



Annual Report 2020

Czech Society for Inclusive Education, z. s.

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1 Foreword

Distinguished colleagues, dear friends,

For ten years, we have been striving to change the education system in the Czech Republic. Since the beginning of our existence, we have been working hard to open the education system in the Czech Republic to all children and to ensure that schools, teachers, and school counsellors respond professionally to the individual needs of each child. The Covid-19 pandemic didn't stop us. In 2020, we continued promoting what had been our goal from the very beginning - giving voice to the voiceless, those who often cannot voice their needs strongly enough. We wish to draw attention to the impediments that some children experience in the education system and will do our best to remove these difficulties.

For us, as for everyone else, 2020 was a very special year. The pandemic significantly affected our lives and all our activities. We invested all our efforts in helping those who needed it and acted wherever our help was needed. We advocated interests of those in high need so that they were not overlooked in the new circumstances. But we also continued pursuing our long-term activities, which we adapted to the newly arising situation.

The ČOSIV Annual Report 2020 provides a brief overview of our activities over the past year. In all our activities, we continued endorsing our long-standing commitment to promote human rights and quality of differently

disadvantaged children's education and advocate good mental health and well-being of children as well as teachers.

We very much appreciate the wide support we keep receiving. Without such massive support, much of our work would be virtually impossible. We wish to thank all of you who work with us to make every school a welcoming and inspiring place for all children and adults.

Very truly yours

Mgr. Klára Šimáčková Laurenčíková

Chairwoman,
Czech Society for Inclusive Education

2 About us

The Czech Society for Inclusive Education (ČOSIV) promotes the concept of inclusive education in the Czech education system. We strive to guarantee equal access to quality education for all children. We believe that integrated education helps develop cohesive and stable societies. We wish to be a platform uniting organisations and individuals committed to promoting and facilitating the development of fair education for all who share a common goal - to improve the quality of education in the Czech Republic to the benefit of every single child. We bring together representatives of the academia, non-profit organizations, teachers, managing authorities, and parents of children with special educational needs. Together with our members, we've drafted and published numerous expert opinions and analyses. We keep meeting at regular Work-coffee events. We've been implementing teacher training, instruction sessions for the public at large, and training of professionals of many sorts. Last but not least, we drafted and disseminated guidelines and methodologies and collaborated on educational programs for teachers and students of teaching departments of the Czech universities that promote education with the focus on extensive development of the educational potential of every child.

We are... Czech Society for Inclusive Education

3 ČOSIV – organisational structure/our people

ČOSIV BODIES

- **Assembly of Members**
 - all members
- **Committee of Members**
the supreme body
 - Mgr. Klára Šimáčková Laurenčíková
 - PhDr. Lenka Felcmanová, Ph.D.
 - Mgr. Lenka Hečková
 - Mgr. Jitka Reineltová
 - Fair for Family, z. s.

ČOSIV TEAM

- **Chairwoman**
 - Mgr. Klára Šimáčková Laurenčíková
- **Vice-Chair**
 - PhDr. Lenka Felcmanová, Ph.D.
- **Expert team**
 - Mgr. Lenka Hečková
 - Mgr. Anna Kubíčková
 - Mgr. Tereza Vlachová
- **Project team**
 - Mgr. Dana Benešová
 - Mgr. Monika Durdáková
 - Bc. Kateřina Eliášová
 - Bc. Magdalena Olšanová
- **PR**
 - Mgr. Václav Zeman
- **Financial management**
 - Ing. Alena Bernau

EXPERT PARTNERS OF ČOSIV

- Representatives of academia
- Representatives of NGOs
- Representatives of parents of children with SEN
- Active individuals

COOPERATING ORGANISATIONS

- Amnesty International
- Asistence
- Centrum inkluze
- Člověk v tísni
- Fair for Family
- Forum HR
- Inclusio
- Institut pro restorativní justici
- Liga lidských práv
- Mediace a právo
- Mimo domov
- META
- Nová škola
- Parent Project
- Pro Zdraví 21
- Spolu
- Svoboda učení
- Rytmus – Od klienta k občanovi
- Společnost pro kreativitu ve vzdělávání
- Společnost pro podporu lidí s mentálním postižením v České republice
- Společnost rodičů a přátel dětí s Downovým syndromem (DownSyndrom CZ)
- Vteřina poté

4 Activities in 2020

Expert activities

Strategy of Educational Policy ČR 2030+

For us, 2020 started with drafting expert recommendations to the **Strategy of Educational Policy**. Our expert team actively participated in the relevant working groups targeting implementation planning and we contributed and cooperated on proposals and comments. In the process of strategy drafting, we introduced issues which we perceive as key and indispensable, such as equal opportunities for all children, attention and support to mental health and wellbeing of schoolchildren as well as their teachers and staff, and social and emotional skills. At the same time, we helped specify the steps and tools necessary to achieve the above goals.



