CZECH SOCIALLY EXCLUDED ROMA PUPILS IN THE CONTEXT OF EDUCATIONAL PROCESS

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Abstract
The presented study deals with chosen questions related to the school education of Czech Roma socially excluded primary school pupils. It interprets some key fact about their school education. It also defines four key factors of school education: educational process, teachers, subjects (courses), parents. Two qualitative cases are interpretated.

Key words: *Roma pupils, school education, primary school, The Czech Republic, educational process*

Surveying of the social exclusion in the conditions of the Czech Republic is taking place continuously. The Agency for Social Inclusion is a means of the Government of the Czech Republic to ensure the support in the process of social integration. Already, in 2006 GAC, Ltd. /in Czech spol. s r. o./ (2006) carried out a sociological study focused on the phenomenon of social exclusion. It says that in the given year there we approximately 310 socially excluded localities and nowadays we know that the number is only orientational. The trend of so called "modern poverty" (Svoboda, Z., Morvayová, P. et al. 2010) is progressing. In 2006 socially excluded localities were inhabited by approximately 120 thousand people, about 90 % out of them were Roma people. People living in these localities are characterised by social exclusion, whose consequences are social, socio-economic and political. Exclusion on the general scale concerns groups that are in the analysis defined as *"insufficiently educated individuals, long-term or repeatedly unemployed, people with mental or physical disability, people suffering from various kinds of addictions, senior citizens living alone, immigrants, members of variously defined minorities (ethnical, religious, connected with sexual orientation, etc.) people that are in a difficult life situation they cannot handle themselves …"* (pg. 9). From the perspective of social politics and using the localised example of the Moravian-Silesian Region, according to Integration Strategy for the Roma Community in the Moravian-Silesian Region 2006-2009 (MSK 2009), that is supported by the revised governmental "The Roma Integration Concept 2005" and some other documents, we can observe the current state of social issues of Roma people in chosen socially excluded areas and areas endangered by social exclusion. The issues of Roma people (MSK 2009) are the following:

- unemployment, addiction to social support, low level of education, the offered work opportunities are rejected because the salary is low – there is a lack of motivation,
- high level of indebtedness of families (consumer credits, door to door loan, usury),
- distraint orders also on social support,
- drug addiction in children and the youth (sniffing toluene), youth criminality,
- little involvement in the social, sport and cultural events,
- the lack of positive role models in the families, general unawareness or no interest in information,
- the lack of alternative accommodation for those moved out of the city property,
- the lack of information in the area of caring about the health, healthy diet, registration of citizens at the general practitioner, bad hygienic conditions, mess in the surroundings and in common areas.

The above mentioned problems are the key determinants in the process of social integration and they also play a key role in the educational process of Roma pupils in primary schools. M. Rabušicová, L. Kamanová a K. Pevná (2011) highlight in their publication intergeneration learning. They appeal that all the family members are participants in the process of learning. In the family we learn the way to approach to oneself, how to behave in order to live well. The phenomenon of social exclusion therefore definitely determines the life development and fates of all the people living and growing up in social exclusion. Social learning is transformed by this phenomenon. In the family an individual obtains some kind of "directions" or "methods" for the existence of one's own life. H. Ch. Y Cherri (2008) found out that the parents pass on their children mainly their own life experience; they teach them the values, principles and moral rules. Therefore it is primarily social learning in the family environment. D. Caloňová and M. Kravárová (in Mátel, A. - Janechová, L. - Roman, L. (eds.) 2011) say that every family has its own specific system of values and its preference influences the behaviour in mutual interactions with social environment. The value orientation generally changes quite rapidly in families and also in the society, which has a negative effect on the increasing rise of social-pathological phenomena. In the towns, where socially excluded localities are found and in which Roma ethnic group form the majority, so called "Roma schools" are established. The school appears in such a situation that most of the pupils are of Roma pupils (cf. Nikolai, T., Sedláčková, P. 2007, Kaleja, M. 2011). The professional public perceives such a school as segregational. The parents of the pupils of the majority society transfer their children to different schools. T. Nikolai (2010) assumes that such a school gradually decreases the educational requirements for pupils, by which in our opinion they reduce opportunities in their educational trajectories.

