



Roma Education Fund

*Closing the gap in educational outcomes between Roma and non-Roma*

# Mid-term Evaluation of the Together to Pre-school Project in the Czech Republic (CZ033) Final Report



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## Abbreviations

Beleza	Beleza Ostrava o.s.
CR	the Czech Republic
CSO	Civil Society Organisation
CZK	Czech Crown (currency)
DAC	the Development Assistance Committee
EEA	European Economic Area
ERRC	the European Roma Rights Centre
EU	the European Union
IDEAS	the International Development Evaluation Association
MLSA	the Ministry of Labour and Social Affairs
MRD	the Ministry of regional Development
NGO	Non-Governmental Organisation
OECD	the Organisation for Economic Co-operation and Development
OP LZZ	the Operation Programme for Human Resources and Employment (Operační program Lidské zdroje a zaměstnanost)
OP VVV	the Operation Programme for Research, Development and Education (Operační program Výzkum, vývoj a vzdělávání)
OSF	the Open Society Foundations
REF	the Roma Education Fund
UK	the United Kingdom of Great Britain and Northern Ireland
White Rhinoceros	White Rhinoceros / Bily Nosorozec o.p.s.

## Acknowledgement

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Photo on the cover page: the Mothers' Club in Poruba, project archive

## 1. Executive Summary

Only 32 % Roma children aged 3-6 are enrolled in Czech pre-school versus 69 % non-Roma children of the same age. Roma children (27 % versus 2 % non-Roma) are also much more likely to be streamed into special schools or into special classes in regular schools for mentally disabled children. Due to unequal access and lower quality of education for Roma, Roma's educational achievements continue to be far below those of non-Roma in the CR.

Several studies underline that the earlier quality pre-school education starts for socially underprivileged children, the better to equalize access to education. At the same time, segregation of children (even in pre-schools) leads to poorer schooling outcomes later on.

**Quality pre-school education and desegregated primary schooling for socially disadvantaged Roma and partially even non-Roma are the main aims of the evaluated project Together to Pre-school.**

The project provides access to preschool education for disadvantaged, especially Roma children aged 3 to 6 in 2 localities of Ostrava: "Poruba" and "Mariánské Hory – Hulváky". It has been implemented by Beleza Ostrava o.s. White Rhinoceros (Bily Nosorozec o.p.s.). Donors and partners are the Roma Education Fund and the Ostrava Municipality. The project budget is 210.447 EUR for the period of 1 November 2012 to 31 October 2015.

The mid-term evaluation summarizes the project's progress and suggests recommendations for the rest of the implementation. Data collection methods included desk review, interviews, group discussions, focus groups, visits of Mothers' Clubs and pre/schools, diagnostics of selected children, observation, survey among parents and case studies. It was participatory – key stakeholders were involved in the inception, field research as well as final stages (final workshop). Key conclusions as per the main evaluation criteria are below.

### Conclusions

**1. Relevance: The project reflects the needs of underprivileged families as well as the need for collaboration with key institutions.**

The project supports socially disadvantaged, mostly Roma families and their children aged 3 to 6 years. It took into account their educational needs and helped to address also their housing situation, employment or financial difficulties. The project is in line with the strategic priorities of the Ostrava City (Social Inclusion Programme, community plan), as well as the Czech Education Act and related regulations. Implementers cooperated not only with preschools and the Ostrava City, but partly also with primary schools, the Pedagogical-Psychological Counselling Centres, the Czech School Inspectorate. The ongoing collaboration with such institutions was highly relevant.

**2. Effectiveness: The project managed to engage many children. Most of them were placed in preschools or non-segregated primary schools. Ways of working need revision.**

The project was successful in recruiting families to the project (156 contracts, eventually 123 children were involved, out of which 94 underwent Mothers' Clubs, 57 attended preschools and 25 primary schools), as well as in the preschool enrolment (71% and 62% at each location), number of cooperating preschool directors (11), relatively low rate of drop-outs from preschools (30%) and a high number of children enrolled in non-segregated primary schools by the due date (min. 70% assumed). The quality of Mothers' Clubs was assessed as rather high as derived from a comprehensive diagnostics of 22 children and other evaluation methods. Other key success factors are explained below in the project uniqueness.

Attendance of children in preschools as well as Mothers' Clubs has remained low. The main reasons were migration, health issues, difficult adaptation, inadequate clothing or shoes of some children, further likely a lower quality of teaching in Mariánské hory – Hulváky in the first year as well as poor infrastructure and social tensions in Poruba. Migration was the main reason for drop-outs. Another key issue is the fear of parents of non-segregated schools (with fewer than 30 % of Roma) and their insufficient understanding of all options especially with respect to primary schooling. The plan to cooperate with primary schools (even segregated ones) in the last year of implementation is very important to achieve lasting successes. So is the improvement in cooperation with both mothers and fathers (themes, appropriate communication tools etc.).

### **3. Efficiency: Dedicated staff members, but need to change project management**

The project organizational structure is reasonable, since it is based on the organigram of both organizations involved. Replacement of under-qualified staff members positively affected the quality of the concerned Mothers' Club. The approach of most current employees is praised by other actors. They need ongoing education in their specific areas of focus. The current project management and team leadership needs a major change. It is also necessary to significantly improve the project documentation, monitoring, internal evaluation and external communications.

### **4. Impacts: The project enhanced knowledge, skills and attitudes of families**

Positive development of children and their mothers is apparent. Actual knowledge and skills of children is mostly age-appropriate. Mothers' Clubs (especially the one in Mariánské hory - Hulváky) need to further develop their methodology to ensure the systematic development of each child in all key areas. Baseline assessment of children beneficiaries and data of a control group (children who did not join) are not available, therefore positive developments cannot be clearly attributed to the project.

A lot of mothers got more confident, sought actively information about their child development and trusted their children more too. This is crucial for their decision making about enrolment into a non-segregated primary school. In specific cases, the project indirectly contributed to better relations in the whole family or to enrolment of older siblings to non-segregated schools.

Several representatives of the Ostrava City Council actively supported the project. Directors and teachers of pre-schools involved in the evaluation (with one exception) verbally supported the inclusion of Roma and socially disadvantaged children in standard schools. However, it is unclear if attitudes actually changed. Conversely, min. 4 cases of discrimination were found. The project should not only inform, but also educate schools and promote systemic changes.

### **5. The project is unique - it is a part of the established system, it provides comprehensive support to underprivileged families and engages in advocacy to key institutions.**

Although standard pre-schools educate children aged 3 to 6 years, the role of the project and the Mothers' Clubs is specific: to prepare underprivileged families with children for enrolment and successful completion of standard preschools and primary school and smoothen their adaptation. Additionally, families receive support in resolving current problems (e.g. housing), which is on top of the original project. A similar support at given locations is not available. Further, what makes this project different from similar ones implemented in other parts of Ostrava is advocacy – specifically the official partnership with the Ostrava City, cooperation with its Sub-cities, pre-schools and primary schools. This has resulted beside others in a new rule for school enrolment of children involved in the project – places at non-segregated schools were reserved for them. On the other hand, it is necessary to

introduce a comprehensive methodology of teaching in Mothers' Clubs, increase the quality of events for parents, strengthen parents' participation (including fathers) and promote quality teachers' training related to Roma inclusion (even if provided by other CSOs).

**6. Sustainability: The project is not sustainable as yet, but has a great potential - it needs to be further developed and financially supported.**

A great interest of parents and a clear potential of the project is apparent. Areas for improvements are being dealt with on an ongoing basis – such experiences should be further built on and shared with others. Because the project is not yet sustainable, it is necessary to immediately begin negotiations with the relevant actors on the continuation from 2016 in order to further support the successful inclusion of current beneficiaries and to reach out to more disadvantaged families. Otherwise, the benefits would likely remain short-term.

### **Recommendations**

*Based on the findings above, the evaluators formulated the following recommendations for implementers and the REF regarding the current project:*

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1. Set the **long-term cooperation with Ostrava City and Sub-Cities** as soon as possible with a clear vision. Ideally **create a network of parents' clubs with the support of the municipality** and with the involvement of pre-schools, counselling centres, CSOs, Sub-City municipalities and donors active in preschool education.

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2. **Urgently raise funds to continue the project in January 2016**, whereby tap into current donors as well as the Research and Development for Innovations Operational Programme (OP VVV), MLSA, MRD, OSF, the Fund for bilateral cooperation at the national level for the EEA and Norwegian funds and others.

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3. **Set clear rules for the project.** Then inform pre/schools, counselling centres, municipalities, all project staff, parents and the public about the rules as well as about the project results and its financing (at regular meetings, electronically, in a flyer on the bulletin boards, in the quarterly summary report sent to all participating institutions, at during a personal visits to Mothers' Clubs etc.).

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4. **Continuously work with pre-schools as well as primary schools not only on enrolment, but also on joint actions** to reduce fears of Roma and non-Roma parents and children related to integration. Teachers and directors of pre-schools and primary schools may also be invited to Thursday's meetings with mothers (and possibly with fathers) or they may be advised to further build their capacities with respect to inclusion. Details about the pre-schools and primary schools should be posted on noticeboards of Mothers' Clubs.

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5. **Implement a comprehensive methodology of teaching children in Mothers' (or Family) Club**, perform entry, on-going and final evaluation of children (ideally in collaboration with parents), provide more teaching aids, toys and books (some can be produced e. g. with parents) and regularly educate parents using different forms (meetings, reading, field trips, "open space" with other actors, etc.) and in a variety of topics according to demand.

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6. **Foster further education of management and non-management project staff** (through trainings, mentoring, etc.) **as well as pre/school teachers** (even via other institutions).

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7. **Continuously monitor benefiting families and eventually offer support** as per the possibilities available to the implementers and other CSOs (e. g. tutoring for pupils).

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8. **Introduce significant changes in the project team** in particular with respect to the project coordinator, further conduct regular team meetings, considerably improve documentation, monitoring as well as internal evaluation and timely solve problematic issues (indicators, accompanying children, absenteeism or drop-out of children etc.).

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## Lessons learnt for stakeholders

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- A. According to the available studies and the experience derived from the project, it is advisable to **start preschool education as soon as possible**, from 3 years of age and possibly even earlier. It improves the school readiness and increases the chances of successful integration in schools.
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- B. **Regular attendance to preschool facilities and the family support are crucial.** There are different motivational approaches, from payment of subsistence and obligations to attend meetings of mothers (Together in Preschool) to intensive educational work with families. Moreover, support of families in crises (housing, debts, unemployment) was found crucial to ensure regular attendance of children and an environment conducive of learning. Dedicated social workers are needed.
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- C. While in Ostrava, number of vacancies in preschools exceeds the demand, preschools near the families involved in the project are full. **It is necessary to address the specific situation of families and seek appropriate solutions** on both family (placement in the Mothers' Club, home education etc.) and system level (adjustment of capacities etc.).
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- D. **It is important to cooperate with underprivileged families on a long-term basis**, i.e. during their visit to Mothers' Club, preschool and primary school education. Projects that support the education of Roma / socially disadvantaged families need to systematically involve fathers as well.
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- E. **Parents need to fully understand the choice they make about selection of a school for their children.** It is necessary that they decide according to their best knowledge, not due to project conditions. They can use the information gathered at the School Open Days, visits to primary schools organized by implementers, references from other parents, discussions on common meetings etc. This approach is also consistent with the fundamental principles of social work, in particular the right of choice and the need to empower service users.
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- F. **In any social and educational services, clear rules are important** - conditions under which children are accompanied, when and how to terminate the contract, etc. Special exceptions (eg. for health reasons) could be decided by the entire project team. The rules should be in accordance with the principles of social work and general societal values. For example, it is not fair to punish younger siblings by terminating cooperation with them if their older sibling is enrolled in a segregated school.
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- G. **It is necessary to cooperate with both "non-segregated" and "segregated" schools** (having more of fewer Roma children), **Roma and non-Roma parents and other actors.** In this way, common ground can be found and concerns can be addressed.
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- H. **In long-term, it is important to influence policies of the City and Sub-City municipalities and municipal preschools** (i.e. advocacy), in particular, the criteria for selecting students<sup>1</sup>, waiving tuition in justified cases by the preschool directors, greater use of Roma assistants or teaching assistants and others. The evaluation debriefing shows that even parents of disadvantaged backgrounds are able to participate in policy-making. Their potential should be more encouraged.
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<sup>1</sup> E.g. the catchment areas of primary schools - Skautska and Porubská may fall under different schools.

## 2. Introduction

The **Roma Education Fund** (REF) was established in 2005 by the Open Society Institute Foundations and the World Bank. Its mission is to close the gap in educational outcomes between Roma and non-Roma, through the design and implementation of policies and programs that support a quality education for Roma including the desegregation of the school system. The 3-year project “**Together to Pre-school**” provides access to preschool education for disadvantaged, especially Roma children aged 3 to 6 in 2 localities of Ostrava: “Poruba” and “Mariánské Hory – Hulváky”. It builds on the REF’s earlier project “A Good Start” implemented in Hungary, Slovakia, Macedonia and Romania. The following report is based on the mid-term evaluation conducted by Inka Píbilová and Ivana Klusáková after 2 years of project implementation.

## 3. Background

### *3.1. Pre-school and primary education in the Czech Republic*

**Pre-school** education has the following main objectives: to facilitate the children’s development and their ability to learn, to enable children to acquire the basic values on which our society is based, to become independent and able to express themselves as individuals in relation to their surroundings. The pre-school education is regulated primarily by the Education Act(2011) and the Framework Educational Programme for Pre-primary Education (2004). Attendance is not compulsory. The year preceding compulsory schooling is free of charge and children have a legal right to attend it.

**School** attendance is compulsory for nine years, usually from the ages of 6 to 15. Basic schools accept children who have reached 6 years of age by 1 September of the year in question. Children turning 6 between the beginning of the school year and the end of the calendar year can be admitted if they are sufficiently mature, physically and mentally, and if their legal guardian applies for admission. The maturity of pupils is assessed during their enrolment in school.

If a pupil is not considered mature enough to attend school he/she continues to attend either a **pre-school** or a **preparatory class** within basic schools. These classes have fewer children, each child is given individual tuition and teachers can take advantage of the help of teaching assistants. Around 2% of pupils move into compulsory education from the preparatory classes.

Children with a severe mental disability, multiple disabilities or autism can attend **special basic schools**.<sup>i</sup> Nevertheless, all children are currently required to join a standard primary school first<sup>ii</sup>. With consent of their parents, they can be then placed to special basic schools in cooperation with the school and the Pedagogical-Psychological Counselling Centres.

In the case of “D.H. and others vs. Czech Republic”<sup>iii</sup>, the European Court of Human Rights ruled in 2007 that 18 Roma students from the Ostrava region had suffered discrimination when they were denied their right to education. The Education Act No. 561/2004<sup>iv</sup> is the key legislation stating equal rights in education. Still, the CR fails to fully address this issue<sup>v</sup>. According to the OECD (2012), the CR was among the top five countries (out of 34) with the strongest influence of the socioeconomic status of pupils on learning outcomes. Moreover, this influenced increased since 2013, which implies an **increasingly unequal access to education**. The analysis of the Czech School Inspectorate confirms the same conclusion.<sup>vi</sup> The Inspectorate also notes insufficient support of children with special learning needs –

either physically challenged or socially disadvantaged (special methods were used in 2013/2014 in 70% of schools, teaching assistants were available in 64% of cases; other approaches were less frequent).

Due to an unequal access to and a lower quality of education for Roma, Roma's educational achievements continue to be far below those of non-Roma in the CR, regardless of how they are measured. Specifically, **only 32 % Roma children aged 3-6 are enrolled in pre-schools versus 69 % non-Roma children** of the same age<sup>vii</sup>. **Roma children (27 % versus 2 % non-Roma) are also much more likely to be streamed into special schools or into special classes in regular schools** for mentally disabled children.<sup>viii</sup> Thus educational gap broadens.

### *3.2. The importance of pre-school and non-segregated schools*

Several studies<sup>ix</sup> underline that **the sooner socially underprivileged children begin to attend quality pre-schools, the better the access to education can be equalized**. The World Bank<sup>x</sup> points to 4 main policy measures to increase enrolment: (1) providing basic information on the returns to preschool and on registration procedures, (2) promoting inclusive preschools by enhancing parental involvement, (3) removing cost barriers possibly coupled with regular attendance, and additionally (4) supporting parenting at home. It also emphasizes the role of Roma mediators / teaching assistants, community events and inclusion of Roma language, history and culture in the preschool curricula.

There are numerous studies on the segregation of Roma in education<sup>xi</sup>. Above all, OECD<sup>xii</sup> underlines that the **segregation of children** (even in pre-schools) **leads to poorer schooling outcomes later on**. Further, a recent pilot study based on interviews with Roma students, Roma parents and school in the UK<sup>xiii</sup> concludes that **educating Roma children in special or de facto segregated schools in the Czech Republic is not justified** as all interviewed Roma children who had been sent to special, or de facto segregated schools in the Czech Republic, were successfully studying in mainstream schools in the UK.

Segregation is generally considered to perpetuate (negative) stereotypes, Based on the available information, the evaluation titled **“A successful school integration program”** in 45 Hungarian schools by Kezdi and Suranyi (2009), supported by the Roma Education Fund, is perhaps the most rigorous study on the impact of segregation. It finds “small positive results in cognitive outcomes and larger positive results in socio-emotional outcomes, as well as increased mutual acceptance<sup>xiv</sup>. Based on its experiences of multiple negative impacts of segregation, the REF promotes inclusive education even in the evaluated project.

As for **preparatory classes**, there is little data on their quality and impact. According to the estimates of REF, majority of their pupils are of Roma origin. REF highlighted that these classes are often created at segregated schools and thus contribute to increasing segregation.

International initiatives towards pre-school education of Roma children include the Council of Europe's **“Teaching Kit for Roma Children”<sup>xv</sup>**. It is a set of teaching materials developed to help aide young Roma children prepare for school at homes. In addition to conforming to the school syllabi, it is also practically-oriented towards everyday-life words of the Roma. The kit provides examples of how cheap and readily available items such as lemons, buckets and sand, can be used for engaging educational activities (see ISSA, 2009).<sup>xvi</sup>

**“A Good Start”** project improves, among others, parenting practices using **Your Story methodology**. Mothers meet in small groups (8 to 15) on a weekly basis for two-hour sessions and take turns to practice reading out high quality children's story books, which they also get to keep. A trained facilitator, who is also usually a Roma woman, guides the reading and initiates discussions on certain elements and messages of the story, thus providing the

mothers with a teaching technique they can use with their children at home. This methodology is also a part of the evaluated project.<sup>xvii</sup> For other examples, see the World Bank's report quoted above.

### *3.3. Project details*

The 3-year project “**Together to Pre-school**” provides access to preschool education for disadvantaged Roma children aged 3 to 6 in 2 localities of Ostrava: “Poruba” and “Mariánské Hory – Hulváky”. It has been implemented by Beleza<sup>xviii</sup> and White Rhinoceros<sup>xix</sup>. The Roma Education Fund and the Ostrava Municipality<sup>xx</sup> donors and partners of the project. The project budget is 210.447 EUR (191.847 EUR by the REF and 18.600 EUR by the city of Ostrava) for the period of 1 November 2012 to 31 October 2015.

The overall project aim:

- To support an early childhood development of 100 children (80% of Roma and 20% of non-Roma) from socially disadvantaged backgrounds in Ostrava (district Poruba and district Mariánské Hory-Hulváky) for their enrolment into integrated mainstream public preschool facilities and to ensure their transition to mainstream elementary desegregated school environment.

Specific project objectives:

- 1.1.To ensure Roma children aged 5-6 increased enrolment to mainstream preschool and elementary schools in a desegregated school environment (and hence avoid streaming Roma children into both practical and de facto segregated elementary schools);
- 1.2.To support the socialization and development of the necessary skills of Roma children aged 3-5 attending Mothers' Club and prepare them for later enrolment into mainstream pre-schools;
- 1.3. To empower Roma and non-Roma mothers (and families), when participating in the Mothers' Club activities under the guidance of an experienced teacher, on their active involvement in the early childhood development of their children;
- 1.4 To set fully operational Mothers' Club in Ostrava localities of Ostrava Poruba, Mariánské Hory - Hulváky that will actively cooperate with the school institutions and other stakeholders.

The project also aimed:

- To change the attitudes of preschool facilities management towards Roma and low expectations of some teachers from Roma children;
- To reduce prejudice of non-Roma parents towards Roma and vice versa.

Specifically, the project provides pre-school education and care services to Roma children in 2 Mothers' Clubs, develops parenting and pedagogical skills of their parents, monitors their practices during home visits, financially supports regular attendance to pre-schools (contribution to the diet in preschool education, clothing, footwear) and finally assists with the school enrolment process. Some mothers became part-time assistants in the Mothers' Clubs. The project partners have also organized events mainly for Roma families.

### 3.4. Key stakeholders

The overview of key stakeholders is as follows.

Type	Main stakeholders
<i>Donors</i>	The Roma Education Fund (REF), Ostrava Municipality and city district offices – social and educational departments (supports negotiations with municipalities, pre-schools, citizens e.g. on the provision of municipal infrastructure for Mothers' Clubs etc.)
<i>Implementers</i>	Beleza Ostrava o.s. , White Rhinoceros / Bily Nosorozec o.p.s. (project team, teachers /assistants in Mothers Clubs and social workers)
<i>Target groups</i>	100 to 115 disadvantaged Roma children aged 3-6 at “Poruba” (out of them 38 living in the socially excluded settlement “Dělnická street and surroundings” and “Mariánské Hory – Hulváky” (out of them 10 living in the socially excluded settlement of Bedřiška) (20% non-Roma socially disadvantaged children) 100 to 115 mothers of the children above
<i>Beneficiaries</i>	Families of the children above Almost 900 Roma citizens in about 253 households of Poruba and Mariánské Hory – Hulváky and potentially other Roma and non-Roma citizens who would benefit from the project, its potential replication and lessons learnt
<i>Others</i>	“Mariánské Hory – Hulváky”: private nursery Bumbřík, public pre-school Matrosovova 14a and Zelená. „Poruba”: private nursery, public pre-schools Dětská 920 – workplace Větrná 1084 and Čtyřlístek on the Skautská street 1082. “Mariánské Hory – Hulváky”: Primary Schools Karasova and Generála Janka „Poruba”: Primary schools Ludovíta Štúra, Dětská, Čkalovova (Pokorného, Ukrajinská, Spartakovců, Porubská, Bílovecká/Svinov, Šalounova/Vítkovice, Gebauerova/MOaP) Other partner pre-schools and primary schools, where children are placed Students of Pedagogical Faculty of the University of Ostrava or other students. Czech School Inspectorate (provides training on access to education and rights and duties, may intervene in unfair practices) Other institutions such as the Agency for social inclusion, Pedagogical-Psychological Counselling Centres etc. (policy makers, educational institutions, other non-profit organisations focusing on the Roma) Media and public

Table 1: Key project stakeholders

### 3.5. Key assumptions and risks

Key project assumptions identified by the evaluators, are as follows:

- Inclusion of the Roma in pre/school education is in line with the Czech national and local policies as well as priorities. Although the implementation lags behind, this assumption is deemed fulfilled, see the national level in Chapter 3.1. and the local level in Chapter 5.1.
- Applicants have sufficient capacities and interest to implement the project. This assumption is partially fulfilled, see project management.

Risks, both planned and unplanned, are listed below together with the applied mitigation measures. While most risks were identified already at a planning stage, mitigation measures were not developed into a greater detail.

