

Final Report

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Parental Strategies in Education of Children in the Czech Republic: models formed in families of different ethnic backgrounds

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The project explores education strategies of parents in the Czech Republic coming from different ethnic and cultural backgrounds, whose children attend elementary and secondary schools and conservatories.¹ The research targets six groups: the four largest groups of so-called “new” immigrants that settled in the Czech Republic after 1989 and the two largest groups of Czech citizens. The new immigrant families include Russians, Slovaks, Ukrainians, and Vietnamese and the two remaining groups of respondents are the Czechs and the Roma. The main objective of the study thus was to compare educational strategies of the four largest new immigrant communities with those of the two largest ethnic groups – citizens of the Czech Republic. The second aim was to capture the nature of newly developing social stratification in the country in relation to educational strategies of these diverse ethnic and social groups. It was the dynamics of changing social landscape of Czech school system and educational policies in conjunction with the development of society in the country after 1990 that provided the impulse to design the project.

Since the mid twentieth century, the Czech Republic employed a directive, unified school system contributing to weakening of social differences. However, the social differences in education did not cease to exist nor did they significantly diminish (Matějů 1991).² At the symbolical level they function as tools for social stratification because low education has been perceived as a cultural, rather than economic, handicap (e.g., observed among the Roma).³

¹ The project works with Czech Education Statistics’ classification, which in school year 2008/2009 – relevant period for data collection – recognizes elementary and secondary schools and conservatories. The secondary school category includes technical schools and “gymnasium” type of schools.

² Matějů, P. 1997: Beliefs about distributive justice and social change. Praha, AVČR – SÚ.

³ This handicap was addressed by the Czechoslovak and Czech governments after 1992 that came up with educational programs targeting Roma children. These programs still exist today, more recently focusing both on Roma children and children from a culturally disadvantaged environment.

The social development after 1990 brought major changes in the Czech Republic, including altering the perception of the importance of education. Czech citizens quickly came to understand that education has a direct economic influence on people's life. This resulted in formation of new goal by Czech parents: support their children's effort to gain at least high school education and obtain “maturita” (high school Leaving Examination). This goal became a general trend in the society and has been often realized by registering children in private schools of lower social prestige when state schools had not accepted the children. While in 1992 there were still high numbers of parents who wanted their children to follow their footsteps and copy their vocational education, this trend has gradually given a way to general high school education with “maturita” being the standard. The devastation of fully functional system of vocational schools that collaborated with industrial enterprises at the beginning of the 1990s played a major role in this process of change. Czech society has become differentiated as parents have got a wider range of possibilities to choose a school for their children based on their family's social and economic status and reflecting the ambitions of their social and ethnic group.

The social changes after 1990 brought along another reality influencing Czech education system. Czech citizens became confronted with a growing number of foreign immigrants and their education strategies. In some cases this confrontation proved that Czech citizens could be outcompeted by foreigners, an occurrence stirring negative emotions among Czech citizens. This happened for example in West Bohemia, where in 2003 one of the local gymnasiums (high schools offering “maturita”) accepted one third of freshmen from the Vietnamese community based on their good school performance. Some of the Czech parents expressed strong resentment of such process claiming that their “tax money are funding foreign children.” However, not all experiences brought by this change have been negative. In 2008, for example, the Czech Ministry of education employed a policy of multiculturalism by introducing educational plans focusing on multicultural education, which all elementary, vocational, and high schools are to follow.

In summary, the large numbers of immigrants entering the Czech country in the last ten years in conjunction with their increasing differentiation and the social and political changes within the country formed a confusing situation as far as the attitudes of the newcomers and traditional citizens toward the Czech education system. As stated above, the objective of this project was to map out and define education strategies of the largest groups of immigrants in this changing schooling environment of the country. By doing that, it also

examined the new social composition of Czech society and specific education-related behaviors of different ethnic and cultural groups.

The presented final report summarizes the outcomes of empirical research carried out between March and August 2009 via questionnaire survey designed to explore children education related strategies parents from different ethnic groups employ. The survey-generated data were coded and statistically analyzed in SPSS program (correlation and regression analyses).

Honoring the rules of fieldwork in social sciences, this report also summarizes qualitative findings that emerged through the process of data collection. The offered interpretations of both the statistical outcomes and qualitative findings stemming from the ethnographic part of the research are based on our personal and professional experience as researchers in the field of education and multiculturalism. It is the interest in issues of interethnic coexistence and formation of cultural and national identity in the context of social and political changes that connect us – the three authors of the project. We all connect our research with teaching in the field of humanities and share a common long-term interest in integration of members of ethnic minorities into educational and social systems of majority. For example, Dana Bittnerová and Mirjam Moravcová have a long-term research investment in education and pupils coming from disadvantaged social environments, such as the Roma people. In addition, Dana Bittnerová researches Hungarian families in the Southern Slovakia, Daniela Pěničková Apache families in Eastern Arizona, and Mirjam Moravcová, for example, Bulgarian families in Bohemia, who all face the dilemma whether to chose education for their children in the language of the majority, which would facilitate a smoother integration into the state in which they live, of emphasize family cultural capital and insist on education in their mother tongue or in both languages.

While all three authors of this project work in different institutions and programs, the place where their professional paths meet is the College of Humanities, Charles University in Prague, where they already collaborate on a project funded by the Czech grant agency (GAČR 2004-2007) titled “The role of elites in integration of ethnic minorities and their identity formation.”

1. Theoretical Framework

We examine the problem of diverse family strategies, used in education of children coming from different ethnic and socio-cultural environment, in relation to specific economic and

social goals as they are perceived vis-à-vis each ethnic groups' values and perspectives. We build upon the theory of social stratification and its cultural conditioning, following theoretical concepts of P. Bourdieu (1989)⁴ and authors that draw upon his work, such as F. de Singly (2000)⁵ and T. Katrňák (2004)⁶. Specifically, P. Bourdieu talks about differential habitus (set of beliefs and dispositions) and types of capital that place individuals into social classes in a hierarchical manner. He describes the multifunctional cultural and social values of an individual (and group) in the context of economical, social, cultural, and symbolic capital. He identifies school/formal education as both cultural and a new type of capital. He sees school education as a tool for social mobility, which is able to compete with economic capital as well as use it to finance education. In addition, school education forms groups of people with similar preferences and interests – contributing to the formation of habitus. In this way school education is transformed into the symbolic capital. Therefore, an access to education and the way a family views such access can influence one's social status. The question then is – what is the immigrant groups' home economic, social, and cultural capital that can be used for school education in the place of their current residence. In addition, what are their aspirations and possibilities for integration into the hierarchical system of their host country? In other words, what is the symbolic capital that they can utilize?

The family environment provides children with specific types of capital usable in education and indirectly can influence social processes that take place inside the school institutions. Thus it is also children's experience with school that can contribute to a group of parents sharing one habitus.

Drawing upon the above theories, we are interested in exploration of the meaning that members of ethnic groups in question ascribe to formal education - understood as a segment of cultural capital to be passed on the next generation. This has the potential to determine the next generations' status in the socio-economic structure of the Czech Republic and European Union. While the current status of Czech majority members and members of traditional ethnic minorities in the Czech Republic, the Roma people, is expected to reproduce, the ambition of immigrant groups to change their socioeconomic position may be rising. Formal education can thus serve as a tool for both confirmation and targeted redefinition of family social status. As one of the primary objectives of formal education is to prepare children for their careers

⁴ Bourdieu, P. 1989. *The State Nobility: Elite Schools in the Field of Power*. Stanford University Press.

⁵ Singly, François de 1999: *Sociologie současné rodiny*. Praha, Portál.

⁶ Katrňák, T. 2004: *Odsouzení k manuální práci: vzdělanostní reprodukce v dělnické rodině*. Praha, SLON 2004.

and professions, including high prestige professions, the part it plays in social mobility is highly significant (Reich 1995).⁷

1.1. Ethnic Minority Definition

Sociocultural anthropology offers numerous criteria for definition of ethnic minority in relation to the majority and cultural space in which such minority exist. Central European anthropological literature defines ethnic minorities in relation to the dominant society using two primary criteria: the length of coexistence of the minority and majority, and sociocultural status, which stems from the sociocultural system of a given minority as well as from its real social position in the dominant society. According to the first criterion, ethnic minorities are either defined as autochthonic,⁸ historical – coexisting within the dominant society for several generations,⁹ or they are termed new immigrants. The nature of minority and majority's coexistence is then derived from the continuation of coexistence in a given space.

The type of minority that is relevant to this study is the last one – new immigrants. Sociocultural anthropologists consider new immigrants as culturally diversified entities seeking their way of existence in the destination/host country. The nature of such way ranges from assimilation, to social integration when ethnic identity and specific cultural practices are continued, to social separation and isolation within one's ethnic community. The anthropological literature then suggests that the level of social homogeneity of a given ethnic minority in conjunction with its sociocultural specific characteristics determines the manner of coexistence with the dominant society.¹⁰

Some Canadian and French anthropologists divide ethnic minorities into so-called visible and invisible groups. This theory suggests that ethnically specific groups may be defined on external visual bases. This external image includes anthropological similarity or differentiation, and in a few instances it may also include purposeful promotion of group image.¹¹ African American author J. Ogbu offers yet another classification of ethnic minorities in relation to their position in the dominant society and divides them into voluntary

⁷ Reich, Robert B.: *Dílo národů: příprava na kapitalismus 21. století*. Praha, Prostor 1995.

⁸ Formed as a result of colonization and exoduses in the middle ages or early modern period, or as a result of establishment of modern state lines.

⁹ Formed as a result of political immigration or economic (controlled or spontaneous) immigration in modern period.

¹⁰ Moravcová, M.: *Sociální diferenciacie nových etnických menšin v České republice*. In: *Enické komunity v sociální doiverzitě*, Praha, FHS UK 2010, v tisku.

¹¹ Hadjj-Moussová, Zuzana: *Teoretický pohled na problematiku sociokulturně znevýhodněných žáků*. In: Bittnerová, Dana: *Vzdělávací potřeby sociokulturně znevýhodněných*. Praha, ERMAT 2009, s. 26.

and involuntary groups.¹² In his opinion, voluntary ethnic minorities include those people that see their host country in a positive perspective, but they isolate themselves within their ethnic group. On the other hand, involuntary minorities are those constituted by people that were born in the country where they live but the dominant group has isolated them. Considering these two categories, Ogbu theorizes about their impact on children's success at school where the first category is marked by children's success and the latter by resignation/indifference.

While all the above perspectives could be applied to the presented research, the Central European approach asserting that the nature of coexistence is derived from the length of cohabitation of the minority and majority and that socio-cultural specifics matter, was employed. The reason why the authors did not work with the visible/invisible and voluntary/involuntary classification and followed the Central European model is three-fold: 1) classification of ethnic minorities and the length they lived with the majority in the country is well reflected in the way Czech majority perceives of minorities; 2) while Czech educational system does recognize "pupils with specific educational needs," where immigrant children may be included, it does not select such children according to their ethnicity, but according to the assessment of sociocultural environment of a given child; 3) new immigrants that came to the Czech Republic (or Czechoslovakia) after 1990 have been living in the country only for the period of one or one and half generations. Therefore, their perception of the host country is only crystallizing and their assessment of mutual coexistence is in the process of formation. It is also important to note that it is not just the immigrants' perspective that is formatting but also Czech majority's attitude towards minorities.

2. Czech Educational System

Contemporary Czech education employs the term "pupil with special educational needs."¹³ The term is used for children that come from socially underprivileged families – the expression 'underprivileged' in the context of families that are Czech citizens is typically defined on the basis of low sociocultural status.¹⁴ The selected pupils within this category may

¹² J. Ogbu, J.U.: Black American. Students in an Affluent Suburb. A Study Academic Disengagement. Mahwah, LEA, Inc.

¹³ Hadjj-Moussová, Z.: Teoretický pohled na problematiku sociokulturně znevýhodněných žáků. In: Bittnerová, D. 2009: Vzdělávací potřeby sociokulturně znevýhodněných. Praha, ERMAT, s. 25 Tamtéž, s. 23; Kindlmannová, J. 2008: Zahraniční zkušenosti ze sociálně znevýhodněnými dětmi. Metodický portál RVP /Online/ (cit. 20. 3. 2009), <http://www.rvp.cz/clanek/673/2301>

¹⁴ Hadjj-Moussová, Zuzana: Teoretický pohled ..., c. d., s. 23; Kindlmannová, J.: Zahraniční zkušenosti ..., c. d.

include children of immigrants if they come to school with insufficient or no knowledge of the Czech language.¹⁵

The Czech law does not allow schools (??) to register their pupils' nationality, therefore only their citizenship becomes part of their "personal file." Thus citizenship is the only registered sociocultural aspect when children enroll to school. Based on citizenship the Czech Ministry of Education (MSMT CR) distinguishes between educational approaches for minority children and children of immigrants. Czech school law passed in 2004 also recognizes categories: children of parents-immigrants and children of parents from the "third countries" (people who do not have Czech citizenship nor are they from EU, but are legally staying in the Czech Republic).

2.1 Legislative Framework for Education of Immigrants – Elementary and Secondary Schools

Immigrants have the same rights and responsibilities as the citizens of the Czech Republic, unless otherwise stipulated by the law. Therefore, the right to education for immigrants is guaranteed by the Bill of Rights. Education of children of immigrants is regulated by legal enactments issued by the Czech Ministry of Education, specifically these include:

- Act # 561/2004
- Statue # 21153/2000-35
- Statue # 10149/2002-22

The following are the rights of immigrants to education:

1. Individuals who are not Czech citizens and stay legally in the country have access to elementary, secondary, and higher specialized education under the same conditions as Czech citizens, including education in institutions
2. EU citizens and their family members have identical access to education and school services under the same conditions as citizens of the Czech Republic
3. The relevant regional office in cooperation with the relevant school is responsible to ensure the following for children of EU members who have long-term legal status in the Czech Republic:

¹⁵ Valenta, M.: Přístupy ke vzdělání cizinců v České republice. In: Valenta, M. a kol.: Přehled speciální pedagogiky a školská integrace. Olomouc, Palackého univerzita 2003.

- free of charge preparation for the children's integration to local school system, including education in Czech language, which will be adjusted to the children's needs
- teaching of children's mother tongue language and their home land cultural practices – all to be done in collaboration with their home country and coordinated with regular elementary education in the Czech Republic
- training for teachers/assistants that will be in charge of such special education program

The above possibilities should be guaranteed to children whose parent/s, member/s of any EU country, work or had worked legally in a state or private sector of the Czech Republic or study in the country, or received the permission to stay legally in the country for other reasons.

