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The Educational Framework and Multicultural Education for Basic Schools

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1. Introduction

As the impact of globalization on our society is getting more and more powerful and we are already a part of global world, there is a need to react to this situation also in the field of education. The significant step forward was an adoption of new curricular documents that stress the complex development of an individual's personality rather than gaining separate encyclopaedic knowledge. Other important aspect of the society these days is a raising level of diversity, as a result of opening the borderlines and our membership in the European Union. Thus the need of multicultural education is increasing, too.

The aim of this paper is to analyze the system and benefits of the new curricular documents in the context of the process of globalization in the Czech Republic and to focus on multicultural education as one of the cross-sectional themes included in The Educational Framework. The practical part tries to reflect the phenomena noted in the theoretical part through showing the conditions on a particular basic school.

The theoretical part introduces The Educational Framework as a tool for adoption of a new conception of school education. The adoption and creation of the new curricular documents can be seen as a consequence of globalization. The aim of the new conception is a multilateral development of personality. The most beneficial areas for its realization are key-competences and cross-sectional themes. There are introduced the aspects of creation the own School Educational Programs. Furthermore, one question is rising: if the school children's participation in creating the curriculum is relevant. The second part of the theoretical part focuses on multicultural education as one of the cross-sectional themes and its importance because the number of children from foreign countries attending Czech schools is increasing. There are mentioned several ways of realizing multicultural education, especially in foreign language classes. Moreover, prejudices and stereotypes are touched there as well because they present a very important part of multicultural education.

The aim of the practical part is to reflect the aspects mentioned in the previous part. For this purpose, I have chosen the basic school Brno, Tuháčkova 25. At the beginning, there is a description of the basic school followed by the introduction of its School Educational Program "Moje škola" (My School) and its aspects supporting multicultural education and general development of school children's personalities. There is one interesting thing worth mentioning. This is an innovative idea that the obligatory part of finishing basic education for the students of ninth grade is creation, submitting and presenting their final works. Furthermore, the students of the ninth grade were filling in the questionnaire, which is focused on their opinions concerning mainly the final works, diversity in our society, multicultural aspects of the education, and their possible participation in creating a curriculum and also stereotypes and prejudices. However, it is not possible to monitor the results of educational process based on The Educational Framework as it is adopted in this school year for the first time. The final works may serve as the first output.

THEORETICAL PART

2. Educational Framework for basic schools

The Educational Framework is a new kind of curricular document in the Czech Republic. It represents a reaction on changing sociological, economical, political, and judicial and other circumstances in the modern society, changes of a labour market and also changes of the other European countries´ educational systems. All the mentioned facts stand for only several examples of the many other processes we can call globalization.

The economical and sociological processes, which have been multinational in its nature, require cooperation, exchanging of information and experiences. This is connected with the effort to find an agreement concerning economically and politically acceptable solution of future problems connected with the education and educational system. (Národní program rozvoje vzdělávání v České Republice Bílá Kniha. Praha: 2001)

2.1. The impact of globalization on the creation of the new educational documents including the multicultural education

Our life and also education of the 21st century is highly influenced by the significant changes that could be called globalization. . Globalization is a very complex process, which is based on gradual interconnecting of regions, countries, but also huge geographical areas and continents. As a result, the economical barriers are disappearing, which leads towards free business, openness in politics, science and culture and usage of modern technologies, which enable fast and wide communication. There are many interconnections on various levels (e.g.: problems, human relationships). As a result of the interconnection, the speed of communication is increasing as well as travelling all around the world. The rising interconnections and also interdependence leads also towards negative phenomena as for example deepening of the differences between poor and rich, rash or careless exploitation of natural resources and degradation of our environment. With the rising migration, there are areas where the interest in history and local culture is decreasing and being forgotten which leads towards the degradation of traditions and culture.

Proponents of this new trend consider globalization as a way to accelerate the evolution, how to rise and balance economical and social levels in various countries. On the other hand, the objectors perceive the globalization as an accelerating spread of civilization problems. (Průcha. Praha: 2001)

Also the history has a considerable impact on the diversity in the central Europe and today's Czech Republic. The central European area has always been a place where many various people of various ethnics, nationalities, and social, economical or cultural groups meet and live together. We can expect that the socio-cultural diversity in the Czech Republic will continue and will be even broader. The interesting point could be noticed here. The power of globalisation is strong. However, it does not seem to lead automatically to some extreme extent of homogenisation of our society. The cultural identities still survive and we can use nice expression to describe this situation: "the society of the equal ones does not mean the society of the same ones". (Interkulturní vzdělávání: 2001-2002)

There is no doubt about the fact that the globalization brings positive social and cultural results and consequences. We can mention the development of mobility, truism, independence, effective and fast ways of communication without any political restrictions, access to the libraries, science, or any kinds of services, opportunity to study and be successful in business. However, we can also experience some negative aspects of globalization. The typical example is certain uniformity of a modern lifestyle (the same fashion, books, music, songs) that leads towards certain homogenization of the society (e.g.: spread of American lifestyle and culture) and the local specifics are getting lost. However, this was not definitely intention of the process of globalization. (Střelec (ed.). Brno: 2004)

As a result, several institutions dealing with the educational aspects are aware of the necessity of a suitable response on this situation. They are focused mainly on the education towards the democracy and social solidarity. The area of education is considered as very significant tool for solving international problems arising from the international interconnection. In this context, The Central European Exchange programme for University Studies could be mentioned. The program is focused primarily on the specifics of the middle-European region and thus supports the process of the European integration. (Národní program rozvoje vzdělávání v České Republice Bílá Kniha. Praha: 2001)

The facts mentioned above are one of the reasons of creating the new educational conception not only in our country. The role of school should be in positive attitude towards the diversity and to show its students that the diversity can be rather beneficial than negative for them. Moreover, it can enrich them by learning about other values and cultures. It can also provide them a proper chance to learn how to be tolerant and how important the tolerance and cooperation are.

There are two major components influencing the process of forming child's perception of both diversity and own identity. We can call them formal and informal schooling. The first one includes everything what is happening at school, whereas the family realizes the second one. These two constituents are not separate. Conversely, they are and should be connected. (Průcha. Praha: 2001)

2.2. The Educational Framework as a tool for an adoption of a new conception of school education

Primarily, it is important to note that The Educational Framework comes from a new conception of basic school education. Instead of a traditional focus on knowledge, skills and habits with the emphasis on memorizing considerable amount of ready and complete information, the new conception should focus mainly on general and multilateral development of a personality. The development should not involve only cognitive area, but mainly area of competences, values and attitudes. (Spilková: RVP v kontextu vnitřní reformy školy) The democratic and humanistic values should present the essential principles of educational systems. Furthermore, they should become the fundamental principle for the relationships among all the participants of the educational process. The general goals and key-competences are defined in order to stress the personality development and preparation for the further practical life. (Národní program rozvoje vzdělávání v České Republice Bílá kniha. Praha: 2001) It is the traditional conception, focused primarily on the knowledge, which is criticized as one of the major barriers for the reformation or betterment of our school system. Also four elementary and internationally accepted objectives are included in the new conception. These are: to learn to cognize, to learn to behave and treat, to learn how to live together and to learn how to be. In this case, the main aim of the conception is to provide students the key competences that are understood as a complex of capabilities, which could be useful for the future practical life.

For the new conception it is not very easy to define the prospective outcomes, because the traditional conception used to define only the concrete knowledge, not the competences that students should have. (Spilková: RVP v kontextu vnitřní reformy školy)

If we consider all the facts mentioned in the previous paragraph, it could seem that the cognitive part of the education should be somehow displaced. However, this would not be the right solution. The aim of the new conception should not be downgrading or overestimating of any dimension of a student's personality development. Contrariwise, the conception should try the best to emphasize the complexity and balance in affecting students and working with them. The new conception does not mean forgetting the cognitive part of education, but its aim is to help students to understand and acquire the things from a different point of view, not learning only by getting the ready information.

Next to the complexity and balance, there is one more improvement the new conception is dealing with. The competences are no longer understood as the norms, which must be reached by everyone at the same time. There are also longer periods for reaching the traditional curriculum. Furthermore, there is a possibility to set a different structure. The traditional division into the individual subjects is not necessary. This interpretation enables the curricular integration, interconnecting of the knowledge and better understanding of the interdisciplinary connectedness. This fact is even more supported by the existence of the cross-sectional themes. Also an implicit curriculum is an important part of the new conception. It includes experiences gained during the real life, for example at school or within a class. (Spilková: RVP v kontextu vnitřní reformy školy)

The comparison of the traditional and new conception:

The traditional conception:

- Transition of ready information from a teacher towards the students
- A passive role of the students
- Competitiveness (reaching of a goal by one is connected with impossibility to reach the goal by others)
- Impersonal (sometimes cold) relationships within a school

The new conception:

- Focus on processes such as discovering and creating
- An active role of the students (based on using the existing knowledge for understanding or deducting the new ones, often stimulated by a dialogue)
- A development of individual dispositions or talent (the support of capabilities is emphasized)
- Cooperation and positive relationships within a school, class or group
- Personal relationships (teaching or educating is based on a reciprocal interaction among teachers and students) (Kasíková. Praha:: 2001)

2.3. The position of The Educational Framework in the structure of the curricular documents in the Czech Republic

The new system of curricular documents for educating school children at the age of three to nineteen was established in a correspondence with the new principles of curricular policy, which were formulated in the National program of educational development in the Czech Republic (The White Paper) from the law number 561/2004.

There are two levels of curricular documents, state and school level. The Educational Framework, together with the National Educational Program, is a part of the state level. The National Educational Program specifies the initial education as a complex unit, whereas the Educational Framework specifies the solemn frameworks for individual periods. The education at individual schools is realized according to this. It means that the Educational Framework is the point of departure of the individual School educational programmes. The Educational Framework, the National Educational Program and the School Educational Programs are public documents, accessible for pedagogical and also general public. (VÚP Praha: 2005a)

The Educational Frameworks come out from a new strategy of education, which emphasizes the key competences, their interconnection and usage of acquired knowledge and skills in real, practical life. They also formulate the prospective level of education, which is set for all the graduates of individual levels. One of the most important and innovative factors is that they offer a kind of freedom. The pedagogical autonomy and the teachers´ responsibility for the students´ results are supported. (VÚP Praha: 2005a)

The general requirements for the individual subjects and grades, together with the rules for the creation of the School Educational Programs are included in The Educational Framework. The School Educational Programs are created by the individual schools to fit their particular circumstances, which should then result in the higher effectiveness of the education. (Národní program rozvoje vzdělávání v České Republice Bílá kniha. Praha: 2001)

When creating both, The Educational framework and The School Educational program, there is applied the new concept, which is not based on mastering the big amount of information. Actually, it should provide the systematic and balanced structure of the basic terms and values in order to enable connecting of the information within the context of a real life. The mutual interconnection among the individual goals will be improved and the key-competences will be stressed. (ibid)

Several educational areas are more emphasized, especially teaching the foreign languages and the bigger number of practical activities is integrated. The aim is to provide enough opportunities to use the experiences in the real life situations. In this context, there are many new topics rising, e.g.: the European integration, the multicultural and environmental education, education towards the healthier lifestyle. Those aspects require the interconnection among individual subjects, new forms of education can be sometimes very helpful, we can mention the projects as an example. (ibid)

2.4. Importance of some principles and tendencies included in The Educational Framework

Principles of The Educational Framework for basic schools:

- Is the starting point for concept of programs for secondary education (the programs of individual levels are connected).
- Specifies the level of the key competences that should be reached by every student at the end of primary school education.
- The cross-sectional themes of the noticeable formative character are inserted as the obligatory part of the education.
- It supports the complex approach towards the realization of educational content, including possibilities of its suitable connecting.

- It presumes the choice of various educational approaches, different methods and forms and the usage of supporting steps to satisfy the students' individual needs.

Tendencies supported and induced by The Educational framework:

- to take notes of students' individual needs and possibilities,
- to use the more flexible organization of educational process,
- to try to offer the more individual approaches,
- to create a wider offer of compulsory-optional subjects, which should help to develop the interests, talent and dispositions of individual students,
- to create a positive social, emotional and working climate, based on motivation, cooperation and activity,
- to evaluate student's work continuously and more individually,
- to keep the natural heterogeneous groups for educational process,
- to improve the cooperation with patents or general public.

The educational Framework for basic schools is an opened document, which is going to be innovated during the certain periods according to the changing needs of society and moreover, according to the teachers´ experiences and changing students´ needs. (VÚP Praha: 2005a)

2.5. Key-competences as an important part of The Educational Framework

One of the main ideas of The Educational Framework is to provide students such a kind of knowledge, skills, values and attitudes that are not important only for the period of being a student, but mainly for their future, practical life. These skills, values, attitudes and knowledge are called key-competences. Next to the theoretical knowledge, they have become one of the educational results, so the teachers are encouraged to think of the best ways of developing them. The same key-competences are set for pre-school, basic and secondary education. (Hučínová: Klíčové kompetence v RVP ZV)

The key-competences are understood as an overall equipment of knowledge, skills, values and attitudes that should enable students to shape and develop their acting and using all what they have been learned in the more effective way. When forming and developing the key-competences, teachers must act as a team to look for, formulate and use the suitable strategies. When thinking about the right and more suitable methods, we should focus mainly on the very complex questions, e.g.: What is the essential thing for educating?, What are the aims of the educational process?, Why do we teach just this?, Which activities and techniques should be emphasized to be more effective for the process of creating the key competence?, How will these techniques influence the life at school?, What should be change in our existing work? All the teachers as the team should discuss the questions and their collective advance. (VÚP Praha: 2005a)

These facts can serve us as evidence, that not only theoretical knowledge from the individual subjects is an inseparable part of the educational process. On the other hand, students need the theoretical knowledge and as it is getting wider and more interconnected, it creates a suitable field for gradual developing of the key-competences. Almost all of the key-competences are really closely connected with the cross-sectional theme multicultural education.

2.6. The key-competences and their main intentions:

Competences toward learning

- Students are able to understand and categorize the information and then to use it in the process of learning.
- They can operate with general terms, symbols and to find a connection.
- They are able to experiment independently, to compare the results and think critically. Moreover, they should be able to use the outcomes in the future.

Communicative competences

- Students are able to express and formulate their thoughts in a logical consecution in both, written and oral expression.
- They listen to other people with understanding with a suitable reaction and their own attitude.

- They used the acquired communicative skills to create the necessary and useful relationships with other people from their vicinity.

Competences towards problem solving

- Students perceive various problems not only at school, but also outside and they think about its cause. They try to find out some information suitable for the solving of the problem.
- They are able to solve the problems independently, logically and to check out its correctness and appropriateness.

Social and interpersonal competences

- Students are able to cooperate within a group and to accept a new role positively.
- They participate in creating peasant atmosphere based on tolerance and consideration while working on a task in team.
- They are able to take part in discussion and to appreciate classmate's experiences.

Civil competences

- Students respect others belief, appreciate their values and they are sympathetic.
- They understand the basic principles of social norms, they are aware of their laws and responsibilities not only at school.
- They respect and protect the national culture, traditions and historical heritage.
- They understand the general ecological consequences and environmental problems. They are aware of the essential of quality environment.

