

Project „I am Roma“

Local Mapping and Evaluation of project implementation

Local Action Group European Development Agency
December 18th of 2012

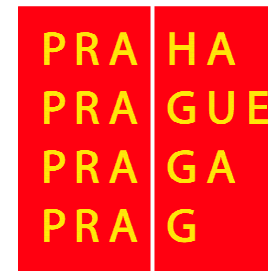
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Part I – Local Mapping

City: **Prague**

Department/ Organisation: **European Development Agency**

1.1 Historical Background related to Roma integration in your location:

Although the 2011 official census registers only 5,119 people of Romani ethnicity from a total population of 10.5 million, estimates - including the government one - give a more realistic figure of 150,000 to 300,000. According to the last census in 2011, only 349 Czech citizens in Prague area claimed Romani nationality. There is an assumption that the real number of Roma living in Prague is around 17.200.

The majority of the current Roma population in the Czech Republic and in Prague came from Slovakia, forcibly or voluntarily, as most of the original Roma minority were exterminated in concentration camps during World War II. The Roma population in the Czech Republic is primarily concentrated in the northern part of the country – in Northern Moravia (Ostrava, Karviná), Northern Bohemia (Děčín, Ústí nad Labem) – and in urban areas, such as Prague and Brno. Under the Communist government, Roma were forced to assimilate and their distinct language and culture were not respected; frequently Roma children were removed from their families and placed in state care, while often Roma women were

forcibly sterilized. At the same time, the Communist government did secure certain minimum conditions, and guaranteed – to a certain extent – economic and social rights for “citizens of Gypsy origin”. After 1989 and the collapse of the Communism, and still further after the break-up of Czechoslovakia in 1993, the situation for Roma deteriorated as some of these protections were removed. The situation of Roma in the Czech Republic continues to be highly unsatisfactory. The Roma constitute the overwhelming majority population in the country’s more than 300 socially disadvantaged localities, often living in de facto “ghettos” separated from the non-Roma majority. They suffer from extremely high levels of unemployment and a low level of education. More than 60 per cent of the Roma of working age residing in marginalized localities are unemployed. In terms of education, eight out of 10 Roma of working age only have elementary education and the majority of Roma children receive lower quality education in segregated educational facilities. Life expectancy for Roma remains over 10 years lower than the average and infant mortality rates are markedly higher within the Roma community.

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1.2 Roma minority and education

Education is one of crucial issues where Roma population in the Czech Republic faces many problems. The level of education within Roma minority is really low. Majority of people passes only primary

school, some of them continue their studies at high schools and colleges and only a small percentage graduates from university.

Our project is dealing with Roma and non-Roma children at schools, therefore we did a research on Roma and their access to education. Key findings are the following:

1) Percentage of Roma children having completed at least primary school

As a result of potential discrimination, there are no official numbers showing the real percentage of Roma children having completed primary school. However, according to the different surveys, there is an assumption that only around 60 % of Roma children completed primary schools. Primary schools attend 72 % of all Roma children, whereas non-Roma children in primary schools constitute more than 95 %.

2) Percentage of Roma children in secondary and tertiary schools

18 % of Roma children completed vocational schools which prepare them for performing particular job, such as a car mechanic, and 3 % of Roma children completed secondary schools which allow them to continue studying at tertiary schools. According to the last survey, only 18 Romani students are studying tertiary school at the moment. That is caused by a lot of factors, for example their financial or social situation which does not allow them to study at universities.

3) Percentage of Roma children in special education and segregated schools

Schools for pupils with mild mental disabilities and special segregated schools pose the biggest problem of Romani education in the Czech Republic. An alarmingly high number of Roma children continues to be enrolled in ‘practical’ elementary schools. Pursuant to research conducted in 2009, Roma children who attend the schools for mildly mentally disabled constitute almost one third of all Roma pupils (26,7%), whereas non-Roma children in schools for mildly mentally disabled constitute only 2,17% of all non-Roma pupils.

4) Policies, targeted measures and/or campaigns implemented to integrate Roma children in mainstream schools

For instance, organization “Slovo 21” helps Roma children to integrate in mainstream school. It provides tutoring for children attending primary schools as well as secondary schools. “Slovo 21” also helps Roma applicants who will to study at universities to prepare them for an admission procedure. During 6 years they helped more than 400 hundreds Roma students. Another campaign to help Roma children to integrate in schools is organized by governmental organizations “Agency for social inclusion in Romani localities”. Its main project is based on „inclusive education” instead of „integrative education“.

