Theory of change

REQUIRED INPUTS

- Qualified and competent expert and coordination teams ✓
- Professional know-how ✓
- Premises suitable for the individual activities ✓
- Financial means for the continuous operation of all the teams ✗

AREAS	INITIAL STATE	ACTIVITIES	OUTCOMES	MEDIUM-TERM IMPACT	LONG-TERM IMPACT
System	Systemic support for schools in this area is inadequate both from quantitative and qualitative point of view.	Organization of and participation in work groups, round tables, and conferences	Sharing and dissemination of expertise	Willingness of political representatives to implement systemic changes	The education system addresses in a conceptual, continuous, and appropriate way the educational needs of children with insufficient knowledge of the Czech language.
	The education system is unable to develop the potential of all children, including those with any kind of disadvantage.	Collection of inputs from fieldwork, their processing, and incorporation into legislative change proposals and strategic measures	Combination of services provided directly to clients and professional activities	Legislative and institutional changes in favor of inclusive education	Society views the systemic changes as beneficial for all children.
		Systematic communication and cooperation with policy makers (state administration, local authorities, regional and local players)	Negotiation and advocacy of systemic changes	Implementation of systemic support for children with other mother tongues	Schools receive continuous and adequate systemic support from the state.
	Insufficient public awareness about the efforts to improve the entire education system, leading to the belief that one single group is being favored.	Networking at a local and a national level, at a professional and a political level	Regular cooperation with organizations from various areas	Stronger cooperation between schools and other parties involved	Schools are motivated to develop the competencies and skills of their employees in the education of children with other mother tongues.
		Campaigns, scientific articles, presence in the media, communication on social networks	Raising awareness among the general public, experts, and policy makers	Increased awareness of the needs of children with other mother tongues	The education system is subject to regular revisions and rationalization; ineffective procedures, methods, and tools that have an across-the-board impact (not only on children with other mother tongues) are abandoned.
Children and young people with other mother tongues	They face difficulties in their integration to the Czech education system at all levels of education, resulting from the language barrier, social and cultural differences, rootlessness, and unstable home base.	Social services	Family consultation and intervention – professional counseling and social activation services	Promotion of social inclusion of children with other mother tongues	Children with other mother tongues are being successfully integrated into the education system and society
		Information services for parents	Together in School web portal for parents, videos, checklists, infosheets	Increased ability of parents of children with other mother tongues to deal with issues related to their children's education	Parents are competent, supportive, and familiar with the education system
		Czech language courses	Enhancement and preparatory courses for HS studies and the maturita exam, intensive summer and one-year HS preparatory courses	Increased awareness and motivation among parents of children with other mother tongues	Children are motivated, engaged, and forward-looking
	Due to gaps in the structure of the education system, the conditions for the development of their study potential are unequal.	Volunteering program	Extra classes, mentoring	Enhanced language and social skills of children with other mother tongues	Good atmosphere in the classroom, fostering cooperation and mutual development
		Free-time activities	Art, music, and sports trips and workshops, school clubs	Higher success rates of children with other mother tongues at all levels of education	Collection of experience and expertise from fieldwork, based on which systemic changes responding to children's needs are proposed
Teachers	They often lack adequate skills, competencies, and methodological support that would enable them to deal effectively with children and young people with other mother tongues.	Teacher education	Seminars and workshops, standardized or tailored to individual schools' needs, online or in-person	Enhanced competencies of teachers and other experts in education	Teachers have competencies, self-confidence, and tools that enable them to create a safe and inspiring environment, facilitating the integration and education of students with other mother tongues as well as other children.
		Methodological support and counseling	Counseling services for schools at all levels of education (pre-school, elementary, high), including systematic in-depth support	Well-informed teachers equipped with tools and methods	
		Information, methodological, and teaching materials for teachers	Inclusive School information portal, newsletters, infosheets, methodological videos, textbooks, worksheets	Sharing experience and increased cooperation between teachers, bilingual teaching assistants, and other experts	Based on the expertise and experience gained from fieldwork, teachers' needs are reflected in proposed systemic changes.
		Advancement of the topic of Czech as a second language	Educational program for new teachers of Czech as a second language, methodological support, online teaching tools	Facilitating teachers' work in heterogeneous groups	
		Methodological support for (bilingual) teaching assistants dealing with children with other mother tongues	Support for and education of (bilingual) teaching assistants, assistance with adjusting the cooperation between teachers and teaching assistants	More effective classes for everyone	The quality of education in the Czech Republic has increased

GOAL

- School is a place where anyone's educational needs and potential can be fulfilled.
- The needs of children with other mother tongues, their teachers, and schools are noticed, considered, and dealt with.
- Everyone in the Czech Republic has equitable access to high-quality education.
- The principal pillars of the education system are the ability to stay on top of things and to be flexible when dealing with current issues.
- A heterogeneous group is regarded as an opportunity and a source of inspiration and cultural exchange.
- Schools, non-profit organizations, and other institutions engage in an effective cooperation to promote support of children with other mother tongues; financial means are allocated and used efficiently.
- Social and economic expenses associated with insufficient integration (e.g., unemployment, criminality, health issues) are reduced to a minimum.
- Society is inclusive and socially cohesive.