Working competences

- Student's behaviour is competent and safe. They respect the general rules and their duties. If there appear some new circumstances, they should be able to adapt themselves.
- They are able to use their knowledge and skills from their previous experiences. (Hučínová: Klíčové kompetence v RVP ZV)

Only the working competence is created mainly for basic education, especially because the majority of students will continue their education in different kinds of training institutions. This competence is focused on development and expansion of working and manual skills that are useful and practical for student's future life. (VÚP Praha: 2005a)

Perhaps the most important thing to mention is that there are six individual competences defined in The Educational Framework, however, it does not mean that they are taught or developed individually. This is only to help the teachers to name the competences and to work with them more easily. In spite of this, it should be obvious, that not only one competence is developed during the process of concrete teaching activities. The form of the competences is beyond the subjects' level. (Hučínová: Klíčové kompetence v RVP ZV)

Not only Czech school system includes the key-competences into its curricular documents, however, it is a usual pedagogical practise in many other European countries. Even though, there are some differences among the programs, the core of the thing is of an identical principle. (VÚP Praha: 2005a)

2.7. The cross-sectional themes as a response to the current situation of the world

The cross-sectional themes present a new and substantive part of The Educational Framework. They help to widen school children's knowledge and cognition. Moreover, they should help to enrich their relationships with other people and support the forming of appropriate attitudes. It is expected that the cross-sectional themes will present an element of children's experience not only within the school, but also outside, in their real lives. That is also the reason, why there is a noticeable emphasis put on the general atmosphere and climate at school. The cross-sectional themes are closely connected with the curriculum, so they participate in creating and developing the key-competences. (VÚP Praha: 2005a)

The processing of the cross- sectional themes is unified. They all consist of the *characteristics* (sense and a location in basic education), *the asset of cross-sectional themes towards the development of student's personality* (there are two areas included: the area of knowledge, skills and capability, and the area of values and attitudes), and *thematic areas*. (Hučínová: Klíčové kompetence v RVP ZV)

The cross- sectional themes for the basic schools:

- Personality and social raising
- Raising of an democratic citizen
- The education towards thinking in global and European context
- Multicultural education
- Environmental education
- Media education (VÚP Praha: 2005a)

Multicultural education presents one of the six cross-sectional themes that represent the current problems of the present world and that is the reason why they have become an important and inseparable part of basic education. They should help to develop student's personality, focusing mainly on the values and attitudes. (Hučínová: Klíčové kompetence v RVP ZV)

2.8. Educational areas

The aim is the cooperation of teachers and their effort to interconnect topics of individual subjects and thus support the cross- sectional approach towards the education. The curriculum is divided into individual subjects and it could be adjusted according to the needs, interests or extension of some subjects. Further, the curriculum is structured into the individual thematic areas or activities and is understood as a tool for reaching the expected outputs. They are considerate as a very important part of curriculum especially for their informative and formative function. That is why the curriculum is divided into nine educational areas by The Educational Framework. The individual educational areas are by one educational subject or by more subjects, which are similar in their content. (VÚP Praha: 2005a)

The nine areas are:

- Language and language communication (Czech language and literature, foreign language)
- Mathematics and its application
- Information and communicational technologies

- Human and their world
- Human and society (history, education towards citizenship)
- Human and nature(physics, chemistry, natural history, geography)
- Art and culture
- Human and health
- Human and the world of work (ibid)

The Educational Framework enables to set the multicultural education as a separate subject. However, the more usual way is to integrate its principles and contents into educational areas and further into individual subjects. The wide possibilities for realizing multicultural education are offered mainly by areas Language and language communication, Human and society, Art and culture. Marginally, it could be touched also in such areas as mathematics and its application and others. (Buryánek: Interkulturní vzdělávání v českém systému)

3. The preparation of the School Educational program in basic schools

The School Educational Program is a document, which is created by each individual basic school. However, it is based on the Educational Framework, as mentioned above.

It arises mainly from a school's educational intention and conditions, teachers' experiences and perhaps from the promoter's or region's requirements. Many other factors could be mentioned here. (VÚP Praha: 2005b)

Every school can consider the own needs, especially in the fields of realizing cross- sectional themes and key-competences, which is a main change in comparison with the old system. The cross-sectional themes and key competences should be implemented into the School educational program according to the individual needs of the school (e.g.: there will be some differences among the school who are focused on particular subjects as mathematics, languages, sports or among the schools which are attended by many foreign or Romany children, and also according the location). The aim is to provide such education which would be practical for the life in a global world.

The preparation of the School Educational Program comes under the director's authority. Thus, the director is usually the coordinator. The director is responsible for its development based on the Educational Framework. However, concrete teacher or member of school management can be entrusted to prepare a conception. The creation itself is an expression of pedagogical autonomy and the whole school's responsibility for the way of doing it and also for the results. That is the reason why all the teachers participate in the creation process of individual parts of The School Educational Program and they are also co-responsible for the realization of it. The School Educational program has to be published, so every pupil or parents can be informed about an individual school's educational approach. (VÚP Praha: 2005b)

The formation of the School Educational program individually by each school brings certain advantages:

- Students' individual needs and possibilities are taken into the consideration.
- The conditions of a school, its position in a region and its socio-cultural conditions are respected.
- Teachers' creativity is supported and they are not limited in the possible time or methodological differences that arise from the concrete needs and experience within the school. (Zásady pro přípravu školního vzdělávacího programu)

3.1. Why and for who do we create The School Educational Program

The School Educational Program is defined as a mandatory and public document, so it has to be accessible for everyone. However, there are three main groups of its users.

The first one is naturally a school, as it is the basic document for the all pedagogical workers and their every day work within the school. Every member of a pedagogical staff should know about all the aims, rules and intentions of The School Educational program and to orientate well in this document, not only in parts he/she created himself/herself. (VÚP Praha: 2005b)

Parents or the school children form the next group. They use the document as an informative source when choosing the right schools for their children or themselves.

They are usually interested in facts such as the things that are emphasized by the school, what is the mandatory or even optional and interest proposal of the school. (ibid)

The supervisory authorities are the last group. The document serves them as a source of information needed for the inspection of the activities, educational results and also financial support of the school. (ibid)

We can perceive the purposes of creating The School educational Program from many different perspectives. Some of them may be more motivational for the schools than others. To make the reasons more transparent, it would be vital to divide them into four viewpoints.

As The school Educational Program has become a mandatory document, which is ordained by the school law and the school directors are responsible for it preparation as well as realization, we can perceive it from the *legislative point of view*. This could be presented as one of the least motivational factors. (VÚP Praha: 2005b)

On the other hand, the most motivational factor would be the *pedagogical point of view,* which offers individual schools a kind of freedom to formulate their own ideas, projections and visions of the most suitable form of educational process on their school. This standpoint allows the schools to create their own vision while considering a great number of individual aspects. We can mention the different and various conditions of the schools, their individual fabric of schoolchildren, the relationships within the school, and the possibilities of cooperation with various institutions and distinct ideas of effective educational process. (ibid) The process of creating the own School Educational programs does not bring only freedom when deciding what kind of curriculum would be the most suitable and effective for the particular schoolchildren and with the particular school circumstances. Moreover, it provides a substantial chance to build a team, so the own process could be understood as a team-building activity. If we consider the aim of the creating The School Educational Program, then it is obvious, that if there is not good team, there is also much lower chance to be successful in the planning and also in the actual realization. The creation itself requires collective discussion and agreement. As a result, the individual subjects and also relationships among teachers would start to be much more interconnected, which would certainly have a positive effect on the whole educational process at a school.

There can be two areas mentioned from the *evaluative point of view*. The School Educational Program should function also as a base for an integral system of evaluation. The evaluation should be intentional, regular and based on the previously known rules. If it meets these criteria, it will serve as a useful mechanism for getting the feedback and subsequent self-correction. (VÚP Praha: 2005b). It would be really helpful to change gradually the perspective of evaluation from the stressful and sometimes negative part of the educational process to something more positive and helpful, to perceive it as valuable information concerning our own skills.

The last, but not least *point of view is the informative and societal* one. There is the opportunity to shape a school according to the society's needs, according to the needs of its schoolchildren, their parents and also according to the actual circumstances and traditions of a school. Furthermore, the region's intentions and the labour market's requirements present the next factors that that can be of high importance. It should be also possible to react more flexibly on the current situation within the society. Not only creation of a suitable profile of a school, but also informative side is important. The profile should be comprehensible and clear, so the public is able to know what are the intentions and results of a particular school, what the school offers, how is the curriculum realized and why. (VÚP Praha: 2005b)

3.2. The preliminary stage for the own creation of The School Educational Program

There should be discussed individual activities and some serious decisions before starting to form the document. This is a very important process for consequential successful formation of The School Educational Program. According to The Manual for Creation of The School Educational Program for Basic Schools we can mention four basic steps of this process.

- *Motivation*

Motivation is understood as one of the main factors of every activity, so for the creation of The School Educational program it is again one of the most vital conditions. However, in this case, the aspect of motivation is little bit more complicated. There are two groups, teachers and school children. Theoretically, it can be said, that if the teachers are motivated and successful in their actions, there is a high probability, that also children will be more motivated when schooling.

One of the main aims is to provide such circumstances for the school children, that they would be interested in learning (not necessarily only at school, but also during their whole life) and motivated to cognize, investigate, develop the practical activities and especially being active not only during the educational process. To reach these goals, it is important not to downgrade the impact of the environment and atmosphere at school, as it could be very influential for children's peace, comfort and feeling of safeness. This should be also helpful for integration of pupils with the special needs or more talented into the ordinary team. The relationship among a teacher and students plays the important role as well as the suitable circumstances mentioned above. The relation should be more dignified and the children should be perceived as the partners and participants of the educational process. (VÚP Praha: 2005b)

The opened discussion would be also very beneficial aspect of the whole motivational process. The changes, their reasons and advancements should be discussed from the practical point of view, according to their impact on the current situation and the school's needs. (ibid)

Also emphasizing of the key competences, as communicative skills, tolerance, cooperation, problem solving and the relationship towards the own health, culture and values, may lead to the better motivation, compared to the traditional approach based on the passing of the ready knowledge without the linkage with the practical, real life. (ibid)

- *Acquainting and understanding The Educational Framework for Basic schools*

As The Educational Framework presents the fundamental principles and the main source when creating The School Educational Program, there must be enough time provided for its mastering and investigating. Especially teachers of the first grade may go through The Educational Framework for Pre-school Education to have an idea about the curriculum they are going to follow in and develop. It would be also beneficial to study some of the parts gradually. (VÚP Praha: 2005b)

It is important to comprehend The Educational Framework as an integral program and notice mainly the new parts of it, which actually create the difference between the new programs and the traditional curriculum. It is spoken mainly about the objectives, key competences, cross-sectional themes and the educational content (outcomes). (ibid)

When the pedagogical staff perceives The Educational Framework as an integral document, then The School Educational Program would be understood in the same way, which could be mentioned as the main change compared to the traditional curriculum, where the individual teachers have been interested only in the curriculum of their own subjects.

- *Analysis of the school's conditions*

The analysis of the existing conditions and possible future conditions is a very important necessity. All the conditions, material, technical and personnel, should be the basis for further discussion concerning the changes. All the essential aspects as material conditions, climate, and opinions about further educating or orientations should be considered. Moreover, school children's parents can serve as a good-quality and objective source, especially their current opinions concerning the existing situation, their expectations, what they think is important when educating their children and if they would be interested in any sort of cooperation. (VÚP Praha: 2005b)

According to the analysis, the school's intention should be the effort to build on the positive experience and the strong features, whereas the weaker aspects should be removed or eliminated. The School Educational Program should be based on the analysis and should include the assets and uniqueness of the school, together with the intentions how to reduce the found imperfections. (VÚP Praha: 2005b)

- *The strategy of creating The School Educational Program for Basic Schools*

The next step of the preliminary stage is the phase of planning the creation of The School Educational program. It consists of the personal, content and time division. Organization is of a high significance, because its main aim should be to interconnect all the steps from the beginning to the end of the document. (VÚP Praha: 2005b)

Personal indemnity means to appoint the main coordinator of creating the document (perhaps two coordinators may be set, one for the first and the second for the second grade). The coordinator could be the director, but it is not necessary. All above, the coordinator should be a motivated person with a natural authority and respect, a proponent of the changes included in The Educational Framework. In some schools, there is a new function - an independent pedagogue, who does not take part in the own creation, but oppose the individual steps. (ibid)

The right time apportionment presents one of the crucial aspects of the planning and own creation. The beginning and the end should be clearly set, as well as the individual periods. To keep the apportionment, it is vital to be aware of possible corrections or prolongations when creating the document. (ibid)

The conceptual and organizational setting serves as a ground for the own creation. It includes the methods and strategies for the creation of individual parts, with the essential connections, relations and the appropriate content. (ibid)

The linking of all the activities mentioned above into the united and functional system is the basic precondition for forming the successful School Educational Program. To reach the successful formulation, there is the vital need of being realistic when creating the gradual and logic steps, to consider also other school activities, including holidays, so the time reserve must be taken into the consideration. When not being realistic, there is the danger of the overvaluation of school's potential and possibilities, which can finally lead toward unreal and unsuccessful form of the document. (ibid)

3.3. Is the schoolchildren's participation relevant in the context of launching educational reforms?

When discussing and planning the new concept of education, there could obviously raise a question, if also schoolchildren should get a chance to take part on this process. The reform offers a wide range of opportunities for teachers to provide suitable circumstances for children, under which they would be able to take an active part within the educational process. In this idea, we could see the intention to follow the principle of cooperation and discussion, which could be beneficial for both sides.

The idea to consult the things connected with the everyday school's life and to involve the schoolchildren into the process of deciding started to be discussed and solved intensively approximately 35 years ago. The first significant impulse was accepting The Convention on the rights of the Child in 1989. However, it has not been easy to accept the idea of involving schoolchildren or young people into the process, because the opinion that childhood means the dependence on a family and school has been carried over. From this point of view it is really difficult to perceive the schoolchildren's initiative, opinions, and to see them as the active participants.

On the other hand, it is not possible to be successful in the reform unless the schoolchildren's perspective is considerate. The example from the business area can be implied for the school environment when it is said, that asking the customers about the product or service can positively influence the affectivity of a company. Thus, it would be helpful to lead the discussion with the schoolchildren concerning the motivation, circumstances or learning styles. (Vidláková: Proč naslouchat žákům) It would be very beneficial step for starting the motivation. The schoolchildren would be much more motivated when they have a chance to decide by themselves. Probably, they would also feel more responsible for their further educational process. On the other hand, some doubts can occur, e.g.: if the schoolchildren or the school environment are prepared to discuss such topics and if they are able to perceive the consequences and outcomes.

The first and most important precondition for the successful cooperation is democratic atmosphere. Both parts must understand that the democracy does not mean only freedom, but also the responsibility and awareness of the rights and duties. (Vidláková: Co znamená když se řekne participace žáků) Thus, the one of the preconditions is the positive relationship among adults and children within a school, which is being still developed and improved.

