

## Systems for supporting children's learning and development (0-18 years)

<b>Partner</b>	TENENET o.z. (NGO)
<b>Country</b>	Slovakia
<b>Background info to the educational system</b>	<ol style="list-style-type: none"> <li>1. Bodis, M. (2014): School Assistant: His/her tasks and your tasks. Raabe conference for teachers. (<a href="https://raabe.flox.sk/files/raabe-konferencie/skola-2014-2015/mbodis-asistent-ucitela-pre-ziakov-so-zdravotnym-znevyhodnenim.pdf">https://raabe.flox.sk/files/raabe-konferencie/skola-2014-2015/mbodis-asistent-ucitela-pre-ziakov-so-zdravotnym-znevyhodnenim.pdf</a>)</li> <li>2. Campaign We want to know more (2014): Inclusion the chance to make the life advantage from the integration (examples of good practice) – (<a href="http://chcemevedietviac.sk/?p=909">http://chcemevedietviac.sk/?p=909</a>)</li> <li>3. Decree nr. 437/2009 of Ministry of Education of Slovak Republic (<a href="https://www.minedu.sk/data/att/2967.pdf">https://www.minedu.sk/data/att/2967.pdf</a>)</li> <li>4. Drál, P., Gažovičová, T., Kadlečíková, J., Tužinská, H. (2011) Centre for research of ethnicity and culture (CVEK) and Foundation of Milan Šimečka: Education of foreigners` children in Slovakia: Models of good practice (<a href="http://cvek.sk/wp-content/uploads/2015/11/Vzdelavanie-deti-cudzincov-pr%C3%ADklady-dobrej-praxe.pdf">http://cvek.sk/wp-content/uploads/2015/11/Vzdelavanie-deti-cudzincov-pr%C3%ADklady-dobrej-praxe.pdf</a>)</li> <li>5. Farenzenová, M., Kubanová, M., Salner, A. (2013) SGI - Slovak Governance Institute: Roadmap for solving the problem of over-representation of Roma children in special education - analysis of realistic steps <a href="https://webcache.googleusercontent.com/search?q=cache:90MjjCWK2XQJ:https://ec.europa.eu/migrant-integration/index.cfm%3Faction%3Dmedia.download%26uuid%3DFC346D7D-DFE1-0FA4-DD96DBEBF4126B92+%&amp;cd=17&amp;hl=en&amp;ct=clnk&amp;gl=sk&amp;client=safari">https://webcache.googleusercontent.com/search?q=cache:90MjjCWK2XQJ:https://ec.europa.eu/migrant-integration/index.cfm%3Faction%3Dmedia.download%26uuid%3DFC346D7D-DFE1-0FA4-DD96DBEBF4126B92+%&amp;cd=17&amp;hl=en&amp;ct=clnk&amp;gl=sk&amp;client=safari</a></li> <li>6. Gabarík, M.: (2016) Special-pedagogical consultancy. In: Management of school in the practice. (<a href="http://www.direktor.sk/sk/casopis/manazment-skoly-v-praxi/2016/6-2016">http://www.direktor.sk/sk/casopis/manazment-skoly-v-praxi/2016/6-2016</a>)</li> <li>7. Hapalová, M., Kriglerová E. (Človek v tísi Slovensko - People in Need Slovakia, CVEK - Centre for Research of Ethnicity and Culture) (2013): One step closer to inclusion (<a href="http://cvek.sk/en/one-step-closer-to-inclusion/">http://cvek.sk/en/one-step-closer-to-inclusion/</a>)</li> <li>8. IUVENTA - National Agency for youth, Ministry of Education, Science, Reserach and Sports of the Slovak Republic (2014): Research on school education programs and teaching practice in schools with a high presence of students from socially disadvantaged backgrounds, focusing on the principles of inclusive education (<a href="https://www.iuventa.sk/files/documents/7_vyskummladeze/prieskumy/vyskum_svp_verzia_tlac.pdf">https://www.iuventa.sk/files/documents/7_vyskummladeze/prieskumy/vyskum_svp_verzia_tlac.pdf</a>)</li> <li>9. Initiative The different stories (examplesa of good practice) (2016) (<a href="http://inepribehy.noveskolstvo.sk">inepribehy.noveskolstvo.sk</a>)</li> <li>10. Janoško, P., Neslušánová, S (2013): Schools with an Inclusive Climate (<a href="https://www.european-agency.org/news/promoting-an-inclusive-climate-in-slovakian-schools">https://www.european-agency.org/news/promoting-an-inclusive-climate-in-slovakian-schools</a>)</li> <li>11. Klein, V., Sobinkovičová, E. (2013): Support of Inclusive model of Education for the needs of pre-primary stage of Educational system (<a href="http://www.npmrk2.sk/sites/default/files/IMV.pdf">http://www.npmrk2.sk/sites/default/files/IMV.pdf</a>)</li> <li>12. Klein, V., Šilonová, V. and collective (2014) Methodological and pedagogical center in Prešov: Pedagogical model of inclusive education in primary schools - PRINED - PProject of INclusive EDucation (<a href="http://www.1zszv.sk/download_file_f.php?id=589304">http://www.1zszv.sk/download_file_f.php?id=589304</a>)</li> <li>13. Kopčanová, D., Farkašová, E. (2015) VÚDPaP - Research Institute of Child Psychology and Pato-psychology: Handbook for School Assistant (focus on his/her possibilites in the mediation process at school) (<a href="http://www.vudpap.sk/sub/vudpap.sk/images/vystupyZkontraktov/2013/Methodicke_materialy/prirucka_asistenta_ucitela.pdf">http://www.vudpap.sk/sub/vudpap.sk/images/vystupyZkontraktov/2013/Methodicke_materialy/prirucka_asistenta_ucitela.pdf</a>)</li> <li>14. Krčahová, E., Šestáková, S. (2012) Methodological and pedagogical center in Bratislava: The integration of pupils with special educational needs in mainstream schools (<a href="http://www.mpc-edu.sk/library/files/krcahova_sestakova_web.pdf">http://www.mpc-edu.sk/library/files/krcahova_sestakova_web.pdf</a>)</li> <li>15. Law Nr. 245/2008 Z.z . Coll on Education Act - revision nr. 96/2008, valid from 1st September 2016 - <a href="http://www.zakonypreludi.sk/zz/2008-244">http://www.zakonypreludi.sk/zz/2008-244</a></li> </ol>

	<p>16. Law Nr. 597/2003 Coll. on financial mechanism of primary and high schools and schools facilities (school kitchen and dining rooms, centre of hobbies and leisure activities after school etc.) - revision 243/2003, valid from 1st July 2016 (<a href="http://www.zakonypreludi.sk/zz/2003-597#p4a">http://www.zakonypreludi.sk/zz/2003-597#p4a</a>)</p> <p>17. Ministry of Education of Slovak Republic (2003): Methodological tool for enrolment of profession called School Assistant to the education process of children with special educational needs in pre-school (kindergardens), primary (elementary) and special elementary education system. Nr. 184/2003 - 095, (<a href="http://www.predys.szm.com/mp_k_asistentom.rtf">www.predys.szm.com/mp_k_asistentom.rtf</a>)</p> <p>18. Ministry of Education, Science, Research and Sports of the Slovak Republic, Section of Regional Education, Dept. of Schools with Instruction in Languages of National Minorities and Education of Roma Communities, (2012): Conditions for the Upbringing and Education of Children and Students from Socially Disadvantaged Environments in the Slovak Republic (<a href="https://www.minedu.sk/data/files/213_06_podmienky_vyv-szp_march_2012.pdf">https://www.minedu.sk/data/files/213_06_podmienky_vyv-szp_march_2012.pdf</a>)</p> <p>19. NDS - Children of Slovakia Foundation (2012): Roundtable I.-III.: Children rights and right to inclusive education (recommendations). Internal materials.</p> <p>20. NDS - Children of Slovakia Foundation (2015): Inclusive Education, which will prepare each child for real life, is the future of education in Slovakia <a href="http://www.nds.sk/blog/aktuality/buducnostou-vzdelavania-na-slovensku-je-inkluzivne-vzdelavanie/">http://www.nds.sk/blog/aktuality/buducnostou-vzdelavania-na-slovensku-je-inkluzivne-vzdelavanie/</a></p> <p>21. Slovak Down Syndrome Society (2012) Recommendation on legislative changes - teacher assistant and inclusion (<a href="http://www.downsyndrom.sk/sds/files/Navr%20legislat%C3%ADvnych%20zmien%20-%20asistent%20u%C4%8Aiteľa%20a%20inklúzia.pdf">http://www.downsyndrom.sk/sds/files/Navr%20legislat%C3%ADvnych%20zmien%20-%20asistent%20u%C4%8Aiteľa%20a%20inklúzia.pdf</a>)</p> <p>22. Shadow Report on Implementation of UN CRPD in Slovakia (2015) (<a href="http://dohovor.nrozp.sk/dohovor/dohovor-osn-a-alternativna-sprava.html">http://dohovor.nrozp.sk/dohovor/dohovor-osn-a-alternativna-sprava.html</a>)</p> <p>23. Sitková, D. (2015) Methodological and pedagogical center in Bratislava: Experiences of teachers in cooperation with school assistants at elementary educational system in primary schools. (<a href="http://mpc-edu.sk/shared/Web/OPSOSO%20XV.%20kolo%20vyzvy%20na%20poziciu%20Odborný%20poradca%20vo%20vzdelavani/15 OPS Sitkova%20Dasa%20-%20Skusenosti%20so%20spolupracou%20ucitel%20a%20pedagogickeho%20asistenta%20na%20primarnom%20stupni%20ZS.pdf">http://mpc-edu.sk/shared/Web/OPSOSO%20XV.%20kolo%20vyzvy%20na%20poziciu%20Odborný%20poradca%20vo%20vzdelavani/15 OPS Sitkova%20Dasa%20-%20Skusenosti%20so%20spolupracou%20ucitel%20a%20pedagogickeho%20asistenta%20na%20primarnom%20stupni%20ZS.pdf</a>)</p> <p>24. Šarmírová, M. (2016): School Assistant is requested and needed piece of pedagogical process. In Teacher`s News. (<a href="http://www.ucn.sk/ucitelia/asistent-ucitelja-je-ziadanou-a-potrebnou-sucastou-pedagogickeho-procesu/">http://www.ucn.sk/ucitelia/asistent-ucitelja-je-ziadanou-a-potrebnou-sucastou-pedagogickeho-procesu/</a>)</p>
<p><b>Methodological approach</b></p>	<p>Interview with key stakeholders:</p> <ol style="list-style-type: none"> <li>1. school assistants of children with disabilities in Elementary School, Šamorín and experts from NGO on inclusive education for children with disabilities - Ing. Pavel Matko, Ing. Renata Matková (<a href="mailto:matko.pavel@gmail.com">matko.pavel@gmail.com</a>, <a href="mailto:renatamatkova@gmail.com">renatamatkova@gmail.com</a>),</li> <li>2. teacher-special pedagog at Special Primary School in Hanušovce nad Topľou and also a board member of usual Primary school - Mgr. Ľuboš Sopoliga (<a href="mailto:skola.sopoliga.l@gmail.com">skola.sopoliga.l@gmail.com</a>)</li> <li>3. expert on inclusive education from NGO, focused on Roma children - Mgr. Mirka Hapalová (<a href="mailto:mirka.hapalova@gmail.com">mirka.hapalova@gmail.com</a>),</li> <li>4. National Institute for Education - Mgr. Michaela Ujházyová, PhD., (<a href="mailto:michaela.Ujhazyova@statpedu.sk">michaela.Ujhazyova@statpedu.sk</a>), Ms Denisa Ďuranová (<a href="mailto:denisa.duranova@statpedu.sk">denisa.duranova@statpedu.sk</a>, +421 249 276 119)</li> <li>5. Slovak centre of scientific and technical information - Support of science, research and development, innovation and education, Agency of Ministry of Education, Science, Research and Sport of the Slovak Republic, Dept. of Statistics - Mgr. Čabalová (<a href="mailto:jana.cabalova@cvtisr.sk">jana.cabalova@cvtisr.sk</a>, + 421 2 69295621)</li> <li>6. Ministry of Education, Science, Research and Sport of the Slovak Republic - Ms Mária Tekelová (<a href="mailto:maria.tekelova@minedu.sk">maria.tekelova@minedu.sk</a>, +421 2 593 74 282)</li> </ol>

