# INCLUSION IN HIGHER EDUCATION IN THE SLOVAK REPUBLIC

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Abstract: The presented article deals with the current state of inclusion at universities in Slovakia. It describes the situation at the selected university in terms of support and help provided for students with specific needs. It also explains the role of the Support Centre for Students with Specific Needs, focusing on specifying the problems and difficulties of these students. University support centres are one of the tools for more effective implementation of inclusion in the environment of higher education institutions. At the same time authors of the presented article outline possibilities for improving the current situation with concrete recommendations to the practice.

Keywords: higher education, inclusion, student support centres, students with specific needs, universities

## 1 Inclusion in Higher Education

The issue of access to quality education is crucial because, despite all the problems that schools face today, education is still seen as a gateway to a better life. To close the gap between the intact and disadvantaged part of the population, Europe is beginning to look for an optimal model of education that increases the chances of all people for quality education. In international discourse, the term inclusive education is appearing more and more often, and with it the belief that this model is a path to social inclusion. Slovakia also subscribed to these ideas by promising to improve access to education for all and in any reform steps by ratifying documents and gaining membership in the European Agency for Special Needs Education in 2012 will ensure the consistent application of the principles of inclusion in education. Despite all the declarations, the issue of inclusive education is nowadays a more attractive topic for the professional public than the reality of our schools. The proof is many current articles, publications, or projects, in the title of which this key concept resonates.

Although interest in the issue is rising, it cannot be said that there is a consensus in Slovakia on the nature, significance, need or feasibility of inclusive education. Probably that is why there has been no declared political demand for inclusive education. However, although there are some references, they are more the result of political imports from transnational and international groupings. The country's readiness for inclusive education is determined by the extent to which these values are considered a real goal. Education in Slovak society is a recognized value, strengthens a person's chances in life and opens the way to society and work. Inclusive education is generally considered to be an effective tool for social inclusion. This conviction is also declared in the press release from the conference "Assumptions of Inclusive Education in Slovakia", organized in 2011 by the Office of the Government of the Slovak Republic together with NGOs Amnesty International Slovakia, People in Need Slovakia, and the Institute for Well-Governed Society. Its content resonates the view that the result of inclusive education is full integration - that is, the inclusion of everyone in social and cultural life.

The idea of inclusion in pedagogical thinking is the result of postmodernism. Socialization processes are directed towards the idea that a child as a social actor with his own culture transforms it by his actions. We currently encounter the terms inclusive education and inclusive school often, but we must state that Slovak education is often in the practical implementation of inclusion only in the beginning. In the publication by Booth and Ainscow (2002) "Index for inclusion", the authors pointed out a narrow perception of the problem. As mentioned by the authors, inclusion is a higher degree of integration and does not only apply to certain specific groups of pupils and students. Inclusion focuses on all students who are in the process of education. The most important principles of inclusion are considered ethical principles

as humanity, extraordinary, in which case the welfare of each other, and about the welfare of others, and unknown (Seidler, Beliková, Dufeková, 2013). An inclusive approach to education is characterized by respecting the rights of all people to quality education, with an emphasis on breaking down barriers at school. The main task is to ensure equal opportunities through effective and support services (Bagalová, Bizíková, Fatulová, 2015). The main idea of inclusion is for individuals with disabilities to be able to be educated in the schools they would go to if they were not disabled, and for them to be able to participate in social activities in the same way as the intact population. Inclusion rejects any breakdowns. It seeks to unify, homogenize the environment. Inclusion focuses on reducing all exclusive pressures in society's education, thus ensuring a dynamic relationship between inclusion and exclusion and seeks to reduce exclusion from the majority community to increase participation in educational and cultural opportunities. It is a never-ending process towards the ideal, where the goal is to remove all exclusionary pressures within education and society (Booth, 2003, In: Richards, 2010). Today's meaning of a word inclusion is often used as phrase or term by universities in many countries to highlight ongoing efforts to rectify the problems that are linked to students with specific needs, non-academic staff, and academic staff (Wolbring, Lillywhite, 2021). The management of commitments by higher education institutions to inclusion presents significant challenges. This creates the challenge as to how universities may articulate and act on commitments which go beyond formal inclusion, and which may be expected to build a culture of a real inclusion (Scott, 2020). For inclusion to be successful, it is important that it meets several conditions.

