

Záleská, Klára

**Immigrant children's support of their school adaptation : an insight into the Czech and Norwegian practice : summary**

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# SUMMARY

## **Immigrant children's support of their school adaptation An insight into the Czech and Norwegian practice**

The main aim of the publication is *to compare the immigrant children school-adaptation support in the Czech and Norwegian environment in order to understand the process in both countries and to discover the areas that the main actors consider as crucial for the success of the whole process*. The ambition of the project is to use results as inspiration or feedback to politicians, teachers and academics and to reveal in more details the practice of one more experienced country in promoting the school-adaptation of immigrant children. By immigrant children, I mean the first and the second generation of immigrants (Øia, 2000). By support of immigrant children school-adaptation, I consider measures based on legislation and strategic documents at the national and regional level of education policy as well as the specific school measures.

The design of an empirical survey is a comparative study whose methodological approach is inspired by Bereday's four-step comparative method (Beraday, 1964). The first step is a *description*, describing the demographic, historical, economic, social and political context of immigrant children school-adaptation support in both environments. The second step is an *interpretation* that involves collection and interpretation of data. I present the results of the case studies of four primary schools (two in Prague and two in Oslo). The main technique of data collection is semi-structured interviews with school management and teachers. Observation and content analysis of school documents is provided as complementary techniques. The data was collected between 2016 and 2017. The third step, *juxtaposition*, represents the main findings presented in the previous step (in parallel for the

Czech and Norwegian environments) in the table. Finally, step four, the *comparison* presents the narratively established assumptions and differences that have arisen from the research.