**GENERAL****Financial Framework of the services***Current state:*

Paragraph 4a of Law nr. 597/2003 - The Ministry of Education, Science, Research and Sports of Slovak Republic may give a grant from the Ministry dotation and from the Ministry of the Interior Affairs of Slovak Republic dotation at the request of the founder of the public school for “specifics”(not obligated). Through the financement of the specifics, some regular costs that are recurring and they are not reflected in a legislative schools under obligated “normatives” § 4 ods. 4th of this Law. “Specific” are the costs for wages, tax and insurances of salaries for school assistants for pupils with disabilities or with talent and genius.(1).

The Ministry allocates grants for schools (only in the case of application of school directors till 30th September (1) each year for next callendar year begining in 1st January) through the founders of schools (mostly municipalities) through district offices at the higher territorial county units for salaries (including taxes and insurances) of school assistants depending on the capabilities of the state budget. Monthly norm for school assitant salaries is 753.00 Eur for a full-time (9,036 € / year) in 2017.(3) For comparisson, average wage in Slovak national economy was 867 EUR in 2016. From all 1 million pupils and students (Slovakia has 5,5 mil inhabitants) at different stage of school - from age of 3 year till 18 years, so from Kindergarten till Highschools (not universities) we have for 35 thousands of children and youth with disabilities in 843 special schools 1676 assistants (information from january 2016), who work for 710 EUR/ 1 assistant / 1 month (so 8520 EUR / 1 assistant / 1 year) (4), (6). The norm per student does not reflect the individual needs of a child with special needs; funding is set up so that children are reduced to one diagnose fitting to one category, and any combination does not exist; It is not clear what “extra financement” means in comparisson to “normal financement” - it is therefore difficult to make a “norm” for the student, because normativ is based on needs of system and not of the child.(5)

While in 2012 the Ministry of Education provided additional non-normative funding for 622 school assistants and at the beginning of 2015 the figure was 1,645 full-time work for school assistants. *“And as long as we look more closely at the past year in 2015, both from the mentioned full time work funded by non-normative means of primary and secondary schools together employed 1,837 school assistants. In addition to this the number, Slovak schools employed more 477 school assistants whose were financed by the increased amount allocated to students with disabilities or from other sources. Altogether, 2,314 persons as school assistants for children with disabilities were acting on our primary and secondary schools. It is therefore in comparisson with the previous period really significant growth”* said for Teachers` News Romana Kanovská, State Secretary of Minsitry of Education of SR. (6)

*Sources:*

1. Law no. 597/2003 Coll. on financial mechanism of primary and high schools and schools facilities (school kitchin and dining rooms, centre of hobbies and leisure activities after school etc.) - revision nr. 243/2003, valid from 1st July 2016. (<http://www.zakonypreludi.sk/zz/2003-597#p4a>)
2. Slovak Down Syndrome Society (2012) Recommendation on legislative changes - teacher assistant and inclusion (<http://www.downsyndrom.sk/sds/files/Návrh%20legislat%C3%ADvnych%20zmien%20-%20asistent%20učiteľa%20a%20inklúzia.pdf>)
3. Ministry of Education, Science, Research and Sports of Slovak Republic (2016): School assitants for pupil with disabilities and with talent and genius (<https://www.minedu.sk/asistenti-ucitela-pre-ziakov-so-zdravotnym-znevyhodnenim-alebo-s-nadanim/>)
4. Interview with school asistants of children with disabilities in Elementary School, Šamorín - Ing. Pavel Matko, Ing. Renata Matková ([matko.pavel@gmail.com](mailto:matko.pavel@gmail.com), [renatamatkova@gmail.com](mailto:renatamatkova@gmail.com))
5. NDS - Children of Slovakia Foundation (2012): Roundtable I.-III.: Children rights and right to inclusive education (recommendations). Internal materials.
6. Šarmírová, M. (2016): School Assistant is requested and needed piece of pedagogical process. In Teacher`s News. (<http://www.ucn.sk/ucitelia/asistent-ucitela-je-ziadanou-a-potrebnou-sucastou-pedagogickeho-procesu/>)

7. Campaign We want to know more (2014): Inclusion the chance to make the life advantage from the integration (examples of good practice) – (<http://chcemevedietviac.sk/?p=909>)
8. 2. teacher-special pedagog at Special Primary School in Hanušovce nad Topľou and also a board member of usual Primary school - Mgr. Ľuboš Sopoliga ([skola.sopoliga.l@gmail.com](mailto:skola.sopoliga.l@gmail.com))

*Comments:*

The words "The Ministry may grant should be replaced by Ministry allocated". Justification for this kind of recommendation: Representatives of the Ministry of Education and representatives of primary schools identified funding of the school assistants as the most important problems in the adaptation of employment of school assistants in the educational system in Slovakia. At the present, hardly 47% of applications for teacher assistants' salaries are approved by Ministry (and firstly all special primary school applications are approval, after that in the second phase the rest of application for usual primary schools till money are withdrawn8). The power of Ministry of Education to decide about the allocation or non-allocation of funds for the institute assistant teachers for application of concrete schools causes uncertainty for directors of primary and secondary schools, who then are dependen to decide on the admission respectively rejection of a child with disabilities, and by this way directors will not be able to comply with Article 24 of the Convention (2).

Systematic change of legislation definitions and determining the cost of assistants from the current § 4 of the Law on Financing (specify) in § 4 of the funding (normative) will lead to greater transparency and predictability in the system of financing assistants as well as enable more effective inclusion of children with disabilities or any kind of disadvantages.(2)

Under the current wording of § 4a. 5 school` director doesn` t know whether the Ministry of Education will approve funding for school assistants from January of the following calendar year, so if he/she could receive a children with disabilities into the educational process or not. Moreover if he/she approve it, pupil with disabilities has to be without help of school assistant from September to December or with help of school assistant, but on the costs of concrete school, which will not be reimbursed. Proposed changes from September to May could ensure the director to provide normative resources for school assistant fluently throughout the school year. Change § 4a. 5 Edit the date for applying for the founder, so an application should be at the Ministry of Education, through the relevant regional school office filed no later than 31st May of the calendar year. In accordance with § 60 paragraph. 2 Schools Act, just before 31 May, the school` director has to decide about the enrollment of the pupil (with or without disabilities, so each) for elementary or secondary education. In the case of moving the deadline for applications to 31st May, the financial resources allocated to school assistants through regional school office will be received at school till 1st September of the calendar year.(2)

Inclusion is cheaper. Operation costs on special schools are much higher and less effective. If this money is put into a normal school, you save, especially in the long term, because the schools produce fewer lifetime social contributions and social pensions` recipients. The important thing here is to bring an education along with social and health care, because when you deal with them separately, it is wasting time and time is money. Integrated model saves resources. (7)