2.2 Foreign Children as Pupils in the Czech Republic

The number of foreign children attending Czech elementary, secondary, and technical schools and conservatories has been rising since the school year 2004/2005 (see Table 1).

Tab. 1. Foreigners in elementary, secondary schools and conservatories in the years 2003/04 – 2008/2008

School year	Total	Elementary schools	Secondary schools	Conservatories
2003/04	16 631	12 973	3 584	74
2004/05	16 445	12 113	4 250	82
2005/06	17 312	12 279	4 940	93
2006/07	18 231	12 504	5 615	112
2007/08	19 387	12 963	6 314	110
2008/09	20 848	13 583	7 134	131

Reference: Institute for Information and Education of the Czech Republic (CSU):
Foreigners in the Czech Republic 2008. CSÚ, Praha 2009, Tab. 4-1

As of December 31, 2008, which is a period relevant to the project data collection (school year 2008/2009) the number of foreigners in the age of 5 to 19 legally living in the Czech Republic was 67,363 (see Table 2).

Tab. 2. Foreigners aged 5 – 19 as of December 31, 2008
(people with political asylum not included)

Age groups	Total	Foreigners with legal status longer than 12 months
5 – 9	11 411	11 014
10 - 14	17 804	15 303
15 - 19	48 567	41 050
Total	77 782	67 367

Reference: Central Office of the Foreign and Border Police, Home Department of

the Czech Republic (MV ČR): Foreigners in the Czech Republic (CSU), Praha 2009, Tab. 1-08.

In the school year 2008/2009 there were 20,848 foreigners enrolled in the Czech state and private schools, including religious schools. Out of this number there were 13,583 foreigners enrolled in elementary schools, 7,265 in secondary schools, and 131 in conservatories. In total, their number did not reach more than 1.4% of the total number of students in given schools. At the same time their number in different schools varied. The highest number of pupils-foreigners has been observed in lower grades of elementary schools (see Table 2 and Table 3).

Tab. 3. Ratio of foreigners in elementary, secondary school and conservatories in the year 2008/2009

	Total numbers	Elementary Schools	Secondary Schools	Conservatories
Students in total	1 383 876	816 015	564 326	3 535
Czech Citizens	1 363 028	802 432	557 192	3 404
Foreigners	20 848	13 583	7 134	131
	Percents			
Students in ercents	100,0	100,0	100,0	100,0
Czech Citizens	98,6	98,3	98,7	96,3
Foreigners	1,4	1,7	1,3	3,7

Reference: Institute for Information and Education of the Czech Republic (CSU): Foreigners in the Czech Republic 2008. CSÚ, Praha 2009, Tab. 4-1.

Pupils and students of different citizenships were enrolled in the schools in question in uneven numbers. These varied numbers reflect existing immigration tendencies in relation to different nations and their influx into the Czech Republic. The comparison of numbers of foreigners of the same citizenship in elementary and secondary schools then shows the dynamics of permanent migration to the country, as well as time specific migration. It also mirrors the differences in social and cultural ambitions of the children's parents-immigrants (see Table 4 and Table 5).

Tab. 4. Foreigners in elementary, secondary schools and conservatories in the year 2008/2009 in relation to their citizenship (the table shows only those nations that has more than 250 children in Czech schools)

	Total	Elementary Schools	Secondary Schools	Conservatories
Foreigners in total	20 848	13 583	7 134	131
Individual Countries				
Armenia	259	140	117	2
Belorussia	307	197	104	6
Bulgaria	279	189	85	5
China	299	236	61	2

Croatia	187	117	62	8
Kazakhstan	372	212	160	-
Moldavia	358	250	108	-
Mongolia	562	445	116	1
Germany	282	128	152	2
Poland	335	218	117	-
Russia	1 733	1 029	688	16
Slovakia	4 003	2 729	1 220	54
Ukraine	4 566	3 022	1 524	20
Vietnam	5 176	3 270	1 906	-

Reference: Annual statistical book of education 2008/2009, Tab. x C1.10

Majority foreign pupils and students in the Czech Republic in schools in question in the school year 2009/2009 had permanent residence or asylum status. However, 16% of the pupils and students attending Czech schools in the same year did not fall in either of the two categories (see Table 5). This means that Czech schools also have a significant number of children whose parents are citizens of other EU countries or have some other legal or social status.

Tab. 5. Foreigners in elementary, secondary schools and conservatories in the year 2008/2009 in relation to their status of residency (the table shows also individuals that study Czech schools in grant/stipend programs)

Residency status	Elementary schools	Secondary Schools	Conservatories
Total Numbers			
Permanent	10 878	5 992	44
Asylum Seekers	419	86	-
Other	2 286	1 056	87 ¹
Percents			
Permanent	80,1	84,0	33,6
Asylum Seekers	3,1	1,2	-
Other	16,8	14,8	66,4 ¹

Reference: Institute for Information and Education of the Czech Republic (CSÚ):
Foreigners in the Czech Republic 2008. CSÚ, Praha 2009, Tab. 4-1

3. Methodology

Immigrants' attitude to schooling and their level of formal education are, in many ways, determining factors in the process of their integration into the Czech larger society. At the same time, the mainstream Czechs tend to stereotype immigrants and typically do not distinguish among different families and individual attitudes to education. They usually lack the ability to gain an insight into immigrants' specific cultural backgrounds and different ambitions in their children's socialization and education.

3.1

- 1) In a multiethnic society it is not only the socio-economics (wealth, power, prestige) of families that play an important role in its reproduction, but it is also the cultural practices and beliefs of each family derived from their ethnicity.
- 2) Cultural practices of each family are reflected in the way approach and take advantage of existing education policies of the Czech Republic.
- 3) Members of different immigration groups, ethnic minorities, as well as mainstream Czechs have their own vision concerning their children's professional career and social status and their own strategies how to carry their vision out.
- 4) Formation of educational strategies in ethnic minorities reflects their tendencies to either integrate or disintegrate their group into or out of the mainstream society, which reflects their ideas about existence in the country.
- 5) While social and cultural status of each family does contribute to reproduction of social stratification and social injustice, family strategies applied in children's schooling can also initiate social upward mobility in the next generation. This can lead to a change in the social status of an entire ethnic community.

3.2 Research Questions

In this study we explored four major questions to verify the five above hypotheses. These include:

- 1) Exploration of educational goals as part of parental and group strategies in relation to:
 - family level of education
 - family economic status
 - family ambitions
 - professional status of the family spokesperson
- 2) Exploration of educational strategies in relation to:

- applied means of socialization (used motivation strategies, pressures, punishments, and award systems)
 - ambitions to integrate the children to social and economic structures of the Czech Republic
 - resignation and resistance to integrate children to mainstream social and economic structures of the Czech Republic
- 3) Exploration of attitudes to Czech national system of education¹⁶ and alternative systems of education¹⁷ in relation to:
- curricula
 - teaching methods
 - language of instruction
 - social composition of the school's children
- 4) Exploration of decisions made about the direction and content of education in relation to:
- parental expectation of life in the Czech Republic
 - integration or disintegration strategies within the dominant society
 - transmission of home cultural practices
 - ideas about children's ethnic identity (which can be either copy parental ethnic identity, or children can develop dual or transnational identity)

3.3 Questionnaire Design

The proposed research questions were explored via a questionnaire method (Appendix I). The text of the questionnaire was written in one version for all six groups of respondents in Czech and English version.¹⁸ We realize that the cultural differences in thinking of our respondents representing different ethnic groups may be significant. However, in order to explore the proposed objectives and be able to make a scientific comparison of educational strategies of families living in the Czech Republic, we worked with only this one version of the questionnaire. The design of the questions addressed the following seven themes examining

¹⁶ Schools that follow national curricula

¹⁷ Schools with alternative educational methods, such as Waldorf or Montessori schools

¹⁸ The questionnaire was formed after a series of preliminary interviews followed by a pilot study.

the position of Czech formal education in parental strategies applied in their children's education. These included:

- 1) parental ideas about children's career and success in life (professional goals, level of education, and additional education programs and sport activities)¹⁹
- 2) ways to secure children's career within the Czech institutional education (choice of school, expectations of school education, ideas about professional and personal characteristics of the teacher)²⁰
- 3) family effort in children's education (communication with school, financial contributions, participation in preparation for school, motivation systems)²¹
- 4) family effort to reproduce or transform their ethnic identity, and cultural and social status²²
- 5) objective limits in school education of children²³
- 6) intolerance to the other – ethnicities and socially different people – parental reflection of school environment²⁴
- 7) ideas about children's future life and work outside the Czech Republic²⁵

The questionnaire also included demographic data, such as gender, citizenship, nationality, obtained education, employment, years of birth of children, and economic situation of the family. The survey included both closed and open-ended questions. The open-ended questions were formulated to capture the respondents' first reaction and then they leave space for further explanation. Several questions are designed to ask about the same thing, but are formulated differently and placed in a different part of the questionnaire. This was done with especially important questions (see questions 8-14, 17-19) in order to test respondents' reactions by asking them the same questions in a different situational context and also monitor whether respondents are consistent in their answers.

¹⁹ Questions: 17, 18, 19, 31, 35, 40, 41, 47

²⁰ Questions: 3, 4, 5, 6, 7, 8, 9, 20, 42

²¹ Questions: 10, 11, 16, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34, 35, 48

²² Questions: 30, 36, 37, 38, 39

²³ Question: 12, 13, 44

²⁴ Questions 13, 14, 15, 21

²⁵ Questions: 43, 45, 46

4. Respondent Population

4.1 Respondent Selection Criteria

The targeted groups of respondents in this project are parents whose children attend elementary or secondary school, or conservatory in the Czech Republic. They come from six different ethnic backgrounds:

- (i) four largest foreign immigrant groups that came to the Czech Republic after 1990 – Russians, Slovaks, Ukrainians, and Vietnamese, and
- (ii) two largest ethnic groups that are Czech citizens – Czechs and Roma.

ad (i). The criterion for selection of foreign immigrants was the number of pupils and students in elementary and secondary schools. The condition was that there has to be more than 1,000 pupils representing groups of foreign immigrants.²⁶ Based on the statistical record of the Institute for Information and Education (IIE) this criterion for the school year 2007/2008 (right before the data collection was started) was met by foreigners from Russia (1,597), Slovakia (3,728), Ukraine (4,400) and Vietnam (4,983). At the time of the data collection in the school year 2008/2009 Czech schools were attended by 1,733 Russian citizens, 4,003 Slovak citizens, 4,566 Ukraine citizens, and 5,176 Vietnamese citizens (see Table 4).

The criterion of citizenship for pivotal for the study presented. The only time this criterion was not used was in cases when respondents that immigrated to the Czech Republic after 1990 obtained Czech citizenship but identify themselves as national of their country of origin. Such respondents occurred among all researched ethnic groups of new immigrants, specifically we collected information from 17 such Slovak parents, 4 Russian parents, 2 Ukraine parents, and 5 Vietnamese parents. Therefore, the demographic information about parents' country of origin turned out to be especially important.

Another criterion was employed in selection of respondents from the four new immigrant population. It was the criterion of self-declaration of one's ethnicity/nationality. Those parents that identified themselves with a different ethnicity/nationality than the mainstream nationality in their country of origin were not included in the analysis. Also ethnically/nationally mixed marriages were not included in statistical analysis. Both groups will be examined separately from the main project results.

Within the data collection process we identified three culturally specific groups of immigrants, which represent also the strongest immigration streams into the Czech Republic:

²⁶ Schools included in the survey registered only citizenship of children and their parents, not their nationality

immigrants that cohabited with the Czech mainstream society for at least a decade and thus shared the same educational policies of the state, Eastern European immigrants, and Asian immigrants.

ad (ii). In the Czech citizen group, we chose to work with the Roma people due to their clearly different education strategies and overall low social and economic status within the Czech mainstream society. The largest sample are Czechs to whom all the other ethnic groups' strategies will be compared. In the school year 2007/2008 there were 1,363,028 children with Czech citizenship enrolled in Czech elementary and secondary schools (see Table 2).²⁷ Due to the lack of such statistics, it is impossible to state their number according to their nationality.

In order to distinguish Czech citizens of Czech and Roma background we followed respondents own self-identification as far as their nationality and ethnicity. There are three categories that reflect such identification: a) Czech nationality, b) Roma nationality, and c) Czech nationality – “I am Roma/Gypsy.” For the purposes of the study we use the last two categories to identify the population of respondents as the “Roma.” The research also respected anonymity of those parents of Roma background that expressed their wish not to have to fill out their nationality in the questionnaire.²⁸

We selected our respondents in a proportional manner (quota selection). The demographics including *citizenship*, *country of origin*, *declared ethnicity*, *declared economic status of the family*, and the *highest education obtained* by the respondent served as the criteria of selection. In the Czech population of respondents, we selected our respondents so they proportionately represented elementary, technical, secondary, and college education. This was done in order to define social models of parental education strategies and ideas about children's careers in connection to parents' education. We were not able to make such proportionate representation in the other five groups of respondents (Russians, Slovaks, Ukrainians, Vietnamese, and Roma) as our previous projects showed that each of the groups has a different social structure and uneven distribution across education levels.²⁹

We had originally proposed to target respondents only in Prague, which has a high concentration of all six groups in question and also the most viable conditions for social

²⁷ Institute for Information and Education of the Czech Republic (CSU): *Foreigners in the Czech Republic 2008*. CSÚ, Praha 2009, Tab. 4-1

²⁸ In such cases the researchers worked with the respondent's self-identification as Roma.

²⁹ The Roma community is diversifying, however, the process is slow and majority of current Roma citizens have obtained elementary education.

mobility, especially upward mobility for the Roma people. However, during the data collection we decided to include other localities as well in order to examine and compare educational strategies among families in more rural areas and towns with smaller population than Prague that have different range of education related services and opportunities. We chose the non-Prague towns in localities with significant presence of foreign immigrants and high concentration of the Roma population. The towns chosen were from Central-Bohemian region (Benátky nad Jizerou, Lysá nad Labem, Libčice nad Vltavou ad.), Ústí nad Labem region (Roudnice nad Labem, Kadaň ad.), South-Bohemian region (Velešín, Zdíkov ad.), Liberec region (Jilemnice, Vysoké nad Jizerou ad.), Hradec Králové region (Dobruška, Hradec Králové, Vrchlabí), Vysočina region (Chotěboř), South-Bohemian region (Znojmo), Moravia-Silesia region (Ostrava).

