INCLUSIVE POLICIES IN THE CZECH REPUBLIC, WITH SPECIAL REFERENCE TO ASSESSMENT PRACTICES

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Integration policy in the Czech Republic has been introduced after 1989 only. In the last period the integration has changed towards broader social acceptance of integration of persons with disability towards mainstreaming and better educational and technological support for children with disability in integrated settings. The main goal is to create equal opportunities and minimise the negative impact and consequences of the disability to the pupil’s access to appropriate level and quality of education.

The responsibilities in education were transferred from the Ministry of Education to regional educational authorities four years ago (1st January, 2001). The regions (14 in total) are also responsible for developing the regional policy and implementing the main goal and principles of education of pupils with special needs. The new understanding of the concept of education of pupils with disability has influenced the terminology, which has changed from a medical model into a functional one.

Problems:

1) The term inclusion and the philosophy of this concept are not adequately known in public among administrative officials and even among professionals. The term “integration” is still being used. From this point of view another problems arise.

2) Integration policy is still not a part of the Education Act. The New School Law has not yet been approved by the Parliament.

3) There are only limited resources for assigning additional support teachers into a mainstream class with integrated pupils with special educational needs.

4) The individual needs of an integrated pupil and the educational management of the whole mainstream class is extremely demanding, if the necessary personal assistance to the pupil with special needs is not provided.

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