

Education for Deeper Social Integration - EDSI (no. KA2-AE-9/17)

Good practices related to education and integration of vulnerable groups: Czech Republic

1. Inspiration for Inclusion in Schools

| General information about the good practice (GP) | |
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| GP Title | Inspiration for Inclusion in Schools |
| Country, region and municipality of implementation | Czech Republic, Prague |
| Timeframe of good practice (start date, end date unless ongoing) | 1. 8. 2016 – 30. 6. 2018 |
| Level of implementation (local/regional/national/transnational/other) | Local/Regional |
| Webpage or other online info about the good practice | http://www.slovo21.cz/index.php/extensions/inspirace-pro-inkluzi-na-prazskyh-skolach (available only in Czech language) |
| Name and contact information about the organisation implementing the good practice | Slovo 21, Štěpánská 1, 120 00 Praha 2 slovo21@centrum.cz |
| Brief description of the organisation implementing the good practice | Slovo 21 NGO is a non-governmental non-profit organization, which was established in the year 1999. We have Czechs, Roma and members from various continents working for us. Our work can be divided into two main branches - activities to support the Roma, and activities focusing on foreigners. Our organization aims at building a multicultural society and mainly at a better coexistence of cultures. Our philosophy is to activate the Roma and foreigners and to teach them how to fight and stand up for their human rights. Our goal is also to destroy the deeply rooted prejudices, which tend to complicate the lives of many. |

| GP description | |
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| Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of | The project consists of two main activities. The first one is introductory seminar 'Introduction to Inclusion' that should inform headmasters and leading staff of Prague primary and secondary schools about changes in legislative about |

| GP description | |
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| the intervention, such as for example training sessions, events, material published etc.) | <p>inclusive education, provide them with examples of good practices and invite them to the next project activities.</p> <p>The second activity is a several-day lasting seminar 'Small School of Inclusion'. It provides teachers with the up-to-date information about common education, inclusion, individualized education, methods for effective management, examples of good practices of inclusion from Czech schools and introduces them modern methods for inclusive education. Teachers have also possibility to try the methods in practice when working with simulated classroom consisting of pupils having various specific learning needs.</p> <p>As an outcome of the project, a brochure on methodology of multicultural education will be published. It will include a detailed description of structure of lectures of multicultural education and audiovisual material. Another outcome will be a methodical material 'Inspiration for inclusion' covering basic terms in inclusive education, expert texts for teachers and examples of good practices.</p> |
| Short description of the problem the good practice aims to tackle | Inclusive education is defined as one of strategic priorities of education development in the Czech Republic. In 2016 a regulation that sets new rules for education of pupils with special needs was adopted by the Czech parliament. There are, however, many schools and teachers that do not know what this regulation means in practice and, more importantly, how to really teach inclusively. |
| Main objectives of the good practice | <p>The activity develops knowledge and skills of teachers that help to successfully solve challenges of mutual coexistence of pupils from various cultural backgrounds. The objectives are:</p> <ul style="list-style-type: none"> • Informing teachers and schools' head staff about a new conception of inclusive education. • Providing them with tools for work with teachers, headmasters, pupils and parents as with one collective. • Providing teachers with inspirational teaching methods. • Create and develop support network for schools. • Sharing of good practices. • Providing teachers with tools for self-evaluation. |
| Target groups | The project 'Inspiration for Inclusion in Schools' is aimed at teachers and head staff of primary and secondary schools in Prague. It also targets at education program-makers and guidance counsellors. |
| Measures to involve the target groups | Information about the project was promoted on organisation's website and social networks, in a special Bulletin published by Slovo 21, in newspapers, on Prague municipality portal etc. Slovo 21 also sent e-mails to Prague primary and secondary schools offering them participation in the project. |
| Elements of innovation with respect to the regional state of the art or adopted policies | <p>This project was one of the first courses providing information about inclusion to Czech teachers and school staff. It is innovative in providing a complex support of creating pro-inclusive environment in schools consisting of:</p> <ul style="list-style-type: none"> • information about new conception of inclusion adopted by the Czech parliament, |

