; 3) develop a uniform model for development of youth non-formal education and its recognition at the state level, enhancing the use of non-formal education methods as well; 4) promote young people’s mobility (especially the one facilitating learning and volunteering) and their participation in various mobility programmes. <p>Ensure within the area of action “Participation” access to up-to-date information that is easy to understand and that is related to young people’s rights, obligations, responsibility and opportunities, which also include development of youth portal www.jaunatneslietas.lv in cooperation with ministries and institutions and “promote the Latvian Cultural Canon and introduce it in the formal and non-formal education process, including the creation of its digital version targeted at children and young people”.</p>
Keywords	Business; digital; Europe, economy; employment; participation; teacher training; values

	Latvia
Author	Ministry of Education and Science
Publication Date	2016
Title	Valsts valodas politikas pamatnostādnes 2015.-2020.gadam
Government Department	Ministry of Education and Science
URL	https://likumi.lv/doc.php?id=270016
Overview of Content	<p>The Official Language Policy Guidelines 2015–2020 are a medium-term policy planning document which lays down the basic principles, objectives, areas of action and tasks of the official language policy for the next six years.</p> <p>Since the official language policy processes directly affect every inhabitant of Latvia, the Guidelines apply to all demographic groups of Latvia. The role of young people is emphasised in two areas of action:</p> <ol style="list-style-type: none"> 1) Official Language Education Policy;

	2) Ensuring Public Participation in the Implementation of the Official Language Policy and Development of the Latvian Language.
Summary of Policy Recommendations	<ol style="list-style-type: none"> 1) Improve children and young people's proficiency of the Latvian language. 2) Ensure support to children, who have re-emigrated to Latvia, during the process of their integration into the education system of Latvia. 3) Provide the systemic opportunity to teach the Latvian language and literature at educational institutions which implement education programmes of ethnic minorities. 4) Ensure improvement of professional competence of pre-school teachers and of those teaching the Latvian language. 5) Ensure access to electronic educational materials for the acquisition of Latvian. 6) Ensure financial support to the acquisition of Latvian as a foreign language at foreign universities; enhance cooperation between Latvian and foreign universities to enable students to learn Latvian. 7) Provide support to young people from diaspora to acquire Latvian. 8) Support and enhance development and promotion of the Latvian language by means of literature and art. 9) Provide support for protection and development of the cultural environment of the Latvian language.
Keywords	Funding; integration; international; language; minorities; teacher training

	Latvia
Author	Ministry of Education and Science
Publication Date	2016
Title	Jaunatnes politikas valsts programma 2016. gadam
Government Department	Ministry of Education and Science
URL	http://www.izm.gov.lv/images/jaunatne/Jaunatnes_politikas_valsts_programma_2016.pdf
Overview of Content	The National Youth Policy Programme 2016 was developed on the basis of the Youth Law, Youth Policy Guidelines 2009–2018 and Cabinet of Ministers regulations. It focuses on target-oriented cooperation between local governments, youth organisations and associations involved in youth work to create a favourable environment for the proper and comprehensive development of young people. The National Youth Policy Programme 2016 aims to ensure informative, methodological and financial state support for the creation of a favourable environment, which would help young people to start living their own independent lives as responsible members of society, by ensuring coordination and development of youth work in Latvia. The Programme envisages

	support to capacity building of youth workers employed by local governments.
Summary of Policy Recommendations	<p>It is important to ensure:</p> <ol style="list-style-type: none"> 1) state support to the implementation of youth policy in local governments (continue supporting and developing the network of youth centres in Latvia since they strengthen young people's sense of belonging to the state, enhance the acquisition of the necessary knowledge beyond formal and interest education, create favourable conditions for intellectual and creative development of young people, foster intercultural dialogue, etc.; continue the established traditions by organising international youth days, competitions, experience-sharing events); 2) support measures (non-formal education activities) for enhancing social inclusion of young people; 3) support to initiatives proposed by youth organisations since young people use initiatives as a way of non-formal learning; 4) research and information support; 5) international cooperation in the field of youth policy.
Keywords	Creative; integration; international; investment; knowledge

	Latvia
Author	Ministry of Education and Science
Publication Date	2017
Title	Jaunatnes politikas valsts programma 2017. Gadam
Government Department	Ministry of Education and Science
URL	http://www.izm.gov.lv/images/jaunatne/JPV_2017.pdf
Overview of Content	The National Youth Policy Programme 2017 was developed on the basis of the Youth Law, Youth Policy Guidelines 2016–2020 and Cabinet of Ministers regulations. The Programme aims to ensure informative, methodological and financial state support for the creation of a favourable environment, which would help young people to start living their own independent lives as responsible members of society, by ensuring coordination and development of youth work in Latvia.
Summary of Policy Recommendations	<p>Youth policy priorities for 2017:</p> <ol style="list-style-type: none"> 1) enhance planning of long-term youth work at local and regional levels; 2) support the development of the functioning of youth organisations, including cooperation with the state and local governments, as well as with international institutions active in the field of youth policy; 3) develop a uniform model for the recognition of youth non-formal education at national level;

	<p>4) enhance professional development of those involved in youth work.</p> <p>Professional youth workers who, after completing their professional development programme, organise informative and educational events in a given administrative territory are required to ensure cooperation between national and local authorities and involvement in international cooperation networks. The following activities should be supported: educational seminars, experience-sharing meetings, attraction of specialists. To facilitate youth participation and involvement in social life and enhance the acquisition of the necessary knowledge and skills beyond formal education, interest and non-formal education initiatives generated by youth organisations and centres, which create favourable conditions for intellectual and creative development of young people, should be supported.</p>
Keywords	Creative; investment; knowledge; skills; teacher training

	Latvia
Author	Ministry of Education and Science
Publication Date	2017
Title	Jaunatnes politikas valsts programma 2018. gadam
Government Department	Ministry of Education and Science
URL	https://jaunatne.gov.lv/sites/default/files/web/Valsts_programma/2017/jpvp2018.pdf
Overview of Content	The National Youth Policy Programme 2018 was developed on the basis of the Youth Law, Youth Policy Guidelines 2016–2020 and Cabinet of Ministers regulations. The Programme aims to ensure informative, methodological and financial state support for the creation of a favourable environment, which would help young people to start living their own independent lives as responsible members of society, by ensuring coordination and development of youth work in Latvia.
Summary of Policy Recommendations	<p>Youth policy priorities for 2018 are as follows:</p> <ol style="list-style-type: none"> 1) enhance planning of long-term youth work at local and regional levels; 2) support initiatives by youth organisations to promote youth participation; 3) develop a uniform model for the recognition of youth non-formal education at national level; 4) enhance professional development of those involved in youth work. <p>Professional youth workers who, after completing their professional development programme, organise informative and educational events in a given administrative territory are required</p>

	<p>to ensure cooperation between national and local authorities and involvement in international cooperation networks.</p> <p>The following activities should be supported: educational seminars, experience-sharing meetings, attraction of specialists. To facilitate youth participation and involvement in social life and enhance the acquisition of the necessary knowledge and skills beyond formal education, interest and non-formal education initiatives generated by youth organisations and centres, which create favourable conditions for intellectual and creative development of young people, should be supported.</p>
Keywords	Creative; investment; participation; teacher training

	Latvia
Author	The Ministry of Environmental Protection and Regional Development
Publication Date	2010
Title	Latvijas ilgtspējīgas attīstības stratēģija līdz 2030. gadam
Government Department	The Ministry of Environmental Protection and Regional Development
URL	http://polsis.mk.gov.lv/documents/3323
Overview of Content	<p>The Sustainable Development Strategy of Latvia until 2030 identifies four areas underpinning the future of Latvian society: innovation, tolerance, cooperation and participation.</p> <p>The Strategy sets out seven priorities:</p> <ol style="list-style-type: none"> 1) Development of cultural space (preservation, interaction and enrichment of cultural space); the objective of the priority is to preserve and develop Latvian cultural capital and promote the sense of belonging to the Latvian cultural space by developing competitive national identity based on public creativity and by creating high-quality cultural environment in Latvia; 2) Long-term investment in human capital; 3) Change of paradigm in education; 4) Innovative and eco-efficient economy; 5) Nature as future capital; 6) Spatial development prospects; 7) Innovative governance and public participation.
Summary of Policy Recommendations	<p>The key directions of Priority 1 are as follows:</p> <ol style="list-style-type: none"> 1) Strengthening the sense of belonging to the Latvian cultural space. One of the objectives is to enhance culture exports and cultural diplomacy, i.e. to develop the export potential of creative industry based on culture. When developing an offer of competitive cultural education programmes in music, visual arts, cinema, architecture, etc., opportunities for exporting vocational secondary and higher education leading to careers in cultural and creative fields should also be increased. 2) Building a creative society. <ul style="list-style-type: none"> - Ensure cultural education to develop creativity of every individual. Music and art schools form a significant part of

	<p>cultural education in Latvia. In the broad sense, cultural education encompasses not only professional education in the music, arts and cultural sectors but also satisfies lifelong education needs of an individual. Participation in cultural education programmes enables any individual to develop his/her talents and put them into practice;</p> <ul style="list-style-type: none"> - Creativity as an integral part of education programmes (establish an environment conducive to creativity; help children and young people become creative individuals, the ones who understand culture and use it on a regular basis.) - Creative urban environment and development of creative industries. - Potential use of the cultural heritage to develop creative tourism (understanding of the intangible cultural heritage as unique value tourists have had limited access to so far should also be enhanced in parallel with promotion of the tangible cultural heritage.) - Expanding the digital cultural space of Latvia. - Public participation in the creation of cultural processes. <p>Within the context of Priority 3, it is essential to facilitate the change of paradigm in education, i.e. transition from the education system aimed at logical thinking and intellect to the one fostering imagination, intuition, emotions, creative ideas, which develops critical thinking and is capable of generating new visions and values. It is necessary to create a general and cultural education system management model in which parents, teaching staff, educatees and educational establishments are aware of their shared responsibility for providing high-quality education.</p>
Keywords	Art and design; creative; identity; participation; performing arts; tolerance; tourism

	Latvia
Author	Ministry of Environmental Protection and Regional Development
Publication Date	2013
Title	Informācijas sabiedrības attīstības pamatnostādnes 2014.–2020.gadam
Government Department	Ministry of Environmental Protection and Regional Development
URL	https://likumi.lv/doc.php?id=260931
Overview of Content	The objective of the Guidelines: create a knowledge-based economy and improve the overall quality of life by providing contribution to an increase in efficiency of public administration and competitiveness of the country, economic growth and job creation through providing an opportunity for each individual to use the opportunities offered by information and communication technologies. Young people are referred to as a target group which requires particular attention. Various measures aimed at

	improving young people's ICT skills and addressing internet security issues have been set out in the Guidelines since studies show that today's young people obtain the bulk of information digitally.
Summary of Policy Recommendations	<p>The following recommendations are attributable to young people's cultural literacy indirectly:</p> <ol style="list-style-type: none"> 1) inform and educate the public, especially children and young people, about internet content concerning security, i.e. about possible risks and threats present in the internet environment; 2) continue to organise awareness raising and education campaigns targeted at the public and businesses concerning new topics and development trends; this should be done in cooperation with public institutions; 3) provide support to all groups in society, in particular children and young people, in their endeavours to acquire education in the ICT field also through non-formal learning; 4) development of ICT education should be balanced with the acquisition of social skills to prepare comprehensively developed and competitive young people for the labour market; 5) adopt measures also for other target groups, such as teachers, librarians-consultants, young people and children, as well as the young people exposed to the risk of social exclusion.
Keywords	Digital; economic growth; employment; knowledge; skills

	Latvia
Author	Ministry of Welfare
Publication Date	2015
Title	Iekļaujošas nodarbinātības pamatnostādnes 2015.–2020. gadam
Government Department	Ministry of Welfare
URL	https://likumi.lv//ta/id/273969?&search=on
Overview of Content	<p>The Inclusive Employment Guidelines are a medium-term planning document developed to facilitate the emergence of a more inclusive labour market over the next seven years. This will be achieved by making full use of Latvia's human potential, including the reduction of social consequences of unemployment by supporting labour market re-entry for the unemployed and remaining in the labour market of representatives of the groups at risk of social exclusion for as long as possible, as well as by improving job quality.</p> <p>The Guidelines are aimed at enhancing instruments of the active labour policy by improving support to the unemployed provided in the framework of the active labour market policy instruments. To achieve the target set to address the problems identified, the following areas of action have been provided: an inclusive labour</p>

	<p>market, a balanced labour market, an enabling environment for employment.</p> <p>The lack of education and work experience, as well as insufficient life skills and competences place a major brake on integration of young people into the labour market.</p>
Summary of Policy Recommendations	<p>To ensure a fully-fledged public participation in the cultural life of society, the following processes of social inclusion should be promoted:</p> <ol style="list-style-type: none"> 1) ensure that young people have an opportunity to integrate into the labour market after mastering the necessary skills provided by non-formal education; 2) ensure development of young people's skills required by the labour market in the NGO sector; 3) provide an opportunity for unemployed young people aged 15–24, who have not acquired vocational education or have not been employed before, to become acquainted with three professional areas by working in each of them for three weeks to gain the first experience necessary for unemployed young people to choose the area of education and professional activity.
Keywords	Business; employment; skills

	Latvia
Author	Saeima
Publication Date	2010
Title	Elektronisko plašsaziņas līdzekļu likums
Government Department	Saeima
URL	https://likumi.lv/doc.php?id=214039
Overview of Content	<p>This Law regulates operational procedures and rules of the electronic media under Latvian jurisdiction. One of the objectives of the Law relates to the cultural field, i.e. to enhance integration of society on the basis of the Latvian language; when implementing the requirements of the Official Language Law, full implementation of the constitutional functions of Latvian as the official language of Latvia has to be enhanced, while at the same time electronic media have the right to use languages of ethnic minorities and other languages.</p> <p>Young people's cultural literacy is regulated by the Law both directly by specifying the activities which, under the Law, are attributable to young people and indirectly by considering functioning and dissemination of culture through the media among the public, including children and young people.</p>
Summary of Policy Recommendations	<p>Recommendations related to children and young people's cultural literacy:</p> <ol style="list-style-type: none"> 1) ensure informational, educational, cultural and entertainment resources suitable for children and young people;

	<ul style="list-style-type: none"> 2) ensure informative protection of minors and the fight against any incitement to hatred on grounds of race, sex, religion, nationality or ethnicity in the media; 3) not to release audio and audiovisual works which can be harmful for physical, mental and moral development of minors; 4) evaluate, preserve and disseminate the national and European cultural heritage; 5) promote respect for the Latvian language, promote the history and cultural values of Latvia; 6) enhance the sense of national identity in Latvia, Europe and globally, as well as manifestations and development of the regional and local identity in Latvia.
Keywords	Digital; heritage; language; media; minorities; values

Slovakia

	Slovakia
Author	Bagalová, L.
Publication Date	2017
Title	Aktivizujúce metódy výučby v globálnom rozvojovom vzdelávaní
Government Department	The Ministry of Education, Science, Research and Sport, The National Institute for Education
URL	http://www.statpedu.sk/files/articles/dokumenty/ucebnice-metodiky-publikacie/globalne_vzdelavanie_metody_vystup-phu_20.pdf
Overview of Content	The guidance is published by the National Institute for Education, a government-associated institute. The guidance presents an overview of selected activating teaching methods (with examples of their applications) that have the potential to increase the effectiveness of global development education in primary and secondary schools. The author argues that an important condition for the effectiveness of global development education is the use of activating teaching methods, which together with relevant content, contribute to the development of the student's life skills as citizens in the global world. Activating methods are teaching practices that make it possible to achieve learning outcomes, in particular on the basis of the students' own educational initiatives. The methods pay attention to activities that aim at equal cooperation between students as well as between teachers, and are orientated towards solving problems. The guidance provides several methods and methodological procedures that are supplemented by the demonstration of activities and experience blocks focused on the development of critical thinking; solving social issues; self-reflection and the understanding of otherness without prejudice and the creation of stereotypes.
Summary of Policy Recommendations	Schools can use methodological guidance as a tool in applying the global approach to teaching. The guidance recommends several activating methods: dialogical (discussion) methods; methods of group teaching and cooperative learning; project methods; methods that develop critical thinking; case methods (including the situational method); role playing (dramatization, production methods); simulation methods; methods of discovery and controlled discovery; and methods of research. The main goals of the above-mentioned methods are as follows: encouraging students' learning initiatives; non-authoritarianism, creation of a free environment for work; promoting creative thinking of pupils by creating conditions for their creative work; enabling the intellectual flexibility of students; encouraging self-assessment in students; developing their sensitivity to other people's problems; supporting students in overcoming failure.
Keywords	Citizenship; global; school curriculum; skills; tolerance

	Slovakia
Author	Biziková, L.

Publication Date	2013
Title	Odporúčania, inšpirácie pre školy k uplatňovaniu globálnej dimenzie vo vyučovaní – aby žiaci vedeli a chceli byť aktívni pri vytváraní spravodlivejšieho sveta
Government Department	The Ministry of Education, Science, Research and Sport, The National Institute for Education
URL	http://www.statpedu.sk/files/articles/nove_dokumenty/ucebnice-metodiky-publikacie/globalne_vzdelavanie.pdf
Overview of Content	The material is presented in an instruction manual for schools from the National Institute for Education. The instruction manual is for teachers and explains other published methodological materials ('We teach in global contexts - Global Education in the subject of Art and Culture at secondary schools'; 'We teach in global contexts - Global Education in the subject of Civic Education at secondary schools'), introducing teachers to websites exploring education in a global dimension, and provides examples of best practices in education from abroad (Czech Republic, Finland). The material highlights a range of issues, such as media representations of the refugee crisis in Europe, and underlines the importance of schools working with children to think about the impact of global interconnections.
Summary of Policy Recommendations	The methodological guide provides recommendations for teachers on the basis of which teachers should be better informed, more effectively cope with myths with global themes, and integrate them more easily into the teaching process. Also, the aim of the recommendations is to use the global education agenda to: sensitise students to accepting the need to participate actively in promoting greater social justice, intercultural dialogue, conflict prevention, and peace; assuage new or unidentified fears that people may have about the processes of globalisation; encourage students to become responsible citizens.
Keywords	Citizenship; conflict resolution; global; participation; teacher training; school curriculum

	Slovakia
Author	Biziková, L and Vargová, D.
Publication Date	2016
Title	Globalizácia, ľudské práva, radikalizácia, extrémizmus, migračná kríza: Ako reagovať v škole na tieto naliehavé a aktuálne témy
Government Department	The Ministry of Education, Science, Research and Sport, The National Institute for Education
URL	http://www.statpedu.sk/files/articles/nove_dokumenty/metodiky/nove-vyzvy-a-potreby-globalizovaneho-sveta-vo-vzdelavani.pdf
Overview of Content	The methodological guide comes from the National Institute for Education, a government-associated institute. The document deals with the themes of global education and at the same time provides methodological insights with regards to the implementation of global educational ideas in the teaching process. The aim of the presented

	text is to offer schools methodological recommendations on how they could approach the perception of current issues such as globalization, active human rights, radicalization in extremism, and the migration crisis within the educational process. The authors link the themes of global dimensions and human rights to identity formation. The document continues with the themes of the radical advocacy of one's own identity and migration. The aim of global education, according to the text, is to prevent and help solve problems with the radical and extreme advocacy of one's own identity that harms others. The document concludes that the recognition and application of a global dimension to the teaching process depends on how well the intersecting notions of identity and culture are explained to pupils and how well the acquired knowledge is applied to the current problems of society. The authors also offer several ideas and resources that can be used in the educational process.
Summary of Policy Recommendations	The text offers concrete methods to prevent radical and extreme behaviour in the teaching process (non-oppositional approach; dialogue and its cultivation; training to prevent and resolve conflicts; development of social skills in students that leads to a deeper understanding of identity. The aim of the recommendations is to direct students towards: perceiving and recognizing current key themes of contemporary world affairs; considering critically and from different perspectives events and controversial issues; communication with people from other countries/cultures with a tendency to accept differences, otherness; understanding the consequences of their actions for the future; acting as responsible citizens; identifying injustice, prejudice, and stereotypes.
Keywords	Citizenship; extremism; global; human rights; identity; minorities; school curriculum