Risk	Mitigation measures and results
Existing strong stereotypes and prejudices both on public and institutional level.	The project coordinator and the REF cooperated with the Ostrava City and Sub-city officials. As a result, the City Education Department advised to primary schools to keep an additional reservation for enrolment of children involved in the project.
Shortage of preschool places. Even though there are sufficient places across Ostrava, especially Mariánské Hory – Hulváky have hardly any.	The project staff was in touch with preschools to identify available places. They have placed the children with the consent of their parents.
Lack of interest of preschools to enrol Roma children. Even though this was not a standard, a few cases of discrimination were identified during the project.	The project staff informed interested parents about the enrolment process and usually accompanied them. Nevertheless, less active parents still lacked information.
Capacity and/or sometimes even willingness of Roma parents to participate on a long-term basis. High fluctuation of families, especially of those living in dormitories / lodging houses (Mariánské Hory – Hulváky district).	Field social work aimed to motivate parents in long-term. Despite negotiations of project staff, the REF and the City's representatives, the Sub-City did not allocate premises in the lodging houses of Red Cross for the project. Accompanying of children to a rather distant Mothers' Club was a challenge. There was no follow-up of children who moved to another location.
Interest and capacity of Roma parents to actively participate in the project activities.	Roma social workers were selected to engage with Roma parents.
Unstable political and social situation, leaving after local elections in autumn 2014 (not expected during planning).	A Memorandum of Understanding was signed till November 2015. New representatives have not met the project staff of REF as yet.

*Table 2: Risk management of the evaluated project*

## 4. Evaluation

### 4.1. Evaluation purpose and objectives

As per the Terms of Reference (ToR) of the REF, the external, mid-term evaluation was supposed to summarize the project's progress and suggest specific, attainable and practical recommendations for the rest of the implementation. It included:

1. Assessment of the short / mid-term project outputs / outcomes and the progress made towards achieving project goal(s) based on the current log frame, design and monitoring data.
  - Assessment of the parental skills;<sup>2</sup>
  - Assessment of early childhood education of children;
  - Assessment of monitoring tools and documentation of progress;
  - Assessment of organizational structure and the capacity of staff and partners to achieve the expected results, ways of cooperating with other actors and recommendation of any improvements;
  - Assessment of the quality of preschool education provided by the program;
  - Assessment of the role of local authorities and school inspection in the project and in promoting inclusion.<sup>3</sup>
2. Assessment of project impact on attendance rate, retention rate and learning outcomes of children participating in the project and the impact on further education (enrolment / completion of the first grade at primary school - by type of school).
3. Assessment of the local policies regarding preschools<sup>4</sup> with respect to inclusion.
4. Assessment of strengths and weaknesses of the model.
  - Identification of main obstacles to project achievement and recommendation on their overcoming (the evaluators proposed assessing also key success factors);
  - Identification of critical issues that should be considered for the remaining period of project implementation.

For specific evaluation questions, see Annex 8.2.

Primary users of the final evaluation report were expected to be the Roma Education Fund, the Ostrava Municipality, Beleza Ostrava and White Rhinoceros. Secondary users are families of involved children, (pre)school directors, teachers and other stakeholders.

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<sup>2</sup> In line with the Bloom's Taxonomy of Learning Domains (1956) and subsequent studies, change agents need to address different levels of learning: 1) knowledge, 2) skills and 3) attitudes. The evaluation questions were adjusted accordingly. See e.g. <http://www.nwlink.com/~donclark/hrd/bloom.html> or Anderson, L.W., Krathwohl, D.R., Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., Wittrock, M.C. (2001). *A Taxonomy for Learning, Teaching, and Assessing: A revision of Bloom's Taxonomy of Educational Objectives*. New York: Pearson, Allyn & Bacon.

<sup>3</sup> This has been added by the REF during the inception phase. The analysis of relevant documentation of such authorities is beyond the scope of the project evaluation, nevertheless, the role and priorities of the stakeholders were discussed during interviews.

<sup>4</sup> This has been also added by the REF during the inception phase to identify the extent to what national policies are implemented. While the analysis of all relevant national policies is beyond the evaluation scope, key documents have been analysed and included in the Chapters on Project Background and Relevance.

## 4.2. Approach and design

The evaluation approach was **evidence-based**, using **mixed methods** (quantitative and qualitative) and **triangulation** to substantiate conclusions and recommendations. The evaluation design was **non-experimental**, as no comparison group and no substantial baseline data were available. **Participatory** approach was fostered among all key actors to enhance **learning and utilisation** of evaluation findings. Therefore, donors as well as implementers and mothers were involved already at the initial stage (to clarify their expectations from the evaluation, see their questions in Annex 8.2), they contributed to data collection (to answer evaluation questions) as well as to reporting (to verify findings, conclusions and recommendations). Further, each donor and implementer assigned a dedicated person to the evaluation **reference group**, which provided guidance to the evaluators and steer the evaluation. The group was formed by: Jan Stejskal (REF), Štefan Grinvalský (Beleza Ostrava), Markéta Bartáková (Bílý Nosorožec o.p.s.) and Jan Chytil (Ostrava municipality).

The evaluation took into account the complexity of childhood development – from physical, to mental, emotional and social. Evaluators therefore used the **guidelines to what a child should know at the age of 3 to 6** by BEDNÁŘOVÁ, J., ŠMARDOVÁ, V., provided in their publication *Diagnostics of pre-school age* (2011)<sup>xxi</sup>. This methodology is age-appropriate. It has been used as a basis for developing standards for pre-school education in the CR<sup>xxii</sup>. It is in line with the Education Act no. 561/2004 and the Framework Education Programme for Pre-school Education<sup>xxiii</sup>. This was compared with the information provided by teachers / teaching assistants and served as a bases for the assessment of programme quality aside of the feedback of stakeholders.<sup>5</sup>

The overall methodology was in line with the evaluation standards of the OECD/DAC, the EU, the IDEAS, the Code of Ethics and the Evaluation standards of the Czech Evaluation Society.



*Individual diagnostics as a part of the evaluation (Foto: Iveta Klusáková)*

<sup>5</sup> To assess kindergarten quality, the World Bank compared 5 learning and 2 socio-emotional outcomes (school readiness) between Roma attending or who attended preschool and those who did not. See page 32 to 33 of the study ([http://siteresources.worldbank.org/EXTROMA/Resources/RomaECD\\_FinalReport.pdf](http://siteresources.worldbank.org/EXTROMA/Resources/RomaECD_FinalReport.pdf)). Nevertheless, this methodology could not be used in this case due to selection bias and small sample (see methodology limits).

### 4.3. Phases

The evaluation was implemented in **January and February 2015**. It consisted of a preparatory, field and final stage. With respect to the preparation, a desk review, two group discussions with 20 involved mothers and a joint kick-off meeting with the project staff were held. The inception report was consulted with the reference group. Throughout the field research, data were collected, analysed and verified (see data collection methods below). Finally, obtained data were synthesized as per the evaluation questions. Additional data were collected whenever available to obtain enough evidence. Preliminary findings, recommendations and lessons learnt were discussed at a final workshop with key stakeholders. The draft evaluation report was again commented by the reference group.

### 4.4. Data collection methods

#### a. Desk review

The evaluation team analysed available project documentation as per evaluation questions and other relevant documents on local and national levels (see Annex 8.13 for a full list).

#### b. Interviews and group discussions

During all evaluation phases, semi-structured interviews were conducted with representatives of key stakeholders (e.g. preschool teachers, selected parents, project partners, see key stakeholders above). Families who successfully attended the project as well as families who dropped out or were expelled were interviewed to understand the contributing and limiting factors. Group discussions were held with some school teachers and project teams of each implementing organisation. Appreciative inquiry was applied to build on “what works” rather than on “what does not”. The list of interviewees is attached in Annex 8.3.

#### c. Focus groups

Focus groups were held with mothers to utilise the group dynamics, build on each others’ responses and share similar or different experiences. Thus it provided a more complex view on behaviours, motivations and different success/limiting factors than individual interviews. The guidelines are attached in Annex 8.7. Originally, 5 focus groups were planned with around 10 mothers each. Finally, due to limited number of available mothers, only 3 focus groups were held with the total of 22 mothers (20 % out of 110). Fathers’ opinions were covered during home visits.

#### d. Visits of the Mothers Clubs, pre-schools and schools, diagnostics and observation

The evaluation team visited both Mothers’ Clubs, 3 pre-schools and 4 schools, where children have been placed with the help of the project. As an updated list of placed children was not available before the field research, the evaluators selected the pre/schools based on the latest list available. Pre/schools with a higher number of children were selected from both locations. None denied participation in the evaluation.

Aside of class **observation** and interviews with teachers, **diagnostics of 22 children** (6 and 6 in each Mothers’ Club, 10 in 3 preschools) was performed by an experienced pre-school teacher - evaluator. Children were assessed individually as well as in groups in order to be able to cover the range of skills and pieces of knowledge expected at a certain age. The areas included motor / graphomotor skills, visual perception, auditory perception, perception of space and time, basic mathematical concepts, thinking and speech, social skills, self-care (autonomy) and games. For individual diagnostics, the so called Kangaroo’s Suitcase was used<sup>xiv</sup>. The aim of the diagnostics was primarily to assess the quality of the provided education / project rather than official “school readiness” of an assessed child. For

observation and interview guidelines, see 8.9. Summary of findings from diagnostics and observations are in Annex 8.10, 8.11 and 8.12.

**Assessment of primary school pupils** was done differently– interviews were held with 4 teachers, 2 school directors and with 7 pupils at 3 schools.



*A class in the Mothers' Club in Mariánské Hory - Hulváky  
(Foto: archiv projektu)*

#### **e. Survey among parents**

A short anonymous survey was filled in only by 12 mothers, with encouragement of social workers. Some answers remained blank, sometimes more than one answer was given, which was against the instructions. Thus only individual answers were considered. Findings do not include any quantitative consolidation of the data.

#### **f. Case studies - The Most Significant Change stories and alternative cases**

To complement the data received through the methods above, case studies of selected children and their families were developed based on the suggestions of project staff. First, interviews were held by social workers with 20 mothers using the Most Significant Change technique (9 in Poruba and 11 in Mariánské hory – Hulváky). Interview guidelines are attached in Annex 8.8. A few stories were added by project staff themselves as mothers were not available for the interview. The stories were analysed by the project team jointly with evaluators and the “most significant” ones were selected based on the criteria (values) agreed by the project team and evaluators: strong social exclusion, active approach of parents towards education, cooperation with the project and utilisation of different project services. The stories were verified and further developed by interviewing project staff, parents and possibly children during home visits. Finally, all 7 case studies provide an insight into the beneficiaries' attitudes, behaviours as well as influencing factors. All mothers agreed to publish their story, but most did not want to make their name public, therefore all names are fictitious. Aside of that, 4 families were visited, whose children stopped attending Mothers' Clubs or with whom cooperation was ended. Their feedback is summarized in the findings to ensure their anonymity.



*Mothers took part in the final evaluation workshop – together with their smallest children  
(Foto: Markéta Bartáková)*

#### **g. Kick-off meeting and final workshop**

To foster the participation of stakeholders and the ownership of conclusions and recommendations, a kick-off meeting was held during the preparatory stage and a final workshop was conducted during the final stage of the evaluation. At the kick-off meetings, 20 mothers joined to set evaluation objectives and questions. Further, 6 project staff members, 3 representatives of donors were present for the same purpose. About 30 parents (27 mothers and 3 fathers), 10 representatives of institutions and 7 project team members were present at the final workshop to discuss preliminary findings, conclusions and recommendations. An improvised “day care centre” was created by implementers on the spot so that mothers could devote their time to the meeting. Participants have shown a great level of engagement at both events.

### **4.5. Methodological limits**

First limitation relates to comparing skills of children involved in the project with non-beneficiaries as requested by the Terms of Reference. Children have not been randomly selected for participation in the project – parents decided if to enrol them based upon project requirements and a given contract. Thus the beneficiaries may differ from the non-beneficiaries (e.g. in demographics, ability/skills, behavioural characteristics and motivation). Above all, motivation of children and especially of their parents was likely stronger among beneficiaries – it may have boosted learning outcomes. Thus non-benefiting children and their parents would **not** form a **relevant comparison group** even if their demographics (e.g. age, sex, education and employment of parents), pre-project levels of the expected outcomes (e.g. parental/pedagogical skills of parents; learning outcomes of children by given age) and location may have been similar.<sup>xxv</sup> Due to this **selection bias**, no comparison group has been advised by the evaluators and an alternative was proposed above (diagnostics).

Further, 57 children have left the project (for various reasons) or moved to other locations. Project partners usually did not have any information about their further progress and their latest contact details. This **attrition** affected the evaluation findings. Active parents who remained at both locations were more accessible, whereas non-active ones and those who moved elsewhere formed a minority in the evaluated sample. Effects of the project on the latter group are likely different, therefore at least 4 such stories were collected to explain their

situation and reasons. While the sample size of about 20 % of all involved families and about 40 % of involved pre-schools in the 2 locations may be considered a relatively reasonable number for this type of mixed method research, the **self-selection** bias still poses a limitation.

It is important to note that **no official statistics of Roma exist** aside of self-reporting in 2011 Census. Teachers and institutions are hesitant to determine who belongs to Roma. Further, very **limited baseline data** were available especially with respect to the knowledge, skills, attitudes and socioeconomic background of beneficiaries - both parents and children. Thus the actual progress of each child and mother was difficult to measure. Instead, actual levels were explored and the progress was constructed backwards with feedback of mothers and project staff. However, **self-reporting** could be distorted as they might not recall all details or they could provide desired answers for instance. Triangulation was used to tackle this issue.

Further, **project documentation was partially not available and reliable** (e.g. database of children, attendance of children and mothers). This affected the data analysis and made it difficult to find meaningful trends or relationships. The evaluators shared with the project team some recommendations how the database could be extended to answer key questions, such as reasons for low attendance / drop-out etc. Reliability checks and these adjustment would make future evaluation easier.

Any **diagnostics is subject to actual mood** of the child and the situation. Thus no conclusions about an individual child could be made upon the one-off diagnostics. Instead, the output was compared with the project design and lesson plans. Further, the **maturation effect** was taken into account - not all signs of a child's progress can be attributed to the project. Moreover, children may develop in different ways (**complexity of development**).

A key risk was a potential lack of **cooperation especially with respect to pre/schools and beneficiaries**. A written consent of parents with the diagnostics was secured to enable diagnostics in preschools. Further, focus groups were held to the possible extent during standard Thursday meetings. Support of the project staff, especially teachers and social workers was crucial in winning the trust and access to benefiting families.

The **survey response rate is rather low** (12 responses out of 110, i.e. 11%) and the answers are partially incomplete. Parents needed assistance of social workers to fill in the survey. The reasons were likely a short period for the survey (10 days) and a high workload of the project team that assisted parents. Nevertheless, 20 stories of the Most Significant Change were collected at the same time, which provide a very rich source of information from parents.

#### *4.6. Evaluation team*

Ing. **Inka Píbilová**, MAS was the main evaluator. She has eight years of work experience in the field of social inclusion and development. So far, she has conducted 17 evaluations of educational and development projects. See [www.evaluate.com](http://www.evaluate.com) for details. She was responsible for the evaluation methodology, logistics, deliverables and communication with stakeholders.

Her colleague, the pre-school educationalist, Mgr. **Iveta Klusáková** has 28 years of experience as a teacher of Roma as well as non-Roma and 12 years of experience as the deputy director at Pre-school Brodská, Žďár nad Sázavou. She is specialized in pre-school diagnostics. Above all, she undertook children diagnostics and observation at pre-schools. Further, she contributed to data collection, analysis and reporting.

## 5. Findings

### 5.1. Relevance

Ostrava has the third largest city population in the CR. It is assumed to have the largest Roma population among all Czech cities. According to different studies<sup>6</sup>, between 20.000 and 40.000 Roma live in Ostrava. Out of these, around 11.500 are socially disadvantaged according to the Agency for social inclusion, whereby 5.500 live in lodging houses and 5.000 to 6.000 in socially excluded areas.

Ostrava Municipality introduced the **Social Inclusion Programme** for Ostrava with a long-term vision „Better family life – better coexistence with majority“<sup>xxvi</sup>. Education is one of the three pillars of the programme. It is related to two other pillars as well, i e. with housing (unsatisfactory lodging conditions and frequent changes of residence influence children’s education) and employment (family care limits working opportunities). It emphasizes working with families rather than individuals. Another key strategic document of the Municipality is **The Fourth Community Plan of Social Services and Related Activities in Ostrava for 2015 – 2018**, or the Third Plan<sup>xxvii</sup>. The ten key areas of support and related working groups have been (since the Third Plan already) focused on families with children, people endangered by social exclusion and Roma (people who live in socially excluded localities<sup>7</sup>). The last evaluation of the year 2013 shows that a smaller part of the budget was drawn for the support of Roma. In 2014, pre-school education was started, winning political support. Overall extension of social services is however not intended. In January 2015, Ostrava Municipality adopted a **Memorandum** about three years of cooperation with the **Agency for Social Inclusion**. Education is mentioned on the top of the list of six cooperation areas<sup>8</sup>.

The evaluated project was initiated by REF on the basis of a needs analysis exercised by Sociofaktor<sup>xxviii</sup>. REF also proposed the cooperation to concrete CSOs. As agreed with the Municipality, the project has been focused on **socially disadvantaged families, particularly of Roma ethnicity (plan: 100 children, 80% Roma)**, living in two Ostrava’s localities: Mariánské Hory – Hulváky and Poruba. These families were often not fully informed about their rights and opportunities concerning education. Due to unsatisfactory educational maturity, their children were more often placed to practical schools and special schools (the share of Roma in these schools in Moravian-Silesian Region is 38 %) <sup>xxix</sup>. Families tackle their housing situation, employment or indebtedness. Available questionnaires show that most mothers are unemployed or on maternity leave. Their children aged three to six years often do not enrol in standard pre-schools or their attendance is irregular. The reason is

*“I was afraid that the children would give her names, nickname her Gipsy.” Mother*

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<sup>6</sup> Mapping by Sociofaktor agency in 2011 (see <http://www.sociofaktor.eu/lokality/>, the full report named „Educational and Household Data Collection on Roma children in Ostrava, Czech Republic“ is not publicly available) and studies available to the Agency for social inclusion (some are still in progress). The last Census (2011) shows low number of self-reported Roma due to fears of extremists according to the Czech Statistical Office. No official statistics is collected at schools.

<sup>7</sup> According to Sociofaktor mapping (2011) there are at least eleven excluded localities, including Moravská Ostrava, Přívoz, Poruba, Ostrava – South, Hošťálkovice, Pustkovec etc.

<sup>8</sup> Areas: Education, employment, housing, health care, preventiv of risk behaviour and quality of cohabitation of all Ostrava citizens, see Memorandum on the link above.

reportedly that parents prefer to take care of these children at home together with their brothers and sisters, they are afraid of conflicts with non-Roma children and that pre-school education is also financially inaccessible<sup>9</sup>. The pre-school fee (400 CZK or more per month in municipal pre-schools) may be paid by the state in case that the family is in material need, parents however struggle with payment of boarding allowance (approx. 500 to 800 CZK per month), clothing and footwear (winter jackets and boots, raincoats, willies etc.) and also clubs and trips (e.g. ZOO, school trips etc.). Some schools offer the possibility of paying boarding fee in instalments. Some parents also need to solve raising issues and strong fixation of children on their mothers and of mothers on their children.<sup>xxx</sup> Some do not have children's books or other learning materials at home.

“Mothers (*involved in the project*) want the best for their children. But they lack practical experience of what education really is for, as they are often unemployed.” Implementer

Roma families and other socially disadvantaged families were chosen by social workers of the project. Beside the social handicap, other criteria included parents' will to cooperate in the long term (regularly attend Mothers' Clubs, preschool and primary school), the age of children, permanent residence in the given district and Roma ethnicity (even though non-Roma families were also included). Due to these conditions, excess demand was not expected; the implementers stated that the project has satisfied all who were interested.

The consulted families stated the following main reasons for joining the project:

- financial reasons: free snacks in Mothers' Clubs, covering boarding fees in pre-schools and a starting package for pre-school and primary school;
- chance of preparing children for standard pre-schools (mothers often did not trust their parental skills);
- assistance to mothers so that they could take care of their household or arrange their matters (visits of institutions) without children;
- accompanying children from home to the Mothers' Club and back; and
- recommendations by neighbours, relatives or social workers.

Thanks to social workers from White Rhinoceros and Beleza Ostrava<sup>10</sup>, families have gained an overall support, ranging from housing to employment. Mothers had almost unlimited possibility to stay in Mothers' Clubs. They usually stayed for several days to weeks. Thus they came to know the educational activities for children better. All involved children who subsequently enrolled in pre-school were given an entry package (usually slippers, clothing, 500 CZK) and meal allowance (approx. 600 CZK). Most mothers also received monthly travel expenses (min. 370 CZK) if their children were not accompanied by social workers.

According to the Agency for Social Inclusion, the socially excluded localities and lodging houses are often far from pre-schools and that is why the pre-school attendance is low. The

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<sup>9</sup> These findings are in accordance with the study of World Bank (2012), see page 40. According to the study, most Roma households in the CR prefer to care for the child at home because of their ability to provide home care (40%), children's young age (26%) and too high expenses for kindergarten (21%). The World Bank underlines that this cannot be misinterpreted as a general lack of interest in education.

[http://siteresources.worldbank.org/EXTROMA/Resources/RomaECD\\_FinalReport.pdf](http://siteresources.worldbank.org/EXTROMA/Resources/RomaECD_FinalReport.pdf)

<sup>10</sup> In Beleza Ostrava o.s., the support was provided by a field worker of the evaluated project if necessary. White Rhinoceros o. p. s. paid this service from other resources.

overall free capacity of Ostrava **pre-schools** was 125 in January 2015 according to the City Education Department<sup>xxx1</sup>, but target areas suffered from a lack of capacities. The enrolment criteria are set by pre-school directors. According to the project documentation, all pre-schools were informed about the project. The pre-schools visited by evaluators welcomed the project because according to them, it helps children from underprivileged background adapt to regular school environment: It sets clear expectations, daily routine, range of activities to choose from etc. They also appreciated regular payments of boarding fees from the project. Continuous problems identified by the pre-schools regarding socially disadvantaged families were above all frequent migration and irregular attendance because of illness or insufficient clothing and footwear. The project strives to support regular attendance. In Poruba, the boarding fee is conditioned by presence of mothers at Thursday meetings. In both localities, the attendance is monitored. Some teachers pointed out that the project covers fees of children whose both parents are employed. In their view, the project should cover boarding fees only of children from economically underprivileged families.

*“Teachers and schools are not prepared for inclusion.”*  
Institutions operating in education

The visited **primary schools** also appreciated the project, although they did not have much information about it. They emphasized the necessity of timely pre-school education of underprivileged children. They pointed out that children from socially underprivileged families are not prepared, they have speech disorders, insufficient aural analysis and synthesis

as well as weak abstract and logical thinking. In these cases, postponement of compulsory education is recommended and children spend another year in a pre-school or preparatory class. Some teachers from primary schools shared their opinion that the diagnostics in Pedagogical – Psychological Counselling Centres and possible decision about postponement should be ensured straight by pre-schools in cooperation with parents. Another problem noted in primary schools is the irregular attendance of children.

The **Czech School Inspectorate** follows the School Act<sup>xxxii</sup> and related legislation<sup>xxxiii</sup>. A vice-president of Moravian – Silesian Inspectorate held four Thursday discussions with mothers about enrolment to pre/primary schools, discrimination and support of Pedagogical – Psychological Counselling Centres and other institutions. She did not assess the quality of Mothers’ Clubs but emphasized that pre-school education is very suitable for integration of children with various drawbacks. She also took part at the final evaluation workshop.