| GP description | |
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| | <ul style="list-style-type: none"> • practical lectures/workshops of multicultural education for primary schools' pupils, • teaching pedagogues modern inclusive educational methods and giving them space to share examples of good practices <p>The lectures are led by 2 trainers from whose always one is Roma or foreigner.</p> |
| Evidence of success (results achieved) | <p>Within the first round of 'Small School of Inclusion', headmasters and schools' head staff of Prague primary and secondary schools was informed about new conception of inclusive education. Around 40 teachers took part in the training, adopted new methods of inclusive education and evaluation and later used them in their classes.</p> <p>Until March 2018, 42 lectures of multicultural education were realized on Prague schools and more than 760 pupils participated on them. They learnt about different cultures, habits, importance of cultural diversity and intercultural dialogue based on understanding as well as about necessity in being initiative themselves in this.</p> |
| Main problems encountered in implementing and description of the measures taken to overcome them | <p>One of few problems encountered was initial reluctant of schools to send their teachers to the training that lasts several days because these teachers would thus be absent at school. This trouble was overcome by explaining importance and benefit of this training for schools and, mostly, by dividing the training into 2 parts: 3 afternoon sessions and 3 whole-day training taking place from Thursday to Saturday (Saturday is a free day for teachers in the Czech Republic).</p> |

| GP transferability | |
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| Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?) | <p>In our opinion this project is successfully transferable to other European countries where inclusive education is not yet much developed and/or where is a new conception of inclusive education.</p> <p>In the Czech Republic, the project is focused mainly on Roma minority, but in another context, it can be easily adopted to e.g. refugees, people with physical or mental handicaps and other.</p> <p>I think no special conditions have to be fulfilled.</p> |
| Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice) | <p>The whole project was supported by 2,500,000 CZK (ca €98,814) and the target is to support development of civic and social competences of 2,000 pupils and 140 teachers). The costs cover realization of lectures and training courses, promotion, creating material outputs (e.g. brochures, leaflets, audiovisual materials etc.), salaries of trainers, administrative support etc.</p> <p>Regarding human resources, the most important are professional trainers who specialize on inclusive education, non-formal learning methods and have a good overview of inclusion politics in a country.</p> |

| GP transferability | |
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| | Some lectures of multicultural education require also additional materials such as documentary movies. |

2. EYCB fund supporting participation of youth facing economic obstacles in Erasmus+: Youth projects

| General information about the good practice (GP) | |
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| GP Title | EYCB fund supporting participation of youth facing economic obstacles in Erasmus+: Youth projects |
| Country, region and municipality of implementation | Czech Republic |
| Timeframe of good practice (start date, end date unless ongoing) | Ongoing |
| Level of implementation (local/regional/national/transnational/other) | National level / good practice from our organisation |
| Webpage or other online info about the good practice | Info available in Czech language only: http://eycb.eu/cz/stranky/2328-finann-pomoc-vjezdu |
| Name and contact information about the organisation implementing the good practice | Evropské centrum mládeže Břeclav/European Youth Centre Břeclav z. s. (EYCB) Eycb.info@gmail.com http://eycb.eu/en/news/ |
| Brief description of the organisation implementing the good practice | EYCB is non-profitable nongovernmental organization founded by young people for young people in 2007. Our main aims and activities are informing and raising awareness of the European Union and its educational programs; promoting self-fulfilment and personal development of young people through educational programs of the European Union (esp. Erasmus+: Youth) and supporting non-formal education, intercultural dialogue, volunteering, international cooperation and active civil society. |

