

## **System of Special Education in Czech republic**

[http://www.european-agency.org/nat\\_ovs/czech/4.html](http://www.european-agency.org/nat_ovs/czech/4.html)

### **Education, Age and other Important Information**

- 3 -6 preschool education (kindergarden)
- 6 -15 Primary schools – 2 levels (lower 6 -10, upper 11-15)
- 15 – 19 Secondary schools (high school)
- 19 + University

Special education is realized in pre-school, primary school, secondary school.

Our compulsory school education is running 9 years and it is compulsory and available for all students.

In our contry the dominant trend is integration nowadays.

### **How can special education be realised...**

- 1. individual integration
  
- 2. special schools for pupils with special needs
  
- 3. special class within the regular school.

### **The main characteristics of special education:**

- Specific teacher training for teachers working with pupils with special needs is required;
- Additional pedagogical staff available at in the classroom
- Special equipment, tools and educational methods are used;
- Lower number of pupils in the classroom;
- School attendance may be prolonged
- Usually studens need IEP (individual educational plan)

### **The types of special schools:**

- for pupils with hearing impairment,
- for pupils with visual impairment,
- for pupils with physical disability,
- for pupils with speech impairment,
- for ill and health risk pupils,
- for pupils with specific learning difficulties,
- for pupils with emotional and behavioral disorders,
- for pupils with mental retardation
- for pupils with multiple disabilities.

### **The system of special secondary schools consists of:**

- Secondary school (Gymnasium),
- Secondary Technical School,
- Vocational School,
- Upper Secondary Technical School,
- Secondary Technical School.

The schools are specialized according to the field of study and the type of pupils' special needs.

## **Some legal support of the special education in the Czech Republic**

### **Regulation #72/2005**

At 9. February 2005 provision of support services in schools and school support institutions

School support institutions and schools offers free of charge standard support services at query of pupils, **their parents, or schools. Support school institution is**

*Pedagogic-psychology advisory centre (PPP)* – offers pedagogical-psychology help in education and behavior of pupils by visit in advisory centre and visiting at schools, it surveys pupils preparedness **for compulsory school attendance, it recommends** to grade of pupil to responsible school, class and groups with applied educative programs, create suitable form of education, make special pedagogical examining.

*Special pedagogical centre (SPC)* – offers support **services for pupils with disability** and pupils with health weakness integrated in schools, classes, departments or study groups with applied educative programs, pupils with disability at elementary schools special schools and children with severe mental disability. Activities of centre are offered by visiting in centre and by visiting pedagogical workers of centre at schools, in families, at institutions taking care of pupils with disability.

**Precondition of providing support service is written agreement of pupil or their parents.**

Content of support services is activity to contribute for:

- a) create suitable conditions for health physical, psychical and social growing up of pupils for improving their personality before start and during education
- b) accomplishing special needs and improving abilities, skills, and interests before starting and during education
- c) prevention and solving educative and behavior difficulties of social pathologic phenomenon (mainly bullying and another forms of aggressive demeanor, abusing of addictive substances) and another problems involve to education and with motivation in cross of negative situations
- d) creating suitable conditions, forms and ways of integration pupils with disabilities
- e) selection of suitable education way and later vocational practicing

- f) create suitable conditions, forms and ways of education for pupils of national minorities or ethnical groups
- g) creating suitable conditions, forms and ways education for talented pupils and extra talent pupils,
- h) improving pedagogic-psychological and special educative know-how and vocational skills of pedagogical workers at schools
- i) reducing consequences of disabilities and prevention of their genesis.

### **Special Education in Hungary**

About the Hungarian special needs education. Just a few comments:

In Hungary the situation is not simple, it is complicated a little bit. Nowadays there are a lot of changes, it is a new way for us. It is the beginning. We have a current trend in theory but the practise is different from this, yet.

First, the trend:

It is the integration. We would like to teach together all students, healthy students with the special needs education students.

In the Education Act it is defined who are the special needs student. There are two groups:

1. children who have: body-, sense organs-, mentally-, speaking- impairment, autism
2. children in need psychological or social support

It decided who is special needs education children by an expert and rehabilitation council. Then the care of these children is task of expert organization , education guardian and remedial teaching. In some case, in the class there is a developer teaching, who can to teach vocational who needs it. Some subject, for example arts subject everybody study together.

The Act says: every special needs education children have right to give correct education, remedial education service.

So, the current trend is the inclusive education. But in the practise there are some difficulties.

First: unfortunately, in the Hungarian education there is a strong segregation trend. It should be reduced, it is not easy task. It is a paradox, really.

Besides, there are a lot of financial problem. In addition, there are some conceptual inexactitudes.

### **Special Education in Germany**

- Studies: 9 semester (4,5 years) at University
- Specialisation in 9 subject areas
- Medical and psychological review diagnoses the individual education support (possibility of regular or special school attendance)
- Quota of integration: 12,9%