

INCLUSION AS A TOOL FOR EDUCATIONAL STRATEGIES IN THE CZECH REPUBLIC FOCUSED ON PEOPLE WITH AN INTELLECTUAL DISABILITY

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Abstract. The text below discusses inclusive education not only in legislative but also social terms. Society's attitude towards people with an intellectual disability has changed over decades from exclusion, through remorse and charity to integration trends in various aspects of life, including education. Inclusion in education is one of the keystones in present Czech education. The text aims to introduce the understanding of inclusion in the Czech Republic and present the educational system of special educational needs focused on people with an intellectual disability. The second aim concerns the right to be educated and the right to lifelong education.

Keywords: inclusive education; Czech education

Introduction

The educational policy in the Czech Republic is focused on the development of the educational system which places education at the forefront of concerns of both society and individuals. Education is understood as the significant values that one is cultivating over their whole life. Quality education should be accessible for all; thus, everyone has the same chance for a better life. At each level of education, it is crucial for pupils to know what is expected from them and what they can expect from education. Education rests on current human understanding, supports creativity and accommodates society's needs. One accumulates knowledge throughout their whole life and their interest in education is supported by experienced educational staff. The staff should be properly prepared for their role, and they should be able to lead and motivate the pupils to achieve their utmost in set goals with regards to the social trend toward inclusion in education.

Inclusive education

The integrational efforts combine elements of normalisation and humanisation. Individuals with a handicap should not only have a right to socialisation and work, but for a full-fledged life in a natural social environment as well. The basic idea of

humanisation involves the equal acceptance of every individual who forms through their personalities and selfhood a piece of the whole society picture. Therefore, the process can be classified as positive if the influence on integrating member of society is positive. Special-needs pedagogy primarily endeavours to achieve this goal, because it identifies the factors needed for successful integration (Boardman et al. 2005; Kaleja 2014; Valenta, Müller 2013).

The integration of individuals with a disability into a society of equal opportunity has become the main aim of special-needs pedagogy (Vítková 2004). Inclusion is the concept that supports the integration of individuals with a handicap. This term is understood as the integration of individual pupils into schools in the educational mainstream. It stems from the remorse for labelling and stigmatisation and intends to end special-needs institutions and special-needs pedagogy (Bartoňová, Vítková 2017). The primary goal of inclusion involves the collective education of individual pupils in “ordinary” schools without regards to the level of their disability (Hájková, Strnadová 2010).

The label of inclusive education has recently been used for many activities and procedures, which could lead to misunderstandings. Inclusive education can be judged as the preserve of education policy in the Czech Republic. It is crucial to recognise what creates inclusion, i.e., attempts at change, and alternative methods and forms of work. A very sensitive aspect of the process of inclusive education is the moral side, the right of each society member to have equal access to education, and financial support of inclusive education also. These are the crucial aspects of introducing inclusive education in practice (Clough, Corbett 2005).

The term education means... “every premeditated influence on a person, which develops their physical and mental capacity” (Průcha, Walterová, Mareš 2013, 312). Whether it is teaching and raising people with a disability, education just as with people without disabilities is a lifelong process. It is crucial to repeat and deepen the knowledge, skills and constant development. According to Švarcová (2011), people with an intellectual disability find the whole process more challenging in terms of the pedagogical skills, time and patience. Despite expending not inconsiderable effort, the results are often meagre.

Bendová, Zikla (2012) have divided the whole educational process of a child with an intellectual disability into three periods:

- preschool period;
- compulsory school period;
- high school and lifelong education.

This classification is also used in this paper to describe the educational process of a child/pupil/student with an intellectual disability in the Czech Republic.

In the scope of inclusive education, the family must be mentioned, both from the perspective of the environment where a child/pupil lives and that influences them and from the perspective as a partner of an educational institution. Communication, trust

and respect are areas that ensure the effectiveness of cooperation between the school and family. The parents, and possibly even the school, share a common responsibility in the process of raising and teaching a child, and without cooperation, it is not possible to ensure a positive influence on him or her (Stárek 2021).

