



Youth Wiki national description

Youth policies in the Czech Republic

2017

The Youth Wiki is Europe's online encyclopaedia in the area of national youth policies. The platform is a comprehensive database of national structures, policies and actions supporting young people. For the updated version of this national description, please visit

<https://eacea.ec.europa.eu/national-policies/en/youthwiki>

Czech Republic

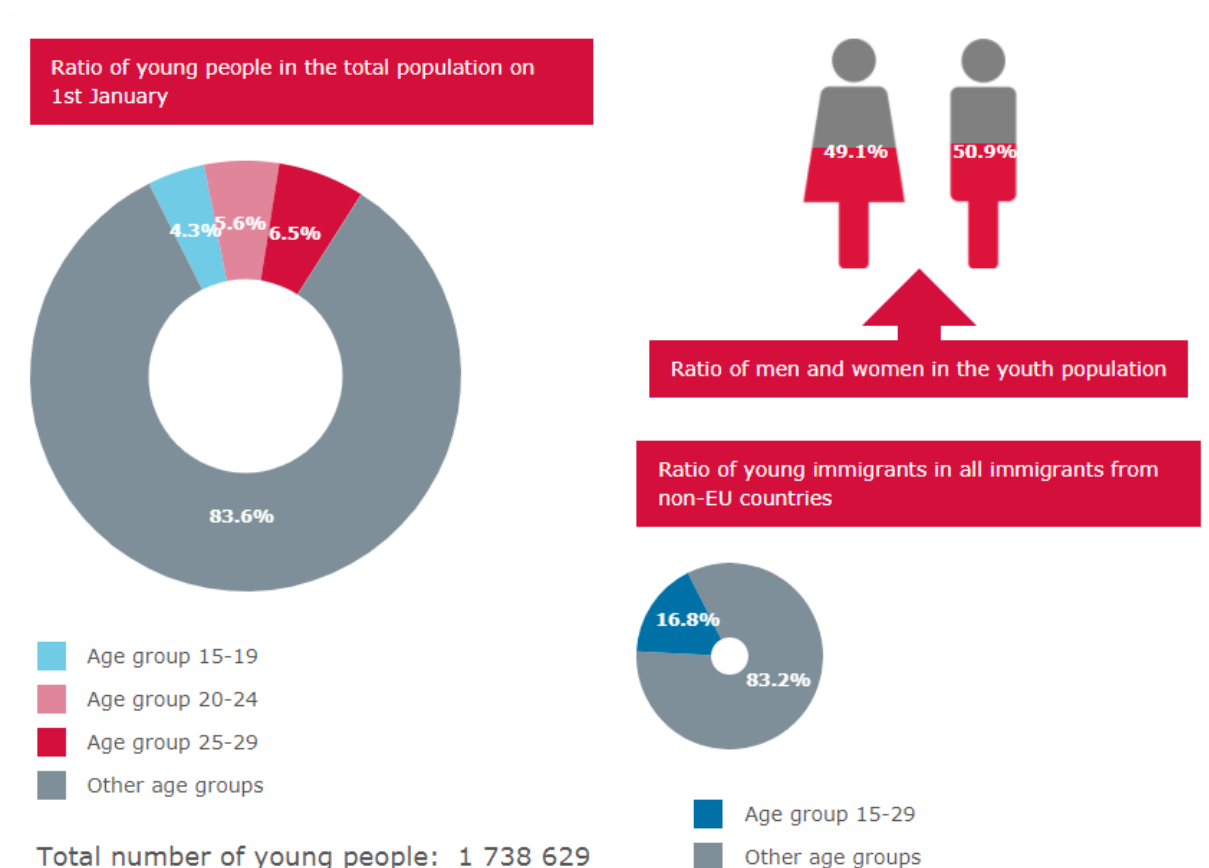
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Overview

Young People in the Czech Republic



References:

Ratio (%) of young people in the total population (2016): Eurostat, yth_demo_020 [data extracted on 21/09/2017].

Absolute number of young people on 1 January for the age group 15-29 (2016): Eurostat, yth_demo_010 [data extracted on 21/09/2017].

Ratio (%) of men and women in the youth population (2016): Eurostat, yth_demo_020 [data extracted on 21/09/2017].

Young immigrants from non-EU countries (2015): Eurostat, yth_demo_070 [data extracted on 21/09/2017].

Youth Policy in the Czech Republic

State policy towards Children and Youth is in the Czech Republic quite traditional field of the public sphere with many variations in the time, political regime and social climate.

First discussions on overall Act on Youth started in the year 1987, still during the time of Communists Czechoslovakia. Nevertheless, as a complex field in the time of many social and political changes (Velvet revolution 1989, transformation to the liberal democratic country in the 1990s, joining the EU in 2004, economic crisis...), no specific overall Youth Act was accepted and since 2006, there is anymore no discussion on this issue.

Since the end of the 1990s, State Concepts on Children and Youth Policy (Youth Strategy) were in place. Current Youth Strategy for supporting Young people is for period 2014 – 2020 (for details see Chapter 1.3).

Since 2001, the public governance structure is quite decentralized on self-governing regional and local level with state delegated competences and state service. That has an impact on the Youth Policy and Youth Issues in public policy making. However, there is a central state authority in the field of Youth – the Ministry of Education, Youth and Sports

with the coordinative role by its Youth Department (more on the decision-making structure see Chapter 1.4).

The Youth Policy is cross-sectorial with the strong position of each sector and public policy as Education, Culture, Public Health Protection, Employment, Social Issues... (for details see Chapter 1.5).

An effective overall cross-sectorial coordination of the Youth Policy and Youth Issues seems to be to some extent as the bigger challenge, as in many other countries. One of complicating aspect is that within a particular sector, there are no policy structures focused primarily on young people and young people are only one of target groups. (With the only exception of the administrative unit on Hygiene of Children and Adolescents within the Public Health Protection Policy at Ministry of Health).

Generally, Young people are seen as a specific vulnerable group within public policies, as well as in the Governmental programme statement 2013 – 2017. The situation could, however, change since there was a Parliamentary election in October 2017 and a new government is in process of creation. On the other hand, we can observe longer lasting lack of wider political support to the Youth Policy and Youth Issues and the coordination stays thus rather not priority policy of the state.

1. Youth Policy Governance

State policy towards Children and Youth is in the Czech Republic quite traditional field of the public sphere with many variations. Strong state centralization and control came during the World War II with the forced regime of Nazi Protectorate of Bohemia and Moravia. Shortly after the WWII and short time of restoration of liberal-democratic foundations, communist regime replaced it again with strong centralization in period 1948 to 1989. The Communist party controlled formal education as well as official leisure time activities for children and young people. However, also during those periods many of alternative activities were happening what strengthen also the spirit of liberty, decentralization and kind of privacy, at least by some groups in the society.

During the 1990s, youth field was marked with the transformation of the totalitarian state to the liberal one. It brought wide processes of privatization of state structures and activities with various effects – liberation, free space for new initiatives, struggles to continue the good traditions and activities but also forgetting many of them or their termination because of the social and economic changes.

Since the end of the 1990s, there were first state youth policy coordination attempts with the creation of the Concept of the State policy towards Children and Youth. Both spheres of Children and Youth issues are considered traditionally as interlinked and supportive. During the 1990s, an influence of the Council of Europe was partially present.

Since the millennium change, also big administrative transformation of the country was in place with the new decentralization on regions and giving more state competences to self-governing units at regional and local level what was especially the case in most relevant public policies targeting young people as education, social issues, housing, culture, public health etc. In general, the 1990s became to be called “wild nineties” because of all the transformations and quick development with a lower level of control and strong spirit of “absolute freedom” as a contrast to the totalitarian experience in decades before.

The development of the new EU Youth coordination since the millennium change is already linked with the Youth Policy development in the Czech Republic on a national level, even if Czech Republic joined the EU in 2004. Joining the EU and European cooperation have also an important impact on the further formation and development of public policies targeting (not only) young people. New political and administrative setting brought again new ways of the transformation of public policies toward young people.

Especially because of quite extensive use of the EU Structural Funds for new public policy priorities, initiatives and programmes. But also the new art of the developing European governance and cross-sectorial nature of the EU Youth Policy brought new environment, which was in need of another transformation of traditional fields and actions.

Youth policy coordination became lower importance in the light of other whole state and societal priorities. Also because traditionally each sector has to some extent own mechanisms targeting young people and own experts in this fields, with a lower level of knowledge of the youth field and limited capacities to follow that new development of the state youth policy.

However, it seems that the development is gradual, even if hit by many mistakes and inconsistencies at all levels. The new edition of the state Youth Strategy for the period 2014 – 2020 is an important step for improving the governance and youth policy performance. In a way a big challenge, if it should be successful and effective is in strengthening insufficient national capacities of the coordination and only group of experts with insights in the whole portfolio of public youth issues and policies. The Youthwiki project can be also small, but an important stone on the path in covering up this challenges.

We invite thus all the readers critically read and work with the following chapters. Authors would also appreciate the possible feedback, comments and updates on particular issues from all the sectors and thematic fields in relation to young people.

You can contact authors on the e-mail youthwiki@crdm.cz, thank you for cooperation and wish you inspiring reading.

Team of the Analytical section of the Czech Council of Children and Youth

1.1 Target population of youth policy

There is no one general legal definition of *Youth* or *Young people* in the Czech Republic. Legal system defines "Youth" in both Civil and Criminal codes differently and the same is true by other sectoral policies as social, employment or health policy.

Political definition of Youth is stated in the National Youth Strategy and respond to **young people between 13 - 30 years of age**. The whole State Strategy focus on the age group 0 - 30 years of age and encompass thus children as well.

Youth Policy Strategy is agreed by the Government - Youth Strategy for years 2014 – 2020 (*Koncepce podpory mládeže na období 2014 – 2020*, Governmental Decree no. 342 of 12 May 2014).

Previous governmental Youth Strategy 2007 - 2013 (*Koncepce státní politiky pro oblast dětí a mládeže na období 2007 - 2013*) considered Youth to be up to 26 years of age. Lower limit was not set, as the Strategy was focusing on Children as well. However, category of "social youth" up to 30 was also recognized, but not in the political sense.

In general we can divide following terminology:

Children (děti) 0 - 13/15/18 years of age. Upper limit differs according the context. Legally 18 years of age is the end of "being a child".

Youth (mládež) 13/15 - 18/26/30 years of age. Lower limit as sociological and political definition. By 15 years of age young people are gaining citizen duties. Upper limit is different in spoken context. General public usually consider young people up to 26 years.

Juvenile (mladiství, dorost) 15 - 18 years of age.

In sport environment there can be also used various differentiation younger youth (mladší dorost, 13 - 14 years), middle youth (střední rodost, 15 - 16 years) and older youth (starší dorost, 17 - 18 years). In some sports "dorost" could be meant up to 15

years, in some up to 18 years, in some other up to 23 years of age. Often it is also used the term "junioři" (juniors) where the upper limit is also different in various contexts.

In health environment "dorost" is usually used up to 18 years of age, but experts used it also by 19 years of age (until 20 years of age).

Age limits linked to rights and obligations are split in several law acts:

Civil Code (Act No. 9/2012 Sb.)

- Full legal competence is achieved at the age of 18 years, 16 years in special cases (*please see 1.2 National Youth Law*)
- Distinguishes only minors with limited legal competence and majors with full legal competence

Criminal Code (Act No. 40/2009 Sb.)

- Defines child as a person up to 18 years of age
- Uses the term "age close to the juvenile age" which is not defined by the law but is up to the court discretion (ca. up to 20 years depending on mental and social maturity of the person)

Labour Code (Act. No. 262/2006 Sb.)

- Defines "juvenile worker" up to 18 years of age

Other responsibilities are connected with the age of 26 years:

- Health insurance is no longer provided by the state even if the person is still a university student (No. 48/1997 Sb.; No. 592/1992 Sb.)
- Certain tax relief is no longer applicable (another threshold is set for 28 years in case you are engaged in Ph.D. programme)

1.2 National youth law

Existence of a National Youth Law

There is no one general Law on Youth in the sense of comprehensive Youth Act. The Children and Youth mainstreaming is used and therefore specificity of young generation is reflected somehow in most of state (sectoral) policies.

Scope and contents

Youth legal matters in the Czech Republic could be sorted in several areas with following scope:

1. [Constitutional](#)
2. [International Treaties](#)
3. [Civil Code](#)
4. [Criminal Code](#)
5. [Employment](#)
6. [Education](#)
7. [Social](#)
8. [Health and other areas](#)

Generally the following laws have a common aim:

- Define Youth or age limits.
- Offer reasonable ease in life situations.
- Protect Youth from harmful influence.
- Impose educational effect.

Constitutional law in relation to young people

The Constitution of the Czech Republic (No. 1/1993 Sb.)

Does not define specific category of Youth although number of civic rights are regulated by age (both passive and active voting rights).

The Charter on Fundamental Rights and Basic Freedoms (No. 2/1993 Sb.)

The Charter grants additional rights specific to young people:

- Specific rights in protection of adolescents' health at work and to special work conditions.
- Protection for children and adolescents.
- Guarantees parents the right to care for and bring up their children, while reciprocally granting children the right to parental upbringing and care.
- Right to education, specifying that primary and secondary school education must always be free of charge.

International treaties (most relevant ones) in relation to young people

International treaties are part of the "primary" law acts, therefore they are vital part of the Czech legal system.

International Covenant on Civil and Political Rights

Juvenile justice practices are thus coming out of international standards.

International Covenant on Economic, Social and Cultural Rights

Focus in youth field on adolescents in relation to work and employment (No. 120/1976 Sb.); both were ratified in 1976.

The [Convention on the Rights of the Child](#)

- Part of the Czech law since 1991 (No. 104/1991 Sb.).
- Czech Republic has adopted all 3 optional protocols (1st in 2002, 2nd in 2013, and 3rd in 2016)

Other relevant conventions include:

- the *Convention on the Elimination of All Forms of Discrimination against Women*, the *Convention on the Elimination of All Forms of Race Discrimination*,
- the *European Convention for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment* and *Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment*.
- the *Convention on the Elimination of All Forms of Racial Discrimination* (No. 95/1974 Sb.),
- the *Convention on Protection of Children and Cooperation in Respect of Inter-country Adoption* (No. 42/2000 Sb.),
- the *Worst Forms of Child Labour Convention* (No. 90/2002 Sb.),
- the *European Convention on the Exercise of Children's Rights* (No. 54/2001 Sb.),
- the *European Convention on Recognition and Enforcement of Decisions concerning Custody of Children and on Restoration of Custody of Children* (No. 66/2000 Sb.),
- the *European Convention on the Legal Status of Children born out of Wedlock* (No. 47/2001 Sb.),
- the *European Convention on the Adoption of Children* (No. 132/2000 Sb.),
- the *Convention on jurisdiction, applicable law, recognition, enforcement and co-operation in respect of parental responsibility and measures for the protection of children* (No. 141/2000 Sb.),
- the *Convention on the civil aspects of international child abduction* (No. 34/1998 Sb.).

Civil legislation in relation to young people

(new) *Civil Code* (No. 89/2012 Sb.)

- Full legal competence achieved by 18 years of age (exceptions granted by the Court to at least 16 years old person due to the need of full legal competence – e.g. family business running).
- Until the age of 16 years, legal representative can prohibit employment of young person, if they believe it could be against the educational interests of the young person (parents also have a right to cancel already existing contract, if the Court approve that. Young person can contradict that by the Court in the process before approval).
- Young people at least 16 years old can be granted full legal competence by the Court in case such necessity arise, e.g. marriage, youth entrepreneur, etc.
- In court child opinion is given importance appropriately to its age and mental maturity, general personal mental maturity is considered by 12 years of age.
- Family law became part of the Civil Code and has been widely modernized. Rights of Children are more precise.

Criminal law in relation to young people

Criminal Code (No. 40/2009 Sb.)

- In relation to criminal justice specifies children as a person of 18 years of age or younger.
- Serves as complementary law to the Youth Justice Act.

Youth Justice Act (No. 218/2003 Sb., amended 2010)

- Specification of young people between 15 and 18 years of age are considered juveniles.
- Juveniles are objected to limited criminal responsibility - prioritising preventive goals and punishment measures, with the exception of capital crimes.
- Specifies the role and function of Juvenile Courts in relation to:
 - juridical personnel
 - residential jurisdiction
 - obligation to examine and consider the individual and social background and context of juvenile offenders
 - the need to align court decisions with the mental and psychological maturity of juvenile offenders
 - obligation to consider the interests of the victim and prefer educational measures over punishments
 - the requirement for the juvenile offender and their legal guardian to both be present throughout any trial proceedings
 - the option to postpone any punishment for up to one year in favour of finalising the education of the juvenile offender
- Punishment measures consists of community services, financial measures (with conditional delay), forfeiture, ineligibility, expulsion, imprisonment (with conditional delay).
- Protective measures could be granted, e.g.
 - protective bringing up in the home surrounding
 - special institutional bringing up
 - therapy
- Also educational measures could be taken as
 - supervision of probation officer
 - probation program
 - bringing up limitations
 - bringing up duties
- Warning alert

Employment law in relation to young people

Labour Code (No. 262/2006 Sb.)

- People below 18 years of age cannot work more than 8 hours a day and more than 40 hours per week.
- Children and young people can only be employed for work adequate to their mental and physical state and with „special support,” which is however not specified further.
- Young people cannot be employed in mining or quarrying, or carry out night shifts (10 pm – 6 am).
- Employers are obligated, for up to 2 years after a young person finished secondary school, to provide special professional practice to them, again how to achieve it is not further defined.

Education law in relation to young people

Education Act (Act No. 561/2004 Sb. on Pre-school, Basic, Secondary, Tertiary Professional and Other Education)

- Act defines the Czech Schooling and Education system and stipulates principles such as free access to primary and secondary education.
- Act is accompanied by **the Act on Pedagogical workers (No. 563/2004 Sb.)**, which regulates the role and responsibilities of pedagogical personnel, including teachers.
- Enforces compulsory education for 9 years (*compulsory education starts commonly in the year during which children turn 6, and can be postponed no later than the 8th birthday of a child*).
- Home schooling is possible on specific request and under certain conditions.
- Students have right
 1. to education and school services,
 2. to information on educational processes and results,
 3. to vote for and to be elected to the school board,
 4. to establish self-governing school student bodies and vote for and to be elected for them
- Students are obliged to attend school, to accept and behave according to school rules, to follow instructions given by the pedagogical staff.
- Promotion of political parties and movements at school premises is prohibited.
- The Education Act foresees three additional forms of educational provision:
 - *Basic artistic education*, including musical or theatre education, which is undertaken in the *Basic Artistic School (Základní umělecká škola)*
 - *Language education*, provided in schools entitled to conduct state language exams
 - *Education developing personal interests* („Hobby education” or also “leisure-based education”, sometimes also “interest education” *zájmové vzdělávání*), provided in Children and Youth Leisure-Time Centres, school clubs and after-school centres
- Other forms of Youth Work and Non-Formal Education of Youth are not legally defined.
- For more details see Chapter 6.

Social law in relation to young people

Social-legal child protection Act (Act No. 359/1999 Sb., amended 2012)

- Guarantees social and legal protection of children (up to 18 years of age) through a number of institutional provisions on different levels, with local authorities being granted extended competences in an extensively decentralised framework for social and legal protection.
- Amended in 2012 to strengthen the interest of children being brought up in their own family, and to further and better support parents in the upbringing of their children.

- Main focus is the protection of children rights regarding personal positive development, upbringing, and protection of the legitimate interests of the child, including the protection of its assets.
- Defines support services for children in difficult situations as well as measures to be taken to protect children and young people from domestic violence or other serious threats.
- It defines circumstances when child should be removed from dysfunctional families and placed under protective guardianship, how the rights of the child must be protected in such situations, and which procedure must be applied for a due process.
- Social workers have gained a wide array of supporting tools and measures that are at their disposal to support children and their families.

Act on institutional and protective education in schools and on preventive educational care in school facilities (Act No. 109/2002 Sb.)

- Defines the forms of institutional care for children: Diagnostic Institutes, Children's Homes, Children's Homes with Schools and Educational Institutions.
- Institutional care offer services for children placed in institutional care, institutional education and/or protective education.
- Children are provided with board and lodging, textbooks and educational materials, health insurance, travel costs to schools and some pocket money, and are entitled to support for leaving the institution in question after having reached full legal age.

There are also *Facilities for Children requiring immediate assistance* (often known as „Klokánky“ according a project of the private *Fund of endangered Children*), in which no more than 28 children stay for no more than 6 months. These facilities are authorised by the Ministry of Labour and Social Affairs. However, complications sometimes arise when it is in the interest of the Child to stay longer - the Court has to decide about.

Health law in relation to young people and other areas

Act on Public Health Protection (No. 258/2000 Sb.)

Regulates state and public Authorities activity in the area of protection of public health and public hygiene. The field of public services of Hygiene of Children and Youth is introduced and regulated. For more details see Chapter No. 7).

Act on measures to protect against the damage caused by tobacco, alcohol and other addictive substances and amending related laws (No. 379/2005 Sb.. amended)

Prohibits selling or giving tobacco products, electronic cigarettes and alcohol to persons younger than 18 years. The consumption as such is not prohibited.

Act on lotteries and other similar games (No. 202/1990 Sb. amended)

Prohibits participation of young people below 18 years in lotteries and similar games.

The Act on Road Traffic (No. 361/2000 Sb. amended)

- Defines specific protective measures as well as duties for young people and children.
- e.g. cyclists under 18 years are obliged to wear a helmet while cycling on roads and streets
- Gaining a driving licence for different motorised vehicles varies (in principle similar with other European countries age limit for smaller motorbikes is 15 years, for larger motorbikes 16 years, for standard cars 18 years).
- Children up to 15 years old and taller less than 150cm cannot sit in first line in car.

Voluntary service Act (No. 198/2002 Sb.)

- Provided the basic legal framework for voluntary services, youth can be volunteering under this framework since 15 years, in abroad since 18 years of age. For more details see Chapter 2.
- Repeatedly criticised for being insufficient in youth field.

Revisions/updates

Civil Code revision

The Civil code reform valid since 2014 represents the biggest private law change in the Czech Republic during the last decades and has abolished more than 100 specific laws and unified the legal base, introducing many comprehensive changes. This reform becomes directly relevant for Youth Policy through the inclusion of Family laws into the New Civil Code, which, however, does not specify youth as a legal notion. New Civil Code is valid since 1st of January 2014. Also young people and children gain more Rights or their Rights were specified.

Criminal liability

Throughout the development of the Youth Justice Act, the potential lowering of the age of minimum criminal responsibility was discussed alongside lowering the age of consent (both from 15 to 14). However, neither change was introduced. By beginning 2016 the minister of Justice picked up this question again, but it seems not to be real political or expert topic.

Volunteering

Volunteering is an area of law and policy-making of high importance for youth associations as well as organisations working with children and young people. While the Czech Council of Children and Youth as well as the Ministry of Education, Youth and Sports have been working for several years on the preparation of a dedicated volunteering support law, it has not yet been finalised. New Act on volunteering was being prepared by the Ministry of Interior but declined by the end of 2016. For further details see Chapter 2 on Volunteering.

Youth (Work) Act

There have been several discussions on special Youth Act even since communists Czechoslovakia (1987 first draft proposal). However, after the democratic change in 1989 it seems to be very ideological and therefore several other tries for Youth Act have been in play. Latest in 2006, Youth Act proposal was limited only on Youth Work standards which again were not fully compatible with the reality and desired outcomes and therefore it was denied by the Parliament in 2006. Since that there is no real discussion on specific Youth Act or Youth Work Act introduction.

1.3 National youth strategy

Existence of a National Youth Strategy

There is National Youth Strategy for years 2014 – 2020 (*Koncepce podpory mládeže na období 2014 – 2020*, Governmental Decree no. 342 of 12 May 2014) approved by the Government. In general speaking we can hear also terms as "State Youth Strategy 2014 - 2020", "Youth Strategy 2020", "Concept to support Youth 2014 - 2020", "State Concept to support Youth", however, all the time it is meant the same policy document.

It is already the fourth edition of Czech Republic's Youth Policy Strategy. First governmental Youth Policy Strategy was introduced in 1999 - 2002. Second strategy was valid in 2002 – 2007 and third between years 2007 – 2013.

Every new strategy is based on the evaluation of the previous document and its implementation, with involvement of new needs.

Scope and contents

Youth Strategy 2014 - 2020 consists of:

1. **Pillars** determine the set principles upon which the expected impact of Strategy 2020 on young people is based.

2. **Horizontal priorities** take into account the priority areas of intervention across all strategic and operational goals.
3. **Strategic goals** refer to a defined idea of how Youth Strategy 2020 should contribute in specific areas of youth policy in the long term, until 2020.
4. **Operational goals** break down this vision in terms of the short, medium and long-term fulfilment of the strategic goals.
5. **Measures** define specific steps taken to achieve the desired operational goals.

1. Youth Strategy 2020 - pillars:

Pillars reflect the reality of prolonging transitional period during which young people test out life before they fully enter the adult world. This reality is also reflected in the three pillars of Strategy 2020:

1. Facilitating the transition of young people into independent individuals responsible for their own lives, their family, community and society
2. A focus on realistic needs and opportunities of young people
3. Promoting young people's potential for societal development

2. Youth Strategy 2020 - horizontal priorities:

Youth strategy 2020 consists of 5 horizontal priorities:

1. [Equal opportunities](#)
2. [Inter-ministerial and cross-sectorial approach](#)
3. [Support for non-formal education \(including leisure-based education\) and quality youth work](#)
4. [Involving young people in the decision-making process and participation](#)
5. [Intergenerational solidarity](#)

First horizontal priority: Equal opportunities

Youth Strategy 2020 guarantees the right of every young person to respect, support from the state, and equal treatment.

Youth Strategy 2020 facilitates the full integration of young people into society and gives support to both organised and non-organised young people, and to those who work with them, following the principle of equal opportunity so that they are ensured the same opportunities in everyday life, regardless of gender, disability, race, nationality, religious belief or other discriminating factors.

Strategy works with terms of organised and non-organised youth as follows:

organised youth *registered individual members of nongovernmental non-profit organisations or registered visitors of youth centres and other facilities working with children and youth, who are involved in regular activities or traditional once-off activities of these facilities.*

non-organised youth: *young people who have not committed to regular participation in organised activities and are not associated with the organisers of these activities as members of the same organisation.*

Second horizontal priority: Inter-ministerial and cross-sectorial approach

Government policy in relation to the younger generation covers areas of the lives of young people that fall under the agendas of different state authorities.

Creation and implementation of an effective youth policy therefore inevitably requires cooperation between ministries and other state administration bodies, whose areas of responsibility include measures affecting young people.

In Youth Strategy 2020 this inter-ministerial approach is ensured by the Youth Chamber - an advisory body to the minister responsible for the youth field, and the activity of the cross-sectorial thematic groups coordinated by the Youth Department of the Ministry of Education, Youth and Sports.

Fulfilment of goals requires cooperation with regional and municipal authorities and the National Network of Local Action Groups (LAGs) in their application of Youth Strategy 2020 through their own plans, strategies and measures for the benefit of the younger generation.

Third horizontal priority: Support for non-formal education (including leisure-based education) and quality youth work

The implementation of Youth Strategy 2020 is based on the support for non-formal education (including leisure-based education) and quality youth work. Youth Strategy 2020 reinforces in particular the form of non-formal education which allows equal opportunities for young people to learn skills that can be used in employment or society through activities, during which young people are guided by professional youth workers to develop, in particular, so-called “soft skills”.

Emphasis is also placed on the recognition of the results of non-formal education during work with children and youth, in particular by employers, representatives of state and local authorities, formal education and organisations working with youth.

Equally important is the promotion of leisure-based education pursuant to the Education Act, No. 561/2004 Coll. Education takes place on the basis of school curriculums under the guidance of qualified educators. Although it does not provide a formal level of education, it deals with activities that are necessary for the development of children and youth, and helps to fill leisure time in a meaningful way.

Goal of Youth Strategy 2020 in the field of youth work is to create conditions for systematic support of quality youth work across the entire primary target group of young people, including support for effective tools for youth work in the whole range of various events and activities.

Essential tools for this priority are based on the results of the individual national projects:

- “Keys for Life” ([CZ link](#))
- “K2 – quality and competitiveness in non-formal education” ([CZ link](#))

Fourth horizontal priority: Involving young people in the decision-making process and participation

Effective youth-related policy is based on active cooperation between all interested participants and thorough consultation with young people.

Strategic goals and operational goals of Youth Strategy 2020 were developed on the basis of broad consultation with experts in the form of round tables (2011 – 2013), on discussions with experts and youth at the National Conference on Youth (November 2013), and take into account the outcomes of the structured dialogue with young people through the Czech Council of Children and Youth project “Kecejme do toho – Have your say” ([CZ link](#), [EN link](#)).

Effective involvement of young people in the decision-making process in the areas of implementation and evaluation of Youth Strategy 2020 should be ensured by a National Working Group for Structured Dialogue with Youth established in January 2014, whose leadership was entrusted to the Czech Council of Children and Youth. Structured dialogue with Youth became thus a vital part of the Czech National Youth Policy and covers not only the processes within the EU but also national processes and agendas.

Another priority in this area also includes *support for youth volunteering*, which stimulates active and responsible citizenship and contributes to social cohesion by creating bonds of trust and solidarity.

Fifth horizontal priority: Intergenerational solidarity

Youth Strategy 2020 is primarily focused on young people, but it fully respects the need for intergenerational solidarity and dialogue across generations in the interest of sustainable development and to meet the needs of various age groups of citizens.

It uses the principle of intergenerational dialogue and emphasises the role of empathy and the ability to listen to one another in intergenerational relations, especially in areas of employment, and the mutual sharing of cultural and societal norms.

3. Youth Strategy 2020 – overview of the strategic goals (SG) of the Youth Strategy 2020

1. To facilitate equal access of children and youth to rights
2. To facilitate equal access of children and youth to information
3. To create favourable and sustainable conditions for the participation of children and youth in leisure-based and non-formal education
4. To expand and make more attractive the offer of leisure activities and to motivate children and youth to make active use of them
5. To support the increase of cross-border mobility of young people
6. To improve conditions for employment and employability of youth
7. To promote comprehensive and harmonic development of children and youth with emphasis on their physical and mental health and moral responsibility
8. To promote active involvement of children and young people in decision-making processes and in influencing the social and democratic life
9. To create favourable conditions for volunteering for young people including valuation and recognition of voluntary activities
10. To facilitate inclusion of children and young people with fewer opportunities
11. To motivate children and youth towards a life based on the principles of sustainable development and to develop their environmental literacy
12. To encourage the development of competencies in children and young people for safe and creative use of media
13. To offer children and young people a variety of paths to culture, art and traditions

Responsible authority for the implementation of the Youth Strategy

Ministry of Education, Youth and Sports implements, coordinates and monitor the Youth Strategy 2020. Main coordinating body is the Youth Department at the Ministry and the Youth Chamber (see details in Chapter 1.4). This administrative and governance order could be influenced by lower level of competences in formal manner of coordination and policy management across various sectors and policy levels. (see analyses e.g. Bárta et. al. 2014). However, in general setting an integrated cross-sectorial Youth Policy is in play. It is targeted and is working with its competence implementation decentralization.

There is thus a huge variety of other National Strategies tackling particular Youth issues and more specific policies ([listed below together with the authority responsible](#)).

Responsibility for any Youth programme always lies with the initiating authority unless it was transferred to another authority.

Responsible authorities range from ministries and their directly controlled agencies toward the Office of the Government and its sections by various subtopics and by some issues at regional or local Authorities.

Since the end of 2013 there is no state agency directly focused on Youth. Until the end of 2013 there was National Institute for Children and Youth which had been with different competences and names in operation since 1950s. Most of the tasks of the Institute before its end have been transmitted toward other state Agencies.

Impact and evaluation of the Strategy

The evaluation of the impact of Youth Strategy 2020 on the target group was carried out **through national youth reports** at the mid-term in 2017 and will be done at the end of the period covered by Youth Strategy 2020 in 2020.

Thematically oriented inter-ministerial working groups should participate in the drafting of the national youth reports (preparation of background materials) as well as cross-cutting working group of researchers (data collection, report processing). Since the end of 2015 cooperation on the system of Youth Indicators for the evaluation was started among the Ministry, National Institute For Further Education and Czech Council of Children and Youth.

During the preparation of the national youth reports, the periodic Youth reports of the European Commission should be taken into account, using indicators for the youth field at the European level (the so-called EU youth indicators).

Evaluation of the impact of Youth Strategy 2020 in the form of youth reports in 2017 and 2020 will monitor the **trends set by the indicators** (indicators are under preparation) used for the various thematic areas of Youth Strategy 2020. Mid-term youth report was presented at a meeting of the Government of the Czech Republic for information on 3rd of May 2017. (By 23rd of October 2017 the Report is not publically accessible, however only for internal use).

Overall evaluation of the impact of Youth Strategy 2020, in the form of a **final youth report and the draft of a new strategic document** on youth policy in the Czech Republic after 2020 will be presented at a meeting of the Government of the Czech Republic without debate by 30 November 2020.

Ministry of Education, Youth and Sports is responsible for finalising the reports and the draft of a new strategic document to cover the period after 2020 and for presenting them at the meetings of the Government of the Czech Republic

Revisions/updates

Implementing Youth strategies brings up innovative ideas and need for revisions.

These outcomes do not change the ongoing strategy but are implemented in upcoming strategic plan or within national youth programme. First national Youth Strategy has been introduced in 1999. Since 2014 till 2020 there is fourth National Youth Strategy in place.

Third National Youth Strategy has been pretty different toward the fourth one and therefore you can find quick overview of it.

Government policy on children and young people for 2007-2013

- Adopted by the Government of the Czech Republic, *Decree no. 611 of 4 June 2007*.
- Implemented through two-year Action Plans (regularly evaluated and submitted to the Czech Government for approval together with a draft of the new Action Plan for the upcoming two-year period).
- Objectives fixed in 19 thematic fields and were monitored by Youth Chamber, the advisory body of the minister responsible for youth:

- | | |
|---|---|
| 1. Information about and for young people | 2. Youth and Europe |
| 3. Youth, leisure and lifestyle | 4. Youth and education |
| 5. Youth, employment and unemployment | 6. Protection of the rights of children and young people |
| 7. Participation of the young generation in social and political life | 8. Youth research |
| 9. Volunteering | 10. International co-operation and mobility in the area of children and youth |
| 11. Youth belonging to national minorities, | 12. Youth and housing |

young migrants, refugees

13. Youth and culture

15. Youth and family policy, family support and protection

17. Youth and the environment

19. Non-formal education in the area of children and youth.

14. Youth and the media

16. Youth and health

18. Youth, socio-pathological disorders, social prevention and inclusion

The final evaluation was submitted to the Government of the Czech Republic for its approval and served as a base for drafting a new-generation youth policy for the period 2014 – 2020.

Other relevant national strategies and programmes on Youth

National Programmes on youth - Youth welfare services (comprising public and/or non-public actors)

Entities providing social and legal protection of children:

The authorities providing social and legal protection to children are:

1. municipal authorities of municipalities with extended competences (city authorities, in chartered towns metropolitan and town district authorities, in Prague authorities of charged metropolitan districts),
2. municipal authorities,
3. regional authorities,
4. [Ministry of Labour and Social Affairs](#)
5. [Office for International Legal Protection of Children](#).

Since municipal authorities are able to monitor the children's rights protection and adopt timely measures with a knowledge of the relevant issues and local circumstances, they are charged with most of obligations in the sphere of protection of children and assistance to parents and other persons responsible for upbringing of children.

Powers of **regional authorities** include, in addition to control and methodological tasks, almost the entire process of mediation of substitute family care, deciding on authorization for exercise of social and legal protection of children by natural and legal persons and deciding on state subsidy to promoters of facilities for children requiring immediate help.

In relation to municipal authorities and municipal authorities of municipalities with extended competences regional authorities act as a superior control body and an appellate body authorized to review decisions of municipal authorities and municipal authorities of municipalities with extended competences in administrative procedure.

Ministry of Labour and Social Affairs the scope of powers of which includes care for family and children at risk in general.

Ministry provides for due legislative regulation in this sphere and within the statutory framework manages execution of state administration in the sphere of social and legal protection of children by issuing legal regulations and guidelines (s. 92, Act No. 129/2000 Sb., on regions). Ministry also acts as a control and appellate body in relation to regional authorities, executes the second instance agenda of substitute family care and keeps a national register of natural and legal entities charged with exercise of social and legal protection of children.

The Office for International Legal Protection of Children (hereinafter referred to as "Office") is an administrative agency with state-wide powers authorized to address issues of children protection in international affairs. The Office is subordinated to the Ministry and has its residence in Brno.

Further national Strategies on youth related aspects - Action plans i.e. official strategies with responsible authority

- **Education Strategy 2020** ([Strategie vzdělávání 2020](#)) Ministry of Education, Youth, and Sport
- **Main Trends in Educational Policy Strategy 2020** ([Hlavní směry Strategie vzdělávací politiky do roku 2020](#)), Ministry of Education, Youth, and Sport
- **Prevention of the Risk Behavior in Children and Youth 2013-2018** ([Národní strategie primární prevence rizikového chování dětí a mládeže na období 2013-2018](#)), Ministry of Education, Youth, and Sport
- **Plan for Readers and Mathematical Literacy Development in Basic Education 2013-2018** ([Záměr rozvoje čtenářské a matematické gramotnosti v základním vzdělávání 2013-2018](#)), Ministry of Education, Youth, and Sport
- **Long-term Policy Objectives of Education and Development of Education System in the Czech Republic 2011-2015** ([Dlouhodobý záměr vzdělávání a rozvoje vzdělávací soustavy České republiky. 2011-2015](#)), Ministry of Education, Youth, and Sport
- **Strategy of Education for Sustainable Development of the Czech Republic 2008-2015** ([Strategii vzdělávání pro udržitelný rozvoj České republiky 2008-2015](#)), Ministry of Education, Youth, and Sport
- **Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic, and Other Creative Activities of Higher Education Institutions for 2011-2015** ([Dlouhodobý záměr vzdělávací a vědecké, výzkumné, vývojové a inovační, umělecké a další tvůrčí činnosti pro oblast vysokých škol na období 2011-2015](#)), Ministry of Education, Youth, and Sport
- **National Policy of Research, Development, and Innovations in the Czech Republic 2009-2015** ([Národní politika výzkumu, vývoje a inovací 2009-2015](#)); Ministry of Education, Youth, and Sport
- **State Culture Policy of the Czech Republic 2015 - 2020** ([Státní kulturní politika ČR 2015 – 2020](#)), Ministry of Culture
- **Action Plan of Implementation of the National Strategy of Drug Abuse Policy 2013-2015** ([Akční plan realizace Národní strategie protidrogové politiky na období 2013-2015](#)), Office of the Government of the Czech Republic
- **Strategy for Combating Social Exclusion for the period 2011-2015** ([Strategie boje proti sociálnímu vyloučení na období 2011-2015](#)), Office of the Government of the Czech Republic
- **National Strategy of Drug Abuse Policy 2010-2018** ([Národní strategie protidrogové politiky na období 2010-2018](#)), Office of the Government of the Czech Republic
- **National Strategy for Prevention of Violence Towards Children in the Czech Republic 2008-2018** ([Národní strategie prevence násilí na dětech v ČR 2008-2018](#)), Office of the Government of the Czech Republic
- **Concept of the prevention and solving of homelessness in the Czech Republic till 2020** ([Koncept prevence a řešení problematiky bezdomovectví v České republice do roku 2020](#)), Ministry of Labour and Social Affairs

1.4 Youth policy decision-making

Structure of Decision-making

Policy making

Policy making in the field of Youth can be differentiated at several levels based upon the division of power in the state. Legislation could be prepared on the ministerial level or by other legislative actors as the Parliament and their members. As far as there is no general Youth Act, usually any legislation decision making in youth field is done within Parliament where in both Chambers exists committee for Education, Youth and Sports or in committees in related fields (e.g. justice, health, etc.). Youth policy focus as such are

not so usual in the Parliaments discussions following the minutes of the parliaments committees. Other public policy topics impacting Youth are more common also in other committees. Youth is thus mainly seen as specific target group of some other public policy.

Decision making on ministerial level is done usually by the Youth Chamber and Youth Department of the Ministry of Education, Youth and Sports. High level decision are don on the top executive level of the ministry by the vice-deputy minister responsible for Youth and Sports or by the minister or its cabinet. The Ministry of Education, Youth and Sports is the central state authority in the field of youth.

Many of the practical issues linked to regional or local level are delegated by the state to regions and municipalities. They can thus create and run own youth policy strategies and practices.

Authorities involved in policy making:

Ministry of Education, Youth and Sports

Ministry is divided into unit managed directly by the Minister and to seven sections managed by the Deputies.

Units directly managed by the Minister:

- Minister's Cabinet– its part is e. g. the Office of the Minister (spokesperson, secretary, school ombudsman)
- State Secretary – responsible for personal and state services and for archival services

Sections managed by the Deputies:

I. Economical Section – takes care of e. g. financial management or financing of regional education and directly managed organisations

II. Educational Section – includes that part of educational system, which is administered mainly regionally, which means by the regions and municipalities. It includes units focused on conception of the educational system with the exception of higher education, operation of schools register, educational content (programmes and standards) of schools from nursery to tertiary professional schools, special, institutional and preventive education and further education of adults, as well as pedagogical workers

III. Section of Higher Education, Science and Research – focuses on the area of higher education institutions and their financing and the area of research and development including financial support, research policy and international cooperation

IV. Operational Programmes Section – coordinates and administers Operational Programmes of the European Union, i. e. Education for Competitiveness Operational Programme, Research and Development for Innovations Operational Programme and recently Research, Development and Education Operational Programme

V. Section for the Support of Sport, Physical Education and Youth – consists of the Youth Department (non-formal and leisure-based education and social issues) and Sport Department (school, associational, state representation)

VI. Legislation and Strategy Section – deals with educational and other legislation, legal and administrative matters (including executive service for the purposes of the Minister of Education), awarding public contracts, strategic and European affairs, international relations (including affairs of compatriots), statistical surveys and data gathering, preparation of analyses an information strategies

VIII. Property Section– in charge of the administration of the office, control, supervision and audit in the public administration and procurement

The actual execution of many administrative functions was transferred to the authority of the bodies of region, alternatively municipality.

Youth Chamber

It is an inter-ministerial advisory body to the Ministry of Education, Youth and Sports responsible for the youth field in the Czech Republic.

Members of the Chamber are representatives of the

- Ministry of Education, Youth and Sports,
- Ministry of Health
- Ministry of Labour and Social Affairs
- Ministry of Interior
- Ministry of Culture
- Ministry of Environment
- Czech Council of Children and Youth
- Employer representatives
- Association of workers in Youth Leisure time Education Centres
- Religious societies
- Municipal authorities
- Experts in the field of promotion and protection of children and youth

Candidates for membership in the Chamber are nominated by the institutions and organisations represented in the Chamber of Youth.

Youth Department

Youth Department in the Ministry of Education, Youth and Sports has two units

- Youth Policy Unit
- Leisure-based and Non-formal Education Unit

Main activities of the Youth Department are:

- legislative, political, conceptual and consultative work
- coordination of the National Youth Strategy implementation and evaluation
- enhancing extra-curricular and non-formal education in the field of Youth
- supporting non-governmental non-profit organisations (NGOs) by means of State Subsidy Programmes for NGOs Supporting Youth Work
- supporting the care of talented pupils and students
- enhancing youth participation and structured dialogue with young people
- encouraging youth volunteering
- facilitating inclusion of youth with fewer opportunities
- providing information for and about young people
- implementation of ESF projects in the youth field
- promotion of EU youth programmes and EU Youth Strategy
- international relations and cooperation in the field of youth

Other ministries

Namely:

- Ministry of Health
- Ministry of Labour and Social Affairs
- Ministry of Interior
- Ministry of Culture
- Ministry of Environment
- Ministry of Industry and Trade
- government authorities (*including advisory bodies and government committees are adopting measures to meet the objectives of Youth Strategy 2020 in cooperation with the Ministry of Education, Youth and Sports, on the principle of inter-ministerial and cross-sectorial cooperation through their grant programmes, ESF national projects and their representatives in the Youth Chamber as well as in the thematically focussed inter-ministerial working groups*)

Bodies in Parliament responsible for the field of Youth:

Czech Parliaments compose of two Chambers - Chamber of Deputies and the Senate. In both Chambers there is a Committee with the competence for the field of Youth.

- **Committee for Education, Science, Culture, Human Rights and Petitions of the Senate of the Czech Republic** (Výbor pro vzdělávání, vědu, kulturu, lidská práva a petice Senátu ČR).
- **Committee on Science, Education, Culture, Youth and Sport** (Výbor pro vědu, vzdělávání, kulturu, mládež a tělovýchovu) is the parliamentary commission in charge of youth issues.
- Within the Chamber of Deputies until 2013 there was also specific **Subcommittee on Youth and Sport** (Podvýbor pro mládež a sport)

Regional public authorities with competencies in the field of Youth

The territory of the Czech Republic is divided into regions (higher units of territorial self-government), consisting of municipalities (lower units of territorial self-government). There are 14 regions, they possess two jurisdictions

- independent (self-governing)
- delegated (state administration)

Public administration is provided by the regional authority, which can be divided into departments and sections for particular spheres of activity. Regions should set up Regional Committee for Education, Youth and Sport.

The bodies coordinating the delegated activities of the regional authorities are the respective ministries.

Roles and competences of regional authorities in the sphere of youth policy

Regional authorities can within the scope of their independent jurisdiction (self-governing) issue own Decrees usually focused on particular issue.

Main responsibilities of Regions within state Youth Policy:

- elaboration, assessment and complementing long-term objectives in the sphere of education and development of educational system in the region
- presenting the long-term objectives and an annual report for the previous year to the Ministry of Education, Youth and Sports of the Czech Republic and to the Board of Representatives of the region
- dealing with the topics brought up by school councils operating at basic schools
- cooperation with the Czech School Inspectorate (Česká školní inspekce)
- performance of the tasks ensuing from the strategic documents of the region for the spheres of free-time activities, physical education and sports, crime prevention, activities aimed at protection against misuse of drugs, at the problems of national minorities and at the prevention of socially undesirable phenomena
- ensuring conditions for the integration of disabled pupils into ordinary schools and educational institutions
- creating conditions for the development of free-time activities of children and youth. They cooperate with non-governmental non-profit organizations in materializing the state policy related to the young generation and sports
- responsibility for organizing competitions announced by the Ministry of Education, Youth and Sports of the Czech Republic
- responsibility for materializing the funding programmes of the Ministry of Education, Youth and Sports of the Czech Republic in the sphere of the integration of the Romani community, education in the languages of national minorities and multicultural upbringing

Local public authorities with competencies in the youth field

Municipalities have both their own independent jurisdiction (self-governing) and delegated jurisdiction (state administration). Public administration is ensured mainly by the municipal authority, which can be divided into departments and sections for particular spheres of activity ([Act No. 128/2000 Sb., on municipalities](#)). Municipal authorities can within the scope of their independent jurisdiction (self-governing) issue own Decrees usually focused on particular issue.

Other institutional actors

Czech Council of Children and Youth (Česká rada dětí a mládeže; [ČRDM](#))

It is a democratic, voluntary association, independent of any political parties or movements. CRDM was established in June 1998 by eight organizations of children and youth and as national youth council in the Czech Republic is a reliable partner of governmental administration. CRDM represents interests of its members towards home and foreign bodies, organizations and institutions.

It composed of around 100 non-governmental children and youth organizations with more than 216 000 individual members – the organizations range from small to big, 9 regional councils of children and youth are members of ČRDM as well. CRDM respects the sovereignty and independence of all its member organisations in compliance with their statutes and has towards these no supervisory or senior power, while representing them in dealing with authorities, organisations and institutions both at the national level and abroad.

The mission is to promote conditions for quality life and overall development of children and young people in the society and the state. CRDM fulfils its mission by supporting non-formal education and activities of its members, especially by creating legal, economic, social and cultural conditions suitable for their activities.

Council exercises assignments and powers it is charged and endowed with by its members through the Council's bodies.

Regional councils of children and youth

Regional councils associate children and youth organizations on a regional level; they serve as places for promoting the individual associations and other organizations and provide regional authorities with advice on out-of-school upbringing and education.

There are following regional councils of Children and Youth

- [Jihomoravská rada dětí a mládeže](#) (South Moravian Region)
- [Rada dětí a mládeže Jihočeského kraje](#) (South Bohemian Region)
- [Rada dětí a mládeže kraje Vysočina](#) (Highlands Region)
- [Krajská rada dětí a mládeže Karlovarského kraje](#) (Carlsbad Region)
- [Aliance dětí a mládeže Královéhradeckého kraje](#) (Hradec Kralove Region)
- [Rada dětí a mládeže Libereckého kraje](#) (Liberec Region)
- [Rada dětí a mládeže Moravskoslezského kraje](#) (Moravian-Silesian Region)
- [Plzeňská krajská rada dětí a mládeže](#) (Pilsen Region)
- [Rada dětí a mládeže hl. m. Prahy](#) (Prague Region)
- [Středočeská rada pro děti a mládež](#) (Central Bohemian Region)
- [Ústecká krajská rada dětí a mládeže](#) (Usti nad Labem Region)
- [Sdružení dětských a mládežnických organizací SPEKTRUM](#) (Zlin Region)

Children and Youth Associations

Non-profit organisations engaged in the work with children and youth represent a necessary complement to school facilities for extra-curricular education. There is wide plurality of NGOs working with children and young people in the Czech Republic. Tradition dates back to the 19th century when an active participation in different associations and

societies was an important part of the social movement that led to the creation of independent Czechoslovakia.

NGO's work is supported by the state to a significant degree, however also regions and municipalities have often own financial schemes and also private sector is often supportive to activities of youth organizations. Associations thus have often motives to influence the Youth Policies.

Youth Associations related to political parties

The experience with exploitation of children and youth for the benefit of a totalitarian political regime resulted in a caution against any connection between political institutions and children and youth associations after 1990. By the end of the 1990ties, however, youth organisations declaring their adherence to a political orientation (conservative, liberal, social democratic, and Christian democratic) were formed as a consequence of the creation of new political parties and movements. Small political youth organisations represent Young European Democrats with markedly fewer members (about 100) and youth organisations related to other political bodies whose membership is even smaller. By the end of 2015 settled youth wings of political parties common [Association](#) for strengthening dialogue among them. Since that we can also follow that they start be more active within discussing topics related to young people and not mainly to political ideologies as it was the main trend earlier. Some of them are also member of the National Youth Council, however their activity in this platform is rather low.