*“There are prejudices, but pre-school is the place to dismantle them.”*  
An involved institution

Besides activating social service and tutoring, **White Rhinoceros** had experience with pre-school education in the form of individual preparation of children in a family environment. Since its founding in 2005, the organization is an active member of Community Planning of Social Services in Ostrava. It has also joined in the Social Inclusion Program for Ostrava and started up cooperation with the Agency for Social Inclusion. The organization runs several projects financed by OP LZZ, Ministry of Labour and Social Issues, Ostrava Municipality etc.

**Beleza Ostrava** is a relatively new organisation founded in 2010. It has been involved particularly in informal education of teenagers. It has also provided tutoring to primary school students. It had no experience with pre-school education and project management. Mothers present at the final evaluation workshop appreciated that a project for Roma people is run by a Roma coordinator (from Beleza).

## 5.2. Effectiveness

### Mothers' Club – pre-school – primary school

**Mothers' Clubs** deal with pre-school education from Monday to Thursday, 8:00 to 11:30 a.m. There is a teacher and an assistant who also visits the families as a social (field) worker. In Poruba, the lessons are always backed up by one of two staffers paid by the Labour Agency. Teachers are qualified professionals, even though not exactly for pre-school. Mothers' Club in Poruba follows detailed weekly teaching plans while Mothers' Club in Mariánské Hory – Hulváky has monthly plans with fewer details. The plans are linked to the Framework Education Programme for Pre-schools. Plans are put up on notice boards for parents; moreover, teachers usually go through main activities of the day with mothers upon leaving. Mothers appreciate that a lot. Individual attention is paid to children with special educational needs. In Poruba, there is a picture of sun with names of children, which supports affiance of children to the group. Toys are accessible to children and they are clearly marked, which guides the children to keep the toys tidy, makes their orientation easier and enables them to be self-reliant. In the premises of White Rhinoceros, all attending children receive speech therapy<sup>11</sup>. Mothers can stay in the clubs for the whole teaching time and they use this possibility in the first days or weeks. Rules of the clubs are similar in both localities but not all of them are written down and posted at a visible place. Keeping up with rules, particularly arriving on time in the morning (i.e. before the snack at 8:45) is in some cases difficult. Mothers suggested painting of the premises and improving equipment and maintenance in Poruba, or providing every child with own mug and a towel.

On Thursdays, an instructed person – mother of one of the involved children – leads a one-hour **meeting of mothers**. Every week, mothers obtain a new book and they learn how to use it for education of their child (Your Story Method – Meséd<sup>12</sup>). Alternatively, they have a chance to meet professionals such as from the Czech School Inspectorate and discuss enrolment in schools, postponement options, quality of education, discrimination of children, appropriate teaching materials etc. In Poruba, mothers also use Facebook to coordinate their activities. The involvement of **fathers** is very informal and is limited to home visits of social workers. Some fathers pick up children from pre-schools. The implementers reported that partners of mothers are often against mothers' personal participation in Mothers' Clubs (they would prefer mothers to prepare lunch, clean up etc.).

Every Mothers' Club organizes **events for families**, e.g. trips to the ZOO, St. Nicholas parties or making Christmas wreaths. Particularly St. Nicholas party with distribution of presents was very popular. Some mothers would welcome more such activities. One mother specifically recommended organizing trips that would take more days.

In the course of the year, the project staff in cooperation with headmasters of schools place the involved children in pre-schools and primary schools, either during the school year or upon a regular enrolment. Lunches in pre-schools continue to be covered by the project if the

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<sup>11</sup> This service is covered by another grant.

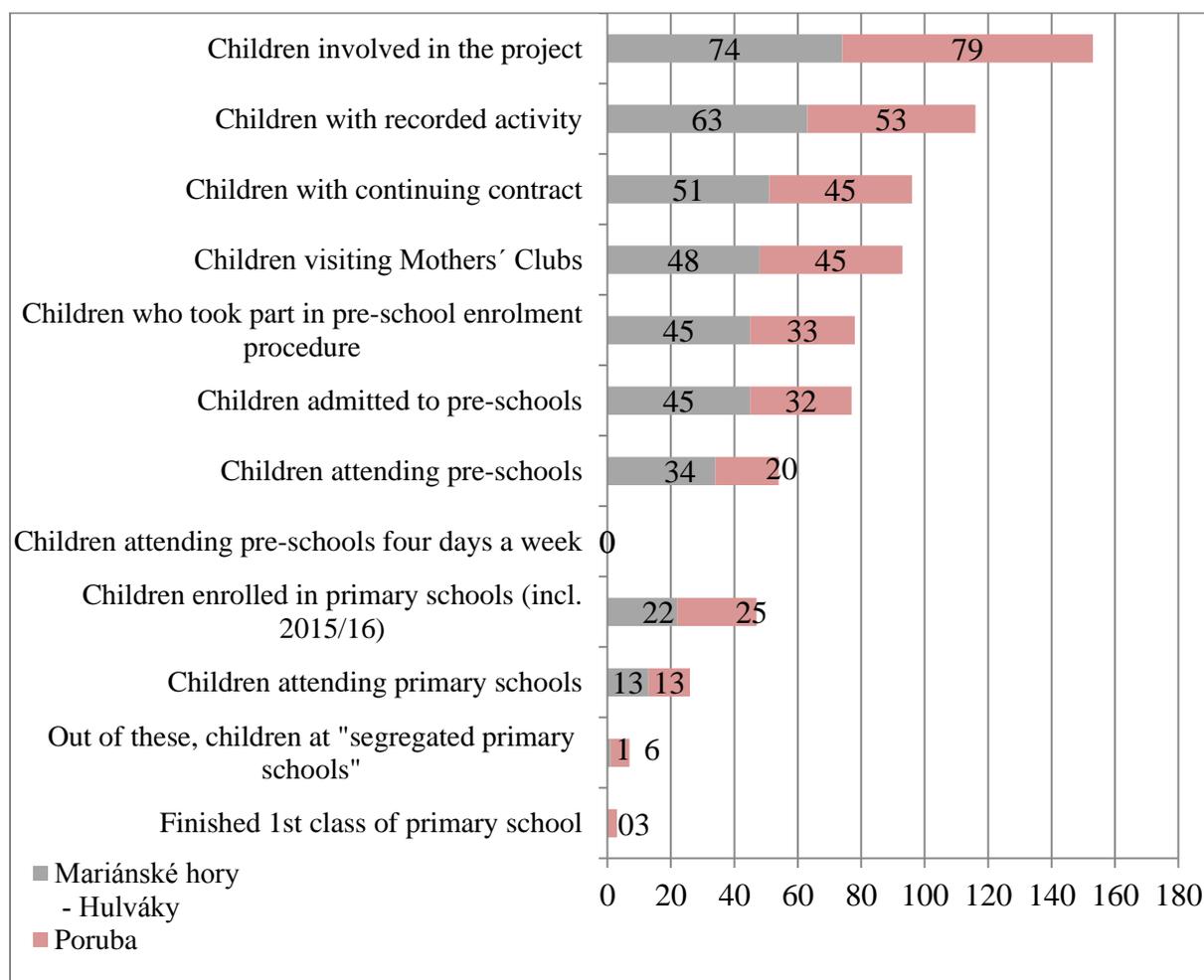
<sup>12</sup> Mothers také round in reading out loudly the story. The facilitator facilitates the discussion and acts as a role model how to debate with children at home. She strengthens the atmosphere of mutual support and thus. She tries not to judge. Further see pages 17 – 19 of A new approach to parental empowerment, UNDP Development & Transition, issue 19, June 2012

[http://www.romaeducationfund.hu/sites/default/files/documents/undpdtnews\\_19\\_web.pdf](http://www.romaeducationfund.hu/sites/default/files/documents/undpdtnews_19_web.pdf)

children attend regularly<sup>13</sup>. Upon enrolment to pre-school or primary school, children are given a starting package. Eventual diagnostics of a child and postponement of compulsory education was done in the Pedagogical-Psychological Counselling Centres, as advised by primary schools during the enrolment. Social workers supported parents and their children in this process, e.g. arranged appointments or checked that the visit took place.

### Overview of children involved in the project

REF strives to support as many people as possible and place these children eventually on a non-segregated primary school. Numbers of children in the individual facilities is approximately as follows<sup>14</sup>:



Graph 1: Overview of children involved in the project

Mothers were informed about Mothers' Club by the project staff in the first place, but also by neighbours and relatives and at least in one case by pre-school staff.

It can be seen from the graph above that to the end of the year 2014, 153 contracts on support were concluded with parents (74 in Mariánské Hory – Hulváky and 79 in Poruba) but no less

<sup>13</sup> School fee can be paid by the Social Agency upon parents' application. Last year of pre-school is free for all.

<sup>14</sup> This is an assessment based on the available project documentation.

than 37 (11 and 26) eventually did not join in the project particularly because of migration and “lack of parents’ interest” (low quality of infrastructure in Poruba, lack of interest of non-Roma parents in a Mothers’ Club with exclusively Roma children). In at least nine cases, contracts were terminated by the project team, most often after children were enrolled to a segregated primary school.

### Children in Mothers’ Clubs and pre-schools

As pictured in Graph 1, 93 children (48 and 45) have attended Mothers’ Clubs so far. In both places, the number of children grew gradually. They attended the club for an average period of nine months (from one month to one year, in one case for two years as parents preferred Mothers’ Club because of bad adaptation of the child in pre-school). One quarter of children was present at least twice per week. According to the project coordinator, every child received snacks and a starting package. Data on accompaniment of children however differ; at the time of evaluation no accompaniment was provided to the children.

Project teams subsequently cooperated with headmasters of eleven pre-schools (5 and 6) which was above the original plan (4 in total). As shown in Graph 1, 77 children (45 and 32) were successfully enrolled in pre-schools, most of them via regular enrolment procedure and fewer in the course of the school year as per the free capacity of pre-schools<sup>15</sup>. In at least 3 cases, children were turned down allegedly for lack of capacity of a pre-school, but except of one, all found an alternative pre-school. Parents of nine children decided not to enrol them in pre-schools, whereby the detailed reasons were not available. The Department of Education of Ostrava Municipality would prefer to enrol children in pre-schools as soon as possible, for instance for a three-month trial period, and limit their attendance to Mothers’ Club for one year at most. In this way, the pre-school capacities would be used up effectively.

As Graphs 1 above further shows, 54 children (34 and 20) attended pre-schools (76% and 63% of the enrolled cohort). According to the project database, no child attended pre-school four or more times a week for the entire period (this was one of the REF requirements; holiday periods were not included in the calculation). During the evaluation, however, only three of ten scrutinized children had troubles with attendance.

The **main reasons for a low attendance at pre-schools** mentioned by stakeholders were as follows, nevertheless, no detailed data per child were accessible:

- sickness of children or their family members,
- lack of equipment of children (no winter boots, willies or raincoats),
- in Poruba, several incidents (negative reactions of parents to the insistence of personnel to enrol the children to non-segregated schools) and concerns about perceived transparency including financing of the Mothers’ Club.

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<sup>15</sup> According to the Ostrava Municipality, to the day of January 12, 2015 there were 125 vacancies in pre-schools in the whole Ostrava. Pre-schools in Poruba had 8 vacancies (further from homes of project families) and Mariánské Hory – Hulváky had one vacancy. See <https://www.ostrava.cz/cs/urad/magistrat/odbory-magistratu/odbor-socialnich-veci-zdravotnictvi-a-vzdelanosti/oddeleni-vzdelanosti/organizacne-spravni-zalezitosti-skol-a-skolskych-zarizeni/Poetvolnchmstk12.1.2015.pdf>

From the 77 enrolled children, about 23 children did not join the pre-school and some more stopped attending it (number is unavailable). The **main reasons for not joining or drop-out** from Mothers' Club or pre-school were reported as follows:

- children moved away from the target locations (at least 4, but likely many more, as data about pre-school enrolments and attendance were missing in case that children left the location),
- family issues (at least 6 cases) – families either did not cooperate with the project social worker, or have been going through private difficulties within the family,
- children did not adapt well at pre-schools (at least 5), they showed strong anxiety, reportedly due to a strong fixation on their mother or sibling, usually after a month or so they had to return to Mothers' Club for some time. In at least one case, the request for child's return to the Club was not accepted by the implementer.
- children were frequently sick (at least 2 cases) or stayed at home so that care of another sick family members can be ensured,
- inconvenient sanitary conditions in Poruba (estimate not available)
- a low quality of teaching in the first year and a half in Mariánské Hory – Hulváky (the teacher was replaced, see below) and a change of rules regarding accompaniment of children (the distance from homes was upto 30 minutes),
- in 1 case, a child was enrolled in a preparatory class at a segregated school,
- in 1 case, a mother was dissatisfied with the progress of her child in elimination of speech disorder. She was not informed if the child met a speech therapist.

Whereas in Poruba, the Mothers' Club is directly in the excluded locality and picking children up by a social worker was not necessary, in Mariánské Hory – Hulváky, children were originally picked up in their homes. Time delays of the social worker led to complications and finally this practice was abandoned to make the parents get used to accompaniment of children to pre-school, to enable them to get acquainted with the Mothers' Club and to let them discuss the development and progress of a child directly with the teacher. There is an ongoing discussion between project team and REF whether to pick children up and thus support their attendance, or whether to strive for higher responsibility of parents. As a result of this practice, the families received contradictory information and some of them decided not to carry on. It was recommended in the final evaluation meeting that **clear rules for accompaniment of children** be written down. Thursday meetings should be used for this purpose in March 2015.

*"I look after a baby of my older daughter, so I do not have the time to walk to pre-school with my little girl. So I don't go. A social worker is paid to pick her up."* Mother



*Lesson at the Mothers' Club at Mariánské Hory – Hulváky during the evaluation (Photo: Iveta Klusáková)*

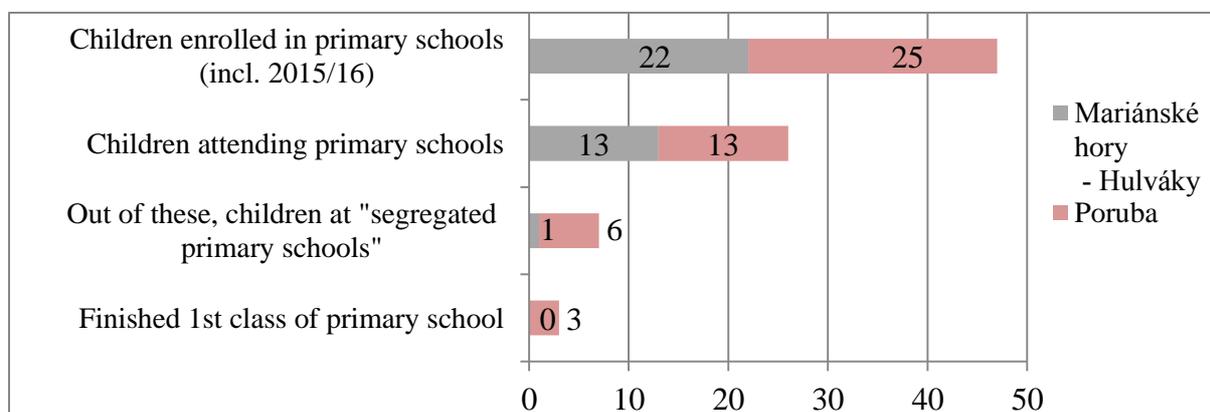
## Children at primary schools

*“They help. If they didn’t, all would attend the segregated school.” Mother*

Approximately 5 primary schools cooperated with implementers on the placement of children; although the cooperation was less intensive than with pre-schools (at least one of the visited primary school had no information about the project). One mother stated specifically that help with the choice of primary school and pre-school was the most significant change for her. **Project partners advocated strongly for placement of children in various primary schools that are not segregated** (that have fewer than 30% of Roma students). According to the REF, the cooperation would be more intensive in the last year of project implementation.

*“There were only three Gypsies at the enrolment. My heart was beating hard! But I was active.” Mother*

As graph 2 below shows, at the end of the year 2014, at least 26 children from the project (13 and 13) attended primary schools; whereby around seven of them studied at segregated ones (1 and 6). For the school year 2015/16, another cohort of 21 children was enrolled (9 and 12). So far, around 3 children finished their first class successfully (0 and 3). Complete data of placements were not accessible – the graph 2 shows only estimates.



Graph 2: Primary school enrolments as of February 2015

According to the **City Education Department**, the relatively low number of children placed in segregated schools followed the Department’s **advice to primary schools for 2015 / 2016**. Specifically, it recommended an additional reservation of places for children from the project at another school which is not the catchment area of the child (as per his / her permanent address) and which is not segregated. Out of 3 primary schools visited during the evaluation, a headmaster of one primary school stated that he had not received any information about the project participants. Moreover, according to the project staff, some schools did not respect the advice and did not enrol some children.

In at least five cases, the **compulsory education was postponed**; however the data were not complete. The postponement in these cases was not related to the frequency of attendance to pre-schools. Some children do not go through diagnostics even though their parents are advised to do so during the enrolment. It is, however, not clear if postponements were made on the basis of a bad adaptation of a child in a primary school.

*“My daughter got postponement and was up to go the preparatory year (of the segregated school). In September the coordinator recoiled. Eventually they admitted us in a different school. I was not prepared but we got the starting package (from the project). It was a good decision.” Mother*

According to the questionnaires and interviews, the **criteria of parents for selecting a primary school** were above all:

- the distance from their home,
- teaching quality (linked to higher employability),
- the same school as child's older sibling/s and
- advice of the project staff, relatives and friends, including those at Mothers' Clubs.

Nevertheless, the interviews and the final workshop showed that **most parents are not sure how to select a primary school and what the pitfalls of segregation are**. Moreover, they received conflicting pieces of advice from the project staff, the Inspection and the City Education Department. For example, at the final evaluation workshop, the Department representative recommended to parents not to take the risk of refusal in highly demanded primary schools, while the REF encouraged them at this workshop to feel free in choosing the right school.

**Some families were unable to explain other reason** for enrolment to a non-segregated school than that it had been required by the project staff. He had assured them that children would do well in that school. One family was also convinced that the segregated school had a "worse" curriculum (such as the one at a special basic school) and therefore chose a regular, non-segregated one. Some mothers just followed the opinion of others in their Mothers' Club. They think that future good examples of adaptation of children at non-segregated schools would influence other parents. The examples of Roma project staff help to decide too, as they have university degrees and they started studying at a non-segregated school.

*"I wanted to enrol my daughter to School X. It is expensive there (swimming etc.). The coordinator said we won't make it so we applied for Y. I don't know if they accept us. Even if they would, I won't be able to pick up my daughter." Mother*

Some parents kept **worrying even after their child enrolled to a non-segregated school** (high demands of the school, racist attitude of children or teachers, long distance from home etc.). In 2014, at least three pupils were transferred for these reasons.

The **main reasons for choosing a so called segregated primary school** were reportedly:

- an invitation from the school principal of a segregated school for the enrolment – parents had not known that they could choose a different school,
- practical reasons - short distance from homes, combined often with the fact that a child attended the same school as another relative (e.g. an older sibling),
- parents' own positive learning experience at the same school and
- worries of parents about possible failure and discrimination of their child in other schools.

As REF considered enrolment to non-segregated schools to be crucial, project **contracts with children enrolled in segregated schools were terminated** by the implementers. This option was not explicitly mentioned in the contract, but according to the REF and Beleza Ostrava, all parents were informed about it in advance. In one case, smaller siblings were also affected as their older sister joined a segregated school. Thus their family was dissatisfied with the way the case was solved. This case affected also the interest of other families to cooperate for a certain period of time.

### Anna: “I get any support I need”

Anna<sup>16</sup> has 6 children. They live in an old house, renovated by themselves and located in a socially excluded area. As a single parent, Anna is strict towards children - each cleans him or herself and takes care of the household (e.g. enclosing the stove, washing the dishes, etc.). Anna has been cooperating with the NGO White Rhinoceros for almost 10 years. She appreciates that the workers help her process official letters and raise children. Children from infancy attend their community centre and now also the Mothers' Club. Anna also joins the Thursday meetings with mothers – she is grateful for a series of books she gains during the Your Story debate. She also welcomes the work of a speech therapist. She does not know what change is most significant for her – she simply gets any support she needs.

Anna's older son goes to a segregated school. Anna recently brought up at a parents - teachers meetings that a student from another class racially insulted her son. Director engaged in solving the issue and registered the complaint. Anna does not know how s/he further progressed and whether the family of the concerned student was summoned to the director. Two other children of Anna moved from 6th grade at a segregated school to a non-segregated one, since it was not possible to proceed with a standard teaching at the first school (there were only practical classes for mentally challenged children, which was not the status of Anna's children). Anna made the decision even though the original school warned her that children may not adapt well at a new school.

In Anna's opinion, the quality of both primary schools is comparable. She praised the segregated primary school for having in class about a half the number of children that at the non-segregated one and mainly the human approach of teachers. For example, they provided her with advice on what to do if a child misbehaves. At the segregated school, parents were also not required to pay for various activities (e. g. trips, theatre). In addition, a school bus picks up the children.

The four-year daughter now leaves the Mothers' Club mamaklubu and joins a preparatory class at a segregated primary school. Anna, however, plans to subsequently enrol her in a non-segregated primary school, which she could attend with her sisters. Thus she would not have to deal with the transition to another school in the 6th grade. This is the main reason for this decision of Anna.

### Attendance of mothers to the Thursday meetings

On average, six to ten mothers have taken part in Thursday meetings. According to the project documentation, 47 mothers (41% of the total number of 116 mothers) attended the meeting at least once. Out of these, 25 were from Mariánské hořy – Hulváky and 22 from Poruba. One of the active mothers recommended compulsory attendance. In Poruba, the attendance increased by about one person in the last quarter of 2015 when the payment of boarding fees in pre-schools was conditioned by the attendance of mothers, nevertheless it cannot be proven that it was the conditionality that affected the increase. One family member

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<sup>16</sup> All names of mothers are fictitious in order to keep confidentiality.

found the requirement of every week's attendance for a monthly boarding fee inadequate. He saw no point in discussions as in his view the mother should use her time for household works and cooking.

Implementers assumed that remaining mothers do not take part because they do not join any activities in general. Most of them have younger children and they have no one to babysit. One mother concluded after several meetings that they are not useful as she had already applied the taught parental skills at home. The 12 questionnaires have shown that (probably active) mothers teach their children how to read and count. Most of the mothers also read books and draw with children. These are the skills the project tries to promote.

**Martina: "The most significant change was that my daughter started talking"**

Martina lives in an apartment in a socially excluded locality. She has 2 children and is a single parent. Due to a frequent migration of the family, her older child already attends the third primary school (non-segregated). Her younger daughter has been attending the Mothers' Club since under three years of age, based on the recommendation of a neighbour. So Martina was free in the morning to paint their apartment, clean, cook and arrange other things.

The most significant change for her was the fact that her daughter started talking - first words, and then even sentences. Martina was thrilled when after a month of attending the Mothers' Club, her daughter asked for a drink for the first time. She is now able to recognize colours and begins counting. Martina appreciates that her daughter receives individual care in the Mothers' Club and often laughs. Books received at Thursday's meeting with mothers helped too. Martina learnt at these meetings how to read properly to a child and discuss stories with it. She also admires the rules and methodology of the Club. She would not dare, for example, giving a child scissors in his or her hand. She appreciates the gifts distributed at Saint Nicholas Day or Christmas party. She would recommend at least a basic playground for children, as there is none nearby.