Legislative support and rights

The right to education is one of the fundamental human rights. After 1990, the structure of the school system in the Czech Republic, was created to take into account equality of educational opportunities. The structure guarantees the right of every individual to education based on their skills and abilities. These rights are governed in the current version of School Act No. 82/2016 Coll. on Preschool, Primary, High, Higher Specialised, and Other Education (amendment of Act No. 561/2004 Coll.). This piece of legislation ensures education based on the needs of everyone, an equal access to all education without discrimination, free education, and the opportunity for lifelong learning. Also, there are exceptions and modifications of the educational system for pupils with special-education needs, which includes pupils with an intellectual disability. The aim of changes in legislation was a comprehensive change to the environment to enable inclusive education in primary schools. The education of children, pupils and students can be done with the help of supportive provisions. The act states ... “supportive provisions are understood as necessary modifications in educational and school services corresponding to the health conditions, cultural background or other life requirements of a child, pupils or student. Children, pupils and students with special educational needs have a right to a provider of supportive provisions by the school and educational institution free of charge” (Sec, 16, Act No. 82/2015 Coll.).

According to the aforementioned act, pupils with special education needs are entitled to be provided with several supportive provisions such as counselling, adjustment of organisation, aids, working place, use of compensatory aids, individual study plans, teaching assistant or other pedagogical workers etc. The adjustment of rules for the education of children, pupils and students with special education needs is covered in detail by Public Notice No. 27/2016 Coll. The public notice characterises the options of support measures which leads to remedying the pupil’s study and problems related to raising them due to his/her health issues. Furthermore, it regulates the individual educational plans for pupils with special education needs.

Education is one of the basic components of a person’s integration into society. The support of integration and equality of opportunity in education is also indisputable through the = the Czech Republic’s endorsement of the Convention on the Rights of Person with Disabilities (which happened in 2009). The convention regards disabilities as the concept of mutual influence and tries to persecute discrimination and supports equality of opportunities. The goal of this convention is to protect and assert the rights for people with disabilities, i.e. for people with an intellectual disability too. Furthermore, the Czech Republic, as a signatory to the convention, has promised to

eliminate the prejudices and stereotypes against people with disabilities. It guarantees the creation of equal opportunities in education, the development of talent, creativity or potential, and support of inclusive approach in education. Also, it guarantees help in gaining practical skills and theoretical knowledge based on abilities and skills of individuals, and the provision of a suitable environment, type of education or access to all levels of education¹⁾.

An important norm is *the National Educational Program, which presents the educational framework programs (RVP)*. The educational framework programs lay out the direction and content of education for diverse types of educational institutions and for diverse levels of education. The Ministry of Education, Youth and Sport regulates the educational framework programs. The framework is set up for preschools and kindergartens specialised in children with disabilities too. Furthermore, there is a framework for primary education, regulating the education of pupils with a mild intellectual disability, within which the educational process adapts to the physical and psychological abilities of the pupils. Another framework educational program is focused on special primary schools and also on specialised educational programs. These programs regulate the basic curriculum that individual schools use to design their own lessons and implement them, including schools intended to pupils with reduced mental capacity²⁾.

The school educational programs follow on from the educational framework programs, which each school creates independently. Furthermore, the school educational programs are based on the educational framework program intended for the form of education in the given institution. With regards to the individual needs of a pupil, *an individual educational plan* can be made for them. The individual plans are mainly appropriate for integrated pupils, pupils with an intellectual disability, and for group-integrated pupils or for pupils in special school institutions too. The individual plan is based on the school framework program and is compiled following information from the psychological and special-pedagogical examination as well. In the plan, the content of education and its time frame according to the pupil's skills and abilities is outlined. Also, all the supportive provisions that should be used during the educational process are mentioned. This plan is usually created before the pupil starts compulsory education. However, it can be changed during the school year as needed.

The preschool education and a child with an intellectual disability

Preschool education in the Czech Republic is primarily provided by the kindergartens, special kindergartens, preparatory classes, and preparatory classes of special primary schools. Preschool education supports the development of a child's personality and contributes to his/her healthy, emotional and physical development. Also, it contributes to learning and familiarising the basic behavioural rules, primary life values and interpersonal relationships. Preschool education builds the base for lifelong

learning, helps address inequalities in a child's development before starting primary school and offers special pedagogical care for children with special education needs.

In the Czech Republic in the 2018/2019 academic year, preschool education was provided by about 5,287 kindergartens. In the last decade, the numbers of kindergartens has been growing – in the 2008/2009 academic year there were 4,809 kindergartens. In the last decade, there have been 487 new ones³⁾. The need to expand the capacity of kindergartens is based on several generally valid factors. The first of these is a numerically robust generation which is now in the position of parents. The second significant factor is the financial support for the Ministry of Education, Youth and Sport of the Czech Republic. The third factor that could be understood is the movement of families to bigger cities. It is noticeable that the growth of the number of children in kindergartens exhibits rising trends.

