

Young People's Understanding of Multicultural Heritage and Intercultural Values

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Historical Perspectives on Transnationalism and Intercultural Dialogue in the Austro-Hungarian Empire (TIDA)

- **Project:** funded by Croatian Science Foundation
- **Aim:** to counterbalance the historiographic approach to the Austro-Hungarian Empire in Croatia based on exclusive national canons
- **Focus:** cultural and linguistic heterogeneity and transnational practices; intercultural identity, representational practices and the legacy of the past

Austro-Hungarian Empire (1867 to 1918)



- Multilingualism
- Multiethnicity
- Mobility and migration



Fiume/Rijeka 1900



Agram/Zagreb 1900

Purpose of the study

- How much youth draw on our cultural and intellectual inheritance from the past as potential resources to deal with the world ?
- To explore youth **attitudes toward cultural heritage**, cultural diversity and intercultural practices
- To assess the level of **awareness or knowledge of past multiculturalism** and intercultural practices
- To specifically examine the knowledge and attitudes toward Austro-Hungarian heritage
- To find out potential differences between 4 towns included in the study

Theoretical concepts

- **Cultural heritage**

- Partial and sometimes not true collection of pictures chosen to be represented as a result of ideologically motivated processes of selection (Watson and Waterton, 2010)
- A form of communicative practice and a cultural process, „concerned with the negotiation and regulation of social meanings and practices associated with the creation and recreation of identity” (Smith 2006:5)

- **Multicultural awareness**

- a set of beliefs and explanations that recognizes and values the importance of ethnic and cultural diversity in shaping lifestyles, social experiences, personal identities, and educational opportunities of individuals, groups, and nations (Gay (2001)

Methodology

- Quantitative survey
 - Section on attitudes toward cultural heritage
 - Section on intercultural practices
- Sample
- 633 students of secondary schools in Pula, Rijeka, Zadar and Zagreb
- Data Analysis
 - SPSS (Statistical Package for Social Sciences)
 - Descriptive and regression analyses

