



WOMEN FOR WOMEN

POMÁHÁME DĚTEM A JEJICH RODIČŮM

ANNUAL REPORT 2021





LETTER FROM THE FOUNDERS

Situations we are not prepared for frequently come along and bring us to our knees. In such moments, most of us have someone to rely on, someone to ask for help. But there are also people who have no circle of immediate family. Such a situation is difficult and often insurmountable for an adult. It falls even more heavily on children who do not have the experiences that can give them hope.

Complicated divorces full of mutual resentment, attacks and grief can sometimes bring former partners to the brink of life and death. But the suffering of children in these crumbling unions is much deeper and has longer-term consequences. Often for a lifetime that is yet to come.

In order to make such situations easier for the children, who are the most precious and beloved things we have in the world, we decided to establish the WOMEN FOR WOMEN charity. An institution that can help single mothers and fathers, children and complete families cross the fickle and uncertain bridge from a complicated past to a better future. An organisation that lends a helping hand where it is needed.

A helping hand, offering assistance from the outside, can bring a much-needed impulse to change one's attitude towards life and regain hope for a better existence. And that's why we're here.

Ivana and Pavel Tykač

Founders of Women for Women, o.p.s

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In the first half of 2022, during preparation of this annual report, WOMEN FOR WOMEN, o.p.s. underwent several major changes. Overall rebranding is part of this evolution.

We believe that the new logo and project structure will allow us to communicate our company's ideas and goals more effectively and help those in need even more.



COMPANY DATA

WOMEN FOR WOMEN, o. p. s. is registered in the register of charitable companies administered by the Prague Municipal Court, in Section O, File No. 1003.

REGISTERED OFFICE

Prague 4, Vlastislavova 152/4, Postcode: 140 00 (from: 6 January 2015) ID No.: 242 31 509
VAT ID No.: CZ 242 31 509 (we are not VAT payers)

BANK DETAILS

255 403 936/0300 with CSOB, a.s.

TRANSPARENT ACCOUNT (www.obedyprodeti.cz)

888 555 577/5500 with Raiffeisenbank a.s.

TRANSPARENT ACCOUNT

(Housing for Kids – Deposit)

note: under the title of “I have somewhere to live therefore I am” in 2021

888 555 577/5500 with Raiffeisenbank a.s.

TRANSPARENT ACCOUNT (IT for Kids)

888 555 868/5500 with Raiffeisenbank a.s.

WEBSITES

www.women-for-women.cz

www.obedyprodeti.cz

SOCIAL NETWORKS

Facebook – profiles:

Women for Women Czech, Housing for Kids – Deposits, Lunches for Kids

Instagram – profiles:

Women for Women, o.p.s.

LinkedIn – profiles:

WOMEN FOR WOMEN, o.p.s.

CONTACTS

Tel. 222 269 841, 222 269 840

Free emergency line 800 811 111

press@w4w.cz

info@w4w.cz

info@obedyprodeti.cz

info@servisrodiny.cz

info@bydleniprodeti.cz

poradna@w4w.cz

jmeno.prijmeni@w4w.cz

MOST BRANCH

Václava Řezáče 315, 434 01 Most

Contact telephone: 222 269 844

Contact email: michaela.hostasova@w4w.cz

BOARD OF DIRECTORS

Olga Grillová, Chair of the Board

Ing. Pavel Tykač, Member of the Board

Michal Tykač, Member of the Board

SUPERVISORY BOARD

Jana Skopová, Chair of the Supervisory Board

Veronika Tykačová, member of the Supervisory Board

Ivana Hronová, member of the Supervisory Board

FOUNDERS

Ing. Ivana Tykač and Ing. Pavel Tykač

DIRECTOR

Ing. Ivana Tykač

ABOUT US

The charitable trust was founded on 12 October 2012 by Mrs Ivana Tykač and Mr Pavel Tykač. In the first two years, we focused mainly on helping women and their children, who were particularly vulnerable psychologically, economically and socially, were at risk of losing their

place to live and were unable to deal with their situation on their own. Over time, our assistance and projects have expanded and today we support and help single mothers, single fathers, children and complete families, through our concrete practical projects, programmes and advisory centres.

We help children from primary schools to integrate more easily with their classmates.

We help reduce children's trauma during divorce.

We help to rebuild relationships.

We help single parents help themselves.
As the old Chinese proverb says, we do not give single parents fish but we teach them how to fish.

We help children from socially vulnerable families to secure IT technology to allow them to participate in remote education.

And not only that...

We map the needs of target groups, assess and find solutions to improve their situation.

An essential pillar of our work is to draw attention to topics and issues that concern single parents as well as complete families, because we consider our activities to include not only concrete work with individuals, but also

society-wide outreach and awareness-raising. During our work we place emphasis on topics such as: education, employment, the employment potential of single parents, a well-developed, fair and functional assistance system (maintenance payments, affordable housing, legal aid, support), legislation and, last but not least, social education, individual responsibility and tolerance.

We appreciate that in recent years we have been able to encourage and motivate the Ministry of Labour and Social

Affairs and the Ministry of Education, Youth and Sports to address the issue of hungry schoolchildren in the Czech Republic. We are continuing our efforts to raise awareness of the issue of the need to find a systemic solution to this widespread problem in the political field. Now, during the time of the Covid-19 pandemic, it has become very clear that school lunch is closely linked to education and vice versa.

We assume the position of leadership and motivation of people: We not only strategically strive to achieve a good reputation, but we try to be at the heart of influence in the Czech Republic. Our work is characterised by learning, risk-taking, mutual respect, curiosity and the capacity to build. We support single parents and complete families in their success, allowing them to gain life opportunities to meet their aspirations. Enabling families to have a safe family background is the basis for our work.

VISION

- Create an environment in which all single parents and complete families can live, without exceptions.
- Help single parents obtain accessible, dignified and safe housing for themselves and their children.
- Help parents rebuild their relationships.
- Provide assistance in covering school lunches to as many primary school pupils as possible in the Czech Republic.
- Support pupils in their education.

MISSION

- Ensure the fully-fledged social and economic involvement of single parents in the Czech Republic so that they know who to contact and who will provide assistance to them.
- Help them reflect and work on, and rehabilitate their relationships in a timely manner, particularly with the aim of protecting children from the very negative impact and trauma of parents' separations and divorces.
- Ensure that children in schools across the Czech Republic are not hungry.
- Share our practical experience and pass on suggestions for solutions or experts' perspectives.



AMBASSADORS OF WOMEN FOR WOMEN, O.P.S.

Our organisation's cooperation with ambassadors continued in 2021:

- LUCIE BÍLÁ
- SIMONA KRAINOVÁ
- LIBOR BOUČEK

These are the people who are the voice of those who cannot be heard for the second year now – #HLASKTERYJESLYSET (VOICE THAT IS HEARD).

Together, we endeavour to draw attention to the topics and problems of ordinary people, acquaint a society, which often views the problems of others in black and white, with them. We want to support and act as a partner to those affected by these issues. Because simply sharing a problem with someone who has lived through the same, who listens, understands and can motivate or inspire, is sometimes enough. We all know how helpful a simple: "Don't worry, things will turn out fine. You are strong, you can handle it. It wasn't your fault, you did your best..." can be.

Prevention is the most important, and so we not only need to provide help where needed, but also eliminate the causes and create a system that eliminates or at least mitigates negative impact.

Spots and other videos can be found on the WOMEN FOR WOMEN YouTube channel here:





PROJECTS AND ACTIVITIES IN 2021

I HAVE SOMEWHERE TO LIVE, THEREFORE I AM

Single parent households are among the most vulnerable to poverty in the Czech Republic. The risk of intergenerational transmission of poverty in these families is also very strong. Housing costs in single-income households often cover a large part of the family budget, with no funds left for basic living needs. This is why some single parents are at risk of losing their housing, travelling from shelter to shelter or hostel to hostel, and possibly at risk of losing their children. We have considered the provision of affordable and adequate housing for single parents and their children a priority since the beginning of our activities, as this area is the starting point for overcoming other life obstacles faced by these families. In some cases, however, these parents require comprehensive support and

help in guiding their lives in the right direction so that they can become completely independent and live a stable and happy life with their children.

The “I Have Somewhere to live, Therefore I Am” project is an umbrella for two specific programmes aimed at helping single parents and their children in difficult life situations, each of which offers different tools for providing help. The “First Year Programme” (Supported Housing and Psycho-social Assistance) offers comprehensive support and stability to single parents with children in the basic areas of housing, mental health, the labour market and legal issues. The Housing Deposit Programme primarily offers financial assistance in paying rental deposits to single parents with children on their journey to a safe and stable home.

PROJECT PROGRAMMES

Housing Security Deposit Programme

The Housing Security Deposit Programme is designed for single parents with children, whose living situation does not allow them to save the funds to pay the rental deposit, which ultimately prevents them from obtaining independent, decent and stable housing.

The issue of affordable housing is now more pressing than ever. 2021 was also affected by the Covid-19 pandemic, which also had a major impact on family incomes and an even greater impact on the budgets of single parent families. At the same time, the price of rental and ownership housing has skyrocketed in the past year, making housing even less affordable for these families. Private housing is generally unattainable for single-income households, i.e. single parents with children. These families are therefore dependent on rental housing. However, many single parents do not have a sufficient financial reserve to pay a refundable rental deposit in the value of up to three months rent, which prevents them from finding adequate housing. This means they remain in unsatisfactory hostels or shelters, where the risk of losing housing is very high, not to mention that this is an inappropriate environment for children. Para-

doxically, they are also often forced to remain in the original expensive rental housing and are not able to move into a cheaper sublease. Housing costs already account for the bulk of the family budget, which means that families do not have the funds to cover basic living needs and these parents find themselves very easily trapped in debt. In many cases, it is enough to provide these families with a one-off financial contribution towards the housing deposit so that they can stand on their own feet and live a quality and independent life.



The aim of the Housing Deposit programme is to financially support single parents through the payment of a rental security deposit. We provide this contribution to families throughout the Czech Republic up to the amount of CZK 25,000.

How does the programme work?

The programme is intended for all single parents, whose income does not allow them to pay the required housing deposit, but who are actively trying to resolve their situation and have the potential to pay the rent on a regular basis, which means that they will get the provided housing deposit back from the landlord and can use it for new housing if their lease is terminated. If the family's situation requires this, we are also able to provide support beyond the scope of this programme in the form of social counselling, mediation of other services (therapy, legal advice, or help with rental payments, etc.).

Applicants must submit two mandatory attachments to the deposit application – a recommendation report from the OSPOD (Authority for Social and Legal Protection of Children) or other assisting organisation and a certificate of income. The lease or sublease agreement may also be appended to the application. Logically, most applicants for a deposit need to be sure that their deposit will be paid first, and only then do they start looking for a new home.

We pay the security deposit on the basis of a donation agreement with the single parent, direct to the account of the owner of the apartment according to the lease or sublease agreement, which we check carefully from a legal point of view before paying the security deposit. Among other things, we want to protect single parents from entering into an agreement for high-risk housing that does not meet the legal conditions or housing that they would not be able to afford.

At the end of 2021, we launched a new partnership with the Aid Foundation and its project Znesnáze21, which helps set up public fund-raising campaigns to cover rental deposits for single parents. Applicants who we are unable to support in our programme due to insufficient capacity are referred, with their consent, to the Znesnáze21 project and we help them set up their own public fund-raising campaign to cover a rental deposit and possibly other needs (e.g. medical devices for themselves and their children) in cooperation with this project.

Transparent account No. 888555577/5500, to which donors can contribute towards a housing deposit for single parents is an essential part of the programme. All the funds from each donation are used to cover hous-

ing deposits for specific single parents. Operation of the project is funded from the budget of WOMEN FOR WOMEN, o.p.s. You can contribute to a housing deposit directly to the mentioned transparent account or via the DARUJME.CZ portal.

Basic data for 2021

Number of applications received:

334

Number of applications approved:

137

Number of housing security deposits paid out:

91

Number of children who now have a new home thanks to a security deposit:

169

Total amount of deposits paid:

CZK 1.7 million

Average deposit value:

CZK 20,556

Explanatory notes: In 2021, we received a total of 334 applications in relation to the Housing Deposit project, of which 137 were approved. A total of 91 deposit contributions were paid out, totalling CZK 1.7 million. It is to be expected that some of the applications did not make it to the approval process (e.g. due to the lack of supporting documents), some of the approved applicants are still looking for suitable housing, or have not supplied the necessary documents, or withdrew their application in view of changes to their situation.

Year-on-year comparison of the programme in the 2019-2021 period

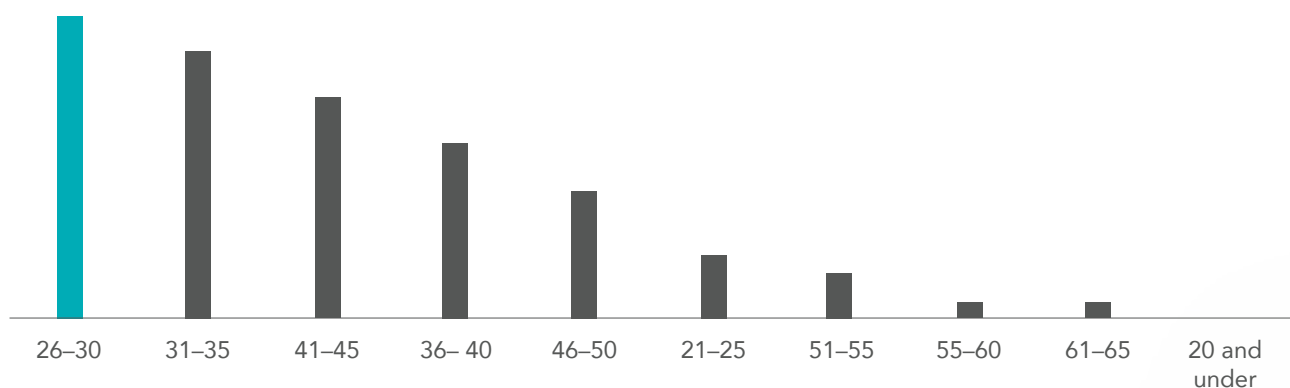
	2019	2020	2021
applications received	134	303	334
applications approved	41	82	137
paid deposits	21	50	91

	2019	2020	2021
total amount paid out	CZK 387,192	CZK 951,362	CZK 1,740,030
average deposit amount paid out	CZK 17,247	CZK 19,027	CZK 20,556

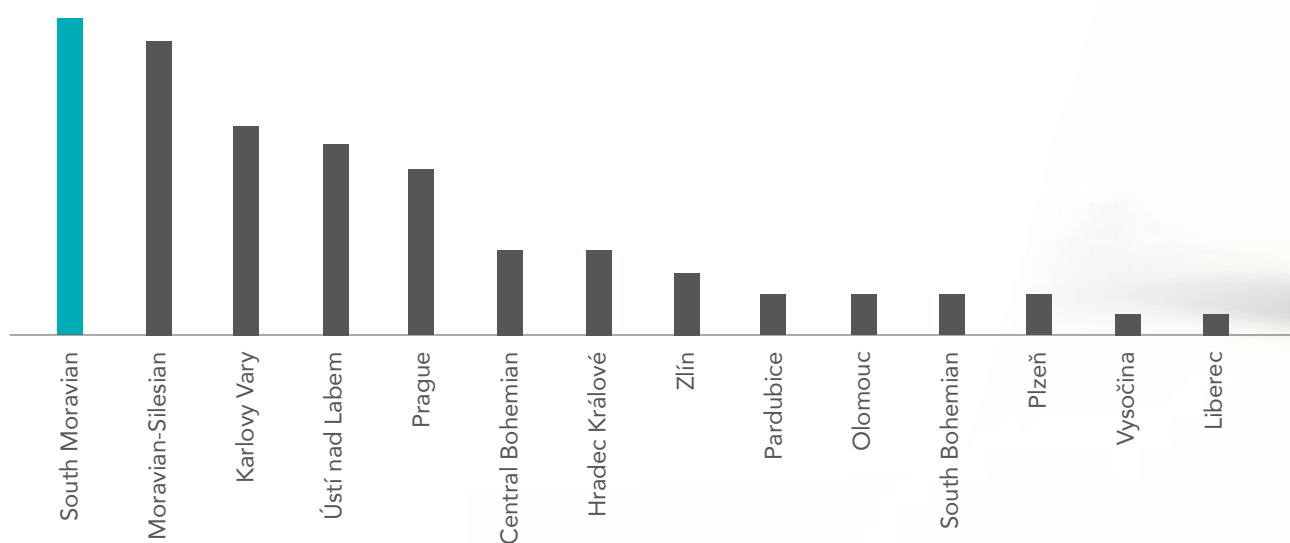
Analysis of clients' supported in 2021

We prepared the analysis on the basis of applications by clients who we supported by providing a deposit in 2021. We used all the documents available for each applicant – applications, reference reports, income overview documents (employment, social benefits), etc. There was only one male among the supported applicants for a Housing Deposit, so the analysis only covers female clients.

Age composition of supported clients

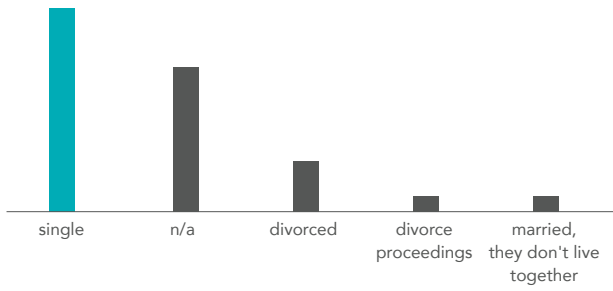


Regional distribution (region)

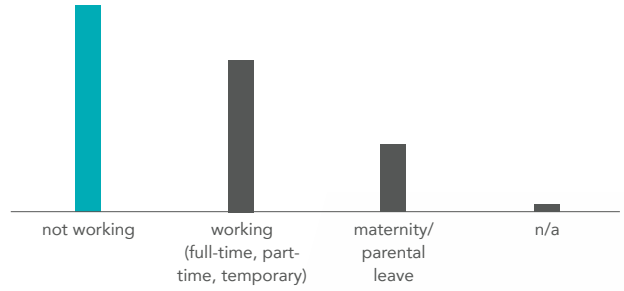


¹ This is based on the situation the applicant is in when they apply for a Housing Security Deposit.

