

Rozważaniom na temat funkcji wychowania podejmowanym przez badaczy i praktyków powinny towarzyszyć słowa A. Tofflera, że podstawową funkcją edukacji jest przygotowywanie dzieci i młodzieży do spotkania z nowymi wyzwaniami, do zmierzenia się z nowymi zadaniami i ich realizacją.

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COLLECTIVE EDUCATION OF PRE-PRIMARY AGED CHILDREN IN THE CZECH REPUBLIC

Abstract

The collective education of pre-primary aged children in the Czech Republic is carried out in segregated, proximity, integrated, and inclusive forms. Segregated education involves the placement of children with special educational needs in special pre-primary schools, and under proximity education these children are placed in special classes at traditional pre-primary schools. Special pre-primary schools and special classes focus on the education of children with certain disabilities. The curriculum for the education of pre-primary aged children emphasises integration into traditional classes with the help of supportive measures. The purpose is educational and social inclusion.

Keywords: children, special education needs, pre-primary school, class, form, teacher.

KSZTAŁCENIE INTEGRACYJNE DZIECI W WIEKU PRZEDSZKOLNYM W REPUBLICE CZESKIEJ

Streszczenie

Kształcenie integracyjne dzieci w wieku przedszkolnym w Czechach jest realizowane w formie segregacji, kontaktu, integracji i inkluzji. Segregacja ma miejsce wówczas, kiedy dzieci ze specjalnymi potrzebami edukacyjnymi uczęszczają do przedszkoli specjalnych, forma kontaktu występuje wtedy, gdy dla tych dzieci są tworzone oddziały specjalne w przedszkolach ogólnodostępnych. Przedszkola specjalne i oddziały specjalne koncentrują się na edukacji dzieci z określonymi zaburzeniami. Program edukacji przedszkolnej akcentuje integrowanie w nor-

malnych klasach za pomocą różnych działań wspierających. Celem jest inkluzja edukacyjna i społeczna.

Słowa kluczowe: dzieci, specjalne potrzeby edukacyjne, przedszkole, klasa, forma.

Introduction

The education of pre-primary aged children with special education needs (hereinafter also SEN) is supported by Section 16 of the Education Act¹ and Decree no. 147/2001 Coll.². According to these legislative documents, a child with special education needs is an individual with a medical disability, or a physical or social handicap.

Medical disabilities include mental, physical, visual, or hearing disabilities, speech impairments, concurrent multiple disabilities, autism, and developmental learning or behavioural disorders.

Physical handicaps include physical impairments, long-term illness, or less severe health impairments leading to learning and behavioural disabilities.

A child with a social handicap is a child from a family with a low socio-cultural background; a child who is at risk of social pathologies; a child in an appointed institutional living arrangement; a child with the status of asylum-seeker, or a child that is party to proceedings on granting international protection within the Czech Republic.

According to the aforementioned documents, children with SEN have particular rights to:

- an education whose content, form, methods, and conditions correspond with their learning needs and capabilities,
- counselling assistance from an educational counselling facility and from school that they are attending

¹ The law enacted 20 December 2011 amending Act No. 561/2004 Coll., on pre-primary, primary, secondary, and higher professional and other education (Education Act), as amended.

² Decree No. 147/2011 Coll., amending Decree No. 73/2005 Coll., on the education of children, pupils, and students with special education needs and gifted children, pupils, and students, as amended.

- use, free of charge, of specialised didactic and compensatory teaching tools for learning.

Under the amendment of the Education Act of 2016 that was enacted 01/09/2016, children will not be separated for educational purposes according to former diagnostic categories, but according to the utilisation needs of supporting measures.

Supporting Measures

Supporting measures are a set of measures of an organisational, personnel, and educational nature that pre-primary schools (hereinafter also PPS) provide children who need them according to the legally defined framework. Children have the right to the provision of these measures free of charge in pre-primary schools of all founding entities. They must correspond to the state of health, cultural environment, or other living conditions of the child. They are designated for children with mental disabilities and with impaired cognitive performance, with physical disabilities and serious illnesses, with visual impairment and impaired visual perception, with hearing impairment and impaired hearing perception, with autism spectrum disorders with selected mental illnesses, with impaired communication abilities, and with social disadvantages³.