From the sociological perspective education and educational inequality can be viewed in two different ways. "On one hand there is the equality of (relative) chances – usually called the allocation of education – on the other hand there is the equality in the final distribution of education in the society." (Kreidl, M. 2008:30). The inequality in the allocation of education means uncertain relative probability of success in educational transition for those pupils and students that come from various social classes or have different given social status. The relationship between distribution and allocation in education in the society is very subtle and multi-layered (Shavit et al. 2007). According to the authors (Bar-Haim, E, Shavit, Y., Ayalon, H. 2007, Kreidl, M. 2008) balancing the distribution of education will not necessarily lead to the balance in inequalities in allocation of educational chances. The analysis from 2009 called Educational Trajectories and Educational Chances of Roma pupils in Primary Schools in the Surroundings of Excluded Roma Localities states that only 72 % of Roma pupils attend a school of the main educational stream, almost one third is educated outside this stream (primary practical school, special primary school). There is 3.5 times higher probability that a Roma pupil will be transferred to special education. The critical moments in their educational trajectories are entering the primary school and the transition from the first grade of the primary school to the second one. During the 3rd year pupils already have problems with the Czech language, in the second grade of the primary education the problematic subject is mathematics (GAC 2009).

The socio-economic status of a family has, according to OECD research, in the European context quite considerable direct influence on the level of success of pupils in the educational trajectories. It is known that if a pupil with low socio-economic status systematically shows unsuccessful in school tasks, his / her motivation and chances in education decrease proportionally (P. Van Avermeat 2006). At the same time, generally, the level of education with constantly increasing competitiveness on labour market, is increasing, both abroad (cf. Cantu, R. 2003) and in the Czech Republic. The document "The Frame of the strategy of competitiveness" (Mejstřík, M. et al. 2011: 123) says: "*therefore grows the importance of education as the factor of economic and social success of an individual and the quality of life of the whole society.*", it further states (ibidem: 124): *"… for the suggested complex changes there must exist adequate consensus about their necessity, their visions and sufficient political and social determination to implement the changes. The existing imperfect reformatory attempts were also caused by insufficient political and public interest in the problematic of education, insufficient understanding of the importance of education and still quite widely spread satisfaction with the current state that is kept by the lack of trustworthy information."*

The context of social exclusion of families of Roma pupils has a wide dimension. Specialists who deal with the question of social exclusion approach this phenomenon from several fields of social science. Its width cannot be categorically defined. It interferes with the full horizontal dimension of social relationships (micro-social environment, mezzo social environment, macro-social environment). Ethnical Romani family has its own specifics that lie in many attributes of social life. They reflect and express themselves on the horizontal level (depth) and vertical level (width). Their real form is asymmetric, continuous. The image of an ethnical Romani family is always an individual one; it depends on many circumstances. The view of majority society is usually generalised and not always the right one. The context of ethnic Romani family is based on historical, cultural, social and local attributes and attributes that reflect the current state of the society (for more see Kaleja, M. in Franiok, P., Kaleja, M., Zezulková, E. 2010).

The context of social disadvantages with respect to the Romani pupils themselves is mainly connected with the social dimension with respect to the education of ethnic pupils. Social exclusion of pupils above all results from the social exclusion of their families. Vanková (2009) states that to talk about a social exclusion means to talk about general, long-lasting disadvantages connected with education, employment, living condition and supply of financial resources. In this phenomenon we also talk about the lack of access to civil, political and social rights and protection. Accompanying phenomenon is feeling of despair, shame, uncertainty and feelings of one's own failure, etc. The author (Vanková, K. 2006) further mentions that the development of socially excluded environment involves many factors:

- **historical factor** – it determines the development of socially excluded environment in connection with the different historical development (with ethnic groups, among others the Romani one) in comparison with the majority society. The process of acculturation and integration into the majority society is accompanied by separation and building of protective mechanisms on both sides.
- **family factor** – it manifests itself by the lack of economic potential that results from a low level of education and consequently from the inability to be successful in the labour market. This is reflected in the development of various socially pathological manifestations or tendencies.
- **personal / individual factor** – here we include somatic, communicative and cognitive determinants that manifest themselves when Romani children start going to school. It concerns the impacts in the education line of pupils.
- **cultural factor** – this one has the least negative influence on the development of social environment of the Romani. Romani culture is rich in music, dance, literary and artistic products (cf. Ševčíková, V. 2008), provides wide space for reinforcing and development of the Romani identity. Through this it is possible to remove the boundaries of social exclusion. The Romani can do that by their own – thanks to their newly developed healthy identity[1].

In the last mentioned point (cultural factor of social exclusion) we would like to emphasize that the **cultural difference of the Romani themselves is becoming animus to the majority society, for some people even xenophobic**. Because of that, the Romani culture as a sociological construct is understood as the factor of exclusion. **Not the culture of this ethnic group but the attitude of the majority society**. The ethnic Romani families cannot be perceived generally in the conditions of the Czech Republic. All **knowledge in this work is in connection with the Romani living in the socially excluded localities or localities that are endangered by social exclusion** in the Czech Republic according to the definition of GAC analysis from 2006 called Analysis of Socially Excluded Roma Localities and Communities and the Absorption Capacity of Subjects Operating in the Field. In this analysis social exclusion is defined as "…the process whereby individuals, a group of individuals

[1] Provided that the Romani is proud of their origin and in the interiorization is aware of the fact that a member of a Romani ethnic group can obtain quality education, perform professionally related work, have a full social life, integrate into majority society.

or a community are hindered or completely denied the access to the resources, positions and opportunities that allow participation on social, economic and political activities of the majority society." (pg. 9) **With respect to the social development in the Czech Republic and to the social events, which have happened during recent years, it is fair to state the arguments of experts to the above mentioned "Analysis". They say that the "Analysis" is out of date and that it does not provide a real image about the current state of this socially significant phenomenon any longer**. In the analysis, following groups are defined as socially excluded: poorly educated people, long-term or repeatedly unemployed, people with mental or physical handicap, persons suffering from some kind of addiction, seniors living alone and lonely, immigrants, members of variously defined minorities (ethnic, religious, sexual orientation, etc.), people in a difficult life situation which they cannot solve themselves. In 2011 the Government of the Czech Republic approved a **Strategy for combating social exclusion for the period 2011 – 2015**. The submitter of this document is Government Commissioner for Human Right (Monika Šimůnková). The document contains measures[2] leading to: **safety, housing, social services, education, employment and benefit system, regional development**. The document defines social exclusion as **spatially isolated, socially isolated, economically isolated, culturally different and symbolically excluded**. It further states that "…absence or imperceptible presence of some of them[3] does not necessarily mean that we cannot define a certain locality as socially excluded." (Strategy… 2011) The approved document is closely linked to the key strategic documents of the Czech Republic: **The Concept of Roma Integration**[4]**, National Action Plan for Social Integration**[5], **National Action Plan for Inclusive**[6], **National Reform Programme of the Czech Republic**[7], **EU Agenda 2020**[8].

Globally, we can summarize the consequences of social exclusion in the socio-economic, cultural and political dimensions. All stated consequences in relation to children themselves can be interpreted on the following concrete example of two boys named Tomáš, both 10 years old.

CONCRETE EXAMPLES

Socio-economic consequences:

Tomáš A comes from stimulating environment, does not live in a socially excluded locality. Both parents are employed. The family reaches a standard social level. It gets a regular monthly income, the parents are actively engaged in their children's activities, their education is intentional.