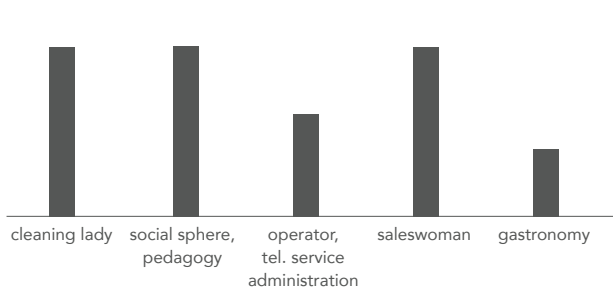
Marital status



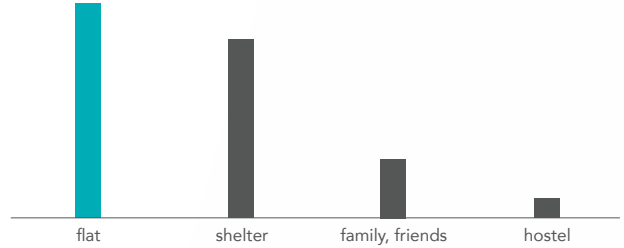
Participation in the labour market



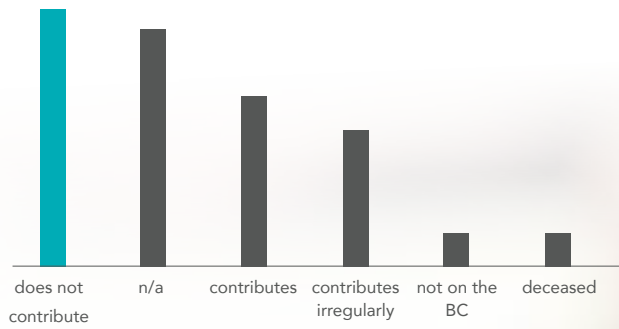
Job title (if stated)



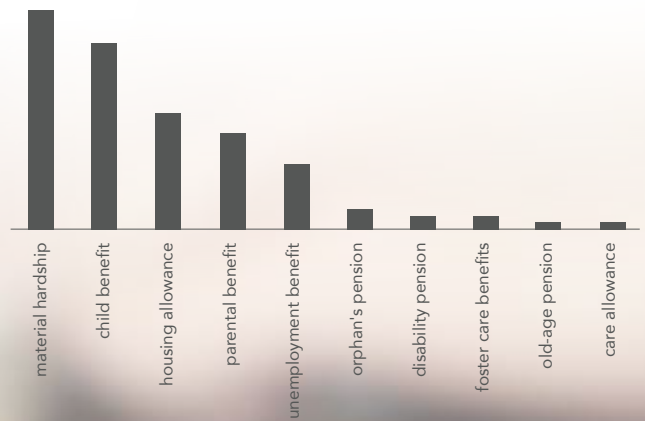
Where do you currently live?



How does the father of the child/children participate in their care?



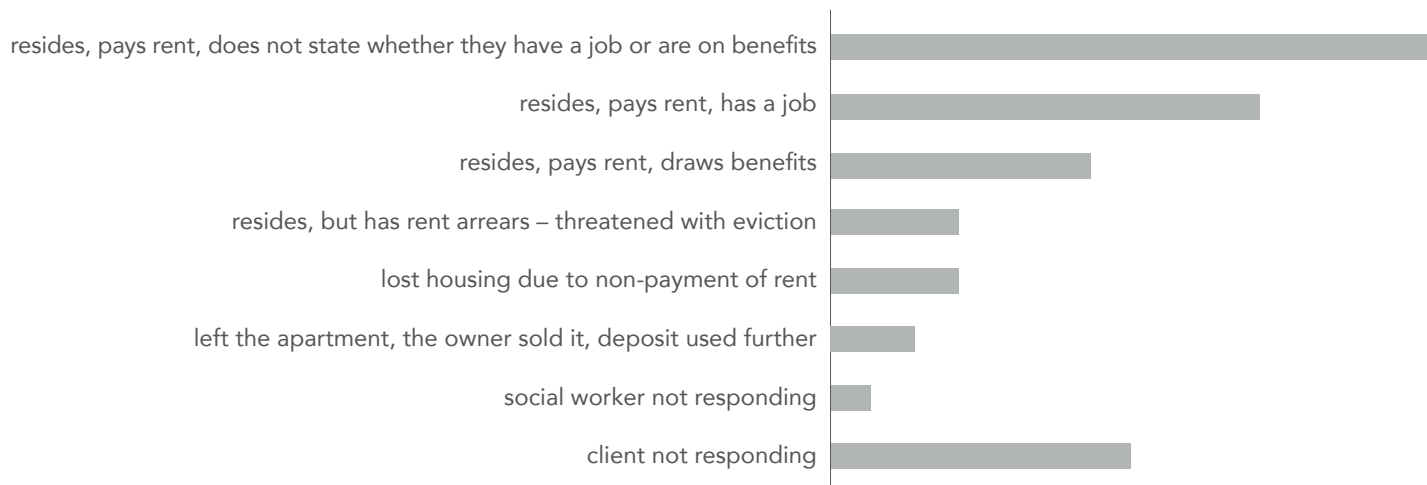
Drawing social benefits



Feedback from clients supported in 2021

As part of the programme, we also find out how the clients we have supported by providing a deposit are doing. For this reason, 6 months after the security deposit has been paid to the landlord, we contacted the social worker who had been working with the client at the time. If the social worker is no longer in contact with the client, we contacted the client herself.

How are the supported clients doing?



Selected responses from social workers:

Help with the security deposit for the apartment was crucial, without it she would not be where she is now. She would probably have ended up in a shelter again, which is only for a year and then you have to move to another one.

In the past, children have been placed in a children's home partly because of the client's inadequate housing. The client's current living situation is rated as very good by the OSPOD (Authority for Social and Legal Protection of Children). Providing financial support for payment of a deposit has helped the client significantly with her fresh start.

Client still residing in the new apartment. And it was a last-minute solution, after moving out of the shelter where she had lived for years was closed down. So she would have lost her home anyway.

Thanks to the donors who contribute to the programme

The programme also works thanks to donors who contribute to our transparent account for deposits for single parents. Below is one selected thank you from a client who, thanks to donors, was able to pay a deposit of CZK 15,500 for safe housing for herself and her children.

"I am a normal, ordinary working mother of two beautiful and healthy children. I made the mistake of getting into debt once in my life when I was young. It was a debt from a business that I took on because of the economic crisis, when there were no jobs and I had no choice. Unfortunately, I ended up with a large debt, which I paid off through foreclosure, and about a year ago the court granted me a

bankruptcy discharge. Since then I have been paying off the debt in regular instalments and hope to be able to pay it off in two years. Unfortunately, I suffered another complication in my life that forced me and my children to leave my partner. Just at a time of energy crisis and high financial demands for housing. Fortunately, I had a little money saved up, intended for paying off the debt. I now had to invest these funds in a new home. That is why payment of the deposit has helped me immensely, and I can stand on my own feet much more easily thanks to this money. Thank you again very much and, even though it sounds like a cliché, I appreciate it immensely. I hope that one day I will be able to return this help to someone who also needs it."



First Year Programme - supported housing and psychosocial assistance

There were over 193 thousand incomplete families, or single parent households, in the Czech Republic in 2020. Of these, more than 65% were families with one child. Divorce remains the most common cause of incomplete families, and the parent is single in over a third of these households.² Single parent families are among the most vulnerable groups of people at risk of poverty or material deprivation. Single parent families' incomes are still lower than those of full families, and these families are often among the most frequent recipients of social benefits. Low income in single parent families makes it impossible for these parents to provide for all their own and their children's needs and to create suitable conditions for the family. Housing costs, especially for single-income households in rental housing, account for the majority of the family budget. In these cases, housing is an area that is very fragile for these families and the risk of losing their housing is very high. The financial situation of single parent families is also affected by the issue of child support payments. More than 60% of children receive regular child maintenance at the set amount, while 17% receive it irregularly or at a lower amount. The potential for regular payment of the set maintenance is primarily present where the parents have reached an agreement and there is regular contact between the other parent and the child. The most frequent reason for failure to pay maintenance is basically refusal to pay maintenance; up to a quarter of parents state that they agreed with the other parent that they would not pay maintenance and a fifth of parents gave other reasons (the father is not given on the birth certificate, he is in prison or the parents have shared custody). The low income of single parents is also caused by the fact that single parents are mostly women, which is also due to the fact that children are placed in the mother's custody in most custody disputes. The participation of women on the labour market is generally influenced by childcare and this phenomenon causes even more problems in the case of single mothers. Coordinating work and care is very complicated for single mothers with regard to

the absence of the other parent. At the same time, single parents are provided with the same conditions as other parents in their jobs and only a small number of employers are willing to respect their social situation. This means that these parents often encounter mistrust and general prejudice against single parents among employers.³

The
First Year
programme offers
comprehensive assistance for women
or men with children, who are in a difficult
life situation that they cannot resolve
themselves, risk losing their housing and need
support. The programme offers a helping hand,
tools to resolve various problems and overall
support. The First Year is an individual
tailor-made programme that can be
utilised intensively for one
year.

How does the programme work?

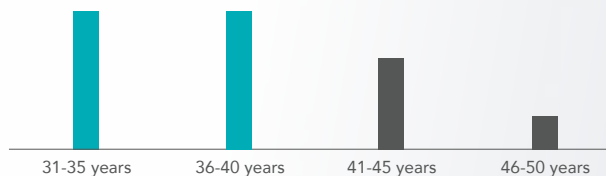
The programme includes comprehensive services in the form of supported housing, legal consultation or legal representation, and therapeutic or child psychological services for single parents with children. Supported housing is implemented in independent flats in Prague and also in Most (under the management of the Most branch) and its aim is to provide clients with children with a safe base in acute difficult situations and also the opportunity to create a financial reserve for their own housing (especially a security deposit for renting) during the programme. Legal services are mainly used by the clients of the programme to resolve custody disputes, divorce, division of a community property, debt counselling, etc. Therapeutic support is

² CSO. 2021. Families and households. Available here: CSO

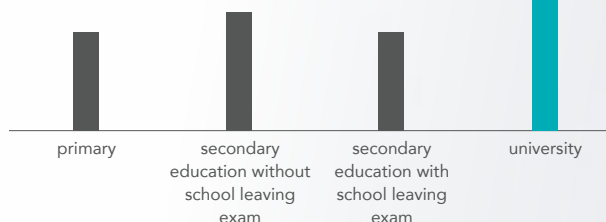
³RILSA. 2019. Incomplete families. Available here: http://praha.vupsv.cz/fulltext/vz_469.pdf

mainly used for psychological stabilisation for themselves and their children. However, we also work on stabilising the financial situation, returning to the labour market as soon as possible, increasing employability, e.g. through English lessons, etc. within the terms of the programme. We also try to support the children of the programme's clients by providing various leisure activities or school preparation. Social counselling is also part of the programme. The application for admission to the programme is submitted online, and we will have at least two face-to-face meetings with the applicant to determine their needs and potential for the programme. This programme is funded exclusively by the husband and wife team of Ivana and Pavel Tykač.

Age of clients



Client educational level



Basic data for 2021

Received applications for the programme:

153

Clients invited to interview:

29

Clients accepted into the programme:

7

Collaborations completed during the year:

9

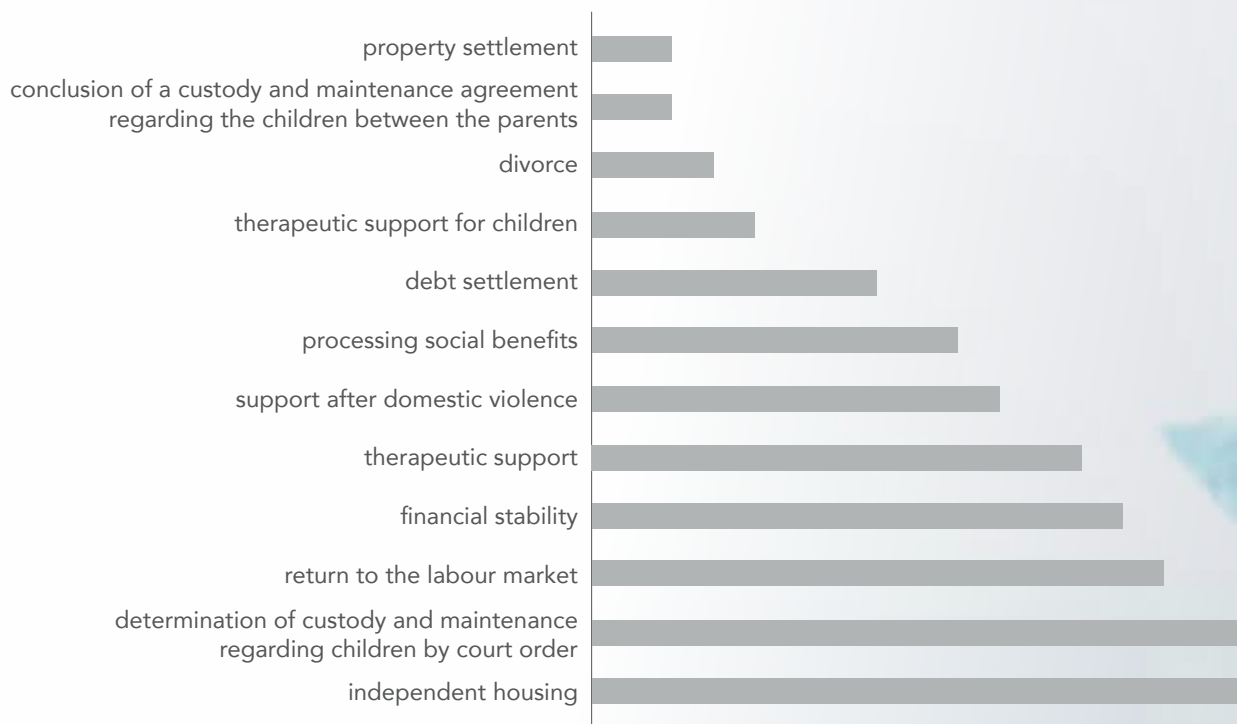
Total number of clients in the programme:

23

Total number of children in the programme:

42

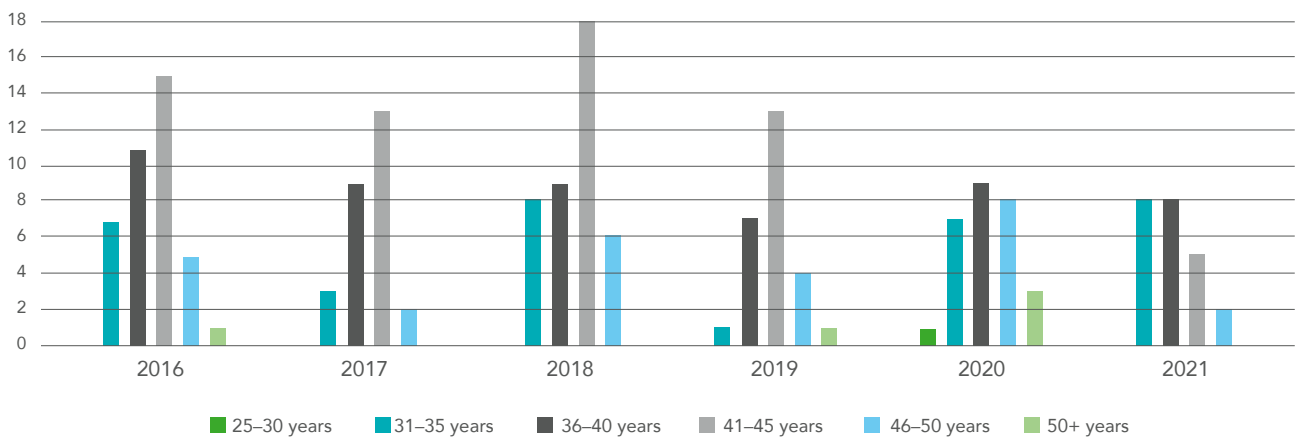
Client challenges



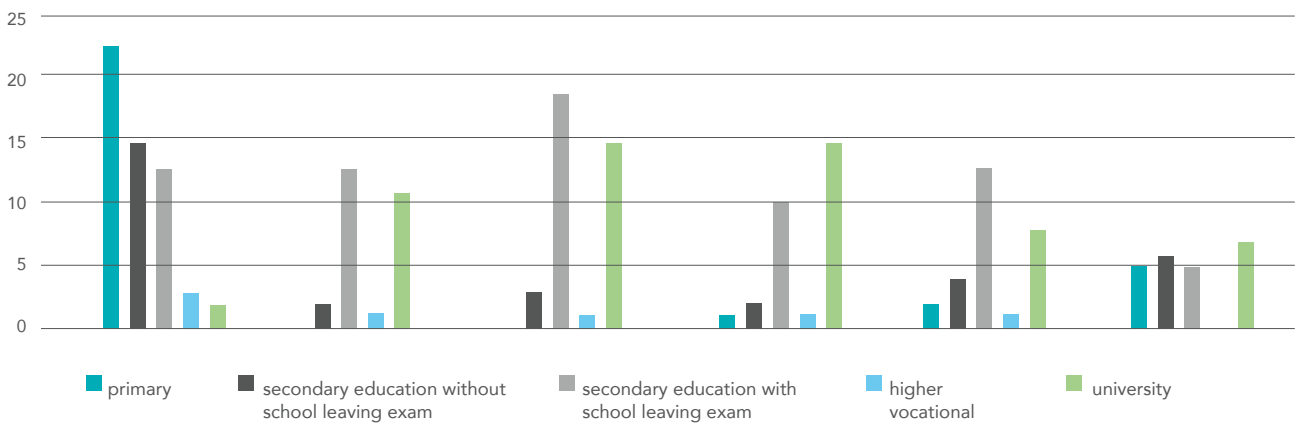


Year-on-year comparison of the programme

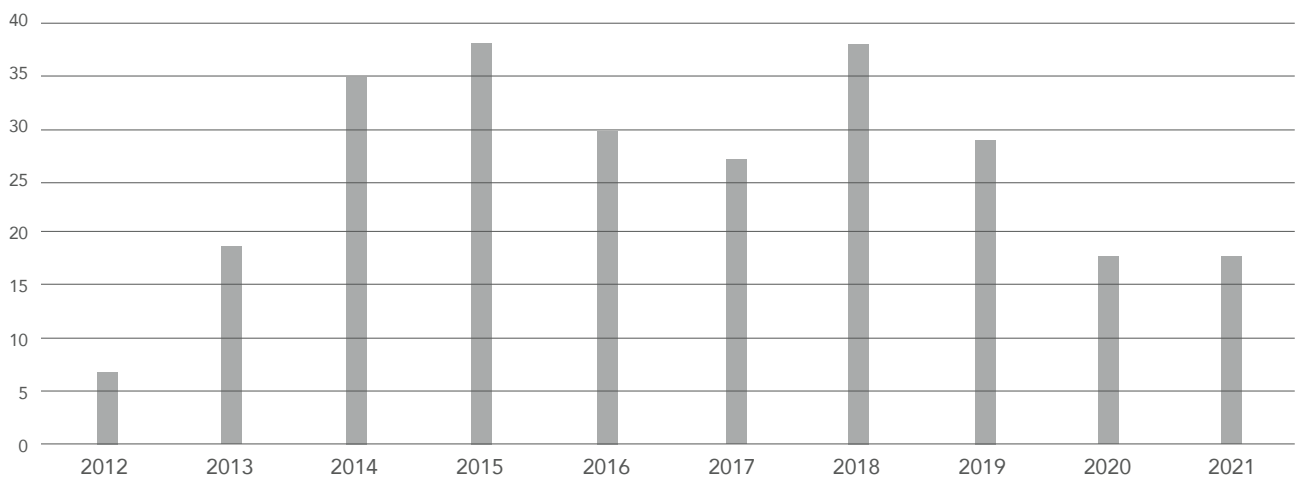
Age of clients 2016-2021



Client education 2016-2021



Number of clients at the end of the year



Client case studies 2021

An abusive relationship, the power to leave and being alone with three children in a strange city