*"I attend (the Thursday meetings at) the Mothers' Club because of the books I would not be able to afford them (otherwise). It's a nice hour, we chat about cooking and so forth." Mother*

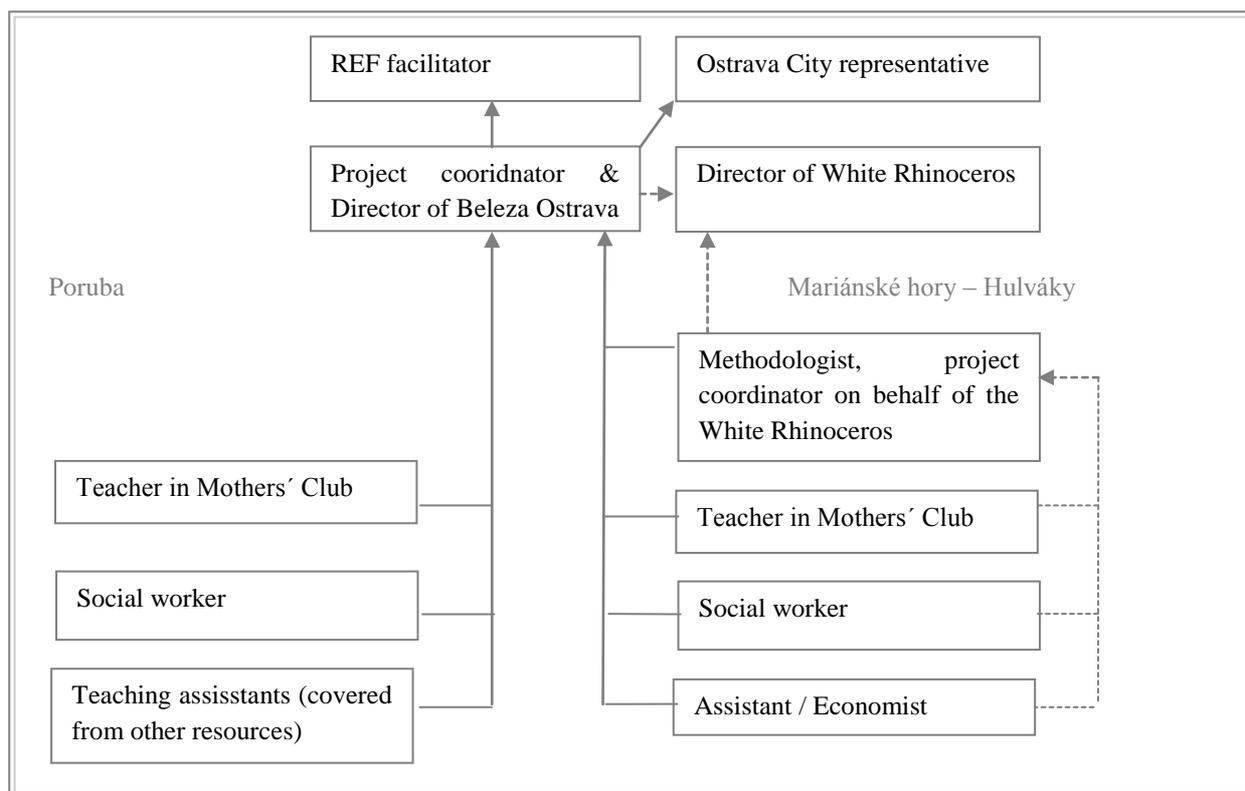
Martina is now looking for a three-shift job in order to be able to provide care to her children. She fears if her work pays off versus social benefits, because she must also repay debts. She plans to enrol her daughter in a pre-school ideally already during the summer to be able to work during the day. She also does not want to risk that during standard enrolment, there will be no place left for her daughter, because she is only 3 years old (pre-schools prefer older children). She considers various options and reflects references of other mothers as well.



*A girl in the Mothers' Club in Poruba during diagnostics (Foto: Iveta Klusáková)*

### 5.3. Project management

**Organizational structure** was construed as follows (as described by project team members):



Graph 3: Project Organigram

Project team members and the REF facilitator agreed that the proposed organigram was sensible.<sup>17</sup> The project continuously faced frequent changes of employees usually due to quality of work and due to a death in one case. The **relations between the implementing organisations were found complicated** due to unclear job descriptions, inconsistent performances, reporting and complicated decision-making. The long-term workloads of both social workers were higher than agreed part-time. In Poruba, the teaching was supported also by two unqualified assistants. Teaching assistants were found key and in line with the specific needs of children (individual work, accompanying to the WC, maintenance etc.). Except for one worker, all team members in Poruba are Roma. In Mariánské Hory – Hulváky, the social worker is a Roma. The REF facilitator is continuously engaged in advocacy and in any key issues that arise during the project implementation. He also helped with initializing contacts with institutions.

Mothers involved in the evaluation appreciated the **positive approach of the current project staff** (teachers, assistants and speech therapist), who try to solve any problems. They said they felt well cared of – they got books, food, assistance etc. Similarly, the staff members were praised by several officials involved. Some mothers suggested that the project coordinator could attend the Thursday meetings with mothers to ensure smoother project coordination.

<sup>17</sup> Job descriptions of individual employees were not available to the evaluators.

## Suitable facilities for Mothers' Clubs

Both clubs faced challenges with finding suitable premises. Ostrava City helped to negotiate the spaces. The one at lodging houses in Mariánské hory – Hulváky could not be secured as the sub-city officials feared that assembled Roma near the club would disturb non-Roma population. During the evaluation, however, they supported the idea that Mothers' Clubs should be placed within the excluded localities (e.g. Bedřiška). Further, according to the majority of mothers involved in the evaluation, facilities especially in Poruba are unsatisfactory; they are small and lack maintenance. For about a year, the club did not have electricity, sink and mended toilets. This was reported as one of the reasons for a lower project uptake and attendance. Both clubs also miss a playground. The sub-city is open to cooperation with respect to the playground on condition that the club would function long-term and would ensure the maintenance. Another proposal was to use at least a gym in the nearby pre-school or the primary school.



*Children in the premises of the Mothers' Club in Poruba – they would welcome a playground (Photo: project archive)*

## Information sharing, documentation, monitoring and evaluation

Implementers advertised the project in the newsletter of the Ostrava City - the evaluators found 2 articles. Further, an exhibition of photographs of children involved in the project was displayed at the municipality<sup>xxxiv</sup>. The REF shared that the House of Culture of Ostrava estimated up to 20.000 visitors of the exhibition. The website implementers provide just general information about the project.

Workers of pre-schools and of their founders (municipalities) involved in the evaluation felt inadequately informed about the project. This applies also to those who have been active in their positions for a long time. For example, they would like to know the criteria for participation in the project, the breadth of services, the possibilities of cooperation etc. Director of one primary school where four children from the project were placed learnt about the project only from the lead evaluator. Parents were also not sufficiently informed about all rules. In several cases, they have received conflicting information (about accompanying children or redecoration of Mothers' Clubs). Further, the project is not clearly labelled and promoted in the places except of A4 page with basic information on the doors to the Clubs.

As for **project documentation and monitoring**, the project staff kept basic records for each child, including notes of home visits. Consolidated monitoring of outputs and results was conducted on a quarterly basis. The relevant representative of the Ostrava City received the final version of the report as well (all final versions were not available to the evaluators). REF also conducted several monitoring visits (reports are available for 2 of them, they dealt especially with gradual improvements of project documentation). During the evaluation, inconsistencies were found in the documentation. A comprehensive database of all children was not finalized. Thus it is not clear to what extent the monitoring data were used for subsequent decision making. According to a recommendation, monitoring reports should not contain only progress versus the previous quarter, but an overall overview of outputs and results according to the agreed indicators. Furthermore, there is a concern in the project team what would happen if indicators are not met, because as per Section 8 of the Contract, the REF may withdraw a part of the grant if the contract is not being fulfilled.

Mothers' Clubs do not undertake a comprehensive entry **assessment of children**. The teachers assess the school readiness of children with their parents. In Poruba, there is a so called child portfolio, i.e. examples of child's work (pictures, text etc.) filed gradually during their education. In Mariánské Hory – Hulváky, children bring their work home, but some of their work is also being filed since autumn 2014. Other forms of internal evaluation did not take place (e.g. evaluation of feedback from Thursday meetings with mothers, test of parental competencies which was mentioned in the contract with parents etc.). The staff members are aware that the evaluation can be done more systematically and in-depth.



*Children from the Mothers' Club in Ostrava on a walk (Photo: project archive)*

## 5.4. Impacts

### Impact on children involved in the project

Diagnostics of children<sup>18</sup> revealed that children assessed in the Mothers' Clubs **had most of their knowledge and the skills appropriate to their age**. The level was slightly higher at the Mothers' Club in Poruba in comparison to the Mothers' Club in Mariánské Hory – Hulváky.

Skills / Club	Mothers' Club in Poruba	Mothers' Club in Mariánské Hory – Hulváky
Motor / graphomotor skills	Age appropriate, good practices identified, further development recommended in tactile perception	Age appropriate, spontaneous drawing slightly weaker, more focus recommended on this area
Visual perception	Age appropriate, no special issues identified	Visual distinctions age appropriate, colours, visual analysis, synthesis and memory slightly weaker, further development recommended
Perception of space and time	Slightly weaker, good practices identified, left and right orientation found difficult in some cases	Weaker, left and right orientation found difficult, more and diverse exercises recommended
Thinking and speech	Age appropriate, morphology and syntax slightly weaker, phonetics solved individually	Age appropriate, morphology and syntax slightly weaker, phonetics solved individually
Auditory perception	Age appropriate, auditory distinctions slightly weaker, findings rhyming pairs was an issue, auditory analysis and synthesis slightly weaker, good practices identified, further development recommended	Age appropriate, auditory distinctions are a challenge, rhyming age appropriate, auditory analysis and synthesis slightly weaker, auditory memory not trained, further development recommended
Basic mathematical concepts	Age appropriate, counting with a visual help	Age appropriate, counting with a visual help
Social skills and games	Age appropriate, able to concentrate on activities, friendly, willing to collaborate, any issues solved individually.	Age appropriate, able to concentrate on activities, friendly, willing to collaborate, any issues solved individually.
Self-care and autonomy	Age appropriate, younger children need help in washing themselves and dressing, higher safety in premises recommended	Age appropriate, younger children need help in washing themselves and dressing, autonomy in eating assessed as a good practice

Table 3: Key findings from the diagnostics of children at Mothers' Clubs

<sup>18</sup> In total, **22 children** were examined during the evaluation (6 and 6 in each Mothers' Club, 10 in 3 preschools). See the detailed methodology in Chapter 4.2 and 4.4. Further refer to Annexes 8.9. to 8.12.

Mothers involved in the evaluation appreciated that children learnt various poems and songs, learnt good eating / hygienic manners and the rule not to waste food, developed autonomy in dressing themselves and strengthened verbal communication (some children around 3 years of age did not speak at the time of their enrolment).

**Children involved in project and placed in preschools were also adequately developed in most of the areas**, see table below. They were well integrated. During the evaluation, they acted independently, oriented themselves well in the environment and most were popular among others. One exception was a girl child who was a loner already before joining the preschool and kept playing on her own.

Skills / Pre-school	Větrná (3 children)	Zelená (4 children)	Čtyřlístek (3 children)
Motor / graphomotor skills	Age appropriate	Motor skills age appropriate, weaker graphomotor skills, spontaneous drawing and tactile perception	Age appropriate, individual differences in graphomotor skills, weaker tactile perception
Visual perception	Age appropriate, visual memory weaker	Age appropriate	Age appropriate, visual memory weaker
Perception of space and time	Perception of space age appropriate, perception of time weak	Perception of space age appropriate, perception of time weak	Perception of space age appropriate, perception of time weak
Thinking and speech	Age appropriate	Individual differences - addressed	Individual differences – addressed
Auditory perception	Age appropriate, auditory distinctions and memory weaker	Age appropriate, auditory distinctions and memory weaker	Age appropriate, auditory distinctions and memory weaker
Basic mathematical concepts	Age appropriate	Age appropriate	Age appropriate
Social skills and games	Age appropriate	Age appropriate	Age appropriate
Self-care and autonomy	Age appropriate	Age appropriate	Age appropriate

*Table 4: Key findings from the diagnostics of children at pre-schools*

In all visited the pre-school, teachers have agreed that the cooperation with families who had experiences from the Mothers' Club is better (than with other underprivileged families). Families had already learnt to observe the time mode and rules, the children very well involved in all the activities offered and are not timid. On the contrary, they are ambitious and hardworking. They have no issues with making friends among peers. At least one child, however, met with racist slurs. The situation was discussed with the management and was calm thereafter.

“My daughter went to the preschool, she cried and vomited. A small girl called her bad names – a Gipsy.”  
Mother

According to the above mentioned children diagnostics (detailed findings are in Annexes 8.9. to 8.12.) and experiences of preschools, **children from Roma families or underprivileged families need to develop** in particular the semantic aspect of speech, i.e. vocabulary, colours, auditory perception, speech (grammar, pronunciation), social behaviour in mixed-age team, daily routine (getting up every day, hygiene, coming at a given hour, snack and similar rituals through which they gain confidence and sense of security) and natural adaptation to separation from their families.

Some mothers from Poruba expressed concerns that the standard preschools provide lower quality of education compared to the Mothers' Club and therefore, that some children had already forgotten some pieces of knowledge. Diagnostics of selected children did not confirm this.

*"Our little daughter did not speak when she joined (the Mothers' Club) at the age of almost 3. Now she wouldn't stop talking. Children learn here more than in a standard preschool." Mother*



*A mother with her child in the Mothers' Club in Poruba (Photo :project archive)*

**All 7 children** visited at **2 primary schools** during the evaluation have been **successfully involved in the standard education**. The level of their parents' help with homework differed. In a few cases, violence and slurs were reported against classmates of the alleged (Roma) child. One student was more severely underdeveloped according to his/her class teacher (graphomotor skills, speech). Despite frequent sickness, the pupil has shown the greatest progress of all in the classroom with respect to reading and writing thanks to parents' and own efforts. Three more children needed to work on some specific areas: dressing independently, writing, discipline (a child "commands" parents and other students), reading, counting and abstract thinking. In several cases, children often lost workbooks or other learning aids. Several teachers, headmasters and mothers recommended that implementers should offer tutoring to pupils (tutoring is not officially provided at schools) and further cooperate with families as well as with the primary schools. One respondent recommended that the primary schools should focus more on training of future young mothers.

As mentioned above, **min. 5 children** involved in the project postponed their primary school attendance due to a **lack of school readiness**. The implementers further do not have any further information about children which moved out of the target locations.

Specific changes not only in the lives of children are described below in short case studies.

**Irena: „My daughter is more independent, clever and mature “**

Irena lives in an apartment in a socially excluded area. She has 5 children, 3 of which are already adults. All graduated from a high school and none had problems with discrimination according to the mother. The youngest, five year old daughter was offered participation in the Mothers' Club by the project coordinator and the social worker. First she was shy, but then she started trusting the social worker and got used to others too. The most significant change for Irena is the fact that her daughter became more independent, smarter and more mature. She likes reading and it is easier to understand her. When Irena returns from Thursday's meeting of mothers, her daughter is already looking forward to a new book. Another significant change is that Irena herself began to speak with other people.

*“When I come from a Thursday meeting, (my daughter) asks what we have read. She is interested in pictures.”* Mother

Irena appreciates that there are fewer children at the Mothers' Club and that mothers can stay with their children throughout the morning, watching what their children learn. Irena believes that meetings of mothers are also less frequent in standard pre-schools. At Mothers' Clubs, mothers receive books and new information during such meetings. Christmas wreaths, produced at one of the meetings with other mothers, was praised even by Irena's daughter on Facebook. Mothers organize trips among themselves in a special Facebook group. Irena also appreciates any further assistance of the social worker, for example regarding housing and a new school for her older daughter. If the Mothers' Club would last at least till 3 p.m., she would not even consider a transfer to a pre-school because she is satisfied with the quality of teaching. In addition to the extension of opening hours, she would welcome also an English club. She thinks the Mothers' Club should continue and that more parents should learn about it, especially if they do not have money to cover a pre-school.

*"In addition to the Mothers' Club or pre-school, there is an option to utilise at prep class at a primary school (name anonymous). Now I would not enrol my child there. I have heard that it is not good. My grandson attended it because he was not in a pre-school. Then he proceed at the same school, but had poor grades in behaviour. Now I regret it."* Mother

Irena recommended using the Mothers' Club to the child of her eldest daughter. Her daughter first did not want to use the service, but then spent a few days with her child in the Club and the child adapted after a couple of days. It even moved in to her grandmother's to be able to attend the Mothers' Club regularly. Subsequently, Irena's daughter moved with her family to the UK. However, her child does not go to a pre-school and remain on her own. Irena now tries to attract her other older daughter to enrol her child to the Mothers' Club because it is nearby and free of charge. She even

engages her husband. He sometimes accompanies their child to the Mothers' Club and back. Irena has a bad experience with the preparatory classes in segregated elementary school – she would not enrol her child there (see quote).

**Stázka: „Children started to speak properly “**

Stázka has 10 children. Her partner is deaf. Her youngest daughter is 18 months old, while the two oldest children have already started their own family. The family lived in a lodging house, where a social worker picked up other children for a Mothers' Club. Stázka therefore asked whether her children could join. Her two year old daughter already started attending the Mothers' Club because she did not have diapers. In total, her 3 children joined the Mothers' Club. They were a bit behind their peers and almost did not speak, but because of a regular attendance, they quickly learned. Stázka was proud of their development – they learnt colours and other things.

*“When (children) remained at home, they could not talk properly. Then they learnt colours ... or speaking without accent.” Mother*

The oldest of these 3 children subsequently began attending a pre-school and then was invited to enrolment to a segregated primary school. Stázka had no idea that one can choose a primary school and enrolled the child. Subsequently, however, she asked for a postponement and placed the child in a pre-school, although the primary school recommended its own preparatory class. Stázka now plans to enrol her child in a non-segregated primary school. As Stázka was seriously ill, her two younger children have been recently placed in a foster care for three months, but now as their mother came back from a hospital, they returned to the family. The mother was able to find and rent an apartment. She also accepted two different jobs, even if she earns only 50 or 60 CZK per hour. She will not lose social benefits as she is on maternity leave. This additional income helps her pay basic family expenses and repay debts. As she sleeps in mornings after night shifts, her partner brings children to the Club.

**Marie: „My child is not so dependent on me. “**

Marie has 3 children aged 1 and half, 4 and 6 years. The family lives in a socially excluded locality in a house owned by the City. The family repairs the house itself. As proposed by the social worker from the White Rhinoceros, the mother involved her two children in the project and guides them straight to the Mothers' Club and a preschool. Children are often sick, which affects their attendance. The elder son suffered from a speech impediment, but after a surgery proposal by a speech therapist, his speech improved. The speech disorder was a reason for a postponement in compulsory school attendance. Now he has been successfully enrolled in a non-segregated school. The younger son also attends the Mothers' Club and will continue either in a pre-school or a preparatory class at primary school.

Mother reads books at home with her children. They follow the images, but apparently do not enjoy it that much. They prefer playing with toys. She also encourages them to do homework from their Mothers' Club, such as painting a picture. She is glad that her children are (or were)

*“The biggest change for me is that children are not so dependent on me. I was with (the children) in the Mothers' Club for a week as they acted up. Now they enjoy.” Mother*

looking forward to the Mothers' Club. They learned the colours, the days of a week and counting on fingers. Their mother does not see a big difference in the quality of teaching between the Mothers' Club and pre-schools. Compared to the pre-schools, the Club has fewer children, but it does not provide lunch, which Marie would welcome. Still, she appreciated a starting package with equipment for children, further extra clothes and toys from the Christmas collection, work of a speech therapist and co-producing Christmas wreaths with other mothers. The most significant change is for her a smaller dependence of her children on her. Grandparents help with children if necessary. Children's father supports preschool education. He wants his children to finish at least vocational education, even if he himself cannot find a job according to his qualification and therefore accepts unskilled jobs. Nevertheless, he fears that the social situation in Ostrava would worsen.

## Impact on mothers involved in the project

Mothers involved in the evaluation have shown a great interest in education of their children. According to the Mothers' Clubs and preschools, mothers are actively interested in children progress as well as in educational opportunities (see also evaluation questions proposed by

*"I have more time for myself without worrying about my child. I know s/he is happy in the preschool."*

Mother

mothers in Annex 8.2). Most mothers in focus groups underlined that Mothers' Clubs help them relax for a while and discuss things with other mothers. They have become more self-confident and trust their children more too (e.g. that the children would handle a standard, "non-segregated" primary school). The 12 mothers who answered the survey wanted their children to graduate from a high school or

a university, even if the mothers had only primary or vocational education. Furthermore, they were interested to discuss "how to deal with problematic behaviour of children" at Thursday meetings with mothers – they suggested using role plays. They also recommended to involve fathers more in the project. The biggest concern of mothers was that their children would not be accepted by other (non-Roma) children and that bullying and racism may arise in pre/schools. A mother feared if her child would eat in a preschool, so she enrolled him/her into a preparatory class at a primary school, where children do not get meals. The interviewed teachers praised parents (of children from the project) that they cooperate well, attend parental meetings, or ask about children separately. Some teachers and mothers claim that fears of parents with respect to the majority and discrimination against (Roma) children persist. Mothers were also concerned about the future employment of their children.

*"Some parents do not attend parental meetings. They feel ashamed in front of other parents. But they ask about their children outside of the meetings."*

Primary school teacher

An example of significant changes in the life of a mother is pictured in the following story:

### Marta: "I do not have to worry"

Martina lives in an apartment in the excluded area. She has 3 children. The oldest son goes to a segregated primary school and takes advantage of tutoring in the Mothers' Club of Beleza Ostrava. Originally, he feared that children would scold him at the primary school. His mother is not satisfied with teaching at the school and plans to shift her son elsewhere.

*"I do not have to worry about my child. I leave without fear."* Mother

Martina learned about the Mothers' Club from the project coordinator. Her younger daughter attended the Club for a year and then she was placed in a standard pre-school. However, she did not like the group. She was crying, vomiting, she

became afraid and stopped communicating. Originally, she was not supposed to return to the Club, but was eventually granted an exemption. Now she attends another pre-school and is satisfied. Previously, she was highly dependent on her parents. According to her mothers, she has now gained a lot of independence, which her mother considers to be the most significant change brought by the project. She has now enrolled her daughter in

*"I attended a "gipsy" primary school. I want something better for my children. I will be proud if they accomplish something."* Mother

a non-segregated primary school, because she thinks it is better. She went there with a social worker of Beleza. Finally, her 3-year old son has just began attending the Club, but she is afraid that he is too small and could fall down from somewhere. She appreciates the Club in any case. As far as she knows, there is a lack of places in pre-schools. Martina shared that the group of mothers that regularly meets is another big change. She also appreciates books.

*"I was just at the stove (cooking) before. Now I come here. It is superb, we get books and can relax."* Mother

## Impacts on involved families

At least 8 older brothers and sisters of the project participants (7 in Poruba and 1 in Mariánské hory – Hulváky) were successfully transferred to non-segregated schools to enable siblings attend the same school.

Further, two mothers specifically mentioned positive changes in the relationship with their partners. One such case study is below.

