

PROBLEMS OF INCLUSIVE EDUCATION IN THE SLOVAK REPUBLIC

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Inclusion allows pupils to be admitted to the teacher and admissions to each other so that they are it is possible to develop values of inclusion, to find possibilities of optimal education of pupils from social disadvantaged environment in the conditions of regular schools and school facilities. The Difference of Inclusion and Integration, Mentioned by Klein, Rusnáková and Šilonová (2012, p. 47) in its publication, is that integration involves the physical integration of pupils into of ordinary schools, including inclusion of the fundamental right of access for all to education of the highest quality that includes both the value aspect and the approach in its content to groups and people with special educational needs respects the principles justice and equal opportunities [1].

Latest statistics from the European Agency for Special and Inclusive Education show that Slovakia belongs to a group of EU member states with the highest percentage of pupils with special educational needs (more than 4%) who are educated in segregated schools (school facilities) [2]. In order to obtain relevant information on the numbers of health and socially disadvantaged people pupils we have processed statistical yearbooks that are publicly accessible on the website Center for Scientific and Technical Information of the Slovak Republic located in Bratislava. We focused mainly on pupils with special educational needs. The subject of our interest was primary school pupils, special classes of elementary schools, special primary schools schools, integrated pupils with special educational needs at basic schools schools – we have followed the educational integration of pupils with mental disabilities and pupils intellectually gifted. We have seen developments in the numbers of all primary school pupils, special primary schools from 2006 to the

school year 2018/2019 / we compared 10th school years / and especially the way they are educated, j. whether it is running in integrated or in segregated conditions.

Table no. 1

Number of pupils with special educational needs [3]

School year	2006/2007		2010/2011		2011/2012		2012/2013	
	count	%	count	%	count	%	count	%
All pupils in SR /PS a SPS/	482566	100	468629	100	463287	100	455885	100
Integrated pupils in SR /PS/	13074	2,70	18776	4,00	20534	4,43	21754	4,77
Pupils SPS and special classes PS	24532	5,08	28948	6,17	28810	6,21	28746	6,30
Pupils from a socially disadvantaged environment	untracked		untracked		untracked		52349	11,48
Pupils with Special Educational Needs /PS, SPS/	37606	7,79	47724	10,18	49344	10,65	102827	22,55

School year	2013/2014		2014/2015		2015/2016		2016/2017	
	count	%	count	%	count	%	count	%
All pupils in SR /PS a SPS/	454510	100	454062	100	455558	100	465402	100
Integrated pupils in SR /PS/	23280	5,12	23054	5,07	26729	5,86	37259	8,00
Pupils SPS and special classes PS	27133	5,96	28331	6,23	28140	6,17	27411	5,88
Pupils from a socially disadvantaged environment	55383	12,18	20785	4,57	11532	2,53	22341	4,80
Pupils with Special Educational Needs /PS, SPS/	105796	23,27	72170	15,89	66401	14,57	87011	18,69

School year	2017/2018		2018/2019					
	count	%	count	%				
All pupils in SR /PS a SPS/	469150	100	473237	100				
Integrated pupils in SR /PS/	28763	6,13	28515	6,02				
Pupils SPS and special classes PS	28568	6,09	26055	5,50				
Pupils from a socially disadvantaged environment	26306	5,60	28419	6,00				
Pupils with Special Educational Needs /PS, SPS/	83637	17,82	82989	17,53				

Comment: PS - Primary schools, SPS - Special primary schools

Statistical data is shockingly surprising to us because:

1. The number of all pupils in the Slovak Republic is stabilized and ranges from 482,566 in the school year 2006/2007 to 473237 in the school year 2018/2019.

2. The number of integrated pupils in elementary schools is very high – from 2.70% in school in 2006/2007 to 8,00% in the school year 2018/2019. We assume that this is the consequence of poorly defined conditions for the allocation of funds for so-integrated primary school pupils, and especially very poor diagnostics of school facilities educational counseling and prevention **centers of pedagogical-psychological counseling and prevention and centers of special pedagogical counseling.**

3. The situation in the area of education and training for disabled pupils is alarming /pupils with mental disabilities/. It is not possible – even real, to be in the Slovak Republic about 6 percent of pupils aged **between 6 and 16 were mentally handicapped!** This is in our opinion, the result of a poorly organized system of organization, management and funding schools and educational facilities in the Slovak Republic, badly set up school system educational counseling and prevention and poorly diagnosed medical or socially disadvantaged pupils.

4. **The number of socially disadvantaged pupils varies from 4.80% in the school year 2016/2017 to 12.18%** in the 2013/2014 school year, which we also consider an anomaly. The results of the OECD survey, which showed that the Slovak school system is giving, are confirmed the pupils have the slightest chances to overcome social inequalities and this situation is getting worse and worse the most unpopular among all 34 OECD countries. Unfavorable social background for pupils has the most striking negative impact on their educational outcomes. If the child is poor family, does not have the chance to get the necessary education (A similar situation is also in the field of education disadvantaged pupils).

5. The number of pupils with special educational needs is in the range of **7.79% in the school year 2006/2007 to 23.27%** in the school year 2013/2014. At present, the number of pupils with special educational needs is 17.53%. [4]. **We are asking: „... it is at all possible and real that almost one-fifth of pupils be considered pupils with special educational needs?"** We see it as total failure of the school system, especially in the area of health and socially disadvantaged education students. This is the consequence of, among other things, the poorly set up system of school

facilities educational counseling and prevention and ill-defined health or social diagnostics disadvantaged pupils. We present an overview of the development of individual integration of pupils with special pupils educational needs at elementary schools in the Slovak Republic during 10 school years.

By concluding the paper we want to emphasize that in today's society, characterized globalization processes accompanied by a number of negative phenomena, it turns out are extremely important to find and find key strategies and approaches to mitigating them impacts. In this context, the importance of education increases in relation to the whole population, the target group, which is undoubtedly the socially and healthly disadvantaged children and pupils. Experts dealing with inclusive education agree on the view that one of them basic problems of socially and physically disadvantaged people and a common cause many difficulties in their lives and in the life of society as a whole are their low educational attainment (and we agree with them). This fact also suggests that the key role in the gradual improving the standard of living of this target group will have an increase in their educational attainment levels in the intentions of new approaches and a new philosophy of the future inclusive Slovak school. The essential part of these processes is above all to improve the inclusive process diagnostics of socially and healthly disadvantaged children and pupils with an emphasis on prevention unjustified inclusion of pupils into the system of special schools for mentally handicapped and also as a prevention for the occurrence of further disorders, e.g. behavioral disorders, specific developmental learning disabilities

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