

EVERY CHILD BELONGS

**A Guide for Local Authorities and the Civil Sector:
The Norwegian Approach to Inclusion and
Empowerment of Minorities**



**FURIM
INSTITUTE**

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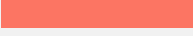


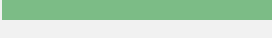


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FOREWORD

This publication was created as part of the long-term efforts of the Local Action Group Horní Pomoraví (MAS) in the field of education and social work in its territory. MAS Horní Pomoraví systematically focuses on the development of these two areas, which intersect particularly in supporting children from socially disadvantaged families. The issue of educational inequalities and early school leaving is a crucial topic that affects both the future of individuals and the overall development of the region. If you are wondering why, this publication provides the answers.

Between 2021 and 2023, we implemented the project "Hanušovice Together," funded by the Norway Grants, which specifically addressed the issue of early school leaving. The aim of the project was not only to understand the causes of this phenomenon in our region but also to seek effective measures to prevent it.

Following this initiative, we sought a Norwegian partner and succeeded in establishing cooperation with the Norwegian organization Furim Institute, which became a valuable source of experience and inspiration from the Norwegian model of social inclusion.

Collaboration with our Norwegian partner allowed us to view education from a different perspective and bring proven approaches into our environment that can contribute to better integration of children at risk of school failure. This publication summarizes not only our existing findings but also presents specific proposals for solutions that could be utilized in other locations.

INTRODUCTION

Education is one of the fundamental pillars of every society's development. Nevertheless, significant inequalities in access to quality education persist in the Czech Republic, particularly among children from socially disadvantaged backgrounds. MAS Horní Pomoraví has long sought to address these issues and explore ways to support schools, educators, and families in their efforts to ensure equal opportunities for all children.

This publication is the result of our commitment to enhancing the quality of regional education. It not only analyzes the current situation in the Czech Republic but also brings inspiration from international experiences, specifically from Norway, where we sought proven methods to reduce educational inequalities. In collaboration with the Norwegian organization Furim Institute, we focused on sharing best practices and identifying solutions that can be applied in our region.

The publication is primarily intended for professionals—educators, social workers, local government representatives, and non-profit organizations dedicated to supporting children from disadvantaged backgrounds. We believe that the information and recommendations contained in this publication will contribute to further discussions and steps toward understanding the necessity of social inclusion and its importance for all of us.



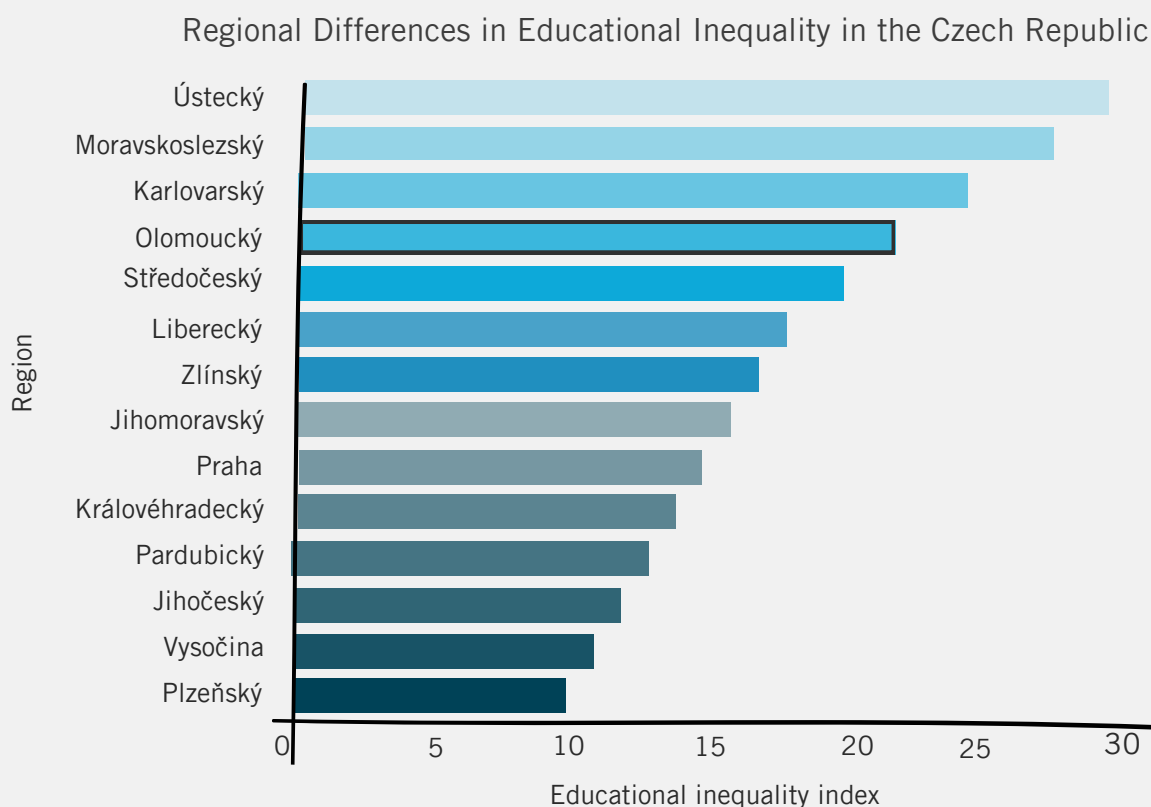
1 WHY IS INCLUSION IMPORTANT?



The inclusion of children from socially disadvantaged backgrounds is not only a matter of justice but also a strategic investment in the future of society as a whole. The Czech Republic is facing growing educational inequalities, which have long-term consequences not only for the children themselves but also for the economy and social stability. In this chapter, we will examine the current situation, key challenges, and the benefits of inclusive education.

THE CURRENT SITUATION IN THE CZECH REPUBLIC

According to recent research by PAQ Research [1] and the Czech School Inspectorate [2], the proportion of children from socially disadvantaged families is significantly increasing in some schools in the Czech Republic. For example, in the ORP Šumperk district, up to 23% of Roma children attend schools with a high proportion of children from socially disadvantaged families, which is more than the national average of 18%.[1]. Children from these schools have significantly lower chances of accessing secondary education with a diploma, which further increases their risk of future poverty and unemployment.



EDUCATIONAL INEQUALITY INDEX

Explanation: The educational inequality index expresses the disparity in access to education across different regions of the Czech Republic. A higher index value indicates a greater proportion of children and young people who face obstacles to obtaining a quality education, such as social and economic factors or school accessibility.

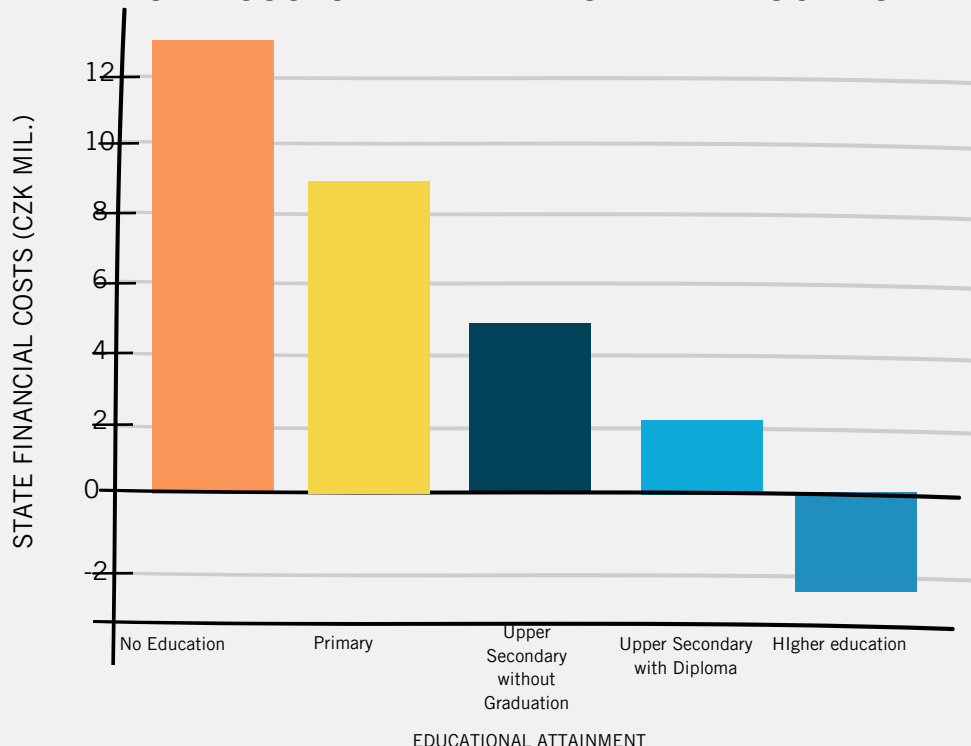
Source: Agency for Social Inclusion (2018): The Financial Impact of Early School Leaving on the State and Individuals

Another significant problem is the high rate of absenteeism and early school dropout. The average number of missed hours per student per year in ORP Šumperk is 92.3 hours, compared to the national average of 89.4 hours [1]. This trend is alarming and indicates a deeper structural issue that needs to be addressed.

ECONOMIC IMPACT OF INSUFFICIENT EDUCATION

This issue is not only a moral concern but also a matter of hard economic data. According to an analysis by the Ministry of Labour and Social Affairs [3], the financial impact of educational inequalities on public finances is enormous. A person without education costs the state an average of 13 million CZK more over their lifetime compared to a person with a secondary school diploma [3]. These individuals are more likely to rely on social benefits, contribute less in taxes, and face higher risks of criminal activity and health problems.

FINANCIAL COSTS PER INDIVIDUAL BY EDUCATIONAL ATTAINMENT



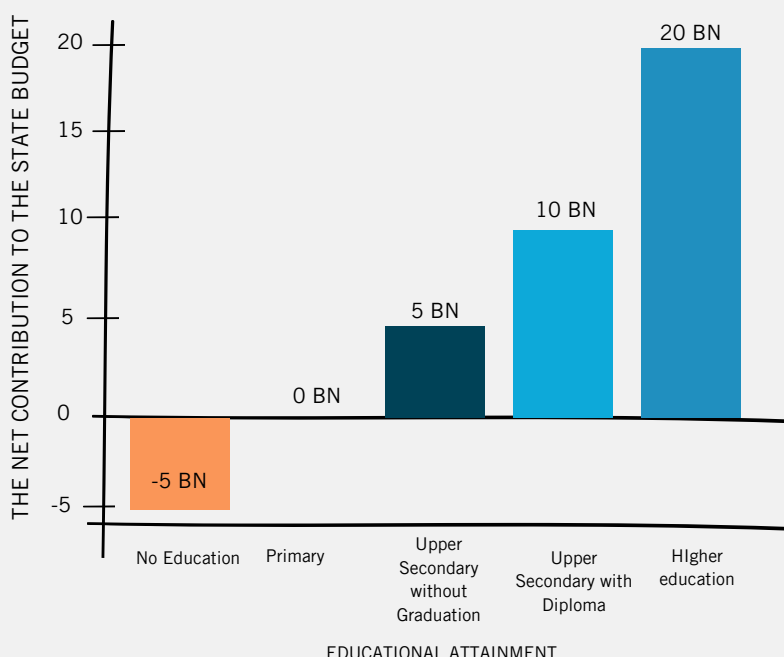
The financial costs to the state include expenditures on social benefits, lower tax revenues, higher unemployment risks, and healthcare expenses. Higher education has a positive economic impact on public finances.

Source: Agency for Social Inclusion (2018): *The Financial Impact of Early School Leaving on the State and Individuals*

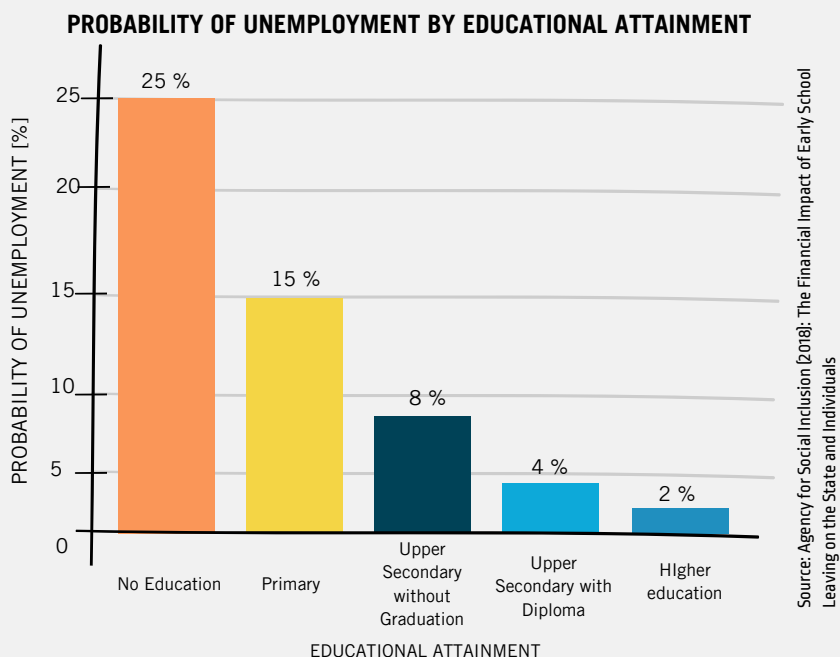
On the other hand, investment in inclusive education yields multiple returns. Countries that support equal access to education experience higher economic growth, lower crime rates, and a more stable labor market.

The net contribution to the state budget represents the difference between how much an average individual in a given educational group contributes in taxes and levies and how much the state spends on their social benefits, healthcare, and other public expenditures. People with higher education generally contribute more to the state budget, whereas individuals with lower education levels tend to rely more on public funds than they contribute.

DOPAD VZDĚLÁNÍ NA ODVODY DO STÁTNÍHO ROZPOČTU



Source: Agency for Social Inclusion (2018): *The Financial Impact of Early School Leaving on the State and Individuals*

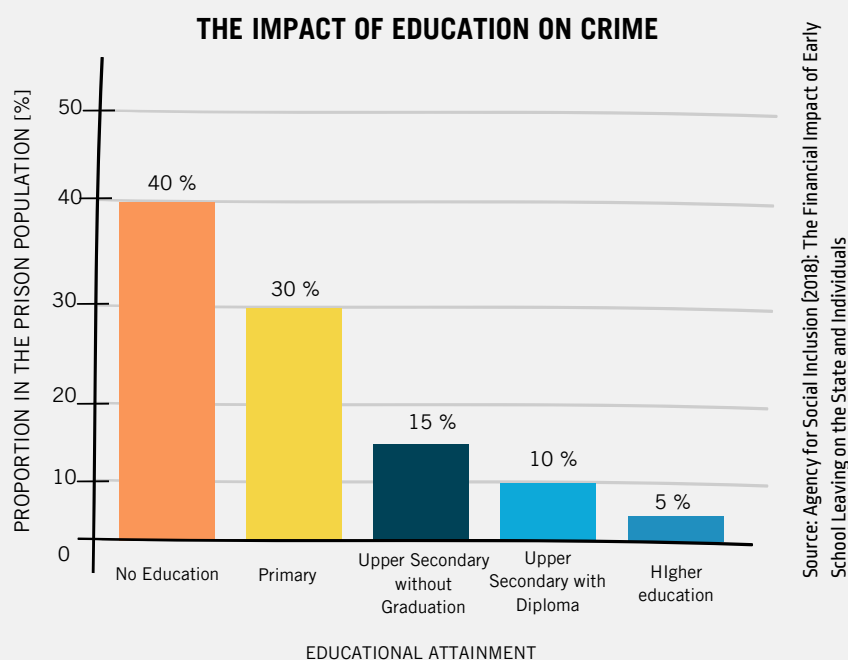


Norway, for example, has long implemented an inclusive education model that not only reduces educational inequalities but also contributes to higher employment rates and innovation [3].

