

IQ Roma servis, z.s. and its successes in desegregation

The organization aims to promote possibilities and opportunities for the Roma population, with an emphasis on protecting their rights within society.

The **KREDO project**, funded by **OPZ+ No. 44** to support Roma integration, addresses the lack of integration of Roma children in education. The project implementation period is from 1 October 2023 to 30 September 2025.

The project focuses on the following issues:

- segregation in education within Brno schools
- insufficient involvement of Roma children in pre-school education
- communication and procedural complications that Roma parents face when they decide to enrol their child in a non-segregated school
- the lack of a stimulating environment for some of the children, the need to support the children in the necessary competences before entering the kindergarten/school

KEY FINDINGS

BENEFITS OF THE PROJECT FOR CHILDREN:

Children learn to **recognize their feelings and work with their emotions** - they can describe their feelings and speak up when their boundaries are violated.

At the same time, they learn how to **negotiate with authority**, adapt to the school collective and strengthen the necessary competences for starting school.

THE PROJECT OPERATES AS A GRASSROOTS CHANGE INITIATOR IN EFFORTS TO ADDRESS SEGREGATION IN EDUCATION:

The organization's staff provides clients with the tools and support they need **to successfully enter kindergarten and elementary school**.

A significant barrier is the lack of a systemic solution to the problem of segregation in education within Brno.

BENEFITS OF THE PROJECT FOR PARENTS:

Parents learn **to speak up and know where to turn when they feel they are not being treated fairly**. They are supported in using institutional tools to deal with situations related to children starting school.

At the same time, through meetings and trips, **their confidence in institutions and imagination of what is possible is promoted**.

“The boys suddenly started to describe how they felt and were even able to describe what they didn't like. And the girls, they're less submissive than before, they are suddenly able to say: "Stop, don't do this to me.”

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(member of the team about one of the observed changes)



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CHANGES IN THE LIVES OF THE TARGET GROUP

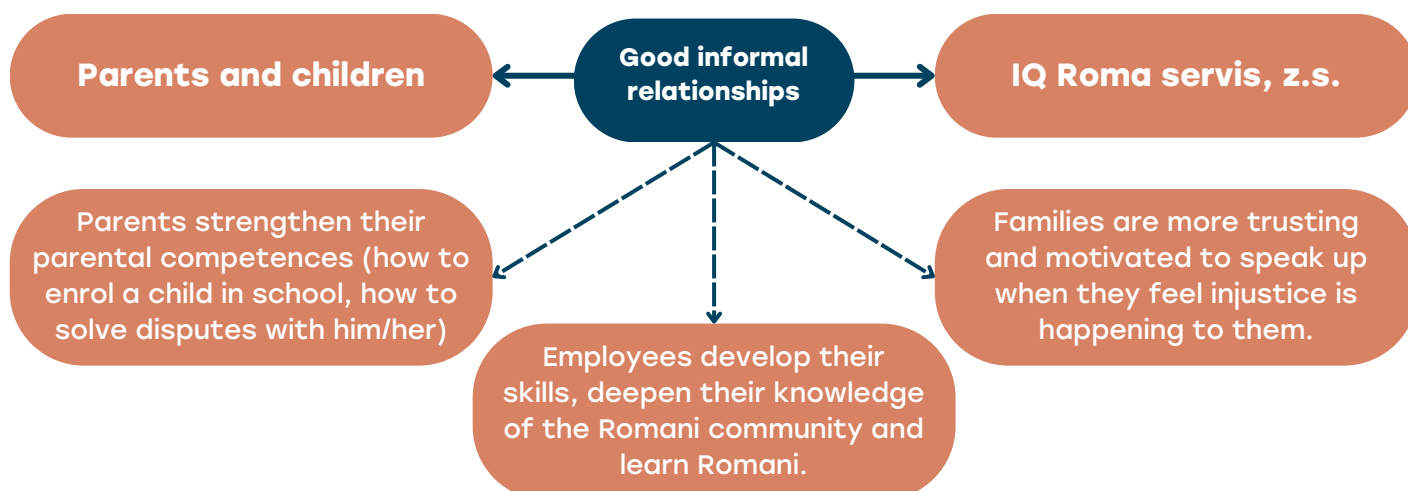
Enrollment of **8 children in non-segregated schools**.

The organization's staff provides extensive **support to Romani families who are in the process of enrolling in non-segregated schools**.

The development of resilience and competence in children, which the project team calls "**guerrilla competence**", is ongoing.



RELATIONSHIPS ARE AN ESSENTIAL ELEMENT OF POSSIBLE CHANGE



IMPLEMENTATION EXPERIENCE

Working with competences in the area of emotions and dispute negotiation turns out to be more meaningful for children than the originally intended work with model situations.

Barriers in working with parents stem from their disadvantaged socio-economic situation. It is harder to maintain habits of regular meetings with them.

Two types of school leadership have been identified:

- **More open to inclusion**, who have a disproportionate number of pupils from socially disadvantaged backgrounds.
- **More closed to inclusion**, which discourage parents from enrolling their children in these schools.

The interviews highlighted **the debilitating daily reality of antigypsyism and internalised racism** that clients encounter.



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