Youth Information Centres

Youth information centres are places that provide, on an anonymous basis and free of charge, complex and up-to-date information on various aspects of young people's life according to their demands and needs, proportionately to their age and capacities. The information shall be provided in compliance with the European Youth Information Charter and the Principles for Online Youth Information. The target groups of the youth information centres are, above all, young people up to 30 years of age. The YICs guarantee an equal access to information for all young people.

The total numbers of YICs registered in the Czech Republic were 40 in 2008 and 2009, 39 in 2010, 34 in 2011 and 36 in 2012 and 2013 and 42 in 2014 and 2015. They are run mainly by school facilities for leisure-based education and by NGOs.

The current **Youth Information System Development Framework** for the Czech Republic was completed in the course of 2008. Its objectives are to improve the quality of the YIC network in the Czech Republic and set up basic parameters of the youth information environment in order to ensure one of the fundamental rights, namely the right to free access to information. The Ministry of Education, Youth and Sports supported the formation of the National Youth Information Centre (NYIC) in 2008, which is an umbrella organisation for all YICs of the Czech Republic and their advisor as regards the methodology. Besides, the National Youth Information Centre co-operates with other organisations providing information services both within and outside the Czech Republic. New-generation Youth Information System Development Framework is being developed with the implementation of the Youth Strategy 2014 - 2020.

Information centres are co-ordinating Czech national activities of the ERYICA.

Apart of this official system exists also alternative [Association on supporting development of the Youth Information Centres](#) which has also own strategy and goals on development. 10 Youth Information Centres have been members in 2016.

Main Themes

Since 2012, in response to the need for the creation, implementation and evaluation of Youth Strategy 2020, the Department for Youth of the Ministry of Education, Youth and Sports has coordinated 12 working groups focusing on the main topics in the youth field. Those are thus:

1. rights of children and youth
2. information for youth
3. leisure-based and non-formal education
4. leisure time
5. youth mobility
6. employment and employability
7. lifestyle and health
8. participation
9. volunteering
10. young people with fewer opportunities
11. environment
12. media and culture

Furthermore, cross-cutting working group of youth researchers should operate across all the themes.

In 2014 National Working Group for the Structured Dialogue with Youth have been set up and coordinated by the National Youth Council. The activities of this Group widely adopted the activity of the participation working group by the ministry.

In 2015 small group on linking youth work and social work was established in order to support better inclusion of young people and to facilitate the benefits and activities of providers focused on social work as well as youth work.

In 2015 new working group on hate issues met within the framework of ministerial thematic working groups.

At the same time, there are other themes tackled on national level with separate Policy strategies with high importance and direct link to Young people. Those are mentioned with links and responsible authorities by the end of Chapter 1.3.

The National Agency for Youth

Since 2014 there is no specific National Youth Agency in the Czech Republic. Until the end of 2013 National Institute of Children and Youth existed under the direction of the Ministry's Youth department. The Institute was set up in 1953 and during the time was more times renamed and the scope and competences changed, however it was central State Agency on Youth. Since the abolition of the Institute some agenda has been split among four other public Agencies under the direction of the Ministry of Education, Youth and Sports, however only in limited scope and the direct management of the Youth Department has been lost.

Policy monitoring and evaluation

Youthwiki introduced several strategic documents directly or indirectly connected with youth and public policies in the Czech Republic. Monitoring and evaluation of these documents strategies varies from well-established to non-existent. We will introduce 4 main documents with their monitoring and evaluation activities, while other documents will be only listed since they are relevant for youth only implicitly:

1. Youth Strategy 2014-2020
2. Social Inclusion Strategy 2014-2020
3. Education Policy Strategy till 2020
4. Employment Policy Strategy till 2020
5. Other documents

Youth Strategy 2014-2020

- Contains chapter about monitoring and evaluation in document itself
- Planned activities should be monitored by 12 working groups, while working groups aimed on young people rights and young people with limited opportunities should be active in inclusive aspects monitoring

- Set default status (2 research studies) which will be compared with this document impact
- Monitoring and evaluation mechanisms are established, however their real implementation have to be seen

Mechanisms:

- Working groups expertise
- Round tables about specific topics
- Data collection organised by working groups
- Cross-section researchers of youth group
- Continual impact evaluation in year 2017 and final impact evaluation in 2020

Research and data:

- Not specified, data collection entrusted to working group
- Periodic reports to European Commission about youth
- EU Youth Indicators
- In 2016 Youth Department initiated collection of the public data on Youth, which has been carried by the Analytical section of the Czech Council of Children and Youth. During 2017 National Institute for Further Education work on technical issues in order to make them public at one place during 2018. The initiative start to be called "Youth in numbers" (Mládež v číslech) which should be during 2018 made public under the [National Register on the Research on Youth](#).

Periodicity

- Monitoring results should be forwarded twice a year for Chamber of Youth session
- Medium-term evaluation in 2017
- Final evaluation in 2020

Outcomes

- National reports about 2020
- Continuous reports about Strategy fulfilling 2017 and 2020
- Mid-term report was presented at a meeting of the Government of the Czech Republic for information on 3rd of May 2017. (By 23rd of October 2017 the Report is not publically accessible, only for internal use).

It is recommended in the Youth Strategy 2020, that the regional and municipal authorities and the National Network of Local Action Groups (LAG), apply Youth Strategy 2020 within the context of their own plans, strategies and measures, for the benefit of the younger generation, and that they cooperate on substantive tasks with the individual ministries.

It is also recommended that NGOs working with children and youth apply Youth Strategy 2020 within the context of their own strategic and conceptual activities and that they work closely together to meet the substantive tasks of Youth Strategy 2020 with the individual ministries.

Social Inclusion Strategy 2014-2020

- Strategy fulfilment evaluation is entrusted to Social Integration Commission
- Unfortunately no specific monitoring or evaluation can be seen

Mechanisms

- Work of Social Integration Commission

Research and Data

- Not specified

Periodicity

- Annual Report about Social Inclusion Strategy 2014-2020 fulfilment (produced by Ministry of Labour and Social Affairs in close cooperation with Social Inclusion Commission) as handed to Government of Czech Republic

Outcomes

- Report about Social Inclusion Strategy 2014-2020 fulfilment
- Purpose of the Report is specified as informative for the Government

Education Policy Strategy till 2020

- Evaluation of strategy fulfilment is entrusted to Ministry of Education, Youth and Sport (MEYS)
- MEYS is obliged to report to Government in two years interval
- MEYS is obliged to create and implement education system indicators which would allow to identify current status, strategy fulfilment and continuous adjustment of education system

Mechanisms

- MEYS activity
- Newly introduced indicator system will respect Education and Training 2020 – ET 2020 and EU Strategy 2020 and will be supplemented with additional relevant quantitative and qualitative indicators

Research and Data

- Specific system of indicators

Periodicity

- Two-year interval of evaluation reports

Outcomes

- Evaluation report for Government
- Purpose of the Report is specified as informative

Employment Policy Strategy till 2020

- No specific evaluation mechanisms are set, states only general need for continuous monitoring in order to adjust continually adjusted provisions
- Mentions pilot project aiming on active employment policy evaluation

Mechanisms

- Activity of Ministry of Labour and Social Affairs (MLSA) in cooperation with stakeholders
- Pilot project concentrated on active employment policy evaluation
- If successful, project will be established as permanent tool for continuous active employment policy evaluation

Research and Data

- Own pilot project

Periodicity

- First report in 2017

Outcomes

- Information report exploitable for preparation of "Partial Implementation document for years 2018-2020"

Other documents

[Roma Integration Strategy till 2020](#)

- Each chapter contains final summary regarding strategy implementation impact -> regarding monitoring and evaluation, the document is of fine quality
- Despite the try to quantify the impact into the form of indicators, data collecting and monitoring techniques need to be improved
- Unless the quantitative monitoring in Czech Republic is not strengthen and improved, final evaluation might be insufficient

Decade of Roma Inclusion 2005-2015

- Supposed to be monitored continually by annual reports, however only 4 reports can be found on the web ([years 2010-2013](#), December 2016)
- Government web pages contain scattered [reports from 2008-2015](#)
- Despite the information inconsistency, reports themselves used all available data sources and were duly written

[National Violence on Children Prevention Strategy in Czech Republic 2008-2018](#)

- No explicit monitoring or evaluation tools, even sociological study from 2008 deals with public opinion, not real conditions
- Related document Right to childhood: National Children Rights Protection Strategy does not contain evaluation mechanisms either, however it sets framework for doing so: action plans for strategy fulfilment
- Another document Children Rights Protection Strategy Fulfilment Action Plan 2014-2020 lists goals with indicators and sets solid base for monitoring and evaluation activities

[Men and Women Equality in Czech Republic Government Strategy 2014-2020](#)

- No monitoring or evaluation mechanisms
- Annexes of the document deals with monitoring by summarising the accessible data regarding the topic in CZ and lists main actors
- Subsequent document Data Collection Optimisation Possibilities Report defines condition under which data sources can be adjusted in order to be exploitable for monitoring and evaluation purposes

[Domestic and Gender Violence Prevention Action Plan 2015-2018](#)

- Offers independent implementation aimed on analysis, study and data collection
- According to monitoring this as an example of good practice

[Support of Equal Opportunities for Persons with Disabilities National Plan 2015-2020](#)

- One of the goals is a survey mapping number and structure of people with disabilities, should be conducted by Czech Statistical Office and [Institute of Health Information and Statistics of the Czech Republic](#)
- Monitoring is framed as interdepartmental with annual reports forwarded to Government
- Unique connection to local administration by offering methodological support to local administration with goals implementation

[Long-term Intention of Education and education system development in Czech Republic 2015-2020](#)

- Contains list of activities relevant to assessing the intent, however the list is incomplete, lacks responsible bodies, specific goals, form and purpose of the outcome and time plan

Digital Education Strategy till 2020

- Contains chapter about monitoring and evaluation, detailed implementation plan, introduced successful implementation indicators, connection between the strategy and international surveys (ICILS, PIAAC, NIQUES)
- Evaluation implementation plan – annual monitoring with continual adjustment of strategy and final evaluation supporting future subsequent document creation
- Strategy itself also aims at data collection mechanisms creation regarding some specific areas
- Document is according to monitoring and evaluation well written

Czech Republic Social Housing Concept 2015-2025

- Monitoring and evaluation processes are currently being set as one goal of the strategy itself, thus we are unable to assess their efficiency

Czech Republic Housing Concept till 2020

- No explicit evaluation or monitoring mechanisms, however document itself has very strong analytical basis offering good position for future comparing and analysis

General quality of the documents regarding monitoring and evaluation is good. Most documents adopt unique approach to monitoring and evaluation, though most document have such activities incorporated or plan to set such mechanisms.

Policy monitoring and evaluation techniques are not very advanced in the Czech Republic therefore some document contain specific mechanisms for data collection, analysis and their exploitation for specific purposes. Shall this trend persists, we would soon be able to assess youth dimension more precisely.

1.5 Cross-sectoral approach with other ministries

Mechanisms and actors

Due to high decentralization, as described in subchapters 1.3 and 1.4., horizontal as well as vertical cross-sectoral approach is integrated in the public policy making in the Czech Republic including the field of Youth and the National Youth Strategy 2020.

Interdepartmental coordination of the Ministry of Education, Youth and Sport is subject to [Rules of the Ministry](#). Main consultative body to enhance the coordination on the highest level is the Permanent consultation of the Management (*Stálá porada vedení MŠMT*). It is up to the current minister to select the members representing various sections and fields of the Ministry. Other consultative bodies can be under the heading of the Minister, Deputy or State Secretary. Other relations of the ministerial units should be on informing and cooperative level. Cooperation on task realization should be done on the easiest and most effective way. Only relevant task should be cooperated in written form. Using the written form, there are internal rules of the Ministry to do so. All units relevant to the topic need to be involved before any relevant decision-proposal is made. There are also interim rules for preparation of materials of a fundamental nature and with obligatory discussion (usually issues with budgetary, legal or personal impact).

Inter-sectorial cooperation is given by the decision of the Government (Governmental Decree), in the field of Youth concretely within the Decree adopting the Youth Strategy (for details see Chapter 1.3).

Ministries involved in the Youth Policy with own tasks and responsibilities according the Youth Strategy 2020:

- [Ministry of Education, Youth and Sports](#)
- [Ministry of Labour and Social Affairs](#)
- [Ministry of the Interior](#)
- [Ministry of Health](#)

- [Ministry of the Environment](#)
- [Ministry for Regional Development](#)
- [Ministry of Culture](#)
- [Ministry of Industry and Trade](#)

Other ministries including advisory bodies and government committees are adopting measures to meet the objectives of Youth Strategy 2020 in cooperation with the Ministry of Education, Youth and Sports, on the principle of inter-ministerial and cross-sectorial cooperation through their grant programmes, ESF national projects and their representatives in the Youth Chamber as well as in the thematically focussed inter-ministerial working groups.

To enhance regular coordination and information flow on the Youth Strategy Implementation and the state of play of the Youth Field, Minister of Education, Youth and Sports establish Youth Chamber.

Youth Chamber

According the [Status](#) it is an inter-ministerial advisory and initiative body to the Minister of Education, Youth and Sports responsible for the field of children and Youth Policy in the Czech Republic.

Members of the Chamber are representatives of the

- Ministry of Education, Youth and Sports,
- Ministry of Health
- Ministry of Labour and Social Affairs
- Ministry of Interior
- Ministry of Culture
- Ministry of Environment
- Czech Council of Children and Youth
- Employer representatives
- Association of workers in Youth Leisure time Education Centres
- Religious societies
- Municipal authorities
- Experts in the field of promotion and protection of children and youth

Candidates for membership in the Chamber are nominated by the institutions and organisations represented in the Chamber of Youth.

Tasks of the Chamber are especially:

- coordination of central state authorities in the field of implementation of the Youth Strategy
- express opinion to proposals of materials in relation to children and youth from sectoral, ministerial, parliamentary and others bodies
- cooperates on the preparation and evaluation of the state strategy in the field of children and youth work
- propose fields and topics for research on children and youth and based on the outcomes propose actions
- can consult and propose new legal measures in the field of Rights of the Child and Young People and steer the compliance of national legislation with European Youth Policy.
- cooperates with other public, self-governing and private bodies in order to support justified interests of Children and Youth
- cooperated with other inter-sectorial bodies in relation to Children and Youth Policies, issues and protection

The Chamber work according the official [Rules of Procedure](#).

Enhance the horizontal coordination help also bodies in Parliament responsible for the field of Youth:

Czech Parliaments compose of two Chambers - Chamber of Deputies and the Senate. In both Chambers there is a Committee with the competence for the field of Youth.

- **Committee for Education, Science, Culture, Human Rights and Petitions of the Senate of the Czech Republic** (Výbor pro vzdělávání, vědu, kulturu, lidská práva a petice Senátu ČR).
- **Committee on Science, Education, Culture, Youth and Sport** (Výbor pro vědu, vzdělávání, kulturu, mládež a tělovýchovu) is the parliamentary commission in charge of youth issues.
- Within the Chamber of Deputies until 2013 there was also specific **Subcommittee on Youth and Sport** (Podvýbor pro mládež a sport)

Vertical cross-sectorial cooperation

Regional public authorities with competencies in the field of Youth

The territory of the Czech Republic is divided into regions (higher units of territorial self-government), consisting of municipalities (lower units of territorial self-government). There are 14 regions, they possess two jurisdictions

- independent (self-governing)
- delegated (state administration)

Public administration is provided by the regional authority, which can be divided into departments and sections for particular spheres of activity. Regions should set up Regional Committee for Education, Youth and Sport.

The bodies coordinating the delegated activities of the regional authorities are the respective ministries.

Roles and competences of regional authorities in the sphere of youth policy

Regional authorities can within the scope of their independent jurisdiction (self-governing) issue own Decrees usually focused on particular issue.

Main responsibilities of Regions within state Youth Policy:

- elaboration, assessment and complementing long-term objectives in the sphere of education and development of educational system in the region
- presenting the long-term objectives and an annual report for the previous year to the Ministry of Education, Youth and Sports of the Czech Republic and to the Board of Representatives of the region
- dealing with the topics brought up by school councils operating at basic schools
- cooperation with the Czech School Inspectorate (Česká školní inspekce)
- performance of the tasks ensuing from the strategic documents of the region for the spheres of free-time activities, physical education and sports, crime prevention, activities aimed at protection against misuse of drugs, at the problems of national minorities and at the prevention of socially undesirable phenomena
- ensuring conditions for the integration of disabled pupils into ordinary schools and educational institutions
- creating conditions for the development of free-time activities of children and youth. They cooperate with non-governmental non-profit organizations in materializing the state policy related to the young generation and sports
- responsibility for organizing competitions announced by the Ministry of Education, Youth and Sports of the Czech Republic
- responsibility for materializing the funding programmes of the Ministry of Education, Youth and Sports of the Czech Republic in the sphere of the integration of the Romani community, education in the languages of national minorities and multicultural upbringing

Local public authorities with competencies in the youth field

Municipalities have both their own independent jurisdiction (self-governing) and delegated jurisdiction (state administration). Public administration is ensured mainly by the municipal authority, which can be divided into departments and sections for particular spheres of activity ([Act No. 128/2000 Sb., on municipalities](#)). Municipal authorities can within the scope of their independent jurisdiction (self-governing) issue own Decrees usually focused on particular issue.

1.6 Evidence-based youth policy

Political Commitment to Evidence-Based Youth Policy

There is political aim of evidence-based Youth Policy making within the national Youth Strategy 2020, however real systematic structure of public youth research is not in effect. There is no specific public institution devoted to this issue and also national research structure does not recognize Youth (policy) research as separate category. No Youth Research Strategy Exists as it was the case until 1990.

National Institute of Further Education is responsible for making publically available an [on-line database of Researches on youth](#), so called National Register on Research on Youth. At this research register are collected links or whole texts of academic or expert peer reviewed studies related toward Czech Youth. Usually only bachelor, master and PhD. thesis are included. Especially the non-academic and NGO research and surveys are not fully included.

Since 2016 Ministry of Education, Youth and Sports supported Czech Council of Children and Youth (CRDM) with small grant to run specific analytical activity on Youth Policy and Youth issues. Main Focus is put on the analysis of possible national Youth Policy Indicators, Youth Summer Camps analysis and also this European project on Youthwiki.

Based on the activity and analysis of the CRDM, during 2017 National Institute for Further Education prepared technical solution within the National Register on the Youth Research on publishing collected data on Youth in the Czech Republic. Gap on the data available to state and public institution on regular manner was identified and CRDM works on long-lasting solution and collecting missing relevant data on Youth in the Czech Republic.

In 2017 also independent Survey on [Youth Political Participation](#) and Relations to Democracy among young people in the Central European Countries (so called V4 countries) was carried by the CRDM, in cooperation with the Slovak Youth Council and Hungarian independent association of sociologist Rubeus.

Some other NGOs made in 2016 or 2017 own specific survey e.g. Multicultural Centre Prague on [Youth and Xenophobia and Hate speech](#) on smaller population of secondary education level.

Special importance has the NGO People in Need and its Program "[One World at Schools](#)" which is realizing [survey among Czech high school students](#) in permanent manner every three years since 2009, thus the comparability and development can be seen. Due that long-term engagement, the data are very often used by the state or other public Authorities. The surveys are mostly focus on the upper-secondary pupil and students.

Cooperation between policy-making and research

The cooperation between policy-making and research thus takes place in an ad hoc manner. Usually the Youth Department has some connection toward actual youth researchers or youth research projects and their representatives. When appropriate, they are and have been invited for presentations of the findings in the Youth Chamber meetings.

Most of Youth related researches have been supported by the EU Funds project (e.g. from project Key for Life and K2, or by the project SAFE initiated and organized by the Czech Council of Children and Youth. Masaryk University in Brno has also special [Institute for research Children, Youth and Family](#), however their activities are not linked to the Youth Policy and are rather academic focused. Ministry and the Youth Council are however following their outcomes.

Private and marketing surveys and research studies/reports on youth or relevant topics are also used time to time.

National Statistics and available data sources

There is no specific national statistical system on Youth. National statistical system is based primarily on needs of other policies and regards Youth Policy as marginal. However, there are connections between the newly established Analytical Section of the Czech Council of Children and Youth and partial steps are ongoing. Specific subsystem of Youth Policy Indicators is being processed and is in preparatory phase for public presentation in 2018.

Only relevant data source in the Youth Policy is thus the [National register of Researches on Youth](#) which is, however, collection of various researches and studies without any other systematic connection.

Relevant data are collected within the system of the State Statistical Service among state Authorities and the Czech Statistical Office. Youth Policy is not directly included in the State Statistical Service. State Statistical Service is based on the [Act No. 89/1995 Sb, on State Statistical Service](#).

There exists institute of National Youth Report which is usually issued during the preparation of the state Youth Policy strategy, to evaluate ending Youth Policy Strategy or in the middle of the implementation of the Youth Policy strategy, when the period is longer. For details see Chapter 1.3 on the evaluation of the National Youth Strategy.

Publically available are the Reports

- [1998](#)
- [2013](#)
- [Mid-term evaluation of the Strategy 2008 – 2009](#)
- [Mid-term evaluation of the Strategy 2010 – 2011](#)
- The Mid-term Report 2017 discussed by the Government on 3rd of May 2017 is by 23.10.2017 not publically available yet.

In 2014 Ministry supported also popular publication promoting the evidence in youth sector [Bez růžových brýlí](#) (Without pink glasses).

In 2014 Open Society Fund Praha and the Youthpolicy.org realized also independent Youth Policy Review in the Czech Republic in accordance of international standards of Youthpolicy.org. This study [Mladí lidé a veřejné politiky v České republice](#) (Youth and Public Policies in the Czech Republic) bring other perspective and compare also international and national data in many areas and evaluate the impact and public policy performance toward young people in the Czech Republic.

Budgetary Allocations supporting research in the youth field

There is no specific annual budget for research in the youth field.

Research allocations are within the State Statistical Service and directly streamed to Youth.

Ministerial grant for the Analytical section by the Youth Council is 523.051 CZK (ca 19 300 EUR) in 2016 and 325.000 CZK (ca. 13 000 EUR in 2017).

1.7 Funding youth policy

How Youth policy is funded

National level

The budget for the Youth Department and its activities is allocated within the [State budget chapter no. 3421 For the Free time and Leisure time activities of Children and Youth](#) (Youth work and work with children). The development of public spending in recent years to that chapter is following:

	2010	2011	2012	2013	2014	2015	2016	2017
CZK (in thousands)	297 617	297 718	309 140	308 866	299 734	224 388	276 243	272 299
EUR (ca. in thousands)	12 000	12 000	12 200	12 200	11 100	8 310	10 200	10 400

General spending from this chapter are on national level toward youth policy field:

- Annually from 140 to 168 mil. CZK from the budget of the Ministry of Education, Youth and Sport to support the Children and Youth Work of the Children and Youth Organizations.
- Annually: 3 381 500 CZK through the Programme of Czech – German cooperation in the field of children and youth.
- 20 mil. CZK annual funds supporting talented children and young people (Programme Excellence).
- 35 mil. CZK annual funds supporting festivals for young people, and knowledge-based and skill-based competitions for young people.

Different ministries cover the performance of the tasks arising from the approved National Youth Strategy for 2014 -2020 from their budgets.

Government does not allocate special funds for this area.

Within the framework of their cooperation with the Ministry of Education, Youth and Sports, the individual ministries use their grant programmes to meet the objectives of Strategy 2020. Projects are currently implemented that are financed by the European Structural funds which are under the responsibility of respective ministries, including activities resulting from the mandatory sustainability of such projects.

Regional level

Since 2000, Czech Republic has consisted of thirteen regions and one [capital city](#) with regional status. Regions enjoy considerable degree of self-autonomy which also covers the area of youth policies.

All regions have produced regional development strategies and other conceptual documents in which youth issues are included, nevertheless only in a general or marginal way.

Only a minority of regions have developed a specific conceptual document in which youth issues covered together with leisure time activities and sport.

Structure of grant schemes supporting youth activities is very heterogeneous. Some regions have only two or three programmes defined in a broad, general way, others run thoroughly designed grant schemes with specific priorities, including the focus on youth activities. After piloting in 2015, since 2016 state level is supporting the regions also in the youth sector to motivate them to launch [own regional support schemes in accordance with National Youth Strategy 2020](#).

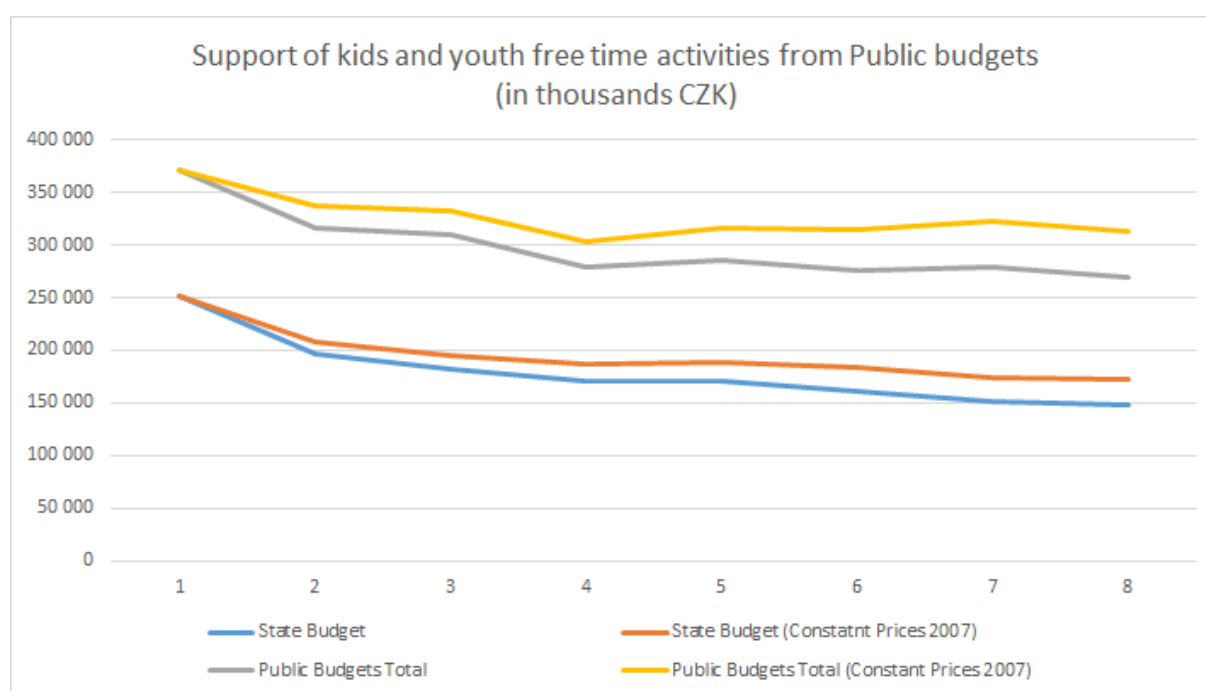
Funds development in Youth sector 2007 - 2014 - Project SAFE analysis

An [analysis on voluntary work in the CR](#) by Children and Youth associations in free time worked out by the collective of authors under guidance of the Czech Council of Children and Youth shows in detailed numbers that „*development of public support for leisure*

activities of children and youth lags much behind development of macroeconomic data". The Analysis covers the period of 2007 – 2014 (see Chart 2).

The most visible is lagging behind of development of support from the Ministry of Education, Youth and Sports (MEYS, state budget). The support from the MEYS and other ministries has been very unstable in recent years and has had a decreasing tendency, both in current and real prices. Regional and local budgets do not compensate for the decrease. Especially regional budgets show also considerable instability.

Chart 1: Support of children and youth free time activities from Public budget in period 2007 - 2014 recounting on the development of macroeconomic data



Source: [Analysis on voluntary work in the CR](#) by Children and Youth associations in free time

Following Table shows development of support from public budgets on 1 member of CRDM's member organizations in a year and nominal values in Czech Crowns.

Financial Source	2007	2008	2009	2010	2011	2012	2013	2014	Variability Coefficient
Ministry of Education - non-investment subsidy	592,6	746,84	435,01	497,04	502,46	487,58	464,83	457,92	18%
Regional Grants and Subsidies	112,46	119,17	260,08	126,94	113,19	130,13	135,98	121,69	33%
Towns and Cities	277,11	245,46	265,01	267,78	313,42	310,21	358,34	348,35	13%
Other (Grant Agencies, EU)	81,78	61,45	56,3	58,3	61,25	66,38	71,81	71,12	12%
Total	1 063,95	1 172,92	1 016,40	950,06	990,32	994,3	1 030,96	999,07	6%
Number of ČRDM Members	199 160	206 829	206 599	211 454	212 503	210 324	212 479	213 429	

What is funded?

There has been long term programme for public funding of Youth sector between years 2011 – 2015. Since the year 2016, there has been created separate funding programmes for different purposes and target groups for each year separately. State Subsidy

Programs for Youth Work for further period have been evaluated in 2016 and newly introduced for period 2017 - 2020.

Funding Framework 2017 - 2020 for Children and Youth work

Funding Framework is [provided](#) by the Ministry of Education, Youth and Sports. The support focuses on regular and long-term action determined by the widest range of children and young people and to promote actions and activities which contribute to the improvement, expansion and development activities of various youth organizations and organizations working with children and youth.

Goals of programmes:

- Creation of free time and other selected activities within the membership base of individual NGOs
- Creation of free time and selected NGOs targeted activities intended for unorganized children and youth,
- Significant international and national events aimed at children and young people,
- Training and education of children and youth,
- Creating conditions for the development of non-formal education,
- Development of volunteerism and volunteer work with children and youth,
- Education of children and youth in other fields (e.g. Participation, mutual tolerance, healthy lifestyle)
- International cooperation for children and youth,
- Multicultural education

Priorities for 2017:

- Promoting healthy lifestyles for children and youth - to support activities that will positively affect the healthy lifestyle of children and youth in physical activity, staying in nature, nutrition, etc.
- Support the involvement of children and young people with fewer opportunities in regular leisure activities
- Support participation - to support activities that will strengthen the interest of children and young people in public life and which will motivate children and youth to actively participate in public space
- Fostering creativity in the field of handicrafts and craft activities

Structure of the programmes:

1. For the NNO recognized by the state for the children and youth work
2. For umbrella organizations (national and regional level)
3. For NNO with branch associations (large youth associations)
4. For NNO without branch associations

Not supported activities (other programmes and policies are covering)

- for NGOs having as main activity area physical education and sport,
- NGOs promoting and integrating the Roma community and national minorities
- for NGOs aiming at preventing drug use, crime and other negative phenomena,
- to support NGOs dealing with impact only, single-sided or activities (e.g. only organizing children's camps with no relation to the year-round activity, operation or renting of hiking and camp bases or other real estate, equipment, etc.)
- For projects aimed at providing social services under Act no. 108/2006 Coll., on social services
- To support youth information centres

State support for investment projects in 2017 within the field of Youth

Programme supports [development of material-technical base of extracurricular activities for children and youth](#) and places where youth work and work with children happens. Allocated is for year 2017 around 25 194 000 CZK (ca 933 000 EUR). To apply youth organizations need to create and send with the application an investment plan.

State subsidy programmes for Youth Work support before 2017

[State funding in 2016 for youth NGOs](#) was divided in four separate programmes:

1. Programme for NGOs recognized by the state for the work with children and Youth
2. Programme for umbrella Youth NGOs
3. Programme for NGOs with branch associations
4. Programme for NGOs without branch associations.

There were three priority areas for these programmes:

1. Youth participation
2. Healthy Life Style
3. Support of Creativity of Youth

State funding programme for the [Youth Information Centres](#) was available only for the state certified Youth Information centre which fulfilled the quality criteria adopted by the Ministry in 2011. Each centre could gain support of maximum 350 000 CZK (ca. 13 000 EUR).

State funding for Development of material-technical base of extracurricular activities for children and youth in 2016 allocated ca. 25 mil CZK (ca. 926 000 EUR).

State funding for Regions to support implementation of the Youth Strategy 2020 in 2016 was ca. 6.9 mil. CZK (ca. 255 500 EUR).

Financial accountability

Financial support of the Ministry of Education, Youth and Sports is financially accountable to the Ministry and its control mechanisms. Supported Youth organizations and entities needs to send final financial report to the Ministry in order to be successfully awarded of the subsidy.

According to the Czech legislation, all forms of legal entities need to have also own accountable financial or control mechanisms and independent control bodies within their structures.

The whole financial support scheme of the Ministry is accountable to the Ministry of Finance and the Government as whole. Independent control could be done any time by the independent Supreme Audit Office of the Czech Republic. Planned controls of the programmes by the Supreme Audit Office is every three years. Regular control was [scheduled for May 2017 till January 2018](#).

Also subjects of subsidy (youth NGOs) can be controlled by the Supreme Audit Office and they are time to time. All general regular controls as well as case controls can be find in the [Register of the Supreme Audit Office](#). Many of the Youth organizations are controlled since spring 2017 preventively as some complications were found at the same ministerial Section in the field of Sport. This crisis ended up also with the [withdrawal of the Deputy for Sport and Youth in spring 2017](#).

Legislation applying to the Ministerial Youth Work Support scheme:

- Act no. 218/2000 Sb. on Budgetary rules
- Government Resolution of February 1, 2010 no. 92 on the Principles for government subsidies from the state budget of the Czech Republic to the non-governmental organizations by central government authorities, as amended by Government Resolution dated 19 June 2013 no. 479 and Government Resolution dated August 6 2014 no. 657

Use of EU Funds

EU Action programmes:

Czech Republic is fully involved in the European programme Erasmus+ and its Youth Chapter. In the Financial period 2007 - 2013 it was similarly Youth in Action Programme.

EU Structural Funds:

There was created no special category recognizing Youth projects within the Structural Funds of EU in the Czech Republic. Thus no data on EU funded Youth projects are collected. However, many projects applied by the third parties are focusing on young people as one of or the main target group - but usually it is decision of the applicant and it is usually connected with special issue or theme (as youth employment - see chapter 3.6, [citizenship education of youth](#), Czech-German cooperation in the youth field from the Goal3 and ETC, ...)

On the system level European Social Fund was used for supporting Youth Policy implementation on national level by two national projects:

ESF national project "[Keys for Life - Developing Key Competences in Leisure-Time and Non-Formal Education](#)": 15 298 202 CZK from EU budget (national co-financing: 2 699 682 CZK) conducted from 1. 4. 2009 to 28. 2. 2013. Annually for follow-up activities additional 4 mil. CZK.

ESF national project „[K2 - Quality and Competitiveness in Non-formal Education](#)” conducted from 1. 10. 2012 – 30. 6. 2015 with 57 mil. CZK.

Both projects were focused on the validation and recognition of Non-formal and Informal learning. For details see Chapter 6.4 on the Validation and recognition of Non-formal and Informal learning.

In order to support youth employment, Ministry of Social Affairs initiated several EU funded projects on supporting internships and apprenticeships. Using European Social Fund is also linked with the implementation of the Youth Guarantee scheme in respected regions. For more details see Chapter 3.5.

Only possible way how to determine the whole amount of EU funds supporting youth in the Czech Republic would be to assess every single project ever funded separately by various Operational Programmes and Funds.

1.8 Cross-border cooperation

Cooperation with European countries

European dimension of youth policy - European Union

Czech Republic has been a full member of the European Union since 2004, and the majority of existing European Union legislation and jurisdiction has been introduced to the Czech legal system and is being applied.

Most notable exception might be the *Charter of Fundamental Rights of the European Union*: The Czech Republic, Poland and the United Kingdom all managed to negotiate exceptions from implementing the Charter in full.

Czech Government takes EU-wide cooperation and coordination in the youth sector very seriously.

Renewed Framework for European cooperation in the youth field (2010–2018) plays a pivotal role in informing and supporting youth policy and the youth sector in the country. All the strategic goals of the National Youth Strategy 2014 - 2020 are linked to the implementation of the EU Youth Strategy and follow the recommendations of the adopted Council of EU documents in the youth field.

European dimension of youth policy - Council of Europe

Czech Republic is an active member of the Youth Policy cooperation within the Council of Europe. For the mandate 2016 – 2017 also Czech Council of Children and Youth has own youth delegate for the Advisory Council on Youth by the Council of Europe (elected via European Youth Forum as one of the 7 representatives of National Youth Councils).

Czech Republic is participating also on the EKCYP within Council of Europe. There are no partial agreements between Council of Europe and the Czech Republic in the Youth field.

European cooperation in the field of youth policy

Main consulting partners for the preparation and development of National Youth Strategy for 2014 -2020 at the international level, within the framework of Czech – Slovak bilateral cooperation, were IUVENTA and the Department of Youth and Community Programmes of the Slovak Ministry of Education, Science, Research and Sport.

National Youth Strategy for 2014 -2020 also takes into account the results of the analysis of national policies of the Visegrad group countries and the outcomes from the involvement of the Czech Republic in an international peer-learning between years 2011 – 2013 coordinated by Germany with the participation of the Czech Republic, France, Belgium, Lithuania, the Netherlands and Sweden (3 working seminars in Berlin, Rotterdam and Prague were organised within this project).

Czech Republic is also one of the participants in the international peer-learning project on cross-sectorial youth policies initiated by Luxemburg and Latvia (2015). Two seminars in Luxembourg and Riga were organised in 2015.

Cooperation of the Visegrad and Eastern Partnership countries in the field of youth

Visegrad Group V4: Czech and Slovak Republics, Poland, Hungary

Eastern Partnership EaP: Georgia, Azerbaijan, Armenia, Moldova, the Ukraine, Belarus

In June 2015 officially signed Memorandum of Cooperation between the Ministries of the Visegrad Group Countries responsible for Youth and the Ministries of the Eastern Partnership Countries responsible for Youth in the Youth field.

In Autumn 2015 has been set up also the [Framework Action Plan of this cooperation for years 2015 – 2017](#).

Visegrad Cooperation in the Youth Field has been re-established in 2010. Under the Czech Visegrad Group Presidency (V4 PRES: 1. 7. 2011 – 30. 6. 2012) in May 2012 the representatives of EaP countries were for the first time invited to join the annual Visegrad Group (V4) meeting in the field of youth in Prague.

Participants agreed on developing cooperation between the V4 countries (CZ, PL, HU, SK) and EaP countries in the field of youth on 3 levels:

1. Ministries responsible for youth,
2. Youth in Action national agencies
3. National youth councils.

The youth delegates were encouraged to participate actively in the programme including in the decision-making parts of the programme. The agreed Action Plan of V4 and EaP cooperation within youth national councils and NGOs includes youth mobility issues.

Since that time, annual V4 and EaP countries meetings in the same format and under the respective V4 Presidencies are hold.

Cooperation between the V4 and EaP countries in the field of youth is implemented within the official programme of the respective V4 country taking the presidency of the Visegrad Group (it is a one year rotating presidency which starts on the 1st July and finishes on the 30th June of the subsequent year).

Ministry of Education, Youth and Sports organised two working seminars for the V4 and EaP participants:

- Working Seminar on Youth Volunteering for Visegrad Group and Eastern Partnership Countries (Prague 8 – 10 September 2014)

- Working seminar on Health and Well-being of Young People for Visegrad Group and Eastern Partnership Countries (Prague – 5 - 7 October 2015)
- Another Working Seminar on Social Inclusion was realized in June 2016 in Prague.

International cooperation

Czech-Slovak cooperation in the Youth field

- It is enhanced by the Protocol between the Ministry of Education, Youth and Sports of the Czech Republic and Ministry of Education, Science, Research and Sport of Slovak Republic on cooperation (actually valid version for years 2012 – 2016, 24/2012 Coll. Int. Tr.).

Czech-German cooperation in the Youth field

- It is based on the Intergovernmental Treaty on cooperation and Youth Exchange from the 1990, effective since 1992. Since that gathered every year common Czech-German Council on cooperation and Youth Exchanges where both states and also youth representatives are included. Since 2013 common topic of cooperation in the Youth Field is set up. Until 2015 it was Healthy Life style. Since 2016 new topic has been selected on the meeting in Koeln – Citizenship Education on memorial places.
- During the first Czech-German Youth meeting in Polička 1996 there have been also signed common Declaration of both ministers responsible for Youth on intention establish [Coordination Centre for Czech-German Youth Exchanges](#). This centre called also Tandem has been established year after in 1997 and has one office in Plzeň, Czech Republic and second in Regensburg, Germany.
- In 1997 there has been signed also common Czech-German Declaration. Following the Declaration there was established also the Czech-German discussion Forum. The Coordination Council of this Forum established in 2001 also the [Czech-German Youth Forum](#) which is represented on the annual conferences and run also own youth Czech-German projects.
- Quasi regular common activity is also the Czech-German Youth Meeting, the eights edition was in 2014 in Terezín and was focused on the Youth Work on memorial places. In September 2016 there was ninths meeting again in Polička to commemorate the first meeting after 20 years and to evaluate the common cooperation in Youth field and make new prospects for future.

Every year there is **bilateral exchange of voluntary Youth workers from the Youth NGOs between the Czech Republic and Israel** which is coordinated by the National Youth Councils and supported by the state funds.

There are two [intergovernmental Treaties on Working holiday](#) between Czech Republic and South Korea (valid since 2012) and Czech Republic and New Zealand.

Third with Israel is under the ratification process.

There is also intergovernmental Treaty with Canada to make easier work stays of Youth.

Youth Policy cooperation within the UN framework

Czech Republic is active within the UNESCO activities in the Youth field.

Since 2016 started Czech Republic participation in the [UN Youth Delegate programme](#) as one of the national follow-up activity of the outcomes of the Structured dialogue with Youth on Youth Empowerment and Youth Participation. The UN Youth Delegate Programme in the Czech Republic is linked to the system of the Structured Dialogue with Youth according the National Youth Strategy 2014 - 2020.

1.9 Current debates and reforms

There is no discussion on any legislative solution in the Youth field as such. There has been several proposals of an Act on Youth Work in the past, however since 2006 the debate regarding youth work has gone silent even among experts.

Major discussion in 2015 and 2016 around young people is linked to revision of School Act, which introduce since school year 2016/2017 more support for so called "Inclusive Education" - for details see Chapter 6.6.

The continual reform of Educational system is ongoing and long term debate which is complicated by often changes on the post of the Minister of Education, Youth and Sports.

Long ongoing debate was also about adoption on [new Act on supporting Volunteering](#). There is since 2002 an Act on Voluntary Service and Youth NGOs are very disappointed about and call since that for more general Act on supporting volunteering where will be also recognizing other voluntary activities and engagement than short or middle term voluntary service. The proposal of the Act on supporting volunteering became however inappropriate due to high social security inputs within the inter-ministerial comment procedure and thus the debate stopped by the end of 2016 and beginning 2017 (for details see chapter on youth volunteering).

Strong legislative discussion impacting children and Youth have been during 2014 and 2015 on topics of so called children group (new specific form of support for children care facilities initiated because of the lack of children places in pre-schooling system) and about **children and youth vaccinations**. Some youth work activities has been used as a tool for pressure of state on the parents to vaccinate their children and young people because in the case of non-vaccination, young people could not be eligible to participate on such youth work activities as e.g. school trips or summer youth camps, which are in the Czech Republic very popular and widely common among older children and teenagers.

Long term systematic debate is also on **recognition of Non-Formal Education outcomes** in which have been several successes in past years e.g. official recognition of several job portfolios in National system of Qualification as e.g. coordinator of volunteers etc. and also cooperation with business and Human Resources sphere on the better understanding of the benefits of volunteering, Non-formal Education and Youth engagement in youth organisations. Within the project Keys for life (Klíče pro život) have been e.g. signed common memorandum among public and private bodies on the recognition for the job market. The validity is however only optional and therefore is highly soft political tool in very limited scope. For more details see Chapter 6.4.

Within the youth policy as such there are the biggest challenges dealt in 2016 **new financial programmes for support of Youth Work after 2016** and preparatory phase on **initiation of national Youth policy indicators**. Ministry is also preparing new projects to support tools for recognition of Non-Formal learning and its normative benefits for children and young people in cooperation with formal education system.

The Structured Dialogue with Youth discussions in 2014 and 2015 boosted also the ongoing debate on **civic and citizenship education**. During the year 2016 Ministry for Education, Youth Sports was responsible for preparation of new state Strategy on Citizenship Education. In December 2016 the Government decided to move this responsibility to Minister for Human Right. Since May 2017 till summer 2017 there have been some works to prepare state "Basic Framework on Citizenship Education", however as there were in October election the future of this is not known (October 2017).

2. Voluntary Activities

Volunteering of young people and in the field of work with Children and Youth is quite traditional in the Czech Republic. It is estimated that around the half of all volunteering activities in the country is done by young people and youth organizations.

Volunteering is seen as part of civil society ethos and role and thus the state is not regulating volunteering as such, there is only legal regulation on specific voluntary service activities. No specific Youth volunteering public scheme exists. There is also historical aspect of abusing volunteering during the communist regime between 1948 and 1989 for the ideological purposes of the Communist party and Communist state.

However, the Czech NGO sector and youth NGOs very strongly as well, are longer time motivated for favouring the conditions for volunteering from the state and have been calling for better recognition of volunteering and introducing benefits from the state on volunteering by individuals as well as on the level of voluntary organizations.

The public discussion on Act on supporting volunteering thus started after the millennium and especially after the 2011 – The European Year of Volunteering, which was promoted also during the Czech EU Presidency within Council of EU in 2009. During the year 2011 many activities happened in the Czech Republic about volunteering and also state bodies started preparation on the proper legal matters. However, there was not possible to find general consensus in the society and between various sectors and public policies. Therefore the Government decided by the end of 2016 and beginning 2017 to stop the preparation of separate legal Act on volunteering.

State focused more on support of development of general volunteering and youth voluntary activities are supported only within the state youth work schemes and by regional, local and private actors.

Czech Council of Children and Youth as an state independent National Youth Council of most of whole-country youth organizations realized mapping project SAFE monitoring and calculating the value and social benefit of the voluntary activities and work in the field of Youth with very positive outcomes.

State Youth Policy also has been working on the recognition and validation of skills gained through volunteering and Non-Formal and Informal learning and some positive achievements were reached.

2.1 General context

Youth volunteering is important part of Czech society. However, there are only limited comprehensive studies on this subject. Volunteering is usually spoken about in general terms. Furthermore, the legislation in this area is insufficient."

Ministry of Education, Youth and Sports in its [report on volunteering in youth field](#) from 2008 states „Youth voluntary activities realised in the framework of non-governmental non-profit organisations has a fundamental significance in the Czech Republic. [...] according serious estimations, share of young volunteers until 30 years of age is 50 % of all the volunteers".

Historical developments

Brief History of volunteering in the Czech Republic is mapped in [Study on Volunteering](#) (Governmental policy concept towards NGO's till 2020). There is also [alternative study](#) from civil society sector.

Volunteering, as understood today, emerged in a period of the [Czech National Revival](#) in the 19th century. Organized patriotic activities led to the establishment of different clubs, foundations and civic Associations. The organisations aimed at supporting art, culture, science, education, and also sport, singing, fire-fighting and other activities. Many of

those are still active, e.g. *Hlávka Foundation, Sokol, Volunteer Firemen's Associations, and other.*

In the 1870s more than 3000 associations existed, in the 1890s more than 10 000. Before 19th century church and social activities have been based on voluntary aid.

In 1911 the [Scout movement came to Bohemia](#) and it gained a strong position in the field of youth work and youth engagement in the society development. Scouts actively participated in the founding of the Czechoslovak republic in 1918. In the first days and weeks of freedom and independence the Czech scouts joined the services of the Czechoslovak government and ensured reliable and fast mail deliveries among different agencies. Until WWII gained more than 60 thousand members (both men and women). After 1945 more than 200 thousand people applied to become member of renewed Scout movement called in Czech "Junák" which was more than three times bigger than was in 1938.

A distinctive dimension of youth volunteering was also within - [Klub českých turistů](#) (Czech Tourist Club). The Tourist Club was developed of mostly young members through various sport activities, but also protection of nature, development of a touristic marking system or constructing of tourist lodging houses, etc. Marking of tourist trails and its regular maintenance is still one of the most important Club members' activities. Since 1889 they have marked trails for pedestrians, since 1997 also for skiers and cyclists and since 2005 also horsetracks. Created network of marked trails for pedestrians is considered the best in Europe, concerning its density, quality and coverage of all the Czech territory.

After foundation of independent Czechoslovakia in 1918, youth organisations were the centres of social life of Youth. These organisations were usually a part of a well-structured networks including a wide range of centres, from local to provincial or national.

During the Second World War many voluntary organisations were dissolved or transformed according to Protectorate of Bohemia and Moravia's administration goals. German Nazi occupation created Children and Youth Curatorium to influence Youth (for details e.g. Kouřil 2015).

In the Communist period since 1948 youth organisations reduced, especially church youth organisations dissolved (Orel, YMCA, YWCA, Junák) and sometimes replaced with their communist substitutes (such as ČSTV, ČSM, Pionýr) or just subordinated to the regime control. All organisations from a certain location were united to the all-state organisation, the so-called National Front.

Only communist party members could acquire a higher level position, what led to a weaker ideologisation on a local level, where acted non-members of communist party.

As a specific model of a voluntary organisation in socialist times can be considered dissent organisations of regime opponents. They often had a high professional quality, were not centralised and managed to get out of the regime's control. Few Young people have been there also active.

Volunteering organisational structure included work teams. A considerable part of management was moved to enterprises and different work places. Motivation for state enforced volunteering were competitions and symbolic remunerations. Under political pressure and propaganda, volunteering was used for „building“ a socialist society (big socialist constructions, voluntary jobs, cleaning etc.). Non-participation in „voluntary activities“ had progressively become penalized, and that devaluated any spontaneous civil activity.

[Frič and Pospíšilová](#) (2010) describe an approach of socialism towards volunteering in three gradually merging and replacing phases:

- An agitation phase - characterized by enthusiasm for volunteering in favour of socialism that was awakened by propaganda.

