



INCLUSIVE EDUCATION



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Initiatives for policy innovation
Social inclusion through education, training and youth

inedu inclusive education model for children with migrant
background in pre-schools

DATA COLLECTING TOOL

The following tool is targeted to the InEDU partners, active in the Second Phase of the Inedu Research. The tool aims to collect detailed information on the Status Quo of “adaptive education systems/elements” in the areas under focus (i.e. PL, MK, CZ, EE, and RO). The late concept refers to systems that foster, promote and implement activities/projects/programmes that aim to facilitate the social inclusion of children with a migrant background.

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DATA COLLECTING TOOL

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| <p>Partner Organisation EDUcentrum,z.ú.</p> | <p><i>Logo of partner organisation</i></p> |
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SECTION 1 – DEFINING THE TARGETS

DEFINITION OF PROJECT TARGET GROUP

“CHILDREN WITH MIGRANT BACKGROUND”

- **CHILDREN:** 0-6 years of age
- **MIGRANT BACKGROUND**
 - the concept is envisaged broadly by the project, mainly referring to children that have a first-hand experience of migration (i.e. either voluntary or forced - such as asylum seekers, refugees), as well as children raised in families with an extended migratory experience (e.g. one or two migrant parents, families that returned to their homeland after an extended stay abroad, etc);
 - more broadly, within the project the concept defines as well members (between 0 and 6 years of age) of vulnerable/disadvantaged socio-economic groups and communities that experience inequality of access and a lower quality of education;
 - for the purpose of the project, the concept may be very broadly applied to members of vulnerable/disadvantaged groups and communities that are characterised by a distinct cultural/ethnic/etc. background than the one of the mainstream society (e.g. autochthonous/old cultural/ethnic minorities).

Tab. 1 – Definition of Inedu Target Groups

1.1. Considering the definition above, what are, in Your perception, the main target groups in need of “social inclusion” in Your country/region?

- Members of national minorities (i.e. ethnic minorities, religious minorities, etc).
- Members of new migrant communities (e.g. economic migrants)
- Asylum seekers and/or refugees
- Other

Composition of the Population of the Czech Republic: Groups targeted by inclusion

- old historical minorities: Roma (2.9 % of the population), Slovak, Polish, German (keep nationality, hold Czech citizenship, not included in foreign born population statistics)

- EU incomers: Slovak, German, Polish as well as other EU countries (came after 1989, or after EU membership, keep citizenship of their country, equal status due to EU principles, in statistics)

- non-EU incomers: Vietnamese, Ukrainian etc. (long-term visa, permanent residence, in foreign born population statistics)

Note on statistics:

Source 1: national census (done every 10 years among Czech citizens, includes information on nationality but since 2011 census it is not obligatory to provide this information)

Source 2: numbers of issued permanent residence permits and long term visas (over 90 days) – data on people without Czech citizenship from outside the EU

Source 3: Ministry of Education statistics on children of foreign origin in education, follows the citizenship of their parents

Legal Classification of “Foreign” Population of the Czech Republic with respect to Education

I. Czech citizenship holders adhering to different nationality

Education is provided in Czech Language. Recognised national minorities (Belarussian, Bulgarian, Croatian, Hungarian, German, Polish, Roma, Rusyns, Russians, Greek, Slovak, Serbian, Ukrainian, and Vietnamese) have right for education, or part of it, to be provided in their national language. The group covers citizens of the Czech Republic who have different

nationality. The law allows for to establish a class that provides education in the language of the national minority if a certain number of pupils claims the adherence to it (8 pupils per school at pre-school level, 10 pupils per school at primary level). If the levels are not met, headmaster can decide on teaching certain subjects or parts of the subjects in the national minority language.

II. Foreigners with EU citizenship

Equal access/rights to education as Czech citizens.

III. Foreigners from outside the EU

a. Access to education

- pre-school education if they are legally entitled to stay in the Czech Republic for a longer period than 90 days or applied for asylum...
- primary education if they stay in the Czech Republic
- secondary education if the stay legally in the Czech Republic

b. Adaptation support

- adaptation support: Czech language teaching
- additional education activities concerning their native language and culture in cooperation with the country of their origin

General overview

In 2014, the share of foreign born population in the Czech Republic amounted to 4.1%. The number of asylum holders amounted to 2972. The state has numbers only about people with visas and permanent residence cards. The main source about nationality structure was national census. Since 2001, the information about nationality is not obligatory, the data for last decade are problematic (approximately 25 % of the respondents chose not to answer in the last census in 2011). The situation of the incoming persons is very different and cannot be generalised. Czech schools are attended especially by children from families which came in order to find work or for the purpose of family reunification. There is also a group of asylum seekers fleeing from regions of conflicts. A second generation of foreign born communities is emerging (children of the immigrants). In family, they usually learn their native language first and Czech language as second (they fall within the Education law definition of children with different mother tongue).

In addition, pre-school education was not obligatory in the Czech Republic until 2017. From 2017, one year of pre-school education (the one before the start of primary school) was made obligatory. We may expect that this measure will considerably change the statistics. The Education Law allows for the obligatory pre-school education in pre-school, preparatory class in primary school, individual home learning plan. Parents are required to consult the option with respective pre-school.

1.2. For each selected category, please indicate the latest official estimated number/percentage, as follows:

In 2016, there were 362653 children in pre-school education in the Czech Republic. The number of children with other than Czech citizenship amounted to 9494 (2.6% of the total). There are no exact data about children who do not understand the teaching language but we may expect it to be higher than the 2.6%.

Out of the 9494 children, 8893 were permanent residence holders and 72 asylum holders. 2712 of these children came from the EU, 3259 from European countries outside of the EU. 3253 children

The largest group included children of Slovak origin (1722) (due to the fact that Slovak and Czech are mutually intelligible, these children are generally not understand in need of inclusion. However, there has been a growing gap in understating Czech and Slovak in the young generation after the federation ended which is now targeted e.g. by public media (attempts to include some Slovak into public broadcasting etc.).

Most of the children in pre-school education were located in Prague (3799 out of the total).

Source: Statistická ročenka školství - výkonové ukazatele, 2017 MŠMT

1.3. For each selected category, please indicate the latest official estimated numbers of individuals between 0-6 years of age at national level.

In 2016, the pre-school education involved children of the following origin:

- Vietnam: 2552
- Ukraine: 2254
- Slovakia: 1722

- Russia: 587

There are no data to divide the numbers according to the type of migration. There were 72 children of asylum seekers in pre-school education (Vietnam, Ukraine, Mongolia).