According to Anderlik (2014), it is essential that all stakeholders have the same goal and try to achieve it. In the idea, she emphasizes the need of teamwork for the resulting effect to be positive. According to Horňák (2014, In: Janoško, 2017), in an inclusive institution, everyone is considered equal; dependent on the society for his development, a full member of the society regardless of his performance and full in the right to participate and non-exclusion from the society. Full inclusion should be a strategy according to which every student with a disability, regardless of the type and degree of disability, should receive the education he deserves (Westwood, 2018). Inclusion, like integration, in the Slovak educational context is associated with understanding the differences and diversity between students. Inclusive education builds on these differences. One of the most vulnerable groups of students facing problems and limited opportunities to obtain a university degree is students with specific needs. The quality of life of every single person is also affected by the quality and level of their education. Education is one of the most important values in life. It is a condition for the best possible social and professional employment of the individual. It is also a prerequisite for the natural provision of living needs and the accessibility of areas of public and cultural life.

An inclusive university should be an open and welcoming environment with staff and students, all of whom share and spread inclusive philosophy (Šámalová, 2016). The goal of inclusive higher education is to enable students with specific needs to strengthen and develop their strengths and talents as much as possible. However, inclusive education requires special support not only for students but also for teachers who teach these students. This means the use of a wide range of support measures and aids (Sender, 2021). In addition, it is also necessary to know and implement special pedagogical methods and support services in teaching. These services include the area of educational as well as psychological or social support, ensuring the possibility to use the most modern ICT tools and technologies for the disabled and the presence of a barrier-free

environment (Lopúchová, 2016). According to the European Agency for Development in Special Educational Needs (2012) given the importance of inclusive education as well as the measures that should be taken to ensure positive approaches to diversity and to increase the capacity of education systems and schools to meet the needs of all pupils and students in mainstream regular schools, there are still many ambiguities. Therefore, for the right to equal education for all to become a reality, according to UNESCO, it must be ensured that all and students have access to quality education. According to several authors and declarations of organizations (Bagalová, Bizíková, Fatulová and others), inclusive education is considered a value implemented in practice so that every student feels respected and at the same time it is important to unconditionally accept all, not just specific groups. Therefore, heterogeneity should be perceived as a normality and school or university as a place where there is no division into those who have or do not have specific needs. It should be emphasized that we do not work inclusively in Slovakia. The thinking and reality of school and university practice is still at the level of integration. The inclusion model is still an idea that most schools want to achieve. When adopting the model of inclusive education, all stakeholders must identify only with this model, its idea, visions, and implementation in a unified way. Inclusive education is currently perceived as one of the factors that realizes social and human ideas leading to democratic social justice. Social justice is based on equal opportunities for all. Opportunity for education, health, and work. As a result, solidarity is being created for all those who have been excluded from the social community system in the past. The aim of inclusion is not to adapt the existing community to the model of integration, but to include all individuals in society as they are.

The quest for inclusive education is likely to continue for a long time, but the question is how fast it will be and what its future will be. The process of institutionalizing the care of people with disabilities has lasted for over 200 years, since the beginning of the 18th century, when the first institutions were established in Europe, and led to the gradual segregation or selection of people with disabilities and social disadvantages. Lechta (2010) emphasizes: "If then the institutionalization (which can be understood as a counter-process to inclusion) lasted so long, it should be borne in mind that the opposite inclusive trend cannot be short-lived and all hasty and ill-considered solutions would work counterproductively ". Just as institutionalization was a long-term process, so will be the process of inclusion. Among the arguments for promoting inclusive education, some authors state that if a given society promotes social integration or inclusion as such, there is no place for segregated education in this society. Others state that the essence of society exists from the fact that state educational institutions guarantee all equal opportunities for children. Some authors even state among the arguments in favour of integration that justification of integration and inclusion is not necessary, but justification of segregation is required (Seidler, Kurincová, 2005).

