

Abstract

This diploma thesis concerns the topic of inclusive education in the Czech Republic with a focus on school counseling staff as the main representatives of street-level bureaucracy in the process of inclusive education. The general aim of this study is to examine the situation after the implementation of the Amendment No. 82/2015 Coll. of the Education Act from the point of view of school counseling staff. Moreover, the study also examines whether the current position of street-level bureaucracy in the inclusive education process is well-set and whether the current system settings meet the needs of the recipients of service. The objectives are fulfilled via qualitative research, particularly eight semi-structured interviews with school counseling staff and two semi-structured interviews with NGO representatives, and analysis of relevant public policy documents. Based on the qualitative research among these respondents, it concludes that the work concluded that there is scope for improvement in many ways in the current form of inclusive education in the Czech Republic, especially in staffing, financial support and mutual communication and cooperation among the actors involved.