	Slovakia
Author	Bocková, A.
Publication Date	2017
Title	Výchova k hodnotám národného a svetového kultúrno-historického dedičstva
Government Department	The Ministry of Education, Science, Research and Sport, The National Institute for Education
URL	http://www.statpedu.sk/files/articles/nove_dokumenty/metodiky/vychova-k-hodnotam-narodneho-a-svetoveho-kulturneho-a-historickeho-dedicstva.pdf
Overview of Content	The methodological guidelines published by the National Institute for Education provide a brief introduction to education in the values of national and world cultural historical heritage. The author promotes the themes of the preservation and propagation of cultural heritage that should be a fundamental educational principle in every educational process. The document also attempts to enhance understanding of the values of cultural, historical, national and natural heritage in order to understand their significance in national

	and global contexts. The author points out the importance of the recognition of the role of museums, archives and galleries in preserving the intangible and material cultural heritage for future use. The aim of the guidance is also to introduce the history and development of World Heritage Care. The document is devoted to several activities in which students should be able to reflect on the values of world and national cultural heritage.
Summary of Policy Recommendations	The document promotes several suggestions for incorporating values and links to history into teaching. The author recommends several activities that should develop the following competencies for students: the ability to identify intangible cultural heritage; to know the traditions of their ancestors; to explore the differences between the historical regions of Slovakia; recognize the role and importance of museums, archives, galleries and intangible and material cultural social heritage; learning to understand why people from all over the world engage in different traditional cultural and historical values in different regions; to describe the individual historical manifestations of life, to examine the actions of people in given conditions and explain it. The text also proposes a contextual, wider perception of the issues of human values in the past - to perceive diversity of cultural expressions, natural and social conditions of people's lives; linking information from history, biology, arts and music, language and literature.
Keywords	Global; heritage; language; literature; museums; music; skills; the arts; values

	Slovakia
Author	Boršč, M.
Publication Date	2015
Title	Aj nás sa to týka. Podpora a rozvoj globálneho vzdelávania
Government Department	Ministry of Education, Science, Research and Sport, Iuventa
URL	https://www.iuventa.sk/files/documents/publik%C3%A1cie/2015_np%20praktik_aj%20nas%20sa%20to%20tyka%20(ke%20kraj)/iuventa_praktik_aj_nas_sa_to_tyka_print.pdf
Overview of Content	This publication for the Košice Region is the output of the National Project PRAKTIK - Practical Skills through Informal Education in Youth Work, implemented by IUVENTA – The Slovak Institute of Youth and co-funded by the European Social Fund through the Operational Education Program from 20 February 2013 to 31 October 2015. The publication is intended for the target groups of the National PRAKTIK project, especially youth workers (professionals) and youth leaders (volunteers). It delivers information about the state of youth policy in the Košice region, the themes of global education and the creation of an accredited training program “We are also concerned - Support and Development of Global Education.” It also promotes the Youth centre in Košice and the National project contribution of PRAKTIK. The education of young people is discussed mostly in

	chapter 2 - “Support and development of global education” and chapter 3 - “the creation of an accredited training program”. "We are also concerned - Support and development of global education”.
Summary of Policy Recommendations	This document does not offer direct policy recommendations, instead it delivers information about the creation of an accredited training program "We are also concerned - Support and Development of Global Education”. It promotes three educational cycles of the national project PRAKTIK: An entrance education program (Starter), joint theoretical and practical training (Rabaka) and practical joint verification of acquired competencies within the experience learning camps (Experience it - camps).
Keywords	Global; skills; teacher training

	Slovakia
Author	Geudens, T. (Slovak translation: Gič, M and Lenčo, P.)
Publication Date	2016
Title	Bez bariér, bez hraníc
Government Department	Ministry of Education, Science, Research and Sport, Iuventa
URL	https://www.iuventa.sk/files/documents/publik%C3%A1cie/nobarriers_a5_final2.pdf
Overview of Content	The document “Bez bariér, bez hraníc” is a guidance handbook for youth workers and youth project organizers with specific tips and guides on how to better manage activities and projects with young people of mixed abilities. The goal of the handbook is to help them with the preparation of non-formal activities with young people with disabilities and without disabilities and also provide practical travel tips and tutorials to tailor youth programs to the diverse needs of young people. It was published under the ERASMUS+ program. It contains several chapters, that are dedicated to themes such as: “Preparation of international projects for people of mixed abilities”, “International partnerships”, “Creating activities for a group of people of mixed abilities”, etc. The document outlines various strategies and methodical recommendations to improve non-formal activities for young people.
Summary of Policy Recommendations	This guidance handbook promotes strategies and methodical recommendations on how to better manage activities and projects for young people of mixed abilities. It delivers specific tips in the fields of non-formal working with young people, such as: travelling abroad with a group of people of mixed abilities, maintaining motivation while working with young people of mixed abilities, and tips and instructions on how to improve working with people with specific disabilities.
Keywords	Access; funding; international

	Slovakia
Author	Košický Samosprávny Kraj

Publication Date	2016
Title	Východiská pre integráciu marginalizovaných rómskych komunít KSK na roky 2016-2020
Government Department	Košický samosprávny kraj (Košice region)
URL	https://web.vucke.sk/files/socialne_veci/2016/vychodiska-integraciu-mrk-ksk.pdf
Overview of Content	The document contains strategic material that creates a framework for future options in order to solve the problems of marginalized Roma communities within the Košice region. It consists of two main parts - analytical and strategic. Analyses serve as the basis for the proposed objectives and measures, and also as an essential resource of information for the evaluation of the strategic framework and the action plans of individual departments. The strategic framework includes strategic objectives and priorities; priority objectives being the situation of Roma living in the Košice region. Part of the strategic framework is also the mechanism for its implementation. The priority areas of the strategy are education, employment, health, housing, financial inclusion, non-discrimination and access to wider society - an initiative to integrate Roma through communication. For each priority area, there is a defined global goal that is developed into partial goals including defining indicators and their foundational values.
Summary of Policy Recommendations	The recommendations formulated in this strategy are directed towards the requirement of continuity, the regulation of legislation, the setting of processes and the rules of national projects. The document highlights the importance of the extensions of national projects to other municipalities as well, because not all sites that need such help for socially dependent people have access to it. This is why, in the current programme period, it is necessary to ensure good information for the municipalities about opportunities for engaging in projects. The strategy also recommends establishing of special workplaces that increase access to social education for pupils from disadvantaged backgrounds near their places of residence, thereby improving social equality in education and enabling pupils to acquire other competences necessary for life in society. The establishment of such special workplaces corresponds to the OECD recommendation for Slovakia, oriented education policy to support socio-economically disadvantaged pupils.
Keywords	Educational achievement; employment; funding; health; integration; minorities; values

	Slovakia
Author	Macháček, L.
Publication Date	2008
Title	Občiansky deficit mládeže. Politická a občianska participácia študentov na Slovensku
Government Department	Ministry of Education, Science, Research and Sport, Iuventa

URL	https://www.iuventa.sk/files/documents/Publik%C3%A1cie/%C4%8Eal%C5%A1ie%20materi%C3%A1ly/325-deficit-print.pdf
Overview of Content	This document provides guidance for youth civic associations, informal youth groups and youth workers, published by IUVENTA – the Slovak Institute of Youth. It contains three major parts: Political and civic socialization in youth learning, Forms of civil and political participation in youth learning, and Sociological Research for youth learning in Slovakia.
Summary of Policy Recommendations	The guidance does not offer direct policy recommendations, instead it provides useful information for youth civic associations, informal youth groups and youth workers on the themes connected with youth, such as: Interest in Politics, Value Orientation, Elective Behaviour, Citizenship and Non-traditional Forms of Political Participation for Slovak Youth.
Keywords	Citizenship; participation; value

	Slovakia
Author	Marcinek, L.
Publication Date	2015
Title	Svet je rôznorodý, Podpora a rozvoj výchovy k občianstvu a multikulturalite cez zážitok
Government Department	Ministry of Education, Science, Research and Sport, Iuventa
URL	https://www.iuventa.sk/files/documents/publik%C3%A1cie/2015_np%20praktik_svet%20je%20roznorody%20(po%20kraj)/iuventa_praktik_svet_je_roznorody_print.pdf
Overview of Content	This document is a brochure for the promotion of the national project PRAKTIK that aims to enhance practical skills through non-formal learning in youth work. It is supported by the European social fund and is managed by The Slovak Youth Institute – IUVENTA (a semi-autonomous institute affiliated with The Ministry of Education, Science, Research and Sport). The document is intended for active young people, for members of the youth civic community associations, informal youth groups, pupils' school councils, general youth councils or youth parliaments, and also youth workers and the general public. Its ambition is to approach the issue of regional and local youth policy, to point out examples of positive practice, to present the diversity of the Prešov region, as well as the National project PRAKTIK and the Youth Thematic Centre for the Prešov Region. The main objective of this document is to find ways to support more motivated young people in order to participate in the life of their community, school, municipality, town, region; its direct involvement in the preparation and implementation of projects targeted specifically at young people. The youth education is mostly discussed in the chapter that promotes the PRAKTIK project.
Summary of Policy Recommendations	This document promotes programmes focused on non-formal education. It does not offer direct policy recommendations, instead it delivers information about educational blocks focused on the

	development of social skills, such as communication, motivation, teamwork, etc. and discusses several themes in the area of youth education, such as culture, religion, participation, tolerance, extremism. The document also provides several examples of the application of the programs in practice.
Keywords	Diversity; extremism; participation; religion; skills, tolerance

	Slovakia
Author	Ministry of Culture
Publication Date	2007
Title	Návrh Konceptie starostlivosti o tradičnú ľudovú kultúru
Government Department	Ministry of Culture
URL	http://www.rokovania.sk/File.aspx/ViewDocumentHtml/Mater-Dokum-170170?prefixFile=m
Overview of Content	The document is a strategic draft of the Conception approved by the Slovak government. It aims to create appropriate conditions for: the protection, promotion and development of traditional folk culture as part of Slovakia's intangible cultural heritage, the preservation of existing phenomena and expressions of intangible cultural heritage, the creation of a comprehensive information system of intangible cultural heritage with an emphasis on traditional folk culture, the systematic acquisition of data on traditional folk culture, its processing, archiving and dissemination and the application of traditional folk culture in the process of local and regional culture development, as well as in other areas. In its first part, the Conception briefly maps out the foundations and the current situation in the area of the administration of care for traditional folk culture in Slovakia. It also assesses the current state of formal and non-formal education in this area. In the second part, it sets out strategic tasks which are to be implemented by 2020. Several of the tasks are dedicated to education in the area of traditional folk culture. The Conception ends with an annex, which contains the outcomes of the implementation of the tasks resulting from the previous Conception of Care for Traditional Folk Culture.
Summary of Policy Recommendations	The document promotes several strategic tasks which are to be implemented by 2020. In the area of education of traditional folk culture, it suggests: the use of attractive and innovative ways of raising children and youth awareness of traditional folk culture as part of Slovakia's intangible cultural heritage, creating a space for contacting children and young people with accessible forms of traditional folk culture and performing non-formal education in traditional folk culture.
Keywords	Access; folk; heritage

	Slovakia
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Author	Ministry of Culture
Publication Date	2009
Title	Odvetvová koncepcia odborného vzdelávania a prípravy žiakov na výkon povolania a odborných činností v rezorte kultúry
Government Department	Ministry of Culture
URL	http://www.culture.gov.sk/extdoc/7246/Odvetvova_koncepcia_odborneho_vzdelavania_v_rezorte_kultury
Overview of Content	This publication by the Ministry of Culture is the Sectoral concept of vocational education and the training of pupils for to qualify for professions and professional activities in the field of culture. The document contains the aims of the sectoral concept of vocational education and the training of pupils for performance professions and professional activities in the field of culture. The fundamental program changes are to achieve the goals of the Sectoral concept and procedure to ensure changes resulting from the Conception. The main aim of the document is a close cooperation with regards to the direct connection of the school system to the needs of labour, improving the conditions of vocational schools in the individual regions of the Slovak Republic, and empowerment of the role of employers in the cultural sector.
Summary of Policy Recommendations	The document proposes several changes to achieve the goals of the Conception: to promote a closer cooperation between schools and cultural sector institutions; a part of teaching is to aim at gaining practical knowledge and experience in cultural sector institutions through different forms of cooperation e.g. visits, internships and practical lessons; to ensure the training of specialized subjects by qualified teachers; to create the conditions for lifelong learning in the field of culture and the subsequent application to the labour market; to define new types of professions and study fields in the field of culture.
Keywords	Employment; knowledge; school curriculum

	Slovakia
Author	Ministry of Culture
Publication Date	2009
Title	Od kultúrnych hodnôt k hodnote kultúry, Stratégia rozvoja kultúry v Žilinskom samosprávnom kraji
Government Department	Ministry of Culture, the Žilina Higher Territorial Unit
URL	http://www.zilinskazupa.sk/files/odbory/kultura/rok-2008/oprava-stranky/Strategia1.pdf
Overview of Content	The document ‘From cultural values to the value of culture– Strategy for the cultural development in the Žilina higher territorial unit’ is the result of a three-year cultural program of the policy from Amsterdam to Žilina implemented by the Foundation Center for Contemporary Art in cooperation with the Department of Culture in the Žilina higher territorial unit. It contains the initial definition of culture, the importance of local culture for the development of the region; the

	current state and potential of culture in the Žilina higher territorial unit; the most important issues of the creators and disseminators of culture; the funding of culture in the Žilina higher territorial unit; the visions of cultural policy of the Žilina higher territorial unit and the main goals of the long-term development strategy. The document seeks to promote ‘cultural awareness’ of regional cultural identity and cultural values which are deemed to have a positive effect on the relationship between the youth and culture. Several cultural activities for the youth are mentioned (lectures, dialogues, club events, creative workshops, seminars, tours, festivals, exhibitions, concerts, specially conceived cultural and social events that the Žilina higher territorial unit offers).
Summary of Policy Recommendations	The document recommends intercultural dialogue via workshops, cultural events, discussions to support the discovery of other cultures, differences in the understanding of cultural values, attitudes and views of the world. Another recommendations include direct community engagement in culture (in particular the younger generation), income support programs and the creation of cultural values by young people. One of the most important recommendations is the promotion of cultural identity and cultural values in a regional and local context, the creation and development of cultural awareness in the population, the development of cultural awareness and promotion of programs creating a positive relationship with culture. The document highlights the cooperation with community, non-governmental organizations, municipalities and cities, state administration, churches, workingmen’s clubs, community activities, co-organizing cultural events in municipalities and towns of the region, agreements with cities and municipalities on the co-financing of culture. Also international co-operation is essential for the creation of projects, the export and import of cultural values, and increasing the possibilities for the co-financing of international cooperation projects.
Keywords	Funding; identity; international; values

	Slovakia
Author	Ministry of Culture
Publication Date	12/2009
Title	Koncepcia mediálnej výchovy v Slovenskej republike v kontexte celoživotného vzdelávania
Government Department	Ministry of Culture
URL	https://www.zodpovedne.sk/index.php/sk/component/jdownloads/finish/1-knihy-a-prirucky/8-koncepcia-medialnej-vychovy-v-slovenskej-republike-v-kontexte-celozivotneho-vzdelavania?Itemid=0
Overview of Content	This document published by the Ministry of Culture, is drawn up on the basis of a program statement by the Government of the Slovak Republic, in which - for the first time after the establishment of the independent republic - the concept of media education is developed in the context of lifelong learning. The conception builds on key documents of the European Union, the Council of Europe and

	UNESCO, and maps the current state of education in the media field in both the world and in Slovakia, defining the goals, strategy and prerequisites for creating an effective media education system in the context of lifelong learning. The document introduces media education in formal and nonformal ways and provides the essential pillars of media education for pre-school age, primary, secondary schools as well as adults. According to the document, one of the main goals of media education is to teach all age groups responsible access to media and media content, to learn how to use new communication technologies and to protect minors from illegal and inappropriate content.
Summary of Policy Recommendations	The main target of the outlined framework is the integration of media education into the compulsory content of education at primary and secondary schools; as well as the inclusion of media education into the system of lifelong learning. Media education in the content of education is a cross-cutting theme and can be taught individually as a subject, or in the form of separate courses or as an optional course subject. Media education was also incorporated into the mandatory content as a cross-cutting theme in kindergartens, where it is implemented through different school organizational forms and learning. The framework promotes several projects such as 'The project of experimental verification of media education' and 'The project of media education among pedagogical staff'. The aim of the project of media education among pedagogical staff is to strengthen the media and didactic-methodical competencies among teachers, to enable them to acquire knowledge from the field of mass media communication, journalism, pedagogy, psychology, but also extend their competencies in terms of active, critical and responsible use of different types of media and associated materials.
Keywords	Europe; media, school curriculum

	Slovakia
Author	Ministry of Culture
Publication Date	2010
Title	Koncepcia zamerania a podpory výskumu a vývoja v rezorte Ministerstva kultúry Slovenskej republiky na roky 2011 – 2015
Government Department	Ministry of Culture
URL	http://www.mksr.sk/posobnost-ministerstva/kulturne-dedicstvo-/vyskum-a-vyvoj-v-rezorte-kultury-25e.html
Overview of Content	The document provides strategic material approved by the Slovak government. The aim of the research program is to show that the national culture has evolved into a European one and in this context, into European consciousness. Slovakia's contribution to both the European and the world's cultural heritage needs to be intensively explored and made visible to the professional world and consequently also the wider public. Each chapter is dedicated to a specific sub-topic, such as: evaluate and briefly review the R & D challenges by 2010,

	and the current state of preparation of the R & D conception by 2015. The document lists the cultural sector organizations and their outputs. At the end, the document delivers a SWOT analysis of the Conception.
Summary of Policy Recommendations	The document delivers these recommendations: in synergy with other organizational units, to propose conditions for optimal development of scientific research activity in the sector, in co-operation with the Ministry of Commerce, to keep track of the state of science and research outcomes in the institutions, and send the results of organizational research to individual organizational units of the Ministry, to methodologically direct organizations within the ministry's role in relation to the issue of science and research in the field of culture, accreditation of workplaces and if necessary, organizations; the Ministry of Finance have the capacity to prepare an expert seminar, or other appropriate activity on the issue of science and research in the sector.
Keywords	Europe; heritage

	Slovakia
Author	Ministry of Culture
Publication Date	2013
Title	Stratégia rozvoja kultúry Slovenskej republiky na roky 2014- 2020
Government Department	Ministry of Culture
URL	http://www.strategiakultury.sk/sites/default/files/STRATEGIA_ROZVOJA_KULTURY_SR_NA_ROKY_2014-2020.pdf
Overview of Content	The Strategy for the Development of Culture of the Slovak Republic for the period 2014–2020 is published by the Ministry of Culture. The goal of the Strategy is to provide a framework for the development of culture by 2020, which redefines the position of culture in a socio-cultural context and identifies the key priorities for different areas of culture, and to provide an analysis of existing cultural strategies and serve as preparation for further strategic materials and projects in culture. The main premise of the Strategy is to define indicators of progress and prosperity for each region in terms of economy and culture. According to the document, the state needs to create conditions for a functional economic link with the cultural environment so that the economic power fosters culture and fully realizes its cultural potential. The document also contains an overview of the current state of culture in Slovakia. The analysis of the current state of culture in Slovakia points to strong areas such as rich and diverse cultural heritage, a wide network of cultural institutions, a functioning network of special art schools for pupils, etc., as well as to weak areas such as the position of culture in society, insufficient funding for culture, low demand for culture, unclear strategy for the presentation of Slovak culture at home and also abroad, and low emphasis on education for culture in the education process, etc. The identified characteristics of the current state of culture in Slovakia were one of the basic inputs for formulating strategic fields in the development of the Slovak Cultural Development