There can be two ways of the participation. The first one can be called involvement, which means the real engagement of schoolchildren in various levels and areas connected with the school life. The second one is considered as the more passive way and is called consultation. The schoolchildren can express their opinions and attitudes which are expected to be listened to. (Vidláková: Co znamená když se řekne participace žáků)

The most famous and discussed model of the schoolchildren's participation is the ladder of participation by Hart. There are eight levels, starting from the passive forms of participation and gradually continuing towards the most active form:

- *Manipulation*: schoolchildren are passive. They receive the decision and are partly informed about the things, however, the often do not understand the reasons.
- *Decoration*: schoolchildren take part on the activities, but they do not understand them well and do not interfere.

- *Tokenism*: schoolchildren or their deputies consciously take part in various activities or projects, but in fact, they are conducted by adults.
- *Assigned but informed*: schoolchildren understand the activities and know why to take part in it. The adults respect their opinions, however, they decide.
- *Consulted and informed*: activities are suggested and conducted by the adults, alongside consulted with the schoolchildren. The final decision is made by adults, but the schoolchildren's opinions and comments are considered.
- *Adult-initiated, shared decisions with pupils*: schoolchildren take part on deciding in areas previously set by adults. Their opinions are taken into note and they participate in deciding.
- *Pupil initiated and directed*: is created and conducted by schoolchildren. The role of adults is supportive.
- *Pupil-initiated, shared decisions with adults*: is created by schoolchildren and the adults are offered the possibility to take part on deciding. (Vidláková: Podoby žákovské participace)

This division could be also very helpful for teachers who would like to discuss the educational process with their pupils and are not sure to which extend the schoolchildren's participation would be appropriate. However, when choosing the right form, the result would be perhaps very effective and children would feel certain responsibility. Moreover, this system explicitly follows the realization of cross-sectional themes and key-competences.

3.4. The own creation of The School Educational Program and its structure

The basic document for the creation of The School Educational Program is The Educational Framework, so the schools have to follow the structure which is said in The Educational Framework. The individual parts are interconnected and define the content of the document. (VÚP Praha: 2005b)

- *Identification information*

This first part has to include the name of the document. It has to be obvious that it is The School Educational Program for Basic Schools and that it was created according to The Educational Framework. The motivational name could be included as well. Sometimes, it is recommended information, which is to help to give a true picture of a school, its specifics, and characteristics or about possible extension of some subjects. (ibid) (see appendix A)

Next to the name, there is also other important information included in this part. We can mention official names of institutions connected with the school, addresses, name of the headmaster and other possible contacts. Further, the validity of the document or its changes together with the name of the coordinator, form of study and potential specific information has to be mentioned. (ibid)

- *Characterization of the school*

The characterization directly comes from the analysis of a school, it means from its current situation and circumstances. The aim of this part is to specify all the substantive information and to characterize a school for the public. (ibid)

It is vital to give its capacity, its position and possible accessibility by the public or other transport. Also the school's equipment should be mentioned. For parents and children, it is important to know what the school's possibilities are, what a school has at its disposal, what kind of aids or tools could be used during the educational process and what the possible plans for future look like. (ibid)

The characterization of the pedagogical staff also indicates a lot. Not only number of teachers and their qualification, but also the other educational activities could be mentioned, e.g.: specific skills and functions as the school psychologist, assistants or educationalists. It is also highly recommended to add the information concerning the schoolchildren, e.g.: where are the children from, if the school is suitable for extraordinarily talented children, handicapped children or socially disadvantaged children. The school's image could be finished by mentioning of some projects, e.g.: international projects or cooperation, cooperation with parents or some institutions. (ibid) This information is highly beneficial and closely connected with the way, how the children would interact and if there can raise any problems concerning integration of talented, handicapped or other children.

- *Characterization of The School Educational program*

In this part, there is the description, how the school wants to realize its intentions in the educational process, following the possibilities included in The Educational Framework. There should be the information about the school's extension, delimitation of a common educational strategy and the ways how to organize and guarantee the educating of the schoolchildren with the special needs. Also the needs of extremely talented students can not be neglected. The systematic report concerning the integration of the cross-curricular subjects has to be provided, too. (ibid)

The information about the school's extension tells us, what is important and emphasized and what a school would like to focus on, what the priorities will be. However, it could not be even the stress of the school's strong sides, but it could be also the thing a school would like to manage and what is being gradually developed into the functional system. (ibid)

In The School educational program, there has to be the information how a school is prepared for the schooling for the schoolchildren with the specific needs or extremely talented students. This information is compulsory, even though no such children attend the school. (ibid) Providing this information can serve as evidence, that a school is prepared to accept also the children with their specific needs, which shows its openness and readiness.

- *The integration of the cross-sectional themes*

All the cross-sectional themes have to be integrated into the educational process, so in this part of the School Educational Program, we will find the division of individual themes and its thematic spheres into the individual years or classes together with the form of its realization. The main aim of the cross-sectional themes is the fact that they penetrate through the whole educational process as well as through the lives outside the school. So in this part we can find the information about their integration for the realization at school, during the educational process. All the cross-sectional themes have to be included in both, the first and also second grade. They are realized during the educational process in the first and second grade in the arbitrary years to support the schools' individual strategies. The only restriction is that the schoolchildren must go through all of them during the first and also the second grade. (VÚP Praha: 2005b)

- *The Educational Plan*

The Educational plan presents the set of basic information concerning the organization of educational process on the subject level or other educational forms. It informs us about the content and the extent of the individual subjects. It is usual to start by listing the compulsory subjects and then to state the offer of the optional ones, together with the information when, in which years, the particular subjects will be taught. The next aspect, which has to be considerate, is the time grant for individual subjects. When there are some essential things, which can not be easily understood from the timetable, it is necessary to provide few notes considering possible doubts or misunderstandings, e.g.: from which cross-sectional themes was a subject created, where is the certain time grand taken from or if there will be some cross-sectional theme realized within a particular subject. (ibid) (see appendix B)

- *Curriculum*

All the teachers of a particular subject should participate in creating of its curriculum, because the curriculum carries the information about the form and way of realization of the individual subject fields of The Educational Framework. (ibid) In other words, there are subject fields set in The Educational Framework, and according to them, there are individual subjects created in The School Educational Program. (VÚP Praha, Oborová setkání)

Before the curriculum is created, it is important to think of some basic questions concerning the subject. e.g.: What is the most substantive thing for the particular subject? Which ways, methods and strategies are suitable for reaching our goals? Will there be any cross-sectional themes realized within a subject or will they be realized as an individual subject? What year will be the subject taught and what is its time grant? Naturally, answers for these questions could be influenced by the school context. The cooperative discussion concerning these and similar questions can help a lot to gain the solider image of the subject. (VÚP Praha: 2005b)

- *The assessment of the schoolchildren and a school's self-evaluation*

The aim of the assessment is to provide the feedback for the schoolchildren, to give them the information concerning their abilities and skills. To be successful in assessment, there have to be set clear goals and criterions. The rules for the assessments have to be defined for the whole educational process and created by all the teachers, so the rules become binding and understandable for them. In contrast to previous system of assessment, the assessment should focus on an individual improvement of an individual child rather than the comparison with other classmates, which should also help to encourage the internal motivation. In the contrast, the external motivation, represented by giving marks, should be declined. The traditional assessment, by marking, is often supplemented by or replaced by the verbal assessment to provide more complex and sensitive information. (ibid)

As the system if assessment really varies from the traditional one, there could arise a question if the new system is not even more subjective than the traditional one. As every school has its own system of assessment, we can easily assume that the assessment would be objective only within a particular school. What is the solution for easily imaginable situation, when a schoolchild would like or has to change the school or in the case of entrance exams for high schools? Naturally, there is a need of objective assessment (comparison with others), even though it could happen, that it is not so motivating for a schoolchild than the verbal one. However, changing the schools or entering the high schools is still the practical and very realistic part of every schoolchild's life. Moreover, according to the new concept of educating, the children should be prepared to face these situations.

According to the ordinance number 48/2005 concerning the educational process in the basic schools, there is the system of assessment to solve the situations mentioned above. We can find there the term "output assessment" (výstupní hodnocení), which should provide us the information about reached level within the structure defined in The Educational Framework. The output assessment is issued at the end of the first term, when a schoolchild completes the obligatory school attendance, as well as in the fifth or seventh year, when a schoolchild applies for being educated at a high school. (Sbírka zákonů Česká Republika: 2005) The objective information is fundamental for the effective management and also for deciding all of he participants of the educational process.

The integral system based on the objective information includes all the levels and links or balances a broad range of different forms of evaluation. The creation of the integral system of evaluation of the schoolchildren when accomplishing every educational level is an essential precondition for an easier way of transition between levels and for an appropriate choice of future occupation or profession. (Národní program rozvoje vzdělávání v České Republice Bílá kniha. Praha: 2001)

The creation of the integral system of evaluation, focused mainly on the diagnostic function, requires also a broad specialized support as a specialized system of consultant ship, to take psychologists into the schools, which is getting necessary also because of many other aspects. There is an increase in the number of children, who are socially or economically disadvantaged, schoolchildren with the learning or personality problems, as the social adaptation, drug abuse and addiction, bullying and criminal action. (ibid)

4. Defining the multicultural education as one of the cross-sectional themes of The Educational Framework

The basic aim of the cross-sectional theme Multicultural education is to enable to learn or acquire that there are many various cultures, traditions and values all around the world. Moreover, if the students are aware of this diversity, they are able to appreciate their own identity, culture, traditions or values. The theme helps to perceive own identity and culture together with understanding various different cultures.

To introduce some of the important aims of multicultural education, we can mention developing of the sense of fairness, solidarity and tolerance. Furthermore, it should lead towards understanding and respecting socio-cultural diversity that is constantly and continually rising. (VÚP Praha: 2005a)

The focus is given also on minority groups. The minority's specifics are developed and respected together with cognizing the majority culture. Vice versa, the members of majority culture learn the main specifics of the minority culture. This system supports cooperation, tolerance and respect among members of various cultures. (VÚP Praha: 2005a)

Not to be only theoretical, but to practise the matters, it is enormously important to start at school. Here, the interpersonal relationship among both teachers and students are very crucial. Also the relationship among the school and parents, and school and local community or public is vital.

The multicultural education mingles through all the educational areas for basic schools. However, there are some areas, where the linkage is really close and explicit. From these, we can mention areas as language and communication, human and society, human and health, human and nature. The core of this linkage is in topics concerning mutual relationship among various groups, nationalities and ethnics. (VÚP Praha: 2005a)

As the Czech Republic has become a member of European Union, there are several international activities that should be realized. The law gives the full responsibility to the countries to organize their educational system and curriculum to stress their cultural and language diversity. However, on the other hand, the European Union allows activities focused on such principles as:

- to assert a European dimension concerning the curriculum, especially by teaching the languages
- the support of the mobility of schoolchildren/students and teachers
- the support of cooperation among the individual educational institutions
- the development of exchanging information about the aspects concerning the development and improvement of various educational systems within the European Union
- the support of further development of exchanging programs for schoolchildren/students and teachers (Národní program rozvoje vzdělávání v České Republice Bílá Kniha. Praha: 2001)

4.1. What promotes the diversity?

The first and main reason is a fact that a growing number of foreigners holding the permanent resistance permits, helps to make the schools a suitable place for practising the multicultural education. As many students from various cultures and social background meet at school, a school is one of the best places to practise the multicultural education.

The school should be able to provide such a climate, where everyone would feel equally, where the minority students would be successful and majority students would be interested in meeting the minority culture. This is the process that contributes to mutual cooperation, tolerance and removing prejudices. (VÚP Praha: 2005a)

The rising number of foreign students in our schools directly corresponds with the still growing number of foreigners holding permanent resistance permit or long-term stays over 90 days by citizenship. (ČSÚ: Počet cizinců v ČR) (see appendix C)

There is also one interesting fact that is closely connected with the growth of the number of foreigners in our country and should be mentioned. It is the proportion of foreigners holding the permanent resistance permits and foreigners holding the long-term stays over 90 days. A number of foreigners holding the permanent resistance permits is increasing. However, vice versa, the number of foreigners with long-term stays over 90 days is decreasing. (ibid)

The most foreigners living in the Czech Republic come from the Ukraine, Slovakia, Vietnam, Poland and Russia. (ibid) As Roma people present a noticeable and broadly discussed part of minority culture in our society and schools, they cannot be forgotten.

4.2. The asset of the cross-sectional theme multicultural education towards the development of student's personality

According to the Educational Framework for basic schools, there are two areas of developing the student's personality. The first area includes knowledge, skills and capability. The second area focuses on values and attitudes. (VÚP Praha: 2005a)

The first area should provide students with some information to understand the fact that there are many differences among the people. The differences can be sociological, cultural and many others. This area tries to create the student's awareness or consciousness of the various differences among people in their neighbourhood as well as in Europe or all around the world. If this process is successful, then the second area, concerning values and attitudes, would be easier to achieve with some noticeable and positive practical results.