| Czech Republic: Pre-School Education Overview 2016/2017 | | |
|---|-------------------|-----------------|
| Pre-School Education | Facilities | Children |
| Total | 5209 | 362653 |
| Public | 4820 | 349411 |
| Private | 340 | 11256 |
| Church-administered | 49 | 1986 |
| Teaching language: Czech | 5190 | 354313 |
| Teaching language: Polish | 24 | 827 |
| Children in Pre-School Education according their Citizenship | Number | % |
| All children | 362653 | 100.00 |
| Czech citizenship | 353159 | 97.38 |
| Other than Czech citizenship | 9494 | 2.62 |
| Other than Czech citizenship - Prague | 3799 | 1.05 |
| Other than Czech citizenship - Central Bohemia | 1336 | 0.37 |
| Other than Czech citizenship - Southern Moravia | 698 | 0.19 |
| Slovak citizenship | 1722 | 0.47 |
| Citizenship in EU countries (except Slovakia) | 990 | 0.27 |
| Citizenship in European countries outside EU | 3259 | 0.90 |
| Citizenship in other countries | 3523 | 0.97 |
| Most Numerous Groups of Children with other than Czech Citizenship in Pre-School Education | | |
| Country of Origin | Number | % |
| Other than Czech citizenship total | 9494 | 100 |
| Vietnam | 2552 | 27.01 |
| Ukraine | 2254 | 23.85 |
| Russia | 587 | 6.21 |
| Mongolia | 273 | 2.89 |
| Bulgaria | 201 | 2.13 |
| Romania | 194 | 2.05 |
| Foreign-Born Population of the Czech Republic (2016) | Number | % |
| Population of the Czech Republic | 10579000 | 100 |
| Foreign-Born Population of the Czech Republic - Permanent Residence | 272000 | 2.57 |
| Foreign-Born Population of the Czech Republic - Long Term Residence (over 90 days) | 221000 | 2.09 |
| Foreign-Born Population of the Czech Republic - Total | 493000 | 4.66 |

1.4. Please describe each selected category, in terms of:

- *Historical presence in the area (e.g. ethnic national minority, or refugees on account of the Balkan Wars, etc...)*
- *Mainstream society perception on the selected group (e.g. "Overall positive and welcoming; public opinion acknowledges the tragedy of the Balkan War and feels empathetic with the asylum seekers/refugees", etc)*
- *Relations with the mainstream community (e.g. peaceful, conflictual, etc)*
- *Relations with other minority groups (If available)*
- *Other relevant aspects*

In current comparison, the population of the Czech Republic is homogenous. The country can be probably best described as transfer country. The number of people coming and leaving the country is more or less balanced, with more people coming than leaving in recent few years (in 2016: to the Czech Rep. 37 500 x out of the Czech Rep. 17 400). The number of people with foreign origin with long-term residence (over 90 days) in 2016 amounted to 493 000 (4.6% of the total population). Despite this fact, there have been significant presence of other cultures throughout the history. When in 1918 the independent Czechoslovakia was founded, there was a significant German community (22.95%) in the Czech part of the country and a significant Hungarian minority in the Slovak part of the country (5.47%). There was also a Jewish and Rusyn community (until 1945 the country included also the area of Carpathian Ruthenia).

In addition to these, there were also Roma minority present since 13th century, which in 2015 amounted to 226 300 (2.1% of the total population). After the Second World War, the German minority was expatriated to Germany and Austria. In the census of 2011, 18 658 people (Czech citizenship holders) claimed German nationality. In addition, there were also minor immigration waves throughout history of e.g. French in Napoleonic times, Russian after Russian civil war and the communist revolution. In the interwar period the Czechoslovak government was very active in the international relations and provided shelter political refugees (e.g. Fund for Support of Refugees Living in Czechoslovakia established by T. G. Masaryk).

During the communist period (1948-1989) the society became more homogenous, which was systematically supported by the government policies. However, even in this period, the country experienced small immigration waves mostly politically motivated, e.g. after the end of the Civil War in Greece in 1949 the country shelter a large number of Greek communist sympathisers. In addition, communist Czechoslovakia provided university scholarship education to a number of pro-communist people from Africa and Asia. Since 1950s the political affiliation lead to the emergence of Vietnamese community (at present estimated around 60 000 people) in the country. In 1956 the government provided shelter for children displaced by the war in Indochina and since 1960s large number of young Vietnamese participated in Czechoslovak vocational education system.

After 1989 and 1993 (creation of Czech Republic), Czech Republic has a target of migration from both EU countries and non-EU countries. The source areas involve: post-Soviet countries (Russia, Ukraine, and Kazakhstan), Mongolia, Vietnam as well as other countries.

The perception of foreigners in Czech society has been addressed by many studies (even university theses). The research institutes dealing with the issues include Centre for the Research of Public Opinion (cvvm.soc.cas.cz). The data from recent years show complicated attitude of Czech society towards foreigners (often affected by stereotypes: higher unemployment, crime level, level of safety and health risk; which are often rooted even among the educated people as well as in the education system. The polls on popularity show that, in general, Czech people favour most people from Poland, Slovakia, Greece followed by the rest of the European countries. On the other hand the most negative attitudes the Czech people hold towards the Arabs and the Roma people.

The main governmental institution which facilitates the dialogue is the Council of the Government for National Minorities (<https://www.vlada.cz/en/ppov/rnm/historie-a-soucasnost-rady-en-16666/>). The biggest issue has so far been the relation with the Roma minority, which has been frequently listed among the human rights problems by OECD. In the present years, with the migration crisis and international terrorism, the issue has been partly overshadowed by the migration crisis, international terrorism and the corresponding anti-muslim sentiments. The task is, thus, to implement the values and equal rights incorporated in the legislation into the real life.

Recently, there has also been a shift of attention towards the aspect of religion especially due to terrorism and the migration crisis. Czech society is generally very secular and a large part of the population is atheist so the attitude towards any religion is often very critical. Even though the law allows for religion classes to be part of formal education, education is traditionally secular (apart of a few school run by the Catholic Church).

SECTION 2 – THE LEGAL FRAMEWORK

This section is dedicated to the collection of data that refer to the legal/institutional setting of Your country and/or region, that aim to promote the social inclusion/integration of “children with migrant background”.

Please indicate in the table below the most relevant Legal Regulations/Policy Guidelines/etc that contribute to the delineation of such legal setting.

In the selection of the documents/frameworks/etc, particular focus must be given to the educational sector, especially to the pre-school level.

Please describe the selected documents/frameworks by referring to the following aspects:

| FACTSHEET OF LAW/POLICY | |
|---|---|
| <i>Please replicate this table for each law/policy under focus.</i> | |
| 2.1. NAME/REFERENCE OF THE LAW/POLICY | ACT No. 561/2004 Coll. of 24 September 2004 on Pre-school, Basic, Secondary, Tertiary Professional and Other Education (the Education Act) (§16, 20) http://www.msmt.cz/dokumenty-3/zakon-c-561-2004-sb-o-predskolnim-zakladnim-strednim-vyssim |
| 2.2. YEAR OF ACTIVATION | 2004 (last amendments 2016) |
| 2.3. OBJECTIVES | With respect to children with different mother tongue, the objective is to ensure equal approach to pre-school education and school services (a) to all foreign citizens with a permit to stay longer than 90 days (working permit, permanent residence etc.), or (b) to persons entitled to stay in the Czech Republic for the purpose of research, (c) asylum holders, (d) persons with other forms of international protection (asylum applicants etc.) |
| 2.4. LEVEL OF IMPLEMENTATION | national |
| 2.5. TARGET GROUPS | School Staff and school facilities, children, pupils, students |
| | <ul style="list-style-type: none"> ● <i>Does the policy/law targets directly one or more of the following categories:</i> <ul style="list-style-type: none"> <input type="checkbox"/> <i>New migrant communities (e.g. asylum seekers, refugees, economic migrants, etc)</i> <input type="checkbox"/> <i>National minorities (e.g. ethnic, religious, etc)</i> <input type="checkbox"/> <i>Vulnerable groups (i.e. as described by the national/regional/local social policies)</i> <p>It targets all target groups mentioned in Section 1 introduction and all other groups in need of inclusion (children with disabilities, learning disabilities etc.).</p> |
| | <ul style="list-style-type: none"> ● <i>Please insert any other relevant detail for the description of the target group.</i> |

