

Equality in Educational System as a Challenge for Future Teachers

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League of Human Rights, project Fair school, basis for supporting inclusion in CR



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The right to education

- The right to education = one of the basic human rights
- Each individual has right to utilizing her/his potential
- Not only healthy persons with good social background but also persons with disabilities and from worse socio-economic background
- This fact is declared in many legal documents which the Czech Republic is legally bound
 - Is the educational system in our republic equitable?

Educational system of Czech Republic

- Not only in the Czech Republic the educational system is segregate, selective
- 3-group educational systém in the Czech Republic
- High percentage of children is attending practical and specialized schools

Inclusive system

- Does equitable system mean inclusive system?
- Overwhelming majority of children attend the ordinary schools all together
- There are any practical schools
- The inclusive system is basically the politics of the whole-country system

Inclusion vs. Integration

- Inclusion is a process; Integration is a stage
- When there is a failure of an individual in educational system, the integration searches for the causes as for the individual, on the contrary the inclusion sees the causes in the system
- The target groups differ: as to integration, target groups consist of individuals with differences, with any handicap; inclusion covers everybody as a member of the target group because it assumes that everybody has need for individualized attitude
- The integration can be divided to intact people and people with disability. Inclusion isn't divided into any groups

Integrativ-inclusive stage

- Many experts name the current development of this matters in the Czech Republic: int-inc stage
- We focused in our research on perception of integration nad inclusion at basic schools
- Focus groups
- Target groups: teachers, headmasters and teachers to be
- Project Fair school (League of Human Rights) – basis for supporting inclusion in the Czech educational system

The main conclusions 1/2

- Teachers perceive inclusion not as a part of their job – extra work
- They mean that i/i happens only when there is a failure of an individual in the system
- Headmasters side with the idea of inclusion more
- „Holdings“ of Inclusion is for everybody same:
 - Difficulties in the system
 - Financial problems
 - Personal problems

The main conclusions 2/2

- Students of Teaching can hardly figure what exactly the terms i/i mean
- After explanation of the terms they can not fancy to work in such a system
- In the frame of university education students are not being prepared for inclusion

Thank you very much for your attention!

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