

**Training in intercultural  
education for primary  
school teachers in  
the Czech Republic.**

THE UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL  
ORGANIZATION

INTERNATIONAL BUREAU OF EDUCATION

**TRAINING IN INTERCULTURAL EDUCATION  
FOR PRIMARY SCHOOL TEACHERS  
IN THE CZECH REPUBLIC**

**(Final Report)**

**Jiří Kotásek - Richard Růžička**

**Bibliography compiled by Marie Burešová  
English translation provided by Hana Procházková**

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## PAPERS ON TEACHER TRAINING AND MULTICULTURAL/ INTERCULTURAL EDUCATION

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All correspondence should be addressed to the Project Basic Education for Participation and Democracy: Key Issues in Human Resources Development (Teachers and Multicultural/Intercultural Education)

International Bureau of Education,  
C.P 199, 1211 GENEVA 20, SWITZERLAND.

Tel.: 798 14 55      Fax: 798 14 86.

INTERNATIONAL BUREAU OF EDUCATION - UNESCO

## PREFACE

The Final Report is submitted on the basis of the contract between UNESCO signed on behalf of the Director-General by Juan Carlos Tedesco, Director, International Bureau of Education and Jiří Kotásek, Faculty of Education, Charles University, as contractor. The contract came into effect from 27 January 1994.

The Final Report comprises all tasks set by the contract in the structure enabling to the IBE's team, charged by the international comparative research, to conceive the image of the state of art achieved in the field of training in intercultural education for future primary school teachers in the Czech Republic.

The Final Report is divided into four parts. In the first one a brief information is presented about the social and political climate of the Czech Republic and about the reflection of the problem of intercultural education as the factors influencing teacher training. The second part is describing and analyzing the education of primary school teachers at University Faculties of Education. Successful experience in teachers' training in intercultural education is recorded here. At the same time, the activity of the Faculties in this field is systematically evaluated on the basis of a complementary questionnaire having been sent to all the Deans of the Faculties of Education in the Czech Republic. This part of the Final Report characterizes the conditions under which the students of the selected Faculties have answered the questions of the IBE's Questionnaire. The third part represents the requested report on the application of the international Questionnaire. It informs on the ways and circumstances of the utilization of the Questionnaire, on the description of the ascertained results and their analysis. In the fourth part a selective bibliography is presented that represents a cross-

section of the literary as well as research and development production of Czech authors on multiculturalism, intercultural education and training the primary school teachers.

Besides the contractor the following persons have participated in the fulfilment of the contract: Dr. Richard Růžička - lecturer in sociology and social education (research design, description and analysis of the results, editing), Dr. Marie Burešová (bibliography) and Dr. Hana Procházková (English translation).

Prague, 30 June 1994

Dr. Jiří Kotásek

Professor of Comparative Education

Faculty of Education

Charles University in Prague

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# **1 SOCIAL AND POLITICAL CONTEXT AND THE REFLECTION OF THE PROBLEM OF INTERCULTURAL EDUCATION IN THE CZECH REPUBLIC**

After the collapse of the communist system in Central and Eastern Europe, the former Czechoslovakia and the other states within that block of power faced a complex of unprecedented, complicated questions of the transformation of the hitherto political, legal, social and economic arrangement. Among them a serious place was taken by the problems of the relations between nations, nationalities and ethnical groups, this inside as well as between individual states. Czechoslovakia, as a multinationality State, tried to solve the problems, first of all, through changing the Constitution. In 1990 the modification of the Constitution had been approved by what the federalization of the State was achieved within which Czechs and Slovaks had fully equal rights. One year later, the Charter of the Fundamental Rights and Freedoms passed in the Federal Parliament what, besides human, political, economic, social and cultural rights, fixed even the rights of nationality and ethnical minorities. The citizens representing the minorities have a guaranty of a versatile development, especially the right, together with the other members of a minority, to develop their own culture, the right to distribute and receive information in their own language and to gather in their nationality associations. Under the legal conditions they have also the right to be educated in their own language, to use it in an official contact, and the right of the participation in solving the matters concerning nationality and ethnical minorities. (The Charter ... 1991, art. 24 and 25). The most significant problem of constitutional law concerning the relation between Czechs and Slovaks was peacefully resolved in 1992, this by the agreements on creating the two fully sovereign States - the Czech Republic and the Slovak Republic and on their further co-operation in the economic and cultural spheres.

The Czech Republic, as an independent State, has a relatively homogenous structure, from the point of view of the portion of nationality and ethnical minorities. 95% of inhabitants are Czechs (formally those identifying themselves



as Czechs, Moravians or Silesians) and 3.1% are Slovaks. There are, according to official census, also small minorities of Poles (0.6%), Germans (0.5%) and Romanies (0.3%). There is only a negligible number of immigrants with a temporary stay in the country. Nevertheless, the question of the co-existence of the Czech majority together with the minorities has been considered insofar relevant that, at the government of the Czech Republic, the Council for nationalities has been established being headed by a Minister who develops a legislative initiative and co-ordinates the actions influencing the relations between the majority society and the minorities, this on the principle of the protection of human rights (e.g., see Rasmussenová, N. 1993, Jílek, D. - Chutná, M. 1993, Desetiletí ... 1992, Freiová, M. 1993).

However, the citizens of the Czech Republic did not avoid the influence of national and racial prejudices and xenophobia. Some published inquiries have brought the results of warning, when ascertaining traditional as well as recent problems in mutual understanding of different cultures. One of the surveys proved, e.g., that the respondents-students of secondary schools felt, from the selected ethnical groups (Arabs, Jews, blacks, Romanies, Vietnamese, Germans) most sympathy to blacks, Jews and Germans, most antipathy to Romanies and Vietnamese (see Černoši ... 1994). Another alarming phenomenon is the operation of skinheads' movement turning to nazism. (See Tomin, M. 1991)

These problems are reflected by public and became a subject of research, considerations and actions. (See Kandert, J. 1993, Frištenská, H. 1994, Schmarcz, M. 1994, Mezihorák, F. 1994) They concern antisemitism which is in the Czech Republic relatively less factual problem than in the other countries. (See Antisemitismus ... 1992). More significant is the question of the relation between Czechs and Germans burdened, especially, with the German occupation during World War II and the events connected with the evacuation of very numerous pre-war German minority. (See Kučera, R. 1993, Křen, J. et al. 1993) In present time, the most numerous Slovak minority is not regarding itself as being problematic because of the close language and cultural affinity, and it is not, in substance, stigmatized from the Czech part by the resentments to Slovak initiative in separating Czechoslovakia.

However, the most considerable problem seems to exist here even for a long time, i.e., the relation of the Czech population to the ethnical group of Romanies, and the same to the opposite one. The size of this group is evidently

intercultural education in various fields of the Faculties' activities. (Full text of the questionnaire is enclosed as Appendix IV.) We obtained written responses to our questions from all the Faculties in May 1994.

- Interviews with heads of the departments influencing most efficiently the professional training of future primary school teachers, were accomplished with an analogical content and were running parallelly with the above mentioned method, at the four Faculties selected for setting the students the IBE Questionnaire.

- An analysis of the documentation and self-evaluation has been carried out, being prepared in October 1993 for the need of the governmental Accreditation Commission who is realizing the evaluation of the Faculties.

- From the collection of the research and development projects, admitted by the grant agencies of the Ministry of Education, Youth and Physical Culture, the research projects and reports referring to intercultural education which had been submitted by the Faculties of Education, were selected and assessed.

- On the basis of a search into contributions published on the problem area of multiculturalism and intercultural education, the activities developed by the Faculties of Education in those fields have been identified and evaluated.

The position of the intercultural education within the activities of the Faculties of Education, as specific university institutions for initial training of teachers, has been determined and evaluated with regard to the following aspects:

- 1/ How the aims of intercultural education are reflected in the mission statement of the respective Faculty and to what extent is the academic staff interested in the issue;

- 2/ Whether the respective Faculty has established an independent unit or research team for intercultural education or, possibly, whether a research project is carrying out being subsidized by grant agencies;

- 3/ To what extent and in what way is intercultural education applied in academic teaching and teaching practice of student teachers;

- 4/ To what extent the efforts concerning intercultural education are expressed by the students and what attitudes are the students taken up towards their training;

5/ Whether the research and teaching programmes, concerning intercultural education performed by the respective Faculty, are familiar to public and what is the response to them (possibly even within an international context).

The authors of the Final Report had assessed the individual aspects of the implementation of intercultural education in teacher training, what enabled to characterize the Faculties of Education according to the extent of their involvement in this field. (See the table on p. 24.)

## **2.1 Reflection of intercultural education in the institutional aims of the Faculties of Education**

After the great political upheaval occurring in our country, in that time still Czechoslovak Republic, the limelight of interest in the Faculties of Education became, first of all, the questions of establishing an autonomous system of their management, avoiding the totalitarian ideology and the indoctrination from the curricula, raising the academic level of teaching staff as well as the quality of teaching, and assimilating the preparation of future teachers with the current changes in the system of Education. However, the efforts concerning the transformation of the Faculties had to face the conditions of restrictive budgets and of serious difficulties in the recruitment of new qualified staff.

From those circumstances, as well as from the all-round political, economic and social situation having been met in our country that time, may follow the reason why the training in intercultural education, for the time being, hasn't got among the priority aims expressed in basic documents and observed by the Academic Senates as well as by the Faculties' administration. Even if the majority of the Faculties and their staff, under the influence of the changing political and social situation, begin to appreciate the importance of the intercultural education, the point is that their intentions are rather implicit than explicitly expressed. Merely in three of the Faculties, located in the borderland regions (Ústí nad Labem, Liberec, Ostrava) with a more pronounced part in the nationality and ethnic differentiated groups of inhabitants, the mentioned objective may be considered as officially admitted and announced publicly. The

higher than the number of those who declared themselves as Romanies at the official census. The respective experts calculate their number to 300,000 persons in the Czech Republic. The relative numerousness and the cultural dissimilarity of this group as well as refusing to be regarded as its members, have proved their necessity to realize a new political, social and educational solution. (See Jařabová, Z. 1993, Nečas, C. 1993)

A principle of multiculturalism is becoming this new solution even in the Czech conditions. This solution, in philosophical and political levels, was expressed in the influential addresses of President Havel who pronounced the "peaceful co-existence of cultures". Upon his view, the "creation of a new model of the co-existence of all multicoloured cultures, nations, races and religious streams, in the framework of a unique mutually connected civilization, is becoming a cardinal political task of the end of this millennium". (See Havel, V. 1994).

The term of intercultural education has gradually penetrated even to the Czech environment in past years. (See Průcha, J. 1991). It is, in always more frequent extent, utilized and understood by the community of research and development specialists (see part 2.2) but also even by the schools and teachers in their innovative programmes. (See Barták, O. 1993, Plutinská, E. 1993, Venclík, J. 1993). At another level it concerns also new sights of the development of a national minority schools (Bulř, M. 1990, Koncepce ... 1992).

In this context, even the efforts of the training in intercultural education for future primary school teachers at the Faculties of Education are gradually asserted.

## **2 IMPLEMENTATION OF INTERCULTURAL EDUCATION INTO THE ACTIVITIES OF TEACHER TRAINING INSTITUTIONS**

In the Czech Republic training the future primary school teachers (i.e., the teachers for lower, four or five years' grade of the nine-years' basic schools) is realized, exclusively, at the Faculties of Education which represent a full-qualified and, to a considerable extent, independent part of universities or another higher education establishments with a university status. However, their mission comprises not only training the primary school teachers but, on the same institutional basis, even training all other teachers' categories as well as further staff for the field of education and, partly, of social services. Some of the Faculties are responsible also for postgraduate studies in the field of the Sciences of Education and for conferring the degree PhD. The inner organizational structure of the Faculties is determined by the system of humanities, social sciences, mathematics and natural sciences, and technical as well as aesthetical education disciplines that are relevant to general education subjects taught in primary and secondary schools. An important position is taken up there by the departments of Education, Special Education, Psychology, Philosophy and Social Sciences, which are influencing, particularly, a professional teachers' orientation of the studies. The number of the university Faculties, from the initial three university ones established in 1946, has increased to the contemporary nine ones. They are located in all essential regional centres and their network covers, on the whole, equably the entire territory of the Czech Republic (see the full list of Faculties and their names on p. 24). The Faculties maintain close relations and links with their own regions and their respective education activities.

For the purpose to identify, analyze and evaluate successful experience acquired by these Faculties in the field of intercultural education, we have collected relevant data about them, using the following methods:

- A questionnaire was distributed to Deans of all the Faculties of Education in March 1994 with open, unrestrained questions concerning the implementation of

academic staff of these Faculties is fully or, at least, partly aware of the problem area of the adaptation of teaching to the needs of the minorities and of the intercultural education. A long tradition, concerning the research as well as practical interests in the field of educating the Romany ethnic, may be observed in the further three Faculties located in inland (Prague, Brno, Olomouc.) The raising of international contacts with the countries, which are more advanced in the theory as well as practice of multiculturalism, suggests an increased interest concerning the mentioned problem area here. The following opinion has been pronounced at one of the Faculties which disposes of an active group of researchers from the field of intercultural education: "We assume that the teaching staff of our Faculty is not fully aware of the importance of multicultural education. The reasons may be very differentiated but it seems to us that the considerable role is playing, as it is so in the other population, an information insufficiency and an aversion to this problem area."

At the same time, it is evident that the interest in intercultural education and training teachers in this spirit is much more expressive in the disciplines related to a professional aspect of teacher training (Education, Special Education, Psychology, Social Sciences) and in humanities. In all the Faculties which declare a stronger involvement in intercultural education the point is, first of all, that the problem area of the children and youth from the Romany ethnic is concerned there. A conspicuous fact is that, besides a negligible attention devoted to a scanty Polish minority, no indications of an interest exist in the matter of Slovak children in Czech schools.

## **2.2 Research and development activities of the Faculties of Education in the field of Intercultural education**

The mission of the Faculties of Education as part of universities comprises, besides the proper education and practical training of student teachers, also a research and scientific activities in the disciplines involved, but especially in the field of interdisciplinary research of the system of education, teaching and learning. Research and development in the Faculties create substantial premises

for the quality and practical relevance of the teacher training. This general statement is apparently valid even for the field of intercultural education.

More than half of the Faculties declare a systematically planned and positively evaluated scientific and developmental activities related to the problem area of intercultural education within the system of Education in the Czech Republic and to the questions of the teacher training in intercultural education. One of the Faculties set up an independent research unit, with the intention to create premises for an efficient intercultural education; in further four ones research teams are working similarly, this on the basis of approved projects. Establishing the units and teams is assisted by the grant agencies of the Ministry of Education, Youth and Physical Culture: the Fund for the Development of Higher Education and the Programme of the Development of Basic and Secondary Schools; both of them are financing and controlling the realization of the projects. The grant agencies support the problem area of intercultural education expressively, even through including it among the research priorities.

The research projects carried out at the Faculties of Education, or at some other university faculties, are oriented partly to the general issues of education for the citizenship and Europeanism and to the status of nationality minorities as well as their education, and partly to a specific problem area of the Romany ethnic and to training teachers for the education of Romany children and youth.

The research of intercultural education makes itself useful, particularly, at the Faculties of Education of the Universities in Ústí nad Labem, Prague, Olomouc, Brno and Ostrava, thanks to spontaneously originated scientific interests of some members of their staff, or thanks to joint research intentions of several departments. The research carried out at those Faculties is, at the same time, conditional on the circumstance that in the respective towns and their regions the problem area of the nationality and ethnic minorities, but especially of the education of the Romany children, has become an urgent socio-political problem.

The Institute for the Study of Romany Culture has been established at the Faculty of Education of the J. E. Purkyně University in Ústí nad Labem (North Bohemia). The Institute is involved in a systematic research of social conditions, behaviour and educational difficulties of the Romany ethnic group which is, in the consequence of migration, just in the North Bohemia region one of the most numerous. Part of the activities of the Institute are represented by the projects

"Education of the teachers for the Romany population" (1992) and "Multicultural training for the teachers of the Romany pupils in North Bohemia" (1993), under the leadership of Prorektor of the University, J. Vomáčka. The projects are following-up by a new developmental project "Programme of multicultural education of the Romany ethnic in North Bohemia" (1994) submitted by J. Balvín. The key problem of the projects is "a systematic forming of the consciousness and the sense of own value in the youngest members of the Romany ethnic", "the contribution to the identification of Romanies, both the inner one (identification with themselves and with their own culture), and the external one (identification with another cultures, mutual understanding and respect, dialogue and communication as an element of a democratic and humanist culture)". The authors of the projects consider education as a major basis in the process of the identification of the Romanies and a premise for their social integration. Within the projects a sociological research concerning Romany families is realized as well as the preparation of special textbooks and means for the Romany pupils of primary schools, consultative and educational activities for public. The research work carried out at the Faculty represents a basis for the education of student teachers and in-service teachers as well.

The anthropological and socio-pedagogical research of the Romany youth has a long-term tradition at the Faculty of Education of the Charles University in Prague. Since seventies, at the department of Human Biology and Health Education, an anthropological and health education research of the Romany children has been maintained, together with the study of the conditions and methods of their school education. The research work, together with the evaluation of a rich specialist literature, reflected themselves in the university textbooks intended for future teachers of primary and special schools. (Malá, H. - Suchý, J. 1979; Malá, H. 1984). The work is concerned with the bases and principles of educating the Romany children and reflects socio-political and pedagogical approaches of that time, in the sense of an assimilationist theory.

The attention of the Prague Faculty to the problems of the development and education of the Romany youth has been saved even after 1989. The research work "Pilot theoretical study of the problem area of the development of the functional characteristics of the Romany children". (Přivratský, V. et al. - 1993). General bases for the assimilation of the term multicultural education in the Czech environment have been elaborated in the Institute of Educational and



Psychological Research (Průcha, J. 1991). However, in drafting the educational research, at the same time a change of theoretical bases occurred which, under the influence of new political conditions, leans upon a multicultural theory. The project "Education of the nationality minorities" (Šotolová, E. 1993) issues from an assumption that "in the consequence of the lack of tolerance, understanding, knowledge, of different efforts of an ulterior or strained assimilation, of insensitive administrative interfering but also of unjustifiable outrages committed against this ethnic in both former and recent history, the Romanies are, up to now, the least educated and weakest social group of inhabitants in which an insufficient motivation and interest concerning the school and education still dominate. Changing the curriculum may help there so that it would correspond not only to the needs of the majority but also of the other groups of the society; another help may come from the personality of the teacher him/her-self". Therefore the author is putting emphasize to the training of student teachers of primary and special schools for tolerance and respect towards distinct cultures, to their preparedness to adapt the curriculum to the needs and possibilities of the Romany ethnic and to raising their awareness concerning history, culture and the spiritual diversity of Romanies. A component of the project is also teaching the Romany language for future teachers who are going to work at schools attended by Romany children.

Another project is realized within the Prague Faculty by the researchers of the Institute for the Development of Education. Its title is "Educational programmes for the Romany population" (Rauchová, M. 1994). The project is oriented to the design and implementation of out-of-school educational programmes for Romany children 6-14 years old (art education with the orientation to mother tongue and Romany folklore), for youth 15-18 years old (with the orientation to the care of family and child) and for Romany mothers who propose to work in kindergartens with Romany children as ancillary personnel. The students of the Faculty of Education are involved in all those programmes.

The research works carried out at the Faculty of Education of the Masaryk University in Brno have an expressive psychological orientation. The intercultural problem area became a matter of the Department of Psychology, in co-operation with the Museum of Romany Culture in Brno, as one of the advanced Czech centres of ethnographic and folklore study of Romanies. The project "Some psychological aspects of the education and cultivation of the Romany children and youth in the school" (Čačka, O. et al. 1993) ascertained the psychological

premises of their educability and analyzed socio-cultural factors which had influenced their ontogenesis and socialization. The hypotheses on the dissimilarities of the Romany children in imaginatively emotive but also rationally cognitive processes have been confirmed by means of psychological tests. The acquired knowledge have clarified the specific behaviour of Romany children in the school environment, this in the comparison with a majority children population, and indicated the possibilities of the adaptation of teaching to the needs of the ethnic minority.

The further, following-up research work was oriented to "Psychological training of teachers for educating the Romany children" (Šmahel, J. et al. 1993). The aim of the research was "to identify some considerable information on the Romany youth, that have or would like to have the primary school teachers who in their work are meeting Romany pupils". The authors are aware that "within the changed political conditions some of the old problems are updating and pointing". The research summarizes the knowledge of 193 teachers of basic schools on the Romany children. In the conclusion of the research report it is stated: "The dissimilarities characterizing the Romany children are often rather reflections of social, school, cultural and health negligence of different extent as well as an expression of ethnic traditions and the way of life following from them. Another factors leading to the problems in upbringing and education of the Romany pupils, are insufficiently developed language communication, as a rule due to the bilingualism (Romany-Czech, or Slovak, languages) as well as the dissimilar style of the family upbringing which may be, according to the current Czech standard, evaluated as insufficient and leaning upon a different type of the value orientation." The discoveries acquired from the research should become a basis for drafting a basic complex of knowledge that may serve in the training of student teachers. The report comprises also the programme of actions in the field of teacher training and further activities of the Faculty, concerning the Romany population.

The research work at the Faculty of Education of the Palacký University in Olomouc is oriented to broader consequences of the intercultural education. One of the projects called "Education to the citizenship and Europeanism" (Mezihorák, F. 1993) should suggest the conditions for creating a comprehensive lecturing system at the teacher training Faculties. The project is oriented to the problem area of political and cultural pluralism and human rights.

In the connection of the hitherto university-wide actions related to the Romany problem area, a new complex project has been submitted on "Equal access to education - training the nationality minorities" (Jařabová, Z. 1994) that may be realized by an inter-faculty interdisciplinary team. Its objective is "to improve the access of the Romany minority to education through education and training the teachers for this minority as well as through a target sociological and psychological research, a selective pedagogical practice and a publishing activity." The project concerns the five mutually linked areas:

1/ Elaborating the cycle of lectures and ensuring the team of experts for training the primary school student teachers;

2/ Inquiring the opinions of the members of the majority society towards Romanies and opposite;

3/ Diagnostics of cognitive and personality properties of Romany children;

4/ Overcoming a language barrier of the Romany children of pre-school age through their pilot teaching in a preparatory class of a primary school;

5/ publishing original literature for the needs of education of the Romany children and the Czech translation of the publication by Agnus Fraser, *The Gypsies*.

The contribution of the new project consists in a better awareness of the primary school student teachers of the problem area of nationality minorities as well as in acquiring new pedagogical experience which may be utilized by schools in the proper region and elsewhere. The publishing activity is intended not only to the students but also to a broader public. At the same time, a basis for the interdisciplinary research in the field of the Romistics is being established.

The problem area of the Polish nationality minority, who is concentrating in a borderland of the North Moravia and Silesia, and of training teachers for understanding the questions of their education are solved at the University in Ostrava located in this region (Kadlubiec, K. 1993). The broader framework of the problem area of the intercultural education is observed by some researchers of the University in their works on the European dimension of education and on a European teacher.

### **2.3 Contents and methods of the training in intercultural education for future primary school teachers**

Training the primary school teachers in the Czech Republic is realized as an independent field of studies, usually lasting four years. It is then completed with a final examination qualifying the graduate for performing, exclusively, the teaching profession at primary school and to gain the academic degree Magister (Mgr.). The preconditions for the admission to the studies are, finishing the study at an upper secondary school with an examination for secondary school certificate and passing through an admission examination at a chosen Faculty of Education successfully. In his/her admission examination, the applicant should demonstrate a knowledge of secondary school level from: Czech language and literature, an adequate knowledge of mathematics, indispensable skills in music, art and physical culture and, last but not least, the premises of own personality for the teaching profession and a positive attitude to children. The admission examination is demanding with its universality. The necessity to pass through it follows from a relative high level of interest in the studies (particularly among girls) and restricted number of study places at Faculties.

In spite of the fact that, since 1990, the Faculties of Education have the possibility to draft their curriculum entirely independently, the basic subject structure of the studies keep without changes. (Of course, after excluding the disciplines and contents of an ideological orientation forced out by the totalitarian régime.) A characteristic feature of the present conception is its deriving from the curriculum of the lower grade (i.e., of 1st-4th year or, in the near future, of 1st-5th year) of basic school where the teacher is teaching all the subjects and, at the same time, he/she is responsible, as a class-teacher, for the physical, mental and social development of the children in the committed class as well as for the co-operation with their parents. Therefore, the initial teacher training is of a multi-subject character and, in some its features, it reminds the secondary school curriculum. A possibility has been gradually asserted of certain optional specialization to some of the fields of educational work with children in one or, possibly two subjects taught in primary school.

The curriculum is thus divided to a complex of disciplines intended for all the future primary school teachers and to the specialization studies in musical,

artistic, physical and dramatic education. The specialization studies in some of the foreign languages (English, German, French), that are beginning to be taught now already at primary schools, are also recently being established.

The common core of the studies is formed by pedagogical, anthropological and psychological disciplines oriented to the issues of educating the children up to 10/11 years of age and of the didactics (i.e. methodologies of teaching) of all the subjects taught at primary school. The optional courses of Philosophy and Social Sciences are closely linked into the core. An essential part of the curriculum is represented by Czech language and literature, mathematics courses and primary social studies. The teaching practice is included in whole studies, already from 1st year, this from particular observation of children, teachers and the school life up to single independent attempts and the final continuous 4-6 weeks' practice in the 3rd and 4th years. For the final examination a student is submitting his/her diploma work leant upon a simple research, study of literature and a practical experience.

The overloading of the curriculum as well as the insufficient co-ordination of individual courses is a long-term subject of criticism and discussions (Dvořáček, J. - Spilková, V. 1992). However, at none of the Faculties has been developed a universally acceptable concept up to now. The current pilot projects put emphasis on raising the optionality of courses and on an efficient linkage between the academic teaching and a systematically planned practical training at schools with innovative programmes.

From the description of the curriculum it is evident that the problem area of intercultural education might be considerably applied in the initial training of primary school teachers, this on the premise that the teacher educators and the departments would accept it as one of the priority task. On the basis of the questionnaire delivered to the Faculties, the interviews and the analysis of the documentation, we don't presume that this aim has been already achieved in all the Faculties to an optimum extent. As a major reason may be considered an expressive, probably one-sided orientation of the society to the economic transformation as well as the state of public view which has not yet reached a full reflection of the changing social conditions within the integrating Europe. Even the Faculties of Education, in their difficult transformation, haven't included the mentioned task in their priorities. Nevertheless, it is possible to present a series of positive experience.

The problem area of intercultural education has been more expressively reflected in teaching the pedagogical and psychological disciplines, this particularly at those Faculties who have adopted the issues concerning the minorities' education to their official research programmes. (See part 2.2.) This problem area has been applied, at the lesser extent, in teaching Philosophy, Ethics and Social Sciences, this even at those Faculties who never applied for research grants in this field. The participation of the departments, responsible for the teaching of Czech language, history and civics(!), art and music education, and foreign languages, has been an exclusive one. However, the data cannot be considered as quite reliable with regard to a weak publicity reflecting the activities of the Faculties and departments.

The most important positive experience of several Faculties of Education is the designing and realization of a cycle of lectures and special independent courses devoted to general as well as specific issues of intercultural education. Those actions have, usually, an interdisciplinary character and the members of own staff, but even some outstanding external specialists, have been enlisted for that purpose. The objectives of the actions are, raising the awareness concerning this problem area, weakening the prejudices towards the minorities and recommending the provision of social and pedagogical care of the members of the minorities.

An example of such an action, organized on a university-wide basis and intended for public, academic staff, in-service teachers and student teachers, is a lectures' cycle at the University in Olomouc with the following topics:

- the substance of racism, the question of human rights and tolerance
- political and cultural pluralism
- democratic State and nationality minorities
- ethnical Romany identity
- socio-educational work with Romany families
- specific problems of a Romany child in the school
- the criminal activity of youth and the drug abuse
- the assistance to Romany initiatives

The specific, systematically arranged optional course, composed from the lectures and seminars and intended for the primary school student teachers, has been gradually established on the basis of a loose cycle of lectures, a systematic



research work concerning the problem area of Romanies in the Czech Republic (Jařabová, Z. 1994) and of the experience from field activities. The course is oriented, besides general issues, especially to the specificities of the education and training of Romany children. It is completed with seminar works presenting the suggestions of the students how to solve specific issues of the education of individual children and their groups. Both at the beginning and at the end, the attitudes of the students to this ethnical minority use to be ascertained.

The special ethnographic, sociological and pedagogical orientation has its course developed by the Faculty of Education in Brno and included in the curriculum of future primary school teachers. It has been elaborated in co-operation with the Museum of the Romany Culture in Brno and the proper syllabi are at disposal for each topic; they are intended to an independent study of the participants in the courses. The course has the following structure:

- Historical development of the Romanies in the world and in our country (up to 1948 and to the present time);
- Family and social relations in past and present times; the structure of a family;
- Traditional folklore habits, peoples' religion, superstitions and healing; the system of values and its dissimilarities in comparison with the majority society;
- Romany folklore with an exhibition; the cultural life and artistic creation; Romany subject in art;
- The anthropological characteristics of Romanies; state of health of the Romany population;
- The substance, reasons and development of the criminality in Romanies;
- The current situation in the social, associative and political life of Romanies;
- The characteristics of the Romany language; the problem area and possibilities of studying the language;
- Pedagogical/psychological problem area concerning the Romany children and youth.

Teaching the principles of the Romistics, with an analogical interdisciplinary subject area, is being introduced also at the Faculties in Ústí nad Labem and in Prague. At the same time, the courses of the Romany language for primary school teachers are being established there. The courses should enable to the primary school teachers the communication with their pupils in the areas where this minority is concentrated.

The terms, principles and knowledge connected with intercultural education are gradually penetrated to some systematic courses set in the study programmes of the Faculties of Education. It may be met most frequently when in teaching in the basic courses of Education, in the subject concerning the aims of education, social determination of education system, implementation of human and civic rights and the rights of a child in education, education to tolerance, education the nationality and ethnical minorities, etc. A considerable role in changing the conception of the systematic courses played domestic articles and publications, that informed and clarified the term of intercultural education, and foreign basic literature on the problem area of multiculturalism and the rights of the minorities. The explosively developing contacts of the Faculties and their academic staffs with foreign countries have contributed to that, too. Even the UN documents concerning human rights as well as the Charter of the Fundamental Rights and Freedoms which represents the basis of the Constitution of the Czech Republic, have influenced the contents of the courses. The problem area of intercultural education reflected itself even to some new university textbooks from the field of Education. The elaboration of special learning aids concerning intercultural education is also being developed, especially of video programmes (particularly expressively at the Faculty in Ústí nad Labem).

