

**'IQ Roma servis**

**Czech NGO of the year 2013'**

**[www.iqrs.cz](http://www.iqrs.cz)**



**1997 ESTABLISHMENT**



**Year 2014**

**24 100 000 CZK**

**54,2 employees**  
**55 volunteers**



**27 947 direct work interventions**

**1 650 clients**

**1/3 children**



**centre**  
**Brno** Vranovská 45



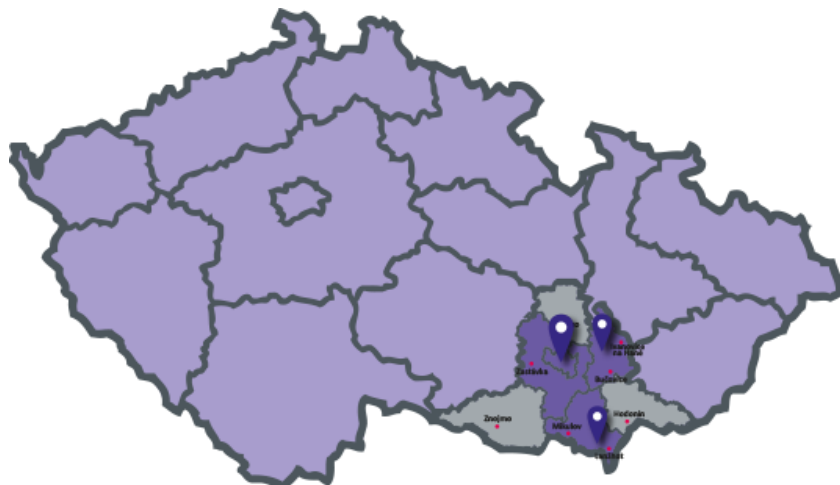
**public playground**  
**Brno** Husovická 2



**branch**  
**Břeclav** Tř. 1. Máje 39



**branch**  
**Vyškov**



## What pulls us?



### Vision

*We want a world where true and friendly **relationships between Roma and majority people** exist – a world in which Roma will **naturally hold dignified social roles** with respect to their culture and nationality.*

**Vision, Mission**

### Mission

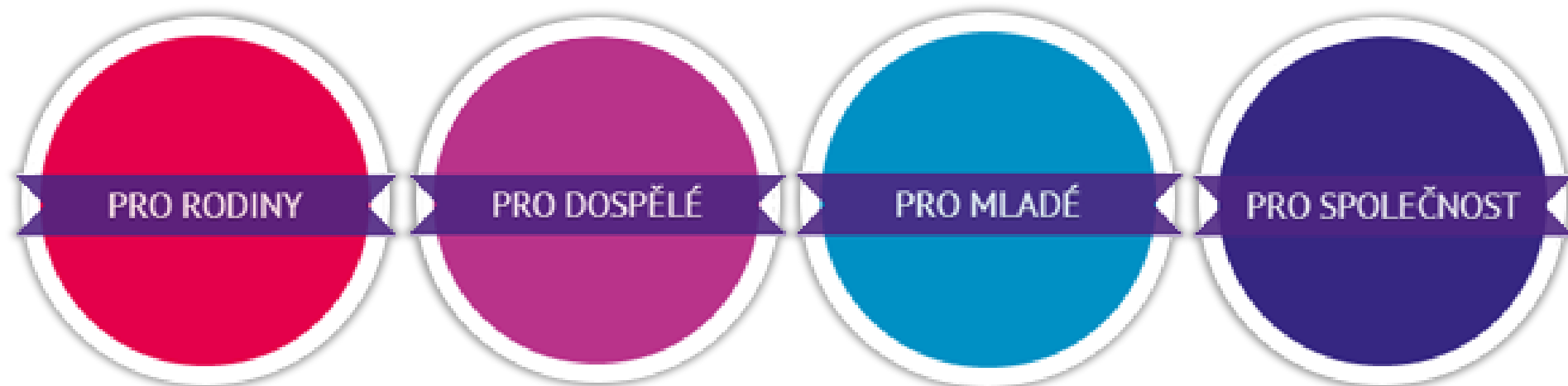
*To be an intermediary who: supports possibilities, opportunities and resolutions of Roma on their way of individual growth and social fulfilment and protects their rights and dignity within the wide society.*

