



INCLUSION IN EDUCATION

INTRODUCTION OF THE CZECH CASE

ECNAIS Seminar

Berlin November 18, 2016

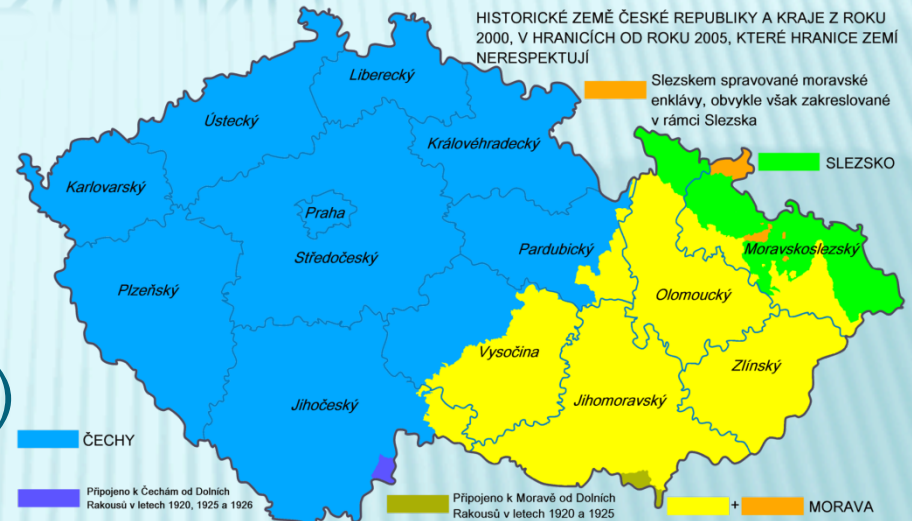
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STRUCTURE OF PRESENTATION

- × Background of the Czech educational system
- × Right to education and principle of considering of educational needs of an individual
- × Current legislative and factual changes in Czech republic in this area
- × Practical example from one private school (GJP)

BACKGROUND

- × the Czech Republic
- × 10,5 million inhabitants
- × 3 parts – Bohemia, Moravia and Silesia (without any legal or administrative consequences)



- × highly decentralized system of public administration:
- × 14 regions
- × over **6000 municipalities !!!**
 - + all municipalities – same range of self-governmental competences and duties

Governance of educational system:

- × **municipalities**

- × nursery schools (3-6)
- × primary schools (6-15)

- × **regions**

- × upper secondary schools (15-19)
- × multi-year secondary general schools (12-19)
- × higher professional schools (19-22)
- × „special“ schools

- × **private entities or religious organizations**

- × all types of schools

- × **each municipality and each region** – legal obligation to create conditions for defined types of education for its inhabitants (regardless the size of municipality - including municipalities with hundreds inhabitants)
- × **schools** – independent legal entities, same rights and duties in educational tasks regardless number of their pupils
- × **increasing number of private nursery and basic schools in recent years** (due to demography, demands on alternative educational approaches or small collectives of pupils)

Types of schools	Number of schools	Number of pupils	Average number of pupils on 1 school
nursery schools	5209	367 361	70
basic schools	4115	880 251	213
upper secondary schools	1304	427 107	327

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- × all types of schools – based on principle of inclusion or integration of pupils with special educational needs (see below)
 - × „special“ schools – only **children with health disability** can be (not are!) educated at these schools (all types) - very minor part of **children with special educational needs**
 - + health disability means mental, physical, visual or auditory disability, severe language deficiency concurrent with more deficiencies, autism and severe development deficiency in learning or behavior
 - + admitting of a child to „special“ school is possible only on request of its legal guardian **and** on recommendation of school guidance facility (guided by the principle of subsidiarity)

RIGHT TO EDUCATION AND IN EDUCATION

- × early 1990's
- × European Convention for the Protection of Human Rights and Fundamental Freedoms
- × Charter of Fundamental Rights and Freedoms (part of Czech Constitution)
 - + **Article 33**, which says:
 - ”(1) Everybody is entitled to education. Law sets down the period of compulsory school attendance.
 - (2) Citizens have the right to free education at basic and secondary schools, and, depending on individual ability and the means available to society, also in higher education institutions.
 - (3) Non-state schools may be established only under conditions laid down by law. These schools may provide education for payment.
 - (4) The law lays down conditions under which citizens are entitled to state assistance during their studies”.
 - + **Article 32 paragraph 4**, which says:
 - ”Care of children and their education is the right of parents. Children have the right to be brought up and cared for by their parents”.