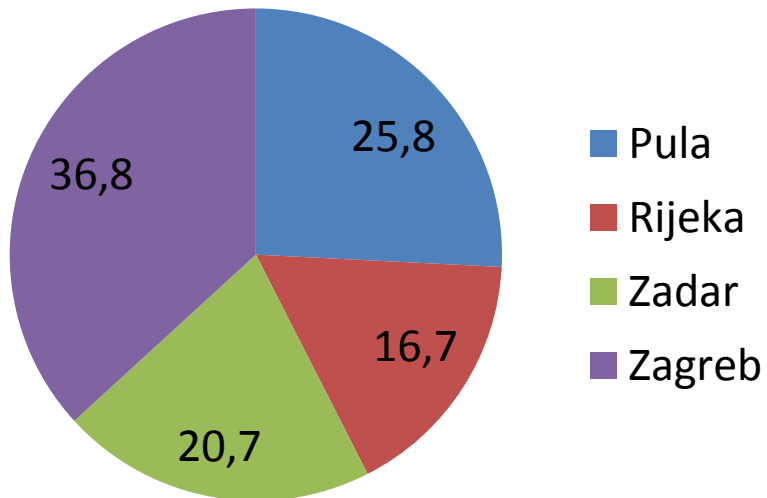
Sample

Total: 633

Age: 16-18

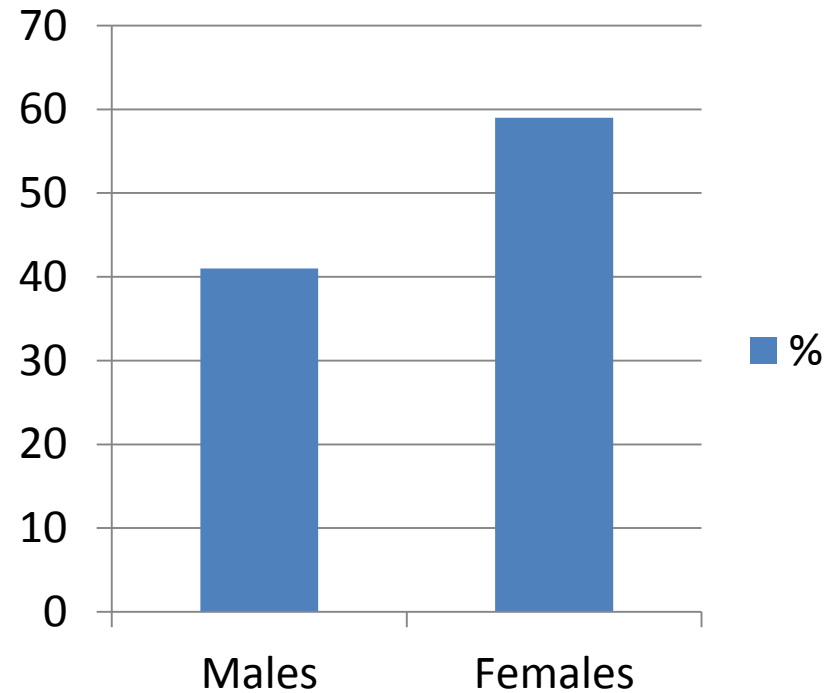
By town

%

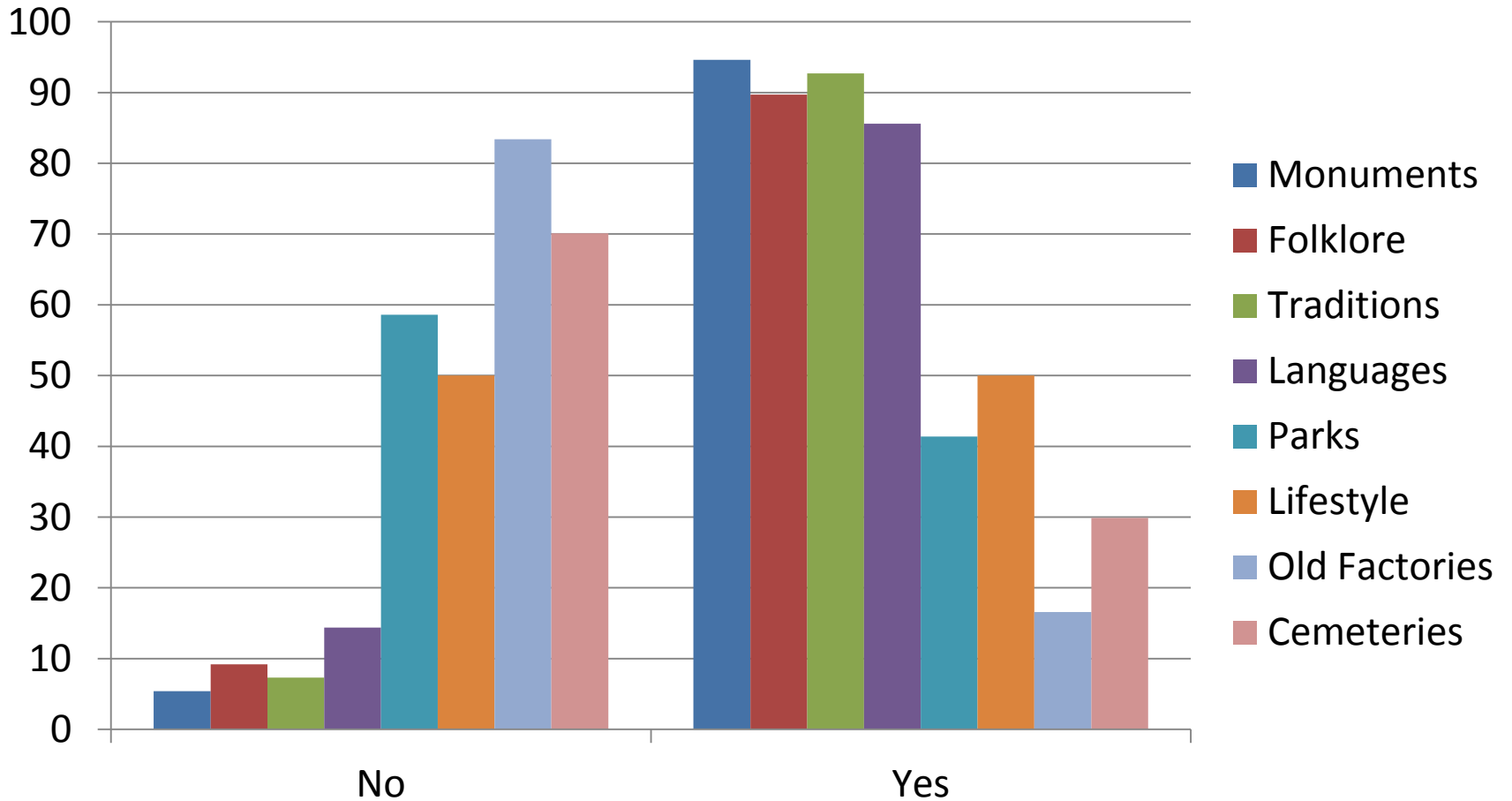