<b>Organi- zation / Admin of the servic e</b>	<p>Directors of kindergartens, special kindergartens, primary schools, special primary schools and primary schools for pupils with the appropriate type of disability may, in agreement with the school or pre-school facility institutions to provide the profession of school assistant who is involved in the creation of conditions necessary for overcoming mainly health and social barriers of child or more children or one pupil or several students with special educational needs in the education process. School assistants can be established in classes of such schools, in which pupils with special educational needs with such degree of disabilities that in the absence of an school assistant is not possible to guarantee the health and safety of this pupil with disabilities or other his/her schoolmates as well as overcoming barriers for student with disabilities, which would not be able to overcome because of his/her disability. Implementation of the profession of school assistant in the education of children and pupils with special educational needs is not linked to the number of children and students with disabilities, but the seriousness of the disability (1).</p> <p>In Slovakia, we have only two possibilities to offer services of school assistants: One is through schools and school assistants are employee of the school and second is private initiatives of parents of children with disabilities and their services are also paid personally by parents of these pupils and school director only approve school assistant's services at school (so it depends on will of school director). (2)</p> <p>In the first possibilities, when school assistant is provide by school, school must ensure school assistant for enrolled pupil with disabilities. School` directors, however, do not have access to any databases of school assistants (even doesn`t exist yet and because of lack of funding there is no need for this database), so in practice this means the dependence of parents to ensure a school assistant for their children with disabilities for the school. Parents and school` directors perceive this as a serious problem and an obstacle to the application of employment of school assistants in the practice. (3)</p> <hr/> <p><i>Sources:</i></p> <p>1. Ministry of Education of Slovak Republic (2003): Methodological tool for enrolment of profession called School Assistant to the education process of children with special educational needs in pre-school (kindergartens), primary (elementary) and special elementary education system. Nr. 184/2003 - 095, (<a href="http://www.predys.szm.com/mp_k_asistentom.rtf">www.predys.szm.com/mp_k_asistentom.rtf</a>)</p> <p>2. Interview with school assistants of children with disabilities in Elementary School, Šamorín - Ing. Pavel Matko, Ing. Renata Matková (<a href="mailto:matko.pavel@gmail.com">matko.pavel@gmail.com</a>, <a href="mailto:renatamatkova@gmail.com">renatamatkova@gmail.com</a>)</p> <p>3. Slovak Down Syndrome Society (2012) Recommendation on legislative changes - teacher assistant and inclusion (<a href="http://www.downovsyndrom.sk/sds/files/Návrh%20legislat%C3%ADvných%20zmien%20-%20asistent%20učiteľa%20a%20inklúzia.pdf">http://www.downovsyndrom.sk/sds/files/Návrh%20legislat%C3%ADvných%20zmien%20-%20asistent%20učiteľa%20a%20inklúzia.pdf</a>)</p> <hr/> <p><i>Comments:</i></p> <p>Change in financial system of school assistancy as well as obligatory enrollment of school assistants at majority school system should lead to complex enrollment of inclusive education at society and its sustainability with tendency for more effective development of children with disabilities the same as whole society.</p>
---	--

<p><b>Cooperation of the supporters with other staff</b></p>	<p><i>Current state:</i> The background of supported cooperation for Slovak school assistants except of teachers are (1):</p> <ol style="list-style-type: none"> <li>1. Special pedagog - diagnostic process and consultancy for children with disabilities and their parents, he/she is doing prevention, education and methodological activities not only at school, but also upbringing at home of children with disabilities and their families etc.</li> <li>2. Psychologist - diagnostic process, mapping the problems in education process, therapy, prevention etc.</li> <li>3. Speech therapist - diagnostic process and therapy, training of the fluent speech for better communication and socialisation of children with disabilities etc.</li> <li>4. Terrain social workers - diagnostic process, mapping the problems, prevention etc.</li> <li>5. Other supported school personnel - e.g. educator (after school club), leader of leisure time activities etc.</li> <li>6. Community centers - centres of social workers, psychologists, psychotherapists, special pedagogs, social pedagogs etc. for people in social need</li> </ol> <p>We are adding also centers as supporters in Slovakia:</p> <ol style="list-style-type: none"> <li>7. Centres of early intervention - centres of social workers, psychologists, psychotherapists, special pedagogs, social pedagogs, logopedes - speech therapists, fyzioterapists etc. for children with disabilities in age of 0-7 years and their families</li> <li>8. Medical doctors - pediatricists, neurologists, orthopedics, psychiatrists etc.</li> <li>9. Community of children with disabilities</li> </ol> <p>There are very important to work with (2):</p> <ol style="list-style-type: none"> <li>10. Parents of children with disabilities - they know intimate needs of their children and give a support for growth of children</li> <li>11. All teachers from school - they are not only teacher, but also creator of class climate, personal contacts of pupils</li> <li>12. Educational consultants - they are coordinator of teachers and methodological tools for education of pupils with disabilities, responsible for future career plans of children with disabilities in accordance to entering the labour market in the future</li> <li>13. Director and management of school - they are trend setters in school development and it is important to include inclusive education into action plans of school through participation of school assistants at all important work meetings</li> <li>14. Other pupils from the class and surrounded classes - for improving of friendship and social inclusion, in order for child with disabilities to feel good in school</li> <li>15. Volunteers at school and other supported staff at school - for improving the feeling of safety and social protection for child with disabilities</li> <li>16. NGOs and supported service providers for children with disabilities and their families</li> </ol> <hr/> <p><i>Sources:</i></p> <ol style="list-style-type: none"> <li>1. Farenzenová, M., Kubanová, M., Salner, A. (2013) SGI - Slovak Governance Institute: Roadmap for solving the problem of over-representation of Roma children in special education - analysis of realistic steps <a href="https://webcache.googleusercontent.com/search?q=cache:90MjjCWK2XQJ:https://ec.europa.eu/migrant-integration/index.cfm%3Faction%3Dmedia.download%26uuid%3DFC346D7D-DFE1-0FA4-DD96DBEBF4126B92+&amp;cd=17&amp;hl=en&amp;ct=clnk&amp;gl=sk&amp;client=safari">https://webcache.googleusercontent.com/search?q=cache:90MjjCWK2XQJ:https://ec.europa.eu/migrant-integration/index.cfm%3Faction%3Dmedia.download%26uuid%3DFC346D7D-DFE1-0FA4-DD96DBEBF4126B92+&amp;cd=17&amp;hl=en&amp;ct=clnk&amp;gl=sk&amp;client=safari</a></li> <li>2. Krčáhová, E., Šestáková, S. (2012) Methodological and pedagogical center in Bratislava: The integration of pupils with special educational needs in mainstream schools (<a href="http://www.mpc-edu.sk/library/files/krcahova_sestakova_web.pdf">http://www.mpc-edu.sk/library/files/krcahova_sestakova_web.pdf</a>)</li> <li>3. IUVENTA - National Agency for youth, Ministry of Education, Science, Research and Sports of the Slovak Republic (2014): Research on school education programs and teaching practice in schools with a high presence of students from socially disadvantaged backgrounds, focusing on the principles of inclusive education (<a href="https://www.iuventa.sk/files/documents/7_vyskummladeze/prieskumy/vyskum_svvp_verzia_tlac.pdf">https://www.iuventa.sk/files/documents/7_vyskummladeze/prieskumy/vyskum_svvp_verzia_tlac.pdf</a>)</li> </ol> <hr/> <p><i>Comments:</i> Research in Slovakia (3) recommended these: To ensure the terrain aspect and effective mobility of counselling services (e.g. terrain special pedagogs) in order to be accessible for school and for teachers, school assistants. To ensure aspect of stimulation and intervention not diagnostic and counselling in ambulatory and the special centres. To ensure more effective methodological support for schools in enrolling the inclusive education into their concrete educational process.</p>
--	---

<p><b>Target groups of supporters</b></p>	<p><i>Current state:</i>  Children with disabilities, according to the Education Act are considered as children with special educational needs (with any kind of health impairments, with disabilities, long-term sick, with developmental disorders, with behavioral disorders, from socially disadvantaged backgrounds and children with talent. Education of children with special educational needs is ensured primarily in special schools. According to statistics 22,300 children with special educational needs were educated in special schools and classes in 2014. This figure includes children with autism, mental handicap, visual or hearing impairments, communication problems, physical impairments, behavioral disorders and gifted or talented, genius children. So, there were together 20,639 children with mental handicapped educated in segregated way (14,127 children with mental disabilities were educated in special government schools and 6512 children with intellectual disabilities are educated in special classes in primary schools). According to statistics, only 3,537 children with intellectual disabilities were integrated in mainstream primary schools for majority (statistical data are available at the Institute of Information and Prognosis of Education: <a href="http://www.uips.sk/prehlady-skol/prehľad-specialnych-zs-a-specialnych-tried-pri-zs">http://www.uips.sk/prehlady-skol/prehľad-specialnych-zs-a-specialnych-tried-pri-zs</a>). This figure but, in fact, is much lower in reality, because more than half of these children in the statistics are children from Prešov (999 ) and Košice (890) higher territorial unit, where the Roma population is the highest proportion of Roma children from all Slovakia. In comparison, for example, in Bratislava territorial unit, where the comparable number of Slovak population lives (Prešov unit 814 527 citizens, in Košice 794 756 and in Bratislava 628 686) was integrated only 26 children with developmental disabilities (!). This shows that Roma children are mis-diagnosed as children with mental disabilities, and then in the statistics "integrated" in mainstream schools. Thus, the critical situation in children with intellectual disabilities. For children with physical disabilities and sensory disabilities, particularly barriers and a lack of study materials in accessible formats and a lack of education and educational support for teachers and pupils of ordinary schools are obstacles for higher levels of inclusion (e.g. in educational institutions often there is a lack of accessible toilet which is the first limiting criterion for people with severe physical disabilities in choosing a school or field of study). (1)</p> <hr/> <p><i>Sources:</i>  1. Shadow Report on Implementation of UN CRPD in Slovakia (<a href="http://dohovor.nrozp.sk/dohovor/dohovor-osn-a-alternativna-sprava.html">http://dohovor.nrozp.sk/dohovor/dohovor-osn-a-alternativna-sprava.html</a>)</p> <hr/> <p><i>Comments:</i>  More target groups: children from social disadvantaged surroundings (mostly from families in poverty), Romas children, talented and genius, children of immigrants and foreigners.</p>
---	---