| Good practice description | |
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| Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the intervention, such as for example training sessions, events, material published etc.) | <p>The EYCB fund provides financial support for young adults facing economic difficulties, who want to take part in Erasmus+: Youth projects. These people choose a project promoted on EYCB web and alongside applying for it they can ask for a financial allowance covering their travel costs to/from the project's venue, health travel insurance, costs related to issuing a passport (up to 600 CZK) and food allowance covering purchase of food and/or non-alcoholic drinks in case of waiting long at the airport / train station (up to 500 CZK).</p> <p>The application process includes: sending the official application form requesting allowance along with a motivational letter, a copy of a proof of receiving child benefit and/or a copy of a proof of a fact that applicant's family's income is not higher than 1.5 multiple of subsistence level and a copy of a document proving Czech nationality of the applicant. In the motivational letter, the following questions have to be answered: 1. Why you? (Why should we support right you?), 2. Why this specific project? and 3. How will you multiply/use the gained knowledge from this project in your life/community? In some cases, the applicant may be also asked for an interview.</p> <p>The allowance can be sent either to the applicant's bank account or using a postal order or the flight/bus tickets and insurance are purchased directly by EYCB.</p> <p>After return from a project a participant must provide EYCB with all invoices and travel documents related to costs covered by the fund.</p> |
| Short description of the problem the good practice aims to tackle | <p>There are many young adults in the Czech Republic (as well as in Europe) coming from a difficult economic and social background or living in conditions that do not allow them to invest money in education that would enable them to improve their competences, gain required experiences and qualification and thus also improve their living standard. Especially for those are opportunities created by EU funded educational programmes very important. In the same time, there is a requirement for participants of the projects to pre-finance their travel costs as well as cover compulsory travel insurance. This is, however, for many of young adults coming from families living just on a subsistence level an unsurpassable obstacle.</p> |
| Main objectives of the good practice | <p>The main objective of the described fund is to provide economically disadvantaged young adults with an allowance for covering their costs related to participation in international educational projects. This enables them to develop their competences and soft skills, gain unique experiences with work in international team, establish contacts important for their future education and sometimes even work, which improves their possibilities to overcome difficulties they face and live a successful life.</p> |
| Target groups | <p>The fund aims at all young adults aged 18+ of Czech nationality, with permanent address in premises of the Czech Republic, living in a family with income not higher than 1.5 multiple of subsistence level and/or living in a family that receives a child benefit.</p> |

| Good practice description | |
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| Measures to involve the target groups | <ul style="list-style-type: none"> • informing organisations working with socio-economically disadvantaged youth • raising awareness about the fund through the EYCB web and Facebook • releasing a press releases about the fund • organising several presentations on high schools (esp. vocational schools) about the Erasmus+ programme with an emphasis on possibility to apply for the allowance from the fund • organising a presentation at a meeting of Roma Roma scholars supported by the Scholarship for Roma high-school- and university students |
| Elements of innovation with respect to the regional state of the art or adopted policies | <p>In the Czech Republic, there are many organisations working with the Erasmus+: Youth programme. However, lot of them is charging youth and young adults with fees for participating in projects – a practice going against inclusive principles of the Erasmus+ programme.</p> <p>Given this context, the EYCB fund is innovative in its approach, making a possibility to take part in Erasmus+ projects open for everybody, including those with the most limited financial resources.</p> |
| Evidence of success (results achieved) | <p>Thanks to spreading information about the fund we reached hundreds of disadvantaged young adults who have not been aware about possibilities provided by the Erasmus+ programme before. Now, they can take part in projects promoted by EYCB even completely free.</p> <p>So far one applicant (a Roma university student) has been supported by the fund. Unfortunately, he had to cancel his participation in a project at the end due to a theft of his ID.</p> |
| Main problems encountered in implementing and description of the measures taken to overcome them | <p>Main problem connected to this good practice is a small awareness of target group about the fund, fear of disadvantaged young adults of participation in projects and distrust that the fund is really aimed at helping them.</p> <p>The best way to overcome these difficulties is to spread information about the fund among the target group. Once the first supported applicant takes part in a project, it is crucial to promote this success and its positive impact on the applicant massively on our web, social media, press and especially ask the applicant to spread the info by word of mouth.</p> |
| Good practice transferability | |
| Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another European context? What local / | <p>As a kind of financial support this practice is very universal and can be implemented in any European country by any organisation working with the Erasmus+ programme (or any other educational programme).</p> <p>It is, nevertheless, important to pay attention to national/regional economic conditions when setting the criteria for target group that can benefit from the fund and limits of financial allowance.</p> |

| Good practice transferability | |
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| national conditions should be met to allow the transfer?) | |
| Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice) | <p>Financial resources needed: costs related to supporting one applicant may reach ca 10,000-15,000 CZK (600 CZK costs related to issuing a passport, 500 CZK food allowance, ca 600 CZK travel insurance, the rest travel costs). It is recommended to have enough resources to support at least 2-3 people at one time. Given amounts will be slightly different in every country.</p> <p>The only human resources required are people who asses the application forms and interview applicants and person(s) in charge of accounting and preparing & concluding a contract with applicant.</p> |

