

## **ANED country report on equality of educational and training opportunities for young disabled people**

**Country: Czech Republic**

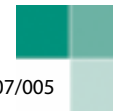
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The information contained in this report was compiled by the Academic Network of European Disability experts (ANED) in May 2010.

The [Academic Network of European Disability experts](#) (ANED) was established by the European Commission in 2008 to provide scientific support and advice for its disability policy Unit. In particular, the activities of the Network will support the future development of the EU Disability Action Plan and practical implementation of the United Nations Convention on the Rights of Disabled People.

This country report has been prepared as input for the Thematic report on the implementation of EU Equality of educational and training opportunities in European countries with reference to equality for young disabled people.

The purpose of the report ([Terms of Reference](#)) is to review national implementation on equality of educational and training opportunities for young people, and in particular the National Strategic Reports of member states from a disability equality perspective in education and training, and provide the Commission with useful evidence in supporting disability policy mainstreaming.



## Section 1: Executive summary and conclusions

It is only from 1st January 2004, that children with any kind disabilities have, by law, been permitted to be mainstreamed through individual integration, so it is too soon to evaluate the impact this will have. Head teachers can now individually integrate children with disabilities on the basis of a request from their parents (or guardian) and on the recommendation of a Special Educational Centre, but only if adequate special educational support can be ensured.

Although an increasing number of mainstream schools are open to the individual integration of students with disabilities, at present students with disabilities (and their families) do not receive comprehensive or adequate support.

Mainstream schools often receive the funding they require for successful inclusion. However such funding is not legally guaranteed. In particular, schools must often meet the costs of providing personal assistants or assistant teachers. As such support is considered by schools to be an indispensable condition for accepting to individually integrate a child with disabilities, there is often pressure on parents to provide for a personal assistant.

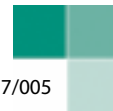
Within the special education system, children with moderate or severe disabilities<sup>1</sup> mainly attend special schools. The quality of education offered by special schools varies from school to school, but is generally considered to be well developed and to have a strong resource base, especially with respect to legislation, personnel and financial support. Unlike primary and secondary education, there is no legislative framework for financial support in higher education and life long learning.

The Government should make the mainstreaming of children and students with disabilities a central and overarching goal of education policy. Specifically, it is important to establish a comprehensive system of support services for children with disabilities in mainstream schools. This should include such services as transportation to school; the right to a personal assistant and/or an assistant teacher; and to provide a higher per student normative for all students with disabilities individually integrated in mainstream schools. The Government should also further develop a strategy, with clear priorities, goals and timeline, for the transformation of segregative provisions into resource centres whose mandate would be the support for children with special educational needs in mainstream schools.

The OECD reported (2010) that Czech Republic has a very impressive data based on education and labour market outcomes of education, one of the best the OECD team has seen. However these data does not include disability. It is not thus surprising that are no statements related to disability available in the OECD report.

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<sup>1</sup> Normative of a financial means is a sum per a student. Schools with a student with disability can apply for an increased normative.



## Section 2: Legal and policy context

The Czech Republic is party to most major human rights instruments, including those pertaining to the rights of people with disabilities including the Convention of Rights of Persons with Disabilities, UN 2006 (ratified in September 2009) and Convention of the Child (UN, 1991). The Convention served as a guideline for the Czech Governmental Board for Persons with Disabilities to prepare the “National Plan for Creating Equal Opportunities for People with Disabilities”<sup>2</sup> (hereafter, National Disability Plan). The National Disability Plan was approved by the Czech Government in March 2010 and is one of the most important policy documents in the area of disability. Many of the plan’s goals are highly relevant with respect to access to education and training and are based on inclusive principle. The National Plan also calls for systematic support of students in tertiary education.

The Czech Republic’s Charter of Fundamental Rights and Freedoms<sup>3</sup>, an instrument of the constitutional order, does not expressly prohibit discrimination on the ground of disability; and the Czech Republic has a comprehensive legislative framework to ensure protection from discrimination. The General Law on Equal Treatment and Protection against Discrimination brought the Czech legislation in line with the EU directives.

