Standard Summary Project Fiche

1. Basic Information

1.1. Désirée Number  CZ00-02-03
1.2. Title  Support to Roma Integration / Multi-Cultural Education Reform
1.3 Sector  Political Criteria
1.4 Location  Ministry of Education, Youth and Sport (MoEYS)

2. Objectives

2.1. Wider Objective

• The candidate country has achieved stability of institutions guaranteeing democracy, the rule of law, human rights and respect for and protection of minorities.

2.2. Immediate Objective

The Immediate Objective of this Project is to:

• Improved education of the Roma population and reduced prejudice against the Roma and other minorities

2.3. Accession Partnership / NPAA Priority

The Accession Partnership (December 1999) highlights the following priorities:

• Short-term: Implement actions contained in the government resolution of 7 October 1999 on Roma including provision for the necessary financial support at national and local levels; implement measures aimed at fighting discrimination (including within the public administration); foster employment opportunities and increase access to education;

• Medium-term: strengthen policies and budgetary means, at national and local levels, to continue improving the situation of the Roma.

The National Programme (May 1999) highlights the need, over the medium-term, to:

• Improve the situation of the Roma ethnic group by means of alternative educational programs, pre-service teachers training focused on education of the Roma, co-operation with the civil associations with the aim to foster communication between majority and minority population.

3. Description

3.1. Background / Justification

The new School Act, which will come into force from July 2001, ensures fundamental rights to all individuals regardless their national, ethnic or social background. It guarantees an equal access to education and introduces a possibility to provide instruction in a minority language or acquiring an education in this language at the schools of national minorities. MoEYS has been paying extraordinary attention to the issues related to the education of Roma children with a view to achieving full compliance with international conventions.

MoEYS has introduced and established preparatory classes to facilitate children the integration into an educational process in the first grade and to overcome language and social barriers. The
ministry also provides schools of all levels with the information on available **professional literature** on multi-cultural societies and education towards tolerance.

MoEYS has been supporting the teachers’ **Roma assistants** have been continuously introduced into the schools with a comparatively high percent share of Roma children among their pupils.

Since 1997, there has been a **Co-ordinator** for the Roma minority working at the Department of General Education of MoEYS who is responsible for education of Roma children.

MoEYS promotes the admission of **gifted Roma children** e.g. dancing, other performing arts, etc. to primary artistic schools and to develop further their talents and help them get prepared for admission to conservatories.

The Ministry has also co-operated on the „Project of experimental gradual training of the Roma advisors„ at the **Secondary Evangelic School of Social Affairs** in Prague.

The Private **Roma Secondary Social School** in Kolín was set up which provides regular 4-year study for social workers specialised in the Roma community.

The undergraduate **training of teachers** at universities encompasses programs of Roma studies. The Ministry issued Methodical Guidelines concerning the education aimed at the prevention of manifestations of racism, xenophobia and intolerance. The Czech School Inspectorate will monitor its implementation by school directors and pedagogical staff of all school establishments.

An extremely high level of school unsuccessfulness of Roma children leads to either their frequent placement to special schools or multi-repetition of a grade. Furthermore, an incomplete primary level of education considerably restricts the Roma from a further progress on an educational pathway. The failure is caused mainly by the level of language requirements for learning, an area in which Roma pupils often find difficulty due to limited knowledge of the Czech language, insufficient vocabulary leading to communication difficulties and also by the existence of a family environment that is not adequately conducive to motivate pupils towards educational achievement.

MoEYS has launched a number of alternative activities since 1989 aimed to facilitate the education of Roma children, as ensues from Government Resolutions No. 686/1997, 192/1998 and 797/1999.

To prevent failure at school especially on the part of Roma children, the following measures have been adopted as a part of fulfilment of the Government Resolutions:

- Introduction of preparatory classes at primary schools and at special schools (in 1999 MoEYS provided 10.8 MCZK/0.3 MEUR);
- Social integration and language training of Roma children at primary and special schools are partly provided by Roma assistants (in 1999 = 12.4 MCZK/0.35 MEUR);
- Introduction of Roma advisors and their further training (in 1999 = 13MCZK);
- Changes to the process of learning - modifications of educational programmes at primary schools, use of the Roma language in communication with pupils, supplying information on the Roma culture, history and language within the school curricula, individual approach towards pupils, developing the skills of talented Roma children in primary artistic schools (in 1999 =6MCZK);
- Introduction of textbooks, professional and other materials in the Roma language designed for pupils, teachers and Roma assistants (in 1999 = 3.4 MCZK/0.1 MEUR);
• Development of further teacher training focused on the Roma studies, multicultural societies, national and ethnic minorities issues, education for tolerance and human rights (in 1999 = 3 MCZK/0.085 MEUR);

• Development of extra-curricular activities for the Roma children with the active participation of the Roma parents (in 1999 = 15 MCZK).

