



National Summary of STAIRS Study Visits

CZECH REPUBLIC

The aim of this summary is to synthesise the information collected in the study visits and focus on what is relevant for the respective country and to create a reflective report on the findings that have emerged from group discussion or the Learning Diaries. The report will be an input for the National Adaptation Plans and the European Adaptation Guidelines. Please, reflect on both study visits.

Deadline for delivering the national summary: 31st January 2021

Recommended resources for the Summary

- Learning Diaries of the participants (Request from participants by e-mail or find it in [Canvas](#) in the Modules “Learning Diaries Limerick, Ireland” and “Learning Diaries Lisbon, Portugal”)
- Padlet board of Study Visit Ireland
https://padlet.com/tka_tudaskozpont/wcn7tetulvpwejc0
- Padlet board of Study Visit Portugal
https://padlet.com/tka_tudaskozpont/oanj72ye161c5cue
- Country consultation in national teams (Study visit to Portugal):
https://docs.google.com/presentation/d/16_kh4Sai8_B3UJK7wc66GIEFyEke4vzE3_TyA0bUEmU/edit?usp=sharing
- Link to the Irish Study Visit videos here:
<https://www.dropbox.com/sh/i5eti8le1ys13nn/AAAiRVBOVuK2L4y04juVzAXfa?dl=0>
- Link to the Portuguese Study Visit videos here:
https://drive.google.com/drive/folders/1ynNmTuFMWk036jiYhK5gMDVRjwa_jkV1?usp=sharing

Guiding questions and aspects to prepare the summary

The questions below can serve as a starting point to prepare your summary and they represent the minimum requirement to reflect on.

- What are the **lessons learnt by each individual participant** based on the national/individual focus during the study visits?
- What are the **lessons learnt** that you can synthesise **at the national level**? Which of these lessons can be adapted to your specific national context? Which of these lessons cannot be adapted and why?
- Please **compare your newly acquired knowledge with your practice identifying similarities and differences**.
- Please formulate your **preliminary plans for adaptation**.

Please, feel free to add any other aspects that you feel relevant in your national context.

National summary of Czech Republic

Please, expand the box according to your needs. Min. 2000 and max. 4000 words.



Ireland

Comparison of newly acquired knowledge with practice in identifying similarities and differences.

Representatives of schools, non-governmental school organizations, special education and state authorities took part in study visits to Ireland and Portugal on behalf of the Czech side. In order to monitor the outcomes of both visits, there were different interests and individual orientations during the study visits. From the online visit to Ireland, we were particularly interested in the presentation on setting up equality and opportunities in schools offered by the Irish school system to children with special educational needs, both social and health. Their education is well established thanks to the fact that teachers go through lifelong learning and at the same time school management (principals and deputies) regularly meet with representatives of public and state administration, representatives of research organizations and universities on issues about education of children with special educational needs. This connects the whole range of interested system of educational institutions.

• Possibilities of adaptation of acquired experience into the Czech educational system

The education system in the Czech Republic is in many ways similar to the education system in Ireland. An interesting fact from which we should learn a lesson is the possibility of dialogue not only at the professional level, but also at the non-professional level, creating communities in educational institutions with the participation of teachers, parents, public officials, etc. This dialogue sets the opportunity to address children's issues earlier until the problems escalate. Children with special educational needs are very well accepted outside educational institutions. At the same time, help goes to the families of these children.

They should also be focused on the issue of children leaving school early, the help offered should facilitate their transition into practice, or replace further education in the form of short-term courses. It is also interesting for the Czech Republic that this system of education is accepted for employers and employers recognize the certificates that young people obtain for completing courses.

The study visit to Ireland for the Czech side revealed the following facts:

- the need for a form of inclusion that is highly protective, individual and respects the special educational needs of the pupil. Due to this, it is necessary to focus on the special educational needs of, for example, Roma pupils, but also other minority nationalities who currently live in the Czech Republic, come to the Czech Republic, or the Czech Republic is only a transit country for them, such as Vietnamese, Ukrainian, Mongolian, Romanian nationality. It is topical for them to better involve them in social work and the social system, to improve cooperation with the family, to support close cooperation with parents and the social body - in our country OSPOD - a body of social and legal protection of children. For a good start in improving work with children with special educational needs, it is necessary to improve the further education of pedagogical staff (not only teachers, but also teaching assistants and other people who are involved in the education of pupils with SEN).



