

Abstract

The goal will be to find out if teacher approaches to Roma students comply with the principles of inclusive education, mostly in question of equal access to education. In the teoretical part attention will be paid on education of Roma students in Czech republic and the biggest problems of it, than the question of inclusion, its possibilities and limites. Attention will be paid also on delimitation of interaction teacher-student in the teaching proces. In the empirical part an investigation will be carried out in the form of a questionnaire witch based on exploratory techniques will try to find out if there are specifics of teacher interactions to Roma students compared with students of majority.