



Ilona Datko

University of Pardubice, Czech Republic

ORCID 0000-0002-3264-8368

Izabela Kochan

Christian Theological Academy in Warsaw, Poland

ORCID 0000-0002-0462-684X

Jaroslav Myslivec

University of Pardubice, Czech Republic

ORCID0000-0002-9131-6646

Zdenka Šándorová

University of Pardubice, Czech Republic

ORCID0000-0003-1690-5659

An Inclusive University Environment in the Czech Republic Based on the Example of Good Practice at the University of Pardubice

Włączające środowisko uniwersyteckie w Republice Czeskiej na przykładzie dobrych praktyk na Uniwersytecie w Pardubicach

Abstract: The ability of a society to utilise the creative human potential of all its members, including those with disabilities, is an important indicator of the development of society and the economy and the level of education, quality and performance of the education system. Our professional article enriches the current issue of inclusive education and inclusive special pedagogy in the Czech Republic (CR) with a description of the qualities of an inclusive university environment. The aim of the paper is to introduce the reader to the inclusive university environment in the Czech Republic using the example of good practice at the University of Pardubice.

The following methodological approaches were used in the preparation of this article: a) a content analysis of legislation, strategic documents currently in

force in the Czech Republic and available professional sources; b) quantitative design in the preparation of statistical overviews = the number of students with specific needs (SN) at the University of Pardubice (UPa) in 2012–2020 and financing the increased costs of study for students with specific needs at UPa in 2012–2020.

Keywords: inclusive education, special pedagogy, university environment, student, special needs, University of Pardubice, statistics.

Introduction to the topic – inclusive education

Current trends in theory and research in the Czech Republic and its applications are being developed within the context of a broad discussion on European social policy and the future orientation of the EU. According to its programme documents, it should aim for a cohesive, inclusive or fully integrated society.

The beginning of efforts for inclusive education on an international scale was particularly evident in the 1990s, especially with the support of the United Nations Educational, Scientific and Cultural Organization (UNESCO). UNESCO's activities are aimed at eliminating any discrimination in access to education. In 1990, the Education for All movement adopted the World Declaration on Education for All. According to this declaration, supportive policies in the social, cultural and economic sectors, among other things, are required to realise the full use of basic education for the betterment of the individual and society.

The Czech Republic has also witnessed, and is still witnessing, the application of inclusive activities in practice, especially in the field of education. However, these are focused primarily on inclusive education in kindergartens and primary schools, and also on education at the secondary level. However, inclusive activities were initially missing from tertiary education. A change arrived after the 2006 adoption of the UN Convention on the Rights of Persons with Disabilities (CRPD), a very important document focusing on various aspects of social inclusion, including an inclusive education system at all levels and lifelong learning.

In 2012, the UN approved the 2030 Agenda for Sustainable Development, which provides a unique opportunity to build a more inclusive and sustainable environment for a just society. According to this agenda, the goal of sustainable development is inclusive, equitable and quality education and lifelong learning, including equal opportunities for all by 2030. As part of

this agenda, UNESCO leads and coordinates the Education 2030 Agenda, the central message of which is that “every learner matters and matters equally”.

In accordance with the Universal Declaration and the International Covenants on Human Rights, the European Charter of Human Rights, the Convention on the Rights of the Child, the Constitution of the Czech Republic and the Charter of Fundamental Rights and Freedoms, the Czech Republic supports the concept that considers education to be one of the fundamental human rights granted to all human beings without distinction and declares it to be an inalienable and universal human value. “The goals of education must flow from both individual and societal needs. They are connected not only to knowledge and discovery, i.e. to the development of intellectual abilities, but also to the acquisition of social and other skills, spiritual, moral and aesthetic values and desirable relationships with other people and with society as a whole, to emotional and free development, and last but not least to the ability to apply oneself in the changing conditions of employment and thus the labour market.” (Czech Ministry of Education, Youth and Sports, *Východiska a předpoklady rozvoje vzdělávací soustavy [Background and Assumptions for the Development of the Educational System]*, 2002. In: *Bílá kniha [White Paper]*, 2001)

In the introductory theses of the National Programme for the Development of the Education System in the Czech Republic (the White Paper), in the Background and Assumptions for the Development of the Educational System, one can note an important area for the Czech education system in the integration activities of the education system. This mainly concerns *the principles of a democratic educational policy*, which are fundamental from an early age. These are:

- the development of human individuality,
- ensuring equitable access to educational opportunities,
- the maximum development of the potential of each individual (*Bílá kniha*, 2001).