**1.1 Legislative and legal norms related to inclusive higher education in Slovakia**

One of the obligations arising from the European standard of university education, to which the Slovakia in recent years subscribes, is to ensure equal participation of students with specific needs. Unlike previous grades of education, there are no "special" colleges in Slovakia that are directly targeted and fully adapted to students with specific needs. Studying at the university then is only possible in the form of individual or group integration, now inclusion.

In Slovakia, inclusion in education is officially covered by several legal regulations, specifically in the Constitution of the Slovak Republic (Articles 38, 42), in the Act of the National Council of the Slovak Republic No. 245/2008 Coll. on Education (School Act); in the Decree of the Ministry of Education of the Slovak Republic No. 325/2008 Coll. On School Facilities for Educational Counselling and Prevention; in the Model Statute of Special Pedagogical Counselling Facilities

approved by the Ministry of Education of the Slovak Republic under No. 382/1999-44 on 21 December 1999. Act of the National Council of the Slovak Republic no. 365/2004 Coll. on Equal Treatment in Certain Areas and on Protection against Discrimination (Anti-Discrimination Act) states that compliance with the principle of equal treatment consists in prohibiting discrimination also on the grounds of disability. Adherence to the principle of equal treatment also consists in taking measures to protect against discrimination. Paragraph 3 states that everyone is obliged to observe the principle of equal treatment, accordingly in education. However, a key moment in the development of inclusive education was the adoption of the 2006 UN Convention on the Rights of People with Disabilities, which establishes the right of people with disabilities to be educated in an inclusive education system, committing states to transforming education and promoting inclusive education. In this document, the Parties recognize the right of persons with disabilities to education. To exercising this right without discrimination and based on equal opportunities, the Contracting Parties shall ensure an inclusive education system at all levels. It follows that such conditions must be ensured at universities as well, while respecting, protecting, fulfilling, and promoting the rights of people with disabilities. In tertiary education, only education with specific needs in the mainstream is available, which means creating conditions in which they will be able to develop their potential with significant special pedagogical support and the participation of a cooperating team of experts.

Since 2020, there is an inclusive approach in Slovakia, emphasized by the Ministry of Education, Science, Research and Sport of the Slovak Republic. For the first time in history, a separate Department of Inclusive Education was established at the Ministry of Education. The department declares that the state educational program must be pro-inclusive, built to accept the educational requirements of all children, pupils, and students without exception, as well as pupils and students with diverse needs, with disabilities, from socially disadvantaged backgrounds, foreigners, pupils and students of different nationalities, migrants or pupils and students with talent. Given that the provision of inclusive education is regionally very specific, it will require the cooperation of all stakeholders at different levels. Changes in some schools and school facilities are also necessary.

However, the goal of the Ministry of Education is to focus on the "path of the possible" - that is, to look for solutions as possible. At the same time, the Ministry of Education plans to incorporate the concept of inclusion and define it in the Education Act. With a view to implementing measures in the field of inclusive education as soon as possible, the Ministry identified in its document the Zero Action Plan Strategies for Inclusive Approaches in Education, which will be prioritized in 2021. These include desegregation of the education system, early and pre-school inclusion. age (0 - 7 years), inclusion of pupils in primary and secondary schools, support and personnel conditions of inclusion or special pedagogical support in education and counselling. Further steps for the long-term and strategic development of inclusive education in the Slovak Republic will be identified in the forthcoming Strategy for Inclusive Approaches in Education. The creation of a Comprehensive and Long-term Strategy with the First Action Plan for the period 2022 - 2024 is covered by the Ministry of Education in cooperation with other ministries and experts from practice. The Zero Action Plan is therefore the primary starting point for the rapid start of functional changes to increase inclusiveness in education. The Ministry wants to communicate inclusive steps intensively and transparently, so it is creating a regular online format "In a word with inclusion", in which questions, suggestions and comments from the public will be answered. We consider it necessary to clarify the classification of health disadvantages. In Slovakia, health disadvantage is divided into three areas.