3. Field Programs for Adults

| General information about the good practice (GP) | |
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| GP Title | Field Programs for Adults |
| Country, region and municipality of implementation | Czech Republic, South Moravian Region |
| Timeframe of good practice (start date, end date unless ongoing) | Ongoing |
| Level of implementation (local/regional/national /transnational/other) | Regional |
| Webpage or other online info about the good practice | http://iqrs.cz/en/foradults |
| Name and contact information about the organisation implementing the good practice | IQ Roma servis, z. s. Vranovská 846/45, 614 00 Brno, Czech Republic IQRS@IQRS.CZ +420 543 213 310 |

| General information about the good practice (GP) | |
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| Brief description of the organisation implementing the good practice | IQ Roma servis is one of the most prestigious non-governmental organizations and we belong to the top experts on social inclusion, as evidenced by our national and international awards, recognitions and accreditations. Target group of its direct work are foremost social excluded Roma in being in bad social situation. |
| Good practice description | |
| Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the intervention, such as for example training sessions, events, material published etc.) | <p>The field program supports clients in achieving their interests and enforcing their rights. The services are organized in two main centres: community and field work centre and consultancy and employment centre.</p> <p>Based on individual needs of a client, field workers provide him/her with free-of-charge consultancy and other services focused on one or more of the following topics:</p> <ul style="list-style-type: none"> • Employment consultancy and services • Cooperation with employers • Support of employment and career competencies of clients • Help with housing problems • Help with debt problems • Legal advice and assistance • Support for disturbed relationships in families and communities • Protection from discrimination and help for discrimination victims <p>Capacity for providing this service is currently 10 clients at time.</p> |
| Short description of the problem the good practice aims to tackle | Many Roma people in the Czech Republic face social exclusion and thus live in difficult social and economic conditions. They lack education, finances and self-confidence needed to find a job, enforce their rights and prevent problematic situations. |
| Main objectives of the good practice | The field program supports target group in enforcing their rights and reaching their goals. It focuses foremost on the following: <ul style="list-style-type: none"> • Reinforcing self-confidence • Procuring and maintenance of a respectable job leading to independence • Ensuring quality education, qualification and personal development • Help with debt problems • Providing legal advice and assistance • Support for disturbed relationships in families and communities |
| Target groups | The target group of this good practice is any person older than 15 years, especially of Romany origin, who find themselves in unfavorable social situation and is looking for information and support to reduce its impact or solve the situation with their active participation. The services are also offered to other individuals regardless the ethnic aspect if there are sufficient capacities. |



| Good practice description | |
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| Measures to involve the target groups | The field program is promoted in offices of IQ Roma servis, on its web and social networks as well as by field workers that are in personal contact with Roma families outdoors. |
| Elements of innovation with respect to the regional state of the art or adopted policies | The program is innovative in its emphasis on individual approach to clients, their needs and proactive involvement of clients in solving their situations. To ensure bigger success and better impact, case management is realized cooperating with more specialists from various areas. |
| Evidence of success (results achieved) | Since the start of implementation of the field program dozens of Roma people were provided counseling and support thanks to which successfully gained employment, were able to buy own accommodation outside of socially excluded areas and/or solved their debt problems. |
| Main problems encountered in implementing and description of the measures taken to overcome them | There have been no problems encountered during the field program implementation so far. |
| How could this intervention be improved | The field program can be implemented in the whole Czech Republic (not only South Moravian Region) or abroad. |

| Good practice transferability | |
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| Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?) | <p>The intervention is easily transferable to other European countries. The following conditions should, however, be fulfilled:</p> <ul style="list-style-type: none"> • there are organizations working with socially excluded people • a good relationships and/or cooperation between the local/regional/national authorities, public sector and those organizations |