Inclusive special education in the Czech Republic

Special education in the Czech Republic currently works on the basis of paradigms in line with global principles. There has been a major shift towards an open society, with increasing efforts to connect the worlds of people with disabilities and the able-bodied. We are guided by the application of inclusion.

The current concept of special education in the Czech Republic focuses on the issue of individuals with specific needs (individuals with disabilities and gifted individuals) across all age categories, from birth to old age,

i.e. early childhood, preschool, school age, adolescence, adulthood and old age. (Pipeková, 2010; Šándorová, 2017, and others)

The special pedagogy of early childhood has been defined and described theoretically and practically in the context of early childhood care by Hradilková (2018) and Šándorová (2017). Classic pre-school and school special pedagogy has been addressed by theorists such as Lechta et al. (2016), Vitková (2004), and many others. Jesenský (2000) and Mühlpacher (2009), for example, have contributed to the expansion into the fields of andragogy and gerontology.

However, modern special education also finds its specific field of reference in tertiary education. The university environment is a specific environment that is currently creating space for the expansion of special education to include tertiary special education.

The inclusive tertiary environment in the Czech Republic

Ideas leading to university/tertiary special education did not reach Czech education until the 1990s. Persons with special needs resulting from disabilities were not excluded from Czech tertiary education even before this date (something which is wrongly perceived), but their studies were conditioned solely on their ability to compensate for their situation on their own and at their own expense (Čerešňová et al., 2018).

The White Paper on Tertiary Education (2008) can be considered a groundbreaking document in the field of higher education policy, one that also affected the field of special education, because it is the Czech Republic's ambition to become a European leader, a goal that it is impossible to achieve without taking global trends in tertiary education into account. The White Paper places the Czech tertiary education system in an international context and reflects European and global trends of recent years. In line with the requirement to strengthen mechanisms for the integration of disabled students, the White Paper proposes an adequate increase in the basic study grant for this group to reflect the fact that these students face increased costs associated with their studies as a result of their disability. The White Paper also points to the "prevention" of social barriers to access to higher education in the form of social scholarships.

According to Hanousková and Peňáze (Čerešňová et al., 2018), other impulses for the start of *tertiary special education* were as follows:

- in the 1990s, Czech universities began using European funds to renovate their facilities and remove physical barriers

- and a department for research and education in special education was established. Although its aim was to prepare and train teachers for inclusive education in primary and secondary schools, it was also linked to the establishment of the first counselling centres. Following this example, pedagogical-psychological counselling centres have become standard facilities at universities, resulting in the establishment of the Association of University Counsellors (AVŠP);
- Service centres developed, initially providing technological services (Czech Technical University in Prague, Masaryk University in Brno, Palacký University in Olomouc, University of Hradec Králové).
- In connection with the aforementioned activities, an important document, the Methodological Guideline of the Czech Ministry of Education, Youth and Sports entitled “Financing the Increased Costs of Studies for Students with Special Needs”, was created and has been published annually since 2011. Another outcome was that service centres were gradually established at other universities and the Association of Providers of Services to Students with Specific Needs at Universities (AP3SP) was founded to monitor the implementation of the methodological guideline and publish statistics on the number of students with disabilities at universities every year.
- The idea of the basic study grant defined in the White Paper on Tertiary Education was used within the framework of the European Social Fund operational programmes in 2011–2015, which offered Czech universities financial resources and thus the opportunity to remove the main barriers in the physical environment and also to build technologically secure service centres, which was and is a necessary condition for receiving the financial contribution from the Ministry of Education, Youth and Sports.
- Currently, the provision of financial means to meet increased costs is contained in the Rules for the Provision of Contributions and Subsidies to Public Universities by the Ministry of Education, Youth and Sports, specifically in Annex 3 of the Methodological Guideline on Financing Increased Costs of Studies for Students with Specific Needs.