The law provides a framework for supportive measures of which the following can be helpful to pre-primary aged children:

- modifications in the methods, forms, organisation, and condition of the child's education and evaluation,
- staff support for teachers in the education of a child needing supportive measures, in the form of an assistant teacher, a special education teacher such as a speech therapist, a sign language interpreter for children with sensory disabilities,
- the use of specialised and compensatory tools—at pre-primary schools, for instance, these may include crutches

³ J. Michalík, P. Baslerová, and L. Felcmanová, *Podpůrná opatření ve vzdělávání*, Prague 2015, Non-paginated.

and walking canes, children's rehabilitation pushchairs, tricycles, lifting platforms.

To special conditions listed by Milena Lipnická for children with SEN, we can also add:

- an individualised curriculum,
- collaboration with the parents and with special education counselling centres⁴.
- Other important supportive measure to be added to the listed special conditions in terms of a child's pre-primary education include:
 - a modification to the conditions of admission to PPS.
 - technical and structural modifications of the environment in which the child carries out its daily activities.

Additional or other necessary supportive measures can be defined, for instance, according to the so-called area of support of according to the identified actual needs of the child.

If supportive measures such as modifications of method, form, organisation, and conditions of the education are unsuccessful, the PPS school administration shall inform the parents and will suggest a visit to an education counselling facility, i.e. a learning and psychological counselling centre or special education centre registered in the school registry. These facilities can then recommend further supportive measures based on the child's diagnosis. They take into account the opinions of clinical psychologists, pediatricians, children's psychiatrists, and other experts. The final opinion is solely up to them. The process of diagnosis and recommendation of supportive measures cannot be carried out without parental request, with the exception of cases in which the legal guardian has been appointed by the court or child protective services. It can also be initiated by the teaching staff if the child's legal guardians are unresponsive to their recommendations. Therefore, a great deal depends on how PPS teachers and school counselling staff are able to advocate for the child so that child

⁴ M. Lipnická, *Podpora a pomoc v edukaci dětí se speciálními vzdělávacími potřebami v mateřských školách*, [in:] V. Pacholík, (ed.), M. Lipnická, E. Machů, A. Leix, M. Nedělová, *Specifika edukace dětí se speciálními vzdělávacími potřebami v mateřských školách*, Zlín 2015, p. 25.

protective services does not need to intervene in extreme situations.

Supporting measures are provided beyond the framework of individualised educational and organisational measures related to the education of child of the same age in pre-primary schools that are not specifically established for children with SEN. In regard to the child – and the other children in the class to which the child with SEN belongs – from the perspective of a pre-primary school teacher as well, the most important supporting measures include: a teaching assistant; decreasing the number of children in the class into which the child is placed, and modifying the organisation of children in the class.

In a class with a SEN child, the pre-primary school principal has the power establish the position of a teaching assistant that will no longer be tied to class, but to the specific child.

Until now, classes with children with SEN needed to have, according to decree⁵, a minimum of 12 children and a maximum of 19 children. These classes have two teachers present only during specific times of day. Proper educational activity with this number of students is very challenging. It is important to realise that the other children are healthy, that the child is a unique, singular individual, who should develop according to the current model with respect to their uniqueness and the future that lies ahead of them. Children have a remarkable level of energy, a great need for discovery, and those who are not limited physically have trouble sitting still. They are not organised into rows of desks, but use their entire designated area throughout the course of the day, and enjoy taking advantage of the space.

Supporting measures are aimed at creating conditions for the education of certain children with SEN in „traditional” pre-primary schools, but, at the same time, according to Section 16, paragraph 9 of the Education Act and accompanying decree⁶ continue to allow for special education in special classes at

⁵ Decree No. 214/2012, which amends Decree No. 14/2005 Coll., on pre-primary education, as amended by Decree No. 43/2006 Coll.

⁶ Decree No. 147/2011 Coll., amending Decree No. 73/2005 Coll., on the education of children, pupils, and students with special education needs and gifted children, pupils, and students, as amended.

traditional pre-primary schools or in the system of special pre-primary schools.

Education of Pre-Primary Aged Children with Special Education Needs in the Czech Republic

For the first time in history, the current curriculum for pre-primary aged children in the Framework Educational Programme for Pre-Primary Education (hereinafter FEP PPE) addresses children with SEN. In its basic conception, the FEP PPE is based on respecting the individual needs and capabilities of children of this age group. This makes it the foundation for the curriculum for children with SEN as well, in all forms of application. The framework goals and content focus are unified in the education of all children of pre-primary age. In relation to the type and degree of a child's impairment, it establishes conditions that a child must be afforded in all forms of education. For children with SEN, the teacher, teaching assistant, and other team members that have a professional role in the child's development, formulate a curriculum for the specific child. This curriculum lists the child's challenges, establishes goals, resources, supporting measures, manner of assessment of the child, and an evaluation of resources. An assessment should be carried out as early as three months after their implementation.