4.2 Characteristics of the Respondent Population

The data collection gathered answers from 472 parents in total. Following the above described criteria of selection, some questionnaires were not included in the final analysis, which contains responses from 441 parents in total.³⁰ Out of this amount there were 51 questionnaires filled out by Russian parents, 50 by Slovaks, 54 by Ukrainians, and 54 by Vietnamese respondents. The Roma parents filled out 66 questionnaires and Czechs 166 in total.

The structure of the final group of all respondents is presented in Tables 6 – 12, which reflect the used research criteria and demographics (*country of origin, nationality/declared nationality, citizenship, level of education, declared economic status, locality defined by area and region, and locality defined by size*).

³⁰ We have originally proposed to distribute the questionnaire to 40 families from each ethnic group, 240 families in total, however the grantor requested an increase in the Czech sample to 160 and we have also increased the other samples to 50 in the new immigrant groups, and to 66 in the Roma sample. The rise in number of Czech respondents has been financed by the grantor, the other risen numbers were financed by the researchers (including money transfer within allowed limit, and free of charge data collection by M. Moravcova and D. Bittnerova).

Tab. 6. Respondents in relation to country of origin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not stated	2	,5	,5	,5
	Czech Republic	225	51,0	51,0	51,5
	Slovak Republic	54	12,2	12,2	63,7
	Russian Federation	50	11,3	11,3	75,1
	Ukraine Republic	53	12,0	12,0	87,1
	Vietnamese Republic	54	12,2	12,2	99,3
	Former Soviet Union	2	,5	,5	99,8
	Others	1	,2	,2	100,0
	Total	441	100,0	100,0	

Tab. 7. Respondents in relation to nationality

	Nationality	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Czech	166	38,1	38,1	38,1
	Roma	66	15,0	15,0	53,1
	Roma	11	2,5	2,5	
	Czech/Roma	48	10,9	10,9	
	Slovak/Roma	4	,9	,9	
	Not stated/Roma	3	,7	,7	
	Slovak	50	10,9	10,9	64,0
	Russina	51	11,6	11,6	75,6
	Ukraine	54	12,2	12,2	87,8
	Vietnamese	54	12,2	12,2	100,0
	Total	441	100,0	100,0	

Tab. 8. Respondents in relation to citizenship

	Citizenship	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Czech	259	58,7	58,7	58,7
	Slovak	33	7,5	7,5	66,2
	Russina	44	10,0	10,0	76,2
	Ukraine	52	11,8	11,8	88,0
	Vietnamese	50	11,3	11,3	99,3
	Other	3	,7	,7	100,0
	Total	441	100,0	100,0	

Tab. 9. Respondents in relation to highest obtained education

	Education	Frequency	Percent	Valid Percent
Valid	Elementary	39	8,8	8,8
	Technical	61	13,8	13,8
	Secondary	163	37,0	37,0
	Higher/College/University	178	40,4	40,4
	Total	441	100,0	100,0

Tab. 10. Respondents in relation to declared economic status

	Declared Economic Status	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Stated	5	1,1	1,1	1,1
	Not Self-sufficient	44	10,0	10,0	11,1
	Fairly Self-sufficient	207	46,9	46,9	58,0
	Self-sufficient	156	35,4	35,4	93,4
	Money not at all a problem	29	6,6	6,6	100,0
	Total	441	100,0	100,0	

Tab. 11. Respondents in relation to locality defined by area

	Area	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Prague	297	67,3	67,3	67,3
	Central Bohemia	31	7,0	7,0	74,4
	South-East Bohemia (KH)	31	7,0	7,0	81,4
	North Bohemia (L.+Ú.)	33	7,5	7,5	88,9
	South Bohemia (JČ+ KV)	30	6,8	6,8	95,7
	Vysočina Area	10	2,3	2,3	97,9
	Moravia	9	2,1	2,1	100,0
	Total	441	100,0	100,0	

Tab. 12. Respondents in relation to locality defined by region

	Region	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Prague	297	67,3	67,3	67,3
	Central Bohemia	31	7,0	7,0	74,4
	Hradec Králové Region	31	7,0	7,0	81,4
	Liberec Region	21	4,8	4,8	86,2
	Ústí nad Labem Region	12	2,7	2,7	88,9
	Karlovy Vary Region	1	,2	,2	89,1
	South Bohemia	29	6,6	6,6	95,7
	Vysočina Region	10	2,3	2,3	97,9
	South Moravia	7	1,6	1,6	99,5
	Zlín Region	1	,2	,2	99,8
	Moravia-Silesia	1	,2	,2	100,0
	Total		441	100,0	100,0

13. Respondents in relation to locality size

	Number of Inhabitants	Respondents in Numbers	Respondents in Percents	Valid Percent	Cumulative Percent
Valid	1 – 2 000	24	5,4	5,4	5,4
	2 001 – 5 000	21	4,8	4,8	10,2
	5 001 – 10 000	38	8,6	8,6	18,8
	10 001 – 15 000	32	7,3	7,3	26,1
	15 001 – 50 000	16	3,6	3,6	29,7
	50 001 – 100 000	11	2,5	2,5	32,2
	100 001 – 500 000	1	,2	,2	32,4
	Pague	298	67,6	67,6	100,0
	Total		441	100,0	100,0

4.3 Comparison of Surveys by Marketa Bezouskova and by the Rest of Researchers (Ukraine and Vietnamese groups)

The grantor requested a result comparison of the survey carried out by Marketa Bezouskova (who distributed the questionnaires via school pupils who took them home and parents filled them out on their own) and by the rest of the researchers (who were present while the parents worked on the questionnaires). This request was voiced at the summer 2009 midterm Conference where it was said that the differential data collection needs to be reflected in the research analysis. Marketa's survey was carried out at three elementary schools in Prague, all of which have high number of Vietnamese and Ukraine pupils. Therefore, it is the group

populations of Vietnamese and Ukraine that have been researched in two different ways. Marketa collected approximately the same amount of questionnaires from these two groups as the rest of the researchers. In contrast, she only collected 10% (5 out of 50) of the total number of Slovak responses and 17.5% (29 out of 166) of Czechs.

One of the differences that we noticed between the two data files (Marketa; Others) is given by the socio-cultural status of the researched families. This is due to the aim we had as researchers when selecting schools for the survey in order to collect data from a wide spectrum of social positions. Reflecting the distribution of Vietnamese and Ukraine people in Prague, the three schools where Marketa distributed the questionnaires have high enrolment of children of lower social status – measured by the internal structure of both ethnic groups. Therefore, the differences in parental opinions collected do not limit the comparability of both data files, but rather complement it. There is a difference in frequency of answers in open-ended questions and in questions that asked respondents to scale characteristics in questions, which we document. In regards to the small amount of Slovak and Czech respondents in Marketa's file, we did not document the difference in the way Marketa's respondents and the Other respondents filled out the surveys.

4.4 Group Characteristics of All Six Ethnic Groups

There are three characteristics that distinguish among the parents from the four immigration groups and the Czech and Roma groups: obtained level of education, declared economic status, and type of locality where the families live.

At the beginning of the research planning we had focused on families living in Prague. The aim to compare parental opinions in relation to their *type of residence*, i.e. type of locality defined as either town, city, or village, in relation to the population size, and to local accessibility of different types of schools, was added later. We formulated the aim in regards to Czech and Roma populations and selected research localities accordingly. This is reflected in the local structure of our population samples. There is over 80% of Russians, Slovaks, and Ukraine from Prague. In comparison, we found many Vietnamese parents in out-of-Prague localities that chose the places of residence not in relation to other parents-immigrants but in relation to Czech and Roma population. The specific distribution of Vietnamese families and their influx into a wide range of territories across the Czech Republic is thus reflected in our research (see Table 14).

Tab. 14. Respondents in Relation to Size of Locality and Nationality

Nationality		Locality Population not Larger than								Prague	Total
		2 000	5 000	10 000	15 000	50 000	100 000	500 000			
Czech	Abs.	17	16	20	11	8	5	0	89	166	
	%	10,3	9,6	12,1	6,6	4,8	3,0	,0	53,6	100,0	
Roma ¹	Abs.	3	5	11	9	1	0	0	37	66	
	%	4,5	7,6	16,7	13,6	1,5	,0	,0	56,1	100,0	
Slovak	Abs.	2	0	1	5	1	1	0	40	50	
	%	4,0	,0	2,0	10,0	2,0	2,0	,0	80,0	100,0	
Russina	Abs.	1	0	1	0	0	4	1	44	51	
	%	2,0	,0	2,0	,0	,0	7,8	2,0	86,3	100,0	
Ukraine	Abs.	1	0	1	5	0	0	0	47	54	
	%	1,9	,0	1,9	9,3	,0	,0	,0	87,0	100,0	
Vietnamese	Abs.	0	0	4	2	6	1	0	41	54	
	%	,0	,0	7,4	3,7	11,1	1,9	,0	75,9	100,0	
Total	Abs.	24	21	38	32	16	11	1	298	441	
	%	5,4	4,8	8,6	7,3	3,6	2,5	,2	67,6	100,0	

Note: ¹ In the “Roma” nationality – the Roma, the Czech Roma, and the Slovak Roma nationalities are included.

In relation to the *highest obtained education*, each researched population is characterized by a specific education structure. The Czech population is typified by almost equal number of secondary school and college graduates and by almost a complete lack of parents with elementary education. The Roma parental population, in contrast, is characteristic by a high number of people with elementary and technical-vocational education and almost no individuals graduated from college. The Slovak group is characterized by majority of parents being college graduates and no parents having elementary education. The Russian population is marked by almost exclusively college education. The Vietnamese and Ukraine parents are distributed across all four educational levels. Among the Vietnamese, there is a large group of parents with elementary education. The distribution of levels of education in a given group may impact parental attitudes to education of their children and their professional careers. It may be a pseudo-cultural phenomenon, however, it is important attribute to be observed in a research that explores similarities and differences in behavior of immigration groups in the Czech Republic (see Table 15).

Tab. 15. Respondents in relation to level of education and nationality

Nationality		Education				Total
		Element.	Technic.	Second.	College	
Czech	Abs.	1	22	73	70	166
	%	,6	13,3	44,0	42,2	100,0
Roma ¹	Abs.	25	18	21	2	66
	%	37,9	27,3	31,8	3,0	100,0
Slovak	Abs.	0	1	18	31	50
	%	,0	2,0	36,0	62,0	100,0
Russian	Abs.	0	3	7	41	51
	%	,0	5,9	13,7	80,4	100,0
Ukraine	Abs.	3	8	25	18	54
	%	5,6	14,8	46,3	33,3	100,0
Vietnamese	Abs.	10	9	19	16	54
	%	18,5	16,7	35,2	29,6	100,0
Total	Abs.	39	61	163	178	441
	%	8,8	13,8	37,0	40,4	100,0

Note: ¹ in the “Roma” nationality – the Roma, the Czech Roma, and the Slovak Roma nationalities are included.

As the researched groups’ basic characteristic reflects their educational structure of their larger ethnic group in the Czech Republic, the selected groups can be considered to represent the larger ethnic group in the country and their education level is a significant sociocultural determinant in evaluating the differential practices of all six groups in question.

Declared economic status of surveyed families turned out to be among other determinants in characterizing each ethnic group. By *declared economic status* we mean subjective identification of family’s financial self-sufficiency living in the Czech Republic. Significant majority of Russian, Slovak, Ukraine, Vietnamese, and Czech respondents defined their families as fairly sufficient or sufficient. The Roma parents represented a contrast to this unity, where most Roma parents declared their status as “economically not self-sufficient” or “fairly sufficient,” thus placing the group into a lower category on the given scale of economic sufficiency (see Table 15).

In order to explore the ethnic distinctions among the researched groups, the subjective declaration of one’s family status as economically well-off (“money is not a problem”) is also significant. In all groups, parents that self-identified this way, were in minority. The Czech sample would show the lowest numbers of parents considering themselves wealthy. While Russian immigrants are often considered economically strong population within the Czech

Republic, Russian parents did not represent high number of respondents stating that “money was not a problem.” The reason for this finding may be that facts that parents did not want to attract unwanted attention of that they did not “find themselves” rich, or we just simply did not get to wealthy Russian parents in our survey.³¹

The highest number of families where parents did not feel money was a problem or that they were fully self-sufficient was registered among the Vietnamese.

Tab. 16. Respondents in relation to declared economic status and nationality

Nationality		Declared Economic Status					Total
		No Answer	Not Self-Sufficient	Fairly Sufficient	Sufficient	Money is not a Problem	
Czech	Abs.	2	6	83	72	3	166
	%	1,2	3,6	50,0	43,4	1,8	100,0
Roma ¹	Abs.	1	26	23	11	5	66
	%	1,5	39,4	34,8	16,7	7,6	100,0
Slovak	Abs.	1	5	16	23	5	50
	%	2,0	10,0	32,0	46,0	10,0	100,0
Russian	Abs.	1	3	28	15	4	51
	%	2,0	5,9	54,9	29,4	7,8	100,0
Ukraine	Abs.	0	2	30	18	4	54
	%	,0	3,7	55,6	33,3	7,4	100,0
Vietnamese	Abs.	0	2	27	17	8	54
	%	,0	3,7	50,0	31,5	14,8	100,0
Total	Abs.	5	44	207	156	29	441
	%	1,1	10,0	46,9	35,4	6,6	100,0

Note: ¹ in the “Roma” nationality – the Roma, the Czech Roma, and the Slovak Roma nationalities are included.

³¹ While attempted, we did not get to distribute the questionnaire among wealthy Russian students in private schools where many such parents enroll their children.

5. Research Results

5.1 Perspective of Children's Career and Success

The perspective of children's career and success in life seems to be built on two major pillars. The first one is the level of education that parents can ensure for their children and that their children are capable of attaining. The second was is professional orientation that is optimal for children in order to utilize their abilities and that can secure their self-sufficiency and prosperity. While parents may carefully design such pillars, there can also be a variety of reasons for parents to be more indifferent in such designing or to leave such planning to teachers, children themselves, or educational advisers. The research question that we asked in this area was to find out whether or not and how these planning behaviors are bound to the parents' ethnic and cultural backgrounds.

5.2. Education as Social Norm

5.2.1 School Education

The tendency to understand college education as a usual goal turned out to be common in all researched populations with the exception of Roma parents.