A remarkable tradition in the Czech Republic has the attention given to the problem area of work with Romany children by Special Education involved in the education of handicapped individuals. The reason of this attention was the fact that a considerable part of the children population from this ethnical group, in consequence of communicative difficulties and cultural dissimilarities of their family life, had been, until recently, included in special schools for mentally handicapped. For that reason, teaching the Special Education for future primary school teachers comprises knowledge and recommendations concerning specific conditions for educating those children. In this field a considerable tradition have, especially, the Faculties in Prague and Olomouc. In the complex of the Sciences of Education social education is increasingly implemented in the Czech Republic, as a discipline involved in an interactive conditionality of the social conditions and of the system of education, and presents to future primary school students knowledge about the consequences of the political and social transformation of the Czech society for the school work. Multiculturalism is becoming one of the cardinal terms of that discipline.



The knowledge, acquired from the psychological, anthropological and sociological survey of the children, youth and families of the ethnical minority of Romanies, has influenced also the courses of the developmental, educational and differential psychology at some of the Faculties. Psycho-social characteristics of the Romany children created the content of psychological courses at those Faculties which carried out some independent research activities in this field (see 2.2). The students are becoming aware of appropriate tools for identifying the individual dissimilarities of this group of children and are learning specific procedures of working with them in schools and in their own teaching. It seems to us that the most advanced in this work is the Faculty in Brno (Čačka, O. 1993, 1994) and the Faculty in Ústí nad Labem which is developing a training for their own students in the field of intercultural dialogue with adult Romany population.

An effort is developed at several Faculties to influence the attitudes, sensibility and the ability of imagine themselves in the other in the future teachers towards the ethnical minorities in special exercises (workshops). The Faculty in Ústí nad Labem, on the basis of a current research, is introducing an exercise to overcoming the ethnical, psychological and language barriers. The Faculty in Olomouc "in the framework of teaching the psychotherapy, personality variables are clarifying which are conditioning an irrational behaviour towards the ethnical minorities and forming racist prejudices". In the exercises an analysis of the emotional behaviour and projective techniques are utilized. The Faculty in Brno has elaborated the programme of a psycho-hygienic training for future students, comprising even the aspects of coping with irrational ideas, including racist prejudices. The members of the academic staff consider, as the most efficient, the methods of the simulation and playing roles, this in the mentioned one and the other educational actions relating to different aspects of intercultural education.

Besides pedagogical/psychological subjects also some other disciplines participate in the training for intercultural education. Oftenest it is in the courses of philosophy, ethics, aesthetics, sociology, cultural anthropology and politology. Even if principal changes occur in this very field of higher education, no data are at disposal yet, which would concern a share of this problem area in training the primary school student teachers. Topical journalism, involved in the problems of nationalism, xenophobia, racism and antisemitism occurring in the Czech environment, penetrates even to academic teaching.

We are presenting, as one of the positive examples of intercultural education in training the primary school teachers, the study programme of an obligatory subject Principles of aesthetics taught at the Faculty of Education in West Bohemia University in Pilsen. "The principle of tolerance to all aesthetic views and stimuli of the aesthetic perception is being solved here as one of the basic problems, if it is appearing in any time and in different ethnical groups. It is not only the matter of tolerance to the opinions of ethnical minorities but also of the minorities as well as exclusions of mental types manifesting distinct views of their taste and the differences in the scale of aesthetic values. A part concerning post-modern art is directly explaining the multicultural dimension of the post modernism".

Another example from the same University is the course of comparative religionistics (history and theory of religion). The students are becoming acquainted with individual types of religion systems (Buddhism, Christianity, Islamism, Hinduism, Judaism, etc.) and learning specialities of the systems on the basis of the specificities of individual cultural ethnics. At the same time, the deeper analysis of Christianity, its individual streams and links among them, is comprised in the programme. The objective of the course is the education to the tolerance and toleration to individual religious systems, based on elucidating and understanding the dissimilarities of a cultural environment. The courses of the mentioned type have implemented themselves at many Faculties during recent years so that they are filling up the gap caused by an official ideology of the past régime.

As concerns the departments which provide the future teachers with the knowledge inevitable for teaching some subjects of primary school, several attempts have appeared at the implementation of intercultural education at the departments of Czech language and literature (Ústí nad Labem, Brno). An attention is devoted to the Romany culture within teaching the literature for youth. The departments of musical education are attending to Romany musical folklore as well. In teaching history and social studies, the issue of the relation between Czechs and Germans becomes more considerable due to the topical journalism. It concerns, especially, the Faculties located in borderland regions where this question, being influenced by tourism, is penetrating even to everyday life (Liberec, Ústí nad Labem, České Budějovice, Pilsen).

The number of seminar works and diploma thesis is gradually increasing at the Faculties, written by the students who have involved themselves to some aspect of intercultural education. The reports from the Faculties in Olomouc, Brno, Ústí nad Labem and Prague present it explicitly. Diploma thesis follow-up to, or set parts of the research programmes, and reflect the experience of the students, acquired in practical activities and data collecting on education and social conditions of the children from the ethnical minority of Romanies. The Faculty in Brno refers to the diploma thesis of the primary school student teachers who are verifying the efficiency of the individual training methods to the development of some mental operations of Romany children.

However, intercultural education has not found its place merely in academic teaching, workshops and diploma thesis of the students. Some of the Faculties have included it, purposively, even to the programmes of teaching practice. The students perform it not only within the network of their, so called, faculty schools with a usual population of pupils but also in the schools with a more numerous representation of pupils of the minorities. The Faculty in Ústí nad Labem, in whose region are schools with a numerous participation of pupils from Romany families who live in some urban districts, more concentrated there than elsewhere in Bohemia, refers about it. Analogically, the Faculty in Ostrava sends the students out to teaching practice at schools with the Polish language of instruction, possibly with the participation of the pupils from the Polish minority. The other faculties involve the students even to the activities with Romany population that are realized out of the school teaching and the school environment. Prague students, in the framework of the project of M. Rauchová (see part 2.2), participate in the cultural/educational activities with Romany children. The programmes of these actions orient themselves, first of all, to artistic, musical, physical and dramatic education in the form of games developing the attention, memory, and perception. Some groups of students orient themselves to the development of the lexicon of the Czech language; according to the possibilities also a basic teaching of Romany language has been included. Further more the students become involved in joint talks with Romany adolescent youth about the problem areas of drug abuse and of sexual education. Another kind of a practical activity of the students is taking care of Romany children whose mothers participate in educational activities about family education. The report of the mentioned project is stating that the experience of the students has proved

itself as very suggestive for the internal understanding of the Romany ethnic specificity. An analogical conclusion has been expressed also in the project of Z. Jařabová (see part 2.2) from the University in Olomouc. The students participating in the project has been included as educators of Romany children in holiday camps, and they also observe the activity of preparatory preschool classes for those children.

In some Faculties a more or less successful endeavour at storing up a special file of reference as well as professional literature on intercultural education and, particularly, on the Romany problem area. Success in this field has been recorded, especially by the Faculties in Ústí nad Labem, Olomouc, Prague and Brno. The other Faculties state, prevalently, that their libraries are not yet sufficiently provided with the respective literature; however, the literary sources are considered as an inevitable condition for raising the interest of the problem area from the part of both the staff and the students. Nevertheless, an insufficient utilization of documentation and search services, concerning the national and, the more so, the foreign coverage, manifests itself generally.

#### **2.4 Response of the students to the efforts of the Faculties to implement the Intercultural education**

In their reports, the Faculties mostly state that the all-around results of educational activities of the students have not yet been systematically observed and analyzed. According to their opinion, it is not possible - the more so - to ascertain the response of the students to the efforts to implement intercultural education. The international research launched by the IBE, whose part is also this Final Report, represents thus one of the earliest attempts at ascertaining the students' views of educating the minorities.

In the Faculties which are not involved, or are involved just marginally in the problem area, neutral or sceptical standpoints occurred. A representant of one of them states that: "The aversion or manifested unconcern of the mentioned issues are not expressed. However, the personal attitudes are more complicated; some students have not yet a strong view and it is not possible to exclude non-

tolerant attitudes in them". (Hradec Králové) The evaluating statement is coming from another Faculty which has a more general validity for the whole Czech Republic: "On a universal level, a refusal of the nationalism and racism if being manifested; however, in a realistic everyday life an aversion towards Romanies often exists". (České Budějovice) The other Faculty, involved especially in the question of Czech-German relations, states: "The realistic positive documents, besides a good knowledge of the history of the Czech-German relations found out in some students, have not yet exist. Neither the positive nor the negative attitudes of the students towards the problem area of ethnical groups have been expressively manifested yet". (Liberec)

However, even those Faculties, where multiculturalism became one of the research and teaching priorities, are restrained in their conclusions. The Faculty in Ostrava says: "Nobody from us has ascertained the state of this preparation so that it is not possible to present neither positive nor negative examples. The uneasiness of the students to teach in the classes with more numerous groups of the Romany children are well known." From the Faculty in Brno a standpoint has come that "the hitherto whole work may be rather called just an orientation in this complicated problem area. The control of the results will not be feasible without a more long-term influence, after the application of methodologically proved procedures. We have not yet worked our way to that stage". The Faculty in Olomouc is more optimistic though with a certain reserve: "Some positive results of the multicultural preparation of the students surely exist. Bogard's scale of the social distance and Lickert's scale of ethnical attitudes showed a slight shift towards positive after completing the cycle of lectures. First of all the elaboration of the seminar works and diploma thesis demonstrates it as well. - Besides a mild positive shift towards the interest of a Romany problem area, it is possible to observe also negative attitudes manifesting themselves, e.g., by an unconcern of the participation in the lectures as well as by certain forms of aversion to which we referred in the results of the presented research" (Z. Jařabová, see part 2.2). Analogical results have been achieved also in Prague where, especially, the active participation of the students in the actions leads to positive attitudes. An optimistic standpoint appeared only in the Faculty in Ústí nad Labem, this due to a more extensive voluntary activities of the students, under the influence of a systematic activity of the Institute for the Study of Romany Culture and of the links to the regional Romany community.

## 2.5 National and International publicity of the efforts concerning Intercultural education at the Faculties of Education

The Faculties, in their efforts to implement the intercultural education, have not closed themselves merely to their teaching duties. This is true especially of those of them who, to their commitments, have adopted research and development projects and gained financial means for them from grant agencies.

At some of the Faculties specialist seminars and conferences are taking place for the members of academic staffs, researchers, in-service teachers and school administrators. (Brno, Olomouc, Prague)

The Institute for the Study of Romany Culture in Ústí nad Labem devotes itself to creating a complex of alternative textbooks for Romany children. The experience, acquired from the research work and teaching the future primary school teachers for schools with a minority population, is implemented there.

The consultative activity, carried out on the basis of gathering information and professional literature, is comprised in the programmes of the projects from the Faculties in Ústí nad Labem, Olomouc and Prague.

A considerable publishing activity in the field of the literature on the Romany ethnic is executed by the University in Olomouc. Its publications have an important professional response and utilization.

The Faculties are becoming the initiators and advisors of pilot and innovative projects of basic and secondary schools in the field of intercultural education. This is expressively manifested in the regions of Ústí nad Labem, Prague, Brno and Olomouc. In these activities close contacts occur between the Faculties and public administration, minority communities as well as interest groups.

Some of the professional activities have related even to foreign partners. The most considerable contacts have been linked up by the Faculties in Olomouc, Ústí nad Labem, Prague and Ostrava. (E.g., see Z. Jařabová 1993)

**Implementation of Intercultural education into the activities of the Faculties  
of Education in the Czech Republic**

| Faculty of Education  | Reflection of intercultural education in the institutional aims | Research and development activities in the field of intercultural education | Application in academic teaching and in teaching practice | Response of students | External influence | General evaluation of the Faculty involvement in intercultural education |
|---|---|---|---|----------------------|--------------------|--|
| Masaryk University in Brno  | 2   | 3   | 3   | 1                    | 3                  | 12   |
| South Bohemia University in České Budějovice                            | 0   | 0   | 1   | 0                    | 0                  | 1  |
| College of Education (with a university status) in Hradec Králové       | 1   | 0   | 1   | 1                    | 0                  | 3  |
| College of Mechanics and Textiles (with a university status) in Liberec | 2   | 0   | 2   | 1                    | 1                  | 6  |
| Palacký University in Olomouc *   | 2   | 3   | 3   | 2                    | 3                  | 13   |
| Ostrava University, Ostrava *   | 2   | 2   | 2   | 1                    | 1                  | 8  |
| West Bohemia University in Pilsen                                       | 2   | 1   | 2   | 1                    | 1                  | 7  |
| Charles University in Prague *  | 2   | 3   | 3   | 2                    | 3                  | 13   |
| J.E.Purkyně University in Ústí nad Labem *                              | 3   | 3   | 3   | 3                    | 3                  | 15   |

System of points: 0 - not mentioned; 1 - sporadic extent; 2 - some extent; 3 - considerable extent. / \* Faculties selected for the international questionnaire survey of the IBE

### **3 RESEARCH ANALYSIS BASED ON THE INTERNATIONAL QUESTIONNAIRE FOR PRIMARY SCHOOL STUDENT TEACHERS IN THE CZECH REPUBLIC**

#### **3.1 RESEARCH STRATEGY. MODIFICATION AND APPLICATION OF RESEARCH TOOLS**

##### **3.1.1 Objectives of the empirical survey of future primary school teachers**

On the basis of the terms of reference from the UNESCO/IBE (International Bureau of Education) the assignment "to analyze future teachers' conceptions about other cultures, racism, etc., and their conceptions about intercultural education, using a questionnaire for comparative studies provided by the IBE" has been set and accomplished.

The performance of the research first of all has respected the basic aim that its results would serve to both educational and research purposes on an international level. At the same time, the possibility has been utilized to motivate the schools (i.e., the Faculties of Education at four universities in the Czech Republic) where the research has been carried out. They were made aware that even they would profit from some knowledge gained in the research for improving the intercultural training of their student teachers. Therefore even inter-faculty (or inter-region) comparative survey within the Czech Republic has been taken into account. The universities have appreciated the promise, that they obtain certain knowledge from the research, by meeting the research team's needs and by ensuring ideal conditions for the field study.



### 3.1.2 Extent of the modification of questionnaires

**Basic questionnaire** (Questionnaire for teacher training institutions, in the Czech version entitled as Questionnaire for primary school student teachers) has been applied with negligible changes with comparison of the original English version. However, its technical design aimed at its clear arrangement as well as the facility of processing the answers of respondents (students), this while keeping both the contents and the structure of the questions. At the same time, the request concerning a pilot study (comprised 40 persons) had been observed so that the difficulties, met during the field study as well as the follow-up processing the material, would be minimal (they referred to hereafter the Final Report in the connection of the questionnaire for the teams organizing the research). The basic questionnaire in the Czech version and transferring it back to English are enclosed to this Report (see Appendixes I, II and also III - as a technical improvement of the original IBE questionnaire).

Changes in the Czech version of the basic questionnaire are the following:

- The questionnaire had been provided with a title page which helped to introduce the respondents into the situation of the research. This page was prepared especially for those cases when the students-respondents would come to a mass completing the questionnaires later on, i.e., after the introductory instruction given by the members of the research team. This measure prove itself because such events really happened, and thus it was possible to avoid interfering the concentration of the other participants. The information on the title page respects the principles of the inquiry, i.e., to initiate the students in general sense of the research, to avoid mentioning multicultural education or cultural problems, to emphasize the anonymity of answers, etc. The title page both in the Czech and in the English versions are enclosed to this Final Report.
- In spite of the fact that the interpretation of value categories (and consequently categories of objectives, too) always use to be questionable, it may be stated that the contents of those terms as well as of both basic questions on educational objectives, i.e., nos. 1 and 2, are in original both English and Czech versions identical. However, there is one exception: in the cultural context of the Czech language it was necessary more considerably differentiate the original version of the objective "to have a sense of pride" from the objective "to have

self-respect". In case of a mechanical interpretation from English to Czech language those objectives/values would merge together at a certain extent. The Czech term "dospět k zaslouženému pocitu hrdosti", in comparison with the original "to have a sense of pride", emphasizes the sense of pride in relation to the definite result achieved by a subject. As to explain this shift of meaning, e.g., if I feel pride of the school which I am attending, it is not only due to its formerly gained and still continuing prestige but also to the fact that I was able to be admitted there as well as to my own contribution to its prestige through my output.

- The wording of the questions nos. 3 to 6 in both the Czech and English versions are quite identical. The same may be said also for the latter, i.e., 7th question, with the exception of the following modifications:

ad "f) The level of education"

The parents' level of achieved learning is specified as "the highest completed education level". The proper categories of the education level are, of course, mildly different from the original version but it has been certainly expected with regard to the dissimilarity of the systems of education. The category "No schooling" has been counted out, taking into account the 125-year tradition of fully implemented compulsory school attendance in this country and the contemporary 10-year lasting attendance. Even with university student teachers the first category "without completed school education" is very improbable. It would mean that some of the parents had passed out less than 9 forms of school attendance. It really appeared that from 399 respondents only one of them had indicated his/her father and another six ones had indicated their mothers in that category.

Under point "f" the following levels are in the Czech version:

- (1) without completed school education
- (2) basic education ( primary plus lower secondary education)
- (3) full upper secondary education (general or technical education with examination for secondary school leaving certificate)
- (4) vocational secondary education
- (5) higher education (university)

It should be remarked here that the categories don't represent a pure ascendant range because the fourth one is lower than the third one as the education level is concerned. Nevertheless, some schools of that type (vocational

education) provide a possibility to leave the studies with the secondary school certificate. Then it is a full secondary education and the respondents thus would classify their parents for the level no. 3.

ad "1) What level of studies had you reached entering the teacher training institution?"

An analogical modification had to be done in this item, too. However, with regard to the fact that in the Czech Republic the qualifications of primary teachers (and, of course, of higher levels) should be achieved entirely through the full (Magister) studies of university type, only those levels were implemented here which recognize the contents of full upper secondary education that itself is an elementary premise for university studies:

- (1) Upper general secondary school ("Gymnasium")
- (2) Technical secondary school
- (3) Vocational secondary school (Note: it is considered only on the condition of leaving the studies with an examination on the level of sub 1/ or 2/)
- (4) Other (specify) ... (Note: besides foreign equivalent types of schools, also a completed higher education may appear but not very probably; however, during the following years the situation may change rapidly. Nevertheless, in this survey only 2 from 399 respondents were counted to the respective category.).

Here the modifications of the questionnaire may finish, however with the exception of the basic specification of ethnocultural groups, what needs an independent characterization because it represents the topical nucleus of the research strategy itself.

Besides that, even in the proper processing of data it was necessary to make certain additional modifications, i.e., to set up some further, supplementary categories for primary statistical processing. The construction of the questionnaire itself would not, without those categories, make possible a clear distinguishing of some answers, e.g., in the question no. 7, point "n". Although, that was a matter of technical processing the results.

**Questionnaire for the teams which organize the research** was, almost without any changes, translated to Czech (the text is not enclosed - its content and structure are evident in the frame of subchapter). Only one change has been done in it, i.e., the supplement to the variants of the answers to the question no.

13. The variant "to all (present there that day) students of the two final years of studies" had been added because it was the only reasonable variant of the selection. However, it should be stressed that the number of the present students was often the same as the number of all students of the respective orientation at the given university. The numbers of the respondents-students in the third and fourth years of studies are almost complete at universities in Ostrava and Ústí nad Labem and in the third year in Olomouc. In other cases the selection of the respondents was regulated so that the samples of students from all four schools (i.e., the regions) would be numbered analogically and thus they were easily comparable.

Nevertheless, that additional questionnaire served only as an orientation guidance for the proper research and the evaluation of its broader circumstances (i.e., of its local context). The research had been carried out by a single team who could synthesize it for all the investigated schools.

As concerns the categories from the point of view of the size of the centres where the schools were located, the research team was aware of their purposeful relative specifying. In spite of that we are presenting even the factual size of the centres in the answers (this for a possible additional international comparison).

### **3.1.3 Method of the application of the questionnaires in conditions of the Czech Republic**

The qualifications of a primary teacher should be achieved only through the full (Magister) studies of a university type so that it was possible to present the questionnaire entirely to university students - 4 Faculties of Education at four universities had been chosen. Completing the questionnaire was set to the students of 3rd and 4th years (see the description of the inquired sample hereafter).

The task had been set up at the beginning of 1994; in mid-February 1994 the Czech versions of both the questionnaires were elaborated and the pilot study was completed. Immediately after that (already since mid-February) a proper field inquiry has been launched by the single team, with the aim to ensure compatible

conditions for collecting data at a maximum. The field inquiry was all over in mid-May 1994.

With regard to time, the research team had to solve the dilemma:

- either, with a reserve, to abide by original terms, even if the majority of the students of 4th year would be excluded from the inquired sample (during the respective period for collecting the data those students should have passed their teaching practice at primary schools and they were hardly attainable at that time),
- or to wait for centralizing them back from their practice, even if it would cause a certain prolongation of the research programme.

The research team had preferred the subject reasons and had chosen the second variant. The first one wouldn't record the opinions of those students who have got a certain expressive experience from teaching performance and, at the same time, more formed imagination concerning their own, not very far-off, teachers' career and prospect.

The remaining time (since mid-May 1994) had been devoted to the processing and evaluating the research data and the preparation of the Research Report, parallelly with another tasks connected with the research in relation to the complex Final Report.

Presentation of the questionnaire to the students has observed all (partly mentioned above) requests: the anonymity of the collection of data and their processing, the comparability of the conditions of the data collection, the exclusion of any mention of the nucleus orientation of the questionnaire, the explanation of the importance of the International Bureau of Education, and the usefulness of the comparative study. This presentation was helpful also because it avoided many questions and contributed to a smooth course of the investigation.

#### **3.1.4 Specification of ethnocultural groups for the conditions of the country**

For selecting ethnocultural groups and their implementation to the questionnaire (Questions 2, 3, 4, 7g, 7k, 7o) from several possible criteria the

following variant has been chosen: one majority group and two minority groups. In their differentiation two angles of view have been intentionally implemented simultaneously - that of the nationality and that of the ethnical appurtenance.

The majority group was represented by the pupils of the Czech nationality (i.e., Czechs as a nation and as a nationality) - presented as the group no. 1.

The second, minority group - the pupils of the Slovak nationality (i.e., Slovaks as a nationality minority) - has been chosen because it is the largest minority on the territory of the independent Czech Republic. The minority lives at almost the whole territory (with certain concentrations, e.g., in Prague, in North Moravia region (Ostrava) and North Bohemia (Ústí nad Labem) as well. At the same time, the Slovak minority was chosen also because it had been recently (i.e., one year before the research carrying out) part of the other state-forming nation within the federative Czechoslovakia. Many of its attributes still survive as a matter of course, acquired by the majority, this as current, normal elements of public life of the society (from the habits of everyday life to using the Slovak language as a natural communication within the official contacts on the territory of the Czech Republic). Finally, the choice of the minority has been also motivated by a hypothesis concerning the minimum of perceiving differences between both the nationalities, and the maximum their cultural affinity.

The third group (and the second one in the minority rank) is represented by the members of the Romany ethnic (incidentally, their hitherto more common denomination "Gypsies", even in everyday life of the Czech Republic, recedes into the background). The denomination pupils of Romany origin or Romanies explicitly indicates the ethnic difference both from the majority nationality of Czechs and from the minority nationality of Slovaks. The Romanies currently declare their nationality membership otherwise (what resulted also from decades of administrative measures oriented to the assimilation of the group to which a nationality statute had not been conceded), i.e., often as the Slovak nationality but also the Czech one, and if need be the Hungarian one. The national self-declaration is no major differentiating feature there; it is rather the origin with certain physical-anthropological characteristics, together with a common specific, considerably dissimilar life style. Also this group lives on the whole analogical (above mentioned for Slovak minority) very identifiable concentrations, i.e., in industrial regions.

The other possibilities of minorities' choice were not so important at the time even if they might be very interesting in some respects. The citizens of German nationality are not settled in concentrated areas (as they had been to 1945-1946) and the possibilities of their differentiation in students' attitudes (the less so in their experience) have no marked realistic base. Another situation can be met in case of the citizens of the Polish nationality; however, this would be a principal matter only for a single investigated region (Ostrava) so that the other respondents would have no realistic experience in this direction. From the further possibilities only different groups of immigrants may be taken into account but this reality is for the moment too recent and thus beyond the experience of most of the students-respondents as well as of the institutions who are systematically involved, on the whole territory of the State, in multicultural education.

The relation between Romanies and the other population in the country represents an unambiguously most pointed multicultural question in the Czech Republic, this for once. The relation between Czechs and Slovaks is serious-minded with regard to the fact of the gradual realistic separation arising from the abolition of the State co-existence of these two nations, and continuing in current processes of co-existence and integration on a new basis. Both these realities are even opening a very topical question of long-term research (both recurrent and more subject extending and intensifying). An appropriate international comparative framework would provide such a research with the necessary global view.

### **3.1.5 The national and local context of the research** **(Answers to the questionnaire for the research team)**

We have observed the sequence of the questions with regard to the comparability on an international level, even if several facts were or will be presented hereafter in this Final Report.

#### **ad 1) Country**

Czech Republic consists from two historical countries (Bohemia, Moravia) and part of Silesia (whose remaining part is on the territory of the contemporary

Poland). At this place is useful to repeat the above mentioned fact that according to the official census 95 % of inhabitants are Czechs (i.e., those who formally identifying themselves a Czech, Moravian or Silesian ones), 3.1 % Slovaks, 0.6 % Poles, 0.5 % Germans and 0.3 % Romanies. The other estimates concerning Romanies are 3 % (by researchers). This difference is due to the fact that many Romanies, for the census purposes, declare themselves as Czechs, Slovaks or even Hungarians. The Jewish ethnic had an considerable cultural-historical importance in the country. However, the participation of Jews in the population has become scanty after World War II.

ad 2) Addresses of the training institutions

|  |   |
|--|---|
| Univerzita Palackého v Olomouci<br>Pedagogická fakulta<br>Žižkovo nám. 5<br>771 40 Olomouc                 | a middle size town:<br><br>about<br>110,000 inhabitants |
| Ostravská univerzita<br>Pedagogická fakulta<br>Dvořákova 7<br>701 03 Ostrava 1                             | a large town:<br><br>about<br>330,000 inhabitants       |
| Univerzita Karlova v Praze<br>Pedagogická fakulta<br>M.D. Rettigové 4<br>116 39 Praha 1                    | a large town:<br><br>about<br>1,200,000 inhabitants     |
| Univerzita J.E.Purkyně v Ústí nad Labem<br>Pedagogická fakulta<br>České mládeže 8<br>400 96 Ústí nad Labem | a middle size town:<br><br>about<br>100,000 inhabitants |

ad 3) Are there different kinds of teacher training institutions in the country?

There are different kinds of teacher training institutions in the Czech Republic:



- Faculties of Education at universities and higher education institutions with a university status (for all categories of teachers, including primary school teachers),
- Faculties of Philosophy, of Natural Sciences, of Physical Culture and Sports at universities (only part of their graduates will become secondary school teachers),
- Secondary Pedagogical Schools (only for "Kindergarten" teachers).

ad 4) How many teacher training institutions of each kind exist in the country?

- 9 University Faculties of Education
- 12 other University Faculties which are partly responsible for secondary school teacher training, thereof:
  - 5 Faculties of Philosophy
  - 5 Faculties of Natural Sciences
  - 2 Faculties of Physical Culture and Sports
- 15 Secondary Pedagogical Schools

ad 5) How many students are there for each kind of teacher training institutions in the country?

According to the 1992/93 statistics:

- Faculties of Education 16,670 students, i.e., 14 % of all higher education students
- Other Faculties 14,667 students, thereof:
  - Faculties of Philosophy 7,312 students
  - Faculties of Natural Sciences 5,837 students
  - Faculties of Physical Culture and Sports 1,518 students
- Secondary Pedagogical Schools 5,230 students

ad 6) What is the kind of the institutions where the questionnaire was answered?

As it was already presented before, the questionnaire was answered at four Faculties of Education on four Universities in four towns and regions.

ad 7-10) How many students has the institution? How many students are in the last year? How many students will work as teachers in the next two years

following the end of their studies? How many students will work as teachers with pupils of culture different from their own culture?

| Czech Republic:  |              | Faculties of Education |               |               |
|--|--------------|------------------------|---------------|---------------|
| !! Full-time students only !!  | Olomouc      | Ostrava                | Praha         | Ústí n.L.     |
| How many student has the institution?  | 1,293        | 1,093                  | 2,035         | 1,822         |
| • Thereof primary school student teachers:   | 255          | 294                    | 301           | 394           |
| •• Thereof in the <u>last two</u> year:  | 148          | 169                    | 150           | 195           |
| ••• Thereof our research sample:   | 89           | 124                    | 96            | 90            |
| How many <u>primary school student teachers - in their opinion</u> - will work as teachers in the next two years following the end of their studies? | 133          | 129                    | 114           | 149           |
| How many <u>primary school student teachers - in their opinion</u> - will work as teachers with pupils of culture different from their own culture?  | 12<br>(8,1%) | 23<br>(13,6%)          | 22<br>(14,7%) | 97<br>(49,7%) |

ad 11) The particular characteristics of the faculties (universities)

See Chapter 2.

ad 12) The faculties' particular activities of multicultural/intercultural education

See Chapter 2.

ad 13) The questionnaire was answered - in fact - by all classes (by the majority of students) of primary school student teachers at the Faculties in Ostrava and Ústí nad Labem (both 4th and 3rd years of study) and by all classes in 3rd year in Olomouc. Only part of the students was answered in 4th year of the University in

Olomouc and both the years in the Prague University. In Prague also a small number (20 persons) of the students from the first year of their university studies has been included as part of so called "control group" of the research sample.

ad 14) Characteristics of the students' groups in the research sample

All the students are primary school student teachers, what was a fundamental condition of their selection.

