

This master's thesis is concerned with the understanding of identity in the multicultural education in the Czech educational system – more precisely by the construction of identity. Multicultural education is the main educational stream, when it comes to the education against racism, xenophobia, intolerance or discrimination. In the Czech Republic, the multicultural education is one of the cross-subjects defined in the Educational Framework Programs. Lately, there have been many criticisms and concerns regarding multicultural education's tools including the identity politics due to its inability of reaching the proclaimed goals and objectives. Sometimes, it does quite the opposite – it reproduces dangerous stereotypes in the society and perpetuates discrimination. Identity is the key element in the multicultural education. How we perceive ourselves and others, influences many spheres of our lives. Whether the groups are constructed positively or negatively influences for example the allocation of benefits. Within this regard, through the discursive analysis, the construction of identity in the multicultural education is examined. It has been proven that the multicultural education tends to either construct the identity on the basis of external characteristics, which are visible on the first sight (skin colour, language, tradition, etc.), or the identity is constructed due to the encounter with “the others”. Through discursive analysis the multicultural identity was constructed on the level of knowledge as cultural identity, on the level of skills as ‘preservation’ and on the level of attitudes as ‘tolerance’. Students thus have to learn about the cultural characteristics of socio-cultural groups, which they have to tolerate and at the same time they should preserve their own identity. The identity constructed as follows turns out to be problematic when achieving the goals of multicultural education's policy.