HOW INCLUSION BENEFITS SOCIETY AS A WHOLE?

Inclusive education benefits not only children from disadvantaged backgrounds but also their peers and society as a whole. Research shows that children growing up in a diverse educational environment develop better social skills, higher tolerance, and are better prepared for the realities of the labor market [1].

Despite the barriers that inclusion still faces in the Czech Republic, data clearly show that ensuring equal opportunities in education leads to positive outcomes for both individuals and the economy as a whole [2].



This chapter serves as an introduction to a deeper analysis of inclusive education in the Czech Republic, highlighting its crucial importance not only for the children themselves but also for society as a whole. In the following chapters, we will take a closer look at specific strategies for effectively supporting inclusion and what we can learn from international models, such as that of Norway.

References:

1. PAQ Research (2024): Analysis of Educational Inequality in ORP Šumperk
2. Czech School Inspectorate (2020): Evaluation of Successful Strategies of Primary Schools Educating Disadvantaged Pupils
3. PAQ Research (2020): Inequalities in Education as a Source of Inefficiency

SOCIAL EXCLUSION IN THE CZECH REPUBLIC: CURRENT SITUATION AND CHALLENGES

DEFINITION OF SOCIAL EXCLUSION

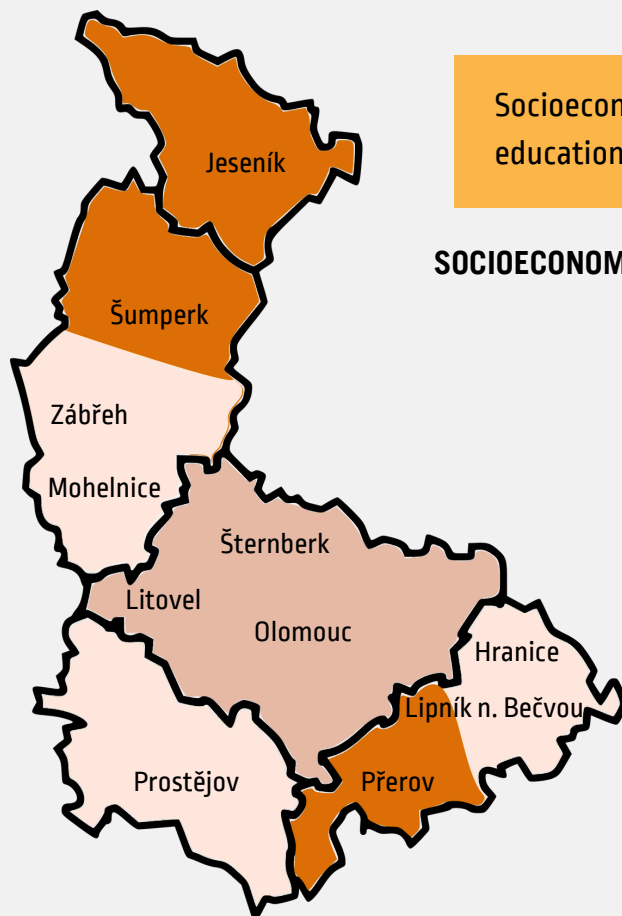
Social exclusion is a process in which certain population groups face systemic barriers to accessing essential resources such as education, employment, housing, and healthcare. This phenomenon leads to a long-term decline in their living standards and limits opportunities for social mobility.

Socially excluded localities can be defined as geographically delineated areas with a high concentration of individuals who are disadvantaged in economic, social, and cultural terms. These areas often experience a cyclical transmission of poverty and low education levels from generation to generation. For example, in the ORP Šumperk district, 10.6 % of parents are in debt enforcement (executions), which significantly restricts children's access to quality education [1].

According to the Analysis of Socially Excluded Localities in the Czech Republic (MPSV, 2015), there are approximately 600 socially excluded localities in the country, home to more than 115,000 people. The most affected regions are the Moravian-Silesian, Ústí nad Labem, and Karlovy Vary regions, where issues with access to quality housing, employment, and education are most pronounced. However, the situation varies significantly between regions. For example, in the northern part of ORP Šumperk (Hanušovice, Staré Město), the level of social exclusion is higher than in the rest of the region [1].

One of the key manifestations of social exclusion is the educational imbalance among children. In the Šumperk ORP, 23% of Roma children are educated in schools with a high proportion of children from socially disadvantaged backgrounds, which is above the national average of 18%.

Social exclusion also affects school attendance. Children from excluded localities are more likely to experience higher absenteeism rates and early school dropouts. In ORP Šumperk, the average number of missed school hours per student is 92.3 hours per year, exceeding the national average of 89.4 hours. In Hanušovice area and Staré Město, absenteeism has reached 98.6 hours per year [1]. High absenteeism is associated with worse academic performance and a greater risk of early school leaving.



Socioeconomic disadvantage is linked to the educational and employment structure of the region.

SOCIOECONOMIC DISADVANTAGE IN THE REGION

- VERY HIGH
- HIGH
- MEDIUM
- LOW
- VERY LOW

Calculation from 2023

Source: PAQ Research, Analysis of Educational Inequality in ORP Šumperk (2024)

SOCIAL EXCLUSION INDEX

In the Czech context, social exclusion is linked to housing, education, employment and debt. The proportion of socially disadvantaged families living in the same locality also plays a major role. The average index value in the Czech Republic is 2.38.

Name of Municipality	Average Social Exclusion Index for Municipalities (2021–2023)
Hanušovice	21,67
Kopřivná	18,00
Jindřichov	16,33
Staré Město	14,33
Šumperk	11,33
Zábřeh	11,00
Branná	10,33
Malá Morava	9,67

Vztah destabilizující chudoby a socioekonomického znevýhodnění

Koeficient determinace (R^2) = 45 %



Zdroj dat: PAQ Research (výpočet), ČSÚ, ASZ, Exekutorská komora, GAC

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Each point represents an ORP. Destabilizing poverty (DCH) is closely related to family foreclosures, housing shortages, and the share of people living in excluded localities. Socioeconomic disadvantage (SZ) is related to the more general educational structure of the region (number of people with a high school diploma) and unemployment.

SOCIAL EXCLUSION IN THE CZECH REPUBLIC AND SPECIFIC REGIONS

Social exclusion in the Czech Republic is a long-term and structural problem affecting not only large cities but also smaller regions. According to the Analysis of Socially Excluded Localities in the Czech Republic (MPSV, 2015), there are approximately 600 socially excluded localities in the country, home to more than 115,000 people. The most affected regions are Moravian-Silesian, Ústí nad Labem, and Karlovy Vary, where the concentration of people excluded from the labor market and the mainstream education system is the highest.

According to PAQ Research (2024), the main factors of social exclusion in the Czech Republic include:

- Low parental education – Children of parents with only primary education have significantly lower chances of completing secondary education.
- Debt enforcement and housing insecurity – In some regions, up to 15 % of households are in debt enforcement, which affects children's educational opportunities.
- Unequal access to education – In many regions, Roma children are concentrated in certain schools, which affects their academic performance.

SITUATION IN ORP ŠUMPERK

According to PAQ Research (2024) and the MAP Strategy ORP Šumperk (2018), social exclusion in this region is concentrated primarily in the northern part, specifically in Hanušovice area and the Staré Město area, where social exclusion indicators are above average:

- Unemployment in these areas reaches up to 12 %, compared to the national average of 6.5 %.
- The proportion of families in debt enforcement is around 10.6 % in the region, with an even higher percentage in Hanušovice.

Staré Město ORP Šumperk in Q4 2024			Hanušovice ORP Šumperk in Q4 2024		
Proportion of People in Debt Enforcement		13,2%	Proportion of People in Debt Enforcement		12,6%
Number of People in Debt Enforcement (out of Total Population older than 25)		192 of 1458	Number of People in Debt Enforcement (out of Total Population older than 25)		316 of 2 505
Average Amount Enforced per person		435 213 Kč	Average Amount Enforced per person		422 507 Kč
Total Number of Enforcements		924	Total Number of Enforcements		1658
Average Debt Enforcement Cases per Person		48	Average Debt Enforcement Cases per Person		52
Age Distribution of People in Debt Enforcement			Age Distribution of People in Debt Enforcement		
Children and Adolescents	0 people	0 %	Children and Adolescents	0 people	0 %
15 - 29	22 people	11 %	15 - 29	45 people	14 %
30 - 39	45 people	25 %	30 - 39	81 people	26 %
40 - 49	49 people	26 %	40 - 49	66 people	21 %
50 - 64	51 people	27 %	50 - 64	87 people	28 %
65 and Older	25 people	13 %	65 and Older	37 people	12 %

Source: Data on executions in the municipalities of Hanušovice and Staré město [Mapa zadlužení [https://mapazadluzeni.cz/?g=obec&v1=podil_osob_v_exekuci&v1p=2024-Q4]

- Children from families with low socioeconomic status are more likely to receive a deferment of school attendance, which is often linked to limited access to preschool education and lower support in the home environment. According to PAQ Research (2024), the proportion of children with deferred school attendance in ORP Šumperk reaches 12 %, while in the most affected areas, such as Hanušovicko and Staré Město, this percentage rises to 14 %. This phenomenon can lead to further educational inequalities, as children with a deferment have a lower probability of successfully completing primary school [1].

A significant issue in ORP Šumperk is the varying quality of education among schools in the region. According to PAQ Research (2024), some schools achieve relatively good results despite unfavorable social conditions, while others lag behind. The proportion of 9th-grade students ranking in the top fifth percentile in standardized entrance exams is only 16.3 % in ORP Šumperk, compared to the national average of 22.2 %. Conversely, the share of students in the lowest category of Czech School Inspectorate (ČŠI) testing reaches 12.8 %, indicating deeper educational issues in excluded localities, leading to worsening academic outcomes and a lower probability of transitioning to secondary schools [1].

The impacts of social exclusion are also reflected in school absenteeism. The average student absence in ORP Šumperk is 92.3 hours per year, which is higher than the national average of 89.4 hours. In Hanušovice and Staré Město, absenteeism reaches up to 98.6 hours [1]. High absenteeism is associated with poorer academic performance and an increased risk of early school dropout.



IMPACT ON CHILDREN

Social exclusion has a significant impact on children's educational outcomes and their future employment opportunities. Children from socially excluded localities face numerous barriers that limit their academic success and reduce their chances of obtaining a quality education.

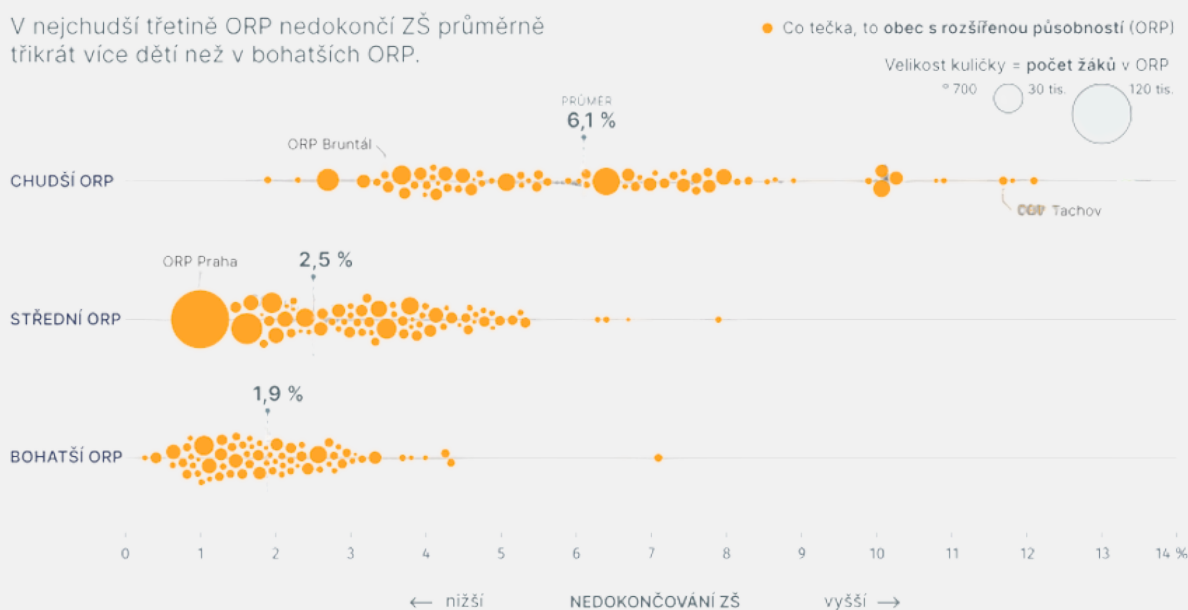
LOW EDUCATIONAL ASPIRATIONS AND THE INFLUENCE OF THE FAMILY ENVIRONMENT

One of the key factors affecting children's educational success is parental attitudes towards education. In regions such as Hanušovice area and Staré Město, there is a high proportion of parents with only primary or incomplete education. These parents often do not perceive education as valuable and fail to motivate their children to study. According to PAQ Research (2024), up to 40 % of parents in these regions have low educational aspirations, which is reflected in school attendance and academic performance of their children [1].

Moreover, parents who did not succeed in school themselves tend to pass on their negative experiences to their children. As a result, many of them do not see the necessity of further education for their children, even in non-matriculation vocational programs. This phenomenon leads to an increased risk of early school dropout and a lower willingness to continue education [1].

Nejvýraznější souvislost s nedokončováním ZŠ má destabilizující chudoba

V nejchudší třetině ORP nedokončí ZŠ průměrně třikrát více dětí než v bohatších ORP.

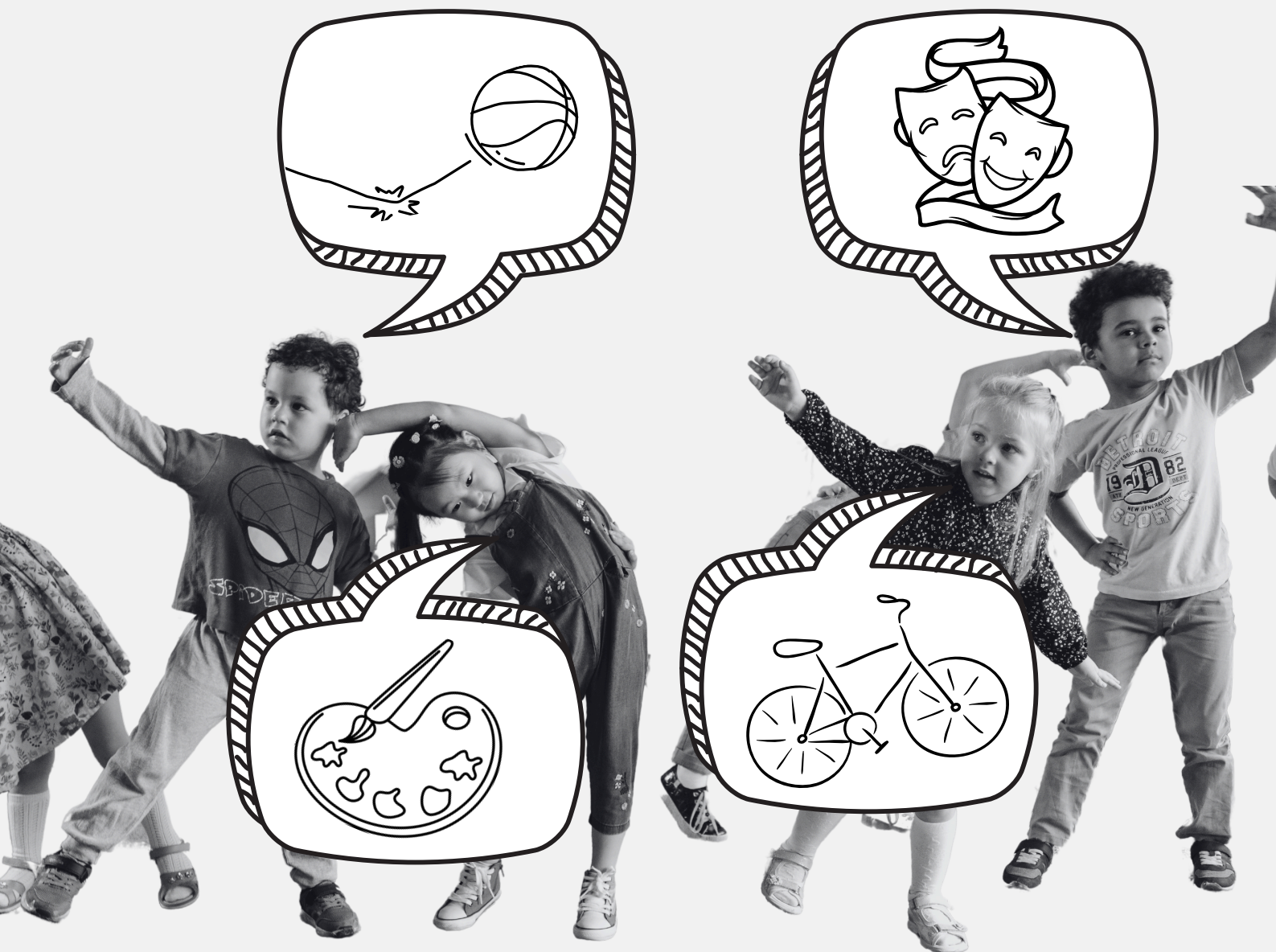


V grafu nezobrazujeme ORP Bilina s 23,8 % žáků nedokončujícími ZŠ.