Tomáš B comes from poorly stimulating family environment, he lives in a socially excluded locality. Both parents are unemployed, they receive benefits of state social support. The father occasionally works illegally. Their social level is low. The family has a regular monthly income, however, the economy of the household is not regulated adequately. Functionalism prevails in the education, the parents are not actively engaged in their children's activities.

[2] Note of the author: intervention and also preventive nature.
[3] Note of the author: spatially isolated, socially isolated, economically isolated, culturally different and symbolically excluded.
[4] A Concept of Roma Integration for period 2010 – 2013. Available on: http://www.vlada.cz/cz/ppov/zalezitosti-romske-komunity/dokumenty/koncepce-romske-integrace-na-obdobi-20102013-71187/
[5] The Ministry of Labour and Social Affairs (2008-2010)
[6] Available on: www.msmt.cz/uploads/Skupina_6/**NAPIV**.doc.pdf
[7] Full title: Investing into European Competitiveness: Contribution of the Czech Republic to European 2020 Strategy. National Reform Programme of the Czech Republic 2011. Available on: http://www.vlada.cz/scripts/file.php?id=92896
[8] Full title: Territorial Agenda of the European Union 2020. Towards an Inclusion, Smart and Sustainable Europe of Diverse Regions. Available on: http://www.mmr.cz/CMSPages/GetFile.aspx?guid=261c141e-b4c2-43ca-bd4b-4e587f5573a1

Concrete manifestations – differences, e.g.:

- in the standard of living and its quality,
- in the style and hygiene of clothing, in overall hygiene,
- in the style of eating, routine and the quality of eating,
- in the conscious needs, in the value components,
- in the educational starting line and building of motivation for learning,
- in the relation to work, work ethic and accepting of state social benefits, etc.,
- in the way of running the house and in social cooperation,
- in the pattern of model family situations, in the models of parents as general,
- in the way of communication with extra-familiar environment,
- in the life perspective of the child and other.

Cultural consequences:

Tomáš A visits various cultural events at certain intervals (theatre performances, cinema, etc.), he has visited a few museums, he visits various extra lessons (piano lesson, sport, etc.), he attends various entertaining events. Every year he spends his holiday for example at the seaside, with relatives in the mountains or at a cottage in the countryside.

Tomáš B has not visited any cultural event yet, he is aware about the existence of museums only theoretically, he has not been there yet. He has been once at the cinema to see an interesting film with his schoolmates as a part of school education. He does not attend any extra lessons, he does not even know that he could attend them and which ones he could choose. During his summer holidays he stays at home, spends his time outside, almost always without the parental supervision.

Concrete manifestations – differences, e.g.:

- in the relation to the cultural and social values,
- in the general cultural and social awareness,
- in the social behaviour in the given social situations,
- in the relation to the aesthetics and its value,
- in the conditions of development of skills, taking an advantage of dispositions,
- in the assumptions of the susceptibility to negative social deviations (so called socially pathological phenomena).

Political consequences:

Tomáš A grows up in a family which is aware of the legal system, of the legal power. The parents lead their child to follow the law, the basic awareness is provided. The child is informed about the principles of an operation of law in our country. The family leads the child to respect the rights and duties.

Tomáš B grows up in a family which is limitedly aware of the legal system. Awareness is connected with a system of demands and requirements connected to financial state subsidy. The interpretation of the legal system, the legal power or respecting of rights and duties is interpreted in the limited extend. It is often connected only with subjectively perceived rights of individuals.

Concrete manifestations – differences, e.g.:

- in the moral and social development of a child,
- in the subjectively (inadequately) perceived aspects of rights and duties,
- in the precondition to problems and behavioural disorders,
- in the precondition to deviant behaviour.