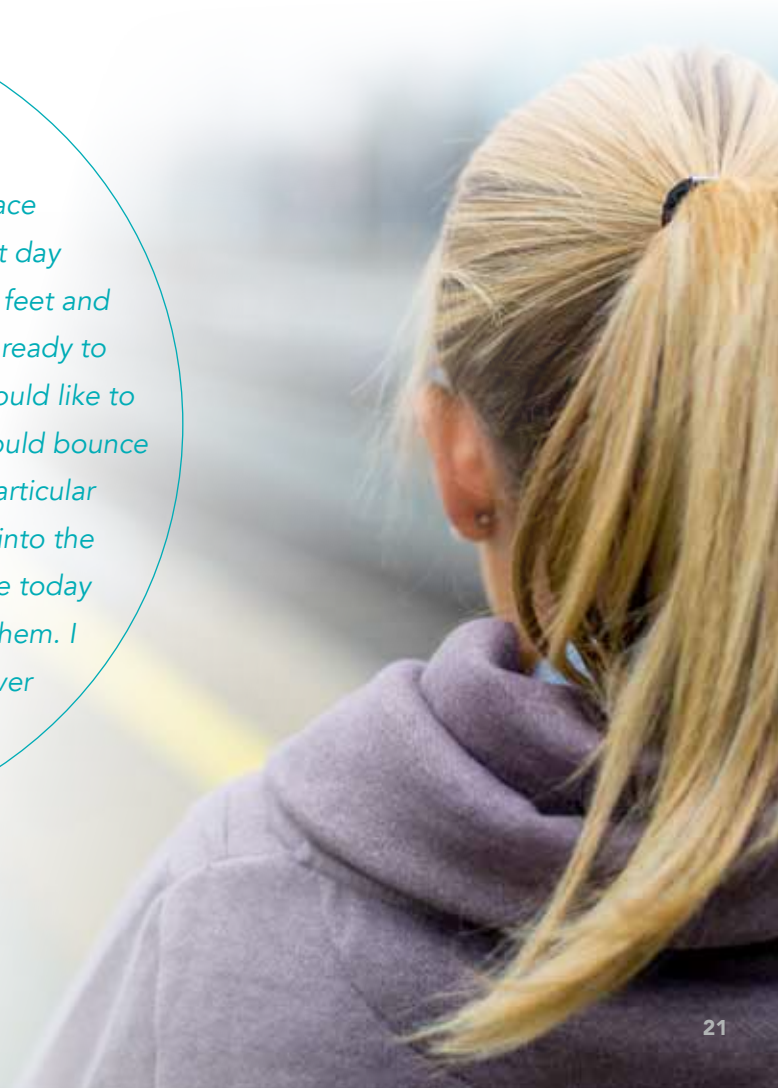
Ms S. found herself in our programme after she and her children fled an abusive partner, practically across the entire country, with essentially just one suitcase. On the recommendation of another organisation, she contacted us and we provided her and her children with supported housing, a lawyer and a therapist. Unfortunately, Ms S. continued to face harassment, threats and violence from her partner even after she left him, but thanks to therapy and legal assistance she was able to protect herself and her children. Our lawyer has been a great support to her in this chapter of her life. Ms S. finally had the opportunity to utilise her potential, increased her qualifications and started working in her dream job. Even with three small children, she manages to take care of the household, has found her own new place to live, and settled her debts.

She was all alone, but a positive impulse was all she needed – a successful continuation of the story from 2020

We wrote about Ms K. in 2020. She contacted us when she was in acute danger of losing her housing. Ms K. is one of those cases where the child's father refused to register on the child's birth certificate and his relationship with the child was essentially nil. Due to the low income during her parental leave and the lack of child support, Ms K. resorted to a hostel and when the hostel environment was unbearable for a young child, she turned to friends. We handed over the keys to our apartment on the day she found out that she had to move out of her original apartment immediately, as a friend needed to use it for other purposes urgently. Within a year, Ms K. managed to get the child's father registered on the birth certificate, which also allowed her to obtain child support. She successfully worked to resolve her foreclosures, which unfortunately ran into the hundreds of thousands. They were suspended during her parental leave and she is ready to file for bankruptcy. She worked hard on her self-confidence during therapy, managed to find a full-time job with a small child and a daycare for her son.

Evaluation of the programme by the client

"The programme gave us a new life, peace and comfort. Without fear of what the next day will bring. A chance to stand on your own two feet and raise your head. After leaving, I definitely feel ready to do everything I can to accomplish my goals. I would like to thank everyone who took care of us so that we could bounce back from the bottom and start again. Our particular thanks to Mr and Mrs Tykač for accepting us into the programme. I don't know where we would be today and what our lives would look like without them. I appreciate it very much and will be forever grateful for your help."



BOOK

HOW TO SURVIVE THE FIRST STEP/YEAR

A practical guide to the riskiest period of single parenthood

This very practical book, which is also intended as prevention, was published in 2015. The popular book found many readers and sold hundreds of copies. We have also provided hundreds of copies to crisis counselling centres and other essential places, such as courts, municipal authorities, media, etc.

In 2020–2021, we offered the book as a free PDF download on our website to the general public.

The publication titled HOW TO SURVIVE THE FIRST STEP/YEAR shows that **no one has to remain alone with their problems, and that there are many people and organisations who are ready to help.** The book is not just intended for single parents, but also serves as prevention. It offers ways to deal with difficult situations.

It helps to manage and eliminate their consequences. What does it mean to be on your own? Facing mental and physical aggression on a daily basis, and from the person closest to you? Going home in fear? Afraid of bailiffs because of an irresponsible partner? Not having a place to live? Being cut off from friends, parents, any help? There are women (and men) among us for whom such situations are a daily concern. Escaping this trap is often only possible very slowly, step by step and at a very high price.

The book presents potential solutions to **difficult situations, and for managing and eliminating their consequences, on the example of seven women who were clients of WOMEN FOR WOMEN, o.p.s.**



Social Counselling Centre

At WOMEN FOR WOMEN, o.p.s., we provide social counselling in different ways. However, all forms of our social counselling primarily serve all single parents and parents with children who have found themselves in a difficult life situation and need advice. Counselling is free of charge for the public and clients of our programmes.

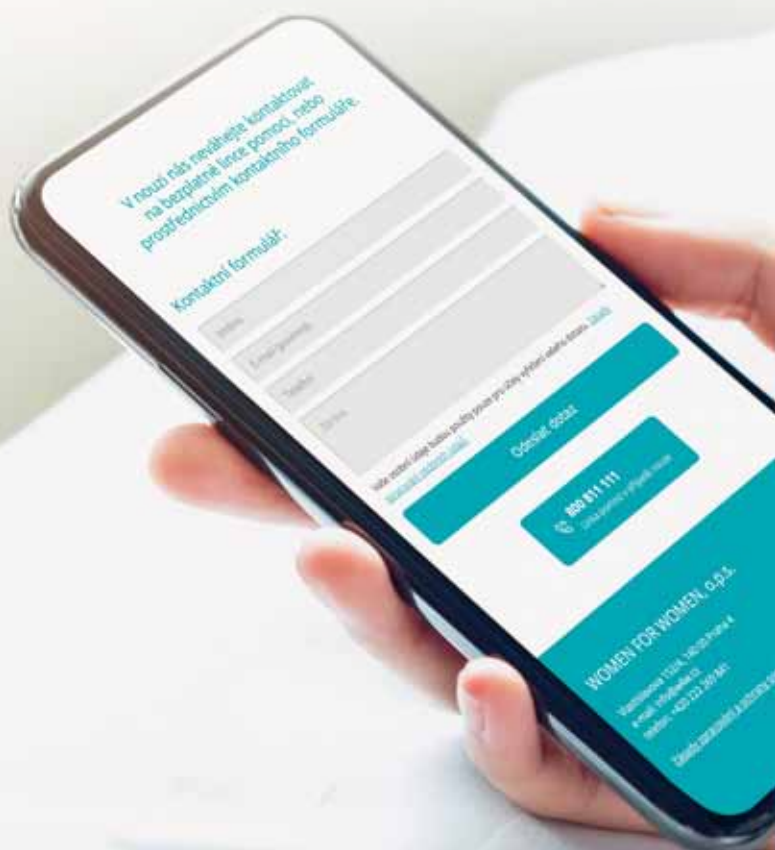
The online social counselling centre offers a simple query form on the organisation's website and queries are handled by email. Social counselling is also provided via telephone (emergency) line or the organisation's general information email address. Online or telephone counselling sometimes requires a personal meeting with the client, because life situations are often very difficult – one-off personal social counselling is also provided for this purpose.

Because social counselling is provided remotely throughout the Czech Republic and our services or programmes are not able to accommodate all issues with which parents with children and single parents contact us, we also refer them to other assisting organisations, OSPOD (Authority for Social and Legal Protection of Children), services for families with children or state institutions.

Frequently asked questions from the social counselling centre:

- I urgently need to leave a relationship because of domestic violence. What should I do?
- What should I do if I am considering leaving my partner with whom I have children?
- What does divorce or break up in a family with children involve?
- I want to agree on childcare and maintenance with the other parent following a break-up. How can I proceed?
- How do I deal with the situation where I don't have sufficient income to secure rental housing?
- I am not able to cover the cost of living or basic living needs. Who can I contact?
- As a low-income single parent, am I entitled to any financial help from the state?

- Employers reject me as a parent with a small child. How can I improve my chances on the labour market?
- How do I find out where I have debts?
- I don't have the money to pay the instalments on all my debts. How can I proceed?
- What is insolvency and how do I achieve it?
- I need help paying for medical supplies for my children; who can I contact?
- I need help from a therapist for myself or my children; who can I contact?



Legal counselling

WOMEN FOR WOMEN provides legal advice in cooperation with lawyers. The counselling centre mainly serves single parents from all over the Czech Republic, who do not know what to do in relation to family and civil law. The service is provided by email and is free of charge.

The most common topics are: maintenance, divorce and distraintment, termination of rental housing.

Answers to frequently asked questions can also be found on our website. Frequently Asked Questions:

- How do I get a divorce?
- How long do maintenance proceedings take?
- Can maintenance be claimed retroactively?
- Do you have to go to court to claim maintenance, or do the parents simply reach an out-of-court settlement?
- The father works illegally – how do I prove his real income?
- If one of the parents has a higher income, is this sufficient reason to entrust the child to this parent's custody?
- How do I proceed if maintenance is not paid?
- Maintenance is not paid according to the court ruling. What can I do about it?
- The father of the children – a foreigner – is not paying me child support; what can I do?
- What about the maintenance allowance for an unwed mother when the husband/father of the child marries another woman?
- I have an adult child. What are the maintenance obligations?
- I filed a criminal complaint for non-payment of maintenance, and nothing has happened so far...
- How do I find out where I have debts?
- Is there a single place where all distraintments can be established?
- What is considered a community property?
- Which liabilities (debts) are part of the community property?
- How can the bailiff recover a debt from a spouse?
- I've learned that my husband has debts. What should I do?
- My husband's in debt. Should I divorce him?
- Where can I get advice on debt issues?
- I've heard about debt relief (personal bankruptcy); what does this involve?
- Is debt relief for me?

Conscious parenting

The operation of this programme also had to be slightly adapted due to the Covid-19 pandemic. We have not cancelled it, but (in accordance with government measures) we moved these courses to the Most branch in 2020 and opened them in cooperation with Diakonia for their foster parents. Courses were held only when possible and not in conflict with the announced rules.

Parenting can very quickly turn into a challenging task that is nothing like what we originally imagined.

The Conscious Parenting programme was designed for parents or foster parents, to strengthen the inner well-being of children and adolescents. We want to enable parents and foster carers to develop their skills and knowledge, to allow them to fulfil their role in life well. Because the purpose of parenting or fostering is to give children a happy and healthy childhood.

Raising children is a daunting task and none of us can do without support. All of us sometimes waver over whether we are good parents, whether we are setting the right examples for our children, whether we are handling situations correctly, etc.

This project helps parents and foster carers doubt themselves less and manage their role more confidently.

LUNCHES FOR KIDS



WOMEN FOR WOMEN
Obědy pro děti

Scope of the project: The project is nationwide.

Basic description: Lunches for Kids is a project of the non-profit WOMEN FOR WOMEN organisation, which created and launched a system that allows selected children who are required to attend school to have free lunch in the school cafeteria. This project was launched at the beginning of September 2013 on the basis of information from a Czech Television report. This is possible thanks to the support of the initiators of the project and their charitable company WOMEN FOR WOMEN and thanks to individual and corporate donors who contribute to a transparent account. As of 2016, this is mainly thanks to significant financial support from the Ministry of Education, Youth and Sports. The funds that are sent to the project's transparent account go to the schools or school canteens as payment for the school meals of selected school children. We received this financial support within the framework of the grant programme for non-governmental non-profit organisations in support of school meals for primary school pupils in 2016, 2017, 2018, 2019, 2020 and 2021.

Project objective: The aim of the Lunches for Kids project is to help children who find themselves in a life situation where their parents cannot afford to pay for their school lunches, even though they would otherwise like to. In this way, the project not only helps to feed the children, but also to allow them to experience moments together with their classmates during a social event, which school lunch undoubtedly is. This means that the children do not feel different and excluded from the collective. The positive impact on school performance is also apparent each year. On the basis of many years of experience, we can therefore state with certainty that assistance in the form of the Lunches for Kids project has a positive impact on children: nutritional and educational.

7 principles of the project:

1. Simplicity and efficiency,
2. speed of assistance,
3. targeting of aid,
4. anonymity of pupils and parents,
5. cooperation with the school,
6. almost zero abuse,
7. to the last crown.



Benefits of the project:



Benefits (indicators beyond diet):

1. Significantly better school attendance,
2. noticeably better study results,
3. increased initiative and engagement in education,
4. improved health,
5. positive effect on the child's psychological health,
6. greater integration of the supported pupils into the educational team,
7. significant reduction in social exclusion of the involved pupils.

Who is the project for:

The project is intended for primary school children from all over the Czech Republic whose parents **cannot afford** to pay for school lunches. There are criteria for the selection of children, the basic ones being:

1. The parents take care of their children, but their financial situation does not allow them to buy lunches for their children in school canteens, although they would otherwise like to.
2. Other problems are also visible in relation to these children – they often do not bring a snack to school, or just a very modest one, and they cannot participate with their classmates in paid class or school activities such as trips, exhibitions, theatre, swimming, etc.
3. The child's parent/legal guardian cooperates with the school.

Other criteria are always addressed individually during the application approval interviews. Each application and each child is considered individually. Although children are not to blame for the family they are born into, the primary target

of assistance is those whose parents take a more proactive approach to dealing with their life and financial situation.

Examples of what children this may concern:

- The children are from families in very difficult and oppressive financial and social situations, where it is hard for them to afford basic things such as school lunch, participation in paid school and classroom activities, school supplies, etc. The loss of employment, loss of housing, single parenthood without the support of extended family, lack of maintenance, social support, etc. play a very important role here.
- Children who are supported by the Lunches for Kids project are also from fully functional families, which suddenly (literally from one day to the next) find themselves in a difficult financial situation. This includes situations such as the death of a parent or the presence of a serious long-term illness.
- The child may also be in the care of grandparents, who in most cases are retired or disabled. They often provide basic necessities for the children at the expense of their medicines, etc. Paying for school lunches is hardly feasible for them.
- There are also families where the children are given lunch money on a daily basis according to the current financial situation. The parent tries to ensure that the child attends lunch at least on days when school lasts into the afternoon. There are also cases where the children themselves save for individual lunches. This is then a very sad situation and adults can imagine what such a child must be going through.

From our point of view, we very much appreciate how the parents endeavour to resolve their situation despite the adversity. The school often sees our help as very motivating for parents. Parents are often more active or involved with the school.