3.2 Linked Activities

This Project builds on previous Phare projects of the Government Office (NP Phare 1999) and Civil Society Development Foundation (NROS) (NP Phare 1998).

• Phare project CZ 9901 (Multi-cultural Education) aims at better access to teaching materials on multicultural issues, gathering existing publications, introduction of specialised courses/seminars at universities promoting multicultural education. The project covers preparatory works leading to a detailed proposal for implementation of multicultural education which will then be fully utilised by MoEYS within this 2000 Project’s activity number (2) Revise and Extend Multi-cultural Content of Curricula.

• This 2000 Project will oversee the detailed curriculum development;

• Phare project CZ9901 also covers the initial training of Roma assistants (Educational Activities within the State Education System). The training is designed mainly for the Roma advisors in districts and central authorities and institutions and is focused on the social aspects of education (communication with parents etc.)

• This 2000 Project will build on and extend the training to the educational sphere: Roma assistant teachers;

• Phare project CZ9806, via the Civil Society Development Foundation (NROS), Improvement of the Integration of the Roma Community into Czech Society was closed on 31.1.2000 – the results of the Project will be provided to MoEYS which will use them in the implementation of this Project. No overlap is foreseen.

A co-ordination meeting was held with the representatives of both the Government Office and NROS with the aim to co-operate closely and mutually harmonise and complement to avoid any duplicity. All the involved institutions will continue co-operation and exchange of findings and results to ensure multilevel approach:

3.3. Results / Outputs

The following Outputs will be delivered and Guaranteed Results achieved via this Project:

• Revised curricula for education of the Roma (will be used in 700 primary schools);

• 700 teachers trained for using the improved curricula for Roma children;

• Revised, complementary multi-cultural curricula courses, aiming at eliminating existing prejudice against the Roma and other minorities and the broadening of ethnic understanding (will be used in 4,000 primary schools);

• 4,000 teachers and educators trained for using the multi-cultural curricula;

• Methodological manuals for teacher training (manual for curriculum for Roma children and manual for multicultural curriculum);

• Increased preparedness of Roma children for a smooth commencement of schooling, via the provision of preparatory classes and alternative activities in pre-school education (approximately 300 classes);
• Educational programme for Roma assistants including removing the obstacles in communication between a teacher and a Roma assistant. Increased number of qualified Roma assistants. (300 Roma assistants will be provided a basic 10-day minimum);

• Providing talented Roma children with extra lessons to successfully pass entrance exams to secondary schools (there were only about 350 Roma children who passed successfully exams to secondary schools in 1998/99 school year);

• System of pre-graduate and post-graduate training of teachers (teachers of humanities in particular) focused on minority and ethnic groups issues, including training in prevention of and dealing with conflict situations;

In addition to supporting the above, the Czech budget will also provide for the provision of equipment and appropriate teaching aids to primary schools.

3.4. Activities / Inputs

The Project involves 2 contracts:

A. Technical Assistance for Curricula Development – Improving Roma Education;

B. Technical Assistance for Curricula Development – Improving Multi-cultural Education.

A. Curricula Development – Improving Roma Education

This will involve support (0.45 MEUR) for the modification of curricula and educational programs for primary schools so that they better suit to the Roma children needs:

• Building on the analysis of existing tests for Roma children;

• Developing appropriate new curricula and tests;

• Training of teachers and educational advisors, pedagogical psychologists, etc., who will then implement the proposed curriculum modifications;

• Development of a manual for the training system.

It is assumed that this will involve the Inputs of approximately 20 person-months of EU expertise and approximately 20 person-months of local expertise (pedagogical experts).

The State Budget will contribute approximately 0.1 MEUR, to ensure the practical application of the developed curriculum during the final period of the Project, allowing for final adaptation of materials as necessary, ahead of the State budget covering publication costs.

In addition, the State Budget will cover the provision of equipment and appropriate teaching aids to primary schools (textbooks, teaching aids, information technologies, audio-visual aids etc.) to ensure the education is implemented according to modified curriculum.