Parents-immigrants clearly express in their strategies that college education is a bridge for their children to reach access to professional niche in the socio-economic structures of their host country (and it does not have to be just the Czech society, see below). The strongest tendency to obtain college education for their children can be observed among the Russian immigrants, which may be linked to above discussed educational profile of the group. At the same time the remaining three immigrant groups – the Vietnamese, Ukraine, and Slovaks do not underplay the importance of higher education either. As far as the variant of obtaining at least secondary education for their children, parents from the immigrant groups opted for it in about 10%. It is interesting that while Russian and Slovak parents did not hesitate while answering the question of “the highest education optimal” for their children, some Vietnamese and Ukraine parents answered that they did not know. This attitude may be a result of the fact that they did not quite yet find their way through the maze of schooling options and/or the value of education in the process of building social status in their host country. The attitudes of Czech parents were different from the immigrants' views. Almost one sixth of respondents realized that obtaining higher education is also dependent of their son or daughter's potential. We did not see such correlation in thinking in the Vietnamese,

Russian, or Ukraine parents. Among the Roma parents less than one third identified college education for their children as a priority. In addition, the analysis of Roma preference of profession for their offspring showed that more than 40% of parents hope for their children to find a job that is associated with either secondary or vocational education. Most Roma parents wish for secondary education for their children and relatively high percentage of answers indicated technical education.

The college education model as optimal preparation for children's career turned out to be accepted by all immigrant groups. The model was emphasized the most by the Russian parents and appears to be characteristic of their educational strategies. Some immigrant parents indicated also secondary education as a goal in education for their offspring (see Table 30). In case of Russian respondents, the secondary school education was often linked to art career imagined for their children as they often put down conservatory as a specific answer. While most Roma parents accepted secondary education as a norm and considered technical training as optimal, there were also 29% Roma who claimed college education for their children as an ideal. This claim may reflect values of mainstream society and acceptance of its norms. While in many cases it does stem from real sociocultural situation of particular Roma families, often times it might represent rather a vision of social upward mobility than an actual notion of the content, length, and conditions of college studies.

Although Czech parents expressed preference for college education as a norm, many self-consciously indicated realization of the actual ambition of their children to reach higher education. Such indications were found even if the parents suggested willingness to financially support their children's schooling until they the age of 25 – an age commonly beyond the college duration. Those parents who limited the optimal education level to secondary education often did so linking it to conservatory, industrial and technical schools with “maturita” exam, which means they had a respectable grade of specialization for their children in mind when filling out the questionnaire.

Comparing all six groups of respondents, the Vietnamese parents were the only ones that never indicated considering a child's potential or abilities as a limiting factor in the education level.

Tab. 18. Ideal level of child's education in relation to nationality

Nationality		Ideal Level of Education							Total
		No Answer	Does not Know	College	Second.	Technical	Child's Abilities	Family	
Czech	Abs.	8	5	112	12	1	27	1	166
	%	4,8	3,0	67,5	7,2	,6	16,3	,6	100,0
Roma ¹	Abs.	9	0	19	27	8	3	0	66
	%	13,6	,0	28,8	40,9	12,1	4,5	,0	100,0
Slovak	Abs.	6	0	35	6	0	3	0	50
	%	12,0	,0	70,0	12,0	,0	6,0	,0	100,0
Russian	Abs.	0	0	45	5	0	1	0	51
	%	,0	,0	88,2	9,8	,0	2,0	,0	100,0
Ukraine	Abs.	0	5	43	4	0	1	1	54
	%	,0	9,3	79,6	7,4	,0	1,9	1,9	100,0
Vietnamese	Abs.	2	7	38	6	0	0	1	54
	%	3,7	13,0	70,4	11,1	,0	,0	1,9	100,0
Total	Abs.	25	17	292	60	9	35	3	441
	%	5,7	3,9	66,2	13,6	2,0	7,9	,7	100,0

Note: ¹ in the "Roma" nationality – the Roma, the Czech Roma, and the Slovak Roma nationalities are included.

5.2.2 Education Initiated by After School Activities

Parents' ideas about the education form for their children may draw on different kinds of educational programs offered by school system of their host country. Differential approaches to education here could be observed on parental selection of after school activities that are either organized by the schools or by external entities. The idea of optimal sum of knowledge a child should receive stems from cultural models passed down from previous generations, from mainstream's social norms linked to social status, as well as from authentic social experience of transition from one's home-country to foreign destination. Naturally, the hosting country's range of education possibilities is another factor in consideration.

In the presented project three areas of after school programs were identified as the most favorite parental choice for out of classroom educational activities:

Language Education

The question of language competency is a widely discussed issue in pedagogical literature, with the main emphasis on improving and perfecting one's abilities to operate in the given school's language of instruction. Children of immigrants typically speak the language of their

country of origin and gradually learn the language of their host society. This often creates a social struggle for the parents-immigrants as they are presented with an uneasy decision about which of the two codes of communication is more important for their child and should be emphasized in after-school programs selection. It is an autonomous decision of every family.

In a way similar situation has been observed in the Roma population. Those children that come from family environments where ethnolect is spoken are still required to learn general Czech language for the needs of their education. The Czech Republic has been funding research on after-school education program oriented to such issues.³²

It is interesting that while it would not be unexpected for the immigrant families and Roma families to feel lack of Czech language competency, with the exception of two Ukraine parents, nobody stated that they arranged for after-school Czech language training for their children. It seems that most parents found it logical not to worry about extra Czech lessons for their children because they felt it was a role for the school to fulfill. At the same time many families did write that their children got tutoring at preparation for Czech classes (see below).

Tab. 19. Language After-School Education in Relation to Nationality

Nationality		Language					Total
		None	Other	World	Mother Tongue	No Answer	
Czech	Abs.	141	4	21	0	0	166
	%	84,9	2,4	12,7	0	,0	100,0
Roma ¹	Abs.	63	0	2	0	1	66
	%	95,5	,0	3,0	,0	1,5	100,0
Slovak	Abs.	39	2	9	0	0	50
	%	78,0	4,0	18,0	,0	,0	100,0
Russian	Abs.	39	2	5	4	1	51
	%	76,5	3,9	9,8	7,8	2,0	100,0
Ukraine	Abs.	35	0	13	5	1	54
	%	64,8	,0	24,1	9,3	1,9	100,0
Vietnamese	Abs.	40	0	12	1	1	54
	%	74,1	,0	22,2	1,9	1,9	100,0
Total	Abs.	357	6	62	12	4	441
	%	81,0	1,4	14,1	2,7	,9	100,0

Note: ¹ in the "Roma" nationality – the Roma, the Czech Roma, and the Slovak Roma nationalities are included.

³² Bittnerova, Dana (ed.): Vzdělávací potřeby sociokulturně znevýhodněných. Praha, Ermat 2009.

The statistical analysis of the survey showed that parents-opted after-school language education is not priority for either the immigrant groups in question nor the Czechs or Roma (see Table 31). Only about one third of parents-immigrants had their children attending classes in other, foreign, language/s. The somewhat larger emphasis on after-school foreign language education in Ukraine parents showed in the statistical results might be influenced by their orientation toward Russian and Czech languages. All parents-immigrants encouraged schooling in so called “world languages” such as English, French, and German. We found wider variability in language selection in the Russian sample, where parents filled out that their children learned Spanish, Italian, or Latin. The fact that many Russian children attend schools with special language programs may suggest an explanation for their statistically proven lower interest in after-school language education.

Parental intervention into children’s schooling in relation to second language/s education is much lower in Czech parents than parents-immigrant, who evidently place much higher value on multiple language competency than Czech and Roma families.

Music Education

Music instrument playing, or more precisely expressed, professional education in music, is a cultural phenomenon that proved to be another significant differentiating trait in parental education strategies in the explored ethnic groups. It turned out to be a variable differentiating given populations in question ethnically/culturally despite the fact that many parents-immigrants considered it a variable stemming from a family history.

Parental interest in their children’s education in playing a musical instrument divided the researched groups into two models. The first model was represented by Czech, Slovak, and to a degree also Russian children who tended to choose from a variety of instruments. In the Russian sample the only difference was that the interest in playing brass instruments (we only documented a flute) was reduced, while there was a strong tendency toward piano playing. While we documented the interest in piano playing also in Ukraine and Vietnamese families, in the Vietnamese population only parents with college degree and economically well-positioned who lived in the Czech Republic for an extensive period of time offered such opportunity to their children (see Table 32a). The Czechs, Russians, and one Slovak family were also the only groups where playing 2 different music instruments was recorded. These data could indicate that the first group (Czechs, Slovaks, Russians) perceive of music as an essential skill to promote in their children’s life whether for the sake of the children’s own wish or for their future music art oriented career (see Table 32b).

It is important to state, however, that in our data collection we did not capture cases where children may self-educate in music instrument playing. This may be a viable way of extended family education for the Roma people.

Tab. 32.a. Music After-school Education in Relation to Nationality

Nationality		Music Instrument Play							Total
		None	Others	Flute	Brass	Violin	Piano	Guitar	
Czech	Abs.	97	2	17	9	5	17	19	166
	%	58,4	1,2	10,2	5,4	3,0	10,2	11,4	100,0
Roma ¹	Abs.	61	0	1	0	2	1	1	66
	%	92,4	,0	1,5	,0	3,0	1,5	1,5	100,0
Slovak	Abs.	33	0	3	3	2	2	7	50
	%	66,0	,0	6,0	6,0	4,0	4,0	14,0	100,0
Russian	Abs.	33	0	4	0	2	10	2	51
	%	64,7	,0	7,8	,0	3,9	19,6	3,9	100,0
Ukraine	Abs.	47	0	1	0	0	5	1	54
	%	87,0	,0	1,9	,0	,0	9,3	1,9	100,0
Vietnamese	Abs.	43	0	3	0	0	6	2	54
	%	79,6	,0	5,6	,0	,0	11,1	3,7	100,0
Total	Abs.	314	2	29	12	11	41	32	441
	%	71,2	,5	6,6	2,7	2,5	9,3	7,3	100

Note: ¹ in the “Roma” nationality – the Roma, the Czech Roma, and the Slovak Roma nationalities are included.

Ta. 32.b. Music After-school Education in Relation to Nationality

Nationality		Second Music Instrument Play						Total
		Does Not Play Second Instrument	Others	Flute	Brass	Piano	Guitar	
Czech	Abs.	146	0	6	2	7	5	166
	%	88,0	,0	3,6	1,2	4,2	3,0	100,0
Roma ¹	Abs.	66	0	0	0	0	0	66
	%	100,0	,0	,0	,0	,0	,0	100,0
Slovak	Abs.	49	0	0	0	0	1	50
	%	98,0	,0	,0	,0	,0	2,0	100,0
Russian	Abs.	45	2	0	1	3	0	51
	%	88,2	3,9	,0	2,0	5,9	,0	100,0
Ukraine	Abs.	53	0	0	0	1	0	54
	%	98,1	,0	,0	,0	1,9	,0	100,0
Vietnamese	Abs.	53	0	0	0	0	1	54
	%	98,1	,0	,0	,0	,0	1,9	100,0
Total	Abs.	412	2	6	3	11	7	441
	%	93,4	,5	1,4	,7	2,5	1,6	100,0

Note: ¹ in the “Roma” nationality – the Roma, the Czech Roma, and the Slovak Roma nationalities are included.

Dance Education

The ability to perform social dances has been part of the expected social skills in the Czech culture since the nineteenth century. Until then the middle class youth in urban areas commonly took lessons in schools of dance. In the twentieth century it became the social norm to attend special social dance classes during secondary schooling – a practice that has continued even through the changes of the second half of the last century and is a significant part of the youth’s social and cultural education today. What was newly added in the second half of the century was folk and ethnic dance, lessons in which young people take on more individual interest bases than in the case of the social dances. In contrast, rhythmical dance and ballet were understood as out-of-the-norm specialized education. This is still so today when dance skills acquired in specialized school are considered a specific type of education – a phenomenon observed in the Czech parents sample in the study.

At the same time, dance did not appear to be a significant variable in distinguishing among parental strategies in the observed six groups. This was especially true for Czech, Roma, and Vietnamese families. There was a slightly stronger emphasis on dance in

education planning by Russian, Ukraine, and Slovak parents (see Table 33). We did document some difference in the type of dance preference among individual ethnicities. Trendy dances were notably popular among Czech, Slovak, Ukraine, and Vietnamese girls. A large proportion of Slovak girls were listed as taking social dance classes and ethnic dances (e.g., Roma dances) were popular among the Russian females. Russian girls were also interested in a wide variety of other dances including scenic dances.

Overall, focus on dance is not a determining characteristic in the individual ethnic group educational strategies. It does not distinguish between Czech and Roma pupils/students either.

Tab. 33. Dance After-School Education in Relation to Nationality

Nationality		Dance							Total
		None	Sport	Dancing In General	Stage Scenic	Trendy	Ethnic	Social	
Czech	Abs.	149	0	0	4	9	0	4	166
	%	89,8	,0	,0	2,4	5,4	,0	2,4	100,0
Roma ¹	Abs.	60	1	0	0	1	3	1	66
	%	90,9	1,5	,0	,0	1,5	4,5	1,5	100,0
Slovak	Abs.	40	0	0	2	3	1	4	50
	%	80,0	,0	,0	4,0	6,0	2,0	8,0	100,0
Russian	Abs.	40	1	1	3	3	0	3	51
	%	78,4	2,0	2,0	5,9	5,9	,0	5,9	100,0
Ukraine	Abs.	44	0	2	1	7	0	0	54
	%	81,5	,0	3,7	1,9	13,0	,0	,0	100,0
Vietnamese	Abs.	47	0	0	2	4	1	0	54
	%	87,0	,0	,0	3,7	7,4	1,9	,0	100,0
Total	Abs.	380	2	3	12	27	5	12	441
	%	86,2	,5	,7	2,7	6,1	1,1	2,7	100,0

Note: ¹ in the “Roma” nationality – the Roma, the Czech Roma, and the Slovak Roma nationalities are included.

Sport Education

After-school sport activities turned out to be a significant variable in distinguishing individual ethnic groups’ strategies in their children’s education in both the parents-immigrant, and the Czech and Roma populations. We have documented difference in the two groups in the two following ways: the manner sport is associated with after-school activities that improve the child’s education in general, and in the way individual sports are socially valued.

