

# **TEACHER PROFESSIONAL LEARNING FOR INCLUSION**

**Policy Mapping Grid: Czech Republic**



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Further information about the Teacher Professional Learning for Inclusion (TPL4I) activities is available on the [TPL4I web area](#).

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## SECTION 1: WIDER POLICY CONTEXT

### Wider policy context

*The right of all children to be educated is enshrined in the Constitution of the Czech Republic (Ústava České republiky No. 1/1993). The Constitution states that everybody is equal in accessing the law and according to the law. Everyone has the equal opportunity to receive education, free of charge, at compulsory and upper-secondary level.*

*The National Plan for the Promotion of Equal Opportunities for Persons with Disabilities 2015–2020 is one of the most important comprehensive national documents related to people with disabilities. It is based on the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). The National Plan contains the main aims, tasks and principles for putting inclusion policy into practice regarding health, culture, social and educational policy.*

*Other key strategic documents covering measures in the field of inclusive education are:*

- *Strategy of Educational Policy of the Czech Republic by 2020*
- *Long-Term Plan of Education and Development of Educational Policy of the Czech Republic 2019–2023.*

*Based on the Long-Term Plan, each of the Czech Republic's 14 regions are obliged to formulate their own Long-Term Regional Strategy on Development in Education.*

*The Act on Sign Language, which was approved in 1998 and amended in 2012, legally recognises and highlights the importance of sign language for the education of pupils with hearing impairment. It also recognises other alternative communication systems, including specific systems of communication for people who are deaf-blind. The Act guarantees deaf children's right to education by means of sign language. It guarantees access to sign language interpretation for upper-secondary level pupils, and access to sign language courses for parents of deaf children. The use of sign language in the education of pupils with hearing impairment was also enshrined in the previous Education Act No. 29/1984 and its amendments.*

*The Education Act regulating the whole education system in the Czech Republic was approved in September 2004 and came into force in January 2005. It has been updated several times since. This Act defines pupils with special educational needs (SEN) and individual target groups:*

- *pupils with intellectual, sensory or physical disabilities;*
- *pupils with speech and language impairments;*
- *pupils with multiple disabilities;*
- *pupils with autism;*
- *pupils with specific learning and behavioural difficulties;*



## Wider policy context

- *chronically ill pupils;*
- *socially disadvantaged pupils.*

*It also focuses on the education of gifted and talented pupils.*

*The 2014 Education Act update stresses an inclusive approach. It presents a new definition of the target group of pupils with SEN as pupils entitled to additional support to fulfil their right to education. The new definition does not use the terms 'impairment' and/or 'socially disadvantaged background'. It is based on the 'need for support provisions', which are to be delivered to all pupils whose health and/or life conditions make their access to education difficult.*

*The Education Act guarantees the availability of provisions and services required for supporting learners to access education at all levels, no matter where they are educated (mainstream and/or special settings). Pupils with SEN have the right to be provided with additional support provisions free of charge. These include:*

- *adapted textbooks;*
- *specific teaching materials;*
- *compensatory and rehabilitation equipment and tools;*
- *support and counselling services;*
- *additional support staff;*
- *additional teaching in specific subjects (speech therapy, sign language, orientation and mobility, stimulating techniques, etc.).*

*The Education Act guarantees that alternative communication and/or sign language will be available for those pupils who cannot use oral language. Braille print is available for pupils who cannot read regular print. Additional staff are available, and individual educational plans describe the conditions necessary for successful learning for pupils with SEN. The education process for pupils with SEN is differentiated, individualised and adapted so that it is tailored to meet pupils' individual needs and diversity.*

*The in-service teacher training, counselling and guidance system has an important role in developing inclusive education. Multi-disciplinary teams in pedagogical and psychological counselling centres provide counselling and guidance support. These teams consist of psychologists, special education teachers, speech therapists and social workers. They co-operate with professionals from other sectors, such as medical doctors and family/child social care professionals in the area. Close co-operation with parents and class teachers is essential.*