In cases where we are unable to help the children because the parents do not meet the basic criteria, we provide support for the teachers by addressing any concerns these parents may have directly. When these parents do contact us, we try to educate them and explain that we are happy to help their child, but they have to meet the basic criteria. Based on experience, we can say that this also has some effect on the parents and they have never pushed the issue further. We try to help the children as much as we can, but of course the school has more opportunities to help, which has maximum support from us.

Examples of situations from applications for the 2020/2021 school year

(names of schools not given, names of children changed):



The boy's mother gave him up and the child was taken into care by his grandmother, who is on disability benefits. The mother shows no interest in the boy and is at an unknown location. The father is unknown. The grandmother is partially immobile and uses crutches. The boy suffers from a combined disability with multiple defects and attends a special primary school. He's a non-speaker. The grandmother is taking good care of the boy. The lunches would help Radek to attend the after-school club and be in a group of children.

The mother is a single mother, takes care of 2 children, is employed but often ill. She receives maintenance irregularly. Paul doesn't have snacks or they are meagre and monotonous. By joining the Lunches for Kids project, his attendance has improved, he is provided with regular hot meals and is not excluded from the class collective.



The pupil's mother is now unemployed and has lost her job because of the coronavirus. The father works as a labourer and they are left with only the bare minimum from their salary because they are insolvent. They have 5 minor children, the eldest son is physically disabled. Coop-

eration with the school is good. The mother is in regular contact with the class teacher. The child wants to go to lunch because the other kids in the class go. The lunches thus contribute to good social relations in the classroom between the children.



Pavla is a fourth year student. Her mother is a single mother and also takes care of her brothers Filip and Jirka, and her sister Anička. All of the school-age children have been going to lunch so far, and the mother has always paid for the children's lunches despite the financial hardship. The year before last, the eldest son, Jiří, finished his compulsory schooling and started his apprenticeship in Sokolov. This meant that the family had additional commuting expenses and costs for a secondary school student. The children's father contributes to the children's mother, but irregularly according to her. It is evident from the children's clothes and school equipment that the family is financially struggling. Nevertheless, the mother cooperates fully with the school, attends class meetings regularly and is always willing to cooperate. You have been supporting the family for a long time and it is very evident in the children. They are always grateful diners. Thank you!



The father (a professional driver and the main breadwinner) fell ill in 2019. He stopped moving his arms as a result of illness. He was hospitalised for a long time. Treatment continued with a stay in a rehabilitation centre. Although a long time has elapsed since the start of his treatment, his mobility in one arm is partial and almost zero in the other. He was able to find employment even with this disability, but the family income is very limited. There are two adults and four dependent children living in the household. Support in the form of school lunches significantly eases the family's difficult living situation.



We are applying to the Lunches for Kids project for a girl who is living with her father in a rented house following divorce. In relation to the Covid-19 pandemic, the breadwinner lost his job and has been unable to find a new one that pays as well as his previous one, which has made the family's overall situation much worse. We registered this situation only when the father wanted to withdraw the girl from lunches and from the after-school club due to lack of funds. He initially refused our offer of the project, but

the situation seemed to escalate, so he finally accepted. Thanks to the project, the girl can continue to attend the after-school club, where she is very happy.



The mother takes care of her 3 children alone. For serious reasons, she left her partner and the father of her children and now lives in a social apartment. She takes care of the children meticulously and with love and ensures their regular school attendance and good school grades. Unfortunately, she is not employed at the moment, as schools were closed by government decree after her parental leave with her youngest daughter ended, so she has been caring for her children all day and supervising them during remote learning. She has now started looking for a job, but she is disabled, which makes it difficult for her to find work. The mother's income is very low and after paying all the necessary expenses (housing, food) she is left with about CZK 2,500 for the children's needs – lunches, clubs, school supplies, clothes, etc. A financial contribution in the form of paid lunches for both sons would be a great help to her in this difficult time. Based on my knowledge of the family's situation, I recommend approval of the financial contribution for lunches.



The family is incomplete, the parents are divorced. The mother takes care of four children alone. Three are in primary school. The mother worked as a cleaner on a minimum wage and is now on maternity leave. The family currently lives in a sublet. The mother regularly cooperates with the school and prepares the children for classes. During the coronavirus pandemic, she cooperated very well with the school, borrowing technical equipment for remote learning for the children from the school. The family lives on maternity leave, allowances for 4 children and a living allowance. Given the family situation, the low family income, and the fact that the father is incarcerated and is not currently paying child support, we recommend that payment for lunches be continued.



Milan is disabled, he was born in the 6th month of pregnancy, his cervical vertebrae are missing. He has an older sibling who will be a secondary school student next year. Both parents work in low-paid, blue-collar jobs and care for their children to the best of their intellectual abilities. The boy often did not go to lunch, saying he was not hun-

gry, but it was found that his lunch account was often in the red. The situation changed the year before last because he was financially supported by you and was able to go to lunch regularly with his classmates and was able to integrate better with the rest of the class. The school often has to set up a payment plan so that all school fees can be paid. The boy is hardworking, he wants to keep up with his classmates in everything, even though he has a hard time with his disability. A contribution towards lunch would help the family a lot.

Examples of situations from applications for the 2021/2022 school year:



Michal was included in the project from the 2nd semester of the school year 2020/2021. He attended lunch regularly even while learning remotely. Misha's mother is a single mother. She is registered with the Labour Office and receives material benefits. Both mother and son are very keen for the son to continue attending the school canteen for several reasons: he is learning to eat and deepening his relationships with his classmates. The mother is not able to provide the varied diet offered by the school. The boy has the opportunity to taste foods he doesn't know. Attendance and participation in remote learning is very regular, absences are excused. The mother cooperates with the class teacher and the school.



The family is in a very difficult living and financial situation. The mother lives alone with the children and is currently on maternity leave. She has a very close relationship with the boy. She was a victim of a real estate agency scam during which she bought a larger apartment (2 rooms + kitchen) and she lost her small apartment and still has to pay the mortgage on the apartment that was fraudulently sold to her. She now pays rent to live in her original apartment. The owner of the estate agency has been convicted of a crime (he defrauded several buyers), but the money cannot be recovered because he is "destitute". The mother is currently facing foreclosure and is filing for bankruptcy. The mother is not in contact with her extended family, who have withdrawn from her. Daniel attends school regularly, he was a year 5 pupil last year. He comes to school cleanly dressed, his supplies and snacks are in order. His mother tries as hard as possible to provide normal conditions for the boy, but at the cost of mental and

physical exhaustion. She is trying to cope with her situation and improve it. So far, the family's situation has not improved much. The mother has been conscientious in excusing her son's absence from school and cooperating with any lunch cancellations, so we are contacting you to request reinstatement in the project.



Veronika lives with her mother and sister in a nearby village and commutes to school. Her mother is a single parent working in the social sector as a caregiver in a nursing home. Since she commutes to work, her grandmother sometimes helps her with childcare. Her father does not work, he contributes minimally to the child's maintenance. The girl is always dressed appropriately and brings snacks. Her mother is interested in her school work and cooperates with the school. She tries to arrange a long-term payment calendar for school payments so that she is able to pay everything. She tries to pay for her daughter's lunches, but the family's financial situation makes it very difficult for her. Lucka is a nice quiet girl in her seventh year at school. Some of her classmates go to the school canteen together for lunch after school, and as the girl is a commuter, it would be appropriate for her to be able to go to lunch with them regularly. From the class teacher's viewpoint, the mother is the type of parent who "does not complain about her financial situation, works and tries to provide for her child". From our point of view, supporting such a family is very appropriate, because the mother would not have asked for help herself.



Lenka's mother is a single mother with four children, currently on parental leave with her youngest son. The two older daughters attend our school, the third daughter attends kindergarten at her place of residence. The children's father does not live with the family because of a court order. The mother tries to take care of the children as well as she can, she tries to provide them with everything they need. The children regularly commute to school from their home about 12 km away, which is financially demanding and time consuming. Their school attendance is almost 100% and excuses (from a doctor) are always provided in case of absence. The mother cooperates well with the school and tries to cover the costs of school attendance (school supplies, school materials, entrance fees to cultural events) within her means. The children come to school cleanly dressed, they have no ed-

ucational problems. During the remote learning period, the school communicated with the family by telephone, but the girls did not have access to the Internet and their assignments were completed on paper. As the girls live far from the school they were unable to take lunches from the Lunches for Kids project, which was a shame.



The boy comes from a Vietnamese family. The parents take good care of the children. He comes to school on time, his clothes are clean and neat, but he doesn't bring snacks or have a drink. I had to discuss this with his mother. He is not absent often, he regularly attended even learning remotely. I helped him with his homework every day after school, and he attended a tutoring club. He is diligent, conscientious, ambitious. His parents are interested in him doing well, cooperation is no problem. The situation at the time of the coronavirus put the family in a very difficult financial situation. They had a grocery store that they had to close. The father is unemployed, he works rather sporadically, part-time, and does not have a regular income. The mother is a saleswoman in a clothing store, which is also about to close. They have to be careful with money so they have enough to pay the rent for the apartment, they would like to enrol their son in clubs, but they don't have enough money for them.

Examples of situations from pupil exchange applications for the school year 2020/2021 – 2021/2022:



Petr started his first year at our school on 1 September 2020. His family moved to our village. His father accompanied him on his first day at school. He comes to school on time, neatly clothed and he always has a homemade or purchased snack. He has missed 12 classes to date, for which he has an excuse. All communication takes place with the father. He supervises the boy's homework and signs his homework and student book. I don't know the mother. His mother has never contacted the school administration or me. His brother is already receiving free lunches through your foundation. But he attends the Special School. Petr regularly goes to the school canteen for lunch, but his father has problems paying for these lunches. During the first months of school, Petr was also accompanied and helped by his father's girlfriend. This is a student who is capable of doing the schoolwork for his year. He's intelligent, perceptive, bright. When he is

involved in tasks, he is active, raises his hand and cooperates. All it takes is one little thing and he starts sulking, he doesn't take advice and insists on doing things his way. But just a short while later, everything is different and he's easy to work with again.



Markéta lives with her mother and older sister in a small house on the outskirts of town. They gradually repaired their house, but 14 days ago a huge tragedy occurred when Markéta's father was electrocuted while working in the garden. Her mother was left alone with two children. She has always taken good care of the girls, but she will not be in a very good financial situation now. The mother works as a saleswoman.



Danielka comes from an incomplete family. Her mother is very young and is still learning responsibility. After some initial difficulties in the first half of year 1 (more frequent absences, not being prepared for lessons), she has improved and is approaching her daughter's education with more consistency and care. The class teacher recommends that support be given and thanks you very much for this.



The family is very decent, cooperation is smooth, the parents are interested in the child's school and extracurricular activities. Vitek is always neatly dressed and he has a snack. He is always prepared for classes, both in-school and remotely, and supervision and cooperation by the family are excellent. The pupil is involved in the classroom collective and in the after-school club, he is friendly and non-argumentative. We are requesting help due to the death of his father from Covid-19 and the family's difficult financial situation.



The boy transferred to our school on 1 November 2021. The family lives in an area where socially disadvantaged people live. The family has 5 children, the mother is on parental leave with her 2-year-old son, another child attends nursery school and the remaining 3, including Tadeáš, attend primary school. The father is employed, but his low income is reportedly hardly enough to cover basic needs and there is reportedly no money left to pay for school lunches. The boy does bring snacks from home, but they are often quite small and inappropriate for his age. If pu-

pils are scheduled to participate in paid activities, the boy stays home under various pretexts in an attempt to mask the lack of money.



I would like to help these girls by providing contributions towards their lunches. This is a family that has found itself in a difficult situation. Jana and Alenka's mother died of Covid and their mother's sister was given custody of them. Although she raises them alone, the pupils have all their material needs met and the mother's sister cooperates with all the class teachers without any problems. This matter is compounded by the fact that this is a Romani family, and I hereby ask for your financial support in the form of contributions towards lunches so that the girls will not be unnecessarily excluded from the collective.



The financial situation in the family will not be good. The parents often don't have enough money to pay for the after-school club or lunches (the mother pays for lunches in small amounts), and when they don't have enough money, they cancel Sonia's lunches. It should be noted that the effort to pay is obvious. The class teacher also waited a long time for payment for Sonia's exercise books. She received the amount after arranging payment in instalments with the mother. The girl's absences are always properly excused, if she is absent from school, her mother collects her homework. She is always well prepared for school and studies well. She is popular with the other children. She brings snacks to school, but in the first grade she often asked other kids for snacks, even though she had her own. She's a trouble-free girl.



The mother has three children and is currently in a shelter, her contract runs until May. She is employed, but due to her children often being in quarantine, she frequently has to stay at home with them and the family's income is low. At this time, the court is about to increase child maintenance payments and the OSPOD (Authority for Social and Legal Protection of Children) worker has nominated the mother for the Rental Security Deposit project. Communication with the mother used to be worse, but it was more because she did not want to admit her situation. It is now no longer a problem and she accepts a helping hand after moving to the shelter. She had difficulty paying for lunches from September.

SCHOOL LUNCH PRICE – AMOUNT paid by the parent:

CZK 560 /child

The amount (cost) paid by parents for one month of school lunches varied in 2021 (see Supporting Information for the 2021 Final Report, as of 24 Jan), according to our statistics, at an average of around CZK 560 per child – the average price of lunch has risen to CZK 28.

However, the current applications for the 2021/2022 school year only reflect the increase in the amount that the primary school/school canteen manages to include in the requested donation, given that the requested support for both calendar periods is calculated from 1 September 2021. According to information from the primary school/school canteen, a significant increase (by about CZK 2) will take place in 2022. This figure will be given on applications for children and visible in the statistics for the 2022/23 school year.

Comparison of the average price of school lunches according to applications by primary schools/school canteens to the Lunches for Kids project in the school years 2016/2017, 2019/2020, 2020/2021, 2021/2022 by region:

The differences are based on the region, the specific school and the pupil's age. School pupils only pay the price of the foodstuffs.

REGION/ PRICE	2016–17	2019–20	2020–21	2021–22
Prague	26.57	29.22	30.76	30.98
South Bohemian	22.89	25.34	26.1	27.45
South Moravian	24.81	25.64	26.71	27.46
Karlovy Vary	24.01	25.86	26.64	27.04
Vysočina	23.09	25.5	26.35	27.52
Hradec Králové	24.26	26.28	27.21	28.35
Liberec	24.42	26.6	27.65	28.16
Moravian-Silesian	22.81	25.39	26.32	27.29
Olomouc	22.15	24.74	25.74	27.75
Pardubice	23.19	25.49	26.67	27.48
Plzeň	23.49	25.98	27.43	28.4
Central Bohemian	24.6	26.37	27.68	28.88
Ústí nad Labem	22.5	24.85	25.78	27.57
Zlín	22.9	25.51	26.75	27.58
Average price				Ø27.99



Significant patronage and support:

Throughout its existence, the Lunches for Kids project has had several important patrons and also very significant support.

- In October 2014, the Ministry of Labour and Social Affairs of the Czech Republic assumed patronage over the project and the project received the support of Minister Michaela Marksová.
- In August 2015, we managed to obtain the patronage of the Ministry of Education, Youth and Sports of the Czech Republic and the personal support of Minister Kateřina Valachová.
- In June 2015, WOMEN FOR WOMEN, o.p.s., became a member of the working group of the Ministry of Labour and Social Affairs of the Czech Republic called "School Lunches", for the introduction of measures to reduce food deprivation of children, funded by the Food and Material Assistance Operational Programme.
- In August 2015, the project received the patronage of the Union of Towns and Municipalities of the Czech Republic.
- In November 2015, the project received the patronage of the Association of Regions of the Czech Republic.
- The project has received significant financial support from the Ministry of Education, Youth and Sports of the Czech Republic under the subsidy programme for non-governmental non-profit organisations in support of school meals for primary school pupils for the years 2016 to 2021.
- In March 2017, a Memorandum of Cooperation was signed between WOMEN FOR WOMEN, o.p.s. and the Ministry of Labour and Social Affairs of the Czech Republic.
- In October 2018, world tennis player Novak Djokovic and his wife Jelena also came to support the project. Both of them, together with tennis player Radek Stepanek, visited children at a primary school during the school's lunchtime and it was a great experience for the children.
- In April 2018 and also in August 2019, the members of the American band Metallica took the initiative to select the Lunches for Kids project out of all projects in the Czech Republic and financially supported it during their European tour and concert in Prague (donations of CZK 485 thousand and just under CZK 1.8 million).
- In June 2020, the Statutory City of Plzeň presented us with the very important award of Patron of Plzeň Education.