The way parents find sports important element in their children's life reflects parental attitude to forming their offspring's personality. The Czech parents occurred to stand out in regards to sports. Only one third of Czech children do not do any after-school sport activity during their elementary and secondary schooling period. Pupils in the first grade of elementary schools constituted this number in large part. The kind of interest in sports parents-immigrants expressed in the survey was three-fold: About half of Slovak and Russian children engaged in sports, so did one third of Ukraine and Roma children and one fourth of Vietnamese children (see Table 33a).

The way people place a value on individual sports is also essential for parental strategies evaluation. Some authors interpret this process as determining, building, and differentiating one's social status in the society during the years of school education (Bourdieu 1998). Considering the way parents prioritized individual sports in which their children engaged, we could observe certain sports being distinguishing characteristic stemming from one's ethnic background. Czech, Slovak, and Roma parents preferred collective sports, while others did not. In contrast, Russian children were directed toward aesthetic sports, such as aerobics and dance. They also seemed oriented towards martial arts, swimming, and more expensive sport activities such as horseback riding, golf, and tennis. Ukraine parents also preferred martial arts for their children. A small amount of Czech, Slovak, and Vietnamese children were also said to practice expensive sports, which makes the families stand out as sponsoring exclusivity for their children. Only Czech and Russian parents preferred a wider spectrum of different sports in which to involve their offspring, since it was more typical that parents focused on one type of sport in their strategies (see Table 33a).

Tab. 33.a. Sport After-school Education in Relation to Nationality
(Table includes the first entered item in the survey by each parent)

Nationality		Sport											Total
		None	Aesthetic	Athletics	Others	Collective	Martial Arts	Bicycling	Expensive	Skiing	Swimming	Multiple	
Czech	Abs.	60	6	5	15	50	5	2	9	4	10	0	166
	%	36,1	3,6	3,0	9,0	30,1	3,0	1,2	5,4	2,4	6,0	,0	100,0
Roma ¹	Abs.	43	2	0	1	15	3	0	1	0	1	0	66
	%	65,2	3,0	,0	1,5	22,7	4,5	,0	1,5	,0	1,5	,0	100,0
Slovak	Abs.	27	2	1	0	16	0	0	4	0	0	0	50
	%	54,0	4,0	2,0	,0	32,0	,0	,0	8,0	,0	,0	,0	100,0
Russian	Abs.	27	4	0	0	3	4	0	5	1	7	0	51
	%	52,9	7,8	,0	,0	5,9	7,8	,0	9,8	2,0	13,7	,0	100,0
Ukraine	Abs.	34	1	1	1	9	3	0	1	0	2	2	54
	%	63,0	1,9	1,9	1,9	16,7	5,6	,0	1,9	,0	3,7	3,7	100,0
Vietnamese	Abs.	41	1	1	0	6	1	0	4	0	0	0	54
	%	75,9	1,9	1,9	,0	11,1	1,9	,0	7,4	,0	,0	,0	100,0
Total	Abs.	232	16	8	17	99	16	2	24	5	20	2	441
	%	52,6	3,6	1,8	3,9	22,4	3,6	,5	5,4	1,1	4,5	,5	100,0

Note: ¹ in the "Roma" nationality – the Roma, the Czech Roma, and the Slovak Roma nationalities are included

Native Language Education

Perfecting the mother tongue and passing it down to children is a matter of choice among the parents-immigrants. Not all parents-immigrant and Roma parents stated that they actively sought their children's native language education (see Table 35).

There was a statistically significant difference between the Roma and the immigrant groups. It was only about one fifth of Roma parents that initiated education of the Roma ethnolect to their children in comparison with two thirds in the immigrant families. Among those families, it was the Russians and Slovaks that had the highest percentage representing first language education (see Table 35).

Tab. 35. Native Language After-school Education in Relation to nationality

Nationality		Native Language Education			Total
		No Answer	Yes	No	
Czech	Abs.	5	56	105	166
	%	3,0	33,7	63,3	100,0
Roma ¹	Abs.	5	14	47	66
	%	7,6	21,2	71,2	100,0
Slovak	Abs.	1	32	17	50
	%	2,0	64,0	34,0	100,0
Russian	Abs.	1	33	17	51
	%	2,0	64,7	33,3	100,0
Ukraine	Abs.	0	32	22	54
	%	,0	59,3	40,7	100,0
Vietnamese	Abs.	1	33	20	54
	%	1,9	61,1	37,0	100,0
Total	Abs.	13	200	228	441
	%	2,9	45,4	51,7	100,0

Note: ¹ in the “Roma” nationality – the Roma, the Czech Roma, and the Slovak Roma nationalities are included

In case of those immigrant and Roma parents that emphasized preservation of their native language, we also researched the tools they utilized to reach such goal. In those cases when children were not enrolled into private language school, parents stated in the survey that native language competency was ensured vis-à-vis family.

Overall, parents-immigrants and Roma parents described eight particular strategies for native language training: school education, private education (collective and individual), home schooling, home conversation with family members, communication with peers, reading, participation in cultural programs in mother tongue, and home country visitation. The following analysis and tables illustrate those strategies that showed statistically significant differences. They include home schooling, reading, home communication, and planned visitations of family members living the children’s countries of origin.

Private native language training and home schooling were frequently stated by Russian, Ukraine, and Vietnamese parents. They commonly hire teachers for home schooling and enroll their children into language courses, often organized by fellow patriots (e.g., Vietnamese communities in Prague) and most importantly they teach native language to their children by themselves – even if they do not have any pedagogical experience (see Table 36).

Russian and Ukraine parents take advantage of TV programs and films in the process of native language training more than Vietnamese parents do. Russians and Ukraine also encourage reading in native language – specifically fairy tales³³ and pop literature. Individuals in the Russian population also mentioned having their children (aged 10 or older) read classic Russian literature considered part of the so-called world literature.

Staying with relatives as native language training was stated by Slovak parents (16%) and by one Russian parent. Slovak behavior in this particular field of education is affected by geographic proximity of their homeland and by continuity of Czechoslovak Republic practice when children commonly stayed with their Slovak relatives over the summer vacation.

Specific chapter in native language training is family communication at home. We did not include a question asking about this strategy into the questionnaire, therefore it only surfaced in open ended questions. With the exception of Slovaks who mentioned this way of language education in high ratio, none of the other parents defined it as significant.

Another notable result in this area is that only eight Roma parents (out of 66) mentioned family communication as a means of training their children in the Roma ethnolect (see Tables 36 – 39).

Tab. 36. Native Language After-school Education by Parents/Relatives in Relation to Nationality

Nationality		Family Education		Total
		No	Yes	
Roma ¹	Abs.	66	0	66
	%	100,0	,0	100,0
Slovak	Abs.	48	2	50
	%	96,0	4,0	100,0
Russian	Abs.	43	8	51
	%	84,3	15,7	100,0
Ukraine	Abs.	46	8	54
	%	85,2	14,8	100,0
Vietnamese	Abs.	42	12	54
	%	77,8	22,2	100,0
Total	Abs.	410	31	441
	%	93,0	7,0	100,0

Note: ¹ in the “Roma” nationality – the Roma, the Czech Roma, and the Slovak Roma nationalities are included

³³ If other ethnic groups mentioned this practice they too used fairy tales as the main resource.

Tab. 37. Native Language After-school Education by Family Communication in Relation to Nationality

Nationality		Family Communication		Total
		No	Yes	
Roma ¹	Abs.	58	8	66
	%	87,9	12,1	100,0
Slovak	Abs.	21	29	50
	%	42,0	58,0	100,0
Russian	Abs.	33	18	51
	%	64,7	35,3	100,0
Ukraine	Abs.	36	18	54
	%	66,7	33,3	100,0
Vietnamese	Abs.	34	20	54
	%	63,0	37,0	100,0
Total	Abs.	338	103	441
	%	76,6	23,4	100,0

Note: ¹ in the “Roma” nationality – the Roma, the Czech Roma, and the Slovak Roma nationalities are included

Tab. 38. Native Language After-school Education by Reading in Relation to Nationality

Nationality		Reading		Total
		No	Yes	
Roma ¹	Abs.	63	3	66
	%	95,5	4,5	100,0
Slovak	Abs.	48	2	50
	%	96,0	4,0	100,0
Russian	Abs.	36	15	51
	%	70,6	29,4	100,0
Ukraine	Abs.	45	9	54
	%	83,3	16,7	100,0
Vietnamese	Abs.	49	5	54
	%	90,7	9,3	100,0
Total	Abs.	403	38	441
	%	91,4	8,6	100,0

Note: ¹ in the “Roma” nationality – the Roma, the Czech Roma, and the Slovak Roma nationalities are included

Tab. 39. Native Language After-school Education via Visual Media in Relation to Nationality

Nationality		TV/Film		Total
		No	Yes	
Roma ¹	Abs.	66	0	66
	%	100,0	,0	100,0
Slovak	Abs.	50	0	50
	%	100,0	,0	100,0
Russian	Abs.	45	6	51
	%	88,2	11,8	100,0
Ukraine	Abs.	50	4	54
	%	92,6	7,4	100,0
Vietnamese	Abs.	50	4	54
	%	92,6	7,4	100,0
Total	Abs.	426	15	441
	%	96,6	3,4	100,0

Note: ¹ in the “Roma” nationality – the Roma, the Czech Roma, and the Slovak Roma nationalities are included

In the study, three particular approaches to preservation and refining of mother tongue have been identified among the parents-immigrants and Roma. The Russian and Ukraine parents attitude was built upon utilization of complex education that combines a variety of educational tools in conjunction with entertainment (films and other visuals) and individual reading. The Vietnamese families preferred direct learning of Vietnamese for their children, either in groups or individually. The Slovak parents preserved knowledge of the mother tongue vis-à-vis family communication and visitation of their children with relative in Slovakia. The Roma parents did not indicate any particular strategy or concern with teaching their children their mother tongue.

5. 3. Planning Children’s Professional Career

Strategizing in children’s education and planning their professional career turned out to be two autonomous areas of parental perspectives. Parents indicated understanding of children’s level of education as a tool for establishing social status. At the same time the future profession of a child was seen as foundation for his or her future personal career that should ensure economic and social cusses and viability. The survey showed that all parents put smaller emphasis on the actual profession than on their children’s education.

One third of all parents stated that they did not yet think about their child’s profession, and many others said they did not make plans about their child’s career. Selecting profession thus did not constitute one of the educational strategies for these families (see Table 20).

The amount of parents that do think or plan about their children’s professional career was uneven across the six groups in question. In this group there was a contrast between the Czech and Slovak parents whose answers were characterized by less concern about profession planning and attitude of Russian and Ukraine parents who were concerned about it in higher rates (see Table 19). The Roma parents were similar to the Czech/Slovak model and the Vietnamese to the Russian/Ukraine attitude (see Table 40). In other words, Czechs and Slovak families, and to an extent Roma families, seemed to have trust in the educational system, while parents-immigrants, who do not have much experience with the system, seemed much more alert and paid closer attention to structuring the curriculum and future professional career of their children.

Tab. 40. Professional Career Planning in Relation to Nationality

Nationality		Profession Planning				Total
		No Answer	Yes	No	Do not Think About It	
Czech	Abs.	0	43	69	54	166
	%	,0	25,9	41,6	32,5	100,0
Roma ¹	Abs.	2	20	24	20	66
	%	3,0	30,3	36,4	30,3	100,0
Slovak	Abs.	1	12	23	14	50
	%	2,0	24,0	46,0	28,0	100,0
Russian	Abs.	1	24	11	15	51
	%	2,0	47,1	21,6	29,4	100,0
Ukraine	Abs.	1	24	11	18	54
	%	1,9	44,4	20,4	33,3	100,0
Vietnamese	Abs.	0	23	9	22	54
	%	,0	42,6	16,7	40,7	100,0
Total	Abs.	5	146	147	143	441
	%	1,1	33,1	33,3	32,4	100,0

Note: ¹ in the “Roma” nationality – the Roma, the Czech Roma, and the Slovak Roma nationalities are included

Regardless of the above stated attitudes, many parents expressed their visions about future professional orientation of their children. By stating these visions (in a different questions) they, in fact, corrected the ratio of parents who did and who did not cared about their children’s professional career. In all researched groups, this correction tilted the ratio towards

having specific ideas about professional future of children. The attitude of “not planning child’s career” was reflected in the question asking about parental vision into the notion that child should be given the possibility to choose on his or her own.

Liberal attitude in profession selection turned out to be significant variable differentiating the groups in question. The attitude of “it depends on child’s choice” and “it does not depend of me” proved to be characteristic of one third of Czech, Slovak, and Russian parents. Mainly the Vietnamese and Roma parents who did not allow for the liberal position of child’s own decision formed the contrast to this position. These parents expressed an idea that their children present assurance of the family’s future, reflecting their cultural understanding of close ties between parents and the next generation.

We asked the question whether such attitudes stem from enculturation of parents into their home country’s society or also from the level of obtained education.

The statistical analysis also generated difference in orienting children towards different professional areas. The Ukraine parents preferred health care, law, and catering areas of future employment for their offspring, while they did not find technical orientation, construction, business, or transportation as compelling fields at all. The Russian parents encouraged their children toward majors in finance, economy, law, technical subjects, and art. They commonly emphasized the exclusivity of profession in these fields. The Vietnamese parents looked for careers for their children in health care, finance, economy, and other areas where their children could find job as administration and organization specialists. At the same time it was clear that art related professions stayed outside their area of interest. It was also interesting to note that the Vietnamese did not see their children’s future connected to trade and catering, professions that are typical for their ethnic group and generation in the Czech Republic. This may be connected to tabooization of their professional position in the larger society.

The Slovaks were the only parents, besides the Russians, who saw the field of their children’s future profession in technical specializations and in education. Contrasting with Czech parents, they also expressed their wish to see their son or daughter in art professions or in communication (i.e., interpretation) (see Table 40).

Projection of children’s future among the Roma was typically defined as interest in health, catering, trade, transportation (flight attendants, drivers), state service, and administration. While working in catering, construction, auto industries may be a result of school workers’ advice, the other projections of professions are reflecting Roma parents’

understanding of well-paid professions (economy, law, flight attendants) and parental experience of advantages of some of these jobs (drivers, Roma school assistants).

It is clear that projection of children's career is one of the significant variables contributing to distinctive ethnic education-related strategies. It reflects both personal parental ambitions and groups tendencies to position one's family in a particular socioeconomic place in the larger society. This process revises the position of parents at the time of their arrival in the Czech Republic.