- A repressive phase - characterized by enforcing volunteering through intimidating and blackmailing which in turn caused a voluntary activity to lose its authenticity.
- A ritualist phase - Voluntary activities lost sense, both functionaries and citizens only simulated, to a certain degree, volunteering in favour of the regime and avoided it. The only thing that was left was a false ritual.

Changes came during the so called „**Prague spring**“ in 1968, but the Soviet invasion stopped most of them until end of the regime. In 1970s most of civic activities and associations has been officially banned including Scouts, or even oldest Czech ecological NGO Nezávislé sdružení přátel přírody (Independent association of nature's friends).

Current independent youth organisation existing from communist era is „Hnutí Brontosaurus“ (Brontosaurus Movement), established in 1974 and promoting education and ecological responsibility.

Pionýr which was official youth organization of the Communist party turned to apolitical movement after the communist regime fall.

After the Velvet revolution in 1989 citizens started to be interested in a surrounding world and in humanistic values and a nongovernmental sector arouse again. Idea of civil society based on cooperation and mutual solidarity of autonomous and free citizens became the basic issue (main proponent of this idea was the president Václav Havel). A new national network of organisations emerged. Majority of organisations kept its membership in big unions, but also registered themselves formally and gained a legal subjectivity.

Many associations abolished by the communists were re-established such as YMCA, Sokol, Scouts or Junák. Many new associations were funded – cultural, sport, children and youth, charities, social, health.

New civil society and association legislative contained:

- Laws on [citizens' associations](#) (Act no. 83/1990 Sb.)
- Act on [the freedom of religious faith, and the position of churches and religious societies](#) (Act no. 308/1991 Sb.)
- Later on Act [on public beneficiary corporations](#) (Act no. 248/1995 Sb.) and [on foundations and funds, and Amendment of the Civil Code mentioning interest association](#) (Act no. 227/1997 Sb.) were adopted.

Professional voluntary centres

Emerged first by the end of 1990s. First National Voluntary Centre called [HESTIA](#) opened in 1999, founded with the support of the Open Society Fund and the Points of Light Foundation (as one of the national voluntary centres in 14 countries of the former communist bloc within the project called Programme for Volunteering Development).

Political and legislative influence

A significant contribution to volunteering development was the UN General Assembly's Resolution no. 52/17 from January 18th 1998, that was co-authorized by the Czech Republic, designating 2001 as the International Year of Volunteers and encouraging a legal arrangement of volunteering.

The Act [On voluntary service](#) (Act no. 198/2002 Sb.) came into force on January 1st 2003, However, it only **concerns a small part of the voluntary sector** – voluntary service, not other forms of volunteering.

In relation to youth, it also includes only a partial arrangement (consent of legal representative is required for a child to join a voluntary service).

2011 was designed as the European Year of Volunteering in order to support an active citizenship. Ministry of Education, Youth and Sports of the Czech Republic helped promoting and implementing the issue, during the Czech EU presidency. On national level it has been supported by the Ministry in the form of a special grant

programme called „[European Year of Volunteering](#)“. Within the programme the Ministry financially supported NGO activities in the field of volunteering.

In sum, we can observe long history of volunteering in Czech territory. We can also see fundamental disruption of the ethos of volunteering during the Second World War and in the communist era.

Czech voluntary sector restoration started after the fall of communism. Mostly due to NGO sector activities, without overall coordination and systematic legal and financial support.

For a long time, legislative embedment of volunteering has been unsuccessfully debated (unlike specific voluntary services, defined in 2002).

Main concepts

There is no specific definition on youth volunteering, nor volunteering as such.

In the [State Policy toward Non-governmental organizations](#) is stated only that volunteering is extraordinary positive phenomenon which is essential and typical for civil society and it is a mean of citizenship participation on public and political issues.

The state policy differentiate two kinds of volunteering:

1. Voluntary service, which is marginal
2. Wide volunteering, which is not legislatively covered but is usually acted within non-governmental organisations

Act On voluntary service (Act no. 198/2002 Sb.), §2 defines voluntary service as follows:

(1) Voluntary service is the following activity performed by a volunteer:

- a) assisting the unemployed, persons dependent on welfare, the disabled, the elderly, ethnic minorities, immigrants, persons released from prison, drug addicts, victims of domestic violence, and children, the youth, and families in spending their free time ;
 - b) assisting in floods, environmental, or humanitarian disasters, protecting and improving the living environment, protecting and maintaining the cultural heritage, and organizing cultural and charitable activities;
 - c) assisting in the process of implementing development programs as well as in operations, projects, and programs organized by international organizations and institutions, including NGOs.
2. Activities performed to satisfy the personal interests of an individual, activities performed as a part of a business or any other income generating activity, and/or performed by an employee, a member of a service, or a member of an organization shall not be considered voluntary service.
 3. Voluntary service shall be in its nature short-term or, should it exceed three months, long-term."

§3 of the Act no. 198/2002 Sb. also defines, however in a **narrow and utilitarian way**, a term **volunteer**:

(1) **A volunteer** may be any physical person who is:

- a) over 15 yeas of age, should the activity in question be volunteer service be performed in the territory of the CR;
- b) over 18 years of age, should the activity in question be volunteer service performed abroad and should such person volunteered, based on his/her capabilities, knowledge, and capacity, to perform volunteer service abroad.

(2) A volunteer shall perform volunteer service in keeping with a contract concluded with the deploying organization; for a long-term volunteer service or in the case of a

short-term volunteer service performed abroad, the contract shall be concluded in writing.

(3) Should the physical person be employed, be a member of a service, or a member of an organization, or should he/she be a student, he/she shall perform the volunteer service in his/her free time, i.e. not as a part of the employment, service, membership in an organization, or school.

(4) Military conscripts or persons serving the alternative civilian service shall not perform volunteer service.

(5) Member of a social cooperative cannot render voluntary services for its own social cooperative.

As seen above, it is possible to consider youth volunteering within the framework of the Act on voluntary service, since voluntary service is available to young people from the age of 15, or 18 in the case of voluntary service performed abroad.

In practice volunteering in the Czech Republic is implemented mostly outside of the scope of this Act.

Commonly used distinction between formal and informal volunteering, or in other words, between volunteering performed in and outside of the organisational structures (mostly NGOs), is inapplicable in the Czech Republic, because so-called formal volunteering can be performed either within the scope of the Act on voluntary service, or outside of the scope.

The **only legal reference to „youth voluntary service“** can be found in the Act [On the residence of foreign nationals in the territory of the Czech Republic](#) (Act no. 326/1999 Sb.)

It is a part of transposition of the European legislation (Directive 2004/114/EC) facilitating obtaining a long-term residence permit in case of volunteering young people in the Czech host organisation.

Definition according to the factual intention of this Act (no definition in the Act itself):

"It is a voluntary service of youth between 18 and 25 years of age aimed at acquiring practical and professional experience of a foreign national and carried out in a domestic host organisation, provided that the same is taking place as a part of a project under a programme or an initiative of the European Union or under the similar governmental programme and provided that the same is organised or coordinated by a legal entity accredited by the Ministry of Education, Youth and Sports and established in the Czech Republic or a legal entity established abroad but having its organisational unit in the Czech Republic

- The duration of stay will be established for a period of 1 year, in exceptional cases, if a programme will take longer than one year, for a period that is adequate to the duration of a programme. Duration of stay cannot be extended and the purpose of the stay cannot be changed.
- In the framework of the application procedure for a long-term residence permit, a foreigner will not be requested to prove his/her knowledge of the Czech language."

2.2 Administration and governance of youth volunteering

Governance

In the Czech Republic we currently see a **nondirective approach to the management of formal volunteering**. Formal voluntary activities fall within the scope of the **Act [On voluntary service](#)** (see chapter 2.4) in detail it concerns the condition that they take place in the organisations that were accredited by the Ministry of Interior (MI). In these cases a responsible authority is MI, the Department of Security Policy and Crime Prevention.

Volunteering in the Czech Republic however takes place **mainly in the non-accredited organisations** and therefore it is **not regulated by any specific law**, and this is true also in cases that are officially marked as formal volunteering. Methodologically, in some cases, organisations are supported with materials from various ministries in specific field. Also organisations themselves try to regulate voluntary activities through their own documents.

Production of methodical materials in the field of social work, health care and emergencies:

- The Act [On social services](#) (Act no. 108/2006 Sb.) refers to the Act on voluntary services, while rules for **voluntary activities in social services are governed by the [Standard of quality of social services](#)**.
- Position of volunteer is similar to other employees of organisations providing social services.

Ministry of Health (MH) refers to the Act on voluntary service, however it also **defines specificities of volunteering in health care through [methodical recommendations](#)**. Recommendations deal with various aspects of volunteering in medical facilities, from the introduction of voluntary programs to their evaluation.

Methodical material concerning volunteering in emergencies:

- Published by Ministry of Interior in accordance with the Act on voluntary service.
- Document provides an overview of the legal framework of volunteering in emergencies and a set of practical steps to be followed in emergencies in order to involve volunteers in a secure and effective way.

Strategic goals in the field of youth volunteering are also declared by the Ministry of Education, Youth and Sports (MEYS) in its [Youth Strategy 2020](#) (see also chapters 2.3 and 2.5).

Specific possibility of state volunteering is in the **Army Reserves:**

- Aktivní zálohy ([Army Reserves](#)) is created based on the Act no. 585/2004 Sb. on Army Obligations and its Arrangement (Army Law) and Act no. 45/2016 Sb. on the service of soldiers in reserve valid since 1st of July 2016.
- According the legislation soldier in Reserve is a citizen who reached at least 18 years of age and who voluntarily assumes the military obligation and successfully will pass a six-week military training.
- For the voluntary service can persons gain reward in amount of 18 000 CZK (ca. 700 EUR) a year. Higher Education Students can gain as bonus 6000 CZK (ca. 230 EUR) more in the first year of voluntary service.

No other binding or methodical documents on volunteering can be found on ministerial level.

The main responsible authority is therefore the Ministry of Interior that is responsible for implementation of the Act on voluntary service as well preparation of new Act on volunteering (see also Chapters 2.4 and 2.9).

Other areas can be found, where other actors (Ministry of Health, Ministry of Labour and Social Affairs (MLSA), Ministry of Interior, Ministry of Education, Youth and Sports) are engaged.

These cases are clearly identifiable efforts to influence voluntary activity governed by the Act on voluntary service, but also voluntary activity that takes place outside of force of the Act (especially in cases of methodical materials).

It necessary to add that in the case of cross-border volunteering (e.g. *Evropská dobrovolná služba*/European Voluntary Service) a responsible authority is MEYS's sponsored organisation *Dům zahraniční spolupráce* (The Centre for International Cooperation in Education).

Also in the field of volunteering, that is not governed by the Act on voluntary service, we can see efforts of individual organisations to undertake a coordinated approach by creating their own codexes or directives for work and definition of volunteers' statute. These are based on the self-regulation logic and fall under the Civic Law.

Main actors

Ministry of Interior

- Is responsible for the legal regulation of voluntary service.
- Till 2017 was [working](#) on a new law that would define volunteering in its broader sense, see also chapter 2.9. (Ministry of Health, Ministry of Labour and Social Affairs and Ministry of Education, Youth and Sports were engaged within the process of preparation).
- However, the initiative was abolished due to different perspectives of various Ministries and sectors.

Ministry of Education, Youth and Sports

- Supports youth volunteering and volunteering for youth as one of the priorities in state [Youth Strategy](#) (Strategical Goal Nr. 9 „*To create favourable conditions for volunteering for young people, including valuation and recognition of voluntary activities*“).

The Centre for International Cooperation in Education

- Semi-budgetary organisation established by Ministry of Education, Youth and Sports.
- Administrates the programme Erasmus+ including [European Voluntary Service](#)

Other non-state actors influencing youth volunteering

- **Česká rada dětí a mládeže** ([Czech Council of Children and Youth](#), CRDM)
 - Is a umbrella organization of Children and Youth associations in the Czech Republic and official National Youth Council.
 - CRDM comments on a regular basis relevant political processes and is one of the non-state proponents of the new Act on volunteering.
 - Within the European Year of Volunteering Year in 2011 CRDM served as a leader of the working group dealing with volunteering for young people.
 - CRDM supports awareness on volunteering among young people through various projects as [ADAM](#) or [72 hours](#) for volunteering.
 - Methodically supports social, economic and political conditions for volunteering for young people e.g. through the [SAFE project](#) which implemented in the Czech context the measurement of voluntary work by International Labour Organisation or [Roads to recognition](#) to support validation of educational outcomes gained by volunteering.
- **Associations of Children and Youth**
 - Concerns the performance of youth volunteering.
 - Majority of them are associated within the CRDM and regional youth council's structure.
 - The overall list of CRDM member organizations can be found on [ČRDM webpages](#).
 - In practice, each member who is more than 15 years old has his/her own voluntary role within the organisation – either regular in a form of any function, or occasionally, mainly in summer camps and other events throughout the year.
- **HESTIA - The Centre for Volunteering, z.s**
 - Within the overall context of implementation of volunteering policy in the CR, especially on a volunteer centres level, HESTIA is the leading Centre for volunteering organization active on national policy level.
 - Active in support of volunteers and volunteering.
 - Support companies and organisations that want to cooperate with volunteers.

- Participates in different national and cross-border voluntary projects.
- In 2015, it has become authorized institution for [the exam performance and granting of professional qualifications of volunteer coordinator](#).
- Various voluntary programmes, e.g. [5P volunteer program](#) dedicated to school-age children and supporting the social-legal protection of children.
- **Volunteering in sport:**
 - Based on [ČSTV](#) (Czech Union of Physical Education) data from 2011, there are around 200 000 of organized [volunteers in sport](#) in the Czech Republic who ensure, on the overall territory, various activities necessary for the existence of organized sport.
 - It concerns both highly professional work (trainers, instructors) that demand certain education, and work that does not require professional competencies (organizing, transport, maintenance etc.).
 - Without volunteers' contribution the sport would become more unavailable.

Number of smaller organisations implement youth **voluntary programmes** not only on national level but also **abroad** such as INEX-SDA, AIESEC, *AFS Mezikulturní programy* (AFS Intercultural Programmes) and others.

General distribution of responsibilities

There is no binding distribution of responsibilities between top-level and regional and local Authorities in volunteering.

However, there are specific initiatives of the Ministry of Interior to support development of volunteering at local level, especially with the EU Funded project "[Concept of volunteering development in the Czech Republic with an emphasis on ensuring the regional and professional availability of volunteering in the form of volunteer centres](#)" which is in years 2016 - 2020 focused on supporting regional volunteering centres and create guidelines for their operation. Part of the project is to create national Strategy for volunteering development, however mostly in social services and public administration.

Another initiative of Ministry of Interior funded by the EU Funds to support volunteering at local level in security area is project called "[Security Volunteer](#)" providing financial support to municipalities in order to introduce volunteering in improving safety and security at local level. There is [manual](#) for municipalities how to run such activities.

Cross-sectoral cooperation

As there is no youth voluntary scheme or regulation directly on youth volunteering, there is also no specific cross-sectorial cooperation on the issue.

There [have been structure](#) during and after the European Year of Volunteering 2011 when there was Inter-sectorial coordination committee and 11 thematic working groups. One of them was dedicated to volunteering regarding the work with Children and Youth. The Group is not formally active anymore, but informally are the representatives in touch and have been involved e.g. in the preparation of the Act on supporting volunteering until it was relevant. Some other thematic group are still working as in social issues or health issues. Some of them thus find another tasks, some finished as e.g. the thematic group on culture when the guidelines for volunteering in culture were created.

2.3 National strategy on youth volunteering

Existence of a National Strategy

There is **no unified national strategy for youth volunteering and its development** nor national strategy for volunteering in general.

Issue of youth volunteering is solved by the Ministry of Education, Youth and Sports (MEYS).

One of the key documents that deals, beside others, with the issue is the [Youth Strategy 2014-2020](#):

- Youth volunteering forms part of the horizontal priorities, namely in the point 4 „*Involving young people in the decision-making process and participation*”.
- Support of youth volunteering is one of priorities, being considered as a tool for stimulation of active and responsible citizenship and, also, as a contribution to societal coherence.
- Development of volunteering is formulated in the strategic goal no. 9: „*To create favourable conditions for youth volunteering including the valuation and recognition of volunteering*”.

Scope and contents and Responsible authority

The topic of youth volunteering is concretely dealt by the Ministry of Education, Youth and Sports with Strategical Goal (SG) No. 9 of the Youth Strategy and has three operational goals (OG) with various measures as follows:

SG 9: To create favourable conditions for youth volunteering including valuation and recognition of volunteer activities

SG 9: To create favourable conditions for youth volunteering including valuation and recognition of volunteer activities			
OG A: To promote volunteering		Responsibility	Co-responsibility
Measure:	1. To promote the legislative incorporation of volunteering in publicly beneficial legal entities and in the position of beneficiary organisation, as well as in state subsidised organisations and educational legal entities	MI	MEYS
	2. To contribute to the legislative determination of conditions for volunteering by people in their employment, membership or other legal relations with their organisation	MI	
	3. To develop tools for the recognition of competencies obtained through volunteerism and to encourage their use	MEYS	MI MLSA
	4. To support the development of methods to evaluate volunteer work for all areas of volunteer activities	MEYS	

SG 9: To create favourable conditions for youth volunteering including valuation and recognition of volunteer activities			
OG B: To improve youth awareness of the opportunities for volunteer activities and their benefits		Responsibility	Co-responsibility
Measure:	1. To reinforce the role of youth information centres and Eurodesk in the provision of information on volunteer activities and their benefits	MEYS	
	2. To reinforce youth awareness of volunteering options through schools, educational facilities and NGOs	MEYS	
	3. To promote the dissemination of good practice	MEYS	

SG 9: To create favourable conditions for youth volunteering including valuation and recognition of volunteer activities			
OG C: To promote the improvement of the quality of work with volunteers		Responsibility	Co-responsibility
Measure:	1. To support the system of awarding accreditations to organisations working with volunteers	MI	
	2. To promote the certification of the work provided by volunteers and its recognition	MI	MEYS

	3. To support the announcement of grant programmes contributing to the quality of work with volunteers	MI MEYS	
	4. To provide methodological support to organisations and institutions working with volunteers	MI MEYS	

MEYS – Ministry of Education, Youth and Sports

MLSA – Ministry of Labour and Social Affairs

MI – Ministry of Interior

Revisions/ Updates

The Youth Strategy is valid in the period 2014 - 2020. By the 3rd of May 2017 the mid-term evaluation of the implementation of the Strategy was approved by the Government. No changes expected. New Strategy will be drafted in 2020.

2.4 Laws and regulations on youth volunteering

Stand-alone law

There is **no stand-alone law on youth volunteering**.

Stand-alone law on volunteering in general was in the process of preparation, however did not passed, see below and section 2.9.

Only legislative framework that regulates part of volunteering is the amended **Act on voluntary service (no. 198/2002 Sb.)**:

- Came into force on January 1st 2003.
- Act governs conditions, under which the state supports **voluntary service** (as stated in the Act) that is organised and executed by volunteers without entitlement for reward.
- Other aspects of volunteering are not legislatively regulated.
- Key actors are defined
 - Definition of the term **volunteer under the voluntary service** ("A volunteer may be any physical person who is over 15 years of age, should the activity in question be volunteer service be performed in the territory of the CR; b) over 18 years of age, should the activity in question be volunteer service performed abroad and should such person volunteered, based on his/her capabilities, knowledge, and capacity, to perform volunteer service abroad").
 - Definition of the term **voluntary service** ("Voluntary service is the activity, in which a volunteer assists to disadvantaged persons (socially disadvantaged, disabled etc.) or in natural catastrophes or other emergencies, but it must never be a business or income generating activity").
 - Types of organisations are specified based on relation to a volunteer – **the deploying organisations** ("Deploying organisation is public beneficiary legal entity established in the CR that selects volunteers, maintains their registers, prepares them for the service and concludes voluntary service contracts with volunteers, should it be accredited to do so").
 - **The receiving organisation** ("Receiving organisation is a natural or public beneficiary legal entity for the benefit of whom the volunteer service is to be performed. The person shall have the capacity to conclude a volunteer service contract with the deploying organization and shall be capable to meet its obligations under such contract").
- Various duties are specified that both types of organisations must fulfil.
- A contractual relation between the deploying and receiving organisations is defined in the Act.

- Act defines accreditations that are granted to deploying organisations by MI. Accredited organisations can apply for state grants to MI as an authority for the file of volunteering. For further details please see Chapter 2.5.

In 2014 the amendment of the Act on voluntary service, the Act no.86/2014 Sb. came into force:

- Reflects the impacts of the new Czech Civic Code (Act no. 89/2012 Sb.).
- Extends accreditation validity period from 3 to 4 years.
- Declared an obligation for deploying organisations to issue (on volunteer's request) a certificate on performed voluntary service. A form of this application is a part of the amended act.

It is necessary to mention a **long-term preparation of the Act on volunteering**, undertaken by Ministry of Interior. For more information see section 2.9.

Implementation of the legislation

Based on [data of Ministry of Interior](#) between January 1st 2010 and June 30th 2012, altogether 140 organisations obtained the accreditation, and in most cases they were civil associations (around 73 %). Number of projects from the same period was 205.

Regarding a period of performance of voluntary service, the majority of services were of a long-term character, i.e. longer than 3 months. The MI Report shows increasing interest of organisations to obtain accreditation. It can be explained by the fact that accreditations are considered to be a certain „label of quality” as organisations that want to qualify for it need to fulfil certain conditions resulting from the Act on voluntary service. The [list of accredited organisations](#) is available at MI webpages.

It is necessary to emphasize that the above mentioned law applies only to organisations under so-called accredited regime.

It follows that general conditions of volunteering are neither defined in the Act no. 198/2002 Sb., nor anywhere else. In other words, the **law does not have a direct effect – in case a volunteer (or organisation) is not interested in the state's support**, it is not imperative for them to fulfil the conditions stated in the Act on voluntary service.

A volunteer then, however, surrenders certain benefits that the voluntary service at an accredited organisation offer (only if governed by the Act), as for example:

- a volunteer's status is contractually guaranteed;
- a volunteer is insured for damages on health and property;
- organisation can cover a volunteer's travel costs, lodging and board;
- a volunteer is entitled to the state's health insurance coverage throughout a period of performance of voluntary service, if volunteer's activity exceeds 20 hours a week

One of essential differences that is linked to non-accredited organisation is that for them there exists no obligation to insure volunteers. If volunteering is done by natural person without the cooperation with an accredited organisation, we speak about **voluntary activity**, while under the law we speak about **voluntary service**.

It follows that the issue of volunteering in the Czech legislature is not ideal. In the future it is therefore necessary to define volunteering in all its scope, which means to provide support to all forms of volunteering and also to embed legally the term „volunteering”.

It is a central concern of the [prepared Act on volunteering](#). In a situation, when the law regulates only one part of volunteering (only the one supported by the state), it is possible to interpret it wrongly.

Other official documents containing guidelines on youth volunteering

Volunteering is further regulated in a number of different areas administrated by different ministries. Volunteering could be thus considered as segmented and over-regulated.

Volunteering in Social Services:

- Mentioned in the [Act on social services](#) (Act. no. 108/2006 Sb.) on social services.
- Provider of social services derives rules for volunteers' activities from the **Standard of quality of social services in Implementing regulation** of the Ministry of Labour and Social Affairs (no. 505/2006 Sb.) of the Act on social services:

„A provider should provide you with a guarantee that all his/her workers and volunteers will be trained and will therefore know „how and what“ they can and should provide you with.“

- Volunteers (both under the force of the Act on voluntary service - with accreditation – and outside of it) cannot perform professional activity ([do not belong among defined people who directly provide social services](#)), and therefore it is unnecessary to provide documents on clean records or professional qualifications.

Ministry of Health (MH) also refers to the Act on voluntary service, however **defines specificities of volunteering in health care through methodical recommendations**. These methodical recommendations deal extensively with different aspects of volunteering in medical facilities, from the introduction of voluntary programs to their evaluation.

Similarly, MI published, in accordance with the Act on Voluntary Service, **methodical material concerning volunteering in emergencies**. Material provides an overview of the legal framework of volunteering in emergencies and a set of practical steps to be followed in emergencies in order to involve volunteers in a secure and effective way.

Strategic goals in the field of volunteering are declared also by the Ministry of Education, Youth and Sports (MEYS) in its political documents targeting young people, on a ministerial level, however, no further binding or methodical materials can be found.

The last strategic political document is the [Youth Strategy 2014-2020](#), that targets young people until the age of 30 years and declares support for youth volunteering in all important areas: legislative embedment, recognition of qualification, methodical support, support of awareness, and support of quality.

Regulations on standards of quality

There is **no general Quality Management Framework on wide volunteering nor youth volunteering**.

Regarding support by **youth volunteering specific state funded insurance is provided and managed by the Czech Council of Children and Youth**.

It consists of possibilities of:

1. Accident insurance
2. Liability insurance of youth organizations
3. Liability insurance of volunteers
4. Employees insurance by youth organizations

Accident and Liability insurance are provided free of charge (funded by state yearly grant of the National Youth Council) for members of the Czech Council of Children and Youth, for members of the Regional Councils of Children and Youth and youth organizations which have been granted by the yearly support from the Ministry of Education, Youth and Sports.

The Czech Council of Children and Youth manages the administration and public procurement on the private insurance company every three years. It brings very favourable conditions for young people and youth volunteers under this Framework.

Official documents containing quality standards:**Standards of quality of social services**

- Issued by the Ministry of Labour and Social Affairs as a tool of quality management of volunteering in the social services sector.
- Deals with an area of personal and organisational arrangement of social services and a status and organisation of voluntary help in organisations providing social services.
- Despite that, the issue of volunteering is only marginal.

Methodical recommendations of the Ministry of Health on volunteering in medical facilities

- Attempt to regulate quality of volunteering in health care.
- Includes criteria and procedures for evaluation of voluntary programmes in medical facilities.
- Despite the Standards of quality of social services, this material is fully devoted to voluntary work.

Methodical material concerning volunteering in emergencies

- Issued by the Ministry of Interior
- One of the central issues is safety of volunteering
- Declared goals: to make voluntary work more efficient, not to waste resources and effectively profit from offered forces and means; to increase clarity and awareness on involvement of volunteers; to prevent misunderstanding" and others.
- Ensuring quality of work is visibly one of the document's goals.

Since autumn 2014 profession „[volunteer's coordinator](#)“ is recognized within the [National Register of Qualifications](#). Exam must be passed to obtain certificate of qualification of a volunteers' coordinator. Some ministries plan to certify [specialized educational programmes](#). Volunteering quality management is open to further development, thanks to existence of certified professional coordinators.

Most of the **voluntary organizations create own quality standards** and management regulations, systems and codes.

General basic standards for NGO management and structure by various legal forms are part of the [Civic Code](#) (89/2012 Sb.), however these are only for the organisation level, not youth volunteering.

Target groups

Volunteering in the Czech Republic is considered open to **young people starting from the age of 15**, with some limitations in cases of emergencies and volunteering abroad. The **limitations end at the age of 18**. The only document explicitly targeting young people is the Youth Strategy 2014-2020, that defines the age group up to the age of 30.

The [Act on voluntary service](#) defines volunteers:

- at least 15 years old in case of volunteering in the Czech Republic
- at least 18 years old in case of volunteering abroad
- maximum age limit is not specified

In the documents of the Ministry of Labour and Social Affairs and the Ministry of Health no age limits can be found. Therefore age limits stated in the Act on voluntary service can be used here as well.

The [Ministry of Interior's document](#) on volunteering in emergencies states the age limit only in a form of recommendation: „On the basis of experience from emergencies it is recommended so that a volunteer is older than 15 years, ideally 18 years, due to, especially, a protection of a volunteer as well as his surroundings against possible risks connecting with his/her involvement in aid“.

[The Youth Strategy 2014-2020](#) defines young people clearly as being up to 30 years old, although it also target other age groups as can be defined based on declared goals (for example support of development of quality management, support of organisations and institutions working with volunteers; please see the concrete measure above).

2.5 Youth volunteering at national level

National Programme for Youth Volunteering

There is **no specific national Programme for Youth volunteering**.

On the national level exists only a concept of general „Voluntary Service“. This term is legally defined by the [Act on voluntary service](#) (no. 198/2002 Sb.) that came into force on January 1st 2003. Young people from the age of 15 can be volunteering in the CR and young people from the age of 18 can be volunteering abroad under this framework.

No data of young people participating in voluntary service are available. Only available information are two summary reports from a period [2005-2008](#) and [2010-2012](#) published by the Ministry of Interior. They both show that interest of organisations to obtain accreditation was increasing. We also learn that only 7,8 % of accredited voluntary service projects took place abroad. Voluntary service is therefore primarily domestic programme.

However, the collected **data are neither continual** (voluntary service in the CR is established since January 1st 2003), nor sufficiently specific for the impact analysis in another than an organisational level.

Data concerning individual level in this programme are not available. There exist no **short-term or long-term goals concerning number of (young) people in voluntary service**.

Children and Youth associations

Key actors in the sector of volunteering performed by young people are the **associations of children and youth**, mostly united within the Czech Council of Children and Youth (ČRDM). In practice, each member who is more than 15 years old has its own voluntary role within the organisation – either regular in a form of any function, or occasionally, mainly in summer camps and other events throughout the year.

There were **57 426 volunteers of the age between 15 and 26 years in the [ČRDM](#) organisations in 2015**.

Volunteering in sport

On the basis of the [Czech Union of Physical Education data](#) (ČSPV) from 2011, there are around 200 000 organised volunteers in sport in the Czech Republic who ensure different activities necessary for functioning of the organised sport.

Funding

State is supporting the youth volunteering within Children and Youth associations and organisations through [Programmes of the State Support of Youth Work](#). See details in Chapter 1.7.

The ministry of Interior, as the national volunteering authority, has provided since 2003 grants to non-governmental non-profit organisations that submit a project accredited as [set by the act](#) on **voluntary service**. **Division on youth volunteering and general volunteering is not known**.

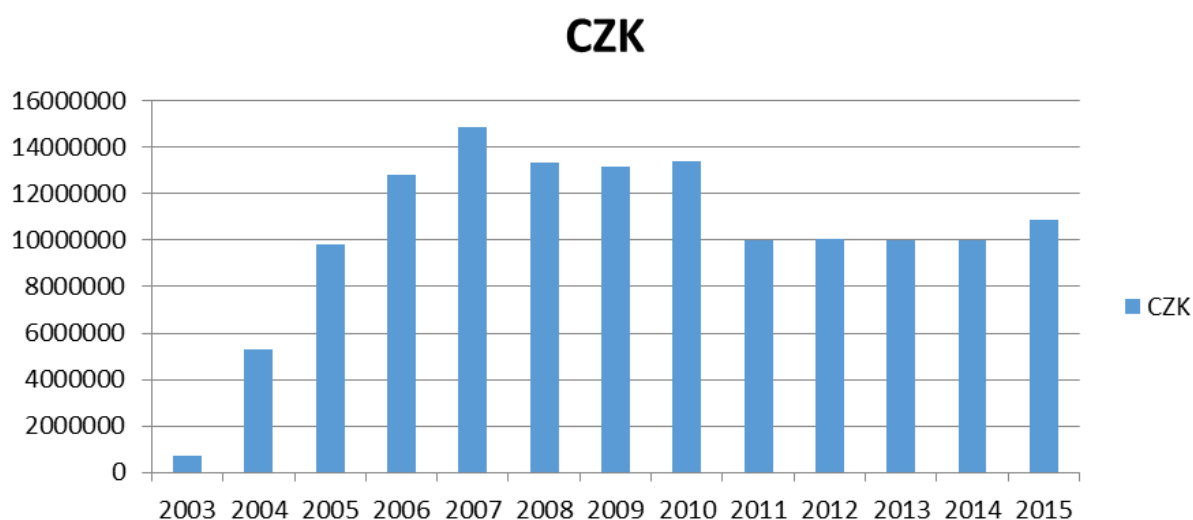
The overview of distributed finances within this grant programme since 2003 when it was initiated can be found in the Chart 1 below. As noticeable, from the beginning of the programme the amount of finances to be distributed firstly increased to 12-14 millions

CZK annually, since 2011 the amount has been stabilized on around 10 millions CZK annually (ca. 370 000 EUR).

These are funds from the Ministry of Interior budget. Other funds are not declared.

However, there are specific initiatives of the Ministry of Interior to support development of general volunteering at local level, especially with the EU Funded project "[Concept of volunteering development in the Czech Republic with an emphasis on ensuring the regional and professional availability of volunteering in the form of volunteer centres](#)" which is in years 2016 - 2020 focused on supporting regional volunteering centres and create guidelines for their operation. Part of the project is to create national Strategy for volunteering development, however mostly

Chart 1: Finances distributed to accredited organisations through the Ministry of Interior's grant programme aimed at the voluntary service support.



Source: Calculation made by the authors on the basis of the Ministry of Interior data concerning approved grants for all calendar years. ([Ministry of Interior. 2016b. Grants for accredited projects.](#))

Characteristics of youth volunteering

There is no official public data source on youth volunteering in general.

In the Czech Republic exists since 2005 only a limited source of consolidated data on general volunteering from the Czech Statistical Office (CSO).

This data show us e.g. the [number volunteers re-counted on full time](#) (since 2008 around 25 thousand volunteers full time work loads within NGOs).

Economic value of their work would be around 45 millions a year.

[Number of volunteered hours within NGOs](#) is around 44 millions a year.

There are also general [numbers on volunteers in 21 sectors](#) of industry as e.g. :

- agriculture, forestry or fishery (from 400 to 1900 volunteers a year)
- public administration, defence and compulsory social security (from 700 to 3400 volunteers a year)
- cultural, entertaining and recreational activities (from 2500 to 9000 volunteers a year)
- "other activities" data (from 11400 to 22300 volunteers a year).

This summary indicates deficiencies of this approach to data collection on volunteering in the CR.

Ministry of Education, Youth and Sports in its [report on volunteering in youth field](#) from 2008 states „according serious estimations, **share of young volunteers until 30 years of age is 50 % of all the volunteers.**”

[Partial study has been done by Frič](#) in 2015 for the concept of the State Policy Towards Non-governmental Non-profit Organisations till 2020. He claims that an amount of organised volunteers in the CR has been relatively stable since 1991 and around 30% of population has been participating. According to him, the age category of volunteers between 15 and 34 years takes around 30%. However, his data are based on different sources, what should be taken into account when evaluating their comparability.

Furthermore, [partial information provides Ministry of Health](#). In the Record of volunteers at health care providers in year 2013 there are around 2400 volunteers who worked around 80500 hours. No data are available concerning the age of volunteers, it is therefore impossible to state numbers of young volunteers in health care.

Other partial results are shown in the [research done by Janíková](#), who carried out a questionnaire survey on volunteering in social services and found out, that more than 50% of responding organisations had a several years of experience with volunteers. A similar [study of Dostál and Vyskočil](#) from 2013 shows that one third of volunteers working for ADRA voluntary centres were in the youth age category.

Above mentioned sources and information has shown several essential deficiencies.

Firstly, there is **not a unified methodology** that would enable us to describe the Czech volunteering in all its diversity: as we have seen, also the Czech Statistical Office's data are limited.

Secondly, **no detailed and continual data** are available, that would enable us to analyse thoroughly not only individual areas of volunteering, but also a profile of volunteers in these areas.

The [SAFE project](#) of the Czech Council of Children and Youth attempted in 2015 to solve the problem with a lack of data. Goals of the SAFE project (The System of Record Keeping and Valuation of Voluntary Work as a Tool for Improving Transparency and Effectiveness of NGO Economic Management):

- to improve transparency in voluntary work in NGO's in two areas, in which volunteering is significantly used – work with children and youth and environmental protection,
- to do research on specifics of many different types of voluntary work in these areas and take them into consideration during record keeping and quantification of the value of voluntary work not only directly in NGOs, but also on the side of public administration,
- to implement proven methodologies from abroad and adjust them into ascertained specifics in the Czech Republic.

The SAFE project took into account the International Labour Organisation's methodology for valuation and record keeping of voluntary work. Inspiration came also from abroad, from the organisations which already counted and kept record of voluntary work for different purposes.

The new specific methodology for record keeping of voluntary work, compatible with foreign standards of measuring and record keeping, was **proposed and piloted between May 2014 and April 2015**.

Results are discussed with the Czech Statistical Office in order to arrange the methodology and to realise a representative survey, and with the Ministry of Finance of the Czech Republic in order to define a methodology for value calculation and accounting of voluntary work.

The SAFE project worked with results obtained from more than 2800 volunteers working in 34 organisations in 2 areas – work with children and youth and environment.

According the SAFE projects findings:

- one volunteer works voluntarily in average 324 hour a year
- An average hourly wage, counted by the weighted average methodology, was 143 CZK.
- In total, 2898 volunteers carried out work worth 110 millions CZK. If re-counted to all 36 861 volunteers working in the monitored youth work organisations and environmental organisations
- they carried out work in the overall volume of 11 959 563 hours per year that was worth 1 717 569 564 CZK.

We can follow the load of voluntary work in hours per year of involved Children and Youth organizations in different types of work according the ILO classification:

	TOM	Altus	Arnika	Brontosaurus	ČSCH	ČSOP	DUHA	Javořice	Junák	LLM	Nesehnutí	Pionýr	RDMP J	RDMP R	Roztoč	YMCA	Total
1. Managing employees	177 247	1 161	0	14 712	4 112	128	4000	187	1 460 998	110 661	0	204 152	2 599	5 212	518	4 701	1 990 388
2. Specialists	313 090	2 029	3 503	8 906	16 164	1 426	8000	471	691 460	205 642	1 563	589 870	12 713	16 585	5 248	79 363	1 956 032
3. Technical employees and experts	32 384	3 429	0	7 291	900	254	225	837	198 202	6 420	726	14 616	185	2 903	8 782	32 258	310 412
4. Clerks	23 824	21	2 033	0	40	381	8600	3 532	120 270	2 633	711	25 589	927	2 278	4 284	1 570	196 693
5. Services and Retail employees	557 568	107	1 778	3 382	896	618	1 650	8 744	3 145 935	68 229	675	1 063 079	19 561	29 288	4 498	252 633	5 158 641
6. Qualified employees in agriculture, forestry and fishing	0	0	360	36 185	5 056	32	425	247	160 360	0	0	4 161	237	18	0	1 875	208 955
7. Craftsmen and Repairman	19 174	0	0	18 185	0	0	488	989	210 309	10 622	0	58 605	1 464	2 048	2 196	1 238	325 316
8. Engine and device operators	14 557	36	0	0	0	224	0	61	77 280	767	0	31 495	450	158	1 446	37	126 510
9. Auxiliary and unqualified workers	0	132	443	25 451	10 100	1 562	4 925	0	1 359 577	18 327	321	245 952	5332	2 568	8 711	3 214	1 686 615
Total	1 137 843	6 914	8 115	114 112	37 268	4 625	28 313	15 068	7 424 391	423 302	3 995	2 238 519	43 468	61 057	35 682	376 890	11 959 563

Interesting Data in relations to volunteering brought unique [research on Civic Engagement in 2015](#) done by Centre for Civic Education.

Different forms of civic engagement have been researched based on huge data set provided by private marketing company and weighted on the whole Czech society according the data from the Czech Statistical Office.

They could categorize the society into 6 segments according the level of individual activity of any form in last year of life those individuals and it is possible to follow also the age categories including Young people aged 15 – 24 years and 25 – 34 years of age.

According this study we can see that young people are the most engaged part of the society, especially in political activities (52,6 % of the politically active are young people until 34) or as helping hands by different occasions (41,2 % of the helping hands are young people until 34). Interesting is that young people aged 15 to 34 are underrepresented in the apolitical active engagements (only 33,2 % of apolitically active).

The segments and generational share in them is following:

Age	Active	Apolitically active	Politically active	Helping Hands	Occassional Donors	Passive
15-24	21,80%	14,50%	27,70%	20,50%	10,30%	12,60%
25-34	20,30%	18,70%	24,90%	20,70%	21,90%	23,00%
35-44	15,40%	25,10%	12,50%	22,20%	24,00%	23,20%
45-54	19,70%	18,50%	14,80%	16,60%	20,60%	19,40%
55-65	22,80%	23,10%	20,00%	20,00%	23,20%	21,70%

Relative representation of age cathegories in segments. Green layer means above-average representation, red layer below-average.

Support to young volunteers

Financial support toward volunteers outside of the accredited voluntary service is an issue of Civic Law agreement between the organisations and individuals and has thus no specific statut when this is not an agreement between those sides. There are no impacts on public social or health insurance nor taxes.

Regarding support of youth volunteering specific state funded [insurance is provided and managed by the Czech Council of Children and Youth](#).

It consists of possibilities of:

1. Accident insurance
2. Liability insurance of youth organizations
3. Liability insurance of volunteers
4. Employees insurance by youth organizations

Accident and Liability insurance are provided free of charge (funded by state yearly grant) for members of the Czech Council of Children and Youth, for members of the Regional Councils of Children and Youth and youth organizations which have been granted by the yearly support from the Ministry of Education, Youth and Sports. Others can join this insurance as well, however for small yearly contribution per individuals (still very favourable comparing to others kinds of private insurance).

The Czech Council of Children and Youth manages the administration and public procurement on the private insurance company every three years. It brings very favourable conditions for young people and youth volunteers under this Framework.

Support under the voluntary service

Financial support of individual volunteers in the Czech Republic is officially possible only under the voluntary service according the [Act on voluntary service](#), article 5 states:

„f) should the nature of the service require so, on **compensation of costs associated with the necessary preparation** for the role of a volunteer in a certain voluntary service program of project, on **compensation of the travel costs abroad and back**, on **personal allowance** to cover for general expenses in the place of deployment, and on **provision of working equipment** and personal protective equipment;

(...)

(3) **The contract** concluded between the volunteer and the deploying organization on a long-term voluntary service **may also include a provision** guiding that prior to deployment, the volunteer shall apply for the pension insurance, should he/she meet the conditions stipulates in the special instrument of law, **the deploying organization shall pay, on behalf of such person, pension insurance premiums based on at least**

the minimum assessment base, should the long-term voluntary service be performed for an average of over 20 hours a week."

and, furthermore, as stated in the article 7 of the Act a volunteer is entitled for insurance:

„(1) **The deploying organization shall**, prior to the deployment of the volunteer to the volunteer service, **conclude an insurance contract to cover for the liability for damages on property or health** caused by or to the volunteer in the course of the volunteer service. The volunteer shall be liable only for the damage he/she caused intentionally.

(2) **The deploying organization shall**, prior to the deployment of the volunteer to the volunteer service abroad, **conclude**, based on the nature of the service and the particularities of the country of deployment, **a health insurance contract for the volunteer.**"

In other words, a volunteer is entitled in case of voluntary service performed under the Act no. 198/2002 sb. as amended, to the following financial support:

- compensation of costs associated with the necessary preparation for the role of a volunteer
- compensation of the travel costs
- personal allowance (general expenses in the place of deployment)
- compensation of working and personal protective equipment
- an insurance to cover for the liability for damages on property or health
- a health insurance
- and, if agreed with the deploying organisation, also a pension insurance

Quality Assurance (QA)

Under the Act On voluntary service, the article 6, the quality insurance is ensured through the accreditation process:

„(1) The deploying organization shall be accredited by the Ministry of Interior (hereinafter only "the Ministry"). The Ministry shall provide the accreditation upon the proposal of an Accreditation Commission composed on one representative of the Ministry of Foreign Affairs, Ministry of Education, Youth and Sports, Ministry of Interior, Ministry of Labour and Social Affairs, Ministry of Environment, Ministry of Health, Ministry of Culture, Ministry of Finance, and the Government Council for NGOs. The Accreditation Commission is an advisory body to the Ministry of Interior.

(2) **The Ministry shall accredit**, in keeping with Art. 1), **a deploying organization, which is a civil association**, foundation, institute, social cooperative, public beneficial society, a church or religious organization or a legal person formed by a church or a religions organization, **is of good repute and integrity and should such a subject prove that it has the necessary bodies, employees, or members as well as particular voluntary service projects or programs and finance to organize and perform voluntary service** and to meet other obligations under this Act. The accreditation shall be granted for a period of four years."

The Accreditation Commission is composed from representatives from different ministries and investigate a quality of the applicant organisation. The accreditation expires after a period of 4 years (and is subjected for re-accreditation) or after any change of facts decisive for granting of the accreditation throughout the whole period of accreditation validity. Different ministries cooperate, but the authority is the Ministry of Interior.

The Ministry of Interior maintains a [list of all accredited organisations](#):

„The Ministry shall maintain a list of accredited deployment organizations. The list shall be a public list and shall be made accessible electronically. The list shall include definitions and objectives of types of voluntary service the deploying organization facilitates and manages."

The register is available online, at the Ministry of Interior's webpages and includes a list of accredited projects. Although there is not an official information on an interval of its updating, based on available documents it can be deduced that the update is made along with the time of individual accreditation processes.

In the Act on voluntary service, as amended, no mechanism cannot be found that would impose on any subjects to gather the feedback from voluntary service participants. These mechanisms can be presented on the level of deploying organisations, however, according to the law, they are neither obligatory, nor centrally monitored.

Currently, no summary reports from the Ministry of Interior's accreditation processes or grant processes can be found, with an exception of the [Frydlova's report](#) (2015) that sums up a support of the Ministry of Interior to voluntary service in 2015.

The Ministry of Interior publishes [information on granted accreditation](#) and [allocated grants](#), but no summary reports from these data are available.

Neither the Ministry of Interior nor other central authorities monitor a level of social inclusion of voluntary service or volunteering in general, i.e. outside of force of the Act on voluntary service.

2.6 Cross-border mobility programmes

EU programmes

Young people in the Czech Republic are offered an opportunity to participate in [the European Voluntary Service programme](#) (EVS) and [EU Aid Volunteers](#). [Public Authorities](#) are also promoting the European Solidarity Corps among Czech Youth.

A monitoring of the participation on EVS programme has taken place within an overall monitoring of youth programmes done by the [RAY research network](#). The CR is a member of the RAY since its [foundation in 2008](#), through its national agencies for European youth programmes. The RAY monitoring aims at impacts of youth programmes on its participants and on project leaders. Simultaneously, an on-going census of all stays realised within EVS stays was done by the [Czech National Agency Youth](#) between 2007-2013, [within the programme Youth in Action](#). Statistics on the Erasmus+ Programme are collected as well and the National Agency is working on their publication.

The overall statistics for this period shows 231 volunteers deployed abroad and 827 volunteers hosted in the Czech Republic. There has been an increase in a number of applications and of distributed grants for EVS activities. More detailed information on the origin of foreign volunteers, main destinations or other trends in participation of Czech young people in EVS programme are not available. [EU Aid Volunteers](#) is a too young initiative, no statistical data are available so far.

The national authority for EVS programme is the Ministry of Education, Youth and Sports. The national agency responsible for implementation and quality control is [The Centre for International Cooperation in Education](#).

EU Aid Volunteers programme started in 2016 in the Czech Republic. Some of the Czech NGOs as the biggest [People in Need](#) are using the initiative.

Other Programmes

The only cross-border voluntary programme the Czech Republic financially supports, is voluntary service as defined in the Act no. 198/2002 Sb. as amended (See details in Chapters 2.2 or 2.4). The Act provides a legal framework for Czech volunteers working abroad, but **does not regulate anything related to foreign volunteers coming to the CR**. It cannot be therefore considered as bilateral or multilateral programme.

It follows that it is not possible to define countries for which voluntary service is relevant, it depends on individual projects submitted between voluntary organisations. As explained in the Chapter 2.5, currently there are no summary reports from the

accreditation processes, it is therefore not possible to comment neither on numbers of volunteers working abroad, numbers of youth volunteers, nor their destinations.

It is not possible to define specific target groups. Available data suggest that cross-border voluntary service is not a frequent phenomenon as more than 92% of accredited projects take place on the Czech territory. Currently there exists no quality control in this area.

Legal framework applying to foreign volunteers

Youth voluntary activity of foreigners is permitted by Act [On the residence of foreign nationals in the territory of the Czech Republic](#) (Act no. 326/1999 Sb.).

It is a part of transposition of the European legislation (Directive 2004/114/EC) facilitating obtaining a long-term residence permit in case of volunteering young people in the Czech host organisation.

This Act enable a volunteer aged between 18 and 30 years, coming to the CR to apply for a [long-term residence visa](#) (stay longer than 90 days) for the purpose of studies, i.e. a [long-term study visa](#). Volunteer then apply for a long-term stay for the purpose of a studies (Article 42d of the Act no. 326/1999 Sb. as amended). This obligation is valid also for volunteers who do not need visa for entry into the CR.

Concretely the Article 64 of the Act enable to gain the visa because of:

„e) professional practice and voluntary service of young people aged 18 to 30 years or voluntary service, designed to obtaining of practical, professional experience by foreigner, undertaken in the domestic host organisation as part of a project, programme or initiatives of the European Union, or a similar state programme and organisationally provided by or coordinated for this purpose by the Ministry of Education, Youth and Sports accredited legal person established in the territory or legal person established outside the territory, which has a branch in the territory.”

2.7 Raising awareness about youth volunteering opportunities

Information providers

Authorities interested in raising awareness about Youth Volunteering opportunities (see also chapter 2.2):

- Ministry of Interior,
- Ministry of Education, Youth and Sports, Ministry of Health,
- Ministry of Labour and Social Affairs.
- **[The Youth Department of the Ministry of Education, Youth and Sports](#)** declares as its mission to organize and support providing of information on youth and for youth.

The basic strategical documents in the field of providing of information for youth is the [National Youth Strategy 2014-2020](#) and [Strategy for Development of Youth Information System in the CR](#). Ministry of Education, Youth and Sports is therefore also the main authority of providing of information about volunteering of young people and for young people.

Strategy for Development of Youth Information System in the Czech Republic defines, besides others, a role of the national coordinator for the youth information system which is the [Národní informační centrum pro mládež](#) (National Youth Information Centre). It was founded in 1992 as the Youth Information Centre and in 2008 transformed into the National Youth Information Centre that along with information services provides also methodical, control and coordination management of other Youth Information Centres in the CR.