In this problematic, there is also a significant impact of the organisation New school that is an NGO established in 1996. It's goal is to support education of minorities, especially Roma children and to fight against segregation of Roma children at schools. The overall goal is to promote equal opportunities for everyone.

5) Policies, targeted measures and/or campaigns implemented to reduce the number of early schools leavers

There are a lot of policies which help Roma children to integrate in schools and therefore reduce the number of early schools leavers. For example, it is very important to “cooperate with all families”, not only with particular Roma children, but also to integrate their parents into educational process. Another project called “Big Brother” is very popular; new Roma pupil at school gets an older non-Roma “brother” who helps him/her to adapt to the new environment and seeks to help him/her with learning. “Tutoring” is also important part of integration of Roma children in schools. In order to reduce the numbers of early schools leavers, schools try to integrate them in “free time activities”, such as sport clubs. A lot of “scholarships” are provided to Roma students attending secondary school to motivate them to continue their studies.

6) Policies, targeted measures, and/or campaigns implemented to combat illiteracy among Roma children and adults

Illiteracy among Roma children and adults pose a big problem which is connected with their bad performance at schools as well as very high unemployment rate among Roma. Up to 44 % of Roma of working age can be considered functionally illiterate. Another 44 % have only the basics of literacy and numeracy skills. Only 12 % can be considered functionally literate, what means they are able to answer most of the relatively simple questions that require knowledge of the primary school level. A lot of non - governmental organizations, such as “Romea” or even governmental organizations, for example “Agency for social inclusion in Romani localities“, support education and literacy among Roma children and adults. They regularly organized workshops, additional education courses; seek to reduce early schools leavers.

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1.3 Situation of Roma minority at elementary schools

The segregation of Romani children in education is very crucial problem. Disproportionally large number of Roma children was frequently sent to the special schools for mentally disabled children. This fact consequently led to the segregation of Roma community in the field of education. In 2005 the Czech Republic adopted the new Schools Act which should have solved the problem

of the discrimination and segregation of Roma in their access to education. The Schools Act abolished special schools for pupils with mild mental disabilities and nowadays these special schools are considered as elementary schools.

However, most of these schools in order to continue to offer a reduced curriculum just changed their names to 'practical' elementary schools and very often omit the term 'practical' in their official names. Nevertheless, this name change does not mean that the Romani children who had been placed to the special schools only due to racial status have been transferred to the schools which are corresponding to their actual abilities and skills.

Schools for pupils with mild mental disabilities still exist, although they changed their names. Pursuant to research conducted in 2009, Roma children who attend the schools for mild mentally disabled constitute almost one third of all Roma pupils (26,7%), whereas non-Roma children in schools for mild mentally disabled constitute only 2,17% of all non-Roma pupils. In August 2009, the Minister of Education, Miroslava Kopicová stated that: 'the proportion of Romani children educated in accordance with the programmes for those with mild mental disabilities continues to be higher than what corresponds to a possible number of children with mental disabilities in any population.'

The main reason for enrolling Romani children into the special schools for mentally disabled children is the fact that they face some of the most appalling aspects of discrimination within the mainstream education system. On the one hand, mainstream elementary schools are often not prepared or willing to provide additional support to Romani pupils coming from socially disadvantaged backgrounds. On the other hand, while there are two or three Roma children between 30 non-Roma children in a class they often feel discriminated by them. Non-Roma children mostly do not accept them, do not talk to them, do not help them, do not see them as an equal as a result of a stereotype they know from their parents. In Czech society, Roma are mostly considered as a problematic minority, poor, unemployed people without education, responsible for higher criminality rate. However, the most important problem lies in the prejudices which are permanently created in the society. Prejudice is most commonly the main source of racial discrimination against Roma. According to law, the parents have the right to choose their child's school. Nevertheless, freedom of choice appears to have facilitated segregation in education because parents of non-Roma children often take advantage of the lack of limitations to enrolment and leave schools in which the proportion of Roma is high or growing. Also parents of Roma children think that their children feel more comfortable between other Roma children, so that is why they usually agree with enrolling of their children into the special schools or schools with the majority of Roma pupils.

Another crucial problem of the segregation lies in the testing methods used by School Advisory Centres which have not been significantly changed during the last 10 years. The tests disadvantage Roma in particular since or because they have not been tailored to take into account the background, language skills and other specifics of many Romani children. This shows that there has not been a significant change after adopting a new education legislative, an alarmingly high number of Roma children continues to be enrolled in 'practical' elementary schools, which means that the segregation of Roma children poses an ongoing, in some cases even an enhancing process.

