

ABSTRACT

The fundamental aspect of this Bachelor's thesis is a general concept of social disadvantage, in which the author addresses the issue of inequality of education. As one of the sources of these inequalities the author refers to the lack of readiness of children of socially disadvantaged backgrounds access to primary education. The author does not examine the causes of this phenomenon, instead focuses on possible remedies. The author sees the possibility of redress of early intervention during the pre-primary education. As a possible way of intervention the author proposes the Concept Teaching Model. In the present work author acquaint a detailed tutorial of this method, Norwegian educational program Grunnet. The author demonstrates the effectiveness of method for foreign case studies and its own qualitative research. In conclusion the author support non-profit institution as a possible useful supplement to the school system.

Key words: Social disadvantages, equality of access, inequality of education, Concept Teaching Model, Grunnet.