Example of good practice of the University of Pardubice – the *University of Pardubice and a Barrier-Free Campus* project

According to its charter and subsequent documents, the University of Pardubice (UPa) is a Czech public university. It was established in 1950, initially as a single-faculty College of Chemistry. It took its current name in 1994 and today consists of seven faculties. With more than 7,000 students in bachelor's, master's and doctoral programmes, it ranks among the medium-sized universities.

A survey at UPa found that the university is also attended by students who have specific educational needs (SEN) resulting from various types of adverse circumstances – for example, social, health, economic, etc.

In terms of fulfilling the rights of these students to access inclusive higher education, UPa has also implemented, with the help of European funds, projects aimed at supporting, assisting and advising students with specific educational needs. Since the beginning of the 2011/2012 academic year, these have included a major project entitled *University of Pardubice and a Barrier-Free Campus*.

The basic strategic documents for UPa pointing to the necessity to address the needs of students with SEN were: the National Plan for Creating Equal Opportunities for Persons with Disabilities, 2010–2014, and the related National Plan for Promoting Equal Opportunities for Persons with Disabilities, 2015–2020. According to this document, “in the field of higher education, equal opportunities for persons with disabilities will be promoted by funding the higher costs of universities making studies accessible to persons with specific needs, project funding and the inclusion of accessibility requirements in the standards for institutional accreditation. Emphasis is also placed on obtaining better data on the problems of various groups of the student population and mapping their academic progress.”

The *University of Pardubice and a Barrier-Free Campus* project was implemented for 36 months from March 2012 to February 2015. The added value and innovativeness of the project lay in the fact that the synergetic action of all the activities mentioned above gradually led to the fulfilment of the needs and activities of UPa in the field of support, assistance and services for students with SEN, which were previously implemented only partially or not at all. In addition to making the learning environment more accessible, another important goal of the project was changing the overall understanding of support and assistance for students with SEN by the academic and other staff of UPa. The project also supported a personal change in the target group's understanding of themselves and supported their social

inclusion, human dignity and healthy confidence. UPa has ensured an open and friendly study environment, a positive attitude on the part of all UPa staff and assurance at entry and during the course of the studies, supported by methodological guidance and counselling services.

The project's target groups were students, academic staff, other staff of the University of Pardubice and an additional target group, i.e. the pedagogical staff of secondary schools – educational counsellors.

The project fulfilled the main supported activities in the areas of a) the involvement of experts from practice in the design and implementation of study programmes; b) innovations that go beyond one study programme and that increase the possibility of interdisciplinary studies; c) increasing the professional competences of the academic and other staff of the university; d) support for cooperation between universities and primary and secondary schools in the provision of counselling services and support for talented students.

The main objectives were:

- innovation in the approach to the studies of students with SN, including the innovation of the subject Physical Education for this target group;
- the creation of a methodological system manual for working with students with SN;
- modifications to buildings;
- building a new functional counselling centre;
- the implementation of courses aimed at supporting students with SN;
- teaching courses for academic and other UPa staff on understanding and recognising the needs of students with SN;
- the organisation of open houses and the creation of information materials and guidelines for secondary school counsellors working with potential applicants with SN and what opportunities UPa offers them.

Since March 2012, the activities of the Academic Counselling Centre of the University of Pardubice (APUPA) have focused on providing various forms of social, psychological, special education or professional counselling, lending compensatory and rehabilitation aids, and providing personal assistance and volunteers.