1.4 Antidiscrimination projects at schools

At many schools special projects for supporting anti-racial behavior and prevention of pathological phenomena are implemented. These are programs for pupils presented during courses or at majority of schools there are special school psychologist who talk about their behavior with individuals. Primary school in Sepekov (South Bohemia) can be stated as an example – in 2010 there was implemented a programme called Preventive programme of substance abuse and of other socially pathological phenomena that (among other things) educates pupils in antiracial behavior.

Also, there are implemented some projects that aim to fight against segregation of Roma children at schools. The most known one is a project called „Together to school“ realised by an organisation called Zřvůle práva in cooperation with NGO Romodrom. Goal of this project is to ensure equal condition for all pupils at schools. Within this project a coalition of 17 international partners was formed and together they have enough capacity to fight against segregation of Roma children at schools. There are partners such as European Roma Rights Centre, Czech Helsinki Committee, Slovo 21, Equality etc.).

For instance, organization “Slovo 21” helps Roma children to integrate in mainstream schools. It provides tutoring for children attending primary schools as well as secondary schools. “Slovo 21” also helps Roma applicants who will study at universities to prepare them for an admission procedure. During 6 years they helped more than 400 hundreds Roma students. Another campaign to help Roma children to integrate in schools is organized by governmental organizations “Agency for social inclusion in Roma localities“. Its main project is based on „inclusive education” instead of „integrative education“.

An important NGO, who is successful in implementation of projects, which are targeted against discrimination at schools, is the New school. It's goal is to support education of minorities,

especially Roma children, and to fight against segregation of Roma children at schools and promote equal opportunities for everyone.

Part II – Local Action Group

2.1 Local Action Group of European Development Agency

Roma NGO Velká ohrada – Mrs. Lenka Kopcakova, Mrs. Jana Cardova,

Museum of Roma Culture – Mrs. Tatana Bartova - Pavelkova

NGO RomPraha – Mr. Ladislav Goral

Municipality of Prague – Mrs. Bozena Fílova, Mrs. Jana Hajna

NGO New school – Michal Kryl

House of National Minorities - Mrs. Helena Cerna

Czech Radio – Mrs. Iveta Demeterova

Mrs. Michaela Kolinska

European Development Agency – Lenka Tykvartova, Martin Synkule – project coordinators

and other experts cooperating on specific project activities.

2.2 Rationale of LAG Creation

Mr. Ladislav Goral - He is working for Prague Municipality - Department of Minorities and for the House of National Minorities. Besides he has many activities concerning Roma such as teaching about Roma culture at Charles University and Roma theatre (performances in the National theatre in Prague). He is a founder of Roma NGO called RomPraha – an organisation that monitors activities of all Roma NGOs in Prague. He has long-term experience with working in the field of Roma related problematic in the Czech Republic as same as on the international level.

His main task in the project will be to organise interactive days for children in House of National Minorities. He will be the lead coordinator of all people involved and is responsible for the content of these activities.

Ms. Bozena Filova - Since 2000 she works as Roma coordinator for the Municipality of Prague, she coordinates Roma advisers from all Prague departments (1-22) and deals with all life aspects of Roma minority in Prague – education, re-qualification, job search, work with Roma children, free – time activities, social work in excluded Roma communities, Roma integration, cooperation with NGOs in Prague, projects evaluation, concept of Roma integration.

The reason why we chose Mrs. Filova for cooperation is that she is a link to public sphere that deals with Roma minority. As an expert on Roma problematic, she always knows the newest legislation, knows which projects concerning Roma are running in Prague and actively cooperates with various NGOs and social workers. Among other activities within the project, she provides us with contacts for experts on Roma issues.

Ms. Tatana Bartova – Pavelkova - She has been working for the Museum of Roma Culture since 2011 as the director of the Department of Expositions. She deals with practical and administrative work with collections – arts, audio, pictures, videos, written material etc. and is responsible for textile materials, crafts and employment.

In the project, her main task will be coordination of realisation of the exhibition organised in April. She is also an intermediary of contacts to Roma artists who cooperate with the Museum and who will be invited to participate on interactive days for children.

Ms. Lenka Kopcakova – Since 1996 she has been chairman of Roma NGO called Velka Ohrada that ended its activities in 2011. Nowadays she is working free lance on several projects of Roma NGOs in Prague and cooperates with experts from the House of National Minorities.

