

THE EDUCATION OF THE REFUGEE PUPILS IN THE CZECH REPUBLIC: THE TEACHER'S PERSPECTIVE

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The topic of the research investigation:

- ⇒ Identify existing educational strategies that teachers apply in the primary schools with refugee pupils
- ⇒ Get to the core of the problems related with the education of the pupils of the refugee background

The research goals and questions:

1. Identify the educational strategies in the refugee pupils education:

- Which educational methods (strategies) use the teachers who work with refugee pupils?
- How the teachers reflect educational work with refugees (are there any educational methods which the teachers prefer more than others methods)?
- Which information sources do the teachers use (special publications, Internet, specialized workshops, further education, etc.)?

2. Identify the key barriers and problems which the teachers face while teaching refugee pupils:

- Are there any barriers (or problems) within the education of refugee pupils which the teachers face?
- Are these barriers common for some groups of refugee pupils or are these barriers individual?

3. Describe the process of an adaptation of refugee pupils after the entry into the Czech educational system (a new living situation in the Czech school environment):

- How do the refugee pupils adapt to the conditions of the Czech schools?
- Does the choice of the educational methods reflect the living situation of the refugee pupils?
- Do the teachers and school mates respect the refugee pupil?
- How does the teacher (or the school) react on the special

Answers to the research goals and questions:

1. The educational strategies, methods, resources and forms:

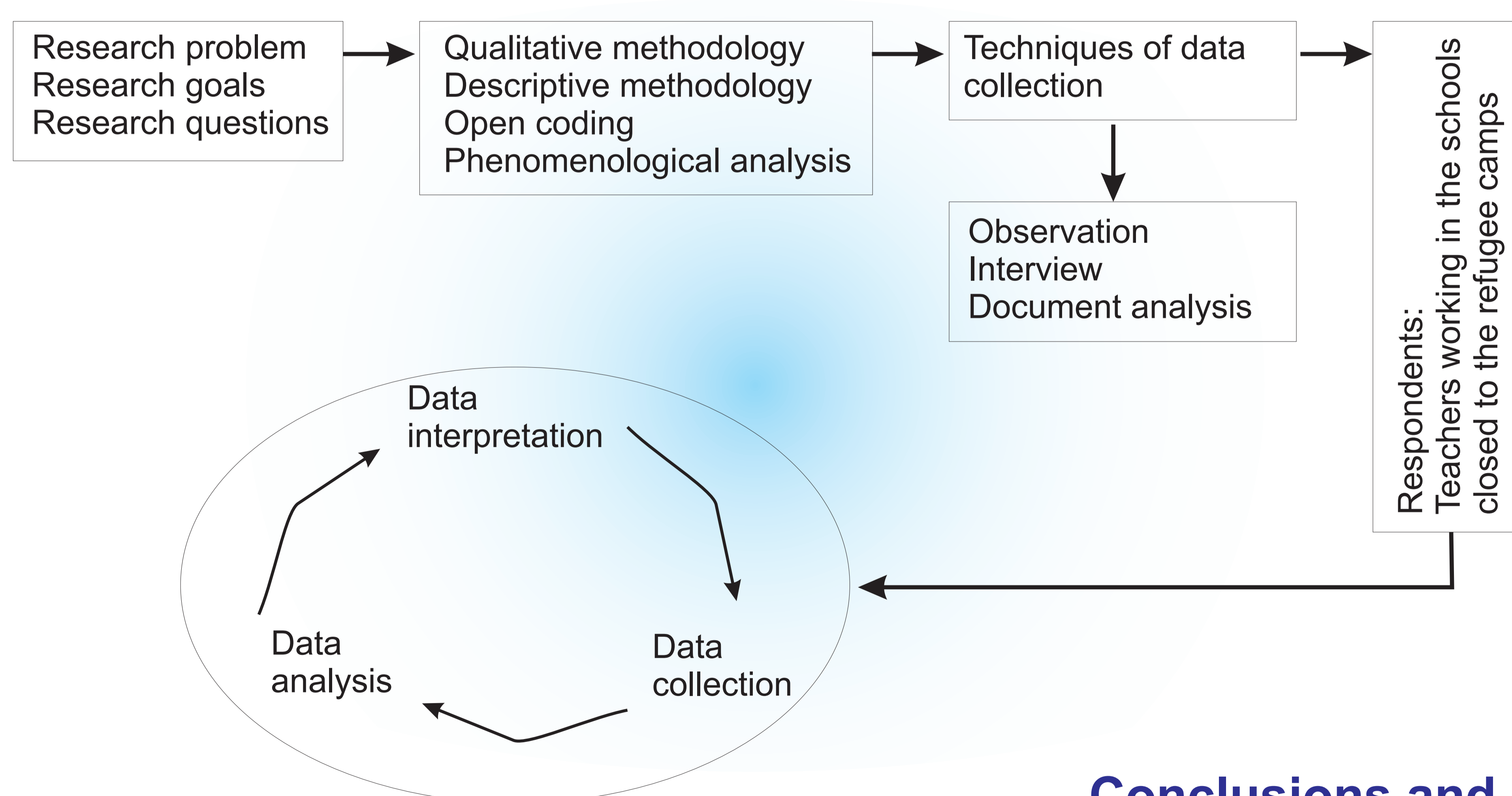
- Teachers prefer working in the groups
- Teachers use the special worksheets
- Teachers use the information technologies (notebooks, interactive board, etc.)
- The presence of the refugee pupil in the classroom means the multicultural education in practice
- Support of the teachers from the school management in their further education
- No support for schools from the government (legislative, handbooks, interpreters, etc.)

2. The educational barriers of the refugee pupils:

- First integration into the classroom milieu (and into the language) and than the fulfillment of the educational goals
- The refugee pupils are often also the interpreters for their parents (changing of the social role)
- Not only language knowledge is necessary but also the language understanding is essential
- Fluctuation in the school attendance
- Religion and cultural barriers
- Stressful living situation of the refugee pupils
- Unreal expectations

3. The specific needs of the refugee pupils:

- Teachers do not distinguish between different migrant groups
- Placement of the refugee pupil in the class
- No additional support for the refugee pupils
- No possibility of using the teaching assistants (not common in the Czech Republic)
- Difficult communication with parents



Conclusions and recommendations:

- Positive acceptance of the refugee pupil in the classroom
- Awareness of the specific target group
- Help of the assistant of the teacher
- Help of the interpreter during the whole school year
- Stronger cooperation with the parents
- Creation of the brochure focused on the Czech educational system