Tab. 41. Projection of Future Economic Area for Child's Profession in Relation to Nationality

Legend: 0 - not answered; 1+2 - I do not know; 3+4 - depends on child's choice; 5 - remunerative job

Occupation according to specialization:

6 – technique; 7 - civil engineering; 8 - health service; 9 – education; 10 - economy, financial engineering; 11 – law; 12 – informatics; 13 – commerce; 14 - catering, services; 15 – transport; 16 - art profession; 17 – media; 18 – sport; 19 - civil and public services; 20 - office work; 21 – business; 22 - miscellaneous

Nationality		Economic area of future profession																				Total	
		0	1+2	3+4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		22
Czech	abs	0	29	51	2	12	5	17	9	1	7	4	4	3	0	4	0	2	3	1	1	4	159
	%	,0	18,2	32,1	1,3	7,5	3,1	10,7	5,	,6	4,4	2,5	2,5	1,9	,0	2,5	,0	1,3	1,9	,6	,6	2,5	100,0
roma ¹	abs	0	8	3	0	4	3	5	2	5	4	2	4	8	4	1	2	0	2	0	0	1	58
	%	,0	13,8	5,2	,0	6,9	5,2	8,6	3,4	8,6	6,9	3,4	6,9	13,8	6,9	1,7	3,4	,0	3,4	,0	,0	1,7	100,0
Slovak	abs	1	7	17	2	4	0	1	2	1	2	1	0	0	0	5	0	1	1	0	0	2	47
	%	2,1	14,9	36,2	4,3	8,5	,0	2,1	4,3	2,1	4,3	2,1	,0	,0	,0	10,6	,0	2,1	2,1	,0	,0	4,3	100,0
Russian	abs	0	7	11	1	3	0	6	1	4	5	1	0	0	1	5	0	0	1	0	3	1	50
	%	,0	14,0	22,0	2,0	6,0	,0	12,0	2,0	8,0	10,0	2,0	,0	,0	2,0	10,0	,0	,0	2,0	,0	6,0	2,0	100,0
Ukraine	abs	0	12	9	2	0	1	12	0	1	6	2	0	3	0	1	0	1	0	0	1	1	52
	%	,0	24,1	17,3	3,8	,0	1,9	23,1	,0	1,9	11,5	3,8	,0	5,8	,0	1,9	,0	1,9	,0	,0	1,9	1,9	100,0
Vietnamese	abs	0	10	5	1	0	0	7	2	6	2	3	0	1	0	1	1	1	1	1	1	1	44
	%	,0	22,7	11,4	2,3	,0	,0	15,9	4,5	13,6	4,5	6,8	,0	2,3	,0	2,3	2,3	2,3	2,3	2,3	2,3	2,3	100,0
Total	abs	1	73	94	8	23	9	48	16	18	26	13	8	15	5	17	3	5	8	2	6	10	410
	%	,2	17,8	22,9	2,0	5,6	2,2	11,7	3,9	4,4	6,3	3,2	2,0	3,7	1,2	4,1	,7	1,2	2,0	,5	1,5	2,4	100,0

Note: ¹ in the "Roma" nationality – the Roma, the Czech Roma, and the Slovak Roma nationalities are included

5. 4 Institutional Provision of Projected Career

5.4. 1 Strategy of School Selection

Currently parents in the Czech Republic have the possibility to select their school when their child enters school education. They can enroll their children into school depending on their place of residence, into school with alternative educational methods, special programs, or into religious, state or private school. We were interested in the criteria parents use in their selection.

In relation to elementary education we noticed that difference between the Roma and Czech respondents and immigrants. It was the Roma and Ukraine parents that selected their school according to the place of residence most frequently. For Russian parents this was not an attractive way and only one fifth did so. See Table 42.

Tab. 42. Elementary School Selection Regarding Place of residence – in Relation to Nationality

Nationality	School Selection			
		Place of Residence	Other	Total
Czech	Abs.	87	79	166
	%	52,4	47,6	100,0
Roma¹	Abs.	40	26	66
	%	60,6	39,4	100,0
Slovak	Abs.	25	25	50
	%	50,0	50,0	100,0
Russian	Abs.	10	41	51
	%	19,6	80,4	100,0
Ukraine	Abs.	31	23	54
	%	57,4	42,6	100,0
Vietnamese	Abs.	26	28	54
	%	48,1	51,9	100,0
Total	Abs.	219	222	441
	%	49,7	50,3	100,0

Note: ¹ in the “Roma” nationality – the Roma, the Czech Roma, and the Slovak Roma nationalities are included

The parents-immigrants considered language of instruction and welcoming attitude of the school and tolerance important criteria. The Russians preferred often time schools with special educational, or alternative, methods. Parents-immigrants also often relied on recommendation given to them by friends or other persons from their social network in order to select their school. In the case of the Roma it is the extended family that fulfils this role. The influence of Non-Profit organizations in such decision-making did not turn out important at all.

Tab. 43. Elementary School Selection Regarding Recommendation –
in Relation to Nationality

Nationality	Recommendation								
		Not Used	Relative	Friend	Neighbor	Social Worker	Non-Prof. Org.	Other	Total
Czech	Abs.	93	16	37	2	1	2	15	166
	%	56,0	9,7	22,3	1,2	,6	1,2	9,0	100,0
Roma¹	Abs.	44	9	7	3	1	1	1	66
	%	66,7	13,6	10,6	4,6	1,5	1,5	1,5	100,0
Slovak	Abs.	36	0	10	1	1	0	2	50
	%	72,0	,0	20,0	2,0	2,0	,0	4,0	100,0
Russian	Abs.	25	2	20	1	1	0	2	51
	%	49,0	3,9	39,2	2,0	2,0	,0	3,9	100,0
Ukraine	Abs.	40	2	10	1	0	0	1	54
	%	74,1	3,7	18,6	1,8	,0	,0	1,8	100,0
Vietnamese	Abs.	33	4	15	1	0	0	1	54
	%	61,1	7,4	27,8	1,8	,0	,0	1,8	100,0 ²
Total	Abs.	270	33	99	11	3	5	20	441
	%	61,2	7,5	22,5	2,5	0,7	1,1	4,5	100,0

Note: ¹ in the “Roma” nationality – the Roma, the Czech Roma, and the Slovak Roma nationalities are included

There were no significant differences in the process of secondary school selection in any of the groups. They all considered their ideas about their children’s future profession and quality of given school as important criteria. The local accessibility of good schools was stated as problem only by some Czech parents living in rural communities. The Roma parents from the same localities did not state this as a problem. The parents-immigrants cannot have the same problem due to their specific distribution across the country in the regions included in the study.

5. 4. 2 Choosing the Same School

The question asking whether or not (and why) parents chose the same school for their second (third, etc.) child was testing two attitudes: toward elementary education institution, and toward secondary education as a base for further education.

Regarding the first attitude, the question could only research ideas of those parents who have multiple children in elementary school or whose children or child finished elementary education. Choosing the same school for second, third, etc. child turned out to be done predominantly by Czech and Vietnamese parents. In contrast, this way of selecting school for a child was not common among other immigrant families and among the Roma. Regardless the ethnic background, there were three dominant reasons for choosing the same school: good experience with the school in relation to the previous child (this criterion was less stressed by Roma families), place of residence, and specific way of each family’s life.

In relation to secondary education, the choice to enroll a child in the same school as the previous child stemmed from different reasons: child’s own choice, his or her individual preferences and abilities, and in some cases, local possibilities for families living in more rural areas. Interestingly, we did not observe any ethnic differences in this question. In addition, Slovak, Russian, and Czech parents stated in higher frequency than other groups that the reason why they did not choose identical school was the child’s individuality (see Table 42).

Tab. 42. Reasons for Choosing the Same School in Relation to Nationality

Nationality		Reason for Same Element. or Second. School						
		Good Prev. Experience	Child’s Choice	Place of Residency	Family Life	The Only Choice	Other	Total
Czech	Abs.	42	4	9	11	1	3	70
	%	60,0	5,7	12,9	15,7	1,4	4,3	100,0
Roma ¹	Abs.	7	0	6	6	1	0	20
	%	35,0	,0	30,0	30,0	5,0	,0	100,0
Slovak	Abs.	9	1	2	2	0	1	15
	%	60,0	6,7	13,3	13,3	,0	6,7	100,0
Russian	Abs.	5	1	0	1	0	1	8
	%	72,5	12,5	,0	12,5	,0	12,5	100,0
Ukraine	Abs.	7	2	4	0	0	0	13
	%	53,8	15,4	30,8	,0	,0	,0	100,0
Vietnamese	Abs.	13	2	1	6	0	1	23
	%	56,5	8,7	4,3	26,1	,0	4,3	100,0
Total	Abs.	82	10	22	26	2	6	149
	%	55,7	6,7	14,8	17,4	1,3	4,0	100,0

Note: ¹ in the “Roma” nationality – the Roma, the Czech Roma, and the Slovak Roma nationalities are included

Changing School During the Course of Education Cycle

The change of school issue seemed to be relevant mainly to the first two years of schooling for all six groups in question. The frequency of the change was most often conditioned by change of locality – observed mainly among the Russian, Slovak, and Vietnamese families. Interestingly, change of locality did not play major role in the Czech, Roma, and Ukraine behaviors (see Table 43).

Tab. 43. Change of School During the Course of Education Cycle in Relation to Nationality

Nationality		Change of School		Total
		Yes	No	
Czech	Abs.	34	132	166
	%	20,5	79,5	100,0
Roma ¹	Abs.	15	51	66
	%	22,7	77,3	100,0
Slovak	Abs.	18	32	50
	%	36,0	64,0	100,0
Russian	Abs.	19	31	50
	%	38,0	62,0	100,0
Ukraine	Abs.	7	47	54
	%	13,0	87,0	100,0
Vietnamese	Abs.	16	38	54
	%	29,6	70,4	100,0
Total	Abs.	109	331	440
	%	24,8	75,2	100,0

Note: ¹ in the “Roma” nationality – the Roma, the Czech Roma, and the Slovak Roma nationalities are included

The following statements were among the most frequently stated reasons why parents of all groups opted to change school: dissatisfaction with education quality, and dissatisfaction or conflicts with teachers. The former was asserted mainly by Slovaks, Russians, and Vietnamese, while the latter was frequently claimed by the Russians and Slovaks. The Vietnamese parents did not write down almost anything that would indicated such problems.

At the same time parents of all six groups did not state that the main reason for changing school was a different type of educational focus of the new school. The only exception here were the Czech parents.

Problems with schoolmates stated under “problems at school” or “racism” did not occur frequently but existed. The former one was stated by a Slovak and Ukraine parent and the latter one by two Roma and Ukraine parents.

Tab. 44a. Reasons for Changing School in Relation to Nationality

Nationality	Number Students	N Students Who Changed school	Reason								
			Dissatisfaction	Problem Teachers	Problem The Classroom	Racism	Different School Focus Net	Psychologists Recommendation	Health Issue	Locality Change	Other
Czech	166	34	7	5	-	-	9	-	1	8	3
Roma	66	15	3	3	-	2	-	2	2	4	-
Slovak	50	18	3	3	1	-	-	-	1	9	2
Russian	51	19	3	3	-	-	1	1	-	9	2
Ukraine	54	7	1	2	1	1	1	-	-	3	-
Vietnamese	54	16	3	1	-	-	1	-	-	6	5

Note: in the “Roma” nationality – the Roma, the Czech Roma, and the Slovak Roma nationalities are included

Tab. 44b. Reasons for Changing School in Percents

Nationality	No of Students Total In %	No of Students Who change School	Reason								
			Dissatisfaction	Problem with Teachers	Problem the Classroom	Racism	Diff. Sch focus Net	Psychologists Recommendation	Health Issue	Locality Change	Other
Czech	166	20,5	4,2	3,0	-	-	5,4	-	,6	4,8	1,8
Roma	66	22,7	4,5	4,5	-	3,0	-	3,0	3,0	6,1	-
Slovak	50	36,0	6,0	6,0	2,0	-	-	-	2,0	18,0	4,0
Russian	51	38,0	5,9	5,9	-	-	2,0	2,0	-	17,6	3,9
Ukraine	54	13,0	1,9	3,7	1,9	1,9	1,9	-	-	5,6	-
Vietnamese	54	29,6	5,6	1,9	-	-	1,9	-	-	11,1	9,3

Note: in the “Roma” nationality – the Roma, the Czech Roma, and the Slovak Roma nationalities are included

5. 4. 3 School Evaluation

We recorded satisfaction with school among all ethnic groups of immigrants. The declared positive attitude to a specific school turned out to be a characteristic of all immigrants. While some parents were dissatisfied with their child’s school, only individuals filled out the actual reasons, such as three Slovak and three Ukraine parents were disappointed with the teacher’s behavior, and one Slovak and one Ukraine parents were unhappy about the school organization. The rest of dissatisfied parents claimed problems with the quality of schooling (see Table 45).

Tab. 45 Dissatisfaction with School Child/Children Attend/s in Relation to Nationality

Nationality		Dissatisfaction			
		Yes	No	Do Not know	Total
Czech	Abs.	40	112	14	166
	%	24,2%	67,9%	7,9%	100,0%
Roma ¹	Abs.	12	44	10	66
	%	18,2%	66,7%	15,2%	100,0%
Slovak	Abs.	10	39	1	50
	%	20,0%	78,0%	2,0%	100,0%
Russian	Abs.	4	44	3	51
	%	7,8%	86,3%	5,9%	100,0%
Ukraine	Abs.	4	46	4	54
	%	7,4%	85,2%	7,4%	100,0%
Vietnamese	Abs.	3	49	2	54
	%	5,6%	90,7%	3,7%	100,0%
Total	Abs.	73	334	33	441
	%	16,6%	75,9%	7,5%	100,0%

Note: ¹ in the “Roma” nationality – the Roma, the Czech Roma, and the Slovak Roma nationalities are included

The attitudes of Czech and Roma parents in the question of satisfaction with school were more critical than others. Only about two thirds did not claim dissatisfaction. The mostly cited problems included issues with teachers, education quality, and bullying (two Czechs, one Roma). At the same time some parent-immigrants formulated their dissatisfaction or shared critical comments verbally, which was also the case of some Czech parents. Thus it is possible to conclude that the Czech educational system is open enough for not only the Czech but also the other ethnic groups to raise issues with the system as well as find their position in the system.