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| | <p>Legal terminology:</p> <ol style="list-style-type: none"> 1. Children with special learning needs: a broad group including e.g. children with learning disabilities, gifted and talented, children with different mother tongue 2. Children with different mother tongue: children with different mother tongue than Czech (do not understand the teaching language) <p>In recent years, there were other terms used in public and academic discourse: children with migration experience, newcomers etc. These are, however, not used in official state legislation or strategic documents.</p> |
| <p>2.6. FOR THE CASES IN WHICH THE LAW/POLICY TARGETS MAINLY “NATIONAL MINORITIES”</p> | <ul style="list-style-type: none"> ● <i>Could the above mentioned law/policy/measures be applied or are they currently applied also to other groups (e.g. asylum seekers/refugees, migrants, etc)?</i> <p>The law was amended in 2016, with several support measures for children with special learning needs. The schools can request listed support if it has a child that fits the definition (it must be confirmed by diagnosis of learning expert from Pedagogical Counselling House, a network of public education advisory institutions. The measures include e.g. purchase of learning materials, employment of teaching assistant.</p> <ul style="list-style-type: none"> ● <i>Do You consider this law/policy as a potential starting point for the development of future laws/policies targeting “children with migrant background”?</i> <p>This is the general law. It is being amended with respect to identified needs of the pupils, teachers and the system as such. The education of children with special learning needs (including children with different mother tongue).</p> <ul style="list-style-type: none"> ● <i>If yes: please explain what elements/aspects of this framework could be integrated in a new policy/law promoting inclusive education models</i> <p>The amended law has been in force for one school year. During the period, several issues arose. The key factor is the relation between school-Pedagogical Counselling House and the capacity of the Pedagogical Counselling House who do not have sufficient amount of expert to perform all newly established diagnostic duties. These implementation issues are now being discussed.</p> |
| <p>2.7.MAIN DIRECTION/GUIDELINES</p> | <ul style="list-style-type: none"> ● <i>What are the main measures/directions that the law/policy foresees</i> <p>The measures for the children of foreign origin include:</p> <ol style="list-style-type: none"> a) preparation for participation in education e.g. courses of Czech language b) methodological support centres for schools and teachers (under National Institute of Further Education) |
| <p>2.8. EVOLUTION PROCESS</p> | <ul style="list-style-type: none"> ● <i>Have there been different phase, steps that led to the approbation of such law/policy?</i> |

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| | The legislative change of 2016 brought a change in understanding of a child with special learning needs from A. a child with health or social disability to B. a child who is in need of support to realise her/his education needs and access to education. |
| 2.9. MONITORING DATA ON THE IMPLEMENTATION | <ul style="list-style-type: none"> • <i>Is the implementation phase monitored?</i> • <i>Are there any available data on uptake rates, the impact of the implementation, etc?</i> <p>The law is being implemented since the fall of 2016. There are no evaluation data available.</p> |
| 2.10. EVALUATION | <ul style="list-style-type: none"> • <i>In Your perception, what are the positive elements/aspects of this law/policy?</i> <p>The law changed the overall philosophy of education system into “inclusive”.</p> |
| 2.11. PUBLIC OPINION – PERCEPTIONS, REACTIONS FEEDBACKS | <ul style="list-style-type: none"> • <i>Has the public opinion reacted to the issuing of this law/policy/etc?</i> • <i>What is the general perception on the issues of social inclusion of children/citizens with migrant background?</i> <p>The change was generally criticised by the public as well as the teachers. The change involved merging of special schools (independent institutions for teaching children with disabilities) with standard primary schools and the feeling was that the general schools are not sufficiently equipped by competences for education, in particular, children with light mental disabilities, which is to a large extent true as this is not a part of general teacher training. On the other hand, the law did not result in any revolutionary change as in many cases these children were educated in general primary schools before (e.g. the parents wanted this and found a school with sufficient capacity and skills). It is also criticised for increasing byrocracy. Even though it affects the education of children with migrant background, it was not the main aspect of the reform and the related public debate.</p> |
| 2.12. OTHER | The law also provides the rules for teaching religion at state schools (mostly the case of primary and secondary education). According to Education Law, the school should ensure religion class if there are more than 7 pupils of a particular religion and if they require it. The education has the form of an optional class outside of the main curriculum. The school can establish a contact with a priest of the particular religion in this case. However, it is not usually the case to have religion classes within the school context. |

Tab. 2 – Factsheet of Law Policy

| FACTSHEET OF LAW/POLICY | |
|---|--|
| <i>Please replicate this table for each law/policy under focus.</i> | |
| 2.1. NAME/REFERENCE OF THE LAW/POLICY | <p>Ministerial regulation no. 27/2016 about education of children, pupils and students with special education needs and about education of exceptionally gifted and talented students</p> <p>Website: www.msmt.cz/dokumenty-3/vyhlaska-c-27-2016-sb-o-vzdelavani-zaku-se-specialnimi</p> |

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| 2.2. YEAR OF ACTIVATION | 2016 - ongoing |
| 2.3. OBJECTIVES | The regulation defines the types of pupils entitled to special support in education and it defines the measures provided by the state. The general aim is to improve the education of children with special educational needs and to adjust the system to their individual needs. |
| 2.4. LEVEL OF IMPLEMENTATION | national, implementation of the education law (see above) |
| 2.5. TARGET GROUPS | <ul style="list-style-type: none"> ● <i>What are the target groups/beneficiaries/end-users of the law/policy?</i> ● <i>Are the target groups belonging to a specific community?</i> ● <i>Are the target groups belonging to a specific age-group?</i> ● <i>Other relevant information that can help to better describe the target groups</i> <p>Children, pupils and students with special educational needs and children exceptionally gifted.</p> <ul style="list-style-type: none"> ● <i>Does the policy/law targets directly one or more of the following categories:</i> <ul style="list-style-type: none"> <input type="checkbox"/> <i>New migrant communities (e.g. asylum seekers, refugees, economic migrants, etc.)</i> <input type="checkbox"/> <i>National minorities (e.g. ethnic, religious, etc.)</i> <input type="checkbox"/> <i>Vulnerable groups (i.e. as described by the national/regional/local social policies)</i> <input type="checkbox"/> <i>Other – children from socially excluded areas</i> ● <i>Please insert any other relevant detail for the description of the target group.</i> <p>Children with different mother tongue fall within the scope of children with special educational needs. Insufficient knowledge of teaching language is taken as a social disadvantage and the children are thus entitled to the support according to the Education Law and the Regulation 147/2011.</p> |
| 2.6. FOR THE CASES IN WHICH THE LAW/POLICY TARGETS MAINLY “NATIONAL MINORITIES” | <ul style="list-style-type: none"> ● <i>Could the above mentioned law/policy/measures be applied or are they currently applied also to other groups (e.g. asylum seekers/refugees, migrants, etc.)?</i> <p>It is applied to these groups due to the fact that their children do not know the teaching language.</p> <ul style="list-style-type: none"> ● <i>Do You consider this law/policy as a potential starting point for the development of future laws/policies targeting “children with migrant background”?</i> <p>This is the part of the general law framework on “foreigners in education”, which is being gradually developed. In this case, the progress was explicit mentioning of children with insufficient knowledge of teaching language. It is a starting point for development and realisation of new measures in practice.</p> <ul style="list-style-type: none"> ● <i>If yes: please explain what elements/aspects of this framework could be integrated in a new policy/law promoting inclusive education models</i> <p>In this case, we have to approach the issue from other direction. The question is how to implement the new inclusive education law in practice. For instance, ESF subsidies for schools are provided to cope with the situation.</p> |
| 2.7.MAIN DIRECTION/GUIDELINES | <ul style="list-style-type: none"> ● <i>What are the main measures/directions that the law/policy foresees</i> <p>The support measures for children with special education needs are divided into 5 levels:</p> |