T. Nikolai (in Svoboda, Morvanová et al., 2010) points out the terminological sensitivity of psychological diagnostics of children from different sociocultural environment. He distinguishes social disadvantage, sociocultural disadvantage, sociocultural diversity and also the term socio-culturally disadvantaged pupil or Romani pupil. He emphasizes that the terminology which refers to a particular group of pupils plays a key role in the formation of prejudices and stereotypes. It is not possible to generalize or legitimate to state that a particular ethnic group is characterised by the lack of cultural features or even to attribute to it a characterisation that results from the reduced mental ability, etc. only for its dimensional difference. A social disadvantage results from the consequences of a social exclusion of families which Romani pupils come from (for more see Kaleja in Franiok, Kaleja, Zezulková 2010).

From the above-mentioned it results that there is still a terminological inconsistency, especially with the terms: social exclusion, social disadvantage, sociocultural diversity and other. **Social disadvantage** represents the consequences of social exclusion in the process of education. Within **sociocultural disadvantage** we talk about principles of social cooperation when one ethnic group is limited in its full integration (on the side of a majority or minority). Within **sociocultural diversity** we emphasize the **acceptance of different** not the **difference** itself. Social disadvantage is legislatively defined in the Act no. 561/2004 Coll., where there are stated *groups of children, pupils and students with special educational needs. Third group is formed by children, pupils and students with social disadvantage. According to the standard we include here:*

- family environment with low sociocultural status
- danger of socially pathological phenomena,
- ordered institutional education, imposed protective education,
- recognised refugee and an asylum seeker in the Czech Republic.

Further the regulation of the Ministry of Education, Youth and Sports no. 147/2011 Coll., supplementing the regulation of the Ministry of Education, Youth and Sports no. 73/2005 Coll., states that into the group of pupils with social disadvantages we also include:

- a pupil from an environment which does not provide them enough support for a proper course of education, including cooperation of legal representatives with school,
- a pupil disadvantaged by insufficient knowledge of teaching language.

According to the above mentioned regulation the following countervailing measures are prepared for these pupils:

- pedagogical and special pedagogical methods and procedures appropriate to the educational needs of pupils,
- individual support in a lesson and during the preparation for lessons,
- use of advisory services (at school and outside the school)
- individual educational plan, teacher’s assistant.

The system of education in primary schools in the Czech Republic is based on the National Programme for Development of Education in the Czech Republic (so called White Paper from 2001), legislatively it is anchored mainly by the Education Act (no. 561/2004, on Pre-school, Basic, Secondary, Tertiary Professional and Other Education, as amended), in which primary education is provided by:

- primary school (school of main educational stream),
- primary practical school (school for pupils with a mild degree of mental disability),
- special primary school (school for pupils with high degree of mental disability, for pupils with multiple disorders and for pupils with autism spectrum disorder).

The Education Act (no. 561/2004, as amended) determines three basic categories of special educational needs of children, pupils and students (§16):

- health disability (mental disability, physical, visual, hearing impairment, speech impediment, autism spectrum disorder, parallel multiple disorder, developmental behaviour problems and learning disabilities),
- health disadvantage (i.e. health weakening, long-lasting illness or disorder leading to learning disabilities and behaviour problems),
- social disadvantage (family environment with low socio-economic status, ordered institutional education, the status of asylum seeker or a refugee).