PAQresearch

Children growing up in low-education environments often experience low self-esteem and weak motivation for education. Research shows that if a child does not have an educational role model in their surroundings, their own aspirations decrease significantly. This affects not only academic performance but also future professional life [4].

Another consequence is social isolation. Children from excluded localities have limited opportunities to participate in extracurricular activities, which weakens their social skills and ability to form relationships outside their own community. According to PAQ Research (2024), up to 35 % of children from these regions have never participated in any extracurricular club or organized leisure activity, compared to the national average of 15 %, which is an alarming difference [1].



SOCIETAL CONSEQUENCES

Social exclusion has far-reaching impacts not only on individuals but also on society as a whole. These effects are particularly evident in economic costs and social tensions between excluded communities and the majority society.

ECONOMIC COSTS OF SOCIAL EXCLUSION

Socially excluded communities represent a significant burden on the state budget. Unemployment in these areas is on average 5–10 % higher than in other parts of the Czech Republic. In Hanušovice and Staré Město, unemployment reaches 7–8 %, while the national average is 5.5 % (as of December 31, 2024) [5].

Another significant factor is dependency on social benefits. In some parts of ORP Šumperk, up to 40 % of households receive social benefits, placing a significant burden on the social welfare system [6]. Low education levels and limited job opportunities lead to long-term unemployment and reduced tax revenues for the state.

According to PAQ Research [2024], unequal access to education for children from socially disadvantaged families further exacerbates these problems. The costs of inclusive measures, special classes and tutoring in schools with a high proportion of these children reach millions of crowns annually. As part of the National Recovery Plan, the government plans to invest approximately 2.3 billion CZK in tutoring and support for students in socially disadvantaged regions [1, 7].

SOCIAL TENSIONS AND THEIR MANIFESTATIONS

Social exclusion is often associated with negative perceptions of excluded communities by the majority society. Prejudices and stereotypes against residents of these areas increase tensions between groups and reduce their integration opportunities [1].

One of the main consequences of social exclusion is the higher crime rate in socially excluded localities. According to analyses by the Ministry of the Interior, petty thefts and other criminal offenses are more frequent in these areas, further deepening the divide between communities [1].

Long-term social isolation also has psychological effects on the residents of these areas. People living in socially excluded localities often feel disconnected from mainstream society, which reduces their motivation to engage actively in the labor market and social life [1].

References:

1. PAQ Research [2024]: *Analysis of Educational Inequality in ORP Šumperk*
4. Straková et al. [2019], PEDAGOGIKA: JOURNAL FOR EDUCATIONAL SCIENCES, *Factors Influencing Pupils' Transition to Secondary School Study Programs*
5. Labour Office of the Czech Republic [web]
6. MAP ORP Šumperk [2018]: *Local Action Plan for Education of the Municipality with Extended Competence Šumperk*
7. Government of the Czech Republic [2023]: *Speech of the Prime Minister at the Education Conference 2023*
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9. PAQ Research [2023]: *Inequalities in Education and Inefficiency of Schools*
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3 THE NORWEGIAN MODEL OF INCLUSION: INSPIRATION FOR THE CZECH REPUBLIC

FOUNDATIONS OF THE NORWEGIAN INCLUSIVE APPROACH

WHY DOES NORWAY FOCUS ON INCLUSION?

Norway has long been committed to inclusion as it is a fundamental element of social cohesion and equal opportunities for all citizens. Historically, this issue has been addressed primarily in relation to minority groups, such as the Sámi people (the indigenous population of the north), migrants and refugees, as well as socially disadvantaged families.

The goals of Norwegian inclusion are:

- Promoting social equality: Ensuring that every individual has the same opportunities for education, employment, and participation in society, regardless of their background, economic status, or health condition.
- Combating exclusion: Preventing social exclusion, which could negatively impact both individuals and society as a whole.
- Integration of Minorities: Enabling migrants and other disadvantaged groups to successfully integrate into Norwegian society.

In the early stages of Norway's inclusive efforts, addressing social issues played a significant role, such as the high alcohol consumption at the turn of the 19th and 20th centuries. This problem led to strict alcohol regulations, which contributed to family stability and social cohesion. These measures had a broader impact, becoming part of the overall effort to improve the quality of life for all citizens and promote equality.

Key steps leading to the current form of Norwegian inclusion included political decisions supporting the universal welfare model, educational integration, and support services focusing on the most vulnerable groups. At the same time, Norway emphasizes cooperation between state institutions, municipalities, and the non-profit sector.

MIGRANTS AND REFUGEES IN NORWAY

Migration has a long history in Norway, with more significant migration waves starting in the 1960 s. Migrants arrived for various reasons, such as employment opportunities, education, or fleeing conflicts. The most significant migrant groups come from:

- Europe: Mainly from Poland, Sweden, and Lithuania.
- Asia: Migrants from Pakistan, Iraq, Somalia, and Syria, often seeking asylum as refugees.
- Africa and Latin America: Smaller but notable immigrant groups.

STATISTICS AND MIGRANT CONCENTRATIONS:

- National Level: Approximately 13.2 % of the population has a migration background, including first-generation migrants and their descendants.
- Oslo: Migrants make up about 26 % of the population in the capital.

Migration has significantly influenced demographics, especially in large cities, where cultural diversity is growing alongside challenges related to inclusion. This situation is one of the main reasons why Norway is heavily focused on migrant integration and supports their participation in society.



UNIVERSAL WELFARE MODEL

Norway is well known for its universal welfare model, which ensures equal access to services for all residents regardless of income. This system is funded through high taxes on income, consumption, and property.

FREE EDUCATION:

- Primary and Secondary Schools: Education in public primary and secondary schools is free. Students have access to textbooks and necessary materials free of charge. Some schools even provide students with free tablets or laptops to support their learning.
- Higher Education: Public universities and colleges are also tuition-free. However, students must cover administrative fees and living expenses, which can be quite high in Norway.

HEALTHCARE:

- General Healthcare: Norway has a public healthcare system funded by taxes. However, patients often pay certain fees for doctor visits, specialists, and prescription medications. There is an annual limit ("frikort"), after which additional healthcare services are free for the patient.
- Free Services: Some groups are entitled to free healthcare, such as children under 16 years old and pregnant women. These groups have the right to free medical check-ups and treatment.

This approach emphasizes equal opportunities and social cohesion, ensuring that children from disadvantaged families have the same access to resources as their peers.

THE ROLE OF NAV

NAV (Norwegian Labour and Welfare Administration) is a key institution in Norway's social security system, providing a unified approach to labor and welfare services for all residents.

State and Municipal Cooperation: NAV represents a partnership between the national government and municipalities, offering a single access point for public employment and social services.

Scope of Operations: With approximately 22,000 employees, around 15,500 are employed by the state, while 6,500 work within municipalities. NAV manages a wide range of services for citizens.

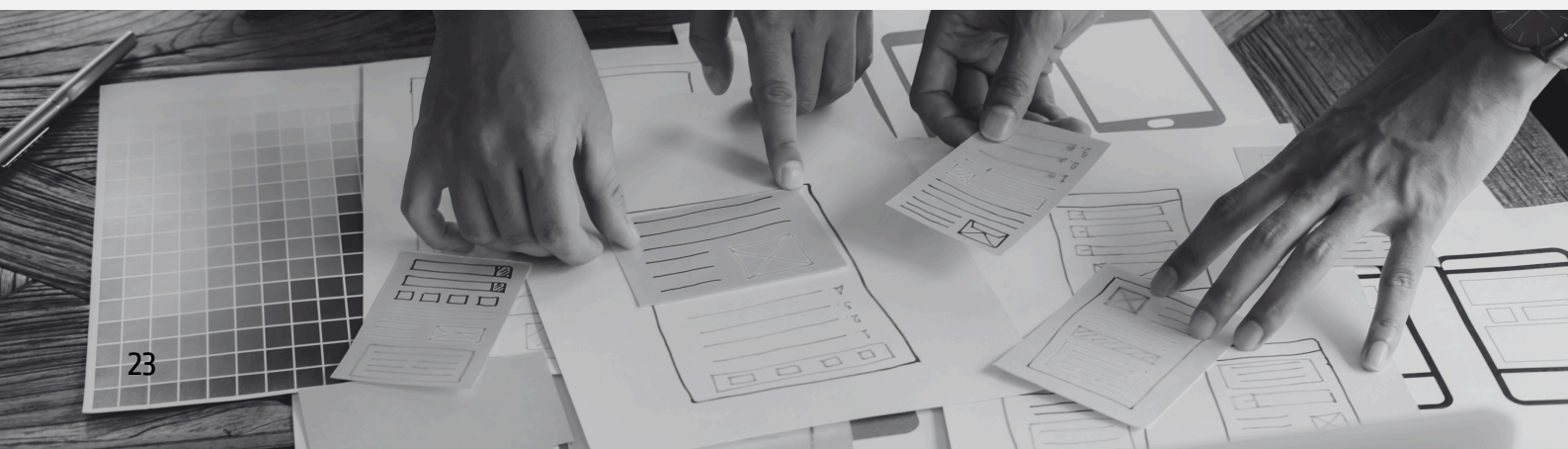
- **MAIN TASKS AND GOALS OF NAV:**
 - **Social and Economic Security:** NAV strives to ensure social and economic stability for Norwegian residents through various benefits and support programs.
 - **Employment Support:** The organization focuses on facilitating transitions into work and activities, aiming to create an inclusive society and a well-functioning labor market.
- **Services Provided by NAV:**
 - **Financial Support:** NAV offers various forms of financial aid, including child benefits, unemployment benefits, and pensions.
 - **Counseling and Assistance:** Citizens can obtain information and guidance on job searching, education, or resolving social issues.
 - **Employment Support:** NAV helps job seekers find suitable job opportunities and provides tools to improve their chances in the labor market.

NAV manages approximately one-third of Norway's state budget, and in 2022, it provided benefits to more than half of Norway's population.

BARNEVERNET - NORWAY'S CHILD PROTECTION SERVICE

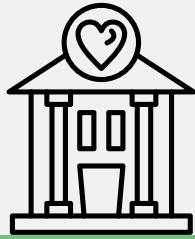
The Barnevernet plays a crucial role in safeguarding the rights and well-being of children by intervening early in cases of neglect, abuse or other challenges. By working closely with families, schools and community organizations, the Barnevernet not only protects children but also promotes their long-term social inclusion. This proactive approach helps ensure that every child, regardless of their background or personal challenges, has the opportunity to develop, participate, and contribute fully to society.

The Barnevernet employs a meticulous intervention process that is based on the seriousness in safeguarding every child's well-being. Each case is thoroughly assessed by a multidisciplinary team, ensuring that all factors - family circumstances, educational environment and health - are carefully considered. This structured approach prioritizes immediate safety and also lays the foundation for long-term support and social inclusion, with tailored plans designed to meet each child's unique needs.



INVOLVEMENT OF VARIOUS STAKEHOLDERS

One of the main strengths of Norway's inclusive model is the collaboration between different stakeholders, ensuring the effective functioning of the system and the engagement of as many people as possible in society.



NON-PROFIT ORGANIZATIONS

Entities such as the Red Cross and Save the Children complement state services by providing both emergency relief and long-term support.



SCHOOLS

Educational institutions serve as community hubs that not only provide education but also facilitate early intervention for children at risk of exclusion.



LOCAL COMMUNITIES AND VOLUNTEERS

Grassroots initiatives, including cultural events and neighborhood programs, build strong social networks and foster a sense of belonging among marginalized groups.

THE ROLE OF NON-PROFIT ORGANIZATIONS

Non-profit organizations play a key role in providing support programs and activities focused on children, young people, and families from disadvantaged backgrounds. For example:

- Organizations offer extracurricular activities and clubs that support the integration of children from various cultural backgrounds.
- They provide counseling and educational services for parents, helping them overcome challenges related to raising children in a new environment.

SCHOOLS AND LOCAL ADMINISTRATION

Schools, together with local authorities, are key players in implementing inclusive policies:

- Schools provide individual support for children from disadvantaged families, including special education programs.
- Local administration funds programs focused on inclusion, such as extracurricular activities, summer camps, or Norwegian language courses for migrants.

VOLUNTEERS AND THEIR CONTRIBUTION

Volunteering is deeply rooted in Norway and represents a key aspect of social life. The concept known as "dugnad" reflects the tradition of unpaid collective work for the benefit of the community. This practice strengthens social cohesion and promotes active participation of all members of society, including migrants and children.

DUGNAD: A PILLAR OF NORWEGIAN CULTURE

The word "dugnad" originates from Old Norse "dugnaðr," meaning "help" or "support." In modern Norway, dugnad refers to voluntary collective work, which can include cleaning public spaces, maintaining buildings, or organizing community events. This tradition is considered a cornerstone of Norwegian culture and is practiced across all social strata.

INVOLVEMENT OF MIGRANTS IN VOLUNTEERING ACTIVITIES

Norway actively encourages migrants to participate in voluntary activities as a means of integration into society. Taking part in dugnad provides migrants with opportunities to establish social connections, improve language skills, and understand Norwegian cultural norms. This participation helps with faster integration and strengthens their sense of belonging to the new community.

VOLUNTEERING AMONG CHILDREN AND YOUTH

The promotion of volunteering in Norway starts at an early age. Children are encouraged to participate in community projects through school programs and extracurricular activities. This experience fosters the development of empathy, teamwork, and civic responsibility. Participation in dugnad teaches children the value of contributing to the common good and prepares them for an active role in society.

Examples of Best Practices:

- Summer Camps for Children: Organizing summer camps helps children develop skills and integrate into society.
- Tutoring Programs: Volunteers assist children in improving their language skills and managing their school responsibilities.

The involvement of various stakeholders in Norway enables effective coordination and ensures that no one is left outside the support system.

APPROACHES TO SUPPORTING CHILDREN

SUPPORT FOR LOW-INCOME FAMILIES

In Norway, the support for low-income families relies on a combination of financial measures, social services, and collaboration between state institutions, municipalities, and the non-profit sector. The goal of these measures is to ensure that children from disadvantaged families have the same access to education, leisure activities, and overall development as their peers from economically stable families.