By sex

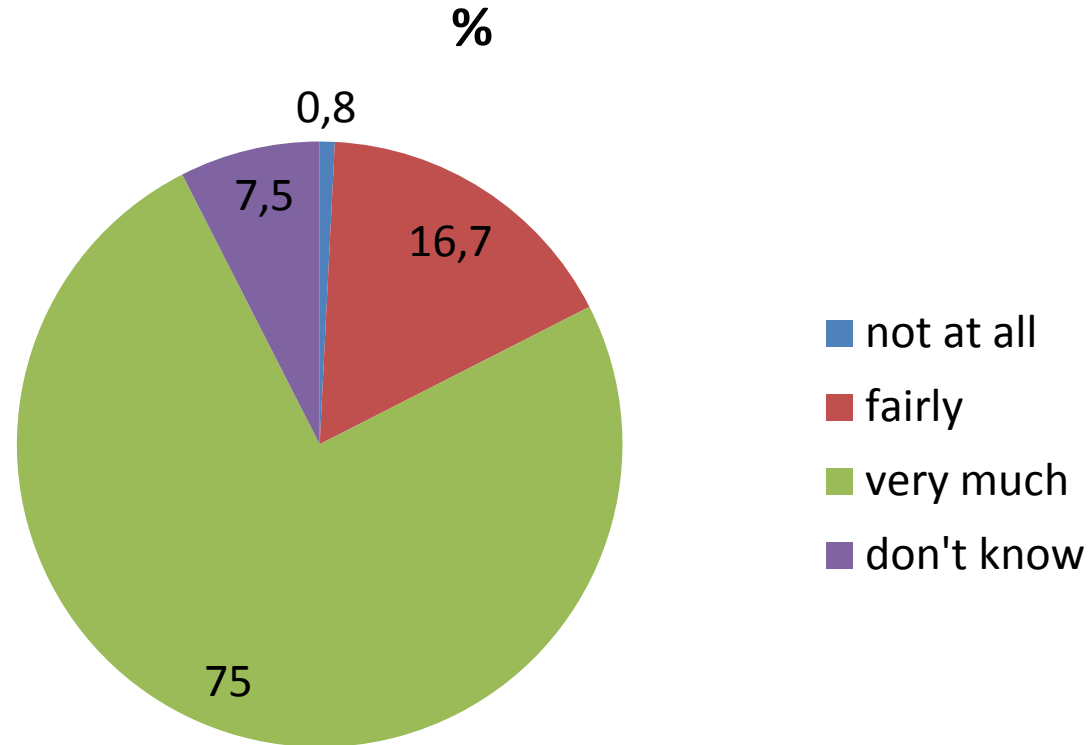
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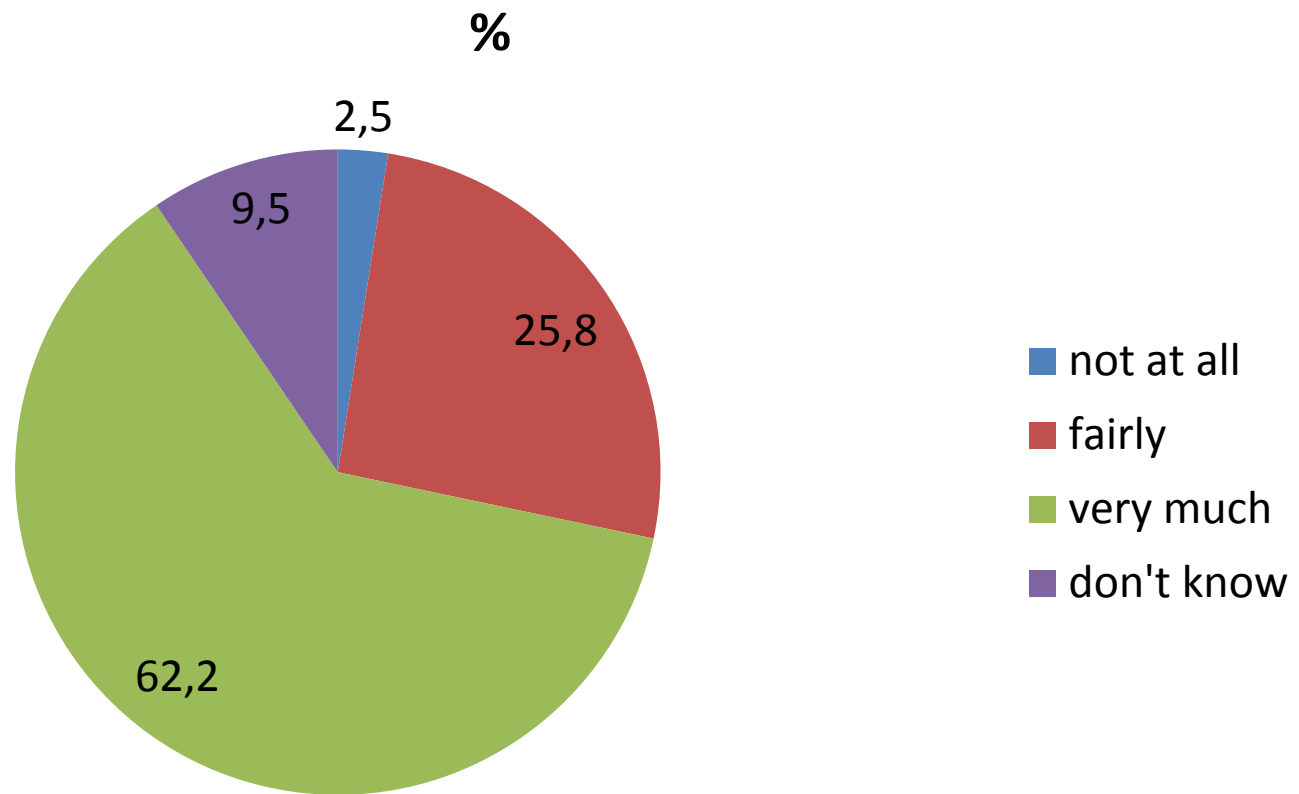
What is cultural heritage?