Within primary education there is secured the pedagogical-psychological counselling and education of pupils with special educational needs. This is legislatively anchored in the regulations of MŠMT (the Ministry of Education, Youth and Sports) of the Czech Republic. The regulation no. 72/2005 Coll., on the provision of counselling services in schools and school counselling facilities, as amended and regulation no. 73/2005 Coll., on the education of children, pupils and students with special educational needs and of pupils and students who are exceptionally gifted, as amended. Pedagogical-psychological counselling can be, in the context of school education, generally divided into internal school counselling and external school counselling. Internal school counselling is provided mainly by an educational counsellor, a school prevention methodologist, a school special education teacher, and a school psychologist. The educational counsellor is involved in the field of counselling, methodical and information activities. The school prevention methodologist is involved in the field of methodical coordination, information and counselling activities. The school psychologist is involved in the field of diagnosis, screening, consultation, counselling and intervention work, methodical and educational activities. The school special education teacher is involved in the screening, diagnostic and intervention field, methodical and coordination activities. External school counselling is provided by pedagogical-psychological advisory centres and special educational centres. In individuals with combined disabilities the counselling is provided by special education centres. An interesting idea about internal school consulting comes from T. Čech (In Vlašťáková – Loukotová (ed.) 2007). In his article he claims that the competences of current post of an educational counsellor and a school prevention methodologist could be at schools transferred to the newly established post of a school (note – like for example in Slovakia) social educator which will be anchored in the Education Act with all the legislative support. Tomáš Čech states that professional and personal skills cover the requirements for such a post, moreover the (school) social educator without teaching obligation would have sufficient space for creating and implementation of preventive programmes, cooperation with specialised institutions, communication with parents and teachers, identification of troubled children or groups and more intensive cooperation with other specialists within the school, mainly with a psychologist and a special education teacher. The author further states that the post of educational counsellor at schools survives in a rigid form and does not reflect sufficiently the current needs of the school and society. He assumes that an educational counsellor as well as a school prevention methodologist cannot, due to their high direct teaching practice, manage tasks imposed on the performance of these two posts well and effectively enough (Čech, T. in Řehulka and others 2007). The above-mentioned problem is much worse when both positions are performed by one teacher. On

the other hand, we should not confuse the competences of a (school) social educator with the competences of a school special education teacher. Nowadays, the professional society tends to discuss the scope of competences of these two professions. It is encouraged by the attitudes of the professional society in the world where the scope of competences of a school special education teacher (mainly specialised in ethopedy) is completely covered by competences of a social educator (e.g. in Bulgaria, etc.) or a psychologist (e.g. in Russia). On the other hand, if we compare the undergraduate preparation of these two professions (a special education teacher – ethopedic specialist and a social educator) in the Czech Republic and in Slovakia with the other countries we can realise that they are completely different. The orientation of a special education teacher – ethopedic specialist is mainly the teaching or counselling, whereas the orientation of a social educator is the non-teaching one.

In the context of education of pupils with special educational needs we talk about an individual or group integration, principles and objectives of special education, types of special schools, individual education plans and other supportive mechanisms. Amendment to regulation no. 73/2005 Coll. (147/2011) specifies the supportive and countervailing measures, defining precisely the social disadvantages specified in §16 of the Education Act. It says that as a socially disadvantaged pupil we can consider a pupil from an environment which does not provide enough support needed for a proper course of education, including cooperation of legal representatives with a school and a pupil which is disadvantaged by insufficient knowledge of language of teaching. From the above mentioned it is clear that the pupil's ethnicity does not directly place them in the group of pupils with special educational needs. A pupil with special educational needs is a pupil who meets the criteria specified in the Education Act and in the related regulations.

Three years ago the Czech School Inspectorate (CSI) engaged itself in the problem of the social disadvantages through investigation at primary practical schools. In 2009 / 2010 CSI checked the accuracy of placement of pupils outside the main educational stream. It focused on the efficiency of using the diagnostic stays and on the possibility of returning (reintegration) of pupils into the main educational stream. Further the Inspection checked how the schools themselves take into account the language, culture and previous experience with learning in their evaluation of Roma pupils. During the inspection activity CSI visited 171 out of 398 primary practical schools. Results of the inspection showed that some Roma pupils were misdiagnosed as pupils with mental handicap and that the legal requirement for their inclusion into the special classes was not met in all cases and that the diagnostic stays of pupils were not always distributed in accordance with the rules (CSI 2010). MŠMT (The Ministry of Education, Youth and Sports of the Czech Republic) processed A Methodological Requirement for Ensuring of Equal Opportunities in the Education of Children and Pupils with Social Disadvantages (reference no. 27607/2009-60) for preschools and primary schools. It contains supportive and countervailing measures for supporting of an individual educational potential, for preventing placement of pupils into schools outside the main educational stream and for elimination of possible confusion of social disabilities and health disabilities (MŠMT 2009).