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| | <p>1st level support provided by school within their general practice without additional funding: adjustments of organisation of education, selection of methods and didactic approaches</p> <p>2nd level support: children with different mother tongue with basic knowledge of Czech (B1-B2 CERF) are entitled to the following:</p> <ul style="list-style-type: none"> changes to the teaching content special textbooks and materials (<i>Czech for foreigners</i> books...) 1 class per week for teaching intervention (with the child or the class) 1 hour session with school special pedagogy councillor 2 hours per month of support by pedagogical counselling house in pre-school, 4x15 minutes of teaching Czech as a second language for the children with different mother tongue per week (up to 80 hours in total) <p>3rd level support: children with different mother tongue with basic knowledge of Czech (A0-A2 CERF) are entitled to the following:</p> <ul style="list-style-type: none"> changes to the teaching content special textbooks and materials (<i>Czech for foreigners</i> books...) 3 classes per week for teaching intervention (1 with the class) 3 hour session with school special pedagogy councillor teaching assistant support by other pedagogical worker (e.g. teacher of Czech as a second language, school psychologist, school pedagogical councillor) 3 hours per month of support by pedagogical counselling house for the period of 6 months in pre-school, 4x15 minutes of teaching Czech as a second language for the children with different mother tongue per week (up to 110 hours in total) <p>4th and 5th level support: children with different mother tongue can use if they have additional health or other disability. The measures involve e.g. lower number of children in class, personal teaching assistant, and additional teacher for more numerous classes.</p> |
| 2.8. EVOLUTION PROCESS | <ul style="list-style-type: none"> ● <i>Have there been different phase, steps that led to the approbation of such law/policy?</i> <p>The Czech Republic has a gradually evolving education legislation. The new follows the principles set in the White Paper on education (2001).</p> |
| 2.9. MONITORING DATA ON THE IMPLEMENTATION | <ul style="list-style-type: none"> ● <i>Is the implementation phase monitored?</i> ● <i>Are there any available data on uptake rates, the impact of the implementation, etc?</i> <p>The ministry of education continuously gathers data. The question is if the data sufficiently evaluate the impact. At the moment no specific evaluation is available.</p> |
| 2.10. EVALUATION | <ul style="list-style-type: none"> ● <i>In Your perception, what are the positive elements/aspects of this law/policy?</i> <p>Specification of particular support measures connected with additional funding by the state.</p> <p>The main issue is, however, the implementation. The pedagogical counselling houses lack staff and the diagnostic duties take very long time. The cooperation between them and the school is thus problematic.</p> |

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| 2.11. PUBLIC OPINION – PERCEPTIONS, REACTIONS FEEDBACKS | <ul style="list-style-type: none"> ● <i>Has the public opinion reacted to the issuing of this law/policy/etc?</i> ● <i>What is the general perception on the issues of social inclusion of children/citizens with migrant background?</i> <p>The same case as in the previous factsheet.</p> |
|---|--|

Tab. 2 – Factsheet of Law Policy

| FACTSHEET OF LAW/POLICY | |
|---|---|
| <i>Please replicate this table for each law/policy under focus.</i> | |
| 2.1. NAME/REFERENCE OF THE LAW/POLICY | <p>ESF funding framework: Funding for inclusion is available through several ESF programmes in the Czech Republic, especially: Operational Programmes: Employment, Research and Education, Prague the Centre of Growth of the Czech Republic.</p> <p>Examples of Calls for Proposals: a) Call no. 21 Improving quality of education through strengthening inclusion in multicultural society (2016) (Prague the Centre of Growth of the Czech Republic) b) Templated Projects for Schools (Research and Education)</p> |
| 2.2. YEAR OF ACTIVATION | 2016 (project starting from 2017) |
| 2.3. OBJECTIVES | <ol style="list-style-type: none"> 1. To improve education through inclusion. 2. To strengthen democratic values among school pupils. 3. To support tolerance and respect in society. 4. To support schools in implementation of inclusive education. |
| 2.4. LEVEL OF IMPLEMENTATION | national and regional |
| 2.5. TARGET GROUPS | <ul style="list-style-type: none"> ● <i>What are the target groups/beneficiaries/end-users of the law/policy?</i> ● <i>Are the target groups belonging to a specific community?</i> ● <i>Are the target groups belonging to a specific age-group?</i> ● <i>Other relevant information that can help to better describe the target groups</i> <ol style="list-style-type: none"> 1. Children in pre-schools, primary schools, secondary schools 2. Teachers in pre-schools, primary schools, secondary schools 3. Other workers in education (pedagogical councillors) 4. Parents (only rarely, and usually indirectly) <ul style="list-style-type: none"> ● <i>Does the policy/law targets directly one or more of the following categories:</i> <ul style="list-style-type: none"> <input type="checkbox"/> <i>New migrant communities (e.g. asylum seekers, refugees, economic migrants, etc)</i> <input type="checkbox"/> <i>National minorities (e.g. ethnic, religious, etc)</i> <input type="checkbox"/> <i>Vulnerable groups (i.e. as described by the national/regional/local social policies)</i> <p>The aim is to build the community so the call supports actions for all pupils together (including the target group in need of inclusion defined above) that follow the objective of the call. In addition, the calls support teachers to get training in how to deal with inclusive education. Each applicant is supposed to further specify the target group in their project.</p> |

| | |
|--|--|
| <p>2.6. FOR THE CASES IN WHICH THE LAW/POLICY TARGETS MAINLY “NATIONAL MINORITIES”</p> | <ul style="list-style-type: none"> • <i>Could the above mentioned law/policy/measures be applied or are they currently applied also to other groups (e.g. asylum seekers/refugees, migrants, etc.)?</i> <p>The individual projects could be used as a source of inspiration for methods and activities. Some of similar activities from older project have been analysed in the following sections of the study. The ESF projects often provide ad hoc funding and the activities/materials even if successful stop being used after the end of the project. Here, there could be a potential to identify best practice which could be recommended for structural long-term funding from normal resources (i.e. it would not be dependent on individual calls for projects).</p> <hr/> <ul style="list-style-type: none"> • <i>Do You consider this law/policy as a potential starting point for the development of future laws/policies targeting “children with migrant background”?</i> <p>The projects fit into framework of already recognised national strategies but the experience from their realisation could help to improve the current framework, methodologies etc.</p> <ul style="list-style-type: none"> • <i>If yes: please explain what elements/aspects of this framework could be integrated in a new policy/law promoting inclusive education models</i> <p>The state tries to learn from the implementation of the previous ESF projects but the process is slow and painful. In this case, we would have to carry out more detailed analysis of selected projects to identify the methods, materials etc. Some are mentioned later on.</p> |
| <p>2.7.MAIN DIRECTION/GUIDELINES</p> | <ul style="list-style-type: none"> • <i>What are the main measures/directions that the law/policy foresees Please explain</i> <p>There have been several calls for proposals for schools and NGOs to tackle inclusion, e.g.:</p> <p>a) Call no. 21 Improving quality of education through strengthening inclusion in multicultural society (2016) (Prague the Centre of Growth of the Czech Republic): the applicants were free to design their own measures as long as they respected the goal of the call and the theme</p> <p>b) Templated Projects for Schools (Research and Education): schools (including pre-schools) can apply for additional money for: teaching assistants, training of teachers, school psychologists, pedagogical councillors</p> |
| <p>2.8. EVOLUTION PROCESS</p> | <ul style="list-style-type: none"> • <i>Have there been different phase, steps that led to the approbation of such law/policy?</i> <p>The calls for proposals aimed at the target group have been presented before. Their development follows the development of educational policy as set e.g. in Educational Strategy of the Czech Republic by 2020. Until last two decades, inclusion of children with migration experience has not been a priority due to a low number of foreign born population in the country.</p> |
| <p>2.9. MONITORING DATA ON THE IMPLEMENTATION</p> | <ul style="list-style-type: none"> • <i>Is the implementation phase monitored?</i> • <i>Are there any available data on uptake rates, the impact of the implementation, etc?</i> <p>Each project is evaluated individually through monitoring reports. Comprehensive data on interventions and impact are not available.</p> |
| <p>2.10. EVALUATION</p> | <ul style="list-style-type: none"> • <i>In Your perception, what are the positive elements/aspects of this law/policy?</i> <p>Direct work with the target groups:</p> |