	Strategy for 2014-2020. The document emphasizes several strategic fields: the formation of cultural needs and demand for culture in education; the preservation and access to cultural heritage; the systematic support of original artwork; the establishment of a functional financing system in the field of culture; the functional model of the use of creativity and culture in the economic development of Slovakia; the systematic support for research in the field of culture; and culture as a cooperation with other states abroad. Based on this strategy, an Action Plan for the Implementation of a Strategic Development of the Creative Industry can be established in the Slovak Republic.
Summary of Policy Recommendations	Within the identified strategic fields, the specific priorities and measures have been developed. In the field of the formation of cultural needs and demand for culture by education, the document highlights the wide presentation of culture to the public with the use of modern technology; the importance of cultural education as an integral part of the education process with an emphasis on the knowledge of Slovak culture and its connection to world culture; promote pupils' out-of-school activities aimed at raising cultural education. The strategy also proposes the following steps: to create an innovative methodology and tools for the realization of educational programs – excursions to cultural institutions, artists in schools, cultural management training, management support and leadership skills, and in the area of evaluation, promoting effective work in cultural institutions.
Keywords	Access; diversity; economic growth; economy; international; school curriculum; skills

	Slovakia
Author	Ministry of Culture
Publication Date	2015
Title	Zákon č. 189/2015 Z. z. (Act no. 189/2015)
Government Department	Ministry of Culture
URL	http://www.culture.gov.sk/pravne-predpisy-v-oblasti-kultury-19b.html
Overview of Content	The Act no. 189/2015 is a law, adopted by the National Council of the Slovak Republic. This Act regulates cultural and educational activity and its implementation; establishment, foundation, merger, cancellation and positioning of cultural and educational facilities; the competence of state administration bodies and local authorities in the field of cultural and educational activities and the registry in the field of cultural and educational activities. It defines cultural and educational activity as an activity that contributes to respect for human rights and the diversity of cultural expression, shaping the cultural way of life, increasing the cultural and educational level of the population of the Slovak Republic, and developing creativity as the basic cultural value of society.
Summary of Policy Recommendations	The law defines the establishment and organization of cultural and educational facilities both with a general focus and with a specialized focus, in particular the observatory and planetarium, with both national

	and regional competences. It calls for development of non-formal education in the field of cultural and educational activity.
Keywords	Diversity; human rights; skills; values

	Slovakia
Author	Ministry of Culture
Publication Date	2015
Title	Koncepcia zamerania a podpory výskumu a vývoja v rezorte kultúry na roky 2016 – 2020
Government Department	Ministry of Culture
URL	http://www.mksr.sk/posobnost-ministerstva/kulturne-dedicstvo-/vyskum-a-vyvoj-v-rezorte-kultury-25e.html
Overview of Content	The document provides a strategic framework approved by the Slovak government. The goal of the document is to evaluate the current state of research in the cultural sector, the recapitulation of the priorities and the results achieved by research projects between 2010 and 2015 and the formulation of support mechanisms, priorities and recommendations for research in the field of culture for the period 2016 to 2020. Each of the six chapters is dedicated to a specific sub-topic, such as: mission, realization, significance and support of research activities in the field of culture, focusing on research activities in the field of culture, institutional provision of research in the field of culture, implementation of research activities in the field of culture between 2010 and 2015, priorities and objectives of research activity up to 2020 and objectives and recommendations for 2020.
Summary of Policy Recommendations	In terms of CHIEF, the most relevant recommendations that this document contains, are to make more effective use of research results for the development of national culture and cultural identity, to address issues relating to the globalization of culture, and to deliver these results to state and public administration, institutions and entities whose activities have an impact on policy making development strategies at regional and local levels, as well as to ensure other forms of publicity, popularization and activities, and provide results for both professionals and the public.
Keywords	Global; identity

	Slovakia
Author	Ministry of Culture
Publication Date	03/2017
Title	Stratégia ochrany pamiatkového fondu na roky 2017 – 2022
Government Department	Ministry of Culture
URL	www.culture.gov.sk/.../Strategia_ochrany_pamiatkoveho_fondu_2017-2020

Overview of Content	The Strategy for the Monument Protection Fund for 2017-2022 is published by the Ministry of Culture. The aim of the Strategy is to create conditions and tools for the conservation of the monument fund, which will guarantee its authenticity and integrity under said conditions, and will contribute to the improvement of the building and technical condition of the monument fund and will ensure that it is permanently part of citizens' awareness, appropriately used, institutionally protected, and presented not only to current but also to future generations, even in an international context. The document provides definitions and evaluation of the current status of the Monument Fund and the plan of priorities and measures for the strategy of the conservation of the Monument Fund for the period 2017- 2020. The strategy points to the absence of systematic education and training of young people in relation to the protection and preservation of cultural heritage; the absence of forms of education for some of the historical and traditional professions; the inconsistent use of terminology in the field of Monument Fund management that entails misunderstandings among those who are responsible for cultural heritage or are interested in cultural heritage.
Summary of Policy Recommendations	The document promotes several measures in the field of the presentation and promotion of the Monument Fund, such as the organization of annual events (The European Cultural Heritage Days, The Month of Cultural Heritage); the organization of competitions and awards as a form of social assessment of the extraordinary activities in the area of the Monument Fund (Fenix Competition, Cultural Monument of the Year, Elizabeth Günther-Mayer Award, Annual prizes revue of Monuments and museums) and editorial-promotional and publishing activity centered on the monument office and the exhibition activity as a form of presentation of the monument fund in Slovakia and abroad. The strategy also includes the measures for the digitization of the Monument Fund and the management of cultural monuments.
Keywords	Digital; funding; heritage; international

	Slovakia
Author	Ministry of Education, Science, Research and Sport
Publication Date	2008
Title	Zákon o podpore práce s mládežou a o zmene a doplnení zákona č. 131/2002 Z.z. o vysokých školách a o zmene a doplnení niektorých zákonov v znení neskorších predpisov
Government Department	Ministry of Education, Science, Research and Sport
URL	https://www.noveaspi.sk/products/lawText/1/53326/1/2
Overview of Content	Act no. 131/2002 is a law, adopted by the National Council of the Slovak Republic. It defines the basic provisions of the mission, role and position of higher educational institutions. It contains several parts that are dedicated to aspects of organizing education at a higher level, such as establishment, administration, financing of higher education

	institutions, etc. The main role of higher education institutions is to provide higher education and creative scientific research or creative artistic activity.
Summary of Policy Recommendations	In terms of CHIEF, the most relevant recommendations of this law, are to define the mission of higher education as educating, preserving, spreading and enhancing national cultural heritage and cultures in the spirit of cultural pluralism and also in the creation of artistic centres in public higher education institutions focusing mainly on the creation of qualified information resources for the decision-making sphere. This will allow for rational decision-making in the formulation of national policies, the creation and updating of long-term social, cultural and artistic priorities and the creation of conditions for the rational use of results in the public sphere and also in the development of the methodology of prognostic studies in the field of art.
Keywords	Creative; heritage; the arts

	Slovakia
Author	Ministry of Education, Science, Research and Sport
Publication Date	2013
Title	Stratégia Slovenskej republiky pre mládež na roky 2014-2020
Government Department	Ministry of Education, Science, Research and Sport
URL	https://www.minedu.sk/data/files/3889_strategia_pre_mladez.pdf
Overview of Content	The document provides a strategic framework that is the result of an active dialogue between the youth and representatives of the state administration, regional and local government as well as the non-governmental sector. The strategy aims to contribute to the improvement of the quality of lives of young people, in particular through the development of the personalities of young citizens of the SR as cultured personalities who are ready to work in a constantly changing democratic environment and to realise their creative potential in practice and active participation in society. It determines policy objectives in relation to young people, reflecting the needs of young people in particular in the field of education, employment, creativity and entrepreneurship of youth participation, health, healthy lifestyle and the relation to nature, social inclusion and volunteering. The strategy also deals with global themes and sets strategic goals for the field of work with young people. The document promotes an inclusive model of formal and non-formal education and the education of children and young people through the following instruments: legislative changes, recognition of the results of pedagogical competencies for qualifications in education and the education of children and youth, funding of providers and stimulating a comprehensive inclusive environment for lifelong learning.
Summary of Policy Recommendations	In terms of CHIEF and education policy, the document proposes the following measures: to conduct an analysis of the legislative conditions permitting the permeability and efficiency of formal and non-formal education and youth education in Slovakia, to adopt a set of legislative

	measures to validate teaching capacities and qualifications in formal and non-formal education, a non-discriminatory model for financing formal and non-formal education providers' access to public resources and to instigate the establishment of a national platform for cooperation and partnerships in education.
Keywords	Citizenship; creative; democracy; employment; funding; global; health; participation

	Slovakia
Author	Ministry of Education, Science, Research and Sport
Publication Date	2016
Title	Koncepcia rozvoja práce s mládežou na roky 2016 – 2020
Government Department	Ministry of Education, Science, Research and Sport
URL	https://www.minedu.sk/data/files/5762_koncepcia_prace_s_mladezou.pdf
Overview of Content	The concept of youth work development for 2016 - 2020 is a strategic policy document that specifies the country's priority objectives in the field of youth work by 2020. It follows the Youth Strategy of the Slovak Republic 2014-2020. It contributes to the implementation of the strategic objectives in the field of youth work as the main thematic priority of the document. It is divided into five thematic areas, which are briefly mentioned, a simplified description of the starting situation, the vision to be worked on with young people by the year 2020 and concrete targets to be achieved by 2020. Several possible measures are listed as well.
Summary of Policy Recommendations	The material suggests a number of measures to support and improve youth work by theme. In terms of CHIEF, the most relevant recommendations are to continue to gather evidence and to issue youth reports at a national level, educational and system support for youth workers to carry out quality work with young people and use various tools to promote quality, review and create a new system of care for children and young people outside the classroom with clarification on the status and tasks of individual contributors, comprehensively reform the activities and focus of leisure centres and define their position in working with young people to ensure it is in line with the proposed new care system for children and young people outside the classroom, create tools to support informal groups, ensure appropriate conditions for youth work organizations and to create a space for linking work with young people and formal education.
Keywords	Educational achievement; employment; teacher training

	Slovakia
Author	Ministry of Education, Science, Research and Sport, Iuventa
Publication Date	2017

Title	Inklúzia a rozmanitosť práve teraz
Government Department	Ministry of Education, Science, Research and Sport, Iuventa
URL	https://www.iuventa.sk/files/2017_youth-01%20inclusion%20and%20diversity%20leaflet%20sk.pdf
Overview of Content	The publication is promotional material for youth and youth workers published under ERASMUS+, by the Slovak Youth Institute – IUVENTA (a semi-autonomous institute affiliated to The Ministry of Education, Science, Research and Sport). It aims to improve inclusion and diversity by participating in trans-national youth projects. It contains brief information about the basic formats of projects associated with ERASMUS+, such as: youth exchanges, European Voluntary Service, the Trans-national Youth Initiative, structured dialogue, training, networking and internships, and strategic partnerships.
Summary of Policy Recommendations	The document does not provide direct policy recommendations. It presents links, where youth and youth workers can find a whole range of tools developed by SALTO-YOUTH Information Centres. They are designed to help them to correctly set up projects for international mobility, involving projects with young people with fewer opportunities and dealing with inclusion and diversity issues.
Keywords	Access; diversity; funding; international

	Slovakia
Author	Ministry of Foreign and European Affairs
Publication Date	2012
Title	Národná stratégia pre globálne vzdelávanie na obdobie rokov 2012 - 2016
Government Department	Ministry of foreign and European Affairs
URL	http://www.rokovania.sk/File.aspx/ViewDocumentHtml/Mater-Dokum-141367?prefixFile=m_
Overview of Content	The document provides a strategic framework with the goal to provide citizens of the Slovak Republic with access to information on global problems and the problems of developing countries and motivate them to actively find solutions. The document contains three chapters: Definitions and Starting Points of Global Education, National Strategy for Global Education and Monitoring and Evaluation. Globalization and interconnection is a fundamental theme; there is also a focus on the principle of global education, which is defined in this document. The document includes several sub-themes, such as: migration, xenophobia, racism, among others.
Summary of Policy Recommendations	In terms of CHIEF, the most relevant recommendations are to incorporate the objectives, principles and themes of global education into national education programs. Global education will be integrated into the teaching process in the form of a global dimension in subjects. The approach based on a global dimension in subjects - instead of

	<p>creating a new curriculum with a global content - gives the opportunity to find a global context in the existing curriculum of each subject. Other related recommendations are: to continuously educate pedagogical staff to reflect on global education principles, goals and themes and the development of knowledge, skills and attitudes of teachers needed to integrate global education into teaching, taking into account the topics of global education in the preparation of future pedagogical staff, to incorporate global educational themes in extra-curricular activities into educational programs for school facilities, to ensure informal youth education on global themes as well as to ensure that the public and media have access to information on global issues and developing country's issues so that they are able to take an active approach to their solutions.</p>
Keywords	Global; knowledge; media; minorities; school curriculum; skills; teacher training,

	Slovakia
Author	Ministry of Labour, Social Affairs and Family
Publication Date	2013
Title	Národný akčný plán pre deti na roky 2013-2017
Government Department	Ministry of Labour, Social Affairs and Family
URL	https://www.employment.gov.sk/files/slovensky/ministerstvo/poradne-organy/ludske-prava-narodnostne-mensiny-rodovu-rovnost-sr/vybor-deti-mladz/narodny-akcny-plan-pre-deti-na-roky-2013-2017.pdf
Overview of Content	The National Action Plan for Children is published by the Ministry of Labour, Social Affairs and Family. The document is about an institutional implementation of the Convention on Children's Rights; policy co-ordination and monitoring of all areas of interest under the Convention on Children's Rights; the adoption and implementation of legislative and non-legislative measures in the field of the protection of children's rights; the increase in professional training and professionalism in working with children. The text provides several tasks and measures in the following areas: civil rights and freedoms; family environment, subsistence and social security; basic health care, disability and social welfare; education, pedagogy, leisure and cultural activities; and special protection measures. In the field of youth education, the main aim of the national action plan is: to enhance the effectiveness of measures and policies to ensure/enhance access to education, leisure activities and participation in cultural and artistic life for children from all social groups.
Summary of Policy Recommendations	The recommendations in the field of youth education and youth cultural activities have a focus on: increasing the accessibility of cultural information for children; the protection and development of cultural rights of children from disadvantaged environments (children with disabilities, children from marginalized Roma communities, children from children's homes, migrant children, etc.) and create conditions for the development of their creativity and artistic

	temperament, as well as remove mental and physical barriers in such children accessing culture, contributing to them meaningful spending of their free time through cultural mechanisms in order to encourage the creation of a harmonious personality that contributes to the creation and sustainability of a well-tolerant and tolerant community. The other aims of the measures are: to provide young people (usually over 15) with information in the field of education, leisure time and short-term employment (voluntary work); to bring the European Union and its youth policy closer to young people; to provide young people (usually over 15) with information from the area of anti-discrimination legislation; develop understanding of the concepts of bullying, and types of direct and indirect discrimination.
Keywords	Access; children's rights; creative, employment; Europe; minorities; tolerance

	Slovakia
Author	Reš, D. (editor)
Publication Date	2018
Title	Správa o mládeži 2018
Government Department	Ministry of Education, Science, Research and Sport, Iuventa
URL	https://www.minedu.sk/data/files/8035_som_2018.pdf
Overview of Content	The main objective of the Report on Youth 2018 is to map the current living conditions of young people and to ensure continuity in the setting of state policy objectives for children and youth. The report is the third comprehensive document presenting contemporary life of young people in Slovakia. It is based on the document “Stratégia Slovenskej republiky pre mládež na roky 2014-2020 (The Strategy of the Slovak Republic for Youth 2014-2020).” The guarantor of the administration is the Youth department of the Ministry of Education, Science, Research and Sports of the Slovak Republic. The preparation of the content was co-ordinated by IUVENTA – the Slovak Institute of Youth (semi-autonomous institute affiliated to Ministry of Education, Science, Research and Sport). The report discusses topics such as “Employment”, “Creativity and business”, “Health, and healthy life style”, etc. The chapters “Education”, “Working with youth” and, partly in “Participation” and “Volunteering”, are devoted to the education of young people. At the initiative of the Council of Europe, similar documents have been produced in several European countries since 1997.
Summary of Policy Recommendations	The report highlights the key challenges and barriers to development in individual areas and serves as a tool for preparing future measures within the inter-sectoral and sectoral cooperation in youth policy. It has an ambition to answer the question of the extent to which current society is friendly towards children and youth. It also underlines the transition between formal and non-formal education as a strategic objective of the government. The report refers to specific components of cultural literacy such as economic and digital literacy. It delivers

	<p>several recommendations for the Slovak government, local and regional self-governments as well as for non-government organisations. In the field of youth education, the key defined challenges and recommendations are:</p> <ul style="list-style-type: none"> • the need to strengthen civic and value education across educational systems, • by supporting the development of youth work in the area of participation, youth education for volunteering, to promote young people's participation in the life of society and actively invite young people into policy-making at national to regional level, • to support student self-governing bodies in the school environment, • to conduct research into the cultural needs of youth and youth participation in the use of culture • to ensure adequate financial and human resource conditions for the creation and monitoring of impact indicators concerning individual tasks, activities and programs for the development of creativity and creative industries • to increase the importance of culture in education and the training of youth in non-formal education and the acquisition of skills necessary for life • to adopt a set of legislative measures to validate teaching capacities and qualifications in formal and non-formal education, creating space and providing resources for the development of entrepreneurial literacy and skills through formal education • networking and sharing the of best practices in formal and informal education, the professional development of teachers, workers and volunteers in the field of youth education.
Keywords	Business; creative; digital; economy; employment, Europe; health; participation; skills; values

	Slovakia
Author	Sokolová, L. and Lemešová, M.
Publication Date	2016
Title	Príliš radikálny? Vývinovo-psychologický pohľad na proces stávania sa dospelým: význam sociálneho a osobnostného rozvoja v škole
Government Department	The Ministry of Education, Science, Research and Sport, The National Institute for Education
URL	http://www.statpedu.sk/files/articles/nove_dokumenty/metodiky/prilis-radikalny.pdf
Overview of Content	The document forms part of the methodological guidelines published by the National Institute for Education, a government-associated institute. The guidance provides a psychological perspective on the emergence of extremist behaviour in the process of adolescence, when young people start to develop attitudes both towards themselves

	and others. The authors suggest educational alternatives in order to cope with the extremist behaviour of students that relate to global challenges and processes of the creation of identity among young people. The document conceptualises extremist behaviour as a satiation of legitimate wants in an improper manner. On the basis of this claim, the authors suggest several activities and experiences that allow students to reflect on their emotions and at the same time to train new ways of thinking, exploring similarities between the concepts of faith, belief and religion.
Summary of Policy Recommendations	The methodological guidance suggests experiential learning via several experience blocks: <ul style="list-style-type: none"> • ‘getting to know others’ oriented towards young people meeting with representatives of different cultures; • ‘ethnic diversity’ oriented towards acceptance, tolerance and respect towards other cultures, which reflects the current increase of human interconnections as well as the shrinking of cultures, local traditions, and regional differences; • ‘diversity of lifestyles’ oriented towards gaining knowledge about internal diversity of one’s own cultural space via exploring subcultures and countercultures; and • ‘religious diversity’ oriented towards religious tolerance and the acceptance of different customs and traditions while exploring the differences and similarities between the concepts of faith, belief and religion.
Keywords	Diversity; extremism; global; identity; knowledge; religion; tolerance;

	Slovakia
Author	Suchožová, E.
Publication Date	05/05/2016
Title	Vzdelávacie programy pre žiakov s mentálnym postihnutím pre primárne vzdelávanie
Government Department	The Ministry of Education, Science, Research and Sport, The National Institute for Education
URL	http://www.statpedu.sk/files/sk/deti-ziaci-so-svvp/deti-ziaci-so-zdravotnym-znevyhodnenim-vseobecny-intelektovym-nadanim/vzdelavacie-programy/vzdelavacie-programy-ziakov-so-zdravotnym-znevyhodnenim-vseobecny-intelektovym-nadanim/zakladne-vzdelavanie-primarne-vzdelavanie-nizsie-stredne-vzdelavanie/vp_pre_ziakov_s_mentalnym_postihnutim.pdf
Overview of Content	The educational program for pupils with mental disabilities is published by the National Institute for Education. The document defines specific needs and requirements for the comprehensive professional care for pupils with mental disabilities in schools where they are educated. The aim of the educational program is to provide an extensive teaching plan for every grade, educational conditions for pupils with mental disabilities, and goals of education.