The Constitution of the Czech Republic<sup>4</sup>, adopted on 16 December 1992, provides a general legal framework for future legal development. The rights of citizens and the obligations of the State with regard to education were laid down in the Charter of Fundamental Rights and Freedoms (the constitutional law). First and foremost it guarantees the right to education, i.e. 'free education at basic and secondary schools and according to a citizen’s abilities and society’s possibilities also at higher education institutions' (Art 33.1). Other declared basic obligations (e.g. compulsory school attendance) and rights (e.g. the right to free choice of profession and preparation for it) are derived from the respective legislation

### Main legal instrument in the area of education and training

- On 1 January 2005, a new Education Act (No. 561/2004, Call.<sup>5</sup>) on Pre-school, Primary, Secondary, Vocational and other Education came into force. It replaced not only the previous School Act, but also the Act on School Establishments and the Act on State Administration and Self-government in Education. The Act is more specific in assuring equal access to inclusive and special education. The Act also sets out the principles and aims of education, a two-level structure of educational programmes (Framework Educational Programme for Basic Education and School Curriculum) defining the aims to be attained, and the education system which has to implement them.

<sup>2</sup> <http://www.vlada.cz/assets/ppov/vvzpo/dokumenty/NPVRP.pdf>

<sup>3</sup> [http://angl.concourt.cz/angl\\_verze/rights.php](http://angl.concourt.cz/angl_verze/rights.php)

<sup>4</sup> [http://angl.concourt.cz/angl\\_verze/constitution.php](http://angl.concourt.cz/angl_verze/constitution.php)

<sup>5</sup> <http://www.sagit.cz/texty/sb04561.htm>

The education system is composed of schools, which organise education according to centrally formulated framework educational programmes; tertiary professional schools, and school facilities, which provide education and services complementing or supporting education at schools. The Act sets out the rules to be followed within long-term policy objectives through which the strategy of education policy, both at national and regional levels, is set, and annual reports in which the fulfillment of the strategy is recorded. It stipulates the duration and means of fulfillment for compulsory schooling, entry requirements, the organisation of education and what constitutes the ending of study for different educational levels. Art 16 deals specifically with the redefinition of special educational needs, giving preference to inclusion into mainstream classes instead of segregated education.

- The Education Act explicitly sets out the obligation to support the development of abilities of pupils and students at schools. The Decree on the education of children, pupils and students with special educational needs, and of exceptionally gifted children, pupils and students also lays out the types of schools established for pupils with disabilities, the elements of an individual educational plan, the function of a teacher assistant, the organisation of special education including the number of pupils in a class, the placement of pupils into special education, and other details.
- The Act (No. 563/2004) on Educational Staff and on the Amendments of Several Acts (in force from 1 January 2005) regulates requirements for the performance of educational staff duties, their in-service training and career progression<sup>6</sup>.
- The Act (No. 306/1999) on Providing Subsidies to Private Schools and Pre-school and School Establishments replaced the previous government regulation of subsidies<sup>7</sup>.
- The Higher Education Act (No. 111/1998<sup>8</sup>, amended several times) extended the non-university and private sectors of higher education.
- In May 2006 (in full force from August 2007) the Act on Verification and Recognition of Further Education Outcomes (No. 179/20069) came into force. This law opened up a new pathway for adults to obtain a certificate for a qualification attained in practice without formal education.
- The law on sign language passed in 1998 confirmed its importance for the education of pre-lingual deaf people and opened the way for the provision of interpreting services for deaf pupils. The Czech sign language has been codified by the 2008 amendment of the law as natural communication system for the deaf. The amendment sets also other communication systems for the deaf and for those suffering from deaf blindness.

<sup>6</sup> <http://www.msmt.cz/dokumenty/zakon-o-pedagogickych-pracovnicich>

<sup>7</sup> <http://www.msmt.cz/dokumenty/zakon-o-poskytovani-dotaci-soukromym-skolam-predskolnim-a-skolskym-zarizenim>

<sup>8</sup> [http://portal.gov.cz/wps/WPS\\_PA\\_2001/jsp/download.jsp?s=1&l=111%2F1998](http://portal.gov.cz/wps/WPS_PA_2001/jsp/download.jsp?s=1&l=111%2F1998)

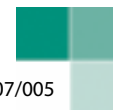
<sup>9</sup> <http://www.msmt.cz/dokumenty/zakon-o-overovani-a-uznavani-vysledku-dalsiho-vzdelavani>

The head of a school makes a decision on enrolling children and pupils with special educational needs into a mainstream primary or secondary school. Children with special educational needs can be enrolled if conditions are in agreement with the School Act and meet the standards set by the school guidance facilities. The right of parents to successfully appeal decisions or request a reassessment should be enshrined in legislation.