For a factual notion, it is vital to provide some examples of the first area's aims:

- It offers students basic knowledge about various ethnic and cultural groups living in the Czech Republic and European society.
- It develops the skill to orientate well in plural society.
- It teaches how to live in a group with others, how to communicate, how to tolerate and respect others, their opinions, interests or skills, and also how to use their own rights.
- It learns to accept other people as individuals with the same rights and to realize that all the ethnic groups are equal, no one is superior.
- It develops a potential to recognize and tolerate differences among various national, ethnic, religious or social groups and to cooperate with their members.
- It should help to recognize the expressions of racial intolerance and to be helpful to prevent the issue of xenophobia.
- It teaches students to be aware of possible impacts of their verbal or nonverbal expressions and to be responsible when acting.
- It offers the knowledge of some terms concerning multicultural education. (VÚP Praha: 2005a)

As an example of the second area (focused on values and attitudes) we can mention the following:

- It should help students to form the attitude of tolerance and respect towards diverse groups by providing them information.
- It helps students to realize and perceive their own individual identity and to reflect their own sociocultural background.
- The students should perceive the diversity or any dissimilarity as something positive that can enrich them. Contrariwise, they should not perceive dissimilarities as a source of conflicts or problems.
- It helps to understand that in the life of democratic society, any kind of intolerance is impossible.
- It tries to demonstrate that every citizen participates in creating relationships within a society, for example towards the minorities. (VÚP Praha: 2005a)

4.3. Thematic areas of the multicultural education

The treatment of these areas is based on the current situation of an individual school. It also reflects the current situation of the school's neighbourhood together with the actual circumstances within the society. The choice and realization of a particular thematic area or theme could be noticeably influenced by teachers' (and also students' and parents') reciprocal agreement and cooperation. (VÚP Praha: 2005a)

There are five thematic areas for the multicultural education mentioned in the Educational Framework together with their characteristics:

- *Cultural diversity*

This area is focused on the fact that everyone is a unique personality with his/her own individuality, that everyone is a part of some ethnic group and that it is important to cognize the own cultural origin. It also tries to highlight the necessity of respecting diversity among various, not only ethnic, groups (e.g.: foreigners or members of minorities living in the vicinity of a school). It should also cope with the main problems rising from sociocultural differences in the Czech Republic and Europe. (VÚP Praha: 2005a)

- *Interpersonal relationships*

The aim of this area is to emphasize that all the people have the right to live together and to cooperate. This fact is based on tolerant relationships among people and developing their cooperation, without considering any differences (e.g.: cultural, sociological, religious, gender or generation). It should also provide examples of positive diversity as reciprocal enriching of various cultures in the contrary to the conflicts rising from diversity. Also the terms as prejudice and stereotypes as the causes and consequences of discrimination are an inseparable part of this area. (ibid)

Moreover, one of the main and most vital aims is to stress the enormous importance of integration into family, coevals and professional relationships. These relationships should be based on the principle of polite behaviour and basic moral norms, because the personal harmonic development is influenced mainly by the quality of interpersonal relationships. It is possible to mention the tolerance, empathy, solidarity and helpfulness when integrating students from a different cultural background into the class collective. (ibid)

- *Ethnic origin*

This area should help to perceive the facts that although there are many differences among ethnic groups and cultures there are also many similarities and mainly equality among us. One of the aims is to provide information about various ethnic and culture groups living in the Czech and European society. Providing this information helps better understanding the fact that are different kinds of lifestyles, different ways of thinking and perceiving the world. (ibid)

- *Multiculturalism*

Multiculturalism is presented as a common and real phenomenon of these days and it is assumed that this development will continue also in the future. Multiculturalism is seen as something positive, enriching our lives. There are several phenomenon highlighted in the context of multiculturalism: specific features of individual languages and their equality, listening to others, communication with members of other sociocultural groups, a helpful attitude towards the diversity and the significance of using foreign languages for understanding. (ibid)

- *The principle of social reconciliation and solidarity*

Everyone should be aware of the fact that he/she has the responsibility for creating quality relationships and everyone's behaviour can contribute to eliminate the negative phenomenon within the society, as discrimination or prejudice and stereotypes towars ethnic or other groups. The important part of this situation is also respecting needs of minorities living within the society. (ibid)

4.4. All the cross-sectional themes are interconnected

As mentioned above, the cross-sectional themes do not stand as the individual subjects. Vice versa, they mingle through the majority of subjects and their task is to enable the connection among individual areas and they all should be beneficial for a personal development of every student (his/her knowledge, skills, capability, values and attitudes). Then, it is natural that there are also close connections among the particular cross-sectional themes. In this section, we are going to describe, how the other cross-sectional themes influence or are influenced by the multicultural education. (VÚP Praha: 2005a)

- *Raising of a democratic citizen*

This theme can be explicitly described as of the multicultural character. It copes with the values as tolerance, responsibility, fairness and equity on the general level. Factually, it is focused mainly on the development of critical thinking, awareness of own rights and duties, understanding of a configuration of democratic society and democratic ways of problem solving. As well as for multicultural education, there could be found areas concerning the self-reflection and also relationship towards other people, towards the environment and basic values. (ibid)

Realizing all these aims requires capability of orientation in a complexity, problems and conflicts of a democratic and pluralist society. Gaining this capability should enable solving problems with the own personal dignity, respect towards others, consideration of the society aims and with the awareness of own responsibilities, duties, rights and applying principles of acceptable and polite communication, acting and behaviour. (ibid)

The next parallelism we can find is the fact that this theme, as well as multicultural education, uses for its realization the personal, practical and real experience from life. Thus, the general climate of a school, relationships within a school based on cooperation, partnership, dialogue and respect, should be understood as a main tool for creating democratic and respectful atmosphere. (ibid)

To name similarity in aims, we can mention: effort to be active, understanding of rules, systems and laws which are important for society to work, development of communicative skills, improving the sense of empathy and ability to listen to the others together with ability to judge fairly, thinking about things or conflicts in a broader context and respecting cultural, ethnic and other differences. (ibid)

One of the main tools for realizing this theme is a school serving as a basic example of democratic society, including as many principles as possible, e.g.: democratic atmosphere and relationships, ways of applying democratic principles and values in everyday life, participation in the life of local community. It can be assumed that within this area, there could raise the previously discussed possibility of a student's participation when launching the educational reforms.

- *Personality and social rising*

This theme is focused on the identity and personality of every individual student, his/her needs and uniqueness. Its aim is to help to form practical skills. One of the main topics of Personality and social rising is communication and language, which is the most noticeable similarity with multicultural education. (VÚP Praha: 2005a)

Communication, especially verbal communication, is understood as the main tool for acting in various life situations. It connects the specific language applications with social proficiency. The theme also tries to improve the relationship between verbal and nonverbal part of communication. Apart from speaking, sounds and body language, we can also mention communication, which is presented by surrounding created by people, by various activities or emphatic observation and listening. (ibid) Because communication is considerate as very important skill, we can assume that it is especially a foreign language lesson, which could be beneficial for its realization. Teaching a foreign language is also very good area for introducing and realizing multicultural education, too. Together with the language, it also presents its culture. Moreover, it gives a good chance to be really fair, because the language is foreign for Czech children as well as for children from minorities. Language lessons are also helpful when communicating in different situations. Teaching functions can prepare schoolchildren for the specific needs, e.g.: for expressing requests, refusing, accepting, inviting, apologizing, negotiating, persuading or problem-solving).

The next similarity is the importance of human relationships and realization of this problematic through dramatic methods. Those methods offer a great opportunity for training of various psychological or sociological procedures, which can be easily used in real life situations. Moreover, schoolchildren usually enjoy them because of their theatrical character. (VÚP Praha: 2005a)

- *Education towards thinking in global and European context*

This theme emphasizes thinking in global and European context and stresses the European dimension, which should support global thinking, international understanding and insight as a principle of a whole basic educational process. Its aim is to develop awareness of the European identity as well as the own national identity. It broad student's horizons of a life within the European and international ground and it presents them the possibilities, which are offered.

It supports the traditional European values as humanism, volition, freedom, morality, responsibility, creativeness, rational and critical thinking. (ibid)

The most significant area for realization of Education towards thinking in global and European context is again language and communication. The language (both Czech and foreign one) is an irreplaceable tool for learning itself, for information processing, expressing opinions and attitudes. The Czech language also has a propaedeutic function for further studying and acquiring foreign languages. Foreign languages are essential for understanding and also for learning about culture of foreign nationalities. (ibid)

We can find certain similarities wit multicultural education in the effort to develop and integrate basic knowledge necessary for understanding social and cultural differences among nationalities. It also tries to expend the understanding of cultural influence (ideological or socio-political diversity which influences solving of global problems depending on the circumstances). The ability to compare the culture expression in European and global context, to find differences or similarities and assess them in a broader context should be developed. (ibid)

In the area of values, there is the need to overcome and prevent stereotypes and prejudice. There is a try to cultivate own attitude towards the Europe as a broader homeland and towards the world as a global environment. Together with this point, the positive attitude towards cultural diversity is emphasized and developed, and the traditional values are supported. (ibid)

- *Media education*

As media have become the standard part of our everyday life, Media education provides one of the essential information and skills concerning media communication and work with the media. Today, media present a very significant source of information and experience for constantly broader range of recipients. For schoolchildren it is important to learn how to evaluate and use the information coming from surrounding world. Media have become noticeably important factor within the present society and influence behaviour of an individual and society. There is no doubt about the impact on forming the lifestyle and quality of the life itself. To be successful in media communication, it is necessary to be aware of the fact that messages provided by media are not of the same character and it is typical that they are created with the certain relationship towards reality and can have various intentions.

It is not easy at all to understand a message correctly from the view of its relationship towards the reality. (ibid)

The task for Media education is to learn some basic information about the social role of present media. It should also help to perceive media as a source of beneficial information and possible way how to spend the free time. Orientation in the context of the information and choice of the suitable kind of media is also stressed. (ibid)

Again, there is a close connection with the area of language and communication. There is a focus on perceiving written or spoken language, its structure and various types of contents for expressing certain arguments. The next area dealing with Media education is Informational and communicational technologies, which provides schoolchildren an experience how to use the printed or digital documents as a source of information. There is an attention on the correctness and exactness of a message, which is reached by the critical analysis of existing texts and also by creating messages by students themselves. It is beneficial for forming habits to check all the data used. (ibid)

The main aim of this theme should be to learn how to interpret a message depending on the relationship between information provided by media and reality. It is essential to recognize the difference between a message and an advertisement and between the factual and fictive content. It is also closely connected with the ability to recognize a message based on stereotypes and message rising from the knowledge of the field and objective attitude. (ibid)

- *Environmental education*

This theme provides a complex view of surrounding nature and environment. It learns how to perceive and understand consequences of human behaviour and acting and it contributes to the acquiring some basic skills and habits following the active and responsible approach towards our environment and society in everyday life. (ibid)

Environmental education should help to reveal the interconnections among social, economical, technical and ecological phenomena. The informational and communicational technologies are used as a source of information concerning the conditions of our environment and to understand their interconnections. (ibid)

Moreover, there are offered many opportunities to think about the relationship between human beings and the environment. It also perceive natural and also social environment as an inspiration for creating cultural values and supports perception of aesthetic qualities within an environment. The main similarity with the multicultural education is an effort to understand connections between local and global problems and understanding the importance of own responsibility concerning the relationship with the environment. Also the development of a cooperation dealing with care about the environment in a broader context can be perceived as one of the aspect of multicultural education. (ibid)

5. Realizing multicultural education

There are several possible ways how to implement the multicultural education into The School Educational Program and educational process itself. The first way is to insert the individual topics of the multicultural education into the educational areas. The second way is to set up the individual subject of multicultural education or the multicultural education could be practised by the special projects which are organized within a school. (Zeman: Multikulturní výchova: je třeba přejít od slov k činům) As the aspects of multicultural education touch many or all areas of our lives, we can consider the first way as the most effective one, connected with taking part in various projects considering this field.

5.1. Principles of the multicultural education

Multicultural education is based on several complex traditions of the pedagogical thinking. It adapts already existing methods for its aims and purposes. Learning is also considered as a social phenomenon, based on the assumption that the real learning rise from thanks to the interaction and through the communication. Dialog and confrontation of various opinions can lead towards new ideas and ways of coping with the particular topics. It is suggested to initiate meeting various opinions, the materials used in the lessons should support polemics and new ways of understanding the problematic. The fundaments and their corresponding didactical methods or tools could be described by the means of four basic aspects of multicultural education. (Interkulturní vzdělávání 2)

Pedagogical constructivism

Pedagogical constructivism stresses the processes concerning discovering, broadening and transformations of cognitive structures in the process of learning. The core of the process of cognition is based on organizing fragmentised information into the already existing and meaningful structures. This pedagogical area is focused on the way how to understand and treat the many-side reality and how to find beneficial solutions. (ibid)

According to pedagogical constructivism it is important to create the understanding of the world within our own minds. Plurality is considered as a positive aspect. The human cognition is always changing and developing. There is not only one unambiguous or definite true, the understanding of certain phenomena is still changing. Thus, the presentation of the only true information (corresponding with the traditional methods of memorizing and presenting problem less facts) could not be considered as a sense and base of the educational process. Vice versa, the most essential task is to develop student's skills how to get oriented in the huge number of pieces of information and to use them appropriately. (ibid)

Pedagogical constructivism tries to respect the natural processes of learning. Learning is understood as a permanent activity and need to learn about the world we live in. The skills and knowledge which are gained through the process of problem solving are much more persistent compared to the memorized data with the previously prepared correct answers. In the practice it means to create situations which would be much similar to the real ones. Moreover, the internal motivation plays an important role. It could be reached by activating existing knowledge and opinions and by presenting problematic and polemical assignments. (ibid)

Critical thinking

Critical thinking is one of the main competences of the new curricular documents and also an ideal competence from the multicultural education point of view. The main reason is communicational explosion. Thus, people must organize the individual information, not believe everything for the first time, but to create their own attitudes and opinions according to thorough and profound pondering.

In the context of multicultural education, there are several important competences and aims to mention:

- critical evaluation of complex, difficult and often invisible mechanisms on the level of the whole society
- understanding the world in the context
- to differentiate causes and consequences of social phenomena
- to be able to separate facts from the interpretations, especially when perceiving and evaluating information presented by media
- to prevent manipulation
- to recognize prejudices and stereotypes, which obstruct beneficial and correct understanding of social problems (ibid)

Interaction

The third aspect could be considered as a reaction on the necessary change in the roles of teachers and students, compared to the traditional educational concept and often used frontal method. No only teacher, but especially students should be the active participants of the educational process. The new kind of relationship between teachers and students should be based on partnership and cooperation with the same aim. Students are active and influence the process and form of education. (ibid) Teacher's role is that of facilitator, it means that his/her main role is not being a leader or managing the lesson. He/she should be a support for students. He/she can help, facilitate and enable student's own work. Furthermore, teacher regulates the discussions and presents reasons for suitable solutions, but he/she does not impose them. (Ur 1996)

It would be also vital to realize several of the basic principles of interactive teaching:

- creative atmosphere is supported
- inspiring towards creation and expressing own opinions and ideas
- giving positive feedback on any activity leading towards the aim
- the feeling of responsibility for the collective task should be formed

- it is very important that everyone must be involved in the activity and have an opportunity to express himself/herself
- Teachers should use more descriptive than evaluating language when commenting the results (e.g. "in that point you have turned aside from the original instruction" instead of "you do not understand what to do").
- start of the discussion should be based on the existing knowledge, so each student has an opportunity to get involved
- choose the current and attractive topics
- do not avoid conflicts
- there should be enough time for the final reflection (Interkulturní vzdělávání 2)

Cooperation

The last aspect is closely connected with socialization within the educational process. It can be considered as a specific kind of interaction. The idea of interaction is to communicate as much as possible, whereas the idea of cooperation emphasizes how the interaction should look like. The essential precondition for cooperation is knowledge and acceptance of united goals. (ibid)

Cooperation plays an important role in the context of the general aims of multicultural education especially because of:

- developing the sense of accepting the collective aim
- is tolerant towards individual or group diversity
- works with the individuality rather than categorization
- cooperation is understood as a opposite of competition (ibid)

Cooperation is based mainly on the group work, which is again a counterpart of the traditional concept. Many activities, which are recommended as suitable ones for multicultural education include group work in smaller groups of 3 to 6 students. The groups usually work on the same task and the last stage is discussion and comparison of the individual results or outcomes. (ibid)

All the four approaches provide various views of the same problem-how to induce an active learning process, which would be highly similar to the natural and spontaneous learning where the teacher's role is not to provide knowledge or ready information. The aim of critical thinking is to develop a complex ability to be critical towards the information and to take their won attitude. Interactive learning broadly develops communicational skills. Cooperative learning is based on the cooperation rather than competition. (Jacko: Metody a formy IKV)

These four principles can be perceived as a base for creating the lessons focusing on multicultural education and they will mirror in the educational process differently, depending on the atmosphere, team existing habits and certainly also on the teacher's personality. (Interkulturní vzdělávání 2)

In the context of these four principles, there could be also presented a theoretical model of teaching. The model respects mechanisms of natural learning and discovering, which are very close to the spontaneous learning - an essential principle of all the four areas. Many variations are possible according to the subject, topic or class. The model is divided into three stages:

- Evocation

The students should think of the topic. What they already know and what would they like to learn more. The aims are set up. During this phase, everyone creates his/her own structure of the knowledge concerning the topic. New information come during the next parts of the lessons and finding the right place for the information in already existing structure is expected to be successful. (ibid)

- Realizing the meaning

In the second phase students get new information and authenticate or check their previous concepts. They realize the connections and meanings. During this stage, students are influenced by teacher, who chooses the facts or topics which are being worked with. A teacher presents the materials and connecting the information from the first phase of evocation with the new information. There is a need to keep students motivated. (ibid)

- Reflexion

The last phase is focused on revision of the thoughts and ideas. The interpretation of its meaning follows in the discussion. Students realize the new knowledge, which he/she understands and if he/she has changed any opinions or attitudes towards the topic. Also the process of gaining it is being realized. Teacher asks intelligible and motivating questions which support the discussion and helps him/her to get some feedback necessary for the self-reflection. (ibid)

5.2. Suitable methods for multicultural education

Next to basic principles mentioned in the previous chapter, there are several more suitable methods for realizing multicultural education. All of them somehow support creation of the expected competences and outcomes.