Mrs.Kopcakova has a long-term experience in the field of Roma education and employment, free-time activities, criminality prevention.

Ms. Jana Cardova – She has worked as project coordinator in several Roma NGOs. Last year she was directly involved in a project aiming to requalification of Roma minority (Support of Roma in education and employment) and this experience she has opened her own business.

She has experience with direct contact with Roma minority and with project coordination – in our project she will help with campaign organisation and will be responsible for communication with schools after the project is finished..

Ms. Jana Hajna – She has studied sociology at the Charles University of Prague, after finishing her studies she started working with minorities. Nowadays she is an employee of the Municipality of Prague, working in the Department of prevention as a specialist on national minorities.

Ms. Helena Cerna – She deals with projects concerning Roma education and employment in Prague. In 2011 she cooperated with NGO Slovo 21 on realisation of a project called Support of Roma employment. She has been working as a specialist on national minorities in the Municipality of Prague.

In our project she is a coordinator of Capacity building participants and cooperates on organisation of local project activities. She is a great contribution to the project as she has many

experience with working with private sector and NGOs as same as with public sector.

Mr. Michal Kryl – Mr. Kryl works for NGO New School that supports education of minorities in the Czech Republic and many of their clients are of Roma origin. Mr..Kryl will cooperate on our campaign as he has many experience with working with pupil of Prague primary schools and he will help with direct coordination of interactive days for children.

Ms. Iveta Demeterová - she works as s head of Romani broadcast “O Roma vacaren” in the Czech Radio – a national wide public radio. Thanks to this broadcast she can monitor what is actually done in the Roma problematic and always has current news.

We wanted to cooperate with Mrs. Demeterova and make her a media specialist of our LAG. In the Czech Radio’s broadcast she presents every activity done within I am Roma project in the Czech Republic and helps us with sufficient promotion of the project. Also, as a Roma women she is a great example of successful Roma person.

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Involvement of Roma minority in our LAG:

Mrs. Demeterova, Mrs. Cerna, Mr. Goral, Mrs. Filova, Mrs. Kopcakova and Mrs. Cardova are representatives of Roma minority.

Part III - Local Action Plan

3.1 Local Action Plan

3.1 Local Action Plan

Within our local activities we have decided to focus on Roma and non - Roma children age 11 – 15 years. We believe that in the age of 11 – 15 years, children still form their opinions on social issues. Non - Roma children can be negatively affected by attitude that their relatives have towards Roma. On the other hand, due to change of lifestyle, Roma children do not possess information about Roma history, which was passed on in families. Due to this, they are more outrooted, their identity and roots of being proud of their minority are vanishing. On the other hand, children in age 11 – 15 years are old enough to discuss about the problematic and to be aware of their behavior and its consequences. By presenting Roma problematic from more points of view, we want to give them the chance to form their own opinion and to find out that racism and social prejudices is not the right way of behavior.

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The other part of project activities focuses on experts on Roma problematic in Prague – local Roma coordinators. Even if they have great knowledge in this field, we have found out that they miss the newest information about Roma issues. They are too concentrated on the districts where they work and are now aware of what is done on the national/European level. By our CBP we would like to provide them with as many information as possible to broaden their knowledge. Also with would like to support better cooperation with the Prague Municipality and help them to implement some mutual projects in Prague.

Specific Goal 1

Constitution of Local Action Group.

Strategies
To create LAG that involves strategic people for implementation of local activities.
Results
Group consisting of 10 members from different fields of occupation (media specialist, public sphere representatives, NGO representatives etc.) who could come up with innovative ideas for our campaign and local strategy. Mutual cooperation of this group will lead to definition of new approaches to Roma problematic.

Specific Goal 2
Change prejudices against Roma minority among children.
Strategies
Preparation of 3 interactive days for children (11 -15 years old) where they will be taught about Roma history and culture, about people's differences and tolerance. The goal is to challenge bad stereotypes about Roma minority that they have learned from their families and friends and to make them consider their Roma classmates being the same as they are.
Results
3 interactive whole-day activities for children organized in the House of National Minorities premises. Each activity is