A specific role in the system of support of children and especially of youth is played by the [**Informační centra pro mládež \(Youth Information Centres\)**](#). These are places that are open to public. Systematically classified information and consultancy is provided free of charge and anonymously. Mainly Centres for Leisure Activities and NGOs found and operate the Youth Information Centres. In 2016 there are 41 Youth Information Centres in the CR. Among them 18 certified by the Ministry of Education, Youth and Sports.

Both the National Youth Information Centre and individual Youth Information Centres run their own webpages and contact places that can provide information also on youth volunteering.

There exists also Association of supporting development of Youth Information Centres which has own [strategies](#) of development alternative to the state strategy.

Also the [Eurodesk.cz](#) operated by The Centre for International Cooperation in Education is important information source, especially about European voluntary opportunities, but not only.

Also the [volunteering centres](#) are important information providers. There is National volunteering centre called HESTIA and various regional, mostly NGO, structures. The scope and content is depending region to region.

In 2011, during the European Year of Volunteering, was established new [information portal](#) ([dobrovolnik.cz](#)) on volunteering in general and on activities done during the year in the Czech Republic.

Key initiatives

1. [The European Year of Volunteering in 2011](#)

- among the key initiatives connected to youth volunteering
- main goal was to creating conditions (by civil societies) for volunteering in European Union
- ensuring better visibility of voluntary activities in EU, especially through experience exchange and best practices
- included activities
 - [The Week of Volunteering](#),
 - [Volunteering in the CR](#), the travel exhibition
 - [Final conference in Pilsen](#),
 - [Best Practices Collection](#) etc.
- [work groups for individual areas](#) of volunteering were created and different materials on volunteering were published
- follow-up activities were not presumed, also due to lack of the overall legal framework
- activities subsequently disintegrated to individual initiatives, supported by individual ministries
- only an informal cooperation currently continues, especially in preparation process of creation of new Act on volunteering.

2. **The Ministry of Education, Youth and Sports**

Ministry and thus state declares awareness about youth volunteering among its strategic goals in its recent strategical documents:

- The Concept of the [State Policy for Children and Youth for period 2007-2013](#)
- [National Youth Strategy for period 2014 – 2020](#).

3. [Erasmus+ programme](#)

Erasmus+ programme is administrated by [the International Centre for Cooperation in Education](#):

- it gather information or raise awareness about the programme and its implementation, suitability and quality of services provided by the Centre.
- conduct proper research
- participates in the [international network of RAY](#) (Research-based Analysis and Monitoring of the Youth in Action)
 - makes various international surveys aiming at the area of youth informal education within the Erasmus+ programme and
- Both national and international activities of the Centre aim at youth volunteering, especially at the European Voluntary Service (EVS)
 - All necessary information about the EVS ([deploying and receiving organisations](#), [surveys' findings](#)) are published on the EVS web pages.

4. Other initiatives

In other cases it is possible to speak about isolated information sources:

- occasional [Ministry of Interior's reports](#) on volunteering in general,
- [Ministry of Interior's reports on volunteering during emergencies](#),
- [Ministry of Health's reports on volunteering in health care](#),
- [Ministry of Labour and Social Affairs' reports on volunteering in social services](#)

Specific groups can be targeted by individual information sources, divided by areas of occupation: emergencies, health care, social services. The information network for young people stays as an independent area. It aims at young people and one of its goals is to raise awareness about volunteering.

From the point of view of the NGO sector the most important are two state-wide actions: 72 hours and Let's Clean the World, Let's Clean Czechia.

[72 hours](#)

- Project of the Czech Council of Children and Youth, inspired by international partners.
- It is a three-day-long project full of voluntary activities that has already taken place four times in the CR.
- Usually the October weekend, young volunteers from all over the Czech territory carry out activities that help others, nature or their surroundings.
- Aim is to engage as many young people as possible and show them that „little is enough to do a lot altogether!“, to persuade them that they alone are capable to change things they do not like, to learn them how to cooperate and to perceive the world around them.
- Another aim is to strengthen relations in local communities and create values and motivation for meaningful spending of leisure time.
- Project is for children, parents, young people, NGOs, but also informal groups and individuals, to all who support idea of volunteering and it is worth them to help others or their surrounding unselfishly, everybody can apply on the project's web pages and obtain material and promoting support.
- In 2015, 620 actions took place with 29 188 people participating. Numbers have increased each year.

[Let's Clean the World, Let's Clean Czechia](#)

- Organized by The Czech Union for Nature Conservation and civil association Ekosmák.
- Aim of the action that in 2015 almost 50 thousand people participated in (children formed 63%) is not to clean all illegal dump sites in the Czech Republic, but rather to motivate public to think about waste disposal and do not contribute to emerging of new dump sites.
- On the interactive map on internet, an individual chooses a group that he/she will join, organizers provide packages with trash bags and gloves. On a given day (usually on Saturday) they gather together on a given location and clean it up.

2.8 Skills recognition

Policy Framework

In the Czech Republic skills recognition gained outside of formal education is regulated by the Act [on verification and recognition of further education results](#) (no. 179/2006 Sb.).

It recognizes a possibility to gain professional qualification by other means than by study of formal education programmes and defines conditions under which it is possible to grant verification. In relation to this Act, the [National Register of qualifications](#) was created, in which conditions for granting relevant qualification are defined.

In the Czech Republic, no central authority exists that is responsible for recognition of further education, informal education or skills gained by volunteering.

The Act [on verification and recognition of further education results](#), Article 2, defines that recognition of results is executed by the authorized person. List of institutions and persons authorized to examine and grant qualifications in relevant field are published on webpages of the [National Register of Qualifications](#) under each qualification.

Also these authorized persons obtain their authorisation by [fulfilling the conditions stated by the authorizing body](#), that is „relevant ministry, that is responsible for given profession. For example, a baker will apply for his/her professional qualification at the Ministry of Agriculture, for authorisation for professional qualification of Catering and lodging services, he/she will apply at the Ministry of Regional Development.”

The amendment of the Act on Voluntary Service from 2014 (for details see Chapter 2.4) declares an obligation for deploying organisations to issue (on volunteer's request) a certificate on performed long-term voluntary service based on a model certificate that is attached to the Act.

Within the European Voluntary Service it is possible to issue the [Youthpass certificate](#) that serves for recognition of informal education results in European Union.

Existing arrangements

Legal provision (Act on verification and recognition of further education results) allows to test acquired skills without a necessity to pass formal education/course where these skills can be obtained.

In line with this provision, the National Register of Qualification (NRQ) that define individual professions and skills required to obtain a qualification and to pursue the profession. In this field, volunteers can profit from their experience in any sector.

The NRQ enumerates „[coordinator of volunteers](#)” as one of professional qualifications. Volunteering considerably contributes to fulfilment of qualification conditions (as well as to other newly approved qualifications – see below).

It is not possible to obtain qualification directly, on the basis of a certificate of long-term voluntary service performance, [the Youthpass certificate](#), [personal competence portfolio](#), or [other self-evaluating tools](#). Obtaining qualification is always conditioned by passing an exam.

Lot of attention is paid to the issue in the CR. Ministry of Education, Youth and Sports initiated two national projects ([Keys for Life](#) and [K2](#)) on the issue financed by the EU Funds. In cooperation with Czech Council of Children and Youth following professional qualifications were defined from the field of volunteering in NGOs and especially from the field of children and youth work. The first four qualifications have been already approved, the others wait for the formal approval:

- [Leader of leisure activities for children and youth](#),
- [Chief leader of recovery event for children and youth](#)
- [Independent leader of leisure activities for children and youth](#)
- [Coordinator of volunteers](#) (in cooperation with HESTIA representative)

Waiting for approval:

- Mentor for volunteers (in cooperation with HESTIA representative)
- Paramedic at recreational activities for children and youth
- Guarantor of occupational safety of leisure activities for children and youth
- Expert in the field of international cooperation with children and youth

2.9 Current debates and reforms

New Act on volunteering

The [Draft law of New Act on volunteering](#) was expected:

- eliminate legal barriers and support volunteering system development
- introduce new definition of volunteering
- define forms of volunteering (now only insufficient definition in the Act on voluntary service)

Government Legislative Council approved the factual intention of the Government on September 10th 2015. Subsequently Government approved it as well and assigned Ministry of Interior the task of submitting a draft of the Act on volunteering until June 30th 2016.

Ministry of Interior asked to postpone until autumn 2016 and as a reason stated the fact that it is necessary to resolve situation when Act on public beneficiary that is a follow-up law of the new Civil Code still does not exist.

During 2016 when the inter-sectorial comment procedure was closed Ministry of Interior decided to propose the Government to [withdraw the proposal, because the level of regulation was not favourable to the voluntary organizations](#) - so it was against the primary goal.

However, there are specific initiatives of the Ministry of Interior to support development of volunteering at local level, especially with the EU Funded project "[Concept of volunteering development in the Czech Republic with an emphasis on ensuring the regional and professional availability of volunteering in the form of volunteer centres](#)" which is in years 2016 - 2020 focused on supporting regional volunteering centres and create guidelines for their operation. Part of the project is to create national Strategy for volunteering development, however mostly in social services and public administration.

How to measure financial value of volunteering?

It is another currently discussed topic interconnected with the issue [how to project value of volunteering into organisation's accountancy](#). The issue is, how to [determine the value voluntary work per hour](#) in order to be accurate and usable for co-financing projects by voluntary work.

One solution offered by the [SAFE project](#):

- median of wages published by the Czech Statistical Office per year 2014 (the most recent) in individual classification categories of the NACE occupation, was used for calculation of financial expression of a value of voluntary work. This way, an average wage was calculated as 143,76CZK (by using the methodology of weighted average). The Ministry of Interior uses its own calculations and set a value of 71 CZK (as expressed in the Draft law of the prepared Act on volunteering).

Important negotiation has taken place between the Czech Statistical Office and the Ministry of Interior on [specialized survey](#) aiming at volunteering in 2017 and evaluation of its results in 2018.

Act on public beneficiary:

It is another debate within the whole NGO sector. The new Civic Code in force since 2014 introduce the term of public beneficiary, however offered no complementary law to

specify it. Required legislation still does not exist and the issue is not even priority within [the State Policy toward NGOs until 2020](#). During the year 2017 has been successfully voted in the Parliament amendment to delete the concept from the Civic Code. Still some NGOs are proponents of the concept.

3. Employment & Entrepreneurship

Main aspects of the employment and entrepreneurship are incorporated within employment policy and work laws.

The subsequent legislature does not distinguish between the general population and the Youth. Young people are entitled to very same conditions, aid and support as general public following the logic of equal access and opportunities and principle of non-discrimination based on age. However, **Young people are seen as one of vulnerable groups** or groups at risk in regard to labour market. Also children up to 18 years of age have in accordance with international standards and Czech Constitutional Order special level of legal protection according the Labour Code [Act no. 262/2006 Sb.](#) (For details see Chapter 1.1)

Current employment policy is [Employment Policy Strategy 2020](#) (EPS 2020) agreed by the Government and implemented by the Ministry of Social Affairs (MPSV).

The Art of **policy intervention into labour market is rather supportive than restrictive** and due to free market ideology has only limited possibilities on governing the situation on the labour market.

Many of the competencies are given to regional and local self-governing bodies as regional offices and regional branches of state administration. National level is more or less coordinating and steering activities in regions and aims on integration of the labour market within the EU.

Tripartite is existing in the form of the [Economic and Social Agreement Council](#). It is joint voluntary bargaining and initiative body between government, labour unions and employers unions and is responsible for social dialogue in the country. It is composed of three parties, representatives of Government, entrepreneurs/employers and employees. Each party hosts 7 members and chair is the Prime minister.

In regard to employment policy Youth is an age group of up to 25 years of age, or university graduates under 30 years of age, usually with no longer lasting work experience.

Low youth employment is related to not only the **disadvantaged position of this group** in the labour market, but also with **its low economic activity**. The most prominent problems, you can find by a group of graduates, while the risk is demonstrated in particular by the Group of high schools and college graduates. By graduates from universities to a much lesser extent.

On the Czech labour market so paradoxical situation arises when employers despite the high pressure on the supply side are not able to work in the long term to occupy the position of skilled labour, particularly in technical fields.

Rising unemployment of young people, however, in addition to those reasons also causes a subjective consisting, in particular, in the minds of young people about the inadequate situation on the labour market and of their own ability to place on the labour market. Among other things, these problems are caused by a lack of career counselling at both schools, in cooperation with the information and advisory centres of the Employment Offices of the Czech Republic.

The **State Employment Strategy 2020 recognizes difficult placement of the young people** into the labour market as a problem.

The causes of the problem are considered to be:

- **Lack of career guidance and advice** on the selection of the profession in relation to pupils and students of the schools.
- **Knowledge and skills not satisfying the needs of the labour market**, in particular, inappropriate subject structure of graduates.
- **Lack of practical experience** of graduates entering the job market.
- **Inadequate idea of the young on the functioning of the labour market and their expectations.**

Following the Strategy Europe 2020 there is a **national employment policy target to reduce the youth unemployment rate** (15-24 years) by one third compared to 2010.

3.1 General context

Labour market situation in the country

Labour market of the Czech Republic has **strong regional character**.

Various geographic, demographic, historic, social and economic factors in regions influence the field of employment.

Czech Republic is traditionally heavy-industrial economy, however all sectors are present.

Conditions for new workers also differ regionally what impacts differently also graduates and young people.

There is a gender gap in the Czech labour market in terms of payment gap as well as lower rates of employed women especially because of the long maternity leave.

Czech Republic was in recent years **one from the leading EU28 countries with the lowest rate of general unemployment**. In October 2016 reached the lowest EU28 values with only 3.9% of general unemployment. The good trend is continuing also during the year 2017. In the second quarter 2017 the general unemployment rate went to 3.0 % and to 2.9% in August 2017.

Also **Youth unemployment rates** are in time comparison in second quarter 2017 low by 16.3% in age group 15 - 24 years old and 12.4 % for the age group of 25 - 29 years old. Five years earlier in second quarter 2012 the rates for 15 - 24 years old was 20.0% and for the age group of 25 - 29 years old 14.0%.

Employment rate of the population 20 - 64 years of age is the fifth biggest in the EU28 after the first quarter 2017. Employment rate of men is at highest numbers in the history of the Czech Republic with 85.4% in the first quarter 2017.

Long-term unemployment (longer than 1 months among those unemployed) showed also positive trend and reached in first quarter 2017 only 37% which is in one year comparison result better of 8.9%.

In third Quarter 2016 there have been 137 000 vacancies at the labour market and 388 000 registered job applicants. In **September 2017 there have been 206 081 vacancies at the labour market and only 284 915 registered job applicants**. Many companies has problems to have enough employees, especially in technic and engineering.

Situation of **Young people at the labour market is slightly worse than by other age groups**. Also less educated parts of the society have worse position at the labour market.

Economic crisis hit young people situation, however since 2013 the trend starts to be backwards and by the end of 2016 was the situation nearly same as before the crisis.

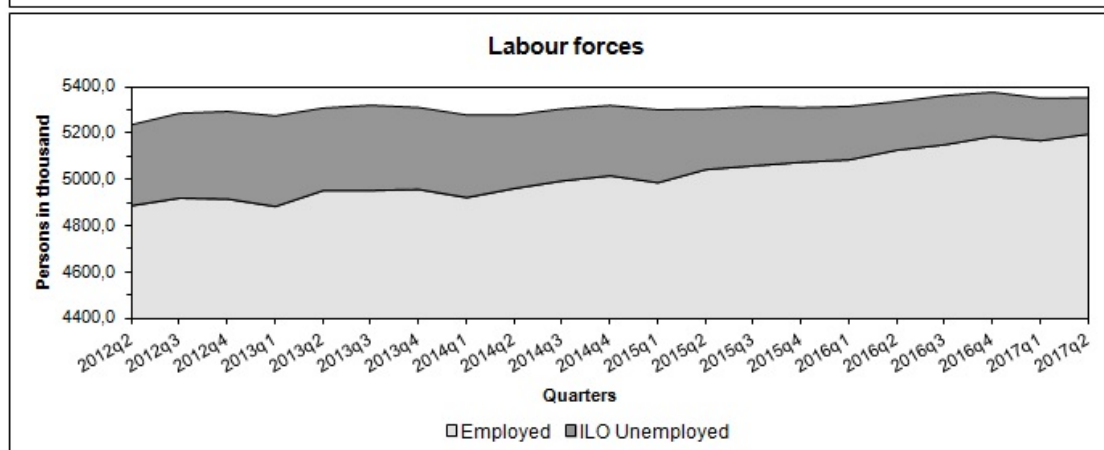
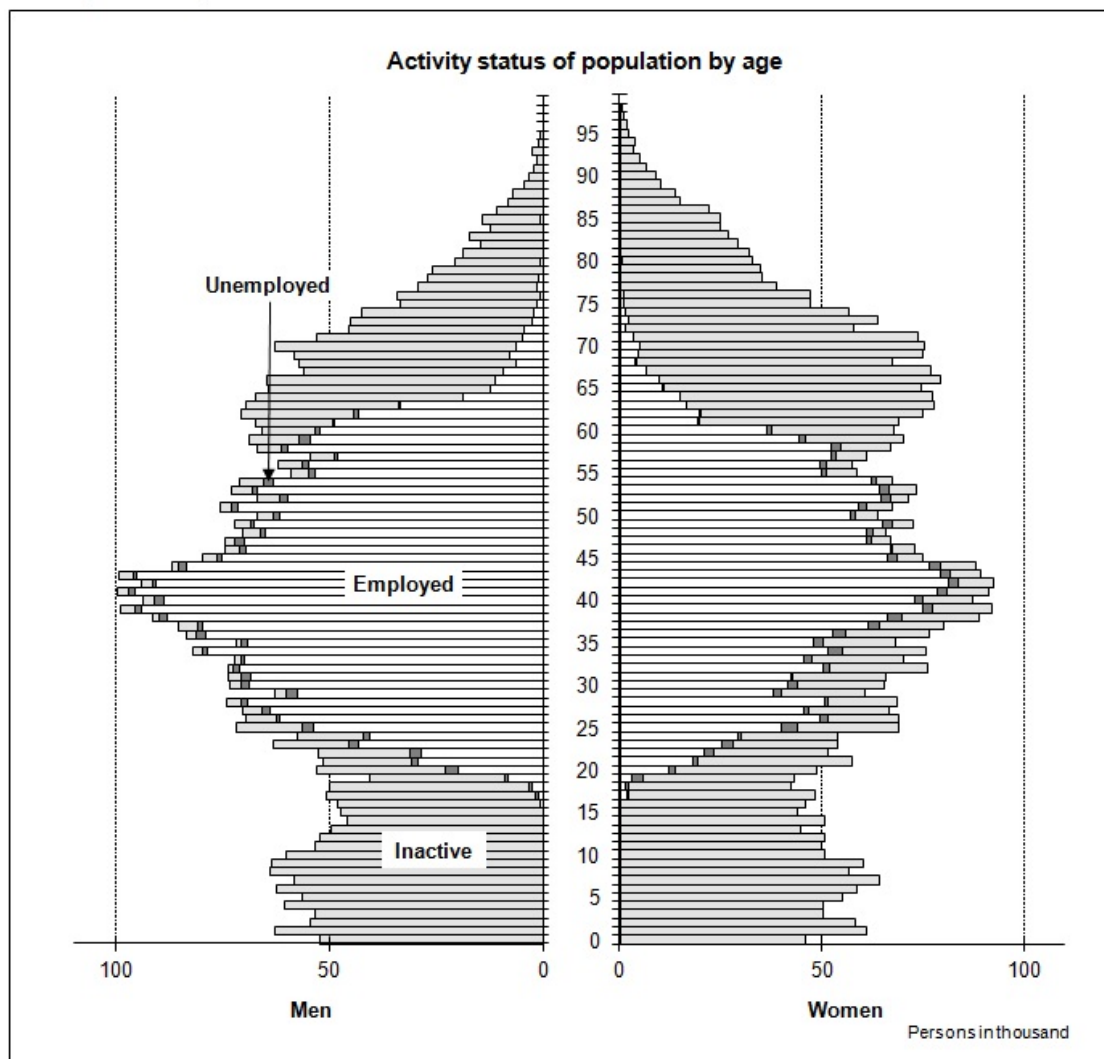
Due to communist era, tradition of **entrepreneurship** was severed and nowadays its interest among young people is **rather stagnating**.

The **Activity status of the population by Age** is showed in following Graph no. 1 authored by the [Czech Statistical Office](#).

Graph : 1

ACTIVITY STATUS OF POPULATION BY AGE

Territory : Czech Republic



Definitions and concepts

Current employment policy is [Employment Policy Strategy 2020](#) (EPS 2020) agreed by the Government and implemented by the Ministry of Social Affairs (MPSV).

The Art of **policy intervention into labour market is rather supportive than restrictive** and due to free market ideology has only limited possibilities on governing the situation on the labour market.

In regard to employment policy Youth is an age group of up to 25 years of age, or university graduates under 30 years of age, usually with no longer lasting work experience.

On the basis of the agreement between the Ministry of Education, Youth and Sports and the Ministry of Labour and Social Affairs is used for the purposes of statistical monitoring of the **graduate's definition as jobseekers registered in the Employment Office** according to the place of their residence on a specific date (30.4 or 30.9. of the year), for which the time from **a successful end of their study does not exceed 2 years**. This definition is valid from 1.1.2004. Previously, it was the applicant, whose total time of employment or similar relationship did not reach after successful graduation (preparation) 2 years, regardless of the length of the registration on the Employment Office.

Otherwise regarding Employment, Czech Republic is harmonized in terminology with EU and international level.

Young people are seen by the government as vulnerable group at the labour market.

In accordance with the Czech Law, person can start regular employment if:

- Are older than 15 years of age
- Finished the compulsory elementary education (9 years of elementary schools)

Only Children up to 18 years of age have in accordance with international standards and Czech Constitutional Order special level of protection. (See Chapter 1.1)

Czech legal system provide special condition for the persons between 15 and 18 years of age in the terms of night shifts and 12 hours long shift (both are restricted).

Since 2014, when the New Civic Code step into force, **young people older than 16 years of age can start own business** when the parents and court are not against.

Special benefits are provided for students active in economic life up to 26 years of age (up to 28 years in the case of doctoral students), but these are primary linked with the student status than age as such.

3.2 Administration and Governance

Governance

Current employment policy is defined by [Employment Policy Strategy 2020](#) (EPS 2020) agreed by the Government and implemented by the Ministry of Labour and Social Affairs (MPSV).

The Art of **policy intervention into labour market is rather supportive than restrictive** and due to free market ideology has only limited possibilities on governing the situation on the labour market.

Following the Strategy Europe 2020 there is a **national employment policy target to reduce the youth unemployment rate** (15-24 years) by one third compared to 2010, concretely to 12.3%.

In this subchapter we will investigate the main actors and their fields of competences, responsibilities and actions as well as their vertical distribution to regional and local level as the Czech Employment Policy is in decentralized manner.

Government of the Czech Republic

It is a central executive power in the state with the competence of accepting and implementing the state policy and it is responsible to the Parliament.

As initiative and conciliation body on Labour market and employment policies has Government the so called **Tripartite** in the form of [Economic and Social Agreement Council](#). The Secretariat of the Tripartite is part of the Governmental Office.

The Government delegates the preparation, implementation and evaluation of the Employment Policy also to the [Ministry of Labour and Social Affairs](#), the entrepreneurial area to the [Ministry of Industry and Trade](#) and the educational aspects to the [Ministry of Education, Youth and Sports](#).

Ministry of Labour and Social Affairs ([Ministerstvo práce a sociálních věcí](#))

Among other areas it is a central state authority responsible for Employment policy, its preparation, implementation and evaluation.

Ministry is ensuring the state service in the field of Employment based on the Act no. 435/2004 Sb., on Employment.

For the exercise of its jurisdiction given to them by this Act leads the Ministry for the purposes of employment a central register of:

- Applicants for employment,
- Job seekers,
- People with disabilities,
- Foreigners
- Register of authorization to exercise artistic, cultural, sporting and advertising activities of the children.
- Work agencies.

Within the scope of employment policy it has three relevant directly managed organisations The [Employment Office of the Czech Republic](#) (Úřad práce ČR), [The Czech Social Security Administration](#) (Česká správa sociálního zabezpečení) and [The State Labour Inspection Office](#) (Státní úřad inspekce práce).

Further it is founder of semi-budgetary organizations relevant for the employment policy such as The [Research Institute for Labour and Social Affairs](#) (Výzkumný ústav práce a sociálních věcí), [Occupational Safety Research Institute](#) (Výzkumný ústav bezpečnosti práce), The [Technical Inspectorate of the Czech Republic](#) (Technická inspekce České republiky) and The [Fund for Further Education](#) (Fond dalšího vzdělávání (FDV)).

Within the Ministry, there is no special unit dedicated directly to Youth. However, there is Section no. 2 on social and family policy with relevance to young people and especially children. This section is composed among others from Department on family policy and aging policy and Department on protection of children's rights.

Ministry of Industry and Trade ([Ministerstvo průmyslu a obchodu](#))

It is a central state authority in the field of business and entrepreneurship, especially within the Business and Investment Promotion in the areas of Manufacturing Industry and of Industrial Research and Development including the use of European funds and Promotion of Small and Medium-Sized Companies with the exception of regional business support and trading matters.

The Ministry has in the field of entrepreneurship three relevant subordinated organizations The Investment and Business Development Agency CzechInvest ([Agentura pro podporu podnikání a investic CzechInvest](#)), The CzechTrade ([Česká agentura na podporu obchodu CzechTrade](#)) and The Business and Innovation Agency ([Agentura pro podnikání a inovace - API](#)).

The mainstream policy on supporting business and entrepreneurship is on the support of small and medium size enterprises, start-ups and innovations what could be highly

relevant to young people to motivate them, help them or to guide them to start own business.

Economic and Social Agreement Council ([ESAC](#))

It is joint voluntary bargaining and initiative body between government, labour unions and employers unions with the responsible for social dialogue in the country. It is composed of three parties, representatives of Government, entrepreneurs/employers and employees, each party hosts 7 members and the ESAC is chaired by the Prime minister.

Employment Office Czech Republic ([EO](#))

It is organization under the Ministry of Labour and Social Affairs and its main responsibility is the implementation of the employment policy. As the Employment policy is decentralized in the Czech Republic it has also Regional Employment Office bureaus which are the main actor on regional level in coordination with Regional Authorities.

The National Institute for Education ([NUV](#))

It is organization under the Ministry for Education, Youth and Sports. Core activities are conceptual, analytical and methodical services for the Ministry but also develops other activities and provides services for both practitioners and general public as well. Among others it is responsible for the national curricula and its content.

It provides following services related to Youth, Employment and Entrepreneurship:

- [The National Youth Information Centre](#): The employees of the National Information Youth Centre (NICM) provide information and consultation services for free, mainly to youth but also to adults.
- [National Europass Centre Czech Republic](#): The employees of the client centre of the National Europass Centre Czech Republic are prepared to answer every question, for example how to document qualifications, language skills and experience from a period of study or work abroad.
- Practice Enterprises Centre (CEFIF): The Practice Enterprises Centre – CEFIF – coordinates activities carried out by a network of practice enterprises active in the Czech Republic, provides support and consultation services to pupils and teachers involved in practice enterprises. The centre is a member of the international network EUROOPEN – Pen International gathering practice enterprises from all over the world.
- [National Europass Centrum Czech Republic](#): The National Europass Centrum informs about Europass documents that help individuals to document work or study experience abroad or in the Czech Republic, as well as releases and publishes such documents.
- [Infoabsolvent.cz](#) is information service and analytical unit on the graduates and their work opportunities. It helps by searching education and professional pathways.
- [Education and work](#) is a web portal where job seekers can find educational possibilities or job.
- [National Register of Qualifications](#) is a system of state-wide recognized qualifications and ways how to reach them also through Non-Formal and Informal education.

Research Institute for Labour and Social Affairs ([RILSA](#))

RILSA is monitoring and analysing indicators of Labour and social policies, respectively [social and economic indicators](#) of the Czech Republic.

It is focused on:

- Long term monitoring of issues of social differentiation and marginalization, social exclusion and poverty, as well as and selected measures that help to prevent them and to restrict them
- Long-term monitoring and evaluation of the factors that cause labour market imbalances and assessment of measures to remove such imbalances
- Process monitoring of migration and integration policies for foreigners at the labour market and in the society

- Evaluation of social services policy in a broader perspective
- Assessment of trends in demographic development and possibilities of family policy, follow-up with other public policies to stand for the social impacts of demographic changes
- Evaluation of trends in the development of the capacities of public administration and governance in relation to social policy
- Monitoring the development of social dialogue and working conditions

Cross-sectorial cooperation

Cross-sectorial cooperation is working on the governmental level including the tripartite. The mechanisms are various to the concrete needs and level of relevance. In the Czech administration if the cooperation is not under declared procedures is valid a principle of finding the easiest way for cooperation. Many of concrete projects aiming at implementing the Employment strategy have cross-sectorial aspects and cooperation included on their level of operation, usually based on the stakeholder-analysis within the project preparation.

Field and expert groups in education

Ministry of Education, Youth and Sports supports the activity of various field and expert groups within education involving also other various actors, especially from the labour market, practice and academia environment. They are [coordinated by the National Institute for Education](#). They mediate the communication between creators of the educational programmes, in particular representatives of schools, enterprises and further institutions. They enable the involvement of social partners into the development of those programmes. It ensures the compliance of these programmes with the labour market needs.

Field groups

Field groups are groups of external experts who cooperate on the development of educational programmes for secondary vocational schools, they link the National Register of Qualifications with the initial education and help to create conditions for the successful implementation of the European instruments. There are several groups for different sectors. In total 25 field groups gather more than 250 external experts.

Field groups represent an important partnership, its elements relate to several levels as follows:

- national, represented by 24 field groups, their activity focuses on the key issues of a more general nature,
- international, that relate directly to the area of quality assurance in education, to the activities concerning referencing qualifications to the EQF levels carried out by the advisory group of the EQF National Coordination Point, to the activities of the expert group of the ECVET National Coordination Point focusing on the implementation and practical usage of the system.
- Sectoral, represented by 25 field groups that support the development of educational programmes reflecting the labour market demands and implementing the European instruments such as EQF, ECVET and EQAVET,
- local and regional, which is given by the possibility to establish ad hoc groups that should solve particular and specific tasks.

Expert groups

The main goal of the expert groups is to solve tasks of a more general nature. The groups are summoned depending on the nature of the particular task that is being solved. After the resolution of the problem are the groups dispersed. At the time being, there exist 24 expert groups.

3.3 Skills Forecasting

Forecasting system(s)

The skills' forecasting in the Czech Republic is part of [analytical and survey activities](#) of the National Institute for Education (NUV) which realized several ways of forecasting.

Analysing mechanisms

- Look for employers Needs and preparedness of graduates
- Using employers survey (done and analysed in 2004, 2007, 2012, 2014)
 - Focused on opinions and needs of employers in individual economic sectors.
 - The subject of investigation is mainly the area of the required knowledge, skills and abilities of workers and claims against newly accepted employees
 - Special emphasis on describing the situation of graduates.
 - Attention is also given to the needy and problematic professions, respectively fields of education, forms of cooperation between enterprises and schools
 - The expectations of employers concerning the further development of vocational education and the school system.
- Monitoring of advertising and recruitment agencies opinions regarding job offers
 - Focused on the structure of available jobs (done in 2014)
 - Focused on the needs of employers and their approach to graduates especially in brokering positions of middle and senior management and expert positions. (done in 2004, 2006 and 2009)
- Investigations of Labour Offices opinions
 - Analyse complex perspectives from real situations
 - Analysing the hard data about graduates' employment, factors important for good placement of graduates and assessment of importance of selected competencies.
 - Evaluation of tools of the active employment policy focused on the support of youth employment
 - Evaluation of cooperation between employment offices and schools

There are initiatives also in the social affairs and employment field to predict the needs of the Labour market in the future. However, the only publically available is the [prognosis](#) made in 2010 for the future period 2011 - 2015 based on project funding. The prognosis has been done by the Research Institute for Labour and Social Affairs.

National Register of Qualifications

- Is part of the skills forecasting system
- Provides an [overview of nationally recognized vocational qualifications](#) in the Czech Republic, which can be obtained by validation of non-formal and informal learning
- Qualifications are based on the required skills by specific jobs at the labour market
- In 2015 have been certified 921 qualifications (NUV 2016)

Coordination system of skills forecasting is based on advisory and professional groups between creators of educational programmes, employers and other relevant institutions which enhance the cross-sectorial cooperation. At national level are operating [25 groups coordinated](#) by the National Institute for Education.

Skills development

- Forecasting system is linked and followed by the curricula creating system, respectively by [Framework Educational Programme](#).
- [National Register of Qualifications](#) opened new possibilities for the practices to gain formal recognition and qualification of their skills and competences. The implementation of the whole system is continuing.
- In the field of Youth Non-formal and informal learning have been realized two projects on the competences in the Youth sector - Keys for life and K2 - Quality and

Competitiveness (for details see chapter 2) where has been supported cooperation between NFE providers and employers and new qualifications for the National Register from the Youth field have been established.

Public initiatives to support skills development

- To support technic skills development in public, Ministry of Education, Youth and Sports together with the Confederation of Industry of the Czech Republic introduced initiative [Year of technical education and industry 2015](#).

3.4 Career Guidance and Counselling

Career guidance and counselling services

Career guidance in formal education system is regulated by the Decree no. 72/2005 Sb., on providing guidance in schools and school guidance facilities.

Actors providing counselling:

1. Career Counselling Centre
2. Infoabsolvent web portal
3. Employment Office Czech Republic, established by Ministry of Labour and Social Affairs
4. Counselling in Schools and School facilities
 - Education Care Centres
 - Special Pedagogical Centre
 - Pedagogical-Psychological Advisory Centres
5. Youth sector
 - Youth Information Centres

Career Counselling Centre

It is part of the [National Youth Information Centre](#). It provides personal consultations as well as on-line and phone support regarding the career pathways and possibilities. In 2015, 665 personal consultations have been provided (NUV 2016).

Infoabsolvent

It is an [on-line portal](#) providing information from education and transitions to employment run by National Institute for Education. It focuses on young people and graduates, parents, teachers, counsellors, public bodies and employers. Provides information as well as practical tips and tricks. It is outcome of EU funded project.

Employment Office of the Czech Republic

Employment Offices are established in every region and district (see also Chapter 3.2).

They offers variety of services in accordance to employment:

- Requalification
- Job offer
- Joint consultation
- Investment encouragements
- Variety of subsidies
- Information point

Employment Offices are also responsible for the Youth Guarantee implementation and the counselling should be integrated in the Youth Guarantee in the Czech Republic.

The state Employment strategy 2020 foresees also bigger cooperation between the Employment Office´ counselling and school counselling.

Counselling in schools and school facilities

Schools are the closest contact with most of young people. Therefore they are seen as an optimal provider of counselling [services and interventions if necessary](#).

Based on Act on Education, every schools has its own School counselling office which can also provide career guidance and counselling - quality and activity is in the competence of every school. Experience show that the quality could differ pretty much.

There exists 3 types of School Counselling Facilities:

- **Education Care Centres**
 - Ensures preventive-educational care for children, pupils and students with higher risk of behave disorders
 - Offers their aid to parents (legal representatives of the child) and schools
- **Special Pedagogical Centre**
 - Offers services to disabled or impaired students
- **Pedagogical-Psychological Advisory Centre**
 - Provide advisory activities for both students and parents
 - Provide career consultation
 - Provide higher education consultation

Youth Information Centres

Private entities usually run by NGO, Youth NGO or Leisure time houses. Cooperate with the National Youth Information Centre and its career counselling centre. Provide information to young people on various subjects, working life and education are core of them. There are usually no specific target groups of young people, the centres are open to everybody. For details see chapter 1.4.

Funding

Funding of [Employment Office Czech Republic](#) is ensured by the Ministry of Labour and Social Affairs and funded from the state budget.

Employment Office Czech Republic budget compared to state budget

Year	Employment Office Czech Republic budget	State Budget	Amount of State Budget
2015	100 679 117	1 297 321 588	7,76%
2014	97 606 026	1 211 608 153	8,06%
2013	92 958 505	1 173 127 823	7,92%

Employment Office Czech Republic budget compared to Ministry of Labour and Social Affairs budget

Year	Employment Office Czech Republic budget	Ministry of Labour and Social Affairs budget	Amount of Ministerial Budget
2015	100 679 117	533 422 050	18,87%
2014	97 606 026	519 682 711	18,78%
2013	92 958 505	509 121 392	18,26%

Source: <http://monitor.statnipokladna.cz/2015/>

Funding of schools counselling

- Each school allocate means for the school counselling facility it operates
- Schools are funded from the budget of their founder
- Schools are established by the town or region and are funded from their budget
- Budget information available on Ministry of Education, Youth and Sport

Quality assurance

Career guidance in formal education system is regulated by the education legislation (see chapter 1.1 and chapter 6) and Decree no. 72/2005 Sb., On providing guidance in schools and school guidance facilities

Common standards on school counselling are in development and testing.

In 2015 have been finalized Testing standards for the area Psychodiagnostics.

Overall cross-sectorial policy coordination of career guidance is steered by the National Guidance Forum.

Forum is the national platform for promotion of lifelong career counselling in the Czech Republic and advisory body to the Minister of Education, Youth and Sports as well as to the Minister of Labour and Social Affairs. It is composed from 19 governmental entities, state established agencies, NGOs, universities, professional associations, educational institutions, commercial entities and other guidance and counselling providers.

3.5 Traineeships and Apprenticeships

Official guidelines on traineeships and apprenticeships

There are basically three types of traineeships and apprenticeships

- Part of regular education (provided by school)
- Part of requalification (provided by the Employment Office of the Czech Republic)
- Voluntary by employers, non-profit organizations and individuals

If relevant for respective field of study, official basic guidelines on traineeships and apprenticeships for schools are contained within [Framework Educational Programme](#) (FEP) - national curricular document. Not every field of study requires traineeships and apprenticeships. **FEP Contains definition of the educational programmes and specific conditions/requirements for every single educational programme.** Specific conditions also include number of hours needed to spent in apprenticeships as well what activities qualify for apprenticeships and which not. FEP can be changed by the MEYS. In the Period 2017 - 2021 the [revision process of FEP started](#). FEP are prepared by the National Institute for Education.

There are **no official guidelines for the traineeships by employers**, until they are participating in any state programme supporting youth traineeships and apprenticeships as e.g. project [Way for Youth](#) (Cesta pro mladé) funded by the ESF. Within this project, participating companies are following [Manual for the Educational Module](#) as well as the [Contract rules](#).

Cooperation among educational facilities, professional and sectorial organisations is up to each educational facility. National support is provided by National Institute for Education. For the cooperation school facility might need approval of the founder (mostly Regional or local Authority). Many educational facilities operate their own workshops where the students learn (e.g. bakery, repair shop/garage etc.)

Regional Labour Offices can cooperate with external providers if they are chosen in accordance with legal requirements for Public procurement.

Youth Guarantee and the Policy of the EU helped to materialize the discussion on traineeships and apprenticeships at national level. Following the Strategy Europe 2020 Youth Guarantee scheme became part of the National Employment Strategy 2020. Since that also Fund For Further Education run state activities to support traineeships and apprenticeships as initial project "Internship for Youth" since 2012 with second edition till 2015 and "Way for Youth" for period 2016 - 2020.

Promoting traineeships and apprenticeships

General facilitation of young people's participation in traineeships is not established, however projects of Fund for Further Education helps to raise awareness on the issue.

Traineeships and apprenticeships provided by educational facilities are part of educational programmes and schools are thus in charge of promoting their educational programmes. Good conditions are often used in competition on potential students.

Traineeships and apprenticeships provided by Employment offices are offered to their clients (job seekers). Unemployed person can register into job-seeking persons list at the local Employment Office and their local Employment Office offers them relevant or accessible courses if they are accessible.

Employment offices are obligated to act in accordance to Youth Guarantee scheme

EU Funded Initiatives and projects on traineeships and apprenticeships

National Catalogue of Traineeships

- Realized by the Fund for Further Education
- Provides information about traineeships
- Actual supply and demand of traineeships
- Template for traineeships
- List of verified providers
- EU funded project

Way for Youth

- Realized by the Fund for Further Education
- Support the way to first employment
- Offers special courses based on three pillars - counselling, course on soft skills and practical traineeship by concrete business
- EU funded project (2016 - 2020)

Internships for Youth and Internships in Business were previous EU funded projects support traineeships.

Recognition of learning outcomes

Traineeships and apprenticeships organised by the schools are generally not certified separately but only as part of the diploma student receive at the end of the study if successfully meet all the set criteria.

Traineeships and apprenticeships offered by Labour Offices or via their external provider can be finished by obtaining a certificate. Certain condition must be met however:

- Course/workshop must be approved by the MEYS
- Course must be conducted as MEYS approved (scale, extent, professionalism etc.)
- Participant must meet the set criteria (test, limited amount of absence, exam etc.)

Non-regulated and voluntary traineeships and apprenticeships can be awarded by any certificate, however the recognition is not guaranteed.

Funding

Traineeship and apprenticeships provided by the schools

- For school financing please see previous chapter 3.4
- The conditions could be different at various schools, some institution can have very developed system of students' participation in traineeships and apprenticeships, some can have systems which can be used but are not directly dedicated only for traineeships and apprenticeships, some are not tackling any specific support.

Traineeships and apprenticeships provided by the Labour Offices

- For Labour offices financing please see previous chapter 3.4

- Funding of cooperation on traineeships and apprenticeships is regulated by legislation, requalification policy and active employment policy.

Quality assurance

Traineeships and apprenticeships provided by the schools

- Must be in accordance with the accreditation granted by the MEYS
- [Accreditation Commission](#) (AC) is responsible for quality ensuring by higher education institutions
- [Czech School Inspectorate](#) (CSI) „evaluates and analyses operation in nursery, primary, secondary and vocational schools, as well as in school facilities (e.g. school canteens, youth dormitories) which have been entered into the Register of Schools and School Facilities”
- Both AC and CSI are established by the MEYS

Traineeships and apprenticeships provided by the Labour Offices

- For the traineeships and apprenticeships provided by the external provider, Labour Offices are eligible to inspect the quality of the provided education
- For the traineeships and apprenticeships accredited by the MEYS, MEYS can conduct inspection of provided education

3.6 Integration of Young People in the Labour Market

Youth employment measures

Employment measures focused on young people are directly linked with the [implementation of the Youth Guarantee](#).

Youth Guarantee

Programme specification:

- Name: [Youth Guarantee](#) (Záruky pro mládež)
- Timeframe: 2014 – 2020
- Based in: Employment Policy Strategy 2020
- Institutions responsible for implementation and coordination: Ministry of Labour and Social Affairs; partner institution is Ministry of Education, Youth and Sport, Main implementer are Employment Offices of the Czech Republic working on national, regional and local level and directly in the field with the target group.

Main activities:

- personalised NEETs education and employment policy
- removing discrepancy between young people abilities and labour market qualification demands
- increase employment, decrease unemployment
- prevent consequences of youth social exclusion

Target group characteristic:

- young people (15–24–29 years of age), unable to find job, who does not actively seek job, do not study, are not in preparation for job. Czech Republic is voluntary offering the same conditions for young people up to 30 years of Age while the capacities could be develop by the use of the European Social Fund by projects of respective Regional Employment Offices.

Number of participants:

- In total in 2016: 3 624 young persons

- According the [annual report of DG Employment Office](#) in year 2016: 1 465 within the Youth Employment Initiative (NUTS II Severozápad) and 2 159 in other regions of the Czech Republic not eligible from the European Employment Initiative.

Goals:

- youth (15-24) unemployment rate reduction to 12,3%
- low qualified (ISCED 0-2) unemployment reduction to 18,8 till 2020

Financing

- Multiple sources (state budget, European Social Fund: Operation Programme Employment and Operation Programme Research, Science
- 13,599,984 EUR ([till 2015](#))

Quality insurance

- Annual updates based on regular activity and efficiency evaluation (*not publicly available*)
- Evaluation will be based on data and indicators from information system, CZ Employment Offices, Operational Programme Employment indicators, Operational Programme Research, Science and Education indicators etc.
- Evaluation outcome: [Activity Report of the Employment Office to CZ Government](#)

Measures of the Active Employment Policy are equally accessible for all citizens including young people (non-discriminatory principle). Main providers are regional and local Employment offices and their contact centres. The Offices of the Czech Republic also provides all social benefits of non-insurance nature, which allows it to impact the target group in the case of their inactivity.

Youth employment is monitored with same standards and categories as in the EU and according international standards.

EU recommendation regarding youth employment are taken seriously and are integrated in the relevant Czech policies and support scheme.

At national level are the measures realized also by the Fund for further Education (FFE), organization established by the Ministry of Labour and Social Affairs. All projects are co-funded by the ESF. [Way for Youth](#) is a national EU funded project supporting young people to get first and good experiences with the labour market including real placement. To support youth transition to labour market FFE is realising the [National Register of Internships](#).

Earlier also project Internships for youth and Internships in business have been realized for young people and students of any level before graduation.

Other employment measures are linked with the status of student up to 26 years of age (up to 28 years in case of doctoral level students) which brings benefits:

- self-employment is as secondary activity and thus first year there is no need to pay deposits for obligatory health insurance
- next years are payed health security benefits only if the profit above general limit has been generated and minimum deposits are not in force
- Parallel model works also by obligatory public social security insurance

Flexicurity measures focusing on young people

In the Czech Republic is flexicurity more asked by older parts of society or with the link to family issues rather than youth issues. Special attention is given e.g. to mothers with children up to 15 years of age and a possibility to take care on sick children up to 10 years of age. There are thus no specific flexicurity measures focused on youth on national level.

During years 2016 and 2017 governmental proposals prepared by the Ministry of Labour and Social Affairs have put focus on the flexicurity measures in general, no of them was directly linked to young people rather to general employment conditions and rights, however with impact on young people as on general society.

One of the passed proposals in effect since 1st of February 2018 will be the possibility of one week off for new fathers.

Reconciliation of private and working life for young people

There are no specific national-level measures and initiatives on reconciliation of private and working life of young people. Most of such initiatives aims at young families and systematic care about small children.

Funding of existing schemes/initiatives

One of the main tools on national level is the programming of European Social Fund and allocation of resources for relevant stakeholders on regional and local level (especially Regional and local Employment offices) who are responsible for the implementation and direct actions. Within ESF is the biggest allocation for the [Operational Programme Employment](#).

Within the Financial Framework 2014 - 2020 was in the Czech Republic within the European Social Fund allocated for Youth Employment Initiative 27 199 968 EUR. These are allocated within first Priority of the Operation Programme Employment for the NUTS II Region Severozápad which is the only one in the Czech Republic above the European Youth Guarantee limits for special action by youth unemployment.

European Social Fund and Operational Program Employment allocate 60.23 per cent, 1 292 307 890 EUR, for the employment measures in 2014 - 2020. Investment Axes 1 and second specific objective is to increase employment of supported young people through the Youth Guarantees schemes. Thus also other regions can apply and realized own projects according regional and local needs of young people at place. State Budget is usually used to co-finance successful projects.

In reality all regional Employment Offices applied with own Regional Individual Project scheme. The activities and scopes differs regionally, e.g. in [South Moravia Region \(Jihomoravský kraj\)](#) the [Youth Guarantee project](#) support young people up to 29 years of age. In [Plzeň Region \(Plzeňský kraj\)](#) [Youth Guarantee project](#) target at young people up to 29 years of age included which lack work experiences or they have work experience only up to three years without the limitation of education and similarly in other regions. Financing is usually at 85 per cent from the EU, 10 per cent from the State budget and 5 per cent from the Regional Authority.

Quality assurance

There are no specific quality assurance measures on national level for young peoples' integration into labour market apart of the Youth Guarantee scheme and those in internships and apprenticeship described in the chapter 3.5.

3.7 Cross-Border Mobility in Employment, Entrepreneurship and Vocational Opportunities

Programmes and schemes for cross-border mobility

Usual support to young entrepreneurs is provided by the [small and medium enterprise support policy](#) and support of starting entrepreneurs, by which measures is not age limit important, however young people are natural target group (even if not explicitly mentioned in legislation). Same principle thus apply also for EU Funds targeted on support of entrepreneurship and entrepreneur mobility.

There could be regional and local activities by the Regional Offices and e.g. Euroregions, however usually not linked with the age status. Many of the initiatives are under the EU funded project in cross-border cooperation with the support of Regional offices.

Employment - Your first EURES Job

EU initiative Your first EURES Job is fully implemented in the Czech Republic. It is implemented by the National authority DG of the Employment Office of the Czech Republic and very good visible within the whole employment system.

It composed from the public [on-line portal](#) and guidance and integration of the service within the network of employment offices.

There are several cross-border EURES partnerships

- [Czech-Bavaria](#) EURES partnership
- First partnership among "new" and "old" EU member country since 2005
- [EURES-Tri-Regio](#) (CZ-DE-PL)
- [EURES-T Beskydy](#) (CZ-PL-SK)
- There is no cross-border EURES partnership with Austria

Erasmus for young entrepreneurs

Czech Republic is implementing this EU programme and it is only opportunity for cross-border mobility targeted at young entrepreneurs directly.

There were four [contact places](#) in the Czech Republic in 2016 and five in 2017.

Examples of open projects under this scheme:

- **Network "BE EUROPE - Business Tandem for Europe"** aims at building partnerships in the context of "Erasmus for young entrepreneurs ". Created network is "paving the way" for new business contacts between European companies and reduces barriers and borders of international markets. Thus generated contacts and cooperation with European companies provides, both novice and experienced entrepreneurs with new inspiration for their business. Newly formed relationship will help to strengthen their competitiveness.

Cross-border Mobility in professional and vocational training and education (VET)

For more details on mobility in VET and Education see chapter 6.5.

In context of European mobility cross-border mobility in VET is based on [Erasmus+ opportunities](#)

- **Pupil mobility** in vocational education and training - 2 weeks till 12 months
 - Internship in the organization of vocational education and training - it is a combination of theoretical and practical training / practice
 - Internship in a company - it is only a work activity
- **Workers' mobility** in vocational education and training - 2 days till 12 months
 - the partner school or the staff from enterprises teach in an organization involved in vocational training
 - Since 2016 is also possible that the applicant can invite trainers from companies of other programme countries to teach in their organization.
 - **Professional development** - it helps to develop the expertise and skills of staff working in the field of vocational education and training through practical work experience or sharing of experience (job shadowing / exchange of experience) directly in an enterprise or other organization involved in vocational training.
- **Language preparation in VET** - at least 19 days without travel days
- In context of **Czech-German mobility** are opportunities supported by the Tandem - Czech-German Youth Exchange coordination centre. Mobility is for [pupils in VET](#) and at minimum of 2 weeks. Language and intercultural support is provided.