Brainstorming is an activity focused on associations connected with the particular discussed topic. Students realize their existing knowledge and become motivated to deal with the problem. Usually, this method is informal and is used at the beginning of the lesson and there are certain rules that should be followed. The topic must be clearly introduced and all the ideas are put down on the board immediately. It is not possible to assess or criticize any ideas; the incorrect ides do not exist. The later ideas could be based on the previous ones; they could be combined or transformed. The first stage of collecting ideas is followed by evaluating stage. It is necessary to organize the ideas and evaluate them. It is necessary to come up with certain criteria. (Jacko: Metody a formy IKV)

Scale of opinions is the name of the second method whose aim is to get acquainted with ideas, opinions or attitudes of the others concerning the question without any clear answer. This method is considered as suitable for encouraging further discussion about usually controversial topics. The lesson starts by presenting the topic and the question is formulated by a teacher. The question should be clear and should not promote any correct answers (e.g. should be smoking forbidden or allowed on the public places?). Students are asked to come up with few reasons to support their attitudes towards the topic. We can use the blackboard or class itself to sign two places like the beginning and end of the scale by Yes and No.

Students are asked to take place on the scale and they are listening to the arguments of others. According to new opinions presented, students can change their opinions and their place on the scale. (ibid)

Controlled discussion is similar method to the previous one. Student get familiar with the opinions and attitudes of others, they learn listening to them together with formulating their own thoughts, ideas and opinions. The communication skills are being developed and the essential aspect is that students can perceive the plurality of possible point of views or solutions. The most important think for successful controlled discussion is choosing and formulating topic.

The topic must be interesting, which is important for motivation and it also must correspond to the student's existing knowledge. The topic could be introduced for example by short brainstorming activity, or students can think of it in groups. Everyone gets the chance to speak. However, there must be given certain rules before thediscussion. Students listen to the others even though they do not understand. They can also change opinions however, it would be vital to give reasons for the change. The discussion ends by summary of all the arguments and by investigating possible suggested alternatives. It is beneficial to visualise the thoughts, we can use the blackboard or flipcharts. (ibid)

6. Realizing the multicultural education within the foreign language classes

The foreign language classes offer one of the most appropriate opportunities to practice multicultural education, as mentioned above. Thus, in this chapter there will be the main focus on realizing multicultural education in foreign language classes. All the methods described in the previous methods could be successfully used also in the language classes, all of them are suitable. This chapter introduces two more methods and a few aspects of realizing multicultural education in foreign language classes.

When teaching foreign languages, it is necessary to focus not only on the language itself, but also on the aspects as culture, mentality, symbols, habit and customs. The foreign language teaching is no longer based only on grammatical rules or memorizing vocabulary.

On the contrary, awareness of the culture aspects, which is essential for the correct understanding, is being integrated into the teaching process as an equal part of teaching the foreign languages. Every culture, together with the language, has its own system of signs, symbols, meanings or conditions. To mention an example, the Czech people understand the expression "teplo rodinného krbu" (the warmth of family fireplace) as something which associates feelings of background and safeness, which is very positive. But how a foreigner, who might not even know what the fireplace is, could understand this expression. He/she might not understand this idiomatic expression. Knowledge of the cultural symbols and meanings is very important also for business activities as advertising and many others. If we would like to avoid misunderstanding and be successful in the communication in a target language we must be aware of the fact that learning foreign languages includes also gaining more complex knowledge and explanation of symbols, cultural artefacts, meaning and conditions. (Interkulturní design ve výuce jazyka)

6.1. Projects in language classes

The new concept of Educational framework offers a wide support for using project method through the whole educational process. Each project should present a simulation of any life practical situation because a student should have a possibility to try any situation that could be experienced during his/her real life. This situation is absolutely necessary when teaching foreign languages. However, this idea is not new. (Projektová metoda při výuce cizích jazyků je správnou cestou)

It is a usual situation from many foreign language classes that students practise real situations by simulating real life situations. They try to communicate actively in this context. Actually, the situation is acted as in the theatre. The usual and basic topics are for example: orientation in the city, shopping, accommodating, typical situation in a restaurant and many others. It would be a good idea to broaden these "games" and create more complex projects from them. (e.g.: try to create a promotive leaflet of a hotel or menu in the restaurant, prepare a research and find out the most attractive localities in our neighbourhood, find out the prices of the tickets and inform us about any other possibilities of travelling to the destination) (ibid)

Each project should follow certain rules to reflect the real life situations, which students can experience anytime:

- It should be oriented towards the real life and based on real life situations.
- The task should be based only on student's experiences.
- There should be given a freedom in setting the priorities and organizing the project.
- Students should be aware of their own responsibility for their work.
- A teacher should be suitably motivating.
- A teacher should check if the task really follows the student's experiences, if it is organize appropriately and if all the aspects are represented there.
- It is necessary to define the aim of the project. (ibid)

The project work is very beneficial especially for its complexity. All the senses are involved, students are acquiring the social skills as cooperation and teamwork, and they touch more fields as any real situation is not based only on one area. Naturally, it is necessary to choose suitable topics for both project education and the particular group of students. (ibid)

This method enables students to be active, to change their traditional passive role and become an active member who is active in preparing, coordinating activities, structuring and presenting while being a member of a team. Also the role of teacher has been changed compared to the traditional one. Teacher becomes to be more coordinator and manager instead of leader of the classical lesson. However, it is true, that this role is not very familiar for some teachers and they must acquire it gradually. (ibid)

In teaching foreign languages, this method is undoubtedly irreplaceable, especially because of its strong aim, enabling active communication and usage of authentic texts or other materials. The real word becomes an inseparable part of a learning process, the individual work is enabled and students learn to take the responsibility for their work, to cooperate and to present their final projects. The projects could be very attractive.

For example, we can think of a poster including texts and photographs, newspaper in a foreign language, reportage concerning a recent trip, collection of recipes from foreign countries, correspondence projects, and international projects with partner-schools. There are many possibilities and it could be stated that topic could be compiled by the project method.

6.2. Dramatic education

Dramatic education is learning through experience, it means by acting and cognition of social relationships and phenomena. This discovering and cognition takes place in fictive situation, often by means of game and roles within the game. (Machková. Praha:1999) Dramatic education could be also perceived as a socially-artistic way of learning which is focused on development of personality, communication, social behaviour and also aesthetic perception. The process is based mainly on acting roles, which means developing and investigating, expressing feelings, ideas, terms or experiences through acting in drama. Working with the situation or conflict enables acting which leads towards solving of the problem and also towards development of various skills as well as understanding others and social phenomena. (Valenta. Praha: 1995)

Mainly communicative, social and personal competences are developed through dramatic education. When playing roles, students have chance to act as various characters, to react in different conditions, to formulate and express their thoughts together with listening the others. Dramatic education uses techniques from theatrical art and thus is dynamic. Its aim is to work with conflict and it leads students towards experimentation with various possible solutions. It all takes place within the safeness of fiction. (Provazník: Podíl dramatické výchovy na utváření a rozvíjení klíčových kompetencí)

The important part of dramatic education is not only development of specific skills, but also the process of dramatic production when it is necessary to look for and organize the information. Within this process, students learn to investigate the problematic from various points of view and realize the consequences of human behaviour in different situations. (ibid)

There are several common points of the multicultural education and dramatic education. They are mentioned for better conception of beneficial aspects of dramatic education in the context of multicultural education.

- development of general social preconditions necessary for successful behaviour in various situations
- gaining the useful information concerning the phenomena connected with multicultural education
- development of thinking and attitudes based on investigating multicultural topics (understand and create attitudes)
- to stress own experience (Valenta. Praha:1995)

The main feature of dramatic education is acting roles. Students learn empathy and realize reasons why others act their way. Communicational and expressional skills are developed. There are five main principles of dramatic lesson:

- the realistic situations are suggested
- the first activities should be simple and they encourage the more complex ones
- the atmosphere should be friendly and students should know that there are more possibilities how to react
- it is vital to change the roles, so students have a chance to experience also the opposite role, which prevents stereotyping and supports empathy
- there could be a pair playing one role, which may help to overcome obstacles (Jacko: Metody a formy IKV)

7. Dealing with prejudices and stereotypes

One of the features of multicultural reality is the fact that prejudices and stereotypes play an essential role. The core of the terms is the same. They present images, opinions and attitudes which people connect with other groups of people or with themselves (auto stereotypes). These opinions and attitudes are constant, they are passed through generations and they are difficult to remove. Prejudices and stereotypes are emotionally strong.

On the other hand, the rational content is usually suppressed. Sometimes this situation could be interpreted through the insufficient knowledge of a situation a group of people which is then replaced by the general opinion, not based on own experience. (Průcha. Praha: 2001)

Some sources define the stereotypes and prejudices as synonyms, other define prejudice as a negative stereotype. The stereotype is then considered as both positive and negative. A prejudice presents only the negative assessment, condemnation and is an expression of negative relationship. The difference between stereotypes and prejudices is not an essential topic for the aims of multicultural education. (ibid) However, the negatives stereotypes present the main focus because discriminatory behaviour towards groups or their members is based on them. The main feature of stereotype is always generalization, attaching of a certain collective attribute. (Interkulturní vzdělávání 2)

The multicultural education is focused mainly on improving social solidarity and reaching the social reconciliation. The prejudices present the contradiction with these. It is impossible to remove all the prejudices and stereotypes. More realistic task for multicultural education is to show students how the prejudices and stereotypes influence our thinking and behaviour.

The most suitable way is probably to provide adequate information concerning the situation of members of the groups which are often connected with prejudices, to create an ability to recognize prejudice and to develop the critical thinking. Working with prejudices within a school brings certain risks. We cannot expect any perspicuous result in shorter period mainly because prejudice:

- are acquired through the whole life and thus are the part of a deeper layer of our mental equipment
- are broadly shared, created, passed and supported in the means of social norms
- sometimes, they are perceived as normative attitudes
- are closely associated with the identity and the change of previous images about others may evoke intuitive feeling of threat, attack towards ourselves
- are irrational, however, people tend to present them as a result of logical thinking (ibid)

7.1. Methods for revision prejudices and stereotypes

There are several ways how to revise the prejudices concerning members of various different groups. These strategies could be combined and used in particular lessons according to the situation and also topic (content of the prejudice). (ibid)

However, before describing the methods, it is vital to mention some principles the teacher should consider when dealing with prejudices in his/her lessons:

- it is suggested to find as many adequate information as possible concerning the topic
- divide the stereotypes and prejudices from the real facts
- teacher should be prepared for the case that the discussion could be emotional or conflicting
- teacher should not present his statements as the only right ones

General introduction of prejudice of any content is an essential step for further systematic work with prejudices. Suitable methods for this process are brainstorming and discussion. Every student has own experience with prejudices. It is vital to start with the situations known and realistic for students.

For example, discussion concerning the prejudice of older generation towards the young: "Young people listen to the terrible music." the general discussion concerning these popular topics is very helpful for further tries to correct the prejudices. (ibid)

The other important task is to teach children to find the data which could support their claims. For example, there is a typical prejudice presented in this sentence: "Foreigners deploy the wok to people from our country." Before saying such a statement, it is important to look up the statistic information. Then, we can realize that the truth is different. For example the reason could be aging of the population. We can also raise a question if the students are willing to work as a cleaning staff or manual workers. (ibid)

The suitable way is also presenting some positive examples when the data are not accessible. The problem is also in resistance towards racial argumentation. The way of presenting examples is also often used by media, usually when presenting profiles of successful or somehow interesting members of various groups.

It would be vital to include these materials. Firstly, they could be helpful when deconstructing stereotypes and secondly, students would definitely enjoy them as an original activity. (ibid)

The several ways of dealing with prejudice present possible viewpoints of presenting arguments by teacher. In the real lessons it would be practical to combine the methods.

7.2. Background of the origin of the stereotypes and prejudices

The prejudices are gained in the process of social learning, both at school and at home. The education and upbringing generally shapes our perception and makes some of the experiences more important as they fit in the acquired patterns. (Multikulturní centrum 2003)

The experience plays an essential role. It is natural that the experiences presented by our parents or teachers are automatically considered as the important once and they take part on forming our process of social learning. If we are led towards the prejudice, our thinking is highly influenced for perceiving the particular situation and we tend to ignore other situations which do not confirm the prejudice. On the other hand, when the prejudice is supported by the personal experience, it is difficult to get rid of it. (ibid)

Also media play an important role when speaking about presenting prejudices. Majority of information concerning the national or international topics is not supported by the own experience, it is only mediated. Thus, the journalist's point of view is mirrored in the form of presenting the news. Similarly, the journalist's experience forms the choice of information. Of course, it does not have to present any negative intention. However, his/her assumption that he/she provides the representative result of reality does not have to be right. (ibid) That is the reason why the education towards critical thinking is necessary part of educational process.

PRACTICAL PART

In the practical part, I would like to reflect the aspects introduced in the theoretical part of this paper on an actual school. For this purpose, I have chosen a basic school Tuháčkova 25, Brno-South. For reflecting the situation, I am using the information about the school provided by the headmaster, and also results of the questionnaire. The aim of the questionnaire is to find out how children perceive some of the interesting, new or possible situations offered by their school as well as some aspects of multicultural education and children's participation in the context of launching educational reforms, mentioned in the theoretical part.

8. Introduction of the basic school Brno, Tuháčkova 25

It was not difficult for me to choose the school for this paper. As I have had an opportunity to get familiar with the school's environment, I assumed that it would be appropriate to realize the practical part of this paper here. My experience was very positive, mainly thanks to the pleasant atmosphere. The personality of the headmaster itself is highly beneficial for creating a nice ambience through creating a real time of people.

Firstly, I taught there English evening classes for parents and teachers few years ago. This experience was very pleasurable for me. These classes, together with computer course of the same form, started with the realization of the principles of community education, which is very successful at the school. Mainly thanks to its position in the housing estate where the school creates a kind of centre. However, I would say that firstly it is because of the headmaster, who is very positive lady with the sense to create beneficial atmosphere either in usual classes for children or within these courses which were visited by various people of different interests, ages or social positions. These activities naturally lead towards better relationships, communication and encouraging the cooperation between school and parents or other subjects.