<p>organized for 30 children (we will send invitations to schools where there is a lot of Roma children attending classes together with non - Roma).</p> <p>- 1st activity – 14th March 2012 – the topic is mutual understanding and security in social relations. We have created a program together with experts on social issues, police and representatives of the Ministry of the Interior of the Czech Republic. There were 48 participants at the 1st campaign day.</p> <p>- 2nd activity - 17th May 2012 – the topic is Roma history and cultural differences. The program will be built on discussion, presentations of typical clothes and music and interactive games. We will present movies on Roma issues, a member of the movie-making team who will discuss the film with children. There were 52 participants at the 2nd campaign day.</p> <p>- 3rd activity - 19th June 2012 – during the last activity for children we will open the exhibition of pictures which the children drew for the art contest. The discussion, which will be lead my Mr. Goral and Mrs. Demeterová, children will discuss the pictures, ideas which motivated to draw them. The goal of the campaign, challenging bad stereotypes about Roma minority will be reinforced. Part of the campaign day will be to award the winners of the contest. There were 55 participants at the 3rd campaign day.</p>

Specific Goal 3
Education of experts on Roma problematic in the Czech Republic.
Strategies
Aim of this activity is to support experts on Roma problematic in their activities, to broaden their knowledge and provide them with the newest information concerning Roma issues.
Expected Results
Six capacity building programmes for 20 experts on Roma problematic.
We will organize 6 one-day CBPs on different topics about Roma issues. There will be experts hired to present the newest information about social aspects of the problematic, news in Czech and European legislation, new trends and approaches of NGOs etc.
By organizing these events we want to give experts an opportunity to grow in their jobs and to provide them with useful information they would need while dealing with Roma issues. During CBPs, there will be presented outcomes from transnational workshops in Sintra, Portugal and in Timisoara, Romania.
Among participants there will be pro-Roma NGO's employees, social workers, representatives of local municipalities, policy makers

and Roma citizens. They will be able to discuss about Roma problematic and to share experience from different fields of Roma related activities.

There were in total 106 participants at Capacity Building 1 . - 5.

These activities will take place on 16th February 2012, 22nd March 2012, 19th April 2012, 31th May 2011 and 28th June 2012.

There will be 2 minor activities to support work of Roma experts:

1. we will create a website for experts on Roma problematic within Capacity Building Programme. There will be published best practices, experts can discuss questions on online forum. Moreover, useful documents for their everyday work will be there. European Development Agency plans to use the webpage, update it and promote best practices in the field of work with Roma and fighting discrimination.
2. we will create an educative DVD, which will present an example of best practice of an educational DVD for primary schools, which will be suitable for teachers to use in classes with 11 – 15 years. In this DVD we will utilize experiences learned from the campaign. There will be produced 100 copies of

the DVD, which will be distributed to schools in Prague.

Specific Goal 4

Promoting I am Roma: Changing Mindsets project and it's local activities in the Czech Republic.

Strategies

To promote every activity that is done within I am Roma project and to stress out the problematic of racial prejudices and xenophobia in the Czech Republic.

Expected Results

There is promotion of the project during every local activity. There were press releases produced for each event. We will publish an article in local news about every activity for children, also there will be announcements in Roma radio broadcast about I am Roma project. For opening of the exhibition a little press conference will be take place.

For this activity, we have started cooperation with Mrs. Iveta Demeterova who is a well-known Roma journalist. Having her in our team means a great promotion for the project.

At every material/document connected with the project, there is logo of Iam Roma: Changing Mindsets project and logo of the European

Union.

Until beginning of December 2012, there were 6 press releases produced. There appeared 4 articles in local newspaper of the Prague 5 City Quarter. There were radio reportages in the Czech Radio.

There were activities attached to main project campaign activities:

- 1) Art contest for children – children will draw pictures or create their own small masterpieces on two topics: “What do I know from Roma history” and “How does my classmate's family live”. The contest will last till the end of May and the ceremony for winners will take place in the House of National Minorities on 19th June 2012. After the ceremony, there will be 14 day's exhibition of all children's work in the House of National Minorities.
- 2) Exhibition of Roma history and culture – 14 days exhibition organized by the Museum of Roma Culture taking place in House of National Minorities premises. This exhibition will take place in April (1st to 14th April 2012) for celebrating International Roma Day (8th April), also in this time there will be the second activity for children organized in the same building so children can visit the exhibition too. It will be an exhibition of pictures from collection called Beautiful times and will present Romani history. There will be two

educational posters about Roma during genocide in the Second World War and some traditional Romani costumes too. All schools in Prague were invited to visit this exhibition, however it is opened to all public and the entrance is free.

3.2 Key issues of EDA's Local Action Plan:

- 1) What is the problem that the LAG wishes to tackle in relation to the sub-theme?