MAPPING THE NEEDS OF FAMILIES

The Norwegian government and local administrations systematically map the situation of low-income families to better target support measures. This mapping is primarily conducted by NAV employees but also supported with external services provided by non-profit organizations and includes:

ANALYSIS OF FAMILY FINANCES

Household income, expenses, and access to financial support.

MONITORING SCHOOL ATTENDANCE

Identifying children who may struggle due to their family's financial situation.

ACCESS TO LEISURE ACTIVITIES

Assessing whether children participate in sports, cultural, or other activities.

PROVISION OF SUMMER PROGRAMS AND ACTIVITIES

Organizing camps and other programs that enable children to spend their holidays actively and support their social development.

FINANCIAL SUPPORT FOR FAMILIES

Low-income families can benefit from various forms of financial aid aimed at reducing the economic burden on children. The main measures include:

CHILD ALLOWANCE (BARNETRYGD)

A universal benefit provided to all families with children under 18, regardless of income.

LEISURE ACTIVITY SUPPORT (FRITIDSKORT)

Special cards providing financial aid for children's sports and cultural activities, funded by municipalities and non-profit organizations.

SCHOOL MEALS

Unlike the Czech Republic, where subsidized school lunches are common, most Norwegian schools do not provide standard school lunches. Children bring their meals from home, and schools often promote healthy eating habits. The exception is kindergartens, where meals are provided. However, from 2024, the Norwegian Parliament approved a plan to introduce free school meals by 2026.

SOCIAL BENEFITS FOR SPECIAL NEEDS (SOSIALHJELP)

One-time or regular financial contributions for basic child needs, such as school supplies, clothing, or healthcare.

COLLABORATION BETWEEN THE STATE, MUNICIPALITIES, AND THE NON-PROFIT SECTOR

Support for low-income families in Norway is organized through close cooperation between various institutions:

NAV

- Provides social benefits, counseling, and employment support.

Local administrations

- Offer specific programs and support for families at the regional level.

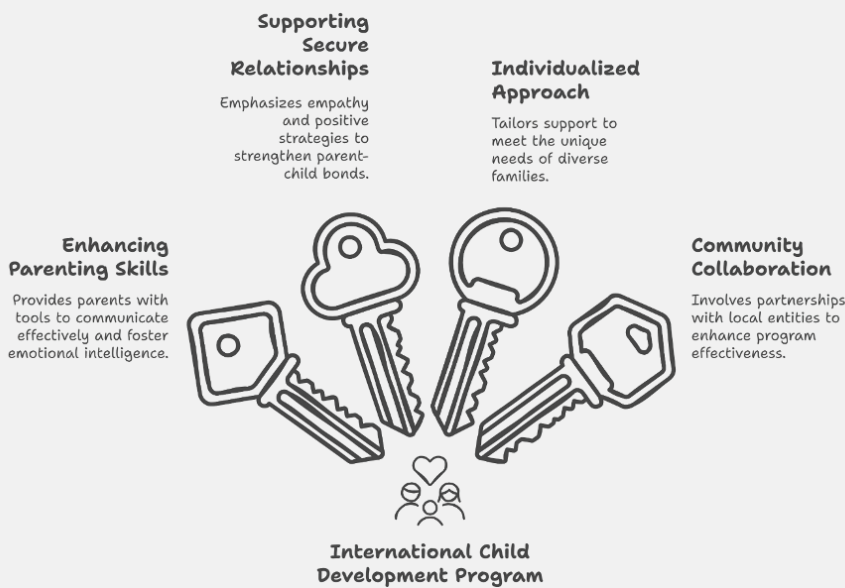
Non-profit organizations

- Complement state support through community programs, volunteering, and specialized projects focused on children.

International Child Development Program (ICDP)

- The International Child Development Program (ICDP) is an internationally recognized program focused on enhancing parental competencies and improving relationships between parents and children. In Norway, it is widely implemented as part of inclusion policies and support for socially disadvantaged families. The goal of ICDP is to ensure children a stable and safe family environment that supports their emotional and social development.

ICDP CORE PRINCIPLES FOR A STABLE AND SAFE FAMILY ENVIRONMENT FOR CHILDREN



STRENGTHENING PARENTAL SKILLS

Provides parents with tools and methods to effectively communicate with their children and develop their emotional intelligence.

SUPPORTING A SAFE PARENT-CHILD RELATIONSHIP

Emphasizes empathy, understanding, and positive parenting strategies.

INDIVIDUAL APPROACH

The program is adapted to the needs of different families, including those facing social and economic challenges.

COLLABORATION WITH LOCAL COMMUNITIES

ICDP facilitator training takes place in close cooperation with schools, social services, and non-profit organizations.

ICDP IN NORWAY

In Norway, ICDP is implemented as part of a broader system of support for low-income families and social inclusion. The program is primarily utilized through:

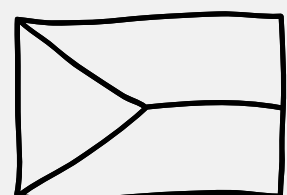
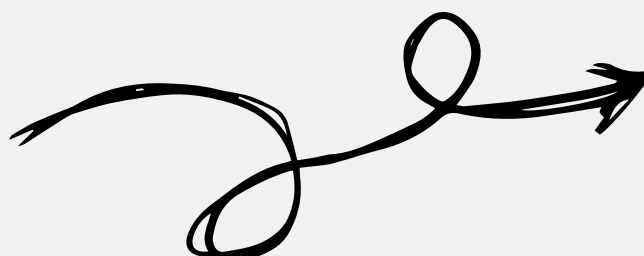
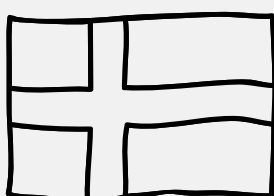
- NAV and local social services, which offer parenting courses and individual family support.
- Schools and educational institutions, where parents are informed about opportunities to participate in the program.
- Non-profit organizations, which help implement ICDP within community activities.

POSSIBILITY OF TRANSFERRING ICDP TO THE CZECH REPUBLIC

ICDP has proven to be an effective tool for enhancing parental skills and preventing social exclusion among children, which could have a positive impact in the Czech context. A key lesson in Norway is that good communication and collaboration with families themselves are crucial. Public services strive to meet parents with respect and guidance rather than a judgmental approach. NAV offices provide information, advice, and guidance, including free financial counseling for struggling families. This may involve assistance with budgeting, managing debt, or ensuring they receive all the benefits they are entitled to. Such counseling strengthens a family's financial planning and reduces stress, ultimately benefiting the children.

Schools, in turn, engage parents through parent meetings and cooperation committees, and many municipalities have family centers or volunteer mentorship programs where parents can receive advice on parenting or homework assistance. By supporting parents—both practically and emotionally—a solid foundation is laid for children to succeed in education and leisure activities.

This holistic approach, which both directly helps children and strengthens the family around them, is a defining characteristic of the Norwegian inclusion model.



SUCCESSFUL PROJECTS IN NORWAY

SUMMER AND LEISURE PROGRAMS

Summer and leisure programs play a key role in supporting the inclusion of children from socially disadvantaged backgrounds in Norway. The goal of these programs is to offer children meaningful activities during holidays, encourage social interactions, and develop their skills.

KEY CHARACTERISTICS OF NORWEGIAN SUMMER PROGRAMS:

- Accessibility for all – Programs are often funded by the state, municipalities, or non-profit organizations, allowing children from low-income families to participate. However, they are not always completely free, and in some cases, partial financial contributions from parents are required.
- Involvement of volunteers – A large number of volunteers contribute to organizing activities and providing support to children.
- Diverse activities – Programs include sports, cultural, nature-based, and creative activities to engage a broad range of children.
- Support for social integration – Participation in these activities helps children build friendships, improve language skills, and boost self-confidence.

EXAMPLES OF SUCCESSFUL PROGRAMS

FERIE FOR ALLE ("HOLIDAY FOR ALL")

- A program aimed at children from low-income families, allowing them to attend summer camps and trips.

FRITIDSKORTET ("LEISURE CARD")

- A financial contribution for leisure activities, enabling children to participate in sports, cultural, and educational programs.

AKTIVITETSKORTET ("ACTIVITY CARD")

- A project that supports children's participation in sports clubs and cultural institutions.



SOCIAL ENTREPRENEURSHIP AS A TOOL FOR INCLUSION

Social entrepreneurship plays a crucial role in promoting social inclusion in Norway, especially for disadvantaged groups, including migrants, people with disabilities, and the long-term unemployed. These enterprises combine economic activities with the goal of creating job opportunities and strengthening social cohesion.

KEY CHARACTERISTICS OF NORWEGIAN SOCIAL ENTERPRISES:

- Focus on disadvantaged groups – Social enterprises employ individuals who struggle to enter the regular labor market.
- Support from the state and municipalities – Norway provides financial incentives and legislative support to encourage the creation and development of social enterprises.
- Sustainable model – These businesses combine economic activity with long-term employee support.

MAMAS KAFE

A café employing women from immigrant communities, helping them gain work experience and achieve economic independence.

In 2015, as the Syrian refugee crisis unfolded, Ragnhild Slettner volunteered at an asylum center in Oslo, assisting hundreds of refugees with bureaucratic challenges and housing needs. During this time, she was frequently invited to share meals with the refugees, experiencing firsthand the rich culinary traditions they brought with them. These gatherings highlighted the universal language of food and the sense of community it fosters. Recognizing the exceptional culinary skills of many refugees, some of whom had been professional chefs or restaurant owners in their home countries, Ragnhild envisioned a platform where these talents could shine. This led to the establishment of Aleppo Bahebek, a food stall at Oslo's Vipps food hall, which quickly gained popularity. However, Ragnhild noticed that while many male refugees found opportunities, women, especially those without formal education or work experience, faced significant barriers to employment. Determined to address this disparity, she co-founded Mamas Mat, a social enterprise dedicated to empowering immigrant and refugee women through culinary employment. Mamas Mat provides these 30 women with meaningful work, enabling them to achieve financial independence and integrate into Norwegian society. The enterprise offers a diverse menu reflecting the rich culinary traditions of its employees, focusing on healthy and sustainable meals. Services include school cafeteria operations, catering, and business lunch solutions. By choosing Mamas Mat, customers not only enjoy delicious food but also support a mission of social impact, helping women and their families build better futures.



SPORTS ACTIVITIES AS A PATH TO INTEGRATION

Sports play a key role in social inclusion in Norway, particularly for children and youth from disadvantaged groups. Participation in sports activities not only promotes physical fitness but also strengthens interpersonal relationships, fosters teamwork, and facilitates integration into society.

KEY CHARACTERISTICS OF NORWEGIAN INCLUSIVE SPORTS PROGRAMS

Accessibility for all

- Sports activities are partially funded by the state, municipalities, or non-profit organizations, ensuring children can participate regardless of their economic background.

Volunteer support

- Many sports clubs operate on a volunteer basis, which reduces participation costs and enables greater community involvement.

Collaboration with local schools and municipalities

- Schools actively support children's participation in sports and cooperate with sports organizations to integrate socially disadvantaged children.

EXAMPLES OF SUCCESSFUL PROGRAMS

SAGENE IF

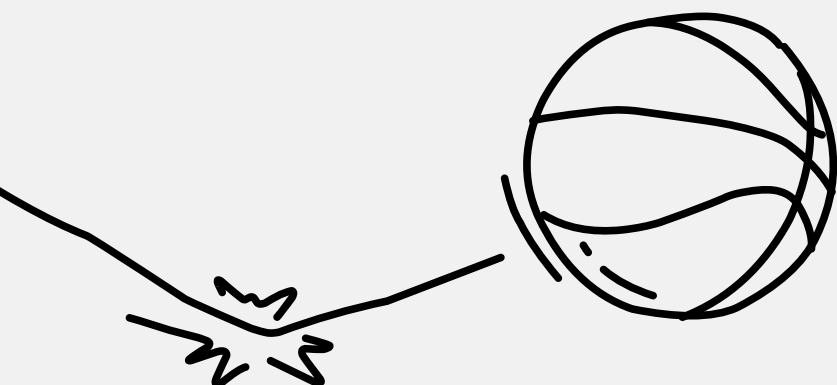
- A sports club in Oslo that actively engages migrant children and disadvantaged groups in a wide range of sports, including football, basketball, and athletics.

IDRETT FOR ALLE (SPORTS FOR ALL)

- An initiative promoting accessibility of sports activities for children regardless of their family's financial situation.



The experiences from Sagene IF show that sports clubs can be much more than just a venue for physical activity – they can function as social hubs where children and families are included in a community. This is certainly an aspect that can be transferred to the Czech Republic: sports clubs and leisure organizations can be encouraged to establish support programs, equipment libraries, or free access to activities for children who would otherwise not participate, thereby serving as a bridge between different social groups.



INCLUSION AND INNOVATION: DIGITAL TOOLS

THE IMPORTANCE OF DIGITAL SKILLS

Digital skills play a key role in supporting inclusion and integrating disadvantaged groups into society. In Norway, digital tools are used to enhance access to education, employment, and social services.



KEY ASPECTS OF DIGITAL INCLUSION

Access to Education

- Online educational platforms enable children and adults from low-income families or remote areas to acquire necessary knowledge and skills.

Employment Support

- Digital competencies are essential for the modern labor market, where IT skills are necessary even in standard professions.

Improved Communication and Access to Information

- Digital literacy helps individuals navigate society more effectively and gain information about available social services.

UTILIZING TECHNOLOGY FOR EDUCATION

Digital technology plays a crucial role in education and facilitates the inclusion of disadvantaged children and adults. Norway places great emphasis on integrating modern technologies into education, helping to overcome learning barriers.

KEY APPROACHES TO USING TECHNOLOGY IN EDUCATION

Online Learning Platforms – Widespread use of digital platforms such as Smartskolen and Udir.no for interactive learning.

Support for Individual Learning Needs – Specialized software and applications help children with learning disabilities or language barriers.

Hybrid Learning – A combination of in-person and digital education enables access to learning even for children in remote areas.

EXAMPLES OF NORWEGIAN TECHNOLOGICAL EDUCATIONAL INITIATIVES

IKT i skolen – A project supporting the integration of information technology into school education.

Digital læring for alle – Initiatives focused on improving access to digital educational tools for all children.

NAV e-læring – A platform providing online educational courses for various professional groups.

NORWEGIAN INITIATIVES SUPPORTING DIGITAL SKILLS

NAV DIGITAL

- A platform providing online courses and digital assistance for citizens seeking employment or improving their qualifications.

DIGIDEL

- A government initiative focused on developing digital skills among seniors, migrants, and other disadvantaged groups.

SMARTSKOLEN

- An educational program supporting digital learning and innovative teaching approaches in schools.



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4 ADAPTATION OF NORWEGIAN APPROACHES IN THE CZECH

TRANSFER POSSIBILITIES: WHICH ELEMENTS OF THE NORWEGIAN MODEL CAN BE IMPLEMENTED IN THE CZECH REPUBLIC?

Norway has long been considered one of the most successful countries in inclusive education. Its model is based on strong principles of a universal welfare state, scientifically backed methods, and effective collaboration between different sectors. Although the Czech environment differs significantly from the Norwegian model, there are several elements that could be implemented in the Czech Republic to improve the inclusion of children from socially disadvantaged groups.

ENCOURAGING CHILDREN'S PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

One of the key factors of successful inclusion in Norway is a strong tradition of volunteering. Many extracurricular activities are organized by volunteers, allowing for a wide range of clubs and after-school programs, even in smaller municipalities. Research shows that in the Czech Republic, children from socioeconomically disadvantaged backgrounds participate in fewer extracurricular activities, not only due to financial barriers but also because of limited availability, lack of parental motivation, and a shortage of people willing to lead these activities.