Lunches for Kids project results in numbers for the school year:

2013/2014

had lunch: **370** children
from **93** schools
amount paid **CZK 744,374**

2014/2015

had lunch: **2,092** children
from **458** schools
amount paid **CZK 5,238,901**

2015/2016

had lunch: **3,286** children
from **664** schools
amount paid **CZK 10,090,139**

2016/2017

had lunch: **5,214** children
from **766** schools
amount paid **CZK 19,198,872**

2017/2018

had lunch: **6,912** children
from **876** schools
amount paid **CZK 27,913,999**

2018/2019

had lunch: **8,119** children
from **939** schools
amount paid **CZK 33,946,654**

2019/2020

had lunch: **8,815** children
from **975** schools
amount paid **CZK 39,072,207**

2020/2021

had lunch: **9,709** children
from **955** schools
amount paid **CZK 46,889,314**

2021/2022

2021 part – donation agreements concluded and paid.
had lunch: **9,558** children
from **923** schools
amount paid **CZK 18,719,789**

In the 2020/2021 school year, or in the 2021 part, we provided assistance and paid for lunches using funds from the Ministry of Education's subsidy programme for

9,242 CHILDREN OF 932 PRIMARY SCHOOLS/SCHOOL CANTEENS

We provided assistance in all regions of the Czech Republic. A total of 1,023 donation agreements were concluded and the amount paid for lunches, i.e. drawn from subsidies (for the period from 1 January until 30 June 2021) was

CZK 29,424,845

Region	Number of primary schools/school canteens	Number of Children's Groups	Number of children	Funds
Prague	78	85	556	CZK 1,989,276
South Moravian	62	71	564	CZK 1,785,225
South Bohemian	79	84	596	CZK 1,852,256
Pardubice	72	79	697	CZK 2,209,099
Hradec Králové	65	72	513	CZK 1,618,667
Vysočina	32	33	267	CZK 843,082
Karlovy Vary	18	21	220	CZK 636,244
Liberec	50	56	444	CZK 1,456,862
Olomouc	67	71	689	CZK 2,105,535
Plzeň	33	37	307	CZK 992,967
Central Bohemian	116	120	1005	CZK 3,352,184
Moravian-Silesian	103	113	1,469	CZK 4,616,244
Ústí nad Labem	80	91	1,270	CZK 3,934,365
Zlín	77	90	645	CZK 2,032,839
Total	932	1,023	9,242	CZK 29,424,845

In the 2021/2022 school year, more precisely in 2021, we provided assistance and paid for lunches using funds from the Ministry of Education's subsidy programme for

9,414 CHILDREN OF 907 PRIMARY SCHOOLS/SCHOOL CANTEENS

throughout the Czech Republic. A total of 1,007 donation agreements were concluded and the amount paid for lunches, i.e. drawn from subsidies (for the period from 1 January until 30 June 2021) was

CZK 18,354,000

Region	Number of primary schools/ school canteens	Number of Children's Groups	Number of children	Funds
Prague	82	88	589	CZK 1,244,210
South Moravian	54	56	512	CZK 1,017,229
South Bohemian	73	80	592	CZK 1,159,009
Pardubice	67	74	667	CZK 1,333,334
Hradec Králové	71	80	524	CZK 994,917
Vysočina	32	37	287	CZK 534,849
Karlovy Vary	17	20	257	CZK 468,777
Liberec	47	54	450	CZK 868,300
Olomouc	70	78	744	CZK 1,423,852
Plzeň	34	36	315	CZK 639,398
Central Bohemian	107	119	988	CZK 2,036,990
Moravian-Silesian	96	114	1,444	CZK 2,769,398
Ústí nad Labem	82	90	1,358	CZK 2,515,186
Zlín	75	81	687	CZK 1,348,551
Total	907	1,007	9,414	CZK 18,354,000

Description of the target group:

The Lunches for Kids project mainly helps children from families that are just above material deprivation level (the structure of beneficiary families whose children are beneficiaries of the project). As mentioned in the introduction, the project is intended for primary school children from all over the Czech Republic whose parents **cannot afford** to pay for school lunches and who meet the project's basic selection criteria. The children's family situations are always addressed in more detail during individual interviews as part of the approval process for all children. For us, material need benefits are not a relevant indicator of need, not least because we know from our experience that many people are dealing with existential problems, but a large group of people are not entitled to government assistance. We encounter this problem on a daily basis.

The parents of the children involved in the project usually appreciate the help of strangers, and the positive impact is that they are even more active and willing to be in contact with the school.

Social statistics for 2021

Of the total of 9,724 children listed in all the approved Lunches for Kids 2020/21 applications for donation agreements and amendments to donation agreements, 63% live in an incomplete household and 37% live in a complete household according to information from the primary school/school canteen.

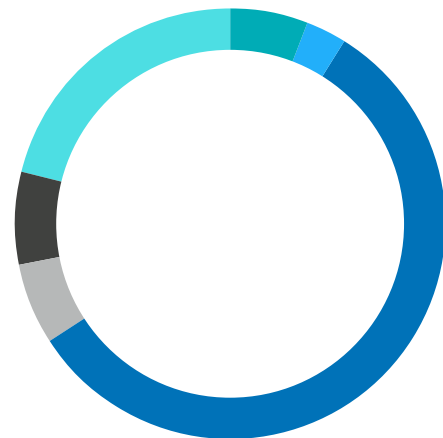
Complete household

● Yes	3,555	37 %
● No	6,169	63 %
Total	9,724	



Father's occupation

● Temporary/occasional	560	6 %
● Disability pension	250	3 %
● Maternity leave	21	0 %
● N/A	5,500	57 %
● Unknown	616	6 %
● Unemployed	718	7 %
● Old-age pension	41	0 %
● Employed	2,018	21 %
Total	9,724	



Mother's employment

● Temporary/occasional	857	9 %
● Disability pension	397	4 %
● Maternity leave	1,707	18 %
● Not completed	1,076	11 %
● Unknown	536	6 %
● Unemployed	1,992	20 %
● Old-age pension	20	0 %
● Employed	3,139	32 %
Total	9,724	



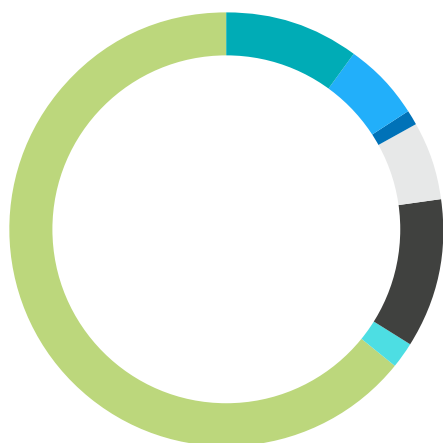
Mother's employment in single parent families

● Temporary/occasional	504	10 %
● Disability pension	232	5 %
● Maternity leave	735	15 %
● Unknown	318	6 %
● Unemployed	1,035	20 %
● Old-age pension	11	0 %
● Employed	2,258	44 %
Total	5,093	



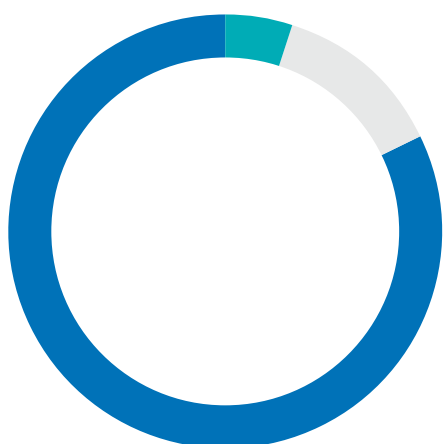
Father's employment in single parent families

● Temporary/occasional	69	10 %
● Disability pension	37	6 %
● Maternity leave	10	1 %
● Unknown	40	6 %
● Unemployed	72	11 %
● Old-age pension	14	2 %
● Employed	427	64 %
Total		669



Material deprivation

● No	527	5 %
● Yes	1,225	13 %
● Unknown	7,972	82 %
Total		9,724



Impact assessment of the aid provided – impact assessment for the 2020/2021 school year:

Assessment of the impact of the provided support, assessment of the impact of the general closure of schools on children and teachers and other perceived specifics for the 2020/2021 school year were established by analysing

data from an email survey. The next impact assessment for the 2021/2022 school year will take place at the end of the school year (as in previous years). The information will be submitted in the Interim Monitoring Report.

We used a questionnaire to question all registered primary school/school canteen subjects with a concluded donation agreement in the Lunches for Kids project during this period of disbursement. At the end of the school year, we sent three basic open-ended questions to the email address of the competent contact persons at the primary school/school canteen, which were used primarily to determine the perceived negatives as well as positives of school closure and remote education on children and teachers, the subsequent impact on children involved in the project in their school, the perceived differences in meals for children in in-school education and the use of school lunches during remote education.

We received a completed questionnaire from a total of 510 respondents, out of a total of 955 contacted primary schools/school canteens (donation agreements and school lunch payments for children in need 2020/2021 – paid for by donors in total). The resulting responses therefore cover a sample of more than half of those addressed. We regularly confirm the significant positive impact of the Lunches for Kids project with teachers and we also learn something new every year thanks to their feedback.

Questionnaire survey: 2020/2021 school year

pruzkum@obedyprodeti.cz

Subject: Lunches for Kids – important survey for the 2020/21 school year

Sent to the email addresses of the contact persons of entities with a 2020/21 donation agreement, 955 recipients in total.

Dear Friends,

The 2020/21 school year was a very difficult one for everything and everyone, with the Covid-19 pandemic affecting the lives of millions of people, causing economic, social and working life to slow to a standstill, school closures across the board... We were suddenly all forced to adapt to a new, non-standard situation, which, however, was very dynamic and changed every day or week.

We are receiving reports from schools that they anticipate an increase in the number of children needing help in the next school year. Unfortunately, this will probably not only affect the lowest social classes, but will also affect the middle classes more significantly. We are currently registering a large number of overpayments, mainly due to the closure of schools or failure to take advantage of the opportunity to take lunches during remote learning. We have no doubt that we will use all these funds to cover applications for children in the new school year.

Your activity and dedication is greatly appreciated and we can provide this support to families and children thanks to you. We regularly confirm the significant positive impact of the Lunches for Kids project with you and each year we learn something new thanks to your feedback. Once again, during this "different school year", we would like to ask for your cooperation in evaluating the impact of the provided assistance. Your answers are very helpful for resolving the entire issue.

Because we weren't planning on burdening you with any more paperwork at the end of the school year, we would like to ask you to answer a quick but important survey directly by replying to this email – by Friday 16 July 2021. We will be very grateful for your information, experience, stories and suggestions, which we will be able to work with effectively and which we will also be able to use anonymously in preparation of the interim report for the grant from the Ministry of Education Youth and Sports.

- 1) What impact of the Covid-19 pandemic and negative or positive effects of widespread school closures on children's lives and education did you register?**
- 2) What has this school year been like from your perspective and how do you think it has affected the children involved in your Lunches for Kids project?**
- 3) What differences did you register in the use and drawing of support of pupils from the Lunches for Kids project – the opportunity to take school lunches during in-school education and the opportunity to take lunches during remote learning?**

Thank you very much for your willingness, approach and your time.

On behalf of the Lunches for Kids project and WOMEN FOR WOMEN, o.p.s.

Bc. Barbora Nejedlá,
MBA, Senior Coordinator of the Lunches for Kids project

From specific comments:

1) What impact of the COVID-19 pandemic and negative or positive effects of widespread school closures on children's lives and education did you register?

- A positive aspect was the rapid and literally leap forward in the use of computer technology by teachers. "Everything bad is good for something" – the situation with the school closures clearly showed a major positive aspect of schools, namely that they not only educate, but also play an important role as a social and community centre.
- Children and teachers have learned to make better use of IT in teaching, but for a large number of children the situation has led to even greater dependence on modern technology than before, a greater dependence on PC games, communication via social networks: many parents do not even know where their child is.
- Differences in pupils' education depending on the family situation have increased significantly. The level of knowledge – in general – has decreased. Some of the lessons are being carried over to the next year. Pupils and teachers who had been home for a long time had trouble returning to school. Relationships between children have been disrupted, the social climate of the classrooms has changed. We set rules again and teach the pupils tolerance. The long-term closure of schools was illegal and significantly damaged the education system. Even the teachers had to get used to all their duties again – teaching from home was easier for some. They didn't have to commute to school, supervise, substitute...
- Remote learning reduces efficiency and slows down the learning process. Teachers implemented on-line teaching via Microsoft – TEAMS for about 3 hours a day according to the timetable developed by the school management and according to the recommendations in the MEYS Manual. This timetable also provided room for additional lessons (or consultations) in Czech, English and Maths according to the teachers' agreement with the pupils, for implementation of the subject of special pedagogical care and pedagogical intervention. The rest of the "free" time is given to the pupils to work on assignments. Before the end of the semester, individual consultations were also held at the school. The statistical results of education show an improvement compared to last year (e.g. the number of pupils awarded distinctions increased by 36). Of course, the results are not entirely objective, as many pupils have parents, friends or older siblings helping them with their homework and tests. The evaluation was carried out according to the

MEYS Manual. There is a great deal of variation among ninth year pupils, depending on their attitude to learning. There are pupils who have developed a system, are keen to progress, complete all the tasks themselves in an exemplary manner and their knowledge, even during online lessons, shows an understanding of the material and a readiness to practice. But there are also opposite extremes. Pupils who join online classes late, are unprepared, complete assignments haphazardly or not at all and require repeated demands from teachers.

- During the pandemic, the already high imbalance in education has been further exacerbated. The situation has particularly affected children who need some support in their education. Thanks to financial intervention from the state, the school's technical facilities and digital equipment have been significantly improved.
- The worst year I can remember in 32 years of practice. Due to closure of the canteen, the families of the children involved in the project had to manage their own meals.
- This year has been very unfortunate for all the children. Parents had to deal with many more problems. New problems have arisen in relation to the provision of technical equipment for remote learning. Purchase of respirators and disinfectants for all family members. Decline in job opportunities. A slight but steady increase in food prices. Furthermore, the pressure placed on responsible parents to manage preparation of pupils at home, which, despite the school's best efforts, was more demanding. The difficult financial situation has worsened as a result of all this. The end of cultural and sporting life for children and adults. Deaths in families, dangerous disease all around, lots of bad news in the media. Restriction of contact with loved ones and friends. Negative mental impact on all those involved. It was not only the parents who fell into depression, but also the children. The pupils' regular routine was completely disrupted. In families where there were already problems, these got worse. Some pupils overslept, were not active in class, did not pay attention and often made excuses due to technical problems. Parents weren't supervising them and they took advantage of this. What I see as positive is that some pupils who were otherwise below average and apathetic in the classroom were able to assert themselves. They worked dutifully and excelled during remote learning. In addition to the use of technology, I also consider the manifestation of mutual cooperation between pupils a positive aspect. Mutual support. I believe that the relationship between teachers and students has also deepened. The

need for everyone to master remote learning and enter the digital world. A huge nod to the work of the teachers – in our school certainly. Actually, not just their work, but their overall approach. Willingness to communicate with children and parents. Solve their problems. Sometimes just to listen to their complaints and give them words of encouragement.

- One of the most affected groups of pupils were younger children of parents who had lost their entitlement to state benefits and had to go to work. These children were home alone most of the day and not all of them managed to organize their time properly. They often lost not only their work habits, but also their eating habits, and in some cases their dependence on social networks deepened. Even in our school, we have seen a child end up in the care of psychiatrists because of an eating disorder.
- The closure of schools for most of the 2020/2021 school year will have the greatest negative impact on leaving year or year 9 pupils. Closing the schools for such a long period of time led pupils to be lazy, to copy work and to circumvent their obligations, they did not want to turn on cameras during online classes, so there was a lot of anonymity. Not all – it depends on the parents' cooperation and their supervision of their children's activities, how they guided them. Those who work in person, also work online. It was not easy for the pupils of the 2nd year either, there was an outage in the spring of 2020, followed by optional school attendance, 6 weeks of catching up and repeating the previous year's curriculum in the 9th and 10th months of 2020 and an extended absence of teaching in person this year. We'll see what issues the first year pupils have in September 2021.
- Some pupils had a big problem with social abandonment (especially teenagers). After arriving at school, they often did not know how to communicate with each other, how to behave (there was frequent "mock" fighting, which ended seriously however). We had to focus more on the school's educational component when we returned, helping to set the rules of conduct again. What our pupils previously considered obvious was foreign to them once again (ethical issues, basic politeness – greeting, thanking...).
- From my point of view, this school year has been challenging organisationally. No sooner had one form of the teaching schedule been settled on, then the Ministry of Education, Youth and Sports issued a new instruction.
- What I consider a serious effect of the pandemic is the disruption of the class climate – relationships strength-

ened by frustration as a result of separation and isolation, provoked conflicts in class groups in June. We observed higher rates of quarrels, fights, aggressive behaviour by children and bullying.

- Many have realised how much useless information is commonly taught and have focused only on the essentials, so they will change their teaching plans in the future.
- The pandemic has completely exposed the position of children in socially vulnerable families, showing the enormous burden placed on a child from a dysfunctional family.

2) What has this school year been like from your perspective and how do you think it has affected the children involved in your Lunches for Kids project?

- The past school year was extremely demanding in terms of organisation, hygiene, operation and legislation. Complying with all the regulations and recommendations resulting from the government's emergency measures has often been a challenge. But we were successful thanks to the good adjustment of the staff and the school management. Children from socially disadvantaged families had the opportunity to borrow a laptop for remote learning and were offered consultations at school, which they used as needed. The problem at home was often the lack of internet connection.
- This year has been chaotic, the issued measures have been illogical and illegal. I struggled with my conscience about how to set up the measures without harming the children – I have a problem with children and teachers wearing masks. I perceive their negative impact harm to health. Children from socially disadvantaged families were more affected by isolation than children who had a stimulating home environment. I saw on camera the very humble conditions in which some of them live. Some of them were at home all alone for the lessons and no one helped them. Conversely, some children were in the midst of a very noisy family and the fathers in particular had no regard for the fact that their child was learning. The impact of such a long closure has also been reflected in a greater need for support by the school psychologist. For pupils under the care of specialist doctors, this usually led to a worsening of their negative symptoms, some pupils even had states of depression with suicidal thoughts.
- We tried to help these children either by having teaching assistants or school assistants visit their families, copying work for them and having individual consultations with teachers, but they definitely missed their friends. To minimize the negative impact, individual consultations were also held at the schools, but we were not able to prevent more serious problems for all of them unfortunately.
- From my point of view it was a very difficult time for children, parents, teachers and all of society. I honestly regret that this period has not been used to reform the education system and that more attention has not been paid to the mental health of children, that it has not been possible to generally change classic grades for the learned material into global teaching with promotion of creative thinking by children.
- This school year has been a very strange one from my point of view, things that applied before. did not apply this year. I couldn't plan anything, things and organisation of the school were often rushed, information came late and was constantly being modified. Moreover, the information was in the media before it reached the schools.
- The main negative aspect I see is the widening of the gap between the pupils, the weaker ones, who would have at least picked up something at school, were completely excluded. In addition, there was also a group of children who did very little work, only completing a worksheet, etc. if they were asked to repeatedly. They did not attend the online classes at all. Another negative factor was the distorted perception of what the children know and can do... I think everything will become fully clear from September onwards, when there will be no time for repetition and there will be nothing to build on for some children. On the other hand, for intelligent, mostly introverted children, remote education was a great boost and these children achieved very good results and were role models for others. Another big chapter is the issue of social relations and ties that have been broken and the effects of this will be felt for a long time.
- Remote learning has chiefly affected children from socially disadvantaged families. These children usually said they were looking forward to going back to school to see their friends and have hot lunches.
- Some families were looking forward to the normal resumption of teaching and the resumption of school lunches – these were mainly families where we know that parents cannot automatically handle all the demands and providing quality meals for their children is difficult for them for financial or other personal reasons. For example, in the context of various options for a gradual return to education, there was a situation where pupils attended school but it was not possible to provide lunch due to

capacity. Some of the pupils enrolled in the Lunches for Kids project brought food from home for lunch that was neither nutritious nor tasty, so they usually did not eat lunch. After further adjustments to the guidelines from the Ministry of Education, Youth and Sports and renewal of the opportunity to have lunch, they started eating normally again.