| | |
|--|---|
| | <p>a) improving competences of pupils (both in terms of support of those who need and promoting tolerance and respect among the majority)</p> <p>b) improving skills and competences of teachers and other pedagogical workers</p> <p>Implementing inclusion in non-formal education and interest-based education (youth clubs etc. http://www.ddmp Praha.cz/)</p> |
| <p>2.11. PUBLIC OPINION – PERCEPTIONS, REACTIONS FEEDBACKS</p> | <ul style="list-style-type: none"> • <i>Has the public opinion reacted to the issuing of this law/policy/etc?</i> • <i>What is the general perception on the issues of social inclusion of children/citizens with migrant background?</i> <p>The public opinion has been rather critical of the ESF funded projects due to bad publicity related to the inefficiency of spending and large amount of paperwork. One reason behind is a lack of communication between the fund operators (ministry) and the recipients (schools, NGOs etc.). If we are looking for recommendations to the state, we would recommend aiming also for improving communication (meaning a true dialogue) with other stakeholders and their involvement into decision-making.</p> <p>A part of the criticism is related also to the general stereotypes and yellow papers news, more than to real facts.</p> |

Tab. 2 – Factsheet of Law Policy

SECTION 3– PRACTICES OF “ADAPTATION”

The following section is dedicated to the collection of data on practices and initiatives that foster the social inclusion of children with migrant background in education systems. Such initiatives/practices may represent project – based experiences, pilot actions, large scale programmes fostered by central or local authorities. It is suggested that the selected practices be focused on activities carried out in pre-school environments. However, activities developed in higher levels of education may as well be selected and explored.

2.1. For the past five years, have there been any initiatives/practices carried out at local, regional or national level, aiming at the integration of children with migrant background?

If yes

2.1.1. Please describe each of the selected initiatives by referring to the following aspects:

1. National Level Actions

1. GENERAL EDUCATION FRAMEWORK: framework, counselling, research

1.1 Title: Pre-School Education Policy

Actors: Preschool teachers (Founder state kindergarten is a municipality), www.msmt.cz/areas-of-work/preschool-education

Act No. 178/2016 Coll., Which amends Act No. 561/2004 Coll., On pre-school, basic, secondary, higher vocational and other education (the Education Act), Action Plan for Inclusive Education (2016-2018)

Description: There has been a general turn to inclusion in the Czech Education system in 2016 (through Education Law amendment as described in the factsheets). The new measures are now being implemented. We may summarise the key elements in 4 areas.

Area 1: Support Measures

Even though the primary target group addressed by the reforms are children with learning disorders and other disabilities, it guarantees the right and access of foreign born children to education and formulates the support to which they are entitled. The biggest contribution of the act is clear definition of the measures and commitment of the state to provide funding for them.

Area 2: Introduction of Compulsory Pre-School Education

In addition, one year of compulsory pre-school education was introduced in 2017, starting with the school year 2017/2018, which is expected to increase the number of children with different mother tongue in education. Public pre-school education is free of charge even though the pre-schools may on individual basis charge fees for education of (2)3-4 years old up to a maximum stated by the law (usually 200-600 CZK/per month for a child; approximately 8-23 Euro) (from 2017/2018, the 5 year olds fall into the compulsory education category, which is free of charge).

Area 3: Competence-Based Model of Education

In 2005, the Ministry of Education issued a general competence-based curricular document Framework Education Programme for each stage of the education (pre-school, primary, secondary, interest-based), which states the basic goals of the particular stages of education and represents guidelines which schools follow in designing their individual education programmes (School Education Plans). Through competence-based structure, intercultural and social competences were also included.

Area 4: Alternative Providers of Pre-School Education

Due to demographic trends, the recent years witnessed insufficient capacity of pre-school education in the Czech Republic. The government was thus forced not only to increase the capacity of pre-schools but also to encourage alternatives to common pre-schools. These include:

a) Centres of Pre-School Care (parts of Interest-Based Education System, the network of Houses of Children and Youth – centres which provide after-school interest-based educational programmes e.g. www.ddmpraha.cz)

b) Preparatory Classes at Primary Schools

Preparatory classes are for children who are supposed to be able to match their development and who have been granted postponement of school attendance. These classes were originally intended for socially disadvantaged children. A

preparatory class can be set up if at least 10 children are educated (10-15 pupils). The main aim is to balance differences in pupil development and to prepare him / her for successful entrance into elementary school. Teachers organized for children varied activities - different types of games (didactic, constructive, and competitive), interview, and learning, walks, work, musical, musical and art activities. The focus of work lies in intellectual education, consisting of several components (linguistic and communicative education, development of mathematical ideas and development of knowledge) and the development of children's skills and practical skills (is also artistic, musical and physical education). <http://www.msmt.cz/pripravne-tridy-zakladnich-skol-od-skolniho-roku-2017-2018>

Resources: The Ministry of Education, Youth and Sports (state)

1.2 Education and Psychology Counselling Centres and Centres of Upbringing Care

Actors: Special education experts, teachers, pupils with special education needs, Education and Psychology Counselling Centres, Centres of Education Care

Description: The Czech Formal Education System includes a network of institutions that support schools in their teaching practice. There two kinds:

a) Education and Psychology Counselling Centres: employ psychologists and special educators who diagnose gifted and talented students, students with special educational needs, students with different mother tongue and who support teachers and parents in their work with such children, e.g. work on individual study plans of particular students with special educational needs, methodology support etc.

b) Centres of Upbringing Care: social workers and psychologists who focus on prevention of problematic behaviour of children and youth (aggressive behaviour, drugs, criminality)

There is a network of such organisations covering all regions of the Czech Republic. However, the institutions are often overloaded with work and there are long waiting periods. This problem has been increased by the current Education Law which put more emphasis on the work of the system without providing sufficient increase in funding.