Since its establishment, APUPA has offered comprehensive counselling, support and assistance in the areas of psychological counselling, study counselling, special education counselling, social counselling and

professional counselling, as well as individual and group therapy and support for fitness and health.

In the course of its development, the activities of the APUPA Academic Counselling Centre were expanded to include the Disability Services Department and a new facility called the Alma Centre was subsequently established. This improved the facilities for students with SEN and created optimal conditions for successful studies.

The levelling of the study conditions implemented by the Alma Centre is currently accompanied by specific technical support, diagnostics and other service measures and services according to the relevant guidelines. (Specifically, Internal Directive No. 3/2013, Support for applicants and students with special educational needs at the University of Pardubice; Directive No. 7/2014, Methodological Guideline on Support and Levelling of Conditions in the Admission Procedure and Studies of Applicants/Students with Special Educational Needs at the University of Pardubice; and Directive No. 8/2019, Support and Levelling of Conditions in the Admission Procedure and Studies of Applicants/Students with Special Needs at the University of Pardubice.)

The interdisciplinary teams of both departments are ready to help students solve problems related to their studies, as well as other serious life situations that put students at a disadvantage or significantly burden them.

As a result of their work and many years of professional experience, a major document containing eight important parts was prepared. Part I presents introductory provisions concerning the subject of student care. Part II provides an explanation of the basic concepts (target group, examples of specific educational needs, categories of disadvantage). Part III focuses on a broad area concerning the specification of services, compensation and support measures. Part IV provides an overview of the organisational support for persons with special needs. Part V includes the documentation of persons with special needs for personal data processing. Parts VI and VII specify support for applicants during the admission process and support for students with SN during their studies. Part VIII contains the final provisions. (Directive No. 8/2019, Support and levelling of conditions during the admission procedure and study of applicants/students with specific needs at the University of Pardubice.)

In order to maintain the highest possible level of independence and full use of physical, mental, social and professional abilities, i.e. full participation in all aspects of life of students with SEN, the “system of support and assistance” uses cooperation with other entities that provide services within the framework of comprehensive rehabilitation in accordance with regional

policy, e.g. follow-up health, social and recreational services, etc. The system of support and assistance for applicants and students with SN at the University of Pardubice is therefore an open system. There is also close cooperation with non-profit organisations, especially social service providers. Šándorová's paper (2015) pointed out the possibilities of specific cooperation between the Academic Counselling Centre (APUPA) and the Disability Services Department (RSH) of the University of Pardubice and regional providers of social and related services in the city of Pardubice. Within the working groups of the community planning of Pardubice, closer contacts have been successfully established, e.g. with organisations providing the highly sought-after social service of personal assistance. Cooperation was established with some workplaces in the field of rehabilitation and compensatory aids and in the provision of experiential seminars, joint conferences, etc.

Inclusive environment at UPa

The notions of integration and inclusion are related to the support provided to applicants and students with SN at universities, including the University of Pardubice. In the specific case of the University of Pardubice, the essence of inclusion is perceived in creating a university environment that is inspiring, stimulating and friendly for academic staff, students and other staff in relation to students with SN and in building a community that supports and appreciates the achievements of this specific target group, provides a safe environment and removes barriers.

Inclusive activities of the University of Pardubice include: cooperation with individual faculties of the University of Pardubice; open days of the Academic Counselling Centre of the University of Pardubice, APUPA, and RSH; numerous experiential seminars (e.g. the experiential seminar called "Experience on Your Own or Non-Traditional Physical Activities"); lectures, conferences, courses for students; exchange of foreign experience with university counselling centres; membership of the Association of Providers of Services to Students with Specific Needs at Universities (AP3SP in Czech).

An important indicator of the target group is a statistical overview of the number of students with SN at the University of Pardubice since 2012 (according to the Rules for the Provision of Contributions and Subsidies to Public Universities, Czech Ministry of Education, Youth and Sports).

Table 1. Overview of the number of students with SN at UPa in 2012–2020.