*The School Act reinforces the trend towards the inclusion of pupils with SEN in mainstream schools. It recognises that pupils with SEN should attend their local school, unless their parents choose another school. Parents have a crucial role in making decisions about their children's education. (European Agency, Country information for Czech Republic, [Legislation and policy](#))*



## SECTION 2: VISION AND MAIN PRINCIPLES OF TPL4I POLICY

### 2.1 Policy vision

Policy priorities	Findings
<p>2.1.1 Policy is guided by a vision that all teachers (i.e. student teachers, beginning teachers, experienced teachers, teacher educators) can access career-long professional learning opportunities regarding the principles of inclusive education</p>	<p>2.1.1.1</p> <p><i>The amendments to the Education Act are based on the presumption that everyone has the right to an education where the content, forms and methods reflect educational needs and possibilities. The necessary conditions that enable this education should be established, with counselling assistance provided by school counselling facilities. Education should be enjoyed by everyone; it should not be the privilege of a narrowly defined circle of people with disabilities or disadvantages.</i> (European Agency, Country information for Czech Republic, <a href="#">Legislation and policy</a>)</p> <p>The amendments are:</p> <ul style="list-style-type: none"><li>• Decree No. 197/2016 Coll., which amends Decree No. 72/2005 Coll., on the provision of counselling services and facilities in schools, and certain other decrees;</li><li>• Decree No. 248/2019 Coll., which amends Decree No. 27/2016 Coll., on the education of pupils with special educational needs (SEN) and talented pupils (as of 1 January 2020).</li></ul> <p>2.1.1.2</p> <p>‘In order to support inclusion, teachers should participate in in-service training to acquire the skills to deal with the diversity and various needs of pupils.’ (European Agency, Country information for Czech Republic, <a href="#">Teacher education for inclusive education</a>)</p>



Policy priorities	Findings
	<p>2.1.1.3</p> <p>This is indicated in the Inclusive Education Action Plan 2019–2020.</p>
<p>2.1.2 Policy is guided by a vision that all teachers receive education regarding their role and collaboration in and contribution to inclusive education</p>	<p>2.1.2.1</p> <p><i>The latest goals and priorities are described in the <a href="#">Strategy of the Educational Policy until 2020</a> document, approved by the Czech Government in July 2014.</i></p> <p><i>The main changes concerning the access of pupils with SEN to education since 1989 are as follows:</i></p> <ul style="list-style-type: none"><li>• <i>Mainstream schools were opened up to pupils with SEN.</i></li><li>• <i>Education was made available for pupils with even the most serious complex needs.</i></li><li>• <i>Diverse forms of individualisation of education were established to meet the needs of pupils with SEN.</i></li><li>• <i>A counselling system has been developed for pupils with SEN to support their integration and inclusion in mainstream schools and for pupils who are educated at home for specific health reasons.</i></li><li>• <i>A counselling system for pupils with behavioural difficulties (disorders) has been set up.</i></li><li>• <i>A broad range of support provisions has been implemented to increase the participation of pupils with special needs in mainstream education.</i></li><li>• <i>The role of parents has been emphasised.</i></li><li>• <i>Special schools have been developed into resource centres.</i> (European Agency, Country information for Czech Republic, <a href="#">Systems of support and specialist provision</a>)</li></ul>



Policy priorities	Findings
	2.1.2.2 These orientations have led to the development of in-service teacher education programmes and other forms of teacher support at the National Pedagogical Institute of the Czech Republic and at some universities.
2.1.3 Policy is guided by a vision that all teachers receive education regarding their pedagogical responsibility to promote the interaction, learning, participation and collaboration of all learners	–