There were 301,620 children attending kindergartens in the 2008/2009 academic year, of these 144,502 were girls and 157,118 were boys. This cohort included 8,673 children with special education needs. Once again, the numbers can be compared from a 10-year perspective. In the 2018/2019 academic year, there were 363,776 children attending kindergarten, of these 174,772 were girls and 189,004 were boys. Also, in this number, there were 11,245 children with special education needs³⁾.

Based on research conducted by Kuláček, Hrstka (2015), 61% of children with speech impairments are in the special-needs classroom, which forms the biggest group of disabled children in education. This fact is somewhat surprising because the environment of a “normal” classroom has more to offer for children with speech impairments, namely their speech skills can be developed through socialisation with their peers. Furthermore, the intellectually disabled children are represented in special classrooms by 3% and according to the classification of intellectual disabilities, there are 2% children with mild intellectual disabilities and 1% children with medium intellectual disabilities.

A child with intellectual disabilities can attend preschool from 3 to 6 years, or even until 7 years of age. Preschool education is based on the Educational Framework Program for Preschool Education. Bartoňová, Vítková (2013) claim that by the 1989/1990 academic year the proverbial door for children with disabilities to integrate with children without any disabilities was opened. According to a study conducted by Bartoňová, Vítková (2013) during the 2005/2006 academic year there was 204 children integrated into preschool education, 93 children attended special classrooms, and 251 attended special kindergarten. This fact points to the growing trends and interests in inclusive education and an inclusive approach towards education.

Children with intellectual disabilities can be individually integrated *into traditional kindergartens* based on individual integration. The kindergarten's job, according to the Educational Framework Program for preschool education, is focused on five main areas of development: biological (health and safety), psychological (language and speech, thinking, self-concept, emotions, and will), interpersonal (relationships,

communication), socio-cultural (culture, arts), and environmental (natural, cultural, and technical environment, global problems etc.). For children with intellectual disabilities, kindergartens provide help and cooperation through a teacher assistant and educational aids. If the family decide to cooperate with the teacher assistant, the main focus is on teaching a child self-care and personal hygiene based on the level of disability and age of a child. According to the level or severity of disability of a child and the recommendation of the counsellor, a headmaster can request placement of a teacher assistant. Furthermore, a child with a disability is educated with the help of a teacher assistant and according to an individual educational plan.

Furthermore, children with intellectual disabilities can be integrated into *the special-needs classroom of a kindergarten*. If so, the process is called grouped integration. The special-needs kindergartens have similar aims and responsibilities as “ordinary” kindergarten. However, the special-needs kindergartens offer re-education functions (development of disabilities), compensation functions (development of non-disabled functions), therapeutic-formative functions, rehabilitation, and/or diagnoses. The core principle is the individual approach towards each child (Valenta, Müller 2013). Švarcová (2011) states that... “Placement of a child in special-needs preschool provision cannot be understood as discrimination but as the opposite. Thus, as a will to provide the best possible conditions for their health development“ (Švarcová 2011, 85).

The benefit of integration of a child into an “ordinary” kindergarten is integration with children without disabilities, so the support for personal and social development is created for a disabled child and for children without disabilities. However, the placement of a child with disabilities into a special-needs kindergarten has advantages as well. One of them is the trained educational staff, lower class sizes and thus greater opportunities for the individual attention which supports the development of self-care and independence.

The preparatory class is set up by the primary school and is mainly intended for socially disadvantaged children who could adversely impact other children. The child attends the one-year preparatory class to prepare the child for the commencement of compulsory school attendance. Upon the legal guardians’ request, the headmaster of the primary school decides the placement of a child. These preparatory classes are intended for children with medium disabilities and severe disabilities, multiple disabilities, and autism. They are run at special-needs primary schools. The headmaster also decides whether to place a child in the preparatory class. However, the decision is based on the recommendation of the counselling office or the request of a legal guardian (Bazalová 2014).