### Markéta: “Relationship with my husband changed“

The family lives in a socially excluded locality in a house owned by the City. They repair the house themselves. Markéta has 2 children – the older one attends a segregated primary school, the junior goes to the Mothers’ Club. This was suggested by a social worker of the White Rhinoceros as the Club would benefit both the daughter and the mother who would be able to relax for a while. The younger daughter got accustomed to the Mothers’ Club after 2 weeks, which frankly surprised her mother. She attended it regularly before the Mothers’ Club moved from a nearby community centre to another part of the town. Children were initially picked up by a car arranged by the implementer, but apparently for financial reasons, this practice stopped. Daughter Markéta did not want to carry her daughter in public transport to a site about 25 minutes far because of expensive monthly tickets. After a week, however, her daughter started crying because she missed the Club, so Markéta asked for the reimbursement of tickets. This was arranged. Now her daughter attends the Club regularly. She also goes through a speech therapy and has learned to say "r".

The daughter was not accepted to the first pre-school. Her mother therefore considers a preparatory class at a segregated elementary school, because children go home before lunch there, while in pre-schools, they leave after lunch or in the afternoon. As her daughter has an eating disorder, the mother wants to avoid potential problems and wants to take advantage of the preparatory class as recommended by the pedagogical – psychological counselling centre. While the rest of the family expects that the child would then continue in the first class of the segregated primary school, Markéta plans to enrol her in a non-segregated primary school. She also wants to shift her older child after the fifth class from the segregated school to the same non-segregated school as the younger daughter. The reason is that at the segregated primary school, it is not possible to proceed in standard classes (only in practical schooling for handicapped, which does not correspond to the child development). The mother also thinks that a segregated school is worse, because pupils are more mean to teachers than in other schools. The main current concern of the parents stems from the fact that their daughter may be racially abused since she has a darker complexion.

*"My husband is afraid that as our younger daughter is darker, she may not have friends at school. She does not know that we are Gypsies. ... People lump gypsies together. We cannot explain that there are differences among families." Mother*

Markéta also regularly attends the Thursday meetings of mothers and learns the Your Story methodology. She thinks that the meetings should be compulsory for all mothers. She appreciates also other support – for example, the Whole Rhinoceros helped her find a new doctor. She would just welcome if the Mothers’ Club was open at least an hour longer so that she could pick up her older daughter from the primary school and would not have to wait for an hour in front of the school.

*"I did not take care of myself. Now I even use make-up! My husband and I did not talk much. Since the time I started attending the Mothers' Club, we started to have coffee together and talk more with each other. We are also not ashamed to cuddle with each other in front of children or go shopping together. I have also more time to clean up and arrange things. Children are looking forward to the books (that we read together)." Mother*

Markéta said that the most significant change for her is the relationship with her partner as they have more time on their own. She is also less dependent on children – she leaves them alone for a while as her 11-year-old daughter can take care of her younger daughter. In overall, Markéta has increased her self-confidence.

### Impact on directors and teachers of pre-schools and primary schools

As reported by REF, pre-schools were at the beginning partly **hesitant to enrol more Roma children**, partly also because of the fear that non-Roma parents would transfer children to other pre-schools. According to the REF, the attitudes of pre-schools improved over the 2 years of collaboration.

*"Children are not leaving for special schools, although they should in order to be among equals ... Parents cannot handle their children, they condone their poor discipline, or threaten us with writing to newspapers ... and use racism as an excuse. I am a teacher, but I feel like a social worker. I call parents to collect their child, I counsel them."*

Primary school representative

Directors and teachers of **pre-schools and primary schools** involved in the evaluation **supported inclusion** of Roma and underprivileged children in standard schools with one exception. They underlined that socially disadvantaged pupils (including Roma) need more care and therefore their number in a class should be limited to 2-4. One of the preschools supported the project and helped furnish the Mothers' Clubs (cloakroom, benches, discarded toys etc.).

All primary schools mentioned problematic behaviour of some pupils, especially of boys - from verbal abuse to fighting. Most attributed this behaviour to the underprivileged environment from which the child comes, and also to the child's genes. None of the visited pre/schools except of the Primary School of Ludovít Štúr employed Roma assistants or teacher assistants. According to one teacher, assistants do not help, because they allegedly remove the allocated student from the class. According to a representative of the Ostrava City, there has been some shift in the approach of pre/ schools – thanks to positive experiences, teachers think more often that Roma children can be educated.

*"The child is sometimes not willing. His/her genes prevail."*  
Primary school representative

At least **four cases of child discrimination** at schools were identified. In one case, the pre-school allowed enrolment of a child, but did not provide mother with an official application (the mother did not understand the exact procedure). Therefore the child could not join in September – all places were already occupied and additional registration was not allowed. In the opinion of another preschool that knows this family, this is an unfair and totally

unacceptable procedure to limit the number of Roma children in a preschool.<sup>19</sup> In another case, a preschool did not accept the application from a (Roma) mother allegedly because there were already enough Roma children. In other at least 2 cases, a non-segregated school did not enrol (Roma) children allegedly because they were not from their “catchment area”. The concerned mothers wanted to exercise her right of choice, but this was not allowed despite an intervention even by the REF. Some of these cases were reported even to the Czech School Inspectorate.

### **Other impacts of the project**

The project managed to involve key stakeholders, especially the Ostrava City. As noted above, the City Education Department recommended an additional reservation of places for children from the project at another school which is not the catchment area of the child (as per his / her permanent address) and which is not segregated. This reservation may have affected up to 12 children so far.

No specific findings were noted with respect to the attitudes of non-Roma parents. No recent polls from Ostrava were available. The recent national opinion polls show that Czech see Roma citizens as problematic. For example, only 11 % of Czechs would accept Roma as neighbours, whereby 36 % would find Roma members completely unacceptable<sup>xxxv</sup>. Another study by Media has indicated strong stereotypes about Roma even among youngsters<sup>xxxvi</sup>.

An important impact of the project is the fact that a visited segregated school in Poruba suffered from non-Roma children leaving the school. Thus number of children enrolled in the standard first classes decreased. Several people have expressed concerns about the labelling "a segregated school" as this may lead to school closing and shifting the "problem" to other primary schools<sup>20</sup>.

## ***5.5. Project uniqueness, its strengths and weaknesses***

Informants appreciated that the project engaged in **advocacy towards key institutions**:

- Official cooperation was established with the Municipality of the City of Ostrava on agreed project goals, the municipality helped to identify suitable premises for Mothers' Clubs, further it provided co-financing and its Education Department advised primary schools to reserve additional seats for project beneficiaries.
- Moreover, implementers collaborated closely with pre-schools and, subsequently, primary schools on children enrolment in order to place as many children as possible in a non-segregated environment (even in the course of the year).
- As already mentioned above, the Czech School Inspectorate was involved in providing lectures and in the evaluation workshop.

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<sup>19</sup> At the conference „Start early means start well!“ on 6 to 7 November 2014 in Ostrava, it was suggested to introduce electronic enrolments. Reportedly, such discrimination would be tackled in this way according to the experiences from Brno. See <http://www.osf.cz/blog/zacit-vcas-znamena-zacit-dobre-2>.

<sup>20</sup> Guidelines how to successfully tackle this situation (case studies of Krnov and Sokolov) are available here: Vedralová, A., Piorecký, V., Macků, L., *Kombinovaná soc-pedag. interv. – Dobré praxe*, Agentura pro sociální začleňování, 2014, <http://www.socialni-zaclenovani.cz/dokumenty/metodiky-a-manualy-dobrych-praxi-asz-2014>

Further, following **unique project contributions** were mentioned:

- An easier adaptation of socially disadvantaged/Roma children and their families to the preschool education (daily routine, independence of children, teaching without the presence of mothers, teamwork).
- An individual approach (individual learning plans, accompanying children to a Mothers' Club or monthly travel passes etc.).
- Paralleled support of mothers in raising children via the Your Story method, lectures by the Czech School Inspectorate or family trips (leading to a greater self-confidence, interest in the child's education, and a greater confidence in a child's success).
- A comprehensive support of families (housing, employment, health care, etc.<sup>21</sup>).
- A financial support of families (payment of subsistence allowance, packages with basic equipment when enrolling in a pre-school/primary school, travel costs reimbursement).
- The involvement of Roma workers (including a mother of one child from the project).

Informants' **suggestions for improvements** included:

- Involving more women in Thursday Mothers' Clubs meetings.
- A more intensive cooperation with children's fathers (so far, they have accompanied children to Mothers' Clubs or attended events such as Christmas parties).
- A more intensive cooperation of the Mothers' Clubs and pre-schools, as well as between Mothers' Clubs. Joint activities in the pre-school settings (e.g., carnival, musical and theatrical performances) could, in this point of view, contribute to the elimination of fear of a standard pre-school.
- Upgrading facilities of the Mothers' Club especially in Poruba. Some parents and project staff argued that unpainted premises, unsuitable sanitation facilities, previously missing electricity connection etc. have likely discouraged some parents who might have been otherwise interested.

Other support of disadvantaged pre-school children except for **standard pre-schools and preparatory classes** has not been identified in the given locations. According to the project team and mothers, **many families could not have enrolled their children to standard pre-schools without this support.**

Around 4 similar projects<sup>22</sup> aimed at disadvantaged pre-school children in other parts of Ostrava. Still, many districts of Ostrava are not covered; particularly Ostrava – South and its lodging houses. Individual NGOs would welcome a closer coordination, i.e. **establishment of a network of pre-school institutions in Ostrava.** According to the Municipality, this is an interesting idea worth support, if the network is coordinated by one of the NGOs and the project has a good quality.

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<sup>21</sup> In Mariánské hory – Hulváky paid from a different project.

<sup>22</sup> OSF Foundation supported 3 projects by Centrom, o.s. (Ostrava Radvanice -Trnkovec, Ostrava –Vítkovice, Sirotečí street), Vzájemné soužití, o.s. (Horní Suchá) and Společně – Jekhetane (Přívoz, Palackého street) and People In Need implemented a project with the Association of Social Assistants - Sdružení sociálních asistentů (Přívoz, nám. Svatop. Čecha). Implementation periods were between 2011 or 2013 and 2015.

## 5.6. Sustainability

At the beginning of the project, the REF together with the Ostrava Municipality outlined the possibility of a subsequent support from the City. Specific commitments, however, are not included in the joint Memorandum. Although the project builds upon the existing pre-school system, no specific mechanisms to support its sustainability have been created (change of the rules governing enrolment in pre-schools, regular sharing between the Mothers' Clubs and primary schools, sharing in the working groups of community planning, etc.). With one exception, new grants applications have not yet been filed. The REF plans to discuss the handover and further funding after the evaluation and enrolment in primary schools are completed, i.e., after April 2015. It is not clear whether the REF and the City of Ostrava will at least partly continue with financing. In any case, individual implementers plan to submit separate grant applications and do not intend to mutually cooperate in the future.

The sustainability also affects social work with parents (see also efficiency). Mothers who were active during the evaluation felt a great ownership of the project. One of them is now working as a facilitator of the Your Story. They considered the continuation of the project important due to the quality preparation it provides to children, funding of pre-school costs, and involvement of other families. They also recommend improving the infrastructure (painting in Poruba, playground at both locations, etc.) and extending its operations to afternoons. They worry, however, if the project would continue at least to the same extent.

Likewise, pre/schools find it useful if the project would continue, since the children are successful even in primary schools, and they can, thus, acquire quality education.

## 6. Conclusions

**1. Relevance: The project reflects the needs of underprivileged families as well as the need for collaboration with key institutions.**

The project supports socially disadvantaged, mostly Roma families and their children aged 3 to 6 years. It took into account their educational needs and helped to address also their housing situation, employment or financial difficulties. Families joined the project especially because of financial incentives, concern about their child development, assistance to mothers and recommendations from others. It makes sense to refine the definition of a social disadvantaged family for the purpose of the project (e. g. clarify if a child whose parents work and do not suffer from material poverty can be financially supported in a preschool). The project is in line with the strategic priorities of the Ostrava City (Social Inclusion Programme, community plan), as well as the Czech Education Act and related regulations. Implementers cooperated not only with preschools and the Ostrava City, but partly also with primary schools, the Pedagogical-Psychological Counselling Centres, the Czech School Inspectorate. The ongoing collaboration with such institutions was highly relevant.

**2. Effectiveness: The project managed to engage many children. Most of them were placed in preschools or non-segregated primary schools. Ways of working need revision.**

According to the indicators set by the REF, the project was successful in recruiting families to the project (156 contracts, eventually 123 children were involved, out of which 94 underwent Mothers' Clubs, 57 attended preschools and 25 primary schools), as well as in the preschool enrolment (the indicator of 70 % of children was met only in Mariánské Hory - Hulváky with 71%, Poruba reached 62% so far), number of cooperating preschool directors (11), relatively low rate of drop-outs from preschools (30%) and a high number of children enrolled in primary schools by the due date (there are inaccurate data, but min. 70% is assumed). At least five children postponed their primary school enrolment due to their low school preparedness.

This can, however, be regarded as a relative success in comparison to the number of children admitted to primary schools and with regards to the social situation of considered families.

A total of 33 children ultimately did not join the project. Moving to another neighbourhood as the most common reason could be hardly influenced, but other reasons could have been, especially inadequate infrastructure in Poruba. The fact that some non-Roma families were reportedly reluctant to visit the facility with mainly Roma children can be influenced rather in long-term.

There was only a general curriculum for Mothers' Clubs (based on the national Framework Educational Programme for Pre-primary Education). Weekly and monthly lesson plans were applied in Poruba and later in Mariánské Hory – Hulváky. The quality of Mothers' Clubs was assessed as rather high as derived from a comprehensive diagnostics of 22 children and other evaluation methods.

There were twice as many children from Mariánské Hory – Hulváky in preschools than from Poruba. Especially some younger children stayed in Poruba's Mothers' Club more than a year or even for two years. In this way, the project partially replaced preschools, which reportedly did not have enough capacities. Another reason was a difficult adaptation of around 5 children in a preschool and their subsequent return to the club. More clarity was needed with respect to Mothers' Clubs' rules, including the length of stay, possibilities for return and reasons for termination of the contract between the implementer and the family.

It should also be noted that a third of children enrolled in the preschools did not actually join them. Aside of objective reasons (moving to another neighbourhood), concerns of parents played a certain role. Children were finally placed in preparatory classes at segregated schools or simply did not join a preschool at all. Therefore, it is appropriate to continuously cooperate with preschools and reduce fears of parents and children regarding their inclusion. Arguments that can help in convincing parents include: high quality of preschools as per this evaluation, good level of children development at Mothers' Clubs and only a few cases of difficult adaptation.

Another issue is the attendance of children in preschools (as well as Mothers' Clubs). According to the incomplete project database, apparently not a single child attended a preschool for min. 4 days a week (excluding summer). The main reasons were migration, health issues, difficult adaptation, inadequate clothing or shoes of some children, further likely a lower quality of teaching in Mariánské hory – Hulváky in the first year as well as poor infrastructure and social tensions in Poruba.

The main objective of the project is to place as many children to non-segregated schools as possible. The Ostrava City rule of a second reserved place for children in a non-segregated school likely influenced this positively in spring 2015, although not all schools applied this. Most of the 12 concerned children would have had enrolled probably in a segregated school especially in Poruba. The number of children - beneficiaries attending segregated schools is estimated to be more than the planned 10 % (7 out of 25, there is a lack of information about the remaining children above 6 years of age). Nevertheless, the project still meant significant changes for involved families.

There are also cases when parents enrolled their children in non-segregated schools first as encouraged by the project staff. Then they re-enrolled them to a segregated school, in cases even after the school year began. The main reasons included the opportunity to visit the school with relatives, good experience of parents with the concerned segregated school, but also the fear of failure and discrimination of their child in another school.

Dismissal of 6 contracts with parents after they enrolled their child into segregated school does not seem to have led to better informed decisions of remaining parents involved in the

project. During the evaluation, a lot of parents did not feel confident about selecting the right primary school. So it is crucial to pay more attention to a fully informed choice and the need to empower beneficiaries more in accordance with the principles of social work<sup>xxxvii</sup>. It is also essential to provide parents with clear and specific information about pre-schools and primary schools. It is important to implement the plan to cooperate closer with all primary schools (both segregated and non-segregated) in the last project year.

An average of 6 to 10 mothers attended Thursday meetings in the Mothers' Clubs. In total, about 47 mothers joined at least once (41% from about 116). The rule in Poruba that the fees for meals at preschools would be paid only on the basis of 100% attendance rate of mothers at the Thursday meetings, has reportedly increased participation by 1 mother on average, however, attribution to the rule cannot be proven. Moreover, this practice in fact replaces internal motivation of mothers by financial incentives. In any case, if the vast majority of mothers do not participate at meetings, it is necessary to seek the causes particularly in the quality – what are the themes tackled, in what form, what is the awareness of meetings' benefits – and other, objective reasons such as the workload of mothers.

Other indicators could not be evaluated due to a lack of evidence-based data. Indicator of a successful completion of the first class of primary school cannot be assessed at this time, since most children are either in a preschool or in the first class of a primary school.

### **3. Efficiency: Dedicated staff; but need to change project management**

The project organizational structure is reasonable, since it is based on the organigram of both organizations involved. From the outset, the project has suffered from unclear division of roles between organizations. The number of indicators was not accustomed to the implementers' capacities. Monitoring thus required intensive efforts of both organizations. Some indicators cannot be achieved by the project end. Further, it is positive that underperforming, under-qualified staff members were replaced. This positively affected the quality of the concerned Mothers' Club. The approach of most current employees is praised by other actors. They need ongoing education in their specific areas of focus.

The current project team work is unsustainable, thus a change in the position of the project coordinator is crucial to stabilize the team and continue successfully. It is also necessary to significantly improve the project documentation (supporting evidence), monitoring (clear overview of the performance indicators from the outset of the project with reasons for (not) fulfilling them and subsequent solutions), internal evaluation and external communications. Neither parents, nor pre-school staff and their founders (sub-city municipalities) were sufficiently informed about the project, its rules and possibilities. Mothers' Clubs are not sufficiently visible at their location. It is unlikely that wider public would know about the project. An exhibition reached reportedly up to 20.000 people, but it is unlikely that it had a major effect as this was a one-off event. There is no information about the outreach of the two articles in the municipality newsletter.

### **4. Impacts: The project enhanced knowledge, skills and attitudes of families**

Positive development of children and their mothers is apparent from the diagnostics, interviews, observations or children portfolios. Actual knowledge and skills of children is mostly age-appropriate. Mothers' Clubs (especially the one in Mariánské hory - Hulváky) need to further develop their methodology to ensure a systematic development of each child in all key areas. Baseline assessment of children beneficiaries and data of a control group (children who did not join) are not available, therefore positive developments cannot be clearly attributed to the project.

A lot of mothers got more confident, sought actively information about their child development and trusted their children more too. This is crucial for their decision making

about enrolment into a non-segregated primary school. In specific cases, the project indirectly contributed to better relations in the whole family or to enrolment of older siblings to non-segregated schools. A more systematic work with fathers would help in making informed decisions for the benefits of the families.

Several representatives of the Ostrava City Council actively supported the project. Directors and teachers of pre-schools involved in the evaluation (with one exception) verbally supported the inclusion of Roma and socially disadvantaged children in standard schools. However, it is unclear if attitudes actually changed. Conversely, min. 4 cases of discrimination were found. The project should not only inform, but also educate schools and promote systemic changes. Furthermore, there is no evidence that the project would impact the attitudes of non-Roma parents against Roma.

**5. The project is unique - it is a part of the established system, it provides comprehensive support to underprivileged families and engages in advocacy to key institutions.**

Although standard preschools educate children aged 3 to 6 years, the role of the project and the Mothers' Clubs is specific: to prepare underprivileged children for enrolment and successful completion of standard pre-schools and primary schools. Additionally, families received support in resolving current problems (e.g. housing). In a safe environment, mothers gained greater confidence and interest in quality education of children. A similar support in given locations e.g. by other CSOs is not available.

Four other CSOs implemented similar projects in other parts of Ostrava. Likely the biggest difference was the advocacy – the official partnership with the Ostrava City, cooperation with its Sub-cities, pre-schools and primary schools. The project also contributed to a new rule of second reservation at primary schools for children involved in the project. On the other hand, it is necessary to introduce a comprehensive methodology of teaching in Mothers' Clubs, increase the quality of events for parents and strengthen parents' participation (including fathers). Promoting quality teachers' training related to Roma inclusion (even if provided by other CSOs) would help too.

**6. Sustainability: The project is not sustainable as yet, but has a great potential - it needs to be further developed and financially supported.**

Handover and project continuation is going to be specified likely after April 2015. Certain sustainability mechanisms (e.g. sharing with other parents' clubs, meetings of mothers, commitment of the municipality to continue funding at least a part of a successful project, clear rules, etc.) could have been set from the very beginning. Paying meals by a CSO is itself unsustainable. Enrolments of children into non-segregated primary school without adequate understanding of parents may have a negative effect on sustainability.

Overall results described above highlight a great interest of parents and a clear potential of the project. Areas for improvements are being dealt with on an ongoing basis – such experiences should be further built on and shared with others. Because the project is not yet sustainable (it cannot be expected to be self-financing), it is necessary to immediately begin negotiations with the relevant actors on the continuation from 2016 in order to further support the successful inclusion of current beneficiaries and to reach out to more disadvantaged families. Otherwise, the benefits are likely to be rather short-term.

## 7. Recommendations and Lessons Learnt

Based on the findings above, the evaluators formulated the following recommendations regarding the current project and wider lessons learnt.

