The Impact of Labelling on Roma Integrity

S. Buzalova (Szilvia Buzalova), M. Olah (Michal Olah), T. Pavlovicova (Tatiana Pavlovicova), E. Dirgova (Eva Dirgova)

St. Elizabeth University of Health and Social Sciences, Bratislava, SK

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E-mail address:

szilviabu@gmail.com

Reprint address:

Szilvia Buzalova
St. Elizabeth University of Health and Social Sciences
Faculty of Health and Social Work Nove Zamky, Bratislava
Slovakia

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Reviewers:

Michael Costello
University of Scranton School of Education, USA
Gabriela Lezcano
University of California, San Francisco, USA

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Abstract:

Objective. This study aims to explore the impact of labelling on the integrity and social status of Roma communities, focusing on how these labels influence their identity, social relations, and experiences of discrimination.

Methods. We employed a qualitative study that included 68 Roma people living in communities to analyze the impact of labelling. The impact of labelling on Roma integrity is a multifaceted issue that significantly affects their social status, identity, and overall well-being. Labelling often results in stigmatization and reinforces stereotypes that contribute to systemic discrimination against Roma communities.

Results. The findings indicate that labelling significantly contributes to the stigmatization of Roma individuals, reinforcing negative stereotypes and social exclusion. Participants reported experiences of discrimination in various domains, including education and employment, leading to

a diminished sense of identity and belonging. Quantitative data highlighted that higher levels of perceived discrimination correlated with increased feelings of alienation, poor housing and job opportunities, and lower self-esteem among Roma individuals.

Discussion: The discussion contextualizes these results within broader societal and historical frameworks, emphasizing the role of systemic discrimination in perpetuating negative labelling. The homogenization of diverse Roma identities under the single label of "Roma" obscures their unique cultural practices and experiences, further entrenching barriers to social integration and equity. Comparisons are drawn with studies from other marginalized groups to illustrate common themes of labelling and its consequences.

Conclusion: This research underscores the urgent need for policies that recognize and celebrate the diversity within Roma communities rather than perpetuating harmful stereotypes. It advocates for educational and social interventions aimed at combating discrimination and promoting the integrity and dignity of Roma individuals.

Introduction

For many years, Roma families have been unable to socialize and integrate into the culture of Slovaks. Unemployment and crime rates are high, and education is at a low level. The housing of some Roma resembles anything but decent housing for a person. We wonder whether this is caused by the Roma themselves, or whether we are helping them to live in an unsuitable environment. Various claims are spread about Roma people. Labels they have been given state that they are lazy to work, uneducated, unmotivated, musically talented, and so on. We know various stereotypes and prejudices about Roma people, but we do not know which ones are true and which ones are fiction and conjecture. The aim of our research is to find out whether stereotypes and prejudices against the Roma interfere with their lives. The behavior of prejudiced people can ruin a spontaneous acquaintance. It can determine the treatment of a person against whom we have prejudices. We will learn how prejudices can degrade good intentions. Prejudices are close to the attitudes we adopt. We can pretend that nothing has happened, and by doing so we deepen our attitude towards the Roma. Therefore, in that case, it can happen that in the future we will not want to cooperate with them, creating an attitude of disinterest in the situation.

Theoretical background

Stereotypes are fixed and ingrained types, ideas, and patterns that a person refers to in order to justify a positive or negative prejudice. Even though these types, ideas, and patterns are promoted, it is difficult to find out their origin and what they are based on. Stereotypes lack factual support. The function of a stereotype is to justify and defend some kind of behavior or attitude. If a stereotype is negative, it helps to sort and select only negative connotations, and this subsequently defends the negative selection or antipathy. For these reasons, a stereotype is not a prejudice, but a tool for rationalizing supposedly permanent values, thinking, and behavior. In most cases it is a set of unflattering ideas about members of social groups, classes, ethnic groups, etc., based on racial and social prejudices (Allport, 2004).

We live in a world full of stereotypes. Because of them, we dare to say that cohesion, unity, and understanding among people are not growing. We have a high tendency to separate ourselves from everything that is a little different from what we ourselves are used to accepting.

Our stereotypes and negative opinions can lead to hatred and contempt for individuals, communities, and their faith. Due to the long-term persistence of the way of life led by Roma, the stereotypical Roma way of life has been deeply embedded in people's consciousness and continues to spread. Their opinions about the Roma community are heavily laden with emotions. Many of these attitudes still persist and are taken from their environment without a rational basis. Negative attitudes and opinions can have varying degrees of intensity - from negative group simplification to openly extremist attitudes.