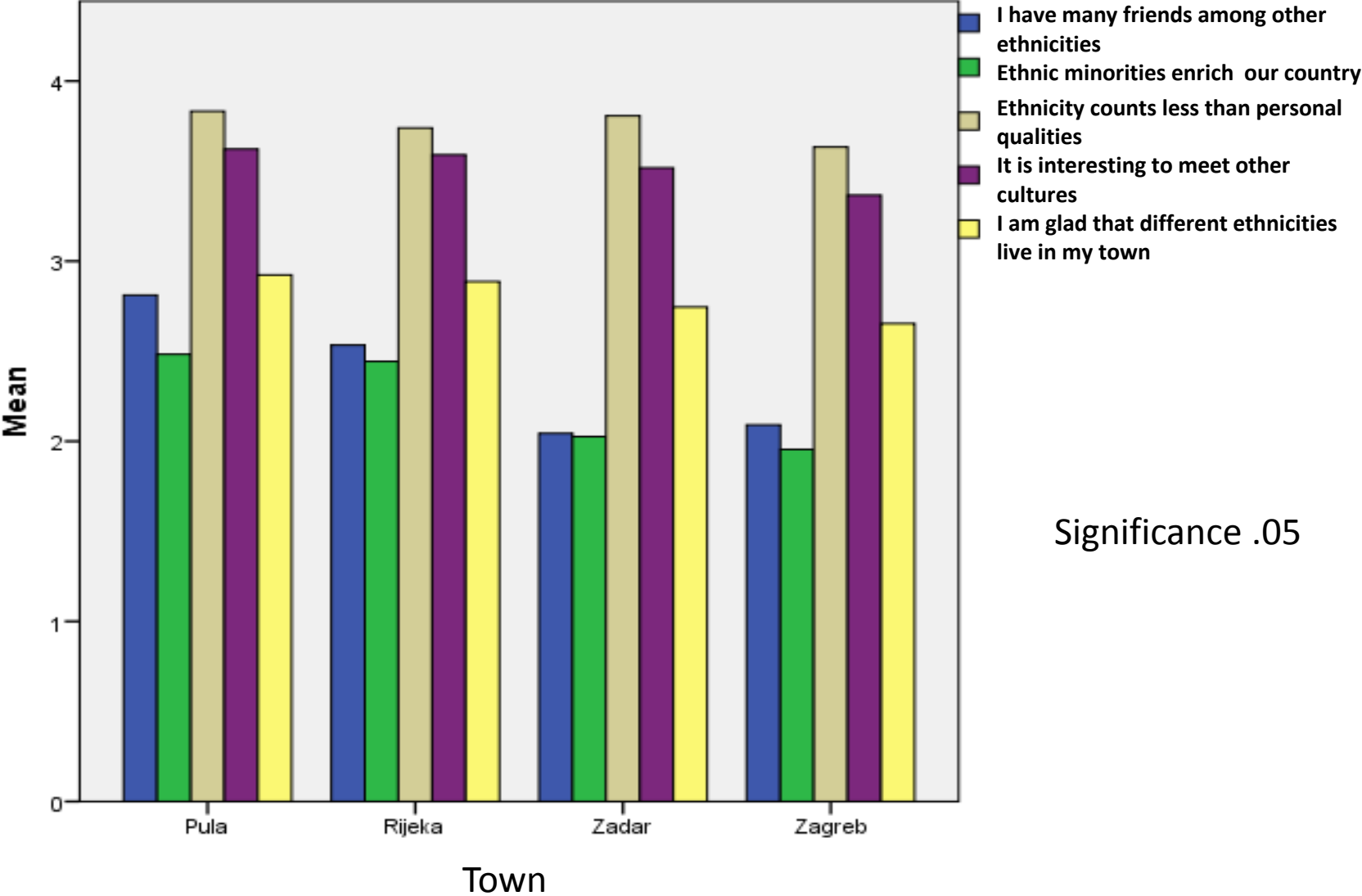
Cultural heritage contributes to strenghtening of cultural identity