The curriculum emphasises the integration of children into traditional pre-primary classes. The goal of teachers of children with SEN is to offer the child activities and create conditions for them so that the child has the opportunity — taking into account their individuality — to discover, learn, communicate, and help the child to become independent.

The Forms of Placement of Children with Special Education Needs in Pre-Primary School Education

In Czech pre-primary schools, there are currently three forms of coexistence and education of non-disabled children with children with SEN, and these are: segregated, proximity, and

integrated and inclusive forms⁷. Each of these forms have their pros and cons, their supporters and opponents.

The segregated form of education, i.e. placing children with SEN in special pre-primary schools, has a relatively long tradition. They have a modified curriculum and include children with more severe forms of physical handicaps (with severe visual, hearing, and physical disabilities, with severe communication impairments, with concurrent multiple disabilities, with autism, with severe or profound mental disabilities).

It is true that, over the past decades, strategies to help and care for these children and their education have improved. We now have well-prepared professionals, elaborate organisation of collaboration with these children, well-equipped facilities for their daily activities, and experts working with these children have earned a wealth of experience. However, these children are most often in the company of their peers, and are less often (or, in the worst cases not at all) in contact with non-disabled children. This means that they lack preparation for real life situations in establishing social connections with non-disabled children through which children on both sides could learn socially. On the contrary, this situation in children as young as pre-primary age creates an opportunity for the creation of the belief that society has at least two groups of people – those that are healthy and those that have special needs. That each group has their own lives that do not intersect, and that it is not necessary for them to encounter one another.

In mainstream schools, special classes have been established for children with handicaps. Contact between children placed in special classes and children from traditional classes does exist in PPS, but this occurs less frequently than necessary from a learning perspective. The intensity of this contact is dependent upon the teachers' understanding of their needs and the consequences that arise from segregating the children into special classes in PPS. Forms of contact between

⁷ M. Lipnická, *Podpora a pomoc v edukaci dětí se speciálními vzdělávacími potřebami v mateřských školách*, [in:] V. Pacholík, (ed.), M. Lipnická, E. Machů, A. Leix, M. Nedělová, *Specifika edukace dětí se speciálními vzdělávacími potřebami v mateřských školách*, Zlín 2015, p. 15.

traditional classes and classes for children with SEN may include mutual visitations, mutual learning and social activities in school classes or outside of school; the participation of certain children in educational activities, games, and events in other classes; encounters during daily activities within the school (hygiene, meals, etc.).

The model for the education of pre-primary aged children in Czech PPS is currently personality-oriented. Since 1989, children with SEN have had the option of integration into classes at mainstream schools among non-disabled children. Admission of the child is up to the principal of the PPS, based on a written opinion from an education counselling facility. This arrangement involves individual integration of children into a traditional pre-primary school. It represents a mitigation or suppression of a child's isolation and prevention of possible exclusion of the child from the company of children of the same age. Oftentimes, the integration of a child is dependent upon certain conditions that must be secured in relation to their daily activities, because it has its risks as well. As Lipnická warns, in order for these risks to be eliminated or reduced, it is necessary to establish which conditions the pre-primary school must create and the resulting demands upon anyone who comes into contact with the integrated child. And it up to these people to determine whether they are able to satisfy these demands⁸.

Pre-Primary Schools and Classes at Traditional PPS for Children with Special Education Needs

Although currently the care of pre-primary aged children is differentiated, children are still provided pre-primary education in pre-primary schools. Organisational and education conceptions for classes with children with SEN in traditional pre-primary schools and in pre-primary schools for children with SEN are based on the conception of traditional pre-primary schools. However, they do have specific differences reflecting the

⁸ Ibidem, p. 39.

issues of children with disabilities and the situations of families in which these children live.