Recommendation by the project end (12 / 2015)	Justification	Addressee	Priority
<p>1. Set a <b>long-term cooperation with Ostrava City and Sub-Cities</b> as soon as possible with a clear vision. Ideally <b>create a network of parents' clubs with the support of the municipality</b> and with the involvement of pre-schools, counselling centres, CSOs, Sub-City municipalities and donors active in preschool education.</p>	<p>The project is still really essential - the needs of the target groups persist. Effective long-term coordinated cooperation of CSOs, preschools, primary schools (segregated and non-segregated) and the respective municipalities is needed. In the framework of this cooperation, one needs to address beside others re-enrolments in case that children move to another location within Ostrava. Experiences need to be shared regarding different methodologies, fostering participation of parents and children, etc. The new network should develop an overall plan for preschool education in Ostrava, including indicators, monitoring and evaluation.</p>	<p>Implementers, Ostrava City municipality, the REF</p>	<p>High</p>
<p>2. <b>Urgently raise funds to continue the project in January 2016</b>, whereby tap into current donors as well as the Research and Development for Innovations Operational Programme (OP VVV), MLSA, MRD, OSF, the Fund for bilateral cooperation at the national level for the EEA and Norwegian funds and others.</p>	<p>Mothers' Clubs need to further develop their infrastructure - facilities in Poruba need enlargement and renovation, playground for children are needed at both locations etc. Parents, pre-schools and other institutions need timely information about the project continuation. Negotiations about collaboration with other parents' centres need to start as soon as possible as similar projects in Ostrava are about to end.</p>		
<p>3. <b>Set clear rules for the project. Then inform pre/schools, counselling centres, municipalities, all project staff, parents and the public about the rules as well as about the project results and its financing</b> (at regular meetings, electronically, in a flyer on the bulletin boards, in the quarterly summary report sent to all participating institutions, during personal visits to Mothers' Clubs etc.).</p>	<p>Stakeholders are not sufficiently informed about the project, its benefits, funding, or the follow-up. First, it is necessary to clarify the rules (selection of participants, attendance of children and parents, termination of contracts with beneficiaries etc.). Parents need clear and specific information on individual pre/schools as well as on the project itself. The project budget was reportedly made public in the Club, but it was not available during the evaluation. It is important to publish financial data and discuss them with parents to foster transparency.</p>	<p>Implementers</p>	<p>High</p>

Recommendation by the project end (12 / 2015)	Justification	Addressee	Priority
<p>4. <b>Continuously work with pre-schools as well as primary schools not only on enrolment, but also on joint actions</b> to reduce fears of Roma and non-Roma parents and children related to integration. Teachers and directors of pre-schools and primary schools may also be invited to Thursday's meetings with mothers (and possibly with fathers) or they may be advised to further build their capacities with respect to inclusion. Details about the pre-schools and primary schools should be posted on noticeboards of Mothers' Clubs.</p>	<p>Some parents still have concerns about the standard pre-/ and primary schools. The project staff members cooperate with pre-schools; parents have personal experience only from enrolments. Thus they cannot check the quality and attitude of the pre-school before making a decision where to enrol their child. There are even greater concerns with respect to the primary schools. The project collaborated with them less than with pre-schools. It is important to cooperate with primary schools including segregated ones so that parents can make more informed decisions. Project reportedly plans to focus on the primary school in the final year of implementation. Meeting of parents with a representative of the Czech School Inspectorate can be considered a good practice.</p>	Implementers	High
<p>5. <b>Implement a comprehensive methodology of teaching children in Mothers' (or Family) Club</b>, perform entry, on-going and final evaluation of children (ideally in collaboration with parents), <b>provide more teaching aids, toys and books</b> (some can be produced e. g. with parents) <b>and regularly educate parents – in different ways</b> (meetings, reading, field trips, "open space" with other actors, etc.) <b>and in a variety of topics according to their demand.</b></p>	<p>This project does not have a specific teaching methodology aimed and children with special learning needs. Teaching in each Club differs. Education is currently based on weekly and monthly plans respectively, whereby such plans were not always available in the past. Aids for developing specific skills are not available. Comprehensive entry and exit assessments are missing too. The vast majority of mothers do not participate in regular Thursday meetings. It is necessary to look for causes especially in quality (topics, forms, awareness about the benefits of such meetings) as well as in the workload of mothers and other external factors. Systematic work is also needed with fathers who decide about their children's future. For the future, the name of the Mothers' Club thus could be reconsidered to become a Family Club.</p>	Implementers, the REF	Medium

Recommendation by the project end (12 / 2015)	Justification	Addressee	Priority
<b>6. Foster further education of management and non-management project staff</b> (through trainings, mentoring, etc.) <b>as well as pre/school teachers</b> (even via other institutions).	The attitude of most of the current employees is praised. In any case, further education is needed (in methodologies suitable for preschool children with special learning needs, methods of social work, nonviolent communication, facilitation techniques, project management, monitoring and evaluation etc.). Some misconduct (insufficient monitoring indicators etc.) may be also due to a lack of experience of the concerned staff. More training, coaching, mentoring and reading could help. Teachers of partner pre/schools need also specific trainings in working with disadvantaged groups. The project does not organize trainings, but can inform about the possibilities.	Implementers and the REF	Medium
<b>7. Continuously monitor benefiting families and eventually offer support</b> as per the possibilities available to the implementers and other CSOs (e.g. tutoring for primary school pupils).	Continuity of social and educational services is necessary so that students succeed at primary schools. Specifically, tutoring of pupils and addressing family issues is needed (e.g. if the child is not picked up by his/her parents, if there are other disagreements between parents etc.). Continuity is a key social service quality standard according to the MLSA. Services may be provided by other CSOs, not necessarily the implementers.	Implementers	Medium
<b>8. Introduce significant changes in the project team</b> in particular with respect to the project coordinator, further conduct regular team meetings, considerably improve documentation, monitoring as well as internal evaluation and timely solve problematic issues (indicators, accompanying children, absenteeism or drop-out of children etc.).	The current project team work is unsustainable. Position of the project coordinator needs to be changed and the team stabilized. It is also necessary to significantly improve the project documentation (supporting evidence), monitoring (clear overview of the performance indicators and subsequent solutions) and internal evaluation (entry / exit evaluations of children / parents).	Implementers and the REF	High

## Lessons learnt for all stakeholders

- A. According to the available studies and the experience derived from the project, it is advisable to **start preschool education as soon as possible**, from 3 years of age and possibly even earlier. It improves the school readiness and increases the chances of successful integration at schools.
- B. **Regular attendance to preschool facilities and the family support are crucial.** There are different motivational approaches, from payment of subsistence and obligations to attend meetings of mothers (Together in Preschool) to intensive educational work with families. Moreover, support of families in crises (housing, debts or unemployment) is crucial for regular attendance of children and an environment conducive of learning. Dedicated social workers are needed.
- C. While in Ostrava, number of vacancies in preschools exceeds the demand, preschools near the families involved in the project are full. **It is necessary to address the specific situation of families and seek appropriate solutions** (placement in the Mothers' Club, pre-school, supported home education, adjustment of capacities etc.).
- D. **It is important to cooperate with underprivileged families on a long-term basis**, i.e. during their visit to Mothers' Club, preschool and primary school education. Projects that support the education of Roma / socially disadvantaged families need to **systematically involve fathers as well**.
- E. **Parents need to fully understand the choice they make about selection of a school for their children.** It is necessary that they decide according to their best knowledge, not due to project conditions. They can use the information gathered at the School Open Days, visits to primary schools organized by implementers, references from other parents, discussions on common meetings etc. This approach is also consistent with the fundamental principles of social work, in particular the right of choice and the need to empower service users.
- F. **In any social and educational services, clear rules are important** - conditions under which children are accompanied, when and how to terminate the contract, etc. Special exceptions (e. g. for health reasons) could be decided by the entire project team. The rules should be in accordance with the principles of social work and general societal values. For example, it is not fair to punish younger siblings by terminating cooperation with them if their older sibling is enrolled in a segregated school.
- G. **It is necessary to cooperate with both "non-segregated" and "segregated" schools** (having more or fewer Roma children), **Roma and non-Roma parents and other actors.** In this way, common ground can be found and concerns can be addressed.
- H. **In long-term, it is important to influence policies of the City and Sub-City municipalities and municipal preschools** (i.e. advocacy), in particular, the criteria for selecting students<sup>23</sup>, waiving tuition in justified cases by the preschool directors, greater use of Roma assistants or teaching assistants and others. The evaluation debriefing shows that even parents of disadvantaged backgrounds are able to participate in policy-making. Their potential should be more encouraged.

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<sup>23</sup> E.g. the catchment area of primary schools - Skautská and Porubská may fall under different schools.

## Recommendations for any future projects of the REF

1. **Enhance quality baseline surveys, monitoring focused on quantitative and qualitative results and ongoing internal evaluation of projects.** The baseline analysis should include sufficient data about the state of the child and his or her family in order to assess their progress. There were too many indicators of the evaluated project and they were merely quantitative – even if there are fulfilled, it does not necessarily mean a long-term success and vice versa. For example, if parents do not know why children are enrolled in non-segregated schools, high enrolment numbers do not necessarily show a success. In any case, all indicators were not sufficiently monitored in the monitoring reports and appropriate decisions were thus not made. Fewer, simple indicators, partially also qualitative can be easily monitored (e. g. quarterly) and thereupon decisions about changes can be made more effectively. It makes also sense to continuously evaluate feedback of parents both in the form of semi-structured discussions or focus groups at regular meetings with parents (predetermined questions, minutes are necessary, recording may help), or using questionnaires that parents would fill in with their social worker. The impacts can be evaluated e. g. by collecting and evaluating the Most Significant Change stories in a participatory way every six months<sup>xxxviii</sup>.
2. For future pilot projects that aim at influencing policies, **experimental or quasi-experimental evaluation methods** could be considered, whereby certain steps such as random selection of those to be included in the intervention need to be undertaken at the project beginning.

## Notes of the evaluators for the final evaluation of this project

To assess the project effectiveness, impact and sustainability, it is important to **trace all beneficiaries, find out ideally their socioeconomic background and their learning paths** (if they enrolled in preschools, what was their attendance, if they postponed primary school enrolment, which primary school they started attending, if they successfully passed the first class etc. – all with reasons behind such steps). With this data, the project database can be enriched and a much more extensive data analysis can be performed. Such analysis would inform better the decision makers, as well as schools, CSOs, researchers and others. This needs to be mentioned in the Terms of Reference and adequate budget needs to be allocated. Further, any survey for parents needs to be assisted (ideally by an evaluator or project staff). To ensure quality preparation and sufficient time for the evaluation, it is advised to develop the Terms of Reference and launch a call for evaluators at least 6 to 8 months before the project end.

## 8. Annex

### *8.1. Terms of Reference for the Evaluation*

#### **The Roma Education Fund seeks a Consultant to carry out An external evaluation in the Czech Republic**

**The project “Together to Pre-school” has been implemented by the Roma Education Fund and Municipal Government of Ostrava and is in its second year of implementation.**

#### **Background of the project**

In the Czech Republic there is extremely low preschool enrolment rate among Roma. Since early development programs are particularly beneficial to children from disadvantaged backgrounds, this “Together to Pre-school” project focuses on equalizing access to preschool education for disadvantaged Roma children aged 3-6.

In a period of three years, the given project in close cooperation with the Ostrava municipality intends to concentrate on two deliberately selected localities of “Poruba” and “Mariánské Hory – Hulváky” with Roma children age 3-6.

#### **Overall objective**

- To ensure Roma children aged 5-6 increased enrollment to mainstream preschool and elementary schools in a desegregated school environment (and hence avoid streaming Roma children into both practical and de facto segregated elementary schools);
- To support the socialization and development of the necessary skills of Roma children aged 3-5 attending mothers club and prepare them for later enrolment into mainstream pre-school;
- To empower Roma mothers (and families in general) when participating in the Mothers club activities under the guidance of experienced teacher.

#### **The purpose of the external evaluation**

The external evaluation should evaluate the short and medium term outcomes of the project and summarize the strengths and weaknesses of the model. It should consist of the following:

- Summative evaluation, assessment of the progress made towards achieving project goal based on the current log frame, design and monitoring data;
- Impact of the project on attendance rate, retention rate and learning outcomes of children participating in the project;
- The impact of the preschool education on further education.

The evaluation should document the overall project outputs and major outcomes not only against original plan but based on the actual results.

- Assessment of the parental skills and early childhood education of children;
- Assessment of monitoring tools and documentation of progress;
- Assessment of organizational structure and the capacity of staff and partners to achieve the expected results, ways of cooperating with other actors and recommend any improvement;
- Assessment of the quality of preschool education provided by the program;

- Identification of main obstacles to project achievement and recommendation on their overcoming;
- Identification of critical issues that should be considered for the remaining period of project implementation;
- Provision of specific, attainable and practical recommendations.

### **Evaluation Methodology**

To accomplish the objectives, the consultant will combine qualitative and quantitative research methods: document analysis, literature review, questionnaires, statistical analysis, individual and focus group interviews, and case studies. The consultant will conduct the evaluation of activities implemented by all stakeholders involved in the evaluation process.

The tasks will include: desk review of project documentation; analyzing school documents, tracking and analysis of attendance of Roma children in preschool programs and primary schools; assessing the skills of children in groups; comparing skills of children involved in the project with non-beneficiaries; interviews/surveys with preschool teachers; interviews with parents to explore their attitudes to preschool and primary education; class observation.

Field visits and contacts with the stakeholders will be organized by REF in agreement with the consultant. The consultant will be provided with reading materials, documents and all necessary background information by project implementer and REF staff.

The consultant shall propose work plan and appropriate methodology and instruments to answer the assigned requirements.

### **Deliverables and Timeline**

The deliverables include final methodology design with interview, focus group questions and work plan, data collection, draft report and final report. All deliverables will be reviewed and proved by REF staff.

The time frame for accomplishing the tasks is six weeks.

The consultant is expected to:

- Present the findings of the evaluation in a draft evaluation report of approximately 30 pages, including a two or three page executive summary, plus annexes in English (Times New Roman, font 12, single line spacing) to be submitted to REF.
- Consult with REF staff on the draft evaluation report, revising it according to the comments received and within 10 working days of receiving those comments.

### **Required competencies and skills for the consultant**

- At least a Master's degree related to pedagogy, education, education psychology or related discipline;
- At least three years of work experience in evaluation and/or social research as well as at least two years of work experience in the field of social inclusion and development;
- Strong analytical and research skills with sufficient understanding of survey design and interview techniques
- Quantitative and qualitative methods and data analysis;
- Experience in the evaluation of Early Child Development projects;
- Familiarity with the region and the country is strongly preferred;
- Familiarity with REF goals and projects will be an asset;

- Excellent oral and written communication skills in English and Czech.

### **Submission of applications**

Qualified candidates may submit their application including the following items:

- A letter of interest;
- A financial offer with all costs included
- A complete Curriculum Vitae
- A draft evaluation proposal, including detailed methodology and timeline

Please send your application to Ms. Nevsija Durmish, Program officer for Czech Republic and Slovakia at [ndurmish@romaeducationfund.org](mailto:ndurmish@romaeducationfund.org) and Mr. Marius Taba, Monitoring and Evaluation Officer at [mtaba@romaeducationfund.org](mailto:mtaba@romaeducationfund.org), no later than 14<sup>th</sup> November 2014. In the subject of email please refer to “Consultant External evaluation – Czech Republic”.

Only those candidates that are short-listed for interviews will be notified.

Qualified Roma candidates are strongly encouraged to apply.

## 8.2. Evaluation Questions

1. **How has the project addressed the needs of key stakeholders?** (relevance)
  - 1.1. What were the needs of the (non-)Roma families and their children aged 3 to 6?
  - 1.2. What were the needs of the schools, the Ostrava municipality and the Czech School Inspectorate? How have they fostered inclusion and combat racism in preschool education? What are the relevant policies?
  - 1.3. Which children / families were enrolled in the project? What criteria were applied? What were their reasons for joining and attending the project?
  - 1.4. Which children / families were not enrolled in the project or dropped out? What were their main reasons? How have these been addressed?
2. **What is the unique value of the Mother's Clubs versus other existing opportunities for preschool development of underprivileged / Roma children?** (relevance/complementarity)
3. **What has been the project progress vis-à-vis the logical framework?** (effectiveness)
  - 3.1. How have the Mothers' Clubs operated? (curriculum for parents / children, handouts, activities, role of teachers / assistants, interaction among mothers and children etc.)
  - 3.2. What was the attendance and retention rate of involved children? What were the reasons for low attendance /drop-outs? (in Mothers Clubs / mainstream pre-schools)
  - 3.3. How have children's knowledge, skills and attitudes developed? (in Mothers Clubs / mainstream pre-schools)
  - 3.4. What was the attendance rate and retention rate of involved mothers?
  - 3.5. How has their parental knowledge, skills and attitudes developed?
  - 3.6. What are the strengths and weaknesses of the model?
  - 3.7. What are the key success factors?
  - 3.8. What are the critical issues / main obstacles to project achievement? What can be recommended to overcome these? (involvement of fathers, paid classes at preschools, longer opening hours, infrastructure, bullying, others)
  - 3.9. How many involved children enrolled to quality mainstream elementary schools?
  - 3.10. How many of them completed the 1st grade of mainstream schools successfully?
  - 3.11. What were the main contributing and limiting factors? (socioeconomic status, participation in the project etc.)
  - 3.12. How many Roma children aged 3-5 attending Mothers Club have been enrolled into segregated primary schools or special schools? What were the reasons? How could these be addressed (if applicable)?
4. **How well has the project been managed?** (efficiency)
  - 4.1. Has the organizational structure been designed well? To what extent have staff members fulfilled their roles? How have they cooperated among themselves and with other actors?
  - 4.2. How efficient and effective has monitoring and documentation of progress been?
5. **What changes has the project contributed to?** (impact)
  - 5.1. What were the learning outcomes and other changes for children in the project?
  - 5.2. What were the learning outcomes and other changes for mothers in the project?
  - 5.3. What was the project impact on further education? (enrolment / completion of the first grade at primary school - by type of school)
  - 5.4. What were other, unintended impacts?
  - 5.5. Has project contributed to any changes of attitudes of (pre)school directors and teachers changed towards Roma?

5.6. Has the project contributed to any changes of attitudes of non-Roma parents towards Roma?

**6. To what extent is the project likely to sustain after the funding of REF ceases?**  
(sustainability)

6.1. What are potential arrangements with respect to further development, handover, replication and sustainability?

6.2. What are the potential measures to increase sustainability?

Mothers were interested to learn during the evaluation:

- What are the options for Mothers' Club development (longer hours of service; transport of children to the Club mainly in winter; infrastructure development in Poruba – playground, cloakroom, sleeping area, lunch; extra-curricular activities such as theatres). what role can Ostrava municipality play;
- To what extent are children ready to attend mainstream (non-segregated) primary school;
- What are other effects of Mothers' Clubs, e.g. social work and legal advice in the same premises;
- Can meetings be introduced at Mothers' Clubs on how to address behavioural problems of children?
- What is the role of fathers? (e.g. in decision making about child's future) Can fathers be also involved in enhancing parental skills and events of Mothers' Clubs?
- What is the attitude of teachers and quality of standard pre-schools versus Mothers' Clubs? What do project partners do to increase the quality of standard pre-schools (e.g. at Zelená)?
- How do children feel in standard pre-schools, especially when they cannot take part in paid classes (English, excursions etc.)? Can paid classes be paid by the social department of the Ostrava municipality?
- How can bullying (based on racism or poverty) be addressed in standard pre-schools?
- How will the Mothers' Clubs continue after the project ends? (sustainability)

The multi-stakeholder project team was interested to learn during the evaluation:

- What were the reasons for parents' leaving the project or attending it irregularly? (around 6 families) (relevance)
- What are the reasons for joining and regularly attending the project? (relevance)
- The project overall progress, what worked well, what can be improved;
- Lessons learnt to the Ostrava municipality on (lack of) pre-school capacities, project outputs and outcomes, positives and negatives of the model, obstacles, differences vs. Mainstream pre-schools, proposals for changes even on policy level;
- Feedback from the target group and other stakeholders about the Mothers' Club (e.g. can mainstream pre-school teachers recognize which child has come from the Mothers' Club, have they had fewer Roma children before the project started);
- Does the project succeed in placing children to non-segregated primary schools;
- How can fathers of children be engaged?
- How directors and teachers approach Roma and non-Roma children? How do they foster inclusion and combat racism?
- Opinions of stakeholders about Mothers' Club vis-à-vis alternatives (methods, approaches);
- What are the changes (regarding children, mothers, fathers) that the project contributed to;
- What are the results of children placed in non-segregated primary schools (versus those placed segregated ones); do directors / teachers see the difference in school readiness versus non-beneficiaries; what are the reasons for placement in segregated schools;
- How efficiently has the project been managed by the project team? How do they fulfil their roles? How are they able to motivate the target group? What is the feedback of the target group to individual staff members;
- How does the project increase parents' empowerment so that the project is not needed in the future? (sustainability).

### 8.3. List of interviews and group discussions held

Date	Type of event	Organisation	Person	Role
8.1.2015	Group discussion with mothers	White Rhinoceros	4 mothers with children and facilitator	Mothers
8.1.2015	Group discussion with mothers	Beleza Ostrava	16 mothers, facilitator, teaching assistant	Mothers
8.1.2015	Group discussion with project staff	Multi-stakeholder	Markéta Bartáková Jan Chytil Denisa Burdová Štefan Grinvalský Barbora Michalová Jaroslava Honusová Zlata Siváková Ivona Francová Andrea Červeňáková	White Rhinoceros, methodologist Ostrava municipality, support, funding, monitoring Ostrava municipality, involved in social inclusion projects Beleza Ostrava, project coordinator White Rhinoceros, administration and accounting Teacher of Mothers' Club in Mariánské Hory - Hulvaky Social worker Teacher of Mothers' Club in Poruba Social worker
26.1.2015	Group discussion with project staff	White Rhinoceros	Jaroslava Honusová Zlata Siváková	Teacher Social worker
26.1.2015	Interview	Ostrava City - educational dep.	Marta Szúcssová	Educ. Dep. Head
26.1.2015	Group discussion	Ostrava municipality - social inclusion dep.	Jan Chytil Denisa Wurstová	Roma coordinator / Social inclusion
26.1.2015	Group discussion	White Rhinoceros	Markéta Bartáková Barbora Michalová Jaroslava Honusová Zlata Siváková	Project staff (see above)
26.1.2015	Interview	Agency for social inclusion	Martin Březina v zastoupení Martina Navrátila	Local consultant
27.1.2015	Interview	Primary school Dětská	Zuzana Škapová	Director

27.1.2015	Interview Group discussion with teachers and separately with children	Primary school Zelená	PaeDr Aleš Koutný Pavlína Ketnerová Iveta Šebestíková Soňa Horáková Children (anonymous)	Director Teachers
27.1.2015	Group discussion	Beleza Ostrava	Ivona Francová Adrea Červeňáková	Project staff (see above)
27.1.2015	Home visit		Anonymous	Beneficiaries - families
27.1.2015	Home visit		Anonymous	Beneficiaries - families
27.1.2015	Home visit		Anonymous	Beneficiaries - families
28.1.2015	Focus group		5 mothers of children who are now at primary school (anonymous)	Mothers
28.1.2015	Interview Group discussion with children	Primary school Gajdošova	Margit Lazarová Children (anonymous)	Teacher
28.1.2015	Child diagnostics, interview	Preschool Větrná 1084	Anonymous	Teacher Beneficiaries
28.1.2015	Group discussion	Ostrava municipality - Mariánské Hory & Hulvaky	Liana Janáčková Iveta Chmelíková Hrabalová Pagáčová Nováková Palata	Mayor / resp. for pre-schools
28.1.2015	Interview		Anonymous	Mother
28.1.2015	Interview		Anonymous	Mother
28.1.2015	Interview		Anonymous	Mother
29.1.2015	Focus group		7 mothers of children at White Rhinoceros	Mothers
29.1.2015	Focus group		10 mothers of children at Beleza Ostrava	Mothers
29.1.2015	Home visit		Anonymous	Beneficiaries - families
29.1.2015	Home visit		Anonymous	Beneficiaries - families
29.1.2015	Interview	Primary school Ludovíta Štúra	Aleš Matoušek	Director
29.1.2015	Child diagnostics, interview	Preschool Zelená	Jana Kazmirská Children (anonymous)	Director Beneficiaries

29.1.2015	Interview	Ostrava municipality – Poruba	Mgr. Zuzana Bajgarová	Vicemayor responsible for education
29.1.2015	Group discussion	Beleza Ostrava	Ivona Francová Adrea Červeňáková	Teacher of Mothers' Club in Poruba Social worker
29.1.2015	Home visit		Anonymous	Beneficiaries - families
29.1.2015	Home visit		Anonymous	Beneficiaries - families
30.1.2015	Child diagnostics, interview	Preschool Čtyřlístek on the Skautská street 1082	Anonymous	Director Beneficiaries
30.1.2015	Interview	Beleza Ostrava	Štefan Grinvalský	Director, project coordinator
3.2.2015	Interview by phone, e-mails	Czech School Inspection	PhDr. Hana Slaná / Ondřej Andrys	zástupkyně ředitele inspektorátu / náměstek a mluvčí
3.2.2015	Interview by phone	Roma Education Fund	Jan Stejskal	Czech Facilitator
6.2.2014	Interview	Open Society Foundation	Markéta Krčalíková	Preschool projects manager
10.2.2015	Interview	Ostrava City municipality	Ing. Zbyněk Pražák, Ph.D.	Deputy mayor - education, social affairs, health
10.2.2015	Evaluation workshop for stakeholders	Diverse institutions	See attendance sheets	Multistakeholder
13.2.2015	Interview by phone	People in Need	Zuzana Ramajzlová	Project manager of "come to pre-school!"
13.2.2015	Interview by phone	Sdružení sociálních asistentů	Irena Foldynová	Specialist on local education and local manager

## *8.4. Schools involved in cooperation*

*MŠ stands for a pre-school, ZŠ stands for a primary school.*

### Mariánské Hory – Hulváky

MŠ Matrasova

MŠ Zelená

MŠ Generála Janka

Křesťanská MŠ U Dvoru

ZŠ Gajdošova

ZŠ Zelená

ZŠ Generála Janka

### Poruba

MŠ Větrná

MŠ Dětská

MŠ Čs. Exilu

MŠ Čtyřlístek

MŠ Spartakovců

MŠ J. Skupy a J. Škoupala

ZŠ Dětská

ZŠ Spartakovců

(Children are also placed at ZŠ Ludovít Štúr, ZŠ Porubská and ZŠ Bulharská.)