#### Evaluative comments for 'Policy vision'

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## 2.2 Main principles

Policy priorities	Findings
2.2.1 Teachers' professional learning is defined in policy as a prerequisite for inclusive education	2.2.1.1 <i>The 2014 Education Act update stresses an inclusive approach. ... The in-service teacher training, counselling and guidance system has an important role in developing inclusive education. The multi-disciplinary teams in pedagogical and psychological counselling centres provide counselling and guidance support. These teams consist of psychologists, special</i>





Policy priorities	Findings
	<p><i>education teachers, speech therapists and social workers. They co-operate with professionals from other sectors, such as medical doctors and professionals from the area covering the family/child social care. Close co-operation with parents and class teachers is essential.</i> (European Agency, Country information for Czech Republic, <a href="#">Legislation and policy</a>)</p>
2.2.2 Policy states that the principles and practice of inclusive education should be part of initial teacher education	2.2.2.1 'All university teacher training programmes include modules on the education of pupils with special needs.' (European Agency, Country information for Czech Republic, <a href="#">Teacher education for inclusive education</a> )  2.2.2.2 This is specified in the Ministry of Education Rules for University Study Accreditation.
2.2.3 Policy states that beginning teachers should receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education	–
2.2.4 Policy ensures that experienced teachers receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education	–



Policy priorities	Findings
<p>2.2.5 Policy states that specialist teachers and other professionals (e.g. speech and language therapists, multilingual education teachers and other professionals who work in schools) receive appropriate education and support to enable them to acquire the knowledge, attitudes and skills for inclusive education</p>	<p>2.2.5.1            ‘The Act on Educational Staff (563/2004) defines the qualifications of teachers working with pupils with special needs.’ (European Agency, Country information for Czech Republic, <a href="#">Teacher education for inclusive education</a>)            University teacher training in special education or additional university training in special education is requested.</p> <p>2.2.5.2            ‘Teachers who want to work as SEN counsellors and/or special teachers of pupils with special needs have to complete the five-year university master’s programme in special education.’ (European Agency, Country information for Czech Republic, <a href="#">Teacher education for inclusive education</a>)</p> <p>2.2.5.3            ‘Teachers in classes and schools for pupils with special education needs must have, in addition to teaching qualification, a special educational qualification.’ (Eurydice, National Education Systems, Czech Republic, <a href="#">Initial Education for Teachers Working in Early Childhood and School Education</a>)</p> <p>2.2.5.4  <i>Teachers who carry out direct educational activity in classes or at schools for children or pupils with special educational needs may obtain their qualification in the same way as other teachers of the given educational level and extend it through a Bachelor’s degree, specialising in special educational needs or through a lifelong learning study programme with the same focus. In the case of the first and the second stage of special basic schools (základní škola speciální), teachers may obtain a qualification in a Master’s study programme specialising in special needs pedagogy for teachers.</i> (Eurydice, National</p>



Policy priorities	Findings
	<p>Education Systems, Czech Republic, <a href="#">Initial Education for Teachers Working in Early Childhood and School Education</a>)</p> <p>2.2.5.5</p> <p><i>Teachers at nursery schools (mateřské školy) may qualify by studying special needs pedagogy at a higher education institution (studying programme focusing on the pre-school age also exists), however, a graduate of special need pedagogy differently specialised can teach in the nursery as well. (Eurydice, National Education Systems, Czech Republic, <a href="#">Initial Education for Teachers Working in Early Childhood and School Education</a>)</i></p>
2.2.6 Policy states that teacher educators working in university education departments or pedagogical institutes should be trained and committed to the inclusive education agenda in their courses, as understood in the United Nations Convention on the Rights of Persons with Disabilities and the European Disability Strategy	–