Classes and PPS for visually, hearing, or physically impaired children, speech therapy PPS, and PPS with health care facilities have been established. Some pre-primary schools admit children with combined impairments, because, as Viktor Pacholík states, for example, physical disabilities are often also associated with mental disabilities as well⁹. Parents have the option of placing their child in part-time or full-time programmes and at some PPS, even in boarding school programmes. Children are usually divided into classes according to their disability, based on professional advice and expert opinion. Pre-primary schools often also secure professional special education care, which includes direct care as well as counselling, psychological, social, and medical. All members of the team that are working with the child should be knowledgeable in dealing with the issues of the child's specific disability. They focus on teaching the child to master the skills necessary for independence and self-care within the scope of their individual capabilities.

When teaching a child with a visual impairment, the prescribed visual hygiene should be observed during the child's time spent at the facility, during play, and during the learning process. With regard to visually impaired children, the environment should be, if possible, barrier-free, and as safe as possible for the child. Pre-primary school teachers give special attention to the child in developing the child's spatial orientation and supporting independent movement. During the pre-primary period, it is important primarily to develop visual functions such as surface perception, orienting themselves on a surface, and colour perception. For children with a visual impairment, it is important to have a well-developed sense of hearing, so that the child can recognise and differentiate between sounds and is able to determine the source of the sound. Oftentimes with these children, teachers focus on music education and concentrate on

⁹ V. Pacholík, *Specifika edukace dětí s tělesným postižením*, [in:] V. Pacholík, (ed.), M. Lípnická, E. Machů, A. Leix, M. Nedělová, *Specifika edukace dětí se speciálními vzdělávacími potřebami v mateřských školách*, Zlín 2015, p. 62.

acquainting children with a foreign language. The sense of touch is also developed as compensation, and fine motor skills are practiced. The child is given the opportunity to mold with clay, to recognise various materials, identify shapes through touch, and children work on developing manual dexterity.

A teacher provides such children with pleoptic care in class¹⁰. They devote time to the children in activities whose main focus is outlining shapes, connecting dots, colouring without going over the lines, threading coloured strings through openings, cutting along a line, etc. At some PPS, children are also given rehabilitation tasks.

Table 1. Children with visual impairment according to founding entity and form of placement

Special PPS founding entity	Number of children placed	Special classes – founding entity	Number of children placed	Individual integration founding entity	Number of children placed
Municipal	241	Municipal	152	Municipal	89
Regional	0	Regional	0	Regional	0
Private	0	Private	0	Private	0
Religious	1	Religious	0	Religious	1
	242		152		90

Source: statistics of the Ministry of Education, Youth, and Sports. <http://toiler.uiv.cz/rocnka/rocnka.asp>, [9.09.2016].

When teaching a child with a hearing impairment, hearing hygiene should be observed. The child's education should be carried out with an appropriate system of communication, and the use of sign language will help build communication skills. In addition to children with hearing impairment, this type of pre-primary school is often attended by

¹⁰ Stimulation of the affected eye that leads to the improvement of the visual acuity of the eye.

children with impaired communication skills as well. Teachers help these children in building and developing communication skills and active speech production.

Table 2. Children with hearing impairment according to founding entity and form of placement

Special PPS founding entity	Number of children placed	Special classes – founding entity	Number of children placed	Individual integration founding entity	Number of children placed
Municipal	130	Municipal	30	Municipal	100
Regional	0	Regional	0	Regional	0
Private	4	Private	1	Private	4
Religious	2	Religious	0	Religious	1
	136		31		105

Source: statistics of the Ministry of Education, Youth, and Sports. <http://toiler.uiv.cz/rocenka/rocenka.asp>, [9.09.2016].

The education of a child with a physical disability may be affected by their specific physical differences from the other children. The child is limited in their spontaneous movement, and therefore cannot thoroughly investigate their environment, and cannot make the same discoveries in practical activities to the same degree as a child without a physical handicap. Contact between a child with a physical disability and other children, however, can be a wealthy source of positive and negative emotions for children on both sides of the issue¹¹.

Fully compliant conditions for the education of a child with a physical disability in accordance with the FEP PPE are such that, they ensure the child's mastery of specific skills within the

¹¹ V. Pacholík, *Specifika edukace dětí s tělesným postižením*, in: V. Pacholík, (ed.), M. Lípnická, E. Machů, A. Leix, M. Nedělová, *Specifika edukace dětí se speciálními vzdělávacími potřebami v mateřských školách*, Zlín 2015, p. 62.

scope of the individual capabilities of the child, and the opportunity for the child to move about the PPS facilities is ensured through available technical resources or personnel resources, with compensational tools and a decreased number of children in the class.