<p><b>Qualification requirements</b></p>	<p><i>Current state:</i>  Conditions to be assistant teachers meet(1):  a) the legal capacity,  b) age over 18 years,  c) professional competence and pedagogical competence pursuant to § 50b ods. (2) and paragraph. (3) of Act no. 29/1984. - Assistant teacher meets the requirement of professional competence and pedagogical competence, if acquired complete secondary education (with secondary graduation) or university first degree (Bc.) and completed additional educational study (pedagogical minimum). Assistant teacher must meet these requirements no later than 31st December 2010.  d) command of the state language,  e) healthy status (medical fitness)  f) integrity (with no entry in the criminal record).  Qualifications of “pedagogic assistant” (3) are:  A. Higher education of Bc. degree at study program in the field of study of pre-school and elementary education, teaching academic subjects, teaching vocational subjects teaching and artistic-educational and educational subjects, in the field of study Pedagogy, Special Education teaching, educational or non-teaching course, educatory or in the non-teaching curricula with teaching skills complement study  B. Completed secondary education  1. In the field of education aimed at teaching and tutoring  2. complete secondary education and completion of pedagogical competence  3. complete secondary education and specialized education teacher assistants in the Methodological Centre completed until August 31, 2010</p> <hr/> <p><i>Sources:</i>  1. Ministry of Education of Slovak Republic (2003): Methodological tool for enrollement of profession called School Assistant to the education process of children with special educational needs in pre-school (kindergardens), primary (elementary) and special elementary education system. Nr. 184/2003 - 095, (<a href="http://www.predys.szm.com/mp_k_asistentom.rtf">www.predys.szm.com/mp_k_asistentom.rtf</a>)  2. Sitková, D. (2015) Methodological and pedagogical center in Bratislava: Experiences of teachers in cooperation with school assistants at elementary educational system in primary schools. (<a href="http://mpc-edu.sk/shared/Web/OPSOSO%20XV.%20kolo%20vyzvy%20na%20poziciu%20Odborny%20poradca%20vo%20vzdelavani/15 OPS Sitkova%20Dasa%20-%20Skusenosti%20so%20spolupracou%20ucitela%20a%20pedagogickeho%20asistenta%20na%20primarnom%20stupni%20ZS.pdf">http://mpc-edu.sk/shared/Web/OPSOSO%20XV.%20kolo%20vyzvy%20na%20poziciu%20Odborny%20poradca%20vo%20vzdelavani/15 OPS Sitkova%20Dasa%20-%20Skusenosti%20so%20spolupracou%20ucitela%20a%20pedagogickeho%20asistenta%20na%20primarnom%20stupni%20ZS.pdf</a>)  3. Decree nr. 437/2009 of Ministry of Education of Slovak Republic (<a href="https://www.minedu.sk/data/att/2967.pdf">https://www.minedu.sk/data/att/2967.pdf</a>)  4. teacher-special pedagog at Special Primary School in Hanušovce nad Topľou and also a board member of usual Primary school - Mgr. Ľuboš Sopoliga (<a href="mailto:skola.sopoliga.l@gmail.com">skola.sopoliga.l@gmail.com</a>)</p> <hr/> <p><i>Comments:</i>  Very important qualification requirements are also personal criteria such as motivation for doing this job best as it can, self-esteem and self-confident, creativity, flexibility in the problem solving, empathy, asertive behavior and very sensitive communication skills, orientation to the human relationships and qualification improvement (2).  Expert group of Ministry of Education of SR in 2007 worked out the profesionall standards for school assistants, based on three-dimensional key competences oriented to pupil, educational process and professional development. The most important key competences are (2):  1. identification with the role of school assistant, in organisation of school, school regulations and internal directives, in the system of institutions for cooperation (mostly counsultancy), ability of orientation in general principles of pedagogical process (preparation for the education and concrete lessons), support of fluent learning process and orientation in the system of school efficiency evaluation of pupils,  2. ability to react on usual educational problems, monitoring of pupil, targetting to the need of pupil, ability to mitigate and mediate conflicts between school and pupils, families and with potential another institutions, ability to support pupils in the coping of school`s requirements and demands,</p>
--	---



3. ability to cooperate with teachers in education process directly in the class and also with another pedagogical staff in accordance with conditions of school work etc.

There is a differences in quality requirements for "Pedagogical assistant" and "Teacher assistants" (these are less qualified in a level of study). In the east part of Slovakia, where is a high level of poverty, many people with lower degree of education (e.g. shop assistant, shoemakers, bookbinders etc.) done 2-weeks lasting course of school asistancy managed by State Methodological Centre before 2010 and now they are working in practice in the same level with the same content of work as new school asistant of nowadays "pedagogical assistants", who need to be more times higher educated. But the job positions are already occupied by "old"educated "teacher assitants". Therefore it often hapens, that this "old" teacher assistant work with children with disabilities (dyslexia, dyscalculia etc.) by that way that he is not sitting with a child in a class (although he shoudl) at usual majority primary school, he is just sitting in his office at school and doing a lots of administration and once a month he asked a child with disabilities to come to him to his office and doing some special-pedagogical excersices. That is NO inclusive education and that is a failure of school asistancy in the practice. At special primary school there is a special pedagog as a teacher with a school assitant in a class of few children (not so many as at usual majority school) and teacher after explaining the lesson is devoting to the weakest ones (because he has a special education for it, not lower educated school assistant!) and school assistant is devoting to those children with disabilities, who have not so high level of disabilities. This is important to think about if we would like to adopt and widespredding the inclusive education through school asistancy. In usual majority school the school assistant should help to those who are weaker than majority, in order to help them to be equal not only in education, also in social inclusion and socialisation, that is different. But these Slovak school assistants are only in very low percentage prepared for this very difficult mission. They usual don` t take into account individual needs of children with disabilities, their individual plans for child with disabilities are often just copy-pasted. E.g. in the class of my son at usual majority primary school, there is 5 children with dyslexy, dysgraphy etc. although only 1 of them is officialy diagnosted and because he is combined multidisabled, he is almost never comming into this school, so official work of this school assistant is almost totaly out of the planed effect. Because of lack of inclusion in Education Act in Slovakia, officialy could only integration be in the practices. So it looks like this: usual majority school create one special class, where children with educational problems were located at segregated place with segregated schoolmates with disabilities although in a school of usual majority children and all this happens because of financial motivation by normatives and help to teachers not to be disturbed by all children with disabilities disseminated in many classes, so let`s do one class full of children with problems and only one teacher of them will have a problem and he will be more paid and for director problem of integration or inclusive education is solved. But not for those children with disabilities. Moreover, it is the same to have special class in usal majority school as to have special schools, it is only transformed model of special school into special classes of usual majority schools with worse quality of school asistancy at usual majority schools, so for children with disabilities worse alternative in nowadays practice. But there are another problems, such as emotions, social atmosphere of class and schoolmates, because e.g. other pupils hate that one with disabilities beause "he wrote only 1 sentence and has better school efficiency as me and you as a teacher ask me for a much higher performance" etc. So teacher often spend 2/3 of lesson to consolidate the class and pupils emotionally and only 1/3 of lesson can be concentrated to learning process. Another problems at usual majority schools are parents, who are writing open letters and petitions against inclusive education of children with disabilities because they are conviced abouth decrision of quality of education of their "healthy" children. So no PR activities or breaking the prejudices campaigns are done in Slovak society yet for inclusive education. (4)

<p><b>Legal status</b></p>	<p><i>Current state:</i></p> <p>At § 3 of the Education Act there isn't even notice about inclusive education in the defined basic principles of education in Slovak Republic there. (1)</p> <p>Nevertheless, there is legislation on education (especially Act no. 245/2008 Coll. - the Education Act and subsequent decrees of Ministry of Education, Science, Research and Sports of Slovak Republic), but still hasn't the necessary measures that would ensure a fully saturate the needs of practice for the adoption of such a major change such as inclusive education of individuals with disabilities (2).</p> <p>§ 29 paragraph 10 of the Education Act - Pupil with special educational needs could be integrated into primary school classes. But if the school director or school institution find that education is not beneficial for the enrolled pupil with disabilities or other pupils who are participants in education system, director or school institution can suggest after the written consensus of the local state administration office in education for legal representative (parents) of this pupil with disabilities another else method of education for the child. The competent local government authority for education from the state budget pays the legal guardian of the child's travel expenses equal to the price of public transport for its transport to and from school that has pupil need for reclassification. If the legal representatives does not agree with the change of the education of their child, they can decide to ask the court for decision about the further education of their child. (1)</p> <p>This statement should be considered, if the current wording is not contrary to the UN CRPD (3).</p> <p>§ 29 paragraph 11 of the Education Act - Director of primary school may establish specialized classe with the approval of the founder (mostly municipalities). The specialized class are for learning of the students who are not prerequisites for mastering the curriculum corresponding year, to compensate for the lack of educational content. Pupils in specialized classes classifies director to the proposal after consultation with the class teacher and educational consultant with the informed consent of the legal guardian of the pupil to the necessary period of time longer than one school year. Specialized classes can be established for at least four students and a maximum of eight students in one grade or more years. If the number of students in specialized classes less than four students, a specialized class is canceled. (1)</p> <p>This statement is encouraging to establishment of integration not inclusion.</p> <p>§ 30 paragraph 6 of the Education Act - school assitant is defined only for elementary school (1), not for kindergardens or high schools, secondary education system.(3)</p> <hr/> <p><i>Sources:</i></p> <p>1. Law Nr. 245/2008 Z.z . Coll on Education Act - revision nr. 96/2008, valid from 1st September 2016 - <a href="http://www.zakonypreludi.sk/zz/2008-244">http://www.zakonypreludi.sk/zz/2008-244</a></p> <p>2. Gabarík, M.: (2016) Special-pedagogical consultancy. In: Management of school in the practice. (<a href="http://www.direktor.sk/sk/casopis/manazment-skoly-v-praxi/2016/6-2016">http://www.direktor.sk/sk/casopis/manazment-skoly-v-praxi/2016/6-2016</a>)</p> <p>3. Slovak Down Syndrome Society (2012) Recommendation on legislative changes - teacher assistant and inclusion (<a href="http://www.downsyndrom.sk/sds/files/Návrh%20legislat%C3%ADvnych%20zmien%20-%20asistent%20učiteľa%20a%20inklúzia.pdf">http://www.downsyndrom.sk/sds/files/Návrh%20legislat%C3%ADvnych%20zmien%20-%20asistent%20učiteľa%20a%20inklúzia.pdf</a>)</p> <hr/> <p><i>Comments:</i></p> <p>International documents (Universal Declaration of Human Rights, Declaration on the Rights of the Child, the European Social Charter Standard Rules on the Equalization of Opportunities for Persons with Disabilities, Helsinki Declaration on Gender and services for people with intellectual disabilities, the Madrid Declaration, Ministerial Declaration of Malaga for the disabled, resolution of the Council and the representatives of the governments of the Member States, the Declaration of Salamanca, et al.), which the Slovak Republic is a signatory, as well as our national legislation (starting with the constitution), this option not only allow, but also to create for her space and considers it the most correct. The Constitution of the Slovak Republic. Journal of Laws No. 460/1992.</p> <p>The Universal Declaration of Human Rights (UDHR) adopted by the United Nations in New York December 10, 1948. Law no. 245/2008 Coll. on education and training (Education Law) and on amendment and amendments. Law no. 597/2003 Coll. on financial mechanism of primary and high schools and schools facilities (school kitchen and dining rooms, centre of hobbies and leisure activities after school etc.) NR SR Act No. 317/2009 Coll. on teaching staff and professional staff from June 24, 2009.</p>
----------------------------	--

