

Abstract

This diploma thesis deals with educational policy towards Roma pupils in the Czech Republic. This problem is explored on the basis of theoretical approach called *social constructions of target populations*. Educational policy towards Roma pupils has a provable negative character, because it segregates many Roma pupils from the educational mainstream and thus it prevents them from achieving an adequate level of education. On the opposite side of this “double-track” education system there is a concept of inclusive education, which is considered on the EU level as more effective and beneficial for the whole society. However, there is a polemic in the Czech society, both professional and non-professional, with respect to reforming the education system into more open and inclusive form. Despite of the fact that the concept of inclusive education has been formally accepted as a guideline of the Czech education system, it hasn't brought any real change so far, neither of the system itself, nor of the situation of Roma pupils in it. With an application of theoretical knowledge of the *social constructions of target populations* approach, this diploma thesis tries to understand a present image of the educational policy towards Roma pupils, in order to answer a question: why it has prevailing negative character over that given social group. For this purpose, it identifies social constructions of Roma pupils in a discourse of educational policy and argumentation strategies used by key actors, when they negotiate borders of those social constructions, in order to enforce their policy designs. This diploma thesis finds out, which role those strategies play in a process of making educational policy towards Roma pupils and what influence they have on its maintaining or change.