COVID-19 Pandemic

The outbreak of the pandemic made us, and our partners, focus our efforts on immediate needs. The education system was dramatically affected by Covid-19 and the pandemic related measures had a negative impact especially on our main target group – children with special educational needs, socially disadvantaged children, children with medical complexity, and those who speak Czech as their second language. We developed a range of expert recommendations and guidelines to help these children achieve their educational goals and prevent further disadvantages. We advocated continuous support measures for children with special educational needs and our suggestions became an integral part of the Guidelines for Distance Learning published by the Ministry of Education.

Doporučení k zajištění podpory dětí se speciálními potřebami při přechodu speciálních škol na distanční vzdělávání

NÁVOD, JAK PŘEŽÍT LOCKDOWN

Prostě žít v lockdownu je skutečně náročný zejména na lidskou psychiku - a všechny bychom toužili situaci rádi prožít co nejlépe a bez zbytečných negativních dopadů - chceme se a rádi podělit o své tipy, které by mohly pomoci.

- 1. Nebuďte na to sami a sdělte**
sdělte a komunikace pomohou alespoň částečně odvrátit stres z sociálního a domácího úkolu. Udržte kontakt s blízkými lidmi ať už prostřednictvím videohovorů nebo na videozasedáních. Nezapomínejte být i žádná dlouhá hodiny, stačí když si pravidelně zavoláte, popovídáte se, jak to jde a řeknete pár slovo tom, jak jste na tom vy.
- 2. Nastavte si denní režim**
regulace a struktura znamená větší stres a vy stačí změnit v této situaci správnou regulaci. Snažte se dodržovat denní režim. Je důležité si ho nastavit a prosadit nikoliv, kde ho vidíte někdo.
- 3. Do denního režimu zakomponujte i krátké přestávky**
krátké pauzy na odpočinek pomohou odvrátit stres. Nezapomínejte na hodinu si udělat 3-5 minutovou pauzu, aniž by měla vypadat náhodně. Stručně 10 sekund dýchání při kterých máte alespoň po bytí a poté 60 sekund dýcháním odpočívání. V případě náplně náplně na denní rozpis zahrňte tyto krátké pauzy.
- 4. Zajistěte soukromí pro všechny členy rodiny**
i když se máte s ostatními, každý potřebuje i své soukromí. V současných výjimečných situacích soukromí potřebujeme. Zvláště pro děti, kdy má každý svou vlastní místnost. Pokud to není možné, můžete například se stěhovat na první přízemí - například když si randem slyšíte a zpočátku můžete například si být v samostatnosti.
- 5. Očekávejte temné myšlenky a nebraňte se jim**
jeste v krátké situaci, kdy se věci zdají horší, než jsou, a často dochází ke změně nálad. Temejším myšlenkami se naučte řídit a mluvit se sám, že si vzájemně pomůžete na každý ráno dle možností určitě doplnit nějaké věci na cestě. Je to důležité, aby děti byly v kontaktu s ostatními. Pokud to není možné, můžete například se stěhovat na první přízemí - například když si randem slyšíte a zpočátku můžete například si být v samostatnosti.
- 6. Odpuštění**
odpouštějte sami sobě i ostatním. Může se stát, že řeknete věci, kterých bychom neměli říkat. To je v pořádku, je to lidské, a to odpuštění a vstřícnost v této době. Nezapomínejte se a rádi se spolu sdílet dobré vzájemně.

Amendment to the Regulation on the Education of Pupils with Special Educational Needs

On September 1st, 2020, the authorities published a new text at the electronic library of the legislative process – **namely an amendment to Regulation No.27/2016 Coll.**, on inclusion. The text immediately stirred emotions amongst teachers, principals, parents of children with special educational needs, and experts. By ways of the said amendment, the Ministry of Education suggested, among other things, to limit access to teaching assistants to children with selected diagnoses only. This would have meant that many others who could enjoy the help of an assistant would be excluded from this type of support. We stepped in immediately and took a targeted action pointing out the negative impact of the proposed changes. Soon, we were joined by over two dozen organisations and institutions, including university pedagogical departments, professional associations of teachers, government committees, and non-profit and parent organisations, all of which represent the interests of thousands of schoolchildren.