Resources: The Ministry of Education, Youth and Sports (state)

1.3 Research in Education and Systemic Projects

Actors: teachers, special teachers, psychologists, social workers, research institutes under Ministry of Education (NIDV, NUV)

Description: The schools are supported by several research institutions that also cover the area of inclusion (National Institute for Education, National Institute for Further Education). These institutions publish research on the topic and function as providers of additional education for teachers also in the issue of inclusion and multicultural education.

Resources: The Ministry of Education, Youth and Sports (state), some project are funded by the ESF.

Example of Activity: National Institute for Further Education (NIFE) – Web Portal on Education of Children with Different Mother Tongue (cizinci.nidv.cz).

The online portal is a result of a long term EU funded project. It summarises support the NIFE institute provides to the teacher and offers links to several tools including e-learning on teaching Czech as a second language.

2. Local Level Actions

Example 2.1

Title: KIKUS methodology (2015-2018): transfer and adaptation

Type: Erasmus+ project with connected local activities (verification and adaptation)

Implementer: META, o.p.s.

Resources: Erasmus+ KA2 strategic partnership

Website: www.inkluzivniskola.cz/cizinec-v-ceske-skole-aneb-organizace/kikus

Actors: Kindergarten FMS Sluníčko pod střechou (ČR), Kindergarten Timravina (SR), non-profit organization Marginal (SR) and organization Zentrum für kindliche Mehrsprachigkeit (D). (pre-school teachers, primary teachers, parents)

Description: The actors translated and adapted KIKUS methodology of teaching German as a foreign language for children in pre-school education within an Erasmus+ project. Then, they started piloting the methodology in the Czech Republic (for teaching Czech as a second language) and in other countries. In addition to the project, META organises other activities to promote the method (courses, workshops...).

The KIKUS method provides complementary support to general curriculum. It is based on 3 principles:

1. Targeted language support in small groups (max. 8 children) (year = 28 lessons in special room; 1 x per week 60 minutes)
 2. Strengthening of the learning results from general education
 3. Supporting parents in using their native language: the parents are encouraged to communicate with the children in their native language to facilitate development of both of the languages.
- More about the methodology: <https://www.kikus.org/kikus.html>

Example 2.2

Title: Supporting teachers educating pupils with different mother tongue

Type: Online methodology portal

Implementer: National Institute for Further Education

Resources: combined ESF funding and Ministry of Education funding

Website: cizinci.nidv.cz

Actors: National Institute for Further Education (NIDV), schools, teachers, psychologists, social workers

Description: The online portal "Supporting teachers educating pupils with different mother tongue" has been created in 2014 and functions as an online space to get legal, methodological and other support and information about education of children with different mother tongue.

The portal is supported by the regional counselling departments for education of children with different mother tongue (department within each regional branch of NIDV, 14 branches, one per regional capital).

This NIDV institute offers the courses, seminar meetings, lectures and other activities connected to further education of pedagogical staff. For example: Four steps to inclusion in school II, A foreigner - a child with social and cultural difference in our school.

Tools: Videos with examples of activities for teaching Czech as a second language in pre-school:

- <https://www.youtube.com/watch?v=S9qIY-Zy5JE>

- <https://www.youtube.com/watch?v=3pH5u36N5D8>

Example 2.3

Title: Foreigners as a teacher assistants (March 2012 - June 2013)

Type: ESF funded project

Implementer: META, o.p.s. Association for the Opportunities for Young Migrants

Resources: ESF, OPPA (Operational program Prague adaptability), City of Prague

Website: www.inkluzivniskola.cz

Actors: META, o.p.s. Association for the Opportunities for Young Migrants

Description: One of the main objectives of the project was to create jobs for assistants of teachers at Prague's elementary schools. The job was intended to offer to foreigners living or studying in Prague. Applicants received special courses of Assistant Teacher in a class with an individually integrated pupil and Specifics of Teacher Assistant position for foreign pupils. After courses, 15 trained assistants worked for six months in ten different schools in Prague. The project promoted the employment of foreigners and at the same time provided primary schools with help in their work with pupils with special educational needs.

Example 4

Title: Integration of foreigners from non-EU countries with a specific focus on the integration of children and youth in Prague 12 (part of Prague) (2014)

Type: Project funded by the Czech Republic government

Implementer: Prague District 12 Municipality, Primary school and Kindergarten Angel, Primary school and Kindergarten Smolkova, Primary school of professor Švejcar and Primary school Rakovského

Resources: Subsidy from the State Budget of the Czech Republic for the year 2014 No. 3 / 2014 / IC OBCE (No. MV-25299-1 / OAM-2014). Integration of Foreign Nationals - Common Coexistence Programme

Website:

Actors: Prague District 12 Municipality, Primary school and Kindergarten Angel, Primary school and Kindergarten Smolkova, Primary school of professor Švejcar and Primary school Rakovského

Description: The project was divided into several parts: language learning activities (centers of language preparation for pre-school education), counselling support center, teaching activities for children (project days) and training for

teachers. During the project, several technical documents and curricula were translated to Vietnamese, Russian, Ukrainian and English. In addition, the municipality of Prague 12 organized a suburban camp "Understanding 2014" for 10 children of foreigners and 10 Czechs. The most successful activity, according to the municipality, was the **community assistant for kindergartens** and interpreting support. This activity was provided by the MČ 12 in cooperation with META o.p.s.

Example 2.4

Title: We play and get to know the world with Polish friends (2011-2013)

Type: ERDF funded project

Implementer: Kindergarten Slezská Ostrava, Komerční 22a

Resources: European Regional Development Fund (2011-2013) - Cross-border cooperation program 2007-2013

Website: www.mskomerčni.info/komerčni.php?page=projekty-eu

Actors: Kindergarten Slezská Ostrava, Komerční 22a, Kindergarten Požární, Ostrava, Pre-school Gorzyczky (Poland), municipality Ostrava, Municipality Gorzycze

Description: The project involved cross-border activities between kindergartens in the Czech Republic and Poland. The activities included: thematic trips followed by creative workshops for children from both schools, joint field trips to the nature "school in nature" (3 days). The school wanted to allow children to get in touch with their peers from another country, to offer them varied cultural, sporting and relaxing activities and to improve the cooperation with the family and show the children's parents the importance and the way of meaningfully organized free time for children. The project was carried out in a socially disadvantaged environment and had thus also social dimension.

Example 2.5

Title: Multicultural education in the kindergarten Semínko (2016-2018)

Type: ESF funded project

Implementer: Kindergarten Semínko, o.p.s.

Resources: Operational Program Prague (OPP) - the pole of growth of the Czech Republic.

Website: www.toulcuvdvr.cz/

Actors: Kindergarten Semínko, o.p.s.

Description: The kindergarten will carry out teaching activities, in group as well as individually with children with different mother tongue, to improve inclusive environment at school and to develop skills of their teachers. The school wants to use the experience to develop a methodology and a model of inclusion for pre-school education. The activities include courses for teachers, work with children, foreign study visits and mentoring.

Materials: Methodology: <http://dejvice.skolka-bambino.cz/en/projects.html>

Example 2.6

Title: Flight through the intercultural world, the implementation of the principles of awareness, tolerance and respect in pre-school education (2016-2018)

Type: ESF funded project

Implementer: Kindergarten Bambino Prague

Resources: Operational Program Prague (OPP) - the pole of growth of the Czech Republic.