1. a pupil or student with a disability (sensory, physical, multiple disabilities, medical, chronic, mental illnesses,

pervasive developmental and learning disabilities), referred to in a university setting as specific needs,

2. a pupil or student from a socially disadvantaged background,

3. a pupil or student with talent.

The group of students with specific needs includes applicants for study and students with disabilities and learning disabilities. A student with a disability is a student:

1. with a disability (visual, hearing, physical, physical, impaired communication, autism or other pervasive developmental disorders or multiple disabilities) which, in interaction with various barriers in the social environment, prevents equal student involvement with a disability into the educational process and achieving the desired results compared to a student without a disability.

2. with chronic illness, mental illness, and health impairment of short-term, long-term, or permanent nature, due to which it needs appropriate adjustments and support in education (Methodological Guideline for Creating Study Conditions for Students with Special Needs at Universities, 2015).

According to Act 131/2002 Coll. in Higher Education Institutions, we define specific needs in § 100 Support for Students and Applicants for Studies with Specific Needs of this Act. In the first point, it is emphasized that the university creates a generally accessible academic environment also by creating appropriate study conditions for students with specific needs without reducing the requirements for their study performance. A student with specific needs is a student:

a) with sensory, physical, and multiple disabilities,
b) with a chronic disease,
c) with health impairment,
d) with a mental illness,
e) with autism or other pervasive developmental disorders,
f) with learning disabilities.

## 2 The role of the Student Support Centre

Support for university students with disabilities is provided through various forms and institutions. Among the most frequent are the coordinator for students with specific needs, special pedagogical workplaces at universities, erudite teachers who master the appropriate educational strategies, various elements of accessibility, etc. Finally, the personal competencies of the student himself and his readiness to work and learn in a university environment are also important. Counselling and support services for students within the Student Centre CPU (SC) are as follows:

a) consulting activity,
b) advice on scholarships and student loans,
c) career counselling,
d) psychological counselling,
e) counselling and support for students with specific needs,
f) health counselling,
g) legal advice,
h) social counselling,
i) promoting job offers,
j) possibilities of volunteer and social activities,
k) promoting and organizing cultural, social, and sporting events

Counselling and support are mainly provided by the faculty coordinators. The coordinator is educated in psychological, social, pedagogical, or/and special pedagogical sciences. He provides professional and special pedagogical counselling also is the main guarantor of the student centre. The activity of the main coordinator consists of comprehensive information and counselling services for students with specific needs. He concerns the selection of an appropriate study program,

screening, and student registration. Academic support during the study is mainly focused on providing proposals for appropriate adjustments and provision of support services during the study and individual evaluation of the scope of support for students with specific needs, as well as assistance in providing interpreter services for the deaf students. Intervention and therapeutic services are aimed at addressing specific learning disabilities. Technical support is focused on providing suitable technical equipment, providing study literature in an accessible form, assistance in providing interpreter services for the deaf, aiding technologies according to the type of disability and the like.

Student Centre offers advice, counselling, and other services to the students. This centralized consultancy unit includes spiritual, financial, career, psychological, legal, and social counselling, health counselling and counselling and support for the students with specific needs. The services provided by Student Centre to the University Student Associations include the provision of public spaces, technical and material assistance and mentoring in organizing the university events and projects. It also provides information about a wide range of offers for the students, which include job offers, summer jobs, volunteering and social activities, social, cultural, sporting, and other events conducted at the individual workplaces/units at the university.