The other criteria: The selection of the respondents observed, to a considerable extent, the requirements both of the representativity of the sample and of the as a maximum possible contact of the students-respondents wit those ethnocultural groups who are of the research concern, as well as of the possibilities of comparing the background with a more "neutral" one.

Ostrava, Prague and Ústí nad Labem represent regions with a high concentration of industry and thus a following concentration of mixed inhabitants; at the same time, the regions are comparable with a different type of region (Olomouc). Prague and Ostrava are big cities, the other two towns are rather middle size towns. From the other Faculties of Education no of them is located in a different size type of town (Brno, Hradec Králové, Liberec, Plzeň). Prague is specific with its character of a city and, at the same time, the centre of State. It is also important due to the reality of surviving a higher concentration of the Slovak population (this from the period of its position of Capital of Czechoslovakia). Two of the towns are located on the territory of Moravia (Ostrava, Olomouc), two of them on the territory of Bohemia, always per one inland and one borderland. The whole sample of respondents represents almost two thirds of all students in 3rd and 4th years of primary school student teachers at the inquired faculties.

ad 15) The main difficulties in obtaining answers to the questionnaire

No special or considerable difficulties of that kind have been met. From the negligible ones the following may be referred:

- Sometimes the students insisted on omitting certain answers simply because they missed a factual experience that would be necessary for their choice (and they will not speculate); this is the most frequent reason of the data of the type "missing";

- Only in sporadic cases the respondents didn't comply with the requested number of three choices from more items at maximum; no problem was met in data processing with this;
- At placing of the four symbols some respondents have compared each group with each one (not only towards themselves as a basis, as the majority of them have done it); however, this fact didn't impede implementing the conformable principles in evaluation and interpretation;
- In finishing the questionnaire it was not possible to avoid that many students answered the question no. 7, point "k", even their own group (evidently already influenced by a lower concentration). Nevertheless, the evaluation and interpretation of the data have not been complicated with that.
- No significant misunderstandings appeared in the cultural context of the country, only some formulations of the objective items partially elicited smiles (e.g. "that boys should act like boys, and girls like girls"; the necessity of a universal formulations in the international questionnaire have been emphasized by the introductory explanation and the students have accepted it). The only exception was: in the question no. 5, the first item "to group pupils in various classes according to their abilities and interests" many students responded with an supplementary note, clearly differentiating "abilities" and "interests"; particularly in such a way that there is no solution from the point of view of abilities but that, from the point of view of interests, it is. This have been considered as being an additional interesting discovery which, besides other, have proven a serious attitude of the students towards answering the questionnaire.

The time spent with the answers to the questionnaire was somewhere between 20 min. at minimum and 45 min. at maximum.

## 3.2 BASIC RESULTS OF THE RESEARCH

| 1. In your opinion, what importance should be attributed to the following objectives in the primary schools of your country? (Please tick one box in each line) |                             |                    |           |       |         |
|---|-----------------------------|--------------------|-----------|-------|---------|
| Teaching pupils:  | Does not concern the school | Not very important | Important | Vital | Missing |
| 0 to have confidence in themselves  | 0                           | 2,76               | 53,88     | 42,61 | 0,75    |
| 1 to be aware of their responsibilities   | 0,5                         | 0,5                | 43,86     | 54,64 | 0,5     |
| 2 to have a critical attitude   | 0,75                        | 20,05              | 73,18     | 4,76  | 1,25    |
| 3 to show understanding for others  | 0,75                        | 0,75               | 54,14     | 43,61 | 0,75    |
| 4 to concentrate and be studious  | 0,75                        | 9,77               | 75,19     | 13,78 | 0,5     |
| 5 to develop their morals   | 3,26                        | 5,51               | 65,66     | 25,06 | 0,5     |
| 6 to be familiar with their own culture   | 1,25                        | 12,53              | 73,68     | 11,78 | 0,75    |
| 7 to be orderly and punctual  | 3,01                        | 16,04              | 72,43     | 8,27  | 0,25    |
| 8 to form part of their community   | 4,76                        | 17,54              | 66,17     | 11,28 | 0,25    |
| 9 to learn self-control   | 1,75                        | 3,51               | 65,16     | 29,07 | 0,5     |
| 10 to be interested in different disciplines taught at school   | 0,5                         | 28,57              | 62,41     | 7,27  | 1,25    |
| 11 to weight up their options   | 4,01                        | 11,78              | 67,17     | 16,04 | 1       |
| 12 to express themselves easily   | 0,5                         | 7,02               | 67,67     | 24,31 | 0,5     |
| 13 to be interested in how things work  | 4,76                        | 23,31              | 63,66     | 7,77  | 0,5     |
| 14 to be active citizens  | 15,79                       | 37,84              | 40,85     | 4,76  | 0,75    |
| 15 to develop their imagination   | 0,75                        | 6,77               | 66,17     | 25,81 | 0,5     |
| 16 to obey  | 11,53                       | 41,35              | 44,11     | 2,01  | 1       |
| 17 to appreciate the arts   | 4,26                        | 17,29              | 66,92     | 10,78 | 0,75    |
| 18 to have a sense of pride *   | 11,28                       | 30,83              | 48,12     | 8,52  | 1,25    |
| 19 to be able to read, write and count  | 0,25                        | 0,25               | 21,3      | 77,69 | 0,5     |
| 20 to show respect for authority  | 4,51                        | 38,85              | 50,88     | 4,76  | 1       |
| 21 to adopt clean habits  | 6,77                        | 10,03              | 65,66     | 17,04 | 0,5     |
| 22 to have self-respect   | 3,01                        | 2,51               | 53,63     | 40,35 | 0,5     |
| 23 to be aware of the difficulties facing their country   | 15,29                       | 31,83              | 48,37     | 4,01  | 0,5     |
| 24 to develop their sporting abilities  | 5,76                        | 21,3               | 66,17     | 5,76  | 1       |
| 25 to help each other and to co-operate   | 1,25                        | 1                  | 52,13     | 45,11 | 0,5     |
| 26 that boys should act like boys, and girls like girls   | 12,03                       | 33,83              | 42,86     | 10,53 | 0,75    |

2. Do you think it is easy or difficult for these groups to achieve the following objectives:

|                                       |   | Very<br>difficult | Difficult | Easy  | Does not<br>concern<br>school | Missing |
|---------------------------------------|---|-------------------|-----------|-------|-------------------------------|---------|
| to have confidence in themselves      |   |                   |           |       |                               |         |
| 27                                    | <i>Pupils of the Czech nationality</i>  | 2.76              | 58.4      | 35.09 | 2.01                          | 1.75    |
| 28                                    | <i>Pupils of the Slovak nationality</i> | 4.51              | 55.39     | 35.84 | 2.01                          | 2.26    |
| 29                                    | <i>Pupils of the Romany origin</i>      | 21.55             | 30.83     | 41.6  | 3.51                          | 2.51    |
| to be aware of their responsibilities |   |                   |           |       |                               |         |
| 30                                    | <i>Pupils of the Czech nationality</i>  | 3.01              | 47.62     | 47.12 | 0.75                          | 1.5     |
| 31                                    | <i>Pupils of the Slovak nationality</i> | 4.01              | 48.37     | 43.61 | 1                             | 3.01    |
| 32                                    | <i>Pupils of the Romany origin</i>      | 67.92             | 23.56     | 5.01  | 1.25                          | 2.26    |
| to have a critical attitude           |   |                   |           |       |                               |         |
| 33                                    | <i>Pupils of the Czech nationality</i>  | 7.52              | 44.36     | 44.86 | 2.76                          | 0.5     |
| 34                                    | <i>Pupils of the Slovak nationality</i> | 7.52              | 45.61     | 41.6  | 3.01                          | 2.26    |
| 35                                    | <i>Pupils of the Romany origin</i>      | 26.57             | 28.57     | 39.85 | 3.26                          | 1.75    |
| to show understanding for others      |   |                   |           |       |                               |         |
| 36                                    | <i>Pupils of the Czech nationality</i>  | 7.27              | 49.37     | 40.35 | 0.5                           | 2.51    |
| 37                                    | <i>Pupils of the Slovak nationality</i> | 7.77              | 50.13     | 37.59 | 0.75                          | 3.76    |
| 38                                    | <i>Pupils of the Romany origin</i>      | 38.35             | 43.61     | 12.78 | 1                             | 4.26    |
| to concentrate and be studious        |   |                   |           |       |                               |         |
| 39                                    | <i>Pupils of the Czech nationality</i>  | 5.01              | 53.38     | 40.1  | 0.75                          | 0.75    |
| 40                                    | <i>Pupils of the Slovak nationality</i> | 4.51              | 55.64     | 37.34 | 0.75                          | 1.75    |
| 41                                    | <i>Pupils of the Romany origin</i>      | 66.42             | 26.82     | 4.51  | 0.5                           | 1.75    |
| to develop their morals               |   |                   |           |       |                               |         |
| 42                                    | <i>Pupils of the Czech nationality</i>  | 2.76              | 50.88     | 43.36 | 2.26                          | 0.75    |
| 43                                    | <i>Pupils of the Slovak nationality</i> | 3.51              | 50.38     | 42.36 | 2.01                          | 1.75    |
| 44                                    | <i>Pupils of the Romany origin</i>      | 55.64             | 34.59     | 4.76  | 3.26                          | 1.75    |
| to be familiar with their own culture |   |                   |           |       |                               |         |
| 45                                    | <i>Pupils of the Czech nationality</i>  | 2.76              | 35.59     | 57.64 | 3.51                          | 0.5     |
| 46                                    | <i>Pupils of the Slovak nationality</i> | 2.76              | 35.34     | 56.14 | 4.26                          | 1.5     |
| 47                                    | <i>Pupils of the Romany origin</i>      | 24.06             | 31.08     | 36.84 | 6.27                          | 1.75    |
| to be orderly and punctual            |   |                   |           |       |                               |         |
| 48                                    | <i>Pupils of the Czech nationality</i>  | 3.76              | 50.38     | 42.86 | 2.26                          | 0.75    |
| 49                                    | <i>Pupils of the Slovak nationality</i> | 3.51              | 51.63     | 40.6  | 2.51                          | 1.75    |
| 50                                    | <i>Pupils of the Romany origin</i>      | 57.89             | 34.34     | 4.51  | 2.01                          | 1.25    |
| to form part of their community       |   |                   |           |       |                               |         |
| 51                                    | <i>Pupils of the Czech nationality</i>  | 1.5               | 26.32     | 68.67 | 2.76                          | 0.75    |
| 52                                    | <i>Pupils of the Slovak nationality</i> | 2.26              | 29.07     | 63.91 | 3.01                          | 1.75    |
| 53                                    | <i>Pupils of the Romany origin</i>      | 20.55             | 16.54     | 56.14 | 5.26                          | 1.5     |

|   |   | Very<br>difficult | Difficult | Easy  | Does not<br>concern<br>school | Missing |
|---|---|-------------------|-----------|-------|-------------------------------|---------|
| <b>to learn self-control</b>                                      |   |                   |           |       |                               |         |
| 54  | <i>Pupils of the Czech nationality</i>  | 10.28             | 59.15     | 28.57 | 1.5                           | 0.6     |
| 55  | <i>Pupils of the Slovak nationality</i> | 10.28             | 59.9      | 26.57 | 1.75                          | 1.5     |
| 56  | <i>Pupils of the Romany origin</i>      | 54.39             | 37.59     | 4.51  | 1.75                          | 1.75    |
| <b>to be interested in different disciplines taught at school</b> |   |                   |           |       |                               |         |
| 57  | <i>Pupils of the Czech nationality</i>  | 1.75              | 30.08     | 65.16 | 0.75                          | 2.25    |
| 58  | <i>Pupils of the Slovak nationality</i> | 1.75              | 32.83     | 61.4  | 1                             | 3.01    |
| 59  | <i>Pupils of the Romany origin</i>      | 32.83             | 43.36     | 20.3  | 0.75                          | 2.76    |
| <b>to weight up their options</b>                                 |   |                   |           |       |                               |         |
| 60  | <i>Pupils of the Czech nationality</i>  | 7.77              | 62.66     | 24.81 | 4.01                          | 0.75    |
| 61  | <i>Pupils of the Slovak nationality</i> | 7.52              | 62.91     | 23.81 | 4.01                          | 1.75    |
| 62  | <i>Pupils of the Romany origin</i>      | 31.33             | 46.62     | 15.79 | 5.01                          | 1.25    |
| <b>to express themselves easily</b>                               |   |                   |           |       |                               |         |
| 63  | <i>Pupils of the Czech nationality</i>  | 5.26              | 53.38     | 39.85 | 1.25                          | 0.26    |
| 64  | <i>Pupils of the Slovak nationality</i> | 5.76              | 57.39     | 34.09 | 1.25                          | 1.5     |
| 65  | <i>Pupils of the Romany origin</i>      | 48.37             | 39.1      | 11.03 | 0.5                           | 1       |
| <b>to be interested in how things work</b>                        |   |                   |           |       |                               |         |
| 66  | <i>Pupils of the Czech nationality</i>  | 1.25              | 30.33     | 63.16 | 4.76                          | 0.5     |
| 67  | <i>Pupils of the Slovak nationality</i> | 2.26              | 30.08     | 61.4  | 5.01                          | 1.25    |
| 68  | <i>Pupils of the Romany origin</i>      | 23.81             | 32.83     | 36.84 | 5.51                          | 1       |
| <b>to be active citizens</b>                                      |   |                   |           |       |                               |         |
| 69  | <i>Pupils of the Czech nationality</i>  | 6.77              | 40.6      | 35.59 | 16.29                         | 0.75    |
| 70  | <i>Pupils of the Slovak nationality</i> | 6.52              | 43.36     | 32.83 | 15.79                         | 1.5     |
| 71  | <i>Pupils of the Romany origin</i>      | 45.11             | 28.82     | 9.52  | 15.54                         | 1       |
| <b>to develop their imagination</b>                               |   |                   |           |       |                               |         |
| 72  | <i>Pupils of the Czech nationality</i>  | 1.75              | 30.83     | 65.41 | 1.5                           | 0.5     |
| 73  | <i>Pupils of the Slovak nationality</i> | 1.75              | 31.58     | 63.41 | 1.75                          | 1.5     |
| 74  | <i>Pupils of the Romany origin</i>      | 13.78             | 31.33     | 52.13 | 1.75                          | 1       |
| <b>to obey</b>  |   |                   |           |       |                               |         |
| 75  | <i>Pupils of the Czech nationality</i>  | 2.76              | 46.37     | 47.12 | 2.76                          | 1       |
| 76  | <i>Pupils of the Slovak nationality</i> | 2.76              | 49.37     | 43.36 | 3.01                          | 1.5     |
| 77  | <i>Pupils of the Romany origin</i>      | 59.9              | 31.33     | 4.01  | 3.76                          | 1       |
| <b>to appreciate the arts</b>                                     |   |                   |           |       |                               |         |
| 78  | <i>Pupils of the Czech nationality</i>  | 5.01              | 50.38     | 38.6  | 4.51                          | 1.5     |
| 79  | <i>Pupils of the Slovak nationality</i> | 5.01              | 50.63     | 37.09 | 4.76                          | 2.51    |
| 80  | <i>Pupils of the Romany origin</i>      | 36.34             | 42.11     | 15.29 | 4.26                          | 2.01    |

|   |   | Very<br>difficult | Difficult | Easy  | Does not<br>concern<br>school | Missing |
|---|---|-------------------|-----------|-------|-------------------------------|---------|
| <b>to have a sense of pride *</b>                               |   |                   |           |       |                               |         |
| 81  | <i>Pupils of the Czech nationality</i>  | 5.01              | 46.12     | 34.59 | 13.28                         | 1       |
| 82  | <i>Pupils of the Slovak nationality</i> | 5.01              | 43.11     | 36.34 | 13.78                         | 1.75    |
| 83  | <i>Pupils of the Romany origin</i>      | 19.3              | 26.32     | 39.6  | 13.03                         | 1.75    |
| <b>to be able to read, write and count</b>                      |   |                   |           |       |                               |         |
| 84  | <i>Pupils of the Czech nationality</i>  | 1                 | 21.8      | 75.19 | 1.5                           | 0.5     |
| 85  | <i>Pupils of the Slovak nationality</i> | 1.25              | 23.81     | 71.93 | 1.75                          | 1.25    |
| 86  | <i>Pupils of the Romany origin</i>      | 28.57             | 56.64     | 12.28 | 1                             | 1.5     |
| <b>to show respect for authority</b>                            |   |                   |           |       |                               |         |
| 87  | <i>Pupils of the Czech nationality</i>  | 3.26              | 40.85     | 50.63 | 4.76                          | 0.5     |
| 88  | <i>Pupils of the Slovak nationality</i> | 3.01              | 42.61     | 48.12 | 4.76                          | 1.5     |
| 89  | <i>Pupils of the Romany origin</i>      | 35.09             | 39.85     | 19.05 | 4.51                          | 1.5     |
| <b>to adopt clean habits</b>                                    |   |                   |           |       |                               |         |
| 90  | <i>Pupils of the Czech nationality</i>  | 0.25              | 10.53     | 84.46 | 3.76                          | 1       |
| 91  | <i>Pupils of the Slovak nationality</i> | 0.25              | 10.53     | 83.46 | 4.01                          | 1.75    |
| 92  | <i>Pupils of the Romany origin</i>      | 34.59             | 49.87     | 10.78 | 3.26                          | 1.5     |
| <b>to have self-respect</b>                                     |   |                   |           |       |                               |         |
| 93  | <i>Pupils of the Czech nationality</i>  | 3.51              | 52.38     | 39.1  | 3.76                          | 1.25    |
| 94  | <i>Pupils of the Slovak nationality</i> | 3.01              | 51.63     | 39.35 | 4.01                          | 2.01    |
| 95  | <i>Pupils of the Romany origin</i>      | 14.54             | 39.35     | 40.1  | 4.26                          | 1.75    |
| <b>to be aware of the difficulties facing<br/>their country</b> |   |                   |           |       |                               |         |
| 96  | <i>Pupils of the Czech nationality</i>  | 21.3              | 43.86     | 16.79 | 17.29                         | 0.75    |
| 97  | <i>Pupils of the Slovak nationality</i> | 22.06             | 43.86     | 15.29 | 17.04                         | 1.75    |
| 98  | <i>Pupils of the Romany origin</i>      | 46.62             | 29.57     | 5.26  | 17.29                         | 1.25    |
| <b>to develop their sporting abilities</b>                      |   |                   |           |       |                               |         |
| 99  | <i>Pupils of the Czech nationality</i>  | 0                 | 12.03     | 82.96 | 4.76                          | 0.25    |
| 100   | <i>Pupils of the Slovak nationality</i> | 0                 | 13.53     | 80.2  | 4.76                          | 1.5     |
| 101   | <i>Pupils of the Romany origin</i>      | 6.77              | 21.8      | 65.66 | 4.76                          | 1       |
| <b>to help each other and to co-operate</b>                     |   |                   |           |       |                               |         |
| 102   | <i>Pupils of the Czech nationality</i>  | 2.01              | 42.61     | 54.39 | 0.5                           | 0.5     |
| 103   | <i>Pupils of the Slovak nationality</i> | 2.51              | 44.11     | 51.13 | 0.75                          | 1.5     |
| 104   | <i>Pupils of the Romany origin</i>      | 19.3              | 43.61     | 35.09 | 1                             | 1       |



|  |   | Very<br>difficult | Difficult | Easy  | Does not<br>concern<br>school | Missing |
|--|---|-------------------|-----------|-------|-------------------------------|---------|
| that boys should act like boys, and girls like girls |   |                   |           |       |                               |         |
| 105  | <i>Pupils of the Czech nationality</i>  | 2.26              | 23.81     | 59.4  | 14.29                         | 0.25    |
| 106  | <i>Pupils of the Slovak nationality</i> | 2.01              | 22.81     | 59.15 | 14.54                         | 1.5     |
| 107  | <i>Pupils of the Romany origin</i>      | 8.27              | 28.57     | 48.12 | 14.04                         | 1       |

| 3. If you consider any of these objectives difficult or very difficult to achieve, what, in your opinion, is the cause? (Only choose three causes for each group.) |   |                                |                               |         |  |  |
|--|---|--------------------------------|-------------------------------|---------|--|--|
|  |   | YES,<br>It is the<br>the cause | NO,<br>It is not<br>the cause | Missing |  |  |
| the parents' socio-economic level  |   |                                |                               |         |  |  |
| 108  | <i>Pupils of the Czech nationality</i>  | 23.06                          | 75.44                         | 1.5     |  |  |
| 109  | <i>Pupils of the Slovak nationality</i> | 22.31                          | 76.44                         | 1.25    |  |  |
| 110  | <i>Pupils of the Romany origin</i>      | 55.39                          | 43.36                         | 1.25    |  |  |
| the pupils' mother tongue which is not the language of teaching  |   |                                |                               |         |  |  |
| 111  | <i>Pupils of the Czech nationality</i>  | 2.51                           | 96.49                         | 1       |  |  |
| 112  | <i>Pupils of the Slovak nationality</i> | 20.05                          | 73.95                         | 1       |  |  |
| 113  | <i>Pupils of the Romany origin</i>      | 54.64                          | 44.36                         | 1       |  |  |
| lack of teaching means and materials   |   |                                |                               |         |  |  |
| 114  | <i>Pupils of the Czech nationality</i>  | 22.81                          | 76.19                         | 1       |  |  |
| 115  | <i>Pupils of the Slovak nationality</i> | 18.55                          | 80.45                         | 1       |  |  |
| 116  | <i>Pupils of the Romany origin</i>      | 7.52                           | 91.48                         | 1       |  |  |
| parents' expectation of the school   |   |                                |                               |         |  |  |
| 117  | <i>Pupils of the Czech nationality</i>  | 40.85                          | 58.15                         | 1       |  |  |
| 118  | <i>Pupils of the Slovak nationality</i> | 32.33                          | 66.67                         | 1       |  |  |
| 119  | <i>Pupils of the Romany origin</i>      | 10.28                          | 88.72                         | 1       |  |  |
| lack of homogeneity among pupils in the same class   |   |                                |                               |         |  |  |
| 120  | <i>Pupils of the Czech nationality</i>  | 13.28                          | 85.71                         | 1       |  |  |
| 121  | <i>Pupils of the Slovak nationality</i> | 16.54                          | 82.46                         | 1       |  |  |
| 122  | <i>Pupils of the Romany origin</i>      | 9.02                           | 89.97                         | 1       |  |  |
| the parents' level of learning   |   |                                |                               |         |  |  |
| 123  | <i>Pupils of the Czech nationality</i>  | 18.8                           | 80.2                          | 1       |  |  |
| 124  | <i>Pupils of the Slovak nationality</i> | 19.05                          | 79.95                         | 1       |  |  |
| 125  | <i>Pupils of the Romany origin</i>      | 43.11                          | 55.89                         | 1       |  |  |

|   |   | YES,<br>it is the<br>the cause | NO,<br>It is not<br>the cause | Missing |
|---|---|--------------------------------|-------------------------------|---------|
| <b>the pupils' intelligence</b>                               |   |                                |                               |         |
| 126   | <i>Pupils of the Czech nationality</i>  | 22.56                          | 76.44                         | 1       |
| 127   | <i>Pupils of the Slovak nationality</i> | 21.55                          | 77.44                         | 1       |
| 128   | <i>Pupils of the Romany origin</i>      | 28.07                          | 70.93                         | 1       |
| <b>the eldest attitude of the school</b>                      |   |                                |                               |         |
| 129   | <i>Pupils of the Czech nationality</i>  | 6.77                           | 92.23                         | 1       |
| 130   | <i>Pupils of the Slovak nationality</i> | 5.01                           | 93.98                         | 1       |
| 131   | <i>Pupils of the Romany origin</i>      | 3.26                           | 95.74                         | 1       |
| <b>the number of pupils per class</b>                         |   |                                |                               |         |
| 132   | <i>Pupils of the Czech nationality</i>  | 60.9                           | 38.1                          | 1       |
| 133   | <i>Pupils of the Slovak nationality</i> | 49.62                          | 49.37                         | 1       |
| 134   | <i>Pupils of the Romany origin</i>      | 10.53                          | 88.47                         | 1       |
| <b>pupils' difficulties with their mother tongue</b>          |   |                                |                               |         |
| 135   | <i>Pupils of the Czech nationality</i>  | 6.77                           | 92.23                         | 1       |
| 136   | <i>Pupils of the Slovak nationality</i> | 12.03                          | 86.97                         | 1       |
| 137   | <i>Pupils of the Romany origin</i>      | 12.78                          | 86.22                         | 1       |
| <b>the teachers' level of training and/or qualification</b>   |   |                                |                               |         |
| 138   | <i>Pupils of the Czech nationality</i>  | 29.07                          | 69.92                         | 1       |
| 139   | <i>Pupils of the Slovak nationality</i> | 26.57                          | 72.43                         | 1       |
| 140   | <i>Pupils of the Romany origin</i>      | 8.02                           | 90.98                         | 1       |
| <b>the gulf between life at school and life in the family</b> |   |                                |                               |         |
| 141   | <i>Pupils of the Czech nationality</i>  | 37.59                          | 61.4                          | 1       |
| 142   | <i>Pupils of the Slovak nationality</i> | 33.08                          | 65.91                         | 1       |
| 143   | <i>Pupils of the Romany origin</i>      | 66.17                          | 32.83                         | 1       |

4. Place the following four symbols (the white square for yourself; the black triangle for the pupils of the Czech nationality; the black diamond for the pupils of the Slovak nationality; the black rectangle for the pupils of the Romany origin) within the large square placing those which you consider similar close together and those which you consider dissimilar far apart.

|     |   | Close to<br>the res-<br>pondent | A bit<br>farther | Consider-<br>ably<br>farther | Extremely<br>farther | Missing |
|-----|---|---------------------------------|------------------|------------------------------|----------------------|---------|
| 144 | <i>Pupils of the Czech nationality</i>  | 85.71                           | 12.78            | 1.25                         | 0                    | 0.25    |
| 145 | <i>Pupils of the Slovak nationality</i> | 43.11                           | 46.12            | 10.53                        | 0                    | 0.25    |
| 146 | <i>Pupils of the Romany origin</i>      | 10.03                           | 20.3             | 43.11                        | 26.07                | 0.5     |

5. In your opinion, could the proposals mentioned below help to overcome the difficulties mentioned in Question 2?

|     |  | Yes   | No    | Don't know | Missing |
|-----|--|-------|-------|------------|---------|
| 147 | - to group pupils in various classes according to their abilities and interest                         | 50.13 | 30.33 | 17.29      | 2.26    |
| 148 | - to organize separate schools and classes according to the pupils' mother tongue                      | 41.6  | 35.34 | 22.06      | 1       |
| 149 | - to teach each pupil to master the teaching language before going on to the learn other knowledge     | 60.15 | 17.54 | 21.3       | 1       |
| 150 | - to mix pupils from different cultures in order to encourage exchanges and mutual learning            | 58.9  | 14.04 | 26.07      | 1       |
| 151 | - to set up supplementary courses for pupils experiencing difficulties                                 | 90.73 | 2.26  | 5.51       | 1.5     |
| 152 | - to develop special training for those teachers responsible for multicultural classes                 | 79.2  | 4.26  | 15.54      | 1       |
| 153 | - to reduce the number of pupils per class so that more attention can be paid to each child            | 96.74 | 0.75  | 1.5        | 1       |
| 154 | - to adapt teaching materials to the needs of various cultural group                                   | 60.15 | 14.29 | 24.56      | 1       |
| 155 | - to assist each linguistic, cultural, religious, ethnic or other group in providing its own education | 50.63 | 12.78 | 35.59      | 1       |
| 156 | - to teach each pupil to be competent in his/her mother tongue   | 79.7  | 8.52  | 10.78      | 1       |

6. In your opinion, what are the first three main functions of a teacher?  
(Please tick three boxes only.)

|     |  | YES.<br>It is the<br>function | NO.<br>It is not the<br>function | Missing |
|-----|--|-------------------------------|----------------------------------|---------|
| 157 | - to transmit knowledge  | 75.69                         | 24.31                            | 0       |
| 158 | - to maintain good relations with the pupils' families             | 2.76                          | 97.24                            | 0       |
| 159 | - to help pupils integrate into their societies                    | 35.59                         | 64.41                            | 0       |
| 160 | - to help pupils develop the skills                                | 54.39                         | 45.61                            | 0       |
| 161 | - to teach pupils the rules of good behaviour                      | 21.8                          | 78.2                             | 0       |
| 162 | - to help pupils learn about themselves                            | 59.9                          | 40.1                             | 0       |
| 163 | - to help pupils develop their memory                              | 7.77                          | 92.23                            | 0       |
| 164 | - to help pupils to be familiar with their own culture             | 23.06                         | 76.94                            | 0       |
| 165 | - to teach mathematics, the official language and national history | 17.79                         | 82.21                            | 0       |