- At our school, the number of children involved in the project has increased and the financial situation of many families has deteriorated significantly.
- Our pupils benefit greatly from regular, varied and hot meals. These are not available during school closures in some families. Pupils like to come to lunch and eat everything with gusto. They don't leave leftovers on the plate and they tend to ask for more.
- The situation of many children involved in the project did not improve, many parents (often single parents) had more expenses than usual...
- This school year has been very challenging not only for teachers and pupils, but especially for the parents. On the basis of changing emergency measures, the school changed the organisation of teaching several times, ensured stricter hygienic requirements, organised rotational teaching, monitored the involvement of pupils in classes, sought different ways and forms of teaching and teaching platforms, and looked for ways to help children who had learning problems. Children who were involved in the Lunches for Kids project were offered the opportunity to have regular lunches. During school closures, children were allowed to take their lunches home in a food box; if the family of these children had Covid-19, we delivered food in disposable containers.
- For the families of the children involved in the Lunches for Kids project, the period when the school canteen was not cooking was challenging because the cost of food increased, which certainly put a strain on an already limited family budget. It is quite likely that there were days when some children did not even have a hot meal during the day.
- Our school cafeteria operated on a limited basis during the time when schools were closed (we also cook for out-of-school diners from the village). For the two pupils involved in the project, they were able to get fresh and hot food once a day and they took advantage of this – it was the only way to get a decent meal and it helped the family a lot to cope with a difficult situation. We worked closely with the OSPOD (Authority for Social and Legal Protection of Children) staff on a comprehensive solution to the family's situation.

- I have to say that for some children the situation with regard to the "Lunches" has evolved so that they have actually been better off at school. They had at least one hot meal, the cooks always gave the children more and the children were satisfied. Especially one case of siblings at our school that only the father takes care of. After remote teaching, the children arrived skinny, dirty, without school supplies, homework, etc. No one was supervising them. They are unfortunately commuters, so they couldn't take advantage of going to lunch during remote learning. Our kitchen continued to cook because it cooks for two other small daycares in the area and pensioners.
- The widespread closure of schools has unfortunately taken its toll on children, mostly in families where there are insufficient facilities or where parents have not been able to give their children sufficient attention. As far as the children involved in the project are concerned, their family situation is often complicated, but with the help of teaching assistants and volunteers from among the students of the faculties of education, we have tried to help these children in their school duties and be in daily contact with them.
- Your project was one of the few that did not get lost in the complex tangle of ever-changing regulations, helping to form a bridge between us, the educators and our students, and guide us from a sense of hopelessness back to hope that not everything has stopped. Your continued help has been a great support and motivation. Thank you from the bottom of our hearts.

3) What differences did you register in the use and drawing of support of pupils from the Lunches for Kids project – the opportunity to take school lunches during in-school education and the opportunity to take lunches during remote learning?

- The opportunity of having lunch at school during remote learning was not utilised by the pupils involved in the project, in contrast to these children's great interest in meals during in-school learning.
- All the children involved in the project attended the school canteen during in-school learning. Only 2 children took advantage of the opportunity to have free lunch during remote learning, but only after repeated offers and more or less being persuaded to do so by the school. I was quite surprised.
- Yes, they did. The parents of the children from the project had less to worry about, the children were provided with meals, the cooks were employed. Maybe a little confusion at the beginning, when we called parents with

the offer of lunches to be collected in boxes... The cooks had to learn to dispense food in a different way to the way they were used to, through the dispensing window.

- The difference was marked. During in-school learning the children had lunches regularly and always when they were at school. During the remote learning period, only children who attended individual consultations at school were interested in lunches, if they were at home they did not have lunch and did not tell us the reason why this was the case (we believe that the obstacle was personal collection of lunches in boxes).
- This school year has been very unusual. Half of our employees gradually tried out Covid-19 for themselves and it was definitely not a walk in the park. For parents, the situation of having to take care of and learn with their children who remained in remote learning mode, from one day to the next, was very difficult. We tried to make this period easier for them by offering subsidised lunches. We cooked throughout the pandemic. All children involved in the Lunches for Kids project took advantage of this opportunity. The parents or the children would collect lunch. All of these children participated in online classes throughout this period. Three of them had individual tuition, they had problems with completing and handing in assignments. Some children took advantage of the offer to borrow school laptops.
- Our school is established, pursuant to Section 16(9) of the Education Act, for pupils with special educational needs, so remote education did not last longer than 6 weeks. Unfortunately, meals could not be issued during this period and this meant that lunches could not be taken. Our efforts were greatly weakened by the attitude of some parents who did not agree to test their children for Covid-19 unfortunately. The untested children were then unable to attend classes and take their lunches. The psychological problems of our "special" pupils, and certainly of mainstream pupils, have intensified. Wearing masks despite testing and a negative result was unreasonable.
- Unfortunately, our school canteen did not operate during this period – two of the three staff members had a medical emergency, so we could not provide lunch for these pupils. It is difficult to establish contact with children at the dispensing window, let alone in a classroom while wearing a face mask. Some didn't speak to the cooks when they returned to school.
- The limited operation of the school canteen (serving time around 12 a.m.) was not suitable for remote learning, which sometimes lasted until 1 p.m. for example – unfor-

tunately, it was not in our power to shift or change this (moreover, only a few families actually took their lunches home).

- The difference was registered, it was noticeable that the option of eating lunch in the school canteen increased the number of children and their interest in eating in the school canteen. So we definitely consider the opportunity to eat in the school canteen essential for receiving support. Families often did not even have a food carrier, in some cases one was borrowed or purchased for them. This also eliminated the risk of children having to share their lunch at home and therefore not having enough.
- All pupils had the opportunity to take lunches during remote learning, but this was unrealistic for most of them, as they are also commuters who were unable to travel to the school canteen. Upon returning to school, it was evident that the pupils were looking forward to lunch and appreciated being able to eat with others in the school cafeteria again. Thank you very much for this opportunity.
- The past school year was different to the previous one. It has been confirmed that remote education does not achieve the effectiveness of in-school education, but it is certainly more beneficial than no education at all. The school canteen did not restrict operation, so some pupils included in the project continued to eat. Local pupils took advantage of this opportunity. All the enrolled children participated in the project during in-school learning, as nothing prevented this. A number of factors emerged during the pandemic, from fear of contagion to commuting problems.
- The pupil involved in the project did not go to lunch, which had a significant impact on her health. Due to her unhealthy diet, the student's obesity increased significantly, asthma and other health issues appeared. The overall health of children has deteriorated due to lack of exercise and a regular healthy diet. Only 4 children out of 76 took lunch during the remote learning period. As soon as the students returned to school, they started taking lunches again. Thank you for the partnership with you, which is pleasant and not encumbered by unnecessary paperwork.
- Unfortunately, it was not possible to collect school lunches at our school during closure. So we are now returning most of the donated money within the terms of settlement of the accounts. During the pandemic, we tried to at least lend pupils the necessary IT equipment so that they could participate in remote learning as much as possible.

- During the remote learning period, our students were still able to attend the school cafeteria and take advantage of free lunches. This was especially utilised by those pupils who came to the school for individual consultations.
- We provided the pupils involved in the project with the option of canteen meals or boxed lunches. Very few families took advantage of this offer. Most parents do not provide the children with a healthy, regular diet.
- Unfortunately, we cannot compare the difference because we did not offer the option of taking lunches during remote learning. Our school cafeteria serves only as a lunch dispensing facility (we do not cook lunches), we depend on lunches from another school. Moreover, due to the canteen's capacity and strict regulations that various groups of children should not come into contact, this could not be implemented.
- The catering options at our school were mainly used by 1st and 2nd year children who were during in-school education.
- Collection of school lunches declined during remote learning this year. It was certainly a good thing that the children could have lunch even while learning remotely. Thank you very much for the opportunity to participate in your project, and especially for your support of these children, for whom every such activity is like a lifeline.
- Clearly, the uptake and use of the subsidy and the opportunity to have lunch while learning remotely declined substantially. The children either did not come at all or irregularly. Only a small number of exceptions used this support as they did during in-school learning. We explain this by the fact that many children live in nearby villages and commuting during the pandemic was more difficult and dangerous, and many live in excluded localities and simply didn't want to walk 20 minutes to school "just" for lunch. Many parents were also afraid to just let their children out.
- For the children, being enrolled in the project is a great advantage and help. It is not for me to comment on the reasons why parents are unable to provide their children with sufficient food. It is very easy to work with Foundation staff, they are always willing to advise and help. Even so, participation in the project is an administrative burden for the canteen. We have been involved in the project since 2017 and I have had the experience of helping some parents by completing the form, including multiple personal home visits to the household. I also have to consistently monitor the attendance of these children, prepare monthly documents for the accountant, etc. However, I believe that the children benefit from participating in the project.
- Lunch support is utilised more than 75% of the time during in-school learning and about 25% of the time during remote learning.
- I myself teach a girl whose mother often informs me she has no money for food. For her, lunches from the school canteen were a regular supply of wholesome food that she would certainly not have had at home. This girl is a typical example of a child who has suffered greatly from the closure of schools. When she goes to school, she handles her school work quite well. However, during the remote learning period, although the school lent her a computer and provided an internet connection, she had no motivation or support from her family to get her to work actively. Her school performance therefore deteriorated markedly during this period. But fortunately, after returning to school, the situation improved again. Being able to have a hot and balanced meal every day was one of the few positive aspects for her during this difficult period. Thank you very much for what you do for the children. It may seem like a small thing, but I still see how much parents of sponsored children appreciate and are grateful for your help, in interviews with them. I would also like to thank you for the beautiful angels you sent to us, the teachers. They came at a time when we were going through a challenging back-to-school period, and they were a surprise that delighted our eyes, soothed our souls and reinforced the knowledge that someone was thinking of us.
- The school management and parents are very appreciative of the idea of providing children from socially disadvantaged families with a lunch allowance. At the school, we often found that children came to school hungry, couldn't concentrate in class, had stomach aches, etc., and then it was discovered that these problems were due to hunger. Lunches were offered to selected pupils only during the in-school learning period. The school canteen was closed due to the commute and the difficult situation as a result of Covid-19 during the remote learning period.
- In some families, the social situation has deteriorated due to the Covid-19 pandemic. Therefore, new families started contacting us to ask if they could also join the Lunches for Kids project. Most often due to loss of employment, single mothers also contacted us, and the situation in families without savings or with debts became even worse. We see a big risk in relation to future developments, inflation, lack

of jobs and an increase in poverty. We will be happy to participate in the Lunches for Kids project again in the next school year. Thank you for your work.

- The number of lunches is down overall. During in-school learning, the children attended almost 100% of the time. There were a few children who also collected lunch in boxes during the remote learning period. The IT for Kids programme was a significant achievement of W4W, for which you deserve huge credit.
- Thank you for the support you give to the children. The parents of the children involved in the project appreciate this support. At our school, we also use the Food and Material Assistance Operational Programme, but the children who are involved in your project cannot participate in this programme for various reasons.
- Of course, school closures have had a negative impact, especially for the children benefiting from your project. Our school remained open as a school accepting children from the rescue forces and therefore the canteen was open throughout. This is why some of the children attended school regularly and we saw that they were

fine. I see this as another plus of your project. Last but not least, I must once again thank you and highlight the fantastic cooperation, as a result of which six of our children received laptops that they can use for further studies. This idea was absolutely amazing, and if something like this happens again, we will certainly take this opportunity once again. There are three hostels in our locality and thanks to the smaller number of pupils and my extensive experience at our school, I have an overview of where help is needed and where it is not abused. Once again, thank you very much for your excellent and always prompt cooperation, I wish you every success in your future activities and I will look forward to being a part of them.

- I already have applications ready for the next school year. All of the parents are very grateful for this opportunity, as many of them have seen their financial situation worsen and would not be able to pay for their children's lunches. For some of them, it's the only full meal of the day. So once again a big thank you for this very beneficial activity.



Overall results and evaluation

There are significantly more negative aspects in the social sphere than in education

= social isolation, loss of contact and interaction with classmates, friends, peers and teachers, disruption of the normal daily routine and work habits – “all day in pyjamas”, inability to participate in leisure and sports activities, inability to organise educational excursions on behalf of the school, school camp, ski course, poorer quality of children’s meals and deterioration of eating habits – “eating at the PC”, emotional stress, minimum exercise, sedentary way of spending time, obesity, laziness, convenience, deterioration of eyesight, disturbance of sleeping patterns, perception of school closures as “two years of holidays”, loss of respect for teachers and parents – “cabin fever”, psychological problems, lack of motivation, decline in morale, problems concentrating on lessons, aggression, cyberbullying, during remote learning, inability to have the material individually explained by the teacher, room for cheating in testing, unexcused absences of some pupils, little activity or even apathy when they return to their desks, poorer physical condition, mutual alienation, deterioration of communication even within the class group, etc.

The positive aspects are more in the personal approach and the approach to education

= the development of independence, learning to manage time, expansion of ICT knowledge and use of modern technologies in the education of children and the instruction of teachers, greater self-promotion of more introverted pupils, who often found this way of teaching suited them more and they had more peace, parents who were interested in what teaching entails and how their child is doing could look into the remote learning session, it helped everyone become stronger in overcoming obstacles, functioning and financially secure families were able to spend more time together with their children, the school year also revealed the ability to come together and work together at school and what a teaching “team” really means.

Failure to utilise the opportunity to take/collect lunches during remote learning – reasons:

- problematic commute for children from more remote areas of the city and villages and additional transport costs,
- inadequate transport links to the school/canteen site at lunch collection time,

- the safety of children who do not yet travel from their place of residence alone,
- meals for children at home and staying with parents who, for example, could not work, were caring for younger siblings, or were receiving care benefits,
- childcare by older siblings, staying with grandparents from further away, shared custody,
- accident, illness, Covid-19 or compulsory quarantine,
- coordination of specific lunch collection times and remote learning schedules,
- fear of contagion, rapidly changing epidemiological regulations, convenience of children/families.

Every year, many partners respond to the questionnaire and we greatly appreciate the good relations we have with teachers and staff of schools and school canteens and their trust. We have been endeavouring not to disappoint our partners since the beginning of the project, not only during the questionnaire survey, but also during mutual communication throughout the year when they contact us with their questions and experiences, comments or requests for advice, when they need to consult selection of children in need and are interested in the progress of the project.

Spots and videos for the Lunches for Kids project



We need help from companies!



A few small miracles



Lunches for Kids

RELATIONSHIP SERVICES

The 2021 Relationship Services Project is now in its second year and we have seen a very promising start to the project. Many new clients have sought our services in the hope of improving their partner or parenting relationship. We were approached by approximately 500 new clients in total during 2021. We are delighted that our clients have found the courage to ask for professional help when their relationship is no longer going well. The relationship between partners holds the whole family together. If it ends or is not in good shape, this has a huge impact on the whole family, especially the children. A good parental relationship is the best thing we can give our children, even in the event of separation or divorce. We know that it's not easy to find the strength to open up to your partner about painful topics, consider them and look for solutions together. We greatly appreciate all our clients for courageously entering this difficult process, not giving up and fighting for their relationships. Every relationship is unique. There is no manual or sim-

ple cookbook for how we are to experience our partnership. The right way is the way that suits both partners. Together with our partners, we look for ways to fulfil their hopes and ideas so that they can feel good in their relationship again. Partners come to us with a wide range of problems, from partner quarrels, long-term crises and estrangement, to loss of trust and infidelity, or with a request for help in handling a break-up correctly with regard to the children.

At Relationship Services we also try to prevent partners from finding themselves in a crisis, ideally not at all, or to be able to cope with a crisis if they do find themselves in one. We assume that the relationship is a skill that can be learned. But you need to invest in it. A healthy relationship requires a lot of effort, it needs our mutual energy, interest and time. A relationship is like a garden, we have to take care of it regularly so that it flourishes and doesn't become overgrown with thistles and nettles. Only then will we benefit from the care we give it.



Evenings about relationships

For our fans who are interested in relationships, we organised an evening called "An Evening About Relationships" at our office in 2021, as soon as Covid allowed. We regularly invite leading Czech experts on relationships to lecture and discuss how to take care of relationships, what benefits them and what destroys them. During 2021 we managed one evening in person and two evenings online.

At our office with mediator Kateřina Bělková

The evening about relationships with Kateřina was on the topic of "Change your communication code".

During this evening we learned what it means to be able to communicate well in a relationship, what the most common mistakes in communication with a partner are, how to reliably prevent conflicts in a partnership and how to argue correctly.



With couples therapist Petr Jarolímek

In our on-line interview, available below, we talked about when it's a good idea to seek out a couples therapist. How a therapist can help you in your relationship. How couples therapy works. If you are dealing with similar thoughts in your relationship, if you are asking yourself similar questions, take a look at our interview with psychotherapist Petr Jarolímek conducted by Lenka Matoušová and Kamila Šafková. You will also learn if it is possible to tell whether your relationship still has a chance. You'll discover a magic phrase that's good to keep in mind, or maybe on your fridge at home. We hope you will find this interview both entertaining and inspiring. Take your time: these 20 minutes can help your relationship.

With couples therapist Barbara Downes

On-line interview with therapist Barbara Downes. "What do masters of relationships actually do in a relationship that makes them so successful and their relationships flourish?" Lenka Matoušová opens her interview with psychotherapist Barbara Downes. "Appreciate the other person. Show your gratitude and appreciation to the other person. Everyone can do this and it's easy," Barbara gives an example. We read this everywhere, but how do we do it? How do we specifically do this? Find out in the interview.