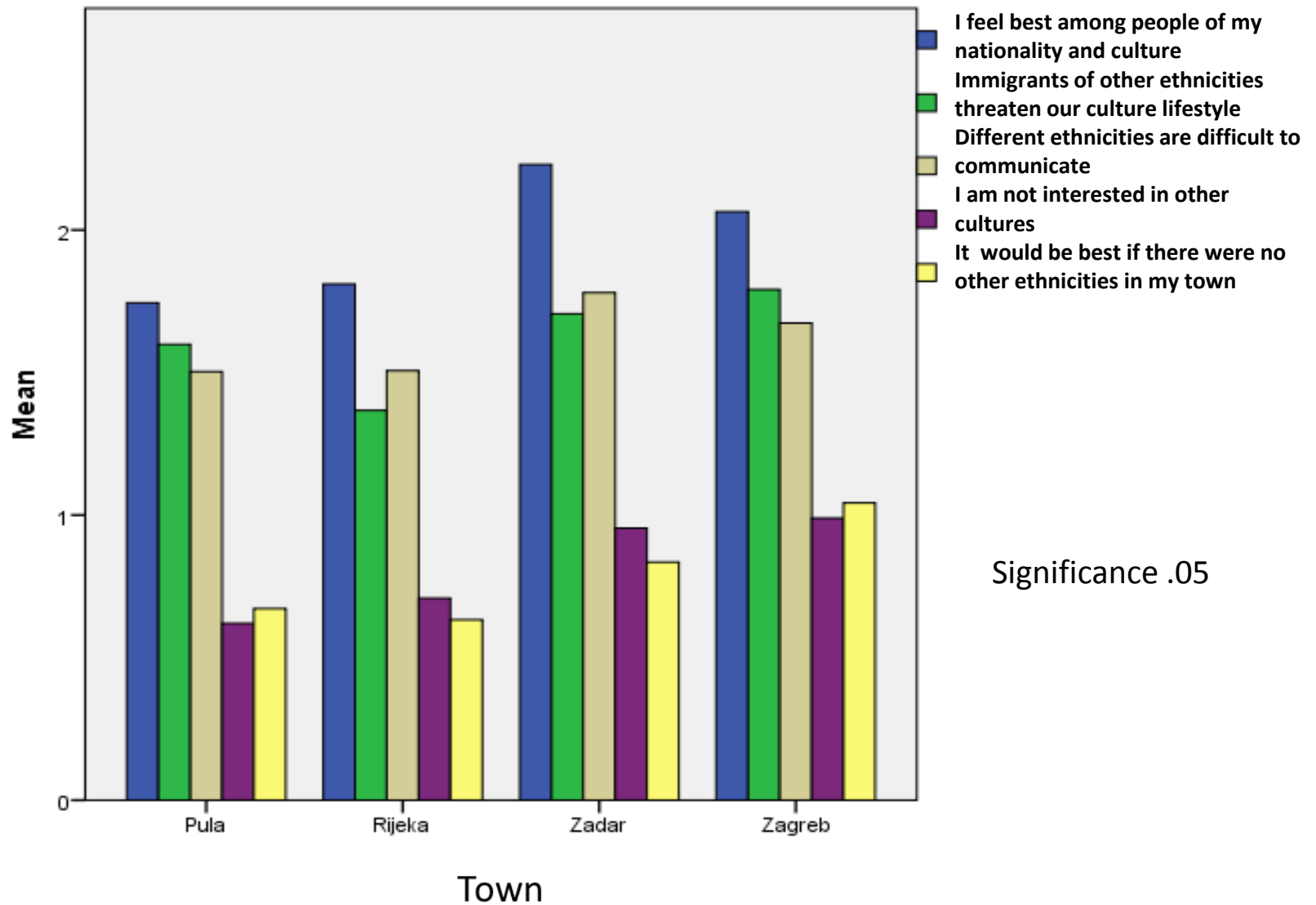
Cultural heritage contributes to cultural diversity