Stigmatization and the sharing of stereotypes among Roma people contribute significantly to social exclusion, discrimination, and a diminished sense of identity within the community. These negative labels often lead to internalized stigma, causing individuals to begin to accept and embody the negative perceptions associated with their ethnic group (Budayová, Ludvigh Cintulová, 2023). Authors Rýc and Ludivgh Cintulová (2021) state that most people with a gypsy background confirmed that the labelling started when they were at school. Roma children frequently face discrimination in schools, leading to lower educational attainment and reduced future opportunities.

One study highlights how these experiences create an environment where Roma students internalize negative labels, which can diminish their self-esteem and lead to disengagement from the educational system (Ludvigh Cintulova L, Budayova Z, Brédová S, 2022). Furthermore, Hancock (2020) emphasizes that these early negative experiences can contribute to a cycle of disadvantage, where limited educational attainment affects future employment opportunities and perpetuates social exclusion.

The connection between the health issues faced by Roma people and the concept of labelling is significant. Labelling, particularly in educational and social contexts, can have profound implications on the identity and self-perception of marginalized groups, including Roma. When individuals from the Roma community are labelled as "deviant" or "problematic" due to their ethnic background, it can lead to systemic discrimination, social exclusion, and stigmatization, impacting their access to essential services like healthcare.

Health Disparities and Labelling

The study by Ludvigh Cintulová et al. (2023) highlights how stigma and negative stereotypes associated with Roma culture contribute to health disparities. This stigmatization often starts in educational settings, where Roma children may face discrimination from peers and teachers. Such early labelling can lead to diminished self-esteem and a sense of hopelessness, which in turn affects mental health and willingness to seek care (Ludvigh Cintulová et al., 2023; Finkelstein et al., 2020).

Labelling is one of many social determinants that shape the experiences of Roma individuals. The authors argue that to effectively address health disparities, policy interventions must consider the unique cultural and social contexts of Roma communities. This includes recognizing how negative labelling impacts both the health-seeking behavior and the quality of care received by Roma individuals (Vladár & Szabó, 2019; Stojanovic & Toma, 2022).

Cultural Competence in Healthcare

An emphasis on cultural competence training for healthcare providers is crucial in mitigating the effects of labelling. By understanding and addressing the specific challenges faced by Roma, healthcare professionals can foster an environment that reduces stigma and promotes better health outcomes. Training can help practitioners avoid biases that may arise from societal labels, leading to more equitable care (Kovács et al., 2021; Zólyomi & Berényi, 2022).

Reasons for labelling

The Roma community has faced centuries of marginalization, leading to entrenched stereotypes that view them as outsiders and deviants. As noted by Budayová (2019) and Budayová & Ludvigh Cintulová (2021), these stereotypes are often internalized within a society, influencing how Roma individuals are perceived and treated. This historical baggage complicates contemporary interactions, as many people remain unaware of their biases.

Stereotypes form a crucial part of social identity, influencing group dynamics and perceptions of "the other." The tendency to categorize individuals based on group membership can foster an "us vs. them" mentality, where Roma people are viewed through a lens of difference rather than inclusion. This dynamic can lead to exclusionary practices in areas like employment, education, and housing. The socioeconomic challenges faced by many Roma individuals, including poverty, limited access to education, and unemployment, often feed into negative stereotypes. When society views these challenges through a biased lens, it leads to further labeling and stigmatization (Ludvigh Cintulová et al., 2020).

Many people remain uninformed about Roma culture and history, which can exacerbate misunderstandings and perpetuate myths. Educational efforts aimed at increasing the awareness of Roma contributions to society and dispelling common misconceptions are often insufficient. The absence of culturally competent training in institutions, including healthcare and social services, further alienates Roma individuals from mainstream society. Research has shown that teacher attitudes significantly influence students' educational experiences. If teachers hold biases against Roma culture or have preconceived notions about Roma students, they may unconsciously treat these students differently. This can manifest itself in disciplinary actions, participation opportunities, and overall encouragement in the classroom, contributing to higher dropout rates among Roma youth (Rác, L Cintulová, 2021).

1. Socioeconomic Factors: Economic disparities play a significant role in the marginalization of Roma communities. Many Roma individuals experience poverty, limited access to education, and inadequate healthcare, which reinforces negative stereotypes and creates a cycle of discrimination and exclusion. The ongoing socioeconomic challenges faced by Roma populations often lead to their further stigmatization, as societal narratives may frame these challenges as inherent to their identity rather than the result of systemic inequality (Ludvigh Cintulová, Budayová, Oláh, 2024).

