

# **EUROPEAN AGENCY STATISTICS ON INCLUSIVE EDUCATION**

**Czech Republic 2012/2013 and 2014/2015 data  
background information**



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## BACKGROUND INFORMATION

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### How the official decision of special educational needs (SEN) used in the country relates to the agreed EASIE operational definition

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*An official decision leads to a pupil being recognised as eligible for additional educational support to meet their learning needs.*

#### **Pupils' legal entitlements under what legislation**

- Act No. 561/2004 Collection of Law (Coll.) on Pre-school, Basic, Secondary, Tertiary, Professional and Other Education (the Education Act), Sections 16–18
- Decree No. 73/2005 Coll. on the Education of Children, Pupils and Students with Special Educational Needs and the Exceptionally Gifted, as amended by Decree No. 147/2011 Coll.

#### **How additional support is understood within the country context**

It consists of the following:

- Countervailing measures – the use of teachers, or special pedagogical methods and procedures that meet pupils' educational needs, providing individual support in teaching and preparation for teaching, the use of advisory services in schools and school counselling equipment, individual education plans and the services of assistant teachers. The school provides this measure based on pedagogical assessment of pupils' educational needs, their progress and the results of their education, or in collaboration with the school counselling facility.
- Supporting measures – the use of special methods, procedures, forms and means of education; compensation, rehabilitation and teaching aids; special textbooks and teaching materials; inclusion of special educational care; providing educational and psychological services; providing the services of assistant teachers; reducing the number of pupils in a class or study group, or other organisational modifications which meet the special educational needs of children, pupils and students.

#### **The criteria for an official decision are**

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##### **There has been an educational assessment procedure involving a multi-disciplinary team**

Based on Decree No. 72/2005 Coll. on Providing Advisory Services in Schools and School Advisory Centres, as amended by Decree No. 116/2011 Coll., complex psychological, educational and social assessment of children is carried out in the pedagogical-psychological counselling centre (PPCC) or in the special pedagogical centre (SPC).



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### **The multi-disciplinary team includes members from within and external to the pupil's school**

The PPCC or SPC team consists of a psychologist, a special education teacher and a social worker. The team may request a consultation with a medical doctor.

### **There is a legal document which describes the support the pupil is eligible to receive and which is used as the basis for planning**

All support has to be in line with the following legal documents:

- Decree No. 73/2005 Coll. on the Education of Children, Pupils and Students with Special Educational Needs and the Exceptionally Gifted, as amended by Decree No. 147/2011 Coll.
- Government Regulation No. 75/2005 Coll. on Specification of the Scope of Direct Pedagogical, Educational, Special Pedagogical and Pedagogical-Psychological Activities Carried out by Pedagogical Staff, as amended by Government Regulation No. 273/2009 Coll.

### **The official decision is subject to a formal, regular review process**

Each child, pupil or student with SEN is reviewed annually in the PPCC or the SPC.

## **Proxy indicator(s) for the 80% benchmark used for the country's data collection**

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*Placement in a mainstream class implies over 80% or more with non-disabled peers.*

### **Why this proxy was used**

If pupils are included in mainstream classes, they ought to be educated in those classes for more than 80% of the time.

## **Detailed description of what is meant by 'out of formal education' within the country's data collection**

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The 2011 International Standard Classification of Education (ISCED) defines Formal Education as follows:

*[...] education that is institutionalised, intentional and planned through public organizations and recognised private bodies and, – in their totality – constitute the formal education system of a country. Formal education programmes are thus recognised as such by the relevant national education or equivalent authorities, e.g. any other institution in cooperation with the national or sub-national educational authorities. Formal education consists mostly of initial education [...] Vocational education, special needs education and some parts of adult education are often recognised as being part of the formal education system. Qualifications from formal education are by definition recognised and, therefore, are within the scope of ISCED. Institutionalised education occurs when an organization provides*



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*structured educational arrangements, such as student-teacher relationships and/or interactions, that are specially designed for education and learning* (United Nations Educational, Scientific and Cultural Organization and UNESCO Institute for Statistics, 2011, *International Standard Classification of Education ISCED 2011*, p. 11).

### **Information on pupils considered out of education (i.e. those not in formal education as per the ISCED definition)**

Out of education refers to pupils who are educated in institutions not included in the register of schools and school facilities managed by the Ministry of Education, Youth and Sports (MoEYS). Data on out of education pupils in the Czech Republic is not available.

## **Provision of data on private sector education**

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The data collection covers all sectors of education, including numbers for the pupil population in the private sector.

### **Private sector education in the country**

This refers to institutions which provide education and which are founded by entities other than public ones (public founders include the MoEYS, other ministries, regional government and local government). Institutions have to be registered in the register of schools and school facilities managed by the MoEYS.

### **Pupil population counted for each relevant question**

All data on private education is included.

## **Pupil age ranges**

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Usual pupil age ranges in the country at ISCED level 1: 6 to 10

Usual pupil age ranges in the country at ISCED level 2: 11 to 14