

Contents

Acknowledgements	9
Introduction	10
Chapter 1 – Transformation of the cultural composition of the Czech Republic	15
Introduction	15
Part 1. From a multicultural to a monocultural society	18
Part 2. From a monocultural to a multicultural society	28
Immigrants to the Czech Republic	29
Czech citizens and yet ‘others’	34
And what about the majority?	37
Part 3. Conclusions	46
Chapter 2 – Czech teachers from a generational perspective	48
Introduction	48
Part 1. Post-war generation	51
Part 2. Prague Spring generation	55
Part 3. Normalization generation	57
Part 4. Velvet Revolution generation	60
Part 5. Transformation generation	62
Part 6. Conclusions	63
Chapter 3 – Teachers and social and educational change	66
Introduction	66
Part 1. Educational system change in the Czech Republic	67
Part 2. Curriculum change in the Czech Republic	70
Excursus: the subjects of civics and literature	72
Part 3. Instructional and organisational changes confronting teachers’ professional identity	86
Part 4. Conclusions and recommendations	89
Chapter 4 – Teachers and MultiCultural Education	92
Introduction	92
Part 1. Political and philosophical foundations of multicultural education	93
Part 2. Goals, instructions and teachers role for multicultural education	104
Analysis of multicultural education goals	104
Analysis of multicultural education instructions	108
Roles of teachers within a school	109
Part 3. Interpretation of multicultural education in the Czech Republic – content analysis of goals in reform documents	110
Method	110
Results of content analysis	111
Part 4. Conclusions	124

Chapter 5 – Teachers’ ideas about multicultural education in a changing society: the case of the Czech Republic	127
Introduction	127
Part 1. Education and teachers in a changing social and political context	127
Part 2. Understanding of multicultural education in the Czech Republic	129
Part 3. The multicultural mosaic of the Czech Republic	132
Part 4. Research on the multicultural ideas and practice of Czech teachers	134
Results	135
Part 5. Conclusions	143
Chapter 6 – Czechkid: Linking Research I and Research II	147
Introduction	147
Part 1. Eurokid	148
Part 2. The development of Czechkid	150
Part 3. Czechkid contents	151
Part 4. How Czechkid operates	157
Part 5. Czechkid: linking the two researches	160
Part 6. Conclusions	161
Chapter 7 – How teachers cope with multicultural education:	
Qualitative research in five Czech schools	163
Introduction	163
Part 1. Aims and method of the research	163
Part 2. Results	171
Teachers’ opinions about the role of education in the Czech Republic today	175
Teachers understanding of multicultural education	183
Characteristics of the culture of the schools under study	186
Teachers and their coping with multicultural education in the classroom practice	195
Part 3. Summary and conclusions	219
Chapter 8 – Conclusions and discussion	232
Introduction	232
Part 1. Overview of the research	232
Part 2. Discussion	240
References	251
Index	262
Samenvatting	265
Shrnutí	268