The response to our evenings has been excellent and we and our fans look forward to the next installment. We also still run two counselling centres:

Relationship counselling

Counselling is for anyone who is not sure about their relationship and needs to talk about it or look at it from a different angle. If you're not feeling good in your relationship, write to us. Our couples therapists won't tell you exactly what to do, but they will guide you and broaden your perspective.

Advice for parents on "how to talk to children about divorce and how to help them"

This advisory centre is intended for parents who are divorcing or separating and would like this change to affect their children as little as possible and want to support and help their children as much as possible during this difficult time. How to talk about the situation, when to tell the children, how to say it, what exactly they need to know and what not to burden them with. This advisory centre is for parents who are interested in the needs of their children and want to be good parents to them. The breakdown of a family is extremely difficult for a child, parents have a choice and the ability to provide children with quality family relationships even after a break-up.

Children love unconditionally.

Educating parents about how everything affects the children, how children perceive everything, how they mull information over their own way and what consequences this can have on their personality and their life. It is necessary to constantly remind ourselves that children want mom and dad above all. They want mom and dad to stay together.

The emotional relationship between parents gives children a sense of security.

But they also experience a sense of acceptance in this relationship. They associate their identity with their mom and dad, so it is important for them to see that dad loves mom and mom loves dad.

However, when cohabitation between parents begins to deteriorate or comes to an end, it is necessary to remember that children have the right to remain children even in such a situation. This means being affected as little as possible and not being drawn into adult disputes. And if you cannot save the relationship, despite all your efforts, separate with dignity and continue to be parents. **You will protect your children, but you will also not make your own lives more difficult.**

The breakdown of a partner relationship is a challenging life situation even for adults. We want to give you our help and

guide you on how to handle this situation as parents. Our aim is to support you in this situation by helping you to adopt these approaches:

We may not be partners, but we will be parents forever.

- We don't have to be partners to be good parents to our children.
- Children love unconditionally. They love mom and dad.
- Children are very perceptive and "soak up everything like sponges".
- Let's not pass on our parental responsibilities to our children.
- Let's not involve the children in our disputes.
- Let's not make the children our partners.
- Let's not burden children's minds with our adult concerns.
- Let's keep the children's mom and dad and not take away either their mom or their dad.

At Relationship Services

Kamila Šaffková and Lenka Matoušová cover the Relationship Services project and can become your guides. If you are not comfortable in your relationship, start addressing the situation. You can contact us at any time.

We have also become part of the "Platform for Relationships" professional association, which brings together leading Czech experts in relationships and promotes long-term partnerships. A Declaration has become the main instrument of this platform, to which people subscribe, confirming the importance of relationships.

"At Relationship Services, we believe that our relationships are the foundation of our satisfaction in life."



Statistics and activities for 2021

Total number of clients who have contacted us:

500

Parent counselling launched in February – we were contacted by

45 parents

All clients had an initial meeting with the Guide (Case Manager). For some, this first meeting was enough to orient them in their situation and resolve their problems on their own. Some clients also came alone, as their partner refused professional help.

The men initiated the couples therapy in 80% of cases.

At our relationship counselling service, you contact us with a wide variety of topics. We answered more than 250 of your questions in 2021. For example, you ask for our opinion on your relationship situation, you ask us for guidance on how to proceed, how to become acquainted and how to break up. You also want us to decide whether to stay or leave, whether to forgive infidelity, lies, debts or addictions. Or whether to stay with the wife or leave with the mistress. These are often very complex situations with no easy answers. We try to think about the matter, discuss it and try to answer it in a way that gives you a different perspective of the situation. You can find many answers in our relationship series titled "On the Relationship Services Floor", where we discuss your situations live.

The problems that couples most often come to us with in person are:

- 1) **Partner quarrels, serious disagreements**
- 2) **Alienation**
- 3) **Infidelity**
- 4) **Inability to agree on childcare**

When working with clients, we focus on the relationship between partners and on helping couples overcome their relationship difficulties. We consider every couple to be unique, so we look for unique solutions for every couple. We don't advise clients, we don't tell them how to live. We are not judges of their disputes or arbiters of guilt or innocence. We are partners in their journey to overcome their problems and we are chiefly supporters of their relationship.

How do we work with clients?

If clients come to us with the problem of endless arguments, we work with them to find ways to prevent some

We provide intensive care and regular assistance to

50 clients

Work with us – education, parenting plans, mediation

10 parents

of the conflicts and to resolve the inevitable ones in a civilised way so that the partners do not hurt each other unnecessarily. We are also looking for ways to make up and rules that can be useful in arguments and that they will be willing to follow together.

Together with clients we also look for the causes of alienation, the needs that are not met in the relationship, as well as the reasons for infidelity and partner crisis. We're looking for a way to heal the relationship. We consider the partner crisis a unique opportunity to change something, to improve and deepen the relationship.

We are proud to have been able to support several couples during 2021 who have not given up on their relationship despite a critical crisis. Some couples continue to work with us, several couples have already ended our cooperation and are successfully continuing their relationship without our support. Two couples decided to break up while working with us, after they discovered their completely incompatible ideas about the future and the functioning of their relationship during therapy. Our biggest success is the partners who decided to get married during the couples therapy process and actually got married. Fingers crossed!

We applaud all of our clients and their relationships and hope other couples find the courage to seek professional help in the event of major relationship issues.

Spots and other videos can be found on the WOMEN FOR WOMEN YouTube channel here:



MOST BRANCH

The first **WOMEN FOR WOMEN** branch outside Prague opened in Most in June 2018. You can find it at the **SEV. en Energy s.r.o** Company's headquarters on Václav Řezáč Street. This company provided us with the facilities.

The Most Branch offers similar services to the Prague headquarters. The main projects and activities that can be accessed in this region include the I Have Somewhere to Live, Therefore I Am project and its **First Year** programme (Supported Housing and Psychosocial Assistance).

We also offer the necessary **Services for the public**. The social counselling room can be used free of charge and we also provide legal advice in cooperation with lawyers. For a symbolic price of CZK 200 /hour, children, adolescents and adults can take advantage of psychotherapy and the much sought-after Language Skills Development service.

Here at this branch you can also obtain information about our national projects, i.e. the Housing Deposit Programme of the I Have Somewhere to Live, Therefore I Am project, Lunches for Kids, IT for Kids, or even Relationship Services.

In cooperation with the District Court in Most we are implementing a project for competent parents called **Family Services** with the aim of eliminating disputes between parents who are separating and, most importantly, reducing the impact on their children.

And if they are offered, it is also possible to attend our The Bridge and Conscious Parenting educational programmes in Most. The programmes strengthen self-confidence, provide awareness of oneself and one's abilities and skills, offer the opportunity for education and personal development under discounted conditions and guide parents through the next steps of their new life journey.

This year we received 15 applications for the First Year programme, of which:

4

clients were accepted – all clients utilised our programme without supported housing,

6

clients were referred to our Housing Security Deposit programme,

5

clients were referred to other forms of assistance (our legal or social counselling centre, another assisting organisations).

On the contrary to Prague, the problem in Most is not housing, but rather domestic violence and the availability of professionals in various fields.

The clients and their children also attended intensive psychotherapy sessions this year, during which they tried to cope with their difficult past and then with the difficult situation due to the global pandemic – how to combine employment + remote learning, how to manage with a reduced household budget, how to maintain psychological stability, how to relax, etc.

The mothers also continued to utilise our legal assistance, where our experienced lawyer also helped them with the settlement of maintenance and upbringing issues, the settlement of joint spousal property, and the recovery/increase of maintenance payments. The donation for summer camps for children, clubs, tutoring and school supplies was also a great help.



Christmas gifts for children/clients of the First Year programme from the following companies:

Sev.en



Lego



Municipality of Most

The employees of the Most City Council selected drugstore supplies for our clients.



Diakonie

Diakonie collected gifts for our clients' children from the public as part of the "Shoebboxes" event. We very much appreciate this cooperation and the joy we can pass on together.



Services for the public

Number for this year:

430 hours

of services for the public.

+ 251 people

called, came and wrote within the framework of social counselling, which is free for the public. At the social counselling centre we are able to either resolve problems or people are referred to our specialists (lawyer, psycho-therapist, speech therapist):

Legal counselling

Any member of the public needing legal advice can make an appointment with our legal advice centre by telephone. Legal advice is free once a month at the branch.

Examples of what we deal with at our counselling centre:

- assistance with the formulation of pre-prepared proposals for the adjustment of relations with minor children or divorce, and guidance on how to submit these to the court,
- inspection of employment documents – contracts, termination notices,
- help with navigating the court process if you receive a subpoena,
- advice on the existence and method of debt recovery.

Developing language skills

This year, we are once again offering the service of language skills development, which is constantly in demand.

Psychotherapy

We continue to offer psychological help to the general public. We have seen a large increase in new arrivals this autumn, mostly adolescents (self-harm, anxiety, bulimia, transgender).

What problems do people most often come to us with:

- partner relationships, including past domestic violence,
- family relationships,
- child care when the children's parents do not live together,

- states of anxiety,
- low sense of self,
- self-harm,
- difficult life situations (a partner's illness or death),
- obsessive-compulsive thoughts, manifestations.

Educational programme: Conscious Parenting Most

This year, 4 Saturday instruction courses were held for the Diakonia Society – foster families.



Excursions

Higher vocational school in Most – specialisation: social and legal activities (part-time and full-time study) – 3 times a year.

We are pleased that students of the Higher Vocational School in Most, studying the field of social and legal activities, had the opportunity to visit our branch, where they will learn about our services as future workers in assisting organisations.

CESIE

A regional pilot programme called "How to comprehensively and effectively support children at risk". The project was created in cooperation with representatives of local government, social service providers, schools and other participants from the Most region, along with respected experts in the field of support for children at risk (<https://cosiv.cz/cs/ncs/>). We are happy to be part of this team, where we meet with the staff of other organisations through regular meetings (case study seminars, trainings, workshops) and this deepens our mutual cooperation.

Summary:

In total we have in Most

11 externs

The total number of visitors to the branch per month is approximately

+ 150 people

(Family Services – from judicial proceedings concerning parents and children, First Year – clients and children of clients, Public – therapy, language skills development and legal advice).

Family services - partnership with the District Court in Most

Relationships are complex, as is parenting. We are all still learning. Unfortunately, the parents' relationship sometimes reaches such a crisis that one parent (or both) files a lawsuit concerning the lives of their children.

The joint goal of W4W and the District Court in Most is to prevent parents who are divorcing from litigating over their own children. We want them (the parents) to decide their children's future themselves and not let a judge decide it. Above all, we want what is a difficult situation for everyone, to affect the children as little as possible. Let's not forget about them – it is especially hard for them when their family changes, and they need to understand the situation, know what to expect and feel the love of both parents. Because even if the parents' relationship breaks down and they cease to be partners, they will always be parents. There is no reason for a child to lose either parent through divorce or separation. This is the basic premise and the most difficult task.

We know that parents need to be respected in their parental role, they need to know that they are both important to their child and that they are both irreplaceable in their child's life. Parents need support and help in learning to make arrangements for the sake of their child. They need to know that the responsibility is theirs and that they cannot pass it on to the courts or other institutions and rely on them to resolve the family situation for them. This project is all about changing the perspectives, focusing on de-escalating the dispute between parents and providing tools to help parents find their own way. Within the framework of cooperation, W4W provides the District

Court in Most with funding and provision of professional services required in relation to custody proceedings according to Section 474(1) and according to the proposed amendment to Section 389(3) of Act No. 292/2013 Coll., on Special Court Proceedings, i.e. in full compliance with the state policy in this area. These professional services are free of charge for participants in custody proceedings. These are mainly educational seminars and family mediation and therapy, or participatory counselling.

Educational seminars are held at the District Court twice a month, with around 20 parents attending, and are led by our experienced trainers.

Mediations take place on the premises of the Probation and Mediation Service and are led by mediators with many years of experience.

Psychotherapy sessions within this project take place on the premises of W4W. We are glad that, during this difficult time, when more and more people needed psychological help, we were able to continue to help DC clients, i.e. separating/divorcing parents and their children, for whom the situation is not easy even under normal circumstances. As we informed last year, clients have the opportunity to take advantage of 5 free therapy sessions. Some clients continue to see the therapist even after these appointments have been exhausted and take advantage of the opportunity to attend therapy with participation within the terms of public services.

As part of the good cooperation and effective functioning of the Cochem model, interdisciplinary meetings are held regularly. Representatives of W4W, the District Court in Most, OSPOD (Authority for Social and Legal Protection of Children) Most and Litvínov, therapists and other people who are interested in this meeting are always invited, including people from other towns where they wish to implement the Cochem model and want to obtain information about how cooperation works, how to begin, what needs to be assured, the results of this cooperation, and other important information that is discussed during the meeting. In November 2021, in cooperation with the District Court in Most, we held a meeting between teachers and principals from nursery schools and primary schools, paediatricians and pedagogical-psychological advisors. The main idea behind the meeting was to provide these professionals, who deal with children and especially their parents, with basic information on family breakdown and custody law.

This year we received 53 orders for therapy from the District Court, for

99 adults and 35 children

IT FOR KIDS



This project was launched in the autumn of 2020, in response to the closure of primary schools due to the Covid-19 pandemic, and by 2021 it was helping primary school children from socially disadvantaged families to secure the IT technology they lacked so that they could participate in remote learning and not be excluded from the education system and their classmates. This equipment was mainly laptops, the necessary software and internet connection via mobile network through 4G LTE mobile wireless hotspot. Assistance was provided to specific children on the basis of recommendations from primary schools, which took into account the situation of the specific family and the parents' attitude. So the first step was taken in primary school.

Our partners in this project are/were primary schools and parents (legal guardians of children). The primary school is familiar with the specific situation of the child at school and within the family, it sees the need and potential. **Around 340 laptops were distributed in total.**

For this project and to help the children, we managed to attract several important partners, including O2 and their Smart School project, the O2 Foundation, ŠKODA AUTO, ING Czech Republic and Skylab, spol. s r. o. All of our partners were actively involved in helping children in need and we thank them for their support and cooperation.



So how did it all work?

Our rule is targeted, individual and systemic work. It made sense for us to involve primary schools in this assistance and to initially establish a partnership with them. This approach has worked well for us over the past eight years in the Lunches for Kids project and we know it is a workable and the most effective solution. We have focused not only on providing configured laptops in cooperation with our partner Skylab, spol. s r. o. and on providing connectivity thanks to our partner O2 (O2 Smart School), but also on providing technical assistance to children, motivating parents – to support their child or children in remote learning and provide them with the necessary conditions, but also on motivating schools – to subsequently ensure the connection of children to the school education system, which is different at each school. These are also important and related matters.

What did we expect from the IT FOR KIDS project?

...to provide help where it's needed. Even if we "only" help one hundred children, it makes sense. In spring, People in Need pointed out that up to 10,000 children dropped out of remote education after the schools were closed, which is a huge number. And even though there are several of these initiatives, each with its own purpose, target group, region, etc., together we can help relatively quickly wherever it is really needed. Most importantly, assuring connectivity and technical assistance for the children during the required period, when we don't know how long this period will last, are very complex areas. This is why we are so appreciative of the help from our initial partners – Skylab, spol. s r. o., and O2 (O2 Smart School), without whom we could hardly have implemented this help.

Remote learning, if it is compulsory today, cannot be only for the chosen few. That is the basis of our concept.

We distributed a total of approx.

340 laptops



SKYLAB, spol. s r. o.

Why did you decide to support the IT for Kids project?

"We realise that many people need help from others. That's why we try to help where it is needed again and again," explains Jiří Pokorný, managing director and owner of Skylab. "This year, we once again supported the WOMEN FOR WOMEN Foundation, which provides single parents with a comprehensive programme of supported housing and psychosocial assistance and follow-up services leading to the resolution of family and existential problems. Character revitalisation also includes educational programmes, to which our company is a proud partner," he adds in regard to the general mutual cooperation.

Why did the IT for Kids project appeal to you?

"As a company, we feel that if we can help someone, we do. Our company philosophy is in line with the idea of the Women for Women team, where they look for ways to help people," Pokorný continues. "The IT for Kids project helps primary school children from socially disadvantaged families. A survey found that many children would not be able to participate in remote education, they would be excluded from the group just because they live in slightly worse social conditions. We decided to help these children and their families as much as we can as a company. We provided the required IT technology so that children can participate in lessons and not be excluded from the education system and cut off from their friends. This equipment is mainly laptops, the required software, printers and technical support, where project participants can use several communication channels to resolve and report any faults or malfunctions."

O2 Foundation

Why did you decide to establish a partnership with Women for Women and support the IT for Kids project?

"Helping is a matter of course for us. At O2, we have one of the oldest corporate foundations in the Czech Republic, and over the 18 years of its existence we have come to realise that it is crucial to have partners who have a clear track record in the field of philanthropy," says Hany Farghali, Chairman of the Board of the O2 Foundation. "Given what Women for Women has done with school lunches for the needy, we have no doubt that it will succeed in digitising education. The digitisation of education is the main mission of our O2 Foundation and its O2 Smart School project."

Why did the IT for Kids project appeal to you?

"Above all, a clear concept of how to get help to families in need. The targeting of this help is based on the long-term contacts and knowledge Women for Women has gained through the in-school project." Here is a brief explanation from us – Lunches for Kids and IT for Kids. Lunches for Kids has been helping to provide school meals since 2013. We support children who find themselves in a situation where their parents cannot afford to pay for their school lunches. Aid is provided to needy children directly through the primary schools on the basis of a donation agreement so that the lunches reach the children, the parents' situation is not exacerbated and the aid cannot be abused. In September 2020, Women for Women reached out to 1,500 primary schools with whom we already work and who we are already familiar with. And we have now started to help children involved in the Lunches for Kids programme with IT technology for remote learning. This is primarily to ensure that children are not excluded from the education system.

ING Czech Republic bank

Why did ING decide to establish a partnership with Women for Women and support the IT for Kids project?

"We have supported the development and education of disadvantaged children for many years now. We realize that education is their ticket to a better life," says ING representative Pavel Heřmanský. "We learned how important technology and connectivity are in remote learning from the projects we supported in the spring. Unfortunately not everyone can afford this technology and connectivity. When we decided to expand our portfolio of partners to assure education for more children during the second wave of the pandemic in the autumn, we looked for an organisation that does its work professionally and has built long-term relationships in the environment it operates in."