University of Constantine the Philosopher in Nitra (hereinafter CPU in Nitra) respects students, including students with specific needs. All students have all rights and obligations under Act no. 131/2002 Coll. on Higher Education Institutions and on Amendments to Certain Acts, as amended. CPU in Nitra with its statute, regulations and other regulations provides optimal conditions for the study of intact students and students with special needs. Centre for Support of Students with Specific Needs at Faculty of Education at CPU in Nitra offers:

a) the possibility of diagnosing study skills cognitive and perceptual areas,
b) counselling in the field of learning strategies, effective notes, and comprehension of the text (program I have it),
c) the possibility of developing thinking through the FIE program,
d) possibility of dynamic LPAD diagnostics,
e) consultations on the admission and administration of records of students with special needs,
f) help in the library when working with catalogues,
g) consultancy for the compilation of an individual schedule for the fulfilment of study obligations,
h) assistance in compiling and solving schedule actions,
i) recording notes from lectures and seminars,
j) scan and copy notes and textbooks,
k) counselling for teachers, for work with students,
l) help with audio recordings of lectures and seminars,
m) conversion of teaching texts into audio form,
n) equipment rental, assistive technology, and consultancy,
o) sign language interpretation,
p) counselling for teachers, for working with a blind student.

### 2.1 Description of students with specific needs at universities in Slovakia

The number of students with specific needs at universities has been on the rise since 2015. Data from the period before 2015 are not available, it is assumed that such a student appeared at almost every university in Slovakia, support and assistance were set individually through an individual study program. By analysing the descriptive method, we concluded that in the last two years, due to the pandemic situation, the number of registered students has stabilized from 2018/2019 to 2021/2022 (Graph 1). The slight decline in 2021/2022 was partly influenced by the distance studies at which universities have started since the declaration of a state of emergency in the Slovak Republic in March 2020. Not every student with specific needs managed the transition to online education.

*Graph1: The number of students with specific needs at universities in Slovakia*
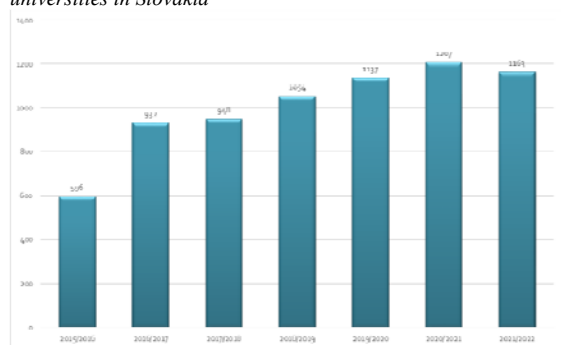


Source: Author´s own work.

Analysing the following graph (Graph 2), we notice that the number of registered students with special needs at CPU in Nitra is stable, it has had a growing tendency since 2015. The year 2021, as mentioned above, was more demanding for students due to the transition from full-time teaching to distance learning, which was reflected in a lower number of students with special needs. Many students have interrupted their studies or dropped out of university for a variety of reasons. The most common reasons include mental or psychological problems, problems of a physical nature (absence of a quality connection, few computers in a multi-member household, economic reasons) and increased study complexity.