As stated above, when it comes to relations among children at schools, the biggest problem is growing racism. Many children are influenced by their parents opinion or by media. We would like to help them to form their own opinion based on the fact that all people are equal.

- 2) What action have you identified to improve/create new solutions?

We have decided to present Roma as a part of population that has been living with us for ages and that shares the same history. Thanks to our educational days and to exhibition we present Roma minority to children in other way than it is presented by media. For every activity we try to invite children from schools where there is a high number of Roma pupils and where possible tension between Roma and non – Roma can occur.

- 3) What help do you need from attached experts and the other participants of the project?

We definitely need experts to help us with implementation of project activities. Mrs. Filova, as a representative of the Prague Municipality with life-long experience of working with Roma in public sphere, is a great source of contacts. Thanks to her we can easily get enough experts to educate our CBP members, she has also contacts for schools in Prague. Mr. Goral and Mr. Kryl are both experienced in organization of activities for children and in work with Roma minority. Mrs. Demetorova – a media expert- is a PR representative of our group. As she works in the Czech Radio, she makes broadcasts about Roma and our project. She also helps us with other publicity that is done through press releases and through the Internet.

- 4) What will have happened after we have completed all of your activities, especially in relation to our core target audience of 11 - 15 year olds. What will have changed?

We do hope that we will manage to help children to create their own opinion on Roma minority, which does not bear prejudices. If relations among classmates in Prague schools improve (given the feedback from their teachers), we consider it as a big success. The exhibition about Roma history is open

to public and Mr. Goral is ready to provide it's visitors by any additional information of Roma history so we hope that even older people will come and will learn some interesting facts about Roma history.

Part IV - Evaluation of I am Roma project implementation in Prague

4.1 Introduction

4.1 Introduction

The fourth chapter deals with evaluation of I am Roma: Changing mindsets project implementation in the capital city of Prague. Overall evaluation of the project was positive. Project I am Roma is considered to be beneficial and it has positive impact on children challenging negative stereotypes about Roma.

The second subchapter describes methodology used for preparation of the project evaluation report. The third subchapter analyses the situation in primary schools before the I am Roma campaign. The fourth subchapter evaluates the campaign itself. The fifth part focuses on impact of campaign after the end of campaign activities. The sixth subchapter analyses contribution of I am Roma campaign to improvement the state of art and its necessity in relation to activities, services and initiatives for fight against racism Roma in the Czech Republic. Lastly, the final subchapter compiles evaluation of the I am Roma project implementation in Prague.

4.2 Methodology of evaluation

The evaluation report of I am Roma: Changing Mindsets project implementation is based on semi-structured interviews with participants of project activities and experts who were members of the Local Action Group.

The interviews took place in mid-November 2012, 5 months after the last I am Roma campaign day took place. European Development Agency decided to do the evaluation several months after the campaign (in the meantime there were summer holidays), because we wanted to analyse a longer-term impact of I am Roma campaign. The evaluation report is based on 11 semi-structured interviews. The interview was based on a questionnaire with 6 open - ended questions (see attachment No. 1). We spoke to primary school teachers, who participated at the campaign; Roma coordinators at Prague districts; and members of Local Action Group (see table No. 1).

Table No. 1

Role in the project / occupation	No.	No. of Roma
Teacher at primary school	5	0
Roma coordinator	2	0
Member of Local Action Group and Roma coordinator	1	1
Members of Local Action Group	3	2

Total	11	3
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Among participants at the campaign there were children from majority society, from Roma minority and other ethnic minorities. For this reason, the report distinguishes the impact of the project on Roma and non-Roma children.

4.3 Situation before the campaign

Expert on Roma issues shared the view that primary school pupils from Prague were only little informed about Roma history, culture, traditions and heritage before the I am Roma campaign implementation. This state of art was perceived by Roma as well as non-Roma children. In comparison to situation a decade/years ago, current Roma children know less about history of their minority. There are two reasons for this situation. Firstly, the generation of grandparents, many of who survived Nazi terrorism against Roma, did not like to speak about past, because the painful memories would return and now there are last witnesses living. Moreover, during the communism period the lifestyle of Roma changed – they were motivated by the communist regime to settle down, change occupations and stop nomadizing. Secondly, the current children know less about their minority due to change of family life-style.

There are less discussions in the families “how was it in past”. Adults talk less with children – some of them have less free time. Children spend more time watching television and by the computer. The change of life-style of Roma families influences that less children know Romani and it is stopped to be spoken at schools.