#### Evaluative comments for 'Main principles'

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## SECTION 3: GOALS AND CONTINUUM OF SUPPORT FOR TPL4I POLICY

### 3.1 Goals

Policy priorities	Findings
<p>3.1.1 Policy states that all teachers should have qualifications that reflect an inclusive education agenda</p>	<p>3.1.1.1</p> <p><i>There is no unified compulsory curriculum for teacher training in higher educational institutions. However, certain components are always present: general subject education, psychology, pedagogy, didactics and pedagogical practical training. (European Agency, Country information for Czech Republic, <a href="#">Teacher education for inclusive education</a>)</i></p>
<p>3.1.2 Policy states competence areas for inclusive education for all teachers working at different levels of education (e.g. professional development of all teachers to facilitate their involvement in co-teaching, planning together, developing differentiated materials collaboratively, etc.)</p>	<p>3.1.2.1</p> <p><i>The education process is modified according to the pupils' special needs. The aim is to provide quality education for all the pupils in a class.</i></p> <p><i>The main characteristics of special education include:</i></p> <ul style="list-style-type: none"> <li>• <i>specific teacher training for teachers working with pupils with special needs;</i></li> <li>• <i>additional pedagogical staff available in a class;</i></li> <li>• <i>special equipment, tools and educational methods;</i></li> <li>• <i>lower number of pupils per class;</i></li> <li>• <i>adapted organisation of the education process and the educational programme;</i></li> <li>• <i>close co-operation between schools and counselling institutions;</i></li> <li>• <i>counselling and guidance available;</i></li> </ul>



Policy priorities	Findings
	<ul style="list-style-type: none"><li>• <i>alternative educational forms for children with complex needs, whose health conditions prevent them from attending mainstream school (education at home available);</i></li><li>• <i>school attendance at the basic education level (primary and lower-secondary) may be extended (European Agency, Country information for Czech Republic, <a href="#">Systems of support and specialist provision</a>)</i></li></ul> <p>School attendance at the basic education level may be extended until the age of 26 for pupils with complex needs; other pupils with special needs can continue their compulsory education until the age of 20 and/or generally for one more school year, i.e. ten years instead of nine. Pupils in upper-secondary education use two additional school years to complete the standard curricula. The pupil's individual needs are the rationale behind decisions concerning this particular topic.</p>
3.1.3 Policy states that all teachers' professional learning opportunities consider teacher competences for inclusive education	3.1.3.1 <i>According to the Education Act, binding for education staff at schools up to the level of the tertiary vocational schools, the school head provides in-service training of education staff. The obligation for the education staff of public schools and schools established by the <a href="#">Ministry of Education, Youth and Sports</a> to participate in in-service training for renewing, strengthening, and supplementing their qualifications during their educational activity is explicitly set by the Act on Education Staff. They can also participate in further education to increase their qualifications. In-service training of education staff is organised by a school head in accordance with a plan of in-service training which is developed after negotiations with a relevant trade union (if there is one at the workplace). The school head must take into account the study interests of a teacher, the school needs and its budget. Completing the plan for the education staff's in-service training is under the autonomy of every school/</i>



Policy priorities	Findings
	<p><i>school head. (Eurydice, National Education Systems, Czech Republic, <a href="#">Continuing Professional Development for Teachers Working in Early Childhood and School Education</a>)</i></p>
<p>3.1.4 There is a formal strategy for promoting dialogue between ministries, regional/local authorities/municipalities and teacher educators to agree on the requirements of teachers' professional development opportunities for inclusion</p>	<p>3.1.4.1</p> <p><i>Student teachers' professional development, which includes personal profile and development of professional competency, is emphasised. Student teachers should acquire the required academic, social and didactic skills. They are expected to develop their own efficient teaching style, self-reflection skills and assessment for learning skills. (European Agency, Country information for Czech Republic, <a href="#">Teacher education for inclusive education</a>)</i></p>
<p>3.1.5 There is a mechanism to ensure that all professional learning opportunities available to teachers are aligned with national- and local-level policy goals for an understanding of inclusive education</p>	<p>3.1.5.1</p> <p><i>The Education Act implemented curricular reform in January 2005. Since September 2007, all schools in the Czech Republic have been implementing their own School Educational Programmes, which have to reflect the organisation of education in light of the diversity of pupils and their needs in the class. The Ministry of Education, Youth and Sports is supporting schools in this implementation process by training teachers and head teachers and providing guidance, counselling and the required resources. The co-ordinators of the implementation process at the school level receive training and schools are given guidance and support. (European Agency, Country information for Czech Republic, <a href="#">Legislation and policy</a>)</i></p> <p>The process started with first grade classes.</p>