*Graph 2: The number of students with specific needs at CPU in Nitra*
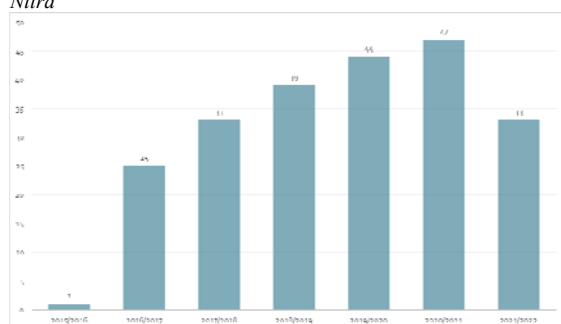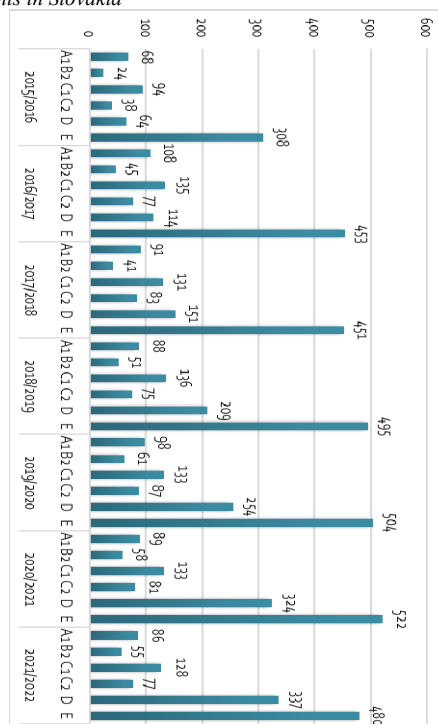


Source: Author´s own work.

*Table 1: Categorization and definition of specific needs*

| Group | Code and definition |
|---|---|
| A1 | 1 – blind student<br>2 – visually impaired student |
| B2 | 3 – deaf student<br>4 – student with hearing impairment |
| C1 | 5 – student with lower limb disability |
| C2 | 6 – student with upper limb disability |
| D | 10 – student with autism or other pervasive developmental disorders<br>11 – student with learning disabilities |
| E | 7 – student with a chronical illness<br>8 – student with a health disability<br>9 – student with mental illness |

Source: Author´s own work.

The categorization of specific needs is based on the Decree on the Minimum Requirements of a Student with Specific Needs at a University 458/2012 Coll. By analysing the categorization of specific needs and the number of registered students (Graphs 3, 4 and 5), we concluded that over the years, the groups of some categories represented are stable and other categories of specific needs are very variable. It is a natural phenomenon establishing society and human demographic evolution.
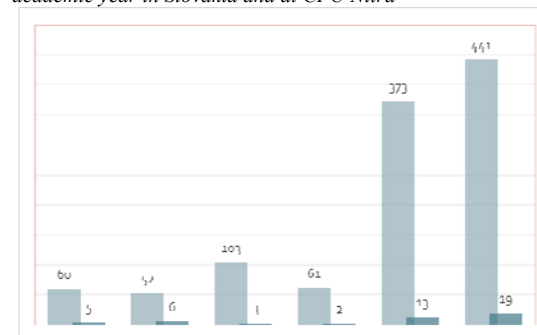
*Graph 3: Categorization of specific needs and number of students in Slovakia*
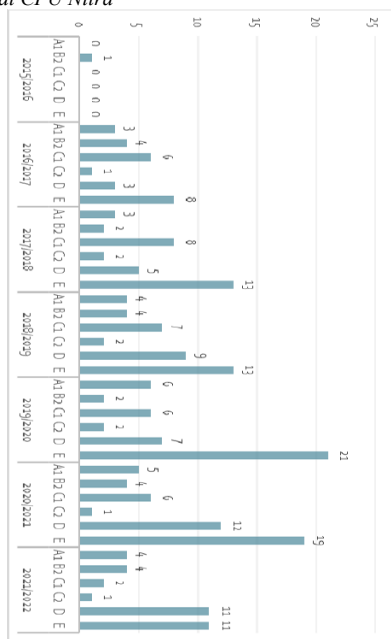


Source: Author´s own work.

The most frequently established groups are students from the category of sensory disabilities A, B, C (blind student, deaf student, and student with physical disability). Since 2015, the number of students with learning disabilities (category D) has been rising. The group of students whose number is variable consists of a group from category E - students with disabilities, chronic illnesses, and mental illnesses.