Student disability category	2012/ 2013	2013/ 2014	2014/ 2015	2015 /2016	2016 /2017	2017/ 2018	2018/ 2019	2019/ 2020
[A1] Sight user	1	2	2	4	5	3	3	5
[A2] Tactile/voice user	1	1	1	1	-	0	0	0
[B1] Verbal language user/ from March 2016 spoken language	1	1	2	6	8	7	7	6
[B2] Sign language user	0	0	1	-	-	0	0	0
[C1] with lower limb disability	2	2	1	7	8	10	13	12
[C2] with upper limb disability	2	2	2	8	10	11	14	14
[D] with specific learning disabilities	1	7	14	21	27	31	34	54
[E] with autism spectrum disorder	2	8	8	3	5	3	5	5
[F] with another psychiatric disorder (including non- autistic neurodevelopmental disorders) or chronic somatic illness From 2017 with other difficulties (Part 2, Article 3, paragraph 9)				6	9	7	13	13
Total number of students with SN in the year:	10	24	31	53	55	60	68	87

Source: own survey.

We provide a specific overview of disability categories by academic year, which is important for illustrating the interventions required in the light of the complexity of the issue.

2012/2013 – 10 students registered, including one student with a combined disability (C1-C2).

2013/2014 – 24 students registered, including two students with a combined disability (C1-C2).

2014/2015 – 31 students registered, including two students with combined disabilities classified into two disability type categories (C1-C2 and D-E)

2015/2016 – 53 students registered, including 11 students with combined disabilities classified in multiple categories (combinations: C1-C2; D-C1-C2; A1-B1; D-E-F; C1-C2; D-C1-C2; C1-C2; A1-C1-C2; B1-F; C1-C2; C2-D).

2016/2017 – 55 students with SN registered, 13 of them with combined disabilities (with a total of 72 registered disability *combinations*: A1, C1, C2; A1, F; B1, C2; C1, C2, D; C1, C2, F; five students C1, C2; two students D, F; D, E, F).

2017/2018 – 60 students registered. Of whom 54 students with SN, 13 students with combined disabilities: A1, F; C1, C2, F; D, E, F; A1, C1, C; B1, C2; and six students C1, C2; two students C1, C2, D.

2018/2019 – 68 students with SN registered, including 17 students with combined disabilities: nine students C1, C2; two students D, F; one student each A1, F; C1, D; C1, C2, F; D, E, F; A1, C1, C2; C1, C2, D.

2019/2020 – 87 students with SN registered, of whom 18 students with combined disabilities: nine students C1, C2; four students D, F; one student each A1, C1, C2; A1, F; C1, C2, D; C1, C2, F; D, E, F.

These necessary statistics show that the overall increase in the number of students with SN at UPa is significant. Some students have a combination of three disability categories, which places considerable demands on providing technical, communication and social accessibility in cooperation with a multidisciplinary team of counsellors, academic staff and technical-economic staff of UPa. This is a comprehensive approach built up and tested over a long period of time.

Individual categories: As far as the categories of students with SN are concerned, students with *sensory disabilities* are represented (disability categories *A and B*), while only one student with a *hearing disability* in the category *B2* (a sign language user) studied at UPa. For this category, it is necessary to focus on issues of communication, access to information and spatial orientation.

There has also been a significant increase in the numbers of students with *physical disabilities*, both lower and upper limb disabilities (*C1 and C2*). Technical accessibility and access to information, including assistance services, are an essential part of an inclusive environment for this category of students.

Support measures are also provided to the most represented group of students with *specific learning disabilities* (category *D*). Diagnostics using DysTest, designed for university students, are important. Diagnostics are a very significant means for determining possible re-education and compensation procedures. Technical aids, e.g. the ClaroRead programme (designed for students with difficulties in reading and writing), are available for this target group. ClaroRead reads displayed text in a synthetic voice while

highlighting the text on a computer screen, thus linking the spoken and written forms of the word.