## 7. Questions about yourself.

|     |   |                   |   |  |   |                                      |                                     |         |       |
|-----|---|-------------------|---|--|---|--------------------------------------|-------------------------------------|---------|-------|
|     |   |                   |   |  |   | Male                                 | Female                              | Missing |       |
| 166 | a) Sex  |                   |   |  |   | 9.02                                 | 90.98                               |         | 0     |
|     |   | 18-19             | 20-21                                       | 22-23  | 24-25   | 26-27                                | More                                | Missing |       |
| 167 | b) Age  | 3.26              | 42.61                                       | 44.36  | 7.27  | 1.5                                  | 0.75                                |         | 0.25  |
|     |   |                   |   |  | Single  | Married                              | Other                               | Missing |       |
| 168 | c) Status   |                   |   |  | 83.71   | 15.79                                | 0.5                                 |         | 0     |
|     |   | No child          | One   | Two  | Three   | More                                 |                                     | Missing |       |
| 169 | If you have children, how many?   | 77.94             | 3.76  | 0.25   |   | 0                                    | 0                                   |         | 18.05 |
|     |   |                   |   |  |   | Profes-<br>sional                    | Other                               | Missing |       |
| 170 | d) Your father's<br>profession:   | Worker            | Farmer                                      | Official   | Teacher   | 20.55                                | 1.75                                |         | 3.25  |
|     |   | 34.59             | 0.5   | 33.08  | 6.27  |                                      |                                     |         |       |
|     |   |                   |   |  |   | Profes-<br>sional                    | Other                               | Missing |       |
| 171 | e) Your mother's<br>profession:   | Worker            | Farmer                                      | Official   | Teacher   | 7.52                                 | 2.51                                |         | 2.26  |
|     |   | 27.57             | 0.75  | 42.11  | 17.29   |                                      |                                     |         |       |
|     |   |                   |   |  |   |                                      |                                     |         |       |
|     | f) The level of<br>education  |                   | Without<br>completed<br>school<br>education | Basic<br>(primary<br>plus lower<br>secondary)<br>education | Full upper<br>secondary<br>(general or<br>technical)<br>education | Vocational<br>secondary<br>education | Higher<br>education<br>(universit.) | Missing |       |
| 172 | of your father  |                   | 0.25  | 4.76   | 38.35   | 30.08                                | 26.07                               |         | 0.5   |
| 173 | of your mother  |                   | 1.5   | 14.04  | 45.36   | 19.3                                 | 18.8                                |         | 1     |
|     |   |                   |   |  |   |                                      |                                     |         |       |
|     | g) o you belong to one of the   |                   |   | Czechs   | Slovaks   | Romanies                             | Other gr.                           | Missing |       |
| 174 | groups mentioned in questions 2 and 3?  |                   |   | 97.24  | 0.5   | 0                                    | 2.26                                |         | 0     |
|     |   |                   |   |  |   |                                      |                                     |         |       |
|     | h) Do you speak<br>the language of<br>one of the groups<br>mentioned in the<br>questionnaire? | Czech<br>language | Slovak<br>language                          | Romany<br>language   | Czech +<br>Slovak l.  | Czech +<br>Romany l.                 | Other com-<br>bination              | Missing |       |
| 175 |   | 94.49             | 0.25  | 0  | 5.01  | 0                                    | 0.25                                |         | 0     |
|     |   |                   |   |  |   |                                      |                                     |         |       |
|     | i) Mother tongue<br>(of yours):   | Czech             | Slovak                                      | Romany   | Polish  | German                               | Other                               | Missing |       |
| 176 |   | 97.49             | 0.75  | 0  | 1.5   | 0                                    | 0                                   |         | 0.25  |

|   |                 |                 |   |                   |                   |                   |         |         |
|---|-----------------|-----------------|---|-------------------|-------------------|-------------------|---------|---------|
| h) Do you speak the language of one of the groups mentioned in the questionnaire?   |                 |                 |   |                   |                   |                   |         |         |
|   | Czech language  | Slovak language | Romany language   | Czech + Slovak l. | Czech + Romany l. | Other combination | Missing |         |
| 175   | 94.49           | 0.25            | 0   | 5.01              | 0                 | 0.25              |         | 0       |
| i) Mother tongue (of yours):  |                 |                 |   |                   |                   |                   |         |         |
| 176   | 97.49           | 0.75            | 0   | 1.5               | 0                 | 0                 |         | 0.25    |
| j) If you speak other languages, please specify:  |                 |                 |   |                   | Yes               | No                | Missing |         |
| 177   | English         |                 |   |                   | 39.6              | 59.9              |         | 0.5     |
| 178   | Russian         |                 |   |                   | 52.63             | 46.87             |         | 0.5     |
| 179   | German          |                 |   |                   | 31.08             | 68.42             |         | 0.5     |
| 180   | French          |                 |   |                   | 4.51              | 94.99             |         | 0.5     |
| 181   | Spanish         |                 |   |                   | 1.25              | 98.25             |         | 0.5     |
| 182   | Polish          |                 |   |                   | 2.01              | 97.49             |         | 0.5     |
|   |                 |                 |   | No one            | One other         | Two others        | More    | Missing |
| 183   | Other language? |                 | 88.72   | 10.78             | 0.5               | 0                 |         | 0       |
| Sum of the mastered languages with exception of mother tongue:  |                 |                 |   |                   |                   |                   |         |         |
|   | One             | Two             | Three   | Four              | More              | None              | Missing |         |
| 184   | 21.3            | 41.35           | 9.27  | 1                 | 0.25              | 26.57             |         | 0.25    |
| k) What kind of contact have you had during your life with the three groups mentioned?<br>(Reply only for the groups to which you do not belong.)<br>NOTE: From time to time the above mentioned instruction (in round brackets) was not respected. It is the reason for the global counting at the place. The results under the instruction could be reached by the classification of the second degree. |                 |                 |   |                   |                   |                   |         |         |
| YES, I have had NO CONTACT with:  |                 |                 |   |                   |                   |                   |         |         |
| 185   | Czechs          | 1               | Missing + I have contacts with:                               |                   |                   |                   |         |         |
| 186   | Slovaks         | 7.52            | Czechs  |                   |                   |                   |         |         |
| 187   | Romanies        | 17.79           | Slovaks   |                   |                   |                   |         |         |
|   |                 |                 | Romanies  |                   |                   |                   |         |         |
|   |                 |                 | 99  |                   |                   |                   |         |         |
|   |                 |                 | 92.48   |                   |                   |                   |         |         |
|   |                 |                 | 82.21   |                   |                   |                   |         |         |
| I have worked with/for one or more people from this group:  |                 |                 |   |                   |                   |                   |         |         |
| 188   | Czechs          | 18.3            | Missing + I have not worked with/for peoples from this group: |                   |                   |                   |         |         |
| 189   | Slovaks         | 22.31           | Czechs  |                   |                   |                   |         |         |
| 190   | Romanies        | 28.57           | Slovaks   |                   |                   |                   |         |         |
|   |                 |                 | Romanies  |                   |                   |                   |         |         |
|   |                 |                 | 81.7  |                   |                   |                   |         |         |
|   |                 |                 | 77.69   |                   |                   |                   |         |         |
|   |                 |                 | 71.43   |                   |                   |                   |         |         |
| I have had classmates from this group:  |                 |                 |   |                   |                   |                   |         |         |
| 191   | Czechs          | 22.56           | Missing + I haven't them among:                               |                   |                   |                   |         |         |
| 192   | Slovaks         | 21.05           | Czechs  |                   |                   |                   |         |         |
| 193   | Romanies        | 28.57           | Slovaks   |                   |                   |                   |         |         |
|   |                 |                 | Romanies  |                   |                   |                   |         |         |
|   |                 |                 | 77.44   |                   |                   |                   |         |         |
|   |                 |                 | 78.95   |                   |                   |                   |         |         |
|   |                 |                 | 71.43   |                   |                   |                   |         |         |

| I have had friends or acquaintances from this group:  |  |                                | Missing + I haven't them from this group:                         |                             |         |         |
|---|--|--------------------------------|---|-----------------------------|---------|---------|
| 194   | Czechs   | 22.06                          | Czechs  | 77.94                       |         |         |
| 195   | Slovaks  | 69.17                          | Slovaks   | 30.83                       |         |         |
| 196   | Romanians  | 12.03                          | Romanians   | 87.97                       |         |         |
| I have had business contacts with people from this group:   |  |                                | Missing + I haven't had the contacts with people from this group: |                             |         |         |
| 197   | Czechs   | 5.51                           | Czechs  | 94.49                       |         |         |
| 198   | Slovaks  | 4.01                           | Slovaks   | 95.99                       |         |         |
| 199   | Romanians  | 0.25                           | Romanians   | 99.75                       |         |         |
| Other types of contacts (with:)   |  |                                | No other contacts (with:)   |                             |         |         |
| 200   | Czechs   | 8.52                           | Czechs  | 91.48                       |         |         |
| 201   | Slovaks  | 26.82                          | Slovaks   | 73.18                       |         |         |
| 202   | Romanians  | 23.06                          | Romanians   | 76.94                       |         |         |
| l) What level of studies had you reached before entering the teacher training institution?  |  | Upper general secondary school | Technical secondary school  | Vocational secondary school | Other   | Missing |
| 203   |  | 78.45                          | 19.55   | 1.25                        | 0.5     | 0.25    |
| m) Why did you decide to become a teacher?<br>Choose the three most important reasons from the following ten proposals<br>(i.e. tick three boxes only). |  |                                | YES, it is the reason for me                                      | No, it isn't                | Missing |         |
| 204   | - because it is a fascinating occupation                               |                                | 28.07   | 70.93                       | 1       |         |
| 205   | - to contribute to the development of my country                       |                                | 10.03   | 89.97                       | 1       |         |
| 206   | - because I failed in my other studies                                 |                                | 2.26  | 97.74                       | 1       |         |
| 207   | - because I like to be amongst children                                |                                | 89.22   | 9.77                        | 1       |         |
| 208   | - because it is a profession permitting a certain freedom              |                                | 37.84   | 61.15                       | 1       |         |
| 209   | - because it was the only opportunity for me to pursue my studies      |                                | 7.02  | 91.98                       | 1       |         |
| 210   | - because it enables me to earn my living while doing something useful |                                | 27.82   | 71.18                       | 1       |         |
| 211   | - for job security   |                                | 6.52  | 92.48                       | 1       |         |
| 212   | - because I was a good pupil   |                                | 4.01  | 94.99                       | 1       |         |
| 213   | - because I like to explain things and communicate my knowledge        |                                | 43.86   | 55.14                       | 1       |         |
| 214   | - because education leads to greater success in life                   |                                | 26.32   | 72.68                       | 1       |         |
| n) When you have obtained your teacher's certificate, what do you intend doing?   |  |                                | No + Missing  |                             |         |         |
| 215   | - continue with other training or studies:                             |                                | 20.55   | 79.45                       |         |         |

|   |   |                                |                  |                             |
|---|---|--------------------------------|------------------|-----------------------------|
|   | - teach in<br>a rural<br>area             | - teach in<br>an urban<br>area | Missing          | - teach in<br>both<br>areas |
| 216   | 18.3                                      | 36.84                          | 42.61            | 2.26                        |
|   | - teach in<br>a private school            | - teach in<br>a public school  | Missing          |                             |
| 217   | 9.02                                      | 25.06                          | 65.91            |                             |
|   | - I don't know                            |                                | I know + missing |                             |
| 218   | 14.04                                     |                                | 85.86            |                             |
| o) Do you know if you will be working with one of the groups<br>mentioned in the questionnaire? |   |                                |                  |                             |
|   |   |                                | Missing          |                             |
| 219   | Yes, with children of the <i>Czechs</i>   | 65.41                          | No, I don't      | 0.25                        |
| 220   | Yes, with children of the <i>Slovaks</i>  | 3.51                           | No, I don't      | 61.65                       |
| 221   | Yes, with children of the <i>Romanies</i> | 17.54                          | No, I don't      | 49.12                       |
|   | I don't know                              |                                | I know + missing |                             |
| 222   | 30.83                                     |                                | 69.17            |                             |

|  |         |         |         |           |           |
|--|---------|---------|---------|-----------|-----------|
| The location of<br>223 your faculty (town) | Olomouc | Ostrava | Praha   | Ústí n.L. | missing   |
|  | 22.31   | 31.08   | 24.05   | 22.56     | 0         |
| The year<br>224 of study                   | Third   | Fourth  | Missing | First *   | 3rd-4th * |
|  | 33.08   | 55.89   | 0.5     | 5.01      | 5.51      |

\* The control group's parts of the research sample



### 3.3 ANALYSIS OF THE RESEARCH RESULTS

#### 3.3.1 Selective sample - characteristics of the respondents and the possibilities of generalization

In the selective sample the students of four Faculties of Education, from the total nine ones in the Czech Republic, are represented (for the subject criteria of the selection see chapter 3.1). This sample of the respondents represents more than 15 % of all primary school student teachers and more than 30 % of those students who are studying in the latest two years in all the Faculties of Education in the Republic.

From the total number of 399 respondents 89 (22.3 %) of them are studying in Olomouc, 124 (31.1 %) in Ostrava, 96 (24.1 %) in Prague and 91 (22.5 %) in Ústí nad Labem. More considerable total representation in the sample is presented by the 4th year of faculty studies - the ratio of the students of 3rd year to those of 4th year is approximately 2 : 3.

Among the respondents male and female students are represented in ratio 1 : 10 (i.e., 36 men and 363 women) what corresponds to the real relation of the students at the faculties. As concerns their age, the centre of gravity is between 20 and 23 years (87 %), remaining part is representing by the students up to 27.

These data - together with the premises presented in chapter 1 - enable to state that the acquired knowledge from the research may be generalized for a basic sample of all primary school student teachers in the Czech Republic studying in the latest two years. In a dependence of the nature of the knowledge, some data may be further generalized even for all the years of this study. Towards all student teachers it is possible to work with the data and knowledge, at minimum in the form of hypotheses with a high extent of probability.

Single students are numbering at 334 (83.7 %), married ones 63 (15.8 %); the rest (2 students) are divorced. Students with children are very scanty



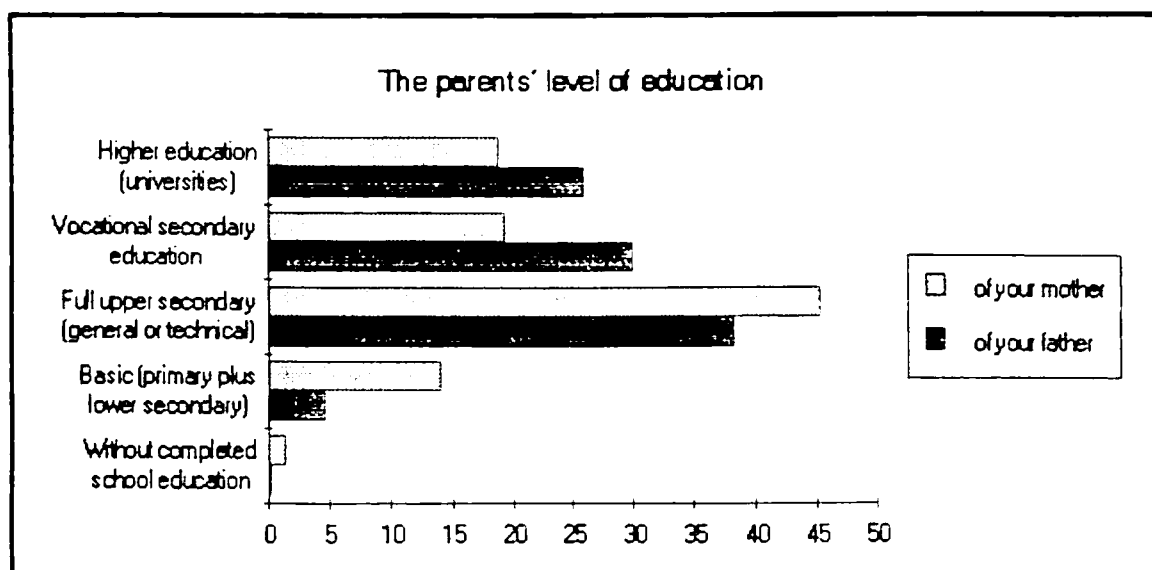
(16, i.e. 4 %) what wouldn't enable to carry out further analytical work from that view.

In differentiating the social background of the students-respondents we attempted at not applying only traditional categories of social groups but also at taking into account a professional consequence of generations (parents-teachers); this regardless of whether the parents' qualifications are of higher education or secondary education type, etc., or whether their pedagogical work has a character of pure teaching profession or another educational activity or the work in vocational training. In this respect, when analyzing the parents' profession, the category "teacher" has been singled out. Besides that, a certain problem has been arisen by the fact that the questions as "your father/mother profession" are not able to catch entirely just the important changes in proprietary structure of the society and, together with that, the rise of hitherto unknown career: besides the professional one even the proprietary career. In the category "official" clerks, secondary educated engineers or managers of a lower level, private trade dealers, etc., appear. In the category "professional" rather specialists with higher education in an employee or entrepreneur position (physicians, lawyers, etc. - of course, with the exclusion of the singled out teaching profession) are presented. To a lesser degree this concerns even the category "worker" - it seemed to us that majority of the respondents answered, using the word "entrepreneur", especially in such cases where the family overstepped the framework of a working profession by entering an enterprisers' career. All those categories are connected with the area of industry, agriculture or services. An exclusion was the effort to single out the category "farmer", this rather in the sense of a physically working agrarian; however, the occurrence of the parents of this profession was negligible (in total, 2 fathers and 3 mothers of the students).

This is the way how to perceive the distribution of the social background of the respondents. First of all, it has a worker/official character (i.e., that of the lower middle class). At minimum 35 % of fathers and 28 % of mothers belong to the category of manually working persons, even if most of them are fully qualified for their profession. This was confirmed also by the data about the educational level of the parents: more than 30 % of fathers and 19 % of mothers had completed a vocational secondary education, in many cases even persons with full upper secondary (technical or general) education were involved in workers' professions.

However, very frequent is the combination of a father with a profession of a worker's character and a mother-teacher (usually with higher education or, at least, secondary education). The continuity of the teaching profession is evident - primary school student teachers present, in total, more than 6 % of fathers-teachers and, particularly, 17 % of mothers-teachers. In spite of that - especially in primary school student teachers where the preparation for a subject teaching wouldn't substitute another kind of career - a surprisingly high number is the percentage of parents-specialists (category "professional"): 20.5 % of all fathers and 7.5 % of all mothers include to this category. With regard to the parents-teachers with higher education, the number of parents-specialists is a considerably higher what is also witnessed by the achieved level of education. Full 26 % of fathers and almost 19 % of mothers have higher education (university). The educational/social background of the inquired stratum of future teachers is thus differentiated (so that the teaching profession, among others, is still serving as a frequent form of an inter-generation arising mobility) this, nevertheless, with an unexpected representation of higher classes in the mentioned sense.

In principal, the proportions of the students, coming from the workers' environment, from so called officials' one, and from the environment of higher social classes, are balanced; cf. the ratio 35 : 33 : 27 (fathers) and 28 : 42 : 25 (mothers). However, from the point of view of education level, the group of parents with full secondary education is most expressive here: 30 % of fathers and 19 % of mothers have vocational secondary education, 38 % of fathers and even 45 % of mothers have full upper secondary education (i.e., general



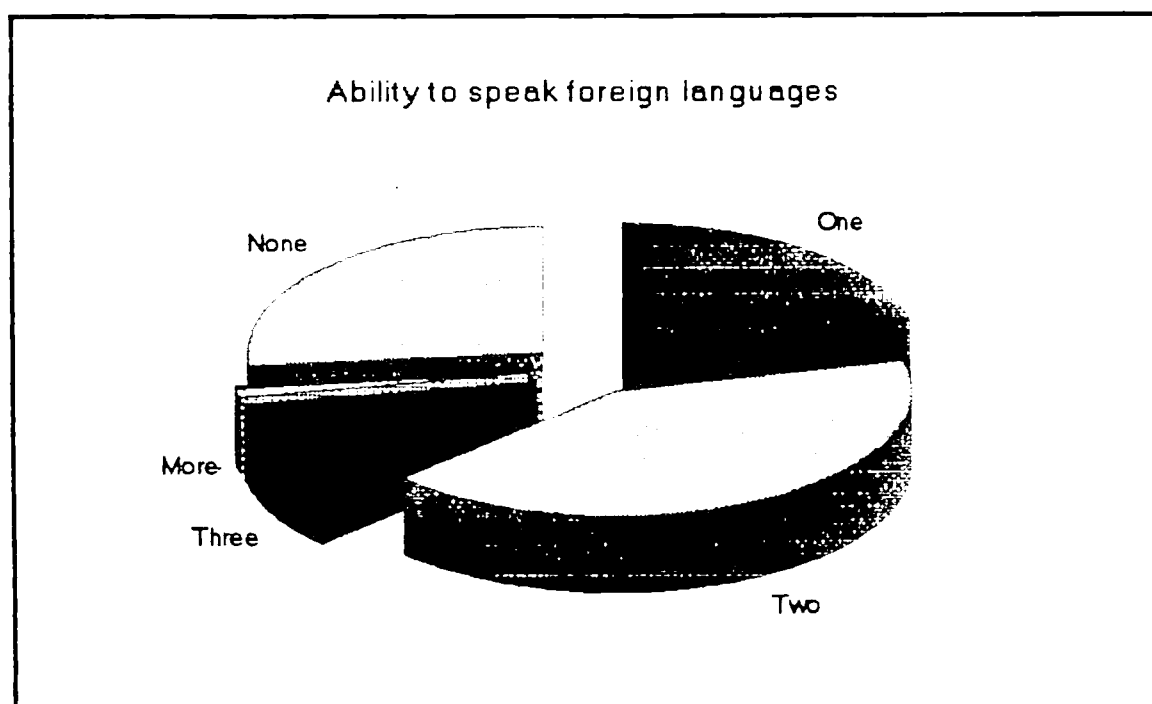
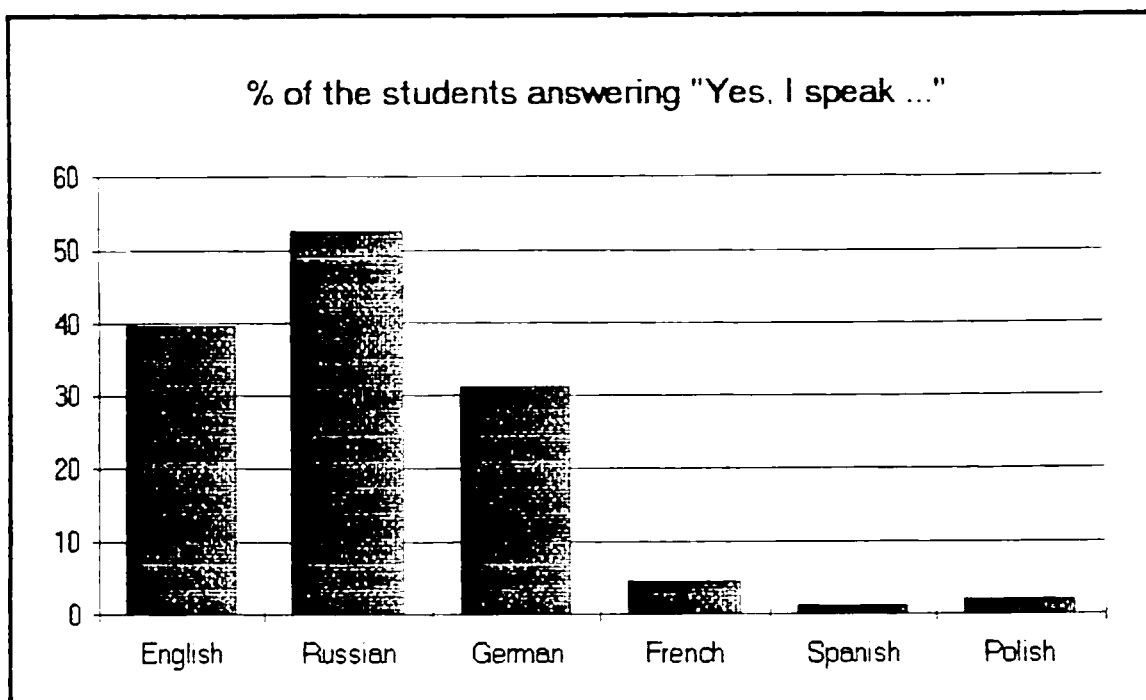
or technical education with the examination for secondary school leaving certificate), and 26 % of fathers plus 19 % of mothers have higher education (university).

However, no respondent belongs to the "Romany" group what corresponds to the level of a global education level of the minority. Thumping part of the Romanies - more than 97 % - has declared itself for the majority group of Czechs, almost the rest of them corresponds with a (non investigated here) minority of the Polish nationality (Ostrava region), and only 0.5 % of them with the Slovak minority (that is even not surprising because the latter group, in case of the students, is rather disappearing in mixed marriages who, of course, use the Czech language as a more current "users'" language). The Slovak language, as a mother tongue, is presented only by 0.75 % of students (and the Polish one by 1.5 % of them).

The data about language endowment of primary school student teachers have certain limitations, first of all in evaluation of their own abilities to speak foreign language. The answers are no so called hard data but the expression about the students themselves. 26.5 % of them presented no language knowledge, even if all of them have passed full upper secondary education (78.5 % of them even full upper general education) and all of them passed through at least one foreign language teaching. That was an evident underestimation of knowledge - it is understandable indeed because a real possibility of live international contacts of the students and their teachers is still a too recent reality; simply, the practice is missing and with it also a self-confidence. Many students don't consider their level as a language knowledge even if only little is necessary for use it.

On the other hand, in the research we meet also the expressions which "sell", may be, a very disputable knowledge - what uses to occur in case of Slovak language, understandable for Czechs almost without any difficulty; nevertheless, a "pure" active using of Slovak language would be assumed rather only in children from the mixed marriages, etc. The data about the knowledge of foreign languages are to be taken with a certain reserve.

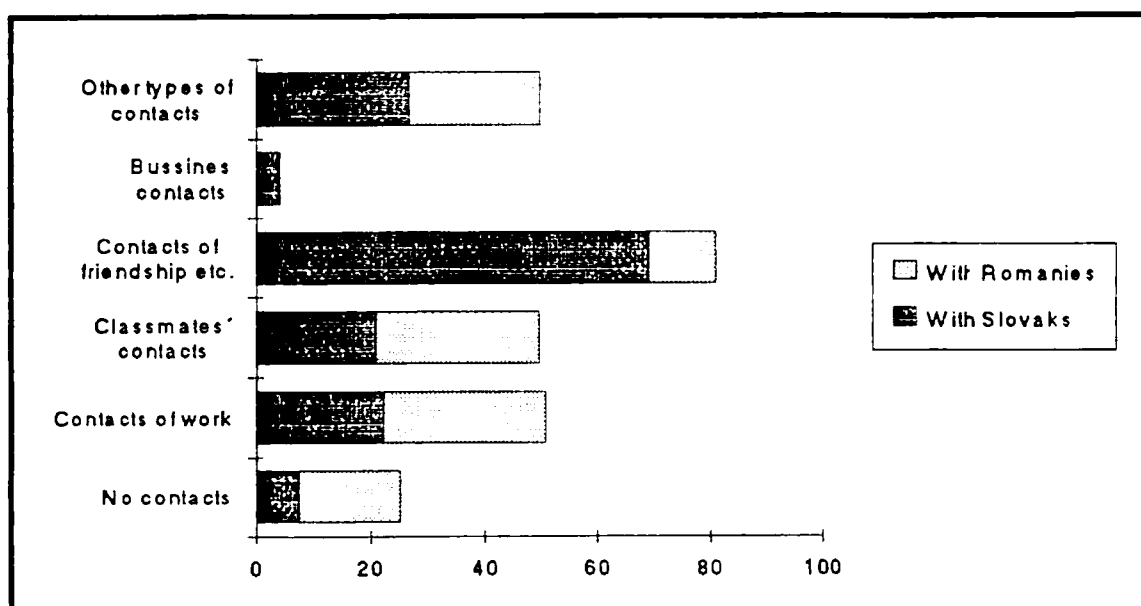
From the following chart it is evident that, in global, still the Russian language dominates, even if the situation is very quickly changing in favour of English. From the third most frequent language, German, there is a gulf



between the other languages. Of course, for the fourth language may be indicated the Slovak one, very frequently used by the students (it represents a majority from the category "one other" with more than 10 %) - its passive knowledge is for present still common (but the situation may change due to decreasing of mutual contacts).

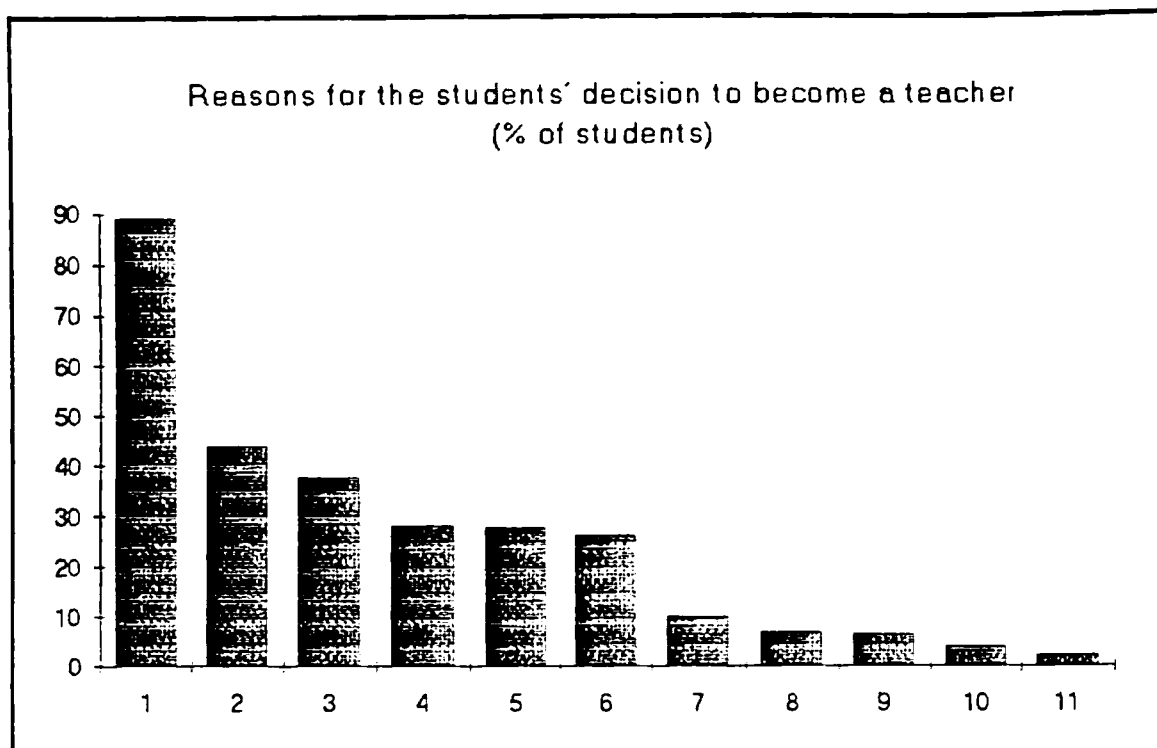
The state of the language preparedness has been caused by the previous social conditions as a global determinant. No surprise that it doesn't differ, in principal not even in groups of various educational and professional status (family background), of the type of secondary school - the difference in the data of that kind are not statistically important.