**Strategic goals**

## SP 2012-16

- 1 → Increase the educational success of Roma children and youth
- 2 → Increase employability and employment of Roma
- 3 → Increase parental competences of families with children in need
- 4 → Sustainable and affordable housing for active clients (families)
- 5 → Reduce over-indebtedness among clients
- 6 → Increase a positive image, pride and civic engagement of Roma
- 7 → Be strong influential independent NGO with sustainable revenue

## **IQRS ORGANISES ITS WORK IN 4 MAIN PROGRAMS**



**for(with) Families, Adults, Youth, Society**





*Good – quality, inclusive education is one of the most important sources and goals for Roma empowerment and integration.*

*In EU/Czech Republic barriers are still present for Roma children.*

### System

- 9 years of compulsory ed.
- Preschool and secondary/high school is not compulsory
- Trend of differentiation - for talented etc. children, „special schools“ (for light mental retardation)
- Lack of high educated Roma, no specific Roma monitoring in education, min. mainstream support for changes

### Problems

- Barriers – eg. ECHR2007 indirect discrimination (D.H. and others v. CR)
- More than 35 % Roma in „Special schools“ + Segregated – mono ethnic schools (80% Roma pupils)
- Low chances for secondary and higher education, LM disadvantage

### IQRS

- Individual and group support programmes for children in education (for preschool, elementary and secondary/high school levels)
- Free legal help and advice
- Lobbying support for inclusion (membership in platformes)
- Campaigns each year from 2010
- Cooperation with Czech School Inspectorate (2009, 2010, 2015)

## Preschool education



*Effective support starts in preschool age.  
More intensive need of systematic and inclusive preparation for Roma children  
- less possibilities of at home preparation creates significant disadvantages in enrollment and start of elementary education.*

### System

### Problems

### IQRS

- Preschool education is not compulsory
- Kindergartens – 3 – 6
- Lack of capacities
- School fee + food (20+20 euro/month and more)
- Suspension of school attendance – if child is not prepared
- Zero/preparation classes for disadvantaged children

- Free prep classes mostly in segregated schools
- Families on MI don't pay the fees, but have to pay for food
- Roma families have parallel urgent social problems, priorities (housing, debts, poverty, unemployment etc.)

- Parenting centre and preschool club (in 2014 - 19 children entered elementary education, 84 % in mainstream schools)
- Increasing parental skills
- Motivational community campaigns to increase Roma attendance in kindergartens and preschool education, help and facilitation with enrollment

## Compulsory education



*Basis for future education and professional choice and success. Segregation and low quality of this educational level have consequences for rest of the life. Inclusive education can be a tool for disadvantaged Roma children, but we must prevent also ethnic discrimination.*

### System

- Starts at 6 – every child has to enroll (1st-9th grade, up to 14)
- Choice of selection for parents
- Indirect discrimination in some mainstream schools
- Amendment to the Education act – transparent support for children with special ed. needs in mainstream schools
- Intention of compulsory preschool ed. for 1 year

### Problems

- Segregation and lower educational level for Roma children still persists
- 2014 – infringement for CR
- Czech schools have high requirements for home preparation and tendency to unify classrooms
- System barriers for Roma families in difficult conditions

### IQRS

- Campaigning for community – Go to good school
- Campaign for majority – In one classroom
- Educational programmes for children – individual or group teaching (2014 - 85% successful – increase or preservation)
- Preventive, personal growth and free time activities – indoor, outdoor



## Secondary/high school



*Preparation for profession and labour market.*

*Many of Roma children drop out of high schools.*

*Many Roma lack perspective for good education or job.*

### System

- In the last year of elementary school children choose profession – high school
- System of different levels of secondary/ high school ed. – gymnasium, high school with/ without graduation, etc.
- Rather individual school environment

### Problems

- Roma mostly on non graduation schools
- Financial, social and knowledge reasons for drop outs
- Lack of systematic and complex support for Roma students of monoethnic el – fear of non Roma environment and bullying