Positive attitudes toward cultural diversity



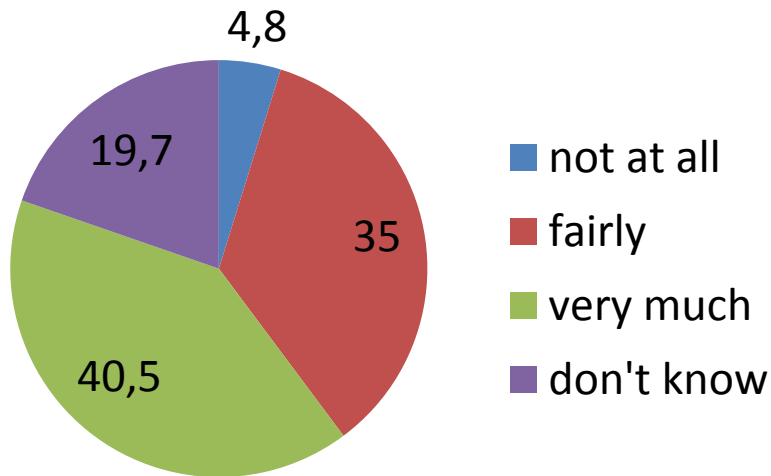
Negative attitudes toward cultural diversity



Austro-Hungarian heritage is important because

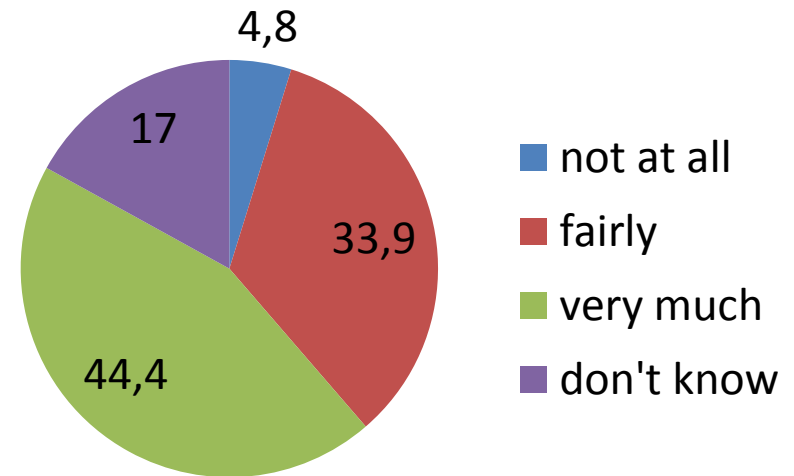
It contributes to cultural diversity of my town

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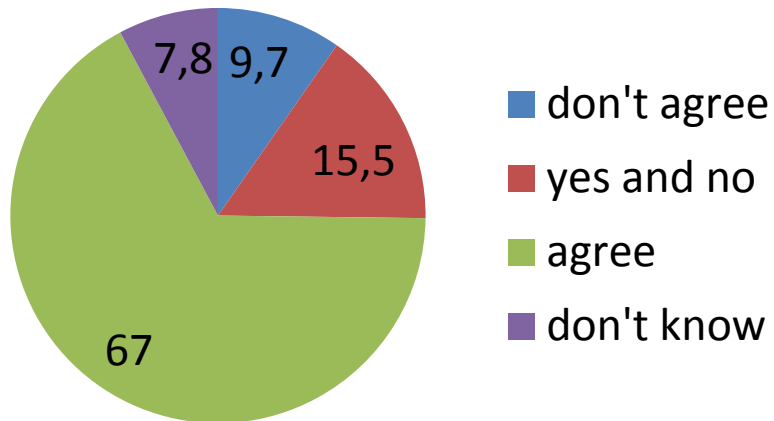
It is part of the cultural identity of my town

