

Indigo Děčín, z.s. and the Expansion of the Kamarád Centre

The organization offers meaningful use of free time to children and adolescents from Boletice nad Labem who are exposed to difficult life situations and social pitfalls.

The project **Expanding the capacity of the Kamarád Community Centre for Children and Youth** allowed the centre to expand its team by two social workers and two social service workers. The project also contributed to **the improvement of the quality of services provided** and enabled better support for children in difficult life situations. The project implementation period is from November 2023 to October 2025.

Children in Boletice face social exclusion and limited educational support. The centre's capacity constraints led to **overloaded staff and less individual work with children**. Collaboration with schools and parents was lacking. **The project expanded the team, improved client support, and strengthened cooperation.**

MAIN FINDINGS

SYSTEMATIC CLIENT SUPPORT

The project has shown **the importance of systematic support for children in socially excluded localities**. The expansion of the team improved individual work with children and enabled deeper cooperation with the school, which supported children's attendance and motivation.

The project has also shown that **regular supervision and systematic training of staff are essential** to maintain service quality and prevent burnout in the demanding social work environment.

The organization **focuses on working with children early**, as they begin to adopt behavioral patterns during puberty that are shaped by their family environment. **The outreach program has proven effective in supporting young people in puberty** who would otherwise be underserved.

Parental involvement is also important, with informal meetings and community events helping to break down their mistrust of institutions.

“I was the one who came up with the idea to systematically rethink individual planning. I wanted the staff to see concrete changes—otherwise, they often burned out because they were putting a lot of energy into things that weren't visible. I guided them to set up planning in a way that made sense both to them and to the clients.”

(Project manager on changing the approach to individual planning with clients)



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CHANGES IN THE LIVES OF THE TARGET GROUP

The project **strengthened individual support for children**, boosting social skills, motivation, and attendance. Closer school cooperation **improved absenteeism intervention**, while the expanded team **provided targeted homework assistance** and educational activities.

The registration of the **Outreach Programme** as a social service made it possible **to extend support to older youth** who previously lacked access to structured activities and faced a higher risk of social pathologies.

IMPLEMENTATION EXPERIENCE

The team highlights the **influence of positive role models** and uses success stories to inspire children and parents in socially excluded areas to prioritise education and improve their lives.

Children at an early age are **more receptive to change and more willing to cooperate**, while older youth, especially at puberty, **often adopt behavioural patterns from their family environment**, which poses a challenge for long-term work.

“We’ve now planned a series of talks called “Follow Your Dream,” featuring successful Roma individuals who have achieved something meaningful. (...) We want to show children that it’s worth thinking about the future if they want to have a good life. That it’s possible to live in a completely different way than what they’ve known so far.

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(Director of the organization on fostering inspiration)

Involving parents in their children's education has helped **to break down their distrust of institutions** and encouraged an active approach to their children's school success. Informal meetings and community events have strengthened relationships between parents, the school and the centre, **helping to create a more stable environment for children.**

KEY CONDITIONS FOR EFFECTIVE WORK WITH CHILDREN FROM SOCIALLY EXCLUDED BACKGROUNDS

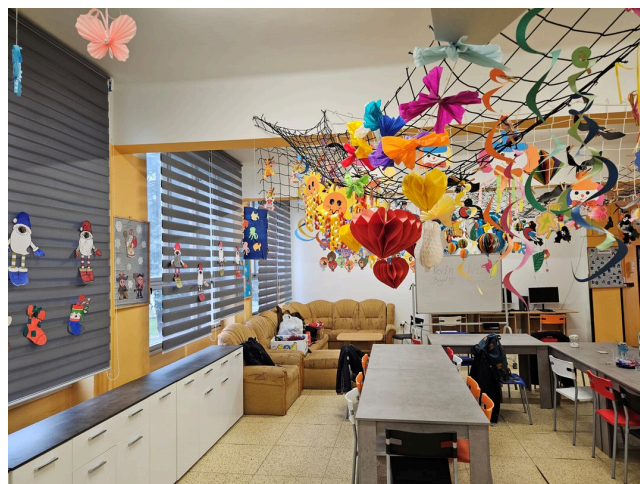
Positive role models and inspiration

Safe and stable environment

Individual support and long-term work

Cooperation with the school

Parent and community involvement



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