

ABSTRACT

The diploma thesis describes the development of trends in the education of pupils with mental disabilities in selected countries. The aim of the thesis is to describe and compare the differences within the same trend in the education of people with mental disabilities in Spain, the Czech Republic, France and Quebec. Research questions are formulated in accordance with the formulated objective. The first unit of work is devoted to trends and approaches to persons with mental disabilities in the global context and human rights in international documents. Subsequently, mental disability is defined and some psychological aspects of persons with disabilities affecting the educational process are described. The work continues by describing the development of trends in the education of people with mental disabilities in the compared countries in the context of legislative and conceptual documents and laws that relate to the topic of work. The research part of the work focuses on the analysis of texts and the comparison of parts of school laws of individual countries. The comparison of the evolution of educational trends is made from a time point of view. To gain a deeper understanding of the issue, interviews are conducted with parents and teachers of children with mental disabilities. Considering the target group, semi-structured interviews are chosen as part of the qualitative strategy. The results of the work are based on the analysis of interviews with informants and content analysis of texts. The time overview revealed the length of the section that individual countries went through when implementing the integration and inclusive trend. The conclusion of the comparison of the course of time is the finding of a great loss of time in the case of the Czech Republic, which began to abandon the segregation trend in the education of persons with mental disabilities only after 1989. The current trend in all four compared countries is an inclusive trend. Similarities and differences in the practical application of inclusive education for people with mental disabilities were found in individual countries. A contradiction was found between the informants' wishes formulated on the basis of their personal experience and the requirements of the Convention on the Rights of Persons with Disabilities, which form the context of the work. From the opinions of the informants, it emerged that education in special schools is more beneficial for pupils with a severe degree of disability than in a regular school. The participants in the interviews pointed out problematic phenomena that they encounter as parents or teachers of children with mental disabilities. In the final part of the thesis, a recommendation for practice is formulated, which is partly based on the results of the interviews. The results of the thesis

can be used as inspiration for the creation of innovations in the education of pupils and students with mental disabilities in the Czech Republic.