B. Curricula Development – Improving Multi-cultural Education

This will involve support (0.55 MEUR) for the modification of curricula and educational programs for primary schools, better suited to the promotion of multi-cultural understanding and awareness of all Czech children, aimed at eliminating prejudice against the Roma and other minorities:

• Analysis of existing curricula and materials, with the aim to highlight and review those elements concerning multi-cultural societies, problems of national and ethnic minorities, education for tolerance and human rights etc. into the school education plans.

• Developing appropriate new curricula;
• Training of teachers and educational advisors, pedagogical psychologists, etc., who will then implement the proposed curriculum modifications;

• Development of a manual for the training system.

It is assumed that this will involve the Inputs of approximately 25 person-months of EU expertise and approximately 25 person-months of local expertise (pedagogical experts).

The State Budget will contribute approximately 0.1 MEUR, to ensure the practical application of the developed curriculum during the final period of the Project, allowing for final adaptation of materials as necessary, ahead of the State budget covering publication costs.

4. Institutional Framework

Activities will be co-ordinated by MoEYS (Department of General Education and Department of International Relations and European Integration), as the central body of public administration responsible for development and strategy of the educational system and entrusted by the government with adoption of measures related to education of the Roma children.

The ultimate roll-out implementation of this project will be ensured by schools and school establishments across the CR (4,000 primary schools, including special schools). University Faculties of Teachers Training, responsible for pre-service training, will be involved as well as pedagogical establishments providing further teacher training, and pedagogical research. There will be continued co-operation with the Government Office and NGOs.

5. Detailed Budget (in M€)

<table>
<thead>
<tr>
<th>Project Components</th>
<th>Investment Support</th>
<th>Institution Building</th>
<th>Total Phare (= I + IB)</th>
<th>National Co-financing</th>
<th>IFI</th>
<th>Total MEUR</th>
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<tr>
<td>Improving Roma Education</td>
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<td>Improving Multi-cultural Education</td>
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6. Implementation Arrangements

6.1. Implementing Agency

The CFCU is the Implementing Agency responsible for tendering, contracting and accounting. Responsibility for technical preparation and control will remain with the beneficiary: Ministry of Education, Youth and Sport, Department for General Education.

The Contact Person: (will be nominated at the forthcoming seniors meeting of the MoEYS)

6.2. Non-standard Aspects

DIS Manual rules and procedures will be followed.

6.3. Contracts

This Project consists of two contracts, with the following financial allocations:
A. Technical Assistance for Curricula Development – Improving Roma Education = 0.45 MEUR;

B. Technical Assistance for Curricula Development – Improving Multicultural Education = 0.55 MEUR.

7. Implementation Schedule

Start of Tendering: 3Q/00
Start of Project Activity: 1Q/01
Project Completion: 2Q/02

8. Equal Opportunity

Equal opportunity principles and practices in ensuring equitable gender participation in the Project will be guaranteed.

9. Conditionality and Sequencing

A new School Act that will come into force in July 2001: the legal intention (objectives) has already been approved by the Czech government, the full legal text is now being prepared;

Implementation of this project is conditioned on the national co-financing: MoEYS will cover the expenses related to the equipment and publication of teaching aids, etc., which will help to improve the education of the Roma population, as well as the practical application of the revised curricula (in the total approximately 0.615 MEUR).

Annexes to Project Fiche

1. Logframe Matrix

2. Detailed Implementation Chart

3. Cumulative Contracting and Disbursement Schedule for the Project (in MEUR)
## Support to Roma Integration / Multi-Cultural Education Reform

<table>
<thead>
<tr>
<th>Wider Objective</th>
<th>Indicators of Achievement</th>
<th>Information Sources</th>
<th>Assumptions and Risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate country has achieved stability of institutions guaranteeing democracy, the rule of law, human rights and respect for and protection of minorities</td>
<td>Acknowledgement by European Commission</td>
<td>EC Regular Report</td>
<td>All other Copenhagen criteria fulfilled</td>
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</table>

<table>
<thead>
<tr>
<th>Immediate Objectives</th>
<th>Indicators of Achievement</th>
<th>Sources of Information</th>
<th>Assumptions and Risks</th>
</tr>
</thead>
</table>
| - Improved education of the Roma population and reduced prejudice against the Roma and other minorities | - % of Roma children in special schools decreases by 10% within five years  
- % of Czech children prejudiced against Roma decreases by 10% within five years | - Ministry of Education records  
- Opinion poll surveys  
- Reports by all bodies involved – schools, educational establishments, local educational authorities, pedagogical and psychological centres, ministries, NGOs, Roma initiatives. Drawing on experience from localities with high share of Roma population | - other issues related to democracy, rule of law, human rights & minorities, eg judicial reform, successfully tackled |