Website: www.skolkabambino.cz/

Actors: Kindergarten Bambino Prague

Description: By the project kindergarten Bambino aims to improve inclusive environment through further education and development of methodologies and teaching materials. The kindergarten also wants to provide sufficient support for new children with a different mother tongue (coming from another social and cultural environment) entering a kindergarten with little or no knowledge of the Czech language.

Materials: Methodology: <http://dejvice.skolka-bambino.cz/en/projects.html>

Example 2.7

Title: Equality and Diversity - Comprehensive Support for Teachers in Implementation of Multicultural Education and Inclusion into the School Life (2016-2018)

Type: ESF funded project under Varianty (educational programme on inclusion and multicultural and global education)

Implementer: Člověk v tísni, o. p. s, Varianty

Resources: Operational Program Prague (OPP) - the pole of growth of the Czech Republic.

Website: www.clovekvtisni.cz

Website: www.varianty.cz

Actors: Varianty, Clovek v tisni, primary schools in Prague

Description: The aim of the project is to integrate the principles of multicultural education and inclusive education into the life of schools. In the project, methodology courses for teachers were organised on the following topics: how to handle stereotypes, promote respect, working with attitudes work with children with different mother tongue etc. The activities of the project focused on primary school.

Example 2.8

Title: Further education courses for teachers of primary schools

Type: Methodology courses and workshops for pre-school teachers (within DVPP)

Implementer: META, o.p.s.

Website: www.meta-ops.cz

Description: Workshops for kindergarten teachers (selected examples)

- Complex program of language support for children with different mother tongue (40 hours, accreditation The Ministry of Education, Youth and Sports)
- Introduction to inclusion of children with different mother tongue (8 or 12 hours)
- The language support for children with different mother tongue in Kindergarten
- (8 or 12 hours, 12 hours for advanced)

Other organisations active in the field of inclusion and work with incomers:

Association for integration and migration: www.migrace.com

The Centre for Integration of Foreigners (CIC): www.cicpraha.org

Organisation for help refugees: www.opu.cz

In Baze: www.inbaze.cz

Advising center for integration: www.p-p-i.cz

Caritas of the Archdiocese of Prague: praha.charita.cz

Integration center of Prague: www.icpraha.com

Integration center in Czech Republic: www.integracnicentra.cz

META: <http://www.meta-ops.cz/>

If no

2.1.2. What actions/practices/initiatives do You think could be done in order to contribute to the integration of children with a migrant background?

There are a number of activities realised in the Czech Republic. The major issues concern implementation, awareness raising and communication. Also, there are differing understanding of what inclusion actually means.

SECTION 4 – FACTORS INFLUENCING THE INTEGRATION PRACTICES

Following the results of the desks research activity concerning the “Adaptive Systems” (i.e. systems which promote practices/initiatives/programmes aimed at the integration of children with migrant background), five dimensions have been identified, as crucial parts that compose the Adaptation Dynamics towards inclusive pre-school education models.

Considering the context in which You operate (i.e. legal/policy framework and concrete practices), please indicate, for each of these dimensions, the elements indicated below:

- the factors that could contribute to the successful initiation and/or implementation of initiatives/practices that aim at the inclusion of children with migrant background;
- the challenges that You are currently facing in initiating/implementing, or that You consider could be registered in the near future.

1. **INSTITUTIONAL DIMENSION** – refers to the legal frameworks that determine the development of practices/initiatives of social inclusion of children with migrant background

| <i>(Potential) Success Factors</i> | <i>Challenges</i> |
|--|---|
| <i>E.G. – Existence of a specific regional law imposing for “inclusion” activities/programmes in pre-schools.</i> | |
| <ul style="list-style-type: none"> • official “backing” for schools implementing inclusion: existing legal framework (Education Law, specified in implementation ordinances, Framework Educational Programme...), which comprises inclusion and includes supportive measures | <ul style="list-style-type: none"> • corresponding challenges: to successfully implement and communicate the law, as well as to evaluate its impact (for more see the legal factsheets). |
| <ul style="list-style-type: none"> • available support for teachers to implement the inclusion: system of supportive organisations: Education and Psychology Counselling Centres, research institutes on education (NIDV, NÚV) | <ul style="list-style-type: none"> • corresponding challenges: lack of staff and resources esp. for Education and Psychology Counselling Centres, lack of qualified experts in the field, long distance from remote regional areas, insufficient communication and cooperation between schools and institutions providing support |
| <ul style="list-style-type: none"> • systemic flexibility: Each school has to comply with Framework Educational Programme which specifies the target skills the pupil should learn. However, each school develops its own School Education Plan which specifies how to achieve it. In addition, the law allows for individual study plans for children with special educational needs. | <ul style="list-style-type: none"> • corresponding challenges: to achieve the set goals with insufficient resources and high number of children in class (time, staff, finances). Moreover, the frequent changes to the system affect negatively the ability of schools to adapt. |
| <ul style="list-style-type: none"> • attempts to reflect changes in society: new measures affecting inclusion e.g. compulsory last year in kindergarten or preparatory class (free of charge) - for all children 5 years old, new subjects focused on inclusion and multiculturalism within the framework of future teacher education (Vocational school, Universities) | <ul style="list-style-type: none"> • corresponding challenges: response of the institutions (e.g. universities) is very slow, there is a long gap between when a need arises and when it has been addressed |

Tab. 3 – Institutional dimension

2. **ADMINISTRATIVE DIMENSION** – refers to the organizational aspects of the practices/initiatives (e.g. management activities)

| <i>(Potential) Success Factors</i> | <i>Challenges</i> |
|---|---|
| <i>E.G. – Existence of a management department within the organization, which coordinates activities.</i> | |
| <ul style="list-style-type: none"> ● empowered management: kindergartens have director, who cares about running the school and who has sufficient powers to implement inclusion | <ul style="list-style-type: none"> ● corresponding challenges: Management staff is overloaded and generally has different priorities than managing inclusion, or they lack the means or willingness to implement inclusion. |
| <ul style="list-style-type: none"> ● supported management: some headmasters can access support when implementing inclusion: free continuous education. e.g. language education for teachers, language support (interpreters)- communication with the parents of children from other countries | <ul style="list-style-type: none"> ● corresponding challenges: 1. Each school has allocated time and money for further training of their teachers but the issue is usually with the quality of the training. 2. There are limited ways of getting support for interpreters (provided by some community centres, or some individual municipalities). There is no systemic central assistance in this respect. |
| <ul style="list-style-type: none"> ● trained staff: some schools have special pedagogue (psychologist) among school staff, schools try to involve teaching assistants | <ul style="list-style-type: none"> ● corresponding challenges: 1. the employees has only a small number of working hours per school due to lack of funding or she/he has a general teachers' training and only limited training in "<u>special education</u>" 2. teaching assistant is newly a position defined by the law and it is difficult to: a) find people who would fulfil the requirements b) find the money to pay them |
| <ul style="list-style-type: none"> ● ensuring implementation of inclusive measures: attempts to introduce a coordinator of inclusion | <ul style="list-style-type: none"> ● corresponding challenges: lack of funding, lack of skilled staff |
| <ul style="list-style-type: none"> ● available finances to implement inclusion: there are several options to get money for "inclusion" at schools for which each school can apply | <ul style="list-style-type: none"> ● corresponding challenges: The schools lack money for administration workers with skills to apply for such money (e.g., ESF). It is usually done by the management of the school but it often results in paperwork overloading and future refusal to apply for new grants. |

Tab. 4 – Administrative dimension

3. ECONOMIC DIMENSION – refers to the financial aspects/resources needed for the implementation of the practice/initiatives.

