



Charles University in Prague

Expression of interest for cooperation in FP7 project/s

Contact person: doc. PhDr. Stanislav Štech CSc. (stanislav.stech@ruk.cuni.cz)

Contact details (address, phone, fax): CZ-110 00 Prague 1, Myslíkova 7
Tel. +420 221900547, +420 224 491 662

Faculty/institute: Faculty of Education

Department: Department of Educational and School Psychology

Collaboration form: Project partner

Size of the research group: 15

Specific programme: Cooperation - Socio-economic Sciences and the Humanities

Activity area:

8.3.2.1. Youth and social exclusion Area

8.3.3.1. Cultural interactions and multiculturalism in European Societies

Cooperation interest: above mentioned areas of FP7.

Annotation: Social exclusion begins at school (pre-school); hence, inclusion has to start in school. School perceived mainly as knowledge acquisition place serves, in fact, the formation of competencies (via knowledge) with twofold function: (1)cognitive/technical one enabling the young people to succeed at the labour market, (2)broader one, that of the enculturation, enabling them to participate more or less fully in the culture. Critical moments of school socialization have been studied in many countries since last four decades. Now, the gain (of the present project)consists in identifying and analysing (a)individual success/failure in the network of relations between concrete curriculum, his/her specific socio-cultural capital and his/her hic et nunc developmental stage (b)ways and obstacles on the path from (particular, school)knowledge to cognitive/cultural competencies (c)models of typical school/education trajectories (life projects) (d)local (ethno) strategies of cultural integration compared to official integration/inclusion strategies (e)ways of overbridging cultural gaps between dominant/majority and minority cultures

Number of Ph.D. students: 10

Major international publications:

KUČERA, M.; ROCHEX, J.-Y.; ŠTECH, S. (eds.): La transmission du savoir comme problème culturel et identitaire/The Transmission of Knowledge as a Problem of Culture and Identity. Praha: Karolinum, 2001. 80-246-0184-2

CHARLOT, B. (ed.): Les jeunes et le savoir. Perspectives internationales. (Youth and Knowledge. International perspectives). Paris: Anthropos, 2001. 2-7178-4192-X



POKORNÁ, Věra (ed.): Inkluzivní a kognitivní edukace (Inclusive and Cognitive Education and Instruction). Praha: UK-PedF, 2006.

Previous participation in international research projects: -

Available research infrastructure: -

Major research interest/focus: Four main topics are investigated since 1991: - cognitive socialization (formative effects of school on children's thinking) - personality development (emergence of student's identity at the intersection of social, cultural/ethnic, school and family influences; perturbations based on school failure) - social and interpersonal life (contents and forms of specific children's culture in settings in- and out of school) - disorders (dysfunctions) of mental development in school settings (nature and logic of mental troubles associated with school socialization)

Www pages of the research group: www.pedf.cuni.cz and <http://userweb.pedf.cuni.cz/kpsp/>

Existing international collaboration partners:

1. Université Paris 8 Saint-Denis, UFR Sciences de l'Éducation, 2 rue de la Liberté, Paris 8 – France
2. Trnavská univerzita, Pedagogická fakulta/katedra predškolskej a elementárnej pedagogiky
3. University of Liverpool/Dept. of Psychology
4. Università degli Studi di Torino/Facoltà dell'Educazione

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