Education of Roma pupils during their compulsory school attendance is characterised by certain educational specifics. Even a project "Variants" from 2002 describes the main problems a Roma pupil deals with soon after the beginning of school attendance:

- insufficient time and space for home preparation;
- unwillingness [note: also inability] of parents to provide basic school aids;
- priority of working at home (taking care of brothers and sisters) than working at school;
- no strict daily routine, strict rules or activities that require long-lasting concentration;
- inability to make independent decisions and be responsible for themselves;
- no developed fine motor skills, lack of knowledge how to draw and read;
- lack of knowledge of terms that are needed in real life and which children get from books and encyclopaedias;

- language barrier with children who do not speak Roma language any more but still use ethnolect of Czech language (Člověk v tísni, o.p.s. /People in need, public service company/ 2002:2).

The process of learning in the context of socially excluded Romani pupils should sufficiently reflect special educational needs of this target group. Teachers' approach, the method of teaching, the way of evaluation of the lessons and assessment, and also didactic and methodical aspects of teaching should be taken into consideration. The process of learning should be adequately dynamic, the content of the concept of school's curriculum (School Educational Programme = SEP) should take into account the pragmatic level of education and it should teach the pupils to work independently, support their initiative and highlight their strengths. The teacher should include into the process of learning his / her own personal monitoring of pupils, he / she should be a part of active communication with pupil's parents, he / she should regularly create teaching motivators for pupils, he / she should remember the parents (for more see Kaleja, M. 2011).

The competences of teachers of socially excluded pupils should be adequately widened by the knowledge of socially excluded localities, all social influences and impacts, which are directly related to this social phenomenon. According to L. Horňák (2005) there are 4 factors that determine the pupils' attitudes towards the question of education: a positive relationship of the teacher and pupils, a positive relationship of the teacher's assistant and pupils, more frequent mutual communication and acceptance of pupils' needs.

The attitudes of parents strongly influence the attitude of the children towards the question of education, educational paths. (Kaleja, M. 2011) Milan Portik (2003) is of the opinion that if the parents and the whole family background do not perceive the education as a contribution to life, if the parents are not interested in the child's work at school and they are not interested in the content of the education of their child, the child lacks feedback from the parents (authority) and thus perceives school as an unimportant institution. The parents should be more involved in the process of education of their children. The possible way is more active, informal cooperation of school and parents. Many schools have implemented various projects or programmes within which the space for parents could be provided. Community and other socially and pedagogically oriented centres providing social services in socially excluded localities should actively cooperate with the school. The school should be interested in such cooperation.

Therefore if we want to strengthen the process of education of Roma pupils and if we perceive it as a way to shape a value in this sphere, it is **necessary in goal-directed way to construct mechanism stimulating factors which have a direct influence on the system of education in school environment** (for more see Kaleja, M. 2011, 2013). We recommend for pedagogical practice following key points.

The process of learning (educational process)

- The process of learning in the context of socially excluded Roma pupils should sufficiently reflect special educational needs of this target group. The approach of the teacher, the management of the lesson, the way of assessment and evaluation of the lesson, but also didactic and methodical aspect of the teaching should be taken into consideration.

- The process of learning should be adequately dynamic, the content of the concept of the school curriculum (school educational programme) should take into account the pragmatic level of the education and it should lead the pupils to work independently, it should support their initiative and highlight their strengths.

- The teachers should involve their own personal monitoring of the pupils into the process of learning (for more see Train, A. 1997), they should participate in active communication with the

pupil's parents, they should create motivators of learning for the pupils, the teachers should take into account the pupils' parents (for more see Kaleja, M. 2011).

- The teachers should optimally use alternative, innovative and other trends in education, put them together dynamically and deliberately. They should consider their advantages and disadvantages or spatial and material dispositions of the school.