Mental health

Roma students often face negative stereotypes that label them as troublemakers and underachievers. "Analysis of mental well-being of Roma due to labelling" by Radková, Ludvigh Cintulová, Brédová, and Budayová (2022) focuses on the mental health challenges faced by the Roma community, particularly concerning the impacts of societal labelling. The study highlights how negative stereotypes and discrimination contribute to mental health issues among Roma individuals, affecting their overall well-being. Key findings suggest that labelling not only perpetuates social stigma but also exacerbates mental health problems, leading to increased anxiety and depression among those affected. The stigma associated with being Roma can extend beyond the classroom, impacting students' relationships with peers and their broader community. This can further alienate them from the educational experience, leading to lower participation and success rates and worse mental health. The constant experience of discrimination linked to labelling can create chronic stress. This stress can manifest in various ways, including anxiety disorders, depression, and other mental health issues. The relentless pressure of navigating a world that views them through a stigmatized lens can severely impact their overall mental health (Ludvigh Cintulová et al., 2023). Labelling can result in social isolation and exclusion from mainstream society. When Roma individuals are marginalized, they may withdraw from social interactions, leading to loneliness and increased anxiety. The sense of not belonging can exacerbate feelings of depression and hopelessness (Budayová, 2019).

Methodology

The qualitative method included interviews with 68 Roma people about labelling through in-depth, semi-structured interviews. The objective of these interviews was to gather personal narratives and insights about their experiences with labelling. After collecting interview data, we used thematic analysis to identify and analyze recurring themes in participants' responses. This method allowed for a deeper understanding of how labelling affects the mental and social

well-being of Roma individuals. The qualitative research aimed to explore the concept of labelling as experienced by 68 Roma individuals. The study employed a descriptive and interpretative approach, focusing on personal narratives to understand the complexities of labelling in their lives. A total of 68 Roma participants were selected through purposive sampling, ensuring a diverse representation of experiences and backgrounds. Participants were chosen based on their engagement with different aspects of life affected by labelling, including education, housing, and employment.

The interviews included open-ended questions that prompted participants to discuss their perceptions of labelling, its origins, and its impact on their lives. One interview took 30 minutes, with categories consisting of the impact of labelling on Roma life in the field of education, housing, and employment. The research revealed that labelling has profound implications for the mental and social well-being of Roma individuals. Themes that emerged included the internalization of negative stereotypes, barriers to accessing quality education and employment opportunities, and social isolation stemming from discriminatory practices. The insights gained from this study contribute to a deeper understanding of the systemic issues affecting Roma communities and underscore the need for targeted interventions to combat labelling and its repercussions.

Results

Roma people say the start of labelling is mostly in the school environment and in the media. The media casts a negative light on Roma people in their articles. Crime is one of the most frequently mentioned topics. Roma commit crimes and theft due to unemployment and are forced to obtain wood and other necessities by stealing. This does not apply to every Roma, as is the rule. However, when the media constantly reports on Roma thefts, the Slovak population adopts the idea of thieving Roma who steal and will not and cannot do anything else. This is how negative stereotypes about thieving Roma are born. The reason for the theft does not matter to anyone because they have already made a judgment and a decision within themselves that Roma steal. The more this is pointed out, the more the truth of this statement is confirmed for many people. Residents, consumed by negative news and prejudices about Roma, have already condemned any coexistence or cooperation because it had already been decided to integrate Roma before assistance began.

Open Coding of Roma Responses on the Impact of Media Labelling

1. **Code: Origin of Labelling:**
   - School Environment: Roma individuals identify schools as a primary setting for the initiation of labelling, indicating early exposure to stereotypes and biases.
   - Media Influence: The media is perceived as a significant contributor to the labelling process, shaping public perception negatively from a young age.
2. **Code: Negative Media Portrayals:**
   - Focus on Crime: Media frequently highlights crime-related stories involving Roma, creating a narrative that predominantly associates the community with criminality.
   - Stereotyping: Articles often present the idea that Roma are inherently criminal, emphasizing theft and unemployment as defining traits.
3. **Code: Perpetuation of Stereotypes:**
   - Confirmation Bias: Continuous reporting on thefts leads to a reinforcing cycle where the majority of the population adopts and perpetuates the stereotype of the "thieving Roma." Additionally, based on media presentations, the majority of the majority population holds the opinion that Roma are uneducated, poor, have many children, are dependent on state assistance, and violate the law much more often than members of the majority society.
   - Judgment Formation: The community feels that the reasons behind these acts (e.g., economic hardship) are overlooked, resulting in a rigid and prejudiced view of Roma individuals.
4. **Code: Societal Impact:**
   - Prejudiced Coexistence: The pervasive negative narratives in the media foster a hostile

environment where the majority population feels justified in their biases, often preemptively rejecting integration efforts.
- Barrier to Cooperation: There is a sense that the negativity surrounding media portrayals has already condemned any potential for coexistence or collaboration with Roma communities.