Policy priorities	Findings
3.1.6 There are strategies to ensure that local-level professional opportunities for teachers are flexible/adaptable to local school contexts and school development plans for inclusive education	–
3.1.7 There is a medium- and long-term review strategy for teachers' professional learning opportunities to ensure they meet system requirements for an inclusive education system	–

#### Evaluative comments for 'Goals'

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## 3.2 Continuum of support

Policy priorities	Findings
<p>3.2.1 There is a strategy to ensure a continuum of diverse professional learning opportunities for inclusive education – for pre-service, beginning and experienced teachers, as well as teacher educators and support teachers – across all levels where teachers work</p>	<p>3.2.1.1            ‘Although the situation of inclusive education has been improving, there are still some difficult areas to be dealt with.’ (European Agency, Country information for Czech Republic, <a href="#">Systems of support and specialist provision</a>)</p> <p>The problems are partly caused by the limited resources available to support teachers/pedagogical assistants in mainstream classes, and partly by architectural barriers and inaccessibility in school buildings. Traditional thinking among teachers (and parents) and their resistance to change also play a role. Therefore, a broad range of in-service training courses is offered to teachers and round tables on inclusion are organised.</p> <p>3.2.1.2            All teachers have the opportunity to take training courses in inclusion. However, this education in inclusion is not obligatory. Teachers choose the courses according to their education plan. These training courses are offered in each region.</p>
<p>3.2.2 There are strategies for developing leadership competences (e.g. school leadership or learning support leadership roles) for inclusive education in all relevant professional learning opportunities</p>	<p>3.2.2.1  <i>The regulation lists three types of in-service training:</i></p> <ul style="list-style-type: none"> <li>• <a href="#">courses aimed at gaining the required qualifications</a></li> <li>• <a href="#">courses aimed at meeting further qualification requirements</a></li> <li>• <a href="#">courses aimed at perfecting professional qualifications</a> (Eurydice, National Education Systems, Czech Republic, <a href="#">Continuing Professional Development for Teachers Working in Early Childhood and School Education</a>)</li> </ul>





Policy priorities	Findings
	<p data-bbox="763 309 853 336">3.2.2.2</p> <p data-bbox="831 363 2027 667"><i>... courses leading to the extension of qualifications: lifelong learning courses at higher education institution, ending by a defence of a thesis a final examination in front of a commission, the leaver gets a certificate – 200 lessons for direct educational activity at a different type or a stage of a school, 250 lessons for teaching further subjects or for teaching children, pupils or students with a disability other than for which the teacher is qualified (lifelong learning courses at a higher education institution) (Eurydice, National Education Systems, Czech Republic, <a href="#">Continuing Professional Development for Teachers Working in Early Childhood and School Education</a>)</i></p> <p data-bbox="763 694 853 721">3.2.2.3</p> <p data-bbox="831 748 2027 1015"><i>... additional study leading to the extension of a pedagogical qualification: lifelong learning courses at higher education institution, ending by a defence of a thesis and a final examination in front of a commission, the laver gets a certificate – 60 lessons for direct educational activity at a different type or a stage of a school, or 350 lessons for performance of activities of SEN specialist (Eurydice, National Education Systems, Czech Republic, <a href="#">Continuing Professional Development for Teachers Working in Early Childhood and School Education</a>)</i></p> <p data-bbox="763 1042 853 1069">3.2.2.4</p> <p data-bbox="831 1096 1995 1203"><i>... courses aimed at gaining the required qualifications for the performance of specialised activities: 250 lessons, ending by a defence of a thesis and a final examination in front of a commission, the leaver gets a certificate; specialized activities include:</i></p> <ol data-bbox="880 1230 1977 1353" style="list-style-type: none"><li data-bbox="880 1230 1865 1257">1. <i>coordination in the area of information and communication technologies</i></li><li data-bbox="880 1284 1977 1353">2. <i>elaboration and subsequent coordination of school educational programmes and educational programmes of the tertiary professional schools (vyšší odborné školy)</i></li></ol>