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- × according to current case law of Constitutional Court of the Czech Republic it includes:
 - × right to choose a school or an educational program (or generally the way of education) according to interests, opinions or convictions (religious or philosophical) of everybody (inc. parents) – including right to choose a non-public school instead of a public school
 - × right to **be enrolled and admitted** to a school or an educational program and right to **follow** this school or educational program **on equal conditions and without discrimination**
 - × on the contrary right to education can not be understood as a general right of everybody to be educated at a school on his demand and as a duty of state to assure everybody education on his demand

INCLUSIVE EDUCATION SYSTEM

- × started to be introduced from the early 1990s.
- × **current School Act (2004)**
- × „education is based on principles of
 - a) equal access of all citizens to education **without any discrimination** based on any ground such as race, colour, sex, language, belief or religion, nationality, ethnic or social origin, property, kith or kin, or the health condition or any other status of a citizen;
 - b) **considering the educational needs of an individual;**
 - c) **mutual respect**, deference, toleration of opinions, and **dignity of all parties** in education ...“

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- × „All pupils have the right to **an education the content, form and methods of which correspond to their educational needs and possibilities, they are entitled to have adequate conditions created that would enable them to receive such an education** together with counseling services from the school.“
 - × Each school is responsible for creating appropriate conditions for pupils with special educational needs in compliance with the recommendation of the school guidance and counselling facilities and in cooperation with them.
 - × **No school (including non-public) can „not admit“ (or exclude) a pupil only because of its special educational needs and inadequate conditions created for his**

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- × **September 2016** – force of an amendment of School Act (3 new paragraphs)
 - × new (more detailed) legal base of support of pupils with special educational needs in education system
 - × concept of „support measures“, its concrete summary, description, division into 5 grades (according to their organisational, pedagogical and financial impacts)
 - × binding enumeration of financial impacts of these „support measures“ and claim of each school (including non-public) to receive this money from state budget
 - × strengthening of role of school counseling facilities
 - × duty of each school to provide support measures recommended by school counseling facility and assessed by legal guardian of pupil

× **What can you imagine under term „support measures“ ?**

- + Individual educational plans
- + Assistant of teachers, translators into sign language,
- + Pedagogical intervention, re-educations, special pedagogical care
- + Language support
- + Compensational aids, special text books
- + Building modifications (the only support measure not payed from state budget)

Extensive professional and general discussion:

- + professional preparedness of teachers for work with pupils with special educational needs
- + how to provide the best possible education both to pupils with special educational needs (including mild mental retardation) and exceptionally gifted pupils in one school and one class?
- + lack of assistants of teachers
- + funds for capital expenditures associated with building modifications (especially on level of small municipalities)
- + rights of one ends where the rights of the second begin
- + would this change cause increase of number of pupils in non-public schools?

GYMNAZIUM JANA PALACHA

PRAGUE

- × GJP was established in 1991 and it soon became one of the first private schools in the country to be officially recognized by the Czech Ministry of Education.
- × 4-year comprehensive study programme comprises 180 students in 8 classes. Every year, a considerable number of graduates successfully board on a wide range of university study programmes in the Czech Republic and abroad (EU, USA, Canada, Netherlands, Spain)
- × Inclusion at the GJP - health disability means physical, visual or auditory disability, autism (Asperger syndrome) and development deficiency in learning

QUALITY INDICATORS FOR SNE (GJP)

- × ***Equal opportunity and access to education***
- × Each student has the right to be educated in accordance with his individual needs. Education has to be adapted to meet each student's needs and the diversity of his needs.
- × ***Positive school environment***
- × This means an environment offering all students the opportunity to improve their personality, individual knowledge and practical skills.
- × ***Open school atmosphere***
- × A classroom atmosphere built on friendly relations and a feeling of security with the participation of all students, supporting the inclusion of students with special needs.
- × ***Teaching as facilitating***
- × The learning process has to stimulate the student's active role, his self-confidence, participation in the process and activities within the class and his motivation for lifelong education.

INCLUSION (OR COMMON EDUCATION?)

- × in the private and independent schools in the Czech Republic and other countries in Europe
- × yes or no?
- × if yes, why and how much?
- × sharing experience, knowledge, information
- × where and when?



in Prague
in November 2017



Thank you and see you!

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www.soukromeskoly.cz

www.gjp1.cz