

Note No. 894/2013

The Permanent Mission of the Czech Republic to the United Nations Office and other International Organisations in Geneva presents its compliments to the Office of the United Nations High Commissioner for Human Rights and has the honour to respond to the latter's Note Verbale of 7 August 2013 concerning the Human Rights Council resolution 22/3 on the rights of persons with disabilities.

The Czech Republic is pleased to submit information for a study on the right of persons with disabilities to education as requested in the above-mentioned Human Rights Council resolution.

The Permanent Mission of the Czech Republic to the United Nations Office and other International Organisations in Geneva avails itself of this opportunity to renew to the Office of the United Nations High Commissioner for Human Rights the assurances of its highest consideration. *H*

Geneva, 23 September 2013



Office of the UN High Commissioner for Human Rights  
Geneva

**OHCHR REGISTRY**  
26 SEP 2013  
Recipients: *F. Chavez Penillas*  
.....  
.....  
.....

## **Human Rights Council resolution 22/3 – “The work and employment of persons with disabilities” – responses by the Czech Republic**

1) In pre-school and primary education there are no restrictions: all children have access to education in regular schools. In secondary and higher vocational schools, access is limited only by the requirements of school's admission procedure, which may include entry exams and aptitude tests, depending on the decision of the school's headmaster. Government Decree No. 211/2010, which establishes the system of branches of study in primary, secondary and higher vocational education in terms of Government Decree No. 367/2012, sets out the requirement of medical fitness for candidates of some branches of secondary and higher vocational education.

2) The Ministry of Education, Youth and Sports (Special Education and Institutional Education Department) has control over the curriculum and over the system of education, provides finances for salaries of teaching staff and runs the Czech School Inspection. However, the Education Ministry is not a school founding authority for most schools and educational institutions. Most schools, including those with students with disabilities, are run by municipal or regional authorities.

3) Yes, the Czech Republic has the National Action Plan of Inclusive Education which was adopted by the Government on 15 March 2010. The aim of the Plan is to achieve a maximum possible development of inclusive education in the Czech Republic. The Education Ministry has presented a long-term policy plan for education and for development of educational system in the Czech Republic for 2011 – 2013, which also promotes inclusion and integration. To promote inclusion policy, the Education Ministry launches annually a development programme to support schools encouraging inclusive education of disadvantaged children and students; the subsidies cover bonus parts of salaries of teaching staff working with children and students who are socially or physically disadvantaged.

Several projects to promote inclusive education are implemented under the European Social Fund (such as the projects run by the Centre for Integration of Minorities – SIM, PROPOS and the Centre for the Support of Inclusive Education). The Education Ministry uses the outputs of these projects in developing its educational policy concepts for different regions.

a) Administration and budgeting of regular and special education are part of a single system. They follow the same rules and fall within the competence of the same administrative authorities.

b) Yes, with the exception of special schools for students with moderate mental retardation and severe mental retardation and for students with multiple disabilities.

c) A new special education policy concept is currently under development; the concept will also include teacher training.

d) Yes; new legislation is currently being prepared in order to ensure transfer of students with disabilities into the mainstream school system, including the use of supportive measures.

e) Yes; special funds are allocated every year to cover extra costs related to special educational needs of persons with disabilities, including funds for special teaching materials and teaching aids, support for inclusive educational institutions and testing of new teaching methods. Finances from the European Social Fund are also used. However, funds for reconstruction of school buildings, e.g. construction of a barrier-free access to the building, are within the competence of a school founding authority (mostly a municipal or regional authority).

f) Yes; under the Education Act, accommodation must be made for students with disabilities to enable them to graduate. To give an example, the ministerial regulation concerning the secondary school graduation exam provides detailed special examination rules for different types and levels of disability. Students are provided with compensation aids, assistants, etc.

g) Institutions providing support and guidance for teachers are educational counselling services and school consulting centres. Teachers are required to pursue further education. In further education courses, they may receive training for work with students with disabilities. Each year, teachers are entitled to a twelve-day study leave for the purpose of self-study.

h) Yes; where a student with disability attends a regular class, the ministerial regulation provides that the size of the class should be reduced. Curricula are regularly revised and updated to reflect practical needs (under the competence of the Education Ministry). The competence to adjust the curriculum to the needs of individual schools rests fully with the headmasters. Equipment of school buildings falls within the responsibility of school founding authorities or headmasters.

i) Yes; Act No. 155/1998, on communication systems of hearing impaired and hearing and sight impaired people, recognizes sign language as a language. Sign language is taught at special schools and is usually not taught in mainstream schools. However, it can be included in the curriculum as an optional class.

j) Yes; every individual has the right to choose their school and decide to attend mainstream schools.

k) Yes; the Office of the Czech Republic Government has a Government Committee for Citizens with Disabilities, representing also parents of disabled children. Education policy concepts are developed in cooperation with non-governmental non-profit organizations, such as the Czech Republic's National Council for People with Disabilities.

4) Yes; the Czech Republic has pro-inclusive legislation in place, to prevent mistakes in the process of placing children with disabilities in mainstream schools and to provide for equal opportunities in education. Inclusive approach to education at individual schools is monitored by the Czech School Inspection, non-governmental organisations and the Public Defender of Rights (Ombudsman). People with disabilities and their families are involved in the monitoring especially through non-governmental organisations, as well as through parents' organizations such as school councils.

5) All available data on children, pupils and students with disabilities disaggregated by the type of impairment can be found at the website of the Education Ministry's statistical yearbook <http://toiler.uiv.cz/rocenka/rocenka.asp>.

The relevant data are in the following tables:

B1.3.1 Pre-school education – children/girls by impairment – by region and form of integration (educational facility)

C1.7.1 Primary education – pupils/girls by impairment – by region and form of integration (educational facility)

D1.1.9.1 Secondary education, full time study – pupils/girls by impairment – by region and form of integration (educational facility)

DK19.1 Education in art schools (conservatoires), full time study – pupils/girls by impairment – by region and form of integration (educational facility)

E2.10.1 Higher vocational education, full time study – students/female by impairment – by region and form of integration (educational facility)

There are no data available on barriers restricting access to education, as well as on students with disabilities in tertiary (university) education.

*Source: Ministry of Education, Youth and Sports, Special Education and Institutional Education Department*