Policy priorities	Findings
	<ul style="list-style-type: none"> <li>3. <i>prevention of socially pathological phenomena</i></li> <li>4. <i>specialised activities in the field of environmental education</i></li> <li>5. <i>specialised activities of SEN specialist in school speech therapy</i></li> <li>6. <i>specialised activities related to the spatial orientation of visually disabled children and pupils</i> (Eurydice, National Education Systems, Czech Republic, <a href="#">Continuing Professional Development for Teachers Working in Early Childhood and School Education</a>)</li> </ul>
<p>3.2.3 There are mechanisms to support schools/higher education institutions to develop strategic plans for teachers' professional learning in inclusive education</p>	<p>3.2.3.1</p> <p><i>A limited number of special schools (11) remain – even after decentralisation – under the direct management of the Ministry of Education, Youth and Sports. ... These schools co-operate closely with the Ministry, research institutes and mainstream schools in developing new methods, provisions and approaches to meet diversity in all pupils' needs.</i> (European Agency, Country information for Czech Republic, <a href="#">Systems of support and specialist provision</a>)</p>
<p>3.2.4 There are strategies to support effective collaboration and joint work between schools and higher education institutions/universities</p>	<p>–</p>

**Evaluative comments for 'Continuum of support'**

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## SECTION 4: CAPACITY BUILDING, FUNDING AND MONITORING OF TPL4I POLICY

### 4.1 Capacity building

Policy priorities	Findings
4.1.1 There are strategies to increase the capacity of all schools/higher education institutions to support all teachers to engage in professional learning activities on inclusive education	–
4.1.2 There is a mechanism to facilitate dialogue between all teachers/leaders/other stakeholders to develop a shared understanding of inclusive education as an approach that ensures high-quality learning opportunities for all	–
4.1.3 There is guidance on how teachers working in mainstream school settings/higher education institutions can understand and enact inclusive education	–



Policy priorities	Findings
4.1.4 There are guidelines that support all teachers to collaborate to support all learners	–
4.1.5 There are guidelines on how methods of quality assessment, school evaluation, inspections and other accountability measures contribute to planning/identifying priority areas of professional learning activities for inclusive education	–
4.1.6 There are strategies to support schools/higher education institutions to build strong leadership teams that are aware of the inclusive education agenda	–
4.1.7 There are incentives stated in policy for all teachers to engage in professional learning activities for inclusive education	–



Policy priorities	Findings
<p>4.1.8 There are strategies stated in policy to develop the role of specialist teachers as a resource for mainstream schools</p>	<p>4.1.8.1 <i>The Czech educational system has a network of counselling institutions providing psychological and special pedagogical support and other services to pupils, their parents, mainstream teachers and other professionals. (European Agency, Country information for Czech Republic, <a href="#">Assessment within inclusive education systems</a>)</i></p> <p>4.1.8.2 <i>Educational care centres are responsible for assessing and dealing with support for children with severe behavioural problems and/or children endangered by drug abuse or criminal delinquency. These centres also provide counselling to parents and teachers. (European Agency, Country information for Czech Republic, <a href="#">Assessment within inclusive education systems</a>)</i></p> <p>4.1.8.3 <i>In addition to mainstream school subjects, each special educational programme provides so-called special provision subjects according to the type of school and the pupils' special needs. Special provision subjects include speech and language therapy, orientation and mobility training, sensory stimulation, using special IT, music and musical instrument playing, etc. The organisational strategy is the same in special classes within mainstream schools. (European Agency, Country information for Czech Republic, <a href="#">Systems of support and specialist provision</a>)</i></p> <p>4.1.8.4 <i>Recently, the role of special schools has been changing. In addition to their educational role, they have become resource centres developing new pedagogical methods and approaches and providing a wide range of advice and support services to pupils, their parents and</i></p>



