

This study focuses on the identities and self-perception of Roma adolescents in the Czech Republic and the educational implications these may have for this particular group of students. In particular it attempts to shed light on how these individuals perceive themselves, their schooling and future adult roles they expect to take on in life. Furthermore, the perceptions and involvement of Roma parents was also examined in an attempt to explore their views on education that they transmit to their children. A theoretical framework was developed based upon the ecological systems theory, theories on the identity development in adolescence, ethnic minority identity as well as the existing literature on the schooling of ethnic minority pupils. A qualitative approach followed by a multiple case study design was taken with semi-structured interviews as the research method. The empirical study was conducted with three female participants from one low-threshold facility for children and youth in Prague. Data was analysed using the phenomenological approach which regards the reality not as a given entity but as socially constructed by individuals according to their everyday experiences. The key findings of the study suggest that Roma children do not have negative identities developed, there are no negative values they associate the schooling with and an overall positive attitude towards their future prospects and adult roles has been identified. Moreover, parental involvement did not show any indicators of oppositional practices towards educational institutions. On the other hand, the girls' accounts evidence the lack of pre-school education, school attendance issues and general low student engagement across all three cases.