The preparatory classes along the special primary schools allow the essential preparation for education of children with an intellectual disability, multiple handicaps, and autism. The preparatory classes reflect and respect the developmental difference which children with disabilities can experience during their commencement of

compulsory education. The provisions in preparatory classes respond to trends in special educational needs and care for children with disabilities and are used in many countries across Europe. The preparatory classes were introduced between 1994 – 1997, and the concept is still successfully used. Significantly the classes help children with the severest disabilities at a crucial time at the commencement of compulsory education. According to multiple specific needs of children in preparatory classes, there is not only one year, but the preparatory classes along the special primary schools are divided into 3 years, which a child starts at the age of 5. In practice, the preparatory classes are organised even in small classes.

The compulsory education of pupils with intellectual disability

In the Czech Republic, compulsory primary education is for 9 years. After finishing compulsory preschool education – one year of preschool services, compulsory primary education follows. Primary compulsory education is compulsory for everyone without a difference, thus for pupils with any level of intellectual disability also. Compulsory primary education starts at 6 years of age. There is the possibility for delay on one condition – that a child with a delay begins its education later during the academic year when they reach 8 years. Therefore, a pupil can complete compulsory primary education by the age of 17. However, based on the legal guardians' request, a headmaster can postpone completion until a pupil turns 18. Nevertheless, another exception can be made for pupils with a disability, who can have their graduation postponed until they are 20. Furthermore, based on the decision of the head of the educational institution the completion of compulsory education for pupils with a medium intellectual disability, high intellectual disability, multiple disabilities, and autisms can be postponed until they are 26 (Bendová, Zíkl 2012).

In recent years, society aims to educate children with a mild intellectual disability at “ordinary” primary schools. Therefore, the children with a mild intellectual disability become pupils with special education needs. The pupils with an intellectual disability have two options when they start compulsory primary education. The first option is to be integrated into primary school with pupils without disability or be educated in special primary school.

The primary school

The commencement of compulsory primary school is an important milestone for the life of every child. The child assumes a new role as a pupil and, with the role, his/her social prestige grows. At an “ordinary” primary school a child obtains the first impressions of classmates and teachers towards a child's disability. A child does not only encounter a positive attitude toward their disability, especially from classmates (Vágnerová 2000). The success of integration depends on many factors such as support of legislative norms, and positions of family, schools and counselling services. Every child has the right to be educated and must be afforded the opportunity to reach the accessible level of education.

Primary education results in pupils familiarising themselves with fundamental learning strategies and becoming motivated for life-long learning. Also, it teaches them to think creatively, solve adequate problems, effectively communicate and cooperate. Another aim of primary education is to teach children to actively protect their physical health and wellbeing. It provides them with the basis of values and life principles. Another aim is to teach the pupils to be tolerant and respectful towards people with different ethnicity, faith, values and beliefs. Finally, the aim is to teach pupils to recognise their possibilities and skills and teach them how to use their knowledge and skills in their further life (Michalík 2013).

Concerning statistics, an endeavour is evident in the Czech Republic to make inclusive education widespread. It is not only children with a mild intellectual disability whose parents decided to integrate and educate them in “ordinary” primary school. The number of pupils with a mild intellectual disability in primary schools is growing, according to the Statical Yearbook for 2016 – 2017⁴⁾. During the 2016/2017 academic year, 3,780 pupils with a mild intellectual disability attended primary schools. In the 2019/2020 academic year, the number of these pupils grew to 4,855.

According to Section 16, paragraph 9 of the Education Act, education at the first stage follows the framework educational program for primary school and is regulated in the school educational program. The pupils at the second stage finish their education based on the Educational Framework Program for Primary Education – the appendix regulating the education of pupils with a mild intellectual disability, again regulated in the school educational program. During the 2019/2020 academic year, this education of pupils with a mild intellectual disability is put into practice. The process of teaching and raising the pupils is modified for their needs and skills.

Special primary school

The placement into a special-needs primary school is possible only on the recommendation of an educational counselling office and with the consent of the legal guardians. The pupils with medium-severe, severe, and profound intellectual disability receive the foundations of an education. There is a difference between primary education (which a pupil receives at primary school) and foundations of education (which a pupil receives at a special-needs primary school). The special-needs primary school (previously known as an auxiliary school) educate pupils with insufficient intellectual development who cannot receive education at an “ordinary” primary school. However, at the special-needs primary school, they can obtain a basic primary education. The content is focused on acquiring the primary elements of knowledge, skills, and habits. The education in special-needs primary schools is divided into 10 years, nine of which is compulsory. The first stage is from the first year to the sixth year, and the second stage is from the seventh year to the tenth year. The main aim of special primary school is to prepare pupils for further education.