Table 3. Children with a physical handicap according to founding entity form of placement

Special PPS founding entity	Number of children placed	Special classes – founding entity	Number of children placed	Individual integration founding entity	Number of children placed
Municipal	231	Municipal	185	Municipal	185
Regional	2	Regional	2	Regional	2
Private	10	Private	10	Private	10
Religious	6	Religious	6	Religious	6
	249		203		203

Source: statistics of the Ministry of Education, Youth, and Sports. <http://toiler.uiv.cz/rocnka/rocnka.asp>, [9.09.2016].

For children with speech impairments and disorders, quality continuing speech therapy must be secured, and for children with severe speech disorders, collaboration with experts is also necessary. Because the elimination or reduction of speech impairments and disorders is dependent upon a proper system of practice, close collaboration with parents and their inclusion into the practice process is necessary. Teachers focus on the development of receptive and expressive elements of speech, help children in the development of their active and passive vocabulary, and participate in perfecting the child's proper pronunciation. Speech therapy represents a development of the child's language both in sound and content. An important part of this is prevention.

Table 4. Children with a speech impairment according to founding entity and form of placement

Special PPS founding entity	Number of children placed	Special classes – founding entity	Number of children placed	Individual integration founding entity	Number of children placed
Municipal	4217	Municipal	3507	Municipal	710
Regional	1	Regional	0	Regional	1
Private	60	Private	42	Private	18
Religious	20	Religious	11	Religious	9
□	4298		3560		738

Source: statistics of the Ministry of Education, Youth, and Sports. <http://toiler.uiv.cz/roценка/roценка.asp>, [9.09.2016].

Special PPS and special classes in traditional PPS include the education primarily of children with less severe mental disabilities, always with the help of a teaching assistant whose focus is on the individual child. Children with moderate to severe mental disabilities, with concurrent multiple disabilities, or with autism receive education in the pre-school phase of special primary schools.

Table 5. Children with a mental disability according to founding entity and form of placement

Special PPS founding entity	Number of children placed	Special classes – founding entity	Number of children placed	Individual integration founding entity	Number of children placed
Municipal	285	Municipal	87	Municipal	198
Regional	1	Regional	0	Regional	1
Private	6	Private	1	Private	5
Religious	3	Religious	1	Religious	2
□	295		89		206

Source: statistics of the Ministry of Education, Youth, and Sports. <http://toiler.uiv.cz/roценка/roценка.asp>, [9.09.2016].

Teachers at pre-primary schools strive for a child's successful, well-rounded development that takes into account their type and degree of impairment. Children with **multiple disabilities** are ensured the right to a free education with the help of or through appropriate substitute manners of education.

Table 6. Children with multiple disabilities according to founding entity and form of placement

Special PPS founding entity	Number of children placed	Special classes – founding entity	Number of children placed	Individual integration founding entity	Number of children placed
Municipal	630	Municipal	340	Municipal	290
Regional	2	Regional	0	Regional	2
Private	21	Private	0	Private	11
Religious	6	Religious	10	Religious	6
□	659		350		309

Source: statistics of the Ministry of Education, Youth, and Sports. <http://toiler.uiv.cz/rocnka/rocnka.asp>, [9.09.2016].

Teachers at traditional pre-primary schools are generally the first to encounter children with **autism**. It is a victory for the child and for their parents when they hear out the well-meaning advice of pre-primary school teachers and visit an expert. The placement of the child into an appropriate educational environment then is dependent upon the child's level of autism. One of the fundamental conditions not just for the child's learning, but for for their entire life as well, is securing a calm yet motivating learning environment for the child. The presence of an assistant for the duration of their presence at the PPS facility is generally considered a necessity.

Table 7. Children with autism according to founding entity and form of placement

Special PPS founding entity	Number of children placed	Special classes – founding entity	Number of children placed	Individual integration founding entity	Number of children placed
Municipal	631	Municipal	237	Municipal	394
Regional	0	Regional	0	Regional	0
Private	19	Private	0	Private	19
Religious	12	Religious	3	Religious	9
□	662		240		422

Source: statistics of the Ministry of Education, Youth, and Sports. <http://toiler.uiv.cz/roценка/roценка.asp>, [9.09.2016].