## 8.5. Overview of indicators

Indicator as per the project logical framework	The main and supporting indicators	Mothers' Club at Mar. Hory - Hulváký	Mothers' Club at Poruba	Total (average if applicable)	Target value	Likelihood that the indicator will be reached <sup>24</sup>
	Number of contracts signed	74	79	153		
1.1.a	Number of contracts signed, without any activity	11	26	37		
1.1.a	Number of supported children (with a recorded activity)	63	53	116	100	High
	% of at least partially active children	85,14%	67,09%	76,11%		
	Number of terminated contracts	23	34	57		
	% of terminated contracts	31,08%	43,04%	37,25%		
	Number of continuing contracts	51	45	96		
	Number of children who attended the Mothers' Club	48	45	93		
	% of children who attended the Mothers' Club versus the number of contracts	64,86%	56,96%	60,78%		
1.2.d - 100% (100 children) receiving small snacks in the Mothers' Club	% of children who received snacks at the Mothers' Club (in they joined on the day)	Each child which attends the Mothers' Club gets a snack according to the financial reports (this was not verified).			100%	High
1.2.e - 30 % (30 children) of targeted children benefiting from transport and accompaniment services	% of children who were transported to/from the Mothers' Club as least for some time (if they participated)	45,83%	Data unavailable	Data unavailable	30%	No conclusions could be made as sufficient data were not available
	Number of children who participated in the Mothers' Club at least 2 days a week	13	12	25		
	% of children who participated in the Mothers' Club at least 2 days a week	27,08%	26,67%	26,88%		

<sup>24</sup> By the project end, only the main indicators according to the project logical framework.

Indicator as per the project logical framework	The main and supporting indicators	Mothers' Club at Mar. Hory - Hulváký	Mothers' Club at Poruba	Total (average if applicable)	Target value	Likelihood that the indicator will be reached <sup>24</sup>
	Average length of stay in the Mothers' Club	9	8,3	8,65		
1.1.a	Current number of children at the Mothers' Club	10	14	24		
1.2.a - Roma children are able to understand and communicate in Czech language; they have improved vocabulary and know the colours, count and/or recognized letters	Number of children who understand and communicate in Czech, who improved their vocabulary and know colours, counting and/or letters	According to the implementers, all children in the project spoke Czech, because families usually do not speak Romani. But they have a smaller vocabulary. Entry data could not be traced / evidenced.				No conclusions could be made as sufficient data were not available
1.1.a	Number of children who took part in enrolments to a pre-school	45	33	78	70% (70 children)	
1.1.a - 70 % of the supported 100 Roma and socially disadvantaged non-Roma children enrolled in pre-schools + 1.2.b Number of children enrolled; pass successfully enrolment tests	% of the supported children who took part in enrolments to a pre-school	71,43%	62,26%	67,24%	70%	Medium, a relatively low number in Poruba
	Number of children accepted to pre-schools	45	32	77		
1.1.b - 75 % on acceptance to pre-school education issued	% of children accepted to pre-schools versus the number of supported children	71,43%	60,38%	66,38%	75%	Medium, a relatively low number in Poruba
1.1.a	Number of children attending pre-schools	34	20	54		
	% of children attending pre-schools versus the number of supported children	53,97%	37,74%	46,55%		
	Estimated % of children attending pre-schools by the project end versus the number of supported children (provided that all children in Mothers' Club are accepted)	69,84%	64,15%	67,24%		

Indicator as per the project logical framework	The main and supporting indicators	Mothers' Club at Mar. Hory - Hulváky	Mothers' Club at Poruba	Total (average if applicable)	Target value	Likelihood that the indicator will be reached <sup>24</sup>
1.2.d - 95-100 % (90-100 children) benefiting from material support or pre-school fee (especially catering fee)	Number of children with in-kind support and those whose meals were covered.	Acc. to the implementer, 100 % got meals covered, since November 2014, mother of 1 child covers the meals herself.	Data unavailable	Data unavailable	95%	No conclusions could be made as sufficient data were not available
1.1.e	Number of children attending pre-schools min. 4 days a week (the whole period is considered excluding summer months)	0	0	0		
1.1.e - 75-80 % from children enrolled to pre-schools with missed classes/days no higher than 15-20% of the overall number of classes/days	% of children attending pre-schools min. 4 days a week	0%	0%	0%	75%	Low
	Average length of pre-school education in months (excl. Mothers' Club)	7	7	7		
1.1.f	Number of children, which stopped attending a pre-school	3	4	7		
1.1.f - dropout rate not higher than 25-30	% of children, which stopped attending a pre-school versus the enrolled number	24,44%	37,50%	29,87%	30%	Medium, higher drop-out rate in Poruba
1.1.g	% of children whose primary education was postponed due to low school readiness	1 (another child was recommended a postponement, but it still joined and continues)	Data incomplete, around 4	Data incomplete, estimated min. 5 children	30%	
1.1.g - At least 70 % of children passing the compulsory education readiness test successfully	% of children accepted within the standard due date	Data incomplete	Data incomplete	Data incomplete, estimated min. 5 children refused, which is in line with the indicator	70%	Medium
1.1.c	Number of children participating in enrolments to primary schools	22	25	47		

Indicator as per the project logical framework	The main and supporting indicators	Mothers' Club at Mar. Hory - Hulváky	Mothers' Club at Poruba	Total (average if applicable)	Target value	Likelihood that the indicator will be reached <sup>24</sup>
	including the year 2015/2016					
	Number of children who joined a primary school (i.e. till 2014/2015)	13	13	26		
1.1.c - At least 90 % from 40 Roma and socially disadvantaged non-Roma children (36 children) enrolled to quality mainstream elementary schools	- out of which the number of children at segregated primary schools	1	Data incomplete, around 6	Data incomplete, around 7		High (data about all supported children are not available)
1.1.d	Number of children who successfully completed the first class of a primary school	Data incomplete, around 0	Data incomplete, around 3	Data incomplete, around 3		
1.1.d - 80-85 % from children enrolled to quality mainstream elementary school) completing the 1st grade of mainstream schools successfully	Estimated % of children (from enrolled children), who will successfully complete their first class at a primary school by the project end (provided that all current pupils are successful)	Data incomplete, around 13	Data incomplete	Data incomplete	80-85%	Low - it is impossible to fulfil the indicator by the project end
1.3.a 70 % of mothers reading and discussing fairy-tales with their children regularly (one book per two weeks) strengthened / enhanced literacy and reading skills		Cannot be traced back / evidenced				No conclusions could be made as sufficient data were not available
1.3.b 70 % (70 parents) number of targeted families visiting open-days in pre-schools; community motivation events attending the mothers club at least three times per week;;		Cannot be traced back / evidenced				No conclusions could be made as sufficient data were not available
1.3.c - 60 % (60 parents)of parents (mothers) passing a simple test on parental rights and duties in the field of		Has not taken place as yet				No conclusions could be made as sufficient data were not available

Indicator as per the project logical framework	The main and supporting indicators	Mothers' Club at Mar. Hory - Hulváky	Mothers' Club at Poruba	Total (average if applicable)	Target value	Likelihood that the indicator will be reached <sup>24</sup>
education						
1.3.d - 65-70 % (65 – 70 parents) able to follow the set of rules required both in pre-schools and Mothers club duly		Written rules are unavailable - cannot be evaluated				No conclusions could be made as sufficient data were not available
1.3.e 30 % of mothers from the total target group (30 mothers) to be capable of becoming assistants in the Mothers club		Only a few mothers directly participated in teaching at the Mothers' Club. One mother assisted for a while, then the implementer agreed with REF to stop the cooperation.	No data and criteria were available	Sufficient data and criteria were available		No conclusions could be made as sufficient data were not available
1.4.a - Two pedagogues, two social workers and the other program staff are regularly performing the education program activities according to the developed education curricula;		The basic curriculum follows the Educational Framework, further, monthly plans are developed. Number of staff members has been met.	The basic curriculum follows the Educational Framework, further, weekly detailed plans are developed. Number of staff members has been met.	Achieved, but there is a space for improvements.		High
1.4.b - 80% of directors in the pre-school involved in cooperation (4 directors)	% / number of directors of all pre-schools and primary schools in Poruba and MHH involved in cooperation	5	6	11	4	High

## 8.6. Questionnaire for parents

Following questionnaire was translated into the **Czech language**. A special version was issued for parents of children from Mothers' Clubs, preschools and schools.

1. How have you learnt about the Mothers' club?  
From the project staff      From the neighbour      From a leaflet      Others, please specify....
  2. How often do your children attend the Mothers' club / preschool?  
Daily      Min. 3 times a week      Min. once a week      - go to Q4.  
Less often      Does not attend      - go to Q3
  3. If your child attends the Mothers' club / preschool less often or not any more:
    - a. what are the main reasons?  
.....
    - b. does it attend another preschool?  
Yes / no
    - c. If s/he does not attend any other preschool, under what circumstances would you re-enrol your child in the preschool again?  
.....
  4. Are you satisfied with the education provided at the Mothers' club / preschool?\*
- Very satisfied      Somewhat satisfied      Somewhat dissatisfied      Very dissatisfied      Cannot answer
5. What do you see as the main benefits of the project "Together to Pre-school" and Mothers' Clubs?  
.....
  6. What would you suggest to change or improve?  
.....
  7. How many books does your child (your children) aged 3 to 6 have?\*
- .....
8. In the last 3 days, have you done any of the following three activities with your child (your children) aged 3 to 6?
    - look at picture books or read books      yes/no
    - draw or paint      yes/no
    - teach letters or count      yes/no
  9. Which primary school would you like your child (involved in the project) to attend?
  10. What are the reasons for choosing this school?  
(more answers are possible)
    - Proximity to home
    - Quality of education
    - Siblings study at the same school
    - Others, please specify:.....

11. What level of education would you like your child to complete?
- Primary
  - Secondary without school leaving exam
  - Secondary with school leaving exam
  - University

#### ABOUT YOU

12. Your age:  
upto 19, 20 – 29, 30 – 39, 40 – 49, 50 – 59, 60 and more
13. Your gender: male / female
14. Your education.
- Primary
  - Secondary without school leaving exam
  - Secondary with school leaving exam
  - University degree
15. Have you gone through pre-school education yourself?  
Yes / no
16. Your employment status:
- Employee
  - Student
  - Self-employed
  - Un-employed (in evidence of the Labor Office)
  - Others, please specify.....
17. Your monthly household income:  
Upto 20.000 CZK, 20.001 to 30.000 CZK, 30.001 to 40.000 CZK, 41.000 to 50.000 CZK, 50.000 CZK and more
18. Family size:
- Number of children below the age of 18: .....
  - Both parents are in the same household yes / no
19. What main language do you use at home?  
Romani          Czech          other, please specify:...

### ***8.7. Guidelines for focus groups with parents***

*(introduction by the evaluator and the participants)*

1. What were your reasons for enrolling your child into the Mothers' Club?
2. What do you think is unique about the project Together to Preschool?
3. What do you think that is the most significant change the project contributed to?
4. What do you think that prevents providing quality preschool education to all children in this neighbourhood?
5. How could this be overcome?
6. What (other) recommendations would you have with respect to the project?
7. Is there anything else that you would like to share?

## 8.8. Interview guidelines for the Most Significant Change stories

Interviewer:

Role:

Date:

Interviewee:

Role:

Location: Poruba / Marian. h.

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- I. Find a calm place for a 30 minute interview, where the interviewee will feel comfortable.
  - II. Remind the interviewee about the project Together to Preschool and its components.
  - III. Explain the purpose of the interview – to evaluate the project Together to Preschool and map personal stories. Some may be further elaborated to show the importance of the project to donors and others and to further support quality preschool education. The stories can also show the areas that need to be improved. Selected stories will be shared on 12 February 2015 (to be confirmed) and the interviewee may join his meeting.
  - IV. All data can be made anonymous if desired so.
- 

- 1. When talking about the project Together to Preschool, remember the day that you learn about it for the first time... and then forward your thoughts to today. What most significant change have you experienced thanks to this project?**

*(do not suggest any examples, give time to think, explore more: can you tell me an example of this change? Who, what, how, when, why, what happened next? ...)*

**2. What makes this change so important for you?**

**3. How do you think that the project contributed to this change?**

4. *Summarize the story and verify that the interviewee agrees with your summary.*

**5. What headline would you give to this story in case that it would be published in newspapers?**

6. *The story will be discussed by the project team. Further, it may be discussed publicly and published. Get a written consent of the interviewee that this is possible.*

**I agree with publishing my story**

**YES / NO**

**I agree that my name will be attached to the story**

**YES / NO**

Signature of the interviewee:

*Careful! If any other names than those of the interviewee are mentioned in the story, such persons need to give their consent with publishing the story as well*

**7. Contact details of the interviewee** (for potential interview / home visit by evaluators):

Any other notes:

**Thank you for your help.** We will share the main stories on 12 February. The stories will be also available at the Mothers' Clubs.

## 8.9. Observation list for Mothers' Clubs and Preschools

Název školy:

Jméno učitele/ky:

### ZÁKLADNÍ ÚDAJE:

Počet dětí ve třídě: .....

Počet romských dětí ve třídě: .....

Počet učitelů na třídu: .....

### ZÁPISY

Jaká jsou kritéria pro přijetí žáků? .....

Za jakých podmínek jsou přijímáni žáci nezaměstnaných rodičů? .....

Pravidla pro zápis jsou  vystavena v prostorách školy

zveřejněna on-line

k dispozici na vyžádání (*vyžádat a uschovat!!!*)

jiné, a to: .....

### VZDĚLÁVÁNÍ

Je příchod dětí do MŠ či mamaklubu dle aktuální situace, přizpůsobuje se situaci, je denní řád dostatečně pružný (nezaškrtnout, pokud je dán den. režimem)

Jsou respektovány individ. potřeby pohybových aktivit, spánku, odpočinku, je respektována vyváženost

Myslíte, že romské děti potřebují speciální podmínky pro předškolní vzdělávání?

ANO Jaké?.....

.....

NE

Myslíte, že děti ze sociálně slabých rodin potřebují speciální podmínky pro předškolní vzdělávání?

ANO Jaké?.....

.....

NE

Zvýšil se oproti školnímu roku 2012 / 2013 zájem romských rodičů o předškolní výuku?

ANO O kolik? .....

Jaké jsou podle Vás důvody?.....

.....

NE Jaké jsou podle Vás bariéry?.....

.....

### **SPOLEČNĚ DO ŠKOLKY**

Znáte projekt Společně do školky, včetně mamaklubu (organizace Beleza Ostrava a Bílý nosorožec)?

NE -> pokračujte další sekcí

ANO

Kolik dětí z projektu máte v MŠ umístěno? .....

Liší se oproti jiným dětem, které nově nastoupily do MŠ?

NE  ANO Jak? .....

Jak se těmto dětem ve Vaší škole daří? Jaký je jejich současný vývoj?

.....

.....

S čím se u těchto dětí nejvíce potýkáte?

.....

.....

Jaká je docházka těchto dětí? .....

Přístupují rodiče ke vzdělávání svých dětí aktivně? Uveďte příklady. ....

Počet dětí z projektu, které chodí jednou týdně či méně často: .....

Důvody: .....

Počet dětí z projektu, které přestaly chodit do školy: .....

Důvody: .....

Hrozí, že některé z těchto dětí nezvládne standardní základní školu?

NE  ANO S jakými problémy se dítě potýká?

.....

Jak byla tato situace dosud řešena?

.....

Jak hodnotíte finanční a nefinanční podporu dětí z projektu? (*úhrada školného, dopravy, ovšem ne volnočasových aktivit apod.*)

.....

Jaký je podle vás přínos projektu? Čím je jedinečný?

.....

Co byste na projektu / mamaklubech změnila?

.....

.....

.....

Jak probíhá komunikace s organizacemi Beleza Ostrava a Bílý nosorožec? (frekvence, témata)

.....

.....

Jak vám tento způsob komunikace vyhovuje?  Zcela vyhovuje  Spíše vyhovuje  
 Spíše nevyhovuje  Zcela nevyhovuje

Co byste změnili?.....

.....

Máte jiný komentář k projektu či k mamaklubu?

.....

.....

.....

.....

## POZOROVÁNÍ

### MATERIÁLNÍ PODMÍNKY:

- prostory školy- vyhovující skupinovým i individuálním činnostem
- nábytek, tělovýchovné nářadí, vybavení pomůckami, materiál pro práci s dětmi
- hračky – vybavenost, dostupnost pro děti, pravidla používání,
- výzdoba školy – estetické uspořádání
- zahrada školy – vybavenost na rozmanité pohybové aktivity
- splnění hygienických a bezpečnostních norem

### ŽIVOTOSPRÁVA:

- dodržování zásad zdravého životního stylu, vštěpování těchto zásad dětem, přirozený vzor
- dostatek volného pohybu při pobytu venku (zahrada, vycházky)

### PSYCHOSOCIÁLNÍ PODMÍNKY:

- respektování potřeb dětí (lidské, vývojové, individuální), navozování pohody, klidu, bezpečí, citlivé jednání, úměrné zatěžování dětí
- rovnocenné postavení všech dětí
- vydávání jasných a srozumitelných pokynů
- dodržování určitého řádu, pravidel soužití
- podpora dětí v samostatných pokusech, uznalost, přiměřené reakce ocenění dítěte
- vztahy dospělý x dítě – vzájemná důvěra, tolerance, ohleduplnost, zdvořilé chování,
- naslouchání, vstřícná a empatická komunikace pedagoga
- fungování informačního systému – web, nástěnky atd.

### ZÁKLADNÍ OTÁZKY k VÝCHOVNĚ VZDĚLÁVACÍ ČINNOSTÍ:

- je rozvíjena osobnost
- je rozvíjena samostatnost dětí
- jsou děti schopny samostatného rozhodování – mají možnost volby
- jsou zaujatí hrou, mají zájem o nabízené činnosti, jsou motivováni pro činnosti
- mají schopnost se učit – co se naučily
- byl naplněn požadavek prožitkového učení
- je nabídka činností pestrá a vyvážená
- reaguje se na podněty dětí
- je rozvíjeno zdravé sebevědomí
- jsou zdokonalovány komunikativní dovednosti

- jsou dlouhodobě rozvíjeny prosociální vlastnosti
- je podpořena přirozená dětská zvědavost a chuť experimentovat
- je rozvíjena fyzická a psychická zdatnost, kladný vztah ke sportu
- je zdokonalována oblast hrubé a jemné motoriky
- je kultivováno estetické vnímání

### **VYHODNOCOVÁNÍ INDIVIDUÁLNÍHO ROZVOJE DÍTĚTE:**

#### **VYHODNOCOVÁNÍ PEDAGOG. PRACOVNÍKEM**

- Je veden záznam rozvoje dítěte, Jak často jsou doplňovány pokroky dítěte?  
.....
- Spolupracujete s PPP , SPC , pediatry ??? Jakou formou?  
.....
- Seznamujete se systémem pozorovacího schématu rodiče ?  
.....

#### **Význam evaluace spočívá ve včasné vyrovnaní nedostatků ve vzdělávání !**

#### **VYHODNOCOVÁNÍ DÍTĚTEM**

- vyhodnocování denních činností dítětem – zpětná vazba
- aktivní zapojení dětí do přípravy denního programu a jeho hodnocení ( např. myšlenková mapa, vizualizace denního režimu, atd.)

### **KRITERIA PRO HODNOCENÍ PEDAGOGŮ, JEJICH VÝCHOVNĚ VZDĚLÁVACÍ ČINNOSTI**

- přehledné vedení dokumentace, plánování výchovné práce
- průměrná docházka docházejících
- učitelka, asistentka jako vhodný vzor pro děti/professionalita, odborná kvalifikace, dost na tom záleží úspěch projektu
- prostorové uspořádání třídy (center – koutků)
- umístění hraček, rozmanitá nabídka hraček
- vstřícná komunikace s rodiči
- adaptační program pro nově přichozí děti a rodiny to bych nechala, důležité hlavně při přechodu z mamaklubu do MŠ

## 8.10. *Assessment of Mothers' Club in Poruba*

Following assessment is based on the interviews, observation and the children diagnostics. It is provided in the Czech languages for the Czech project staff.

**DIAGNOSTIKA** - 6 náhodně vybraných dětí z 14 přítomných, ve věku ( 4 - 6 let )

### **Motorika, grafomotorika, kresba**

Hrubá i jemná motorika odpovídá věku dětí, podpořit více hmatové vnímání (poznávat hmatem různé předměty), spontánní lineární kresba již s přibývajícím detaily, návyky při kreslení jako špetkové držení tužky a postavení ruky jsou navozeny. Lateralita je u většiny dětí vyhraněna. Doporučeno častější zařazení prvků grafomotoriky a vizuomotoriky, zvláště u dětí 5 letých. Aktuální dobrou praxí je vedení sešitu s prací dítěte, sledování vývoje dítěte s matkou a výzdoba klubu dětskými pracemi.

### **Zrakové vnímání a paměť**

Vnímání barev základních odpovídá věku dětí, vyhledání objektu na obrázku děti zvládly a bez větš. problémů odlišily dva i tři překrývající obrázky. Zraková diferenciací odpovídala věku. Zraková analýza, a syntéza syntéza a zraková paměť odpovídala věku diagnostikovaných dětí.

### **Vnímání prostoru, času**

Prostorové vnímání je u dětí mírně oslabeno, velice pozitivní je pravidelné zařazení zdravot. cvičení a pohybových činností s říkadly a zpěv písní s pohybem. Vnímání času navozeno - ráno a noc.

### **Řeč**

Lexikálně-sémantická rovina odpovídá věku 4 letého dítěte, morfologicko-syntaktická rovina je mírně opožděna. Pragmatická rovina odpovídá věku. Foneticko - fonologická rovina se řeší individuálně.

### **Sluchové vnímání a paměť**

Naslouchání odpovídá věku dětí, sluchové rozlišování (změna hlásek ve slově, rozlišení slov atd.) je problém, ale počáteční hlásku ve slově děti 5-6leté rozlišily. Vyhledání rýmující dvojice z třech slov je velký problém. Sluchová analýza a syntéza je mírně opožděna, vnímání rytmu odpovídá věku. Sluch.paměť je trénována, pro mlad.děti doporučeno zařazení her typu "na ozvěnu" apod.

### **Základní matematické představy**

Porovnávání, pojmy, vztahy, třídění a tvoření skupin dětem vůbec nedělá problémy a odpovídá věku. Řazení dle velikosti a úspěch se odráží na počtu prvků, určení množství a tvarů odpovídá věku.