TASKS	
<p><b>Aims and Tasks of supporters</b> Principles/official guidelines (What are they supposed to do?)</p>	<p><i>Current state:</i> Although the Education Act allows children with special educational needs to attend mainstream primary schools, individual "integration" of children with disabilities is not formulated in the law as a priority, and is not expressly provided child's right to inclusive education. For this reason, even if the law allows integration (not inclusion) of children with disabilities, some statutory provision governs some obstacles which complain the access to mainstream schools. For example, the school director or upbringing counseling and prevention may decide that the integration is not in the interest of child (§ 29 par. 10 of Education Act nr. 245/2008) or the exercise of the rights inclusion of pupils with special educational needs can not be limited by the rights of other students who are participants in education process (§ 29 par.11 of Education Act nr. 245/2008).(1) Slovak experts on inclusive education agree, that there is not created adequate legislative and policy framework for inclusive education in Slovakia and there are many problems already neither in the integration process (nor in inclusion) in the practice. Experts, for example, indicate that the integration of children with special educational needs is extremely problematic because it takes place without allocation of sufficient material, financial and personal sources. There is a significant lack of physical accessibility of schools and methodological support for neither teachers, nor for school assistants. Since 2014, the Ministry of Education provides subsidies to cover applications for a school assistant, but this support is dependent on the school's application and, therefore, the decision of the school if this child with disabilities would be integrated in this school. It is also pointed out that the state ordered to school to ensure appropriate educational environment for children with disabilities in integration process, but without the proper definition of specific commitments. Schools can avoid this liability by reference, they do not have the resources to create an adequate learning environment. The burden of the decision so lies on the school, which can decide in two ways, that can result in undue loss - school can reject the child with disabilities or can adopt him/her, but without means needed for ensuring an adequate inclusive education system.(1) In terms of policy content of the National program of development of the living conditions of people with disabilities from 2014 - there is postulated the commitment of the Ministry of Education of Slovak Republic to ensure greater availability of individualized support for children with disabilities, in particular by raising the employment of school assistants, school psychologists and special pedagogs. However, the document does not include a timetable, it is called "continuous commitment", and that is a reason to fear that there will not be a proper implementation into reality and practice. It should also be pointed out that this policy is partial and does not address or solve the transformation of segregated education. For this purpose, there should be comprehensive national policies to change special education and gradual desegregation including concrete goals, responsibilities and deadlines so as to ensure inclusive education for all children, pupils and students at all levels. (1). In higher education and university studies for youth with disabilities, Statement no. 458/2012 of Ministry of Education of SR is a result of a longer development in this field, and it postulated the minimum rights of students with special needs, according to which establishing the level of contributions to universities based on the specific needs of students related to their disability. Although the Pilot projects for architectural access to higher education, building barriers is still a serious problem. There are continual absence of funding to remove barriers of the physical environment and the related low level of accessibility of the most notable exhibits at universities in the Bratislava region. The problem also remains as a significant lack of access to the information systems (ICT) of universities. One reason is the fact that those systems are not directly affected by decree 55/2014 on Standards for Public Administration Information Systems. Another reason is the lack of implementation of Law no. 131/2002 Z.z. the Higher Education Act, which in Section 100 paragraph. 1, which relates to the obligations of the university to ensure universal access academic environment as well as the Decree 458/2012 on minimum rights of students with special needs, that recognizes the rights of students with visual impairments to access to information and information systems with no barriers. (1) There is a lack of definition of inclusive kindergardens in national state projects. (2)</p>

	<p><i>Sources:</i></p> <ol style="list-style-type: none"> <li>1. Shadow Report on Implementation of UN CRPD in Slovakia (2015) (<a href="http://dohovor.nrozp.sk/dohovor/dohovor-osn-a-alternativna-sprava.html">http://dohovor.nrozp.sk/dohovor/dohovor-osn-a-alternativna-sprava.html</a>)</li> <li>2. NDS - Children of Slovakia Foundation (2012): Roundtable I.-III.: Children rights and right to inclusive education (recommendations). Internal materials.</li> </ol> <hr/> <p><i>Comments:</i></p> <p>Proposed recommendations by national experts for issues regarding UN CRPD, mostly from NGO sector (1):</p> <ul style="list-style-type: none"> <li>• to amend the Act. 245/2008 Z.z. on education and training (Education Law) as an explicit principle of inclusive education and the right of every child and pupil for inclusive education and it ensures the provision of reasonable accommodation, for example, a catalog of support measures.</li> <li>• to adopt a national policy of desegregation and transformation of special education with specific tasks, responsible bodies and a timetable to ensure the right to inclusive education for all children, pupils and students with disabilities at all levels of education in accordance with Art. 24 of the Convention.</li> <li>• to ensure adequate material, financial and personal resources and methodological support to primary and secondary schools were able in practice to ensure inclusive education for all children, pupils and students with disabilities.</li> <li>• to adopt a timetable for disclosure of architectural schools and school facilities.</li> <li>• to create a legislative and financial conditions for the accessibility of information systems of higher education for students with disabilities to remove barriers universities and the implementation of measures to ensure access to tertiary education.</li> </ul>
<p>Practical (What are they really doing?)</p>	<p><i>Current state:</i></p> <p>In Slovakia, we have a lots of disgusted teachers with burned-out syndrom (also because of a low salary for even usual education process). Most of them agree with segregation also in such places, where till now it has never been (announcement of Slovak Chamber of teachers to issue of integration of children with behavioural and learning disorders in 2014)! From our experience, but also from research in Slovakia, we know that approximately half of all teachers, regardless of the number of years of experience, education in special education and career positions, has negative attitude to the inclusion. It can be assumed even greater disagreement intact parents of students who are to be classmates of pupils with disabilities since it presumes to neglect their children at the expense of children with disabilities or disruption of the change.(1)</p> <p>Research (2), based on 317 Slovak kindergardens directors, teachers and school assistants was conducted to map factors influencing successful inclusion by questionnaire based on their own observation the inclusion process in their kindergardens in 2014. Research findings pointed out 7 important factors which are prerequisites for successful inclusion in Slovak kindergarden (2):</p> <ol style="list-style-type: none"> <li>1. Kindergarden` school climate - active creatio of positive atmosphere and environment (educational, social, cultural) rich in incentives.</li> <li>2. Professional employees (medical educator, social educator, special educator) in kindergarden - comprehensive pedagogical care for all children placed in kindergarden.</li> <li>3. School assistant - help and support for individual integration of a “different” child placed in kindergarden.</li> <li>4. Public education on inclusion - education of parents, including the subject of inclusive education into all education faculty programmes, practical courses on inclusive procedures, continuous and special supervisions for all kindergarden` staff, guidebooks for teachers, lifelong learning of teachers in kindergarden, promotion of inclusion and making the information clearer and available, for examplly in the media.</li> <li>5. Social network in catchment area - initiative involvement of representatitves of local governments and specialized and voluntary institutions on common activities in rural and urban areas, etc.</li> <li>6. Increase in state budget - financial security for “inclusive kindergarden” (higher salaries for employees, technical equipment, aids, etc.) which are necessary for increasing quality of education of children towards an active lifestyle when they become adults.</li> </ol>

7. Participative awareness of the community and society - within broader surroundings, in the catchment area of kindergardens, representatives of local governemnts, police, church, schools, civil associations and NGOs, private entrepreneurs and business sector should create a social environment which makes growth in potential criminality of children and youth impossible, tries to establish morally and spiritually valuable environment where, as one of the research participants said “love, understanding, respect, patience, encouraging children, partner relationship, chils = person” comes first.

*Sources:*

1. Gabarík, M.: (2016) Special-pedagogical consultancy. In: Management of school in the practice. (<http://www.direktor.sk/sk/casopis/manazment-skoly-v-praxi/2016/6-2016>)
2. Janoško, P., Neslušánová, S (2013): Schools with an Inclusive Climate (<https://www.european-agency.org/news/promoting-an-inclusive-climate-in-slovakian-schools>)
3. school asistants of children with disabilities in Elementary School, Šamorín and experts from NGO on inclusive education for children with disabilities - Ing. Pavel Mat'ko, Ing. Renata Mat'ková ([matko.pavel@gmail.com](mailto:matko.pavel@gmail.com), [renatamatkova@gmail.com](mailto:renatamatkova@gmail.com))

*Comments:*

The overall attitude of teachers and directors of school to inclusive education is not very positive. But only recently happened, that parents of child with disabilities weren't satisfied with the school assistancy services of school in Šamorín and asked state inspection for control. When they came, inspection was very satisfied with the work of one concrete school assistant and said to director of school, how this school asistant was exemplary model of school assistant, so director and management of school was so happy, that it become to announce also in news, municipality board, in teachers meetings etc., how important and useful inclusive education is. This is natural way, how ministry and state methodological centres could help to improve positive attitude of schools and teachers to inclusive education from top to bottom (3).