The characteristics of the future teachers are considerable in the connection with a question what kind of contact they have had during their life with the Slovak or Romany people - i.e., the groups involved into the Czech case of intercultural analysis. Only 7.5 % of students have declared no contact with Slovaks and 17.8 % no experience in the sense with Romanies. The following chart offers the global survey of the intercultural experience of the future teachers.



The extent of the contacts differs noticeably, of course, according to their kinds. A considerable similarity exists in the extent of working contacts and contacts in school class (i.e., among the fellow-pupils). However, when the relations with friends is concerned, the high extent of the contacts is changing radically in detriment of the Romanies. As concerns business contacts they are not very important in this age and profession.

The most essential aspect of the whole problem area is evidently the motivation resources of the students - in this aspect even their influence is involved in the intercultural relations. The following chart provides an eloquent image of the motives.



|     |  |    |
|-----|--|----|
| 207 | - because I like to be amongst children                                | 1  |
| 213 | - because I like to explain things and communicate my knowledge        | 2  |
| 208 | - because it is a profession permitting a certain freedom              | 3  |
| 204 | - because it is a fascinating occupation                               | 4  |
| 210 | - because it enables me to earn my living while doing something useful | 5  |
| 214 | - because education leads to greater success in life                   | 6  |
| 205 | - to contribute to the development of my country                       | 7  |
| 209 | - because it was the only opportunity for me to pursue my studies      | 8  |
| 211 | - for job security   | 9  |
| 212 | - because I was a good pupil   | 10 |
| 206 | - because I failed in my other studies                                 | 11 |

At the first sight it is evident that the desire to be among children is a basic, even unrivalled, what is very favourable, especially for primary schools. At the same time, the rank of the further motives indicates a considerable realism of the students. It is also important that the motives leading to an instrumental choice of the pedagogical work (as a substitution) are, in principle, at the very bottom of the scale of the motives.

The students orient themselves quite well in their motives, undoubtedly, what on the contrary, is not the case of their clarity of images about their place of work after finishing their studies. One fifth of them counts with continuing the studies in some form. It is less clear where the remaining students will enter - almost 45 % of the respondents left this question without an answer (may be prevalently because they are not yet decided realistically - in the condition of the Czech Republic the choice of a country or of a town is

not very different one). Those who have decided, an urban environment is preferred (38.8 %) to a rural one (18.3 %). Less clear ideas have the students in the choice between a private school and a public school (9 % and 25 % - the remaining per cent of the students didn't react to the problem. The difference in this direction is evidently for most students, for the time, not distinct. The situation in both the cases confirms the fact that there is no real difference between the attitudes of the students of the 4th and 3rd years of studies.

However, at a whole 21 % of primary school student teachers are convinced that they will work with people from already mentioned minorities (3.5 % with Slovaks, 17.5 % with Romanies). This is undoubtedly an important motivation basis for the study of the problems of intercultural education.

### **3.3.2 Basic preferences in the objectives of education and in the teacher's functions**

A battery of preferences in the objectives of education gives, on the one hand, at least certain indication of a realistic - even if only developing itself - hierarchy of values of future primary school teachers (i.e., of the values which are specific for those who wish to work with, as to the age, lowest group of pupils) and, on the other hand, first of all relatively plastic image of the structure of professional objectives with which these young teachers enter the pedagogical process in a short time.

From the moment of the regular working activity of a teacher those objectives, this time rather personal, indisputably will pass a definite structural change because the admission of a young man/woman into the regular function of an educator would bring, first of all, the necessity to face a realistic, relatively stable system of objectives and values of the given school as well as region. Nevertheless, the nucleus of the preferences will keep the same - this therefore, that it corresponds to the age of beginning teacher but also that his/her long-term experience of a pupil and student, and a citizen stands behind the formulated objectives and also already a certain teaching experience achieved within his/her studies.

The objectives of the educational activity of a man/woman are inseparable even from the global sociocultural climate of the country. In the

basic image of educational preferences it is certainly possible at least to anticipate - and in the form of hypotheses to suspect - a strong influence of the values of the Central European tradition of school and education, emphasizing, e.g., the standards of general erudition or a relative high extent of the socialization impact of school. However, the realities of this type may be rather outstanding (and proved to) even at the premise of an international comparison of the acquired data. (An analogy may be remark with the processes and trends of the changes in a professional awareness of educators in relation to the changes of the global recognition of the society.).

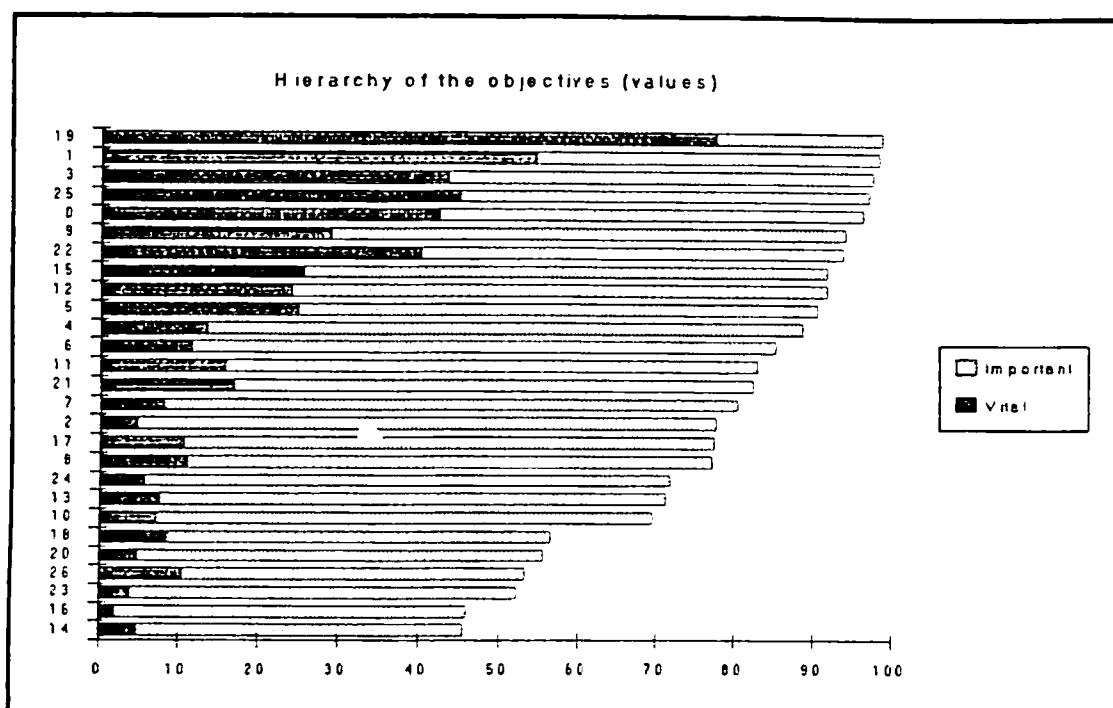
However, the continuity and inertia of the ways of education encounter the programme efforts to implement some qualitative changes; still not only those efforts. At the same time, strong, spontaneous, even if probably short-term determinations are effective discontinuously. For instance, the temporary aversions to definite values and objectives or, sometimes only to certain forms of their presentation remembering previous historical, frequently refused contexts (such an example may be, partly, even the objective "to be active citizens", which in the former system lost its spontaneity and became, particularly, an ideological imperative, etc.). In the contemporary period of a global social transformation of the country, these and the other influences may be, for the time, only very hardly differentiated and thus assess the extent of the stability or changeability of the impacts to individual objectives of the educational activities.

Nevertheless, the hierarchy of the objectives - indicated in percentage of the primary school student teachers who have characterized the respective objectives as vital or, at least, as important - gives already much information.

The below presented hierarchy is, first of all, disclosing certain common social accent put on the pedagogical work: the objective "to be able to read, write and count" is not only an expression of the elementary function of school but - probably together with the other objectives presented at the foremost places of the scale - also an expression of a definite tradition concerning the type of education and erudition. It may be formulated: of that type of education which stresses knowledge and a relative broad extent of cultural utilities of maximum of the members of the society, etc.

No less than the above mentioned ones, even the objectives as "to be aware of their responsibilities" (i.e., the responsibilities of pupils), "to show understanding for others" or "to help each other and to co-operate" witnesses about a certain, historically symptomatic atmosphere of values that creates





| No | Objectives (values)  | Sum   | Rank | Vital | Important |
|----|--|-------|------|-------|-----------|
| 19 | to be able to read, write and count                        | 98.99 | 1    | 77.69 | 21.3      |
| 1  | to be aware of their responsibilities                      | 98.5  | 2    | 54.64 | 43.86     |
| 3  | to show understanding for others                           | 97.75 | 3    | 43.61 | 54.14     |
| 25 | to help each other and to co-operate                       | 97.24 | 4    | 45.11 | 52.13     |
| 0  | to have confidence in themselves                           | 96.49 | 5    | 42.61 | 53.88     |
| 9  | to learn self-control                                      | 94.23 | 6    | 29.07 | 65.16     |
| 22 | to have self-respect                                       | 93.98 | 7    | 40.35 | 53.63     |
| 15 | to develop their imagination                               | 91.98 | 8    | 25.81 | 66.17     |
| 12 | to express themselves easily                               | 91.98 | 9    | 24.31 | 67.67     |
| 5  | to develop their morals                                    | 90.72 | 10   | 25.06 | 65.66     |
| 4  | to concentrate and be studious                             | 88.97 | 11   | 13.78 | 75.19     |
| 6  | to be familiar with their own culture                      | 85.46 | 12   | 11.78 | 73.68     |
| 11 | to weight up their options                                 | 83.21 | 13   | 16.04 | 67.17     |
| 21 | to adopt clean habits                                      | 82.7  | 14   | 17.04 | 65.66     |
| 7  | to be orderly and punctual                                 | 80.7  | 15   | 8.27  | 72.43     |
| 2  | to have a critical attitude                                | 77.94 | 16   | 4.76  | 73.18     |
| 17 | to appreciate the arts                                     | 77.7  | 17   | 10.78 | 66.92     |
| 8  | to form part of their community                            | 77.45 | 18   | 11.28 | 66.17     |
| 24 | to develop their sporting abilities                        | 71.93 | 19   | 5.76  | 66.17     |
| 13 | to be interested in how things work                        | 71.43 | 20   | 7.77  | 63.66     |
| 10 | to be interested in different disciplines taught at school | 69.68 | 21   | 7.27  | 62.41     |
| 18 | to have a sense of pride *                                 | 56.64 | 22   | 8.52  | 48.12     |
| 20 | to show respect for authority                              | 55.64 | 23   | 4.76  | 50.88     |
| 26 | that boys should act like boys, and girls like girls       | 53.39 | 24   | 10.53 | 42.86     |
| 23 | to be aware of the difficulties facing their country       | 52.38 | 25   | 4.01  | 48.37     |
| 16 | to obey  | 46.12 | 26   | 2.01  | 44.11     |
| 14 | to be active citizens                                      | 45.61 | 27   | 4.76  | 40.85     |

relative stable expectation from the school work and the teacher. In this atmosphere there is evident the representation of, on the one hand, a certain

"cluster" of educational objectives, in a way socially neutral ones (the objectives nos. 19, 1, 9, 15, 12, 4, etc.), on the other hand, also the "cluster" of the objectives with a more extensive - and distinguishable regionally/historically - social contents. The objectives belong there quite definitely as "to show understanding for others" or "to help each other and to co-operate" (e.i., the objectives nos. 3 and 5) but, partly, even the second most preferred objective "to be aware of their responsibilities" that is overlapping there from the first "cluster", this in a decidedly less ideological but, all to the more, expressively cultural sense (i.e., as a property traditionally present and requested in the definite region).

Also the lower part of the scale of the objectives is signaling many characteristics of the target orientation of the future teachers and, together with them, also of the social state. The latest six ones (with a relatively expressive distance of the least preferred) objectives overlap again both the "clusters" but this time with a predominant representation of the second one. Besides the natural reservedness towards the authorities - at least in the sense of the declaration of the weaker importance of the objectives, as are "to obey" or "to show respect for authority" - a devaluation of certain social values is evidently seen there, what has happened during the recent decades.

In that period there was very few opportunity to achieve a sense of pride of the results of own work and, first of all, a sense of pride of the results of the employee's institution, of the school attended, of the army with its task to defend the country, of the international position of own country. The sense of pride, as a normal, deserved, good enjoyment of a value for the human being and a value of the environment to which he/she is rightfully proper, couldn't be successfully reproduced from a generation to the following ones - so that, how it seems to be, it used to become gradually an empty category, a value without a number of contents, realistic for different persons. Then even the objective "to have a sense of pride" cease to have a realistic background, i.e., it got off the real interests of a man/woman - this even a man/women-teacher and pupil.

The same may be applied, at least as a hypothesis, for another, factually related objective - the objective "to be aware of the difficulties facing their country" as well as the objective from the very bottom of the hierarchy, "to be active citizens". Simply, the fact that the public matters were, in principle, no civil matters, no matters which might be really influenced, should be very probably manifested in many forms on the life orientation of people.

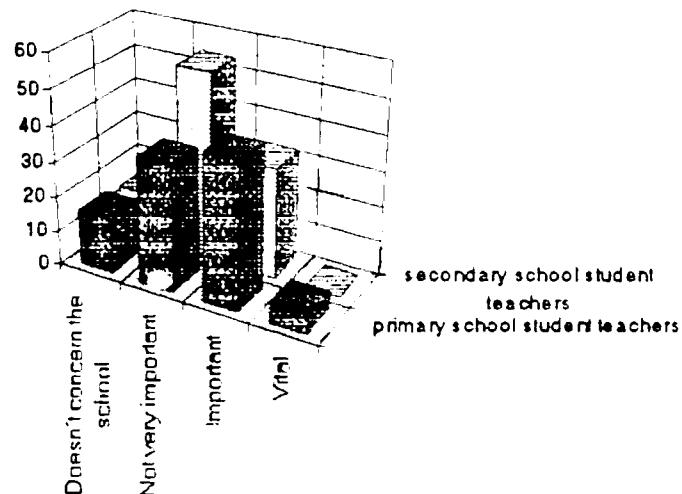
At the same time, especially in the further analysis, it would be necessary to take into account the entirely specific reality that the inquired stratum of the future teachers belongs to the age category which, with the transition to the formal and factual maturity has passed from one social system to the other one, and that, for instance, it has gained the experience of inconsistencies of the former system and the desire for a change prevalently only in an intermediate way, i.e., by a generation upbringing. The category possibly brings old habits and, in a less extent, old aversions to the changing society so that, even if it is - thanks to its youth - in the best way open to changes, it has no need to attempt at all the changes that seem to be more often indispensable to the other generations' categories. Unfortunately, we shall not be aware, directly from the extent of the preferred objectives, whether the stratum of the recent adults has adapted itself to the fact that, in the matter of a common concern, always somebody else would take care, or whether it is sure that the common concerns are to be defended better indirectly, in another ways (economic activity, self-developing, etc.).

However, there is even a proper - educational - view of evaluating an objective and its preferences. A child should learn to read, write and count from its early childhood while the education to a civil self-reflection and to an active citizenship may seem to the future teachers as premature, for primary school still not important. The same should be applied to training for the ability to obey, to respect orders or to the other similar properties, necessary at least for definite types of an efficient organization.

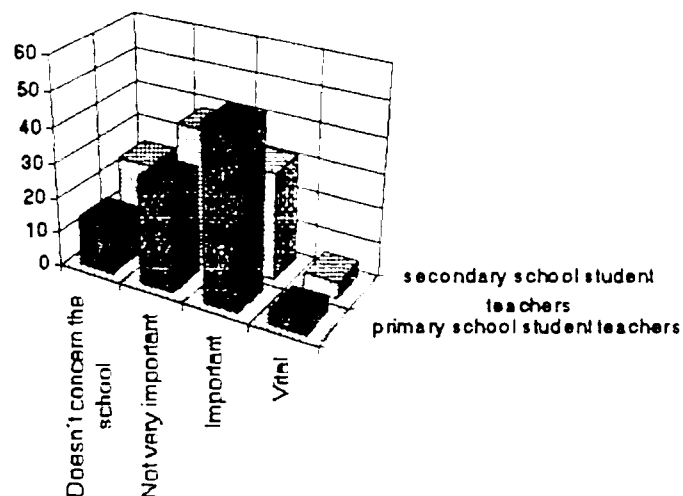
This might be the explanation of lower part of the hierarchy of the objectives but, unfortunately, such an explanation shouldn't be supported, for the moment, by the results of this research. The difference between primary school student teachers and secondary school student teachers (measured only on a small control sample of 42 persons from the second group) are mostly statistically not considerable - and, if they are, they say, on a contrary, that it is the first group who is more emphasizing the civil objectives. The above placed two charts may demonstrate it.

However, otherwise the regard for the preparation of the future primary school teachers to their own educational work entitles to a certain extent of satisfaction with the state and, partly, also with the development of the activity of schools in which the training is carried out. If we distribute the preferences

## Objective: "to be active citizens"



## Objective: "to be aware of the difficulties facing their country"



of the educational objectives, at least in a framework, to four - functionally differentiated - groups, we may evaluate a certain balance of the preferences of the students. The emphasis on the objectives are, in principle, equivalent: the socialization objectives (oriented to the adaptation to the neighbouring

environment, to accepting the role of a pupil and the standards of a social and personal discipline), didactical objectives (leading to a systematic approach to the learning processes and to the habitudes of a successful and, subsequently, also creative professional career, etc.), social-integrative objectives (oriented to the co-operation among individuals and to their integration in different levels of the social system), and personalization objective (with a dominant in the individuality development).

| Teaching pupils:                     |  | Important | Vital | sum   |
|--------------------------------------|--|-----------|-------|-------|
| <b>SOCIALIZATION OBJECTIVES</b>      |  |           |       |       |
| 1                                    | to be aware of their responsibilities                      | 43.86     | 54.64 | 98.5  |
| 4                                    | to concentrate and be studious                             | 75.19     | 13.78 | 88.97 |
| 5                                    | to develop their morals                                    | 65.66     | 25.06 | 90.72 |
| 7                                    | to be orderly and punctual                                 | 72.43     | 8.27  | 80.7  |
| 9                                    | to learn self-control                                      | 65.16     | 29.07 | 94.23 |
| 16                                   | to obey  | 44.11     | 2.01  | 46.12 |
| 20                                   | to show respect for authority                              | 50.88     | 4.76  | 55.64 |
| 21                                   | to adopt clean habits                                      | 65.66     | 17.04 | 82.7  |
| average                              |  | 60.37     | 19.33 | 79.70 |
| <b>DIDACTIC OBJECTIVES</b>           |  |           |       |       |
| 2                                    | to have a critical attitude                                | 73.18     | 4.76  | 77.94 |
| 10                                   | to be interested in different disciplines taught at school | 62.41     | 7.27  | 69.68 |
| 12                                   | to express themselves easily                               | 67.67     | 24.31 | 91.98 |
| 13                                   | to be interested in how things work                        | 63.66     | 7.77  | 71.43 |
| 15                                   | to develop their imagination                               | 66.17     | 25.81 | 91.98 |
| 17                                   | to appreciate the arts                                     | 66.92     | 10.78 | 77.7  |
| 19                                   | to be able to read, write and count                        | 21.3      | 77.69 | 98.99 |
| 24                                   | to develop their sporting abilities                        | 66.17     | 5.76  | 71.93 |
| average                              |  | 60.94     | 20.52 | 81.45 |
| <b>SOCIAL-INTEGRATIVE OBJECTIVES</b> |  |           |       |       |
| 3                                    | to show understanding for others                           | 54.14     | 43.61 | 97.75 |
| 6                                    | to be familiar with their own culture                      | 73.68     | 11.78 | 85.46 |
| 8                                    | to form part of their community                            | 66.17     | 11.28 | 77.45 |
| 14                                   | to be active citizens                                      | 40.85     | 4.76  | 45.61 |
| 23                                   | to be aware of the difficulties facing their country       | 48.37     | 4.01  | 52.38 |
| 25                                   | to help each other and to co-operate                       | 52.13     | 45.11 | 97.24 |
| average                              |  | 55.89     | 20.09 | 75.98 |
| <b>PERSONALIZATION OBJECTIVES</b>    |  |           |       |       |
| 0                                    | to have confidence in themselves                           | 53.88     | 42.61 | 96.49 |
| 11                                   | to weight up their options                                 | 67.17     | 16.04 | 83.21 |
| 18                                   | to have a sense of pride "                                 | 48.12     | 8.52  | 56.64 |
| 22                                   | to have self-respect                                       | 53.63     | 40.35 | 93.98 |
| 26                                   | that boys should act like boys, and girls like girls       | 42.86     | 10.53 | 53.39 |
| average                              |  | 53.13     | 23.61 | 76.74 |

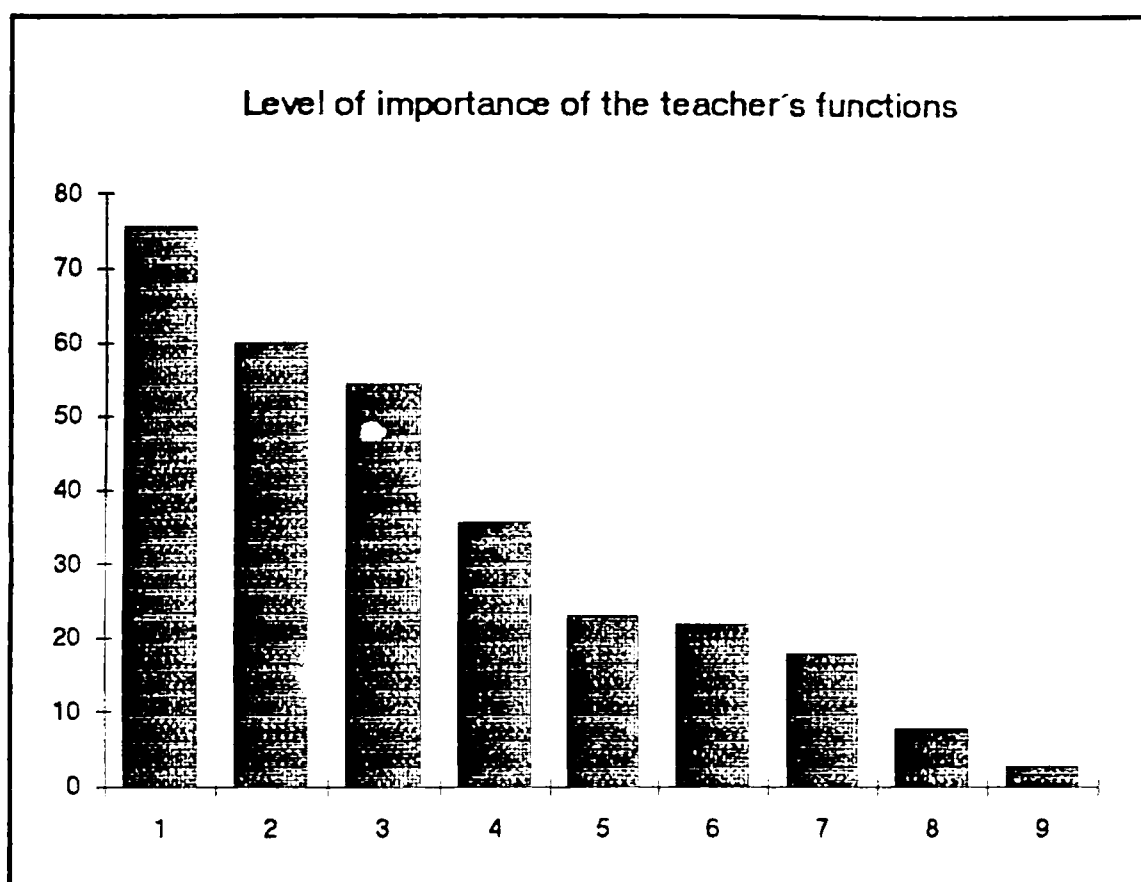
Even if a certain difference is evident between the first and the second groups of the objectives (due to many not explicit limits between them), more probably the consequences of above mentioned historical continuity of the features of the system of Education is concerned there. A considerable balance can be seen even in the distribution of the target priorities into mentioned four groups:

| DISTRIBUTION OF<br>THE FIRST 12 OBJECTIVES |                                       | Social. | Didact. | Soc-int. | Person. |
|--|---------------------------------------|---------|---------|----------|---------|
| 19   | to be able to read, write and count   |         | 98.99   |          |         |
| 1  | to be aware of their responsibilities | 98.5    |         |          |         |
| 3  | to show understanding for others      |         |         | 97.75    |         |
| 25   | to help each other and to co-operate  |         |         | 97.24    |         |
| 0  | to have confidence in themselves      |         |         |          | 96.49   |
| 9  | to learn self-control                 | 94.23   |         |          |         |
| 22   | to have self-respect                  |         |         |          | 93.98   |
| 15   | to develop their imagination          |         | 91.98   |          |         |
| 12   | to express themselves easily          |         | 91.98   |          |         |
| 5  | to develop their morals               | 90.72   |         |          |         |
| 4  | to concentrate and be studious        | 88.97   |         |          |         |
| 6  | to be familiar with their own culture |         |         | 85.46    |         |

Also the selection of the three functions of the teacher, which are considered by a student for the major ones, demonstrates a favourable situation of the target orientation of the future primary school teachers. The hierarchy of the major functions is, on the whole, adequate to the social state as well as to the developing needs of the society - the inclusion of the objectives: to help pupils learn about themselves, integrate into their societies and be familiar with their own culture at the second, fourth and fifth places indicates the balance of both professional and social objectives of education.

The problem consists rather of what remained under the level of the major preferences: e.g., it is logical that, under the conditions of the Czech Republic, the function "to maintain good relations with the pupils' families" will be scarcely ever selected as a priority, however, without losing the importance of the function. It is very presumable that strengthening the function is a condition for the solution of a number of topical educational problems (from teaching ones to economic ones, up to the questions of social deviations in young people or their environs). A similar topical relevance is met also in the objective "to teach pupils the rules of good behaviour", etc.

However, one not yet answered question remains in all the preferences



|     |  |   |
|-----|--|---|
| 157 | - to transmit knowledge  | 1 |
| 162 | - to help pupils learn about themselves                            | 2 |
| 160 | - to help pupils develop the skills                                | 3 |
| 159 | - to help pupils integrate into their societies                    | 4 |
| 164 | - to help pupils to be familiar with their own culture             | 5 |
| 161 | - to teach pupils the rules of good behaviour                      | 6 |
| 165 | - to teach mathematics, the official language and national history | 7 |
| 163 | - to help pupils develop their memory                              | 8 |
| 158 | - to maintain good relations with the pupils' families             | 9 |

of the objectives (and of value orientations connected with them): The emphasis to a definite objective may have two kinds of background - the objective is either set up as a task to reproduce an existing reality, a value currently presented in the reality which should be permanently revived and, of course, developed, or, at the contrary, the objective is an expression of its absence (or a conviction of its absence), lack, necessity to change the hitherto reality.

### 3.3.3 Educational objectives in the relation to ethnocultural groups

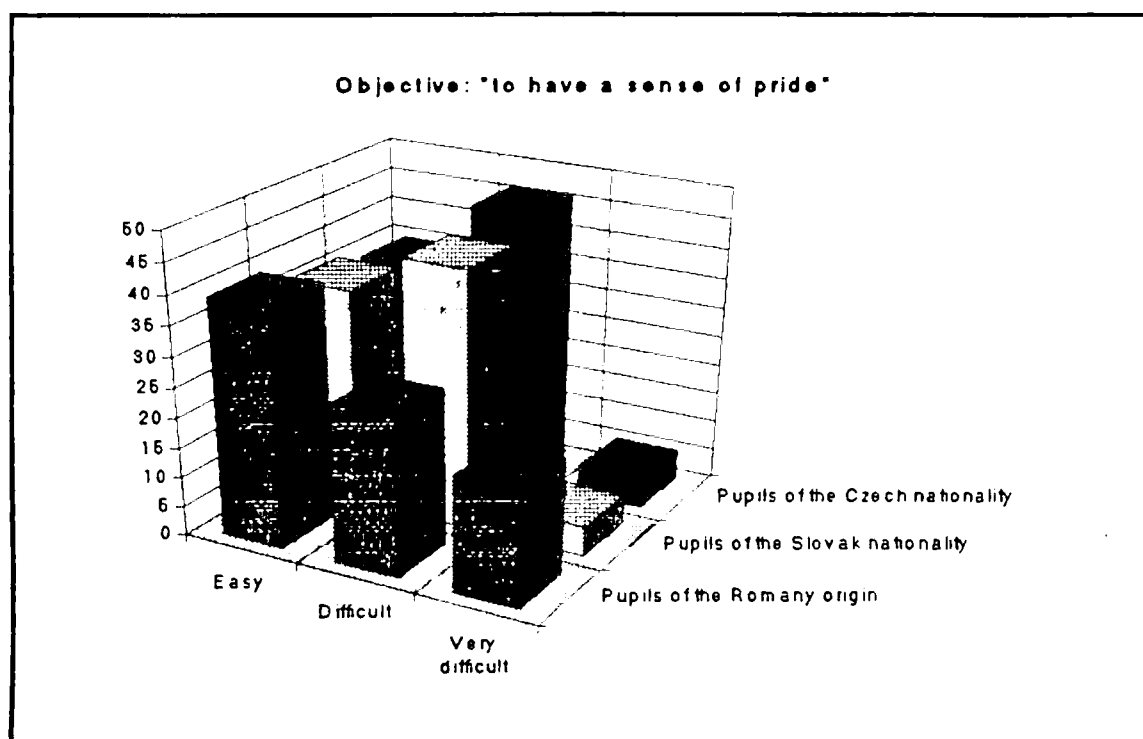
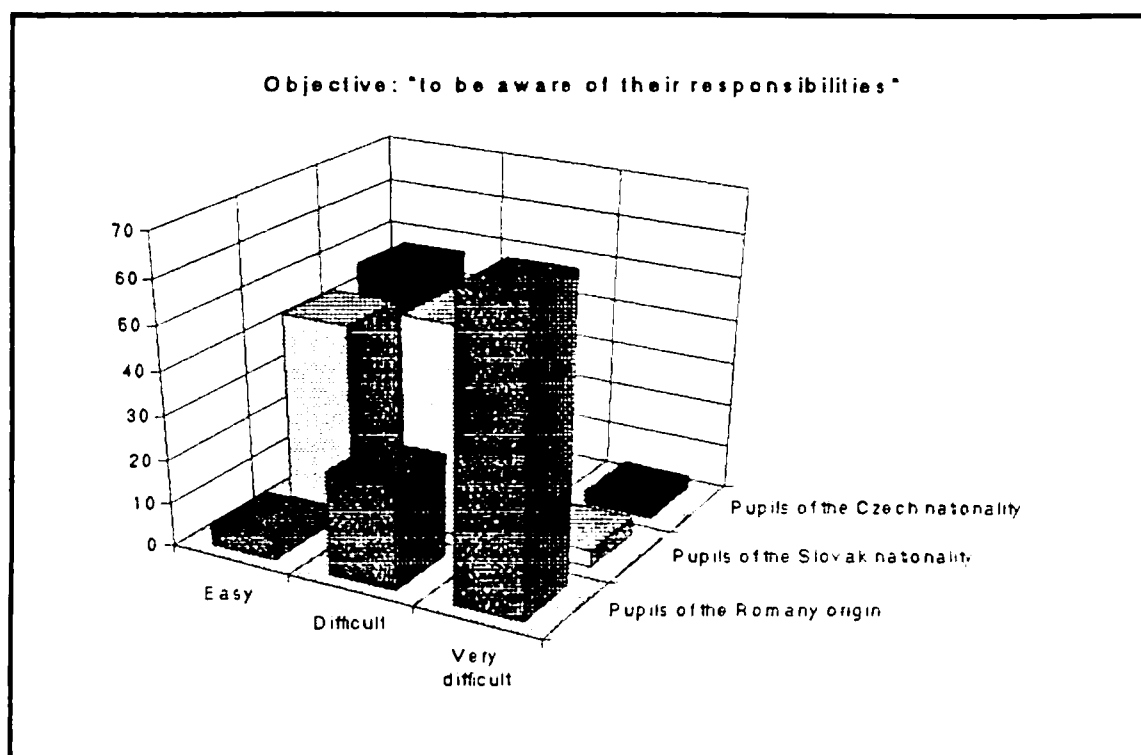
The other from the basic questions of the research - whether the primary school student teachers see the differences between Czech, Slovak and Romany pupils in their ability to easily or with difficulties achieve the analyzed educational objectives - has been answered unequivocally. The students whose nationality is in a majority Czech, don't see, in the relation to any objective, absolutely any difference between Czechs and Slovaks. Even in the particular analyses it is hardly to find out any differences in the opinions concerning the educational potentiality of both the groups.