Legal framework

There is no special legal Framework for Cross-Border Mobility in Employment, Entrepreneurship and Vocational Opportunities for young people.

3.8 Development of Entrepreneurship Competence

Policy Framework

Czech Republic does not have any specific national strategy for the development of entrepreneurship competence of an entrepreneurship mind-set among young people.

Policy Framework is set for support of medium and small enterprises according the Law no. 47/2002 Sb. [on support of medium and small enterprises](#) and [State strategy to support small and medium size businesses](#) 2014 - 2020. Youth is not specifically mentioned there.

However, there are some private initiatives to increase the competences of youth in this sphere

Czech Republic has goal to increase the number of young entrepreneurs up to 35 years of age within the [Research and Innovation Strategy for Smart Specialisation 2014-2020](#)' (RIS3 Strategy).

Related strategies:

- [Research and Innovation Strategy for Smart Specialisation 2014-2020](#)
- [National Innovation Strategy of the Czech Republic 2012-2020](#)
 - Ministry of Education, Youth and Sports, Ministry of Industry and Trade Strategy
 - Includes a part devoted to changes in education content with respect to creativity, entrepreneurship and key competences
 - Stresses the importance of cooperation between schools and employers and the link between the system of vocational education and the labour market, and underlines the need to respect these elements during curricular reform and the establishment of the guidance system. ISCED levels 1, 2 and 3 are considered
- [Strategy for Lifelong Learning in the Czech Republic 2007](#)
 - Emphasises the functional literacy of students and the development of key competences
- [Youth Support Strategy 2014-2020](#)
 - Ministry of Education, Youth and Sports
 - Includes commitments for the transition of young people between school and work and creating conditions for their smooth integration into the labour market
- [Back to the Top: the International Competitiveness Strategy for the Czech Republic 2012- 2020](#)
 - Includes a chapter on education, with emphasis on the need for education to address independent creative thinking, the ability to continue learning and the ability to cooperate

Formal learning

Czech Republic applies cross-curricular, compulsory and optional approaches at primary and lower level secondary education.

Entrepreneurship education is integrated as cross-curricula themes (CCTs) for ISCED levels 1-2 ('Morals, Character and Social Education' and 'Civic Education for Democracy') and 3 ('Morals, Character and Social Education').

Schools have full autonomy to decide on how to implement CCTs in their teaching.

They can be included in general subjects (such as civics, social studies), but schools can also arrange special courses, projects, excursions, etc. Nevertheless, CCTs form a compulsory part of curriculum at ISCED 1, 2 and 3 levels, although they need not be present in each grade. Although there are no separate specific subjects on entrepreneurship at ISCED levels 1-3, entrepreneurship is included in several compulsory or optional subjects:

- ISCED 1: 'Humans and their World' (compulsory) and 'Ethical Education' (optional)
- ISCED 2: The educational areas 'Humans and Society: Civics', 'The World of Work' (compulsory at grades 8 and 9). Creative thinking and self-evaluation are included in 'Ethical Education' (optional subject)
- ISCED 3: 'Humans and Society: Basics of Civics' and 'Social Sciences' (compulsory at grades 10 and 11), 'Man and the World of Work' (compulsory subject, includes e.g. procedures for setting up a pupil's own business), and 'Ethical Education' (optional).
- In school-based IVET, entrepreneurship education is integrated into the compulsory subject 'Basics of Civic Education'. It is also part of the cross-curricular themes 'Citizens in a Democratic Society' and 'Man and the World of Work'.

In the Czech Republic, the innovation strategy has only few relevant actions, and one of these highlights the importance of teacher education to support the introduction of new tools for entrepreneurship education. This recognises the primary role that teachers play in the delivery of entrepreneurship education and the significant focus that is placed on their training and support. This can be done most effectively through a combination of both initial teacher education (ITE) and continuing professional development (CPD) as illustrated through strategy commitments in the French and German-speaking Communities of Belgium, Finland and Bosnia and Herzegovina. ([EURYDICE 2016](#)).

Non-formal and informal learning

The Czech Republic has highlighted a number of different strategies including those relating to lifelong learning and youth, however the most relevant is the 'Research and Innovation Strategy for Smart Specialisation 2014-2020' (RIS) which strongly links to the 'International Competitiveness Strategy 2012-2020'.

RIS aims to target funding activities to strengthen research and innovation, and links to entrepreneurship education are made through the introduction of tools to assess and develop entrepreneurial skills, supported by teacher education and alongside the implementation of activities to encourage practical teaching.

There are several (Youth) NGOs focusing in their values and educational path importance of problem solving competences and other relevant skills.

Some of the Youth NGOs and initiatives are directly focus on support of young entrepreneurs and entrepreneur education as [Junior Achievement](#), [Junior Chamber International Czech Republic](#) and they usually had reached at least some support from public resources or EU programmes for their activities.

Very active role is played by the [Association of Small and Medium-Sized Enterprises and Crafts CZ](#) which is running own successful initiative without any public support [Svou cestou - Young business](#). There are other private entities and individuals working with the topic e.g. www.mladypodnikatel.cz (Young Entrepreneur).

Educators support in entrepreneurship education

General school Methodological portal (RVP.cz)

To support teachers in their (schools) initiatives in this regard, national level is providing facilitation and good practice space for teachers as well as place for sharing methodologies and methods.

Teachers can share their experience, as well as their practice-based teaching methods, using a special internet forum, the 'Methodological portal', which also covers other subject areas.

In 2016 there have been [found 285 support materials for entrepreneurship education](#) or education about entrepreneurship.

The Centre for Practice Enterprises ([Centrum fiktivních firem](#))

It is an activity of the National Institute of Education and a member of the international network European-PEN International.

It offers students in upper secondary vocational education the opportunity to manage a 'practice enterprise' in order to develop their entrepreneurial skills. These companies are set up by students under the supervision of the teacher and in co-operation with the Centre.

Projects to support entrepreneurship education

Several usually EU funded projects on finance literacy or entrepreneurship education have been realised in last years in order to support the curricula and methodical materials development e.g. [mini-entrepreneurship at primary schools](#), [development of entrepreneur knowledge](#) at high schools, etc.

Within the system of Further Education of Pedagogical Workers courses limited to financial literacy are available for all teachers, nor entrepreneurial skills as such.

Entrepreneurship might be taught as part of the requalification process conducted by the Employment Office by relevant job-seekers.

Entrepreneurship courses are mostly provided by the private entities as paid courses or workshops.

[Information regarding entrepreneurship and its support](#) are accessible via Ministry of Industry and Trade.

3.9 Start-up Funding for Young Entrepreneurs

Access to information

Czech Republic does not have any top-level policy to ensure that young people know about start-ups, their funding or specific professional guidance, however through school system and social security system the information are promoted. Students clubs, organizations and initiatives are also often focused on.

From state perspective, young people are targeted as any other part of the society by policies supporting small and medium size businesses.

Relevant and support information on entrepreneurship and its aspects are provided also by subordinated organizations of the Ministry of Industry and Trade:

- The Investment and Business Development Agency CzechInvest ([Agentura pro podporu podnikání a investic CzechInvest](#)),
- The CzechTrade ([Česká agentura na podporu obchodu CzechTrade](#))
- The Business and Innovation Agency ([Agentura pro podnikání a inovace - API](#)).

The CzeInvest Agency started with the funds of the EU two projects devoted to informations about and to support start-ups [Podporastartupu.cz](#) (Support of Start-ups) and [Czechstartups.org](#).

Specific information are [provided by the Employment Offices](#) and career guidance system.

Youth Information System is providing information about entrepreneurship for young people as well, see details in chapter 1.3.

There are also private initiatives (on-line and off-line) targeting young people with relevant information which are helpful for them (Examples in Chapter 3.8 Non-Formal and Informal learning to entrepreneurship). Most visible and complex is by the

[Association of Small and Medium-Sized Enterprises and Crafts CZ](#) initiative called [Svou cestou - Young business](#). There are other private entities and individuals working with the topic e.g. www.mladypodnikatel.cz (Young Entrepreneur).

Access to capital

Czech Republic has on top-level policy measures to facilitate affordable funding for start-up creation. It is a project Podporastartupu.cz (Support of Start-ups) run by the CzechInvest Agency and with the main funding by EU Funds. By four independent activities - CzechStarter, CzechAccelerator, CzechMatch and CzechDemo are persons interested in start-up creation provided with the help of experts and tutors.

There are scheme for [funding starting entrepreneurs](#) not depending on their age from national, EU and often regional and local funds. There is also supportive structure to be able to gain such funding.

Ministry of Industry and Trade provides [actual information on possibilities to reach capital](#) or subsidy for entrepreneurs and the CzechInvest Agency has also own [on-line signpost](#).

Some regions specifically mention access of young people e.g. Moravskoslezský kraj or Jihomoravský kraj to their regional fund schemes. Zlínský kraj initiated project Start of Business (startpodnikani.cz).

Czech Republic has tradition in supporting young agricultural entrepreneurs. In 2015 – 2020 [support for young agricultural entrepreneurs](#) is provided via EU funding for persons interested to start their entrepreneur activity in agriculture up to 40 years of age. Max. Subsidy is up to 45 000 EUR.

3.10 Promotion of Entrepreneurship Culture

Special events and activities

- Public authorities are not initiated at top-level activities in order to support
 - youth business fairs
 - public relations campaigns for introducing entrepreneurship to young people
 - initiatives to support activities to promote youth entrepreneurship in the field of social entrepreneurship.
- However there are other private initiatives and activities, especially by the [Association of small and medium size enterprises and self-employed](#), and public authorities are usually following these happenings, sometimes also contribute with funding when the organizing subject apply for such support in eligible programmes for supporting entrepreneurship.
- Policy Framework is set for support of medium and small enterprises according the Law no. 47/2002 Sb. [on support of medium and small enterprises](#) and [State strategy to support small and medium size businesses](#) 2014 - 2020. Youth is not specifically mentioned there.
- Czech Republic has goal to increase the number of young entrepreneurs up to 35 years of age within the [Research and Innovation Strategy for Smart Specialisation 2014-2020](#)' (RIS3 Strategy)

Networks and partnerships

- In the Czech Republic, there are only private initiated networks, youth NGOs, Chambers providing support specifically for young entrepreneurs.
- Publically initiated networks are focused on entrepreneurs in general not depending on age limit. All relevant information can be found on web pages provided either by [Ministry of Industry and Trade](#) or by private providers
- Youth receive no special treatment and is considered as part of general public.

3.11 Current Debates and Reforms

- There are general debates about the employment and entrepreneurship development, not with specific youth topics
- Most of them are connected to the draft of changes of Labour Code prepared by the Ministry of Social Affairs during 2016 (only some changes accepted) and revisited during 2017 (not all changes reflected) - discussion have been mostly on flexibility measures, home working regulation, right for place without stress etc.
- Government is working on increasing of the minimum wage in general, since January 2018 the lowest threshold should be 12 000 CZK (ca. 470 EUR) per month. It should correspond to 40,5 per cent of the average wage.
- Removing obstacles for entrepreneurship in general in accordance with the EU goals to achieve accessible entrepreneurship for every EU citizen
- Youth Guarantee implementation and its evaluation after 3 year is in progress in 2017.
- Support and changes of schools curricula in terms of labour and entrepreneurship world are in preparation and should be part the overall process of updating the National Curricular Documents for Education planned until 2021.

4. Social Inclusion

Social inclusion is in the Czech Republic relevant and politically important topic. In the Youth field is one of priorities of the Youth strategy and several objectives and measures are declared.

However, relating to young people, most of the social inclusion activities are supported within other legal scopes than a youth work, as far as the youth work is not on the Czech Republic legally regulated in most aspects.

Leisure-based education and similar ways of non-formal education are regulated by the Education legislative. Within the education there has been inclusive education introduced in reality after long-lasting discussion since the 1st of September 2016. New measures for school facilities for inclusion has been introduced by the state. Still the implementation is not consolidated.

Direct social involvement and support of young people in the way of street work and Low-Threshold facilities for Children and Youth are regulated directly within the scope of social services. Special issue is the field of young offenders, which, however seems to be innovative and offer specific activities and programmes how to by professional youth work help to this vulnerable group among youth.

Also the youth organizations are active in the field of social inclusion to their activities, but it seems to be rather natural and bottom-up happening rather than any stimulation or steering from state or public level. The state is thus not offering much specific support to foster youth inclusion trough the youth work, even if it is politically strong and discussed topic.

4.1 General context

Main challenges to social inclusion

There is no general (policy) agreement on the main challenges to social inclusion of young people in the Czech Republic.

[Youth Strategy 2014 – 2020](#) stresses only equal opportunities for young people as horizontal priority and set as strategic goal to facilitate the inclusion of children and young people with fewer opportunities.

[Social Inclusion Strategy 2014 – 2020](#) does not set Youth as specific target group, but provides general 7 areas supporting social inclusion (e.g. employment, access to housing, access to health care...).

Based on various policy documents we can identify specific groups of young people at risk of social exclusion.

As **traditional group** are discussed:

- **Young people with criminal record and behaviour**
- **Youth with disabilities**
- **Youth with special needs**
- **Youth from families with low income**
- **Youth from families with lower level of finished education**
- **Youth from families with criminal record**
- **Youth from families with domestic violence**

As **newly discussed and urgent groups** there are discussed:

Roma youth

- Problematic inclusion of young people in education, labour market, living or even health care
- Problematic access of Roma Youth to Education (e.g. The judgement of the European Court of Human Rights in the case [D.H. and Others v. the Czech Republic](#) in 2007 showed that Roma children often have limited access toward mainstream Education).
- Systemic inclusion of this group is problematic as data differs according the ascribed status and voluntary subscribed status.

Youth living in the socially excluded areas

- According the [Study on Socially excluded areas in the Czech Republic](#) realized by the Ministry of Labour and in 2014 - 2015 there are some alarming findings:
 - 606 socially excluded location exist in the Czech Republic
 - 95.000 – 115.000 people living there
 - 43% of their inhabitants are younger of 15 years
 - 75% of inhabitants of those areas have only elementary education
 - 80-85% are unemployed
 - Almost half of the socially excluded areas inhabitants are young people and their access to basic principles of democratic society is jeopardised
 - Youth is not only from ethnical minorities but also majority and even foreigners

Young families

- Family policy and children issues and rights are essential part of the Social Inclusion Strategy 2014 - 2020
- Young families might face obstacles in their effort to fully integrate into the society, especially regarding housing and child care
- Housing
 - Average age for [Youth leaving parental household](#) is 26,5 years
- Child care
 - [Pre-school care is of insufficient capacity](#)
 - In period 1996-2013 number of kindergartens was reduced from 6.700 to 5.000 while [number of children was maintained](#) (around 350.000)
 - Negative effect on parents who must take care of children while staying at home
 - Negative effect on children who does not develop in the collective of other children, especially dangerous for the children already handicapped by the socially excluded background

Youth with various Sexuality and Gender

- Women face [uneven Labour market conditions](#), esp. lower wage
- Maternity, causing lower representation of women in senior positions and lower economic activity (for details see Chapter 3.1)
- Young LGBT community members [might face negative reactions or even discrimination](#) from general public
- [Uneven rights for the LGBT community](#) members compared to general public regarding cohabitation, paternity or adoption

Youth treated within the institutional care

- There are [observed several negative impacts of the institutional care](#) on the further life of Children and Youth people treated by the institution.
- In 2014 there was discussed the [impact of the institutional care on children in expert conference](#) within the Parliament of the Czech Republic

As specific issues were raised as well:

Digital gap among young people

- Only marginally studied phenomenon
- Partial data indicates possible negative implications of digital gap for young people from socially excluded environment, as [reported by the Ministry of Labour and Social Affairs](#):
- *"Within ICLIS 2013 study mapping digital competency of elementary schools 8th grades Czech children performed perfectly, compared to other countries (placed 1st). However strong tie between digital competency and socio-economic status was proved. Especially kids coming from socially excluded background might be threatened by low digital competency. In light of the spreading digitalization, omitting this age category might have negative effects such as deepening the social exclusion of the children with digital literacy."*
- International PISA research
 - Verified the influence of social background on computer literacy of young people
 - Proved strong connection between computer equipment in family and level of computer literacy of young people

Distrust toward political institutions and thus low formal participation of young people

- Already recognized issue within the [National Youth Report 2013](#) and still valid as survey [of Slovak and Czech Youth Council on Youth participation in V4 countries showed in 2017](#). It was also one of the outcomes from the Structured Dialogue with Youth on Youth participation and Empowerment in 2014 - 2015 as [national report 2015](#) showed.

Low citizenship and legal literacy

- Already recognized issue within the [National Youth Report 2013](#) and still valid as survey [of Slovak and Czech Youth Council on Youth participation in V4 countries showed in 2017](#). It was also one of the outcomes from the Structured Dialogue with Youth on Youth participation and Empowerment in 2014 - 2015 as [national report 2015](#) showed.

Youth Radicalization

- Evolution of xenophobic and potentially radical rhetoric
- Due to recent event, esp. migration crisis and terrorist attacks within EU
- Might negatively influence the youth and lead to their radicalization
- [Spreading of radical ideology](#) by meetings, marches/parades, happenings and internet

- In 2015, Czech Republic [detected increase](#) in criminal activity with racial motives for the age category 21-29 years

There are no regular national surveys on young people's social inclusion. EU indicators for social inclusion are monitored by the Czech Statistical Office.

Definitions and concepts

Young people with fewer opportunities (mladí lidé s omezenými příležitostmi)

"are young people which have in comparison with their peers disadvantage because they are dealing with one or more obstacles e.g. social obstacles, economical obstacles, infliction, learning difficulties, cultural differences, health problems, geographical obstacles and similar. In specific contexts these situations prevent young people from effective access toward formal and non-formal learning, transnational mobility and participation, active citizenship, empowerment and inclusion in society." ([Youth strategy 2014 - 2020](#))

Social inclusion

- Defined in [Act no. 108/2006 Sb. on Social Services](#), as amended
- Social inclusion is process ensuring that people who are socially excluded or at risk of social exclusion will reach possibilities and opportunities, helping them to fully participate in the economic, social and cultural life of society and live in a manner that is in the society considered as ordinary.
- General goals of the social inclusion in the Czech Republic are thus:
 - Ensuring participation in employment and equal access to all resources, rights, goods and services
 - Preventing the risk of social exclusion
 - To help the most vulnerable
 - Mobilization of all relevant actors.

Definition of socially excluded area (sociálně vyloučené oblasti) used by the Ministry of Labour and Social Affairs:

„As socially excluded areas we name a place (house, street, neighbourhood) with concentration of person with social exclusion signs. These places are symbolically called as "bad neighbourhood" or "undesired address" etc.).

Social exclusion is defined as gradual, escalating exclusion from full participation on social, material and even symbolic resources produced, shared and used by the society to ensure good living conditions, organisation of social life and participate on decision making.

Social exclusion is characterised as convergence of the factors substantially limiting access to: (1) labour market, (2) public, social and education services, (3) social environment, (4) personal crisis solutions (debt, illness etc.) and (5) political participation. Ethnicity plays specific role in social exclusion.

- In 2015 lived in the Czech Republic 95 000 - 115 000 socially excluded persons concentrated in 606 socially excluded areas.

- Compare to 2006 it means increase between 40 to 50 per cent on inhabitants. Number of socially excluded areas increased by 80 per cent.

Person with health disadvantage (osoba zdravotně znevýhodněná)

- Maintained ability to perform systematic work however his ability to perform present job is limited
- Caused by the long-term unfavourable health lasting longer than 1 year and limits physical, sensual or mental abilities
- Definition stated in [Act no. 435/2004 Sb. Employment Law](#)

Endangered child

- Elemental, biological, mental, emotional, social or spiritual needs of the child are not satisfied or are in danger not to be satisfied

Students with special educational needs

- Defines in the Educational [Act no. 561/2004 Sb. as amended](#).
- Child with health disability; health handicap or social handicap
 - Health disability (zdravotní postižení) = mental, visual, hearing impairment, speech impediment, multiple disabilities, autism and learning and behaving disorders
 - Health disadvantage (zdravotní znevýhodnění) = health weakening, long-term illness, light health issues leading to learning and behaving disorders that must be taken into consideration while education
 - Social disadvantage (sociální znevýhodnění)
 - Social environment with low social and cultural status, endangered by socially pathological events
 - Decried or assigned institutional upbringing
 - Asylum seeker status or complementary protection or party to international protection proceedings

Czech legal system often use **undefined terms or with more than one definition**:

- [Youth from socially and cultural handicapped environment](#)
- [Youth from socially excluded areas](#)
- [Youth with socio-pathologic tendencies](#)
- [Hazardous behaviour of youth](#)
- Delinquent youth (criminology)

4.2 Administration and governance**Governance**

Social Inclusion is Cross-sectorial topic and thus governed by several institutions according their competences. Most competences are on local and regional level Authorities. State is mostly steering and offering own capacities and resources for implementation of state policies.

Regions and Municipalities can apply own social inclusion strategies. On national level it is responsible directly Office of the Government which runs department for Social Inclusion, respectively Agency for Social Inclusion. Agency is a tool of the Government to assist municipalities and local level in their social inclusion activities and policies. Cooperation between municipality and Agency is on voluntary contract bases.

In national policies, ministries propose a political document and subsequent legal adjustments, when approved by the Government, proposal starts to be implemented within the sectoral policy.

Implementation is influenced by several circumstances like grant agencies, cross-sectorial cooperation among institutions and on vertical level with local and regional Authorities.

Youth is often explicitly mentioned as vulnerable group, however, also often only implicitly included as target group (general population, socially excluded area, child care system, etc.).

Main actors

Within the field of Social Inclusion we can differentiate on three types of actors:

1. Founded by the Government in order to deal with social inclusion (and subsequently with the inclusion of excluded young people)

2. Sectional bodies, deals with inclusion within their own strategic and conceptual documents (for more details please see Chapter 4.3)
3. Youth Policy actors (see chapter 1.4)

Youth Policy bodies dealing with Social Inclusion

Youth Department of the Ministry of Education, Youth and Sports

It is an executive body for the Minister of education, youth and sports responsible for coordination of state youth policy. For more details please see chapter 1.4.

Youth Chamber

It is an advisory body for the Minister of education, youth and sports dealing also with the issues connected with social inclusion of youth, especially in the out of school activities.

One of the thematic working group operating under the Youth Chamber is devoted to interconnect social work and youth work which is relevant for social inclusion as well.

For more details please see chapter 1.4

Governmental bodies

Government Council for Human Rights

The Council is founded by the Government and is composed of representation of Ministries. Main task is to watch over abiding the Constitution and Charter of fundamental rights and freedoms. It also supervise human rights protection obligations derived from international treaties:

- International Covenant on Civil and Political Rights
- International Covenant on Economic, Social and Cultural Rights
- European Convention on Human Rights
- International Convention on the Elimination of All Forms of Racial Discrimination
- **Convention on the Rights of the Child**
- United Nations Convention against Torture
- European Convention for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment

The Council creates subcommittees (political and civil rights; economic, social and cultural rights, against torture or inhuman treatment, **children rights**, rights of foreigners, human rights and biomedicine, sexual orientation, minorities, **antidiscrimination**)

- Committee for sexual minorities engages especially in legal aspects
- Committee for children rights is responsible for monitoring of the implementation of the international Convention on the Rights of the Child.
- Regularly publishes report about the human rights status in Czech Republic and international treaties obligations fulfilling

Inter-ministerial Commission for Roma Community Affairs

Founded by the Government in 1997 with aim to coordinate Czech international strategy regarding Roma (international strategy because of international influence by creation). Further the Commission participate on activities by EU Roma Network, OBSE, Council of Europe and Visegrad 4.

Recently it supervises the implementation of "Strategy of Roma integration 2020" and also announce and supervises subsequent grant programmes.

It created special committees:

- Committee for Decade of Roma inclusion
 - Implements action plan of international initiative "Decade of Roma inclusion 2005-2015"

- **2 out of 5 national priorities regarded youth** (Inclusive education and Life situations and child rights)
- Czech action plan also contain problematic issues of **Roma youth** identified in Chapter 4.1; young Roma inclusion, education, housing, employment and health
- It cooperates with local administrations regarding implementation of adopted measures.
- monitoring committee
 - which mediate contact between the Commission and state organization dealing with socially excluded regions

Government Council for men and women equality

Youth is not explicitly mentioned as target group, however the Council proposed change within document [Men and Women Equality Data collection optimisation Report](#) and thus data on young people gender issues are monitored and it is the responsibility of the Council.

It initiates own and support external research regarding gender equality and administrates own grant programme on equality matters.

Under the Council operate 7 subject committees and working groups as [Committee for private and family life harmonization](#) or for [Committee for domestic violence and violence on woman](#), [Working Group on obstetrics](#).

Government Council for National Minorities

It is an inter-departmental body with cross-sectoral competencies.

Members of the council are minority representatives (specifically Byelorussian, Croatian Hungarian, German, Polish, Roma, Rusins, Russian, Greece, Slovak, Serbian, Ukrainian and Vietnamese).

It provides publication activities as e.g. Annual report about minorities situation in Czech Republic.

It has two sub-committees for Subsidy and for Local municipalities cooperation.

Government Board for People with Disabilities

It is a permanent coordination and initiative council body of the Czech Government for the field of disabled citizen. It was established in 1991.

It concentrate on deepening [International cooperation of handicapped people integration into society](#).

Current policy document is the National Plan for Support of Equal Opportunities for Persons with Disabilities 2015-2020 which is based on Convention on the Rights of Persons with Disabilities and mentions youth as target group and requires [annual reports](#) on the implementation.

The Board also administrate initiatives [National Development Programme: Mobility for Everyone](#), [Life Without Barriers](#) and subsidy programme Support of [Disabled Persons Associations' Useful Activities](#).

Social Inclusion Agency (SIA)

SIA is operating since 2008. It creates bridge between central and local administration and is responsible for information transfer, assistance to local subjects with social inclusion and surveying the situation on local levels and passing the information. Fields of actions are [where social integration is necessary](#): housing, unemployment, education, social services, security, family, socially-legal protection of children as stated in the Social Integration Strategy 2020.

Sectoral bodies

Ministry of Education, Youth and Sport (MEYS)

In 2016 MEYS introduced new School legislation amendments creating better conditions for social inclusion in Education, so called Common education (společné vzdělávání) which introduce support tools and measures in inclusion of pupils with specific educational needs across the country. For details see Chapter 6.6.

Important political strategies are implemented by the MEYS within the field of education and inclusion in education:

- Education Strategy 2020
 - One of the goals is lowering inequality in education by strengthening inclusion, increasing accessibility with emphasis on children from socially excluded areas. This goal is followed also by created Education Policy Strategy Indicators 2020, where the focus is on the participation in the pre-school education.
- Long-term Education and Education System Development Intention 2015-2020
 - Strategic goal G: "equal opportunities in education, consulting, children and students with special needs education"
- Digital Education Strategy 2020
 - Ensures non-discriminatory access to digital educational sources (adequately reacts on digital gap phenomenon – please see Chapter 4.1)
 - Deals only with electronic sources, not digital technologies in general.

Ministry of Labour and Social Affairs (MLSA)

In the field of social inclusion Ministry implements the Social Integration Strategy 2014-2020. Implementation and monitoring is supervised by Social integration Commission.

Ministry is responsible for related areas of inclusion of young people: housing, child care, children rights protection, employment and social security system including social benefits.

Social housing became an issue after the economic crises and thus was introduced Social Housing Concept 2015-2025. Youth is one of specific target group with special attention to young people up to 26 years of age, those leaving institutional care and the strategy also recognize the problem of housing issue by young LGBT people.

In order to more flexible facilitate the inclusion of mothers after the maternity leave to labour market so called Children Groups were introduced in force since 2014 by the Act no. 247/2014 Sb. Ministry serves as information and administrative support in this initiative.

Ministry also implements two main national strategies in the protection of Children Rights: National children abuse prevention strategy 2008-2018 and National children rights protection strategy accompanied by Implementation of Children's Rights National Strategy Action Plan 2012-2015, National children abuse prevention strategy for period 2009-2010 and STOP child abuse. Goal was to create functional children rights protection and their rights fulfilment system, following broader endangered children care system reform (in abroad it complements insufficient pre-school education).

Housing Development State Fund

The Fund is within the Ministry of Regional Development competence. It manages concessionary loans for young people's housing up to 36 years, so called Program 600. Former programmes were not funded and were thus de facto not existing until the new generation of EU Funds came and was used to support the new generation of programmes.

Loans are offered under favourable conditions like low interests, free early pay off, free consultation services etc. Allocated budget for year 2016 is 100 mil. CZK (3.7 mil EUR).

The Fund is participating in implementation of [Housing Concept 2020](#), where are young people specifically stated as target group. Young people and young families are considered up to 36 years of age.

4.3 Strategy for the social inclusion of young people

Existence of a National Strategy on social inclusion of Young people

The Czech Republic does not have a separate strategy for the social inclusion of young people but social inclusion of young people is one of the key objectives of the [Youth Strategy 2014-2020](#) (For further details about the Youth Strategy see chapter 1.3).

First horizontal priority of the Strategy is Equal opportunities

Strategy 2020 guarantees the right of every young person to respect, support from the state, and equal treatment. In this context, Strategy 2020 facilitates the full integration of young people into society and gives support to both organised and non-organised young people, and to those who work with them, following the principle of equal opportunity so that they are ensured the same opportunities in everyday life, regardless of gender, disability, race, nationality, religious belief or other discriminating factors.

The Czech Republic has adopted other relevant policy documents in regard to social inclusion and addressing specific risk factors and specific target groups or areas among the youth population:

- [National strategy on Primary prevention of risk behaviour of children and youth for the period 2013 - 2018](#): primary prevention helps to facilitate social inclusion and prevent from social exclusion. It differentiates between selective and non-selective preventive activities and focus on various subgroups and age groups, for details see below "Related Strategies". It does not recall the Youth Strategy, however the Youth department was active during the preparation and is responsible for tasks on non-selective primary prevention activities. The responsible Authority is the Ministry of Education, Youth and Sports.
- General [Social Inclusion Strategy 2014 - 2020](#): it is issue oriented, particular attention is given also to Children and Youth within, Youth from institutionalized care, delinquent youth, the family policy and access to education measures. Ministry of Labour and Social Affairs holds authority over the implementation. It does not directly recall the Youth Strategy, nor earlier State Concept in the area of Children and Youth 2007 – 2013.
- [Strategy to combat social exclusion for period 2016 - 2020](#) dealing also with issues of social exclusion and poverty and their risk by children, youth and families and their specific situation in the socially excluded areas. It targets also low threshold facilities for children and youth, issue of youth criminality, drugs abuse, indebtedness etc. One of the Specific goals is oriented also on youth - Specific objective 5.1.5. Reduce the extent of risk of exclusion by children, youth and families in socially excluded areas. There are four indicators of fulfilment: Number of offenses committed by children and youth in socially excluded areas, number of prescribed cases of institutional care, number of interventions, number of realized case conferences. It does not directly recall the Youth Strategy, nor earlier State Concept in the area of Children and Youth 2007 – 2013. The authority over the Strategy is by the Governmental Social Inclusion Agency.
- [Strategy of Educational Policy of the Czech Republic till 2020](#), emphasizing lowering the inequalities in access to and within the education for all, but especially to young people. For details see chapter 6 and 4.2. The Strategy is linked with the Youth Strategy and the Youth Strategy is considered as tool for better implementation of the Educational Strategy especially in the field of Non-Formal and leisure-based (acc. The Educational Act) education of children and youth. The authority over Strategy is by the Ministry of Education, Youth and Sports.

- [Strategy of Employment Policy till 2020](#), National strategy of Ministry of Labour and Social Affairs, implemented also by the Employment Offices and with co-authority with Ministry of Education, Youth and Sports. Time frame: 2013-2020. Youth is recognized and targeted in order to support employability of disadvantage groups at the labour market. Main focus on youth is linked with the Youth Guarantee implementation and with the voluntary commitment of the Czech Republic to focus on young people up to 30 years of age. Youth Strategy is not, however linked and mentioned in the Employment Strategy.
- [Social Housing Strategy 2015-2025](#), Youth is one of specific target groups with special attention to young people up to 26 years of age, those leaving institutional care and the strategy also recognize the problem of housing issue by young LGBT people. Social Housing or help for housing is also considered as facilities for students as dormitories or boarding houses for secondary as well as higher education pupils and students. Youth Strategy as such is not mentioned and linked. The Authority over the Strategy is by the Ministry of Labour and Social Affairs.
- [Strategy of Family Policy](#) is Strategy approved by the Government in September 2017 with 5 year validity. Every three years a National Report on Family should be introduces, starting in 2017. Each year a report on progress should be created and if necessary the strategy can be updated based on this progress report. The Strategy aims on support and inclusion of especially families with children and with a care of seniors. Target group is functional family. Those with families with children at risk are targeted National Strategy on the protection of Children Rights and National Strategy for development of social services. Family Strategy is cross-sectorial and in accordance with other valid governmental strategies including the Youth Strategy. One of the measures is further developing the measures of the Youth Strategy, namely introduction of basic offer of free-time activities for children free of charge in order to ensure quality and accessible care on Children and young people.
- [Strategy to prevent criminality 2016 – 2020](#) is within the scope of competences of Ministry of Interior. Although the Strategy is targeted on the whole population, Children and Youth are one from the most prominent sub-groups of the Strategy targeting - as general Children and Youth population, those young from the socially excluded areas and those who became a victim or are at special risk to become a victim of any criminal activity. Strategy is linked with the National strategy on Primary prevention of risk behaviour of children and youth for the period 2013 – 2018, but it is not linked to the Youth Strategy 2014 – 2020.

Scope and contents

The Youth Strategy clearly declares the inclusion of young people in the broadest sense of the Concept if social inclusion as one of the basic assumptions of the contemporary Czech policy towards youth. The main part of this document specifies 13 strategic goals of State policy in relation to young people. Strategic goals related to the inclusion of young people see in table 4.3.1 below with the division of responsible Authority on the state level.

As specific goals is the SC 10: To facilitate inclusion of children and young people with fewer opportunities.

The definition of Young people with fewer opportunities used in the Youth Strategy is according to [Youth in Action Programme Guide](#) and states:

Young people who are disadvantaged in comparison with their peers, because they face one or more situations and obstacles such as social barriers, economic barriers, disability, educational difficulties, cultural differences, health problems, geographical barriers, etc. In certain contexts, these situations or barriers prevent young people from having effective access to formal and non-formal education, trans-national mobility and participation, active citizenship, empowerment and social inclusion.

Objectives of the Youth Strategy related to social inclusion are three:

- To improve access to services in education, employment, health and social care for children and youth with fewer opportunities
- To improve access for children and youth with fewer opportunities to leisure-based and non-formal education
- To encourage the development of skills for children and youth to promote tolerance across cultural and social groups

Among concrete measures for improving the access of children and young people with fewer opportunities we can find initiatives to improve the access to information by means available to them as well as to support organisations and institutions dealing with children and youth with fewer opportunities regardless of their legal status. The implementation measures should make children and young people aware of their own value and to raise their self-esteem. In order to target effectively young people with fewer opportunities, state should support social activation services for families with children as far as the family has important influence on the level and attitude towards enjoying fully the social and live opportunities.

Inclusion of young people with fewer opportunities into leisure based and non-formal education should be implemented by measures as promotion of the use of cultural, social and educational centres to provide the opportunities for non-formal education. Leisure-based and non-formal education projects focusing on the integration of children and young people with fewer opportunities should be supported and further education and sharing of good examples of methodology for children and young people with fewer opportunities should be promoted.

The development of skills for promotion of tolerance across cultural and social groups should be implemented by supporting activities leading to the mutual recognition of traditions and cultures, eliminating prejudice and stereotypes as well as activities leading to the development and preservation of a sense of an identity, culture, traditions and language.

Positive personal and professional role models that motivate children and young people at risk of social exclusion to full participation in the educational and employment process should be promoted and disseminate among youth. Sharing of national and international examples of good practice in improving social cohesion should be promoted as well. The development and application of pedagogical approaches in the field of education for tolerance and the prevention of racism and extremism should be stimulated by the promotion. State should promote also cooperation between schools and educational institutions with organisations and institutions that help children and youth with fewer opportunities.

Table 4.3.1: List of strategic goals regarding youth inclusion and responsible state Authority

Strategic Goals	Responsible Authority	
	Main	Shared with
SC 1: To facilitate equal access of children and youth to rights	MEYS MLSA	MC
SC 2: To facilitate equal access of children and youth to information	MEYS	MC
SC 6: To improve conditions for employment and employability of youth	MEYS	MLSA MIT MA MC
SC 8: To promote active involvement of children and young people in decision-making processes and in influencing the social and democratic life	MEYS	MC
SC 10: To facilitate inclusion of children and young people with fewer opportunities	MEYS MLSA MC	MC MI

Source: MEYS. 2014. [Youth Strategy 2014-2020](#).

Legend:

MEYS = Ministry of Education, Youth and Sport; MC = Ministry of Culture; MRD = Ministry of Regional Development; MA = Ministry of Agriculture; MIT = Ministry of Industry and Trade; MLSA = Ministry of Labour and Social Affairs; MI = Ministry of the Interior

Responsible authority

The main responsible state Authority in regard to the Youth Strategy is the Ministry of Education, Youth and Sports and in regard to social inclusion of youth also the Ministry of Labour and Social Affairs and Ministry of Culture. Other Ministries are co-responsible for the various sub-themes as is visualised in the Table 4.3.1. It is especially Ministry of Regional Development, Ministry of Agriculture, Ministry of Industry and Trade and Ministry of Interior.

It can be discussed if by the general priorities as access to information, rights and participation all relevant Authorities should be co-responsible and thus the principle of mainstreaming of youth could be better implemented to all sectoral policies and programmes, but the Youth Strategy as such does not require that.

The responsible Authority by other relevant Policy Strategies is mentioned by their short list above.

Revisions / updates

The Youth Strategy 2014-2020 follows closely on the concept of State policy for the area of children and youth for the period 2007-2013, which also included several goals relating to the inclusion of young people, namely: information about youth and for youth; youth employment and employability; the protection of the rights of children and youth; participation of the young generation in social and political life; young people from ethnic minorities, young migrants and refugees; young people and housing; Youth and family policy, the promotion and protection of the family; Youth, social pathologies and social prevention, social integration.

Even in this case it was a document that was built on cross-sectorial cooperation, explicitly refer to strategic and conceptual documents of other resorts, and had defined responsibility for each task by the departments. Some topics already are not present in the current Strategy, however could be covered by other public policy strategies. All of these areas are covered by the partial documents of other resorts, as shown shortly above and in the Chapter 4.2.

The Youth Strategy is not expected to be updated or revisited until 2020 when new cycle of the Youth Policy with new Strategy is expected to be created based on the evaluation of the Strategy 2020 implementation.

Related Strategies

National strategy on Primary prevention of risk behaviour of children and youth for the period 2013 - 2018

([Národní strategie primární prevence rizikového chování dětí a mládeže na léta 2013 - 2018](#))

Main goal

- Through effective prevention system, operating on the basis of a comprehensive action of all related entities, minimize and reduce risky behaviour among children and youth.

Specific goals

- A working system of primary prevention coordination on horizontal and vertical levels
 - where are clear coordination mechanisms, roles and responsibilities of individual institutions, including the establishment of rules of communication between them.

- where are clearly defined transparent legislative coordination mechanisms, roles and responsibilities of individual institutions and their activities.
- Setting up an effective system of education for the primary prevention of risk behaviour for all entities - to participate in primary prevention in use, verification and subsequent implementation of project outputs [VYNSPI](#) and [VYNSPI II](#).
- Financially secure the area of primary prevention, maintaining a stable subsidy system
- The introduction of a national system for assessing the quality of primary prevention programs (certifications) for all kinds of risky behaviour, which is designed for all providers of such programs and which provides a comparable level of these programs throughout the Czech Republic.

Target groups

- The general population of children and youth

This is a target group that is not identified according to individual risk factors. The age criterion defines the population of children and youth in the five target groups:

- Pre-school age (3-6 years)
 - Younger school age (6-12 years)
 - Older school age (12-15 years)
 - Juveniles (15-18 years)
 - Young adults (18-26 years)
- Specific groups of children and youth

These are groups of children and young people with an increased risk of behavioural problems (e.g. Children from families where there is criminal activity, dependence on alcohol, etc.). This group is targeted by selective primary prevention programs. NEETs and young migrants are not included explicitly.

- Individuals exhibiting traits of risky behaviour

For example the youth experimenting with drugs, truants etc.

This group is focused by programs indicated in primary prevention.

- Other target groups
 - parents
 - public
 - workers in the primary prevention of risky behaviour

Forms of risky behaviour within the Strategy:

- Interpersonal aggressive behaviour - bullying, cyberbullying, and other forms of risk communication through multimedia, violence, intolerance, anti-Semitism, extremism, racism and xenophobia, homophobia
- Delinquent behaviour in relation to material goods - vandalism, theft, graffiti and other crimes and misdemeanors
- Truancy and school failure to fulfil obligations
- Addictive behaviour - the use of addictive substances, netolism, gambling
- Risks sports activities, injury prevention
- Risky behaviour in traffic, accident prevention
- The spectrum of eating disorders
- Negative influence of sects
- Sexual risk behaviour

Responsible authority

- Ministry of Education, Youth and Sports
- Strategy is in coordination with the Crime Prevention Strategy for 2012-2015, National Drug Policy Strategy for the period 2010-2018 and the Standards of competences for providers of school-based primary prevention of risky behaviour

- Implementation is ensured by the cross-sectorial and vertical network of
 - Regional school prevention coordinator, worker of the office of the Regional authority
 - Methodist of prevention, an employee of the school advisory facility
 - School prevention methodologist, teachers at schools and school facilities
- Implementation is supported by the [Ministerial subsidy program for primary prevention](#)
- Evaluation is set up as ongoing complex collection and analysis of data from the field.
- Previous Strategies the Concept of prevention of substance abuse and other risky behaviours among children and youth for the period 1998 - 2000, 2001 - 2004, 2005 - 2008 and 2009-2012.

4.4 Inclusive programmes for young people

Programmes for vulnerable young people

The Czech Republic has no overarching youth integration programme dealing with all aspects of social inclusion of young people. However, set of programmes and initiatives could be identified within state public policies which are focused on several issues facilitating social inclusion of young people. Some of them are interconnected, other only to some extent and some seems to be rather as such solving particular issue.

In general we see quite extensive decentralization and privatization of the activities connected to social inclusion, even if supported from the state level. The Czech Republic as such provide usually resources for other actor to realize own programmes targeting goals of social inclusion, or there are realized wider projects with EU support as a public services in social inclusion.

Most important central level programmes:

- 1) **Inclusive Education** – based on Decree no. 27/2016 Sb. and other programmes supporting social inclusion of young people in education (primary, secondary, higher education, out-of-school education – for details see chapter 6.6.
- 2) **Youth Guarantee** – support of youth employment – for details see Chapter 3.6.
- 3) **On the Right Path** – support of youth offenders social inclusion
- 4) **Programme 150 and Programme 600** – to support young people in housing issues
- 5) **Low Threshold Centres for Children and Youth** Support
- 6) **Social Activation services for families with Children** Support
- 7) **Ad hoc subsidy programme on social inclusion by youth work**

As social inclusion measures need to be done mostly on local level, also major part of the central level programmes are realised by the local parties, especially local Authorities and some programmes are only supported by the state subsidy in order to secure social inclusion programmes on local level, often by NGOs (for more information please see Chapter 4.2)

On a Right Track ([Na správnou cestu](#))

Timeframe: 2016 – 2020 (previous systemic project with limited scope and only slightly different content in period 2012 – 2015)

Based on: [Act no. 257/2000 Sb., On Probation and Mediation Service](#) and [Act no. 218/2003 Sb., Youth Criminal Justice Act](#).

[Ministry of Justice](#) is the responsible state Authority and the [Probation and Mediation Service of the Czech Republic](#) is responsible for the implementation.

Project Objectives:

Developing multidisciplinary co-operation in the field of work with vulnerable youth and introducing a new short-term employment program for juvenile offenders.

Adding juveniles and young violent offenders to the Against Violence Program aimed at reducing aggression and recidivism and increasing the involvement of graduates in the Compensation Program.

Increasing the qualifications of Probation and Mediation Service professionals to develop restorative programs and procedures.

Goals:

Perpetrator integration – Probation and Mediation Service strives for perpetrators' reintegration back into the society without further law violations. Integration is a process to restore perpetrators respect to legal order, society and self-realisation.

Victim Participation – trying to involve the victim into the process of own redress, to restore his/her feel of safety, integrity and trust in justice.

Society Protection – contributing to society's protection by effective conflict solution and situations connected with criminal proceeding and effective management of alternative punishments by young offenders.

Scope and funding

Probation and Mediation Service and its youth programme is financed by the Ministry of Justice. The EU funded project, however, aims at supporting the quality by improving the preventive aspect, information base and relevant networks on local level - so called "Teams for Youth" which are supporting the cross-sectorial and inter-institutional cooperation on local level with better involvement and influence on the environment of young people at place. EU financing to the project is 77.56 %. The project costs 42 665 000.40 CZK (ca. 1 680 000 EUR). The project support the Teams for Youth, Family groups Reflections as well as initiative "Against violence" which will be piloted in three areas with high level of violence among young offenders and their victims. The initiatives aim at finding ways and standards for lowering the level of violence among young offenders and their victims.

Quality Assurance

Feedback is gathered from youth workers specialists and providers at the Probation and Mediation Service of the Czech Republic. All probation programmes needs to have special accreditation from the Ministry to ensure the quality. Evaluation is done by the Council for probation and mediation. Feedback is also given to PMS centres directors.

Among one of the project outcomes should be new standards for lowering violence among young adult offenders and their victims.

Evaluation outcome: [Activity and management report](#).

Programme 150 and Programme 600

Are programmes of the [Housing Development State Fund](#) to support young people in the issue of housing. Both are based on the Governmental [Decree no. 28/2006 Sb.](#) and [Decree no. 100/2016 Sb.](#) Both are forms of favourable loans. The process itself and the loan are without any fee and it is possible to repay prematurely part or the full price without any fee.

[Programme 150](#) aims at supporting young people up to 36 years of age with gaining capital (loan) for reconstructions and modernization of their own living place. The rate from the loan is guaranteed up to 10 years on 2 per cent p.a. However, during 2016 and 2017 it was on private market possible to gain mortgage with even more favourable conditions. Thus the programme was not used in bigger scope, even if the [allocation](#) was 100 000 000 CZK in 2016 (ca. 4 000 000 EUR) and 50 000 000 CZK (ca. 2 000 000 EUR)

in 2017. In 2016 there was only 141 of application and 125 Contracts have been signed in the amount of 18 500 000 CZK. One contract could be up to 150 000 CZK (ca. 6000 EUR).

[Programme 600](#) is a favourable loan with the aim to buy own living place for young families with children up to 36 years of age taking care over child up to 6 years of age. The period for loan is 15 years with possibilities of postponing up to 21 years. The rate is the EU loan basis with + 1 to 2 per cent of the loan and the fixation is in maximum 5 years.

There was 45 application in 2016, 17 contracts have been finalized in the amount of 9 700 000 CZK (ca. 390 000 EUR). For 2017 the [allocation](#) was 50 000 000 CZK (ca. 2 000 000 EUR).

Low Threshold Centres for Children and Youth Support

Low-threshold facilities for children and youth are form of social service according the [Act no. 108/2006 Sb. on social services](#). They provide ambulatory or terrain services to children and young people at risk of social exclusion. The service is designed for children aged 6 to 26 at risk of socially undesirable phenomena. The goal of the service is to improve the quality of their lives by preventing or reducing the social and health risks associated with their way of life, enabling them to better orient themselves in their social environment and to create the conditions to deal with their unfavorable social situation if they are interested. The service can be provided to people anonymously. The service includes educational, educational and activation activities, mediation of contact with the social environment, social therapeutic activities and assistance in exercising rights and legitimate interests. The service is provided free of charge.

Ministry of Labour and Social Affairs is every year offering [subsidy programme to run low-threshold facilities for children youth based](#) on the Act on Social Services. There were 245 projects supported in 2016 with the amount of 218 127 272 CZK.

Social activation services for families with children

Social activation services for families with children are form of social service according the [Act no. 108/2006 Sb. on social services](#). They are field and / or outpatient services provided to the family with a child at risk of endangering their development or threatened by their development due to the impact of a long-term difficult social situation that parents can not overcome without help and for which they exist additional risks to its development. The service includes educational, educational and activation activities, mediation of contact with the social environment, social therapeutic activities and assistance in exercising rights and legitimate interests. The service is provided free of charge.

Ministry of Labour and Social Affairs is every year offering [subsidy programme to run Social activation services for families with children](#) based on the Act on Social Services. There were 260 projects supported in 2016 with the amount of 212 027 144 CZK (ca. 8 315 000 EUR).

Ad hoc Subsidy programme for Youth organizations in 2013

There was realized special ad hoc subsidy programme [To support work with children and young people threatened by social exclusion](#) by the Ministry of Education, Youth and Sports in 2013. Available funding was 3 500 000 CZK (ca 130 000 EUR).

Eligible activities were:

Leisure and recreational activities for children and youth from socially disadvantaged and culturally different environment in relation to their educational needs.

Activities that assist in the development, expansion and improvement of the organizations working with children and young people from socially disadvantaged and culturally different environments.

The programme happened only in the year 2013.

Funding

Funding of social inclusion of youth is different according to the type, as shown above by each programme. There are activities which are based in the legislation and which have thus also regular state budget funding. This is especially the case of activities which are classified as "social services". On the other hand most of the services are decentralized and also provided by private actors. Thus the funding of the project competition schemes seems to be most appropriate. On the other hand it has its other side as well and there is a critique that it does not help to provide long-term support which is needed by such topics as the results show quite late. State funding is also visible in the form of making the inclusive education and the preventive activities.

