



# Summary of the Czech National Adaptation Plan

## 1) **Presentation of the National Adaptation Plan** (purpose, topics addressed, structure)

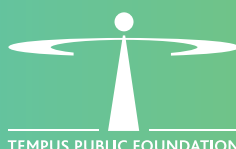
*The national adaptation plan is based on the following sources. The starting material was:*

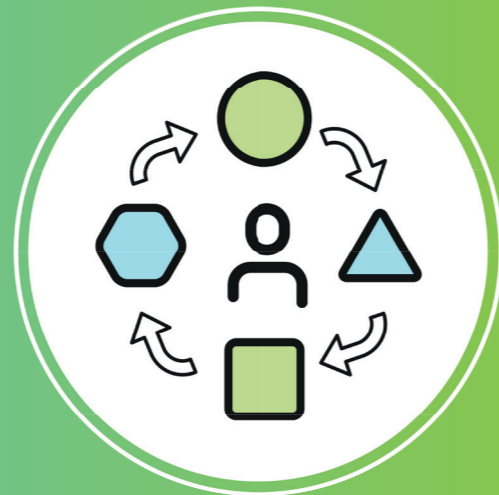
1. Analysis of documents related to the school system
2. Research focused on the description of the national school system and the identification of factors that are key to the implementation of the project.
3. Lessons to be learned from the integration of children and pupils with special educational needs into mainstream education from study visits to Ireland and Portugal. Following this visit, field research was conducted. Individual and group interviews were conducted in order to find out the conditions for solving inclusion issues. Subsequently, a national plan was drawn up for the necessary adaptation of the project.

The following areas were monitored access to education – education system, education of all sections of the population, access to education, equal access to education, family support, financial support for families at risk of poverty, social services, prevention of social exclusion. Support for national minorities, especially the Roma equal opportunities for women and men.



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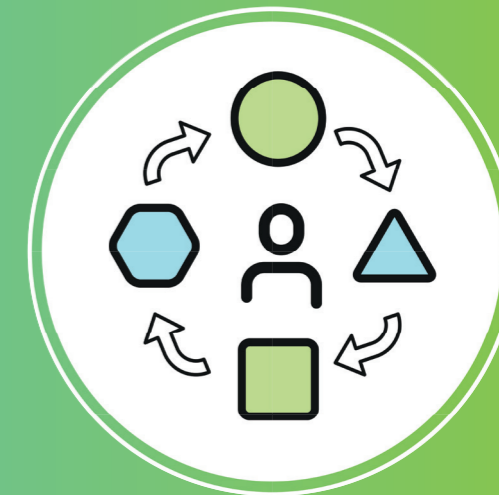




## 2) Proposals for ensuring (more) social inclusion in education in The Czech Republic

Based on the research, conduct a search of available materials, the results of projects addressed on this topic, their impact on the current state

- Evaluate the possibilities of tertiary and further education of pedagogical staff.
- Based on the results of the survey, to suggest the possibilities of involvement of non-governmental non-profit organizations in the field of social services, work with ethnic groups, non-formal education.
- Design and implement topics for the education of all relevant stakeholders in the field of inclusive teacher education and professional development through lifelong learning centers
- Use the possibilities of already implemented projects of the Center for Applied Research and Further Education to improve the position of national minorities, e.g. projects Non-formal education in environmental education.
- Launch programs for integration within environmental centers and cooperating schools and organizations, such as Special Schools in Strakonice, Higher Vocational Schools and Secondary Schools in České Budějovice, Children's Home in Volyně and Children's Home in Písek.
- Thanks to the implementation of non-formal education projects, to help the above-mentioned organizations with the financing of extracurricular activities and thus help the inclusion of children and pupils with special needs.
- Prepare a project proposal for new programs from the European Social Fund focused on the inclusion of children in extracurricular activities (project days, clubs, etc.), for further education of teachers in the field of inclusion, parents of children with special needs, public awareness of these needs.
- To conduct a survey at secondary schools in the South Bohemian Region, what are the possibilities of applicability of these children on the labor market (possibilities of study, employment), to use already created materials from previous projects implemented by CAVDV.



## 3) Further steps in the implementation of the National Adaptation Plan in the Czech educational system

*Further steps in the implementation of the national adaptation plan are based on the following documents:*

- Strategic Framework Czech Republic 2030 (Government Resolution No. 292 of 19 April 2017), in particular its specific objectives 3.1, 3.2, 3.4, 4.1, 5.2 and 5.4 and more generally implementation of the 2030 Agenda for Sustainable Development in the Czech Republic (Government Resolution No. 670 of 17 October 2018), in particular the Sustainable Development Goals No. 1, 3, 4 and 10. National Concept for the Implementation of Cohesion Policy in the Czech Republic after 2020 (Government Resolution No. 562 of July 30, 2019). It develops the tasks of individual actors (government, individual ministries, MEYS, MLSA, school authorities, individual schools and their founders, non-governmental non-profit organizations), their cooperation, exchange of experience, the need for education of pedagogical and non-pedagogical staff and all in accordance with the implementation and application of the Charter. Fundamental Rights of the EU and the United Nations Convention on the Rights of Persons with Disabilities, in accordance with Council Decision 2010/48 / EC. The basic thematic conditions are based on the National Strategy for Roma Integration and the National Strategic Framework for Gender Equality.



#### 4) Key messages for creating the European Adaptation Guidelines

Key messages according to the important elements/aspects of ensuring inclusive education are present and described in more detail in the NAP in the final recommendations.

*It sets out recommendations and related procedures*

- with inclusive education in accordance with valid Czech and European legislation,
- the setting up of the education system, including both formal and non-formal Education, lifelong learning, the permeability of the education system, permeability to the labor market,
- ensuring the social integration of children, pupils and adults into society and increasing their employability on the labor market.



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