Although this conclusion is no surprise (e.g., for the research team), the identity of the sight on both the nationalities is so absolute that it has probably overcoming even the most optimistic expectations. Besides others, it indicates that, minimally in this age|profession sample are not at all present national prejudices (1 year after the separation of Czechoslovakia to two independent, de facto national States of Czechs and Slovaks!!).

However, entirely dissimilar is the situation in case of the pupils of the Romany origin. In their case the possibilities to achieve the mentioned objectives - in the comparison with Czechs and Slovaks - evaluated in all the target items substantially worse. From the point of view of many objectives these differences are comprehended by a majority of the students as extremely large differences. The size of the differences seen by the students may be illustrated in two following cases - rather of the maximum and rather of the minimum of the differences.

This image of dissimilarity - in our case seen certainly more frequently as the image of the barriers of the educational process (it need not necessarily concern the assimilation functions of education; even barriers for the multicultural integration exist) - has, of course big inner differences. It is also seen at the second graphically designed case, in which the students are no longer equivocal in the evaluation of ease or difficulty of the achievement of an objective in the pupils of Romany origin - this even in a relation to Czechs or Slovaks. It is necessary to pay attention just to the differences in the evaluation of attainability of individual objectives, this on a long-term course and with a more analytical attention.





We can ascertain even at the first approach that the students don't express a certain extent of scepticism towards the achievement of the educational objectives by some mechanical manner, but that the differences of the evaluation of individual chances for the achievement of the educational

objectives have their own logic, even if perceived rather in the level of sensations. When we separate individual evaluations of the attainability of the objectives to two parts, one of them comprises the cases of less conspicuous differences from Czechs and Slovaks (see below presented table), and the other then the cases expressively different (see the next one), we discover that the objectives differ qualitatively.

|    |                                       | Very<br>difficult | Difficult | Easy  |
|----|---------------------------------------|-------------------|-----------|-------|
| 0  | to have confidence in themselves      |                   |           |       |
|    | 27 Pupils of the Czech nationality    | 2.76              | 58.4      | 35.09 |
|    | 28 Pupils of the Slovak nationality   | 4.51              | 55.39     | 35.84 |
|    | 29 Pupils of the Romany origin        | 21.55             | 30.83     | 41.6  |
| 2  | to have a critical attitude           |                   |           |       |
|    | 33 Pupils of the Czech nationality    | 7.52              | 44.36     | 44.86 |
|    | 34 Pupils of the Slovak nationality   | 7.52              | 45.61     | 41.6  |
|    | 35 Pupils of the Romany origin        | 26.57             | 28.57     | 39.85 |
| 6  | to be familiar with their own culture |                   |           |       |
|    | 45 Pupils of the Czech nationality    | 2.76              | 35.59     | 57.64 |
|    | 46 Pupils of the Slovak nationality   | 2.76              | 35.34     | 56.14 |
|    | 47 Pupils of the Romany origin        | 24.06             | 31.08     | 36.84 |
| 8  | to form part of their community       |                   |           |       |
|    | 51 Pupils of the Czech nationality    | 1.5               | 26.32     | 68.67 |
|    | 52 Pupils of the Slovak nationality   | 2.26              | 29.07     | 63.91 |
|    | 53 Pupils of the Romany origin        | 20.55             | 16.54     | 56.14 |
| 11 | to weight up their options            |                   |           |       |
|    | 60 Pupils of the Czech nationality    | 7.77              | 62.66     | 24.81 |
|    | 61 Pupils of the Slovak nationality   | 7.52              | 62.91     | 23.81 |
|    | 62 Pupils of the Romany origin        | 31.33             | 46.62     | 15.79 |
| 15 | to develop their imagination          |                   |           |       |
|    | 72 Pupils of the Czech nationality    | 1.75              | 30.83     | 65.41 |
|    | 73 Pupils of the Slovak nationality   | 1.75              | 31.58     | 63.41 |
|    | 74 Pupils of the Romany origin        | 13.78             | 31.33     | 52.13 |
| 17 | to appreciate the arts                |                   |           |       |
|    | 78 Pupils of the Czech nationality    | 5.01              | 50.38     | 38.6  |
|    | 79 Pupils of the Slovak nationality   | 5.01              | 50.63     | 37.09 |
|    | 80 Pupils of the Romany origin        | 36.34             | 42.11     | 15.29 |
| 18 | to have a sense of pride *            |                   |           |       |
|    | 81 Pupils of the Czech nationality    | 5.01              | 46.12     | 34.59 |
|    | 82 Pupils of the Slovak nationality   | 5.01              | 43.11     | 36.34 |
|    | 83 Pupils of the Romany origin        | 19.3              | 26.32     | 39.6  |
| 22 | to have self-respect                  |                   |           |       |
|    | 93 Pupils of the Czech nationality    | 3.51              | 52.38     | 39.1  |
|    | 94 Pupils of the Slovak nationality   | 3.01              | 51.63     | 39.35 |
|    | 95 Pupils of the Romany origin        | 14.54             | 39.35     | 40.1  |

| <i>(contin.)</i> |  | Very<br>difficult | Difficult | Easy  |
|------------------|--|-------------------|-----------|-------|
| 23               | to be aware of the difficulties facing their country |                   |           |       |
|                  | 96 <i>Pupils of the Czech nationality</i>            | 21.3              | 43.86     | 16.79 |
|                  | 97 <i>Pupils of the Slovak nationality</i>           | 22.06             | 43.86     | 15.29 |
|                  | 98 <i>Pupils of the Romany origin</i>                | 46.62             | 29.57     | 5.26  |
| 24               | to develop their sporting abilities                  |                   |           |       |
|                  | 99 <i>Pupils of the Czech nationality</i>            | 0                 | 12.03     | 82.96 |
|                  | 100 <i>Pupils of the Slovak nationality</i>          | 0                 | 13.53     | 80.2  |
|                  | 101 <i>Pupils of the Romany origin</i>               | 6.77              | 21.8      | 65.66 |
| 25               | to help each other and to co-operate                 |                   |           |       |
|                  | 102 <i>Pupils of the Czech nationality</i>           | 2.01              | 42.61     | 54.39 |
|                  | 103 <i>Pupils of the Slovak nationality</i>          | 2.51              | 44.11     | 51.13 |
|                  | 104 <i>Pupils of the Romany origin</i>               | 19.3              | 43.61     | 35.09 |
| 26               | that boys should act like boys, and girls like girls |                   |           |       |
|                  | 105 <i>Pupils of the Czech nationality</i>           | 2.26              | 23.81     | 59.4  |
|                  | 106 <i>Pupils of the Slovak nationality</i>          | 2.01              | 22.81     | 59.15 |
|                  | 107 <i>Pupils of the Romany origin</i>               | 8.27              | 28.57     | 48.12 |

The declared differences are almost negligible in cases of the appropriation of a man of woman role (objective "26") or of the cultivation of natural (especially physical) inclinations ("24"). In such cases there are evidently concerned culturally neutral possibilities and objectives, or the students seemed to indicate them (a male role surely often differs culturally but in our conditions - e.g., between Czechs and Romanies - not so much in substantial) . The objectives connected with macro social problems (e.g., "23") are analogically neutral culturally, in a certain extent also with personal properties ("0", "2", "18", "22", etc.) including the creativity ("15"). The objectives already earlier defined as socially integrative ("6", "8", "25") become mostly non conflict - in the question of the questionnaire they are not related to a majority culture.

However, two more reasons are here of a less pointed dissimilarity of the evaluation. For most of the mentioned objectives either some measure or any live experience of the student are expressively missing. Indeed, both the reasons cohere together.

The objectives, indicated as difficult for the pupils of Romany origin, are connected substantially more with a current experience and experience transferred by generations - from the school (the objectives "4", "7", "9", "10", "11", "19", "21" and, certainly at least partly even the majority of the others) as well as from the public life (particularly "14" and in a generalized form, e.g.

|    |  | very<br>difficult | Difficult | Easy  |
|----|--|-------------------|-----------|-------|
| 3  | to show understanding for others                           |                   |           |       |
|    | 36 <i>Pupils of the Czech nationality</i>                  | 7.27              | 49.37     | 40.35 |
|    | 37 <i>Pupils of the Slovak nationality</i>                 | 7.77              | 50.13     | 37.59 |
|    | 38 <i>Pupils of the Romany origin</i>                      | 38.35             | 43.61     | 12.78 |
| 4  | to concentrate and be studious                             |                   |           |       |
|    | 39 <i>Pupils of the Czech nationality</i>                  | 5.01              | 53.38     | 40.1  |
|    | 40 <i>Pupils of the Slovak nationality</i>                 | 4.51              | 55.64     | 37.34 |
|    | 41 <i>Pupils of the Romany origin</i>                      | 66.42             | 26.82     | 4.51  |
| 5  | to develop their morals                                    |                   |           |       |
|    | 42 <i>Pupils of the Czech nationality</i>                  | 2.76              | 50.88     | 43.36 |
|    | 43 <i>Pupils of the Slovak nationality</i>                 | 3.51              | 50.38     | 42.36 |
|    | 44 <i>Pupils of the Romany origin</i>                      | 55.64             | 34.59     | 4.76  |
| 7  | to be orderly and punctual                                 |                   |           |       |
|    | 48 <i>Pupils of the Czech nationality</i>                  | 3.76              | 50.38     | 42.86 |
|    | 49 <i>Pupils of the Slovak nationality</i>                 | 3.51              | 51.63     | 40.6  |
|    | 50 <i>Pupils of the Romany origin</i>                      | 57.89             | 34.34     | 4.51  |
| 9  | to learn self-control                                      |                   |           |       |
|    | 54 <i>Pupils of the Czech nationality</i>                  | 10.28             | 59.15     | 28.57 |
|    | 55 <i>Pupils of the Slovak nationality</i>                 | 10.28             | 59.9      | 26.57 |
|    | 56 <i>Pupils of the Romany origin</i>                      | 54.39             | 37.59     | -4.51 |
| 10 | to be interested in different disciplines taught at school |                   |           |       |
|    | 57 <i>Pupils of the Czech nationality</i>                  | 1.75              | 30.08     | 65.16 |
|    | 58 <i>Pupils of the Slovak nationality</i>                 | 1.75              | 32.83     | 61.4  |
|    | 59 <i>Pupils of the Romany origin</i>                      | 32.83             | 43.36     | 20.3  |
| 12 | to express themselves easily                               |                   |           |       |
|    | 63 <i>Pupils of the Czech nationality</i>                  | 5.26              | 53.38     | 39.85 |
|    | 64 <i>Pupils of the Slovak nationality</i>                 | 5.76              | 57.39     | 34.09 |
|    | 65 <i>Pupils of the Romany origin</i>                      | 48.37             | 39.1      | 11.03 |
| 13 | to be interested in how things work                        |                   |           |       |
|    | 66 <i>Pupils of the Czech nationality</i>                  | 1.25              | 30.33     | 63.16 |
|    | 67 <i>Pupils of the Slovak nationality</i>                 | 2.26              | 30.08     | 61.4  |
|    | 68 <i>Pupils of the Romany origin</i>                      | 23.81             | 32.83     | 36.84 |
| 14 | to be active citizens                                      |                   |           |       |
|    | 69 <i>Pupils of the Czech nationality</i>                  | 6.77              | 40.6      | 35.59 |
|    | 70 <i>Pupils of the Slovak nationality</i>                 | 6.52              | 43.36     | 32.83 |
|    | 71 <i>Pupils of the Romany origin</i>                      | 45.11             | 28.82     | 9.52  |
| 16 | to obey  |                   |           |       |
|    | 75 <i>Pupils of the Czech nationality</i>                  | 2.76              | 46.37     | 47.12 |
|    | 76 <i>Pupils of the Slovak nationality</i>                 | 2.76              | 49.37     | 43.36 |
|    | 77 <i>Pupils of the Romany origin</i>                      | 59.9              | 31.33     | 4.01  |
| 19 | to be able to read, write and count                        |                   |           |       |
|    | 84 <i>Pupils of the Czech nationality</i>                  | 1                 | 21.8      | 75.19 |
|    | 85 <i>Pupils of the Slovak nationality</i>                 | 1.25              | 23.81     | 71.93 |
|    | 86 <i>Pupils of the Romany origin</i>                      | 28.57             | 56.64     | 12.28 |
| 20 | to show respect for authority                              |                   |           |       |
|    | 87 <i>Pupils of the Czech nationality</i>                  | 3.26              | 40.85     | 50.63 |
|    | 88 <i>Pupils of the Slovak nationality</i>                 | 3.01              | 42.61     | 48.12 |
|    | 89 <i>Pupils of the Romany origin</i>                      | 35.09             | 39.85     | 19.05 |
| 21 | to adopt clean habits                                      |                   |           |       |
|    | 90 <i>Pupils of the Czech nationality</i>                  | 0.25              | 10.53     | 84.46 |
|    | 91 <i>Pupils of the Slovak nationality</i>                 | 0.25              | 10.53     | 83.46 |
|    | 92 <i>Pupils of the Romany origin</i>                      | 34.59             | 49.87     | 10.78 |

"5"). However, it is an experience measured mostly only by own - predominantly majority - culture: this is valid even for the objectives that may be indicate as civil ("to show understanding for others" and the same as "to be active citizens").

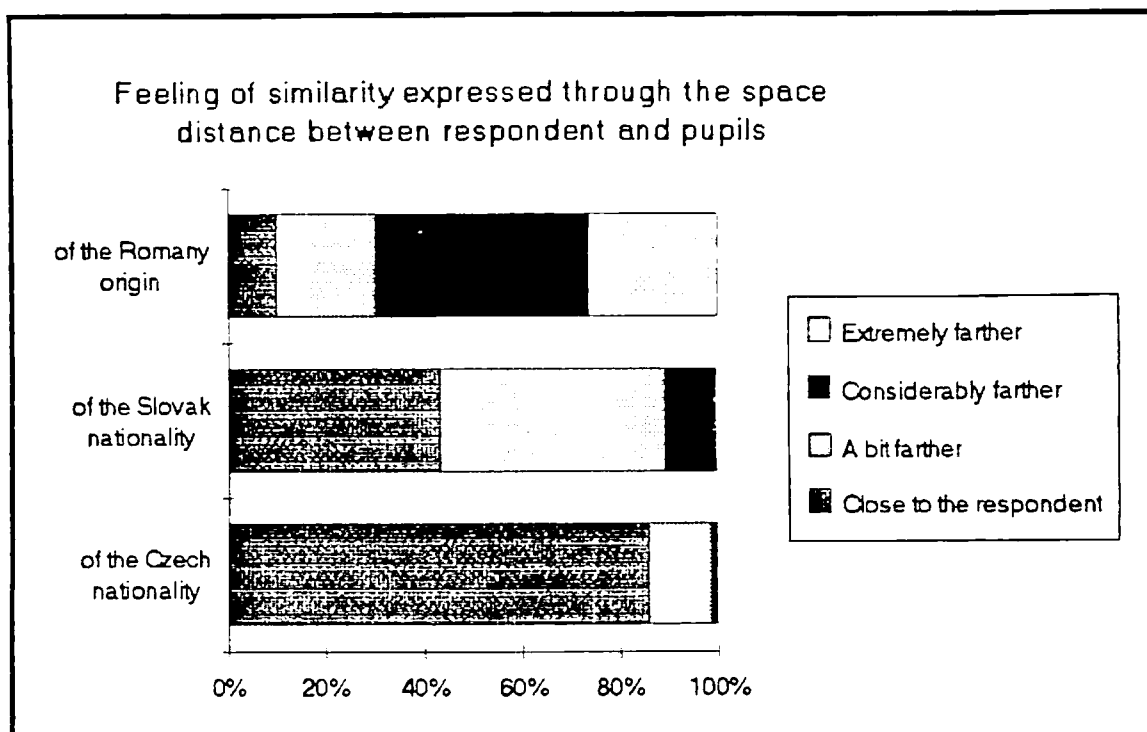
However, the opinion concerning people as the members of definite ethnocultural groups is not reduced, even in the teacher, to a problem of accessibility of the educational objectives. The reflection of the differences is always at the same time self-reflection, a sensation and, to a certain extent, also a rational assessment of the complementary of life styles or, at least, a hope of their complementary. What finally should be one of the central topics of multicultural and intercultural education.

Thus we are generally approaching to the relations of the investigated three groups (when most of the future teachers belong to the majority one) and also to the results of an attempt to measure the relations comprehensively - at least from the point of view of inquired students. Of course, it is necessary to learn with what extent of distance enter the beginning teachers the pedagogical process.

On the basis of placing four different symbols (for yourself, Czech, Slovak and Romany groups) within a large square to express the similarity of dissimilarity by means of different distance of symbols it was possible the mentioned extent of distance at least recorded. The result confirms principally the distances which have been expressed in relation to educational objectives. However, it is more personal - even in implying the distance of an inquired student towards the other members of own ethnocultural group.

A relevant hypothesis is presented here, that the extent of non individual, i.e. group distance is expressed rather by the category "considerably farther".

Without further criteria (especially that which may be acquired with another comparison) it is difficult to evaluate, how far the obtained results enable optimism or not. More than 30 % of favourable answers towards the Romanies (i.e., in the categories "close to..." and "a bit farther") may - at realistic differences of life style - indicate either a really, objective and subjective "permeability" of both the cultures but it may be also a mass



expression of not sufficient knowledge and, at the same time, illusion of imaginations. An analogical question is accompanying even opposite standpoints - they may indicate refusing without knowledge the same as knowledge itself. A good intention as well as knowledge are necessary there.

### 3.3.4 Opinions concerning the reasons of the difficulties and the educational measures

The reasons for that the children can only with bigger difficulties achieve certain knowledge and abilities, differ evidently and, according to their nature it is possible to classify them to the definite groups. These ascertainments are not surprising in a given culture; more interesting is the way how the future teacher sees the reasons. However, in the international comparison the knowledge of the reasons may be considerable.

With regard to the hitherto data it is undoubted that even here we find expressive barriers, first of all in the pupils of Romany origin. This is the first unambiguously differentiated group of reasons of the educational difficulties (see the following table).

| ROMANIES' MAIN BARRIERS<br>(the causes of difficulties in achieving the above mentioned objectives) |     |   | YES,<br>it is the<br>the cause | NO,<br>it is not<br>the cause |
|---|-----|---|--------------------------------|-------------------------------|
| the parents' socio-economic level   | 108 | <i>Pupils of the Czech nationality</i>  | 23.06                          | 75.44                         |
|   | 109 | <i>Pupils of the Slovak nationality</i> | 22.31                          | 76.44                         |
|   | 110 | <i>Pupils of the Romany origin</i>      | 55.39                          | 43.36                         |
| the pupils' mother tongue which is<br>not the language of teaching                                  | 111 | <i>Pupils of the Czech nationality</i>  | 2.51                           | 96.49                         |
|   | 112 | <i>Pupils of the Slovak nationality</i> | 20.05                          | 78.95                         |
|   | 113 | <i>Pupils of the Romany origin</i>      | 54.64                          | 44.36                         |
| the parents' level of learning  | 123 | <i>Pupils of the Czech nationality</i>  | 18.8                           | 80.2                          |
|   | 124 | <i>Pupils of the Slovak nationality</i> | 19.05                          | 79.95                         |
|   | 125 | <i>Pupils of the Romany origin</i>      | 43.11                          | 56.89                         |
| the gulf between life at school<br>and life in the family   | 141 | <i>Pupils of the Czech nationality</i>  | 37.59                          | 61.4                          |
|   | 142 | <i>Pupils of the Slovak nationality</i> | 33.08                          | 65.91                         |
|   | 143 | <i>Pupils of the Romany origin</i>      | 66.17                          | 32.83                         |

The difficulties which are expressive for Romanies are the same, with one exception, but substantially lower than for Czechs and Slovaks. The socio-economic situation in the family is commonly a considerable factor (in Romanies of course usually more expressive) - the students may only less often make mistakes here. The language non - preparedness to the learning in the environment of the majority culture is the second serious limitation of the Romanies (however, the students reflect even a lower but existing - surely more easily overcoming - barrier of that type in the pupils of the Slovak nationality). In the language the structure of thinking and emotions is comprised - but this is more different in the Romanies.

The same image we meet in the further two barriers: conformity between Czech and Slovaks, difference between them and Romanies. The latest item is evidently the most expressive because it is, in its manner, a summary of the previous ones. The way of living in the family is a synthetic category in which all the other limitations or possibilities are counted. The expressions of the students surely adequately reflect a realistic image of the reasons of the educational difficulties.

On the contrary, a rather non-usual sight is given by the future teachers about those reasons of the educational objectives which result more as a problem for the group of the Czech pupils and, analogically - in average only

rather less - also Slovak ones. The following four items are remarkable for that the pupils of the Romany origin are almost like being not considered.

| BARRIERS FIRST OF ALL FOR BOTH<br>CZECHS AND SLOVAKS<br>(the causes of difficulties in achieving the above mentioned objectives) |   | YES,<br>it is the<br>the cause | NO,<br>It is not<br>the cause |
|--|---|--------------------------------|-------------------------------|
| lack of teaching means<br>and materials  | 114 <i>Pupils of the Czech nationality</i>  | 22.81                          | 76.19                         |
|  | 115 <i>Pupils of the Slovak nationality</i> | 18.55                          | 80.45                         |
|  | 116 <i>Pupils of the Romany origin</i>      | 7.52                           | 91.48                         |
| parents' expectation of<br>the school  | 117 <i>Pupils of the Czech nationality</i>  | 40.85                          | 58.15                         |
|  | 118 <i>Pupils of the Slovak nationality</i> | 32.33                          | 66.67                         |
|  | 119 <i>Pupils of the Romany origin</i>      | 10.28                          | 88.72                         |
| the number of pupils per class   | 132 <i>Pupils of the Czech nationality</i>  | 60.9                           | 38.1                          |
|  | 133 <i>Pupils of the Slovak nationality</i> | 49.62                          | 49.37                         |
|  | 134 <i>Pupils of the Romany origin</i>      | 10.53                          | 88.47                         |
| the teachers' level of training<br>and/or qualification  | 138 <i>Pupils of the Czech nationality</i>  | 29.07                          | 69.92                         |
|  | 139 <i>Pupils of the Slovak nationality</i> | 26.57                          | 72.43                         |
|  | 140 <i>Pupils of the Romany origin</i>      | 8.02                           | 90.98                         |

From the lack of teaching means and materials as a reason of the difficulties it is not possible to result that the Romanies dispose with these means in a bigger extent. A "concealable" opinion is probably present here - presumably in such a sense that "for the Romanies it is not considerable yet" (that this insufficiency is important even there, where the other premises are present in a sufficient extent). Something like an analogy of lower and higher needs. However, this is a hypothesis which should be veriflicated further on. It is also possible to formulate it in another way: the students perceive it more as their "own" problem, they have the experience of pupils and, a little bit, already of teachers. Therefore they are more subjective - even in that the insufficiency is taken as a detriment that time when in those who are concerned first of all (i.e., in the pupils of the given group), they themselves see or think that it is perceived as an insufficiency or detriment. The reflection of hitherto little educational ambitions of the Romany ethnic is rather present here.

In principle a similar sight may be in the latest item (the teachers' level of training and/or qualification). It may be taken again as a certain - e.g. for good pupils very important - condition of a "superstructure" character. It is



even more understandable here: a good teacher, specifically trained to that, is necessary for overcoming deep cultural and social barriers which we meet, first of all, in the Romany population.

The influence of the parents' expectations - non-adequate low or non-adequate (to the abilities of the child) high - is probably seen realistically. It is surely a very serious problem, understandable in the context of the erudition and economic position of the parents but less understandable in the relation to less known culture - and the Romany culture is such for the future teachers.

The number of pupils per class is, of course, the most frequent and, possibly also most heavily taken problem so that it was indicated also by most of students (but again as a problem passing almost along the Romany pupils, may be even because a major part of them is concentrated in special education schools).

The third group of the barriers is - from the point of view of the individual groups - in principle (with little deviations) neutral. The differences are negligible. In the question of the homogeneity of the pupils the standpoint of the teachers is temperate. As we can see hereafter in the connection with the opinions concerning the possibilities how to overcome the difficulties, the possibility of grouping the pupils according to their abilities and interests is

| EQUALITY OF BARRIERS FOR ALL OF THE GROUPS<br>(similarity of the causes of difficulties in achieving<br>the above mentioned<br>objectives) |   | YES,<br>It is the<br>the cause | NO,<br>It is not<br>the cause |
|--|---|--------------------------------|-------------------------------|
| lack of homogeneity among<br>pupils in the same class  | 120 <i>Pupils of the Czech nationality</i>  | 13.28                          | 86.71                         |
|  | 121 <i>Pupils of the Slovak nationality</i> | 16.54                          | 83.46                         |
|  | 122 <i>Pupils of the Romany origin</i>      | 9.02                           | 89.97                         |
| the pupils' intelligence   | 126 <i>Pupils of the Czech nationality</i>  | 22.56                          | 76.44                         |
|  | 127 <i>Pupils of the Slovak nationality</i> | 21.55                          | 77.44                         |
|  | 128 <i>Pupils of the Romany origin</i>      | 28.07                          | 70.93                         |
| the elitist attitude of the school   | 129 <i>Pupils of the Czech nationality</i>  | 6.77                           | 92.23                         |
|  | 130 <i>Pupils of the Slovak nationality</i> | 5.01                           | 93.98                         |
|  | 131 <i>Pupils of the Romany origin</i>      | 3.26                           | 95.74                         |
| pupils' difficulties with their<br>mother tongue   | 135 <i>Pupils of the Czech nationality</i>  | 6.77                           | 92.23                         |
|  | 136 <i>Pupils of the Slovak nationality</i> | 12.03                          | 86.97                         |
|  | 137 <i>Pupils of the Romany origin</i>      | 12.78                          | 86.22                         |

almost at the bottom of the preferences (and it is to remark that the students many times emphasized that acceptable is to classify according to the interests but not according to the abilities!).

In most of the items we should repeat even here some arguments what is redundant. Remarkable is only the reality that just in a minimal extent has been indicated, as the reason of the difficulties, the item "the elitist attitude of the school". It is rather not understood as a barrier (but as a challenge), the phenomenon is, first of all, in the given society still too new and not yet established. It is simply, for the time, - from the objective as well as subjective reasons - off the attention of contemporary student teachers. However, after some years it may change.

The hierarchy of the solution of educational problems in the sense of their acceptability by the majority of the future primary school teachers (the data are again in % of those who - as one of the three possibilities - have chosen the given solution as an efficient one) is comprised in the following table. The problem of the number of the children per class is confirmed here as a most frequent problem, and its change as probably a most efficient measure because it is, evidently, opening the space for more individual work with a pupil as well as certain time reserves for the teacher's preparation. The nucleus of the problem is, of course, economical.

| SOLUTIONS OF THE DIFFICULTIES |  | Yes   | No    | Don't know |
|-------------------------------|--|-------|-------|------------|
| 153                           | - to reduce the number of pupils per class so that more attention can be paid to each child            | 96.74 | 0.75  | 1.5        |
| 151                           | - to set up supplementary courses for pupils experiencing difficulties                                 | 90.73 | 2.26  | 5.51       |
| 156                           | - to teach each pupil to be competent in his/her mother tongue   | 79.7  | 8.52  | 10.78      |
| 152                           | - to develop special training for those teachers responsible for multicultural classes                 | 79.2  | 4.26  | 15.54      |
| 149                           | - to teach each pupil to master the teaching language before going on to the learn other knowledge     | 60.15 | 17.54 | 21.3       |
| 154                           | - to adapt teaching materials to the needs of various cultural group                                   | 60.15 | 14.29 | 24.56      |
| 150                           | - to mix pupils from different cultures in order to encourage exchanges and mutual learning            | 58.9  | 14.04 | 26.07      |
| 155                           | - to assist each linguistic, cultural, religious, ethnic or other group in providing its own education | 50.63 | 12.78 | 35.59      |
| 147                           | - to group pupils in various classes according to their abilities and interest                         | 50.13 | 30.33 | 17.29      |
| 148                           | - to organize separate schools and classes according to the pupils' mother tongue                      | 41.6  | 35.34 | 22.06      |

With more individual, specialized work with the pupil is connected even another form of the possible efficient measures.