Other relevant stream of funding is the European Social Fund (ESF) which became relevant for most new systemic projects, piloting new methodologies and approaches and this on state as well as private actors level.

The programme on social inclusion of young people in the Czech Republic are usually linked with the need of resources, thus most of the programmes as such are funding programmes.

The field of Youth seems not to have a stable stream of funding for social inclusion of youth. But from changing the perspective, the Strategy on the primary prevention sees already youth work and subsidy to children and youth work organization as funding the preventive matter of youth inclusion. This could be true in a wider social perspective, however it does not help to create specific social inclusion programmes for vulnerable groups of young people.

Quality assurance

The quality assurance of the programmes differs. Those under the scope of social services or in the field of mediation are regulated by the Act on Social services, Act on mediation and Criminal Youth Act as described above.

All areas are working with the project logic and thus all state goals, aims, objectives and measures which could be indicated and thus evaluated. On the public side the outcomes are usually available in the annual activity reports. The systemic projects compose also from internal evaluation and quality assessment measures. They will, however, be ready after the projects will be realized longer time or finished.

4.5 Initiatives promoting social inclusion and raising awareness

[Paris Declaration](#) from 2015 set a path for future development in inclusion and civic education of young people in Europe.

[Eurydice publication](#) might invoke an impression that the Czech Republic is rather inactive, since the Czech Republic did not start with implementation with any fulfilling measures since the Paris Declaration approval. However this impression is partially caused by the data collection method, where only changes after March 2015 were taken into consideration. Changes are taking place in the long term and implementation is already ongoing. However these ongoing changes were not taken into consideration by the Eurydice report.

Intercultural awareness

Intercultural awareness in the Czech Republic in particular is dealt with in the context of curricular documents at the State level. Of framework educational programmes (FEP). Under these programs, we can find several terms that are related to this phenomenon are being used, these are: multicultural education, intercultural communication, and intercultural contacts. The term [intercultural learning is used in documents originating from the European level](#), or in the [context of the initiatives of NGOs](#).

Specifically, we can find in multicultural education *FEP for basic education, the FEP for high school*, where it is one of the cross-cutting issues, which are to be implemented by institutions providing basic education in the Czech Republic our own school educational plans that are these institutions handled depending on the above FEP. FEP for vocational education the term multicultural competence also knows, however, does not appear as a separate cross-cutting theme, but as one of the minor topics listed under other thematic units. FEP referred to above also weighs [methodical materials](#), published on the website of the National Institute of education.

However, the difference in name means also difference in approaches and education methodologies and goals, as National Institute for Children and Youth [mentioned in education for non-formal learning](#) and also [publication More than Culture published in 2017 remind](#). Especially practical teachers are often getting confused and thus the topic is often purely taught.

The Ministry of Education also has in the past supported the [specific grant program, training of asylum seekers and the integration of immigrants](#). This program allowed schools to get additional funding to cover the specific costs that may arise in the context of the specific needs of the education and integration of foreigners, the last such subsidy program was opened in the year 2012.

Overall, therefore, the Ministry of Education provides the basic legal framework for educational curricula in the Czech Republic, part of which at certain levels of education is also a multicultural education, and at the same time through one of its directly managed by the organisation also seeks to provide methodological support for this type of activities. The main target groups are in these cases the school facilities as a whole, as well as teachers.

Schools are also informed about related materials [from Council of Europe](#) and especially the Framework for [Competencies for democratic Culture](#) became reflected also by Ministry of Education in preparation of [calls 2017](#) from the European Social Fund.

In the field of non-formal education of Youth, the Youth Strategy 2014-2020, in which the strategic goal number 5 goes to support the raising of the cross-border mobility of young people and strategic goal number 7 supports the intercultural dialogue. These goals thus contributes to intercultural awareness among young people. The responsible state Authorities are in this Ministry of Education and Ministry of Culture.

With cross-border mobility, we can meet in the Czech Republic also in the framework of European programmes for young people, implemented at the national level.

Out of school environment

There are several NGOs and Youth NGOs dealing with intercultural awareness, activities and programmes. Among leading we can name [People in Need](#) and its programme [Varianty](#) and [One World at Schools](#), [Multikulturní centrum Praha](#), [AFS Mezikulturní programy](#), [INEX-SDA](#). Last three mentioned realized also nation-wide project [Stereotýpek v nás](#) (Stereotype-man in us) on multicultural and intercultural education and activities out of schools as well as in support for schools.

In Czech-German environment operates also Tandem - Coordination Centre for Czech-German Youth Exchange which introduced in 2016 approach on [diversity education](#) in cooperation with other NGOs partners.

Young people's rights

Young people's rights is one of the topic covered by FEP for preschool, elementary school, high school and higher school education with schools and teachers as target groups. This topic is not supported by methodology materials or subsidy programs, it is up to the teachers what information they teach. Usually the methodical [materials covers](#) the Human Rights point of view.

[The Youth Strategy 2014-2020](#) is reminding that the state Youth Policy should “support equal access to rights for children and youth”. Measures to fulfil this policy objective are:

To raise the awareness of society in general of the rights of children and youth

- To promote education of public in the rights of children and youth, with emphasis on mutual respect and dignity
- To support the creation of simplified texts relating to the rights of children and youth, making them user-friendly for them
- To support the development of pedagogical procedures to teach children and youth of their rights
- To support and motivate children and youth towards the active enforcement of their rights
- To raise awareness in children and youth of the existing forms of legal counselling and the options for their use

Responsible for measures implementation are Ministry of Education, Youth and Sport, Ministry of Labour and Social Affairs and Ministry of Culture

In 2014 - 2015 during the European consultation within the [Structured Dialogue](#) with Youth the topic has been discussed among interested youth and youth organizations. As an national outcome, there is a [Report with national recommendations how to the situation is perceived from the Youth perspective](#) and how to improve it.

Rights in general are promoted by many NGS, but there is also [Civic Education Centre](#) an independent scientific-pedagogic centre formerly established by MEYS, now operate by Charles University which is produce both methodological and scientific materials in the field of civic and citizenship education and the Rights.

Key initiatives to safeguard democracy and prevent radicalisation leading to violent extremism

In this regard it is hard to point out one responsible state Authority, however, [Ministry of Interior](#) (MI) has the competence over citizenship issues and the legal matters are in competence of Ministry of Justice and independent courts. Radicalization and extremism are than in the direct competence of the Ministry of Interior.

It Regularly publishes reports about the extremism in CZ, either on their own or in cooperation with [Security Information Service](#), annual evaluation is based on [Evaluation of Fight against Extremism Conception](#). Czech Republic work with national ([Fight against Extremism Conception 2016](#)) and European strategies ([The EU Counter Terrorism Strategy](#)) and implement both preventive and reactive measures

Radicalisation prevention of both youth and adults is a top priority of the issued documents and they are addressed to both MI and Czech Policy. Measures to safeguard democracy in contrast to extremism and radicalization contain 3 main components: (1) anti-conflict team (ACT) activities; (2) implementation of new police strategy to battle extremism and (3) joint initiative between the Ministry of Interior, Education and NGO People in Need - Programme Varianty with name “Can I understand it? Threats of neonacism” aiming at anti-extremist education, publishing [didactical materials](#) and realized further education for teachers on the matters.

As a key governmental initiative we can name a campaign “**Hate free Culture**” realized by the Social Inclusion Agency (department of the Governmental Office). This [Information campaign](#) via web pages, social media is sharing verified information about endangered population groups like immigrants, LGBT or minor religious group, [verify and disproof false information](#), supports [violent crimes with extremist subtext victims](#), [Publicize spots with open support of peaceful coexistence and allow them to mark themselves as “hate free zones”](#) and promote the culture of tolerance, respect and democracy. Target group is general public, however youth is one of the primary target groups, especially via the social media.

4.6 Access to quality services

Housing

The State is supporting young people in access to housing only by two programmes - Programme 150 and Programme 600 realized by the [Housing Development State Fund](#). Both are based on the Governmental [Decree no. 28/2006 Sb.](#) and [Decree no. 100/2016 Sb.](#) Both are forms of favourable loans. The process itself and the loan are without any fee and it is possible to repay prematurely part or the full price without any fee.

[Programme 150](#) aims at supporting young people up to 36 years of age with gaining capital (loan) for reconstructions and modernization of their own living place. The rate from the loan is guaranteed up to 10 years on 2 per cent p.a. However, during 2016 and 2017 it was on private market possible to gain mortgage with even more favourable conditions. Thus the programme was not used in bigger scope, even if the [allocation](#) was 100 000 000 CZK in 2016 (ca. 4 000 000 EUR) and 50 000 000 CZK (ca. 2 000 000 EUR) in 2017. In 2016 there was only 141 of application and 125 Contracts have been signed in the amount of 18 500 000 CZK. One contract could be up to 150 000 CZK (ca. 6000 EUR).

[Programme 600](#) is a favourable loan with the aim to buy own living place for young families with children up to 36 years of age taking care over child up to 6 years of age. The period for loan is 15 years with possibilities of postponing up to 21 years. The rate is the EU loan basis with + 1 to 2 per cent of the loan and the fixation is in maximum 5 years.

There was 45 application in 2016, 17 contracts have been finalized in the amount of 9 700 000 CZK (ca. 390 000 EUR). For 2017 the [allocation](#) was 50 000 000 CZK (ca. 2 000 000 EUR).

Due to positive economic situation and low interests rate, the access to capital and mortgages was pretty easy in period 2014 - 2017. However, easy access to capital made the prices rising and the Czech National Bank introduced regulation on Bank in regard [to limit the access to mortgages](#) in order to prevent potential economic problems.

For more details on the State Housing Policy please see Chapter 4.2, especially the [Social Housing Strategy of Czech Republic 2015-2025](#)

Social services

Improving access of social service is one of the Ministry of Labour and Social Affairs main goal for upcoming years. Beyond improving access another goal is to adjust the current system and monitor the quality of social services. On a state level operates also [Social Integration Agency](#) (SIA) as part of the Office of the Government. It creates bridge between central and local administration. It assists local bodies, [monitors the situation](#) in regions and pass the reports on to central level. Assistance is provided in [every field](#) of social exclusion and coordinated approach is used, based on the [agreed Methodology](#) between the Agency, Ministry Of Labour and Social Affairs, Ministry of Education, Youth and Sports and Ministry for Regional Development.

There is [Social Services Development National Strategy 2016-2025](#) with several goals:

- Ensuring transition from institutional care into a support of person in natural environment
- Fulfil patients/receivers needs through gradual social and healthcare services
- Modify way of engaging the social services system
- Creating social services network, which reflects upon possible unfavourable social situation

The Access to the services is seen still as not fully sufficient, however the strategies aim for improving when necessary.

One of the most accessible point for young people in need are Low Threshold Centres for Children and Youth.

Low-threshold facilities for children and youth are form of social service according the [Act no. 108/2006 Sb. on social services](#). They provide ambulatory or terrain services to children and young people at risk of social exclusion. The service is designed for children aged 6 to 26 at risk of socially undesirable phenomena. The goal of the service is to improve the quality of their lives by preventing or reducing the social and health risks associated with their way of life, enabling them to better orient themselves in their social environment and to create the conditions to deal with their unfavorable social situation if they are interested. The service can be provided to people anonymously. The service includes educational, educational and activation activities, mediation of contact with the social environment, social therapeutic activities and assistance in exercising rights and legitimate interests. The service is provided free of charge.

Ministry of Labour and Social Affairs is every year offering [subsidy programme to run low-threshold facilities for children youth based](#) on the Act on Social Services. There were 245 projects supported in 2016 with the amount of 218 127 272 CZK.

Health care

Czech health care system distinguish patients by age and there are even special doctor specializations. Children and youth patients till 18 years of age are visiting children and youth specialized doctors providing regular controls, prevention as well as are dealing with health issues according personal and age needs. Hospitals provide specialised departments for child treatment (up to 18 years).

- [Czech Republic Population Improvement State of Health Long-term Program](#)
 - From 2002
 - Contained whole chapter dealing with youth which usually set goals to continue ongoing initiatives in prevention, support of free time activities, sport activities, prevention and lowering abuse of substances.
- [Health 2020: National Illness Prevention and Health Support and Protection Strategy](#)
 - Health issue discussed more generally
 - Determining inequality in society as one of the main risk factors for population's health
 - Implementation based on [Action plans for Health National Strategy 2020](#), which specify the main goals into measurable and feasible targets.

Financial services

The Czech Republic generally does not provide any special financial services to young people, not for the general population. In specific issues subsidy scheme are provided in order to reach some policy target e.g. in environmental issues. Otherwise only social security system for people in need is offering basic safety net.

- System of social benefits supports also children and young people from lower income families:
 - Designated for [parents with children and youth until 26 with lower incomes](#)
 - Families with income in previous year lower than 2,4 x family subsistence are eligible to apply for the "encore on child"
 - For children and young persons without regular income and work
 - Three tariffs according age groups
 - 0 - 5 years of age (500 CZK per months, ca 18,5 EUR)
 - 6 - 14 years of age (610 CZK per months, ca 22,6 EUR)
 - 15 - 26 years of age (700 CZK per months, ca 26 EUR)
 - When child is of full legal age, he/she can receive the benefit him/herself
- There is possibility of tax reduction for parents of children and young people who are studying or in other preparation for carrier.
- When the parents have children they can also apply for special tax bonus when applying annual tax return.

- Working students or students in business can reach also other social security and tax reductions, for detail see chapter on employment and entrepreneurship

Except the above mentioned social benefits and social security and tax reduction possibilities, Czech Republic has no central system providing financial aid for youth unless they are not in any of social and precarious situation - in those cases issue-based social subsidies are available via the regular social security system. Support of youth and children is realised through support of family, which is seen as basic social unit.

Some systems provide support for young people indirectly, e.g. [financial support of Roma high schools and higher schools pupils](#).

Some institution may provide ad-hoc support, e.g. [Social scholarships](#), Housing scholarships etc. But it is voluntary decision and usually by self-governing bodies on regional and local level, Chambers or higher education institutions.

Pupils and Students until 26 years of age can also apply discounts on public transports (trains and busses), children under 15 years of age have special children travel tariffs. Both are guaranteed by the Ministry of Transportation.

Quality assurance

There is no centralised method of quality assurance of youth inclusion in services. The programme and policies have own evaluation and quality assurance mechanisms which have been described by each of them.

4.7 Youth work to foster social inclusion

Policy/legal framework

The **Czech Republic does not have any unified legal Act covering all forms of youth work or youth issues**, despite there have been [numerous discussions](#) and tries in the period 1986, respectively 1993 (Czechoslovak state dissolved and the Czech Republic emerged) until 2006. For details see Chapter 1.1 and 1.10.

As problem issue was the [difference between professional and voluntary activities](#) toward children and youth. It was hard to find a common ground for voluntary activities with children and youth in free time. On the other hand, highly specialized work with children and youth at risk, in hard live and social conditions or related to justice and criminal youth needed more structured support and quality assurance.

Work with children and youth is thus only partially regulated. The regulation is linked with the education policy, social services and conditions for juvenile criminal offenders. The system of institutionalized care on Children and Youth is fragmented and thus not really easy to understand. In stricter sense it could even not be considered as youth work as such but providing services to youth or take protective measures on youth. **Within this strict sense, there is no legal regulation on youth work nor social inclusion of youth in youth work.**

Legal Acts related to social inclusion of youth in specific situations

Linked to social policy areas:

[Act no. 359/1999 Sb., on Social-legal protection of children.](#)

[Act no. 108/2006 Sb. on Social services](#)

[Decree of the Ministry of Labour and Social Affairs no. 505/2006 on the specification of the Act no. 108/2006 Sb. on Social services](#)

Linked to justice and criminal offends:

[Act no. 218/2003 Sb. on the responsibility of Youth for criminal offenses and about the judicial system in the cases of Youth](#) (in English used also term: Criminal Youth Act or on Juvenile courts)

[Act no. 257/2000 Sb., on Probation and mediation service](#)

Linked to education in general and particular with restauration after criminal offenses by youth

[Act no. 109/2002 Sb. on the provision of institutional education or protective education at school facilities and on preventative educational care at school facilities and on amendments to certain acts](#)

[Act no. 561/2004 Sb, on Pre-school, Basic, Secondary, Tertiary Professional and Other Education \(the Education Act\)](#)

[Act no. 563/2004 Sb., on Pedagogical Staff and on the Amendment to Some Other Acts](#)

Main inclusive Youth-Work programmes and target groups

As the system, terms and concepts are fragmented it is hard to identify youth-work programmes as such.

In traditional sense of the concept of Youth work done by voluntary non-state actors as it is used in the Youth Field and Youth Policy - **there are no special state programmes on social inclusion of young people in the youth work activities.**

There was only one **ad hoc subsidy programme in 2013 by the Ministry of Education, Youth and Sports** (for details see chapter 4.4), however social inclusion is one of the priority in the field as the Youth Strategy says and therefore it is often as a priority in the youth work subsidy programmes (described in Chapter 1.2).

European programme Erasmus+ tackle social inclusion also one of the mainstreamed and priority topics. Czech National Agency promotes actively social inclusion among the projects funded by the Erasmus+ and within youth work in general. Eurodesk of the Czech national Agency for Erasmus+ published in 2017 Publication "[Social inclusion in Erasmus+ projects](#)".

On the side of youth organizations, there are several country-wide **youth organizations** which are tackling specifically social inclusion in youth work. Eleven of them have cooperated on national level within the [expert working group on social inclusion to free time and youth work activities by the Czech Council of Children and Youth](#). The project had a motto: To have free time for everybody. The group organized courses and education for youth workers, had on-line clinic and produced **4 methodological materials for youth workers in youth organizations:**

- [Joint adventures](#) on the subject how to organize joint activity of children and youth groups with children and youth people from disadvantage environments.
- [Asperger syndrome – do I know what to do with?](#) On the ways how to work with children and young people with Asperger syndrome in free time activities.
- [ADHD – do I know what to do with?](#) On the subject how to work with children and young people with Attention deficit hyperactivity disorder (ADHD)
- [Make an advantage from disadvantage](#) – ways and tips for leaders of children and youth collectives on how to work with members with special needs.

In the social sphere there are two kinds of social services stated in the Act on social services and supported – the Low Threshold Centres for Children and Youth (generally spoken about streetwork) and Social Activation services for families with Children. Both are described in the Chapter 4.4. and at spot, they are provided by non-state actors. The Low-threshold centres could be considered as form of youth work, concretely streetwork. The social activation of families are more social services than real youth work.

The streetwork and activities of the Low Threshold Centres for Children and Youth are promoted and represented by the [Czech Streetwork Association](#) (in English also Czech Association of outreach-work).

Within the institutional and education care, there are four types of facilities:

The diagnostic institution (§ 5 of the Act) is a facility that further places children and youth into children's homes, children's homes with school, protective education facilities based on a complex examination or directly provides preventive education care.

Children's homes (§ 12 of the Act) hold an educational and social function and are designed for children without serious behavioural issues who have been ordered institutional education.

Children's homes with protective educational facility (§ 13 of the Act) are established to provide care for children and adolescents with ordered institutional care in case of severe behavioural conditions or temporary/permanent mental disorders, as well as for children with ordered protective education and under-aged mothers who fulfil the above conditions. In general, this facility is intended for those who cannot be educated in a standard school, which is not part of the children's home.

Special educational institutions (§ 14 of the Act) provide care for persons older than 15 years with severe behavioural issues and ordered institutional education or protective education. In exceptional cases, a child below 15 may be placed in an educational institution. In relation to children, it fulfils the same tasks as children's homes.

As Youth work initiative and programme we can also describe the programme On the Right Path - programme of mediation and probation of the delinquent youth as described in the Chapter 4.4.

Youth work providers in the field of social inclusion for young people

Specific youth work providers of social inclusion, **The Low-threshold facilities for children and youth**, are registered services according the Act on social services. Detail see in chapter. 4.4

In December 2016 there were **251 entities registered** in [Social Service Providers List](#) maintained by the Ministry of Labour and Social Affairs as The Low-threshold facilities for children and youth.

There are also **youth organization** on the whole-state level who run own social inclusion activities. From the mainone:

- [Scout](#) (with project "[Scouting for everyone](#)" where inclusion topic is being dealt with)
- [Pionýr](#) (with project "[Klíčení](#)" (a wordy play between "small inclusion" and germination of new starts))
- [Brontosaurus movement](#)
- [YMCA in Czech Republic](#)
- [Duha](#)
- and other

In general there is estimated that there are around 3500 youth work association and entities, however the registration system is only general according the Civic Code and will be fully reliable by the end of 2017. Around 100 of youth organization are members of the national umbrella Czech Council of Children and Youth. Those are active mostly on whole-country level. However there are no exact information how they all are dealing with the issue of social inclusion and the way each organization differs.

Specific category of youth work providers are **Leisure time centres as free time school facilities** regulated by the educational legislation and standards. They are offering leisure-based education and as an educational institution they need to meet the standards of possibilities of children and youth inclusion according the inclusive education. There is centralized [Register of Leisure time centres](#). For details on inclusive education see chapter 6.6.

Training and support for youth workers engaged in social inclusion programmes

Youth workers - as there is no state regulation, no formal requirements are made.

- Traditional annual educational activity for the youth workers is the so called “**CVVZ**” ([Celostátní Vzájemná Výměna Zkušeností](#) - Nationwide Mutual Exchange of Experience). This voluntary tradition started in 1980 by one of the leaders of (independent on the communist party) youth work Jan Šimáně – Galén. The CVVZ is not institutionalized and every year other team (city) can apply for organizing the next CVVZ. It is usually three day-long meeting of youth workers with several programme tracks and topics. Usually there is a programme track or block on issues related to social inclusion in youth work. The number of participants differs but usually come between 400 – 1000 youth workers. It is the biggest activity of its kind in the Czech Republic.
- **Youth organization usually have own education schemes** for their youth leaders, groups leaders or other forms of youth workers - the level of social inclusion topic is not known. There are also cooperation between youth organizations in providing common courses and education to various topics or skills needed for their youth workers.
- Youth Workers can get their qualification by **recognizing the voluntary and non-formal education experience** and by passing an examination by [corresponding body](#) using the [National Register of Qualifications](#). For detail see chapter 6.4. This qualification can be recognized also within the educational facilities to some extent.

Social workers (for social services) are required to have qualification according the Act on Social services:

- At least higher education or accredited course participation in areas of social work, social policy or social pedagogy
- Required education is reasonably available in Czech formal education system
- Current legal framework requires employer to provide at least 24 hours of additional education a year to social worker and thus the scale for additional education is rather wide and organized by various entities which need the accreditation of the Ministry of Education, Youth and Sports in order to guarantee the quality of the education.

Pedagogical workers (in education field) are required to have qualification according the Act on [Pedagogical workers](#) which

- requires formal pedagogy graduation or at least minimum from pedagogy.
- defines pedagogy profession working with youth, including workers in leisure time centres

Financial support

The funding in respective sphere of the youth social inclusion activities is managed by the responsible ministry. For the activities required by legislation a regular funding is provided. For policy initiatives often funding from the European Social Fund is used. European Social Fund funding is mentioned by each programme description in the Chapter 4.4.

Quality assurance

Social services targeting children and youth must comply with [Social Services Quality Standards](#), stated by [the Act on social services](#) and divided into 3 categories:

- Procedural standards regulating the offered service and communication with the potential service receiver
- Personal standards
- [Operational standards](#) regulating conditions for offering social services, accessibility, housing and economic securing of the services along with their quality

Inspection of social service is provided by Department of [Social Service Inspection of Ministry of Labour and Social Affairs](#) (SSIMLSA). SSIMLSA produce Inspection Report

assessing conformity of offered services with law and social services quality standards. In case of insufficient conformity, service provider must provide rectification plan and sent a rectification report which might be verified by additional check.

Every social service is registered in [Social Service Register](#), which is updated regularly.

Similar principles are in place in the education field including leisure-based non-formal and informal education according the Education Act and Act on Pedagogical workers. [The School Inspectorate](#) is the state control body.

In traditional voluntary Youth work, there are no special standards nor regulation on social inclusion. The activity, standards and measures are thus different entity to entity and organization to organization. However the biggest national NGO providers do have own standards and procedures as well as reflect the issue.

4.8 Current debates and reforms

Inclusive Education

After the legislative changes in 2016 is Inclusive Education since 1st of September 2016 reality in the Czech Educational system. Still, the implementation brings new challenges and needs. Goal is gradual involvement of young people despite their social or health status into the main education stream with respect to individual special needs.

For more details see [Eurydice debate on inclusive education implementation](#).

Social Housing

Social Housing is one of tools how the government wanted to support the access to housing to vulnerable groups including young people and young families and also to regulate the "business with poverty" when state subsidies for living of eligible persons are given to the owner of the place. In last years it became abused and many of people in precarious situation are abused for profit of the owners. [Political strategy Social housing 2015-2025](#) tries to fight against such negative issues and help to gain better access to living, also for youth. During the 2017 the period of very cheap mortgages finished and because of the oversold market, housing is becoming important issue, especially for young generation, as the prices nearly doubled in last several years. New legal arrangement is [expected to start operating in 2017](#), but relevant legal regulation is in 2016 not approved by the Parliament and the discussion continues.

5. Participation

Policy encouraging democratic youth participation as such does not have a long tradition in the Czech Republic, mainly due to the historical experience during the communist regime, which did not allow for free expression of opinion. This is not only reflected in generally low participation in children and youth organisations, but also in political participation of adult population (see Mansfeldová – Kroupa 2005). However, there has been a gradual improvement since 1989, when citizens became more aware of their rights and need to engage.

Youth participation is one of the utmost priorities on the Czech Youth Strategy 2014 – 2020. The preferred approach is to support the participation from bottom-up. This, however, leads also to lacking of top-level systemic initiatives.

There is long-lasting discussion about supporting more participation and participatory mechanisms for wide public and civic society. Even some political parties are pledging for introducing the Law on Referendum and other mechanisms how to enhance citizen participation. One of the examples which influenced the institutional order of the Czech Republic was the introduction of direct election of the President since 2013 and thus in January 2018 there will be historically second direct presidential election. The presidential

election in 2013 showed also higher interest from the side of Czech young people in comparison to Parliamentary election.

Staying at Youth Policy level, youth participation is one of the priorities, however, only one wider systemic national initiative has been observed since 2014 by establishing the National Working Group for the Structured Dialogue with Youth and adaptation of the Structured dialogue from European to national level. Structured Dialogue with Youth became thus national process and initiative to support young people in their civic, public and political participation at all levels of public governance, including the introduction of the UN Youth Delegate programme for Czech Youth.

Within the Youth work field there have been also tries for introducing e-participation tools, however because of the limited scope, they were more or less not really effective.

The narrative of youth participation changed in last decade from more educational to more pro-active approach of young people and their empowerment in reaching the influence also on real political decision-making at all levels.

One of predispositions of successful youth participation was identified in citizenship education. With the general restoration of the topic of citizenship education and its role and functions in democratic society, young people, their organizations and representatives are more active also on national level to shape the political and expert discussions on the introduction of new state formal framework for supporting the citizenship education and its quality. The Government in 2017 realized public hearing to introduction of new state framework for citizenship education, however, it is not clear how the situation will be developing after the October 2017 election.

Though there are no state initiated researchers on youth participation, the activity of several NGOs, including youth organizations, are active in this field and thus creating pressure on the state to advance its activity in this field.

5.1 General context

Main concepts

Policy encouraging democratic youth participation as such does not have a long tradition in the Czech Republic, mainly due to the historical experience during the communist regime, which did not allow for free expression of opinion. This is not only reflected in generally low participation in children and youth organisations, but also in political participation of adult population (see Mansfeldová – Kroupa 2005). However, there has been a gradual improvement since 1989, when citizens became more aware of their rights and need to engage.

The traditional governance structures for children and young people in the Czech Republic have always taken the form of pupils' and students' self-governance in schools. Successful approaches include school performances, leisure time groups, pupil assemblies and elections of their representatives. Gradually, the National Children and Youth Parliament and a network of local and regional parliaments have been set up, as well as a system for information and consultation services provision, both for the parliaments and the general public.

On the other hand the system of children and youth parliaments is on national level still [voluntary projects of one youth organization](#) called [DUHA](#) which brings positive side of the coins in level of natural apolitical youth participation from bottom-up, on the other hand it does not allow professional development and full use of the potential of the structure.

Earlier youth participation was [seen by the National Institute for Children and Youth](#) as a way to lead children and youth to develop communication skills and abilities, the ability to receive and process information, leads them to take responsibility for decision-making

and awareness of their own rights and duties, usually realized by the children and youth parliaments which should represent legitimate interests of children and youth.

Different approach to that of the National Institute for Children and Youth, we can observe with the [implementation of the Structured Dialogue with youth](#) on national level since mid-year 2014. Structured dialogue with youth gained in the Czech Republic apart of the EU, also local, regional, national and international dimensions and became part of the preparation, implementation and evaluation of the Youth Strategy 2014 – 2020.

The [Structured dialogue with Youth in the Czech Republic](#) focus on supporting activity of young people, their awareness of their needs and ability of youth to advocate for their needs in the scope of democratic society at various levels of public governance. It should be apolitical, balanced in terms of political ideologies, should reflect needs of young people, should be inclusive and open, outcomes should be made and the whole process should support the civic and political education of young people.

Also the national [outcomes of the Structured Dialogue with Youth on Youth Empowerment and access to Rights in 2014 – 2015](#) showed that young people perceive youth participation differently and that more political significance should be given to youth topics and to common experience among young people and decision-makers on public policy level we well as at schools.

Kind of step in-between was a realization of a youth participatory project “Kecejme do toho” ([Have Your Say](#)) which came up by young people in 2010 and help to facilitate youth participation during creation of the National Youth Strategy 2014 and especially brought young people agenda to contact with political parties on national level. The project became also [best practice example by the Council of Europe World Forum for Democracy](#) and by the [EU Youth best practice projects](#).

Also around the elections to Chamber of Deputies 2013 and 2017 there have been new youth participatory activities shifting the discourse in order to strengthen the more assertive approach of young people in the Czech Republic toward youth participation with the emphases on real empowerment and part on the power of political decision-making.

Through the years, we can assess that the youth participation gained new dimensions, also because new youth subjects and activities emerged and of course, young people changed. However, the formal participation of young people is rather low.

Within the Youth Strategy 2014 – 2020 (see chapter 1.3) there is no definition of youth participation, although it is one of strategic goals (no. 8) and desired outcomes.

Institutions of representative democracy

The Czech Republic is a unitary state with parliamentary democracy based on written [Constitution](#).

The Parliament (Parlament České republiky) has two chambers. The Chamber of Deputies (Poslanecká sněmovna) has 200 members, elected for a four-year term by proportional vote with a 5% election threshold.

The Senate (Senát) has 81 members, in single-seat constituencies elected by two-round runoff voting for a six-year term, with one third renewed every even year in the autumn.

The President of the Czech Republic was indirectly elected for five-year terms until 2012; beginning with the 2013 election, the president is elected by direct two-round runoff voting, but this change did not influence the competences and Parliamentary Republic order.

There are 14 self-governing regions with its representation elected every 4 years.

Municipal elections also take place every four years.

Voting is not compulsory. It is direct and postal ballot is not possible. However, it is possible to vote abroad for most of the elections (mainly for the Chamber of Deputies) at the Czech Embassies.

5.2 Youth participation in representative democracy

Young people as voters

Age limit giving the right to vote in all elections and referendum is set for 18 years. There is no other special legislation for any specific group.

There are no exact statistics about the turnout of young people in the elections and not many studies deal with this subject in detail. Czech voting and statistical legislation does not allow to collect the age of the voters centrally. However, thanks to the [data collected through surveys](#) it is clear that youth participation (of those aged 18-29) in elections is lower (47-52%) compared to the general population (58-64,5%).

	2002	2006	2010	2013
General Participation in %	58	64,5	62,6	59,5
18 - 29 years	49	47	52	51
30 - 39 years	53	64	58	53
40 - 49 years	64	70	67	61
50 - 59 years	58	68	63	63
60 - 69 years	63	77	69	69
70 and more years	65	71	75	66

The reasons young people give are also different from the general population: (in order of importance)

1. Holidays, out of home, free time;
2. No interest in politics, no understanding of politics;
3. Too much work.

Main reasons for absention in elections in Chamber of Deputies 2013 according to age groups					
	Illness, health, to old	Days off, out of home, free time	To much work	No interest in politics, I do not understand politics	Distrust, dissatisfaction, voting does not have sense
18 - 29 years	5	45	28	38	16
30 - 39 years	11	21	22	25	20
40 - 49 years	13	26	28	18	14
50 - 59 years	13	2	16	8	22
60 and more years	58	6	6	11	28
Total	100	100	100	100	100

Young people as political representatives

There is no special legislation dealing with young people as members of political parties. Party youth wings are registered as ordinary NGOs and do not count more than several hundreds of members each major party. Majority of these NGOs is member of the national youth council, almost not active there.

Age limit for the right to stand as a candidate in the parliamentary elections is set for 21 years. For standing for the Senate and President, it is 40 years. For the municipal and regional election, the limit is 18 years. There is no other special legislation for any specific group, no provisions regarding any quota exist.

Currently, in 2016, the [average age of parliamentarians](#) in the House of Deputies is 49.95 years, which is an increase of more than 2.5 years compared to the state in 2010. Only 4 MPs out of 200 younger than 30 were elected in 2013, which means just 2%.

5.3 Youth representation bodies

Youth parliament

National Parliament of Children and Youth ([Národní parlament dětí a mládeže](#))

The National Parliament of Children and Youth ([NPDM](#)), founded in 1997, is the top-level/nationwide project covering children and youth's parliaments and councils from regional and local level.

NPDM is not established by a law, it is an independent participation project of [youth NGO called DUHA](#), supported by the public subsidies through the Ministry of Education, Youth and Sports and other project or private donations. NPDM is, therefore, an autonomous group of children and young people.

It is a non-political entity which operates on democratic principles.

Membership and cooperation are voluntary and therefore not all youth parliaments and municipal youth councils are regularly cooperating. However, NPDM tries to monitor and is open to cooperate with all youth parliaments, councils and boards.

Structure

The [NPDM statute](#) regulates membership, elections, organisational structure NPDM, proceedings and quorum etc.

NPDM's members are elected representatives of children and youth from regional and local Children and Youth Parliaments. Representatives of children and young people meet and interact.

Leadership is elected by the Congress of regional representatives annually. For each county, two representatives to the Bureau NPDM are elected, one of which is also in the Council of NPDM. From these elected Council members a chairman and two vice-chairmen of NPDM are also elected for the season. Member of the Board may be elected as a person aged 12 to 26 years residing in the country.

Role and responsibilities

In § 2 of the Statute, NPDM defined its objectives as:

- To create a space for discussions of children and youth in the Czech Republic;
- Appropriately point out the problems of children and youth (e.g. through children's hearings, public events, etc.);
- Present the interests of children and youth in the areas of education, environment, health and social care, sport and culture, positive use of leisure time;
- House the lower levels of child authorities (regional councils, etc.) and promote their formation

Activities

NPDM holds roundtables, discussions with experts on various topics, and seeks to draw the attention of young people to their rights and responsibilities.

It contributes to public discussions and influences nationwide events concerning children and youth.

By means of diverse projects, it focuses on different groups of young people and their specific concerns.

It provides consultations to existing local and regional children and youth parliaments to solve their problems and helps young people establish new ones in order to widen the network.

NPDM seek to defend the interests of children and young people at the national level.

It collaborates with various national institutions and carries out activities to develop and educate young people on issues that are of direct concern.

NPDM is a [member of the National Working Group for the Structured Dialogue with youth](#).

NPDM also functions as a clinic for existing parliaments with their problems or helps new children and youth parliaments to establish and expand the structure.

Youth councils and/or youth advisory boards

National Youth Council in the Czech Republic is the **Czech Council of Children and Youth** ([Česká rada dětí a mládeže](#), CRDM). It is a democratic, voluntary umbrella association, independent of any political parties or movements. It was established in June 1998 by eight organizations of children and youth. It is a reliable partner of government administration.

Around 100 non-governmental children and youth organizations with more than 216 000 individual members are members (the amount slightly differ each year) – the organizations range from small to big, but usually have the activity across the whole country. Existing 9 regional councils of children and youth are members of CRDM as well. Regional Youth Councils are umbrella organizations in regions bringing together local and regional youth organizations and branches of the whole-country youth organizations.

The mission of CRDM is to promote conditions for quality life and overall development of children and young people.

CRDM respects the sovereignty and independence of all its member organisations in compliance with their statutes and has towards these no supervisory or senior power while representing them in dealing with authorities, organisations and institutions both at the national level and abroad.

Structure

Board of CRDM consists of 12 members representing member organizations. Board members are appointed by the General Assembly upon the proposal of a newly elected Chair of the Council, who aims at diversity and inclusiveness.

The mandate lasts 3 years, meetings are held on a monthly basis or more often if needed.

Board can appoint thematic working groups and commissions, e.g. Foreign affairs commission, Working group for Inclusion, Working group State responsible for main lobby activities etc.

General Assembly meets at least twice a year and steer and give tasks to the Chairperson and to the Board.

At least once in three years meets Congress which among others elect control commission and propose the strategy of the Council, gives suggestions for the General Assembly and control the board and the Chairman.

On General Assembly exists weighted vote system according to the size of the organization, at Congress every organization representatives have one equal vote.

Role and responsibilities of CRDM

Support of justified interests of children and youth in line with the Convention on the Rights of the Child, aims at assisting in their overall development of young people as regards their spiritual, psychic, physical and social aspects.

CRDM fulfils its mission by supporting non-formal education and activities of its members, especially by creating legal, economic, social and cultural conditions suitable for their activities.

It represents interests of its members towards home and foreign bodies, organizations and institutions and provides support to member organizations, e.g. insurance, information, etc.

CRDM as a non-state actor doesn't have to be consulted by policy-makers, nor its decisions are binding on policy-makers. However, it has a significant informal power thanks to its membership and is able to influence the law-making process by advocacy, lobbying and youth representation.

It is responsible for leading and coordinating National Working Group for the Structured Dialogue with Youth since 2014 and it is also National Correspondent for this Youthwiki project.

Funding

CRDM receives the majority of its funding from the Ministry of Education, Youth and Sports in state subsidy programme on supporting youth work (details in chapter 1.7). However, it is capable to secure an increasing part of its co-funding from projects and from private donors. Membership fees are only small part of the funding.

Regional councils of children and youth

Regional councils of Children and Youth are an independent non-state association of children and youth organizations on a regional level. Parallel to National Youth Council; they serve as places for promoting the individual associations and other organizations and provide regional authorities with advice on out-of-school upbringing and education. They promote children movement as such, enforce the requirements of its member organizations and serve as the place for mutual communication among its members.

From 14 regions in the Czech Republic in 12 Regional Youth Councils operate:

- [Jihomoravská rada dětí a mládeže](#) (South Moravian Region)
- [Rada dětí a mládeže Jihočeského kraje](#) (South Bohemian Region)
- [Rada dětí a mládeže kraje Vysočina](#) (Highlands Region)
- [Krajská rada dětí a mládeže Karlovarského kraje](#) (Carlsbad Region)
- [Aliance dětí a mládeže Královéhradeckého kraje](#) (Hradec Kralove Region)
- [Rada dětí a mládeže Libereckého kraje](#) (Liberec Region)
- [Rada dětí a mládeže Moravskoslezského kraje](#) (Moravian-Silesian Region)
- [Plzeňská krajská rada dětí a mládeže](#) (Pilsen Region)
- [Rada dětí a mládeže hl. m. Prahy](#) (Prague Region)
- [Středočeská rada pro děti a mládež](#) (Central Bohemian Region)
- [Ústecká krajská rada dětí a mládeže](#) (Usti nad Labem Region)
- [Sdružení dětských a mládežnických organizací SPEKTRUM](#) (Zlin Region)

Higher education student union(s)

The Student Chamber of the Council of the Higher Education Institutions ([Studentská komora Rady vysokých škol](#))

The Student Chamber of the Council of the Higher Education Institutions (SK RVŠ is a part of the Council of Higher Education Institutions (RVŠ). According to the [Higher Education Act](#) (Act No. 111/1998 Sb.), RVŠ – along with the Czech Rectors Conference – form the official representation of the higher education institutions in the Czech Republic.

SK RVŠ is responsible for the promotion of student's interests which includes negotiations and communication related to higher education issues with stakeholders including the

Parliament of the Czech Republic, the Czech Government, individual ministries and other public authorities.

The Student Chamber of the Council of Higher Education Institutions supports a freedom of study while preserving the quality of education, promotes solidarity and equal access to education without barriers on the basis of age, gender, disability, handicap or social position, supports students' involvement in the governance and development of higher education institutions, promotes an active international cooperation

SK RVŠ was officially established in 1992, following the development of Czech universities after the Velvet Revolution in 1989. In the beginning of 1990s, the Council of Higher education institutions was established as the representative body of universities at the national level. SK RVŠ was established as a part of the Council of higher education institutions, representing specifically students' interests. Since 1996, it has been widely recognised as the official student representative body in the Czech Republic.

As a member of European student organisations; i.e. ESU and EURODOC, SK RVŠ also represents students in relation to the institutions of the European Union and concerning European higher education issues.

Composition:

There are around 50 universities represented in the Council.

Every HEI can enter the Council after paying fees for its delegates. For an HEI, three delegates may be sent to the Council, one of whom is a student. Besides that, for each part (faculty) of a respective HEI, one more delegate may be deputed.

The HEI's delegates are elected for a three years term by its self-governing body called the academic senate (this applies mainly to public HEIs).

The Council consists of the Assembly, Presidium and Closer Presidium and is headed by the Chairperson of the Council.

The Chamber's Chairperson, its two Vice-chairpersons and two more delegates of the Chamber are automatically members of the Presidium of the Council. In the Closer Presidium elected by the Assembly of the Council, the Chamber is represented by its Chairperson or Vice-chairperson.

The Student Chamber is active especially in substantial matters concerning different aspects of students' life, students' matters in general and study conditions. As far as respecting the Statute of the Council, the Student Chamber is allowed to deal under its own rules of the organization, and it is authorized to create its own committees as advisory bodies.

In contemporary Chamber, there are three committees: on legislation, on social and economic affairs, and on educational and scientific activities.

Funding:

The Council is self-financed by the HEIs according to the number of their delegates. For each delegate annual membership fee is stated by the Board of the Council.

Czech Student Union ([Česká studentská unie](#))

Since 2009 there have been private attempts to set up the national-wide Czech Student Union on the model known from abroad. Since beginning, it has been a very [controversial project](#) among HEI students and students' organizations and most of them never participated in this project.

ČESU claimed that it was representing the interests of Czech HEI interests, however, it was a private initiative and [membership was not public and known](#), if any.

ČESU became publicly known thanks to several scandals and problematic issues e.g. in 2013 ČESU organized competition MISS Student and it showed up, that [damaging pictures of young girls students](#) participating in the competition were possible to buy on

the internet. Studenta media also [documented](#) that also under-aged young girls' pictures have been part of the preparatory rounds.

Officially was ČESU [registered in 2014 as a labour Union](#) with the strong position of the Chairman. ČESU announced several projects as [Czech Student Parliament](#), however, no real activity seems to be happening. Also, the news on the ČESU website in December 2016 have as latest date December 2015.

Student participation on HEI

Academic Senates

Public-academic institutes and HEI have a wide range of autonomy according to the Law on tertiary education.

Participation of students is ensured via the system of Academic Senates where are elected students on faculty and university level. Representation from University and possibly also from faculty level can be represented within the SKRVŠ.

Student Associations and University Student Unions

Apart from a formal mechanism of student representative participation, universities support also out of curricular activities of students and they are thus associating within student associations, initiatives and activities.

The situation with the development of ČESU showed that the cooperation of various students associations and activities on university level is important and most of the big universities and their students' associations started to create University Student Unions and also Students Union at Faculties. Though same name, most of the University Student Unions were never members of the Czech Student Union (ČESU).

Students Unions usually represent student interests and interests of students' clubs and organizations cohabitating around the institution.

Many of the student unions are also organizing, co-organizing student music, cultural and educational festivals called [Majáles](#) (May fest for students). *Majáles* are significant public events of student life and lifestyle.

School student union(s)

There is no uniform representative body of secondary school students in the Czech Republic, but there are several umbrella structures supporting high school pupils' participation initiatives e.g.

- [Association of Secondary School Clubs](#)
- [Czech High School Union](#)
 - Created in 2013
 - Brings interested representatives of High Schools Pupils Councils and Boards on the national level
 - Aims at representing High Schools students' interest on a national level, very active with the Ministry of Education, Youth and Sports, Parliaments and other educational stakeholders.
 - Member of OBESSU.

According to the Education Act, at any school in the Czech Republic could be created, when pupils are interested on a voluntary basis, "pupils self-governing body", usually in the form of Pupils Council or Parliament.

Another form of school self-governance is School Council, where there are selected representatives of school leadership, parents and pupils.

Other bodies

Association of Secondary School Clubs ([Asociace středoškolských klubů](#))

This is a non-political youth civic association that aims at developing professional and extracurricular activities of youth under 26 years of age.

It currently operates in 65 schools in all regions of the Czech Republic with a membership of over 4,000 members.

Membership is realized on the principle of individual membership in a club in high school, which is the basic organizational unit. The basic unit can be a student self-government (council, parliament, etc.). Clubs may be established in secondary schools, leisure centres and communities.

The association has established wide international contacts due to its wide collaboration with MILSET - Movement of Leisure Activities in Science and Technology, EFYSO - European Federation of Youth Service Organizations and OBESSU - Organizing Bureau of European School Students Unions.

Aims at promotion of youth participation in public affairs (regional self-governments, parliaments and councils) and running of an information centre for youth;

CEDU (Centre for Democracy in Education)

Centre for Democratic Education originated as an informal group in 2007. The lecturer team decided to formalise it in autumn 2013. Their NGO deals primarily with pupils' parliaments and systemic support for civic education.

Activities include, according to its current program [School for Democracy](#):

- Networking school pupil's parliaments: within the network schools contact each other and share experience;
- Comprehensive methodical support: training workshops for teachers, experiential courses for children, methodological materials and publications for teachers and students, coaching and mentoring...
- Children in the Senate: pupils/students present their successful projects that emerged from mapping the school's participation.

5.4 Young people's participation in policy-making

Formal Mechanisms of Consultation

In the Czech Republic, there are no legal provisions or obligatory policy guidelines on public consultation in general, nor in the youth field. There is only [Manual for public engagement to the preparation of government documents](#) published in 2010 by the Ministry of Interior which, however, has only a character of recommendation and does not reflect special needs of young people at all.

Mechanisms for youth engagement in the youth policy are thus more or less traditional or non-formal. We can identify four basic mechanisms/levels of youth involvement in the context of the Czech Youth Policy:

1. Young people and Youth NGO representatives can be appointed as members of the [ministerial thematic working groups for reaching the goals of the Youth Strategy](#) and thus contribute to Youth Policymaking. Three representatives of Youth NGOs, respectively of the Czech Council of Children and Youth, are members of the Youth Chamber as well. (for details on Youth Chamber see chapter 1.5)
2. Every three years, National Youth Conference is organized, where young people, their representatives and youth workers can actively contribute to Youth Policy evaluation, implementation and re-shaping

3. Young people and their representatives can directly approach the Youth Department with their needs or ideas as well as contact any other specific institution or political body dealing with the topic.
4. [Structured Dialogue with Youth](#) has been incorporated as a permanent mechanism for involvement to Youth Policymaking also on a national level (since 2014 via Youth Strategy 2020).

The [Structured Dialogue with Youth in the Czech Republic](#) serves as a permanent forum for common discussion on priorities and topics of the Youth Policy.

Coordination is ensured by the National Working Group for the Structured Dialogue with Youth together with the EU Structured Dialogue with Youth and Youth organisations.

In the period of 2010 to 2014, this function was only partially substituted by the project *Kecejme do toho* (Have Your Say) ran by the Czech Council of Children and Youth in cooperation with the National Parliament of Children and Youth. The project was active until the end of 2015.

Structured Dialogue uses public consultation, workshops, discussions, online questionnaires, online discussions, essay competitions and other tools to reach young people and support them to participate in the Youth Policymaking and reflecting the youth issues in the public space.

Young people and youth organizations are encouraged to organize their own projects and send their recommendations and outcomes ([publicly displayed online](#) on the website of the Structured Dialogue).

The Working Group prepares based on the outcomes also National reports toward actual topics when decided by the Group.

By tackling a specific topic, when specific target groups should be actively involved, the Working Group prepares specific and wide stakeholders' and contact database to invite also these specific youth groups, their youth organizations and the institutions working with these specific target groups.

Actors

There is no general mechanism for selecting representatives of young people or youth organizations in public bodies dealing with their issues.

There are some relevant public bodies which could be targeted by young people or their representatives.

Advisory bodies of the Ministry of Education, Youth and Sports with representatives of Youth organizations

- Youth Chamber ([Komora mládeže](#)) – details see in Chapter 1.5.
- Council for Leisure-Based Education (Rada pro zájmové vzdělávání)
- Coordinating Council of Providers of Information for Young People (Koordinační rada poskytovatelů informací pro mládež)

Governmental bodies

- Governmental Council for Non-State Non-Profit Organizations ([Rada vlády pro nestátní neziskové organizace](#))
- Committee for the Rights of the Child ([Výbor pro práva dítěte](#)), a committee of the Governmental Council for Human Rights.

Semi budgetary organizations of the Ministry of Education, Youth and Sports:

- Centre for International Cooperation in Education ([Dům zahraniční spolupráce](#))
- National Institute for Further Education ([Národní institut pro dalšího vzdělávání](#))
- Pedagogical Centre for Polish National Minorities ([Pedagogické centrum pro polské národnostní menšiny](#))
- National Institute for Education ([Národní ústav pro vzdělávání](#))

- Centre for Higher Education Studies ([Centrum pro studium vysokého školství](#))
- Centre for Evaluation of Educational Achievements ([Centrum pro zjišťování výsledků ve vzdělávání](#))
- Fulbright Commission ([Fulbrightova komise](#))

Parliamentary bodies

[Chamber of Deputies Committee for science, education, culture, youth and sports](#)

Information on the extent of youth participation

There is no state systematic mechanism to monitor and evaluate all levels and tools of youth participation in Youth Policy Making nor in public affairs.

