

The objective of this paper is to describe the attitude of a pupil of Roma origin to achievement of success in school education, and to demonstrate his life story. The paper is divided into two parts, a theoretical and an empirical one. The data were collected in two stages (first and respectively second semester of school year 2004/2005), they relate to different samples and they were not always targeted on the same subject. For this reason, the empirical part is further divided into two subsections. In the first of these I used a questionnaire by means of which I wanted to find and define a definite framework of success at school, which would be based on the respondents' attitudes. I intended to find out, what statements made by respondents would best characterise success at school and what and to what extent is most significant for their individual sense of success. I also wanted to show, how the respondents' attitude towards success at school gradually develops. In order to make the reading of the text easier I have placed the theoretical part at the beginning, although it was developed in parallel with evaluation of questionnaires.

In the second part, which I believe is most important in this text, I have tried to develop in more detail data from the first part and place them into a wider context. The method applied to achieve this was to organise discussions with a sample of selected respondents. From these findings we are able to compare attitudes expressed by five respondents from a Roma minority with those of five respondents from the majority population (the control group) towards selected subjects. Subjects discussed included not only school success but also personal ambitions, motivation to learning, life-values, status and role of family and status and significance of school education.