Summary of Policy Recommendations	The educational program advocates the development of key pupils' competences such as reading, writing, mathematics, the natural sciences and cultural literacy at the elementary level. Primary education provides students with the appropriate opportunity to explore their close cultural background; develop social sensitivity and sensitivity to classmates, teachers, parents, among others, and to their culture; leading pupils to tolerance, understanding and the acceptance of other people, their spiritual and cultural values, gender equality and friendship among people of ethnicity and ethnic groups, churches and religious communities; as well as teaching pupils about their rights and responsibilities at the same time.
Keywords	Access; gender equality; minorities; religion; skills; tolerance; values

	Slovakia
Author	Suchožová, E.
Publication Date	04/2013
Title	Globálne vzdelávanie- vzdelávanie pre 21. Storočie
Government Department	The Ministry of Education, Science, Research and Sport, The Methodology and Pedagogy Centre
URL	https://mpc-edu.sk/sites/default/files/publikacie/e._sucho_ov_glob_lne_vzdel_vanie_vzdel_vanie_pre_21._storo_ie.pdf
Overview of Content	The document is published by The Methodology and Pedagogy Centre, a government-associated institute. The aim of this publication is to bring basic aspects of the present phenomenon of globalization and its importance with regards to teaching in the twenty-first century. The guidance is divided into two parts. The first part is focused on the global aspects of contemporary life in general. The author discusses the global causes, opportunities and challenges for a global citizen, key competences of lifelong learning, and the principles of global learning. The first part also provides education for teachers and recommendations on how to become a global teacher. The second part deals with the specific implementation of global education in the conditions of the Slovak school system. In addition to the brief definitions of global education, the author provides the history and development of global education in Slovakia, and aims of the national strategy of global education. Accordingly, the attention is paid to the principles of global education in Slovakia. In conclusion, the author points out particular pedagogical advice for global education in practice and ethical principles of informing objectivity on global themes.
Summary of Policy Recommendations	The guidance gives some recommendations on how to receive and properly assess information on world problems. This is considered to be an essential competence of a European citizen. In the education process there is an emphasis on communication abilities in verbal and nonverbal communication; developing active listening skills; strengthening critical thinking; preference for cooperative learning, interaction; emphasis on personal experience and the active involvement of students in teaching; acceptance of the diversity of

	learning styles; common training for teachers of different target groups (pre-primary, primary, secondary education); using the 'shock method' – uncovering, discovering and overcoming certain barriers in opinions and attitudes towards the world; 'facilitator preparation' – participants are led to acquire knowledge, solve problems, and make conclusions.
Keywords	Citizenship; Europe; global; teacher training; skills

	Slovakia
Author	Škrabský, T and Miháliková, J.
Publication Date	2008
Title	Každý iný - všetci rovní
Government Department	Ministry of Education, Science, Research and Sport, Iuventa
URL	https://www.iuventa.sk/files/documents/Publik%C3%A1cie/Metodick%C3%A9%20materi%C3%A1ly/%C4%BDudsk%C3%A9%20pr%C3%A1va/151-kazdyiny_ucitelske_CB_FINAL.pdf
Overview of Content	The publication is a methodical guidance intended for teachers and youth workers. Its goal is to improve forms of informal education in the area of diversity, the protection of human rights and the participation of children and youth in the life of a city and a community. The document contains detailed information on each of the proposed themes, which are: Human Rights, Talking about Culture, We are all Different, Foreigners and Us, The World around Us, The School as a Little Different. It promotes youth education in the field of human rights, intercultural education and civic education.
Summary of Policy Recommendations	The document presents key information from each topic and gives impetus for a meaningful discussion for pupils within the framework of the lesson. It promotes an introduction to each subject, the objectives of the lesson, the procedure and suggestions, and describes the activities of teachers suitable for interactive learning and the attractiveness of the subject in lessons.
Keywords	Diversity; human rights; participation

	Slovakia
Author	Vargová, D.
Publication Date	2017
Title	Hodnotová výchova v školách v kontexte Dohovoru o právach dieťaťa
Government Department	The Ministry of Education, Science, Research and Sport, The National Institute for Education
URL	http://www.statpedu.sk/files/articles/nove_dokumenty/metodiky/hodnotova-vychova-v-skolach.pdf
Overview of Content	The document is published by the National Institute for Education, a government-associated institute. The guidance deals with the themes

	<p>of human rights, and the impact of globalization, leading to the formation of a hierarchy of values among individuals. On the one hand, the author presents globalization with its positive impacts on society ('growth of knowledge, exchange of information, free trade'). On the other hand, the author emphasizes the negative impacts of globalization on society ('unequal power, wealth and poverty, violence, local conflicts, organized crime, terrorism and migration'). The global condition of people is represented as the postmodern 'liquid' condition, which leads to 'loss of identity and a fear of others'. The document proposes education in human rights as one of the possible ways to solve the problems brought about by globalisation. The implementation of themes on human rights into the educational process can help the younger generation to know their rights and the rights of other people, to be better oriented in a modern, multicultural society, as well as to be able to more easily understand a multitude of diverse ideas and attitudes. Finally, the document presents several activities about human rights in the educational process.</p>
Summary of Policy Recommendations	<p>The document emphasizes the importance of education aimed at respecting human rights and the rights of the child in the teaching process. The key to such an education is its focus on values, the formation of a hierarchy of values, the development of empathy, critical thinking, and the ability to engage in public discussion and to discuss sensitively issues of local, regional and global importance.</p>
Keywords	<p>Global; human rights; values</p>

	Slovakia
Author	Vranaiová, K.
Publication Date	01/2014
Title	Demokratické občianstvo v každodennej školskej praxi
Government Department	The Ministry of Education, Science, Research and Sport, The Methodology and Pedagogy Centre
URL	https://mpc-edu.sk/sites/default/files/publikacie/k_vranaiova_democraticke_obcianstvo_v_kazdodennej_skolskej_praxi.pdf
Overview of Content	<p>The publication is one of the methodical recommendations for schools published by the Methodology and Pedagogy Centre, a government-associated institute. The aim of this guidance is to present the opportunities for developing civic competence in specific educational practices at schools. The guidance consists of four chapters. The first chapter introduces the opportunities for the education of democratic citizenship in Slovakia and in a united Europe. The author points out that in the characterization of civic education in Slovakia, it is necessary to look at the historical heritage that influenced the formation of civic society in Slovakia. The first chapter continues with a theoretical definition of the concepts of citizenship, democracy and extremism. In the second chapter, attention is paid to different methods and forms of the development</p>

	of critical thinking and competences for democratic citizenship in specific educational practices. The content of the third chapter is the subject of democratic citizenship in everyday practice. The chapter also presents activities, which develop European citizenship, and activities that are aimed at combating extremism. The last chapter is devoted to opportunities to participate in self-governing democracy in school councils.
Summary of Policy Recommendations	The guidance offers specific methods of democratic citizenship education which can be used in the educational process. There are activities mentioned that lead to the acquisition of civic competencies, recognizing the elements of democracy and assistance in the participation in public affairs. The development of critical thinking and forming one's own opinion are relevant to the acquisition of knowledge about participation in democratic citizenship. One of the essential recommendations is the involvement in school councils.
Keywords	Citizenship, democracy; Europe; extremism; heritage; skills

Spain (Catalonia)

	Spain (Catalonia)
Author	Catalan Parliament (approved the Spanish Parliament in May 10, 2006 and by Referendum in Catalonia in June 18, 2006)
Publication Date	July 20, 2006
Title	Estatut de Catalunya Ley Orgánica 6/2006, de 19 de Julio, de Reforma del Estatuto de Autonomía de Cataluña.
Government Department	Catalan Parliament
URL	https://www.parlament.cat/document/cataleg/48089.pdf
Overview of Content	<p>Preamble</p> <p>Preliminary Title (articles 1-14)</p> <p>Title I. Rights, duties and guiding principles (articles 15-54)</p> <p>Title II. Of the institutions (articles 55-94)</p> <p>Title III. Of the Judicial Power in Catalonia (articles 95-109)</p> <p>Title IV. Of the competences (articles 110-173)</p> <p>Title V. Of the institutional relations of the Generalitat (articles 174-200)</p> <p>Title VI. From the financing of the Generalitat (articles 201-221)</p> <p>Title VII. Of the reform of the Statute (articles 222-223)</p> <p>Various Provisions</p>
Summary of Policy Recommendations	<p>The Statute of Autonomy of Catalonia establishes Catalan as the language of the administration and public authorities in Catalonia, also as a language of instruction for all young citizens living there. It establishes the right and the duty to know both Catalan language and Spanish languages at the end of compulsory schooling, according to the Spanish Constitution. This implies that all Catalan students should gain both languages by the end of the compulsory education stage (16 years). Likewise, Catalan language is understood as a cultural heritage, like Aranese, which is spoken in a small region of the Pyrenees and sign language, which are also official in the Catalan territory.</p> <p>Education of communication and information technologies is considered fundamental for the training of people in today's society and for their job placement.</p> <p>Memory of the recent past is understood as collective heritage that has to be transmitted because it shows the resistance and the struggle for democratic freedom, and the foundation of today's democracy. Culture has to be a tool for the emancipation of young people. Both social and cultural lives are considered the framework where equality policies must be applied. Participation in cultural life has to be the basis for the development of the creative capacity of people and collectives.</p> <p>Public authorities have the purpose to promote access to the culture of those with more barriers to access, by age or gender. The public authorities have to ensure social, cultural and religious coexistence among all citizens in Catalonia and respect the diversity of ethical</p>

	values and beliefs of the people. They have to foster intercultural relations through the impulse and the creation of areas of reciprocal knowledge, dialogue and mediation. They also have to guarantee the recognition of the Gypsy culture as a safeguard for the historical reality of this community.
Key words	Access; community cohesion; digital; heritage; language; minorities; participation; school curriculum

	Spain (Catalonia)
Author	Catalan Parliament
Publication Date	Juliol 10, 2009
Title	Llei 12/2009, del 10 de Julio, d'Educació
Government Department	Catalan Parliament
URL	http://ensenyament.gencat.cat/web/.content/home/departament/normativa/normativa-educacio/lec_12_2009.pdf
Overview of Content	Definition of Education Bases in Catalonia: Preliminary Title. Purpose and Principles Title II. Language Arrangements of the Education System of Catalonia Title III. The Education Community Title IV. The Catalan Education Service Title V. Legal Organisation of Studies Title VI. Education Centres Title VII. Autonomy of Education Centres Title VIII. Teachers and other Professionals of the Centres
Summary of Policy Recommendations	Addressing diversity as a challenge in a more complex society, with students with specific educational needs and socioeconomic differences. Diversity is thus linked to social difficulties that require inclusive policies. Logic of the cultural framework of diversity, as a problem to avoid, but also as a reference framework (sociocultural context, disadvantaged socio-economic or cultural environments). The culture and the language of the country, as a rooting tool and the backbone of education, knowledge of other cultures. The cultural tradition itself as a reference framework. Cultural competences (professionalism and values): expression and communication; scientific, social, cultural and artistic aspects; artistic sensitivity and creativity; respect and equality; autonomy and critical capacity; solving problems of everyday life. Professional competencies (work culture, effort).
Keywords	Access; diversity; language; skills; values

	Spain (Catalonia)
Author	Generalitat de Catalunya, approved by Catalan Parliament
Publication Date	November 12, 2007
Title	Llei 13/2007, del 31 d'Octubre, del Memorial Democràtic

Government Department	Department of Government
URL	https://www.parlament.cat/document/cataleg/48089.pdf
Overview of Content	<p>Preamble</p> <p>Article 1 - Creation and legal nature</p> <p>Article 2 - Purpose and purpose</p> <p>Article 3 - Functions</p> <p>Article 4 - Faculties</p> <p>Article 5 - Organization</p> <p>Article 6 - The Governing Board</p> <p>Additional Provision 7 - Statute of the members of the Board of Governors</p> <p>Final Provisions 8 - Functions of the Government Board</p> <p>Article 9 - The presidency</p> <p>Article 10 - The direction</p> <p>Article 11 - The Advisory Board</p> <p>Article 12 - The Participation Council</p> <p>Article 13 - Legal regime</p> <p>Article 14 - Human resources</p> <p>Article 15 - Economic resources and heritage</p> <p>Article 16 - Annual report</p> <p>Additional Provision</p>
Summary of Policy Recommendations	<p>The Democratic Memorial is an institution that works for the recovery and historical reparation of the victims of the Civil War and Francoism, and promotes knowledge of the Political Transition in Catalonia. The tools it uses are exhibitions, research and the creation of a memory bank with audio-visual recordings that are testimony to these periods in the history of Catalonia. The pro-Franco repression, the persecution of the Catalan language and culture and the victims for ideological, conscience, religious or social reasons, exile and deportation are the subjects of study and dissemination.</p> <p>This work is developed, according to the law, taking into account the plurality of memories within the framework of the struggle for democratic freedoms and respecting the different ideological, conscience, social, cultural, linguistic, national, gender and sexual orientation, among others.</p> <p>This preservation of memory is considered the foundation of collective freedom and democratic culture. The Democratic Memorial is also an educational institution that organizes numerous activities.</p>
Keywords	Digital; heritage; language

	Spain (Catalonia)
Author	Generalitat de Catalunya, approved by Catalan Parliament
Publication Date	October 10, 2010
Title	Llei 33/2010, de l'1 d'Octubre, de Polítiques de Joventut

Government Department	Counselor for Social Action and Citizenship
URL	http://portaljuridic.gencat.cat/ca/pjur_ocults/pjur_resultats_fitxa/?documentId=559012&action=fitxa
Overview of Content	Preamble Chapter I - General provisions Chapter II - Planning tools: the National Youth Plan of Catalonia Chapter III - Professionals and instruments for the execution of youth policies Chapter IV - Youth participation Chapter V - Financing Various provisions
Summary of Policy Recommendations	The national policy has to include the richness and social, territorial, economic and cultural diversity of Catalonia. At the same time, youth policies are based in the Catalan language and culture, and Occitan in the Aran Valley, which also serve as tools for the integration of newly arrived young people. Promote the creation and cultural production of young people, “especially in the Catalan language and Occitan in Aran, and facilitate their promotion and dissemination, as well as promote creation and exhibition spaces for the activity artistic of young people. But also through intercultural initiatives and facilitate the participation of young people in the decision-making that affects them.” Promote “the conditions for the free and effective participation of young people in political, social, economic and cultural development.”
Keywords	Diversity; integration; minorities; participation

	Spain (Catalonia)
Author	Generalitat de Catalunya, approved by Catalan Parliament
Publication Date	June 25, 2015
Title	Llei 10/2015, del 19 de Juny, de Formació i Qualificació Professionals
Government Department	Department of Education
URL	http://portaljuridic.gencat.cat/ca/pjur_ocults/pjur_resultats_fitxa/?action=fitxa&mode=single&documentId=696840&language=ca_ES
Overview of Content	Preamble Title I - General provisions Title II - Institutional structure of the professional training and qualification system Title III - Professional Training and Qualification System Network Title IV - Professional training and qualification system services Title V - Qualification of the professional training and qualification system Various provisions

Summary of Policy Recommendations	The cultural aspect of the training is not taken into account, although it is mentioned that training must be used to actively participate in social and cultural life.
Keywords	Teacher training

	Spain (Catalonia)
Author	Generalitat de Catalunya
Publication Date	2017
Title	Pla de Lectura 2020 (vol.1)
Government Department	Department of Culture
URL	http://cultura.gencat.cat/web/.content/sscc/pla-lectura-2020/documents/A4_PlaLectura-Vol_1.pdf
Overview of Content	Foreword Introduction I - We come from afar II - Reading habits III - Action plan: A. Structural actions B. Prestigious actions C. Actions "more and new readers" program D. Actions on tour through the territory E. Actions program of libraries F. Actions of support and recognition to authors and literary creation G. Supporting actions in the publishing sector
Summary of Policy Recommendations	Reading is placed in the context of the expansive waves of European cultural transformations. With reference to the PISA report, students of Catalonia have lost reading comprehension capacity by 2015 compared to 2012, so the objective of the reading plan that helps to increase the reading level among Catalan students. Reading must be an Anglo-American stone of a free and cultured society. The culture is linked to the wealth of the country and to the acquisition of competences on the part of people, without forgetting "reading as a way of pleasure, as an escape or as a form of leisure."
Keywords	Europe, libraries; literature; skills

	Spain (Catalonia)
Author	Generalitat de Catalunya
Publication Date	2017
Title	Pla de Museus de Catalunya 2030
Government Department	Department of Culture

URL	http://cultura.gencat.cat/web/.content/sscc/pla-museus-2030/documents/PMC_web.pdf
Overview of Content	<p>Foreword</p> <ol style="list-style-type: none"> 1. Introduction 2. The museums of Catalonia today <ol style="list-style-type: none"> A. Synthesis of the analysis of the museums of Catalonia B. SWOT diagnosis 3. Museums 2030, a national strategy <ol style="list-style-type: none"> A. Vision B. Principles and criteria of action C. Proposal of the Museums System of Catalonia D. Strategic objectives 4. Action plan 2018-2021 <ol style="list-style-type: none"> A. Introduction B. Specific objectives and actions C. Economic report D. Evaluation system 5. Annexes <ol style="list-style-type: none"> A. Thematic networks of museums B. Territorial networks of museums 6. Credits and participatory process
Summary of Policy Recommendations	<p>To increase cultural consumption beyond the economic possibilities of each person. It also establishes that museums must be adapted spaces for all the disabled.</p> <p>Local museums are understood as a resource at the service of a community, through which this can be expressed culturally. Museums must also incorporate new technologies to enrich themselves as a resource and as a cultural experience. Therefore, museums are conceived as active spaces of culture and education (and a resource for schools), while serving to preserve “the heritage and memory of the country”.</p>
Keywords	Access; communities; digital; heritage; museums

	Spain (Catalonia)
Author	Generalitat de Catalunya
Publication Date	October, 2017
Title	Pla de Ciutadania i de les Migracions 2017-2020
Government Department	Department of Work, Social Affairs and Families
URL	http://treballiaferssocials.gencat.cat/web/.content/01departament/08publicacions/ambits_tematicos/immigracio/Plans_i_programes/06plainmigracio_ang_2017_2020/Pla_inmigracioue_ENG_OK.pdf
Overview of Content	<p>Prologue</p> <ol style="list-style-type: none"> 1. Presentation 2. Context of citizenship and migration policy <ol style="list-style-type: none"> A. Global perspective of international mobility B. Global perspective of cultural diversity

	<p>C. Global perspective of human rights D. Demographic context 3. Content of the Citizenship and Migration Plan 2017-2020 3.1 Strategic pillars and lines of action 3.2 Action programmes Pillar 1. Interaction in a diverse and cohesive society Pillar 2. Social inclusion of all persons regardless of their origin Pillar 3. Reception and inclusion of refugees arriving in Catalonia Pillar 4. Integrated management of migration and citizenship policy 4. Mechanisms of implementation and assessment Acronyms of administrative departments and units</p>
Summary of Policy Recommendations	<p>It is established that immigrants are culturally active citizens and that they participate in cultural life with their own traditions and cultural heritage.</p> <p>The value of cultural diversity is the basis for democracy and pluralism. This diversity is to be managed through interculturalism, a formula that is similar to multiculturalism, but rejects the idea of building a society with a separate set of cultural communities.</p> <p>Interculturality is the formula proposed as a basis for social cohesion and the inclusion of migrant people as active people in the host society.</p>
Keywords	<p>Citizenship; community cohesion; diversity; democracy; global; human rights; integration; minorities;</p>