5. 4. 5 Czech School Shortcomings

Parents of all groups in question hesitated to criticize Czech schools as a state institution whose role is to provide certain level of education and promote pupils’ social and psychological growth. At the same time we were able to observe differences in just monitoring the frequency of no answers or the answer “I do not know.” The frequency of giving no answer distinguished three

groupings. In one grouping there were the Czech, Roma, and Slovak parents, in the second grouping there were the Vietnamese and Ukraine, and the third grouping was represented by the Russian population (see Table 46). Significant was the tendency of Vietnamese parents not to state any answer, with the exception of those Vietnamese that have lived the Czech Republic for an extensive period of time and/or reached some kind of higher education, or they are economically successful families. On the contrary, the Russian families were the most vocal about their dissatisfaction. An extreme statement was recorded by a Russian mother who claimed that “Czech school does not provide for anything.”

Tab. 46. Evaluating Czech School Shortcomings in Relation to Nationality (Table includes the first entered item in the survey by each parent)

Nationality	Czech School Does Not Provide															
	No Answer	Does Not Know	Provides	Does Not Provide	Quality Schooling	World Langs	Native Lang. Education	Specialized Training	Activities	State Interest	Teachers' Interest	Forming Individuality	Tolerance	Other	Total	
Czech	Abs	4	105	3	0	8	13	0	4	6	6	1	9	0	7	166
	%	2,4	63,3	1,8	,0	4,8	7,8	,0	2,4	3,6	3,6	,6	5,4	,0	4,2	100,0
Roma ¹	Abs	1	41	5	0	1	0	0	3	2	10	1	0	1	1	66
	%	1,5	62,1	7,6	,0	1,5	,0	,0	4,5	3,0	15,2	1,5	,0	1,5	1,5	100,0
Slovak	Abs	11	20	6	0	2	2	0	3	4	0	0	1	0	1	50
	%	22,0	40,0	12,0	,0	4,0	4,0	,0	6,0	8,0	,0	,0	2,0	,0	2,0	100,0
Russian	Abs	1	27	2	1	6	3	1	5	1	0	1	1	2	0	51
	%	2,0	52,9	3,9	2,0	11,8	5,9	2,0	9,8	2,0	,0	2,0	2,0	3,9	,0	100,0
Ukraine	Abs	0	41	5	0	2	1	0	0	0	0	1	2	1	1	54
	%	,0	75,9	9,3	,0	3,7	1,9	,0	,0	,0	,0	1,9	3,7	1,9	1,9	100,0
Vietname	Abs	0	44	2	0	2	0	1	0	0	1	0	1	1	2	54
	%	,0	81,5	3,7	,0	3,7	,0	1,9	,0	,0	1,9	,0	1,9	1,9	3,7	100,0
Total	Abs	17	278	23	1	21	19	2	15	13	17	4	14	5	12	441
	%	3,9	63,1	5,2	,2	4,8	4,3	,5	3,4	2,9	3,9	,9	3,2	1,1	2,7	100,0

Note: ¹ in the “Roma” nationality – the Roma, the Czech Roma, and the Slovak Roma nationalities are included

What is it that parents seemed to miss in the Czech school system? Individual parents from all groups complained about the quality and organization of education in general. In contrast, complains about bad quality of specific subjects, or lack of subjects showed to be bound to ethnicity. The Russians, Czechs, and Slovaks complained about lack of quality world language instructing. The Slovaks, Roma, and Czechs – all groups shared the same educational system in the past – complained about lack of after-school activities and their variety. Some expressed the feeling that this lack was due to the indifference of Czech state. Large state intervention was requested by Roma responses, especially large financial support

– both for schools and individuals in form of scholarships. It was notable that while children-immigrants had been documented to have troubles with Czech language as the main language of instruction, the request to help with the handicap was not recorded and only two respondents (Russian and Vietnamese) asked for education of their mother tongues.

Large reserves in educational programs designed to form pupils' individuality and developing their specific abilities were brought up by individuals from all groups. Some parents lacked development of self-sufficiency, teaching of moral principles, educating about tolerance and respectability to different others. The latter was stated predominantly by parents-immigrants from all ethnic groups, and also the Roma. At the same time no Czech parents stated these issues (see Tables 46 – 47).

If any of the Czech parents claimed insufficient role of school in forming their child's individuality, they typically did so in reference to moral values (linked to their individual upbringing strategies). Two Russian and two Ukraine parents found the Czech school insufficiency in also in lack of personality formation, but also in lack of promotion of social independence. This was a clear evidence of the two cultural groups' different perspective.

Tab. 47. Evaluation of Czech School as Educational Institution in Relation to Nationality – All Statements (Table includes the first entered item in the survey by each parent)

Nationality		Czech School Does Not Provide													Total	
		No Answer	Does Not Know	Provides All	Does Not Provide Anything	Quality Education	World Lang-s	Mother Tongue	Specialized Training	Activities	Sate Interest	Teachers' Interest	Forming Individuality	Tolerance		Other
Czech	abs	4	105	3	0	9	13	0	7	6	8	2	10	0	9	176
	%	2,3	59,7	1,7	0,0	5,1	7,4	0,0	4,0	3,4	4,5	1,1	5,7	0,0	5,1	100,0
Roma	abs	1	41	5	0	1	0	0	3	2	10	1	0	3	1	68
	%	1,5	60,3	7,4	0,0	1,5	0,0	0,0	4,4	2,9	14,7	1,5	0,0	4,4	1,5	100,0
Slovak	abs	11	20	6	0	3	2	0	3	4	1	0	1	2	3	56
	%	19,6	35,7	10,7	0,0	5,4	3,6	0,0	5,4	7,1	1,8	0,0	1,8	3,6	5,4	100,0
Russian	abs	1	27	2	1	6	3	1	6	1	0	2	2	3	1	56
	%	1,8	48,2	3,6	1,8	10,7	5,4	1,8	10,7	1,8	0,0	3,6	3,6	5,4	1,8	100,0
Ukraine	abs	0	41	5	0	2	1	0	0	0	0	1	2	2	1	55
	%	0,0	74,5	9,1	0,0	3,6	1,8	0,0	0,0	0,0	0,0	1,8	3,6	3,6	1,8	100,0
Vietnamese	abs	0	44	2	0	2	1	1	1	0	1	0	1	1	2	56
	%	0,0	78,6	3,6	0,0	3,6	1,8	1,8	1,8	0,0	1,8	0,0	1,8	1,8	3,6	100,0
Total	abs	17	278	23	1	23	20	2	20	13	20	6	16	11	12	462
	%	3,7	60,2	5,0	0,2	5,0	4,3	0,4	4,3	2,8	4,3	1,3	3,5	2,4	2,6	100,0

Note: in the “Roma” nationality – the Roma, the Czech Roma, and the Slovak Roma nationalities are included

5.5.5 Ideal Teacher Characteristics

Parents of all ethnic groups emphasized that “good” characteristics of their child’s teacher were important. Teacher was seen as not only a transmitter of knowledge but also an educator that needs to ensure equality and tolerance in the classroom. All the parents expressed they expected the teacher to be responsible for resolving conflicts, bullying, and racism, as well as pupils’ behavior. If he or she was not capable of managing these processes they considered such teacher as an incapable professional. This attitude was apparent even in the Vietnamese parents’ responses, which were otherwise quite restrained in commenting on the school’s quality. It is true, however, that some of them stated an explanation or apology justifying the teacher’s failure. Table 48 illustrates individual ethnic groups’ ideas about viable characteristics for a teacher.

Tab. 48. Ideal Teacher Characteristics in Relation to Nationality (in Percents)

Characteristic	Nationality																	
	Czech			Roma			Slovak			Russia			Ukrain			Vietnam		
	Import ant.	Unim portan	Not Ans.	Import ant.	Unim portan	Not Ans.	Import ant.	Unim portan	Not Ans.	Import ant.	Unim portan	Not Ans.	Import ant.	Unim portan	Not Ans.	Import ant.	Unim portan	Not Ans.
Strict	69,9	30,1	-	62,1	31,8	6,1	68,0	32,0	-	72,5	25,5	2,0	87,1	5,5	7,4	72,3	11,0	16,7
Kind	86,1	13,9	-	84,9	7,5	7,6	86,0	14,0	-	70,6	27,4	2,0	74,0	16,7	9,3	81,5	9,2	9,3
Demanding	80,7	13,3	6,0	59,1	31,8	9,1	82,0	18,0	-	64,7	29,4	5,9	64,6	20,6	14,8	62,9	20,4	16,7
Pleasant	74,1	21,1	4,8	78,8	15,1	6,1	88,0	12,0	-	54,9	39,2	5,9	79,7	12,9	7,4	77,8	7,4	14,8
Cultivated-look	53,0	41,6	5,4	60,6	31,8	7,6	64,0	32,0	4,0	60,8	33,3	5,9	61,1	27,8	11,1	61,6	18,0	20,4
Tolerant	82,6	16,2	1,2	84,9	9,0	6,1	94,0	6,0	-	90,2	7,8	2,0	77,8	12,9	9,3	87,0	1,9	11,1
Fair	92,7	1,9	5,4	92,5	1,4	6,1	98,0	-	2,0	92,2	3,9	3,9	85,2	3,7	11,1	83,3	3,7	13,0
Multiculturality	53,0	45,2	1,8	65,2	4,4	15,2	72,0	22,0	6,0	54,9	41,2	3,9	53,7	27,8	18,5	53,7	14,8	31,5
Cz.,Cult. Knowled	83,8	15,0	1,2	68,2	18,2	13,6	82,0	14,0	4,0	66,6	29,5	3,9	63,0	24,0	13,0	64,8	13,0	22,2
Knowledgeable	95,8	3,0	1,2	80,3	4,5	15,2	100,0	-	-	92,2	3,9	3,9	85,2	5,5	9,3	74,1	1,8	24,1
Not too demanding	21,1	73,5	5,4	31,8	50,0	18,2	12,0	78,0	10,0	45,1	47,1	7,8	46,3	40,7	13,0	33,4	38,8	27,8
Good teacher	92,2	1,2	6,6	80,5	11,9	7,6	98,0	2,0	2,0	92,1	2,0	5,9	85,2	5,5	9,3	76,0	1,8	22,2

Note: the characteristics “very important” and “important” were joined; and characteristics “rather unimportant” and “quite unimportant” were also joined

The profile of a good teacher turned out to have cultural specifics across the groups in question. Only two characteristics were comparable in perception by different groups: all find being “fair” as important and having “cultivated look” as unimportant (see Table 48). The rest of traits were differentiated in evaluation. While tolerance was an important trait for all parents, teacher’s multicultural approach to teaching was not marked as important. The only group that found a multiculturally oriented teacher important were the Slovaks. Similar evaluation of viable teacher’s characteristics were found between the ethnic groups of Czechs and Slovaks, Czechs and Roma, and Russians and Ukraine (the last two named expressed smaller demands on teacher’s kindness and strictness).

The finding that multicultural approach to teaching is not found essential does not match findings of I. Gabal, who claims that parents-immigrants operate within their ethnic networks that help individual parents to enroll their children into schools with higher inter-ethnic tolerance.³⁴

Regarding such conclusion, it is important to respect the above mentioned comments about the comparability of data collected by Marketa Bezouskova and the rest of the researchers. In respect to lack of entries in questionnaires about the ideal teacher's characteristics, we made comparison of frequency of missed answers between the Slovak, Ukraine and Vietnamese respondents whose information was collected by Marketa and whose data were collected by the other researchers. We did not find a significant difference in the case of Slovak sample, but we did find a significant difference in the Ukraine and Vietnamese samples.

In the Ukraine sample the entry was left out mainly for the "multicultural approach" and in the Vietnamese sample the difference is true for all entries with the exception of being "fair" and "kind" – which were considered important. See Table

Tab. 49. Ideal Teacher Characteristics – comparison of missing entries in data files A a B¹

Characteristics	The question not answered											
	Slovak,				Ukraine,				Vietnamese			
	Data A		Data B		Data A		Data B		Data A		Data B	
	Abs.	%	Abs.	%	Abs.	%	Abs.	%	Abs.	%	Abs.	%
Strict	-	-	-	-	2	8,3	2	6,2	1	4,3	8	25,8
Kind	-	-	-	-	2	8,3	3	10,8	2	8,7	3	9,7
Demanding	-	-	-	-	3	12,5	5	16,7	2	8,7	7	22,6
Pleasant	-	-	-	-	2	8,3	2	6,7	2	8,7	6	19,4
Cultivated	1	2,2	1	20,0	3	12,5	3	10,5	3	13,9	8	25,8
Tolerant	-	-	-	-	2	8,3	3	10,5	1	4,3	5	16,1
Fair	1	2,2	-	-	3	12,5	3	10,5	3	13,9	4	12,9
Multicultural	3	6,7	-	-	2	8,3	8	26,7	2	8,7	15	48,4
Czech Culture Knowledge	2	4,4	-	-	3	12,5	4	13,3	1	4,3	11	35,5
Knowledgeable	-	-	-	-	1	4,2	4	13,3	2	8,7	11	35,5
Not too demanding	3	6,7	2	40,0	2	8,3	5	16,7	2	8,7	13	41,9
Good teacher	-	-	-	-	1	4,2	4	13,3	1	4,3	11	35,5
Respond. total	45		5		24		30		23		31	

Note: ¹ B – Marketa Bezouskova's data, A – data collected by others

Conclusion

The first aim of the study was to define educational strategies from the largest new immigrant groups in the Czech Republic and compare them with strategies of the two largest ethnic groups of Czech citizens. The second objective of the project was to show new possible

³⁴ Gabal, I.: Analyza, c.d. s. 65

perspectives for social stratification of new immigrants in the Czech Republic in relation to their ideas about their children's future careers and way of life. The results of the study stemming from statistical analysis proved that education related strategies by Slovak, Russian, and Ukraine and Vietnamese parents are differentiated in many characteristics. Cultural determination is well observable in the fact that historically close group of parents are similar, that is the Czech and Slovak, and Russians and Ukraine strategies are comparable. In this context we conclude that the Vietnamese and Roma parental strategies are individualistic. At the same time the fact that one group, the Roma, are Czech citizens make them in some areas closer to Czech behaviors, and the fact that the Vietnamese are immigrants make them, in certain ways, comparable to the other groups of parents-immigrants.

