

Abstract

Diploma thesis deals with pupils from socially excluded localities and their education. The theoretical part defines the term socially excluded locality and deals with distinctive features that influence the situation of people living here. The Roma minority, which is often associated with social exclusion, is also characterised, and unfortunately is still frequently represented in socially excluded localities. The main topic is a socially disadvantaged pupil, their needs and current educational opportunities are taken into account. Special attention is given to Roma children and pupils with regard to cultural and ethnic specifics.

The practical part is processed in the form of 12 case studies describing individual families from socially excluded localities and their attitude to children's education. The main objective of the research was to identify barriers that influence the education of their children from the parents' point of view. Partial objectives focus on other circumstances that families may have to limit access to school in relation to their social situation. The results of the research point to a close connection between the unfavorable social situation of the family, when these circumstances have a negative effect to the school education of children. Parents themselves perceive these barriers as the most significant.

KEYWORDS

Socially excluded localities, Roma minority, socially disadvantaged pupils, compulsory school attendance, barriers to education