

ANOTATION

This work deals with factors which contribute to social inclusion in education. Research is aimed at one of the basic schools, which has been selected according to the previously set criteria. In the theoretical part the most important concepts linked to social education have been discussed with respect to research question. The vital factors I focus on are school culture, which may consists of the right environment, norms and values or forms of communication and cooperation with the partners of the school, who I consider to be mainly the parents. Further on, I focus on the practices which the school sets to establish relations with the NGOs which provide assistance in order to support social inclusion at schools. With respect to the objectives of this thesis qualitative strategy has been selected. The research pattern was formed from three types of actors who have been somehow connected to school. The data collection was carried out via in-depth interviews with the actors chosen based on the snowball method. Each group has been then analysed separately with the aim to create the most important categories. In the final part the most vital discoveries from analysis are compared in order to draw inferences with connection to the research questions.

Key words: social inclusion in education, disadvantaged children, school culture, NGOs, cooperation, partnership, communication