A specific group of students with SN consists of students *with autism spectrum disorder* (category *E*), most often students with Asperger's syndrome. UPa also registers these students and provides them with assistance and support in interdisciplinary cooperation between experts and teachers.

The last disability category is comprised of students with *other difficulties* (category *F*), which includes students with psychological problems, impaired communication capabilities, chronic illness, etc. In the context of this category of disability, the Association of Providers of Services for Students with Special Needs in Higher Education (AP3SP) working group has prepared a manual for supporting students with mental illness at universities. AP3SP is responsible for the creation and dissemination of many other methodologies and materials for individual categories and participates in supervision meetings of the staff of individual centres.

It is also very important to mention the sources of the increased norms per student with special needs through the Methodological Guideline of the Ministry of Education, Youth and Sports and Science and the annex Financing Increased Costs of Studies for Students with Specific Needs. Statistics from UPa are provided in Table 2 below.

Table 2. Financing the increased costs of studies of students with specific needs at UPa in 2012–2020

Year	Number of students with SN	Financial costs	UPa student body	% of students with SN at UPa
2019/2020	87	3,628,000	6,765	1.2860
2018/2019	68	3,493,000	6,964	0.9766
2017/2018	54	2,944,000	7,286	0.7411
2016/2017	55	2,421,000	7,811	0.7041
2015/2016	53	1,788,000	8,487	0.6245
2014/2015	31	967,000	9873	0.3140
2013/2014	24	837,000	10,450	0.2297
2012/2013	10	565,000	10,618	0.0942

Source: own survey.

The amount of the contribution for the studies of students with SN is determined by the Ministry on the basis of a quantification of the performance of all public higher education institutions in providing study opportunities to students with SN. The resulting value of the increased cost of studies for students with special needs at a given public higher education institution depends on the number of students in each category, the increased cost of a student with special needs and the ratio coefficients expressing the complexity of providing studies depending on the category of the student with special needs and the field/programme being studied. Students with a combined disability are listed in each category for which they have received a functional diagnosis, though with a value of 0.9. The Ministry determines the total amount of the contribution for the studies of students with SN for public higher education institutions for the relevant calendar year on the basis of the budgetary possibilities of its chapter of the state budget, and thus the public higher education institution may not receive the amount it requested. (For more information, see the Rules for the Provision of Grants and Subsidies to Public Universities by the Ministry of Education, Youth and Sports.)

As can be seen in Table 2, the total number of students at the University of Pardubice gradually decreased during the period under review, while the number of students with SN increased concurrently. This is well illustrated by the percentage of students with SN at UPa, which has increased from less than 0.1% to nearly 1.3%, an increase of more than thirteen times over eight years. This situation can be explained by 1) the fact that educational inclusion in society is a well-established phenomenon, and the education system of the Czech Republic respects inclusive trends at all levels of the education system; 2) applicants are very well informed about the counselling system at the University of Pardubice; 3) both workplaces (APUPA and the ALMA Centre) pay considerable attention to public awareness; 4) students with SN themselves spread good practice throughout UPa.

Graph 1 shows the increase in the percentage of students with SN at UPa and a simple linear regression model (with a 95% confidence band). The variability of the percentage of students with SN at UPa is 96.41% explained by the model (see the index of determination). From the regression model, it can be predicted that in the 2020/2021 academic year there will be approximately 1.34% of students with SN at UPa (calculations performed and graph created in the R language).

