

This qualitative small-scale case study is on "An Analysis of the Special Education Needs (SEN) Degree Programme of the Department of Special Education at Charles University in Prague". It was conducted between February and July 2010 to gain deep understanding into how teachers of learners with special needs are educated in the Czech Republic and to find out how the programme is promoting inclusive education in the country. The literature review on teacher education and special education needs underscored the importance of the topic in the new millennium as many governments and ministries through their faculties of education in universities are coming up with strategies to ensure the achievement of "education for all" by 2015. I administered semi-structured interview to 3 lecturers including a retired professor of the Department and an official from the Ministry of Education, Youth and Sports; questionnaire to 15 final year students selected through purposive sampling and reviewed official legal documents to gather data for the study. I analysed the data thematically using triangulation method to enhance the credibility and trustworthiness of the study. The results revealed that the programme comprises both theory and practicum components which are blended to produce competent graduate teachers. The findings also depicted the programme to be adequate and balanced. The data indicated that the theory aspect comprises over two-thirds and the practice teaching about one-third making some students have the impression that it is too theoretical. Another major finding from the study was that graduates after completing their university studies at the bachelor's, master's or doctoral level find work wherever they prefer because it is not a programme for only teachers but for all those interested in disability issues - teachers, social workers, administrators and those from the private sector.