

ABSTRACT

The topic of this thesis delves deeper into the analysis of culturally conditioned barriers in the education of socially disadvantaged Roma students. It focuses on a current and insufficiently explored area and issue. To achieve a comprehensive insight into this issue, a methodological approach based on interviews with individual respondents was chosen. These interviews were conducted with teachers from Florián Bayer Elementary School in Kopřivnice and experts, predominantly Roma individuals specializing in issues related to the education of Roma students. The preparation of interview questions was conducted in accordance with the specified research questions that emerged from the essence of the thesis topic.

The research itself was carried out through semi-structured interviews, where respondents were asked questions focusing on the causes of school failure among Roma students in the educational process related to cultural, value, linguistic, supportive, and educational aspects. Most of the interviews took place in person or online.

In the data analysis process, open coding of transcribed interviews was used. The codes were further fragmented into subcategories, and subsequently, eight main categories were identified. These categories provide a structured framework for understanding the complex relationship between cultural barriers and education in a specific social context.

The results of this thesis offer practical application in the educational process of the specific elementary school where the author of the thesis works as a teacher, and also for elementary schools that are familiarizing themselves with the specifics of educating socially disadvantaged Roma students.

Focusing on the perspectives of teachers and comparing interpretations with the opinions and interpretations of experts can bring significant findings for pedagogical practice and systemic educational settings.

The aim is to contribute to the development of inclusive education and provide a holistic view of the factors influencing the education of the Roma population.

The research showed that both groups of respondents agree that traditional Roma culture is not the cause of school failure among Roma students. Although respondents often differ in their opinions, they have different perspectives and interpretations of key factors. Both groups recognize the importance of language barriers and socio-economic factors in the

school failure of Roma students but propose different ways to address these issues. The research also highlights the importance of the personal and professional qualities of teachers.

KEYWORDS

Roma student, Roma language, support measures, inclusion, social disadvantage, Roma teaching assistant