Secondly, I realized a research for my bachelor thesis concerning aspects of multicultural education in this school too. Then the curriculum was not based on the school educational programme. Its aim was to find out the tendency in children's behaviour when meeting or acting with strangers or people who are different in any ways.

Altogether, there are twenty classes, ten classes of the first stage and ten of the second stage. Total number of children is 394. The first stage is attended by 189 children and the second stage by 205 children. An average number of school children in one class is 18,9 for the fist stage and 20,5 for the second stage. The average number of schoolchildren for one teacher is 16, 41. (Výroční zpráva za školní rok 2006-2007)

In the seven and nine grades, there is an extended PE education. In the school, there work one educational consultant and one methodist of prevention. There is no Romany assistant. (ibid)

9. The School Educational Program of the basic school Tuháčkova 25, Brno. "Moje škola" (My School)

The first part of The School Educational Program of the basic school Tuháčkova 25 includes the motivational name of the School Educational Program. (see Appendix D). The motivational name "My School" should express the school's aim, which is to open the school for neighbourhood and its public, to exercise elements of the community and lifelong education and most of all to use both material and human potential outside the traditional teaching. Very important intention of the school is the broad involvement of the public to the life of the school and to support the children's participation in the life of the municipality area. The school tries to be presented as a centre of municipality event. Not only students, but also teachers, parents, representatives, business partners or anyone who is interested in the cooperation can identify with the name "My School". (cf. Školní vzdělávací program základního vzdělávání "Moje Škola")

The school has not started to follow the aims together with the creation of The School Educational Program. The aim to be opened for the public started much earlier. One of the proofs could be the realization of courses for parents and broad public mentioned in the previous paragraph. There are many more school events in which pupils take part. However, several events are organized also for parents and public.

The first part of The School Educational program includes identification information. Most of them were mentioned in the previous chapter concerning the introduction of the basic school. We can find there information that the coordinator of the program is Mr. Jiří Mlaskač, who works for the school many years and whose practise is very beneficial. However, it is generally expected that the coordinator of the project is the headmaster. (cf. chapter 3 in the theoretical part) The document is valid from the September 2007.

The second part focuses on the school's characteristics, including information about the grades, capacity, position including the information about accessibility by public transport and many others. The interesting information is that the school tries to attract its children. In addition to ordinary teaching, it also offers wide choice of hobby groups. The offer changes every year according to the school children's interest. Moreover, the school provides care for children of pre-school age. The preparatory courses are organized for them. (cf. Školní vzdělávací program základního vzdělávání "Moje Škola")

As a result of being a part of globalization and European Union, the school offers English lessons from the first grade, in the second stage, the second language is added. Realizing the principles of "opened school" also helps to promote perception of the main principles of both multicultural education and main principles of the new conception of education. The school cooperates with many various organizations from neighbourhood and offers its human resources as well as the building itself for various after-school activities. The school also takes part in various projects. For example, the environmental education is of the high quality and it got several awards for the projects. The school children are involved into the art or sport competitions, the children from youth club take part in culture events and there are prepared informal reunion with parents and school's friends. (ibid)

Majority of children attending the school come from the catchments area. However, recently the attendance of children from further areas and foreign children is rising. (ibid) Altogether, there are 18 children from foreign countries attending the school. There are fourteen students from Vietnam, and one from Bulgaria, Ukraine, Bosnia and Herzegovina and Moldavia. (Děti podle státního občanství, cizinci podle režimu pobytu 2007) This situation requires further acquisition of experiences with integrating children of various needs.

9.1. The School Educational Program: its Content and Realization

The characteristic of the School Educational Program is the essential one and it is divided into several sections. We can find there information concerning practising key-competences, educating children with various needs, integration of cross-sectional themes and the educational plan.

The introductory section presents the basic principles of The Program. It stresses the importance of multilateral personality development of every child. The aim is to include and integrate every pupil to be successful in the educational process and to be motivated enough for further lifelong education. Development of the key-competences is considered as a very important aspect of the educational process. The schoolchildren are led towards self-reliant thinking and discovering the knowledge. The school strives to near the educational process towards the real life. Positive communication is emphasized as well as the personal relationships. Furthermore, the school children's auto evaluation is supported, which should help to encourage the tolerance and self confidence. The extensive attention is paid on teaching foreign languages, as they have become an essential part of the education these days and they also offer the opportunity to rehearse the situations children will definitely face in their lives. (Školní vzdělávací program základního vzdělávání "Moje Škola")

The second part introduces the strategies how to realize key-competences. According to The Educational Framework, there are applied such methods to develop the school child's personality generally, which means combining of all the key-competences. (ibid)

- *Competences towards learning* are developed individually, according to children's individual needs. The main strategies are cooperative learning, auto evaluation and working with the mistake. (ibid)

- *Competences towards problem solving* are developed mainly by teaching in context. The separate or individual pieces of information are not presented. There is an effort to create the general view of the world. This is realized through the tasks. To solve the task, children need knowledge from various subjects and thus also various attitudes towards the solving. These competences are supported by using various sources of information (e.g.: books, the Internet, own investigation, discussion or own experimentation). (ibid)
- *Communicative competences* are developed through creating sufficient space for everyone to express himself/herself. This is realized mainly through the discussions, in the discussing courses and during working on school projects concerning various fields. The aim of this area is to develop the courage to express own opinion, to vindicate it and to accept the opinions of others. (ibid)
- *Social and interpersonal competences* are formed through social learning. The school strives to involve the school children into organization of school activities. They get a chance to express their opinions or remarks concerning the whole school or the class. Furthermore, during the group work, they take over various roles. (ibid)
- *Civil competences* are developed through the process of getting familiar with own rights, duties and responsibilities. Children are also led towards respecting national, cultural and historical traditions. (ibid)
- *Working competences* are deepened through the project work, working in groups or individual work. The basic principle is being aware of necessity of knowing the procedures and techniques together with the skills how to use various tools generally. Evaluation together with auto evaluation present an inseparable part of all the activities that are children involved in. (ibid)

The school also supports integration of students with specific learning disorders as for example dyslexia. According to the recommendation from pedagogic-psychological consulting company, these children are integrated into the learning process. There are two qualified assistants on the first and second stage and also in the youth centre.

These assistants regularly work with the children in the regular individual lessons based on principles of integration and individual plans. The important factor is also cooperation and agreement with parents. (ibid)

The school's effort is to search for and develop students' talent and exceptional abilities. Based on the commissioned exam, these students could be put into a higher grade. Within the teaching process the students are divided into groups according their talent and abilities. Teacher prepares such tasks for talented children, which develop and correspond with the level of his/her abilities. Furthermore, the school enables individual work with technologies or literature and there are also several courses or voluntary subjects prepared for talented children. These children are often characterized by their divergence in behaviour. Thus it is important to regulate their behaviour tactfully, but consistently. It is necessary to lead them towards equality, tolerance and willingness to help the wearer ones, not to act superiorly. (ibid)

The part which reflects the current problems is the integration of cross-sectional themes. Cross-sectional themes present an inseparable part of the basic education. In the following paragraph, I will briefly sum up their integration into the educational process.

Topics of cross-sectional themes go through all subjects and enable interconnecting of individual fields. All three possibilities how to integrate the cross-sectional themes are used. In addition to the integration into all the subjects, there are also individual subjects created or they are realized through the projects. (cf. Školní vzdělávací program základního vzdělávání "Moje Škola")

- *Personality and social rising*

The topics are integrated into the individual subjects, mainly Czech language and foreign languages, then history, natural history. This theme is also presented in the whole school project called "Den Přátelství" (The Day of the Friendship), where knowledge from all subjects and fields mingle. (ibid)

- *Rising of a democratic citizen*

This theme is included mainly in the subject history and education towards the citizenship. As well as the previous theme, it is practised in the project "Den Přátelství". (ibid)

- *The education towards thinking in global and European context*

Topics of this theme create a part of two projects, which involve whole school. These are again "Den Přátelství" and "Den evropských jazyků" (The day of European languages). Alongside, they are partly integrated mainly in subjects like history and education towards the citizenship. (ibid)

- *Multicultural education*

The individual themes are integrated mainly into the Czech language and foreign language lessons. This fact corresponds with the thesis from theoretical part that the foreign language classes present one of the best possibilities how to realize multicultural education. Then, they are integrated in history, education towards citizenship, geography and communicational technologies. The theme is also realized through the projects mentioned above. (ibid)

- *Environmental education*

Environmental education arises as an individual subject called Ecological education in the seventh grade and as an optional subject in the sixth grade. Further, the theme is integrated in to the subjects as natural history, geography, physics and chemistry. (ibid)

- *Media education*

The theme is integrated in the area of language and language communication and into the subject communicative and information technologies. (ibid)

9.2. Optional or voluntary subjects supporting the Multicultural education

As it was said above, the school offers several optional or voluntary subjects according to school children's interests. Here, I would like to introduce those that are beneficial for promoting multicultural education as well as principles of "opened school".

The good example of such a subject is the Conversation in English Language which is offered for the second stage. The students are supported to exchange their thoughts and information.

The topics are chosen according to the students' abilities to understand and interpret the texts in English, to lead a dialogue or discussion and also to be able to express things necessary for everyday life. (cf. Školní vzdělávací program základního vzdělávání "Moje Škola") For an illustration, there are some of the topics treated within this subject: my family, free time activities, reading books, agreeing/disagreeing, making suggestions, Indians, jazz, my city/town/village and topics concerning cultural and social traditions and customs. (Školní vzdělávací program základního vzdělávání "Moje Škola")

The next optional subject is explicitly connected with practising multicultural education, it is dramatic education. The main aim of this subject is the social development of an individual as well as a group. Moreover, the subject supports development of self-reliant and critical thinking, ability to listen to others, to formulate own thoughts and express them, to use language and movement. Then, the creativity, emotional area and perception of aesthetic and artistic qualities are developed. Many various techniques are used when realizing dramatic education, e.g.: brainstorming, thinking through the plot or characters, creating the suitable environment, play in role or situation, pantomime or dramatization of literal text. (ibid)

Also the subject media education is closely connected with multicultural education as it is focused on gaining knowledge and skills how to communicate successfully and how to work with various kinds of media, which present a very important source of information and experience for constantly increasing number of recipients. The aim of media education is to teach children how to evaluate and use the information coming from media and to make them aware of the fact that media is an important social factor with noticeable influence on the behaviour of an individual as well as a group. It is important to understand that the messages from media are not of the same character because they are created with various intentions and the right interpretation present one of the essential skills these days. The subject is focused mainly on development of critical reading and understanding, creating the media messages, work within a team and realization of school magazine. (ibid)

9.3. Final works of the nine grade's students

There is an original innovation for the students of the ninth grade of the basic school. The compulsory part of finishing the basic education is also an elaboration, submission and presentation of their final works. One of the prime arguments is that the final works provide the opportunity to see and evaluate the level of the development of individual key competences, which together with cross-sectional themes present the main and essential tools of the new curricular documents. (cf. Absolventské práce žáků 9. ročníku: směrnice) Nevertheless, the outcomes of its adoption can not be ascertained as it started to run in September 2007.

There are several criteria which support the development and further evaluation of the key competences within the final works. The manners and the culture of expression present an essential part of the final work's defence. The important precondition for successful mastering is getting familiar with information and communication technologies, especially the work with computers. The part of the final work has to be composed in a foreign language. Also a part of defence could be presented in a foreign language. The students choose the topic of their final work according to their own consideration, possibilities, skills and interests. They have an opportunity to choose from topics prepared by individual teachers or they can formulate their own topic. Furthermore, they can choose a teacher who will be their assistant. The students organize their work and timing themselves. When defending their final work, they present themselves and their competences rather than the knowledge. The process of working on the final works provides a unique opportunity for teacher to acquaint with the student as an individual and vice versa. (Absolventské práce žáků 9. ročníku: směrnice)

There are several abilities confirmed by the elaboration, submission and presentation of the final works:

- ability of longer-time individual work
- ability to search, organize and transform the information
- ability to integrate the knowledge from a number of subjects and to find the interconnections among the phenomena and information
- ability to create own reflection on a certain topic

- ability of sophisticated presentation and expressions in both mother and foreign language
- the ability to communicate and express themselves in a foreign language
- ability to write and treat the text on a computer (e.g.: texts, graphs)
- ability to present the work (ibid)

There are also many requirements for the final works:

- it has to be interdisciplinary, to cover more various subjects
- it has to include own reflection, comments and assessment
- the information from several different sources must be included
- the obligatory part is graphic part and a part in a foreign language
- the work has to be done on a computer, the recommended length is minimally fifteen pages without appendices, minimally half a page has to be written in a foreign language (ibid)

The students choose their topic and assistant during December and January. From the February till the April, they create their final work. Then, in May, they hand in the work to their class teacher and in June there are the oral presentations and defences together with announcing the results. The defence takes place within the class and time for the presentation is approximately ten to fifteen minutes. The presentation starts with the introduction of a student and his/her work by his/her assistant. Then a student presents his/her work himself/herself. Usually, the discussion with further questions follows. (ibid)

For the better illustration, there are several examples of the topics students can choose. Usually, every teacher prepares three to five topics which are somehow connected with his/her subject and students can choose them.

- *Czech language*: Legends about Komárov and its surrounding, Comparison of Czech and Vietnamese
- *English language*: Travel agency- where to go in a foreign country, Places of interest in the Czech Republic- interesting places in my country I have visited and I am going to visit, My hero- a person who I admire.

- *Civics*: Globalization and its consequences- current global problems, Brno, my city- history, important culture and historical sights, companies, events etc.
- *Geography*: Any European country, Any region of the Czech Republic
- *Family education and household*: Spices and herbs in our cuisine, Flowering balcony and window
- *Art lessons*: Choose any interesting designer from Brno, find as many information as possible about him/her and his/her work, make photo documentation and interview with him/her, Draw any significant landmark or sight in Komárov in three different techniques and prepare a report about it
- *Physical education*: Football-history, origin, development, rules, football in Brno and the Czech Republic, Sports and health- positive influence(keeping fit, cooperation, solidarity) and negative influence (doping, corruption) (Seznam témat a konzultantů pro závěrečnou práci žáků 9. tříd-školní rok 2007/2008)

9.4. The questionnaire and its evaluation

The aim of the questionnaire was to reflect the situation at the basic school concerning the final works, students' participation in creating the curriculum, students' attitude towards cooperation during the lessons, their view of foreign language lessons and their perception of prejudices and stereotypes, which pose an important part of multicultural education. (see Appendix E)

As the questionnaire partly focuses on the final works, it took place only in the ninth grades. There are two ninth classes at school and there were totally forty respondents for the research. The questionnaire was anonymous and the students were asked to choose only one answer for each question. I suppose that the students understood the questions well. The questions concerning the final works were easy for schoolchildren as they have already started to work on them. For the rest of the questions I assume that the students are old enough to understand the questions well or to imagine the real situation. They were working on the questionnaires during their civics lessons.