- Danica Fazekašová and Jarmila Dargová (2008) state that teaching (generally) should be led in a humanistic way. As features of process of learning (teaching) understood in this way are according to the authors considered the following:
    - to focus on the pupils as personalities with all rights for their individualities,
    - to facilitate the process of development of the personality of the pupil,
    - to ensure that during the process of learning the pupil gains self-reliance and independence,
    - to free the teaching from the "abuse" of the mistake,
    - to cancel memorizing of knowledge,
    - to enable the pupil to follow their own motivation,
    - to develop the personality in all aspects.

- The process of learning also significantly influences the interest of pupils in what is happening during the lessons. The research shows that there are pupils who are bored during the lessons. This influences not only their interest in the receptive part of the teaching but also the interest in the expressive part. The educational passivity of the pupil can have direct impact on the negative behaviour of the pupil perceived by the teacher.

- Pupils do not have their school aids and other material equipment (Kaleja, M. 2011). Some school activities are thus from the point of the realization very limited. The pupils lack sufficiently developed habits to school work. Their persistence is small. The schools very often struggle with this. This crucial deficiency can be covered by the possibility of realization, involvement, or active participation in various projects concentrated on the support of the initial education etc. (e.g. endowment funds of the district, projects of the European Social Funds etc.) However, this requires quite precise pedagogical intention and high organization of the management in education. In other cases, there is a risk of losing the initial pedagogical intention. The profit, shallow fulfilment of the pedagogical intents, inefficient usage of funds etc. come to the fore.

Subjects

From the existing finding it is known, in which period of the educational trajectory and also in which subjects the pupils fail (GAC 2009). Our research specifies other aspects related to this pedagogical phenomenon. A major role in this can be played by the school as an educational and pedagogical institution and the teachers themselves.

The school has possibilities how its curriculum document (school educational programme) – as a "live" document – can be regularly modified so as it strengthens and in full scope secures the interest of pupils in education, creates motivation for education, saturates existing reserves in the sphere of academic knowledge and understanding, or develops the experience of pupils.

With the fondness and interest of the pupil in the subject, the personality of the teacher, their approach, their management of the lesson and the character of the conception of the subject is connected. The teachers should be aware of those determinants and they should regularly self-evaluate the subject.

Teachers

The teacher is an important factor influencing the educational-pedagogical process of pupils. They are an important factor in the sphere of education. They are part of the socialization of pupils, they impact

intentionally and functionally in parallel. The competences of the teachers of socially excluded pupils should be adequately widened of the knowledge of the characteristics of the socially excluded localities, all social influences and impacts, which are immediately connected with this social phenomenon.

According to L. Horňák (2005) there exist 4 factors determining the attitudes of the children (pupils) to the question of education: a positive relationship of the teachers towards the pupils, a positive relationship of the teacher's assistant towards the pupils, more frequent mutual conversations and the acceptance of the needs of the pupils.

Parents

The attitudes of parents significantly influence the attitudes of children towards the question of education and educational trajectories. (Kaleja, M. 2011) The opinion of Milan Portik (2003) is that if parents and the whole family do not consider the education a contribution to the life, if parents are not interested in the works of the child at school and they are also not interested in the content of the child's education, the child lacks the feedback from parents (the authority) and thus understands the school as an unimportant institution. The parents should be more involved in the process of education of their children. An active informal cooperation of school and parents is a possible way. Many schools realize various projects or programmes, in the scope of which the space for parents could be provided.

Community and other socially-pedagogically oriented centres or centres offering social services in socially excluded localities should be actively cooperating with the school. The school should be interested in this cooperation.

If we want to reach positive changes in the sphere of education, we should start both with the children and their parents. A lot of them have low qualification, although they could potentially reach the higher one. However, the parents lack the motivators which would sufficiently stimulate them to a life change, to a change of present life style. It is necessary to choose the parents who could become a model for the others, and to offer those parents specific possibilities of employment. It is just them who can be significant stimulators, because they come from the same locality and they are socially the closest to them.

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