

## **ABSTRACT**

The diploma thesis deals with affirmative approaches in the primary school system, with a focus being placed on educating Roma pupils. It includes the historical context that is important to gain an understanding of the issues in this area, and concentrates on the concept of the Roma Integration Strategy for 2015–2020, presenting the objectives of the Strategy aimed at supporting the education of the Roma. The determinants that have an impact on the process of educating Roma pupils – the family and school in particular – are characterised. Furthermore, the significance of the affirmative approaches playing a major role in achieving social integration and facilitating the creation of equal opportunities for the Roma in education, including employment and social involvement, is illustrated.

The last chapter of the thesis aims to evaluate the preparatory class, which is among compensatory approaches to Roma pupils in danger of social exclusion, and verifies whether a two-year education in the preparatory class can compensate for Roma children's delayed psychomotor development before they enter the first grade. A questionnaire for teachers who work with these pupils on a long-term basis was used as the research tool. A comparison of the children's results before entering and after finishing the preparatory class was made for perceptual motor and cognitive skills. The results indicate an effectivity of the affirmative approaches used in the work with socially disadvantaged children and pupils.

## **KEYWORDS**

Roma history, assimilation, family, education, teacher, preparatory class, teaching assistant, affirmative approaches, social exclusion, integration, and inclusion