In both September and October 2020, we carried out an extensive media and advocacy campaign, which peaked with a press

conference attended by representatives of associations of school counsellors, teachers and pedagogical staff, members of university faculties, parent and patient associations, and other education experts. The press conference resulted in many articles and interviews in the media highlighting the risks posed by the proposed changes. The extensive media coverage stirred increased public attention and interest in the issue. As a result of this, politicians reconsidered their plan and withdrew the controversial text.

Despite the arguments voiced by many teachers, pedagogical staff, and experts, the Ministry of Education, Youth and Sports failed to withdraw changes to the financing of pedagogical intervention. Although the Ministry's long-term declared goal is quite the opposite, this change will ultimately deepen the inequalities amongst individual schools.





i ČOSIV Zbyněk Němec
Pedagogická fakulta Univerzity Karlovy
expert na podporu asistentů pedagoga

„Navrhovaná novela vyhlášky nepředstavuje jen krok, ale spíše skok zpátky.“

#dítěnenidiagnóza

i ČOSIV

Děkujeme všem společnostem, aliancím, střečám i jednotlivcům, kteří našemu stanovisku veřejně vyjadřují podporu a usluží o změnu tohoto ohrožujícího návrhu s námi. Patří mezi ně také řada rodičů a pedagogických pracovníků v celé své šíři.

Z organizací:

- Aliance pro individualizovanou podporu
- Amnesty International
- Asistence
- Asociace lesních MŠ
- Člověk v tísni
- Děti upínku
- Down Syndrom
- Férová škola
- Institut pro sociální inkluzi
- IQ ROMA SERVIS
- Liga lidských práv
- Meta
- Nadace Albatros
- Nadace OSF
- Nová škola
- Parent project
- RYTMUS
- SKAV – Stálá konference asociací ve vzdělávání
- Společnost pro kreativitu ve vzdělávání
- Společnost pro ranou péči
- Vzájemně soužití
- Za sklem

Ze školních institucí:

- Katedra sociální pedagogiky, PdF MU
- Katedra psychologie, PdF MU
- Katedra pedagogiky, PdF MU
- Institut výzkumu Inklusivního vzdělávání, PdF MU
- Ústav pedagogických věd, FF MU
- Katedra pedagogiky, FF UK
- Ústav pedagogických věd, FHS UTB
- Katedra křesťanské výchovy, CHTF UP
- Katedra sociální patologie a sociologie, PdF UHK
- Výzkumné centrum pro sociální začleňování, FVPO SU

Návrh na změny vyhlášky o inkluzi veřejně kritizují také například:

- Asociace ředitelů základních škol
- Asociace speciálně pedagogických center
- Učitelská platforma
- Vládní Výbor pro osoby se zdravotním postižením
- Vládní výbor pro práva dítěte
- Výbor pro výchovu s vzdělávání ZHHP



i ČOSIV Jitka Reineltová
předsedkyně PARENT PROJECT, z. s.
matka desetiletého Matthiase,
dítěte s fyzickým postižením
způsobeným svalovou atrofií

„Asistentka je partačka, díky které se Matýšek může účastnit všech aktivit.“

#dítěnenidiagnóza

CO PODPORUJE WELLBEING DĚTÍ VE ŠKOLÁCH?



Wellbeing dětí zahrnuje duševní a fyzické zdraví, naplněné základní a sociální potřeby i celkový individuální rozvoj dítěte.



Partnership for Education

In 2020, we became part of a project called **Partnership for Education**, which was launched to support the implementation of the Education Policy 2030+ Strategy in practice. We are one of the founding members and have the honour of being represented in the Wellbeing Working Group, led by CSIV Vice-Chair Lenka Felcmanová, and in the Secondary School Management Group, to which we delegated our colleague Zbyněk Němec. In the Wellbeing Working Group, we've had an opportunity to observe how the best-performing education systems in the world promote this issue. Thanks to this experience, we've been learning how to promote a more system-based approach to the current wellbeing measures in our schools. We haven't left teachers and staff out either since we firmly believe that pupils' wellbeing can be supported only by a happy and engaged teacher.