The education of pupils with medium-severe intellectual disabilities in special-needs primary school is adapted to their reduced level of intellectual abilities, especially with

an insufficient level of concentration and low degree of volition. The special primary school is different in many aspects, but the main differences are in the form and content of education. The content is reduced to the minimum of adopting the fundamentals of knowledge and skills in individual educational areas, practical focused activities and working skills. The educational content of the educational process of pupils with a medium-severe intellectual disability at special primary school is divided into nine educational areas. The individual educational areas are based on one educational field or on multiple related fields, such as Language Communication (reading, writing, speaking culture), Mathematics and its Application, Information and Communication Technologies, Man and his World, Human and Society, Human and Nature, Arts and Culture (music, arts), Human and Health (PE, Education to health), Human and World of Work. The content of educational areas is overlapping. The content is adjusted to meet the mental level of pupils. Expected results are based on activities, and they are useable in real-life situations. The results are flexible because the teachers cannot predict how pupils with a severe level of intellectual disability will react and what they will be able to complete (Bartoňová, Vítková 2017).

The pupils with severe intellectual disabilities and multiple disabilities were in the past exempt from compulsory education. The focus of work with these pupils is in comprehensive special-needs teaching to help with the pupils' psychological and physical development. Education is organised as a flexible process that determines the specifications of methods and forms used (Švarcová 2011). The primary-level educational content for pupils with the most severe forms of intellectual disability is divided into five educational areas, which are based on one educational field or multiple related educational fields, potentially connected and taught in blocks. The areas are: Human and Communication (Intellectual Education, Speaking Education), Man and his World (Sense Education), Art and Culture (Music and Arts), Human and Health (Movement, Health education, Rehabilitation), Human and Work (Work education). The educational content is suitable for the low psychological functions of pupils with the severest forms of intellectual disability (Bartoňová, Vítková 2017).

Another way of completing compulsory *education is individual education (home-schooling)*, which does not require daily school attendance. The headmaster may permit this option if requested by the legal guardians. However, it is permissible only at the first stage of compulsory education.

Compulsory education has recently witnessed some changes, especially in 2016 which saw major changes. New definitions were introduced, which defines a pupil with special educational needs as a pupil who is prevented from completing compulsory education by barriers that they can only overcome with so-called support measures.

High school and life-long learning of people with intellectual disabilities

The high school education of pupils with intellectual disabilities begins after they finish their primary education. The relatively broad opportunities for specified for

professional readiness are offered specialised training centres. The students who have completed primary school can choose a field based on their abilities, skills, and interests. The specialised training centres often follow the theoretical education from primary schools, and they supplement and deepen the educational content. The length of the study period is two or three years. The education follows the educational materials of educational departments of group E. After successful graduation from studies and passing the final exams, students receive a vocational certificate. The vocational certificate is valid in the whole country and qualifies the bearer to work in the field of their training.

Pupils with intellectual disabilities and multiple disabilities are enrolled for **the two years at a so-called practical school**, which offers to pupils with severe intellectual disabilities and pupils with mild intellectual disabilities and multiple handicaps the chance to obtain a high school education. The pupils are prepared to work in services or products or to continue to further education (Švarcová 2011). For pupils with a severe level of intellectual disability or those with multiple disabilities or with autism, *one year at a practical school* is offered. These pupils have finished their primary education in special primary school based on an educational program for pupils at this level. The main aim of education during *one year at a practical school* is to raise the quality of life. The education at this school offers to the pupils the chance to work at protected workplaces and as helpers in various fields of employment. The practical one-year schools offer development to pupils and supplements their compulsory primary education (Bernardová 2019).

Life-long learning “Life-long learning should offer to a person the possibility to be educated in diverse stages of his life. With respect to their abilities, skills and interests” (Palán 1997, 17). Andragogy is a process of adult people studying for developing their knowledge, skills, opinions, and abilities. People with an intellectual disability need life-long leadership and support in the education. Education provides people with intellectual disabilities important life direction, opens new possibilities for socialisation, and positively influences their self-confidence and self-understanding (Šiška 2005). People with an intellectual disability have the same right to life-long learning in whatever form i.e., evening schools, optional courses, and activation centres.