The first three questions concerned the final works. The first one asked students if they like the idea of final works. The majority of them (77%) answered no. Together with the headmaster, we came to the conclusion that it is because the students generally do not like getting some more assignments. On the other hand, the results from second and third question confirmed that the students like the autonomy offered by creating the final work. Majority of them have chosen their topic according to their interest (55%) or according to the subject which attracts them best (28%). Moreover, ten students said that they appreciate the opportunity of own presentation, expression and performance, which is very positive. However, majority of students value the possibility of choosing the topic according to their interest (33%) or choosing a teacher and organizing their work and timing themselves (33%).

The question number four is to find out, if the students would be interested in some way of participation in creating the curriculum. The positive thing is that total majority of them (85%) would like to participate. 53% of students would prefer the system of creating ideas with the teacher and choosing them together. I suppose this is the best way of the cooperation from the offered ones because it enables cooperation and discussion of both students and teacher from the real beginning. Thus, it could be considered as the best way for our case.

The question five was to learn how the students perceive the diversity which is already a phenomenon of our society and they can experience it at least at school. Only five students answered that they perceive diversity as something positive which can enrich them. Moreover, three students even feel anxiety and uncertainty from this situation. However 45% of students see the diversity as a natural phenomenon of these days. The results from this question prompt that the multicultural education plays an important role in education and that there is still much to improve. The students should perceive diversity as something positive rather than being afraid of meeting foreigners or strangers.

The question number six revealed that students like cooperation more than competitions or working individually. The total majority of them feel positively about cooperation as they can meet others ideas and opinions (45%) or that they can help each other (43%).

In the next question, I asked them what they regard as the most beneficial aspect of foreign language classes. The majority of respondents (23) perceive grammar, vocabulary and translations as a main and maybe the most important part of the foreign language lessons. On the other hand only six students like getting familiar with the culture of the country. It could be said that these results somehow correspond with the results from question five as we can see there the same need to improve the situation by better or wider integration of the multicultural education into the foreign language classes.

On the other hand, the results from the last question concerning the prejudices and stereotypes are positive. The strong majority of students (68%) are aware of the fact that it is necessary to get some more information about the situation before claiming any statement. 23% of them also believe in the importance of personal experience.

10. Summary of the situation in the basic school Tuháčkova 25

According to the knowledge about the School Educational Program, information gained from the questionnaires and my own experience with the school I can assume that the school is generally successful in infusing its role. Its role is not given only by the new curricular conception but mainly by the long tried tradition. The school did not start to be open for its neighbourhood and public together with adoption of the School Educational program. The document supports the continuation in the positive aspects (e.g. being open for the public) and simultaneously tries to adopt something innovative.

The final works for the students of the ninth grade present the original and innovative part of the new document. This idea could be perceived as a suitable and useful way how to elicit if the integration of the key-competences and cross-sectional themes, which create the essence of the Educational Framework and the School Educational Program, has been successful.

It could be expected that the results arising from the submission and presentation of final works will be positive, because the students appreciate the possibility to work on something they are interested in and to organize their work themselves. This fact can serve us as evidence that the schoolchildren are well prepared to adopt the major changes of the new curriculum, compared to the traditional conception mentioned in the chapter 2.2.

On the contrary, based on the result of the questionnaire, it is obvious that there is still a need to improve the aspects of multicultural education and thus to help schoolchildren to perceive diversity as a positive aspect of their lives. There are still children, who feel anxiety in the context of diversity and multicultural global society. Moreover, majority of children does not realize that the cultural awareness create an important part of studying foreign languages. The students consider grammar and vocabulary as a most beneficial part of studying foreign languages. Therefore I would assume that unfortunately the multicultural education is not sufficiently integrated into the foreign language lessons, which are probably the most suitable subjects for its realization. (cf. chapter 6)

However, the outcomes of the educational process based on the Educational Framework could not be monitored yet as it is only the fist school year, when the curriculum is based on the new documents. Evaluating the outcomes would require more extensive research in the future. Nevertheless, the final works of this year's students of the ninth grade may present the firs output.

11. Conclusion

This aim of this paper was to describe The Educational Framework for basic schools as a tool for adoption of a new conception of school education, which should focus more on the complex knowledge, skills and development of personality rather than gaining encyclopaedic knowledge as separate pieces of information without context. There was a need of reaction of educational system to the current situation. The Czech Republic has become a part of global world and we meet with the diversity more and more often. This situation requires to be successful in educating our children for diversity and to learn them to perceive the diversity as a positive phenomenon. The main tool for educating for diversity is multicultural education, which is introduced a one of the cross-sectional themes.

Creating of the School Educational Programs presents huge opportunities for schools to adapt the curriculum according to their individual needs and conditions. This fact enables to develop the schoolchildren's personalities and the key-competences more effectively. Also the integration of the cross-sectional themes corresponds with the individual conditions of the schools, which is beneficial for the realizing of the curriculum. This situation supports the own experience that is considered as one of the main forming factors.

The multicultural education is closely interconnected with other cross-sectional themes, so the aims are often similar and sometimes even the same. The main aim is the development of critical thinking and to prevent prejudices and stereotypes. Teaching foreign languages offers a good opportunity for realizing multicultural education because the culture of the country has already become a part of foreign language teaching. Especially English language, which can be considered as "lingua franca" is a suitable subject for forming intercultural competences and cultural awareness.

The practical part focuses on the basic school Tuháčkova 25, Brno-south and it reflects its School Educational Program. The Program continues in the school's previous tradition, which is represented by the effort to be opened for wide public, to cooperate and communicate with parents and to be a centre of the housing estate. The school is very successful in this area. There are many activities being prepared for public and also children are involved into the public life.

The cross-sectional theme, multicultural education, is integrated into the individual subjects, sometimes it is also realized through international, local or school projects. Some other cross-sectional themes (e.g. media education) are offered as voluntary subjects. The school prepares many voluntary subjects or interest groups to meet students' needs and interests.

The innovative and very interesting part of the School Educational Program is creating and submitting the final works in the ninth grades as a part of finishing the basic education. The final works enable to evaluate the development of individual key-competences and it presents a typical example of the work based on new curricular documents. The students have autonomy, they can choose their topic and the teacher as an assistant, they organize their work themselves and they need to work with some sources and to connect the knowledge from various fields.

The aim of the questionnaire was to reflect the aspects described in the theoretical part of the paper on a real basic school. The part of the questionnaire concerning the final works shows clearly that students really appreciate the opportunity to choose the topic, which is interesting for them and to organize their work themselves. They would also like partly to participate in creating the curriculum, which may lead towards their higher responsibility for learning. They also do not tend to judge people or situations according to prejudices and stereotypes, which is highly positive finding. On the other hand, the survey revealed that students do not perceive diversity as something positive, some of them are even afraid of its impact and they prefer to learn grammar and vocabulary in language classes rather than learning about the countries' culture.

To be successful in realizing educational process according to current needs and new curricular documents requires a sensitive preparation of the curricular documents, which would consider all the aspects and possible problems. To prevent children from perceiving the diversity as something negative, the teachers should integrate the multicultural education into their lessons in wider extent. In foreign language classes, teaching cultural awareness should become an inseparable part of the subject. It would be better to start from the sociolinguistics areas (e.g.: as topics like holiday, food, habits, values, lifestyle), which are more natural and maybe more interesting for schoolchildren in a basic school. Later on, topics like art, literature or architecture could be touched.

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APPENDICES

Appendix A

The examples of front-pages including a motivational name of The School Educational Program

(Manuál pro tvorbu ŠVP v základním vzdělávání, VÚP Praha, 2005)

ŠKOLNÍ VZDĚLÁVACÍ PROGRAM **pro základní vzdělávání** **ZÁKLADNÍ ŠKOLY,** **PRAHA 2, LONDÝNSKÁ 34** **SVOBODNÁ ZÁKLADNÍ ŠKOLA**	**Školní vzdělávací program** **pro základní vzdělávání** **Školní vzdělávací program Základní školy** **Ústí nad Labem, SNP 2304/6**
ŠKOLNÍ VZDĚLÁVACÍ PROGRAM **RADOSTNÉ UČENÍ** ZPRACOVANÝ PODLE RVP ZV ZÁKLADNÍ ŠKOLA NUČNICE, PRAŽSKÁ 32	**ŠKOLNÍ VZDĚLÁVACÍ PROGRAM** **ZÁKLADNÍ ŠKOLY LOMNICE** **zpracovaný podle RVP ZV** **a přílohy RVP ZV_LMP** **ZÁKLADNÍ ŠKOLA** **LOMNICE, HRADEBNÍ 15**

Appendix B

The example of an Educational plan for the first grade of the basic school

(Metodický Portál RVP)

Učební plán pro 1. – 5. ročník

FAKULTNÍ ZÁKLADNÍ ŠKOLA PEDAGOGICKÉ FAKULTY UK, PRAHA 13, CHLUPOVA 1 800, PRAHA 5	Hodinová dotace daného vyučovacího předmětu v jednotlivých ročnících					
Vyučovací předmět	**1.**	**2.**	**3.**	**4.**	**5.**	
Český jazyk a literatura	8	7	8	8	7	**38**
Anglický jazyk	1	1	3	3	3	**11**
Matematika	4	5	5	5	5	**24**
Informační a komunikační technologie	-	-	-	1	1	**2**
Člověk a jeho svět	2	3	3	3	4	**15**
Hudební výchova	1	1	1	1	1	**5**
Výtvarná výchova	2	2	2	1	1	**8**
Tělesná výchova	2	2	2	2	2	**10**
Člověk a svět práce	1	1	1	1	1	**5**
Celkem	**21**	**22**	**25**	**25**	**25**	**118**

Poznámky k učebnímu plánu:

Anglický jazyk

je na naší škole jediným zástupcem vzdělávacího oboru Cizí jazyk. Je však naším profilovým předmětem, takže je zařazen do učebního plánu již v prvním a druhém ročníku s jednohodinovou dotací. Od třetího ročníku je již standardně dotován třemi hodinami. Předmět je tedy posílen o dvě hodiny z disponibilní časové dotace (DČD).

Matematika

naplňuje vzdělávací oblast Matematika a její aplikace a jako vyučovací předmět je na naší škole posílena o dvě disponibilní hodiny.

Informační a komunikační technologie

předmět je zařazen již ve čtvrtém ročníku s jednohodinovou dotací a v pátém ročníku je už pravidelně dotován jednou hodinou. Zde je tedy uplatněna další hodina z DČD.

Člověk a jeho svět

tento vyučovací naplňuje vzdělávací oblast Člověk a jeho svět. Ve druhém, třetím a pátém ročníku je posílen o jednu hodinu, což dohromady dává rozšíření předmětu o tři hodiny z DČD.

Výtvarná výchova

je jednou ze součástí vzdělávací oblasti Umění a kultura a je ve třetím ročníku posílena jednou hodinou z DČD.

Obecné poznámky

Výuka probíhá v 1. – 5. ročníku. Základní vyučovací jednotkou nemusí být vždy vyučovací hodina (45 min), vyučující mají právo délku vyučovací jednotky aktuálně upravit dle potřeb žáků.

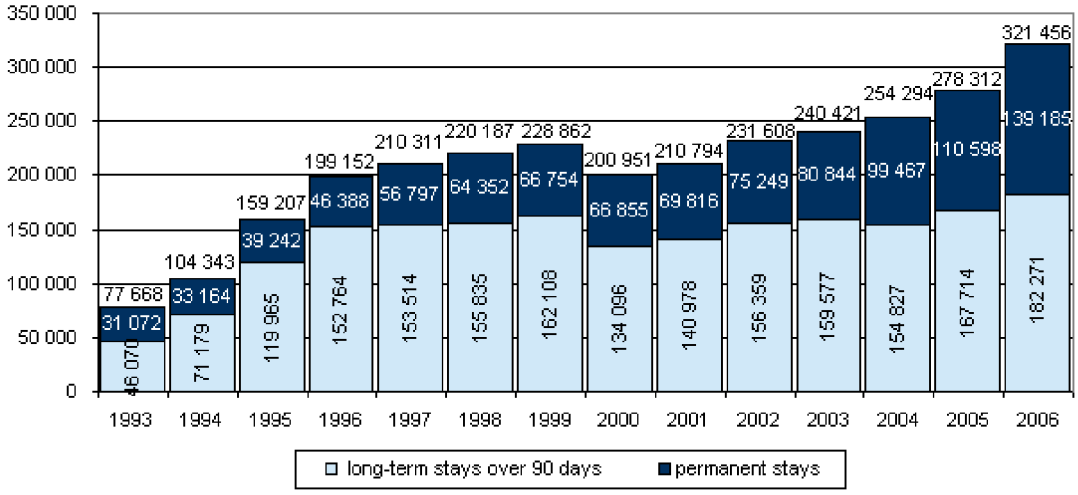
Jedinou jejich povinností je dodržet umístění v rozvrhu předmětů Anglický jazyk, Člověk a jeho svět a Tělesná výchova a u těchto předmětů dodržet i délku vyučovací hodiny (45 min). I při integraci předmětů, při projektech apod. musí vyučující dodržet časovou proporci jednotlivých předmětů v týdnu a zásady hygieny školní práce (přestávky, relaxace atd.).

Průřezová témata průběžně přirozeně prolínají všemi vyučovacími předměty a jejich konkretizace je uvedena v jednotlivých tabulkách daných předmětů.

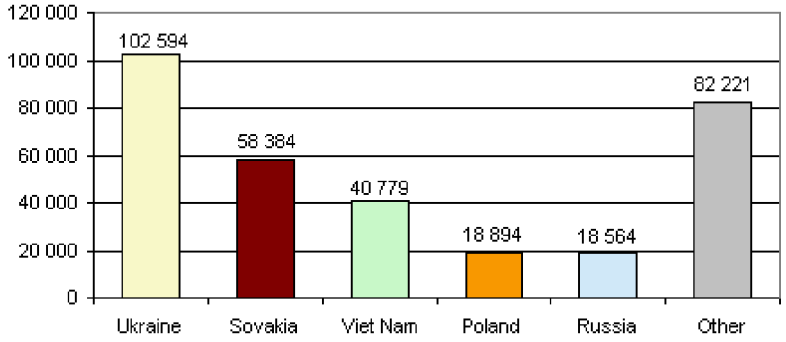
Převzato ze ŠVP ZŠ Chlupova v Praze

Appendix C

Number of foreigners by type of residence 1993-2006 (31.12.)
(Source: DABP MI CR)



Foreigners in the CR: top 5 of citizenships - 31. 12. 2006
(Source: DABP MI CR)



Appendix D

The front page of The School Educational Program of the basic school Tuháčkova 25, including the motivational name.

(Školní vzdělávací program základního vzdělávání "Moje škola")

ZÁKLADNÍ ŠKOLA TUHÁČKOVA 25, příspěvková organizace, 617 00 BRNO

ŠKOLNÍ VZDĚLÁVACÍ PROGRAM ZÁKLADNÍHO VZDĚLÁVÁNÍ

„MOJE ŠKOLA"

PLATNÝ OD 1. ZÁŘÍ 2007

Appendix E

Original questionnaire in Czech

Vážení přátelé,

ráda bych Vás požádala o vyplnění tohoto dotazníku, který nám pomůže přiblížit a pochopit Váš postoj k věcem bezprostředně se týkajících výuky, které se každý den účastníte.