As set by law, the education of pupils with special educational needs of compulsory school age is carried out in the catchment area, i.e. in the mainstream school which the pupil would have attended according to their place of residence if parents had not decided otherwise. The parents/legal guardians can choose school other than that in the catchment area. If the head of such a elementary school (základní škola) does not, for some reason, accept a pupil with special educational needs, he/she informs the relevant educational department of the regional authority. The regional authority responsible for educational conditions within the region offers the parents a solution.

A child with special education needs educated in inclusive setting has an individual educational plan (IEP). The IEP is compiled on the basis of results of a professional assessment and identification of a pupil's special educational needs in a school guidance facility. It is a binding document for ensuring the special educational needs of a pupil. The programme sets education goals for a particular pupil, outlines adaptations in the organisation of teaching, dividing up time and content, the form of setting tasks, the mode of assessment and classification, pedagogical approaches, organisation of examinations including the final ones, etc. It lists necessary supplementary and teaching aids, equipment, textbooks, teaching materials, etc. It contains a proposal for any decrease in the number of pupils in a class, for an increase in teacher numbers, a sign language interpreter, or an additional worker. An assumed need for additional financial means per pupil is derived from the proposals.

The Czech Republic has transposed the Council Directive 2000/78/EC of 27 November 2000 establishing a general framework for equal treatment in employment and occupation into national legislation. Tertiary institutions (higher education institutions) generally integrate disabled students on an individual basis. However support (financial, personal) for students with disability in tertiary education and training is not guaranteed by any legal means. Therefore The Disability National Plan calls for equalization of opportunities in accessing tertiary education. Amongst other tasks The Disability Plan contains a task for Ministry of Education, Youth and Sport to assure that principals of equal opportunities is respected in all future legal documents related to tertiary education.



### Section 3: Evidence of outcomes and progress towards inclusion

Over the five year period both the number of students integrated and the number of students educated in special classes in mainstream primary and secondary schools increased. On the other hand, the number of students in special schools decreased by half. University students who are educated inclusively are not registered - a reasonable estimate is 550 to 700 (excluding students with specific developmental learning disorders, 2009/010).

<b>1) Type of education – school year 2003/2004:</b>	<b>Nursery schools</b>	<b>Primary schools</b>	<b>Secondary schools</b>		<b>TOTAL*</b>
Individual integration	2 001	4 382	670		<u>7 053</u>
Special-needs classes [no in special schools]	4 420	4 282	----		8 702
Special-needs schools/special schools	3 391	35 542	16 347**		55 280
<b>TOTAL*</b>	<b>9 812</b>	<b>44 206</b>	17 017		<b>71 035</b>
<b>2) Type of education - school year 2008 / 2009:</b>	<b>Nursery schools</b>	<b>Primary schools</b>	<b>Secondary schools ***</b>	<b>Postsecondary schools / Higher schools</b>	<b>TOTAL*</b>
Individual integration	1 541	6 290	772	17 / 550 - 700	<u>8620</u>
Special-needs classes [no in special schools]	3 540	3 010	5 405	0	12 355
Special-needs schools/special schools	2 857	29 859	7 141	0	39 857
<b>TOTAL*</b>	<b>8 338</b>	<b>39 159</b>	13 318	0	<b>60 832</b> ****

\* = Not including pupils with specific developmental learning disorders [learning disability]

\*\* = 2 642 in special secondary schools and 13 705 in special vocational schools

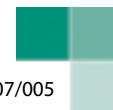
\*\*\* = Including music/arts secondary schools (conservatories)

\*\*\*\* = out of the total number of 1,713,523 children, pupils and students.

1) National plan for the support and integration of persons with disabilities 2006 – 2009

2) National Disability Plan 2010 to 2014 <http://www.nrzp.cz/userfiles/file/navrh-npvrp1.doc>

There are two ways in which children with disabilities can be integrated into mainstream primary and secondary schools. First, through “group integration”, whereby separate special classes for students with a particular type of disability are established within a mainstream school. Second, through “individual integration”, in which children with disabilities are placed in a mainstream class together with children without disabilities. School funding is based on a per capita norm, but also takes into account factors such as the type and size of the school and, for special schools, students’ type of disabilities. However, the normative for children with disabilities who are integrated into mainstream schools through group integration is lower than that for special schools.