Further education of teachers in the Czech Republic is provided at the discretion of the teacher or the school principal, but there is a lack of conceptualism and impact on salary evaluation.

Questions that have arisen for education in the Czech Republic:

- 1) Is it possible to set up a system similar to that in Ireland in the Czech Republic? (DEIS - compensation of different "starting position"). The question will be how to balance this starting position, for example, close cooperation with the social and health care system can lead to it, and first and foremost also the cooperation of the school and school facilities with the family.
- 2) How to increase the motivation for regular school attendance of pupils from different socio-cultural backgrounds by streamlining communication between all systems that participate in the education of pupils with SEN.
- 3) What should an effective support system look like in accordance with the degree of disadvantage? The so-called deprivation index is interesting, which evaluates the degree of disadvantage of a particular child - an interesting idea for implementation in the Czech Republic.
- 4) It is suitable for the Czech Republic to be inspired by the system of cooperation between parents - school - school counseling facilities - social department - health care system.
- 5) In order to set up a suitable educational system and support children to develop their maximum potential with regard to their special educational needs, it is necessary to set up a method of determining access to quality education, a way of motivating compulsory, regular school attendance for all children.

Portugal

Comparison of newly acquired knowledge with practice in identifying similarities and differences.

A similar program, which we met in Portugal (TEIP) and which interested us, is implemented in the Czech Republic, deals with the integration of children and pupils from highly disadvantaged families (single-parent families, one parent in prison, single people) in education educational process. The question of whether it is beneficial to create clusters under one management, or whether it is expedient for each school and school facility to have its own legal personality and for school management to be provided separately, has caused controversy. The issue of grouping individual schools into clusters should be consulted in the general public as well as professionals, and it would be necessary to consider all the pros we had the opportunity to meet during the visit. Portugal has developed a support system to ensure the education of all persons from kindergartens to lifelong learning. Specific cooperation with this organization offers more topics that can be used in the practice of the Czech Republic. It would certainly be beneficial if one of the organizations could establish direct cooperation with Edugep.

Possibilities of adaptation of acquired experience into the Czech educational system

The experience gained was very valuable for us, as the education system in Portugal was close to the education system in the Czech Republic and the issues addressed by Portugal were also similar.



- 1) **The lessons learnt from the online meeting** were about the possibilities of cooperation between schools in the region, cooperation between schools with out-of-school educational institutions, but also with other public authorities, labor offices, etc. Schools in Portugal are better involved in the lifelong learning system. which in turn leads to better employability in the labor market, the school accompanies the student to a responsible choice of occupation to prevent unemployment - cooperation with the labor office. Career guidance is developed in schools as a tool for developing future work potential and as a prevention of unemployment.
- 2) For Portugal, there is probably no problem with financing schools, as they use tandem teaching more than in the Czech Republic, which can ensure an individual approach to the child, better fulfillment of individual plans, which in turn leads to a reduction in school failure.
- 3) In the Czech Republic, cooperation takes place at the level of school - family - school pedagogical facility, which will recommend the setting of a specific form of support measures. However, there are only a few of these facilities within individual regions. As a great advantage we see that at each school prevention methodologists and educational counselors. In the Czech Republic, this function is performed by a pedagogical worker. In clusters in Portugal, due to the size of the institution, they can afford to have a specialist, a psychologist, etc.

Conclusion

Important where we can learn in both countries is the ethical impact on the lives of society and the individual. We should take an example of how to build the development of trust in society in special education for children and pupils with more severe forms of disability, use not only a lay public approach, but apply a highly professional approach, specialized educational methods, support carers and their further education. To lead pupils to the need for further education after completing compulsory schooling, to create conditions for active support for responsible career choice.

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