PROČ JE DŮLEŽITÉ SE ZABÝVAT DĚTSKÝM DUŠEVNÍM ZDRAVÍM?



Většina duševních onemocnění propuká mezi 12 a 24 rokem. Včasná identifikace duševních obtíží vede k prevenci jejich negativních důsledků, snížení rizika recidivy jejich závažnější formy a potřebě psychologické péče v dospělosti.



Řešení agendy dětí v psychosociální zátěži

Since September 2020, we have been working on a **Regional Pilot Programme called „Comprehensive and Effective Support of Children at Risk“**. The Programme aims at early identification of children at risk of being psychologically and socially disadvantaged. Having been identified as at risk, such children receive a plan to address their situation and needs. We have devised simple but functional tools to help the staff identify children at risk and support them effectively.

This pilot programme is currently undergo in the municipality of Most; from its very onset we have been cooperating with experts and representatives of local schools, social services, Offices of the social and legal protection of children, and the Police.

We have been striving to introduce a system-based change that will support all children at risk throughout the Czech Republic in the future. For the first time in history, we managed to involve representatives of all major professional groups and government agen-

cies in such an extensive activity. Over time, the project will engage a total of 120 actors.

Interdisciplinary meetings on children's mental health

In 2020, we continued coordinating an interdisciplinary working group on children's mental health. The group has been targeting the strengthening of synergies between various actors engaged in this agenda across all government agencies. It also brings together government and non-government actors.

We organize regular working group meetings to share information, experiences, and project outputs. At the meetings, we regularly discuss agendas related to the implementation of the National Action Plan for Mental Health, in particular concerning the tasks related to schools and education.

We very much appreciate the financial support provided to the working group by the Česká spořitelna Foundation.



Education

The Covid-19 pandemic measures made us go online and replace one-to-one meetings and educational activities with online alternatives. We issued a number of recommendations and infographics to support children with challenging behaviour. We also published and communicated recommendations for working with these children in the distance learning environment. For teachers in regions, we organised several online as well as face-to-face training sessions, seminars, and roundtables on selected case studies for teaching staff in each region. Paradoxically, the online training format helped us expand our activities, reach more attendees, and multiply the impact of our activities in regions.



◀ On January 10th, 2020, we organised, in cooperation with NS MAS CR, a seminar on improving children's mental health in schools. In the seminar, which was attended by 50 experts from all regions of the Czech Republic, we offered examples of good practice and patterns of the evidence-based approach.

▼ The project was supported by Výbor dobré vůle - Olga Havlová Foundation under the umbrella of the Active Citizens Fund programme. The programme is funded by the EEA and Norway Grants.



School Helps Children at Risk

In March 2020, we launched a project called **School Helps Children at Risk**. We selected three elementary schools (Most, Zeleneč, and Velvary) and started piloting a three-tier behaviour support system called PBIS (Positive Behavioral Interventions and Supports). This model was developed in the 80s in the USA and has been used by tens of thousands of schools in dozens of countries around the world. We believe that this project can help us introduce in the Czech Republic a brand-new approach to children with challenging behaviour. PBIS is based on clear articulation and the setting up of positive expectations throughout the entire school. Thanks to many years of international cooperation, ČOSIV can enjoy close contact and cooperation with experts from different countries around the world, who provided their expertise in the process of selecting the most suitable long-term solution for the Czech Republic.

Working with Children with Challenging Behaviour in the School Environment

Throughout the year, we continued implementing our project called **Working with Children with Challenging Behaviour in the School Environment**. The project advocates and supports the education of children with developmental trauma using the Neurosequential Model of Therapeutics (NMT) approach. It responds to the needs of teachers who keep, increasingly more often, pointing out the difficulties in teaching children with challenging behaviour and the need for more in-depth training in this area. The project aims at developing a training programme for teachers and special pedagogues focused on promoting children's mental health in schools and educating children and pupils whose challenging behaviour results from their developmental trauma.

At the end of February, we implemented a key part of the training of future trainers and lecturers - an internship at Østbytnet, a Norwegian child psychiatric centre. The intensive five-day training in Norway focused more closely on issues such as trauma and stress, brain development, attachment, and the importance of relationships in supporting children with developmental trauma.



▲ Like everybody else, COSIV was affected by the Covid-19 travel restrictions. The follow-up training with our Norwegian trainers had to continue online.