	Spain (Catalonia)
Author	Spanish Parliament (approved by Referendum in December 6, 1978)
Publication Date	December 19, 1978
Title	Constitución Española
Government Department	Spanish Parliament
URL	https://www.boe.es/buscar/act.php?id=BOE-A-1978-31229
Overview of Content	<p>Preliminary title, (art. 1 to 9) Title I, "Fundamental Rights and Duties" (art. 10 to 55) Chapter I, "On Spaniards and foreigners" (art. 11 to 13) Chapter II, "Rights and freedoms" (art. 14 to 38) Section I "On Fundamental Rights and Public Freedoms" (art. 15 to 29) Section II "On the Rights and Duties of Citizens" (art. 30 to 38) Chapter III, "Guiding Principles of Social and Economic Policy" (Art. 39 to 52) Chapter IV, "Guarantees of Fundamental Freedoms and Rights" (art. 53 and 54) Chapter V, "On the Suspension of Rights and Freedoms" (Article 55) Title II, "De la Corona" (art. 56 to 65) Title III, "Of the General Courts" (art. 66 to 96) Title IV, "On Government and Administration" (Art. 97 to 107)</p>

	<p>Title V, "On Relations between the Government and the Cortes Generales" (Art. 108 to 116)</p> <p>Title VI, "On the Judiciary" (Art. 117 to 127)</p> <p>Title VII, "Economy and Finance" (Art. 128 to 136)</p> <p>Title VIII, "On the territorial organization of the State" (art. 137 to 158)</p> <p>Title IX, "From the Constitutional Court" (art. 159 to 165)</p> <p>Title X, "On Constitutional Reform" (Art. 166 to 169).</p> <p>Various provisions</p>
Summary of Policy Recommendations	<p>The autonomous regions of Spain have competences in the promotion of culture, research and teaching their own language. The language and culture of the regions (as in the case of Catalonia) is a richness and part of the cultural heritage that must be subject to "respect and protection". The public authorities must ensure this conservation and promotion of the historical, cultural and artistic heritage of the towns of Spain.</p> <p>Culture is understood as an element of identity in the Spanish regions, with a relevant role of the language in each community. The Constitution establishes that each regional culture (plus the culture of the "nationalities") must be preserved as a heritage: "The wealth of the different linguistic modalities of Spain is a cultural heritage that will be subject to special respect and protection."</p> <p>In the social sphere, the Spanish Constitution attributes to the culture a role of contribution to the progress of the citizens and their quality of life. Therefore, the public authorities must ensure access for young people to culture.</p>
Keywords	Access; heritage; identity; language

	Spain (Catalonia)
Author	Spanish Parliament
Publication Date	June 24, 2007
Title	Ley 10/2007, de 22 de Junio, de la Lectura, del Libro y de las Bibliotecas
Government Department	Spanish Parliament
URL	https://www.boe.es/buscar/pdf/2007/BOE-A-2007-12351-consolidado.pdf
Overview of Content	<p>Chapter I. General provisions</p> <p>Chapter II. Promotion of reading</p> <p>Chapter III. Promotion of authors and the book industry</p> <p>Chapter IV. Legal regime of the book</p> <p>Chapter V. Libraries</p> <p>Chapter VI. Sanctions regime</p> <p>Miscellaneous provisions</p>
Summary of Policy Recommendations	Literature is identified as a referent of culture, especially from the technical and competence point of view. Reading is linked to its value in the market (as a promotion of the book industry) and as part of the

	information society. It is not considered only linked to a purely cultural or creative activity. This creative activity, in fact, is part of the book industry. To the extent that public policies support this industry, they also do it through authors, translators, illustrators and correctors. But the promotion of creativity is not considered as a form of cultural participation as such, or in the case of young people.
Keywords	Economy; libraries; literature

	Spain (Catalonia)
Author	Spanish Parliament
Publication Date	December 10, 2013
Title	Ley Orgánica 8/2013, de 9 de Diciembre, Para la Mejora de la Calidad Educativa
Government Department	Spanish Parliament
URL	https://www.boe.es/buscar/pdf/2013/BOE-A-2013-12886-consolidado.pdf
Overview of Content	Unique article - Modification of the Organic Law 2/2006, of May 3, of Education. Additional, transitory and final provisions.
Summary of Policy Recommendations	A shared culture is not explicitly defined here. The diversity of languages in Spain is recognized, which education is to convey. The process of learning is understood as a way to educate individuals with their own criteria. Therefore, it is requested to enhance the talent of each student and it is about developing it. Education could be a step for social mobility that helps people overcome the existing economic, social and gender barriers. Education is also understood as a value of democracy, which must be based on the cultural development of society. Education has to serve to convey certain values: personal freedom, responsibility, democracy, solidarity, tolerance, equality, respect and justice. Education, then, must act as a tool to exercise citizenship and to participate actively in cultural life, without being discriminated against. Equal opportunities and equity are the principles that must be guaranteed.
Keywords	Educational achievement; democracy; social mobility; values

	Spain (Catalonia)
Author	Spanish Government, Secretary of State for Culture
Publication Date	March 2017
Title	Plan Cultura 2020
Government Department	Ministry of Education, Culture and Sports, Secretary of State for Culture

URL	https://www.mecd.gob.es/dms/mecd/transparencia/sec/plan-cultura-2020.pdf
Overview of Content	<p>Structure of the Culture 2020 Plan</p> <p>General objectives:</p> <p>General objective 1 - Promote a quality cultural offer</p> <p>General objective 2 - Update the legal framework for the protection of culture</p> <p>General objective 3 - Promote a social alliance for culture</p> <p>General objective 4 - Extending Spanish culture beyond our borders</p> <p>General objective 5 - Promote creative activity</p> <p>Operational development, monitoring and evaluation of the Culture 2020 Plan</p>
Summary of Policy Recommendations	<p>Some measures are planned to involve young people in cinema, such as opening a web space in the Spanish Film Library, and creating new platforms in film and audio-visual production, including special measures for young people and new filmmakers.</p> <p>The creation of reading clubs in schools within their range of extracurricular activities, in collaboration with the State Secretariat of Education, Vocational Training and Universities. Contribute to education and social inclusion from the performing arts.</p>
Keywords	Access; creative; digital; literature; the arts

	Spain (Catalonia)
Author	Spanish Government, Ministry of Education, Culture and Sports
Publication Date	2017
Title	Plan de Fomento a la Lectura 2017-2020
Government Department	Ministry of Education, Culture and Sports
URL	http://fomentodelalectura.mecd.gob.es/el-plan/educacion-formacion
Overview of Content	<p>The Plan has 6 main objectives with the consequent actions and programs:</p> <p>Strategic line 1 - Promotion of reading habits</p> <p>Strategic line 2 - Promotion of reading in the educational field</p> <p>Strategic line 3 - Reinforcement of the role of libraries in access to reading</p> <p>Strategic line 4 - Strengthening the book sector</p> <p>Strategic line 5 - Promoting respect for intellectual property</p> <p>Strategic line 6 - Improvement of available analysis tools</p>
Summary of Policy Recommendations	<p>Reading is a basic tool for exercising the right to education and culture. Accordingly, the plan includes a work strategy in schools to develop reading competence of students, through the habit of reading. School libraries have to become one of the pillars of education, contributing to the curriculum.</p> <p>It is necessary that public authorities promote reading through new formats, languages, concerns and needs of the youngest, and pay special attention to the digital reading environments.</p>
Keywords	Digital; libraries; literature; skills

Turkey

	Turkey
Author	AB EĞİTİM ve GENÇLİK PROGRAMLARI MERKEZİ (Centre for EU Education and Youth)
Publication Date	2009
Title	HAYAT BOYU ÖĞRENME PROGRAMI VE GENÇLİK PROGRAMI 2009 YILI UYGULAMA RAPORU
Government Department	EUROPEAN UNION EDUCATION AND YOUTH PROGRAMS CENTER, PRIME MINISTRY, STATE PLANNING ORGANIZATION
URL	http://www.ua.gov.tr/docs/comenius-asistanl%C4%B1%C4%9F%C4%B1/reduced-uygulama-raporu_bask%C4%B1.pdf?sfvrsn=0
Overview of Content	<p>This report is being carried out by The Lifelong Learning Programme (LLP) and the Youth in Action Programme (2009).</p> <p>There are more than 50 types of activities under these two programmes, which operate as a roof programme. These include the Erasmus Programme, Comenius Programme, Leonardo da Vinci Programme, and Grundtvig Programme. Some of these activities, which can be classified as individual activity and project type activities, are carried out by the Agency in Brussels and separately by the national agencies of the member countries. Country-based activities are carried out by the EU Education and Youth Programs Center Presidency in Turkey.</p>
Summary of Policy Recommendations	<p>The document explores general goals of the Programme of Lifelong Learning. The overall objectives of the Lifelong learning programme are summarized as creating knowledge of Europe, ensuring the development of the European cultural area and making European citizens and especially young people a part of European integration.</p> <p>The programme seeks to enable young people to take on social responsibility, strengthen their democratic reflexes, and increase their awareness of active citizenship. Such programmes try to develop an understanding and cooperative environment among the societies living in different countries and cultural geography in Europe. Under the scope of many activities, people from different cultures and lifestyles find the opportunity to work together, find solutions to the problems and, most importantly, share their own unique experiences.</p> <p>The document highlights the effects and scope of Comenius Programme for school training; the effects and scope of Erasmus Programme for higher education; the effects and scope of Leonardo da Vinci Programme for vocational training; and the effects and scope of Grundtvig programme for adult education.</p> <p>With these programmes, young people were motivated to participate in multi-cultural projects both individually and as a group and encouraged to encounter different cultures.</p>
Keywords	Citizenship; democracy; Europe; integration; knowledge;

	Turkey
Author	GENÇLİK VE SPOR BAKANLIĞI (Ministry of Youth and Sports)
Publication Date	2012
Title	GENÇLİK VE SPOR BAKANLIĞI: 2013-2017 STRATEJİK PLANI
Government Department	GENÇLİK VE SPOR BAKANLIĞI
URL	http://www.gsb.gov.tr/public/edit/files/strateji/gsb-2013-2017-stratejik-plani.pdf
Overview of Content	This strategic plan focuses on services to youth. Youth centres and camps for youth services are important units for the ministry. These places are indicated in the report as units directly in contact with young people.
Summary of Policy Recommendations	The main themes of the policy recommendation: <ul style="list-style-type: none"> • Physical facilities, activity diversity and number of members of Youth Centres and Youth Camps should be increased. • National moral and cultural values are to be introduced. Young people should be made to work. • Social, cultural, artistic and sportive activities should be supported for the integration of disadvantaged young people into society. • EURODESK Training should be organized in order to introduce European Union programmes and practices in Youth Centres and to meet with young people. Projects and works on intercultural dialogue should be supported. • A National Youth and Sport Policy Document should be prepared. This document should be a roadmap for studies in the youth and sports field.
Keywords	Access; employment; sport; participation; values

	Turkey
Author	GENÇLİK VE SPOR BAKANLIĞI (Ministry of Youth and Sports)
Publication Date	2013
Title	ULUSAL GENÇLİK ve SPOR POLİTİKASI BELGESİ
Government Department	GENÇLİK VE SPOR BAKANLIĞI
URL	http://www.gsb.gov.tr/public/edit/files/Mevzuat/ulusal_genclik_ve_spor_politikasi.pdf

Overview of Content	<p>The document aims to define youth and youth policy. The main topics of the youth policy are listed as follows: lifelong learning; family; ethics and humanitarian values; employment; entrepreneurship and vocational education; disadvantaged young people and social inclusion; health and environment; democratic participation and citizenship consciousness; culture and art; science and technology; youth and cultural dialogue in international settings; use of free time; volunteerism and mobility.</p> <p>The document also suggests creative projects and activities for youth.</p>
Summary of Policy Recommendations	<p>According to the document, the national youth policy will have effects on young people and their families. The young population of Turkey is considered one of the advantages of the country.</p> <p>The Ministry seeks to identify the problems facing young people and develop solutions for them. Younger generations can be affected by economic, socio-cultural, and technological changes. It is highlighted that people can be dragged into crime.</p> <p>The document endorses Istanbul's the candidacy for the Olympic Games. Istanbul has traces of different civilizations. Thus, this is a unique place to host international organizations with its rich history which bears traces of Asia and Europe, and no other Olympics have ever been organized in a Muslim city.</p> <p>Turkey needs to engage with Turkish youths who live in abroad by developing policies to strengthen our social and cultural ties with expatriates and relative communities.</p>
Keywords	Access; business; citizenship; communities; democracy; employment; health; heritage; international; religion; the arts; values;

	Turkey
Author	GENÇLİK VE SPOR BAKANLIĞI (Ministry of Youth and Sports)
Publication Date	2013
Title	GENÇLİK VE SPOR BAKANLIĞI 2012 FAALİYET RAPORU
Government Department	GENÇLİK VE SPOR BAKANLIĞI
URL	http://www.gsb.gov.tr/public/edit/files/strateji/2012_yili_faaliyet_raporu.pdf
Overview of Content	Operating reports are prepared within the scope of strategy development. These reports consist of both official works and plans of the Ministry, and they are official sources of what has been done annually. The Ministry of Youth and Sports was established in 2011 and this report was the first operating report of the Ministry.
Summary of Policy Recommendations	Some activities and evaluations highlighted in the report are as follows:

	<ul style="list-style-type: none"> • The number of youth centres established to assist young people in using their free time has been increased. And, it is decided to increase the number of youth centres further. • It is planned to increase the number of youth camps too. • Youth workshops will be organized. • A youth exchange programme between Turkey and South Korea has been created. • The Leader Youth Camps project is also organized. The project aims to prepare young people for business life. • A movement called “Youth Train - This is Our Country” project is to be carried out. The aim of the project is to enable young people to travel and meet their peers.
Keywords	Access; business; international; tourism

	Turkey
Author	GENÇLİK VE SPOR BAKANLIĞI (Ministry of Youth and Sports)
Publication Date	2018
Title	GENÇLİK VE SPOR BAKANLIĞI 2018-2022 STRATEJİK PLANI
Government Department	GENÇLİK VE SPOR BAKANLIĞI
URL	http://www.gsb.gov.tr/public/edit/files/strateji/2018_2022_stratejik_plani.pdf
Overview of Content	The strategic plan refers to “the National Youth and Sports Policy Document” as well as “2023 vision” as its policy pillars. First, the report evaluates the outcomes of the former strategic plan (2013-2017). Then it sets the goals for the next period (2018-2022).
Summary of Policy Recommendations	<p>The strategic plan considers young people as the most important resources of the country to fulfil the goals of the 2023 vision. In this regard, the scope of this policy underlines some issues: ensuring that youth use the internet safely and consciously; increasing the participation of disabled young people in social life; the participation of youths in decision-making processes; promoting lifelong learning programmes, developing the youth centres and camps, and encouraging youths to build their entrepreneurial skills.</p> <p>As a result, the strategic plan aims to contribute the personal and social developments of young people through various project and activities. The strategic plan seeks to ensure the participation of young people into international activities organised either in Turkey or abroad. In this regard, increasing the number of young people involving in sports activities is also set as one of the primary goals.</p>
Keywords	Access; international; sport; participation

	Turkey
Author	GENÇLİK VE SPOR BAKANLIĞI (Ministry of Youth and Sports)
Publication Date	2018
Title	GENÇLİK VE SPOR BAKANLIĞI 2017 İDARE FAALİYET RAPORU
Government Department	GENÇLİK VE SPOR BAKANLIĞI
URL	http://www.gsb.gov.tr/public/Edit/files/strateji/2017_yili_faaliyet_raporu.pdf
Overview of Content	Operating reports are prepared within the scope of strategy development. These reports consist of both official works and plans of the Ministry, and they are official sources of what has been done annually.
Summary of Policy Recommendations	<p>According to the document, when the ministry was established in 2011, it defined its priority policy as “serving youth.” Indeed, the ministry aims to increase the number of youth centres and activities taking place there. The content of the report shows that activities are also aimed at strengthening the national values of young people.</p> <p>The document underlines some issues and precautions on youth policy: Protecting young people against substance abuse; preventing young people from being dependent on technology; developing citizenship consciousness of youth; identifying different needs of various groups of young people; encouraging young people to play sports.</p>
Keywords	Access; citizenship; sport; values

	Turkey
Author	KÜLTÜR VE TURİZM BAKANLIĞI (Ministry of Culture and Tourism)
Publication Date	2011
Title	2011 İDARE FAALİYET RAPORU
Government Department	KÜLTÜR VE TURİZM BAKANLIĞI
URL	sgb.kultur.gov.tr/Eklenti/5140,ifr-2011doc.doc?0 or http://sgb.kulturturizm.gov.tr/Eklenti/5139,ifr-2011pdf.pdf?0
Overview of Content	Operating reports are prepared within the scope of strategy development. These reports consist of official works and plans of the Ministry and they are official sources of what they have done annually.
Summary of Policy Recommendations	<p>The objectives, activities and future plans of the ministry and policy recommendations from the presentation of Ertuğrul Günay, the Minister of Culture and Tourism:</p> <ul style="list-style-type: none"> • According to this report; Turkey has a rich culture and a pluralistic social structure within the richness of the historical-archaeological heritage. The protection of this richness and diversity by the state is the basis of the ministry’s policies.

- One of the main policies of the ministry is preserving and sustaining the values of the culture within a holistic approach that promotes cultural diversity as a national asset. Creating an environment and providing opportunities in which we can live together and develop an equal society.
- According to the report, the emphasis on universality is of particular importance. In addition, Turkish sites in the UNESCO World Heritage List of 2011 are mentioned specifically.
- The number of museums, cultural centres, libraries and their importance are mentioned. Furthermore, opening more of them is stated as one of the future plans of the ministry.
- A remarkable emphasis is placed on the report, and Kurdish culture is also found in interests and politics of the ministry's policies: The publication of Ahmedi Hani's famous work "Mem-u Zin" in Kurdish and Turkish was an important development in terms of keeping the richness of the country alive. Also introducing it to wider masses is seen crucial for spreading the understanding of tolerance in society.
- After all the emphasis on tourism, the new policy plan is presented as "Turkey Tourism Strategy 2023". It is noteworthy that the ministry's aim with this policy is to emphasize that tourism is not only "sea, sand and sun" but also cultural assets.

