



INCLUSION IN EDUCATION IN THE CZECH REPUBLIC

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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 educational 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 counselling 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)

Thematic report – “Joint Education in 2016/2017“

(published by the Czech School Inspectorate – Oct. 2017)

Conclusions:

*Implementation of joint education in the school year 2016/2017 started thanks to the **high commitment and responsibility of the schools** that they tried to do according to their abilities and capabilities to solve all the complications that have been put before them, even if schools did not receive adequate support from the outside. On the other hand, it should be noted that **schools were often unable to handle the amount of information** they received in the framework of methodological support or continuously processed by the Ministry of Education, Youth and Sports or the National Institute for education, to work adequately, in the volume of **information have often been lost, often did not understand the formulations correctly or did not properly apply the recommendations.***

POSITIVE FINDINGS

Nearly 100% of children in kindergartens, elementary and secondary schools were educated in common classes in mainstream education

Higher proportion of schools is assessed at excellent level

Schools use a comprehensive system of counselling services and deliberately provide support measures

Individual approach to pupils – share of hours was recorded increased

Cooperation between teachers and teachers' assistant has improved

School events were accessible to all pupils

Support measures were also implemented in most school clubs

NEGATIVE FINDINGS

Significant increase of administrative work

Implementation of support measures accompanied by efficiency, eg. when buying compensation aids, special textbooks, software and IT equipment

Purchase of new aids on the basis of recommendations of school counselling centres and facilities even if such aids already were available at schools

Small proportion of teachers participated in continuing education for joint learning

Insufficient personal conditions – lack of teachers' assistants, missing some specialists as school pedagogues and school psychologists

Some recommendations of school counselling facilities were unclear to schools

Individual educational plans and support measures were in some cases filled only formally

School counselling facilities were overloaded – problems with meeting service deadlines



Thank you for your kind attention !

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