

Annotation

This diploma thesis focuses on inclusive education at alternative elementary schools such as Montessori and Waldorf. Alternative education is experiencing great boom and the number of schools and pupils educated in non-traditional ways has risen. In 2016 has been also newly institutionalized policy about inclusive education that has the aim to include children with special educational needs into standard educational process. Aim of this thesis is to find out whether Montessori and Waldorf are more suitable for these children. This thesis also identifies relationships between alternative elementary schools and the public sector, or more precisely how are these relationships perceived by education policy makers. Lastly, this paper describes and explains relationships between parties playing important part in inclusive education and elementary schools. Methodology used in this thesis is qualitative research and research design is represented by single-case study. Used data are collected from three half-structured interviews with elementary school principals. Secondary data were obtained through various documents, cases and reports. analyzed using technique called thematic coding. Alternative (and above all Montessori) schools showed as very suitable for children with special educational needs. But there are specific cases where alternative schools didn't necessary meant better environment than traditional schools. Educational policy in Czech Republic doesn't reflect alternative schools and isn't aware of their potential in inclusion.