The project is funded by EEA Grants 2014-2021 Education Programme.

Training of Trainers

In October 2020, we completed a **two-year training programme aimed at supporting children with challenging behaviour at school**. The training, designed in collaboration with leading national and international experts, focused on diagnosing children's needs as well as on efficient interventions suitable for the school environment. The programme aimed at training trainers and expert consultants who will in the future implement training activities and provide advice and consultation to schools and social service providers in all regions of the CR with the support of the ČOSIV.

We have more than two dozen training graduates who formed an expert team, which is ready to support teachers and pedagogical staff in finding functional forms of support for children who resort to challenging behaviour as a result of their living conditions or health problems.

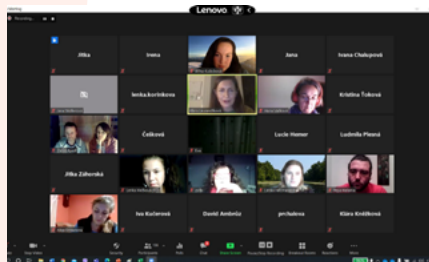
At the closing ceremony, we presented certificates to nearly three dozen successful graduates - psychologists, special teachers, social workers, teachers, and principals from all over the Czech Republic.



Networking

In 2020, we continued in our long-term networking efforts connecting organisations, institutions, and individuals working in the field of inclusive education in the Czech Republic. We continued meeting with all member organisations at our traditional Workcoffee events, these days in the online format only. In our email newsletter and media monitoring, we kept regularly disseminating information on current events to member organisations and others interested in our activities. We are proud to have our network, which now counts 48 members, active and operable.

In 2020, we entered into relatively intense cooperation with the Association of Pedagogical and Psychological Counselling Centres, Association of Special Education Centres, and with many academic workplaces which engage systematically in matters related to inclusion. Our cooperation is rooted in the autumn campaign against the amendment to the above-mentioned regulation. We intend to continue expanding these alliances and the close relationships we have established. We also wish to enter into regular and systematic cooperation on other professional topics. We plan to join forces on an ongoing basis and not only in times when it is necessary in reaction to the extremely difficult situation. We also managed to intensify and develop our cooperation with the Teachers' Platform, which we involved in communication and cooperation around



the said controversial amendment; we have continued sharing information and consulting important topics ever since.

On behalf of our members, we wish to thank Česká spořitelna Foundation and Open Society Fund Foundation Praha for their support.

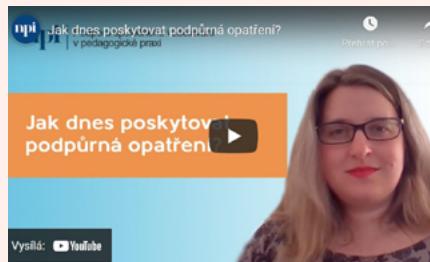
◀ *On 18 November 2020, we organized the first session of a series of online meetings designated for school counsellors. The turnout was exceptionally high – the session was attended by over 160 school counsellors, principals, and teachers from all regions of our country. We focused on issues related to the support of children with SEN during the Covid-19 pandemic, children's and teachers' mental health, and children's behaviour in the online environment.*

This activity was only possible thanks to the kind support of the EEA Grants 2014-2021, Programme Education, and the Česká spořitelna Foundation. The exceptional turnout confirmed our belief that similar meetings are highly necessary and make good sense.



Awareness raising and dissemination of information

In 2020, we produced a range of guidelines and awareness-raising printed matter, participated in online conferences, roundtables, and other events, published articles in expert periodicals for teachers, and operated an online counselling service for parents of children with special educational needs, teachers and school staff, and the public at large.



◀ In April 2020, we took part in webinars hosted by Tomáš Machalík from the National Pedagogical Institute of the Czech Republic. One featured Lenka Felcmanová, ČOSIV's Vice-Chair, on support measures for children with special educational needs in the state of emergency; the second one featured Lenka Hečková, a member of ČOSIV's expert team, this time on support measures for children with special educational needs and their parents with regards to education in the state of emergency.

▲ Czechs and Slovaks joined forces in online debates on education in a state of emergency. The Czech side was represented, among others, by Klára Laurenčíková, the chairperson of ČOSIV, who launched debates on solutions and opportunities, and by Lenka Hečková, a member of the ČOSIV expert team closely cooperating with numerous patient and parent organisations, who represented parents.