**Good practice transferability**

**Resources needed
(Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice)**

Human resources needed: social workers, specialists on various topics (housing, employment, legal services etc.).
Material resources: office for providing counseling services, computers and other office equipment, library with professional literature

4. Romaňi kereka – Romany Circle

| General information about the good practice (GP) | |
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| GP Title | Romaňi kereka – Romany Circle |
| Country, region and municipality of implementation | Czech Republic, Moravian-Silesian Region, Ostrava-Vítkovice |
| Timeframe of good practice (start date, end date unless ongoing) | 2004 – ongoing |
| Level of implementation (local/regional/national/transnational/other) | Local |
| Webpage or other online info about the good practice | Info available in English only. Webpage with the project info: http://cms.kmo.cz/www/cl-900/91-projekt-romani-kereka-romsky-kruh/ Brochure from the 'Seminar about Romani kereka project – possibilities and risks': http://cms.kmo.cz/files/attachments/900/8887-brozura.pdf |
| Name and contact information about the organisation implementing the good practice | Municipal Library in Ostrava ul. 28. října 2, 702 00 Ostrava http://www.kmo.cz/ vitkovice@kmo.cz |
| Brief description of the organisation implementing the good practice | Municipal Library in Ostrava (MLO) is a public universal library ensuring universal and equal access of all citizens and institutions in Ostrava to cultural values and information. It provides library services to people of all age categories and social background. Special emphasize is put on services for children and youth, elderly and handicapped people. Apart from providing basic library services MLO organizes exhibitions, information workshops, competitions, lectures, publishes newsletter etc. |

| Good practice description | |
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| Brief explanation of the good practice (i.e. the activities that have been implemented in order to achieve the objectives of the intervention, such as for example training sessions, events, material published etc.) | During the project, a special Romany library was established providing to local Romanies in Ostrava a place where they can educate themselves, meet other people (Romanies as well as other), spend their free time and ask for help or counselling when solving various life situations. The library is reflecting specifics of Romany people not only concerning services offered, but also regarding interior conception. Apart from basic library services the Romany library has been offering these specialized services within so-called 'circles': |

| Good practice description | |
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| | <ul style="list-style-type: none"> • information circle – general and specialized counselling (information about social security benefits, children care, unemployment, housing etc.); methodical information centre for Romany issues • study circle – access to PCs with internet connection, group and individual study places, various courses e.g. on improving PC and information literacy, motivational programmes, assistance with finding a job... • reading circle – support of Romany and non-Romany book culture, presenting library collections to Romany library visitors, supplementing library collections with specialized Romani studies literature • cultural and leisure-time circle – programs for Romany mothers with children and for Romany families: lectures, exhibitions, storytelling, drama, musical and dancing workshops, motivational program ‘Famous Romanies’, etc. |
| Short description of the problem the good practice aims to tackle | Ostrava region is a place with the second biggest concentration of Roma people in the Czech Republic. In the same time, it is a place with high unemployment rate. There live almost exclusively Romany families in Ostrava-Vítkovice, many of them with very low social standard and low education level. Truancy, children criminality and drug abuse are common phenomena in this locality as there is no place/institution where young Romanies and families could go in for pastimes. Another problem is that there is no cultural place where Romanies and non-Romanies could meet. |
| Main objectives of the good practice | <p>The main aim of this project is to create a Romany public library as a place that will be supporting education of Romanies on long-term basis, providing them also space where they can spend their free time. The aim is not, however, establishing a Romany library focused solely on Roma people and Romani studies, but rather place of meeting, where Romanies would feel welcomed being not separated from major society.</p> <p>Specific objectives are:</p> <ul style="list-style-type: none"> • providing information and counselling concerning everyday life-situations that Romanies deal with; • offering support in education, access to internet, places for studying, help with solving problems (mainly connected to unemployment); • providing support to Romany as well as non-Romany book culture and improving literacy of Romanies; • offering free-time activities and cultural activities |
| Target groups | Target group of this project is, apart from Romany children and youth, also Romany mothers on maternity leave and Romany families that represent a key to establishing a positive contact and communication with Romanies as individuals. The library aims at Romany citizens of Ostrava. |