## Section 4: Types of support for students and trainees

The content and scope of the curriculum of special needs training for teachers in classes/schools for children, pupils or students with special educational needs (with disabilities) varies according to the type of teacher education institution (Faculties of Education) and the type of study. Disability issues are usually included in general curriculum of teacher training however not in all study programmes in teacher training.

The Decree on the provision of guidance services in schools and school guidance facilities stipulates the content of guidance services, their providers (schools and school guidance facilities), their recipients (children, pupils, students, their legal guardians, schools and school facilities), to whom the standard services defined in annexes are provided free of charge, and rules for providing paid services in primary and secondary education only.

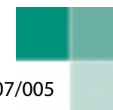
### Support in Tertiary Education

Unlike primary and secondary education, there is no legislative and financial support (e.g. grants for a student with disabilities and special needs) in the higher education. This support is included in the Proclamatory in The Higher Education Act (1998) and in the National Disability Plan, but it does not offer the necessary support and incentives for universities towards creating inclusive learning environment at universities. Nevertheless the Czech universities are now dealing with methods to make education more accessible and to create equal conditions of individual learning based on internal development projects and with the financial assistance from Ministry of Education Funds and European projects. One of examples of good practice is an Information Centre for Students with Special Educational Needs<sup>10</sup> which methodologically supports individual faculties and their own centres. However, the resources from the project are designed only to start or develop arrangement and services for students with disabilities, but cannot be used to finance the operations of already existing support services. Still, most Czech institutions in tertiary education have centres to help students with disabilities and special educational needs, but range of services, competence and grounding in their internal academic regulations varies

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<sup>10</sup> <http://www.cuni.cz/UK-60.html>





## Types and providers of support:

Type of Support	Provided by	Financed by
Assistive technologies to compensate for functional limitations of the disability	universities	- Universities from grants, - sponsors, - funds - student´s family
Assistance in study	1) university workers, 2)volunteers, classmates	ad 1) Universities ad 2) no one
Assistance in daily life, necessary for the study (personal assistance)	1) a physical person 2) a legal entity - a provider of social services 3) NGO	contribution for care according the Law on Social Services - student´s family - Student from the Foundation Assistance

In the Czech Republic there are more company foundations (Veolia, Sirius CEZ, etc.) or "philanthropic" ones, which systematically assist the students with disabilities – the well known ones are Konto Bariéry - Account Barriers, the Charter 77 Foundation<sup>11</sup> and the Olga Havlová´s Goodwill Board. Some private colleges offer direct support to these students (they do not require the tuition fee and provide free PCs and study literature, etc.), for example the Metropolitan University of Prague.

## Support available in vocational training schemes

The Law on Employment 2004 introduced a number of important changes in the system of State subsidies. The law provides a definition of vocational rehabilitation. Labour offices provide individually tailored training employment services, including supported employment services, to people with disabilities within the framework of vocational rehabilitation. In particular, state support in training is provided within the framework of "vocational rehabilitation"<sup>12</sup> defined as "a continuation of employment services that aim to find and retain employment for people with disabilities".<sup>13</sup> The labour offices distributes funding for vocational rehabilitation.

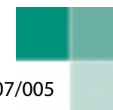
The Law on Employment 2004 treats the service user as a partner who, together with a labour office, decides on the form and content of vocational rehabilitation. Vocational rehabilitation services are tailored to the individual, primarily through the development of "individual vocational rehabilitation plans.

<sup>11</sup> Example of a scholarship for students with disabilities available on <http://en.kontobariery.cz/Programs/The-Barriers-Account.aspx>

<sup>12</sup> Vocational rehabilitation consists of vocational counselling, and theoretical and practical training for employment or other gainful occupation. It is also meant to include employment mediation and assistance with retaining and change of employment. Law on Employment 2004, para. 69, art. 2, 3.

<sup>13</sup> Law on Employment 2004, art. 69.