Future Policies on education and youth:

1. The importance of attracting young people to use public libraries instead of internet cafes is stated. For this purpose, besides the Public Libraries, spreading the Internet Access Centers which are run by the state is one of the next projects of the ministry.
2. According to the report, National Children and Youth Literature Symposium were organized by the ministry. The aim of this symposium is to study youth literature via scientific research. We can say that there will be more emphasis on youth literature in future policies.
3. In this year, the new project which is called GAP Eco-Tourism Project had been started by the ministry. "GAP" is the abbreviation for the state run development project in the South-Eastern region of the country. (This region is mostly populated by Kurdish citizens.) In the report, there is a policy statement to improve the Eco-Tourism project.
4. "The Young Evliya Çelebis on the Roads" project that is prepared by the Children's Museums Association and organized with the support of the Ministry of Youth and Sports and the Youth Services Department, has been implemented between 02-

	<p>10 April 2011 in Bursa, Afyon, Uşak and Kütahya. (Evliya Çelebi is a well-known traveler from Ottoman era.) According to the report, there should be more projects which combine the history of the nation and heritage.</p> <p>5. In the report, there is a short mention about a publication called “Youth Tourism Guide”. In the following sentences, there are specific purposes declared as to establish a system which provides opportunities for youth to participate in touristic events.</p> <p>6. According to the report, self-improvement and increasing the knowledge and culture of youth and also establishing peace and a tolerant environment at both national and international levels can be achievable in this way. (“Child Friendly Museum” project can be seen as the expansion of this perspective.)</p>
Keywords	Diversity; heritage; library, literature; minorities; museums; tolerance; tourism; values

	Turkey
Author	KÜLTÜR VE TURİZM BAKANLIĞI (Ministry of Culture and Tourism)
Publication Date	2013
Title	2012 İDARE FAALİYET RAPORU
Government Department	KÜLTÜR VE TURİZM BAKANLIĞI
URL	http://sgb.kulturturizm.gov.tr/Eklenti/6044,2012-idare-faaliyet-raporu-internet.pdf?0
Overview of Content	Operating reports are prepared within the scope of strategy development. These reports consist of both official works and plans of the Ministry and they are official records of what they have done annually.
Summary of Policy Recommendations	<ol style="list-style-type: none"> 1. The Internet Access Centres were opened to public libraries for purposes such as facilitating access to information, attracting large numbers of people, especially young people to libraries, and recovering from the negativities of internet cafes. The ministry put emphasis on increasing the usage rates of the libraries by youth. 2. The ministry started a contest (for youth participants) which was named: “I Have an Idea”. According to the official statement, the main purposes of the contest were to inform youth about piracy and unlawful acts which violate copyrights. 3. One of the important future policy plans of the ministry is to improve youth tourism. The GAP Eco-Tourism project is also mentioned and the expanding of the project is stated as a future objective for the ministry.

	4. Youth literature is also an important topic in this annual report. Increasing knowledge about youth literature has a place in the ministry's future policy plans.
Keywords	Access; libraries; literature; tourism

	Turkey
Author	KÜLTÜR VE TURİZM BAKANLIĞI (Ministry of Culture and Tourism)
Publication Date	2017
Title	3. MİLLİ KÜLTÜR ŞÛRASI SONUÇ RAPORU
Government Department	KÜLTÜR VE TURİZM BAKANLIĞI [THE MINISTRY OF CULTURE AND TOURISM]
URL	http://kultursurasi.kulturturizm.gov.tr/TR,176398/sura-sonuc-raporu.html
Overview of Content	<p>The first meeting of the council for national culture was organized on October 23-27, 1982, with the aim of exploring, knowing and preserving "the national conscience" and to empower it. The second meeting was held on December 05-08, 1989, with similar objectives to the first one.</p> <p>This third council meeting was organized in 2017, with the title "Turkey for the world's Goodness." The main objectives of the council were to revive the national culture on the eve of a new era and to produce a new cultural policy to enrich and keep the national culture up-to-date.</p>
Summary of Policy Recommendations	<ol style="list-style-type: none"> 1. According to the final report, the national culture of the country is a special case for the history of civilization. Moreover, Turkey is a historically significant area because most of the world's cultural heritage is the heritage of Turkey as well. In that context, the main scope of the policy addresses to protect this heritage. In addition to that, there is special emphasis on the threats and attacks on the national culture in the final report. 2. After a universalistic opening of the report, the strong emphasis on Turkish language directly captured/appropriated the main attention. Preserving the Turkish language and its purity are the main goals for the council. In addition to that, there is a special explanation for the Turkish language in the report. The council considers Old Turkish as a rich example of three great languages and indicates that it should be revived. There is an equivocal meaning of Old Turkish because it actually means Ottoman Turkish with an Arabic script. There is an immanent meaning in these recommendations. The extended meaning being that the council aims not only to spread the knowledge about Ottoman Turkish, but also to propagate the importance and knowledge of reading and writing in an Arab script. 3. In the report, another policy recommendation about the Turkish language is included. One of the most crucial goals is to extend the geography of the Turkish language while preserving all the

	<p>richness of it. In that context, the Turkish language is considered as effective across the very large geography, from far Russia to Yemen.</p> <ol style="list-style-type: none"> 4. The scope of one of the policies addresses the protection of human dignity. This aim is justified within the national culture and is also inherent in Islamic culture. We can claim that this type of policy recommendation is irrelevant to discuss in the meeting of the council for national culture. However, it can be understood as just a beginning for a more comprehensive, conservative cultural policy in the future. (For example, “supporting the national or religious way of living to protect human dignity” can be stated as a policy in future council meetings.) 5. Another significant recommendation is about the protection of “our home, language, country and culture” by rejecting any kind of discrimination. According to the report, it can be achieved with traditional knowledge and wisdom. 6. Policies about the national language are mentioned by also preserving the traditional idea of life, faith, love, compassion and mercy. For this aim, some of the famous national and religious figures were referred to as examples for that purpose. 7. One of the main policy recommendations is to protect the youth, family and the social fabric from destructive threats. In that context, establishing a new understanding about conscience and cultural revival should be achieved. 8. Equipping the youth and children with national and moral values is stated as a goal to protect them against “the modern way of life”, individualism and egoism. 9. Developing and supporting the art education for all levels is mentioned as an important objective. For that purpose, the council suggested to build a bridge between the Ministry of National Education and the Ministry of Culture and Tourism. 10. The council proposed to constitute three “historical site presidency” institutions with respect to specific historical, cultural and environmental specifications. The proposed locations were “İstanbul, Söğüt and Sarıkamış”. “Söğüt” is an important town in Turkish context because it is considered as the first capital of the Ottoman Empire. “Sarıkamış” also has special meaning because in WWI there was a massive loss of Ottoman soldiers. Even today this event is commemorated with huge, official attention and media coverage, especially in the conservative medium of the country. 11. Another aim is to protect the unity of soul of the youth. However, there are not direct policy plans to achieve it. 12. “Cultural Commission for Turks Who Live Abroad” proposed two policy recommendations to protect their cultural identity and language ability. One is to provide opportunities for using “nonfunctional language” (Turkish) actively for the youth. The second one is to educate the youth properly about the national culture and language.
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	<p>13. Specific Policy Recommendations on Family, Culture and Children:</p> <ul style="list-style-type: none"> • Family should be supported by the state because family is the main unit of society. According to the recommendations, desired attitude, morality, etiquette, memory and knowledge can all be gained from the family. • Having a large family should be promoted because the modern, nuclear family causes the isolation of the children. • The youth should be educated to raise awareness about Internet addiction. • In the national curricula, there should be more specific topics about national family culture, social national values and universal values. • New medium, which provides knowledge about national cultural values to children, will be supported more. • Marriage among youth will be encouraged. Also, there should be educational opportunities about marriage for youth. • There will be a specific policy to support the babysitting and raising of the children by family members other than the working parents of a child. (While this policy was proposing in the council meeting, there was a policy about supporting “baby-sitter grandparents” but not about covering other members of the family such as aunts.)
Keywords	Heritage; identity; language; religion; school curriculum; values

	Turkey
Author	MİLLÎ EĞİTİM BAKANLIĞI (Ministry of National Education)
Publication Date	2006
Title	17. MİLLÎ EĞİTİM ŞÛRASI KARARLARI
Government Department	MEB (MoNE)
URL	https://ttkb.meb.gov.tr/meb_iys_dosyalar/2017_09/29165619_17_sura.pdf
Overview of Content	The document presents the decisions of the 17th National Education Council organised in 2006 under three sub-headings: 1) Transitions between the levels of education, 2) orientation and examination system, and 3) Turkish Education system in the process of globalisation and the EU. In particular, the decisions under the third sub-heading include issues raised in line with the EU accession negotiations.
Summary of Policy Recommendations	The document, under the sub-heading “Turkish Education System in the process of globalisation and the European Union” addresses three main themes relevant to cultural literacy and heritage: lifelong learning, mobility in education, and improvements in the quality of education.

	<p>It is recommended to develop a national education programme supporting and enhancing the ‘lifelong learning programme’ with international standards and certificates. Lifelong learning has to be coordinated with the national employment policy. As a part of lifelong learning programmes, disabled people and homeless people with their children are also addressed as the potential target groups receiving such education, thereby further integrating into society. It is suggested not to limit lifelong learning to ages from 24 to 64.</p> <p>As a part of globalisation and the EU integration process, learning at least one foreign language is defined as a crucial goal of the education policy. Moreover, human rights, democracy and environments are defined as important issues that need to be given more emphasis in education programs.</p> <p>Mobility in education is another issue detailed in the document. Improving teaching methods and programmes for foreign languages is re-emphasised as a part of mobility in education. It is aimed to develop both inward and outward mobility. Erasmus programmes are particularly named for outward mobility. Inward mobility is presented as an opportunity to introduce Turkish culture and language to others. Enhancing links with Turks in other countries and helping them to preserve their culture and language are also considered as possible outcomes of the mobility programmes.</p> <p>Under the theme of quality of education, many issues and problems related to education are highlighted. In this regard, improving the quality of teachers is defined as the first step. On the one hand, teachers are supposed to know their own cultures and values and be aware of globalisation and the EU process to protect “the national aspects of Turkish education.” On the other hand, they have to be capable of interacting with different cultures. Moreover, both teachers and heads of schools should pay attention to the regional differences and be aware of economic, social and cultural differences between the regions. Developing courses and activities in sport is also considered as an opportunity to enhance “the peace culture” of students.</p> <p>It is recommended to encourage E-learning and internet use in all education levels and platforms. Extension of compulsory education from 8 to 12 years is also recommended to improve the quality of education.</p>
Keywords	Access, democracy; digital; employment; environment; Europe; global; heritage; human rights; integration; international; language; sport; values

	Turkey
Author	MILLI EĞİTİM BAKANLIĞI (Ministry of National Education)
Publication Date	2010

Title	18. MILLI EĞİTİM ŞÛRASI KARARLARI [18TH NATIONAL EDUCATION COUNCIL DECISIONS]
Government Department	MEB (MoNE)
URL	https://ttkb.meb.gov.tr/meb_iys_dosyalar/2017_09/29170222_18_sura.pdf
Overview of Content	The document presents the decisions of the 18th National Education Council organised in 2010 under six sub-headings: 1) training of teachers, employment and professional development, 2) educational setting, institutional culture and school leadership, 3) strengthening primary and secondary education, 4) access to secondary education, 5) sports, art, skills, and values education, 6) psychological counselling, guidance, and orientation.
Summary of Policy Recommendations	<p>Improving the quality of teachers is of primary importance. Especially it is necessary to train teachers for various educational tasks such as arts and special education. To reduce regional and urban-rural inequalities, new incentives to encourage teachers to work in rural areas are suggested. School building should be designed following regional requirements and needs. Meanwhile, they should reflect the characteristics of Turkish architectural art, design and aesthetics. Therefore, the architecture and design of schools can contribute to the formation of national identity in students. Each school should also try to improve their own institutional culture and uniqueness by organising various activities supporting the participation of students, teachers, and also related civil organisations.</p> <p>It is also emphasised that private schools should be encouraged. When the state gives partial support to the students enrolled in private schools the cost that the state spends on every student, in general, will decrease eventually.</p> <p>The extension of compulsory education from 8 to 12 years is emphasised to improve the quality of education. Additionally, 1 year of pre-school education is also presented as a part of compulsory education.</p> <p>The recommended policies significantly focus on sport, art, skills and values. In this regard, elective courses on democracy and human rights in secondary education are proposed. Extracurricular activities should be organized. Moreover, in curricula, national and universal values in education should be considered together. In addition to the common values, value differences should be presented as the wealth of the society. However, it is also stated that the course of “religious culture and moral knowledge,” which plays an essential role in values education, should be taught more effectively in all educational institutions with a pluralistic understanding.</p>
Keywords	Access; art and design; employment; identity; religion; skills; sport; teacher training; the arts, values

	Turkey
Author	MİLLİ EĞİTİM BAKANLIĞI (Ministry of National Education)
Publication Date	2015
Title	19. MİLLİ EĞİTİM ŞÛRASI TAVSİYE KARARLARI
Government Department	MEB (MoNE)
URL	http://sgb.meb.gov.tr/meb_iys_dosyalar/2015_05/27104411_19me.pdf
Overview of Content	The document presents the decisions of the 19th National Education Council organised in 2015 under four sub-headings: 1) education programmes and weekly course schedules, 2) improving the quality of teachers, 3) improving the quality of school heads, 4) school security.
Summary of Policy Recommendations	<p>First, the policy focuses on improving both the quality of teachers and school heads through various measures. Meanwhile, it presents many decisions on how to tighten school security.</p> <p>The scope of this policy addresses many issues to enhance the national aspect of education programmes. For instance, it proposes including in primary, middle, and secondary education programmes, the study and work of our prominent thinkers and scientists in the history of science and civilisation. The policy also recommends teaching our traditional arts such as <i>Hat</i>, <i>Ebru</i>, <i>Tezhip</i>, and <i>Minyatür</i> as parts of a visual arts course. In a similar vein, it suggests defining an Ottoman Turkish course as a compulsory course for Anatolian Imam Hatip High Schools (as it has been for Social Science High Schools) and as an elective course for the rest of the secondary schools. Moreover, it asks to include the week of the birth of the Prophet Muhammad (<i>Kutlu doğum haftası</i>), the month of Muharram and Ashura day into the calendar of national days and weeks. Finally, it puts forward a scheme to increase the “Religious Culture and Moral Knowledge” course in high school to two hours.</p>
Keywords	Heritage; religion; school curriculum; teacher training; the arts

	Turkey
Author	MİLLİ EĞİTİM BAKANLIĞI (The Ministry of National Education)
Publication Date	2016
Title	STEM EĞİTİM RAPORU
Government Department	MİLLİ EĞİTİM BAKANLIĞI
URL	http://yegitek.meb.gov.tr/STEM_Education_Report.pdf
Overview of Content	STEM (science, technology, engineering, mathematics) education is modelled by the Ministry of National Education in Turkey based on the USA and European countries’ educational approaches on science and technology.

Summary of Policy Recommendations	<p>This report emphasizes that students from kindergarten to higher education need to be encouraged to study at engineering and science departments of universities and they should be able to be exposed to recent developments in science and technology.</p> <p>The report aims at arousing students' interest in science, technology, engineering and mathematics both for “production, research and development, innovation and development of technical infrastructure and closing the gap in the qualified workforce” (p.13).</p> <p>At this point, the Ministry of Education proposes adapting the schools’ curricula to the perspective of STEM education. Therefore, science and technology need to be integrated as subjects in the Turkish school curriculum to fit the 21st century and students have opportunities to upgrade their science knowledge and to have careers in these subjects. This policy recommends STEM in order to gain universal literacy skills and entrepreneurship for students in terms of competing with developed countries.</p> <p>Moreover, equality and access to STEM schools are some of the significant themes which emerge in the report.</p>
Keywords	Knowledge; school curriculum; skills

	Turkey
Author	MİLLÎ EĞİTİM BAKANLIĞI STRATEJİ GELİŞTİRME BAŞKANLIĞI [The National Ministry of Education: The Department of Strategic Development]
Publication Date	2010
Title	MİLLÎ EĞİTİM BAKANLIĞI 2010–2014 STRATEJİK PLANI
Government Department	MİLLÎ EĞİTİM BAKANLIĞI [THE MINISTRY OF NATIONAL EDUCATION]
URL	https://sgb.meb.gov.tr/Str_yon_planlama_V2/MEBStratejikPlan.pdf
Overview of Content	This policy document sets medium- and long-term education goals with a planned service mission. The scope of the document addresses a strategic plan aimed at a better education in terms of quality and quantity in regards to EU membership.
Summary of Policy Recommendations	<p>All recommendations and actions are applied to education following five themes: Lifelong learning; mobility in education; improvements in quality of education and training systems; encouraging equality in education, social integration and active citizenship; creativity and entrepreneurship in each level of education.</p> <p>In the plan, a significant emphasis is placed on the EU membership process and negotiations. Therefore, it applies to the reconstruction of Turkish national education policy within the perspective of EU membership and globalization. Under the process of this strategic</p>

	<p>planning, it is recommended to have the EU perspective indicating “a Ministry of Education Strategic Plan which is in tune with Turkey’s EU vision.</p> <p>Within the context of Life-Long Learning, education workshops are recommended to be prepared in social and cultural fields to increase the life standards of individuals. Conducting Research and Development actions, preparing projects related to education both in the national and international arenas is the one of the principle policies in this strategic plan. Furthermore, applying national and international projects and protocols to improve the education system is proposed. Organizing social, sports and cultural competitions for students was also mentioned but not detailed. Other emerging issues are identified as to enrich and protect the national culture and values and to constitute a mission to educate the new generation in light of this mission.</p>
Keywords	Citizenship; creative; Europe; global; integration; international; sport; values

	Turkey
Author	MİLLÎ EĞİTİM BAKANLIĞI STRATEJİ GELİŞTİRME BAŞKANLIĞI [The National Ministry of Education: The Department of Strategic Development]
Publication Date	2015
Title	MİLLÎ EĞİTİM BAKANLIĞI 2015–2019 STRATEJİK PLANI
Government Department	MİLLÎ EĞİTİM BAKANLIĞI (MoNE)
URL	http://sgb.meb.gov.tr/meb_iys_dosyalar/2015_09/10052958_10.09.2015sp17.15imzasz.pdf
Overview of Content	<p>Three main themes which are “access to education and training”, “quality in education and training”, “institutional capacity” have emerged in the plan to identify the problem and development areas related to education and training system.</p> <p>The legal obligations of the MoNE’s 2015-2019 strategic plan preparation process units were grouped under eight fields of activity by examining the standard file plan and the public service inventory.</p>
Summary of Policy Recommendations	The policy aims to ensure that all individuals have access to education and training under fair conditions, to provide all individuals with the knowledge, skills, attitudes and behaviours required by the current age, and to provide the opportunity to grow for individuals who are entrepreneurial, innovative, creative, highly skilled in foreign languages, open to communication and education, self-confident, responsible, healthy and happy and to establish an effective and efficient institutional structure that will increase access to education and quality in education by improving human, financial, spatial and technological structure, and management and organizational structure.