Open coding: The Impact of Labelling

The lives of Roma are not only influenced by stereotypes, but also by the real problems this minority group faces in areas such as housing, employment, and education. These areas are often stigmatized, and Roma have to cope with them in an environment where prejudices and negative opinions prevail.

Code: Housing

Roma people often face difficulties in securing housing that have been brought about by poverty and social exclusion. In many cases, mayors avoid granting permanent residence to Roma due to pressure from other residents, making it difficult for them to integrate into local communities. This problem not only limits their opportunities to find stable housing, it also deepens their social isolation and increases their marginalization. The housing situation for Roma communities often reflects broader issues of poverty and social exclusion. Roma individuals frequently encounter significant barriers to securing stable housing due to a combination of systemic discrimination and societal prejudice.

Key Points:

1. **Difficulties in Securing Housing -** Many Roma face challenges in finding adequate housing options. This situation is exacerbated by their socio-economic status, which limits access to the financial resources necessary for renting or purchasing homes.
2. **Discrimination from Local Authorities -** Local officials, including mayors, may refuse to grant permanent residence permits to Roma families, often due to pressure from non-Roma residents who may harbor negative attitudes towards them. This bureaucratic hurdle effectively isolates Roma from fully integrating into local communities.
3. **Social Isolation and Marginalization -** The lack of stable housing not only hinders Roma's ability to find employment and access education, it deepens their social isolation. Being denied housing can lead to increased marginalization, making it difficult for Roma to participate in community life and access essential services.
4. **Impact on Community Relations** - The avoidance of granting housing rights to Roma contributes to tensions between Roma and non-Roma communities. It fosters an environment of distrust and reinforces stereotypes, further alienating Roma individuals.

Code: Employment

The view of Roma employment is often distorted by stereotypes that portray them as unemployed and unwilling to work. Although many Roma are trying to find employment and improve their situation, barriers such as discrimination, a lack of education and skills, and employer reluctance make it difficult.

Coding answers of participants:

- **Perception of discrimination**: "We feel that we are looked at differently." - The statements show that respondents feel that they are treated differently from the majority society in everyday situations, such as when visiting shops or restaurants.
- **Unfavorable treatment in employment**: "We were interviewed, we did everything, but you don't fit in." - This takes into account the feeling of rejection and non-acceptance based on ethnicity.
- **Stereotypes and generalizations**: "They put us all in the same bag." - This expresses how Roma are often perceived as a homogeneous group, regardless of individual differences.
- **Ethnic discrimination in the labor market**: "A white person gets a job, but a Roma person doesn't." - This points to systemic discrimination that stems from prejudice based on skin color.
- **Barriers to employment**: "Even if he shows his papers, they won't hire him." – The state-

ment reflects a sense of helplessness and frustration at not being able to find a job, even when meeting the qualifications.

- **Changes in social norms**: "Some Olašskis have a white wife.", "Yes, I'm for change, times are different. We used to be able to do nothing. Now women can dress differently too." - This reflects developments in social norms and acceptance among different ethnic groups.

Do Roma consider education important for jobs? "Some do and some don't. They say that he will go to a special school and learn something. My little one will go to a regular school. If I could do it over again, I would do all the schools, but I had parents who didn't send me to school. We feel the need for education because workers are immediately asked about school. The grandparents didn't consider school necessary. Life was different. Now you can't get a good job without a good school. Young Roma have to learn if they want to live well. The view of Roma people is bad, and that doesn't motivate them to learn much. They do not understand it is important in the future, and they do not think so much about the future and getting a job. Money is important for them, and they think only their hands are enough to get a job. We know that there are smart Roma in parliament. That boxer really pulled himself together. He had an opportunity. I know they were very poor. Roma are progressing slowly, and we are looking forward to it," said Roma participant 48.

Open Coding: Do you have problems finding a job and housing?