### **Sociální dovednosti a hra**

Sociální dovednosti odpovídají věku dítěte, některé začínající děti jsou mírně opožděné, ale vyřeší individuální přístup p.uč. Hry děti odpovídají věku a vybavení herny. Soustředí se na ni a baví je.

### **Sebeobsluha a samostatnost**

Hygiena odpovídá věku dětí, při umývání a oblékání potřebují mladší děti pomoc p.uč. Při stolování jsou děti převážně samostatné. Doporučeno více zabezpečit prostor před úrazem dětí.

## **DOPORUČENÍ :**

- zlepšit estetický vzhled herny a chodby ( vymalování, čistota hygien.prostor a chodby)
- pokračovat ve vzdělávání dětí a vedení týdenních plánů ( na vysoké úrovni )
- dle finančních možností doplnit didaktické pomůcky, hračky a knihy
- prezentovat mamaklub na veřejnosti ( tisk,web )

## **Zjištění dle rozhovoru s pracovníci a pozorování:**

P.uč.Ivona Honsová, která působí již 7 měsíců v mamaklubu odvedla neuvěřitelný kus práce, odbor. pozvedla úroveň mamaklubu na mateřskou školu a svým důsledným a plánovaným působením děti posunula na bezproblémový start do MŠ nebo ZŠ. Velice oceňuji komunikaci mezi rodiči a p.uč. přes Facebook, pomoc terénní pracovníce Andrey, která je vždy ochotná pomoci s jakýmkoliv problémem matek. O mamaklub byl vysoký zájem, ale částečně opadl kvůli nevhodnému prostoru a hygien.podmínkám, dále nedostatečné komunikaci předešlé sociální pracovníce a nevhodnému chování p.uč.Jako největší pozitivum uvedla současná p.uč. a terén.pracovnice zájem a motivaci rodičů ke vzdělávání svých dětí, a tím možnost lepší budoucnosti a šance na lepší postavení ve společnosti. Projekt je jedinečný v tom, že pro děti i rodiče je to první kontakt s autoritou, ideální pro adaptaci dětí a potlačení silné fixace na matku, mezičlánek pro přípravu na MŠ i ZŠ. Rodiče začali věřit ve schopnosti svých dětí a naučili se i děti pochválit za drobné úspěchy.

## **8.11. Assessment of Mothers' Club in Mariánské Hory - Hulváky**

Following assessment is based on the interviews, observation and the children diagnostics. It is provided in the Czech languages for the Czech project staff.

**DIAGNOSTIKA – 6 náhodně vybraných dětí z 11 přítomných, ve věku ( 4 - 6 let )**

### **Motorika, grafomotorika, kresba**

Hrubá i jemná motorika odpovídá věku dětí, podpořit více hmatové vnímání (poznávat hmatem různé předměty), spontánní kresba je ve vývoji opožděna, návyky při kreslení jako špetkové držení ruky, postavení ruky jsou již navozeny. Lateralita u většiny dětí vyhraněna. Doporučeno častější zařazení grafomotoriky a prvků vizuomotoriky se záznamem, např. do sešitů ( sledování vývoje dítěte) .

### **Zrakové vnímání a paměť**

Vnímání barev základních odpovídá dětem věku 3 let, vyhledání objektu na obrázku děti zvládly, ale dva překrývající obrázky neodlišily. Zraková diferenciacce odpovídala věku.Zraková analýza a syntéza a zraková paměť neodpovídala věku diagnostikovaných dětí.

### **Vnímání prostoru, času**

Prostorové vnímání je u dětí oslabeno, doporučeno pravidelné zařazení do režimu dne cvičení a pohybové činnosti s říkadly, zpěvem atd. Vnímání času navozeno jen směrem k jídlu.

### **Řeč**

Lexikálně-semantická rovina odpovídá věku 4 letého dítěte, morfologicko-syntaktická rovina je mírně opožděna. Pragmatická rovina odpovídá věku. Foneticko - fonologická rovina se řeší individuálně s klinickým logopedem, který do mamaklubu pravidelně dochází.

### **Sluchové vnímání a paměť**

Naslouchání odpovídá věku dětí, sluchové rozlišování (změna hlásek ve slově, rozlišení slov atd.) je velký problém. Sluchová analýza a syntéza je mírně opožděna, vnímání rytmu odpovídá věku. Sluch. paměť není trénována, doporučeno zařazení her typu "na ozvěnu" apod.

### **Základní matematické představy**

Porovnávání, pojmy, vztahy, třídění a tvoření skupin dětem vůbec nedělá problémy a odpovídá věku. Řazení dle velikosti a úspěch se odráží na počtu prvků, určení množství a tvarů odpovídá věku.

### **Sociální dovednosti a hra**

Sociální dovednosti odpovídají věku dítěte, některé začínající děti jsou mírně opožděné, ale vyřeší individuální přístup p.uč. Hry dětí odpovídají věku a vybavení heren. Soustředí se na ně a baví je.

### **Sebeobsluha a samostatnost**

Hygiena odpovídá věku dětí, při umývání a oblékání potřebují mladší děti pomoc p.uč. Při stolování jsou děti samostatné.

### **Zjištění dle rozhovoru s pracovníci a pozorování:**

P.uč. Jaroslava Honusová, Bc. i terénní pracovníce Zlata Siváková odvádějí v mamaklubu i v terénu vynikající práci, motivují děti i jejich rodiče o smyslu projektu a snaží se, aby děti dokázaly přejít bez problémů do MŠ a ZŠ. Respektují indiv. potřeby dětí. Počet dětí, které mají zájem o vzdělávání v mamaklubu se během 2let ztrojnásobil. Rodiče motivuje i možnost využití tzv. měsíčníku na dopravu po městě a následně platba stravného v mateřských školách, které činí cca 600 Kč. Zanedbatelný není ani příspěvek ve výši 500 Kč na tzv. startovací balíček při vstupu dětí do MŠ nebo ZŠ. Děti navštěvují mamaklub velice rády, matky hodnotí pozitivně každodenní zpětnou vazbu, které se jim dostává při vyzvedávání dítěte. Nejvíce se v mamaklubu potýkají s nepravidelnou docházkou, převážně z důvodu vysoké nemocnosti dětí, dále s přijímáním jídla a překonání zlovyků ve stravování z domu jako např. vysoký podíl sladkostí nebo slaných chipsů. Důvodem, proč některé děti přestaly chodit, je stěhování, rodinné problémy nebo pohodlnost rodičů je ráno do mamaklubu vodit. Toto je ovšem třeba řešit individuálně.

### **DOPORUČENÍ :**

- zlepšit komunikaci s koordinátorem projektu a mamaklubem v Ostravě Porubě
- pokračovat ve vedení dětí ke zdravému stravování, hygien. návykům a prosociálnímu chování
- dle možností doplnit didaktické pomůcky, hračky a knihy
- informovat pravidelně rodiny o týdenním plánu vzdělávání (nástěnka, web.stránky)
- zvyšovat svoji odbornou připravenost, hledání nových zdrojů informací o dětech předškolního věku

## 8.12. Assessment of Pre-schools

Following assessment is based on the interviews, observation and the children diagnostics. It is provided in the Czech languages for the Czech project staff.

Název MŠ	Počet dětí ve tř.	Děti z projektu v MŠ	Děti s pravidel. doch.	Děti, které odešly
MŠ Větrná	24	3 ve 2 třídách	2	0
MŠ Čtyřlístek	25	3 v 1 třídě	3	0
MŠ Zelená	25	14 ve 4 třídách	12	1 stěhování

Ve všech mateřských školách se p.uč. shodly na tom, že s rodinami, které prošly mamaklubem se jim lépe komunikuje a spolupracuje při vzdělávání dítěte, rodiny jsou naučeny dodržovat časový režim a řád,

děti se výborně zapojují do všech nabízených aktivit a nejsou bázlivé. Naopak jsou ctižádostivé a pilné, bez problémů hledají kamarády mezi vrstevníky.

Jedinečný přínos v projektu vidí v lepší přípravě před vstupem do MŠ a ZŠ, zkráceném časovém úseku adaptace, sebejistějších rodičích, v aktivní práci s celou rodinou a nabídky služeb terén.pracovníků.

**V pokračování projektu vidí určitě smysl, děti jsou úspěšné i v ZŠ a mohou se dál vzdělávat.**

Souhrnné výsledky	MŠ Větrná	MŠ Zelená	MŠ Čtyřlístek
<b>Diagnostikovány :</b>	3 děti	4 děti	3 děti
Hrubá a jemná motorika	odpovídá věku	odpovídá věku	odpovídá věku
Hmatové vnímání	odpovídá věku	nutno posílit	nutno posílit
Spontánní kresba	odpovídá věku	nutno posílit	odpovídá věku
Grafomotorika	odpovídá věku	tvrdá ruka	indiv.rozdíly
Návyky při kreslení	navozeny	navozeny	navozeny
Vizuomotorika	odpovídá věku	nebyla k dispozici	odpovídá věku
Lateralita ruky	vyhraněna	vyhraněna	indiv.rozdíly
Barva	odpovídá věku	odpovídá věku	odpovídá věku
Figura a pozadí	odpovídá věku	odpovídá věku	odpovídá věku
Zrakové rozlišení	odpovídá věku	odpovídá věku	odpovídá věku
Zraková analýza a syntéza	odpovídá věku	odpovídá věku	odpovídá věku
Zraková paměť	oslabena	odpovídá věku	oslabena
Vnímání prostoru	odpovídá věku	odpovídá věku	neodpovídá věku
Vnímání času	neodpovídá věku	neodpovídá věku	neodpovídá věku
Lexikálně-sémantická rovina	odpovídá věku	odpovídá věku	odpovídá věku
Morfologicko-syntaktická rovina	odpovídá věku	indiv.rozdíly	indiv.rozdíly
Pragmatická rovina	odpovídá věku	odpovídá věku	odpovídá věku
Foneticko-fonologická rovina	odpovídá věku	řešeno individuálně	řešeno individuálně

Sluchové rozlišování	opožděno	opožděno	opožděno
Sluchová paměť	oslabena	oslabena	oslabena
Sluchová analýza a syntéza	odpovídá věku	odpovídá věku	odpovídá věku
Vnímání rytmu	odpovídá věku	odpovídá věku	odpovídá věku
Porovnávání, pojmy,vztahy	odpovídá věku	odpovídá věku	odpovídá věku
Třídění, tvoření skupin, řazení	odpovídá věku	odpovídá věku	odpovídá věku
Množství, tvary	odpovídá věku	odpovídá věku	odpovídá věku
Sociální dovednosti	navozeny	navozeny	navozeny
Hra - soustředění	odpovídá věku	odpovídá věku	odpovídá věku
Sebeobsluha - samostatnost	odpovídá věku	odpovídá věku	odpovídá věku

### **DOPORUČENÍ PRO PROJEKT :**

- zajistit pokračování projektu a jeho udržitelnosti do dalších let - jasné výsledky, že má smysl
- udržet stabilitu v personálním obsazení, důležité udržení profesionálů (využití osobních pohovorů)
- stanovit si jasné vize do budoucna - prognóza, rozšíření služeb, nové prostory, zahrádka pro děti...
- prezentace projektu a pozitivních výsledků na veřejnosti ( symbol mamaklubu, možnost např. odlišení barevnými tričky, vestičkami, kšiltovkami ? )
- práce na odborném růstu zaměstnanců, ale i všech zúčastněných (organizace besed, exkurzí, četba)
- zlepšit komunikaci mezi všemi pracovníky ( pravidelná setkání s vytvořením zápisu schůzky )

### 8.13. *List of reviewed documents and sources*

- Project application
- Contract between REF and project partners
- The Memorandum of Understanding with Ostrava municipality
- Project leaflet
- 2 monitoring reports from April and November 2013
- 2 narrative reports from 3<sup>rd</sup> and 4<sup>th</sup> quarter 2013, others were not the final versions
- Guidelines for Highlander database of children
- Database of project participants (incomplete)
- Agreement of the project participants to join the project and to provide personal data

Resources related to other projects in Ostrava aiming at pre-school education:

<http://www.osf.cz/databaze-podporenych-projektu/vcasna-pece-a-predskolni-vychova-centrom>

<http://www.osf.cz/databaze-podporenych-projektu/jsem-o-krok-dal-dialogem-ke-komunitnimu-vzdelavani>

<http://www.osf.cz/blog/zacit-vcas-znamena-zacit-dobre-2>

The Start Together methodology (“Začít spolu”) recommended by the Framework Education Programme for Pre-School Education (MŠMT, 2004)

<http://www.msmt.cz/vzdelavani/skolstvi-v-cr/skolskareforma/ramcove-vzdelavaci-programy>, <http://www.ctenarska-gramotnost.cz/projektove-vyucovani/pv-zahranici/inovativni-programy-1>, [http://theses.cz/id/x48qmp/downloadPraceContent\\_adipIdno\\_15321](http://theses.cz/id/x48qmp/downloadPraceContent_adipIdno_15321) aj.

<http://www.osf.cz/databaze-podporenych-projektu/rovny-start>

<http://www.clovekvtisni.cz/cs/socialni-prace/socialni-integrace/pojdte-do-skolky-vyzyvaji-neziskove-organizace>, <http://www.socialniasistence.cz/pojdte-do-skolky.html>,

<http://www.ptac.cz/data/Pojdte-do-skoly.pdf> ,

<http://www.socialniasistence.cz/letaky/Klub.pdf>

Gunvor Sonnesyn: Metodologie Grunnlaget, Model pojmového vyučování, Člověk v tísni, [http://www.clovekvtisni.cz/uploads/file/1367236946-grunnlaget%20FINAL\\_komprim.pdf](http://www.clovekvtisni.cz/uploads/file/1367236946-grunnlaget%20FINAL_komprim.pdf),

<http://www.clovekvtisni.cz/cs/socialni-prace/socialni-integrace/grunnlaget-ucime-deti-ucit-se>

Agentura pro sociální začleňování: Kombinovaná sociálně-pedagogická intervence, page. 35 <http://www.socialni-zaclenovani.cz/dokumenty/metodiky-a-manualy-dobrych-praxi-asz-2014/kombinovana-soc-pedag-intervence-metodika-macku-l-piorecky-v-asz-2014/download>

Further sources quoted in the evaluation report are given below.

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<sup>i</sup> The Ministry of Education, Youth and Sport of the Czech Republic: The Education System in the Czech Republic, Prague, 2011, [www.msmt.cz/file/27043/download/](http://www.msmt.cz/file/27043/download/)

<sup>ii</sup> Education Act No. 472/2011 (currently under revision), see <http://www.msmt.cz/dokumenty/skolsky-zakon>

<sup>iii</sup> OSF: <http://www.opensocietyfoundations.org/litigation/dh-and-others-v-czech-republic>, ERRC <http://www.errc.org/article/dh-and-others-v-the-czech-republic/3559> etc.

<sup>iv</sup> the Education Act č. 561/2004, <http://www.msmt.cz/dokumenty/act-no-561-of-24th-september-2004>

<sup>v</sup> OSCE / Office for Democratic Institutions and Human Rights, Equal Access to Quality Education for Roma Children, Field Assessment Visit to the CR, 2012, <http://www.osce.org/odihr/96661?download=true>

Press Release of the OSF, 26 September 2014, <http://www.osf.cz/tiskove-zpravy/vlada-musi-dat-ukonceni-diskriminace-romskych-deti-ve-skolach-vyssi-prioritu>,

Annual reports of the Czech School Inspectorate,  
the Ombudsperson's report in 2012 etc.

<sup>vi</sup> Annual report of the Czech School Inspectorate 2013 – 2014, <http://www.csicr.cz/getattachment/dd56770f-2211-42bf-92d3-8265b8cb3530>

<sup>vii</sup> UNDP/World Bank/EC regional Roma survey, 2011

<sup>viii</sup> Monitoring carried out by Institute for Information on Education in 2009

<sup>ix</sup> Economist, 22 February 2014: <http://www.economist.com/news/science-and-technology/21596923-how-babbling-babies-can-boost-their-brains-beginning-was-word?fsrc=scn/fb/wl/vi/inthebeginningwastheword>,

OSF: Roma Early Childhood Inclusion Overview Report, 2012, <http://www.opensocietyfoundations.org/reports/roma-early-childhood-inclusion-overview-report>

<sup>x</sup> The World Bank: Towards An Equal Start: Closing the Early Learning Gap For Roma Children in Eastern Europe, 2012, [http://siteresources.worldbank.org/EXTROMA/Resources/RomaECD\\_FinalReport.pdf](http://siteresources.worldbank.org/EXTROMA/Resources/RomaECD_FinalReport.pdf), see also earlier research of the World Bank and the reactions of the Czech politicians: <http://www.romea.cz/cz/zpravy/svetova-banka-integrace-romu-je-ekonomicky-vyhodna>

<sup>xi</sup> Gábor Kertesi, Gábor Kézdi: School Segregation, School Choice, and Educational Policies in 100 Hungarian Towns, REF, 2013, <http://www.romaeducationfund.hu/sites/default/files/publications/school-segregationschool-choice-and-educational-policies-final-2013.pdf>

European Roma Rights Centre: The Impact of Legislation and Policies on School Segregation of Romani Children, A Study of Anti-Discrimination Law and Government Measures to Eliminate Segregation in Education in Bulgaria, Czech Republic, Hungary, Romania and Slovakia, <http://www.errc.org/cms/upload/media/02/36/m00000236.pdf>

OSF: Education Policy and Equal Education Opportunities, 2012, <http://www.opensocietyfoundations.org/sites/default/files/education-policy-2012020228.pdf>

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See other literature at [http://www.romachildren.com/wp-content/uploads/2011/08/Annotated\\_Bibliography.pdf](http://www.romachildren.com/wp-content/uploads/2011/08/Annotated_Bibliography.pdf)

<sup>xii</sup> OECD, Equity and Quality in Education: Supporting Disadvantaged Students and Schools, OECD Publishing, 2012, <http://dx.doi.org/10.1787/9789264130852-en>

<sup>xiii</sup> From segregation to Inclusion: Roma Pupils in the United Kingdom, A Pilot Research Project, REF, 2011, [http://equality.uk.com/Education\\_files/From%20segregation%20to%20integration\\_1.pdf](http://equality.uk.com/Education_files/From%20segregation%20to%20integration_1.pdf)

<sup>xiv</sup> Page 47 of the World Bank's Report quoted above.

<sup>xv</sup> Teaching Kit for Roma Children [http://www.coe.int/t/dg4/education/roma/preschool\\_en.asp](http://www.coe.int/t/dg4/education/roma/preschool_en.asp)

<sup>xvi</sup> Page 56 of the World Bank's Report quoted above.

<sup>xvii</sup> Page 56 of the World Bank's Report quoted above.

<sup>xviii</sup> Beleza Ostrava o.s., <http://eng-beleza.weebly.com>

<sup>xix</sup> Bily Nosorozec o.p.s., <http://www.bilynosorozec.cz>

<sup>xx</sup> Ostrava City <https://www.ostrava.cz/en/o-meste>

<sup>xxi</sup> [https://www.ereading.cz/nakladatele/data/ebooks/6056\\_preview.pdf](https://www.ereading.cz/nakladatele/data/ebooks/6056_preview.pdf)

<sup>xxii</sup> [www.skolkaformana.estranky.cz/file/40/uvod.doc](http://www.skolkaformana.estranky.cz/file/40/uvod.doc)

<sup>xxiii</sup> The Framework Educational Programme for Pre-primary Education (Rámcový vzdělávací program pro předškolní vzdělávání), <http://www.msmt.cz/vzdelavani/skolstvi-v-cr/skolskareforma/ramcove-vzdelavaci-programy>.

<sup>xxiv</sup> See example at <http://www.ceskatelevize.cz/zpravodajstvi-brno/zpravy/254565-nova-pomucka-rozvíjí-dovednosti-predskolaku/>

<sup>xxv</sup> Which Comparison-Group (“Quasi-Experimental”) Study Designs Are Most Likely to Produce Valid Estimates of a Program's Impact? <http://coalition4evidence.org/wp-content/uploads/2014/01/Validity-of-comparison-group-designs-updated-January-2014.pdf>

<sup>xxvi</sup> <https://www.ostrava.cz/cs/o-meste/aktualne/kampane/program-socialni-inkluze-ostrava-1> and an up-to-date vision of programme: [https://www.ostrava.cz/cs/o-meste/aktualne/kampane/program-socialni-inkluze-ostrava-1/program-socialni-inkluze-ostrava/Program\\_socialn\\_inkluze\\_Ostrava\\_Aktualizovany\\_dokument.pdf](https://www.ostrava.cz/cs/o-meste/aktualne/kampane/program-socialni-inkluze-ostrava-1/program-socialni-inkluze-ostrava/Program_socialn_inkluze_Ostrava_Aktualizovany_dokument.pdf)

<sup>xxvii</sup> <http://www.kpostrava.cz/dokumenty-ke-stazeni/komunitni-plany-mesta-ostravy/>

<sup>xxviii</sup> <http://www.sociofactor.eu/lokality/>

<sup>xxix</sup> Report on Roma majority in the Czech republic in 2011 – 2013 (the share of Roma children was 38 % in Moravian – Silesian Region), see <http://www.vlada.cz/scripts/detail.php?pgid=490>.

<sup>xxx</sup> Source: Interviews and focus groups made in the evaluation process, further see also the REF analysis.

<sup>xxxi</sup> <https://www.ostrava.cz/cs/urad/magistrat/odborny-odbor-socialnich-veci-zdravotnictvi-a-vzdelanosti/oddeleni-vzdelanosti/organizacne-spravni-zalezitosti-skol-a-skolskych-zarizeni/Poetvolnchmstk12.1.2015.pdf>

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<sup>xxxii</sup> Act No 361/2004 Sb., §16 on education of children and youth with special educational needs.

<sup>xxxiii</sup> References to acts and regulations on inclusion in education can be found here:  
<http://www.inkluzivni-vzdelavani/clanek-1/prehled-zakonu-a-vyhlasok>

<sup>xxxiv</sup> <https://www.ostrava.cz/cs/o-meste/aktualne/kampane/program-socialni-inkluzie-ostrava-1/newsletter/4-2014>

<sup>xxxv</sup> STEM, Trendy 3/2014, 1070 respondents, <http://www.stem.cz/clanek/2941>

<sup>xxxvi</sup> Median for People In Need, May 2014,  
[https://www.jsns.cz/data/jsns/DOKUMENTY/DOTAZNIKOVE\\_SETRENI\\_STREDOSKOL\\_ACI\\_JSNS\\_2014.pdf](https://www.jsns.cz/data/jsns/DOKUMENTY/DOTAZNIKOVE_SETRENI_STREDOSKOL_ACI_JSNS_2014.pdf)

<sup>xxxvii</sup> See Czech standards, Code and Guidelines:

Standardy kvality sociálních služeb, MPSV, <http://www.mpsv.cz/cs/5963>,

Etický kodex sociálních pracovníků ČR

[http://www.vkci.cz/soubory/prilohy/67\\_0\\_eticky%20kodex%20soc%20pracovniku.pdf](http://www.vkci.cz/soubory/prilohy/67_0_eticky%20kodex%20soc%20pracovniku.pdf)

Metodiky sociální práce:

<http://www.eapraha.cz/joomla/images/dokumenty/ss/skripta/met.pdf>,

[http://projekty.osu.cz/metakor/dok/met\\_prirucka\\_tsp.pdf](http://projekty.osu.cz/metakor/dok/met_prirucka_tsp.pdf).

<sup>xxxviii</sup> Rick Davies, Jess Dart: The Most Significant Change (MSC) Technique, A Guide to Its Use <http://www.mande.co.uk/docs/MSCGuide.pdf>