In case of participation in the Structured Dialogue, National Working Group is collecting and publishing this information on its [website](#) and in National reports from the consultation.

Outcomes

The only [publicly available outcome](#) of the consultation with youth is the National Report from the Structured Dialogue. (Reports exist since the end of 2015, before 2015 no such reports containing information about youth existed and only EU national consultation reports are available). Outcomes from third-party projects in the scope of the Structured Dialogue and sent to the National Working Group are also published on the website of the Structured Dialogue.

[Outcomes](#) of the project [Kecejme do toho](#) (Have Your Say) are available on its website but they contain only the political recommendations and partially the process.

Large-scale initiatives for dialogue or debate between public institutions and young people

The only initiative on the state in this sphere is the [Structured Dialogue with Youth](#) described above. Within the system of the Structured Dialogue can also non-state actors apply for support for their initiatives for local, regional and national level supported by the [KA3 Structured Dialogue with Youth from the Erasmus+](#) programme (EU funding).

5.5 National strategy to increase youth participation

Existence of a national strategy to increase young people's political and civil society participation

There is no specific state policy strategy to increase youth participation in political and civil society.

Participation is one of the priorities of the Youth Strategy for years 2014 – 2020 (*Koncepce podpory mládeže na období 2014 – 2020*, Governmental Decree no. 342 of 12 May 2014) approved by the Government. Its fourth priority is called: *Involving young people in the decision-making process and participation*. On the Youth Strategy 2014 – 2020 see details in Chapter 1.3.

Scope and contents

An effective youth-related policy is based on active cooperation between all interested participants and thorough consultation with young people.

Strategic goals and operational goals of Youth Strategy 2020 were developed on the basis of broad consultation with experts in the form of roundtables (2011 – 2013), on discussions with experts and youth at the National Conference on Youth (November 2013), and take into account the outcomes of the structured dialogue with young people through the Czech Council of Children and Youth project “Kecejme do toho – Have your say” ([CZ link](#), [EN link](#)).

Youth participation became one of the 13 Strategic goals as well, specifically the Strategic Goal no. 8: To promote active involvement of children and young people in decision-making processes and in influencing social and democratic life.

For the scope see the table below which shows the strategic objectives and concrete planned measures within the Strategic Goal no. 8.

OG A: To motivate children and youth towards active, informed and responsible participation in public life, including discussion		Responsibility	Co-resp.
Measure:	1. To stimulate interest in dialogue between children, youth and their partners in public life	MEYS	MC
	2. To expand the options for involving children and youth in public life, with emphasis on supporting youth initiatives at a local level	MEYS	
	3. To stimulate feedback on the impact of child and youth participation in public life	MEYS	
	4. To support educational activities to develop competencies in children and young people for their involvement in public life, including civic education	MEYS	
	5. To share good practices in the area of involving children and young people in public life	MEYS	

OG B: To ensure that children and young people are aware of the possibilities of participation		Responsibility	Co-resp.
Measure:	1. To initiate mapping of channels of information providing information of the options for participation of children and youth	MEYS	MC
	2. To support the production and use of information channels between non-profit organisations, schools, educational facilities and young people themselves in the area of participatory democracy	MEYS	MC

OG C: To support children and young people in the use of diverse opportunities for participation, including new forms of participation		Responsibility	Co-resp.
Measure:	1. To promote cooperation in the area of participation at all levels	MEYS	
	2. To reinforce civic education programmes, particularly those targeting first-time voters, to improve political literacy	MEYS	MC
	3. To promote sharing of national and international examples of good practice	MEYS	
	4. To motivate children and young people to become involved in specific forms of participation, particularly structured dialogue for youth and school parliaments	MEYS	

Legend: MEYS – Ministry of Education, Youth and Sports, MC – Ministry of Culture

Source: [National Youth Strategy 2014 – 2020](#)

Responsible authority for the implementation of the strategy

The government authority responsible for the implementation, coordination and monitoring of the Youth strategy is the Ministry of Education, Youth and Sports in cooperation with other ministries in charge of different elements (social affairs, health, culture etc.).

There is a political aim of evidence-based Youth Policy making within the national Youth Strategy 2020, however real systematic structure of public youth research is not in place (situation 2016).

For details on the situation with the Youth Strategy 2014 – 2020 see respective chapter 1, especially 1.3.

Monitoring and evaluation

Effective involvement of young people in the decision-making process in the areas of implementation and evaluation of Youth Strategy 2020 should be ensured by a National Working Group for Structured Dialogue with Youth established in January 2014, whose leadership was entrusted to the Czech Council of Children and Youth. Structured dialogue with Youth became thus a vital part of the Czech National Youth Policy and covers not only the processes within the EU but also national processes and agendas.

First monitoring report on the implementation of the Youth Strategy was discussed by the Government on 3rd May 2017, however, until October 2017 it was not published.

Revisions/Updates

The current strategy was preceded by previous strategies with the similar scope and goals, see chapter 1 on Youth Policy Strategies.

The current strategy did not undergo any revisions/updates since its first introduction. No revision or update is also planned until the respective period is over in 2020. Since May 2020 there is expected to have a new generation of the governmental Youth Strategy in the post-2020 period.

5.6 Supporting youth organisations

Legal/policy framework for the functioning and development of youth organisations

Legally youth organisations are working as any other NGOs according to the **(new) Civil Code (No. 89/2012 Coll.)**. There are no specific legal forms for youth organizations.

Their work is supported by the Youth Strategy for years 2014 – 2020 (*Koncepce podpory mládeže na období 2014 – 2020*, Governmental Decree no. 342 of 12 May 2014) approved by the Government (more information in chapter 1.3 and 1.1).

Public financial support

At a national level, youth organisations receive financial support mainly through the Ministry of Education, Youth and Sports. In specific cases, they are supported by other ministries and public bodies.

Funding framework 2017 – 2020 for work with Children and Youth is [provided](#) by the Ministry of Education, Youth and Sports.

The support focuses on regular and long-term activities determined by the widest range of children and young people and to promote actions and activities which contribute to the improvement, expansion and development activities of various youth organizations and organizations working with children and youth.

Goals of programmes:

- Stimulating activities in free time and other selected activities within the membership base of individual NGOs
- Creation of free time and selected NGO targeted activities intended for unorganized children and youth,
- Significant international and national events aimed at children and young people,
- Training and education of children and youth,
- Creating conditions for the development of non-formal education,
- Development of volunteerism and volunteer work with children and youth,
- Education of children and youth in other fields (e.g. Participation, mutual tolerance, healthy lifestyle)
- International cooperation for children and youth,
- Multicultural education and intercultural dialogue

Priorities for 2017:

- Promoting healthy lifestyles for children and youth - to support activities that will positively affect the healthy lifestyle of children and youth in physical activity, staying in nature, nutrition, etc.
- Support the involvement of children and young people with fewer opportunities in regular leisure activities
- Support participation - to support activities that will strengthen the interest of children and young people in public life and which will motivate children and youth to actively participate in public space
- Fostering creativity in the field of handicrafts and craft activities

Structure of the programmes:

1. For the NNO recognized by the state for the children and youth work
2. For umbrella organizations (national and regional level)
3. For NNO with branch associations (large youth associations)
4. For NNO without branch associations

Not supported activities (other programmes and policies of Ministry of Education, Youth and Sports are covering them – for detail see respective topical sections of the Youthwiki)

- for NGOs having as main activity area physical education and sport,
- NGOs promoting and integrating the Roma community and national minorities
- for NGOs aiming at preventing drug use, crime and other negative phenomena,
- to support NGOs dealing with impact only, single-sided or activities (e.g. only organizing children's camps with no relation to the year-round activity, operation or renting of hiking and camp bases or other real estates, equipment, etc.)
- For projects aimed at providing social services under Act no. 108/2006 Coll., on social services
- To support youth information centres

Support for investment projects in 2017

The [Development of the material-technical base of extracurricular activities for children and youth](#) and places where youth work and work with children happens is provided separately. The allocation is 25 194 000 CZK (ca 933 000 EUR).

For this funding, youth organizations need to apply with the concrete investment plan.

In 2016 [state funding for youth NGOs](#) was divided into four programmes:

- Programme for NGOs recognized by the state for the work with children and Youth
- Programme for umbrella Youth NGOs
- Programme for NGOs with branch associations
- Programme for NGOs without branch associations.

NGOs could use these programmes to submit projects concerning the support and development of their own activities as well as other activities destined for the general public. The Ministry of Education, Youth and Sports (MEYS) assessed these projects and provided financial support to them according to their quality. Open call for an honorary title "Organisation recognised by the Ministry of Education, Youth and Sports in the field of work with children and youth" was announced as part of the programmes. To organisations whose quality the MEYS rated as highest, a statute of an organisation recognised by the state was awarded.

The Government, as stated in the approved National Youth Strategy for 2014 -2020 expect to continue to include funding of grant programmes to support the activities of non-profit organisations working with children and youth, leisure activities for children and young people, primary prevention of socially pathological phenomena, support for minorities and others in the state budget. According to the possibilities of the state budget, it should be ensured that the volume of these funds will at least keep pace with inflation each year.

Different ministries cover the performance of the tasks arising from the approved National Youth Strategy for 2014 -2020 from their budgets. The Government does not allocate special funds for this area. Within the framework of their cooperation with the Ministry of Education, Youth and Sports, the individual ministries will use their grant programmes to meet the objectives of Strategy 2020 and projects being currently implemented that are financed by the European Structural funds that are under their responsibility, including activities resulting from the mandatory sustainability of such projects. Basic overview of financial instruments available to finance implementation of the Strategic goals will be regularly updated by inter-ministerial thematic working groups and made available to the professional public.

Funding in 2015

Real state funding for youth organisations in 2015 was in total **224 388 478 CZK** (ca. 8.3 mil EUR). Compared to the year 2014 it has increased for 40 mil CZK, however, ca. 16 mil CZK has not been exhausted or administrated during 2015. For the year [2016 forecast the State budget](#) 215 053 000 CZK on the support of activities in the youth field.

The composition and allocation of the funding in 2015 was:

- From 140 to 168 mil. CZK from the budget of the Ministry of Education, Youth and Sport through Amendment to the Programmes of the State Support of Youth Work for NGOs 2011 – 2015.
- 3 381 500 CZK through the Programme of Czech – German cooperation in the field of children and youth.
- 20 mil. CZK annual funds supporting talented children and young people (Programme Excellence).
- 35 mil. CZK annual funds supporting festivals for young people, and knowledge-based and skill-based competitions for young people.

Amendment to the Programmes of the State Support of Youth Work for NGOs 2011 – 2015

- This amendment delineated the general content orientation, programme priorities and conditions that have to be fulfilled to be eligible for state subsidies.
- It applies to youth NGOs as well as to other NGOs that systematically work with children and youth, and are open to the target group throughout the year.
- Priorities of the subsidy programmes are annually reviewed. An integral part of the programmes is an open call for NGOs to enable them to apply for an honorary title "Organisation recognised by the Ministry of Education, Youth and Sports in the field of children and youth work".

Regional level funding

Regions are stimulated to produce regional development strategies and other conceptual documents in which youth issues should be included, nevertheless only in a general or marginal way.

Only some of the self-governing Regions have developed a specific conceptual document in which covered youth issues together with leisure time activities and sport.

Structure of grant schemes on the regional level supporting youth activities is therefore very heterogeneous.

Some regions have only two or three programmes defined in a broad, general way, others run thoroughly designed grant schemes with specific priorities, including the focus on youth activities.

After piloting in 2015, since 2016 state level started to support the Regions also in the youth sector with the aim to motivate them to launch [own regional support schemes in accordance with National Youth Strategy 2020](#).

Overall allocation for the support of the regional implementation of the State Youth strategy is 7 mil CZK (ca 260 000 EUR).

Funds development in Youth sector 2007 - 2014 - Project SAFE analysis

An [analysis of voluntary work in the Czech Republic](#) by children and youth associations in free time was done by the collective of authors by the guidance of the Czech Council of Children and Youth. It shows in detailed numbers that „*development of public support for leisure activities of children and youth lags much behind the development of macroeconomic data*“. The Analysis covers the period from 2007 – 2014.

The most visible is lagging behind the development of support from the Ministry of Education, Youth and Sports (MEYS, state budget). The support from the MEYS and other ministries has been very unstable in years after the economic crisis and has had a decreasing tendency, both in current and real prices. Regional and local budgets do not compensate fully the decrease. Regional budgets show also considerable instability according to the political and economic situation in those Regions.

EU Action programmes:

The Czech Republic is fully involved in the European programme Erasmus+ and its Youth Chapter. In the Financial period 2007 - 2013 it was similarly the case with Youth in Action Programme.

EU Structural Funds:

No special category recognizing Youth projects within the Structural Funds of EU had been created thus no data on EU funded Youth projects are collected.

However, there could be applied issue-oriented projects with youth as a target group, e.g. on youth employment, education matters etc.

Initiatives to increase the diversity of participants

There are no specific national or large-scale initiatives aiming to increase the diversity of young people participating in youth organisations. However, the inclusion of various subgroups as Young Roma or Young people with a foreign or migrant background is politically promoted. However, the possible use of state subsidies is possible only within the existing schemes.

5.7 “Learning to participate” through formal, non-formal and informal learning

Policy Framework

In the Czech Republic, there is no policy framework or strategy, which would apply specifically to social and civic competencies and their development. Only individual, not interconnected initiatives exist – either in formal or non-formal settings.

It is expected that at the central level the process of drafting new national Strategy should start to support Citizenship Education in the whole society, including formal and non-formal education, youth and also adult population. The expert committee, however, did not meet until the end of 2016. Although it had been established in autumn 2016. In December 2016, the Government of the Czech Republic decided to move the responsibility for fulfilling the task of creating new state Strategy on Citizenship Education was given to the Minister for Human Rights. In July and September 2017 the Minister organized open hearings with experts and relevant stakeholders in order to create “Basic framework on citizenship education in the Czech Republic” as in October 2017 the elections were expected and it was clear that because of the sensitivity of the topic, high interest from the site of experts and civil society, there will not be enough time and resources to prepare proper state strategy until the end of 2013 – 2017 Government. Still, the task of the Minister of Human Rights is valid and up to 30th of November 2017, the material with further tasks and recommendations for the new Government should be discussed within the current Government.

Formal learning

In the Czech Republic (ISCED levels 2 and 3), civic education is integrated into curriculum areas that can be organised into teaching blocs at the discretion of the school. Provision of a separate subject focused on citizenship education at ISCED levels 2 and 3 depends on the given school.

The 2007 [Framework Curricula](#) for compulsory and upper secondary education established civic competencies as key competencies that should be addressed through all teaching and learning activities taking place at school. Furthermore, the Framework Curricula established several cross-curricular subjects related to citizenship education:

- 'Democratic citizenship' (ISCED levels 1 and 2)
- 'Thinking within a European and global context'
- 'Multicultural education'

Cross-curricular subjects are defined in terms of thematic areas to be provided as well as knowledge, skills, abilities, attitudes and values that should be developed in students, through subject teaching or in the form of individual projects, seminars, courses and through the general school atmosphere.

The taught time specifically allocated to citizenship themes cannot be clearly identified.

Main learning objectives

Framework educational programme Human and society in its educational field Citizenship Education defines main learning objectives as follows:

"It focuses on developing qualities, related to the orientation of students in the social reality and their integration into various social relations and relationships.

It paves the way for realistic self-cognition and discovering personalities of others and to understand their own behaviour and that of others in the context of various life situations.

It introduces pupils to relationships within the family, society, economic life, and develops their orientation in the world of finance.

It enables to pupils to understand tasks of important political bodies and institutions and shows the possible forms of individual engagement in civic life.

Pupils learn to respect and apply moral principles and rules of social coexistence and to take responsibility for their opinions, behaviour and their consequences.

It develops citizenship and legal consciousness reinforces their sense of personal and social responsibility and motivates them to actively participate in democratic society."

Ongoing policy reforms to strengthen and modernize citizenship education

In December 2014 Chamber of Deputies of the Czech Parliament adopted Resolution to promote citizenship education.

Based on the Resolution, Ministry of Education Youth and Sports started in 2016 Systematic support for citizenship education in schools by [experimental testing](#) to stabilize the role of pupils' parliaments in the citizenship education.

Main goals of the experimental testing are:

1. at pilot schools to verify the system of development of Pupils parliaments and create there consultative centres for support of other schools in the future; 21 schools of all types in the whole country (including socially problematic locations) will join the testing phase.
2. identify themes, activities and tools for a setting up calls within the European Social Fund (OP VVV) and other subsidies

3. check how well to support the teacher who coordinates at the school a pupil parliament, and how to promote these activities to parents and to the local community
4. develop a system of effective assessment of pupils parliaments

The main gestor of the testing is National Institute for Education (NÚV) and expert and methodical guarantees are provided by the Centre for Citizenship Education (COV) and Centre for democratic learning (CEDU).

The Czech Republic is also active in the pilot testing of the [Framework of Competencies for democratic culture](#) developed by the Council of Europe. [Project #COMPETENCES](#) on further elaboration at a national level is run by the Centre for Citizenship Education with the support of NGO Anticomplex.

Non-formal and informal learning

Participative structures within formal education settings

There are no top-level policy regulations or guidelines requiring or encouraging pupils'/students' participation in decision-making in their educational institution. The only reference exists in the [Education Act \(Act No. 561/2004 Coll.\)](#), which provides for a possibility of pupil participation in the School Boards, however only from the age of 18.

According to § 21, paragraph 1, point. c) of the Act, pupils and students have the right to elect and to be elected to the School Board, if of legal age.

§ 21 paragraph 1 point. d) of the Education Act also says that "Pupils and students have the right to form self-governing bodies within the school, to vote and be elected in them, work in them and through them to contact the director of the school, and the school director is obliged to consider the opinions and observations of these bodies."

In 2016 reform of Educational Act, the Rights of pupils have been broadened to contact not only the director but also other bodies and that the director should provide also the reasonable feedback on the input from those self-governing bodies. This widening was a direct implementation of [country recommendation from the IV. cycle of the EU structured dialogue with youth](#).

There are no top-level or large-scale programmes aimed at training school staff and pupils to enhance their skills to participate in decision-making structures. The only actors running activities in this field are actors described in Chapter 5.3.

Measures to encourage student participation in the local community and wider society

- There are no provisions forming part of national curricula or education regulations/guidelines encouraging or obliging pupils at upper secondary level to take part in activities serving the (local) community outside school; neither there are any recent national or large-scale policy initiatives and programmes giving pupils/students the opportunity to participate in citizenship-related activities/projects outside school.
- Only private NGO national initiatives exist as e.g. [One World at Schools](#).

Partnerships between formal education providers, youth organisations and youth work providers

- There is no policy/legal framework for partnerships between formal education providers, youth organisations and youth work providers. However, currently, negotiations are running about an ESF project aiming at establishing of such partnerships.

Supporting non-formal learning initiatives focusing on social and civic competences

- There are no national/top-level programmes establishing, encouraging or supporting education projects related to the promotion of civic and social competences;
- Sources of public funding available for the development of such projects/youth work initiatives are described in chapter 5.6.
- Only particular projects by NGO and Youth NGOs are visible.

Quality assurance/quality guidelines for non-formal learning

- There is no universal system of quality assurance of non-formal learning activities/projects.
- An attempt to introduce a nation-wide tool was made by the former Nation Institute of Children and Youth through its project called [K2](#) - Assessment tool called "Olina". However, it was too much focused on processes not related to the core of youth work by youth organizations and therefore is not (fully) used.
- Each of youth NGO has its own ways to ensure that their work is of quality.
- E.g. In 2015, Junák – český skaut (Junak – Czech Scouting) got a high score by the Global Support Assessment Tool, which is a Quality Standard owned by the World Organization of the Scout Movement (WOSM) that assesses compliance of a National Scout Organization (NSO) towards international best practices in Good Governance and Quality Scouting.

Educators' support

- [Asociace učitelů občanské výchovy a společenských věd, z.s.](#). The Association of teachers of civic education and social sciences serves as an inspirational space for an exchange of teaching materials and learning about current opportunities and trends.
- An interesting methodology for youth leaders was developed by the Pionýr (Pioneer) association – [it describes how participation can be promoted in a youth group](#)

5.8 Raising political awareness among young people

Information providers / counselling structures

There is no central state body responsible for disseminating complex information about democratic rights and democratic values for young people.

However, every constitutional institution developed special website or programmes for children, young people, pupils and students in the scope of their fields and competences.

Short overall information and recent happening in the field are provided by the [National Youth Information Center](#) (NICM)

Since 2008 there is outdated Conception of development of the Youth Information System in the Czech Republic.

Youth Information is also one of the fields of priorities within the Youth Strategy 2014 - 2020.

Ministry of Education, Youth and Sports certifies quality Youth Information Centres and those are eligible for [annual state subsidy](#).

In 2016 18 certified Youth Information Centres have been supported by the state in the sum of 5 816 676 CZK (ca 215 000 EUR).

Youth-targeted information campaigns about democratic rights and democratic values

Studentské volby - since 2010 Non-profit organization People in Need organizes regularly so-called Student Elections.

Student Elections were subsequently held five more times (last time in September 2016 before the regional elections) and have become an established project already.

Since the first edition, People in Need offers schools information materials and model activities that teachers can use directly with students in the class, for example when preparing for student elections.

In 2016 they added three documentary films that deal with the topic of elections, election campaigns, shaping political preferences etc.

[Vím, proč volím](#) project (I know why I vote) was run by the Czech Council of Children and youth in 2013 and 2014 before the elections to the Chamber of Deputies and to the European Parliament. Series of debates, an open-air festival and discussions in all 14 regions with the candidates were supposed to bring more young people to vote. The project also brought political parties electoral manifestos analysis in relation to young people.

[Youth vote](#) is since 2016 initiative of the National Parliament of Children and Youth motivating young people within the children and youth parliament network to organize debates with the candidates and to be interested in any kind of elections.

Promoting the intercultural dialogue among young people

There is no youth specific activity in this field coordinated by the state.

Office of the Government is running campaign [Hate Free Culture](#) which is focused on the whole society including young people, schools etc.

Promoting transparent and youth-tailored public communication

There is no youth specific activity in this field coordinated by the state.

Within the [outcomes of national consultation](#) on Youth Empowerment within the IV. cycle of the Structured Dialogue with Youth several recommendations from the side of young people and youth workers have been proposed to be changed.

5.9 E-participation

UN e-Participation Index

- In 2014, Czech Republic ends up at 122nd place out of 193 countries monitored.
- Its e-participation index has a value of 0.2549, which means less than 65 percent of the world average, or about 55 percent of the average Eastern European countries.
- In 2016 moved the Czech Republic up to the 76th place out of 193 countries monitored.

The first attempt of the Czech government to promote e-participation was its resolution no. 879/2007, on the proposal of the establishment of a methodology for public involvement in the preparation of government documents. The government this resolution approved three pilot projects that could verify the possibility of public participation in the preparation of important documents Czech public administration, including legislative documents.

Currently, a number of Czech municipalities and some regions are involved in the [E-participation](#). This web service is operated by residents of Czech towns and villages including members of civic associations. Operation and its substantive content are coordinated in cooperation with the relevant municipalities, municipal authorities, civil society organizations and associations. Its aim is to streamline communication between local government and citizens. The user may be every citizen of the city or town or a member of a civic association.

None of the systemic projects and policies is specifically targeting young people. They are part of the overall target group, although they are most capable to take part in e-

participation activities. It is especially visible in case of online petitions or pressure groups aiming at cultivating political environment (Rekonstrukce státu).

However, there were/are several individual projects of NGOs designed for young people:

- [Our Space](#) – Czech Youth Association Duha was a partner in this pilot project, financed under the ICT PSP Work Programme. Its aim was to provide new opportunities for engaging young citizens in politics in a manner that reduces the perceived democratic deficit and contributes towards the expected impacts listed under the objective 3.5: eParticipation – empower and involve citizens in transparent decision making in the EU.
- [Kecejme do toho](#) – see chapter 5.4. – an e-platform was an integral part of the project.
- [Structured Dialogue with Youth](#) – also offers online participation opportunities by each of the consultation

5.10 Current debates and reforms

In December 2014 Chamber of Deputies of the Czech Parliament adopted [Resolution to promote citizenship education](#).

Based on the Resolution, Ministry of Education Youth and Sports started in 2016 Systematic support for citizenship education in schools by [experimental testing](#) to stabilize the role of pupils' parliaments in the citizenship education.

Main goals of the experimental testing are:

at pilot schools to verify the system of development of Pupils parliaments and create there consultative centres for support of other schools in the future; 21 schools of all types in the whole country (including socially problematic locations) will join the testing phase.

identify themes, activities and tools for sett up calls within the European Social Fund (OP VVV) and other subsidies

check how well to support the teacher who coordinates at the school a pupil parliament, and how to promote these activities to parents and to the local community

develop a system of effective assessment of pupils parliaments

The main gestor of the testing is National Institute for Education (NÚV) and expert and methodic guarantees are provided by the Center for Citizenship Education (COV) and Center for democratic learning (CEDU).

It is expected that at the central level the process of drafting new national Strategy should start to support Citizenship Education in the whole society, including formal and non-formal education, youth and also adult population. The expert committee, however, did not meet until the end of 2016. Although it had been established in autumn 2016. In December 2016, the Government of the Czech Republic decided to move the responsibility for fulfilling the task of creating new state Strategy on Citizenship Education was given to the Minister for Human Rights. In July and September 2017 the Minister organized open hearings with experts and relevant stakeholders in order to create "Basic framework on citizenship education in the Czech Republic" as in October 2017 the elections were expected and it was clear that because of the sensitivity of the topic, high interest from the site of experts and civil society, there will not be enough time and resources to prepare proper state strategy until the end of 2013 – 2017 Government. Still, the task of the Minister of Human Rights is valid and up to 30th of November 2017, the material with further tasks and recommendations for the new Government should be discussed within the current Government.

The Czech Republic is also active in the pilot testing of the [Framework of Competencies for democratic culture](#) developed by the Council of Europe. [Project #COMPETENCES](#) on

further elaboration at a national level is run by the Center for Citizenship Education with the support of NGO Anticomplex.

There were some debates in 2006 and 2007 about whether to lower the age limit for voting at 16, but these ended without any success, as no one felt any urgency and no pressure was made in this regard. Current legislation in the Czech Republic does not foresee many opportunities for children to participate in political governance.

There was an attempt to introduce a [Law on work with children and youth](#) in the early 2000s, including some obligations of the state and regional and local administration regarding participation; however, due to the repressive approach taken in the end of the process, resulting in an unacceptable draft, it was refused by the youth sector and the proposal was not submitted to the legislative procedure.

6. Education and Training

Education is one of the traditionally strong public areas and policies in the Czech Republic which became in last years also one of the widely discussed as in international comparison **Czech pupils and students have started to show worth outcomes in some fields.**

At top political level is the situation complicated since the foundation of the Czech Republic in 1993 because the Ministers of Education, Youth and Sports are changing very often. In the period 1993 to 2017, **in 24 years, there have been 18 ministers** in charge and **after the election in October 2017, the 19th is expected.**

The current situation is based on the amended legislation since 2004 in the pre-school, primary and secondary level and since 1998 at the tertiary level. The evolution of education and reforms toward modern system guaranteeing quality all across the country could be by some considered rather as slow. Education, as well as the general political development since 1990, **went through quite extensive decentralization** which brought many good outcomes but also some negative externalities and difficulties in common management. Also, the size of the population was changing significantly and the complex and rich system of educational institutions and facilities was rather following these trends.

In 2001, there was prepared **White Paper on the reforms of education, but their implementation was not fully successful.** Since 2014 there is **new complex strategy till 2020** based on an extensive evidence which facilitates the development in the field. Three main overarching priorities for this period focus on the **lowering the inequalities in education, support the quality of education and teachers and responsible and effective management.**

Focus is put on the **better access toward pre-school quality education, effective inclusion of pupils with special educational needs** toward the educational mainstream, strengthen common elements in the upper-secondary level and training, maintain the open approach toward the various offer in the tertiary level education, facilitate the graduates transitions to labour market, support access and quality of further education, including non-formal and leisure-based education and enhance quality counselling system.

Specific challenges are also on the level of content and its modernization in most of the fields and subjects and thus in **2017, the process of curricular content revisions started.**

Also, the governance structure was re-structuralized after 2010 and thus many of the processes changed.

It opens new possibilities and opportunities, as the foundation is rather solid, but definitely, **the field is very dynamic and requires adequate funding** and resources to

reach the goals. In the OECD comparison is the Czech Republic not the best funder of Education, however, **very important part are playing the EU structural funds** and resources, **as well as policies and initiatives** – basically in all areas of education.

6.1 General context

Main trends in young people's participation in education and training

Overall changes and trends

Since 2004 is the Czech educational system based on curricular documents specific to a given school, but with a clear connection to the [state curricular documents](#). So-called Framework Educational Programmes serve as curricular templates on the nation-wide level. School Educational Programmes of individual schools on all levels of education are processed based on those national templates. A common concept of education is thus assured, as well as a space for school profiling in a certain way and for creative work in the area of own curricula plans.

Last decades there are stable school numbers: [roughly 8500 schools within regional education and between 60 and 70 universities steadily between the years 2005/06 and 2015/16](#) (vyv_b1.xls)

Since 2016 there is a changed system of universities accreditation and [National Accreditation Bureau for Higher Education](#) is established.

In 2016 new systemic support of talented pupils and pupils with special educational needs according to the new [Decree number 27/2016 Coll.](#) started to be implemented.

In the area of upper secondary education

Constantly rising percentage of people with full secondary school diploma (school-leaving examination)

Rising numbers of pupils with health disability and disadvantage integrated into ordinary classes of secondary schools: [from 4161 in the year 2005/06 to 9505 in the year 2015/16](#) (vyv_b9.xls)

Declining numbers of special classes on secondary schools: [out of 16 463 students with health disability and disadvantage attending special classes in the year 2005/06 we see only 10 541 attending these special classes in the year 2015/16](#) (vyv_b9.xls)

Rising number of secondary education students: [in the population aged 15–18 we see a rise of percentage of secondary schools students from 91,7 % in the year 2005/06 up to 96,9 in the year 2015/16](#) (vyv_b5_1.xls)

Detailed data can be found in the report of the [NÚV](#)

In the area of tertiary education

Rising number of university students: [from 289 464 students in the year 2005/06 up to 395 979 in the year 2010/11 and 326 909 in the year 2015/16](#) at roughly the same total number of students (vyv_b1.xls)

Rising number of university graduates: from 44 342 in the year 2005/06 up to 82 004 in the year 2015/16 (vyv_b7.xls)

Changes in distribution of students of higher education institutions: [we can observe a decline in the number of students in long masters programmes and a rise in their number in two-stage bachelors and follow-up masters programmes](#); this trend is apparently in line with reforms introduced in the follow-up of the Bologna process (vyv_b7.xls)

Stagnation in number of doctoral students: [between the years 2005/06 and 2015/16 we see a short-term upward fluctuation in the number of doctoral students, nonetheless total numbers of these students are steady at the level of 22 000-26 000](#) (vyv_b7.xls)

Declining number of students in tertiary vocational education (tertiary professional schools): [from a total of 28 792 students in the year 2005/06 down to a total of 24 786 students in the year 2015/16](#) (vyv_b7.xls)

Declining numbers of daily students of tertiary vocational education (tertiary professional schools) and on the opposite rising figures of other forms of education in this sector: [from the ratio of roughly 24 000 daily students to 5000 distance ones in the year 2005/06 down to roughly 18 000 daily students to 8000 distance students in the year 2015/16](#) (vyv_b7.xls)

Rising participation of higher education students on foreign stays: [from 3800 Czech students abroad in the year 2001 up to 13 000 Czech students abroad in the year 2012](#)

Rising numbers of foreigners in the Czech education system: [from 41 722 foreigners in the year 2005/2006 up to 78 365 foreigners in the year 2012/2013, whereas roughly a half of this number is always in regional education and the other half in higher education](#) (vyv_b1.xls)

Rising numbers of international study programmes (co-tutelle, double-degree, joint-degree)

Organisation of the education and training system

[ISCED](#) table below clearly shows the following:

Primary and lower secondary education (6–14 years of age) is compulsory in the Czech Republic

In 14–15 years of age students transfer to the [upper secondary education](#) (secondary schools and apprenticeship schools) ^[1] by means of their own choice (submitting an [application](#)), followed by [passing an entrance examination](#)

[General education](#): Upper secondary education concluded with a school-leaving examination is for 15–19-year-olds in the general branch available as secondary education with a school-leaving examination, or [general secondary schools](#) ([general secondary schools](#), [general secondary schools with sports preparation](#), [bi-lingual general secondary schools](#); available is also a Framework Educational Programme for general secondary schools [in English language](#)) ^[2]

[Vocational preparation](#): Secondary education with an apprenticeship certificate is for 15–17-year-olds or 15–18-year-olds and following this studies it is possible to attend [two-year follow-up study](#) with the aim to acquire secondary education with a school-leaving examination; further school types include [conservatoires](#) (8 or 6 years; specialised on art disciplines) and secondary schools with vocational orientation (4 years), both concluded with school-leaving examination; vocational education is divided into several [wide groups](#) ([group J](#), [group E](#), [group H](#), [group L0 and M](#))

School-leaving examination is the basic prerequisite for admission to a university; without passing it, there is no possibility to be accepted to a university

[School-leaving-examination](#) has been since 2009 centralised and common for all concerned educational institutions in the Czech Republic

(¹) The only exception are eight-year and six-year general secondary schools, which combine lower and upper secondary studies and if the student is admitted to the studies in 10 or 12 years of age, he or she continues without the necessity of further entrance examination to the school-leaving examination. These educational streams often offer higher than standard language or other backgrounds (e.g. French general secondary schools, mathematical general secondary schools, etc.) and they have been criticised for disproportionate elitism over a long period of time ([Straková 2010](#); Strakova.PDF)

(²) In August 2016 the [Minister of Education issued a measure](#) to the Framework Educational Programmes for general secondary schools in connection to the new regulation of pupils with special educational needs, as well as gifted pupils.

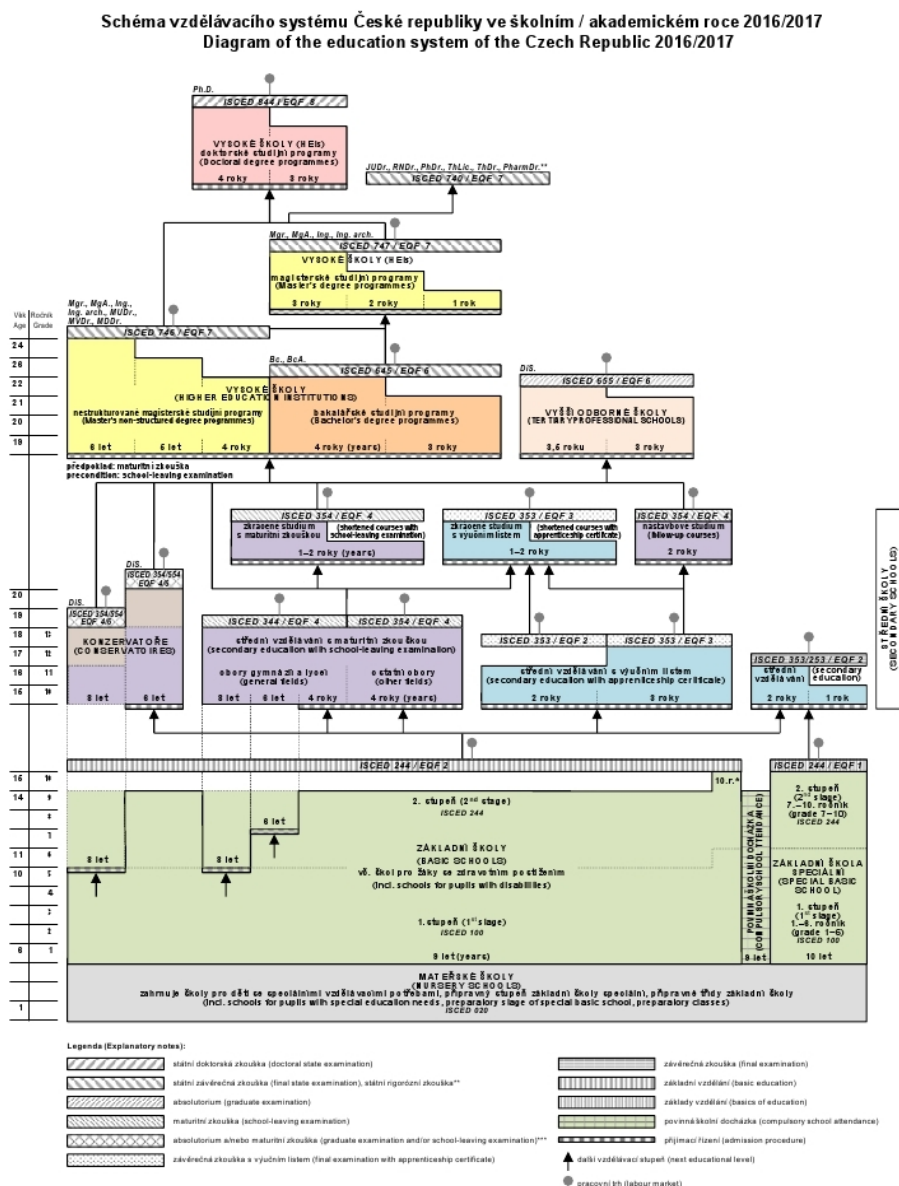
The same centralisation has taken place also in the case of the [final examination \(in the fields with the apprenticeship certificate\)](#) at the vocational education since 2015

[University studies](#) are divided into structured and no-structured programmes in the Czech Republic

Structured programmes include Bachelor's degree (3–4 years) and follow-up Master's degree (2 years; title Master)

Non-structured programmes include 5–6 years studies concluded with the title Master or Master of Science, alternatively Doctor of Medicine

Besides university studies there are tertiary professional schools, which provide vocational preparation in the length of 3 or 3.5 years and the title Certified specialist; a requirement for admission is also the successfully passed school-leaving examination.



Main concepts

Curricular documents

Framework Educational Programme (FEP): the main curricular documents on the state level; they are provided by the authorised organisation of the MEYS (National Institute for Education, NÚV) for all levels and sectors of the Czech regional education.

School Educational Programmes (SEP): documents processed on school level with the aim of concretization and specification of teaching on given facility; it is following general principles laid out in FEP.

Pupils and students with special educational needs

Defined in §16 of the Act number 82/2015 Sb.

"By a child, pupil and student with special educational needs, it is meant a person, who for the fulfilment of his or her educational possibilities or for the exercise or use of his or her rights on an equal basis with the others needs the provision of supporting measures. By supporting measures it is meant the necessary adjustments in education and educational services corresponding with the physical state, cultural environment or other life conditions of the child, pupil or student. Children, pupils and students with special educational needs have the right to the provision of supporting measures by the school or education facility free of charge."^[31]

"(2) Supporting measures consist in a) advisory help of school and school consulting facility, b) adaptation of the organisation, content, evaluation, forms and methods of education and school services including provision of education of subjects of special pedagogical care and including lengthening of duration of secondary or higher vocational education by up to two years, c) adjustment of conditions of acceptance to education and conclusion of education, d) use of compensation aids, special text books and special didactic tools, use of communication systems of the deaf and deafblind persons 11a) braille and supporting or substitute communication systems, e) adaptation of expected outcomes of education within the limits set by the Framework Educational Programmes and accredited educational programmes, f) education according to an individual study plan, g) use of an assistant of the pedagogue, h) use of additional pedagogical worker, translator of Czech sign language, rewriter for the deaf or the possibility of operation of persons providing the child, pupil or student support according to special legal regulations during his/her stay in school or educational facility, i) providing education or educational services in constructionally or technically adapted spaces."

Their education and the education of talented pupils is regulated by the Decree number 27/2016 Sb.

Talented youth

Defined in the Concept of Talent Development Support 2014–2020 (pages 4–5): "...exceptionally talented is an individual, whose distribution of abilities reaches extraordinary levels with high creativity in all scopes of activities or in particular intellectual areas, movement, artistic and social skills."

The concept follows the previous strategic material from the years 2009–2013.

⁽³⁾ It is a considerable change, previously there were three types of pupils and students defined according to the Education Act of 2004: "with health disability (bodily, visual, auditory, mental, autism, speech defects, concurrent disability with several defects, developmental disorders of learning or behaviour); with health disadvantage (health impairment, long term illness and lighter health disorders leading to disorders in learning and behaviour); with social disadvantage (from family environment with low social-cultural status, endangered by social-pathological phenomena, with ordered institutional care or placed under protective care and pupils with the status of asylum seekers and party to asylum procedure)."

Non-formal education

Defined by the Youth Department of the MEYS as follows: “Non-formal education takes place out of formal education system (formal education leads to achieving a certain degree of education evidenced by a certificate or diploma) and does not lead to a comprehensive school education. These are organised educational activities out of the framework of the established official school system, which offers interested persons intentional development of life experience, skills and attitudes based on a comprehensive value system to the interested persons.”

6.2 Administration and governance

Cross-sectorial cooperation

Cooperation mechanisms between departments are usually set ad hoc based on current conceptions and umbrella strategic materials. In such case, that a certain strategic priority is in the responsibility of more than one department, either concrete communication channels are set up, or a interdepartmental working group. Should this need last for a longer time, these groups can become more permanent, as is the case with [the advisory and working bodies of the Government Council](#), which often consist of representatives of different departments and sectors.

Thus we can see interdepartmental cooperation of MEYS in the area of [prevention](#), alternatively in the area of [science and development](#); similarly [MEYS cooperated in the past with the Ministry of Labour and Social Affairs](#) e.g. on defining schools graduates for the needs of statistical monitoring.

There are also Field and Expert Groups for details see Chapter 3.3.

Governance

Public administration in education is highly decentralised; different levels of administration and the schools have a high degree of autonomy.

The **State Administration of Education** is carried out:

- at central level by the **Ministry of Education, Youth and Sports (MEYS), or in specified cases by other central government bodies** – the Ministry of the Interior, Ministry of Defence etc. – in the case of schools and school facilities founded by them and by the **Czech School Inspectorate**
- **regional authorities** at a regional level – especially for upper-secondary education
- municipal authorities of **municipalities with extended responsibilities** at a local level
- **heads of schools and school facilities** at institutional level, the school directors have quite extensive executive competences

In the case of **higher education institutions** (*vyšoké školy*), the **administration body is represented by the Ministry of Education**. Apart from the areas mentioned in its title, the Ministry of Education also has science within its purview. State schools are, except for the Ministry of Education, also administered by their founders – the Ministry of Defence and the Ministry of the Interior.

Main actors in policy-making

Ministry of Education, Youth and Sports

It is a central state authority in the field of education. On administration and organization see details in Chapter 1.4.

Founders of schools

In the Czech Republic, schools can be founded by MEYS, region, municipality or group of municipalities, church or a private person. The educational system in the Czech Republic

is, however, relatively decentralised, and therefore the majority of [nursery](#) and basic schools are founded by the municipality, secondary schools and tertiary professional schools are usually in the responsibility of the region, and completely [independent are universities](#), which are either private (founded by a private subject), public (founded by a law), or state (founded by individual departments: this is about police and military schools in the responsibility of the given ministries).

[Ministry of Education, Youth and Sports](#) (MEYS) belongs to the central bodies of the state administration; it is headed by a member of the Czech government. The authority of the Ministry of Education, Youth and Sports is defined by the Act on the Establishment of Ministries and other Bodies of the Administration of the Czech Socialist Republic (number 2/1969 Sb.) in the current wording. MEYS is the main national authority in the area of education, non-formal education and youth work.

The regional council founds among others the Committee for upbringing, education and employment according to the [Act on Regions \(Regions' Constitution\) – number 129/2000 Sb., § 78](#): a) in connection with the demographic development and the development of employment it assesses and comments on the network of schools and school facilities, study and teaching disciplines and their changes within the authority of the region, b) it submits proposals on improving the quality of care provided by the schools and school facilities, alternatively pre-school facilities, which are founded by the region, c) comments on intents on providing subsidies in the area of youth, physical education and sport, d) discusses reports about the results of educational activities of schools, school facilities and pre-school facilities, which are founded by the region, e) fulfils other tasks in the area of upbringing and education, which they are authorised to by the council.

The [municipality](#) is obliged to create conditions for the fulfilment of the compulsory school attendance and further to provide for conditions of pre-school education of children in the last year before the start of the compulsory school attendance.

Municipality (alternatively group of municipalities) establishes:

- nursery school,
- basic school,
- nursery and basic schools with teaching language of an ethnic minority, if the municipality has a committee for ethnic minorities established,
- school meals facility serving them,
- basic art schools,
- school facilities for leisure-based education (e. g. school clubs),
- school purpose facilities (e. g. swimming schools, school farm, centres of practical training),
- if there are reasons and resources, then also schools usually founded by the region (secondary schools, tertiary professional schools), alternatively by the Ministry of Education, Youth and Sports.

Tertiary education

[Higher education institutions](#) are self-governing institutions, which are separate legal entities (with the exception of the state schools, where beside MEYS is the administration office also their founder – Ministry of Defence or Ministry of the Interior). The role of municipalities is in this case not directly defined. Higher education institutions have a high degree of autonomy and corresponding bodies defined by the Act on Higher Education Institutions. Higher education institutions are tended by the [Act on Higher Education Institutions \(number 111/1998 Sb.\)](#).

Higher education institutions have guaranteed academic freedoms and academic rights. They are:

- the freedom of science, research and artistic creation and publication of their results;
- the freedom of teaching which lies primarily in its openness towards different scientific opinions, scientific and research methods and artistic directions;

- the right to learn, which includes the free choice of study focus within the study programmes and the freedom of expressing one's own opinions during the teaching;
- the right of the members of the academic community to elect representative academic bodies;
- the right to use academic insignia and to perform academic ceremonies.

At all higher education institutions, not only public ones, it is unallowable to establish and organise activities of political parties and political movements.

The self-governing authority of higher education institutions includes primarily:

- decision on its internal organisation;
- determination of the number of admitted students, conditions of their admission and admission procedure;
- creation and realisation of study programmes;
- organisation of studies;
- decision-making about the rights and obligations of the students;
- focus and organisation of scientific and other creative activity;
- labour-law relations and determination of the number of academic workers and other employees;
- habilitation procedure and procedure towards naming a professor;
- cooperation with other higher education institutions and international relations;
- founding of self-governing academic bodies;
- economic management and handling of property;
- determination of fees related to the studies.

Directly managed [organisations](#) ^[4]

National Institute for Education, Education Counselling Centre and Centre for Continuing Education of Teachers (NÚV) was founded in the year 2011 with the merger of the National Institution of Technical and Vocational Education, the Research Institute of Education and the Czech Institute for Educational-Psychological Guidance

Its mission is to universally assist in developing general, vocational, art and language education and to support schools in the area of educational-psychological, educational and career consulting and further education of pedagogical workers, all with the emphasis on life-long learning and cooperation with the European Union.

The activity of the NÚV:

- creation of Framework Educational Programmes and further assistance to schools with the creation of their own educational programmes, as well as with their implementation into the teaching;
- support of education of children and pupils from socially disadvantaged and culturally different environment, children and pupils with health disabilities and disadvantages and education of exceptionally talented pupils;
- issues of qualification acquisition in the Czech Republic, as well as in the Europe-wide scope; national Europass centre;
- monitoring of employability graduates on the labour market;
- provision of all-purpose information about schools and specialisations of education to the public;
- issues of further education and National Register of Qualifications;

⁽⁴⁾ Until the year 2012 one of the organisations managed by the Ministry of Education was also the Institute for Information in Education (ÚIV), which was cancelled to the date of 31. 1. 2012. Its tasks and obligations, operation and development of the statistical information system in education, involvement in transnational information structures (into the projects OECD – INES and PISA and IEA – TIMSS and Eurydice) were taken over by the MEYS, Czech School Inspectorate and the DZS. One part of the ÚIV was also the National Comenius Pedagogical Library, which was merged in the year 2011 with the Pedagogical Museum.

- educational-psychological, educational and career consulting and primary prevention of risky behaviour of youth;
- preparation and realisation of programmes of further education of pedagogical workers.

National Institute for Further Education (NIFE) is an institution with nationwide guarantee of further education and professional development of pedagogical workers from schools and school facilities including school facilities for leisure-based education. It provides for a complex offer of educational and consulting services, methodological and specialised support, it reacts operationally to current, as well as specific needs of schools and pedagogues in individual regions of the Czech Republic and guarantees systemic care for talented or exceptionally talented children and youth and targeted support of pedagogues for work with specific groups of pupils, like e.g. pupils-foreigners or common education.

It realises projects co-financed from the European Social Fund, through which the NIFE verifies and introduces innovative elements in the education system and fully supports pedagogical workers in raising their specialised and professional competences

Centre for Determination of Results of Education (CERMAT) prepares evaluation tools for school-leaving examination, testing of applicants for admission to specialisations of secondary schools with school-leaving examination and supports evaluation of basic school pupils.

Centre for International Cooperation in Education (DZS)

It is a contributory organisation of MEYS; it administers international activities in the area of education. Activities of DZS are intended for organisations and companies dedicated to education, science and research, for bodies of local administrations, but also for individuals (students, pedagogues, managers of all types of schools and other professionals) and for the MEYS itself.

DZS through its activities:

- contributes to international cooperation;
- awards grants and scholarships for international projects and mobilities;
- assists in development of schools and further education of schools' employees;
- helps with further education of youth workers and educators of adults;
- informs about trends in education;
- supports career consulting;
- supports studying of foreign students in the Czech Republic;
- supports Czech cultural heritage abroad;
- provides for the activity of Czech teachers abroad;
- issues publications, organises conferences;
- offers accommodation and conference services in its building Rezidence Dlouhá 17;
- administers the Erasmus+ Programme;
- cooperates closely with MEYS.

Comenius National Pedagogical Museum and Library

The National Pedagogical Museum is an important research and documentation centre oriented at the history of Czech education, pedagogy, teaching and scholarship in connection with the life, work and legacy of J. A. Comenius.

Comenius Pedagogical Library – a department of the Comenius National Pedagogical Museum and Library – is a publicly accessible specialised library. The Pedagogical Library focuses on the area of upbringing, education and schooling. Its services are offered not only to teachers and students of pedagogical disciplines of secondary schools and higher education institutions, but to the students of social sciences.