"Before, you could hear Romani a lot at school. I stop hearing Romani today here, except for classic characteristic words."

4.4 Evaluation of the campaign

The goal of the I am Roma campaign at primary schools in Prague was to raise awareness about Roma history, culture and current life of Roma. The campaign was positively evaluated due to several reasons.

Firstly, the campaign was educative and pupils widened their knowledge about Roma history, security a current life of Roma. These activities help Roma pupils to increase their self-confidence, which is still too much low. Big success was the topic security in streets - all interviewees agreed about its utility. Children realised thanks to this educational day, what consequences could have an innocent nodus. Teachers suggested that the topic could be extended in future.

Secondly, the active participation of children in campaign was positively evaluated. The children were asked questions, they have participated actively in discussions, telling stories and experiences, they could ask, they helped by exemplary demonstrations or they drew pictures. Children could create themselves their own more positive opinion about the Roma minority that is based on their findings. Thanks to this approach, children knew that they are respected as equals and their opinion was respected.

I am Roma campaign discussions were moderated by Roma, who are successful in their professional life. Moderators were Ladislav Goral - actor, academic and employee of the Government Office in the area of Roma minority – and Iveta Demeterová – Czech Radio redactor. Moreover, other successful Roma from other professions were introduced to children. All experts agreed by the evaluation of the I am Roma project that introduction of positive models to children, is crucial. Especially boys need more male models. For Roma children they are a strong motivation factor to learn. Different occupations show children that they can choose other than manual occupations, should they wish so. Teachers from one primary school proposed that more personalities should be presented to children who are from a more variable spectrum of occupations and the occupations are more attractive to children (e.g. sportsmen, fashion designer, policemen).

On the other hand, these personalities showed to children from majority society, that there are successful Roma, too. A negative

stereotype, which is often presented in the media, was dismantled, that all Roma are unemployed or they are working on low-skilled positions.

Schools, which were involved in the project, have Roma and non-Roma pupils. According to experts it was very important that children from both nationalities participated. Teachers expressed opinion at one primary school that there should be a higher proportion of children from majority society.

Part of the I am Roma campaign was an art contest for children, who participated at discussions. Evaluation interviews showed that the competition was an important part of the campaign activities. Thanks to the contest, children have strengthened and repeated new knowledge and experiences from the I am Roma campaign. When the pictures were drawn, children had to remember, what they heard during the campaign, and to think about it. Roma children asked for more information mainly at home from their parents and grandparents. Children discussed the pictures among themselves and with teachers, too. Non-Roma children searched for additional information internet.

Teachers and experts were amazed by creativity and ideas of children. Mostly historical themes were on the pictures, handicrafts, arts and nomadic way of life. The history was often romanticized. A more detailed analysis of pictures showed that unconsciously captured hierarchy in families in Roma family. While drawing

pictures, children were discussing them, information and feelings were shared and prejudices were dismantled. Children viewed the competition pictures carefully, they asked additional questions and authors of pictures answered them gladly what they drew and what inspired them.

4.5 Evaluation of the campaign impact on pupils

Evaluation of the I am Roma campaign implementation after 5 months after last activity showed, that it had impact. Above all, the gained knowledge and experiences remained alive in memories of children and teachers who accompanied them. Viewpoints from the campaign emerged in discussions of between children and they spoke about it with family.

The participation of teachers, who escorted children to the campaign, turned out to be important. The teachers could refer to the campaign and experiences from it when necessary. For example, information and discussions from the I am Roma campaign were used in one school by discussions about choice of occupation.

"We referred to arguments from discussions in the House of National Minorities for example now by choice of occupation."

The evaluation of the educational character of the campaign was positive. Children, who had not known, how to behave safely, now know that. Adults have perceived that the tensions in relationships between children have calmed down.

"Before, children had little information. Now they know, what are dangerous things. Relationships between them have reconciled and they pay attention more on each other."

In one Prague district the school attendance has improved. Children learned about the Roma history and culture – Roma as well as non-Roma children.

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4.6 I am Roma campaign in context of activities fighting against discrimination of Roma

Experts consider meetings of Roma and non-Roma children (outside school, too) to be one of the tools how to decrease discrimination of Roma. The activities should be aimed at mutual getting acquainted with cultures and informing children from majority society about Roma history, culture and current life. The aim of these activities should be, that children create a more

realistic and positive opinion about Roma instead of negative image gained from media. The experts recommend that children could spend more time together outside the school, too - for example at school trips, schools in nature, leisure time activities or in clubs for children and youth, where non-Roma and Roma children can go.