Debate on children's mental health

In reaction to the distance learning and, primarily, the alarming reports on its negative impact on children's lives, we decided to address the issue of children's mental health and rights during the Covid-19 pandemic. On the occasion of International Human Rights Day, we organised an online debate with experts, to which we invited children, whose voices usually remain unheard at all or are heard only indirectly. The debate featured a short video picturing children's lives during the pandemic. In the subsequent debate, the experts answered children's pre-recorded questions online. The panel was impressive - Tomáš Peřtřiček, Minister of Foreign Affairs of the Czech Republic, who, during the pandemic, regularly and publicly advocated increased attention to mental health, Bronislava Marvánová Vargová from ROSA, an organisation which significantly contributed to enhanced support for families affected by domestic violence during the pandemic, Tereza Jandová from Children's Home in the municipality of Korkyně, Monika Kuklová from the Horní Slavkov Primary School, and Klára Laurenčíková, the ČOSIV's chair.



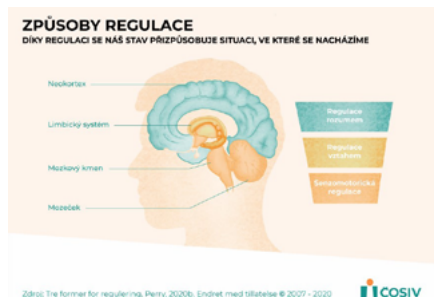
DUŠEVNÍ ZDRAVÍ DĚTÍ A JEJICH PRÁVA BĚHEM PANDEMIE

#odetechsdetmi

Online
diskuse

ČOSIV





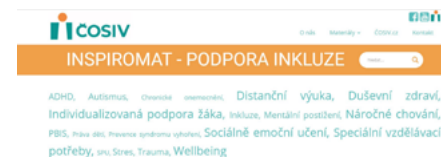
▲ In 2020, we created many information boards (infographics) on a number of topics: e.g. *The Ten Commandments for Parents of Children with (not only) special educational needs*, *Helping children who are off-line*, *Helping children cope with stress related to the Covid-19 pandemic*, *A call to reduce demands on education during the pandemic*, *A call to help children with severe disabilities and their families*, *A call to help children who have no internet access at home*, *A call to provide granted supportive measures during distance learning*, *Trauma*.

For the boards, visit:
<https://www.podporainkluze.cz/infografiky-2/>

▼ We regularly distribute our **newsletter and press monitoring** to hundreds of colleagues at NGOs and the academia, representatives of government agencies, and individuals taking interest in our activities. The objective is clear – to disseminate up-to-date information on inclusive education, and to introduce examples of best practice as well as share news and invitations to interesting events.



▼ **ČOSIV Inspiromat at <https://www.podporainkluze.cz/>** – a tool for teachers and professionals to share methods, printed and online matter, instructional videos, recordings of seminars, and other inspirational matter to support collaborative learning in practice.



▼ **On ČOSIV YouTube** we publish instructional videos and lectures on key issues and our areas of interest (<https://www.youtube.com/channel/UCb6ihdX0fv47amIZrRI1B2w/> videos).

Links

<https://cosiv.cz/cs/>

<https://www.podporainkluze.cz/>

<https://www.pbiscr.cz/cs/>

<https://www.facebook.com/o.s.cosiv/>

<https://www.youtube.com/channel/UCb6ihdX0fv47amIZrRI1B2w>

Our awareness-raising activities are supported by Česká spořitelna Foundation and Open Society Fund Praha Foundation. We appreciate your help and thank you very much!

Media

We wrote dozens of expert articles and gave numerous interviews to professional magazines as well as the mainstream media.



◀ Rozstřel with Klára Laurenčíková for iDNES.cz

▼ There was an all-embracing interview with Klára Laurenčíková published at the beginning of December 2020 in a Czech Teacher special supplement to *Hospodářské noviny*, a leading Czech daily. The headline of the article says it all „Children don't just misbehave out of the blue. Schools must think about ways of helping them adequately“.



kontext

TOHLE NESMÍME ZOPAKOVAT

S Klárou Laurenčíkovou o dětech, kterým
v koronakrizi hrozí, že na ně zdejší školství
zapomene



NEBÁT SE s Klárou Laurenčíkovou:

„Inkluzivní vzdělávání je cesta k tomu,
aby naše společnost byla soudržná,
konkurenceschopná a udržitelná“

▲ An interview with Klara Laurenčíková for Respekt, a weekly: about children, their rights, and difficulties during the pandemic.