The second preferred couple - and this is very important - expressively tells about the receptivity and basic respect of the future teachers towards the needs of the educational measures of a multicultural character.

Only after a considerable interval, further suggestions are coming. Even here those of them are prevailing which are favourable for the multicultural atmosphere in the educational process. On the contrary, the values, objectives and imaginations of the ethnocultural separation are the unambiguously latest items of this preference scale.

For the moment, even without an international comparison, it seems to us that these results are indicating a relative favourable atmosphere for the development of the multiculturalism and intercultural relations - this in spite of the fact that the current global changes are yet bringing many pointed, new as well as latent for decades questions and tensions of an ethnocultural character.

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## 5 CONCLUSION

The decision of the IBE to put into effect an international comparative research on training in intercultural education for future primary school teachers has become an important stimulus for diagnosis of the mentioned aspect in activities of the Czech teacher training institutions. The endeavour to describe, analyze and assess the state of the art in international context is at the same time the first domestic pilot research concerning the whole terrain of the Czech primary school teachers training.

It has been ascertained, that the problem and concept of multiculturalism had penetrated into the social awareness of the public and also influential political leaders and expert personalities. Intercultural education - despite unitarian structure of the Czech society - has emerged as one of priorities in educational policy reacting to changing social and political situation.

The majority of University Faculties of Education as major teacher training institutions responded to the challenge. Four of them in Ústí nad Labem, Olomouc, Brno a Prague have assumed the responsibility for projects in intercultural education and started influential initiatives in research, development and teacher training. Grant agencies of the Ministry of Education, Youths and Sports have given important financial backing of the projects.

Awareness of the problem has been also discovered at the level of student teachers as respondents of the IBE Questionnaire. Their answers have proved considerable understanding of the situation relating to Romanies children. It is not clear if the knowledge and attitude of future primary school teachers is the product of faculty academic teaching and managed teaching practice, or response of students to the social tension and media influence.

It is expected that the international comparative research will stimulate broader implementation of the concept into the activities of teacher training institutions and schools and further domestic research projects.

Mezinárodní úřad pro výchovu UNESCO v Ženevě

## DOTAZNÍK

### pro studenty učitelství 1. stupně základní školy

Vážená kolegyně,  
vážený kolego,

předkládáme vám dotazník, adresovaný studentům ve vyšších ročnících učitelství 1. stupně základní školy, a prosíme vás o jeho soustředěné vyplnění. Je **součástí komplexnějšího mezinárodního srovnávacího výzkumu**, z čehož plyne v několika nepodstatných detailech i určitá nezvyklost otázek: jsou sice přizpůsobeny každé zemi, ale jen natolik, aby uchovaly téměř úplnou srovnatelnost. Výsledky zkoumání budou využity zejména v mezinárodním měřítku přenosem použitelných zkušeností a teoretických závěrů do výchovy a vzdělávání zemí, které to potřebují.

Dotazování je **anonymní**. Vyplněné dotazníky budou hromadně zpracovány, nikdo z vyučujících ani dalších pracovníků vaší školy nebude mít možnost (pokud ji nezíská od vás) seznámit se s vašimi osobními odpověďmi.

Mezinárodní úřad pro výchovu (International Bureau of Education) byl založen r. 1925; v r. 1929 se stal první mezinárodní organizací v oblasti vzdělávání; od r. 1969 je již, jako centrum informací a srovnávacího výzkumu ve vzdělávání, integrální součástí Organizace OSN pro výchovu, vědu a kulturu - UNESCO) přirozeně umožní, aby globální výsledky výzkumu posloužily i pedagogice v České republice.

Dotazník se vyplňuje obvyklým způsobem - převážně vyznačením volby křížkem v příslušném okénku, případně (méně často) též vypsáním odpovědi na předznačeném místě. Prosíme vás o odpovědi na všechny otázky, úplnost je důležitá pro celkové vyhodnocení.

Děkujeme vám!

Česká republika, únor 1994

|  |
|--|
|  |
|--|

**1. Jakou důležitost by, podle vašeho názoru, měly mít uvedené cíle výchovy a vzdělání na 1. stupni základní školy ve vaší zemi? (Prosim, označte křížkem jednu z možností v každé řadě.)**

Netýká se školy      Není příliš důležité      Je důležité      Má zásadní význam

Učit, vést žáky k těmto cílům:

|   |  |                          |                          |                          |                          |    |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|----|
| A | mít důvěru v sebe sama                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 0  |
| B | být si vědom svých povinností, zodpovědnosti       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1  |
| C | být kritický                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2  |
| D | projevit porozumění pro druhé                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3  |
| E | soustředit se a být pilný                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4  |
| F | rozvíjet své mravy                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5  |
| G | být dobře obeznámen s kulturou svého společenství  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6  |
| H | být ukázněný a přesný, dochvilný                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7  |
| I | stát se součástí svého společenství                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8  |
| J | naučit se sebekontrolu                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9  |
| K | zajímat se o různé vyučovací předměty              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10 |
| L | rozvážit, pro co se rozhodují                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 11 |
| M | snadno se vyjadřovat                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 12 |
| N | zajímat se o to, jak věci fungují                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 13 |
| O | být aktivním občanem                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 14 |
| P | rozvíjet svou představivost                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 |
| Q | být poslušný                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 16 |
| R | vážít si umění                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 17 |
| S | dospět k zaslouženému pocitu hrdosti               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 18 |
| T | být schopen číst, psát a počítat                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 19 |
| U | dát najevo úctu k autoritě                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 20 |
| V | být čistotný                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 21 |
| W | mít úctu k sobě samému                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 22 |
| X | být si vědom obtíží, před nimiž stojí jejich země  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 23 |
| Y | rozvíjet své sportovní vlohy                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 24 |
| Z | vzájemně si pomáhat a spolupracovat                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 25 |
| & | aby chlapci jednali jako chlapci, dívky jako dívky | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 26 |

2. Myslíte si, že pro uvedené skupiny je dosažení těchto cílů snadné či naopak obtížné?

|   | Žáci české<br>národnosti                                | Žáci slovenské<br>národnosti  | Žáci romského<br>původu   |   |             |
|---|---|---|---|---|-------------|
|   | 1. velmi obtížné  | 1. velmi obtížné  | 1. velmi obtížné  |   |             |
|   | 2. obtížné  | 2. obtížné  | 2. obtížné  |   |             |
|   | 3. snadné   | 3. snadné   | 3. snadné   |   |             |
|   | netýká se školy 4.                                      | netýká se školy 4.  | netýká se školy 4.  |   |             |
|   | 1 2 3 4   | 1 2 3 4   | 1 2 3 4   |   |             |
| A | mít důvěru v sebe sama                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 27 28 29    |
| B | být si vědom svých<br>povinností, zodpovědnosti         | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 30 31 32    |
| C | být kritický  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 33 34 35    |
| D | projevit porozumění pro<br>druhé                        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 36 -- 37 38 |
| E | soustředit se a být pilný                               | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 39 40 41    |
| F | rozvíjet své mravy                                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 42 43 44    |
| G | být dobře obeznámen s<br>kulturou svého<br>společenství | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 45 46 47    |
| H | být ukázněný a přesný,<br>dochvilný                     | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 48 49 50    |
| I | stát se součástí svého<br>společenství                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 51 52 53    |
| J | naučit se sebekontrolu                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 54 55 56    |
| K | zajímat se o různé<br>vyučovací předměty                | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 57 58 59    |
| L | rozvážit, pro co se<br>rozhodují                        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 60 61 62    |
| M | snadno se vyjadřovat                                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 63 64 65    |
| N | zajímat se o to, jak věci<br>fungují                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 66 67 68    |

pokračování

| Žáci české<br>národnosti | Žáci slovenské<br>národnosti | Žáci romského<br>původu |
|--------------------------|------------------------------|-------------------------|
| 1. velmi obtížné         | 1. velmi obtížné             | 1. velmi obtížné        |
| 2. obtížné               | 2. obtížné                   | 2. obtížné              |
| 3. snadné                | 3. snadné                    | 3. snadné               |
| netýká se školy 4.       | netýká se školy 4.           | netýká se školy 4.      |
| 1 2 3 4                  | 1 2 3 4                      | 1 2 3 4                 |

|   |  |   |   |   |             |
|---|--|---|---|---|-------------|
| O | být aktivním občanem                                   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 69 70 71    |
| P | rozvíjet svou<br>představivost                         | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 72 73 74    |
| Q | být poslušný   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 75 76 77    |
| R | vážít si umění   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 78 79 80    |
| S | dospět k zaslouženému<br>pocitu hrdosti                | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 81 82 83    |
| T | být schopen číst, psát a<br>počítat                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 84 85 86    |
| U | dát najevo úctu k autoritě                             | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 87 88 89    |
| V | být čistotný   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 90 91 92    |
| W | mít úctu k sobě samému                                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 93 94 95    |
| X | být si vědom obtíží, před<br>nimiž stojí jejich země   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 96 97 98    |
| Y | rozvíjet své sportovní<br>vlohy                        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 99 100 101  |
| Z | vzájemně si pomáhat a<br>spolupracovat                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 102 103 104 |
| & | aby chlapci jednali jako<br>chlapci, dívky jako dívky. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 105 106 107 |

3. Považujete-li některý z uvedených cílů za obtížné nebo velmi obtížné dosažitelný, co je - podle vašeho názoru - toho příčinou? (Pro každou skupinu vyberte pouze tři příčiny.)

|   |  | Žáci české národnosti    | Žáci slovenské národnosti | Žáci romského původu     |     |     |     |
|---|--|--------------------------|---------------------------|--------------------------|-----|-----|-----|
| A | sociální a ekonomická úroveň rodičů              | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | 108 | 109 | 110 |
| B | materšský jazyk, který není vyučovacím jazykem   | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | 111 | 112 | 113 |
| C | nedostatek učebnic a učebních pomůcek            | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | 114 | 115 | 116 |
| D | rodičovská očekávání vůči škole, požadavky na ni | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | 117 | 118 | 119 |
| E | nesourodé složení žáků ve třídě                  | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | 120 | 121 | 122 |
| F | úroveň vzdělání rodičů                           | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | 123 | 124 | 125 |
| G | inteligence žáků                                 | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | 126 | 127 | 128 |
| H | elitářské postoje školy                          | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | 129 | 130 | 131 |
| I | počet žáků ve třídě                              | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | 132 | 133 | 134 |
| J | obtíže žáků s jejich mateřským jazykem           | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | 135 | 136 | 137 |
| K | úroveň vzdělání / kvalifikace učitelů            | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | 138 | 139 | 140 |
| L | propast mezi životem ve škole a životem v rodině | <input type="checkbox"/> | <input type="checkbox"/>  | <input type="checkbox"/> | 141 | 142 | 143 |

4. Nakreslete čtyři uvedené symboly (bílý čtverec za sebe, černý trojúhelník za žáky české národnosti, černý kosočtverec za žáky slovenské národnosti, černý obdélník za žáky romského původu) do velkého čtverce tak, že ty skupiny, které považujete za podobné, umístíte těsně k sobě a ty, které považujete za nepodobné, daleko od sebe.

Vy  
sám / sama



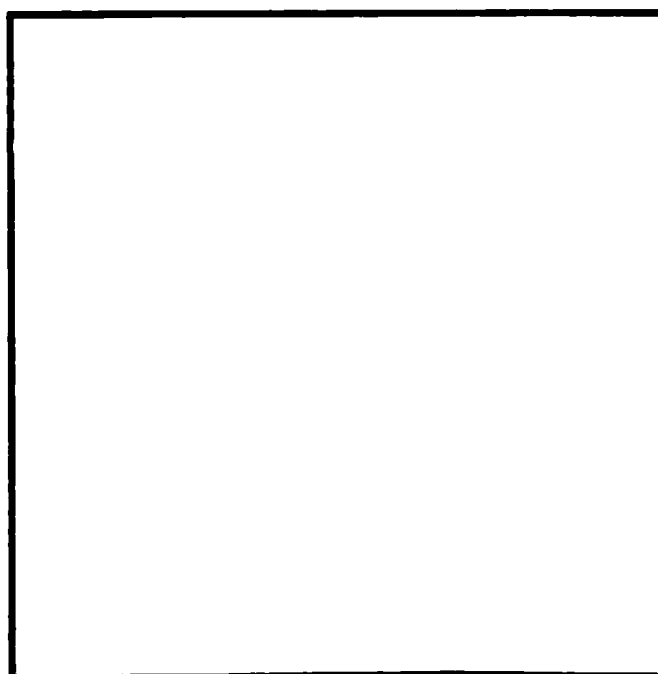
Žáci české  
národnosti



Žáci slovenské  
národnosti



Žáci romského  
původu





**5. Myslíte, že by níže uvedená doporučení mohla pomoci překonat některé z obtíží, které jste uvedl/a/ v otázce 2 ?**

|   |  | Ano                      | Ne                       | Nevím                    |     |
|---|--|--------------------------|--------------------------|--------------------------|-----|
| A | seskupit žáky do různých tříd podle jejich schopností a zájmů  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 147 |
| B | zřizovat oddělené školy a třídy podle mateřského jazyka žáků   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 148 |
| C | naučit každého žáka vyučovacímu jazyku dříve, než se začne učit dalším předmětům, poznatkům                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 149 |
| D | snažit se, aby žáci různých kultur byli pohromadě a vznikla tak možnost výměny názorů a vzájemného učení                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 150 |
| E | umožnit žákům, kteří mají obtíže, navštěvovat doplňková vyučování  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 151 |
| F | umožnit speciální přípravu pro učitele, kteří vyučují v kulturně smíšených třídách   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 152 |
| G | snížit počet žáků ve třídě tak, aby pozornost mohla být věnována každému dítěti  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 153 |
| H | přizpůsobit učebnice a učební pomůcky potřebám různých kulturních skupin   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 154 |
| I | pomoci každé jazykové, kulturní, náboženské, etnické apod. skupině, aby si mohla rozvinout svou vlastní výchovu a vzdělání | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 155 |
| J | naučit každého žáka bezpečně ovládat svůj mateřský jazyk   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 156 |

**6. Které jsou, podle vašeho názoru, tři hlavní funkce učitele? (Prosím, označte opravdu jen tři možnosti.)**

|   |   |                          |     |
|---|---|--------------------------|-----|
| A | předávat vědomosti                                      | <input type="checkbox"/> | 157 |
| B | udržovat dobré vztahy s rodinami žáků                   | <input type="checkbox"/> | 158 |
| C | pomáhat žákům začlenit se do svých společenství         | <input type="checkbox"/> | 159 |
| D | pomáhat žákům rozvíjet dovednosti                       | <input type="checkbox"/> | 160 |
| E | učit žáky pravidlům dobrého chování                     | <input type="checkbox"/> | 161 |
| F | pomáhat žákům rozumět sobě samým                        | <input type="checkbox"/> | 162 |
| G | pomáhat žákům rozvíjet paměť                            | <input type="checkbox"/> | 163 |
| H | pomáhat žákům seznámit se s kulturou svého společenství | <input type="checkbox"/> | 164 |
| I | učit matematice, úřednímu jazyku a národním dějinám     | <input type="checkbox"/> | 165 |

## 7. Otázky o vás.

|    |   |                                       |   |                                       |           |
|----|---|---------------------------------------|---|---------------------------------------|-----------|
| a) | Pohlaví:  | muž <input type="checkbox"/>          | žena <input type="checkbox"/>                   | 166                                   |           |
| b) | Věk: .....  | let                                   |   | 167                                   |           |
| c) | Stav:   | svobodný/á <input type="checkbox"/>   | ženatý / vdaná <input type="checkbox"/>         | jiny <input type="checkbox"/>         | 168       |
|    | Máte-li děti, kolik? .....  |                                       |   | 169                                   |           |
| d) | Povolání vašeho otce: .....   |                                       |   | 170                                   |           |
| e) | Povolání vaší matky: .....  |                                       |   | 171                                   |           |
| f) | Nejvyšší dokončené vzdělání:  | vašeho otce                           | vaší matky                                      | 172 - 173                             |           |
|    | 1. bez ukončeného školního vzdělání   | <input type="checkbox"/>              | <input type="checkbox"/>                        |                                       |           |
|    | 2. základní (8., ev. 9. třída)  | <input type="checkbox"/>              | <input type="checkbox"/>                        |                                       |           |
|    | 3. úplné střední (s maturitou)  | <input type="checkbox"/>              | <input type="checkbox"/>                        |                                       |           |
|    | 4. střední odborné (učiliště)   | <input type="checkbox"/>              | <input type="checkbox"/>                        |                                       |           |
|    | 5. vysokoškolské  | <input type="checkbox"/>              | <input type="checkbox"/>                        |                                       |           |
| g) | Patříte do jedné ze skupin, uvedených v otázkách 2 a 3?   |                                       |   | 174                                   |           |
|    | Češi <input type="checkbox"/>   | Slováci <input type="checkbox"/>      | Občané romského původu <input type="checkbox"/> | Jiná skupina <input type="checkbox"/> |           |
| h) | Mluvíte jazykem některé ze skupin, uvedených v dotazníku?   |                                       |   | 175                                   |           |
|    | Češtinou <input type="checkbox"/>   | Slovenštinou <input type="checkbox"/> | Romštinou <input type="checkbox"/>              |                                       |           |
| i) | Váš mateřský jazyk: .....   |                                       |   | 176                                   |           |
| j) | Jestliže mluvíte dalšími jazyky, upřesněte prosím, o jaké jde: .....  |                                       |   | 177 - 183                             |           |
|    |   |                                       |   | 184                                   |           |
| k) | Jaký druh kontaktu jste během vašeho života měl/a/ či máte s uvedenými třemi skupinami?<br>(Odpovídejte jen s ohledem na skupiny, k nimž sám / sama nepatříte.) | Če-<br>ši                             | Slo-<br>váci                                    | Ro-<br>mo-<br>vé                      |           |
|    | 1. Žádný kontakt  | <input type="checkbox"/>              | <input type="checkbox"/>                        | <input type="checkbox"/>              | 185 - 187 |
|    | 2. Pracova/a/ jsem s jedním či více lidmi z této skupiny (ev. pro něj, ně)  | <input type="checkbox"/>              | <input type="checkbox"/>                        | <input type="checkbox"/>              | 188 - 190 |
|    | 3. V této skupině mám (měl/a/ jsem) spolužáky   | <input type="checkbox"/>              | <input type="checkbox"/>                        | <input type="checkbox"/>              | 191 - 193 |
|    | 4. V této skupině mám (měl/a/ jsem) přátele, známé  | <input type="checkbox"/>              | <input type="checkbox"/>                        | <input type="checkbox"/>              | 194 - 196 |
|    | 5. Mám (měl/a/ jsem) obchodní kontakty s lidmi z této skupiny   | <input type="checkbox"/>              | <input type="checkbox"/>                        | <input type="checkbox"/>              | 197 - 199 |
|    | 6. Jiné typy kontaktů   | <input type="checkbox"/>              | <input type="checkbox"/>                        | <input type="checkbox"/>              | 200 - 202 |

|    |   |                          |
|----|---|--------------------------|
| l) | Jakou úroveň a druh vzdělání jste dosáhl/a/ před vstupem na pedagogickou fakultu? | 203                      |
|    | 1. Gymnázium  | <input type="checkbox"/> |
|    | 2. Střední odbornou školu   | <input type="checkbox"/> |
|    | 3. Střední odborné učiliště   | <input type="checkbox"/> |
|    | 4. Jiné (jaké?): .....  | <input type="checkbox"/> |

|    |  |                              |
|----|--|------------------------------|
| m) | Proč jste se rozhodl/a/ stát se učitelem / učitelkou ? Vyberte tři nejdůležitější důvody z následujících jedenácti možností (tj. zaškrtněte pouze tři okénka). |                              |
|    | 1. protože je to báječné povolání  | <input type="checkbox"/> 204 |
|    | 2. abych přispěl/a/ k rozvoji své země   | <input type="checkbox"/> 205 |
|    | 3. protože jsem neuspěl/a/ v jiném studiu  | <input type="checkbox"/> 206 |
|    | 4. protože jsem rád/a/ mezi dětmi  | <input type="checkbox"/> 207 |
|    | 5. protože učitelství je povolání umožňující jistou svobodu  | <input type="checkbox"/> 208 |
|    | 6. protože to byla pro mne jediná příležitost jak pokračovat ve studiu   | <input type="checkbox"/> 209 |
|    | 7. protože je to možnost obživy a zároveň i příležitost dělat něco užitečného  | <input type="checkbox"/> 210 |
|    | 8. protože dává jistotu zaměstnání   | <input type="checkbox"/> 211 |
|    | 9. protože jsem byl/a/ dobrým žákem / dobrou žákyní  | <input type="checkbox"/> 212 |
|    | 10. protože jsem rád/a/, když mohu něco vysvětlit a sdělovat své znalosti  | <input type="checkbox"/> 213 |
|    | 11. protože vzdělání vede k většímu úspěchu v životě   | <input type="checkbox"/> 214 |

|    |  |     |
|----|--|-----|
| n) | Co hodláte dělat, až obdržíte svůj učitelský diplom ?  |     |
|    | 1. pokračovat ve studiu <input type="checkbox"/>   | 215 |
|    | 2. učit na venkově <input type="checkbox"/> učit ve městě <input type="checkbox"/>                           | 216 |
|    | 3. učit na soukromé škole <input type="checkbox"/> učit na státní / veřejné / škole <input type="checkbox"/> | 217 |
|    | 4. nevím <input type="checkbox"/>  | 218 |

|    |   |                              |
|----|---|------------------------------|
| o) | Víte, zda budete pracovat s některou ze skupin, uvedených v dotazníku ? |                              |
|    | 1. ano, s dětmi české národnosti  | <input type="checkbox"/> 219 |
|    | 2. ano, s dětmi slovenské národnosti                                    | <input type="checkbox"/> 220 |
|    | 3. ano, s dětmi rómského původu   | <input type="checkbox"/> 221 |
|    | 4. nevím  | <input type="checkbox"/> 222 |

**DĚKUJEME VÁM ZA OCHOTNOU SPOLUPRÁCI**

International Bureau of Education UNESCO in Geneva

## QUESTIONNAIRE

### for primary school student teachers

Dear colleagues,

we are submitting a questionnaire to you that is intended for primary school student teachers of the upper years, with a request that you focus your attention on completing it. The questionnaire is **part of a more complex international comparative research** from that a certain novelty of the questions follows in some negligible details. The questions have been adapted to each country but only in so far that they retain almost a full comparability. The results of the survey will be utilized, especially on an international level, through transferring the applicable experience and theoretical conclusions to education and training in the countries which would need them.

The inquiry is **anonymous**. The completed questionnaires will be processed as a whole so that neither teachers nor the other staff of your school would have a possibility to get acquainted with your personal answers (unless he/she obtains it from yourself).

The International Bureau of Education (IBE) was established in 1925; in 1929 it became the first intergovernmental organization in the field of education; since 1969 it already constituted an integral part of UNESCO (United Nations Educational, Scientific and Cultural Organization), as a centre of information and comparative research into education. The IBE will certainly enable that the global results of the survey would serve even to Education in the Czech Republic.

The questionnaire should be completed in a standard way, predominantly by ticking the **respective boxes** according to your choice; less frequently also by writing down your answer to a marked out space. Please, would you answer all the questions because the **entirety** is very important for the final evaluation.

Thank you.

Czech Republic - February, 1994

|  |
|--|
|  |
|--|

1. In your opinion, what importance should be attributed to the following objectives in the primary schools of your country? (Please tick one box in each line.)

Does  
not  
concern  
the  
school

Not  
very  
impor-  
tant

Impor-  
tant

Vital

Teaching pupils:

|   |  |                          |                          |                          |                          |    |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|----|
| A | to have confidence in themselves                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 0  |
| B | to be aware of their responsibilities                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1  |
| C | to have a critical attitude                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2  |
| D | to show understanding for others                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3  |
| E | to concentrate and be studious                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4  |
| F | to develop their morals                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5  |
| G | to be familiar with their own culture                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6  |
| H | to be orderly and punctual                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7  |
| I | to form part of their community                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8  |
| J | to learn self-control                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9  |
| K | to be interested in different disciplines taught at school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10 |
| L | to weight up their options                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 11 |
| M | to express themselves easily                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 12 |
| N | to be interested in how things work                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 13 |
| O | to be active citizens                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 14 |
| P | to develop their imagination                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 |
| Q | to obey  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 16 |
| R | to appreciate the arts                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 17 |
| S | to have a sense of pride                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 18 |
| T | to be able to read, write and count                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 19 |
| U | to show respect for authority                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 20 |
| V | to adopt clean habits                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 21 |
| W | to have self-respect                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 22 |
| X | to be aware of the difficulties facing their country       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 23 |
| Y | to develop their sporting abilities                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 24 |
| Z | to help each other and to co-operate                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 25 |
| & | that boys should act like boys, and girls like girls       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 26 |

2. Do you think it is easy or difficult for these groups to achieve the following objectives:

|   |  | Pupils of the<br>Czech nationality |                          |                          |                          | Pupils of the<br>Slovak nationality |                          |                          |                          | Pupils of the<br>Romany origin |                          |                          |                          |    |    |    |
|---|--|------------------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------------|--------------------------|--------------------------|--------------------------|----|----|----|
|   |  | 1. very difficult                  |                          |                          |                          | 1. very difficult                   |                          |                          |                          | 1. very difficult              |                          |                          |                          |    |    |    |
|   |  | 2. difficult                       |                          |                          |                          | 2. difficult                        |                          |                          |                          | 2. difficult                   |                          |                          |                          |    |    |    |
|   |  | 3. easy                            |                          |                          |                          | 3. easy                             |                          |                          |                          | 3. easy                        |                          |                          |                          |    |    |    |
|   |  | Does not<br>concern school 4.      |                          |                          |                          | Does not<br>concern school 4.       |                          |                          |                          | Does not<br>concern school 4.  |                          |                          |                          |    |    |    |
|   |  | 1                                  | 2                        | 3                        | 4                        | 1                                   | 2                        | 3                        | 4                        | 1                              | 2                        | 3                        | 4                        |    |    |    |
| A | to have confidence in themselves                           | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 27 | 28 | 29 |
| B | to be aware of their responsibilities                      | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 30 | 31 | 32 |
| C | to have a critical attitude                                | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 33 | 34 | 35 |
| D | to show understanding for others                           | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 36 | 37 | 38 |
| E | to concentrate and be studious                             | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 39 | 40 | 41 |
| F | to develop their morals                                    | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 42 | 43 | 44 |
| G | to be familiar with their own culture                      | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 45 | 46 | 47 |
| H | to be orderly and punctual                                 | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 48 | 49 | 50 |
| I | to form part of their community                            | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 51 | 52 | 53 |
| J | to learn self-control                                      | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 54 | 55 | 56 |
| K | to be interested in different disciplines taught at school | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 57 | 58 | 59 |
| L | to weight up their options                                 | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 60 | 61 | 62 |
| M | to express themselves easily                               | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 63 | 64 | 65 |
| N | to be interested in how things work                        | <input type="checkbox"/>           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 66 | 67 | 68 |

*continuation*

| Pupils of the<br>Czech<br>nationality | Pupils of the<br>Slovak nationality | Pupils of the<br>Romany origin |
|---------------------------------------|-------------------------------------|--------------------------------|
| 1. very difficult                     | 1. very difficult                   | 1. very difficult              |
| 2. difficult                          | 2. difficult                        | 2. difficult                   |
| 3. easy                               | 3. easy                             | 3. easy                        |
| Does not<br>concern school 4.         | Does not<br>concern school 4.       | Does not<br>concern school 4.  |
| 1 2 3 4                               | 1 2 3 4                             | 1 2 3 4                        |

|   |   |   |   |   |             |
|---|---|---|---|---|-------------|
| O | to be active citizens                                   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 69 70 71    |
| P | to develop their imagination                            | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 72 73 74    |
| Q | to obey   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 75 76 77    |
| R | to appreciate the arts                                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 78 79 80    |
| S | to have a sense of pride                                | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 81 82 83    |
| T | to be able to read, write and<br>count                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 84 85 86    |
| U | to show respect for authority                           | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 87 88 89    |
| V | to adopt clean habits                                   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 90 91 92    |
| W | to have self-respect                                    | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 93 94 95    |
| X | to be aware of the difficulties<br>facing their country | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 96 97 98    |
| Y | to develop their sporting<br>abilities                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 99 100 101  |
| Z | to help each other and to co-<br>operate                | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 102 103 104 |
| & | that boys should act like boys,<br>and girls like girls | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 105 106 107 |

3. If you consider any of these objectives **difficult** or **very difficult** to achieve, what, in your opinion, is the cause? (Only choose three causes for each group.)

|   |   | Pupils of the<br>Czech<br>nationality | Pupils of<br>the Slovak<br>nationality | Pupils of<br>the Romany<br>origin |             |
|---|---|---------------------------------------|--|-----------------------------------|-------------|
| A | the parents' socio-economic level                               | <input type="checkbox"/>              | <input type="checkbox"/>               | <input type="checkbox"/>          | 108 109 110 |
| B | the pupils' mother tongue which is not the language of teaching | <input type="checkbox"/>              | <input type="checkbox"/>               | <input type="checkbox"/>          | 111 112 113 |
| C | lack of teaching means and materials                            | <input type="checkbox"/>              | <input type="checkbox"/>               | <input type="checkbox"/>          | 114 115 116 |
| D | parents' expectations of the school                             | <input type="checkbox"/>              | <input type="checkbox"/>               | <input type="checkbox"/>          | 117 118 119 |
| E | lack of homogeneity among pupils in the same class              | <input type="checkbox"/>              | <input type="checkbox"/>               | <input type="checkbox"/>          | 120 121 122 |
| F | the parents' level of learning                                  | <input type="checkbox"/>              | <input type="checkbox"/>               | <input type="checkbox"/>          | 123 124 125 |
| G | the pupils' intelligence  | <input type="checkbox"/>              | <input type="checkbox"/>               | <input type="checkbox"/>          | 126 127 128 |
| H | the elitist attitude of the school                              | <input type="checkbox"/>              | <input type="checkbox"/>               | <input type="checkbox"/>          | 129 130 131 |
| I | the number of pupils per class                                  | <input type="checkbox"/>              | <input type="checkbox"/>               | <input type="checkbox"/>          | 132 133 134 |
| J | pupils' difficulties with their mother tongue                   | <input type="checkbox"/>              | <input type="checkbox"/>               | <input type="checkbox"/>          | 135 136 137 |
| K | the teachers' level of training and/or qualification            | <input type="checkbox"/>              | <input type="checkbox"/>               | <input type="checkbox"/>          | 138 139 140 |
| L | the gulf between life at school and life in the family          | <input type="checkbox"/>              | <input type="checkbox"/>               | <input type="checkbox"/>          | 141 142 143 |

4. Place the following four symbols (the white one for yourself; the black triangle for the pupils of the Czech nationality; the black diamond for the pupils of the Slovak nationality; the black rectangle for the pupils of the Romany origin) **within the large square** placing those which you consider similar close together and those which you consider dissimilar far apart.