I am Roma campaign activities are suitable tool for this kind of non-formal multicultural education. In future, there could participate more non-Roma children at the educational days. The necessity of campaigns like I am Roma proves the fact, that the City Hall of the Capital City of Prague has organized educational days for primary school pupils from the budget of the city hall in autumn 2012.

Meetings of Roma and non-Roma children are an example of practical implementation of multicultural education. Experts consider as dissatisfactory the current state of art of multicultural education and fight against xenophobia at schools.

"The multicultural education is missing in schools and activities to fight xenophobia. Children should learn that they should evaluate an individual according to his personality and not to judge according to colour of his skin, because 'not all Roma steal'."

There should be organised more discussions. Children should hear more explanations, so that they really start to understand and stop adopting attitudes from parents or media. Racism against Roma is increasing currently according to the Roma coordinator of one Prague district, because the social tensions escalating – household and state incomes are decreasing due to economic crisis.

The second area of activities, which are necessary in order to decrease discrimination of Roma, is support to increase living standards of Roma. The experts mentioned two fields of activities for children in primary schools – help to Roma people by mastering education and the importance of examples of successful Roma people, who succeeded in professional life. Help to Roma children in mastering education is provided mainly through afternoon tutorage. If a pupil does not understand the learned immediately, he loses interest in it and so other problems attach to it – they lose self-confidence, that leads to problems with school attendance and behaviour. Disadvantage of the afternoon tutorage is that it depends on finances from grants. If a grant finishes and there is no other following project, the social service stops. Moreover, the resources are limited and afternoon tutorage can receive only a restricted amount of children.

The second activity, which is necessary in primary schools, is meeting positive examples of successful Roma according to expert. Teachers in one school mentioned that especially boys need strong male model. Personalities of both nationalities - Roma and

non- Roma – can be presented to children. It is important that Roma are engaged in the activities, so that Roma children can identify themselves with them, they can talk about similar problems. For example, discussions with interesting people can be organized (for example continuation of I am Roma campaign). Another idea is to organize interesting workshop which will be led by experienced instructors, who would be the positive models for children.

4.7 Conclusion

What is the best way against racism and prejudices? The evaluation of I am Roma project shows that there should be a mutual will of both sides to improve current situation. Both sides have to talk to each other and not to blame simply the current problem on the other. They should have active approach, not passive to problem solution.

It is important that the majority society get to know the Roma minority – its cultural environment, problems, feelings. Implementation of I am Roma project showed that discussions bring positive impacts and they motivate to think about the problem. It would be good to continue in organizing them after the I am Roma project finishes.

In order to improve the situation of Roma in the Czech Republic in long term it is necessary, that the activities fighting against racism and prejudices are stated early on by children from majority society. The highest chance to influence the opinion is by children before they create it on basis of media or are influenced by adults with prejudices. For this reason it is important to create potential places for not formal meetings of both cultures inside and outside of school. I am Roma discussions are very important for Roma children, too, because thanks to them they learn more about their culture. They strengthen their self-confidence. The will of Roma children to learn is strengthened via positive models of successful persons. Moreover, children widen their knowledge about possibilities of how to succeed at the labour market.

We have mentioned in the introduction of the evaluation report, that the I am Roma campaign was very positively evaluated by interviewees thanks to attractive model of non-formal education, in which the children actively participated. The I am Roma campaign has impact also after end of activities – information and arguments are emerging in discussion , e.g. by choice of occupation. Necessity and suitability of I am Roma campaign is supported by the fact, that the City Hall of the Capital City Prague organizes educational days, similar to I am Roma campaign, from its own financial resources.

Part V - Appendices

Appendix 1: Evaluation of campaign I am Roma for pupils of primary schools in Prague

1. How did you evaluate campaign activities for children, where you participated?
2. Do you think, the discussions have had influence on children? (E.g. impact on Roma – Non-roma pupils...)
3. How would you describe the children's attitudes before the discussions? And what changes have you observed after the discussions?
4. Children participated in the art contest... how did their pictures develop? Did they discuss the topic between other children? Did they discuss it with teachers?
5. What kind of activities, do you think, are missing and/or necessary for primary school pupils, where the aim is fight against racism and fight against intolerance against Roma?
6. What do you think is the best way to promote anti-racist/anti - prejudicial attitudes in the long term?