The evening schools are one of the forms which offer life-long learning for people with intellectual disabilities. The providers are nonstate and non-profit organisations, which organise the teaching twice a week for two to three hours. The evening schools allow people with intellectual disabilities to meaningfully use their spare time, meet each other, communicate, and build new friendships and relationships (Fischer, Škoda 2008). Even though the name is “evening school” the lessons are mostly during the afternoon, sometimes even in the mornings. The same structure and in advance given structure and topics help students orient themselves, and it helps them to develop. One of the educational fields is the development of communication, the ability to express

their needs, opinions, feeling and the ability to develop their communication with their relatives. Another field is revising the knowledge and abilities which they already know. The next field is orientation in the environment, which include many topics such as nature and shopping. Also, it includes milestones such as birthdays and birthdays cards, name days, important days etc. Last but not least, there is work on computer, arts, music, and PE. Some of the evening schools teach the basics of foreign languages such as greetings, basic questions.

Another form of life-long learning is *supplementary courses*. These courses are designed for people with an intellectual disability, multiple disabilities, and with autism. Also, the courses can be attended by people who have finished their compulsory special primary education or for tenants of social housing services. The aim of these courses is simplify and develop current knowledge and abilities and gain new knowledge and abilities. The course helps their students to navigate society. They support their independence in all aspects of their life, also (Pipeková 2006).

The activation centres present a new type of purpose-built educational institution, organised by special-needs primary schools for life-long learning of pupils with a severe intellectual disabilities who have acquired the fundamentals of education or they have obtained a high school education at a practical one-year school. The education in activation centres is divided into specific courses such as technical, floricultural and breeding, crafting, the world around us and orientation in it. The educational content of these courses is defined and declared in "Educational program for the education of students with heavy health handicap in courses of activation centre". The graduates from these courses obtain a certificate.

Another form of life-long learning of adult people with intellectual disabilities is considered *self-advocacy*. Self-advocacy is a "process when a person is taught individually or in a group to present his/her own opinions, ideas, wishes, simply to express own or group opinion" (Kozáková 2005, 310). The aim of self-advocacy is to provide a person with an intellectual disability with knowledge about their rights. Thus, they will be able to protect their rights and dignity. Furthermore, they will learn to their responsibilities and accept the consequences of their actions.

The possibility of engaging in *leisure time* activities is crucial for a person with an intellectual disability. It involves hobbies or activities in social service. Both forms help with the integration and socialisation of a person with an intellectual disability. Also, the forms allow people with an intellectual disability to develop their abilities, skills, practical skills, communication skills and independence. All that supports personal development, and it is another form of social interaction with their peers and find new friends and build new relations. It is an effective way to prevent social exclusion. The leisure time activities can be organised by non-profits organisations or houses for children and youth. As a part of this form, the individuals with intellectual disabilities can socialise with individuals without disabilities. Socially-active activities can be learned by people with

intellectual disabilities in institutions such as daily or weekly housing institutions which supports the independence of their clients. These institutions develop their communication skills, supports clients in daily tasks, mediate contact with society and help clients to declare their rights. Also, they support their clients in gaining their independence in all aspects of their life. These options are not typical in the field of life-long learning. However, they are crucial for personal growth and gaining independence in daily life.

Conclusion

Due to compulsory schooling, which is provided to mentally disabled people, significant development can be observed in their intellectual and psychological development. Based on the intellectual level they achieve, they can be taught the fundamentals of education, develop skills and abilities, and their independence is supported. Also, they can navigate society better. Some of them are able to be a part of the working process and can be a part of the workforce in the Czech Republic. The education of people with intellectual disabilities leads to personal growth and development, to their self-independence and to the development of their communication skills.

Nowadays, there are many forms of education for people with intellectual disabilities in the Czech Republic which were mentioned in the text. The benefit of individual integration in “ordinary” school is direct socialisation with peers without disabilities. On the other hand, the pupils without a disability can be confronted with diversity, and they learn what inclusion means.

By respecting the differences of others, inclusive education can be seen as a useful form of education. Therefore, the discrimination can be eliminated which will in turn enrich the quality of life of all pupils involved.

The common goal should be building the complex support of schools in the educational mainstream during educating pupils with special education needs. It is crucial to perform more actions for disadvantaged pupils, thus they would reach adequate support without being labelled as mental disabled (Klusáček, Hrstka 2015).

NOTES

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