<p><b>Access to information</b> (Which information they get?)</p>	<p><i>Current state:</i> Based on an employment contract, the work content - direct and indirect activities with a student (at overloading there is a risk of burnout). If the school management is expected to help assist with record keeping, it is necessary to lead a detailed diary of work with pupils. School assistant should be aware of all devices available to the student, but also he/she is involved in the production process of the others learning devices - it is too late, if it finds to lack in teaching process, that some learning device is already missing. Any leak of sensitive information about pupil, which are school assistant receiving during his/her work with pupil, may be prevent by the signing of a confidentiality(1). The majority population, including schools don` t have any information about inclusive education and its benefits for other children (eg. the development of life skills, tolerance to a diversity) and examples of good practice, so there is no common will to move towards inclusive education.(2) In the case of disabled children there is missing links and continuity between kindergardens and primary schools as well as between primary and secondary schools. There is insufficient awareness among the various levels of education, which is necessary especially for children with special needs. (2). Directors often even parents do not know about the possibilities (3). Mom of a child with autism says that they find the current school assistant for their son alone by themselves (and she works in school as a personal assistant of their son) on the recommendation of staff of Andreas NGO, including providing expert advice for people with autism spectrum disorders. She is now his third assistant, the first two were students of the faculty of education. They participated in education process with the authorization of the school director and teachers directions: <i>"Of course, their activities have paid us as the parents without any contribution. Handling the social contribution we gave up immidiately at the beginning, because all the medical reports and statements of experts needed to be in the current form. Our welfare system does not know about how often and how disgusting it is for these kids to be tested by strangers. Just to illustrate: the determination of the actual diagnosis took four hours lasting investigations of four different doctors as there are some simple child only as "pigeonholed" moreover, in the amount of autism spectrum disorders."</i> After several years of successful cooperation between teachers and school assistants director of this school decided to apply for a position of school assistants and was sucessfull <i>"for our son it was very important that the allocated job of school assistant was occupied by our personal assistant. I must at this point really highlight the invaluable cooperation, assistance and understanding of director as well as teacher and the other non-teaching staff of the school, and indeed of this school assistant, and her predecessors."</i> Help of school assistant is, based on experience in the practice, benefit not only for the teaching process but also in the usual communication with the school because one of the features of "autistic" attention deficit disorder, there are many communication problems, e. g. her son forget or disregard of preset schedules more assigned tasks is unable to process. Hence the need for close communication with parents exceed the capacities of the pupils' contact books or workbook. <i>"As a parent I meet not only with parents of disabled children similar to my son, as well as children with attention deficit disorder or learning difficulties (dysgraphia, dyslexia, etc.). I would argue that many parents nor school principals do not know about this option. Even if they know they probably discourages the amount of unnecessary bureacracy, but also the fact that appropriate school assistants, so to speak, don` t grow on trees and they do not know where to look for them,"</i> stressed her experience from the practice a mum of child with autism. (3)</p> <hr/> <p><i>Sources:</i> 1. Bodis, M. (2014): School Assistant: His/her tasks and your tasks. Raabe conference for teachers. (<a href="https://raabe.flox.sk/files/raabe-konferencie/skola-2014-2015/mbodis-asistent-ucitel-a-pre-ziakov-so-zdravotnym-znevychodnenim.pdf">https://raabe.flox.sk/files/raabe-konferencie/skola-2014-2015/mbodis-asistent-ucitel-a-pre-ziakov-so-zdravotnym-znevychodnenim.pdf</a>)</p>
---	---

	<p>2. NDS - Children of Slovakia Foundation (2012): Roundtable I.-III.: Children rights and right to inclusive education (recommendations). Internal materials.</p> <p>3. Šarmírová, M. (2016): School Assistant is requested and needed piece of pedagogical process. In Teacher`s News. (<a href="http://www.ucn.sk/ucitelia/asistent-ucitela-je-ziadanou-a-potrebnou-sucastou-pedagogickeho-procesu/">http://www.ucn.sk/ucitelia/asistent-ucitela-je-ziadanou-a-potrebnou-sucastou-pedagogickeho-procesu/</a>)</p> <hr/> <p><i>Comments:</i></p> <p>There is a need of greater awareness in favor of inclusive education. Slovak experts on inclusive education recommended to establish the web portal, where they can spread examples of good practice. Directors should have sufficient information on inclusive education, including the introduction of teachers and school assistants selection process and possibilities. It is also important that management of schools spread positive examples of the inclusive education.(2)</p>
<p><b>Hierarchy</b> (Who is the boss?)</p>	<p><i>Current state:</i></p> <p>Hierarchy of a school assistant at organisational and personal scheme at school is that he/she is a part of advisory bodies - Member of Pedagogical Board of School and Member of Methodological Association of School. The assistant should be an equal member of staff and should actively cooperate with teachers - important is the mutual exchange of information, definition of responsibilities and cooperation rules (set at the outset). The teacher should respect the assistant. Mutual meetings of school assistant and teacher should not be during breaks, they are designed to relax. School assistant should be informed of the progress of teaching in order to be prepared for the next continuing education process and lessons. The school assistant should be introduced to teachers and pupils and his/her role should be clearly explained to them. Between school staff there should be any official identified mentor, who should act as adviser for school assistants. School assistant must not assume the role of a teacher even if the teacher can not cope, can not repair the teacher (possible to highlight the mistake in private) and do not solve any conflicts or negatives before pupils. School assistant must be careful not to disturb teaching process. He/she should prevent such behaviour, which could develop feeling of teacher to be controlled or mentored. Problems with authority may arise in the competition for the favor of students. The teacher must not doubt the presence of a school assistant in the classroom. Problems arise when the assistant is too passive (not prepared at the lectures, waiting for instructions etc.), but also if he/she is very active, so balance is needed to find. Communication in between the teacher and the school assistant should not stagnate - that school assistant is not sitting with a student separately, but together to work towards the inclusion of pupils in class work. School assistant, teacher and parents should find the right degree of assistance (1). The role of school assistant is not a precise defined and this lack of legal statement represents, among other things, the feeling of teacher that school assistant controls his/her work, and this may cause rejection of school assistants by teachers. (2)</p> <hr/> <p><i>Sources:</i></p> <p>1. Bodis, M. (2014): School Assistant: His/her tasks and your tasks. Raabe conference for teachers. (<a href="https://raabe.flox.sk/files/raabe-konferencie/skola-2014-2015/mbodis-asistent-ucitela-pre-ziakov-so-zdravotnym-znevyhodnenim.pdf">https://raabe.flox.sk/files/raabe-konferencie/skola-2014-2015/mbodis-asistent-ucitela-pre-ziakov-so-zdravotnym-znevyhodnenim.pdf</a>)</p> <p>2. NDS - Children of Slovakia Foundation (2012): Roundtable I.-III.: Children rights and right to inclusive education (recommendations). Internal materials.</p> <hr/> <p><i>Comments:</i></p>

JOB SITUATION	
<p><b>Status and Responsibilities in educational systems</b> Formal</p>	<p><i>Current state:</i> Processed and adapted to the needs of kindergartens working with children from MRC by Act no. 245/2008 and Act no. 317/2009 - School assistant helps to overcome social of health barriers for a child and pupil, his/her job is determined by the school` director. The main activities are (1):</p> <ol style="list-style-type: none"> <li>1. In the educational process: <ol style="list-style-type: none"> <li>a) to interact with the teacher in the classroom and the teaching staff,</li> <li>b) to facilitate the adaptation of the child with special educational needs in the school environment or pre-school facility and helping him/her to overcome barriers that flow from the disabilities of the child or student.</li> <li>c) to co-organize activities for a child or pupil during the educational process in accordance with the instructions of the teacher,</li> <li>d) to conduct pedagogical supervision during breaks aimed at children and pupils with special educational needs,</li> <li>e) to assist in the preparation of learning tools.</li> </ol> </li> <li>2. In the leisure-time activities organized by the school or pre-school facilities: the direct line or assistance in leisure time activities (singing, music, dance, art, drama and other), organising and managing visits of historical and cultural monuments, social activities, sports events etc.</li> <li>3. In cooperation with the family: <ol style="list-style-type: none"> <li>a) Communication with parents (guardian) of the child or student on the process of education,</li> <li>b) to be familiar with the state of health of the child or student and his family environment.</li> </ol> </li> <li>4. In the field of educational activities - participation in educational events designed for teacher assistants organized by schools or other institutions accredited for this activity.</li> </ol> <hr/> <p><i>Sources:</i></p> <ol style="list-style-type: none"> <li>1. Ministry of Education of Slovak Republic (2003): Methodological tool for enrollement of profession called School Assistant to the education process of children with special educational needs in pre-school (kindergartens), primary (elementary) and special elementary education system. Nr. 184/2003 - 095, (<a href="http://www.predys.szm.com/mp_k_asistentom.rtf">www.predys.szm.com/mp_k_asistentom.rtf</a>)</li> <li>2. Sitková, D. (2015) Methodological and pedagogical center in Bratislava: Experiences of teachers in cooperation with school assistants at elementary educational system in primary schools. (<a href="http://mpc-edu.sk/shared/Web/OPSOSO%20XV.%20kolo%20vyzvy%20na%20poziciu%20Odborny%20poradca%20vo%20vzdelavani/15 OPS Sitkova%20Dasa%20-%20Skusenosti%20so%20spolupracou%20ucitela%20a%20pedagogickeho%20asistenta%20na%20primarnom%20stupni%20ZS.pdf">http://mpc-edu.sk/shared/Web/OPSOSO%20XV.%20kolo%20vyzvy%20na%20poziciu%20Odborny%20poradca%20vo%20vzdelavani/15 OPS Sitkova%20Dasa%20-%20Skusenosti%20so%20spolupracou%20ucitela%20a%20pedagogickeho%20asistenta%20na%20primarnom%20stupni%20ZS.pdf</a>)</li> <li>3. Kopčanová, D., Farkašová, E. (2015) VÚDPaP - Research Institute of Child Psychology and Pato-psychology: Handbook for School Assistant (focus on his/her possibilities in the mediation process at school) (<a href="http://www.vudpap.sk/sub/vudpap.sk/images/vystupyZkontraktov/2013/Metodicke_materialy/prirucka_asistenta_ucitela.pdf">http://www.vudpap.sk/sub/vudpap.sk/images/vystupyZkontraktov/2013/Metodicke_materialy/prirucka_asistenta_ucitela.pdf</a>)</li> <li>4. Klein, V., Sobinkovičová, E. (2013): Support of Inclusive model of Education for the needs of pre-primary stage of Educational system (<a href="http://www.npmrk2.sk/sites/default/files/IMV.pdf">http://www.npmrk2.sk/sites/default/files/IMV.pdf</a>)</li> </ol> <hr/> <p><i>Comments:</i> Help of school assistants directly in the learning process (2) is based mainly on an individual approach to students, not only to those with weaker school performance. Individual treatment can take place at different levels:</p> <ul style="list-style-type: none"> <li>- Situation (assistance at a specific time and situation)</li> <li>- Adaptation (helping each student to develop according to his/her own abilities)</li> <li>- Complex (address that is "tailor-made" specific pupil).</li> </ul> <p>In his/her work school assistant should apply in particular pro-social educational style, which is characterized by the following educational principles (3):</p> <ul style="list-style-type: none"> <li>- to create the educational community from the class</li> <li>- to accept and receive the child as how he/she really is and to show friendship to him/her</li> </ul>



- to trust that children have positive qualities, especially pro-sociality
- to formulate the clear and feasible rules of the "game" to react on negative phenomena by peacefully reference to their consequences - induction
- to use encouraging as proven discipline tool
- to use benefits and punishments with caution
- to include parents into the educational process.