| <i>(Potential) Success Factors</i> | <i>Challenges</i> |
|--|--|
| <i>E.G. – Availability of dedicated European funds.</i> | • |
| <ul style="list-style-type: none"> • available money (systemic financing): <i>The Czech Republic is in transition from current financial system (lump sum per pupil/month) to a new financing system. From 1st January 2019, all public schools will be financed according to the number of taught lessons and taught educational programmes).</i> | <ul style="list-style-type: none"> • corresponding challenges (current system): <i>Small and remote schools are underfunded. Management prefers to fill maximum capacity (max. 28 children per class in pre-school).</i> • <i>Given the demographic development, most maternity schools are filled to the maximum capacity at the moment. With the current lump sum rates, the management struggles to provide high standard service (e.g. individual approach etc.).</i> • corresponding challenges (new system): <i>There is insecurity about how it will work. The new system will also a difference in financing of public and private schools (private will continue to be financed per students).</i> |
| <ul style="list-style-type: none"> • available money (external financing): <i>significant funds available for schools through ESF and other grant programmes</i> | <ul style="list-style-type: none"> • corresponding challenges: <i>Ad hoc projects (after the end, the school must finance it from its budget or stop doing the activities). Burdensome in terms of paperwork.</i> |
| <ul style="list-style-type: none"> • task specific funds for schools: <i>budget for next education of teachers: fees for DVPP Further Education of Pedagogical Workers (DVPP is a system of accreditations supervised by the Ministry of Education. The accreditation committee accredits institutions and courses for which the schools can spend the money).</i> | <ul style="list-style-type: none"> • corresponding challenges: <i>Low quality of some trainings. Low allocated funds and their limited eligibility (no funds to cover replacement staff).</i> |

Tab. 5 – Economic dimension

4. **SOCIAL DIMENSION** – refers to the overall social context and level of “preparedness” for social inclusion

| <i>(Potential) Success Factors</i> | <i>Challenges</i> |
|---|--|
| <ul style="list-style-type: none"> • <i>Everyday contact between teachers and parents e.g. when picking up a child (makes possible to find solution or answer for many questions).</i> | <ul style="list-style-type: none"> • <i>E.G. – The rise of nationalist movements in Europe</i> • corresponding challenges: Existing prejudices, stereotypes and corresponding fears (see last box). |
| <ul style="list-style-type: none"> • <i>Political will to use inclusion as a basic principle of the education system.</i> | <ul style="list-style-type: none"> • corresponding challenges: Refers mostly to children with learning difficulties or health and mental disabilities. |
| <ul style="list-style-type: none"> • <i>Work of other stakeholders (NGOs...) promoting projects to raise awareness of inclusion and multiculturalism</i> | <ul style="list-style-type: none"> • corresponding challenges: <ul style="list-style-type: none"> - low awareness about Inclusion, rather a negative setting of the Czech society for the inclusion of foreigners (fear of jobs) - political arrangements for the reception of foreigners and refugees |
| <ul style="list-style-type: none"> • <i>Tradition of inclusion of children with migrant background in some parts of the country (mostly Prague). Presence of well integrated minorities (Vietnamese, former Soviet Union countries).</i> | <ul style="list-style-type: none"> • corresponding challenges: Lack of experience with new cultures in some regions (often economically weak ones). Consequently, there is higher level of xenophobia in those regions. |
| <ul style="list-style-type: none"> • <i>Ensuring motivation to integrate: the inclusive measures adopted contribute to integration of the incomers to the society.</i> | <ul style="list-style-type: none"> • corresponding challenges: Ensuring motivation to integrate: the inclusive measures adopted may create a “zone of comfort” for the incomers which allows them to live parallel to the society, esp. attitudes towards learning language among the parents (Why should I learn Czech if you can provide interpreters?).. |
| <ul style="list-style-type: none"> • <i>Strong communication and turning teachers into negotiators: in current situation teachers need exceptional negotiating and communication skills, esp. with respect to inclusion</i> | <ul style="list-style-type: none"> • corresponding challenges: Migration crisis increased negative feelings against incomers from the Middle East and Africa, even though their numbers are low. The negative attitudes in the public are influenced also by religion. Muslim immigration is perceived in considerably more negative terms than Christian, Buddhist etc. The migration is generally perceived as economically motivated, i.e. the people are not entitled to the political asylum. The reasons for this are a matter of discussion but the analysts frequently note: international terrorism, unstable development, and experience with radicalisation of Muslim communities in Western countries...). Also the EU policy of migrant redistribution according to “quotas” had a very negative reception (as imposed, detached from reality because migrants settled here mostly immediately move away to countries with higher standards of living). |

Tab. 6 - Social dimension

5. HUMAN DIMENSION – refers to the human resources involved in the development of the initiatives/practices.

| (Potential) Success Factors | Challenges |
|--|---|
| <p><i>E.G. – The existence of dedicated Specialization Schools for “Inter-cultural studies for teachers” in the area.</i></p> | |
| <ul style="list-style-type: none"> ● Teachers: <ol style="list-style-type: none"> 1. “DVPP” system (courses on inclusion) 2. university education (courses on special education) 3. other training opportunities: NGOs, international projects 4. existing teaching and methodology materials on inclusion and multicultural education 5. strong internal motivation of teachers | <ul style="list-style-type: none"> ● corresponding challenges: <ol style="list-style-type: none"> 1. DVPP lack of funds and low quality of some trainings 2. slow implementation of inclusion projects, priority is teaching the content 3. fragmented, sometimes low quality, participation requires independent initiative of teachers, lack of funding 4. generally low salaries for teachers, low social prestige of the teacher's profession 5. to help teachers cope with stress and pressure (psychologically demanding profession) 6. pre-school education is not generally perceived as education but “playing” |
| <ul style="list-style-type: none"> ● Headmasters (management): <ol style="list-style-type: none"> 1. “DVPP” system (courses on inclusion) 2. Availability of external support and funds for additional workers at school (psychologists, interpreters) 3. strong internal motivation of headmasters | <ul style="list-style-type: none"> ● corresponding challenges: <ol style="list-style-type: none"> 1. DVPP lack of funds and low quality of some trainings 2. Difficult to get funding for such workers as well as to find qualified people. 3. generally low salaries for workers in education, low social prestige of the teacher's profession 4. pre-school education is not generally perceived as education but “playing” or “babysitting” |
| <ul style="list-style-type: none"> ● Children: <ul style="list-style-type: none"> - when starting at pre-school, each child has an adaptation period (an attempt at an individual approach) - available materials (books, games etc.) | <ul style="list-style-type: none"> ● corresponding challenges: <ul style="list-style-type: none"> - does not always work due to a high number of children, or lack of resources |
| <ul style="list-style-type: none"> ● Parents: <ul style="list-style-type: none"> - special consultation hours at pre-school for teachers - organisation of community building activities by pre-schools a (different opportunities to meet parents in and out of school, e.g., theatre performances, garden party celebrations, singing carols, etc.) | <ul style="list-style-type: none"> ● corresponding challenges: <ul style="list-style-type: none"> - community building activities are not a norm (done by some schools following their own initiative) - teachers have only limited possibility to talk, influence or negotiate with parents - communication with parents is probably the biggest challenge in terms of inclusion, this refers both to communication with the majority parents as well as with the parents “incomers” |

Tab. 7 – Human dimension