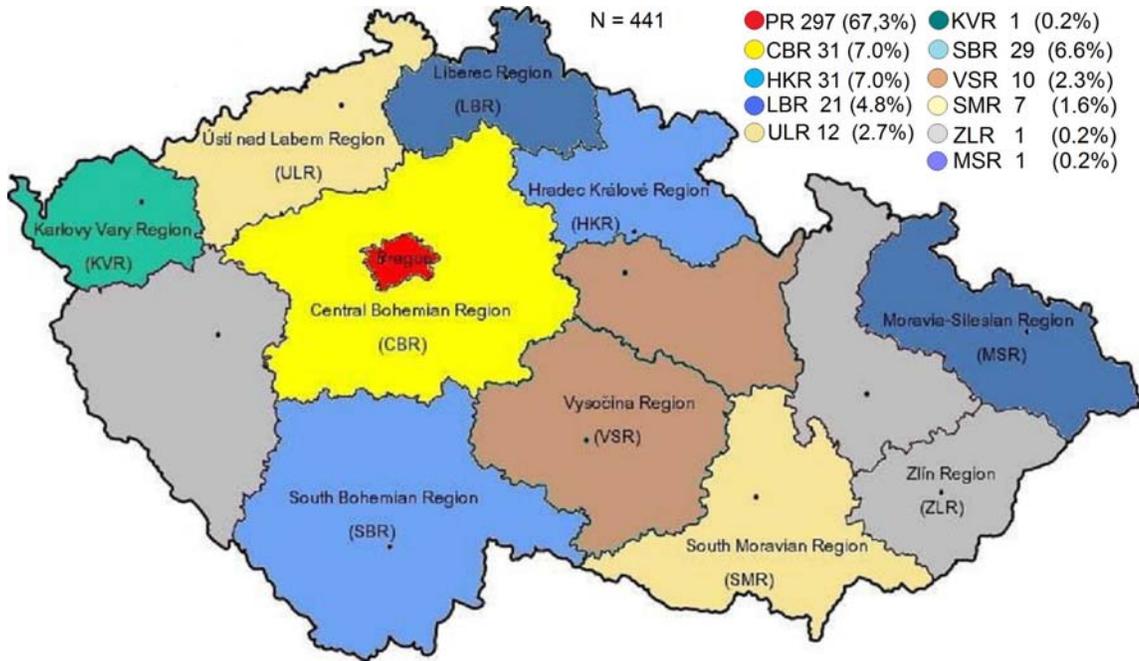
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Appendix I

Map 1. Respondent Distribution Across Czech Regions



Appendix III

City/Town

Locality

Interviewer

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Dear Sir or Madam,

We wish to ask you to fill in this survey, which consists of important questions concerning parental views of their children’s schooling. The objective is to explore whether and how the Czech school system meets parental expectations. Every sincere answer is valuable and will be respected.

The survey is anonymous and dozens of parents of primary and high school children participate. Your answers will be a great contribution to the proposed research.

Thank you for your collaboration!

On behalf of the research team of College of Humanities, Charles University in Prague,

Dana Bittnerová, Mirjam Moravcová, Daniela Pěničková

Check the box for a correct answer or mark your answer into the given numeric scale.

Please, pay attention to additional instructions below.

Don't mark those tables of numbers that

1	2	3	4	5
---	---	---	---	---

 have a gray background.

1. How long have you been living in the Czech Republic (CR)?

1

 I was born in the CR

2

 I was born in the Slovak Republic (SR)

I have been living in the CR since

1	2	3	4	5
---	---	---	---	---

2. Your children, which now attend primary or high school

1

 were born in the CR

2

 came with the family

3

 came to live with us after we settled down

3. What school does/do your child/children attend?

Primary School – mark grade: 1., 2., 3., 4., 5., 6., 7., 8., 9.
Eight Grade Gymnasium – mark grade: 1., 2., 3., 4., 5., 6., 7., 8.
Four Grade Gymnasium – mark grade: 1., 2., 3., 4
Vocational School with Leaving Examination (maturita) – mark grade: 1., 2., 3., 4. –
major/specialization:
Vocational School without Leaving Examination (maturita) - mark grade:
major/specialization:
Conservatory – mark grade: 1., 2., 3., 4., 5., 6.

4. What is the name of the school your child/children attends/attend?

1st child
2nd child
3rd child
4th child.....
Next children

5. What criteria did you use to choose the school for your children?

A. primary school (you can mark more than one answer)

1. I was not really choosing but went by the place of residence

2. The school was recommended by a:

1

 relative

2

 friend

3

 neighbor

4 social worker

5 non-profit organization worker

who else?

3. I chose according to the language of instruction; Which was ?.....

4. I chose a Czech private school with Czech language being the language of instruction;

Why ? 1 2 3 4 5

5. I chose a school with alternative teaching methodologies

6. The school I chose seemed nice and friendly

7. Other criteria 1 2 3 4 5

B. high school (you can mark more than one answer)

1. I chose according to the offered majors – school’s specialization

2. I chose according to the quality of the school

3. I chose a school with convenient location

4. I chose a school we could afford

5. I chose school that was recommended by a:

1 teacher

2 relative

3 non-profit organization

4 friend

social worker

5

who else?.....

6. I did not really have a choice. I registered our child where he/she was accepted.

7. Our child chose the school himself/herself

8. The school I chose seemed nice and friendly

9. I chose a school that will help my child overtake my business

10. Other criteria

6. Have you chosen the same school for your other child/ren?

1 yes

2 no

Why yes?

Why not?

7. Did you change the school for any of your children during the course of the whole primary or high school program?

1 yes

2 no

If yes, fill in the year of birth of the child

Why?

1 2 3 4 5

8. Were you ever disappointed by anything in the school your child/ren currently attends/attend?

1 yes

2 no

3 I am not sure

If yes, why?.....

1 2 3 4 5

9. What qualities do you look for in a teacher? (On the scale 1-4, mark one number according to its importance: **1 = very important; 2 = important; 3 = rather unimportant; 4 = quite unimportant.**)

A. strict	1	2	3	4
B. kind	1	2	3	4
C. demanding.....	1	2	3	4
D. pleasant communicating with parents	1	2	3	4
E. pleasant and cultivated look	1	2	3	4
F. tolerant to diff. ethnic groups	1	2	3	4
G. fair (has sense of justice).....	1	2	3	4
H. emhasizing multiculturality	1	2	3	4
I. having respect for Czech culture	1	2	3	4
J. knowledgeable in his/her field	1	2	3	4
K. not too demanding	1	2	3	4
L. a good teacher	1	2	3	4

10. Are you in touch with the school? 1 yes 2 no

A. If yes, the contact is made mainly by the:
(mark all that participate)

- 1 mother 2 father 3 grandpar. 4 another fam. member
 5 depends on an immediate agreement

Who else?

8 9 10 11 12

B. The contact with teachers is made at:

- 1 reg. class meetings for 2 every day
 3 when invited 4 every week
 5 I am in the Parent Council 6 I am a staff member
 7 when child is in trouble 8 when I feel injustice has been done to my child
 9 never 10 I refuse talking to them

11. How do you feel about the communication with the school/teachers?

- 1 we always resolve the problem 2 it is a formality 3 nothing gets resolved
 4 communication makes me feel better 5 it makes things worse 6 we do not really communicate

12. Has/have your child/children been diagnosed with any learning disabilities?

- 1 no 2 dyslexia 3 dysgraphia 4 frequently ill

Anything else?

5 6 7 8

13. Does/do your child/ren have any other problems at school? (mark all answers that apply)

- 1 no problems 2 being bullied 3 with different environm. 4 with teaching methods
 5 insufficient knowledge of Czech 6 racism 7 with curriculum 8 too high demands
What else?

If your child has been victimized by bullies or acts of racism, describe the situation(s):

14. Have you ever suffered any kind of injustice from the school?

1 yes 2 no

If yes, describe the situation(s):

1	2	3	4
---	---	---	---

15. Does the school have any rules or regulations that hold your child/ren down in some way?

If yes, describe them:

1	2	3	4
---	---	---	---

16. How do you evaluate your child/ren's school results?

Chose on of the following numbers: **1.** = he/she is an excellent pupil/student; **2.** = we are happy about his/her performance; **3.** = we are not happy about his/her performance

1st child....., 2nd child....., 3rd child....., 4th child, next children

You can write more comments:

17. What is the ideal profession you want for your child/ren?

1 st child	<input type="checkbox"/>
2 nd child.....	<input type="checkbox"/>
3 rd child.....	<input type="checkbox"/>
4 th child	<input type="checkbox"/>
Next children	

18. How important are the following criteria in choosing a profession for your child/ren?

(On the scale 1-4, mark one number according to its importance: **1 = very important; 2 = important; 3 = rather unimportant; 4 = quite unimportant**)

A. it must make one self-sufficient.....	1	2	3	4
B. it must bring one joy.....	1	2	3	4
C. it must be transferable to other countries	1	2	3	4
D. it must give one prestige.	1	2	3	4
E. it should be beneficial to the society.....	1	2	3	4
F. it should not be exhausting.....	1	2	3	4
G. it should enable one to work with good people.....	1	2	3	4
H. it should enable one to find work near his/her residence...	1	2	3	4
I. it must ensure one respect within the family.....	1	2	3	4

19. Do you plan your child/ren's career?

1 yes 2 no 3 I have not thought about it yet

20. Is it challenging for you to get your child/ren into a good school?

yes 1 2 no 3 I am not sure

If yes, why? (mark all answers that apply):

- 1 very difficult entrance exams 2 school is very popular – many applicants
 3 they only accept kids from certain famil-s 4 it is financially unaffordable
Other reasons?

1	2	3	4
---	---	---	---

-
21. Does it matter with what kind of children your son or daughter spends time?
yes 1 2 no 3 I do not really think about it

If it matters, you prefer your child/children to hang out with children (with):

- 1 good grades 2 well behaved 3 certain ethnicity
 4 good economic status of the parents 5 good family reputation
 6 attending the same school 7 belonging to the same group of families as us

Any other preference?

1	2	3	4
---	---	---	---

-
22. Do you have enough finances to get the school education for your child/ren you want?
 1 yes 2 no 3 not at the moment

If you do not have enough finances, how do you manage the situation?

1	2	3	4
---	---	---	---

-
23. How much money do you pay per one school year for the following items in education of your **oldest child** attending primary or high school? (If you do not pay anything, put down "0")
- A. tuition.....
 - B. tutoring
 - C. after school clubs, ZUŠ
 - D. school tools and required materials.....
 - E. private language classes.....
 - F. private other classes.....
 - G. sports.....
 - H. What else?

-
24. How often do you check your child/ren's school results?

- 1 end of the week 2 during regular parents & teachers meetings
 3 daily 4 when needed
 5 I do not check them

-
25. Does/do your child/ren prepare at home for the classes?

- 1 not sure 2 does/do not study, because there is no need
 3 every day 4 only before an examination

30. What role models do you have for your child/ren?

1 2 3 4 5

31. Which of the following activities does/do your child/ren engage in outside classwork:

1 No activities

2 Foreign languages. Which ones?.....

1 2 3 4 5

3 Playing musical instrument. Which one(s)?.....

1 2 3 4 5

4 Dancing. What kind(s)?.....

1 2 3 4 5

5 Art work. What kind(s)?.....

1 2 3 4 5

6 Sports. What kind(s).

1 2 3 4 5

7 Work on PC.....

1 2 3 4 5

8 Women's hand work. What kind(s)?.....

9 Cooking.....

10 Taking care of baby(ies).....

1 2 3 4 5

What else?.....

32. How many hours a day does/do your child/ren spend(s) on the Internet and how many hours playing games?

Internet

Games

33. How many hours a day does/do your child/ren spend on the after school activities?

34. How many hours a week does/do your child/ren help you?

What do they help with?

1 2 3 4 5

35. Are there particular sports that you would like to support your child/ren at?

1 yes

2 no

If yes, which one(s)?

1 2 3 4 5 6 7 8

36. What language of instruction do you consider ideal for your child/ren?

Czech

English

German

French

Spanish

Russian

Slovak

Roma

Ukraine

Vietnamese

Any other?.....

37. What languages do you want your child/ren to speak?

1 2 3 4 5 6 7 8 9 10

38. Do you make sure your child/ren learn(s) to speak your mother tongue?

1

yes

2

no

If yes, how?

1 2 3 4 5

39. Do you make sure your child/ren learn the history and cultural practices of your nation?

1 yes 2 no

If yes, how?

1 2 3 4 5

40. What is the highest education you want your child/ren to obtain?

1 2 3 4 5

41. Until what age of your child/ren do you plan to support their education?

1 2 3 4 5

42. Is there anything that the Czech education system is lacking?

1 2 3 4 5

43. Do you expect your child/ren to study outside the Czech Republic in the future?

1 yes 2 no 3 I am not sure

If yes, where and why?

1 2 3 4 5

44. Do you think that the Czech education system may distance your child/ren from their national identity and national consciousness?

1 yes 2 no 3 I am not sure

If yes, describe how?

1 2 3 4 5

45. In which country, do you see your child/ren living in adulthood?

1 2 3 4 5 6 7 8 9 10

46. Do you consider the possibility to move and settle in another country, outside the Czech Republic?

1 yes 2 no 3 not at the moment

If yes, where do you want to move and why?

47. What is the goal of education/upbringing? (On the scale 1-4, mark one number according to its importance: *1 = very important; 2 = important; 3 = rather unimportant; 4 = quite unimportant*)

- | | | | | |
|--|---|---|---|---|
| A. to create happy childhood for your children | 1 | 2 | 3 | 4 |
| B. to shape children's personality | 1 | 2 | 3 | 4 |
| C. to shape children's responsibility toward society | 1 | 2 | 3 | 4 |

- D. to ensure your children's and their family economic welfare 1 2 3 4
- E. to bring your children up to self-sufficiency 1 2 3 4
- F. to teach responsibility toward parents and family 1 2 3 4
- G. to make sure you can be proud of your children 1 2 3 4

Any other goal(s)?

1	2	3	4	5
---	---	---	---	---

48. Do you give your child/ren pocket money?

- no exceptionally sometimes regularly when they ask

If you do regularly: weekly monthly

How much money?

What do they buy for the money?

Year of birth..... male female

Citizenship

Your nationality Your spouse's nationality

Family: complete single parent another marriage

Your sons' years of birth

Your daughters' years of birth

Your highest education:

- primary professional/vocational high school university

Country of Origin

Profession/Employment in your Country of Origin

Profession/Employment in CR

What is the economic status of your family?

- not self-sufficient fairly sufficient self-sufficient money is not a problem

Thank you for filling out the survey.