	The policy is striving to encourage more students participating in international mobility programmes and projects and to follow a more flexible grading policy in foreign language courses. It is recommended to evaluate the practices of compulsory education law, which is called also 4+4+4. Preparing national and international projects, qualified people who are highly competent, use of technology in teaching and learning, regulations that collaborate with the sector and culture and a body of knowledge dating back to the deep-rooted past are the fundamental themes that the policy document take action and give recommendations on.
Keywords	Access; creative; digital; health; international; knowledge; languages; skills; participation

	Turkey
Author	Turkey-EU Relations
Publication Date	2002
Title	Regular Report on Turkey's Progress on Accession – Chapter 18: Education and Training
Government Department	DIŞİŞLERİ BAKANLIĞI- TÜRKİYE-AB BAŞKANLIĞI (Ministry of Foreign Affairs; Directorate of EU Affairs)
URL	https://www.ab.gov.tr/files/AB_Iliskileri/Tur_En_Realitons/Progress/Turkey_Progress_Report_2002.pdf
Overview of Content	The context of the European Union annual progress reports covers the integration process of the candidate countries to the European Union. Turkey has been preparing the progress report since 1998. The report included the opinions of non-governmental organizations, EU delegations, and public institutions. The report covers political criteria, economic criteria, and membership criteria of the EU. The title of education and training covers changes in education policy in particular.
Summary of Policy Recommendations	Highlights in the 2002 progress report for Chapter 18: Education and Training: <ul style="list-style-type: none"> ● Progress in vocational education. ● Under the EU youth programs department, a National Agency was established. ● Until 2005, compulsory education will be extended to 12 years. ● Support activities for vocational education were initiated.
Keywords	Access; Europe; integration

	Turkey
Author	Turkey-EU Relations

Publication Date	2006
Title	Turkey 2006 Progress Report – Chapter 26: Education and Culture
Government Department	Ministry of Foreign Affairs; Directorate of EU Affairs
URL	https://www.ab.gov.tr/files/AB_Iliskileri/Tur_En_Realitons/Progress/Turkey_Progress_Report_2006.pdf
Overview of Content	The context of the European Union annual progress reports covers the integration process of candidate countries to the European Union. Turkey has been preparing the progress report since 1998. The report included the opinions of non-governmental organizations, EU delegations, and public institutions. The report covers political criteria, economic criteria, and membership criteria of the EU. Especially Chapter 26, titled Education and Culture, covers issues on education and culture.
Summary of Policy Recommendations	The report highlights in chapter 26: <ul style="list-style-type: none"> ● Leonardo da Vinci, Socrates, and other youth exchange programmes are conducted successfully. ● The national agency should be strengthened to increase participation in these programs. ● Participation in education has increased compared to previous years; especially girls' participation in education has increased. ● No significant progress in lifelong education. ● Positive progress in the Bologna process. ● Istanbul was a candidate for the 2010 European cultural capital.
Keywords	Access; Europe; integration; participation

	Turkey
Author	Turkey-EU Relations
Publication Date	2008
Title	Turkey 2008 Progress Report – Chapter 26: Education and Culture
Government Department	Ministry of Foreign Affairs; Directorate of EU Affairs
URL	https://www.ab.gov.tr/files/AB_Iliskileri/Tur_En_Realitons/Progress/turkey_progress_report_2008.pdf
Overview of Content	The context of the European Union annual progress reports covers the integration process of the candidate countries into the European Union. Turkey has been preparing the progress report since 1998. The report includes the opinions of non-governmental organizations, EU delegation, and public institutions. The report covers political criteria,

	economic criteria, and membership criteria of the EU. Especially Chapter 26, titled Education and Culture, covers issues on education and culture.
Summary of Policy Recommendations	<p>The report highlights in chapter 26:</p> <ul style="list-style-type: none"> • Successful progress of the Bologna process. • The National Agency is successful in managing youth programmes. • Increasing success in in-school education, but no significant progress in lifelong education. • Positive progress in EU certification in higher education. • Positive progress in Istanbul 2010 cultural capital.
Keywords	Europe; integration

United Kingdom

	United Kingdom
Author	Cabinet Office; Department for Digital, Culture, Media and Sport; Foreign and Commonwealth Office; Home Office; UK Trade and Investment
Publication Date	8th May 2015
Title	2010-2015 Government Policy: 2012 Olympic and Paralympic Legacy
Government Department	Cabinet Office; Department for Digital, Culture, Media and Sport; Foreign and Commonwealth Office; Home Office; UK Trade and Investment
URL	https://www.gov.uk/government/publications/2010-to-2015-government-policy-2012-olympic-and-paralympic-legacy/2010-to-2015-government-policy-2012-olympic-and-paralympic-legacy
Overview of Content	<p>The document summarises the national and international actions undertaken from the plans put in place to preserve the legacy of the London 2012 Olympic and Paralympic Games over a period of ten years. The document notes the benefits of the Games for economic growth, sports and healthy living, communities, regeneration, and the lives of disabled people.</p> <p>The document also details work surrounding the ‘Olympic Truce’, to encourage young people to support peace around the world. It emphasises the relationship between the Games and organisations such as the UN, and discusses initiatives undertaken by the UK government focused on promoting peace and conflict resolution through sport and culture around the world.</p>
Summary of Policy Recommendations	<ul style="list-style-type: none"> • To continue to build on the local regeneration arising from hosting the Games in East London. • To continue to build on the programmes of work put in place using sport and culture to support peace and conflict resolution in the UK and internationally. • To continue to reap the tourism and cultural benefits that the Games brought to the UK economy and to British communities. • To continue to invest in initiatives focused on increasing the participation of children and young people in sport and encouraging healthy living.
Keywords	Community regeneration; conflict resolution; economic growth; health; sport

	United Kingdom
Author	Council for the Curriculum, Examinations and Assessment (Northern Ireland)
Publication Date	2007
Title	The Northern Ireland Curriculum Primary

Government Department	Council for the Curriculum, Examinations and Assessment (Northern Ireland)
URL	http://ccea.org.uk/sites/default/files/docs/curriculum/area_of_learning/fs_northern_ireland_curriculum_primary.pdf
Overview of Content	<p>This document sets out the Northern Ireland curriculum for primary schools (from Year 1 to Year 7), including the following key subject areas:</p> <ol style="list-style-type: none"> 1. Language and Literacy; 2. Mathematics and Numeracy; 3. The Arts, including Art and Design, Drama and Music; 4. The World Around Us, including Geography, History and Science and Technology; 5. Personal Development and Mutual Understanding; and 6. Physical Education.
Summary of Policy Recommendations	<p>According to this document, the aim The Northern Ireland Curriculum aims to empower young people to develop their potential and to make informed and responsible choices and decisions throughout their lives.</p> <p>The objective is to help young people to develop as:</p> <ul style="list-style-type: none"> • Individuals (Personal and Mutual Understanding, Personal Health, Moral Character, and Spiritual Understanding) • Contributors to Society (Citizenship, Cultural Understanding, Media Awareness, and Ethical Awareness) • Contributors to the Economy and Environment (Employability, Economic Awareness, and Education for Sustainable Development) <p>For cultural understanding, the expectation is that pupils will develop an awareness and respect for the different lifestyles of others as well as similarities and differences in families and people in the wider community; will be able to understand some of their own and others' cultural traditions and be aware of how we rely on each other.</p> <p>With regards to cultural education, it is not clearly stated what subjects are understood as cultural literacy education; however the curriculum makes a reference to understanding how the Arts are appreciated in the context of both pupils' own culture and "other cultures". The Arts are understood as art and design, drama and music.</p>
Keywords	Citizenship; diversity; employment; health; knowledge; school curriculum; the arts

	United Kingdom
Author	Department for Business, Energy & Industrial Strategy and Department for Digital, Culture, Media & Sport
Publication Date	2018

Title	Creative Industries Sector Deal
Government Department	Department for Business, Energy & Industrial Strategy and Department for Digital, Culture, Media & Sport
URL	https://www.gov.uk/government/publications/creative-industries-sector-deal
Overview of Content	<p>The Creative Industries Sector Deal, an agreement between the government and industry concluded with the Creative Industries Council seeks to increase growth for creative businesses. It contributes to the Industrial Strategy’s vision of good jobs, greater earning power for all, and prosperous communities across the UK.</p> <p>The agreement builds on the Bazalgette Review forecast, with a focus on four foundations of the Industrial Strategy to grow productivity in the UK economy:</p> <ul style="list-style-type: none"> • Places, • Ideas, • Business Environment, and • People. <p>The expected combined investment by the government and businesses as part of this deal totals over £150m.</p> <p>The first phase of the deal was driven by the government and industry working closely together; further agreements are expected to be reached as part of the implementation of the deal. Furthermore, the deal recognises the devolution settlements of Scotland, Wales and Northern Ireland, which allows for many of the required policies to be devolved in order to drive productivity and achieve the desired outcomes and commitments.</p>
Summary of Policy Recommendations	<p>Key commitments as part of this deal include the following:</p> <ul style="list-style-type: none"> • Places: Developing more world-class creative industries clusters to narrow the gap between London, the South East and other regions. • Ideas: Sustain growth: achieve forecast GVA of £150bn by 2023. • Business Environment: Sustain growth: forecast GVA of £150bn by 2023. Boost job creation: higher than average growth rate implies 600,000 new creative jobs by 2023. • People: Strengthen the talent pipeline to address current and future skills needs, as well as ensure that it is more representative of UK society.
Keywords	Business; economic growth; investment; skills

	United Kingdom
Author	Department for Children, Education, Lifelong Learning and Skills (Wales)
Publication Date	2008
Title	Art and Design in the National Curriculum for Wales

Government Department	Department for Children, Education, Lifelong Learning and Skills (Wales)
URL	http://learning.gov.wales/docs/learningwales/publications/130424-art-and-design-in-the-national-curriculum-en-v2.pdf
Overview of Content	The document sets out the revised national curriculum for art and design in Wales. It covers the responsibility of schools to include all learners in art and design education and to encourage pupils to develop skills in addition to subject knowledge. It then provides for the content of art and design education in Wales, focusing on creative development through understanding, investigating and creating across a range of media. Throughout emphasis is placed on engagement with historical periods, geographical spaces and diverse cultures, as well as local and Welsh art, craft and design.
Summary of Policy Recommendations	This is a guidance document concerning the content of school curricula and therefore does not contain policy recommendations.
Keywords	Art and design; diversity; heritage; knowledge; school curriculum; skills

	United Kingdom
Author	Department for Children, Education, Lifelong Learning and Skills (Wales)
Publication Date	2008
Title	National Exemplar Framework for Religious Education for 3 to 19 Year Olds in Wales
Government Department	Department for Children, Education, Lifelong Learning and Skills (Wales)
URL	http://learning.gov.wales/docs/learningwales/publications/130426-national-exemplar-framework-en.pdf
Overview of Content	The document provides non-statutory guidance to support the development of locally agreed religious education syllabuses in Wales. It aims to provide a coherent assessment framework for the whole of Wales in order improve standards of religious education. It covers the responsibility of schools to include all learners in religious education and to encourage pupils to develop skills in addition to subject knowledge. It then provides for the content of religious education in Wales, with a particular emphasis on Christianity but also including religious diversity and a focus spiritual, moral and cultural development.
Summary of Policy Recommendations	This is a guidance document concerning the content of school curricula and therefore does not contain policy recommendations.
Keywords	Diversity; religion; school curriculum; skills

	United Kingdom
Author	Department for Digital, Culture, Media and Sport
Publication Date	2013

Title	Cultural Education
Government Department	Department for Digital, Culture, Media and Sport
URL	https://www.gov.uk/government/publications/cultural-education
Overview of Content	<p>This policy paper published by the Department for Digital, Culture, Media and Sport provides a summary of programmes and opportunities developed to support the government’s ambition for cultural education in England.</p> <p>The document covers a number of governmental approaches, including its expectations in terms of the national curriculum, funding streams, and sector wide partnerships designed to support school and out of school initiatives.</p>
Summary of Policy Recommendations	<p>The ambition is for all children in England to benefit from cultural education. These commitments are backed by £292 million of funding for cultural education activity over three years to March 2015. According to the document, it is envisaged that this funding will sit alongside investment by individual schools, local authorities and arm’s length bodies, as well as support from other sources.</p> <p>Cultural education - as understood in this policy document - includes the following: Art, Craft, Design, Film, Architecture, Dance, Ballet, Music, Poetry, History and Heritage, Oral heritage, Textiles, Fashion, Literature, Shakespeare, Performing arts, Singing, Media, among others.</p> <p>Within the outlined framework, schools should be empowered and supported by cultural organisations in order “to develop an inspiring curriculum for their pupils to become lifelong participants in the cultural life of the country.”</p>
Keywords	Art and design; heritage; funding; investment; participation; performing arts

	United Kingdom
Author	Department for Digital, Culture, Media and Sport
Publication Date	2015
Title	2010-2015 Government Policy: Library Services
Government Department	Department for Digital, Culture, Media and Sport
URL	https://www.gov.uk/government/publications/2010-to-2015-government-policy-library-services/2010-to-2015-government-policy-library-services
Overview of Content	This policy paper issued by the Department for Digital, Culture, Media and Sport outlines a range of actions to be undertaken in order to support library services, ensuring that they remain relevant in the modern age and adapt to the needs of local communities.

Summary of Policy Recommendations	<p>The paper identifies the following actions:</p> <p>The government fund Arts Council England, which provides support to local library services, including:</p> <ul style="list-style-type: none"> • helping libraries carry out central government initiatives, such as automatic enrolment for school children • giving local authorities access to special development funds and support for libraries <p>The government also:</p> <ul style="list-style-type: none"> • monitor and support local authorities to help improve library services • set the policy for the legal deposit system, which gives a legal duty to publishers to provide copies of published material to major libraries, creating a national collection for research • sponsor the British Library, one of the UK's national deposit libraries • sponsor Public Lending Right (PLR), the organisation in charge of paying authors for copies of their books lent by public libraries
Keywords	Access; communities; funding; libraries

	United Kingdom
Author	Department for Digital, Culture, Media and Sport
Publication Date	2016
Title	The Culture White Paper
Government Department	Department for Culture, Media and Sport
URL	https://www.gov.uk/government/publications/culture-white-paper
Overview of Content	A statement of the UK government's approach to cultural provision, including cultural education for young people, including both the aims and content of its cultural policies and some key examples of these policies being implemented through different initiatives.
Summary of Policy Recommendations	<ul style="list-style-type: none"> • Implement measures to increase participation in culture, especially among those from disadvantaged backgrounds • Work with partners to implement cultural initiatives which can improve health and wellbeing, underpin economic growth and community regeneration, and build the UK's influence around the world. • Implement measures to increase philanthropic giving to fund cultural initiatives. • Support school cultural provision with extra-curricular activities provided by key local and national partners. • Develop clear pathways into skilled professions in the cultural sector. • Work with communities to develop their own local cultural initiatives.

	<ul style="list-style-type: none"> • Develop a Cultural Citizens Programme in order to increase participation in cultural activities. • Establish Heritage Action Zones to build cultural heritage initiatives locally. • Digitise public culture in order to enhance access. • Build international cultural cooperation to promote the UK overseas. • Support the protection of culture overseas through international aid. • Share expertise in cultural education with partners around the world.
Keywords	Community regeneration; economic growth; health; heritage; funding; participation; skills

	United Kingdom
Author	Department for Digital, Culture, Media and Sport
Publication Date	2016
Title	Case Studies for the Culture White Paper
Government Department	Department for Digital, Culture, Media and Sport
URL	https://www.gov.uk/government/publications/culture-white-paper-case-studies
Overview of Content	This document issued by the Department for Digital, Culture, Media and Sport provides a range of examples of case studies of actions, projects and initiatives in the cultural sectors which illustrate the issues discussed in the Culture White Paper.
Summary of Policy Recommendations	<p>Case studies and examples are divided into the following areas: educational initiatives, equality and diversity, UK city of culture, quality of life, health case studies, arts and the justice system, historic built environment, cultural democracy, and funding.</p> <p>The latter sets out examples of funding streams to support cultural literacy education, including public funding, public-private funding, fund raising, philanthropy, and charity grant-making.</p>
Keywords	Diversity; funding; health; heritage; the arts

	United Kingdom
Author	Department for Digital, Culture, Media and Sport
Publication Date	2017
Title	UK Digital Strategy 2017
Government Department	Department for Digital, Culture, Media and Sport
URL	https://www.gov.uk/government/publications/uk-digital-strategy/uk-digital-strategy

Overview of Content	<p>This policy paper published by the Department for Digital, Culture, Media and Sport provides an in-depth strategic approach to digitalisation and commitment to building a digital economy in the UK. The document considers the following main themes:</p> <ol style="list-style-type: none"> 1. Connectivity - building world-class digital infrastructure for the UK 2. Digital skills and inclusion - giving everyone access to the digital skills they need 3. The digital sectors - making the UK the best place to start and grow a digital business 4. The wider economy - helping every British business become a digital business 5. A safe and secure cyberspace - making the UK the safest place in the world to live and work online 6. Digital government - maintaining the UK government as a world leader in serving its citizens online 7. Data - unlocking the power of data in the UK economy and improving public confidence in its use <p>The strategy sets out the government’s provisions for funding streams, digital skills development, internet/wifi coverage, partnerships with business and industry, cyber security, and a wide range of planned actions to digitalise sectors such as health and care (NHS), taxation, education, transport, energy, policing and justice, prisons, welfare, diplomacy, culture and planning systems.</p>
Summary of Policy Recommendations	<p>In terms of cultural literacy education, the policy paper states as follows: “The Culture White Paper set out our ambitions for culture. We expect culture to be accessible to all with the wide benefits it brings, and digital technology has a key role to play in this aim.</p> <p>Technology has the potential to bring arts and culture to new audiences; to inspire children and young people; and to support teaching and learning through interactive and online experiences. Many of our national and local cultural institutions are digitising their collections and screening content online, opening up access, especially for those who find it difficult or are unable to visit.”</p>
Keywords	Access; digital; economy; participation; skills

	United Kingdom
Author	Department for Digital, Culture, Media and Sport
Publication Date	2017
Title	Libraries Shaping the Future: Good Practice Toolkit
Government Department	Department for Digital, Culture, Media and Sport
URL	https://www.gov.uk/government/publications/libraries-shaping-the-future-good-practice-toolkit/libraries-shaping-the-future-good-practice-toolkit

Overview of Content	The document forms a toolkit to show how libraries contribute to local and national priorities, share good practice, provide information on alternative governance models available to libraries, and to introduce ideas for how libraries can develop smarter ways of working. Libraries are understood to provide cultural enrichment as well as educational opportunities and support for healthy and prosperous communities. Alternative models of delivery are set out with the aim of improving the effectiveness and efficiency of libraries, together with smarter ways of working.
Summary of Policy Recommendations	<ul style="list-style-type: none"> • For libraries to explore alternative models of service delivery in order to enhance their effectiveness and efficiency. • For libraries to seek new sources of income and find efficiencies through digital technologies, co-location with other kinds of public institutions, and income generating activities.
Keywords	Communities; funding; health; libraries

	United Kingdom
Author	Department for Digital, Culture, Media and Sport
Publication Date	2018
Title	Culture is Digital
Government Department	Department for Digital, Culture, Media and Sport
URL	https://www.gov.uk/government/publications/culture-is-digital
Overview of Content	<p>This policy paper published by the Department for Digital, Culture, Media and Sport provides an in-depth overview of the government’s approaches to support the “digital culture ecology” to unlock cultural opportunities.</p> <p>The government is keen to “explore how culture and technology can work together to drive audience engagement, unleash the creative potential of technology and boost the capability of cultural organisations.”</p>
Summary of Policy Recommendations	<p>The policy commitments are grouped around three key themes:</p> <ol style="list-style-type: none"> 1. Audiences: using digital technology to engage audiences 2. Skills and the digital capability of cultural organisations 3. Future Strategy: Unleashing the creative potential of technology <p>Furthermore, the Digital Culture Project has highlighted three policy priorities to drive a Digital Culture Future Strategy and exploit international opportunities:</p> <ol style="list-style-type: none"> 1. Digital Infrastructure for Culture 2. Innovation 3. Collaboration and Partnerships
Keywords	Access; digital; investment; participation; skills

	United Kingdom
Author	Department for Digital, Culture, Media & Sport and Department for Education
Publication Date	2015
Title	2010-2015 Policy: Arts and Culture
Government Department	Department for Digital, Culture, Media & Sport, and Department for Education
URL	https://www.gov.uk/government/publications/2010-to-2015-government-policy-arts-and-culture/2010-to-2015-government-policy-arts-and-culture
Overview of Content	<p>This policy paper highlights the importance of culture and the arts for the nation, with the UK seen as a world leader in arts and cultural activities. It recognises the benefits of innovative, challenging and exciting arts and culture, which include people’s wellbeing, benefits to the economy and tourism from around the world. Furthermore, culture and the arts are thought to play an important role in removing social and economic barriers, bringing communities together and increasing the academic performance of young people. Therefore, it is recognised that it is important that everyone can experience and take part in arts and cultural activities.</p> <p>The policy makes two key recommendations with regards to funding of art and cultural projects:</p> <ol style="list-style-type: none"> 1. To ensure freedom of expression in the arts, decisions on which projects should be funded are made independently (or at ‘arm’s length’) from government. 2. To develop a programme of mixed funding from a variety of sources, including philanthropic giving and fundraising, alongside public funding.
Summary of Policy Recommendations	<p>In particular, this policy outlines the following actions by the Government in order to support British arts and culture:</p> <ul style="list-style-type: none"> • providing funding for the arts in England through Arts Council England • making sure all young people have access to good-quality cultural activities, as set out in the cultural education summary of programmes and opportunities published in July 2013 • running the UK City of Culture programme • helping arts and culture organisations find new funding sources, including philanthropy and fundraising, that will, alongside public funding, give them a secure future • promoting British art around the world through the Government Art Collection <p>Additionally, the paper recognises the role of the British Council in promoting British culture abroad.</p>
Keywords	Access; community; educational achievement; health; economy; funding; tourism

	United Kingdom
Author	Department for Education
Publication Date	2013
Title	National Curriculum in England: History Programmes of Study
Government Department	Department for Education
URL	https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study/national-curriculum-in-england-history-programmes-of-study
Overview of Content	The document forms statutory guidance for primary and secondary level education in England concerning history programmes of study. It sets out the aims for the national curriculum for history in terms of the knowledge and skills gained by pupils, and specifies subject content at each level, including examples.
Summary of Policy Recommendations	This is a statutory guidance document on the curriculum and as such does not contain any policy recommendations.
Keywords	Heritage; knowledge; school curriculum; skills

	United Kingdom
Author	Department for Education
Publication Date	2013
Title	Improving the Spiritual, Moral, Social and Cultural (SMSC) Development of Pupils
Government Department	As above
URL	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/268826/dept_advice_template_smscadvicenov13.pdf
Overview of Content	The document provides non-statutory guidance to help independent schools understand their obligations under the regulations for the SMSC development of pupils. The document aims to set out amendments which were made to the regulations in January 2013, to explain the purpose of those amendments, and to identify what the regulations are aiming to achieve. Primarily, this focuses on schools encouraging respect for British values.
Summary of Policy Recommendations	<ul style="list-style-type: none"> • Schools should encourage pupils to respect specified fundamental British values. • Schools should not promote extremist views, or partisan political views, through their curriculum and/or teaching. • Schools should offer pupils a balanced presentation of views when political issues are brought to their attention. • Schools should enable pupils to develop their self-knowledge, self-esteem and self-confidence.