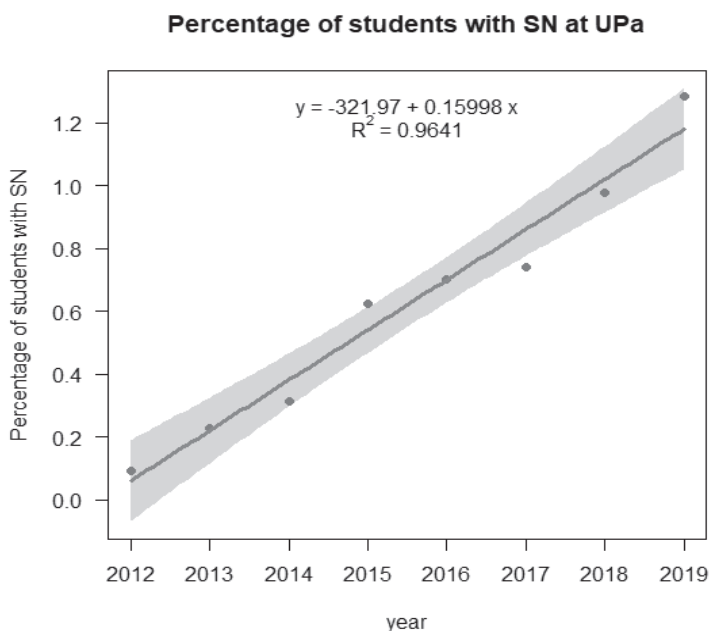


Figure 1. Percentage of students with SN at UPa in the 2012/2013 to 2019/2020 academic years and a simple linear regression model

We conclude this paper with statistical indicators providing an image of the inclusive tertiary environment in the Czech Republic with the example of good practice of the University of Pardubice.

Summary

According to the information above and statistics for the years 2012–2020, the University of Pardubice provides quality conditions, support services and measures in the areas of personnel, pedagogical, economic and technical support for students with SN. The support services specifically included the opening of the Academic Counselling Centre of the University of Pardubice (APUPA) and the Disability Services Department (Alma Centre since 2017). Expanding and improving the quality of the services provided by the University of Pardubice in the area of support and care for students with SN is one of the important priorities of the University's development. By creating equal opportunities, the University subscribes to the principles set out in the Charter of Fundamental Rights and Freedoms and thus ranks among the higher education institutions that aim to meet the basic requirements for equality of access to education.

Conclusion

The Czech Republic has an interest in every university being an autonomous and authoritative entity, one of the most important elements of civil society, which can exert a great deal of influence through its authority and prestige. It recognises that the positive role of universities in the development of modern civil society is undeniable.

The level of education, the quality of the education system and, above all, how a society is able to harness the creative potential of all its members are becoming a significant factor in the development of society.

References

- Bílá kniha terciárního vzdělávání* [Tertiary Education White Paper]. (2008). Retrieved from <https://www.msmt.cz/reforma-terciarniho-vzdelavani/bila-kniha> (Accessed on 12. 11. 2021).
- Charter of Fundamental Rights of the European Union. (2012). Retrieved from <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:12012P/TXT> (Accessed on 12. 11. 2021).
- Convention on the Rights of Persons with Disabilities*. (2008). United Nations. Retrieved from <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html> (Accessed on 12. 11. 2021).
- Čerešňová, Z. (ed.). (2018). *Inclusive higher education*. 1. Prague: Gasset – Allan Gintel.
- European Disability Strategy 2010–2020: A renewed commitment to a barrier-free Europe*. (2010). Brussels: European Commission.
- Hradilková, T. (2018). *Praxe a metody rané péče v ČR: průvodce sociálním modelem*. Prague: Portál.
- Jesenský, J. (2000). *Andragogika a gerontagogika handicapovaných*. Prague: Karolinum.
- Lechta, V. (2016). *Inkluzivní pedagogika*. Prague: Portál.
- Mühlpachr, P. (2009). *Gerontopedagogika*. 2nd edition. Brno: Masaryk University.
- Národní plán vytváření rovných příležitostí pro osoby se zdravotním postižením na období 2010-2014: schválený usnesením vlády České republiky ze dne 29. března 2010 č. 253*. (2010). Prague: Office of the Government of the Czech Republic, Secretariat of the Government Committee for Disabled Citizens.
- Národní plán podpory rovných příležitostí pro osoby se zdravotním postižením na období 2021-2025: schválený usnesením vlády České republiky ze dne*

