

## **Abstract**

This diploma thesis deals with the issue of the Romani children and their motivation for learning. It is based on a widely believed idea that motivation of the Romani ethnic group in general is different from the vast majority of population. In practice this problem may manifest itself when the children in question are unwilling to learn, they disrupt the educational process, they refuse to go to school and discontinue their further education as such.

The theoretical part of the paper is focused on describing Romani people and their particularities connected with the family environment in which the Romani children are brought up and which strongly forms their attitudes. It also determines the amount of motivation for learning as a starting point for success in terms of education. Motivational factors depend on the value of education in the broader socio-cultural context of the Romani minority.

The practical part of the thesis is based on the ethnographic research. The purpose of the research has been to analyze motivation of the Romani children for education. The method of observation has aimed to find the answers for the following research questions: To what extent does socio-cultural and completely different historical background reflect the Romani children's motivation for learning? Which are the critical moments and crises of motivation influencing the attitude to education in the context of socially excluded environment?

A representative sample which I observed was generated from the children who visit a low-threshold facility. The basis of this paper comprises in the data I have collected primarily by means of observation of the children in question during activities with educational character and unstructured interviews with the Romani children and teenagers, most of which come from socially excluded environment. I also built on interviews with my colleagues, parents of the children and adult Romani people.

The outcome of my thesis suggests a range of options for social work focused on the unorganized youth from the Romani minority and socially excluded environment. Through these techniques young people in question can be stimulated to actively participate in the process of education. Common unilateral orientation of school curricula to deal with abstract topics via cognitive learning only does not give socially excluded Romani children the same opportunities in terms of effective education because - based on their socio-cultural patterns - they prefer direct experience, they have different values, role models and aspirations.