<table>
<thead>
<tr>
<th>Results</th>
<th>Indicators of Achievement</th>
<th>Sources of Information</th>
<th>Assumptions and Risks</th>
</tr>
</thead>
</table>
- Revised curricula for education of the Roma (will be used in 700 primary schools);
- 700 teachers trained for using the improved curricula for Roma children;
- Revised, complementary multi-cultural curricula courses, aiming at eliminating existing prejudice against the Roma and other minorities and the broadening of ethnic understanding (will be used in 4,000 primary schools);
- 4,000 teachers and educators trained for using the multi-cultural curricula;
- 2 methodological manuals for teacher training (one for Roma curriculum and one for multicultural curriculum; 
- Increased preparedness of Roma children for a smooth commencement of schooling, via the provision of preparatory classes and alternative activities in pre-school education (approximately 300 classes;
- Educational programme for Roma assistants including removing the obstacles in communication between a teacher and a Roma assistant. Increased number of qualified Roma assistants. (300 Roma assistants will be provided a basic 10-day minimum);
- Providing talented Roma children with extra lessons successfully to pass entrance exams to secondary schools;
- System of pre-graduate and post-graduate training of teachers (teachers of humanities in particular) focused on minority and ethnic groups issues, including training in prevention of and dealing with conflict situations

- 700 primary schools utilise revised ‘Roma’ curricula in roll-out phase;
- 700 teachers trained in roll-out phase
- 4,000 primary schools utilise revised ‘multi-cultural’ curricula in roll-out phase;
- 4,000 teachers trained in roll-out phase
- Methodical manual, teaching aids, information materials, videotapes, with the introduction of tested education methods and trained teachers
- Provision of preparatory classes/alternative education activities in 300 classes;
- 300 Roma teaching assistants trained on a basic 10-day teacher-training course
- Extra tutorial classes provided for 300 talented Roma;
- Teacher training system (pre-graduate and post-graduate) adapted in light of revised training curricula

- project reports
- Ministry of Education statistics

- Continuing application of well-tried methods (preparatory classes, re-integration of children from special schools to mainstream primary schools, completion of primary education and successive secondary and higher education);
- Immediate launching of and support for already developed programmes - curricula used by all schools in the country;
- Regular school attendance by intended beneficiaries;
- no other educational changes which impact negatively on Roma education or on multi-cultural education
- no significant national incidents or changes in media reporting which increase prejudice against Roma;
- good results from other two Phare 2000 projects: civil society & racial equality

Inputs
Phare: Support for development of improved curricula under the contract 1 and 2 – research and analysis, leading to curricula development, teaching materials/aids for teachers and for pupils, identification of suitable reading materials etc., training of teacher-trainers to roll-out training to wider education system (this Project covering only limited direct training of teachers)

| - - Availability of necessary documents and publications, willingness of involved institutions and individuals to co-operate, prompt solution of possible problems; |
| - - State Budget: Support for roll-out testing of the above, including costs associated with roll-out publication of teaching materials; plus sizeable provision of class-room equipment, computer programmes, publications, videotapes etc; |
| - This Project builds on previous Phare projects of the Government Office (NP Phare 1999) and Civil Society Development Foundation (NROS) (NP Phare 1998). |
| - Phare project CZ 9901 (Multi-cultural Education) preparatory work successfully completed before project start |
| - lessons learned from Phare project CZ9901 covering the initial training of Roma assistants (Educational Activities within the State Education System); |
| lessons learned from Phare project CZ9806 Improvement of the Integration of the Roma Community into Czech Society |
## Detailed Implementation Chart for the Project

### Annex 2

<table>
<thead>
<tr>
<th>Year</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
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<td>Contract 1 - development of curriculum for Roma population</td>
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<td>Contract 1 - practical application</td>
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<tr>
<td>Contract 1 – training</td>
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<tr>
<td>Contract 2 - improvement of multicultural curriculum</td>
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<tr>
<td>Contract 2 - practical application</td>
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<tr>
<td>Contract 2 – training</td>
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### Cumulative Contracting and Disbursement Schedule for the Project (M €)  

#### Annex 3

#### Cumulative Quarterly Contracting Schedule (M €)

<table>
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<th>Project</th>
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<th>4Q/00</th>
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#### Cumulative Quarterly Disbursement Schedule (in M €)

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