Participants answers: "Yes, we do, most of us. When they find out that you are Roma, nothing can be done. They won't give you a job. And you can even have school papers. We won't get a chance. My sons go to school. They can read, write, they are young, and they haven't been taken away. They are trying to find a job. They treat all of us the same. They see Roma and they only think negative things. Nobody will give them a chance."

1. **Discrimination**: The statement highlights the systemic barriers Roma face in securing employment due to their ethnic background. The participant feels that being identified as Roma immediately disqualifies them from job opportunities, regardless of their qualifications or educational background.
2. **Lack of Opportunity**: There is a strong emphasis on the absence of opportunities for Roma individuals, suggesting a feeling of hopelessness. The participant states that despite their sons' educational achievements, they are still unable to find work, indicating a disconnect between education and employment prospects.
3. **Negative Stereotypes**: The participant notes that the perception of Roma people is overwhelmingly negative, which affects their chances of being hired. This reflects broader societal attitudes and prejudices that stigmatize Roma, creating barriers to integration in the workforce.
4. **Education vs. Employment**: The statement illustrates a significant disconnect between educational attainment and employment opportunities for Roma individuals. Despite having skills and educational qualifications (e.g., reading and writing), the participant's sons are still denied opportunities based solely on their ethnicity.
5. **Collective Experience**: The use of "nás" (us) emphasizes a shared experience among Roma individuals, suggesting that the challenges faced are not isolated incidents but part of a broader societal issue affecting the entire community.
6. **Desperation for Change**: There is an underlying tone of frustration and despair in the participant's words, reflecting a desire for change and acknowledgment of their potential. The sentiment that "nobody gives us a chance" signifies a call for more equitable treatment and opportunities.

This research reveals the deep roots of discrimination and stigmatization that Roma face at various levels. Respondents often feel marginalized and perceive negative stereotypes that affect their employment opportunities and interactions with the majority society. Many believe that their ethnic identity plays a key role in how they are evaluated and what opportunities they have. Labeling has a significant impact on the employment of Roma, and it is reflected in various aspects of their lives and education. These

factors can be divided into several main areas that prevail until the Roma reach adulthood. Roma children may face prejudice from a young age, which affects their school and later employment opportunities. The parental background and culture can contribute to stigmatization that is transmitted to their children. Conflicts that arise in the school environment are often caused by prejudices against the behavior of Roma children. These conflicts can lead to their segregation and placement in special schools, which fundamentally affects their education and reduces their future employment opportunities. Access to quality education is crucial for Roma children. Individualized care and understanding from teachers are necessary to eliminate stigmatization, but many children end up in special schools, thereby missing out on the chance for a quality education. The segregation of Roma in the education system is a form of discrimination, even though the law prohibits segregation as a principle of education. This situation contributes to the fact that Roma have limited employment opportunities due to their low education level. After graduating from a special primary school, Roma have minimal skills, such as reading and writing, which significantly hinders their chances of getting a good job.

Category: Education

Education is another area where Roma face discrimination. Parents often fear that their children will be stigmatized and harassed at school, leading some children to not enroll at all or to drop out early. These factors contribute to perpetuating the cycle of poverty and limit Roma's future opportunities.

Code: Low expectations

"Teachers do not expect much from us, as they automatically assume that there will be a problem with learning. Low expectations do not motivate Roma to learn much because appropriate demands are not made of them, or vice versa, a Roma child often fails at school because he does not understand the curriculum due to cultural and language barriers." Teachers' low expectations of Roma students can lead to poorer results. So can prejudice, a lack of understanding, and individual support. All of this reinforces the real or perceived decline in the quality of education, which can lead to an intensification of the so-called "white flight."

According to the results of our study, there is a connection between low expectations of teachers and poorer educational results of Roma students. These factors contribute to the perpetuation of negative stereotypes and the marginalization of Roma communities in the education system. Teachers often assume that Roma students will have problems with learning, leading to them make low demands on them. This approach can affect the motivation of Roma students to learn and improve because they feel as if no one expects them to perform. Roma students face challenges related to cultural and linguistic differences, which can lead to misunderstanding the curriculum. These barriers can make students feel isolated and discouraged, further reinforcing stereotypes about their abilities. Low expectations from teachers can lead to a lack of motivation among Roma students. If appropriate demands are not made, students may lose interest in learning because they feel that their success is not important.

Code: Insufficient individual support

"There are many students in the class, and there is no time to pay attention to everyone individually", "you are unlucky if you are slower, and individual help is missing", "learning is not the parents' business in the Roma family, there are no positive role models, but also knowledge is lacking." The lack of tailored support and resources for Roma students reduces their educational opportunities and outcomes.