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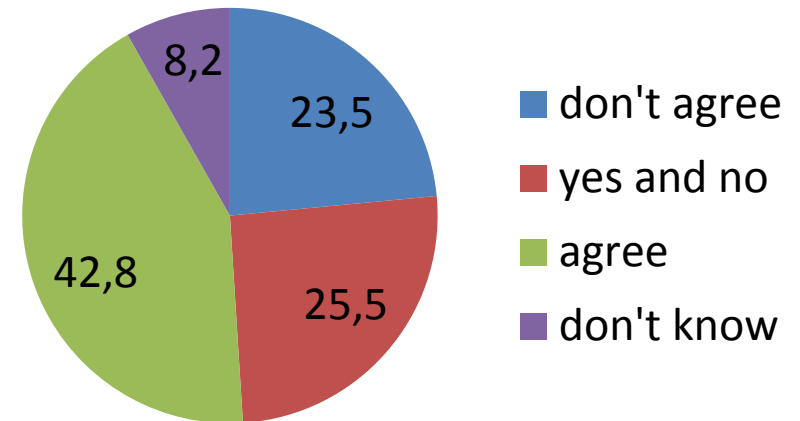
My knowledge about Austro-Hungarian heritage is poor

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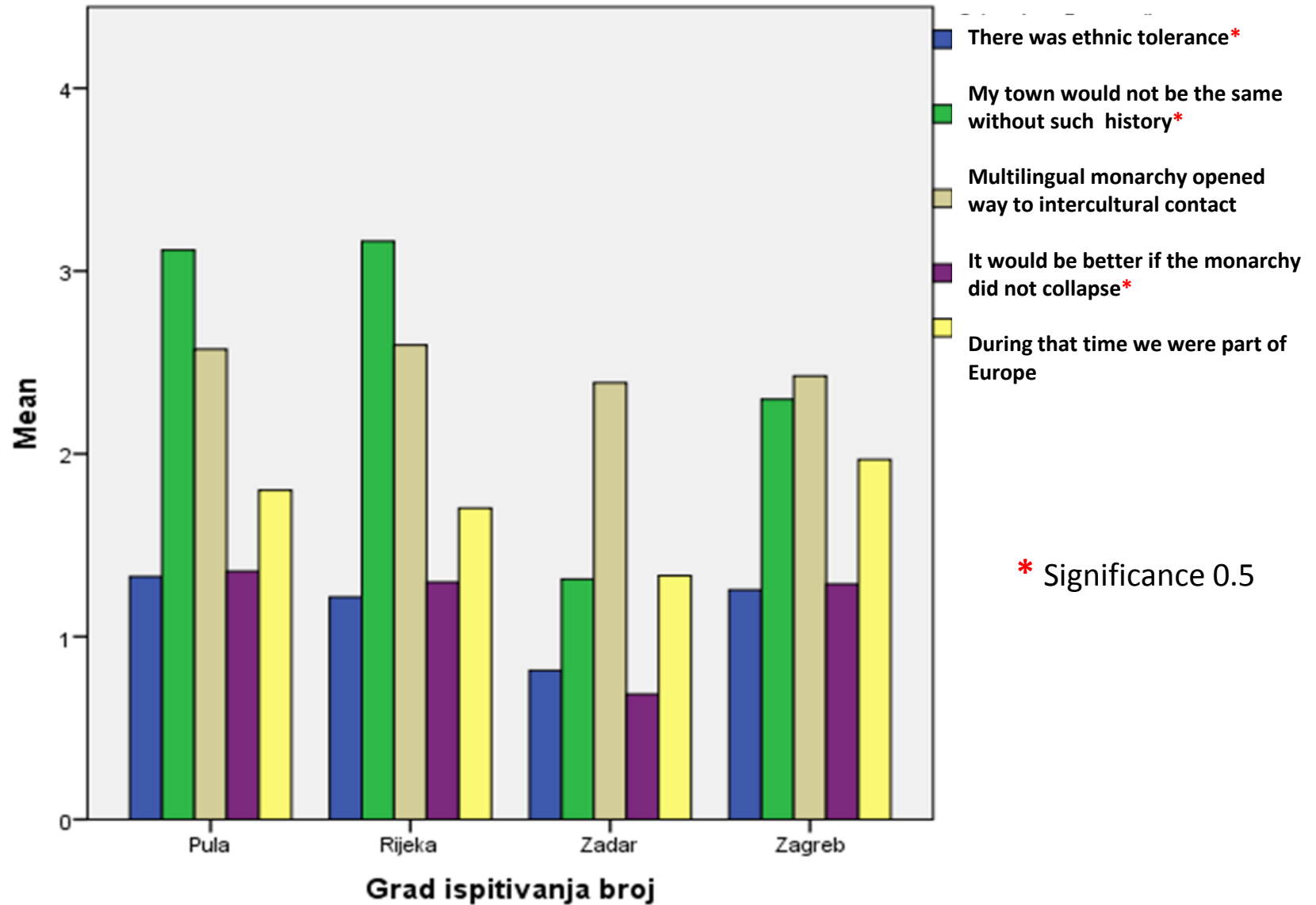