A significant role in children's participation in extracurricular activities in Norway is also played by the social support system. The Norwegian Labour and Welfare Administration (NAV) monitors children's engagement in educational and leisure activities as part of the overall family assessment. More active families can receive higher social benefits and additional bonuses, encouraging parents to support their children's education and after-school activities. Additionally, parents are also motivated to participate as volunteers.

TRANSFER POSSIBILITIES TO THE CZECH REPUBLIC:

- Strengthening the culture of volunteering and creating incentive mechanisms to involve volunteers in working with children.
- Expanding the range of extracurricular activities in regions with limited access.
- Providing mentors and instructors to lead after-school clubs, especially in remote areas.
- Raising awareness and motivating parents to engage their children in extracurricular activities.
- Supporting community centers that could provide activities in children's natural environments.
- Linking social benefits to active participation in educational and extracurricular activities.

COLLABORATION BETWEEN SCHOOLS, NON-PROFIT ORGANIZATIONS, AND PUBLIC ADMINISTRATION

One of the most important components of the Norwegian model is effective coordination between schools, social services, healthcare, and non-profit organizations. This ensures that every child in need of support receives adequate assistance in a timely and comprehensive manner. NAV plays a crucial role in this regard, as it helps families find appropriate services and secure necessary support. If a child has special needs, NAV assigns an assistant, connects families with non-profits that specialize in working with such children, and links them to relevant services.

TRANSFER POSSIBILITIES TO THE CZECH REPUBLIC:

- Establishing local "coordination centers" for inclusive education, connecting schools, social work, and healthcare services.
- Increasing the capacity of social workers and school psychologists to provide better support for children.
- Providing methodological support and funding partnerships between schools and the non-profit sector in the field of inclusion.
- Introducing a coordinated approach to services for families with children with special needs.

SUPPORT FOR DIGITAL LITERACY AND EDUCATION

In Norway, there are comprehensive programs focused on developing digital literacy among children and parents, which facilitates access to education and integration into the labor market. Platforms like "NAV Digital" provide courses and support in information technology.

TRANSFER POSSIBILITIES TO THE CZECH REPUBLIC:

- Expanding programs to promote digital literacy both inside and outside schools.
- Funding digital tools and technologies for children from low-income families.
- Promoting online platforms that offer educational materials, such as ČT EDU
- Creating online platforms for tutoring and academic support.

The transfer of Norwegian inclusive measures to the Czech Republic could help reduce educational inequalities and increase access to quality education for all children. Key areas of transfer include:

- Introducing targeted support to engage children in extracurricular activities, including strengthening volunteerism and linking social benefits to children's participation in activities.
- Improving collaboration between schools, social services, and the non-profit sector, ensuring coordinated support for families with special needs.
- Supporting digital education and expanding digital literacy programs.

Implementing these elements would require not only political support and funding but also a shift in attitudes toward inclusion in schools and the wider public. A crucial factor is that in Norway, volunteering plays a key role in inclusion, allowing social integration to happen naturally and smoothly.

REGIONAL INSPIRATION IN THE CZECH REPUBLIC

Norwegian inclusion models can serve as a significant source of inspiration for the Czech Republic, but it is also essential to highlight successful regional projects that are already being implemented within the Czech environment.

PROJECT "HANUŠOVICE TOGETHER"

This project was implemented as part of a Norway Grants-funded program by MAS Horní Pomoraví o.p.s. in cooperation with the town of Hanušovice, the local elementary and kindergarten school (ZŠ a MŠ Hanušovice), and non-profit organizations Společně-Jekhetane and Společnost Podané ruce. The initiative focused on preventing early school dropouts. Hanušovice is one of the municipalities with a high level of social exclusion, which is why the project aimed at providing comprehensive support for both children and families.

KEY PILLARS OF THE PROJECT:

- Individual Support for Children – Tutoring at home and in community settings, accompaniment to secondary schools, and introductions to vocational fields.
- Collaboration Between Schools, Social Workers, and the Non-Profit Sector – A coordinated approach to children at risk of school failure and improved communication between schools and families.
- Parental Engagement – Educational support and motivation through the publication "Kam dál?" ["Where Next?"], weekend retreats, and talks with successful Roma role models.
- Community Activities – Public events aimed at strengthening mutual respect between communities, and a booklet "History of Roma in Hanušovicko", designed to enhance historical understanding and reinforce Roma identity.

The project resulted in positive changes in children's attitudes towards education, increased family involvement, and stronger cooperation among local stakeholders. The project outputs, such as the "Kam dál?" brochure, helped families better navigate educational opportunities for their children.

Photos from the implementation of the Hanušovice Together project



OTHER SUCCESSFUL REGIONAL EXAMPLES

LOCAL ACTION PLAN FOR EDUCATION IN ORP ZÁBŘEH

A strategic approach to developing education in the region. The MAP Zábřeh project connects schools, municipalities, and non-profit organizations, enabling coordinated planning and implementation of educational activities based on the real needs of local communities. A dedicated working group, "Equal Opportunities", focuses specifically on inclusion, supporting children from socially disadvantaged backgrounds and identifying effective measures to help them better integrate into the educational system [36]. The project follows the vision of "Success for Every Student", which is based on the assumption that every student in school should experience personal and social success, fully develop their potential, and responsibly find their place in the world. As part of the project, educators receive training in individualized student approaches, and topics such as formative assessment and comprehensive preventive programs are also addressed.

COMMUNITY SCHOOL PROGRAMS

Community schools serve as centers for education, support, and community engagement, integrating formal and informal education. Examples from MAS Horní Pomoraví include community schools in Bohdíkov and Olšany, while ZŠ a MŠ Dolní Studénky represents a similar initiative from the nearby region.

- ZŠ a MŠ Bohdíkov focuses on outdoor education and environmental activities. The "Let's Try It Ourselves" project led to the creation of two outdoor nature classrooms, emphasizing ecological and technical education.
- ZŠ a MŠ Olšany carried out projects to renovate and modernize the school garden and create a barrier-free environment for children with special educational needs.
- ZŠ a MŠ Dolní Studénky engaged in developing practical skills through a workshop program for preschool and elementary students, where children learn basic technical and craft skills.

PRESCHOOL CLUBS

In collaboration with field workers, preschool clubs were established, where children attend with their mothers. These clubs prepare children for school attendance while allowing mothers to observe educational methods, inspiring them and reducing stigma within the community. One such club is run by Společně – Jekhetane in Hanušovice [2].

SCHOOL SOCIAL PEDAGOGUES

Some schools in the Czech Republic employ social pedagogues who assist children and families in securing extracurricular activities, tutoring, or finding financially accessible leisure opportunities. A social pedagogue is present, for example, at ZŠ a MŠ Hanušovice [2].

SHARED SCHOOL PSYCHOLOGISTS

As part of a project in Olomouc Region, collaboration was established with a Pedagogical-Psychological Counseling Center, which employs shared school psychologists. These psychologists work part-time across 2-3 small schools (up to 180 students), providing support not only to students but also to teachers.

PLACE-BASED LEARNING

Within MAP ORP Zábřeh and MAP ORP Šumperk, activities are implemented to support regional identity, such as environmental project days, artistic and literary competitions and programs focused on historical and natural aspects of the region [6].

These examples demonstrate that targeted programs can significantly support the inclusion of children from disadvantaged backgrounds and contribute to their successful integration into the education system. Studies by PAQ Research have identified factors that contribute to children's educational success in different regions. For instance, analyses of educational failure and the relationship between social conditions and test results in various ORPs allow for better targeting of support for at-risk children [1]. Another valuable contribution is the typology of micro-regions, which highlights differences in educational opportunities across the Czech Republic and aids in planning interventions [1].



SECTOR COLLABORATION: THE ROLE OF SCHOOLS, NON-PROFIT ORGANIZATIONS, AND PUBLIC ADMINISTRATION

Successful inclusion of children from socially disadvantaged backgrounds requires intersectoral cooperation and effective collaboration. Schools, non-profit organizations, and public administration each have specific roles, and their coordination is crucial to providing comprehensive support to children and their families. This collaborative approach enables more efficient resource utilization and prevents school failure and social exclusion.

1 THE IMPORTANCE OF COORDINATION AND A SYSTEMATIC APPROACH

Independent efforts by individual entities can be useful, but without systematic cooperation, their impact remains limited.


- **Tripartite Collaboration** – A cooperation model between schools, non-profit organizations, and public administration has already been successfully implemented in several regions in the Czech Republic. Examples include working groups within the MAP Zábřeh project or school collaboration with non-profits to provide tutoring for disadvantaged children as part of social inclusion projects.
- **Joint Strategy** – When schools, municipalities, and organizations share goals and coordinate their activities, they avoid duplication and maximize available resources.

2 EXAMPLES OF EFFECTIVE CROSS-SECTOR COLLABORATION

School and Non-Profit Collaboration in Supporting Children – In regions like Zábřežsko and Šumpersko, programs such as "Tutoring for Students at Risk of School Failure" and "Family-Based Educational Support" allow schools to work with non-profit organizations to provide home-based tutoring. These initiatives enhance children's engagement in education and reduce school failure risks by focusing on both children and their families [1].


Sharing Experience Between Schools – Professional Learning Communities – Active collaboration between schools of different levels takes place through regional methodological centers, where teachers meet regularly to share best practices. In regions like Zábřežsko and Šumpersko, regular meetings between school representatives focus on joint training sessions, exchanging best practices, analyzing and improving their teaching methods. These meetings strengthen support for inclusive education. A specific example is the network of elementary schools in ORP Zábřeh, where educators work together on shared educational strategies and innovative teaching methods to develop key competencies and individualized learning approaches [6].

Coordination of Social Services, Schools, and Public Administration – Regular meetings of schools, OSPOD [Child Protection Authority], social workers, and non-profit organizations help quickly identify at-risk children and ensure they receive appropriate support [1].



Interdisciplinary Field Team as an Example of Effective Cooperation - The interdisciplinary field team of MAS Horní Pomoraví connects various actors involved in addressing complex social situations of children and their families. A key element is a case meeting convened by the case manager and facilitated by a coordinator. This working model enables a coordinated approach to not only children's educational problems but also related issues such as family debt, housing difficulties, or parental unemployment. Depending on the needs, the team includes social workers, a psychologist, educators, and representatives of non-profit organizations or public administration, who collectively seek long-term solutions. A critical factor for success is the involvement of the family in the entire process – parents are not merely passive recipients of help but actively participate in defining problems and finding solutions.

This model can serve as inspiration for other regions where it is necessary to effectively connect school, social, and community support structures for families.



Round Tables and Platforms for Information Sharing – In some regions, working groups have been established where representatives of schools, social services, and non-profit organizations regularly meet to collaboratively seek solutions to specific issues.

Joint Projects – Cooperation in grant applications enables the financing of comprehensive support [e.g., linking tutoring, mentoring, and leisure activities].

Inspiration from Norway – In Norway, the NAV administrative authority assists families with school inclusion by linking schools with other services, providing assistants for children with special needs, and helping families find appropriate community support. This model could be adapted in the Czech Republic, for example, by enhancing the role of municipalities in coordinating educational and social support, better integrating school assistants and social pedagogues into family work, or even establishing a joint support organization at the municipal level, known as an Education Support Center.

3 SPECIFIC ROLES OF INDIVIDUAL ACTORS

Each sector has an indispensable role in the inclusion process:

SCHOOLS

In addition to education, schools can serve as community centers where families gather, extra-curricular education takes place, and social support is provided. Some schools already collaborate with non-profit organizations to support children through tutoring, mediation, and leisure activities.

NON-PROFIT ORGANIZATIONS

They often act as a bridge between families and institutions. They provide tutoring, mentoring, fieldwork, and social counseling, helping to overcome barriers to education access.

PUBLIC ADMINISTRATION

Its key role is in coordination and financing. Local governments can support cooperation between schools and organizations, create grant opportunities, and disseminate best practices among schools.

4 BARRIERS TO COOPERATION AND THEIR OVERCOMING THEM

Despite the benefits of collaboration, there are obstacles that can weaken the effectiveness of these connections:

Legislative and Administrative Constraints – For example, complex financing conditions and the typical short-term nature of funding can hinder long-term cooperation.

Insufficient Information Sharing – There is a lack of systematic connection between schools, social services, and other institutions, often due to the necessity of protecting personal data. A possible solution could be the implementation of secure information platforms that allow the sharing of anonymized data between schools and social workers while respecting all legal privacy requirements. Strict data protection laws can complicate the exchange of crucial information between sectors, even though information sharing could lead to better coordination of support for at-risk children.

Distrust Between Sectors – Cooperation improves when long-term relationships, regular communication, and opportunities for personal meetings exist.

SUMMARY

For successful inclusion, it is essential that schools, non-profit organizations, and public administration collaborate effectively. Well-structured partnerships can provide disadvantaged children with the support they need to increase their chances of success in education and beyond. Inspiration from Norway shows that connecting these sectors leads to systemic solutions that bring long-term positive results.

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5 SUPPORT FOR ADULTS: EMPLOYMENT AND SOCIAL ENTREPRENEURSHIP

The social inclusion of children from disadvantaged backgrounds is closely linked to the economic stability of their families. Parental employment affects not only the household's financial situation but also children's psychological well-being, access to education, and future prospects in the labor market. Families experiencing long-term poverty and unemployment often face an intergenerational transmission of socio-economic disadvantages, making it harder for children to achieve a better life.

In this chapter, we will focus on how parental employment influences children's social inclusion, the role of adult support in poverty prevention strategies, and the specific mechanisms that have proven effective in the Norwegian model. We will introduce systemic tools that help parents find employment, improve their qualifications, and avoid long-term dependency on social benefits.

Furthermore, we will explore the concept of social entrepreneurship, which plays a key role in Norway in supporting the employment of disadvantaged groups. We will showcase successful initiatives that help parents secure stable jobs while contributing to the social cohesion of society.

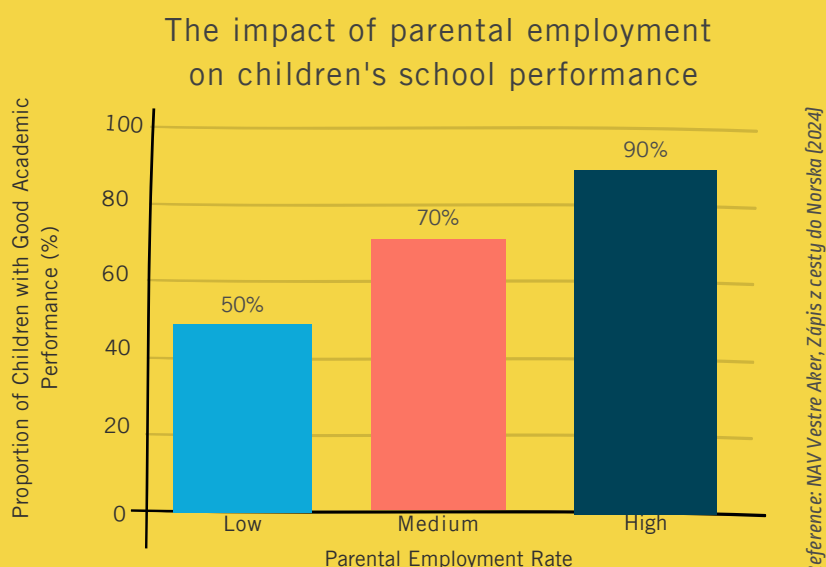
Finally, we will consider the possibilities of adapting these approaches to the Czech context and propose specific steps to support parental employment as a key element of their children's inclusion.

THE IMPORTANCE OF EMPLOYMENT IN INCLUSIVE POLICY

PARENTAL EMPLOYMENT AS A KEY FACTOR FOR CHILDREN'S SOCIAL INCLUSION

Parental employment directly influences children's living conditions and their chances of success in education and future employment. A stable parental income allows families to finance children's educational needs, ensure better living conditions, and provide positive role models for their future.

