

Abstract

The presented study is designed as a comparative theoretical work, comparing two concepts of the approach to the education of children from socio-culturally deprivational background, with a focus on pupils with different mother tongues. The countries, whose educational systems are compared, are selected on the basis of my longterm pedagogical experience - France and the Czech Republic. The work detects the development of pro-inclusive measures in the school systems of both countries, the development and comparison of existing legislative measures, and together with a research probe within this education and examples of practice from the French allophone education has the potential to give a comprehensive picture of this educational domain. The presented material aims to support the discussion in the field of education of children - pupils and students with different mother tongues - in the Czech Republic.