I am not interested at all in Austro-Hungarian heritage

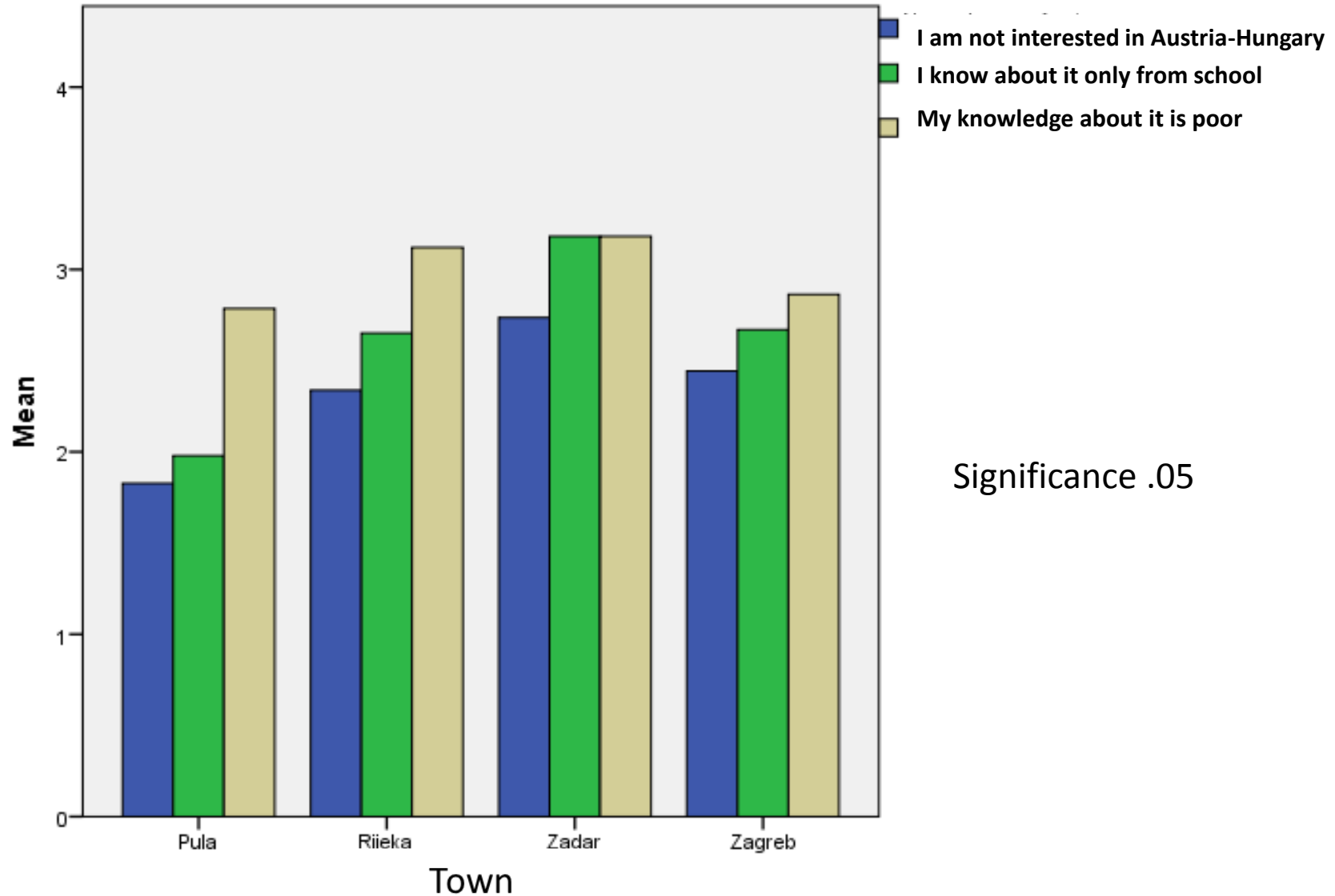
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Positive attitudes toward Austro-Hungarian legacy



Knowledge about Austro-Hungarian legacy



Conclusions & implications

- **Cultural heritage:** findings fit into the concept of authorized heritage discourse (tangible, aesthetically pleasing material objects, defined as national treasure)
- general appreciation of cultural diversity and of heritage as a marker of cultural identity, but
- ambivalent attitudes toward intercultural practices and some dimensions of diversity
- Ambivalent attitudes and a rather low level of awareness and knowledge about multicultural legacy of Austria-Hungary
- significant differences between towns due to particular local contexts and recent history
- **Implications:** for multicultural education, historical knowledge construction and inclusive concept of heritage - to acquaint young people with the legacy of the past as a resource to deal with current and future challenges