For more than a century education has been considered the linchpin of modernity and intimately linked to the development of both the nation and the individual citizen in that nation. For more than a century educational debates have also underlined the crisis and obstacles in organising and transmitting the “right” kind of education. In this volume Turkish and Swedish researchers contribute to the analysis of these issues in the two different but also similar national contexts. Both Turkey and Sweden can be considered multicultural societies but the meanings and expressions of this are contested both within and across the two national contexts. This volume contributes to the critical analysis of education framed in sections focusing on challenges in multicultural education, educational institutions and identity formations and strategies for empowerment. The volume consists of an introduction, thirteen chapters and two appendices concerned with the development of education in Turkey and Sweden respectively. The contributors work in the fields of education, sociology, religious studies, linguistics, anthropology, folklore and cultural studies. Gender, informal education, religion and education, nationalism, ethnicity, youth and adult education as well as analyses of textbooks and educational reforms constitute important topics in the articles.

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