Conversely, long-term parental unemployment can lead to social isolation of the family, financial difficulties, and increased household stress. This situation negatively affects children's educational outcomes and future career prospects. Research shows that children from families where parents have been unemployed for extended periods are more likely to find themselves in the same situation in adulthood.



LOW PARENTAL EMPLOYMENT TYPICALLY CORRESPONDS TO ONE OF THE FOLLOWING SITUATIONS:

- Long-term Unemployment – Parents have been without a job for several months or years, often dependent on social benefits.
- Irregular Work – Parents have only occasional or seasonal jobs without a stable income.
- Low Working Hours – Parents work only a very limited number of hours per week (e.g., less than 20 hours), and their income is insufficient to cover the family's basic needs.
- Informal Employment – Parents work "off the books," meaning they do not have access to social and health benefits, increasing their economic insecurity.

In the context of the graph, low employment corresponds to a situation where parents are unable to ensure a stable economic situation for their family, which negatively impacts their children's educational opportunities and school performance.

Medium parental employment refers to situations where parents are working, but their employment may not be entirely stable or sufficiently profitable to fully meet the family's needs.

Typical cases include:

- Part-time Jobs (20–30 hours per week) – Parents work, but their income is lower than the average wage in the given country.
- Low-Income Employment – Jobs requiring low qualifications that provide a regular income but do not allow significant investments in children's education (e.g., paid tutoring, school supplies, extracurricular activities).
- Irregular or Seasonal Work – Employment where stable working hours are not guaranteed throughout the year (e.g., jobs in hospitality, agriculture, tourism).
- Dependence on Social Benefits – Even though parents work, their earnings are insufficient to cover all expenses, and they receive some form of state support (e.g., housing allowance, child benefits).

PARENTAL EMPLOYMENT IN THE CZECH REPUBLIC:

- Employment Rate of Women: In 2024, the employment rate of women in the Czech Republic was 69.5 %. This figure includes all women of working age, not just mothers.
- Part-Time Jobs: In 2021, an average of 354,000 people worked part-time; in the first quarter of 2023, this number increased to 417,000. However, the overall share of part-time employment remains low (8 %) and is still more common among women (13 %) than men (4 %).

PARENTAL EMPLOYMENT IN NORWAY:

- Employment Rate of Women: In 2024, the employment rate of women in Norway reached 74.3 %, which is above the EU average.
- Gender pay gap: In Norway, the gender pay gap is relatively low (15 %), which may indicate better conditions for women's employment.

These figures show that the employment rate of women, including mothers, is lower in the Czech Republic compared to Norway. Lower utilization of part-time jobs and higher wage disparities contribute to lower economic activity among women in the Czech Republic. Conversely, in Norway, the higher female employment rate and smaller wage gaps suggest better conditions for balancing work and family life.

The implementation of Norwegian approaches, such as support for part-time employment and measures to reduce wage disparities, could contribute to increasing parental employment in the Czech Republic and, consequently, to better social inclusion of children.

SOCIAL AND ECONOMIC IMPACTS OF PARENTAL UNEMPLOYMENT

DIRECT IMPACT ON CHILDREN'S EDUCATION

Parental unemployment results in limited financial resources for education:

- Lack of money for school supplies, quality clothing, or extracurricular activities.
- Limited access to after-school programs, tutoring, or summer camps, which can help children develop skills and social connections.
- In families with lower parental education, support for homework and school preparation is often lacking.

PSYCHOLOGICAL EFFECTS ON CHILDREN

- Financial stress in the family increases children's anxiety levels and may affect their academic performance.
- Children adopt their parents' behavioral patterns if they consistently see that employment is not a regular part of life.
- A less stimulating home environment can lead to lower motivation for learning and aspirations for higher education.

GENERATIONAL POVERTY AND THE CYCLE OF SOCIAL EXCLUSION

- Low-income families often lack financial reserves for crisis situations, leading to long-term insecurity.
- Children from these families are more likely to have lower education levels, more frequent school absences, and greater difficulties finding employment in the future.
- In Norway, this issue is addressed by integrating employment support with educational programs for both children and parents.

NORWEGIAN MODEL OF PARENTAL EMPLOYMENT SUPPORT

Norway emphasizes active employment support as a key element of social inclusion:

- Social Entrepreneurship – Support for businesses that employ parents of disadvantaged children (e.g., Mamas Kafé, SiB ([sistersinbusiness](#))).
- Individual Approach to Employability – Requalification and educational programs for parents.
- Job Search Assistance – Career counseling, mentoring, and financial support for returning to the labor market.
- Flexible Work Arrangements and Home Office – Allowing parents to work while taking care of their children.



Reference: FB Mamas Kafé



NORWAY'S APPROACH TO EMPLOYMENT FOR DISADVANTAGED GROUPS

Norway applies a systematic and long-term approach to supporting the employment of disadvantaged groups, including low-income parents, migrants, people with disabilities, and other vulnerable populations. The goal is not only to secure jobs but also to promote social inclusion and economic self-sufficiency for these individuals.

SYSTEMIC MEASURES TO SUPPORT EMPLOYMENT FOR DISADVANTAGED GROUPS

1 NAV AS THE MAIN EMPLOYMENT SUPPORT TOOL

The Norwegian Labour and Welfare Administration (NAV – Arbeids – og velferdsetaten) serves as a central institution that integrates employment services, social security, and education. NAV provides not only career counseling but also targeted requalification programs and job search assistance.

2 INDIVIDUAL APPROACH TO EMPLOYMENT

Norway does not apply a one-size-fits-all solution but instead tailors support to each individual. Disadvantaged job seekers can receive mentorship to develop a structured plan for re-entering the job market. This plan includes:

- Requalification aligned with current labor market demand
- Opportunities for temporary subsidized employment with employers
- Support in labor law and social security matters

3 SOCIAL ENTREPRENEURSHIP AS A PATH TO EMPLOYMENT

Social enterprises are an important tool for integrating disadvantaged groups. Norway supports their development through grants and tax incentives. Examples of successful social enterprises include:

Mamas Kafé

A restaurant employing low-income parents and migrants, helping them acquire work habits and language skills.

Sisters in business (SiB)

Is an entrepreneurial company that creates jobs for women with immigrant backgrounds through local textile production. We offer unique, sustainable, and functional products for both B2B and B2C markets.

By integrating sustainability in three key areas—social, economic, and environmental (SØM)—with a hands-on business focus, we succeed in providing employment for those furthest from the labor market. We support individuals who have fallen into social exclusion and struggle to break free—women who have had to fight against rigid systems and deeply ingrained gender roles.

At Sisters in Business, these women can step forward and claim the space they deserve. Sisters in Business is more than just a job. We are a work community and a thriving environment. A stepping stone to self-respect and financial independence.

In the Czech Republic, several successful social enterprises already exist, which can serve as inspiration for further development.

EXAMPLES FROM THE CZECH CONTEXT:

- Like at home – Homeless cooks (Prague) – Employs women in social distress, helping them gain work experience in gastronomy. It also offers community activities and educational programs focused on financial literacy and self-sufficiency skills.
- Café Rozmar (Prague) – A café employing individuals from disadvantaged backgrounds, including parents of young children. It combines work training with individual mentoring and counseling.
- Ergon – Sheltered Workshop (Třinec) – Provides employment opportunities for parents caring for children with special needs. It offers flexible working hours and individualized support to help balance work and family life.

Regional Story:

REPARTO Zábřeh s.r.o. is a social enterprise established in 2012 by Charita Zábřeh, focusing on employing people with disabilities in the Zábřeh, Mohelnice, and Litovel regions. The company continues the work of Charita Zábřeh's sheltered workshops, which have been operating since 1999.

- Assembly and Packaging Services – Providing finishing production, packaging, and (de)assembly services for regional companies in the food, industrial, and paper sectors; shipping and dispatching activities.
- Production of Single-Serving Sugar Packets – Customized with advertising prints as requested by clients.
- Hand-Decorated Candle Production – Using a layered wax technique to create hand-decorated candles for various occasions, certified as a "JESENÍKY Original Product®."
- Parcel Pickup Point Operations – Collaborating with Zásilkovna.cz and PPL PARCELshop (DHL) to operate a pickup point, which also serves as a workplace for people with disabilities.
- Operation of Public Restroom Facilities – Managing facilities for visitors in Zábřeh and travelers at the Zábřeh na Moravě railway hub.
- Cleaning, Technical, Administrative, and Transport Services
- Meal Delivery for Seniors
- Management of a Medical Supplies Warehouse – Including storage, handling of medical materials, and sterilization services.

Currently, REPARTO Zábřeh employs 39 people, 37 of whom are individuals with disabilities. The company also offers its partners the possibility of "substitute fulfillment," which allows them to meet legal obligations related to employing people with disabilities. This enterprise represents a successful example of social entrepreneurship that promotes the professional integration of disadvantaged individuals while contributing to the development of the local community.

4 FLEXIBLE WORK ARRANGEMENTS AND PARENTAL SUPPORT

One of the key measures in Norway's employment policy is the availability of flexible work arrangements, helping parents balance work and childcare responsibilities. The state provides financial support to parents during the transition from parental leave back to work, encouraging a quicker return to the labor market.

5 EMPLOYERS AS KEY PARTNERS

The Norwegian government collaborates with employers and incentivizes them to hire disadvantaged workers through:

- Tax incentives
- Wage subsidies for hiring long-term unemployed individuals
- Workplace integration programs for migrants

POSSIBILITIES FOR IMPLEMENTATION IN THE CZECH REPUBLIC

These measures could help families with children escape poverty and improve their chances of successful social integration.

BETTER COOPERATION BETWEEN EMPLOYMENT OFFICES, EMPLOYERS, AND SCHOOLS

In Norway, employers actively participate in creating job opportunities for disadvantaged groups. In the Czech Republic, effective collaboration between Employment Offices and employers is often lacking. Norway successfully connects NAV, businesses, and educational institutions, ensuring that job seekers have access to requalification and hands-on experience directly with employers.

Recommendation

Establish regional partnerships between Employment Offices, businesses, and schools to better align education with labor market needs.

DEVELOPMENT OF SOCIAL ENTREPRENEURSHIP

Supporting social enterprises could help increase employment among disadvantaged parents in the Czech Republic.

The Czech Republic lacks systematic support for social enterprises that employ vulnerable groups. The Norwegian model demonstrates that investments in these businesses provide both social and economic benefits.

Recommendation

Create grant programs for social enterprises and facilitate their access to public procurement opportunities.

INTRODUCING MENTORSHIP AND INDIVIDUAL EMPLOYMENT PLANS

The Czech employment system is still focused more on passive support (benefits), whereas Norway invests in active and long-term work with job seekers.

Recommendation

A mentorship program at Employment Offices, combining career counseling and psychological support, could be beneficial.

FLEXIBLE WORK ARRANGEMENTS FOR PARENTS

Expanding part-time work opportunities would help parents balance work and childcare, which is still not a common practice in the Czech Republic.

Czech families often struggle with a lack of flexible job opportunities. In Norway, part-time work, remote work, and state-supported return-to-work programs for parents are common.

Recommendation

Encourage employers to introduce part-time jobs for parents of young children through tax incentives and subsidies.

KEY DIFFERENCES BETWEEN THE NORWEGIAN AND CZECH APPROACHES

AREA	Norway	Czech Republic
CONNECTION BETWEEN EMPLOYMENT OFFICES AND EMPLOYERS	NAV actively connects businesses, educational institutions, and social services. Employers participate in requalification and mentoring.	Employment Offices mainly act as job intermediaries, with little cooperation with businesses and schools.
MENTORSHIP AND INDIVIDUAL SUPPORT	Long-term unemployed individuals have access to personal mentors who assist them in returning to the labor market.	Mentoring is not commonly available at Employment Offices. Support mainly focuses on providing benefits.
FLEXIBLE WORK ARRANGEMENTS FOR PARENTS	Part-time jobs are common. Employers receive incentives to offer part-time jobs for unemployed.	Low utilization of part-time jobs (8% of employees, compared to 20% in Norway). Mothers with young children often stay out of the workforce for several years.
SOCIAL ENTREPRENEURSHIP	The state supports social enterprises through subsidy and collaboration with the public sector.	Social entrepreneurship exists but lacks systematic support and connection to the labor market.
ACCESS TO REQUALIFICATION	Requalification is targeted based on current labor market needs. Close cooperation with businesses.	Requalification programs exist but are not always well-aligned with market demands.

Parental employment plays a crucial role in children's social inclusion, and a stable work situation significantly impacts the quality of education, the family's economic stability, and children's future life opportunities. Norway serves as an example of a country that actively supports the employment of disadvantaged parents through flexible work arrangements, targeted requalification programs, mentoring, and social entrepreneurship. The Czech Republic still has room for improvement in these areas, but at the same time, it has opportunities to draw inspiration from Norway and adapt selected elements of its model to local conditions.

AREAS FOR IMPROVEMENT IN THE CZECH REPUBLIC

BETTER COORDINATION BETWEEN EMPLOYMENT OFFICES, EMPLOYERS, AND SCHOOLS

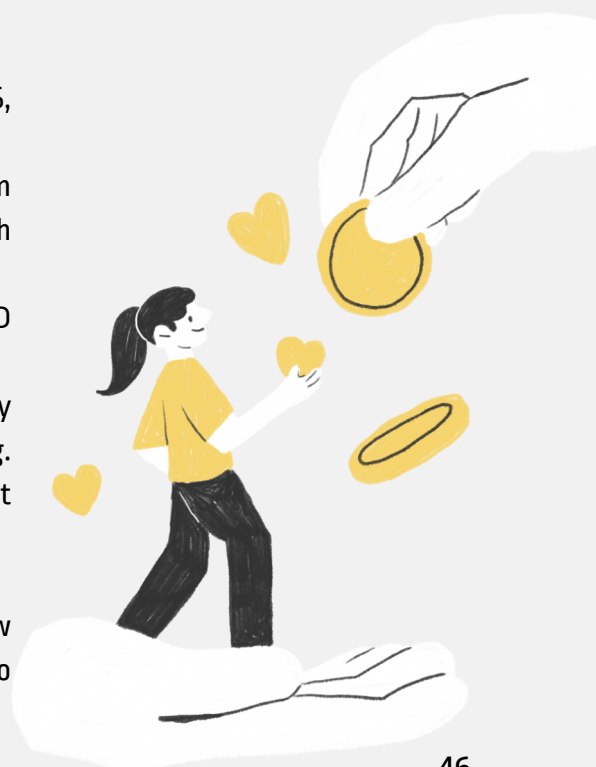
- Establish pilot programs that directly connect long-term unemployed parents to the labor market and provide them with targeted requalification.

INTRODUCING MENTORSHIP FOR LONG-TERM UNEMPLOYED INDIVIDUALS

- The Norwegian model shows that personal mentors help not only with job searching but also with motivation and career planning. This approach could be integrated into the Czech employment system.

SUPPORTING PART-TIME AND FLEXIBLE WORK ARRANGEMENTS

- Part-time work utilization in the Czech Republic remains low compared to Norway. The state could encourage employers to offer such arrangements through tax incentives or subsidies.



DEVELOPMENT OF SOCIAL ENTREPRENEURSHIP

- In Norway, social enterprises are an effective tool for employing parents of disadvantaged children. In the Czech Republic, there is no systemic support for these businesses—their growth could be promoted not only through targeted grants but also by facilitating access to public sector contracts.

A MORE FLEXIBLE REQUALIFICATION SYSTEM

- Norway's requalification system is directly linked to labor market needs. In the Czech Republic, greater cooperation between businesses and employment offices in designing requalification programs would be beneficial.

These steps could significantly contribute to integrating parents into the labor market, improving conditions for their children, and preventing social exclusion and generational poverty.

The Czech Republic does not need to copy Norway's model but can draw inspiration from it and tailor it to its own conditions—this is the key to ensuring the long-term sustainability of an inclusive employment policy.