Policy priorities	Findings
	<p><i>mainstream teachers. They usually encompass more levels of education. (European Agency, Country information for Czech Republic, <a href="#">Systems of support and specialist provision</a>)</i></p> <p>4.1.8.5</p> <p><i>The class teacher is responsible for the learning process of all pupils in a class. Mainstream teachers are supported by guidance and counselling services provided by the counselling and resource centres (special schools). Special teachers from these counselling centres provide direct support to pupils in mainstream settings if necessary. (European Agency, Country information for Czech Republic, <a href="#">Systems of support and specialist provision</a>)</i></p> <p>4.1.8.6</p> <p>Evidence shows that formal and non-formal co-operation between special schools and mainstream schools is becoming a standard pro-inclusion activity among schools and teachers.</p>
<p>4.1.9 There are strategies to promote professional learning for inclusion in teachers' common competence areas (e.g. experienced teachers and specialist teachers are expected to engage in professional learning activities that promote inclusive education pedagogies, such as co-teaching)</p>	<p>–</p>
<p>4.1.10 There are competences for professional learning in inclusive education for all teachers</p>	<p>–</p>



### Evaluative comments for 'Capacity building'

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## 4.2 Funding

Policy priorities	Findings
4.2.1 There are financial incentives to encourage all schools/higher education institutions to develop policy and action plans for teachers' professional learning for inclusion	–
4.2.2 There are mechanisms for systematic data collection on expenditure on teachers' professional learning that informs cost-effectiveness issues	–
4.2.3 There are flexible resourcing mechanisms that foster teachers' professional learning at school level	–



## Evaluative comments for 'Funding'

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## 4.3 Monitoring

Policy priorities	Findings
<p>4.3.1 There is a comprehensive accountability framework for monitoring and evaluating the implementation of teachers' professional learning for inclusion activities</p>	<p>4.3.1.1</p> <p>Quality indicators for special needs education are very similar to those for general education. The National Programme for Development of Education formulates the indicators for the Czech Educational Policy based on broad discussions by professionals.</p> <p>The indicators are:</p> <ul style="list-style-type: none"><li>• Equal opportunity and access to education. Each child has the right to be educated in accordance with their individual needs. Education must be adapted to meet each child's needs and the diversity of their needs.</li><li>• Positive school environment. This means an environment offering all pupils the opportunity to improve their personality, individual knowledge and practical skills.</li><li>• Open school atmosphere. A classroom atmosphere built on friendly relations and a feeling of security with the participation of all pupils, supporting the inclusion of children with special needs.</li><li>• Teaching as facilitating. The learning process has to stimulate the pupil's active role, their self-confidence, participation in the process and activities within the class and their motivation for lifelong education.</li></ul>





Policy priorities	Findings
4.3.2 Monitoring mechanisms ensure that inequalities in access to professional learning opportunities at regional or organisational levels are addressed	–
4.3.3 There are mechanisms to support schools/teacher education departments/higher education institutions to have ownership of review and improvement processes in relation to teachers' professional learning	–
4.3.4 There are mechanisms to share and analyse data to inform improvement processes in relation to teachers' professional learning at national and local level	–
4.3.5 There is data available on whether teachers are engaged in professional learning that is relevant to the level of education they teach	–



Policy priorities	Findings
4.3.6 There are mechanisms to ensure that teachers' professional learning contributes to improving inclusive education practice at school level/the level of a teacher education department or higher education institution	–

**Evaluative comments for 'Monitoring'**

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