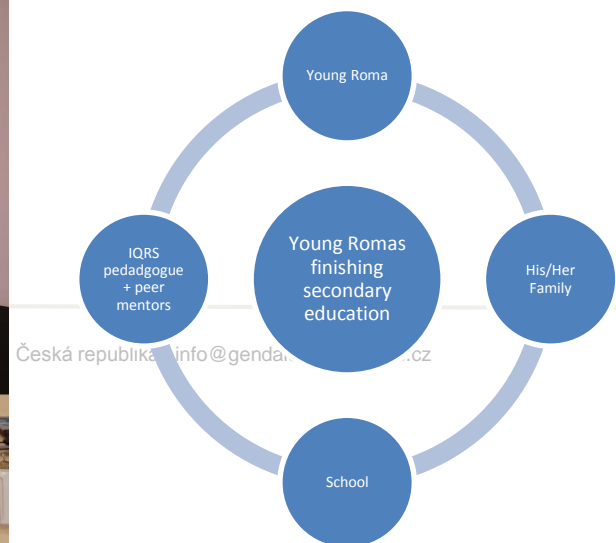
### IQRS

Gendalos – complex programme for Roma students (2014 - 41, 84% successfully continue)

- Individual and class education
- Mentoring
- Financial support
- Contracted cooperation between student, IQRS, parents and school
- Personal growth activities
- Volunteering and participation

# Educational programme Gendalos (mirror)

- Programme for young, motivated Roma students (in age of 15 to 26) threatened of social exclusion or bad social situation assisting them in reaching their goals in education and opportunities in labor market.
- Based on individual long term and complex cooperation with student, school, parents and pedagogical worker of IQ Roma servis.
- Actively increases the number of Roma successfully finishing higher education and accessing next career step (finding a job, going to college) etc.





## 1. „Candidate“:

- Cooperation on short-term goal (1 – 3 months)
- Possibilities also for elementary pupils

## 2. „Temporary Gendalos“

- 3 to 6 months cooperation
- for students from secondary school/university
- combination of long and short term goals
- communication with parents and school
- funds, scholarships...
- lessons in IQ Roma servis
- meetings, trips, facebook

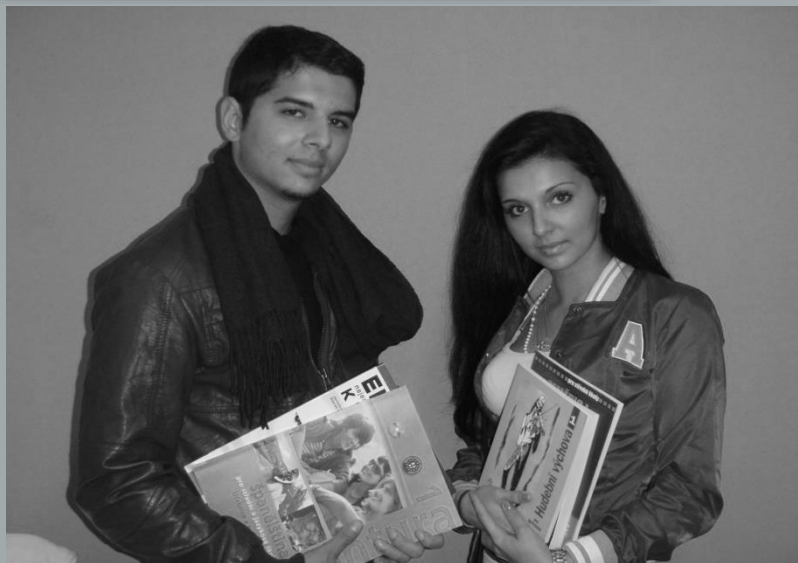
## 3. „Gendalos Club“-

- Internships, Free study rooms in center, Free Copy and print,
- Free gym, Free computers in IQRS,
- Scholarship fund Gendalos etc.

**In the school year 2013/2014 we cooperated with 41 students,  
84% successfully continue in cooperation.**



## Strategies and visions



*It is necessary to involve Roma parents as well as influence the system and majority parents towards better educational opportunities and achievements and inclusion of Roma children and declare quality Roma education as an official position of authorities.*

## What is important

- intensive pre-school/early care support
- strong inclusive education policies, more effective inclusion at mainstream schools, none or less pupils in special education,
- immediate individual support programmes for Roma in secondary and higher education - numbers
- tackling economical barriers, social programmes
- more Roma parents demanding good education
- monitoring of educational achievements of Roma

## IQRS

- Individual work with children and parents
- Campaigns
- Legal support
- Community participation
- Advocacy on local level
- Supporting inclusion and Roma rights on national and European level

Thanks!



KATARÍNA KLAMKOVÁ

director



Vranovská 45, Brno

**Czech Republic**



mob.:+420 608 820 637



katarina.klamkova@iqrs.cz



**www.iqrs.cz**