Moreover, under the new law, labour offices can contract out vocational rehabilitation services to NGOs and other service providers. With its emphasis on partnership and an individualised approach, if the law is to benefit people with different categories of disabilities, labour office personnel need to undergo training to acquire new skills and attitudes—in particular, patience, using simple clear language in speech and writing, and cooperating with parents and support persons.

Companies may make use of the instruments from the Employment Act (2004), which contains among others the obligation to employ people with disabilities, subsidies to modify or create jobs for people with disabilities and their wages and work experience programs during their studies.

The Law on Employment 2004 provides a number of State subsidies for employers of people with disabilities.<sup>14</sup> Under the new law, sheltered workshops where at least 60 per cent of employees have altered working capacity are eligible for an increased level of subsidies. This measure encourages the continued segregation of employees with disabilities and does not promote the creation of inclusive workplaces.<sup>15</sup>

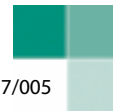
State-funded sheltered workplaces are usually privately operated and geared more towards income generation. These entrepreneurial sheltered workplaces have a significantly higher proportion of their own funding than non-profit sheltered workplaces. Employees in these workshops receive wages, generally equal to the minimum wage, and generally have an employment contract.

Sheltered workshops established by NGOs are typically small- or medium-sized enterprises supported through annual State funding for the provision of social services. Unlike most other sheltered workshops, these accept people with *severe* or *profound* disabilities.

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<sup>14</sup> It provides, for example, an allowance for familiarising an employee who requires special attention with a new job. The maximum amount of the allowance will be 50 per cent of the minimum wage, paid to the employer

<sup>15</sup> Sheltered workshops receive a subsidy (for setting up the workshops) equivalent to eight times the average monthly wage for every person with disabilities; and ten times the average monthly wage for a person with severe disabilities. Sheltered workshops that provide 10 or more workplaces for people with disabilities will be eligible for 10 times the average monthly wage for a person with disabilities and 14 times the average wage for a person with severe disabilities. Law on Employment 2004, para. 76, art. 1, 2.



## Section 4a: Financial support for learning

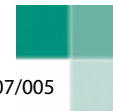
In the area of primary and secondary education the public contributions and grants do not go to a student, but to a school that provides the special education support. The school has the right to a double subsidy per pupil - so-called financial direction (normative). If the student has special needs (such as aids, compensation funds, etc.), which can be paid from the usual sources (the budget of the school authority), the school or the family may also apply for the assistance from charity funds.

In higher education there is no financial support for college or university students from the state or public administration. It is up to a particular school to obtain grants or sponsorship. Secondary schools governed by the Act on Education can obtain increased funding for a student with disabilities (normative). Students studying at institutions in tertiary education and universities (governed by the Act on Higher Education) may obtain funding for textbooks, PCs, tuition fees and the study costs associated with the endowment funds. However, as mentioned above these are not entitled to such support.

- 1) Primary or secondary schools which educate pupils/students with disabilities and special educational needs inclusively: among other things this support includes the salary for a teaching assistant. This support is mandatory. Similarly, the financial direction per pupil/student is increased for special schools.
- 2) Colleges and universities that educate students with disabilities which want to improve conditions for their studies can use for it their own general budget or/ can apply for funding from development project (Ministry of Education) or other funds.
- 3) A student himself/herself at secondary school, college or university, whose support is approved by the management board of a foundation. The decisive criteria usually include: the fact that costs cannot be covered from any usual resources, the student's disability and the resulting study and life barriers, the cost of utilities, services and measures to eliminate these barriers, and the socio-economic situation of students and their families.

### Amount of financial support for the student or trainee

The financial direction for a pupil is specified for elementary and secondary schools, the amount is determined by the Decrees of the Ministry of Education. The amount of the individual fund donated from foundations cannot be stated. The Foundation Board usually compares the required amount with all the decisive facts and the resulting amount (i.e. a gift) is a compromise between the applicant's requirement and the limits of the Foundation (in relation to other applicants). For example, the financial assistance to secondary school or university students from the Account Barriers Fund ranges between 600 and 2,000 CZK per month.



The financial support for the education of pupils and students with disabilities goes to elementary and secondary schools (the institutional support from the Ministry only). Institutional support is given by the direction per pupil / student and by the number of individuals with disabilities who study at the school.

If the support is individual (from foundations), the money goes to the student who pays for the aids, the assistance and other needs. Some foundations also provide gifts - mainly computer equipment and books.