Children who are typically diagnosed as early as the first grade with learning and behavioural disorders often present as **children with attention and perception disorders** in pre-primary schools. The disorder may be diagnosed individually in the child or in conjunction with a disability. If the child does not have any disability, they remain in their placement in traditional pre-primary school classes. In accordance with the FEP PPE, teachers make efforts to secure a calm environment for the child, and ensure increased safety supervision. One essential condition is to decrease the number of children in the class, where there might otherwise be up to 28 children enrolled. However, if the teacher is to devote one-on-one time to the child and respect the individuality of the child in connection with their attention or perception disorder, it is very difficult for them to manage an additional 27 children, even if they are entirely healthy. Each child has their own individual needs, requirements, and needs advice, praise, or direction at specific moments.

Table 8. Children with developmental disabilities according to founding entity and form of placement

Special PPS founding entity	Number of children placed	Special classes – founding entity	Number of children placed	Individual integration founding entity	Number of children placed
Municipal	518	Municipal	117	Municipal	401
Regional	3	Regional	0	Regional	3
Private	4	Private	0	Private	4
Religious	5	Religious	2	Religious	3
□	530		119		411

Source: statistics of the Ministry of Education, Youth, and Sports. <http://toiler.uiv.cz/rocnka/rocnka.asp>, [9.09.2016].

If their state of health allows, children with medical issues or long-term illnesses are placed in **pre-primary schools with health care facilities**. At these schools, children are taught according to a curriculum modified to their educational needs while taking into account their physical capabilities.

Children with **socially disadvantaged backgrounds**, children in their final year before beginning compulsory school attendance or in cases of deferment of compulsory school attendance are placed in designated classes established by the primary school. Their aim is to prepare these children for a successful commencement of their compulsory primary education — to help children master the Czech language, and establish basic skills and habits necessary to handle school attendance and related tasks. In these preparatory classes, children are taught according to the FEP PPE. The preparatory class does count as part of compulsory school attendance.

Inclusion: A Current Issue in the Czech Educational System

According to Viktor Lechta, integration includes preparation for placement in mainstream schools¹². The term *inclusion*, from the Latin "inclu-sive," means "including," and its transference into Czech most consistently denotes *incorporation*. This inclusion can be understood as an incorporation of a distinctive individual into a group into which a foreign element of sorts is introduced. At the same time, both side make efforts to accommodate one another in their requirements, and the incorporated individual is not compelled by pressure to assimilate to change their identity¹³.

According to Eva Zezulková, an inclusive school environment is characterised by a mutual adaptation of all of the participants of education, regardless of their individual differences, in order to develop the child's maximum potential¹⁴. The value, individuality, and uniqueness of each child's personality is respected, as are their strengths and limits, and the differing socio-cultural conditions necessary for their growth, development, and learning. It allows for the active coexistence, sharing, and mutual learning of all of the children without living and educational distinctions. Inclusive education has been implemented in traditional pre-primary schools.

The child finds it natural that their class includes children that look, behave, and act differently. They realise that they are different from their friends in certain ways. But they understand that, just like everyone likes different foods, their friend is different from them in other ways as well.

¹² V. Lechta, *Základy inkluzivní pedagogiky*, Prague 2010, p. 30.

¹³ B. Titzl, *Nachází se česká speciální pedagogika na rozcestí?* Paper from the conference, *Reflexe současných trendů ve speciální pedagogice*, Ostrava 23/02/2011, p. 112.

¹⁴ E. Zezulková, *Optimalizace podmínek vzdělávání studentů se speciálními potřebami na Ostravské univerzitě*, [in:] *Sborník příspěvků: Terciární vzdělávání – otázky k inkluzi*, Ostrava 2014, p. 15.

Conclusion

In terms of the impact on a child and their education, individual integration of a child with SEN is the first choice. It includes the least demanding supportive measures. Pre-primary education teachers create opportunities for the children taking into account their capabilities, the individuality of each child in their self-development, and contribute to the reciprocity and solidarity of all of the children. They utilise differentiating, individualised, and cooperative learning, and, through play, encourage mutual tolerance and behaviour that respects differences and does not violate the rights of other children. Over time, the children acquire real-world experiences that are typical for the mental, physical, and value diversity of individuals governed by freedom and responsibility, solidarity and politeness in the conditions of coexistence and collaboration with other, unquiet and free individuals¹⁵. The goal is inclusion in a class of children into which a child with SEN has been placed.

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