Buďte prosím při vybírání odpovědí co nejupřímnější, jedině tak nám mohou být výsledky dotazníku nápomocné.

Dotazník je anonymní, neuvádíte tedy své jméno. Ke každé otázce vyberte prosím pouze jednu odpověď.

Děkuji Vám za spolupráci a přeji mnoho úspěchů nejen při studiu.

1. **Líbí se Vám nápad vypracování a odevzdání absolventské práce jako součást ukončení Vaší školní docházky?**
   a) ano
   b) ne

2. **Práce na absolventské práci Vám přináší několik možností, jakou z nich oceňujete nejvíce?**
   a) možnost vlastní prezentace, vlastního projevu a vystoupení při obhajobě
   b) možnost zvolit si téma dle vlastních zájmů
   c) možnost využít vědomostí a schopností z více předmětů či oborů, včetně cizího jazyka
   d) možnost vybrat si učitele (vedoucího práce) a možnost samostatně si organizovat práci a vlastní tempo

3. **Podle čeho jste si vybíral/a téma Vaší absolventské práce?**
   a) vybral/a jsem si vlastní téma podle svých zájmů
   b) podle předmětu, který mě nejvíce zaujal
   c) výběru tématu jsem nepřikládala zvláštní pozornost
   d) podle učitele, který je vedoucím mé práce

4. **Pokud by Vám byla nabídnuta možnost podílet se na výběru učiva a metod výuky společně s pedagogy, jaká forma spolupráce by pro Vás byla nejzajímavější?**
   a) společně s učitelem byste rozhodovali o jeho návrzích
   b) společně s učitelem byste vytvářeli návrhy a společně je následně vybírali
   c) sami byste přišli s návrhy, které byste prodiskutovávali s učitelem
   d) o spolupráci na tvorbě výuky nestojíte

5. **Určitě jste si všiml/a, že nejen ve škole se stále častěji setkáváte s lidmi z jiných zemí či etnik. Jak tuto situaci vnímáte?**
   a) pozitivně, obohacuje mě poznávat jazyk, kulturu a zvyky ostatních
   b) jako přirozený jev dnešní doby
   c) není to pro mě důležité, je mi to jedno
   d) situace ve mně vyvolává pocit úzkosti a nejistoty

6. **Pokud ve vyučování pracujete ve skupinách nebo dvojicích, jaký pocit máte z tohoto druhu spolupráce?**
   a) je mi to nepříjemné, mám pocit, že mě ostatní omezují, raději pracuji sám/sama
   b) rád/a pracuji s ostatními, umožňuje mi to pohled na problém z více stran a setkávám se s nápady a názory ostatních
   c) líbí se mi, že si navzájem můžeme pomáhat
   d) upřednostňuji soutěže, protože je jasně vidět, kdo je vítěz

7. **Co Vás nejvíce oslovuje ve výuce cizích jazyků?**
   a) to, že se naučím slovíčka, gramatiku a jsem schopen/schopna překládat
   b) to, že se při výuce seznamuji s kulturou dané země (tamějšími zvyky, literaturou, hudbou, památkami atd.)
   c) to, že mám možnost vyzkoušet si komunikaci v cizím jazyce, být schopen vytvořit např. projekt

8. **Co si myslíte o výrocích typu: „Mladí lidé poslouchají příšernou hudbu.“ nebo „Kdo má dredy, ten fetuje.“ ?**
   a) většina lidí takovým výrokům věří, protože je někde slyšeli
   b) lidé, kteří mají se situací osobní zkušenost, takovýmto výrokům lehce neuvěří
   c) než by lidé podobný výrok pronesli, měli by si o situaci zjistit nějaké informace

Questionnaire in English

Dear friends,

I would like to ask you to fill in this questionnaire, which should help us to explain and understand your approach towards things which are closely connected with the teaching process you are a part of.

Please, be frank and open as much as possible when choosing the answers, only the honest answers can be helpful for us.

The questionnaire is anonymous, so you do not write your name. Please, choose only one answer for each question.

Thank you for the cooperation and I wish you a lot of success not only at school.

1. **Do you like the idea of creating and submitting the final work as a part of finishing your basic education?**
   a) yes
   b) no

2. **Working on the final work provides several opportunities, which one do you appreciate most?**
   a) own presentation, expression and performance
   b) to choose the topic according to my interests
   c) to use knowledge and abilities from various subjects or fields, including the foreign language
   d) to choose a teacher and to organize my work and pace myself

3. **According to what did you choose the topic of your final work?**
   a) according to my interests
   b) according to the subject which attracts me best
   c) I did not pay much attention for that
   d) according to the teacher who would be my assistant

4. **If there would be an offer to participate in choosing the curriculum and methods together with the teachers, which form of cooperation would be the most interesting one for you?**
   a) you would like to decide about teacher's ideas with him/her
   b) you would like to create ideas with the teacher and to choose them together
   c) you would like to come up with ideas yourself and to discuss them with a teacher
   d) you are not interested in the cooperation

5. **Certainly, you have noticed that you meet the people from different countries or ethnics more often not only at school. How do you perceive this situation?**
   a) positively, it enriches me to meet language, culture and customs of others
   b) as a natural phenomena of these days
   c) it is not important for me
   d) this situation causes me feelings of anxiety and uncertainty

6. **When you work in groups or pairs during the lessons, which feeling do you have concerning this way of cooperation?**
   a) I do not like it, I think that the others keep me down, I prefer to work individually
   b) I like working with others, it provides me various points of view and I get familiar with ideas of others
   c) I like that we can help each other
   d) I prefer competitions because it is clear who is the winner

7. **What do you like best on foreign language classes?**
   a) that I will learn vocabulary, grammar and will be able to translate
   b) that I get familiar with the culture of the country (their customs, literature, music, sights etc.)
   c) that I have an opportunity to rehearse the communication in foreign language, for example to create a project

8. **What do you think about the statements: "Young people listen to the terrible music." or "Who has dreadlocks he/she takes drugs"**
   a) the majority of people believe such statements because they have heard them somewhere
   b) people with a personal experience with the situation do not believe the statements easily
   c) before saying these statements, people should get some information concerning the situation

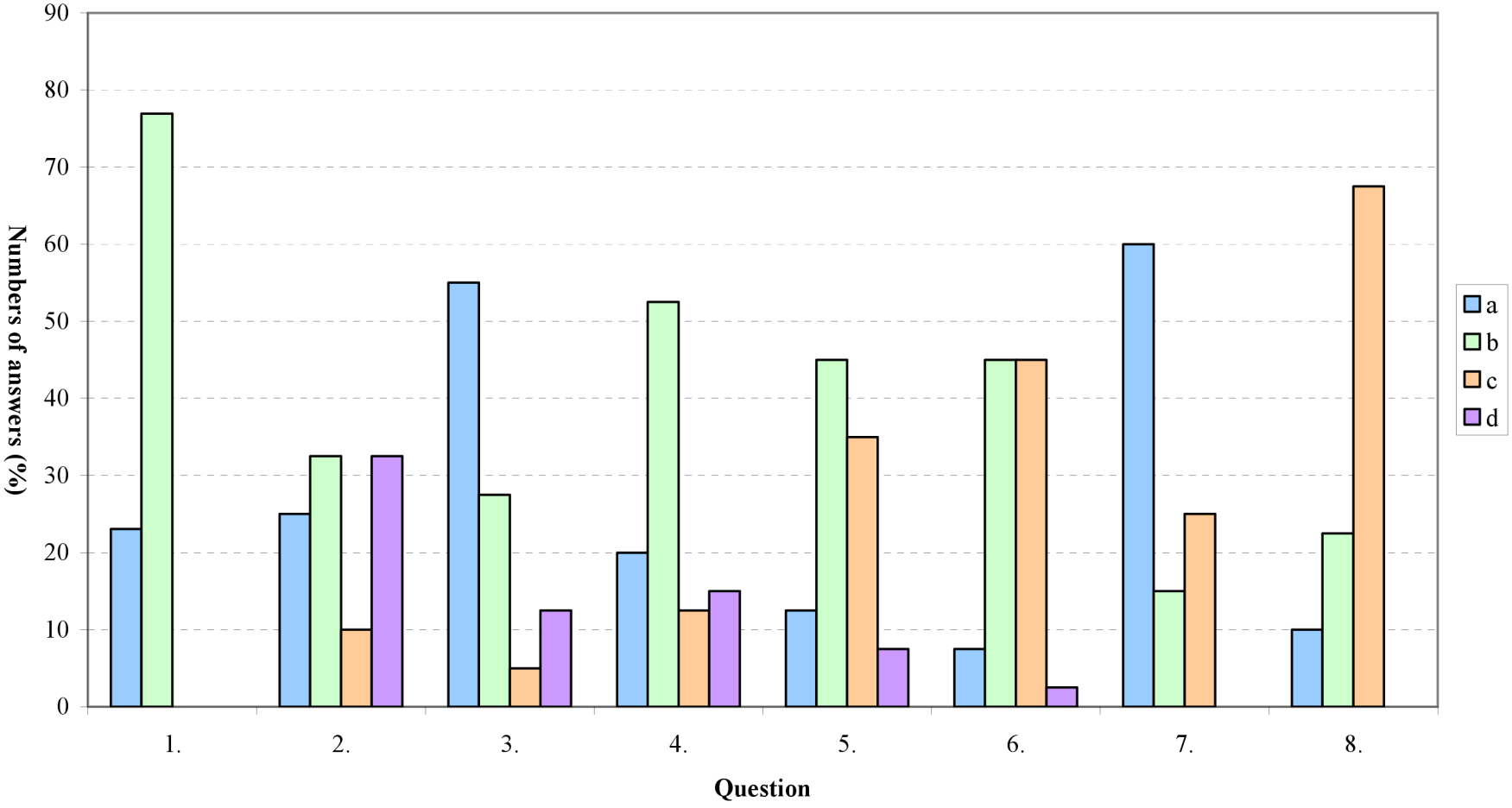
Evaluation of the questionnaire

Respondent	Questions							
	1.	2.	3.	4.	5.	6.	7.	8.
1	a	b	b	b	c	c	a	c
2	b	b	a	b	a	c	c	c
3	a	a	a	c	b	c	b	c
4	b	d	d	a	a	b	a	a
5	-	d	a	c	c	b	a	c
6	a	a	a	c	b	c	b	c
7	b	c	b	a	a	b	a	c
8	a	b	a	b	b	c	c	c
9	b	a	b	b	c	b	b	c
10	b	d	a	d	b	b	a	c
11	b	b	a	d	b	a	a	a
12	a	b	b	b	b	c	a	b
13	b	a	a	b	b	c	a	b
14	b	d	d	b	a	d	b	c
15	a	b	a	b	d	b	c	b
16	b	a	a	b	b	b	c	c
17	a	c	b	a	c	c	a	c
18	b	d	a	b	b	c	c	b
19	b	d	a	d	c	b	b	c
20	b	d	c	b	c	c	a	b
21	b	d	b	b	c	c	a	b
22	b	a	a	c	c	b	c	c
23	b	b	a	a	b	b	c	c
24	b	a	d	b	b	b	c	c
25	b	c	a	a	b	c	a	c
26	b	d	a	a	c	c	a	c
27	b	b	c	d	c	b	a	c
28	b	b	a	d	c	c	a	c
29	b	a	b	b	b	b	a	b
30	b	b	b	b	b	c	a	c
31	b	d	b	b	c	a	a	b
32	b	d	d	a	b	b	a	a
33	b	b	a	b	d	b	a	c
34	a	b	a	c	b	b	a	c
35	b	a	d	d	a	a	a	c
36	b	b	b	b	c	c	b	a
37	b	d	b	b	c	c	c	b
38	b	c	a	a	b	b	a	c
39	a	a	a	b	d	c	c	c
40	b	d	a	b	b	b	a	c

Summary of results

Question		1.	2.	3.	4.	5.	6.	7.	8.
Numbers of answers (absolutely)	a	9	10	**22**	8	5	3	**24**	4
	b	**30**	**13**	11	**21**	**18**	**18**	6	9
	c	-	4	2	5	14	**18**	10	**27**
	d	-	**13**	5	6	3	1	-	-
Check		39	40	40	40	40	40	40	40
Mumbers of answers (%)	a	23	25	**55**	20	13	8	**60**	10
	b	**77**	**33**	28	**53**	**45**	**45**	15	23
	c	-	10	5	13	35	**45**	25	**68**
	d	-	**33**	13	15	8	3	-	-
Check %		100	100	100	100	100	100	100	100

Graphic summary of resluts



Resume

The aim of this paper is to describe the aspects of new curricular documents (The Educational Framework and The School Educational Program). The documents present a profound response of educational system to the needs of present society, which has become a part of global world and diversity is a natural phenomenon connected with this situation. For that reason, multicultural education is presented as one of the cross-sectional themes, which helps to deal with the diversity and to develop the cultural awareness.

The practical part of this paper aim to reflect the aspects described in the theoretical part on the actual basic schools and to focus on the interesting phenomena. The questionnaire and is evaluation should help us to understand how are the changes perceived by schoolchildren.

Resumé

Záměrem této práce je popsat aspekty nových kutikulárních dokumentů (Rámcový vzdělávací program a Školní vzdělávací program). Dokumenty představují důkladnou reakci vzdělávacího systému na potřeby dnešní společnosti, která se stala součástí globálního světa a různost je přirozeným jevem spojeným s touto situací. Proto je multikulturní výchova prezentována jako jedno z průřezových témat, které napomáhá vypořádávat se s různorodostí a rozvíjet kulturní uvědomění.

Praktická část práce odráží aspekty popsané v teoretické části na příkladu konkrétní základní školy a zaměřuje se na zajímavé jevy. Dotazník a jeho vyhodnocení by nám měli napomoci k pochopení vnímání změn žáky školy.

Annotation

This paper includes the description and systematization of documents and topics connected with newly established Educational Framework. Multicultural education, its aspects and realization within Czech schools, is introduced as one of the cross-sectional themes. In the second part, there is a description of actual basic school in terms of its School Educational Program and multicultural education. There is also an evaluation of the questionnaire, which is focused on perceiving the situation by schoolchildren.

Anotace

Tato práce obsahuje popis a systematizaci dokumentů a témat spojených s nově vzniklým rámcovým a školním vzdělávacím programem. Multikulturní výchova, její aspekty a realizace v prostředí české školy, je představena jako jedno z průřezových témat. V druhé části je popsána konkrétní základní škola z pohledu jejího školního vzdělávacího programu a multikulturní výchovy. Je zde také obsažen dotazník, který je zaměřený na vnímání situace žáky školy.

Klíčová slova

Rámcový vzdělávací program, školní vzdělávací program, průřezová témata, klíčové kompetence, rozmanitost, identita, kultura, integrace, jazyk

Key words

Educational Framework, School Educational Framework, cross-sectional themes, key competences, diversity, identity, integration, language