Even at colleges and universities there are the recipients of earmarked grants to schools. However, Individual support (for students) is realized only from the foundations and other non-public sources.

### **Number of pupils/students benefiting from the support**

As for the institutional support to elementary and secondary schools, it is used by all pupils / students with disabilities and special educational needs who attend such schools - nowadays about 60,000 students/pupils.

The institutional grant support to the higher education is used by about 750 students, especially at universities. The individual support from foundations, etc. goes annually to about 250 students, e.g. in the school year 2009/2010 the Konto bariéry = Account Barriers Fund paid 1,411,000 CZK, which was divided among 72 students at secondary schools, colleges or universities.

At the elementary and secondary schools the amount of support is given by the direction per pupil / student with a disability. The amount (as well as defining the range of pedagogical and organizational measures) is given by the Decree of the Ministry of Education - On the Education of Students with Special Educational Needs, which is updated regularly.<sup>16</sup>

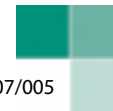
The budget and the promulgator's selection criteria (Ministry of Education, GAČR – the Czech Grant Agency, ESF, etc) are decisive for the grant support of secondary schools and universities.

### **Who pays for the financial support**

The institutional and grant support is available from the state budget, i.e. the Ministry of Education. Supporting individual assistance from social services and benefits (for care, aids etc.) and support for job placement are covered by public social insurance. Individual learning support is funded from endowment funds. All individual support is in the form of a means tested contribution, i.e. It means that the participation of the student or his family is also taken into account.

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<sup>16</sup> \*/ this is the institutional support, its amount cannot be calculated per pupil / student.



There is a scope for a contribution from the State budget supplemented by a gift (in case of extremely adverse social circumstances of the applicant, as an orphan, a single parent family, etc.).

The effectiveness of financial support from grants to students in general and students with disabilities is primarily measured with the number of graduates in particular educational levels and programs and their application in the open and protected labour markets. The exact figures are not available. We should consider the fact that education does not lead only to a job application, but to personal development, socialization and generally higher quality of life for young people with disabilities.

### **Studying abroad**

Czech students with disabilities, learning in the course of their studies / field of study in a foreign country, cannot be the social beneficiaries of the support they receive in the Czech Republic. According to the rules valid in the host country they may obtain an alternative or a part of such assistance. The students who are on study visits or exchanges under Erasmus, Socrates, etc. may ask the National Agency for European Educational Programmes under Ministry of Education, Youth and Sports for a contribution to the higher costs associated with studying abroad and which are related to their disabilities. Some foundations also offer support for studying abroad.

Support for foreign students, being educated in the course of their studies / field in the Czech Republic, is not transferable. They may ask their National Agency for European Educational Programmes for the contribution to the higher costs associated with studying abroad and which are related to their disabilities (especially students from EU countries). Some Czech and multinational Foundations offer help or material aid to the students with disabilities and social disadvantages during their study in the Czech Republic.

### **Section 4b: Practical assistance with learning**

At the elementary and secondary schools, this assistance is obligatory and involves mainly individual access for a pupil / student, special education support and a teachign assistant. Optionally, i.e. in partnership with families and foundations, it is possible also to use personal assistance (social service) (the competences of an assistant teacher versus the competence of a personal assistant = difference).

As for universities there is not any specific obligatory assistance. However, most universities provide help in the form of consulting, technical support, individual approach and study assistance.

At training schemes a student can use an assistant (funded by the employment policy as part of employment rehabilitation) or a personal assistant (paid by the student from his Contribution for Care).

Every pupil / student who belongs to a group of pupils and students with special educational needs (according to the criteria of the Ministry of Education) at elementary and secondary school can obtain this assistance, and if the loss of functional abilities given by the disability require such support. Such assistance cannot be claimed in higher education and its form, scope and availability depends on the capabilities of a particular school.

A support person (counsellor, coordinator, study assistant, ICT specialist, etc.) is usually employed by the school. A personal assistant is hired and paid by the student (directly or through an agency) or by a foundation (or the foundation or grant fund financially saturates the school and it hires and pays the assistant).

The range of practical assistance is not fixed - it depends on the school and the pupil / student's needs. If the pupil / student is given learning personal assistance and personal assistance, it must "fit" to cushion the care allowance (according ZoSS), which is 2,000 to 12,000 CZK per month (depending on the degree of disability and self-sufficiency). Some foundations also provide personal assistance.