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ROLE OF PUBLIC ADMINISTRATION AND THE NON-PROFIT SECTOR

HOW CAN MUNICIPALITIES SUPPORT INCLUSION?

Practical Models of Inclusion at the Local Level

Municipalities play a key role in supporting inclusion as they have a direct impact on the education system, social services, and community development.

THE MOST EFFECTIVE MODELS INCLUDE:

Inclusion coordinators at the municipal level – Specialists who connect schools, social services, and the non-profit sector.

Local Action Plans for Education (LAP) – A strategic approach to education with a focus on social inclusion.

Parental engagement – Supporting community meetings, workshops, and counseling services for families.

Support for school inclusion teams – Multidisciplinary teams (teachers, assistants, social workers) addressing the individual needs of children.

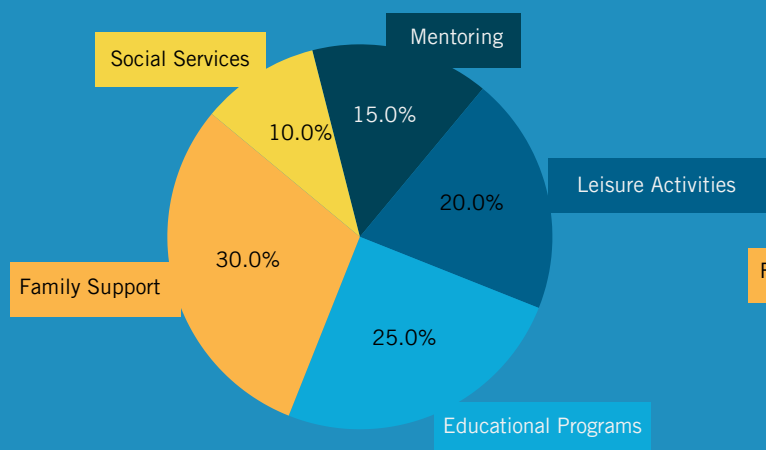
HOW DO MUNICIPALITIES COORDINATE INCLUSION PROGRAMS IN SCHOOLS?

- Ensuring availability of school assistants and mentors.
- Supporting community education centers.
- Organizing training for teachers and public administration staff.
- Securing funding from various sources (see Chapter 4).

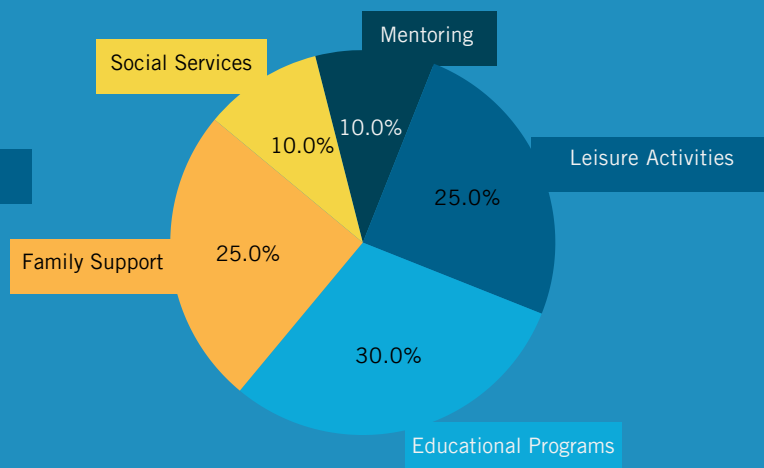
THE ROLE OF NON-PROFIT ORGANIZATIONS AND THEIR COOPERATION WITH PUBLIC ADMINISTRATION

Share of non-profit organizations in inclusive measures

Current Situation



Recommended Situation



HOW TO EFFECTIVELY ESTABLISH COOPERATION BETWEEN PUBLIC ADMINISTRATION AND THE NON-PROFIT SECTOR?

Non-profit organizations are valuable partners for municipalities because:

- They can provide direct support to families (counseling, leisure activities, tutoring).
- They have a more flexible structure and can respond quickly to specific needs.
- They contribute to community building and encourage citizen engagement.

OVERVIEW OF EXISTING PARTNERSHIPS IN THE CZECH REPUBLIC

Examples of Successful Collaboration:

Project “Hanušovice Together” – A partnership between schools, social workers, and the non-profit sector supporting children from socially excluded localities.

Local Action Plans for Education in ORP Zábřeh – An effective strategic approach to planning inclusion.

Community Schools – Connecting formal and informal education within local communities.

POSSIBLE BARRIERS AND THEIR SOLUTIONS

- Lack of financial resources × Utilizing grants and public-private partnerships.
- Weak coordination between sectors × Establishing a platform for regular meetings between municipalities and non-profits.
- Lack of trust in institutions among families × Implementing field social work and community counseling.

EXAMPLES OF BEST PRACTICES AND RECOMMENDATIONS FOR THE CZECH REPUBLIC

Brief Examples from the Czech Republic and Norway:

- NAV Vestre Aker (Norway) – Connecting social security, education, and leisure activities.

SAGENE IF (NORWAY) – ENGAGING CHILDREN IN SPORTS ACTIVITIES AS A TOOL FOR INCLUSION.

Sagene Idrettsforening (Sagene IF) is a multi-purpose sports club based in Oslo, Norway, founded in 1921. It offers a wide range of sports activities, including football, floorball, bandy, field hockey, wrestling, rugby, tennis, dance, gymnastics, quidditch, and cycling. In recent years, the club has experienced significant growth in membership, increasing from around 700 members in 2011 to 2,111 in 2019.

Sagene IF focuses on inclusion and community engagement. It offers programs for children aged 3–5, aimed at developing basic motor skills through play and fun. Additionally, the club organizes events such as free floorball schools for children in grades 1–7, where equipment is provided for all participants.

The club’s rugby section, known as Sagene IF Rugby, is an inclusive team with junior, women’s, and men’s squads, emphasizing openness and accessibility for anyone interested in the sport.

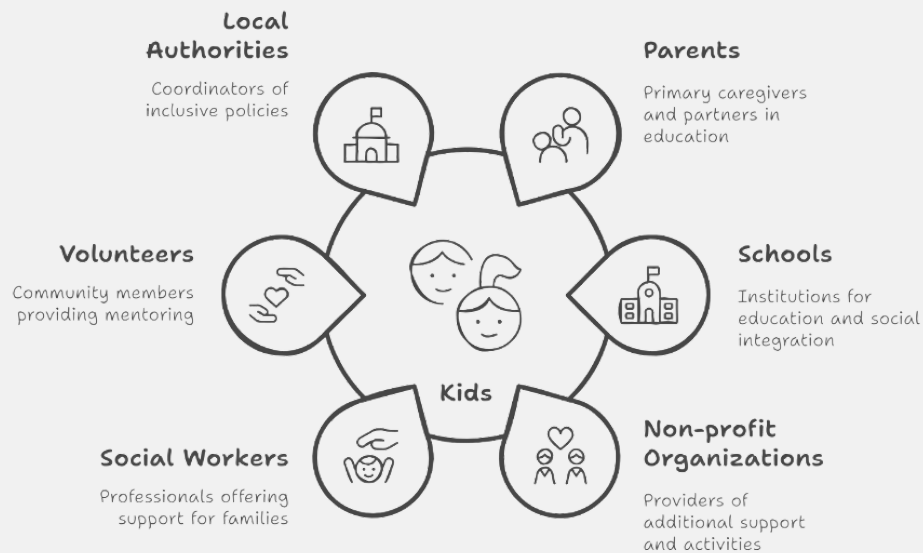
Overall, Sagene IF plays a key role in promoting sports and physical activity in the community, with a strong focus on inclusion and accessibility for all age groups.

- Community Schools (Czech Republic) – Successful examples of connecting schools, families, and the non-profit sector.

HOW CAN PUBLIC AUTHORITIES AND NON-PROFITS PLAN LONG-TERM INCLUSIVE STRATEGIES TOGETHER?

- Develop a local inclusion strategy in collaboration with schools and communities.
- Support long-term partnerships with the non-profit sector.
- Evaluate the impact of inclusion measures using well-defined indicators.

Components of an Inclusive Child Support System



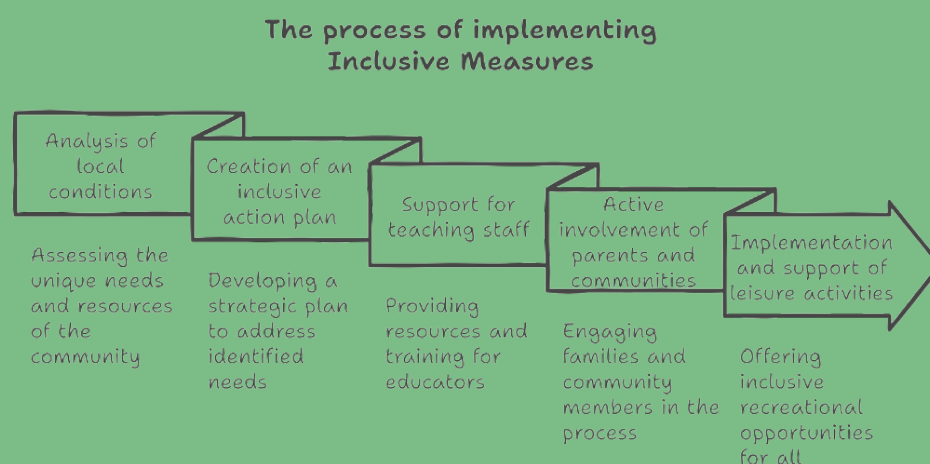
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50. Sagene IF [web 2025]

7 RECOMMENDATIONS FOR IMPLEMENTING INCLUSIVE POLICIES

PRACTICAL STEPS FOR LOCAL AUTHORITIES AND SCHOOLS: HOW TO LAUNCH INCLUSIVE PROGRAMS?

For inclusive measures to be effective, it is essential to take a systematic approach and adapt strategies to the specific needs of the region. Below are steps that local authorities and schools can take to successfully implement inclusion:



ANALYSIS OF LOCAL CONDITIONS

- Data collection on educational inequalities – Creating an overview of the number of children at risk of school failure based on their socio-economic background.
- Engagement of community stakeholders – Consulting with school principals, teachers, social workers, and parents to identify key barriers to inclusion.
- Connection with social services – School authorities should collaborate with institutions providing support for low-income families.

DEVELOPMENT OF AN INCLUSIVE ACTION PLAN

- Defining priorities – e.g., ensuring teaching assistants, introducing mentoring programs for struggling children, and making leisure activities accessible.
- Setting measurable goals – for example, reducing absenteeism among socially disadvantaged children by 20 % within two years.
- Funding – Utilizing grant programs and European funds to support inclusive measures.

SUPPORT FOR TEACHING STAFF

- Teacher training – Focusing on working with heterogeneous classrooms and using individualized education plans.
- Providing professional support – Collaboration between schools and psychologists, special educators, and social workers.
- Mentoring programs – Engaging experienced teachers to support younger colleagues in inclusive education.

ACTIVE ENGAGEMENT OF PARENTS AND COMMUNITIES

- Facilitating counseling services – Parents should have access to programs supporting parenting skills.
- Motivating parents to collaborate – Organizing meetings and workshops focused on supporting children's education.
- Community centers – Spaces providing leisure and educational activities for children and parents.

IMPLEMENTATION AND SUPPORT OF LEISURE ACTIVITIES

- Access to after-school programs – Municipalities can support the funding of activities for children from low-income families.
- Cooperation with non-profit organizations – Sharing expertise in organizing leisure activities.
- Establishing school clubs – Spaces for tutoring, sports, and cultural activities accessible to all students.

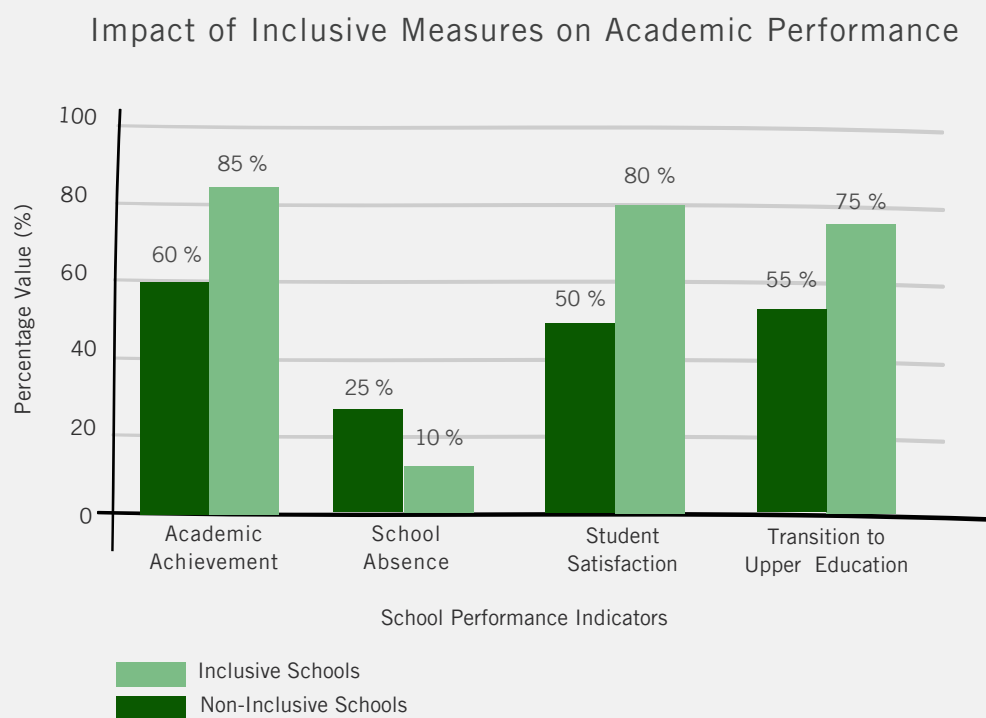
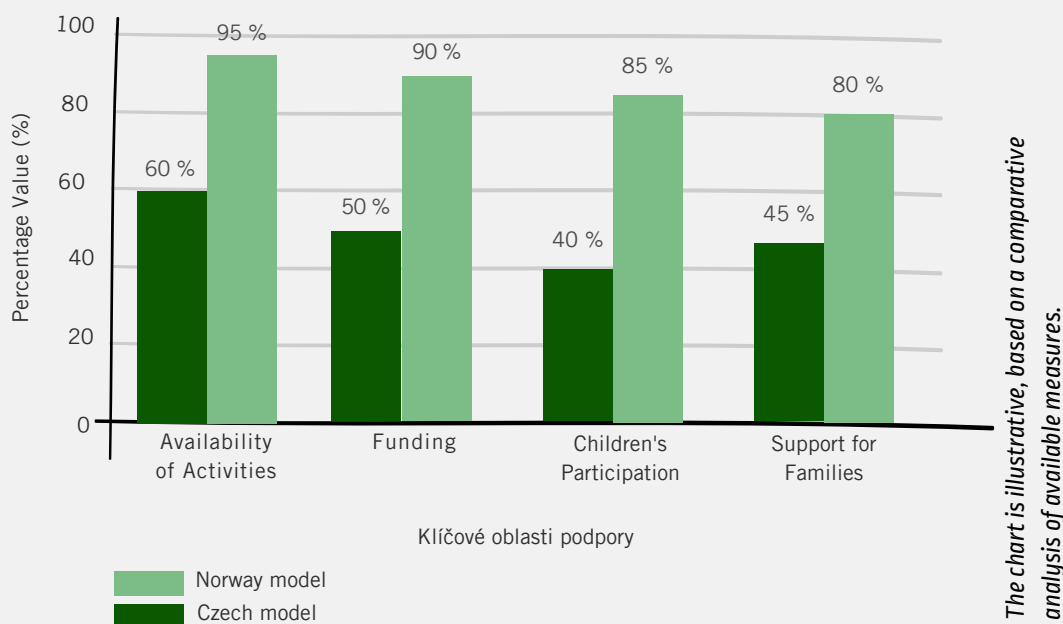


Chart Comparing Student Success, School Absence, Satisfaction, and Transition to Secondary School Between Inclusive and Non-Inclusive Schools. A chart based on a comparative analysis of available sources.