Code: Lack of interest in mixed classes

"Whites don't want to be in the classroom with our children", "There is still exclusion. Ideally, Roma children would be in their schools, that is the majority opinion." Non-Roma parents are afraid to let their children go to school with Roma children. The fears are obvious and justified, but often exaggerated and hasty. Teachers themselves have prejudices and label Roma children as unable to keep up with non-Roma children. They assume that they will learn the

curriculum slowly, and non-Roma children will pay for it with poor education. They are afraid of the influence of children from settlements and the problems that could arise. The upbringing of Roma children is different from that of the majority, which is why parents of non-Roma children are afraid to let them be in a class with Roma children.

Code: School system

The school system in Slovakia is not sufficiently prepared for the education of Roma children. Teachers are not trained to teach children from the Roma community, and this has a negative impact on their educational outcomes. In order for Roma children to achieve good results in school, it is necessary to provide them with individual care and adapt educational methods to their needs. Many of these children face cultural and linguistic barriers and therefore do not have the same opportunities as their peers. In settlements, children rarely learn about the Slovak language or other basic subjects, which increases their distance from the majority society. Outside the settlement, they are faced with a completely foreign world, which can lead to feelings of failure and frustration. The consequence of this situation is that many Roma children end up in special schools where they have limited opportunities for a quality education. Without adequate education, it is difficult for them to find a good job, which only deepens the cycle of poverty and stigmatization from which it is difficult to escape. While some experts suggest segregation as a possible approach to improving the educational outcomes of Roma children, such a move would be against the law and could be considered discriminatory.

Discussion

The perspectives of Roma individuals regarding education reveal a complex interplay of cultural beliefs, historical contexts, and contemporary challenges. While some Roma recognize the necessity of education for securing better job opportunities and improving their social standing, others remain skeptical, influenced by their upbringing and historical attitudes towards schooling. Many participants expressed a desire for educational advancement, reflecting an awareness that a good education is increasingly essential in today's job market.

However, the prevailing attitudes towards education among some Roma communities are hindered by past experiences and socio-economic conditions. The acknowledgment that education was not prioritized by previous generations, particularly grandparents, contributes to a cyclical pattern where the value of schooling may be diminished. Despite these challenges, there is growing recognition among younger Roma that education can be a vital pathway to a more prosperous future.

Participants also pointed out that external perceptions of Roma culture, often marked by negative stereotypes, can demotivate individuals from pursuing education. The belief that societal views are often dismissive can overshadow the intrinsic motivation to learn, making it difficult for many to envision a long-term future in education. Overall, while there is a notable shift towards valuing education within the Roma community, this transformation is gradual. Addressing these complex dynamics will not only require increased access to quality education, but also broader societal changes that recognize and support the educational aspirations of Roma individuals (Svoboda et al., 2024; Makap et al., 2023).

The lack of tailored support and resources for Roma students in schools has a negative impact on their educational opportunities and outcomes. The situation where there are many students in the classroom and teachers do not have time to pay attention to each one individually leads to some students, especially those who need more attention, being left without help (Tyrol et al., 2023). Roma students often encounter prejudice and low expectations from teachers, which further aggravates their situation. Various studies and scholarly contributions point to the need for an individual approach and adaptation of teaching to take into account the cultural and linguistic barriers that many Roma children face (Budayová, 2019; Ludvigh Cintulová, 2021). It is also important to ensure that teachers receive adequate training and support in cultural compe-

tence so they can better respond to the needs of all students. Without these changes, existing stereotypes and inequalities in education are likely to be perpetuated.

Conclusion

It is important to examine and change stereotypes on both sides because their transformation can have a significant impact. Stereotypes often claim that no aid is effective and that any investment is just a waste of money. Many believe that nothing will change and that efforts to improve are just a waste of time and resources. Proper education about the success of projects in Roma communities can provide important insights and help uninvolved people understand the importance of changing stereotypical thinking towards Roma. Having a common understanding and goal among the majority are key steps to bringing about change to the lifestyle of Roma and their integration. Projects targeting marginalized communities have positive results and contribute significantly to improving the situation.

Although progress has been made in many areas of Roma life in recent years, negative stereotypes and stigmatization persist and affect their daily lives. To improve the situation, it is necessary to raise awareness of cultural and social differences and support initiatives that seek to integrate Roma into society. Eliminating prejudices and providing equal opportunities in areas such as housing, employment, and education are key steps towards improving their living conditions.

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