

## **Abstract**

The bachelor's thesis deals with the opinions of special educators in special schools on inclusion. Although they are not direct actors of inclusion, they are workers in education and it can be useful to know their opinion. The aim of this work is to find out the opinion of the interviewed special education teachers, and then compare them with the opinions of other respondents. In the theoretical part, I deal with the concept of inclusion, the definition of the role of a special pedagogue in a special school, I state who is a pupil with special educational needs, I present two special schools in České Budějovice, in which special pedagogues teach, who were used as respondents in the practical part, and finally, I present the theory of street-level bureaucracy and the theory of the role of line workers in public policy, with whom I continue to work in the practical part. In the practical part, I present qualitative research using four semi-structured interviews and analysis of media outputs of special educators in newspapers and on the Internet. I subsequently analyze these sources. I mainly focus on their personal opinion on inclusion, then the perception of their role in the inclusion process, trust in the system and I apply the already mentioned theories. From the results of the research, it is evident what attitude towards inclusion each of the respondents holds, and why this is so. The work can be beneficial for educational or public policy actors, special and classical pedagogues or parents of children in inclusive classes.