	<ul style="list-style-type: none"> • Schools should enable pupils to distinguish right from wrong and to respect the civil and criminal law. • Schools should encourage pupils to accept responsibility for their behaviour • Schools should promote principles which provide pupils with knowledge of public institutions and services • Schools should enable pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony • Schools should ensure that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views.
Keywords	Diversity; extremism; knowledge; tolerance; values

	United Kingdom
Author	Department for Education
Publication Date	2013 (last updated 2015)
Title	2010 to 2015 Government Policy: School and College Qualifications and Curriculum
Government Department	Department for Education
URL	https://www.gov.uk/government/publications/2010-to-2015-government-policy-school-and-college-qualifications-and-curriculum
Overview of Content	<p>This policy paper issued by the Department for Education outlines the new national curriculum framework for Key Stage 2 and above, up to GCSEs and A/AS level qualifications.</p> <p>The new curriculum is believed to better support the needs of employers, universities and colleges, who are often dissatisfied with school leavers' literacy and numeracy.</p> <p>Detailed timelines for the implementation of the new curriculum with its new grading scheme is set out in the document. The policy also identifies new approaches to screening tests (e.g. a phonics screening check, and a new grammar, punctuation and spelling test).</p>
Summary of Policy Recommendations	<p>The recommended actions are detailed as follows:</p> <p>“Actions</p> <p>National curriculum: To give teachers more freedom over their teaching, we are: introducing a slimmed-down national curriculum for 5- to 16-year-olds to be taught in maintained schools from 2014</p> <p>National curriculum assessment: To improve literacy standards early so all pupils develop their enjoyment of reading and are able to access the rest of the curriculum, we will:</p>

	<p>make sure all pupils take a statutory phonics screening check at the end of year 1 to identify those that need additional support from 2013, introduce a second phonics screening check in year 2 for pupils whose results were below the level expected in the year 1 check</p> <p>To raise standards for all children, we will: introduce grammar, punctuation and spelling tests from 2013 for all pupils at the end of key stage 2</p> <p>To give schools greater freedom, we will: remove the current system of national curriculum levels so that schools have the freedom to design their own assessments against the new national curriculum</p> <p>Key stage 4 (GCSE) and key stage 5 (A level) qualifications: To make sure school leavers are better prepared for life after school, we will: reform GCSEs so they provide a strong foundation for further academic and vocational study reform A and AS levels to better prepare students for higher education encourage more 16- to 18-year-olds to take up mathematics and science subjects”.</p>
Keywords	Employment; literacy; school curriculum; skills

	United Kingdom
Author	Department for Environment, Food & Rural Affairs, Environment Agency, and Natural England
Publication Date	2016
Title	National Parks: 8 Point Plan for England
Government Department	Department for Environment, Food & Rural Affairs, Environment Agency, and Natural England
URL	https://www.gov.uk/government/publications/national-parks-8-point-plan-for-england-2016-to-2020
Overview of Content	<p>This policy paper sets out a plan for improving National Parks in England over the period between 2016 and 2020. The plan identifies the following areas of focus:</p> <ul style="list-style-type: none"> - Inspiring Natural Environments - Drivers of the Rural Economy - National Treasures <p>It includes plans to connect more young people to the environment through National Parks, and to increase visitor numbers. The plan also includes plans to develop apprenticeships through National Park Authorities, and to protect and enhance the natural environment.</p>
Summary of Policy Recommendations	<p>Within the identified areas of focus the plan is based on 8 points, each linked with specific recommendations and actions to be implemented.</p> <p>Inspiring Natural Environments:</p> <ol style="list-style-type: none"> 1. Connect young people with nature through doubling the number of young people visiting parks by 2020, new teaching materials, and school visits.

	<p>2. Create thriving natural environments through championing integrated management and showcasing the benefits of designated landscapes.</p> <p>Drivers of the Rural Economy:</p> <p>3. National Parks driving growth in international tourism, by increasing numbers to 100 m, and generating income of £440 for local businesses.</p> <p>4. Deliver new apprenticeships in National Parks, with three new standards and doubling the number of apprenticeships by 2020.</p> <p>5. Promote the best of British food from National Parks, by making them known as great food destinations, more Protected Food Names, and increased exports. The Government is to celebrate National Park produce.</p> <p>National Treasures:</p> <p>6. Everyone's National Parks, including specific actions such as extending the boundaries of the Lake District and Yorkshire Dales National Parks, more diverse visitors to National parks, volunteering in National Parks, and celebration of the 70th Anniversary of National Parks' creation.</p> <p>7. Landscape and heritage in National Parks, to include more projects fundable by the Lottery Fund, more people involved in the interpretation of the historic environment and natural beauty in National Parks, Support the Lake District's bid for UNESCO World Heritage Status, and spreading the story of cultural landscapes in England's National Parks.</p> <p>8. Health and wellbeing in National Parks to serve national health and realise the immense potential for outdoor recreation.</p>
Keywords	Economic growth; environment; health; heritage; skills; tourism

	United Kingdom
Author	Welsh Assembly Government
Publication Date	2008
Title	Education for Sustainable Development and Global Citizenship - A Common Understanding for Schools
Government Department	Department for Children, Education, Lifelong Learning and Skills
URL	https://gov.wales/docs/dcells/publications/081204commonunderstschoolen.pdf
Overview of Content	<p>This paper issued by the Welsh Assembly Government is a guidance document to aid delivery of Education for Sustainable Development and Global Citizenship (ESDGC) in schools in Wales.</p> <p>According to the document, ESDGC is about:</p> <ul style="list-style-type: none"> • the links between society, economy and environment and between our own lives and those of people throughout the world • the needs and rights of both present and future generations • the relationships between power, resources and human rights • the local and global implications of everything we do and the actions that individuals and organisations can take in response to local and global issues.

Summary of Policy Recommendations	The framework put forward in this document is based on seven distinctive themes: consumption & waste, health, choices & decisions, identity & culture, climate change, natural environment, wealth & poverty. The implementation of the objectives under each theme is measured by commitment and leadership, teaching and learning approaches, school management, partnerships and engagement with the community, and evidence of research and monitoring.
Keywords	Citizenship; global; human rights; school curriculum

	United Kingdom
Author	Welsh Assembly Government
Publication Date	July 2008
Title	Education for Sustainable Development and Global Citizenship - Information for teacher trainees and new teachers in Wales
Government Department	Department for Children, Education, Lifelong Learning and Skills
URL	http://learning.gov.wales/docs/learningwales/publications/081204infoteachertraineesen.pdf
Overview of Content	<p>This paper issued by the Welsh Assembly Government is a guidance document to support trainees and new teachers to deliver Education for Sustainable Development and Global Citizenship (ESDGC) in schools in Wales.</p> <p>This guidance complements the key document on ESDGC in Wales, Education for Sustainable Development and Global Citizenship: A Common Understanding for Schools (July 2008).</p> <ul style="list-style-type: none"> • It aims to support ITET trainees and new teachers by pointing to the types of documents which trainee teachers and new teachers should know about. • It suggests ways in which they can approach ESDGC in their teaching. • It looks at the types of strategies which can be used for teaching and learning and at how schools can promote ESDGC through their ethos. • It lists some resources and support organisations to help them get started with ESDGC.
Summary of Policy Recommendations	<p>The framework put forward in this document is based on seven distinctive themes: consumption & waste, health, choices & decisions, identity & culture, climate change, natural environment, wealth & poverty.</p> <p>The implementation of the objectives under each theme is measured by commitment and leadership, teaching and learning approaches, school management, partnerships and engagement with the community, and evidence of research and monitoring.</p> <p>In terms of cultural literacy education, the emphasis is on learning which explores values and cultural perspectives.</p>
Keywords	Citizenship; diversity; global; teacher training; values

	United Kingdom
Author	Welsh Assembly Government
Publication Date	January 2008
Title	History in the National Curriculum for Wales
Government Department	Department for Children, Education, Lifelong Learning and Skills
URL	http://learning.gov.wales/docs/learningwales/publications/130424-history-in-the-national-curriculum-for-wales-en.pdf
Overview of Content	<p>This document issued by the Welsh Assembly Government sets out the revised national curriculum for history in Wales for Key Stages 2 and 3 (pupils' ages 7 to 14).</p> <p>The focus is on skills to be developed across the curriculum, learning across the curriculum, progression in history and programmes of study, as well as attainment levels and curriculum outcomes.</p>
Summary of Policy Recommendations	<p>According to this document, skills to be developed across the curriculum include thinking, communication, ICT, and number skills. History is recognised as an important component in this approach.</p> <p>Furthermore, historical education also support pupils' learning of other elements of the national curriculum, including Curriculum Cymreig, Wales, Europe and the World, and Personal and social education, Careers and the world of work.</p> <p>Skills to be developed in terms of historical enquiry include skills in the following areas:</p> <ul style="list-style-type: none"> – Chronological awareness – Historical knowledge and understanding – Interpretations of history <p>With regards to cultural education, the curriculum makes a reference to cultural aspects which form part of the programme of study for history. Pupils are to focus on political, economic, social, religious and cultural history. The following statement can be found on page 14: "Pupils should be given opportunities to develop their historical skills and to build on their knowledge and understanding of the characteristics of daily life in the past by focusing on political, economic, social, religious and cultural history in the following contexts."</p>
Keywords	Heritage; knowledge; school curriculum; skills

	United Kingdom
Author	Welsh Assembly Government
Publication Date	June 2008
Title	Knowledge and Understanding of the World

Government Department	Department for Children, Education, Lifelong Learning and Skills
URL	http://learning.gov.wales/docs/learningwales/publications/130424-knowledge-and-understanding-of-the-world-en.pdf
Overview of Content	<p>This guidance issued by the Welsh Assembly Government supports the delivery of the Knowledge and Understanding of the World Area of Learning in the Foundation Phase Framework for Children’s Learning for 3 to 7-year-olds in Wales.</p> <p>It provides guidance on the skills and knowledge that children acquire, along with case studies on its implementation in settings and schools.</p> <p>Knowledge and Understanding of the World relates to children’s everyday lives, their homes, families, other people, the local environment and community, and the wider world. Through different types of play, active, and experiential learning opportunities as well as practical activities, children will be provided with meaningful experiences. These will stimulate their senses as well as encourage them to ask questions, explore and wonder at their environment. They will undertake investigations that engage their interests, and develop awareness of the beliefs and views of others.</p> <p>The following key areas have been identified:</p> <ul style="list-style-type: none"> - Places and people - Time and people - Myself and other living things - Myself and non-living things <p>Case studies include cooking, hatching eggs, exploring life in the 1906s, planning holidays and designing an airport.</p>
Summary of Policy Recommendations	<p>According to this guidance, Knowledge and Understanding of the World is to be implemented across the curriculum in order to develop a wide range of skills, such as Observing, Sorting and grouping, Comparing, Sequencing, Classifying, Asking/answering questions, Enquiring, Investigating, Exploring and experimenting, Thinking, Listening, Solving problems, Making decisions, Recording, Predicting and testing, Communicating, Reflecting, Evaluating and Describing.</p> <p>In terms of cultural literacy education, the guidance does not clearly specify what is understood as culture. The document makes a direct reference to nurturing cultural identity in the definitions section (page 37):</p> <p>“The Foundation Phase contributes to the Curriculum Cymreig by developing children’s understanding of the cultural identity unique to Wales across all Areas of Learning through an integrated approach. Children should appreciate the different languages, images, objects, sounds and tastes that are integral to Wales today, and gain a sense of</p>

	<p>belonging to Wales, and understand the Welsh heritage, literature and arts as well as the language.”</p> <p>The above definition identifies heritage, literature and arts as key components of cultural education.</p>
Keywords	Global; heritage; literature; knowledge; school curriculum; skills; the arts

	United Kingdom
Author	Welsh Assembly Government
Publication Date	2008
Title	Personal and Social Education Framework for 7 to 19-year-olds in Wales
Government Department	Department for Children, Education, Lifelong Learning and Skills
URL	http://learning.gov.wales/docs/learningwales/publications/130425-personal-and-social-education-framework-en.pdf
Overview of Content	<p>This Framework issued by the Welsh Assembly Government provides guidance on the delivery of Personal and Social Education (PSE). According to this document, PSE is to prepare learners to be personally and socially effective by providing learning experiences in which they can develop and apply skills, explore personal attitudes and values, and acquire appropriate knowledge and understanding.</p> <p>The aims of PSE are to:</p> <ul style="list-style-type: none"> • develop learners’ self-esteem and a sense of personal responsibility • promote self-respect, respect for others and celebrate diversity • equip learners to live safe, healthy lives • prepare learners for the choices and opportunities of lifelong learning • empower learners to participate in their schools and communities as active responsible citizens locally, nationally and globally • foster positive attitudes and behaviour towards the principles of sustainable development and global citizenship • prepare learners for the challenges, choices and responsibilities of work and adult life.
Summary of Policy Recommendations	<p>There are 5 themes identified in the PSE framework:</p> <ul style="list-style-type: none"> • Active citizenship • Health and emotional well-being • Moral and spiritual development • Preparing for lifelong learning • Sustainable development and global citizenship. <p>Overall, this framework provides an overview of approaches to meet the above objectives, including the development of skills such thinking, communication, ICT, number, working with others, and improving own learning.</p>

	Aspects related with cultural identity and cultural literacy education appear in the active / global citizenship themes.
Keywords	Citizenship; communities; global; health; participation; school curriculum

	United Kingdom
Author	Welsh Assembly Government
Publication Date	March 2008
Title	Moving Forward – Gypsy Traveller Education
Government Department	Additional Needs and Inclusion Division
URL	http://learning.gov.wales/docs/learningwales/publications/121113travellereducationen.pdf
Overview of Content	<p>This Guidance for Local Education Authorities and Schools issued by the Welsh Assembly Government focuses on the educational provision for children from Gypsy and Traveller communities, including Gypsy Travellers, Occupational Travellers, and New Age Travellers.</p> <p>This document is set in the context of Local Education Authorities' obligation, by statute, to ensure that all children of compulsory school age receive education that is appropriate to their age, abilities and any special educational needs; to promote high standards in the provision of education and to promote the welfare of children. These obligations apply to all children whether or not they are permanent residents in an area.</p> <p>Consequently, there are a number of recommendations for schools and Local Education Authorities to ensure that children from Gypsy and Traveller communities are provided support and access to education.</p> <p>In particular, Section 1 (Background and context) provides legal framework, definitions, applied understanding of culture, review of available data and policies. Section 2 (Good Practice for Inclusion) provides examples and guidance with regards to the curriculum, different educational stages from pre-school to Key Stage 4, homework, access and attendance, interrupted learning, and home education. Finally, Section 3 contains information on resources to support Gypsy and Traveller education, and Section 4 provides a list of reference documents, including relevant documents, locations of LAs and TES, and useful contacts.</p>
Summary of Policy Recommendations	With regards to culture, it is recognised that Gypsy and Traveller groups have specific cultural and life-style characteristics which may not be generally understood and which can contribute to the prejudice that they may experience from the non-Traveller population. According to this guidance, their long-held culture is not static, however, and a feature of Gypsy and Traveller communities is their ability to adapt to changing economic and social circumstances whilst retaining their cultural identity.

	<p>This document puts forward the following cultural and lifestyle characteristics of the Gypsy and Traveller groups:</p> <ul style="list-style-type: none"> • An emphasis on a strong family unit, larger family sizes and very strong extended families often living on the same site; • The value placed on children and the importance of education within the family unit; • Entrepreneurial skills, self-employment and flexibility in seeking employment; • Strict cultural traditions some of which relate to cleanliness, which differ from those in the settled community; • A history of bi-lingualism and use of distinct and separate language; • A sense of pride in their cultural identity; and • A tradition of mobility in seeking employment and also travelling for family and cultural reasons such as: funerals, weddings, family illness or Gypsy and Traveller fairs.
Keywords	Minorities; language; participation; school curriculum; tolerance

	United Kingdom
Author	Welsh Assembly Government
Publication Date	2009
Title	Wales, Europe and the World: A framework for 14 to 19-year-old Learners in Wales
Government Department	Department for Children, Education, Lifelong Learning and Skills
URL	http://learning.gov.wales/docs/learningwales/publications/130425-wales-europe-and-the-world-en.pdf
Overview of Content	<p>This Framework issued by the Welsh Assembly Government provides guidance on the delivery of focuses on Wales, Europe and the World (WEW) part of the Welsh curriculum, which is designed to help learners develop their understanding of life in Wales, and of Wales' place within the UK, Europe and the rest of the World.</p> <p>The document focuses on four main aspects:</p> <ol style="list-style-type: none"> 1. Political 2. Social 3. Economic 4. Cultural
Summary of Policy Recommendations	<p>With regards to culture, it is understood that WEW should provide learners with opportunities to engage in creative and/or sporting activities with Welsh and international dimensions. It is also stated that Learners should be given opportunities to experience and undertake activities that enhance their sense of identity and heritage, covering a range of contexts, media and sports.</p> <p>The recommended activities to achieve the above objectives are as follows:</p>

	<ul style="list-style-type: none"> • Exchange visits – experiencing other cultures at first hand. • Eisteddfodau. • Visits to concerts, museums, art galleries, heritage centres, theatres, media centres and festivals. • Work with youth groups involved in cultural activities, e.g. the Urdd movement and the Duke of Edinburgh Award scheme. • Visits from architects, scientists, thinkers and craftspeople. • Photography workshops. • Writers/poets/artists in residence. • International visits from Europe and other countries (including the use of other languages). • Drama/theatre activities. • Masterclasses from visiting musicians. • Working alongside sports professionals. • Events that celebrate cultural diversity, both within and beyond the local area. • Analysis of the functions of a variety of different bodies, e.g. CADW, National Museum of Wales and National Library of Wales to understand their links with our cultural heritage. • Looking at aspects of the Welsh media, e.g. the film industry or animation production, in relation to parallel work. • Community links with sports clubs. • Reviewing specific productions, books, music, events. • Use of magazines with Welsh and international perspectives, e.g. Planet and Barn. • Studying media coverage for a national or international cultural event. • Using an enterprise programme to promote magazines/paintings/ other artefacts reflecting local creativity.
Keywords	Creative; global; heritage; identity; media; school curriculum; sport