*Graph 4: Number of students with specific needs for the coming academic year in Slovakia and at CPU Nitra*
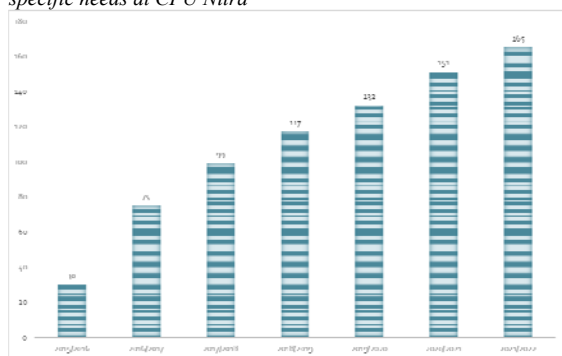


Source: Author´s own work.

*Graph 5: Categorization of specific needs and number of students at CPU Nitra*



Source: Author´s own work.

The set support and counselling are calculated in hours, it has an increasing tendency. Despite the lower number of students with special needs, the number of counselling hours is increasing (Graph 6).

*Graph 6: Number of counselling hours with students with specific needs at CPU Nitra*



Source: Author´s own work.

**3 Strategies and recommendations for more effective inclusion in higher education**

There is a need for deep and sustainable cultural change. This type of change requires change that includes some overcoming long standing traditions (of exclusion). Hence, to create significant and lasting change, our approach cannot not just be about doing interventions or producing products but must make sure that there is widespread impact. Badescu and Pop (2012) contend that inclusive education is so complex that it cannot just be policy driven. Special emphasis needs to be placed on interactions, experiences, and relationship building.

Becoming an inclusive counsellor, coordinator or academic staff in general takes time and requires a commitment to learning. Accomplished professionals realized that regardless of how much they know there is always more to learn. They constantly must seek resources and educational opportunities that can improve their knowledge about students with specific needs and how to best instruct them. Effective inclusive instruction for students with specific needs requires academic staff to be (Brownell, Smith, Crockett, Griffin, 2012, p. 15):

a)  committed to the philosophical goals of inclusion,
b)  responsive to the academic and social needs of struggling students,
c)  diligent in fulfilling their collaboration responsibilities to students,
d)  skilful in basing instruction on evidence and collaborative inquiry,
e)  committed to acquiring the knowledge, skills, and strategies needed to lead and help students with specific needs,
f)  engaged in professional development and supported with resources to develop professionally.

Inclusive academic workers need to know what resources are available, particularly those that can help them develop better instruction collaboratively. They need to recognize how they can work with their colleagues to learn from one another (Brownell, Smith, Crockett, Griffin, 2012). The components and strategies thar form achieving more accomplished approach to university students with specific needs in our opinion are:

1.  Promotion of the value of Inclusive Education: There is a need for inclusive education as there has been systematic exclusion or marginalization of certain population groups within education. These practices are the extension of the practices that are part of our respective societies. Getting people to embrace these concepts might require significant disruption of the status quo. Steps to achieve this vision can be different such as small groups conversations with students, parents of students, educational staff, alumni, and more. Some of these people do not necessarily feel safe to freely share their thoughts. Hence spaces of safety need to be created where people can be comfortable enough to share. Every university should design a plan for promoting the value of inclusive education, share plans for the promotion of inclusive education, document the progress and effectiveness of their promotional plans and use the collected data to contribute to the development of the online course
2.  Professional Development: Professional collaborative learning and exchange on inclusive education including online trainings and reflection sessions for educational and/or counselling staff at universities, analysis of institution and local/national context, organizing and facilitating student and extended community session(s), organizing, and facilitating discussion session(s) with extended university community.
3.  Understanding local and national context: Academic Staff should engage in activities to gain a thorough understanding of the meaning of inclusive education. It should be done through own investigative practice. In addition, universities should organize and facilitate discussion with community members (university, school, students, etc.). and share their findings to the public.