Yourself



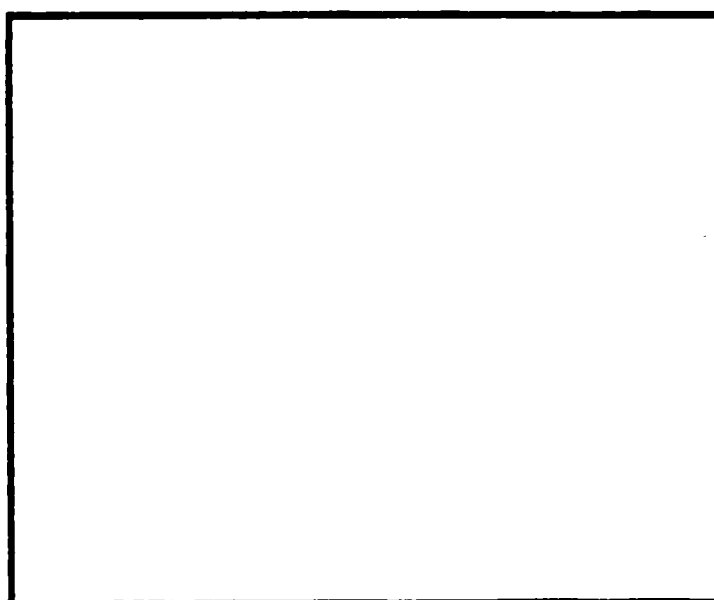
Pupils of the  
Czech nationality



Pupils of the  
Slovak nationality



Pupils of the  
Romany origin





**5. In your opinion, could the proposals mentioned below help to overcome some of the difficulties mentioned in Question 2 ?**

|   |  | Yes                      | No                       | Don't know               |     |
|---|--|--------------------------|--------------------------|--------------------------|-----|
| A | to group pupils in various classes according to their abilities and interests                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 147 |
| B | to organize separate schools and classes according to the pupils' mother tongue                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 148 |
| C | to teach each pupil to master the teaching language before going on to learn other knowledge         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 149 |
| D | to mix pupils from different cultures in order to encourage exchanges and mutual learning            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 150 |
| E | to set up supplementary courses for pupils experiencing difficulties                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 151 |
| F | to develop special training for those teachers responsible for multicultural classes                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 152 |
| G | to reduce the number of pupils per class so that more attention can be paid to each child            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 153 |
| H | to adapt teaching materials to the needs of various cultural groups                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 154 |
| I | to assist each linguistic, cultural, religious, ethnic or other group in providing its own education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 155 |
| J | to teach each pupil to be competent in his/her mother tongue   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 156 |

**6. In your opinion, what are the first three main functions of a teacher ?**  
(Please tick three boxes only.)

|   |  |                          |     |
|---|--|--------------------------|-----|
| A | to transmit knowledge  | <input type="checkbox"/> | 157 |
| B | to maintain good relations with the pupils' families             | <input type="checkbox"/> | 158 |
| C | to help pupils integrate into their societies                    | <input type="checkbox"/> | 159 |
| D | to help pupils develop their skills                              | <input type="checkbox"/> | 160 |
| E | to teach pupils the rules of good behaviour                      | <input type="checkbox"/> | 161 |
| F | to help pupils learn about themselves                            | <input type="checkbox"/> | 162 |
| G | to help pupils develop their memory                              | <input type="checkbox"/> | 163 |
| H | to help pupils to be familiar with their own culture             | <input type="checkbox"/> | 164 |
| I | to teach mathematics, the official language and national history | <input type="checkbox"/> | 165 |

## 7. Questions about yourself.

a) Sex: Male ☐ Female ☐ 166

b) Age: ..... years 167

c) Status: single ☐ married ☐ other ☐ 168

If you have children, how many? ..... 169

d) Your father's profession: ..... 170

e) Your mother's profession: ..... 171

| f) The level of education:                               | of your father           | of your mother           | 172 - 173 |
|--|--------------------------|--------------------------|-----------|
| 1. Without completed school education                    | <input type="checkbox"/> | <input type="checkbox"/> |           |
| 2. Basic (primary plus lower secondary) education        | <input type="checkbox"/> | <input type="checkbox"/> |           |
| 3. Full upper secondary (general or technical) education | <input type="checkbox"/> | <input type="checkbox"/> |           |
| 4. Vocational secondary education                        | <input type="checkbox"/> | <input type="checkbox"/> |           |
| 5. Higher education (university)                         | <input type="checkbox"/> | <input type="checkbox"/> |           |

g) Do you belong to one of the groups mentioned in questions 2 and 3? 174  
 the Czechs ☐ the Slovaks ☐ the Romanies ☐ Other Group ☐

h) Do you speak the language of one of the groups mentioned in questions 2 and 3? 175  
 Czech language ☐ Slovak language ☐ Romany language ☐

i) Mother tongue: ..... 176

j) If you speak other languages, please specify: ..... 177 - 183  
 ..... 184  
 .....  
 .....

| k) What kind of contact have you had during your life with the three groups mentioned? (Reply only for the groups to which you do not belong.) | the Czechs               | the Slovaks              | the Romanies             |           |
|--|--------------------------|--------------------------|--------------------------|-----------|
| 1. No contact  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 185 - 187 |
| 2. I have worked with/for one or more people from this group   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 188 - 190 |
| 3. I have had classmates from this group   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 191 - 193 |
| 4. I have had friends or acquaintances from this group   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 194 - 196 |
| 5. I have had business contacts with people from this group  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 197 - 199 |
| 6. Other types of contact  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 200 - 202 |

|   |                          |     |
|---|--------------------------|-----|
| l) What level of studies had you reached before entering the teacher training institution?  |                          | 203 |
| 1. Upper general secondary school   | <input type="checkbox"/> |     |
| 2. Technical secondary school   | <input type="checkbox"/> |     |
| 3. Vocational secondary school  | <input type="checkbox"/> |     |
| 4. Other (what kind?): .....  | <input type="checkbox"/> |     |
|   |                          |     |
| m) Why did you decide to become a teacher? Choose the three most important reasons from the following ten proposals (i.e. tick three boxes only). |                          |     |
| 1. because it is a fascinating occupation   | <input type="checkbox"/> | 204 |
| 2. to contribute to the development of my country   | <input type="checkbox"/> | 205 |
| 3. because I failed in my other studies   | <input type="checkbox"/> | 206 |
| 4. because I like to be amongst children  | <input type="checkbox"/> | 207 |
| 5. because it is a profession permitting a certain freedom  | <input type="checkbox"/> | 208 |
| 6. because it was the only opportunity for me to pursue my studies  | <input type="checkbox"/> | 209 |
| 7. because it enables me to earn my living while doing something useful   | <input type="checkbox"/> | 210 |
| 8. for a job security   | <input type="checkbox"/> | 211 |
| 9. because I was a good pupil   | <input type="checkbox"/> | 212 |
| 10. because I like to explain things and communicate my knowledge   | <input type="checkbox"/> | 213 |
| 11. because education leads to greater success in life  | <input type="checkbox"/> | 214 |
|   |                          |     |
| n) When you have obtained your teacher's certificate, what do you intend doing ?  |                          |     |
| 1. continue with other training or studies  | <input type="checkbox"/> | 215 |
| 2. teach in a rural area <input type="checkbox"/> teach in an urban area <input type="checkbox"/>   |                          | 216 |
| 3. teach in a private school <input type="checkbox"/> teach in a public school <input type="checkbox"/>   |                          | 217 |
| 4. I don't know <input type="checkbox"/>  |                          | 218 |
|   |                          |     |
| o) Do you know if you will be working with one of the groups mentioned in the questionnaire ?   |                          |     |
| 1. Yes, with the children of the Czech nationality  | <input type="checkbox"/> | 219 |
| 2. Yes, with the children of the Slovak nationality   | <input type="checkbox"/> | 220 |
| 3. Yes, with the children of the Romany origin  | <input type="checkbox"/> | 221 |
| 4. I don't know   | <input type="checkbox"/> | 222 |

223 - 224  
225 -

**THANK YOU VERY MUCH FOR YOUR KIND COLLABORATION**

International Bureau of Education UNESCO in Geneva

## QUESTIONNAIRE

### for teacher training institutions

Dear colleagues,

we are submitting a questionnaire to you that is intended for primary school student teachers of the upper years, with a request that you focus your attention on completing it. The questionnaire is **part of a more complex international comparative research** from that a certain novelty of the questions follows in some negligible details. The questions have been adapted to each country but only in so far that they retain almost a full comparability. The results of the survey will be utilized, especially on an international level, through transferring the applicable experience and theoretical conclusions to education and training in the countries which would need them.

The inquiry is **anonymous**. The completed questionnaires will be processed as a whole so that neither teachers nor the other staff of your school would have a possibility to get acquainted with your personal answers (unless he/she obtains it from yourself).

The International Bureau of Education (IBE) was established in 1925; in 1929 it became the first intergovernmental organization in the field of education; since 1969 it already constituted an integral part of UNESCO (United Nations Educational, Scientific and Cultural Organization), as a centre of information and comparative research into education. The IBE will certainly enable that the global results of the survey would serve even to Education in the .....

The questionnaire should be completed in a standard way, predominantly by ticking the respective boxes according to your choice; less frequently also by writing down your answer to a marked out space. Please, would you answer all the questions because the **entirety** is very important for the final evaluation.

Thank you.

XXX<sub>(country)</sub> - YYY<sub>(month)</sub>, 199<sub>(year)</sub>

|  |
|--|
|  |
|--|

1. In your opinion, what importance should be attributed to the following objectives in the primary schools of your country? (Please tick one box in each line.)

Does  
not  
concern  
the  
school

Not  
very  
impor-  
tant

Impor-  
tant

Vital

Teaching pupils:

|   |  |                          |                          |                          |                          |    |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|----|
| A | to have confidence in themselves                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 0  |
| B | to be aware of their responsibilities                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1  |
| C | to have a critical attitude                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2  |
| D | to show understanding for others                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3  |
| E | to concentrate and be studious                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4  |
| F | to develop their morals                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5  |
| G | to be familiar with their own culture                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6  |
| H | to be orderly and punctual                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7  |
| I | to form part of their community                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8  |
| J | to learn self-control                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9  |
| K | to be interested in different disciplines taught at school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10 |
| L | to weight up their options                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 11 |
| M | to express themselves easily                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 12 |
| N | to be interested in how things work                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 13 |
| O | to be active citizens                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 14 |
| P | to develop their imagination                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15 |
| Q | to obey  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 16 |
| R | to appreciate the arts                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 17 |
| S | to have a sense of pride                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 18 |
| T | to be able to read, write and count                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 19 |
| U | to show respect for authority                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 20 |
| V | to adopt clean habits                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 21 |
| W | to have self-respect                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 22 |
| X | to be aware of the difficulties facing their country       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 23 |
| Y | to develop their sporting abilities                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 24 |
| Z | to help each other and to co-operate                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 25 |
| & | that boys should act like boys, and girls like girls       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 26 |

2. Do you think it is easy or difficult for these groups to achieve the following objectives:

|   |  | Group 1                    |                          |                          |                          | Group 2                    |                          |                          |                          | Group 3                    |                          |                          |                          |    |    |    |
|---|--|----------------------------|--------------------------|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|--------------------------|----|----|----|
|   |  | 1. very difficult          |                          |                          |                          | 1. very difficult          |                          |                          |                          | 1. very difficult          |                          |                          |                          |    |    |    |
|   |  | 2. difficult               |                          |                          |                          | 2. difficult               |                          |                          |                          | 2. difficult               |                          |                          |                          |    |    |    |
|   |  | 3. easy                    |                          |                          |                          | 3. easy                    |                          |                          |                          | 3. easy                    |                          |                          |                          |    |    |    |
|   |  | Does not concern school 4. |                          |                          |                          | Does not concern school 4. |                          |                          |                          | Does not concern school 4. |                          |                          |                          |    |    |    |
|   |  | 1                          | 2                        | 3                        | 4                        | 1                          | 2                        | 3                        | 4                        | 1                          | 2                        | 3                        | 4                        |    |    |    |
| A | to have confidence in themselves                           | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 27 | 28 | 29 |
| B | to be aware of their responsibilities                      | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 30 | 31 | 32 |
| C | to have a critical attitude                                | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 33 | 34 | 35 |
| D | to show understanding for others                           | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 36 | 37 | 38 |
| E | to concentrate and be studious                             | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 39 | 40 | 41 |
| F | to develop their morals                                    | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 42 | 43 | 44 |
| G | to be familiar with their own culture                      | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 45 | 46 | 47 |
| H | to be orderly and punctual                                 | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 48 | 49 | 50 |
| I | to form part of their community                            | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 51 | 52 | 53 |
| J | to learn self-control                                      | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 54 | 55 | 56 |
| K | to be interested in different disciplines taught at school | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 57 | 58 | 59 |
| L | to weight up their options                                 | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 60 | 61 | 62 |
| M | to express themselves easily                               | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 63 | 64 | 65 |
| N | to be interested in how things work                        | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 66 | 67 | 68 |

continuation

| Group 1                    | Group 2                    | Group 3                    |
|----------------------------|----------------------------|----------------------------|
| 1. very difficult          | 1. very difficult          | 1. very difficult          |
| 2. difficult               | 2. difficult               | 2. difficult               |
| 3. easy                    | 3. easy                    | 3. easy                    |
| Does not concern school 4. | Does not concern school 4. | Does not concern school 4. |
| 1 2 3 4                    | 1 2 3 4                    | 1 2 3 4                    |

|   |  |   |   |   |             |
|---|--|---|---|---|-------------|
| O | to be active citizens                                | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 69 70 71    |
| P | to develop their imagination                         | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 72 73 74    |
| Q | to obey  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 75 76 77    |
| R | to appreciate the arts                               | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 78 79 80    |
| S | to have a sense of pride                             | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 81 82 83    |
| T | to be able to read, write and count                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 84 85 86    |
| U | to show respect for authority                        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 87 88 89    |
| V | to adopt clean habits                                | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 90 91 92    |
| W | to have self-respect                                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 93 94 95    |
| X | to be aware of the difficulties facing their country | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 96 97 98    |
| Y | to develop their sporting abilities                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 99 100 101  |
| Z | to help each other and to co-operate                 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 102 103 104 |
| & | that boys should act like boys, and girls like girls | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 105 106 107 |

3. If you consider any of these objectives **difficult** or **very difficult** to achieve, what, in your opinion, is the cause? (Only choose three causes for each group.)

|   |   | Group 1                  | Group 2                  | Group 3                  |     |     |     |
|---|---|--------------------------|--------------------------|--------------------------|-----|-----|-----|
| A | the parents' socio-economic level                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 108 | 109 | 110 |
| B | the pupils' mother tongue which is not the language of teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 111 | 112 | 113 |
| C | lack of teaching means and materials                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 114 | 115 | 116 |
| D | parents' expectations of the school                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 117 | 118 | 119 |
| E | lack of homogeneity among pupils in the same class              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 120 | 121 | 122 |
| F | the parents' level of learning                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 123 | 124 | 125 |
| G | the pupils' intelligence  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 126 | 127 | 128 |
| H | the elitist attitude of the school                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 129 | 130 | 131 |
| I | the number of pupils per class                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 132 | 133 | 134 |
| J | pupils' difficulties with their mother tongue                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 135 | 136 | 137 |
| K | the teachers' level of training and/or qualification            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 138 | 139 | 140 |
| L | the gulf between life at school and life in the family          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 141 | 142 | 143 |

4. Place the following four symbols (the white one for yourself; the black triangle for Group 1; the black diamond for Group 2; the black rectangle for Group 3) **within the large square** placing those which you consider similar close together and those which you consider dissimilar far apart.

Yourself



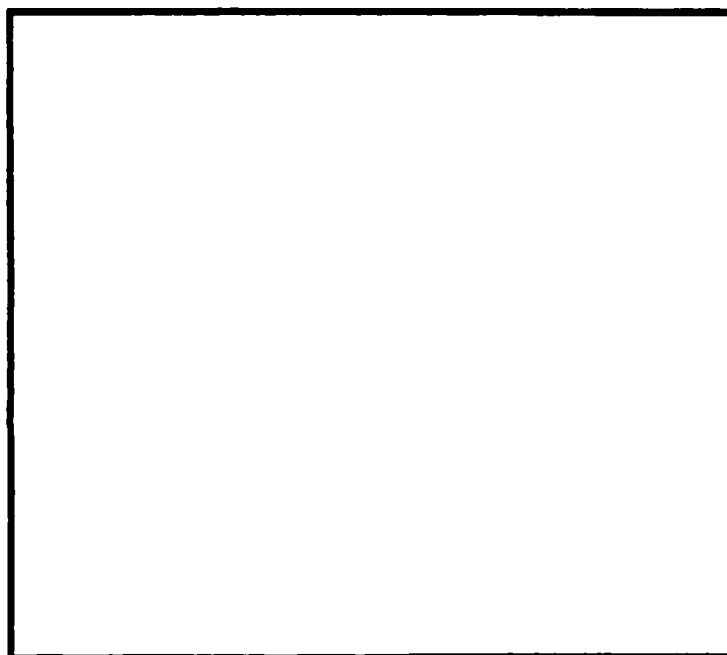
Group 1



Group 2



Group 3





**5. In your opinion, could the proposals mentioned below help to overcome some of the difficulties mentioned in Question 2 ?**

Yes      No      Don't  
know

|   |  |                          |                          |                          |     |
|---|--|--------------------------|--------------------------|--------------------------|-----|
| A | to group pupils in various classes according to their abilities and interests                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 147 |
| B | to organize separate schools and classes according to the pupils' mother tongue                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 148 |
| C | to teach each pupil to master the teaching language before going on to learn other knowledge         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 149 |
| D | to mix pupils from different cultures in order to encourage exchanges and mutual learning            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 150 |
| E | to set up supplementary courses for pupils experiencing difficulties                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 151 |
| F | to develop special training for those teachers responsible for multicultural classes                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 152 |
| G | to reduce the number of pupils per class so that more attention can be paid to each child            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 153 |
| H | to adapt teaching materials to the needs of various cultural groups                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 154 |
| I | to assist each linguistic, cultural, religious, ethnic or other group in providing its own education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 155 |
| J | to teach each pupil to be competent in his/her mother tongue   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 156 |

**6. In your opinion, what are the first three main functions of a teacher ?**  
(Please tick three boxes only.)

|   |  |                          |     |
|---|--|--------------------------|-----|
| A | to transmit knowledge  | <input type="checkbox"/> | 157 |
| B | to maintain good relations with the pupils' families             | <input type="checkbox"/> | 158 |
| C | to help pupils integrate into their societies                    | <input type="checkbox"/> | 159 |
| D | to help pupils develop their skills                              | <input type="checkbox"/> | 160 |
| E | to teach pupils the rules of good behaviour                      | <input type="checkbox"/> | 161 |
| F | to help pupils learn about themselves                            | <input type="checkbox"/> | 162 |
| G | to help pupils develop their memory                              | <input type="checkbox"/> | 163 |
| H | to help pupils to be familiar with their own culture             | <input type="checkbox"/> | 164 |
| I | to teach mathematics, the official language and national history | <input type="checkbox"/> | 165 |

## 7. Questions about yourself.

a) Sex: Male ☐ Female ☐

166

b) Age: ..... years

167

c) Status: single ☐ married ☐ other ☐

168

If you have children, how many? .....

169

d) Your father's profession: .....

170

e) Your mother's profession: .....

171

| f) The level of education: | of your father           | of your mother           |
|----------------------------|--------------------------|--------------------------|
| 1. No schooling            | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Primary education       | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Secondary education     | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Vocational education    | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Higher education        | <input type="checkbox"/> | <input type="checkbox"/> |

172 - 173

g) Do you belong to one of the groups mentioned in questions 2 and 3?  
Group 1 ☐ Group 2 ☐ Group 3 ☐ Other Group ☐

174

h) Do you speak the language of one of the groups mentioned in questions 2 and 3?  
Language Group 1 ☐ Language Group 2 ☐ Language Group 3 ☐

175

i) Mother tongue: .....

176

j) If you speak other languages, please specify:  
.....  
.....  
.....  
.....

177 - 183

184

| k) What kind of contact have you had during your life with the three groups mentioned?<br>(Reply only for the groups to which you do not belong.) | Group 1                  | Group 2                  | Group 3                  |
|---|--------------------------|--------------------------|--------------------------|
| 1. No contact   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I have worked with/for one or more people from this group  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I have had classmates from this group  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I have had friends or acquaintances from this group  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I have had business contacts with people from this group   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Other types of contact   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

185 - 187

188 - 190

191 - 193

194 - 196

197 - 199

200 - 202

|  |                          |     |
|--|--------------------------|-----|
| l) What level of studies had you reached before entering the teacher training institution? |                          | 203 |
| 1. Primary school  | <input type="checkbox"/> |     |
| 2. Secondary school  | <input type="checkbox"/> |     |
| 3. Vocational school   | <input type="checkbox"/> |     |
| 4. Higher education  | <input type="checkbox"/> |     |

|   |                          |     |
|---|--------------------------|-----|
| m) Why did you decide to become a teacher? Choose the three most important reasons from the following ten proposals (i.e. tick three boxes only). |                          |     |
| 1. because it is a fascinating occupation   | <input type="checkbox"/> | 204 |
| 2. to contribute to the development of my country   | <input type="checkbox"/> | 205 |
| 3. because I failed in my other studies   | <input type="checkbox"/> | 206 |
| 4. because I like to be amongst children  | <input type="checkbox"/> | 207 |
| 5. because it is a profession permitting a certain freedom  | <input type="checkbox"/> | 208 |
| 6. because it was the only opportunity for me to pursue my studies  | <input type="checkbox"/> | 209 |
| 7. because it enables me to earn my living while doing something useful   | <input type="checkbox"/> | 210 |
| 8. for a job security   | <input type="checkbox"/> | 211 |
| 9. because I was a good pupil   | <input type="checkbox"/> | 212 |
| 10. because I like to explain things and communicate my knowledge   | <input type="checkbox"/> | 213 |
| 11. because education leads to greater success in life  | <input type="checkbox"/> | 214 |

|  |   |     |
|--|---|-----|
| n) When you have obtained your teacher's certificate, what do you intend doing ? |   |     |
| 1. continue with other training or studies                                       | <input type="checkbox"/>                          | 215 |
| 2. teach in a rural area <input type="checkbox"/>                                | teach in an urban area <input type="checkbox"/>   | 216 |
| 3. teach in a private school <input type="checkbox"/>                            | teach in a public school <input type="checkbox"/> | 217 |
| 4. I don't know <input type="checkbox"/>   |   | 218 |

|   |                          |     |
|---|--------------------------|-----|
| o) Do you know if you will be working with one of the groups mentioned in the questionnaire ? |                          |     |
| 1. Yes, with children of Group 1  | <input type="checkbox"/> | 219 |
| 2. Yes, with children of Group 2  | <input type="checkbox"/> | 220 |
| 3. Yes, with children of Group 3  | <input type="checkbox"/> | 221 |
| 4. I don't know   | <input type="checkbox"/> | 222 |

223 - 224  
225 -

**THANK YOU VERY MUCH FOR YOUR KIND COLLABORATION**

## TRAINING IN MULTICULTURAL EDUCATION FOR FUTURE PRIMARY SCHOOL TEACHERS

We are appealing to you to provide us with at least brief answers to the questionnaire which is the part of the international comparative research organized by the International Bureau of Education / UNESCO in Geneva.

The definition of multicultural/intercultural education according to the Unesco/IBE Education thesaurus Paris, Unesco 1991:

"Education involving two or more ethnic groups and designed to help participants clarify their own ethnic identity and that of others, reduce prejudice and stereotyping, and promote cultural pluralism and equal participation".

Multicultural education should achieve that,

- the members of the majority community respect and assert the rights of the nationality and ethnical minorities, and manifest tolerance in attitude towards them,
- the members of the minorities adopt common values of the society without prejudices, and feel the responsibility for them.

Multicultural education should prevent the inception of racism (including antisemitism, nationality prejudices, xenophobia, etc.) in all who are being educated.

Your answers are inevitable for the completing and an adequate evaluation of further information acquired through another methods (IBE questionnaire for the student teachers from the selected Faculties of Education, analysis of research reports, information summaries, etc.).

Questions:**1**

Do the existing basic documents, concerning the mission of the Faculty and the objectives of the study programmes, apply the point of view of multicultural education? Is it possible to present some specified documents about that? Are some relevant documents being prepared?

**2**

Has the Faculty established a research unit or a research team, or possibly an approved research programme? If any, what are the present as well as expected results of the work? Does the Faculty participate in a research organized in this direction somewhere else? If the Faculty is involved in this subject, does it work isolated or within a closer and more continuous co-operation with the other schools and institutions?

**3**

Is it possible to say that the teaching staff of the Faculty is aware of the problem area of multiculturalism and intercultural education? Fully, partly, sporadically or not at all? Is it possible to verify that? If the staff is or isn't aware of it, what are the reasons or motives of interest or unconcern?

**4**

Is the mentioned problem area in some form contained in the study programmes? In which subjects? What knowledge is concerned? Does it concern academic teaching or teaching practice within the studies?

**5**

If the teacher educators specially devote themselves to this task, what teaching procedures (approaches, ways, methods) they utilize? Is it possible to present some concrete examples? Does the Faculty (or its individual staff members on their own initiative) assist in solving the tasks of this type directly in practice - in schools or the other institutions?

6

Does the Faculty dispose of the relevant - foreign and national literature on intercultural education? What kind? How can be the literature utilized? Are some other means utilized, too? Does the Faculty itself participate in publishing the literature on intercultural education (i.e., in study materials for the students, textbooks for the pupils, teaching aids, etc.)?

7

Do exist some examples on the positive results of the intercultural preparation of the students (knowledge, practical abilities, attitudes, values, etc.)?

Thank you very much for your kind co-operation.

## **Papers on Teacher Training and Multicultural/Intercultural Education.**

1. An Integrated Model for Teacher Training in Multicultural Contexts, by Raúl Gagliardi.
2. La Formation des Maîtres pour l'Education Multiculturelle au Sénégal, by Mourtala Mboup.
3. Políticas Mexicanas para la Formación de Maestros en Educación Intercultural en el Medio Indígena, by Elba Gigante.
4. El Reto de la Pluralidad Cultural y Étnica a la Educación Pública, Laica, Gratuita, Democrática y Nacional de Calidad en México, by Elba Gigante.
5. Soft and Hard Domain Theory in Bicultural Education for Indigenous Groups, by Stephen Harris.
6. Teacher Training for Multicultural Education in Favour of Democracy and Sustainable Development: the Territorial Approach, by Raúl Gagliardi.
7. Selected Bibliography for Teacher Training and Intercultural/Multicultural Education, by Raúl Gagliardi and Jeannine Thomas.
8. Différentiation Intergroupes en Milieu Scolaire. 1. Etude auprès des étudiants des écoles normales du Sénégal, by Patricia Dumont, Pascal-Eric Gaberel and Raúl Gagliardi.
9. Guías para la Formación de Maestros para la Educación Multicultural/Intercultural, by Raúl Gagliardi.
10. Différentiation Intergroupes en Milieu Scolaire. 2. Etude auprès des étudiants des écoles normales de l'Île Maurice, by Patricia Dumont, Pascal-Eric Gaberel and Raúl Gagliardi.
11. Différentiation Intergroupes en Milieu Scolaire. 3. Etude auprès des étudiants des écoles normales du Liban, by Patricia Dumont, Pascal-Eric Gaberel and Raúl Gagliardi.
12. Différentiation Intergroupes en Milieu Scolaire. 4. Etude auprès des étudiants des écoles normales de l'Espagne, by Patricia Dumont, Pascal-Eric Gaberel and Raúl Gagliardi.

Continued overleaf

13. Différentiation Intergroupes en Milieu Scolaire. 5. Etude auprès des étudiants des écoles normales de la République Tchèque, by Patricia Dumont, Pascal-Eric Gaberel and Raúl Gagliardi.
14. Différentiation Intergroupes en Milieu Scolaire. 6. Etude auprès des étudiants des écoles normales de la Pologne, by Patricia Dumont, Pascal-Eric Gaberel and Raúl Gagliardi.
15. Différentiation Intergroupes en Milieu Scolaire. 7. Etude auprès des étudiants des écoles normales de la Bolivie, by Patricia Dumont, Pascal-Eric Gaberel and Raúl Gagliardi.
16. Teachers and Multicultural Education in Poland, by Andrezj Janowski.
17. Training in Intercultural Education for Primary School Teachers in the Czech Republic, by Jiri Kotásek and Richard Ruzicka.
18. Teachers and Intercultural Education in Mauritius, by P. Guruvadoo, A. C. Kalla, S. Thancanamootoo and T. Veerapen.
19. La Formation des Enseignants pour l'Education Interculturelle au Liban, Etude Nationale, by Nabil Nicolas Constantine.
20. Teaching Basic Scientific Knowledge to Traditional Communities, by Raúl Gagliardi.
21. Formation des maîtres tunisiens et éducation interculturelle, by Mohamed Miled (coordinator).