| Good practice description | |
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| Measures to involve the target groups | For raising awareness about the project, it has been crucial to establish cooperation with local schools and organisations working with Romanies. Some Romanies (especially children from schools and kindergartens) had visited MLO already before. When they came to the library, they were given flyers informing about activities prepared for the target group so that information about the project could spread among the target group. |
| Elements of innovation with respect to the regional state of the art or adopted policies | In the Czech Republic, there are some specialized 'Romany libraries', however, they focus merely at collecting literature about Romanies, Romani studies etc. The concept of the Romany library in Ostrava- Vítkovice is new in a way that it is a library not only <i>about</i> Romanies but above all <i>for</i> Romanies and that it serves as a public space where all people can meet, Romanies could educate themselves, spend their free time and ask for help when needed. |
| Evidence of success (results achieved) | A completely new library, and the first Romany library in the Czech Republic, was built in 2006. Since its opening, it has been offering a collection of materials about social, ethnic and minority issues, specialized Romani studies literature, Romany newspapers and literature. The library runs, moreover, a club for young adult Romany girls called 'Bookovka' organizing meetings with writers, art workshops, workshops on various topics (e.g. drug abuse, bullying, dangers of internet, eating disorders etc.). A special 'Gallery MaM' (the two 'M's stand for 'minority' and 'majority') was established and it has presented over 60 exhibitions (data since 2012). For Romany mothers and families, the library offers places for studying, provides information and counselling services, organises cultural and education activities. The library thus fulfils its main aim, providing a space for meeting Romany and non-Romany people and education of Romanies. |
| Main problems encountered in implementing and description of the measures taken to overcome them | One of the main problems are different behaviour patterns of Romany young adults that 'ordinary librarians' are not used to. These young adults need systematic support, assistance and motivation. On the other hand, they are not used to comply with some 'basic' rules – e.g. that some places in library are only for staff, that they should wait until other people finish speaking before talking etc. Thus, it is very important to educate the librarians in topics like youth work, work with Roma people, mental hygiene etc. There occurred also some minor difficulties with financing during the project implementation. So far, the project was financed from grants and contributions from organisations, funds and foundations. For the future however, a diversification of financing is necessary. |



| Good practice description | |
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| How could this intervention be improved | One way how to improve this good practice, could be organising professional courses with certification (retrainings) for Romanies in cooperation with employment office and other courses. This could help bring more Romany adults to library and help solving the problem of their unemployment. The library could also employ a Romany librarian in order to break barriers between Romany and non-Romany people that still could exist. |
| Good practice transferability | |
| Prerequisites for the adoption / implementation of the good practice (what are the specific elements or conditions that must be present to allow the implementation of the good practice ; Would this action work well in another European context? What local / national conditions should be met to allow the transfer?) | This kind of project is possible to realize in places with socially excluded groups (e.g. Roma people) with potential of developing systematic activities for their inclusion. A cooperation with other subjects (NGOs, non-formal initiatives, social workers etc.) and their support is also a very important. This good practice works in different European countries well, as shows the example of the Romany school library at Gárdhí Grammar School in Pécs that was a model for Romany library in Ostrava. |
| Resources needed (Please specify the amount of funding/financial resources used and/or the human resources required to set up and to run the practice) | The overall costs used for the project "Romaňi kereka" (except of salaries for librarians) reached ca € 80,000. Budget description is as follows: <ul style="list-style-type: none"> • furniture (shelves, charging desk, tables and chairs...) – € 39,000 • technical facilities – € 24,000 • library collection – € 17,000 Concerning human resources, there are 5 librarians working in the library branch in Vítkovice. They cooperate with one Romany assistant and organisations working with Romany people. |