Extending professional obligations for school assistant working with children from marginalized Romas communities in kindergarden(4):

1. Every-day activities in a class at school:

School assistant should participate in the everyday ritual connected with the arrival of a child to class and leaving to home. It thus strengthens a sense of security for a child, because school assistant speaks his/her mother tongue, know Roma customs and culture and can better understand the mentality of a child. Together with Roma mother school assistant should inform the other parents about the life in kindergarden, about upcoming social activities for children and parents, should explain to parents each written notice from school etc. School assistant acts as cultural mediator between the expectations of kindergarden and Roma customs and traditions. School assistant should explain and help to become familiar children and their parents with the building surrounding, rules of coexistence, schedule of activities, rights and responsibilities and he/she should act as a representative and defender of the Roma culture. School assistant could support Roma culture by music, singing, dancing, speaking (reading) fairy tales in the Roma and Slovak language, speaking Roma stories, history, showcasing of traditional crafts, arts, holidays, customs and so on. School assistant ensures bilingualism in the classroom, and if it necessary he/she help better understanding in between the teacher and the child and other children, what can help to learn the Slovak language better. He/she informs teachers about some of the specific terms used by Roma in marking time and space in their mother tongue. School assistant should participate in the preparation of written information for parents and effective mediation of this information to them. Teacher should discuss with the school assistant the effective ways of publicity, respectively its optimal form given to Roma parents in accordance with their mentality. It is important that teachers plan activities together with the teachers and school assistants to plan and respect their ideas and opinions. School assistant can during the day to carry out the following specific activities:

- Morning getting together of all children: communication with parents, receiving of child into school, early filter of emotions etc.
- Games and playing activities: individual approach to children, as appropriate, fixation of acquired knowledge and skills of children, if necessary, in the Roma language.
- Physical and relaxation exercises: Help children dressing up for the exercise, environmental modifications, help children individually by teacher requirements, repeat motion games (never practice it alone, only repeat).
- Targeted training activity: Preparation of tools, individual approach to children as needed, interpretation to the Roma language on demand of teacher, managing some educational activities under the supervision and after the consideration of teacher - e.g. Roma singing songs, reading of Roma fairy tales, etc.
- Stay outside - going out with children from school - assistance in dressing and putting on shoes, supervision etc.
- Activities providing lifestyle: School assistant can oversee to the correct procedure during washing children, use of toilets, help in acquiring hygiene habits, explaining everything in Roma language. While dining he/she helps with self-servicing the needs of children.

2. Every-day activities with Roma families of children:

School assistant helps parents when logging the child in kindergarden, explaining to them their rights and obligations. It is also characterized by other parents about the importance of institutional pre-school education for child development and acts as a "field workers" in other forms of preparing children for school. It provides assistance to parents and to prepare for enrollment of children in primary school. Its irreplaceable role in communicating with parents who irregularly to send their children to kindergarden (family visits, feeding children in kindergarden and removal of stores, etc.).

	<p>School assistant acts as a mediator between kindergarten and family, conveys parents' expectations, their opinions and needs for education of children participating in the preparation of cultural events and helps with inclusions of children and parents in the life of the Marginalised Roma Community kindergarten. Roma children serves as a positive example, as it takes a certain position and enjoys the respect of others. He/ she shows to Roma community that it is possible to work with non-Roma colleagues and maintain the Roma identity and help to overcome intolerance and prejudice. Assistant teacher must maintain good relations of partnership and trust with mainly Romany mothers to ensure the functioning of the family and development of their children. Assistant works with mothers not only in kindergarten classes, but also in planning and organizing the afternoon (and after school) activities for parents and children. It helps them overcome any initial difficulties in adapting the child to kindergarten, explain the methods of communication with the teaching staff, specifications of class and schoolmates. School assistant helps to Roma mothers in the dissemination of knowledge and skills that they can learn in seminars, which may be organized for them. Success of the school assistant in kindergarten depends on the quality of relationships in the school and a sense of usefulness by alone assistant.</p>
--	--

Informal	<p><b>Current state:</b>  The work of school assistants is far from being just a help for individual pupil with disabilities during lesson in their work in class. And this help takes many forms, depending on the needs of each pupil and also a particular subject. <i>"In practice, it seems that e.g. in Slovak language lesson I am sitting with one pupil in the classroom, at mathematics lessons I alternately devote to more pupils with disabilities who need my help and on some subjects I am again sitting outside of pupils in the corner of the class and just monitoring whether all pupils perceive interpretation of the teacher, if they don't lost their attention and thoughts and if they can managed to understand the topic being acquired. During breaks, each of the boys finds their ways to relax. Sometimes they need to completely "turn off" and go deeper into themselves (to take their introversial time), sometimes they together talk about their favorite topics or together playing any games. Equally, however, they have the opportunity to reach me if they need something to confide with, or just "talk to me". I'm with them almost all the time"</i> explain school assistant the approach of her work, which highlighted that the background for the successful work of school assistant is the quality of cooperation and mutual trust between teachers, parents, pupils and school assistants. More than theoretical pedagogical education help to school assistat the mentoring of an experienced special educator in the form of a class teacher. (1)  Manytimes it happens in the practice, that people mixed the personal and school assistant. The difference between personal assistants and teaching assistants lies in the content of work, the qualifications required for the job and also in their funding. <i>"Personal Assistant, already by name, helps with the personal needs of the individual - child or adult, who is severely disabled. Areas of assistance defined by law as mobility and orientation, communication and self-servicing. Personal Assistant is not thus directly involved into the education of pupils and he/she is not obligated or required to have any particular qualifcations. Assessing and financing of personal assistance is the responsibility of the State Labor Office "</i> explained again school assistant from the practice. School assistant who is directly involved into the educational process, must have also pedagogical education. Financing of school assistants is the responsibility of the Ministry of Education, Science, Research and Sport. The school assistant is assigned to concreate teacher and not to particular pupil, for the concreate school. <i>"In the practice, Slovak schools often meet with a third form of assistance, and that is student assistant who is paid by the pupils' parents. If the school receives allocations for school assistants for pupils with special educational need and the student does not meet the conditions for allocation of a personal assistant, while this pupil needs the school asistant for his/her non-compliated educational and social inclusion (and his/her parents can financially afford it), school assistant coud work also with this concreate pupil with the agreement the director and class teacher in the classroom aleo such his/her school assistant"</i> added opportunities to help pupils school assistant from the practice.(1)</p> <hr/> <p><b>Sources:</b>  1. Šarmírová, M. (2016): School Assistant is requested and needed piece of pedagogical process. In Teacher`s News. (<a href="http://www.ucn.sk/ucitelia/asistent-ucitela-je-ziadanou-a-potrebnou-sucastou-pedagogickeho-procesu/">http://www.ucn.sk/ucitelia/asistent-ucitela-je-ziadanou-a-potrebnou-sucastou-pedagogickeho-procesu/</a>)  2. Bodis, M. (2014): School Assistant: His/her tasks and your tasks. Raabe conference for teachers. (<a href="https://raabe.flox.sk/files/raabe-konferencie/skola-2014-2015/mbodis-asistent-ucitela-pre-ziakov-so-zdravotnym-znevyhodnenim.pdf">https://raabe.flox.sk/files/raabe-konferencie/skola-2014-2015/mbodis-asistent-ucitela-pre-ziakov-so-zdravotnym-znevyhodnenim.pdf</a>)  3. Hapalová, M., Kriglerová E. (Člověk v tísní Slovensko - People in Need Slovakia, CVEK - Centre for Research of Etnicity and Culture) (2013): One step closer to inclusion (<a href="http://cvek.sk/en/one-step-closer-to-inclusion/">http://cvek.sk/en/one-step-closer-to-inclusion/</a>)</p> <hr/> <p><b>Comments:</b>  When some of school assistants are developed for professionals with higher quality in school assistancy to pupil with disabilities, they often leave in order to better rated job with higher salary and so pupil with disabilities is hardly getting used to a new school assistant (2).  There is still a problem for personal assistant to be with child with disabilities during lessons at school, because school directors are not very open to this alternative, although personal assistent is paid by parents. If this question we solve, more personal assistant could do a work of school assistant and inclusive education could be more widespread and become usual in practice by the most painful way for child with disabilities. (3)</p>
----------	---

