

**UNIVERZITA KARLOVA V PRAZE**  
**Fakulta sociálních věd**  
**Institut mezinárodních studií**

**PROTOKOL O HODNOCENÍ BAKALÁŘSKÉ PRÁCE**  
**(Posudek oponenta)**

Práci předložil(a) student(ka): Tereza Vosejková  
Název práce: Švédský vzdělávací systém a vzdělávání imigrantů

Oponoval (u externích oponentů uveďte též adresu a funkci v rámci instituce): Mitchell Young

**1. OBSAH A CÍL PRÁCE** (stručná informace o práci, formulace cíle):

The research question behind this thesis is extremely timely and important. The author seeks to answer the questions of whether there are differences in the primary education of Swedish nationals and immigrants, and if the way immigrants are educated leads to the integration or disintegration of that group in society?

The author then presents a hypothesis: due to Sweden's tradition of egalitarianism, she would not expect to find differences in the education. She also expects that the state would use education as a means to shape its future, i.e. to use education as an enculturation process for immigrants. These are reasonable expectations from the outside, but in fact we quickly learn that the Swedish law of 1976 allows for the education of immigrants in their mother tongue, and thus we can assume that there will be differences. In this regard the research question is not quite as refined as it could be. In fact, the thesis addresses an unstated question which would go something like: "how do the differences/consequences created by the 1976 law lead to integration or disintegration?"

The thesis is divided into three chapters. The first describes the Swedish educational system for a Czech audience, i.e. using the Czech system as a benchmark and focusing on differences between the systems. The second chapter deals with the education of immigrants in Sweden. And the third chapter is a case study on a primary school in Norberg which has a very high level of new immigrants among its pupils.

**2. VĚCNÉ ZPRACOVÁNÍ** (náročnost, tvůrčí přístup, argumentace, logická struktura, teoretické a metodologické ukotvení, práce s prameny a literaturou, vhodnost příloh apod.):

The structure of the thesis is sound: the author uses a single country case study with an embedded case on an individual primary school. As regards case choice, Sweden is a logical country to study as it has the highest level of immigrants in Europe. The primary school that was selected is likewise selected because it is one that is greatly affected by the recent wave of immigrants. Over 25% of its student body comprised of immigrants. This is an extreme case, but that makes it interesting and worthwhile to study.

One problem with the argument has to do with the autonomy given to individual schools within the Swedish system. The author claims that the schools have high levels of autonomy and this calls into question the ability to draw any generalizations from the case study. This is particularly problematic because the research question itself seeks to explain a more general societal condition.

The first two chapters are descriptive in nature. It would have been desirable to see the author go into a bit more detail on the politics of education as the changes which have occurred in Sweden have not been without controversy; in fact, there has been quite a bit over the strong shift to a neoliberal model, which came about with the governments since the mid-2000s. I would have liked to see some mention of how these politics affected the policies that are described.

Regarding the case study, the author tells us that this was ethnographic research using both observation and interviews. This is an appropriate way to approach the case; however, the chapter itself does not read like a case that resulted from an ethnographic study. That is to say, I am missing the sort of characteristic detail, the telling observations, quotes, and little stories that make ethnographic research valuable and interesting to read. I would have liked to see the author address the method in the introduction, particularly, the following questions needed to be answered: how much time was spent observing, what activities were observed, if she observed 'native

language' classes, how did she deal with the language barrier (assuming she does not speak Arabic), how many people did she interview, what type of questions did she ask them, what positions did they hold?

The literature seems to be sufficient, but not extensive, and is highly dependent on documents from the national agency for education (Skolverket). I would have liked to see more secondary sources that were not of government origin.

3. FORMÁLNÍ A JAZYKOVÉ ZPRACOVÁNÍ (jazykový projev, správnost citace a odkazů na literaturu, grafická úprava, formální náležitosti práce apod.):

The thesis is clearly written, organized and formatted. Citations are properly done.

There were no tables or charts in the text, and particularly in the first chapter, having some could have been helpful.

4. STRUČNÝ KOMENTÁŘ HODNOTITELE (celkový dojem z bakalářské práce, silné a slabé stránky, originalita myšlenek, naplnění cíle apod.):

The thesis is clearly presented and does a fine job of introducing the audience to both the Swedish education system and to the issues which it faces incorporating immigrants. The choice to limit the scope of the first chapter by writing it comparatively for a Czech audience is smart; however, given that it is only supposed include what is relevant to understand the current situation, one has to wonder why the author starts with the 9th century. The author displays a good grasp of the material and the issues that are currently faced.

The weaknesses are twofold: the lack of description of the ethnographic method used and the problem with methodology (the kind of questions a case study can or cannot address). The author wants to generalize more than possible from the case studied. This becomes particularly clear in the conclusion where the author argues that the 'aim' of the system is 'preserving identity' rather than 'integration'. I simply don't find enough evidence within the text to see how the author can make this claim. This is in a large part because of the author's focus on what I would call a 'management 'crisis' in the schools which comes as a result of lack of funding, teachers and space to fulfill the needs of the wave of immigrant students. That is coupled with a conflict creating by the long standing obligation of the 1976 law which allows students the right to study in their mother tongue. This law might create unintended consequences, but to demonstrate changed 'aims', would require more concrete evidence from policy and political discourses to prove.

5. OTÁZKY A PŘIPOMÍNKY DOPORUČENÉ K BLIŽŠÍMU VYSVĚTLENÍ PŘI OBHAJOBĚ (jedna až tři):

Discuss your experience using ethnography. What was most difficult about using this method? What problems did you encounter? What was the best insight you got from it?

There is always a problem of drawing generalizations from single case studies; however, in your thesis there is an added complication, that is, the Swedish system for primary education gives schools a great deal of freedom to operate. In what ways, if any, is the school in Norberg representative of other schools? Explain how the case study you conducted can be used to help us understand the broader issues facing Swedish society and immigrants there.

Why would a country based on egalitarian principles like Sweden pass a law allowing the education of immigrants in their mother tongue, and why do you think it has remained on the books for 40 years? Does that law create barriers to integration?

6. DOPORUČENÍ K OBHAJOBĚ A NAVRHOVANÁ ZNÁMKA: velmi dobře

Datum:

Podpis:

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Pozn.: Hodnocení pište k jednotlivým bodům, pokud nepíšete v textovém editoru, použijte při nedostatku místa zadní stranu nebo přiložený list. V hodnocení práce se pokuste oddělit ty její nedostatky, které jsou, podle vašeho mínění, obhajobou neodstranitelné (např. chybí kritické zhodnocení pramenů a literatury), od těch věcí, které student může dobrou obhajobou napravit; poměr těchto dvou položek berte prosím v úvahu při stanovení konečné známky.