20. července 2020 č. 761. (2020). Prague: Office of the Government of the Czech Republic.
- Národní plán vytváření rovných příležitostí pro osoby se zdravotním postižením na období 2021-2025: schválený usnesením vlády České republiky ze dne 20. března 2020 č. 761.* (2020). Prague: Office of the Government of the Czech Republic.
- Národní program rozvoje vzdělávání v České republice: bílá kniha.* (2001). Prague: Tauris.
- Pípeková, J. (2010). *Kapitoly ze speciální pedagogiky*. 3rd edition, updated and expanded. Brno: Paido.
- MŠMT ČR Pravidla pro poskytování příspěvku a dotací veřejným vysokým školám Ministerstvem školství, mládeže a tělovýchovy, Příloha č. 3 (Metodický pokyn k financování zvýšených nákladů na studium studentů se specifickými potřebami) 2012–2020.* Available from the Ministry of Education, Youth and Sports. <https://www.msmt.cz/vzdelavani/vysoke-skolstvi/pravidla-pro-poskytovani-prispevku-a-dotaci-verejnym-vysokym-2>
- Slavík, M. (2012). *Vysokoškolská pedagogika*. Prague: Grada.
- World Declaration on Education for All.* (1990). New York: UNESCO. Retrieved from https://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/UNESCO_World_Declaration_For_All_1990_En.pdf (Accessed on 12. 11. 2021).
- Šándorová, Z. (2017). *Raná péče v referenčním poli speciální pedagogiky a sociálních služeb*. Pardubice: University of Pardubice.
- Šándorová, Z., Jirava, P. (2015). Studenti Univerzity Pardubice z pohledu interdisciplinárního poradenského týmu akademické poradny APU-PA a Referátu služeb hendikepovaným RSH. *Aktuální otázky sociální politiky – teorie a praxe*, 9, issue 1, pp. 35–50.
- Šándorová, Z. (2014). Inkluzivní aktivity ve prospěch studentů se SVP na UPa v akademickém roce 2013-2014. In: I. Pospíšilová (ed.). *“Vysokoškolské studium bez bariér”: anthology of papers from the 9th annual international Conference on Trends in Access to Higher Education for People with Disabilities and Special Needs, 25– 26/9/2014*. Liberec: Technical University of Liberec, pp. 45–53.
- Šándorová, Z. (2016). Podpora studentů se specifickými vzdělávacími potřebami na vysokých školách v České republice - příklad dobré praxe Univerzity Pardubice. *Revue sociálních služieb: Profesionálna identita v sociálnej práci: vztah medzi trvalosťou a zmenou*, VIII, issue 2, pp. 52–61.

- Šándorová, Z. (2015). Čtyřleté praktické zkušenosti v oblasti vzdělávání a podpory studentů se specifickými potřebami na Univerzitě Pardubice. In: *Sborník příspěvků z X. ročníku konference s mezinárodní účastí "Vysokoškolské studium bez bariér"*, Liberec: Technical University of Liberec, pp. 73–82.
- Šubrt, J. et al. (2014). *Soudobá sociologie. VI, (Oblasti a specializace)*. 1st edition. Prague: Karolinum.
- Vítková, M. (2004). *Integrativní speciální pedagogika*. Brno: Paido.
- Universal Declaration of Human Rights*. (1948). United Nations. Retrieved from <https://www.un.org/en/about-us/universal-declaration-of-human-rights> (Accessed on 12. 11. 2021).
- Act No. 111/1998 Coll. on institutions of higher education and amending and supplementing other acts (Higher Education Act)*. (2017). Retrieved from https://www.msmt.cz/uploads/odbor_30/TF/Legislativa_a_metodicke_pokyny/Novela_2016/Zakon_o_vysokych_skolach_AJ.pdf (Accessed on 12. 11. 2021).
- Act No. 349/1999 Coll. on the Public Defender of Rights*. (2009). Retrieved from https://www.legislationline.org/download/id/4103/file/La-Defender_human_rights_2009_ENG.pdf (Accessed on 12. 11. 2021).