Why did the IT for Kids project appeal to you?

"What we appreciate about the project is that the aid is targeted at very specific children, who we know will actually use this help thanks to Women for Women's long-term cooperation with the schools."

The children's motivation and desire and the support of their parents and the school is crucial for their education. Along with the laptops, we hand out personal letters to

the parents and children, trying to convey how important education is and how much it affects all our lives. We wish the children much success, enthusiasm, energy and joy.



WOMEN FOR WOMEN
POMÁHÁME DĚTEM A JEJICH RODIČŮM

Dear children,

We are glad that we and our partners were able help you to create suitable conditions so that you are not excluded from the education system and remain in active contact with your classmates during the remote learning period. As parents, we know all too well how challenging and difficult it is for children and us as parents to catch up afterwards. How much stress and discomfort this can bring.

We would be delighted if you now make the most of this gift for the purpose of remote learning and subsequently for your education in general. We know that school may not be your favourite activity and you prefer to pursue other interests, we were no different. But no matter how much we, too, disliked getting up for school or studying for tests and exams, we all now know that education is very important. Because school is compulsory and education is essential to our lives, it is better to adjust things our way so that we enjoy them and find fun and positive aspects in them. We may not like it, but the truth is that education affects our entire lives and defines the foundation of what our lives will be like in many cases. Whether we are lawyers, economists, bankers, bricklayers, carpenters or saleswomen, we cannot do without education in our professional or even practical lives. An educated person is better able to recognize the opportunities that life provides. He is better able to identify the danger of a bad decision and has a better chance of eliminating the risk of taking wrong steps that lead to very serious mistakes and subsequent problems. Having information available is important for everyone. Whatever the life or professional situation, we simply behave differently when we have information than if we don't. That's how it is. In short, in addition to professional success and financial prosperity, there are many other reasons why education is almost a necessity in today's world.

The world is already different from the days of our childhood. In today's world you need to keep up and keep pace with the world, more than we did in the past. You're under a lot of pressure. You, more than us, need to earn respect so that you feel respected in life and do not experience ridicule. Education will help you understand the world around us. It will help you find answers to many questions and gain much-needed confidence, perspective and stability. Education can help you gain independence, protect you and help you lead a happier life of your own choosing. Education will give you more freedom. Dear children, we wish you good luck, enthusiasm, strength and determination. You can take your life in your own hands and make it what you want it to be. Dreams, diligence, decency and responsibility will help you do that. We wish you good luck and success.

Ivana Tykač

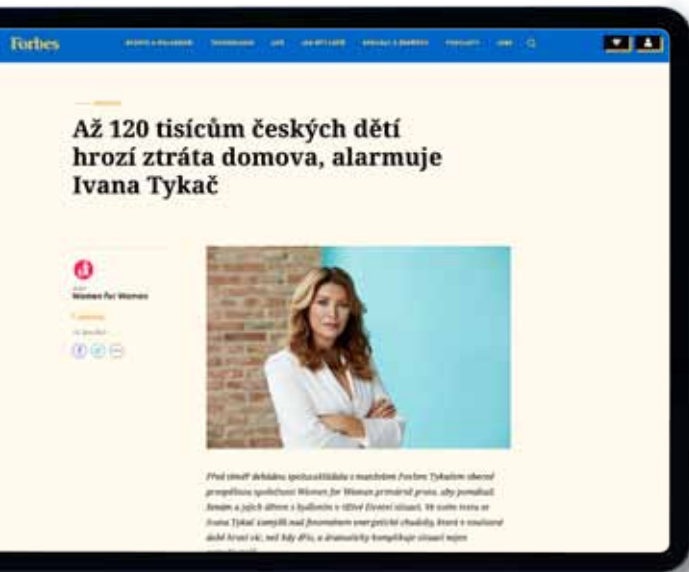
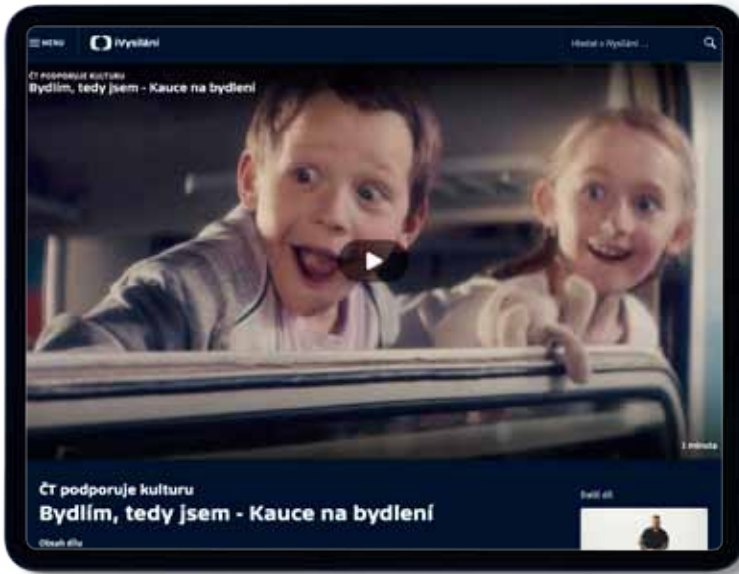


WE ARE A MEMBER OF THE INTERNATIONAL ORGANISATION COFACE FAMILIES EUROPE

Our company is the only Czech member of the international COFACE Families Europe organisation, which acts as an umbrella or voice for the needs of families in the European Union and beyond.

The main objective of Coface Families Europe is to contribute to a more appropriate and functional family policy in the European Union. Our company participates in foreign conferences organised by COFACE throughout Europe and presents problems and their solutions for the Czech Republic.

MEDIA EXAMPLES



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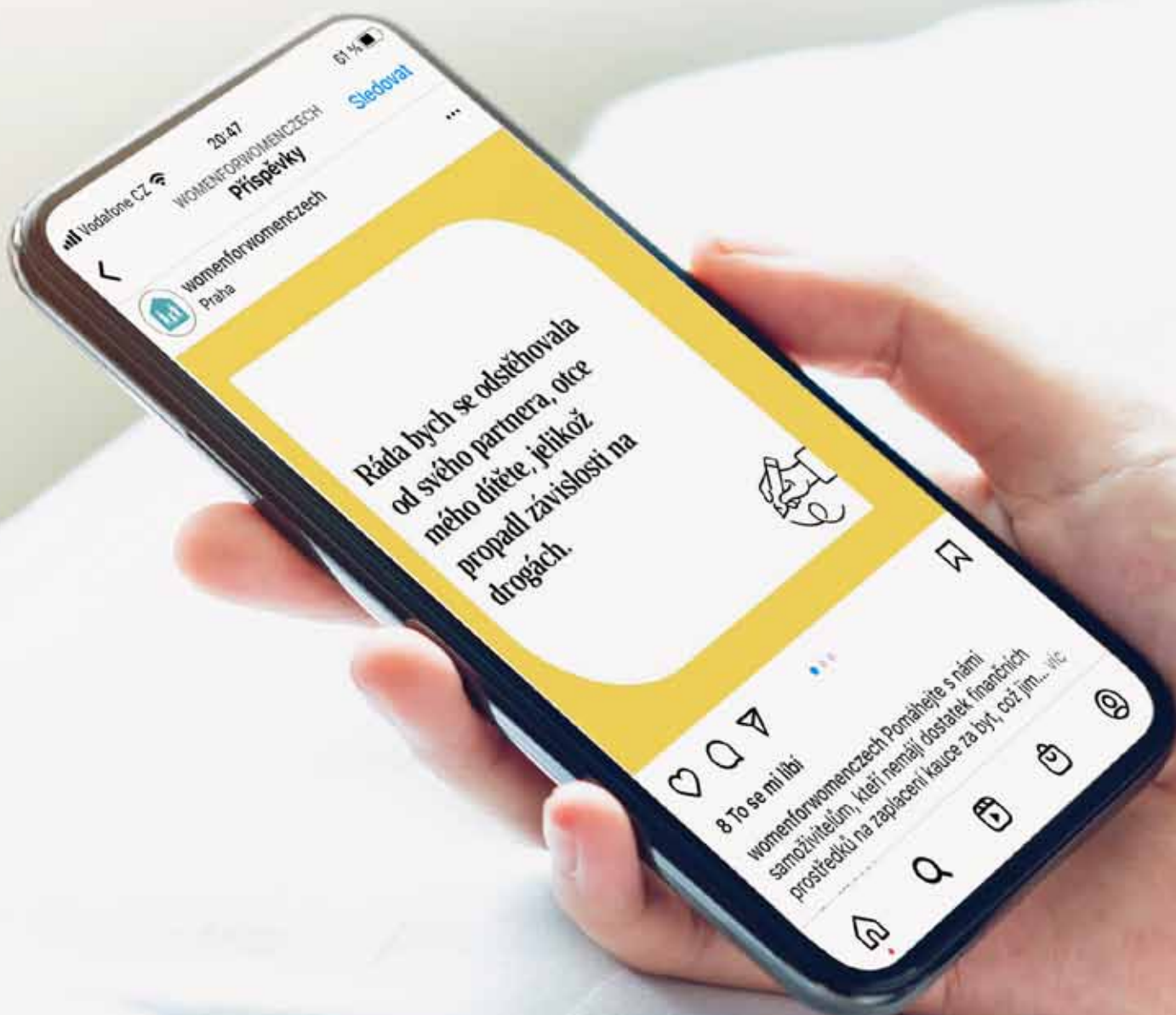
PROŽENY

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EXAMPLES - SOCIAL MEDIA





FINANCIAL REPORT / 2021

Assets and liabilities as of 31 December 2021 (in CZK)

Assets 0	
Inventories 89,116	
Cash 12,349	
Bank accounts 38,956,116	
Accounts receivable 3,916,019	
Advances provided 858,194	
Deferred expenses 90,087	
Accounts payable 1,895,699	
Advances received 205,640	
Payroll liabilities 562,238	
Liabilities to social security and health insurance 312,170	
Liabilities to the Tax Office 79,918	
Deferred liabilities 0	
Estimated asset account 1,869,776	
Retained earnings 40,315,020	
Equity of the o.p.s. (Charitable Trust)	1,000,000

Costs in 2021 (in CZK)

Material consumption 2,958,523	
Energy consumption 525,381	
Services 13,743,678	
Personnel costs 8,196,211	
Operating costs 1,677,580	
Contributions made 30,798,059	
Total costs 57,899,432	

Revenue in 2021 (in CZK)

Revenue 947,300	
Donations received 20,000,000	
Contributions received 4,702,452	
Subsidies 29,931,100	
Total revenue 55,580,852	
Loss -2,318,580	

INDEPENDENT AUDITOR'S REPORT

Recipient: The Board of Directors of WOMEN FOR WOMEN, o.p.s.,

Vlastislavova 152/4, 140 00 Prague 4

Accounting period: 1 January 2021 – 31 December 2021

Audited entity: WOMEN FOR WOMEN, o.p.s.

Headquarters: Vlastislavova 152/4, 140 00 Prague 4

Date of registration in the Commercial Register:

12 October 2012

Company's legal form: charitable trust

ID No.: 242 31 509

Main scope of business:

- social assistance to single mothers caring for minor children
- training programmes for unemployed people
- arrangement of retraining courses

Auditor: Ing. Alena Doležalová, registered in the list of auditors maintained by the Chamber of Auditors of the Czech Republic under Reg No. 1481

Address: 262 51 Dublovice 242

Auditor's statement

I have audited the accompanying financial statements of WOMEN FOR WOMEN, o.p.s. (hereinafter also referred to as the "Company") prepared in accordance with Czech accounting regulations, which consists of the balance sheet as of 31 December 2021, the profit and loss statement for the year ending 31 December 2021, and the annexe to this financial statement, which includes a description of significant accounting policies used and other explanatory information. The Company's details are given in the annexe to this financial statement.

In my opinion, the financial statement gives a true and fair view of the assets and liabilities of WOMEN FOR WOMEN, o.p.s. as of 31 December 2021 and of its costs and revenue, and net income for the year ending 31 December 2021 in accordance with Czech accounting regulations.

Basis for the statement

I conducted the audit in accordance with the Act on Auditors and the standards of the Chamber of Auditors of the Czech Republic for auditing, which are the International Standards on Auditing (ISA), possibly supplemented and modified by related application clauses. My responsibilities under these regulations are described in more detail in the section titled Auditor's responsibilities for the audit of the financial statement. In accordance with the Act on Auditors and the Code of Ethics adopted by the Chamber of Auditors of the Czech Republic, I am independent of the Company and have fulfilled other ethical obligations arising from these regulations. I believe that the evidence I have gathered provides a sufficient and appropriate basis for my statement.

Other information given in the annual report

In accordance with Section 2(b) of the Auditors Act, other information is information contained in the annual report outside the financial statement and my auditor's report. The Company's Board of Directors is responsible for the other information.

My statement regarding the financial statement does not relate to the other information. Nevertheless, part of my responsibilities in connection with the audit of the financial statement is to read the other information and assess whether the other information is significantly (materially) inconsistent with the financial statement or with my knowledge of the entity obtained in the course of performance of the audit or otherwise appears to be significantly (materially) incorrect. I also assess whether the other information has been prepared in accordance with the relevant legislation in all significant (material) aspects. This assessment means whether the other information complies with the legal requirements on the formality and preparation of the other information in the context of significance (materiality), i.e. whether any failure to comply with these requirements would be likely to affect judgement made on the basis of

the other information. On the basis of the procedures carried out, to the extent that I can judge, I submit that

- other information that describes the facts that are also presented in the financial statement is consistent in all significant (material) aspects with the financial statement; and
- other information has been prepared in accordance with the legislation.

I am also required to state whether, based on my knowledge and understanding of the Company obtained in the course of my audit, the other information is free from significant (material) misstatements. As part of these procedures, I did not identify any significant (material) factual misstatements in the other information received.

Responsibility of the Company's Board of Directors and Supervisory Board for the financial statement

The Company's Board of Directors is responsible for the preparation of a financial statement that gives a true and fair view in accordance with Czech accounting regulations and for the internal inspection system it determines necessary to enable the preparation of financial statements that are free from significant (material) misstatements, whether due to fraud or error.

When preparing the financial statement, the Company's Board of Directors is required to assess the Company's ability to continue as a going concern and, if applicable, to describe in the annexe to the financial statement the matters relating to its going concern and the application of the going concern assumption in preparing the financial statement, except where the Board of Directors plans to dissolve the Company or to wind up its affairs or has no realistic alternative but to do so.

The Supervisory Board is responsible for overseeing the Company's financial reporting process.

Auditor's responsibility for the audit of the financial statement

My objective is to obtain reasonable assurance about whether the financial statement taken as a whole is free from significant (material) misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. A reasonable degree of assurance is a high degree of assurance, but it is not a guarantee that an audit performed in accordance with the above provisions will, in all cases, detect any significant (material) misstatement that may exist in the financial statement. Misstatements may arise from fraud or error and are considered significant (material) if, individually or collectively, they could reasonably be expected to influence the economic decisions that users of the financial statement make on its basis.

In conducting an audit in accordance with the above regulations, it is my responsibility to exercise professional judgment and maintain professional skepticism throughout the audit. Furthermore, it is my duty to:

- Identify and evaluate the risks of significant (material) misstatement in the financial statement, whether due to fraud or error, design and perform audit procedures to address those risks, and obtain sufficient appropriate audit evidence to provide a basis for our statement. The risk of failing to detect a significant (material) misstatement due to fraud is greater than the risk of not detecting a significant (material) misstatement due to error, because fraud may involve collusion, forgery, deliberate omissions, false statements or circumvention of internal controls.
 - To obtain an understanding of the Company's internal control system relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Company's internal control system.
 - To assess the appropriateness of the used accounting policies, the reasonableness of the accounting estimates made and the information provided by the Company's Board of Directors in this regard in the annexe to the financial statement.
 - To assess the appropriateness of the Board's use of the going concern basis of accounting in preparing the financial statement and whether, in light of the evidence gathered, there is any significant (material) uncertainty arising from events or conditions that may cast significant doubt on the Company's ability to continue as a going concern. If I conclude that such a significant (material) uncertainty exists, it is my responsibility to draw attention in my report to the information provided in the annexe to the financial statement in this regard and, if that information is not sufficient, to give a modified statement. My conclusions regarding the Company's ability to continue as a going concern are based on the evidence I obtained as of the date of my report. However, future events or conditions may cause the Company to lose its ability to continue uninterrupted.
 - Evaluate the overall presentation, structure and content of the financial statement, including the annexe, and whether the financial statement presents the underlying transactions and events in a manner that results in fair presentation.
- It is my responsibility to inform the Board of Directors and the Supervisory Board, inter alia, of the planned scope and timing of the audit and of the significant findings I have made during the audit, including any identified significant weaknesses in the internal control system.

In Dublovice on 17 May 2022



Ing. Alena Doležalová
auditor registration number 1481



WOMEN FOR WOMEN
POMÁHÁME DĚTEM A JEJICH RODIČŮM

www.women-for-women.cz

ACKNOWLEDGEMENTS

We would like to thank everyone who works with us, shows us support and provides help with us. We appreciate and value this very much. We are pleased with the trust we receive from all of you every day. Whether it's emails, phone calls, donations to transparent accounts or support and kind messages on social media. All this is rewarding and energising. Even though we know our work is meaningful and needed, a kind word of support or praise is always appreciated. We would also like to thank everyone who contributes financially to our projects. Thanks to them, we can help more children and single parents.

Special thanks go to Sev.en Commodities AG branch, which contributed the sum of EUR 20 million to the budget of our charitable trust in 2021. And also to the Ministry of Education, Youth and Sports for its very significant financial support of the Lunches for Kids project, in relation to which its provided us with a grant exceeding CZK 40 million for the calendar year of 2021, for helping needy children (we have once again properly accounted for everything and returned the overpayments due to the closure of primary schools).

Thank you!

WOMEN FOR WOMEN, o.p.s.

Ing. Ivana Tykač

Co-Founder and Director