**4 Conclusion**

Inclusive education should ensure that every individual, and therefore also an individual with a disability, has the right to study at university the chosen study program, if he meets the basic conditions for admission to study, other conditions determined by the university providing the chosen study program and any other conditions. The rights established by legal norms are equally guaranteed to all applicants and students in accordance with the principle of equal treatment, discrimination on grounds of age, sex, sexual orientation, marital or family status, race, colour, disability, language, political or other opinion, membership of a national minority, religion or belief shall also be prohibited, trade union activity, national or social origin, property, lineage, or other status. The university also creates a generally accessible academic environment by creating appropriate study conditions for students with disabilities without reducing the requirements for their study performance. Depending on the extent and type of specific need, the student with a disability is entitled to support services before entering the university and during his studies, in particular to ensure the possibility of using specific educational resources; for individual educational approaches, in particular individual teaching

of selected subjects for students with sensory disabilities; on special conditions for the performance of study obligations without reducing the requirements for study performance; to the individual approach; to waive tuition fees in justified cases if the study is longer than the standard length of the relevant study program.

The current situation in Slovakia indicates a lack of academic engagement with inclusion as it relates to disabled students, non-academic, and academic staff. This is troubling, but also an opportunity. There are various tools that can help inclusive endeavours to make visible the problems disabled people and other inclusive linked groups face. CPU in Nitra has joined an international project this year, the main goal of which is to create a comprehensive online course for consultants, coordinators, and academics. The course will offer information on how to approach students with specific needs. This course then can be modified to cover ability diversity, ability privilege, and ability bias. Various ability expectation exercises could be used to reveal unconscious ability biases and ability privilege biases. As such, we hope, it will be useful tool to make people realize the existence of ability based and other biases within themselves and others (Wolbring, Lillywhite, 2021). The aim of inclusion in the university environment is to lead students to independence, increasing their sense of self-esteem and the best possible ability to function in a social, school, and later work environment. Based on the above information, we assume that the main role of universities in promoting inclusion is to:

a) promote the value of inclusive education,
b) address the lack of professional development university staff regarding inclusive education,
c) develop an analysis approach that takes local and national context into consideration when considering developing a plan to address inclusion,
d) target staff that support students at the high school and university level,
e) target students and their respective communities at the high school and university level,
f) develop training and informational systems (via an online course, community meetings, dissemination activities, student's activities, and projects) that will serve as a resource to staff and the broader community,
g) engage a selected marginalized population to gain better insight into what is necessary to gain access and be successful in higher education.

Finally, we want to emphasize that inclusion is not a term that can be applied as a substitute for the concept of integration. Inclusion is a higher form of coexistence of a heterogeneous society based on understanding and recognizing the positive benefits for society. Inclusion as a process preceded by integration, which as a form of coexistence alone is not enough to achieve inclusion. "Inclusion can only be achieved by changing the thinking of every individual in society and by enthusiasm to accept and accept an individual who is exceptional in his abnormality" (Seidler, P., 2008). In addition to P. Seidler, M. Horňáková (2006) writes quite aptly in this sense that the concept of integration is based on the needs of a student with specific needs, the concept of inclusion focuses on the rights of a student with specific needs.

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3. Decree of the Ministry of Education of the Slovak Republic No. 325/2008 Coll. on School Facilities for Educational Counselling and Prevention
4. Model Status of Special Pedagogical Counselling Facilities Approved by the Ministry of Education of the Slovak Republic No. 382/1999-44 on 21.12.1999
5. Act of the National Council of the Slovak Republic No. 365/2004 Coll. on Equal Treatment in Certain Fields and Protection Against Discrimination (Anti-Discrimination Act)
6. UN Convention on the Rights of Persons with Disabilities, 2006
7. Methodological Guidelines for Creating Study Conditions for Students with Special Needs at Universities, 2015