<p><b>Continuing professional development</b> What are the chances for career development?</p>	<p><i>Current state:</i> Methodological Pedagogical Centre provides training of different levels. But there is no guarantee of the quality of such training.(1) On the faculties of education they are taught educational items, but do not teach the skills of how to deal with children with special needs.(1) There is absence of joint meetings of directors and teachers of schools that would be a suitable environment for the exchange of experience.(1) There is absence of award for progressive development of the schools for examples of good practice, dissemination of new learned skills and widespreading an efficient models into practice of other regions and schools. (1) We have no system of implementation of innovative approaches to teacher training and practice. (1) There are some trainings and methodological workshops on the various theme of inclusive education, organised mostly by state Methodological Centres, a few organised by Ministry of Education, very few from Universities (mostly pedagogical sciences), but there are not so often (1-2times per a year, lasting 1-5 days), but they are focused to the background of inclusive education, legislative and very basic information and mostly nothing new for the practice. Some of better methodological and practical developmental courses on these issues we can learn from seminars and workshops organised by NGOs, very well known and with the highest quality is courses of Czech NGO named RYTMUS, because they are also with practical examples (2).</p> <hr/> <p><i>Sources:</i> 1. NDS - Children of Slovakia Foundation (2012): Roundtable I.-III.: Children rights and right to inclusive education (recommendations). Internal materials. 2. school assistants of children with disabilities in Elementary School, Šamorín and experts from NGO on inclusive education for children with disabilities - Ing. Pavel Mat'ko, Ing. Renata Mat'ková (<a href="mailto:matko.pavel@gmail.com">matko.pavel@gmail.com</a>, <a href="mailto:renatamatkova@gmail.com">renatamatkova@gmail.com</a>)</p> <hr/> <p><i>Comments:</i> It requires a change in the overall paradigm in education (including curricula changes, changes in evaluation of school efficiency of children and teacher training) with two attributes: every child can develop its individual potential and together with the other. Curriculum (of new type of university studies) should include different levels of education, but there should be setting as follows: more professionals in a classroom, monitoring the educational progress of each child individually and for children to be learned together with others. To create a system of implementation of innovative approaches to teacher training and practice.(1) Legislative should anchor the concept of inclusive education, because the schools alone are not able to change themselves. And to develop a national strategy inclusive education. School assistant should have a well-defined role, which can contribute, ultimately, to change the attitude of teachers towards children with special needs. (1) The shift in the implementation of inclusive education would be achieved by engaging expert from NGOs, who already have well-tested innovative methodologies. (1) Training of teachers for inclusive education should be linked to education of supported professionals - social workers, school assistants, health workers etc. to gain a complex point of view on the needs of children with special needs.(1)</p>
--	---

<p>How are supporters supported to deal with the challenges of the job?</p>	<p><i>Current state:</i>  No matter how a parent chooses, it will not be for his child unhelpful - this is very sad situation of educational system in Slovakia for children with disabilities and their parents. That the choice or selection of "lesser evil". Advantages and disadvantages of integrated respectively. inclusive education compared to segregated in the literature in our conditions are already very well described.(1)  There is a shortage of special education teachers, who could be a school assistants in Slovakia.(2)</p> <hr/> <p><i>Sources:</i>  1. Gabarík, M.: (2016) Special-pedagogical consultancy. In: Management of school in the practice. (<a href="http://www.direktor.sk/sk/casopis/manazment-skoly-v-praxi/2016/6-2016">http://www.direktor.sk/sk/casopis/manazment-skoly-v-praxi/2016/6-2016</a>)  2. Hapalová, M., Kriglerová E. (Člověk v tísní Slovensko - People in Need Slovakia, CVEK - Centre for Research of Ethnicity and Culture) (2013): One step closer to inclusion (<a href="http://cvek.sk/en/one-step-closer-to-inclusion/">http://cvek.sk/en/one-step-closer-to-inclusion/</a>)  3. National Institute for Education - Mgr. Michaela Ujházyová, PhD., (<a href="mailto:michaela.Ujhazyova@statpedu.sk">michaela.Ujhazyova@statpedu.sk</a>), Ms Denisa Ďuranová (<a href="mailto:denisa.duranova@statpedu.sk">denisa.duranova@statpedu.sk</a>, +421 249 276 119)  4. Ministry of Education, Science, Research and Sport of the Slovak Republic - Ms Mária Tekelová (<a href="mailto:maria.tekelova@minedu.sk">maria.tekelova@minedu.sk</a>, +421 2 593 74 282)  5. teacher-special pedagog at Special Primary School in Hanušovce nad Topľou and also a board member of usual Primary school Mgr. Ľuboš Sopoliga (<a href="mailto:skola.sopoliga.l@gmail.com">skola.sopoliga.l@gmail.com</a>)  6. expert on inclusive education from NGO, focused on Roma children - Mgr. Mirka Hapalová (<a href="mailto:mirka.hapalova@gmail.com">mirka.hapalova@gmail.com</a>)</p> <hr/> <p><i>Comments:</i>  Mainstream schools should (1):  1. employ trained teachers to work in inclusive classroom or help to educate in continuing education for those who are already employed as teachers at schools.  2. to ensure the individual needs of pupils with disabilities or developmental disorder by material and space reasonable accomodation  3. to reduce the number of pupils in classes, or increase the number of teachers.  Most Slovak authors report a relatively homogeneous class as the advantages of special schools. It is questionable about how the homogeneity in this context is possible to talk about. Homogeneity of the class can be read from different perspectives - intellectual level, type and degree of disability, the primary communication system for mediating the curriculum etc. against all criteria remains the relative homogeneity level. We think that this advantage is more advantage for the teacher as for the pupil in reality. In the philosophy of inclusive education it is precisely the diversity of benefits. Changes in social acceptance as a prerequisite for its implementation is needed. This assumption is the least accessible and its achievement is only possible in the long term. Change such inclusive education should prior to its introductory acceptance by teachers, parents (not just children with disabilities), local authorities, educational institutions providing undergraduate and post-graduate training for teachers, the government and individual ministries. Each part of the company should then its share of participating in the implementation and refinement of this change. (1)  The National action plan for education and pedagogic system in Slovakia is now evolving and inclusive education is a priority. Most of schools declare that they have inclusive education, but we know, that in reality it is hardly to named it neither integration nor inclusion. Moreover inclusive education is not included into Slovak legislation. So if there is no legislation, nothing for official development, if it doesn`t exist and it is real problem, because we are aware of need and all positives of inclusive education. (3).  There is already working group of external independent experts, managed by State Institute of educational policy, who are already preparing National action plan. It is ordered by Ministry of Education of SR and inclusive education is our high priority in it. But there is more influences, what caused negative effects on development of inclusive education - positive effect is e.g. there are in first call of structural EU funds opened by Ministry of Education of SR focused on inclusive education at all primary school in Slovakia and each primary school could apply for wages of school assistants many times more than "specific" financial grant from state. But negative effect is, that EU fund is limited for Bratislava region and regions with higher poverty is prioritized (and especially there is a problem with higher quality of school assitancy as regards higher qualification of school asistants, as well as more and higher quality experiences in practice - 5). Those other regions have more Roma children and children from families in</p>
---	---

	<p>social crises, so by this way they are prioritised more in comparisson with children with disabilities, who have other specifics in inclusive education than Roma children or children from families threatened by social exclusion. And inclusive education should help to children with special educational problems in general, not to support the diffrences in between specific groups of children who all need our help through inclusive education. (4)</p> <p>There is total absence of continuing proces of interlinked services in inclusive education in Slovakia. Almost no early intervention for children with disabilities (only 2 years ago was first centre of early intervention established), no interconnection from kindergarden through primary and secondary school (from 1,6 thousands of school assistant only 88 are at highschool and no one at university), no cooperation with social and supported services for people with disabilities or Romas or immigrants or any other people in need! No connection of school assistancy with employment services, neither career counselling for majority (is totaly in bad state also for healty majority), no evaluation of school efficiency at preparation of their graduates for entering the labour market (no benchmarking, just nothing, State labour office and employment policy failed not only with people with disabilities, also in their primary function at cross-resort cooperation - education and employment services). No reserach of effective models. Terrain social workers or psychologist or other human science graduates are not educated or oriented to inclusive education, they have only a few information and they are not oriented by Ministry of Family, Social Affairs and Employment of Slovak Republic to get to know more abou it and its interconnection to other aspects of life quality for children with special educational needs. (6)</p>
<p><b>Job security and career progressive description/profile of workforce</b>          Equality profile (gender, impairment, age, ethnicity, migrant status)</p>	<p><i>Current state:</i>          Mostly there are women in job position of school asistants, a lot of them are with no pedagogical practice before entering this job, no pedagogical qualification, which they are just additional studying. (1)          The statistics for the 2016 is like this: From 116 school assistants of kindergardens were 113 women. From 1728 school assistants of primary school were 1543 women. From 88 school assistants of high schools were 76 women. And from 744 school assistants of Special primary schools were 667 women. (2)</p> <hr/> <p><i>Sources:</i>          1. school asistants of children with disabilities in Elementary School, Šamorín and experts from NGO on inclusive education for children with disabilities - Ing. Pavel Mat'ko, Ing. Renata Mat'ková (<a href="mailto:mat'ko.pavel@gmail.com">mat'ko.pavel@gmail.com</a>, <a href="mailto:renatamatkova@gmail.com">renatamatkova@gmail.com</a>)          2. Slovak centre of scientific and technical information - Support of science, research and development, inovation and education, Agency of Ministry of Education, Science, Research and Sport of the Slovak Republic, Dept. of Statistics - Mgr. Čabalová (<a href="mailto:jana.cabalova@cvtisr.sk">jana.cabalova@cvtisr.sk</a>, + 421 2 69295621)          3. teacher-special pedagog at Special Primary School in Hanušovce nad Topľou and also a board member of usual Primary school - Mgr. Ľuboš Sopoliga (<a href="mailto:skola.sopoliga.l@gmail.com">skola.sopoliga.l@gmail.com</a>)</p> <hr/> <p><i>Comments:</i></p>

<p>Contra ctual situati on</p>	<p><i>Current state:</i> There are mostly part-time jobs or full-time jobs, mostly not permanent, but only some concrete period (mostly for 1 year) as they were used to receive granting for school assistants in the past, but it depends on school` director, if he/she will take the risk, they will not receive any continuous granting for the next year (half year from september till december is not already covered, if they just starting with application process for school assistants for the first time). (1). We have no national statistics about this issues. If someone would like to know this, he/she must to call to each of school employing school assistant in Slovakia and ask individually. (2)</p> <hr/> <p><i>Sources:</i> 1. school assistants of children with disabilities in Elementary School, Šamorín and experts from NGO on inclusive education for children with disabilities - Ing. Pavel Matko, Ing. Renata Matková (<a href="mailto:matko.pavel@gmail.com">matko.pavel@gmail.com</a>, <a href="mailto:renatamatkova@gmail.com">renatamatkova@gmail.com</a>) 2. Slovak centre of scientific and technical information - Support of science, research and development, innovation and education, Agency of Ministry of Education, Science, Research and Sport of the Slovak Republic, Dept. of Statistics - Mgr. Čabalová (<a href="mailto:jana.cabalova@cvtisr.sk">jana.cabalova@cvtisr.sk</a>, + 421 2 69295621)</p> <hr/> <p><i>Comments:</i></p>
--	---