Example of Best Practice: The Norwegian Leisure Card Model

In Norway, children from families with low income are automatically enrolled in a state-funded leisure program, allowing them to participate in extracurricular activities, sports, and cultural events. This model could be applied in the Czech Republic, for example, through school scholarships for leisure activities.

Comparison of the Norwegian and Czech Models of Leisure Activities



MONITORING SUCCESS: HOW TO MEASURE THE IMPACT OF INCLUSIVE MEASURES?

- Evaluating School Attendance and Student Success
- Implementing regular monitoring of student participation, including attendance records.
- Analyzing educational outcomes and their development over time.
- Comparing schools with different approaches to inclusion to assess the effectiveness of implemented measures.

1 COLLECTING FEEDBACK FROM STUDENTS, PARENTS, AND TEACHERS

- Conducting regular anonymous surveys for students and parents about their experiences in the school environment.
- Interviewing teachers, teaching assistants, and school psychologists about their needs and experiences with inclusive education.
- Evaluating mentoring and support programs for students.

2 COLLABORATION WITH INDEPENDENT EXPERTS AND RESEARCH INSTITUTIONS

- Partnering with sociological and educational research centers.
- Conducting external evaluations of inclusive measures using standardized methods.
- Adapting best practices from successful international models into the Czech context.

3 UTILIZING TECHNOLOGY TO MONITOR INCLUSION EFFECTIVENESS

- Implementing digital tools for analyzing educational outcomes.
- Using online systems to track school attendance and interventions.
- Developing applications for feedback between schools, students, and parents.

EXAMPLE OF BEST PRACTICE: THE NORWEGIAN MODEL FOR EVALUATING INCLUSIVE MEASURES

In Norway, inclusive education is assessed through a combination of school statistics, anonymous surveys, and longitudinal studies that track students' educational success throughout their school years. The Czech Republic could adopt regular surveys among students and parents and improve data analysis within the school system.

A black and white photograph showing two hands, one from the left and one from the right, carefully placing white puzzle pieces together. The puzzle pieces are interlocking, symbolizing the coming together of different parts to form a whole. The background is a solid light color.

INSPIRATION FROM NORWAY: WHAT METHODS HAVE PROVEN EFFECTIVE?

Norway has consistently ranked among the most effective countries in inclusive education. The key to its success lies in comprehensive child support, interdisciplinary collaboration, and systematic funding. Below are specific methods that could inspire improvements in the Czech Republic.

FUNDING INCLUSION AT THE MUNICIPAL AND SCHOOL LEVELS

- Every Norwegian municipality is obliged to finance teaching assistants, special education needs, and school psychological services.
- The state allocates targeted grants to schools for inclusion based on student needs analysis.
- In the Czech Republic, a multi-year funding system for inclusion could be introduced to reduce administrative burdens on schools.

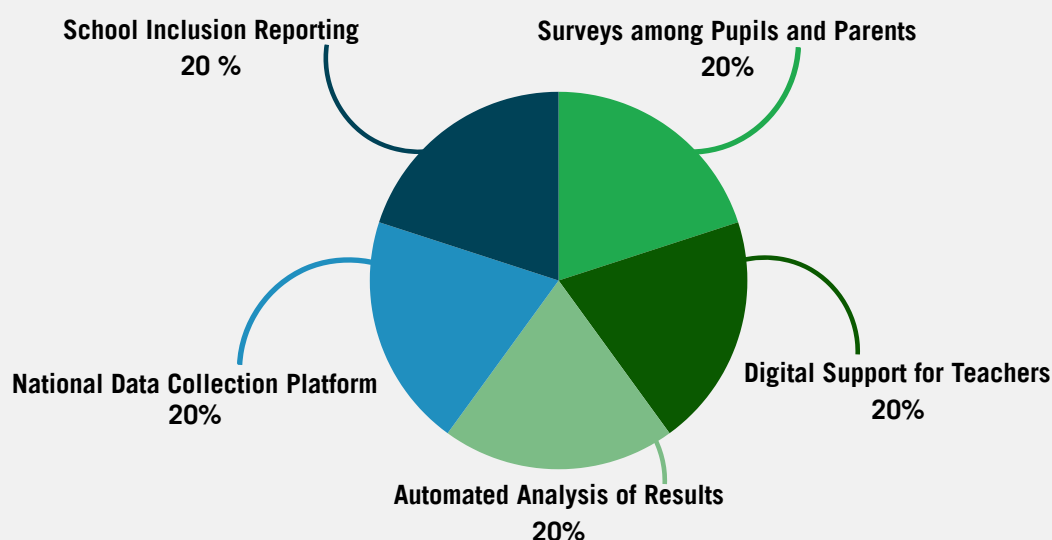
COMMUNITY-BASED APPROACH TO INCLUSION

- Norwegian schools closely collaborate with local organizations, sport clubs, businesses, and parents when there is a need.
- There are "school support services", where students and their families have access to educational, psychological, and social support.
- The Czech Republic could introduce regional inclusion centers serving as intermediaries between schools, authorities, and non-profits.

DIGITALIZATION OF INCLUSIVE MEASURES EVALUATION

- Norway has a national platform for collecting and analyzing inclusion data, where schools report student progress and measure intervention effectiveness.
- Automated analyses help quickly identify problem areas and recommend interventions.
- The Czech Republic could adopt Norway's experience and create a unified digital database for inclusive measures for schools and public authorities.

Overview of Digital Tools Used in Norway for Monitoring and Evaluating Inclusive Measures



SUPPORTING SCHOOLS THROUGH MENTORING AND SUPERVISION

- Every Norwegian school has access to external mentors and supervisors, who assist schools in establishing an inclusive environment.
- School teams are required to regularly participate in supervision meetings focused on addressing specific challenges.
- In the Czech Republic, regional educational support centers could be established, where experts would provide ongoing assistance to schools.

INDIVIDUALIZED SUPPORT FOR STUDENTS

- The Norwegian model is based on the principle of early risk identification – schools have specialists who monitor children's development from preschool age.
- Every child in need of support receives an individual plan, which is regularly updated.
- In the Czech Republic, expanding cooperation between schools and educational counseling centers and enabling a more flexible approach to student support would be beneficial.

EXAMPLE OF BEST PRACTICE

The NAV (Norwegian Labour and Welfare Administration) connects education, healthcare, and social services to provide maximum support for children with special educational needs. It helps schools finance assistants, mentoring programs, and specialized support. A similar model could be applied in the Czech Republic by strengthening collaboration between schools, the Child Protection Authority (OSPOD), and non-profit organizations.

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CONCLUSION: THE FUTURE OF INCLUSION

SUMMARY OF KEY FINDINGS

WHAT HAVE WE LEARNED ABOUT INCLUSION IN THE CZECH REPUBLIC VS. NORWAY?

- Norway builds inclusion on a universal welfare state model funded by taxes, where support is available to all, regardless of income level.
- In the Czech Republic, inclusion faces financial and organizational barriers, with a lack of systematic support for both regular and extracurricular activities for children from at-risk groups.
- Norway effectively connects schools, municipalities, and the non-profit sector, whereas this approach is not yet fully utilized in the Czech Republic.

WHICH ELEMENTS OF THE NORWEGIAN MODEL ARE TRANSFERABLE TO THE CZECH CONTEXT?

- Individualized child support planning (e.g., NAV questionnaire for families with children).
- Community support services at schools and volunteer programs to support families.
- Mentoring for parents and teachers, along with training in inclusive pedagogy.
- Children's participation in extracurricular and summer activities supported by the public sector.

WHAT MEASURES HAVE ALREADY PROVEN EFFECTIVE IN THE CZECH REPUBLIC?

- Assistant services and special education centers for children with special educational needs.
- EU-funded projects focused on inclusive education.
- Regional inclusion support centers and programs for socially disadvantaged children.

KEY CHALLENGES FOR THE FUTURE OF INCLUSION

BARRIERS TO IMPLEMENTING INCLUSIVE POLICIES IN THE CZECH REPUBLIC

- Insufficient funding for inclusion measures and their long-term sustainability.
- Lack of interdisciplinary cooperation between schools, municipalities, and social services.
- Limited access to teacher training in inclusive education.

GAPS IN INCLUSION MONITORING

- Absence of systematic data collection on the effectiveness of inclusion measures.
- Need for evaluating the impact of inclusion on both academic outcomes and social integration.

HOW TO ENSURE GREATER ENGAGEMENT OF SCHOOLS, PARENTS, AND PUBLIC ADMINISTRATION?

- Creating platforms for dialogue between parents, teachers, and municipalities.
- Encouraging the exchange of best practices and mentoring between schools.
- Introducing financial incentives for schools actively involved in inclusion.

3 RECOMMENDATIONS FOR THE FUTURE OF INCLUSION

WHAT SPECIFIC STEPS CAN MUNICIPALITIES AND SCHOOLS TAKE NOW?

- Mapping the needs of children and families in cooperation with social workers.
- Ensuring access to extracurricular activities for all children.
- Implementing support programs for parents (mentoring, education).

HOW TO APPLY NORWEGIAN INSPIRATION IN PRACTICE?

- Introducing digital systems for tracking inclusion and children's participation.
- Developing community support services that connect schools, municipalities, and non-profits.
- Encouraging volunteer involvement in inclusive activities.

PROPOSED SYSTEMIC MEASURES

- Establishing long-term sustainable funding for inclusion.
- Strengthening teacher training in inclusive pedagogy.
- Linking inclusive measures with other policies (social housing, parental employment).

4 CALL TO ACTION

HOW CAN STAKEHOLDERS CONTRIBUTE TO REAL CHANGE?

- School principals: Actively promote inclusion measures and teacher training.
- Municipalities: Fund inclusion and support community collaboration.
- Ministry of Education (MŠMT): Develop a long-term strategy for inclusion.
- Non-Profit Sector: Support mentoring and extracurricular activities.

WHAT IS KEY TO THE SUSTAINABILITY OF INCLUSION MEASURES?

- Long-term funding and support for innovative projects.
- Active involvement of parents, schools, and municipalities in decision-making processes.
- Regular evaluation of the effectiveness of inclusion measures.

INCLUSION AS AN INVESTMENT IN THE FUTURE OF SOCIETY

The data presented in Chapters 1 and 2 clearly demonstrate that inclusion of children from socially disadvantaged families is not just an ethical issue but also a key economic investment. If we fail to invest in the education of these children today, society will bear the costs in the future in the form of higher social support expenditures, healthcare costs, and crime rates. On the other hand, successful inclusion contributes to higher employment rates, increased tax revenues, and a more stable society.

Norway demonstrates that inclusion is not just about legislation but about shared responsibility. The Czech Republic has a unique opportunity to draw inspiration and develop a sustainable inclusion model for future generations.



EEA AND NORWAY GRANTS

The EEA and Norway Grants are financial mechanisms aimed at reducing economic and social disparities within the European Economic Area (EEA) and strengthening cooperation between donor states (Norway, Iceland, and Liechtenstein) and 15 countries in Central, Eastern, and Southern Europe, including the Czech Republic. This support is based on the Agreement on the European Economic Area, which allows EFTA countries access to the EU single market.

The Czech Republic has been a recipient of these funds since 2004, when it joined the European Union and the EEA. Since then, over 1,700 projects have been funded with a total exceeding 11 billion CZK. In the current program period, €184.5 million (approximately 5 billion CZK) has been allocated to the Czech Republic, supporting projects in fields such as science and research, environmental protection, cultural heritage, public health, education, and justice. Special emphasis is placed on human rights, Roma inclusion, and the development of civil society.

The EEA and Norway Grants distinguish themselves from other financial mechanisms by emphasizing bilateral cooperation and experience exchange between donor and recipient countries. This approach supports knowledge-sharing and strengthens mutual relations.

In November 2024, a new Civil Society Fund was launched with a total allocation of €300 million, of which €20.3 million is designated for the Czech Republic. The goal of this fund is to strengthen democracy, human rights, and the capacities of non-profit organizations.

The Ministry of Finance of the Czech Republic is the main coordinator of the EEA and Norway Grants, working with relevant ministries and institutions to administer individual programs.

For more information, visit the official EEA and Norway Grants website: <https://www.eeagrants.cz/>



PROJECT: BILATERAL COOPERATION FOR SOCIAL INCLUSION OF CHILDREN IN HANUŠOVICE AND NORWAY

This project, under which this publication was created, is funded by the EEA and Norway Grants and focuses on enhancing social inclusion for children from disadvantaged backgrounds in the Horní Pomoraví region of the Czech Republic. The main objective is to exchange experiences between local stakeholders and the Norwegian Furim Institute, which specializes in social innovation, education, and digital skills.

Key Project Activities:

- Regular online meetings of experts (September 2024 – March 2025) to share best practices and methodologies for social inclusion.
- Study visit of Czech experts to Norway (November 2024), where participants will learn about Norwegian approaches to working with minorities and innovative social programs.
- Study visit of Norwegian experts to the Czech Republic (January – February 2025), where Norwegian partners will visit Czech schools, non-profit organizations, and local authorities to share experiences and inspire local actors.
- Development of an expert publication, "A Guide for Local Authorities and the Civic Sector: The Norwegian Approach to Inclusion and Minority Empowerment," providing practical tools and procedures for effective social inclusion.

Project Benefits:

- Establishing long-term cooperation between Czech and Norwegian experts.
- Sharing proven methods and strategies for the inclusion of children from minority and socially disadvantaged communities.
- Creating valuable materials for Czech schools, municipalities, and organizations working on inclusion support.

The project is implemented by Local Action Group Horní Pomoraví in cooperation with the Furim Institute and with the support of the Ministry of Finance of the Czech Republic under the Human Rights Program.

More information can be found here: <https://mashp.cz/wp-content/uploads/2024/12/bilateralni-spoluprace.pdf>

MAS HORNÍ POMORAVÍ O.P.S.

MAS Horní Pomoraví has been operating in the Hanušovice and Zábřeh regions since 2006, where it cooperates with local residents, representatives of municipalities, entrepreneurs, schools, social services and other associations.

The organization's goal is to develop the area in which it operates in accordance with the principle of sustainable development.

MAS supports community life, social stability, economic growth, protection of natural resources and cultural heritage. The organization helps partners from the region to develop and care for public infrastructure and services in rural areas in particular and discover further growth potential, for which it effectively uses local resources, as well as regional national and European subsidies. It also tries to bring new ideas and good practice from other parts of the Czech Republic and the world; it connects people, their ideas and resources for their implementation.

The organization's main activities include activities in the areas of modernizing public infrastructure, developing businesses, in the social sector, in the area of community energy, education and tourism.

More information about MAS Horní Pomoraví is available at: <https://mashp.cz/>



MAS Horní Pomoraví o.p.s.

FURIM INSTITUTE

FURIM Institute, founded in 2013 and located in Oslo, Norway, is a non-profit NGO dedicated to creating a positive social impact by developing innovative solutions for skills and competence development. The organization specializes in training and skills development, focusing on career guidance, capacity building, and providing both online and in-person courses.

The Institute serves a wide range of target groups, including immigrants, sports professionals, youth workers, NGO leaders, and more. Its courses and programs emphasize essential skills for the future, including digital life skills, green skills, and other competencies to foster sustainable and inclusive growth.

Furthermore, FURIM Institute is deeply committed to fostering social inclusion, enhancing employability, and promoting lifelong learning for all individuals, irrespective of their background. The organization actively contributes to the European Education Area by working towards accessible, quality education for all, and building bridges for learners across Europe.

More information about the Furim Institute is available at: <https://furim.no/>



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