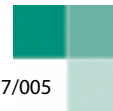
### **Decisions on practical assistance**

Decision how much practical assistance each student receives are reached by a compromise between the pupil's needs and the possibilities available at the school. At elementary and secondary schools the extent of assistance is usually determined by the recommendation of the school advisory board (e.g. Special Educational Centre) and a specialist. The school then follows the recommendations stated in the Individual Educational Plan when they provide the support and its directors and its founders opinions are the most decisive.

### **Who pays for practical assistance?**

The range of options at universities is based on their possibilities (personnel, financial, organizational) and a school usually has a specific agreement with the student about what it is able to provide, and what is provided by the student or her/his family.

The obligatory support to students at elementary and secondary schools is free of charge and it is financed from public resources (the budget of municipalities, counties and the Ministry of Education). If there are more specific needs, the support may be supplemented by the assistance from foundation sources. At universities the assistance is shared by the school (depending on the success in grant proceeding), the student and foundations. The volunteer and peer support also plays a positive role.



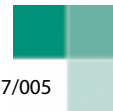
Supporting individual assistance - social services and benefits (for care, mobility aids, transportation, etc.) is primarily covered by public social insurance. All individual assistance is in the form of a contribution, i.e. the participation of the student or his family is relied on, eventually there is scope for a contribution from the state foundation supplemented by a gift (in case of extremely adverse social circumstances of the applicant, as an orphan, a single parent family, etc.). The graduates are expected to have adequate gainful employment resulting in the deductions for the social insurance scheme.

Disabled students do not control their own financial budgets for education. Students even do not know the cost of the practical training assistance they are provided with, and therefore they know only what the sources are for and are not for. Providing a student receives the support of social benefits or he is a recipient of endowment support, he is supposed to manage the sources himself and he decides how to use them.

Evidence about equity or effectiveness of practical assistance does not exist, it may appear in the annual reports of individual schools. The efficiency of practical assistance to students with disabilities is primarily measured by the students' achievements, the number of graduates of educational levels and programs and their subsequent success in the labour market.

Czech students with disabilities, learning in the course of their studies / field of study in a foreign country, cannot be the beneficiaries of the support they receive in the Czech Republic (it cannot be transferred). According to the rules valid in the host country they may obtain an alternative or a part of such assistance. The students that are on study visits or exchanges under Erasmus, LdV, Socrates, etc. may ask the National Agency for European Educational Programmes for the contribution to the higher costs associated with studying abroad and which are related to their disabilities. Some foundations also offer support for studying abroad.

The support for foreign students, being educated in the course of their studies / field in the Czech Republic is not transferable. They may ask their National Agency for European Educational Programmes for the contribution to the higher costs associated with studying abroad and which are related to their disabilities (especially students from EU countries). Some Czech and multinational Foundations offer help or material aid to the students with disabilities and social disadvantages during their study in the Czech Republic.



## Section 5: Evidence of good practice

For a long time primary and secondary schools have been confirming the increasing trend in the number of students integrated as well as the number of students educated in special classes in mainstream schools and the declining number of students in special schools.

Unlike elementary and secondary schools the support to students with special educational needs is not exactly financially and legislatively incorporated. Yet most schools seek to create conditions for inclusive education. At schools there are consulting and facilitation centres that provide support to students with special educational needs and among others they influence the academic community in a positive way. Currently the Ministry of Education together with the Government Board for Persons with Disabilities (section for education) and NRZP (National Board for Persons with Disabilities) is preparing legal-methodological framework that would oblige universities to allow people with special educational needs to study and also to provide them with some financial security to cover the costs associated with this process. Eventually the implementation of the concept of accessibility will be an obligatory assessment criterion of each school.

The foundations and non-profit sector, including volunteering, play a significant role in supporting the education of people with special educational needs, because they help when the public administration cannot help (system constraints), and when it is beyond the capabilities of the student and his family. For example the Technical University Liberec combined recently public (programme Euroguidance) and private resources to support students with disabilities studying abroad. The University applied at Deloitte Advisory Company to support two students on wheelchairs studying for two semesters at Kristianstad University College in Sweden.



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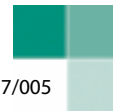
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