▲ ČOSIV's Chair Klára Laurenčíková gave an interesting interview about the benefits of inclusive education for the whole society for the No worries series launched by Skautský institut (Scout Institute).



Other activities of ČOSIV

COSIV has continued developing contacts with numerous domestic and international platforms. We are proud members of the Standing Conference of Associations in Education (SCAV), the Unity for Deinstitutionalization (JDI), the Alliance for Individualized Support (AIP), the Ashoka international network and their Visionary Programme, and the International Association for Positive Behavior Support (APBS).

In collaboration with **Firstbook**, an international foundation, and Czech publishers such as Labyrint, Baobab, Meander, Raketa, 65. pole, and Běžiliška, we have been annually donating books to disadvantaged children. In 2020, we sent over two hundred children's books to low-threshold clubs, namely to Prague's clubs named Beztíže, Autobus, and Pacifik, clubs in Brno run by organisations such as Ratolest and Podané ruce, or to the Bunkr club in Třinec. Before Christmas, we distributed more than 100 children's books to the Primary School in Most, Zlatnická, the Children's Psychiatric Hospital in Louny, and Pro Health 21, a low threshold facility for children and youth.



Eduzměna

From the very beginning of its existence, we have been involved, together with other partners, in the drafting a model of educational change under the umbrella of a pilot project called Eduzměna. Our prime responsibility is to help build support infrastructure for the education of pupils with special needs and for setting up interdisciplinary cooperation throughout our country. We have been involved in all joint efforts and have offered our expertise in the topics we have been working on extensively - particularly equal opportunities, wellbeing, mental health, and social and medical service providers assisting vulnerable children and their parents. The positive experience from the five-year pilot phase currently underway in Kutná Hora should serve as a model for improving and increasing the quality of education throughout the Czech Republic.



5 Financial Results

Overview of revenue sources in 2020:

Česká spořitelna Foundation
Open Society Fund Praha Foundation
First Book Washington DC
Porticus Vienna GmbH
Dům zahraniční spolupráce, příspěvková organizace
Eduzměna Endowment Fund
Výbor dobré vůle – Olga Havlová Foundation
Voluntary contributions by ČOSIV members

Balance sheet summary for the calendar year 2020:

Balance Sheet	Start	End
Funds on accounts	4 753 346,26	5 760 112,52
Receivables	12 200,00	101 502,29
Employee social and medical accounts	2 000,00	2 000,00
Other receivables and payables	0,00	131 198,75
Transitional asset accounts	3 867,88	2 912,68
Assets in total	4 771 414,14	5 997 726,24
Accounts Payable	30 882,00	69 789,77
Employee social and medical accounts	267 426,00	520 665,00
Taxes, subsidies, and other settlements	42 352,00	79 777,00
Other receivables and payables	0,00	0,00
Transitional liability accounts	4 025 370,76	4 922 438,12
Economic results	407 258,57	405 383,38
Liabilities in total	4 773 289,33	5 998 053,27

Summary of the profit and loss account for the calendar year 2020:

Profit and loss account	Turnover per period DRS ¹	Turnover per period CRS ²	Final
Procurement	245 163,91	0,00	245 163,91
Services	1 503 244,83	0,00	1 503 244,83
Personnel costs	5 319 760,00	0,00	5 319 760,00
Other costs	41 164,80	0,00	41 164,80
Contributions provided	7 944,63	0,00	7 944,63
Total costs	7 117 278,17	0,00	7 117 278,17
Revenue from own performance and goods	0,00	20 500,00	20 500,00
Other revenues	163 030,22	429 458,12	266 427,90
Contributions received	4 657 823,61	11 487 846,85	6 830 023,24
Total revenues	4 820 853,83	11 937 804,97	7 116 951,14

ECONOMIC RESULTS³

-327,03

- 1 DS – debtors
- 2 CRS – creditors
- 3 Economic results = loss covered by profit from previous years

6 Acknowledgments

To conclude with, we wish to express our sincere gratitude and thanks to our donors, members, and supporters for their kind and massive support in 2020. We very much appreciate your help! We strongly believe that you contributed to improving the Czech education system. Thanks to your support, education will be more open and accessible to all children.