The Comenius National Pedagogical Museum and Library was tasked with the construction of the Memorial Hodonín u Kunštátu, which was finished in the year 2016. The Memorial's aim is to honour the memory of all victims of internment in the camp,

with special emphasis on the victims of the Roma Holocaust in the place of the former protectorate gypsy camp, to educate and inform about the dark history of roughly ten war and after-war years of the camp, while emphasising the issue of the Roma Holocaust including connections with the Holocaust of the Jews and the elimination of the Czech nation in the period of the Second World War and to provide detailed information about this camp.

Czech School Inspectorate (CSI, an administrative office with national authority, organisational component of the state)

It processes conceptual intents of inspection activity and systems of evaluation of educational system; particularly it also executes inspection activities in schools and school facilities according to the Schools Act, [so not on higher education institutions](#).

The Centre for Higher Education Studies (CHES, a public research institution)

It processed studies to the conception and strategy of the development of higher education and takes part in the operation of the distance study system (department National Centre for Distance Education). Its part was also the Centre for equivalence of proofs of education (ENIC/NARIC), whose activity has been taken over by the Ministry of Education since the year 2014. "[Centre for Higher Education Studies](#) (CHES) was founded in 1991 with the restructuring of the Institute for the Development of Higher Education. Until the end of the year 2006 it was functioning as a contributory organisation of the Ministry of Education, Youth and Sports. In January 2007 the CHES was transformed, according to the Act on public research institutions (number 341/2005 Sb.), into a public research institution whose founder is the MEYS."

The Fulbright Commission was founded by an agreement between the government of the Czech Republic and the USA with the goal to support mutual understanding through educational, scientific and cultural exchanges based on governmental scholarship programmes and advisory and information services.

Another goals:

- raising expertise in individual disciplines and registering new disciplines, where the mutual cooperation will help in their development,
- support of excellent personalities,
- founding programmes, which are co-financed by the involved institutions,
- deepening awareness about the programmes and further possibilities of study and research in the USA and raising prestige of the programmes.

Pedagogical Centre for Polish Minority Schools Český Těšín, founded to provide support for the needs of schools with Polish teaching language in the Czech Republic, it is based on the identity and specifics of the Euroregion Těšínské Slezsko - Śląsk Cieszyński.

Activities:

- further education of pedagogical workers,
- support of minority schools,
- issue of methodological aids – Jutrzenka and Ogniwo
- competitions for pupils and students,
- life-long education,
- cross-border cooperation,
- European cooperation,
- pedagogical library.

National Library of Technology is the biggest and oldest library of technology literature in the Czech Republic with the capacity of more than 1.5 millions of volumes; its primary function is the provision of specialised information resources and services to students, pedagogues, and researchers in the fields of engineering and applied sciences, as well as to members of the general public with interest in technical information.

Czech Anti-Doping Committee is the highest body and exclusive specialised workplace with national authority providing for the anti-doping programme of the Czech Republic:

it proposes legal measures for the support of the fight against doping, especially limiting the availability of pharmacological and nutritional resources containing doping substances,

it represents the Czech Republic in international anti-doping institutions;

it issues directives for executing doping controls, including lists of forbidden groups of doping substances and methods according to WADA,

it carries out doping controls during sporting competitions, as well as out of them and provides for analyses of collected samples in doping control laboratories,

it issues educational programmes and organises educational events for the support of sporting competition without doping.

Higher Education Sport Centre of MEYS assists in the following areas: athletics, basketball, handball, judo, canoeing (speed/slalom), figure skating, swimming, fencing, tennis, volleyball

6.3 Preventing early leaving from education and training (ELET)

National strategy

Lowering drop-outs from education (with the identical definition as the Eurostat, meaning “The proportion of persons in the age of 18–24 years, who reached education in the maximum level of ISCED 2 and are not in the process of formal education and vocational training.”) **is one of the indicators of the fulfilment of the Strategy for Education Policy of the Czech Republic until 2020** (in the responsibility of the MEYS).

This figure is surveyed by the Czech Statistical Office by the annual Labour Force Sample Survey. The goal is that less than 5.5 % persons, who fall into the aforementioned definition by the year 2020. This goal has been already reached. This goal is fully in line with the Europe 2020 strategy, which states that there should be less than 10 % of individuals, who are leaving the educational system early, in the year 2020.

The Strategy for Education Policy of the Czech Republic until 2020 itself states, that:

“Drop-outs from education generally do not present a significant problem in the Czech Republic, since our education system shows one of the lowest levels of early leavings (4.5 % in the year 2012). Despite this it is still necessary to concentrate on age groups, which are at a higher risk of drop-out from education than the rest of the population. In the Czech Republic, these are primarily children and pupils with special educational needs, meaning persons with health disability, health or social disadvantage. A significant risk for the realisation of the concept of life-long learning pose some practical barriers hindering the return to the education in later age, which occur on the side of the education (e. g. formal requirements of admission, unavailability of alternative forms besides full-time ones), as well as in the areas of authority of different policies (e. g. insufficient coordination between education policy and employment policy) and, of course, on the side of the educated (e. g. missing motivation, the need to combine education with family and working life). The education of Roma children, pupils and students needs to be considered an area of particular concern. In the last years, the Czech Republic has significantly intensified interventions with the aim to integrate members of this minority more efficiently into the schools and programmes of the main educational flow and to ensure them a better access to all degrees and forms of education. In spite of that, a lot of problems are pertaining and their solution will need to be given higher attention in the following years.” (pages 10–11)

Drop-outs from education are also marginally mentioned in the in the [Long-term Policy Objectives of Education and Development of the Education System in the Czech Republic for 2015–2020](#) in the two following references:

“For the prevention of drop-outs from education, it is necessary to provide for the support of children and pupils with special educational needs especially in the periods of transfer between degrees of education. (...) [It is needed to support cooperation of schools and other organisations in the development and inclusion of children at risk of drop-out from education in extra-curricular activities.” (pages 11 and 19)

Although drop-outs from education are thus a known topic in the Czech Republic, which is also evidenced by the work of the [National Institute for Education \(NÚV\)](#), given the relatively good results in this area, there are no strategic documents that would be addressing this phenomenon.

NÚV is, however, **[addressing this phenomenon on a purely practical level of research probes and collecting best practices](#)**. So in the area of prevention and intervention we see career consulting, efforts in raising the attractiveness of the teaching, or networking schools with other subjects as the tools used. Labour offices are also taking part in the return of youth to education with the support of their return to formal education on one hand and with the offer of retraining courses leading straight to professional qualification on the other hand.

Formal education: main policy measures on ELET

There are no real specific policy measures directly targeting ELET.

The issue of early leavings is **partially tackled by the Education and career guidance** which is considered as a prevention and intervention measure to tackle early leaving, as specified in the 2004 Education Act and Decree 72/2005 on providing guidance in schools and school guidance facilities. However, it is not explicitly considered as a compensation measure to tackle early leaving.

National Financial support of schools and the services tackling also early school leaving is provided by the **[financial support of the MEYS](#)**, financed by the European Social Fund. It focuses on the resources for schools and teachers, which besides other things targets also **“the tutoring of pupils endangered by a school failure”**.

Lower participation of Roma youth in education and their early leaving the state tries to fight also by **[Grant program Support of socially disadvantaged Romani pupils from secondary schools and students of the Secondary Vocational Schools and Conservatories](#)**. The programme can support schools and individual young Roma students in studying and maintaining in the study. Schools can apply for national support and it could be via schools provided to individuals. According to the [results of the call 2017](#), around 132 000 EUR (3 417 260 CZK) was allocated to applied projects with direct impact on 686 pupils.

As the expert consensus does not consider drop-outs as a significant problem, no other specific tools exist. However, the issue is in a field of monitoring and research interest of the NÚV and in 2015 was also published manual for schools and interested persons called **[Prevention and intervention of early school leaving. Manual of Measures](#)**. Drop-outs are one of the topics in awareness of guidance teachers and schools services.

Addressing ELET through non-formal and informal learning and quality youth work

There are **no specific measures at state level** addressing ELET through non-formal and informal learning and quality youth work.

In regard to implementing the National Youth Strategy 2014 - 2020 working group on the interconnection of social work and youth work is in play, however, ELET as such was not in focus of the group.

Young people who left the education can use as other parts of the social **possibilities for requalification** by the Employment offices or use the experience from the non-formal and informal learning and youth work for reaching some qualifications from the National Register of Qualifications according to the Act on the Verification and Recognition of Further Education Outcomes Nr. 179/2006 Coll.

More on validation and recognition in Chapter 6.4.

Cross-sector coordination and monitoring of ELET interventions

The policy areas of education, youth and sports (within one single ministry) cooperate with the Ministry of Labour and Social Affairs and the Ministry of Interior on policy issues related to tackling early leaving. Outcomes of the cooperation we can see e.g. **since 2010 in monitoring of education leaving** which is part of the systemic [project VIP Kariéra II](#) – KP (follow-up of VIP Kariéra (20052008) as a joint initiative of the Ministry of Education, Youth and Sports and the National Institute for Education. Projects' objectives include prevention of early leaving and identification of groups at risk. The project also aimed at enhancing, rationalising and further improving the quality of career counselling, providing training and methodological support (e.g. an e-learning training for career counsellors).

The outcome of the project is the ISA+ informational portal known as [Infoabslovent.cz](#) supporting young people and adults in education, dealing with problems in education and with transfer to working-life or further education.

Multi-agency partnerships at the local/institutional level are a legal obligation in order to provide support to students who require specific additional support and their parents. They involve professionals such as school heads, teachers (including teachers specifically trained for guidance and those specifically trained as school prevention specialists), psychologists, social workers and labour officer workers. The involvement of speech therapists mainly concerns primary education.

There is no national way of monitoring and evaluating this multi-agency partnership cooperation on a local level, some local authorities may apply some, but it is not under state coordination.

No special link to National Youth Guarantee found.

6.4 Validation of non-formal and informal learning

Arrangements for the validation of non-formal and informal learning

[According to Ministry](#) of Education, Youth and Sports quality of non-formal education and its recognition was first dealt on the state level in the Czech Republic by the National Institute of Children and Youth in the year 2009 through the national project '[Keys for Life](#)'.

During the four years of its running (till 2013) within the scope of the key action '[Recognition of non-formal education](#)' the '[Memorandum on Support of Recognition of Results of Non-formal Education in the Work with Children and Youth](#)' was created besides other things.

Memorandum was signed by the first signers on the '[Conference on Recognition of Non-formal Education](#)' which took place in Prague from 2nd to 3rd November 2011. Currently, the Memorandum is signed by 41 representatives from the ranks of important employers and educators and no further dissemination is publicly visible. Memorandum opens up new possibilities to more intensified negotiations about future intentions on starting with recognition of non-formal education and thus to support the inner motivation to life-long learning in the people themselves.

The practical outcome of the project "Keys for Life" in regard to recognition and validation of Non-Formal and informal learning outcomes is the "Personal Competence Portfolio" ([Osobní Kompetenční Portfólio](#), OKP).

OKP enables young people to gather online their competencies gained during life and non-formal education (as well as professional qualifications and formal-education) and make thus more appropriate CV. It helps young people to describe their competencies and skills by providing basic model competence portfolios according to the basic positions, role and activities within the children and youth organizations and youth work.

However, **currently, no unified system of recognition of results of non-formal education as such exists. But, there is a system of recognition of further education, in the scope of which it is possible to use also knowledge and skills gained in non-formal education.**

Further education of the individual is possible to carry out according to the [Act no. 179/2006 Coll.](#) based on the [National Register of Qualifications](#), which defines, what skills are needed for given professions and who and in which way will execute the testing, which is a necessary prerequisite to the recognition of previous learning.

Altogether it is a **system when an individual has a possibility to acquire either comprehensive or partial qualification required for the execution of a certain profession.** These qualifications are specified for each profession separately, as well as the conditions for their acquisition (testing) and authorities, which are commissioned to execute the examination in this regard.

There are no specific target groups with regard to young people, though gradually it was possible to successfully push through [professions connected with youth work](#) into the National Register of Qualifications;

Specifically, there are following professions linked to youth work:

- [Coordinator of Volunteers](#)
- [Recreation Supervisor for health recovery measures \(children and youth\)](#)
- [Senior Recreation Leader \(children and youth\)](#)
- [Recreation Leader \(children and youth\)](#)

Connection to formal education and certification

official statement: "Within the National Register of Qualifications (NSK) it is primarily possible to acquire so-called vocational qualification (VQ). That is the qualification that enables the applicant to be employable in the given profession, alternatively to acquire the trade certificate (depending on the requirements of the specific profession). For example, the craftsmanship trades require the passing of the whole *comprehensive vocational qualification*, whereas the *vocational qualification* is enough for the free trades.

An applicant, who acquired the VQ, will be employable in that given discipline. If he/she would like to acquire an apprenticeship certificate, it is possible only in such case that a corresponding educational discipline exists and the applicant acquires VQs needed for him/her to pass the final examination from the educational discipline in a school, which teaches the discipline. If such information is not stated directly by the qualification then this VQ is not part of any group of standards leading to a comprehensive vocational qualification.

Qualifications corresponding to the school-leaving examination level have been addressed by the project [NSK2](#) till 2015. Also for this level, it should be possible to acquire a certificate of school-leaving examination, but probably not for all disciplines.

The project [NSK2 states](#) that after submitting a certificate of professional qualifications "the interested person will be allowed to carry out the prescribed examination (e. g. final examination in disciplines with apprenticeship certificate), without the need to attend school education."

Currently it is thus possible to also acquire certification of formal education, however, firstly it is needed to pass all partial examinations required for some of the professional qualifications and subsequently pass the final examination itself.

In total, the number of passed examinations was rising in the past by roughly 2000 examinations per month.

By the approval process of each sub-qualification, there was a specific role of the "Sectoral Council" composed of the representatives of employers, authorizing authorities, Ministry of Social and Labor and Ministry of Education.

Further investigation on how the qualifications gained within the non-formal education can be integrated into the national qualification frameworks are investigated by NUV and partners within the Strategic Partnership in VET Erasmus+ Projekt [NQF-in](#).

Information and guidance

Information on National Register of Qualifications can be find on the website with the instructuive web address www.narodnikvalifikace.cz (national qualifications).

National Institute for Education provides also web portal on Education and Work (www.vzdelaniaprace.cz) to inform and motivate people use the ways for requalification or recognition and validation of qualification. Individuals and employers can be also linked and supported in direct job search or ways how to reach the necessary qualification by validation.

No agencies or campaigns for raising awareness can be found at the time, however, it is assumed that both portals are used as support measures by career and counselling by schools and employment offices.

Quality assurance

There is **no quality assurance about the validation of non-formal and informal learning in youth work**.

Assurance for validation and recognition of Further Education:

One of the quality assurance tools it the [National Board for Qualifications](#), whose tasks also include "monitoring of labour market and demands of the employers", or also "proposing the projection of changes in the content of qualifications into the contents of educational disciplines."

Another quality assurance mechanism should is the system granting authorizations to legal and physical persons in order to organize testing. The authorization is being executed by a body of the respective ministry, however, it is enough to fill out the application correctly, fulfil given criteria and all proper attachments; the question about the quality of so authorized persons remains.

No further quality assurance mechanisms are to be found.

No monitoring system is currently to be found.

6.5 Cross-border learning mobility

Policy framework

On the level of non-formal and informal learning:

The [Youth Strategy 2014-2020](#) clearly defines youth mobility as one of the priorities as the Strategic goal number 5.

The main focus should be to support an increase in cross-border mobility of youth, namely through the following measures:

- to contribute to the improvement of the language skill as a tool for increasing young people's self-confidence for mobility;

- to motivate youth to international mobility through seminars and other activities;
- to support individual as well as group forms of mobility;
- to support projects with international participation, cross-border networking and partnership;
- to strengthen awareness of youth about the possibilities of mobilities through schools, school facilities and non-governmental organisations;
- to adapt content and forms of information service for youth to the target group and present situation;
- to raise awareness of stakeholders about recognition of competences and knowledge acquired during the mobility;
- to support motivation of stakeholders to recognize competences and knowledge acquired during the mobility.

On the level of secondary education and IVET:

In state strategic documents there is no explicit mentioning about the mobility of students at the secondary level of education ([Long-Term Plan for Education and the Development of the Educational System for 2015–2020](#) nor [Strategy of Educational Policy of the Czech Republic till 2020](#)).

On the level of Higher Education:

Internationalisation of the higher education is one of the priorities of the current concept materials of the MEYS ([Strategy 2020](#) as well as [Long-Term Plan for Education 2015–2020](#) as well as the [Framework for the Development of Higher Education until 2020](#) (pages 21–22). The International dimension of Higher Education should become an element of quality by the studies.

The planned measures in the area of students' mobility are:

- to support on the national level a revision of visa policy towards students of higher education institutions, academic and research workers,
- to implement European directives in this sector and to initiate talks with the Ministry of the Interior and the Ministry of Foreign Affairs for this purpose;
- to join in, on the national level, relevant international organizations and work groups, which will enable access to programmes for development of international cooperation financed from the resources of the EU, EEA and Norway Grants and others, for the Czech higher education institutions;
- to support the attractiveness of Czech higher education institutions for foreign students (for short-term study programs as well as studying whole study programmes),
- to increase the number of study programmes and volume of subjects taught in foreign languages (primarily in English) and to systematically develop language and communication competencies of students as well as workers of higher education institutions;
- to support the internationalisation of higher education institutions financially, including mobility programmes for students as well as workers of higher education institutions;
- to support quality of international cooperation, especially short-term study stays and to improve the system of recognition of studying abroad;
- to support the development of competencies of workers of higher education institutions needed for international cooperation (especially the knowledge of foreign languages);
- to support the activity of foreign experts on higher education institutions;
- to support various forms of international cooperation of higher education institutions, including creating and realising common study programmes, summer schools, workshops and the like;
- to develop principles of 'internationalisation at home.

Administration and implementation of mobility coordination

The MEYS founded a semi-budgetary organisation, the [Centre for International Cooperation in Education](#), which is the state subject for implementing students as well as non-students mobility programmes.

Specific offers of international mobilities (especially, but not limited to higher education institutions students) are provided for by the [Academic Information Agency](#), which works within the scope of the Centre for International Cooperation in Education.

National Youth Information Centre ([NICM](#)), which also offers information about the possibilities of students mobility, namely for students of [secondary schools](#), as well as [higher education institutions](#); the [NICM](#) is a department of the National Institute for Education ([NUV](#)), which is a directly managed organisation of the MEYS.

In the Czech-German context, there are also [The Czech-German Youth Exchange Coordination Centres "Tandem" in Pilsen and Regensburg](#) bringing together young people from the Czech Republic and Germany with goal of meeting of young people, creating and supporting their connections and friendships. Among others task Tandem operates in arranging and supporting mobility of individuals (traineeships, job shadowing and volunteering) by pupils, secondary education [including VET](#), young people, youth workers, teachers as well as volunteers.

For more detailed information on mobility policies and actions taken by the state visit:

Mobility Scoreboard, EU/EURYDICE: [Vocational education and training](#)

Mobility Scoreboard, EU/EURYDICE: [Higher education](#)

Main cross-border mobility programmes for students in formal education

Secondary schools

The [NICM](#) states that Students of secondary schools also have the possibility to leave for study and experience abroad. There are several ways, how to get such chance:

- a student can get a scholarship at a foreign secondary school – either short-term (from 1 week) or a longer one (up to two years);
- a student can attend the whole study abroad – it is possible to get a scholarship (most of the time only from the foreign side and if the school offers it), or the student covers the cost by himself/herself;
- the student can leave for abroad with an agency, which organises such stays on secondary schools – this type is of course also paid by the student himself/herself;
- a special possibility, especially for students from border areas, is to study a school near the border – the student lives in the Czech Republic and commutes abroad.

At the same time the NICM provides also information about available [scholarship programmes](#) (usually information only on non-state and non-profit actors), including some very specific offers, such as the offer of [scholarships](#) for studying at secondary schools in France, but also e.g. the [list of foreign secondary schools](#), which support Czech students, or for example [agencies](#), which mediate study at secondary schools abroad at own costs of students.

Secondary school students have the possibility to choose from the information of the Academic Information Agency (see above): scholarships announced by the [MEYS](#), [other scholarships](#), as well as other [events and competitions](#).

From the Czech state perspective, the main program for supporting the mobility in the secondary education is the EU Programme Erasmus+.

In the scope of the Erasmus+ Programme also the secondary schools workers have the possibility to leave with the financial support of the EU, namely both in the area of general education (general secondary schools) and in the area of vocational education (vocational secondary schools and practical schools); projects in this area are dimensioned for 12–24 months; the implementation of the programme and provision of

information are in this case provided for by the [Centre for International Cooperation in Education](#).

Apart from secondary schools workers the Erasmus+ Programme financially supports also the mobility in the area of vocational education and training, namely internships of [students](#) in an organisation of vocational education and training as well as practical training of students in enterprises for the duration from 2 weeks up to 12 months; within the financial support of the Erasmus+ Programme it is also possible to leave for educational/training stays with the purpose of professional development of [workers](#) in the area of vocational education and training and that for the duration from 2 days up to 2 months.

Higher Education Institutions

The main possibilities of students mobility include the following [schemes](#), according to the information from the Centre for International Cooperation in Education:

- [AKTION](#) in Czech-Austrian intergovernmental context,
- [CEEPUS](#) (Central European Exchange Programme for University Studies),
- [Erasmus+](#),
- [EEA and Norway Grants](#) (here it is possible to go to study abroad also during the study at a tertiary professional school or a conservatoire).

Other possibilities of study abroad are programmes such as [Freemover](#), various [intergovernmental agreements](#), or for example the [Fulbright scheme](#).

We can observe also rising numbers of international [summer schools](#). However, there is no central register of organised summer schools - neither of those organised by domestic institutions, nor those organised by foreign universities. Information in this respect is very fragmented and available only on selected websites. The exception is perhaps the not very updated website of the [NICM](#). Often the information is shared among students and active young people in mailing students networks or via social media and social networks which are often supported or grouped around young people in various youth or students organizations.

Czech higher education students have also the possibility to study in so [double degree](#) or joint degree programmes, in which it is possible to study part of the programme on the hosting institution and receive official recognition of this study not only in form of recognition of attended subject and their credit load, but also through gaining two diplomas, or a diploma, which is issued by both the domestic and the foreign institution. Both mentioned cases offer the graduate a certain advantage in the labour market. However, currently there is no centralised register of these programmes and so it is up to the potential student to find the information on the websites of the given institutions. There are also cases when students initiate by themselves new such partnership between universities or HEI.

The [NICM](#) offers basic information for students, who wish to study on university abroad, including information about [fees](#) connected with studying in different countries; at the same time it also states the [scholarship possibilities](#) for other forms of studying abroad: [scholarships based on international treaties](#), [scholarships of various foundations](#), information about [subjects](#), which provide financial scholarships for studying abroad, as well as about [agencies](#), which mediate studying on higher education institutions abroad, but also information about studying in the [USA](#) online, or in [Denmark](#) via private providers.

Apparently, the most well know programme used for mobility of higher education students in the Czech Republic is the [Erasmus+](#), which offers possibilities of mobility both for students and employees of universities.

In the case of [students](#) of higher education institutions and tertiary professional schools this is the financial support of study mobility, which lasts 3–12 months, or a practical

training 2–12 months long and that including the internship for graduates (Internships for graduates up to one year from finishing studies on a higher education institution.).

In the case of [employees](#) of higher education institutions, universities and tertiary professional schools this is the financial support of teaching stays in the length from 2 days to 2 months, alternatively of training in the length from 2 days to 2 months.

Promoting mobility in the context of non-formal learning, and of youth work

The main state support mechanism in this area is the political support given by recognising the international mobility of youth as one of the priorities of youth policy in the Czech Republic (see section "[Political framework](#)" above).

In the implementation level is this document followed up by the [financial scheme provided by the Ministry of Education, Youth and Sports](#) (for details also see Chapter 1.7) with focus, among others, also on important international events and international and cross-border youth and youth work mobility.

Systemic support of youth mobility within non-formal learning and youth work is rather provided by the [Erasmus+](#) programme and its component focusing on youth. Support can be obtained for projects from 3 to 24 months long in the form of [youth exchanges](#), [European Voluntary Service](#), [youth workers mobility](#), or strategic European Voluntary Service.

Erasmus+ in the field of Youth is implemented and administrated also by the DZS. And as promotion tools serve also the [Eurodesk.cz](#) portal and **magazine called "[Mozaika](#)"** (*Mosaic*).

The Czech Republic is supporting via Council of Europe also [European Youth Foundation](#) and Czech Youth thus have the possibility to apply for their grants in the scope of their grant scheme. [Annual priorities](#) in 2017 were a) creation of inclusive and peaceful societies and b) fight against extremism and radicalisation in accordance with the Czech Youth Policy.

Further, there are [bilateral and multilateral agreements](#) between individual states in the area of youth. In 2017 these are the agreements with Slovakia, France, Germany and the cooperation within the Visegrád Group and the Eastern Partnership promoted also by "[Memorandum of Cooperation between The Ministries of the Visegrad Group Countries responsible for Youth and The Ministries of The Eastern Partnership Countries responsible for Youth in Youth Field](#)" followed-up with [2015 - 2017 Action Plan of V4 and EaP coordination - youth](#).

Cooperation and Grant support also among youth is offered also by the [International Visegrad Fund](#) which is a joint fund of the V4 countries governments.

"The goal of the Fund is to facilitate and support development of closer cooperation among the V4 countries (and V4 countries with other countries, especially, but not exclusively, outside of the EU, with member states in the Eastern Europe, with Western Balkans and South Caucasus) with the help of grants supporting common cultural, scientific and educational projects, youth exchanges, cross-border project and promotion of tourism."

The total budget for this programme is roughly 2.5 million Euros.

Czech-German youth activities, cooperation and mobility are supported and coordinated by the "**Czech-German Council on Youth Exchange and Coordination in the Youth Field**" which is based on the Czech-German intergovernmental Agreement on good Neighborhood. It meets once a year alternately in the Czech Republic and Germany and brings together representatives of Ministry of Education, Youth and Sports of the Czech Republic and Bundesministerium für Familie, Senioren, Frauen und Jugend (German Federal Ministry for Family, Seniors, Women and Youth), representatives from youth organization structures (CRDM and DNK in Germany), Czech-German Youth Forum and other stakeholders from both countries active in the Youth field and school exchange.

The Council steers also the activity of the [Czech-German Youth Exchange Coordination Centre Tandem](#) whose bureaux are in Plzeň and Regensburg.

Tandem provides since 1997 to youth, civil society and education sector various support measures as guidance, mediation of contacts across borders, financial helps for activities and promotes the youth and youth-work mobility. Newly also with Austria.

Since 2014 is Tandem operating small-scale financial support **Start It Up with Tandem!** ([Rozjed' to s Tandemem!](#))

"The goal of the programme Start It Up with Tandem! is to motivate Czech subject working with children and youth in their leisure time to organise Czech-German youth exchanges. Through this programme, Tandem wants to support the meeting of children and youth in the ages of 8–26." Newly this programme enables cooperation with subjects in Austria, too.

Another inter-governmental international structure supporting Czech-German cooperation including the youth field, youth work and youth educational activities (including scholarships) is the [Czech German Future Fund](#).

Since 2001 there is in operation also Czech-German Youth Forum promoting common activities including youth work and youth mobility across both countries.

Since 2008 there is in operation [Czech-Polish Forum](#), which provides also small support to civil society for common projects, including youth field.

The [Czech Council of Children and Youth \(CRDM\)](#), as a non-state actor, but with significant state and public subsidies promotes the international youth participation and mobility with several projects, activities and initiatives.

[UN Youth Delegates Programme](#) coordinated by the Czech Council of Children and Youth and supported by the Ministry of Foreign Affairs and Ministry of Education is project supporting the promotion of youth participation and youth mobility. The programme started in 2016 as part of the follow-up of the Structured Dialogue with Youth claims.

EYCA - European Youth Card supporting the European Youth mobility and meaningful spare time activities for youth by providing information, youth work activities and discounts, is in the Czech Republic provided and operated by the CRDM since 2013

[International volunteering by 72 Hours](#) - CRDM organized every October national-wide voluntary project 72 hours in order to promote and support volunteering and the international dimension is present every year. With international partners, CRDM provides an opportunity for Czech young volunteers to go abroad for voluntary activities as well as is hosting international volunteers in the Czech Republic to participate in voluntary activities in the Czech Republic.

[Czech-Israeli youth workers exchange](#) - every year around 10 Czech and 10 Israeli Youth workers from youth organizations and movements participate in common exchange focus on the differences and commonalities in youth work in the Czech Republic and Israel.

International youth mobility and youth cooperation within the activities of membership in the European Youth Forum and Advisory Council on Youth by the Council of Europe (Mandate 2016 - 2017), within the BBC+ European Youth Councils' cooperation or with other individual partners as German Federal Youth Council (DBJR), Bayern Youth Council, Saxony Youth Council, Slovak Youth Council, or other partners.

Quality assurance

Learning mobility quality assurance mechanisms on national level

There is **no comprehensive national system of monitoring quality of learning mobility** in the Czech Republic.

Many realised programmes and projects include also feedback questionnaires or feedback sessions, however, there is no external evidence to make any valid assumption about the quality in general.

There are only ad hoc research and evaluation activities, which are carried out e.g. by the [DZS](#), the international research group [RAY](#), which is in the Czech Republic a part of non-formal education, or some academics (Bárta, Šmideková 2016).

Learning mobility quality assurance mechanisms in HIE

Within the HIE the [2015 ECTS Users' Guide](#) is used by external quality assurance agencies as the basis to assess the implementation of ECTS in all higher education institutions. Some but not all of the five defined issues are monitored specifically.

Within IVET the country has taken actions that cover the following dimensions

Language preparation:

Preparation is provided most usually in the form of lessons with a different length and content (content may differ according to the type of educational program), depending on the organiser and needs both of sending organisation and especially of participants. For the long-term mobilities online language preparation is provided.

For Tandem (Czech-German mobility)

The language and the intercultural preparation is a part of the so-called "Preparatory days" before each leave for mobility stay, usually on the spot. The preparation is carried out by certified and trained Tandem language specialists ([jazyková animace/Czech-German language animation](#)) who have undergone the specialized training on specific vocabulary.

Learners are taught through games and creative activities and training and intercultural education – "[diversity method](#)". Tandem puts big emphasis on this form of preparation, therefore during the preparation days there are also the Tandem's teaching staff presented. In this regard, Tandem requires pupils to write a resume on PC during the preparatory days. Then work with maps, timetables, City's websites, where the mobility stay takes place. As a learning aid, peXmory (memory game) was introduced, for using and teaching technical terms. Tandem also puts a big emphasis on supporting German as a second language (language specialists visit primary schools and motivate pupils as well as school directors and parents).

Stay monitoring:

With Tandem, the monitoring of the mobility stay and the support at the place of the traineeship is carried out by:

- Members of the sending organisation / school (if attending) and the contact person directly at the workplace.
- Often through "not on the spot" monitoring done by educators, directors of the sending school in the Czech Republic via phone, Skype and social networks.

With DZS, monitoring of the stay process during the stay abroad is ensured by the accompanying person from the sending organisation (in case that the stay participants are younger than 18 years) or by the responsible person from the receiving organisation. These persons also ensure the integration of participants in the host country.

Feedback collection:

Tandem collects feedback through reports from learners, accompanying persons and sending organisations. Discussions take place with organizers, teachers, school directors and representatives of the regions within thematic and evaluation workshops.

With DZS, sending organisations to draft Final Reports upon completion of mobility projects within the Erasmus+ Programme.

Transport, housing, catering

The access of mobile learners to convenient and affordable facilities for housing, catering and transport all along the stay process is ensured by both sending and receiving organisations. All the above-mentioned aspects are standardised by the rules of the Erasmus+ Programme. These rules are set up at EU level and the country applies them without changes at national level.

6.6 Social inclusion through education and training

Educational support

Lowering inequalities in education is one of the three principal goals of [Strategy for Education Policy of the Czech Republic until 2020](#) (in the responsibility of MEYS). Concrete steps in order to reach this goal are named in the Strategy as follows:

- To increase the availability and quality of pre-school education and early care;
- To limit external differentiation in basic education and effectively integrate pupils into the mainstream education;
- To strengthen the common elements in the branches of secondary education;
- To keep the open access to a diverse offer of tertiary education;
- To create conditions for easier transition of graduates into the labour market;
- To support the availability and quality of further education;
- To individualise the offer of consulting services.

Equal opportunities in education are one of the priorities of the current [Long-Term Plan for Education and the Development of the Educational System](#) (pages 47–56), especially in relation to the integration of pupils with special educational needs:

- These pupils should have financial support (financing of supportive measures with the purpose of their individualised integration into mainstream classes), support through individualised approach, but also support through the developing system of special pedagogical, social and psychological services, which will assist pedagogues in integrating and caring for pupils with special educational needs.
- Support in this area should be also provided to the activity of specialists in schools and school facilities, as well as to the implementation of a system of diagnostics of special educational needs.
- In this context particularly supported should be also the system of pedagogical-psychological counselling and the system of career consulting.

The [Education Act](#) was changed in line with the above mentioned, whereas inclusion of pupils and students with special educational needs is regulated by the [Decree no. 27/2016 Sb.](#), in effect since 1st of September 2016.

MEYS provides also methodological support, namely through publishing materials [online](#).

The whole process is also supported by the [Action Plan for Inclusive Education for 2016–2018](#), which aims to revise the Framework Education Programmes (FEP) in this area, to issue an implementing regulation to the amendment of the Education Act and to introduce diagnostic tools, as well as methodological documents to these tools.

These changes are connected to [secondary schools](#), as well as [school facilities for leisure-based education](#) (public providers of non-formal education and youth work) and the MEYS prepared summary documents for directors of these facilities in order to familiarise them with the changes and to facilitate the transition to the new regime.

Further relevant documents were issued by the MEYS specifically for the [education of foreigners](#).

Issued were also information packages aimed directly at [parents](#) and the [general public](#) with the purpose of facilitating the transition to the new regime, since the debates during the introduction of the reform polarised the society to a significant degree, partially thanks to false information, which were spread in the society at that time.

Together with above-mentioned changes were also [changed the FEP for general secondary schools](#), as well as FEP for [secondary vocational education](#).

The [National Institute for Education](#) should [assist](#) implement [the above-mentioned measures](#).

Among others, equal opportunities are mentioned explicitly also in the current [Strategy of Digital Education until 2020](#) (More on this Strategy in Chapter 6.8), which among other things also states, that it is needed to: "Ensure a non-discriminatory access to digital educational resources."

In the field of non-formal education and youth work we see inclusion also as a priority area, namely directly in the [Youth Strategy 2014-2020](#), where it is the strategic goal 10: *To facilitate inclusion of children and youth with fewer opportunities.*

This goal includes diverse mechanisms supporting the participation of young people with fewer opportunities in leisure-based and non-formal education (page 18). Within realisation of these goals, [financial support](#) for work with children and youth was provided.

"The support of involvement of children and youth with limited opportunities into regular leisure time activities." is one of the MYES priorities for the year 2017.

Subsidy programmes and subventions to enhance social inclusion of young people through education

State support for Higher Education Study inclusion

Ministry of Education, Youth and Sports provides every year from [budget line II "Social Affairs of Students"](#) several kinds of subsidies based on the [Act no. 111/1998 Sb. On Higher Education Institutions](#) (HEI). Students fulfilling the criteria apply by their HEI and the Institution claim it from the Ministry, however, it needs to prove the claim. Students need to study their first HEI programme accredited in the Czech Republic in order to be eligible and by specific support meet their criteria (e.g. for boarding to have permanent residents in another city then the study etc.). The kinds of support and the funding in years 2014 – 2016 see in the table below.

Subsidy of the Ministry of Education within the budget line "Social Affairs of Students" (in Thousands CZK)			
	2014	2015	2016
Scholarships for PhD students	1 062 360	1 041 277	1 009 678
Grants for student accommodation and boarding	155 937	147 527	135 45
Contribution to social scholarships of public HEI	38 964	33 582	34 221
Grants for social scholarships for private HEI	1 551	1 240	1 084
Contribution to accommodation scholarships of public HEI	816 497	776 966	731 081
Grants for accommodation scholarships for students from private HEI	28 879	26 446	25 072
Source: Ministry of Education, Youth and Sports			

Subsidies to HEI on study of students with specific needs

Ministry of Education, Youth and Sports provides every year from [budget line IV "International cooperation and others"](#) every year **subsidies to HEI on the study of students with specific needs**. Between special needs are included students with

disabilities, visual, hearing, and mobility impairments, students with specific learning disorder, with autism spectrum disorder and the persons to whom other mental disorder or illness, including neurodevelopmental disorders, e.g. disturbed by language, speech and other communication skills, or chronic somatic disease prevents the standard way to perform an objective study obligations, or call for organisational measures from the side of the school. The financial support was in 2014 in the amount of 46 600 000 CZK, in 2015 and 2016 than both years 51 300 000 CZK.

Elementary school social inclusion subsidy programmes:

“Promoting school catering for elementary school pupils”, whose family has been in a long-term unfavourable financial situation”

The purpose of this grant scheme is [to support school catering for elementary school pupils whose family has been in a poor financial situation for a long time](#). It is not only about ensuring a regular diet for pupils but also improving their conditions of stay at school. The side effects also include helping the family so that the pupil has the opportunity to take part in out-of-school activities which are usually organized after the lunchtime. Pupils are thus not excluded from the classroom because of not participating in extracurricular activities nor the lunch, which is in the Czech Republic usually common activity of the class collective.

“Support for gifted pupils at primary and secondary schools”

[Grant Program](#) aims to support out-of-school education for gifted pupils, especially through new forms provided by organizers, primarily from universities, public research institutions, non-profit organizations and leisure centres using lecturers from leading experts from various technical and scientific industries. Allocation of the fund is 10 million CZK per year (ca. 400 000 EUR).

Ministry of Education, Youth and Sports run following programmes enhancing social inclusion of young people to education:

[Development program Compensatory teaching aids for pupils with disabilities](#)

[Subsidy Programme for the field of Prevention](#)

[Subsidy Programme to integrate the Roma minority](#)

Development program on Equipping school counselling facilities with diagnostic tools

[Development program to support school psychologists and special education teachers in schools and methodologists - specialists in school counselling facilities.](#)

[Funding of teacher assistants for children, pupils and students with disabilities and for children, pupils and students with social disadvantage](#)

Social cohesion and equal opportunities

The reform of educational system towards more inclusiveness described above is also viewed as a tool of strengthening of social cohesion in the society, as described in the [MEYS' statement](#) to this matter.

Apparently, the most closely connected to this issue is in practice the FEP system, as each FEP takes into consideration also the areas of social cohesion and principle of equal opportunities in many different ways, e.g. the [FEP for general secondary schools](#) accentuates these areas within the topics “The human and the society” (pages 38–39), “Personality and social education” (pages 66–69), “Education to thinking in European and global context” (pages 69–73) a “Multicultural education” (pages 73–75)

In mid 2017 there was realized [special call from the ESF](#) to build the school capacities in the priority equal access to pre-school, elementary and secondary education with the allocation of 700 000 000 CZK (27 500 000 EUR). One of the activities supported were also the [Competencies for democratic culture according to the Council of Europe Framework on competencies](#).

In the same way as with the implementation of the new Education Act, the support structure in the case of FEP is the [National Institute for Education](#). Since 2017 there is prepared the process of updating the FEP on a national level, the exact process is [not known yet](#), but it is foreseen that it will last till 2021 and will be gradual.

The field of non-formal learning and youth work again supports this area through the strategic goal 10 in the [Youth Strategy 2014-2020](#), which contains diverse mechanisms focused on the support of tolerance and fight with prejudice in young people (page 18). For detail see chapter 4.3.

6.7 Skills for innovation

Innovation in formal education

Innovation as content of education on primary and secondary level

Education in the Czech Republic at primary and secondary level is derived from national curricular documents, the Framework Educational Programmes (FEP), based on which the School Educational Programmes (SEP) are formed - the concrete curricula of individual educational institutions. (more in Chapter 6.1)

Within the scope of the FEP for upper secondary education (general secondary schools and vocational education), we do not see innovation as a specific topic anywhere but specific competences in connection with innovation could be already tracked:

- competence to learn,
- competence to solve problems,
- and partially critical thinking

Further competences considered as part of education for innovations: intuition, critical and lateral thinking, experimentation, hypothetical reasoning and risk assessment are thus directly missing, however, in detailed examples can be seen, that (despite being called differently) competences in FEP contain also other above-mentioned skills within themselves, such as experimentation, hypothetical reasoning and risk assessment.

Present FEP have been prepared in 2005 and since 2017 the update process started, more in Chapter 6.10.

Innovations at tertiary education level

There is no content outlines given by the state for tertiary level, that is why the principal document in this area is the [Long-term Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and Other Creative Activities of Higher Education Institutions for 2016–2020](#):

Key outcomes of education are expert, discipline-specific knowledge and skills, as well as a wider set of portable competencies including creativity, critical thinking, soft skills and readiness for further, life-long education. (page 2)

According to the above mention document the recommendations for higher education institutions stress among other things also competences of students and graduates of higher education institutions; however, it also focuses on workers of higher education institutions:

"Besides traditional academic skills to emphasize also language skills and other portable competencies of the graduates: Portable competences, e.g. the ability to communicate efficiently, solve problems and be creative, learn independently, work in team, master modern technologies or communicate in a foreign language are crucial for employment of the graduates and should be therefore developed on higher education institutions." (page 16)

"To raise competences of students as well as workers of higher education institutions for transfer of knowledge between academic and application sphere: higher education

institutions should widen educational activities for the benefit of strengthening creativity and entrepreneurship of students and increase competences of academic and research workers and the management of their research facilities for transfer of knowledge into practice, its commercial utilisation and launch of innovative business. In order to strengthen these competencies systematically, the higher education institutions should support horizontal (i.e. intersectoral) mobility of students, academic and research workers deepening their cooperation with application sphere and partnership with the business sector in educational and research activities.” (page 19)

The above-mentioned document further presents a list of priority goals, out of which some are also linked to the area of innovations. However, these goals are rather connected to the support of higher education institutions in the field of innovations, than to the preparation of students itself:

- (Goal 4) *“To financially support innovations of all activities of higher education institutions: Innovation and update of activities, including adapting content and form of study programmes to the needs of the society and the newest trends, will be supported both from the state budget (the Institutional Programme) and from the Operational Programme Research, Development and Education. Special attention will be dedicated to the use of possibilities of new technologies, including digitalisation of the educational offer.” (page 16)*
- (Goal 5) *“To prepare a new methodology of evaluation for the purpose of financing, which will support excellent research with a high social and economic relevance: In order to raise the quality of evaluation culture of research, development and innovation in the Czech Republic and their financing the Ministry [MEYS] will elaborate a wholly new methodology of evaluating results and institutional financing of research organisations.” (page. 17)*

Pedagogical tools and support of teachers

Currently we do not see any systematic support in the area of development of innovation and competencies connected to it on the national level, the only exception being the methodological material aimed at teachers of [lower secondary education](#) and [upper secondary general education](#), which help teachers tackle the concept of individual key competencies within the teaching and competences to innovations are part of those "key competencies".

In general, the MEYS provides only links to [some of its own publications](#) and to a set of other websites of [some of its contributory organisations](#).

General support tool for teachers is the **methodical web-portal for teachers** [RVP.cz](#) where actual information from education are provided, shared, discussed among teachers, model lessons provided, reports from conferences, education initiatives or systemic projects development and outcomes communication. Individuals can thus find much inspiration, however, there is no special section and thus many information can be hard to absorb and implement. The portal is operated by the National Institut for Education.

Another general system to support teachers is the **system of further education of pedagogical workers** (so-called DVPP - *Další vzdělávání pedagogických pracovníků*). It is a systemic and nationally coordinated process of further education of teachers following their pre-gradual preparation. During the career, teachers have the right and obligation to participate in the DVPP. According to the [National Institut for Further Education](#) (NIDV) which is a supportive state agency for the system, DVPP is a tool for development and innovations in the educational system in general.

Based on the legislation in education, teachers have the right of 12 days a year as a time for self-study within the DVPP. They are entitled to the compensation of lost salary which they would gain during those 12 days if they would stay in the working process.

In regard to innovations in education, it is up to the teacher which type and subject of further education they will choose.

MEYS provides only the register of accredited [persons](#) and [institutions](#) to provide the DVPP to pedagogical workers.

As the public system of providing information to individual teachers is quite systemic and complicated, non-profit organization EDUin umbrelling many initiatives and active teachers in education provides own portal with the concrete offer of accredited institutions and their courses on [DVPP.info](#).

Fostering innovation through non-formal and informal learning and youth work

In the Czech Republic, there is currently no systematic state support of innovation and competences to innovation within the non-formal learning and youth work. However, this does not mean that nothing happens in this field, just without state coordination. Many of the youth organizations, universities, civil society organizations or regional or local authorities with the support of the state, Erasmus+, ESF or private sources organize initiatives or projects in innovation field. Many of the youth work initiatives are innovative per se.

Below we introduce a list of state initiatives towards youth in general and to talented youth, which are in a way connected to the development of competences to innovation.

The document [Strategy of Talent Development Support 2014–2020](#) (responsibility of MEYS) states that the goal is the support of maximal development and full utilisation of the potential of all pupils and students. As a strategic document the Concept deals with setting priorities, key measures and main directions of tasks. The wide scope of the Concept is given also by the fact that it deals with formal education in schools, services of school counselling facilities in the area of the talented, leisure-based education as well as various activities of other subject, such as tertiary schools, Academy of Sciences of the Czech Republic, NGOs, companies and foreign subjects.

The document [National Reform Programme of the Czech Republic 2013](#) states that it is *"necessary to create conditions of support of gifted and talented pupils, and that from the level of pre-school education. The content as well as the form of the education should be leading to creative independent thinking, development of the abilities of further education and the abilities to cooperate."* (page 11) and the Strategy for talent development is part the implementation.

The area of the talent and the talented is directly dealt with by one of the main goals of the **Youth Strategy 2014–2020** approved by the government, which is to contribute to the development of the talent of children and youth with these three measures:

- to support the creation of conditions for the development of the talent of children and youth within the scope of formal, leisure-based and non-formal education;
- to support long-term and systematic work with talented children and youth;
- to support the offer of events, which stimulate the use of creative and innovative potential of children and youth.

In summary the documents declare that the Czech Republic is on route to an educational system, which stimulates maximal development and full utilisation of the potential of all pupils including the development of their creativity, and that from the pre-school age; at the same time this support is long-term and systematic, it includes the areas of formal, leisure-based as well as non-formal education.

The key measure for the years 2014–2020 is to create and further develop an open coordinated interdepartmental system of support of the talent and care for the talented, which has a clear delineation of roles of individual subjects.

Furthermore, the Concept assumes setting and providing necessary coordination in the area of activities directly linked with the care for the talented, as well as in the information, methodological and strategic areas. It creates the basis for gradual

construction of the national Talent Support Network, which will be the basis of a functioning system of support and care. The main task of the current Concept is the construction and coordination of a hierarchically structured system, which specifies subjects and their tasks on individual stages from the national segment (departmental and interdepartmental work groups) through the regional level (regional workgroup of care for the talented) down to the level of schools (Coordinator for Talent Support).

The pedagogue, who will be dealing with this issue in the school (Coordinator for Talent Support), plays an important part in the whole system. The umbrella and initiating part of the whole system are the work groups (departmental and interdepartmental) responsible for a wider approach to the methodological management of the individual lower segments. The system determines the tasks in the wider area of identification, development and employment of the talent for the individual segments of the proposed system.

The deciding main segment of the prepared nationwide Talent Support Network will be the regional talent support networks, which are closely tied to the existing workplaces of the National Institute for Further Education (NIDV) in the regions. The regional workgroup of care for the talented will provide a wide offer of activities for cognitively talented pupils using all regional capacities and resources. At the same time, it comes out from the specific regional conditions, which are different in each region. There should be thus created [Regional Networks to support talent](#).

MEYS annually supports talented youth and pedagogues teaching talented pupils in several subsidy programmes, e.g. [Programme of State Support of Work with Children and Youth](#), [Support of Competitions and Shows within leisure-based Education](#), [Programme Excellence of Basic and Secondary Schools](#), [Support of Talented Pupils of Basic and Secondary Schools](#). Hundreds of projects of organisations and schools, which are working with talented youth, are supported by a total amount of 73 million CZK yearly (ca. 2 800 000 EUR).

State support of Competitions and Shows within leisure-based Education

Competitions and shows are, according to leading experts in the area of pedagogy, considered as the main tools in the educational system, under which a talented child (pupil) can be identified – in various disciplines, age groups, professions, etc. It is a form undemanding of time, economical, most frequently used and respected by the society. The educational system is in its essence based on motivation and comparison – how are the pupils successful in handling the prescribed matter or adoption of knowledge, which the pupil acquired outside of the schooling. A system of competitions has existed for this purpose already for more than sixty years.

MEYS annually publishes a list of circa 150 nationwide competition in the Bulletins of the MEYS, which are divided into three types:

- group of competitions announced by the MEYS – type – A (circa 30–40 competitions)
- group of competitions co-announced by the MEYS – type – B (circa 70–80 competitions)
- group of competitions recommended to schools for participation – type – C (circa 40–50 competitions)

To this purpose, every year a development programme and subsidy programme is announced, e.g.: "[Support of Competitions and Shows within leisure-based Education for 2018](#)"

The goal of the programmes: *"to provide for the development of competitions in line with the tasks of the educational system and to economically use financial resources of the state budget designated for the competitions; to reach a bigger connection to the Framework Educational Programmes and to create conditions for increase in involvement of children, pupils and students into this form of leisure-based education with regard to the society-wide demands; to support the motivation of pedagogical workers and pupils during the participation in competitions."*

Programme Excellence of Basic and Secondary Schools

In follow up on the Long-Term Plan for Education and the Development of the Educational System for 2015–2020 the MEYS announced a development programme “Evaluation of pupils and schools according to the results in competitions in the year 2016/2017 – Excellence of Basic and Secondary Schools”.

The basic goal of this programme is above all the support, an increase of quality and extension of care for talented pupils in basic and secondary schools, who are able to reach excellent results. Other goals of the programme include an increase in interest and motivation of pupils, pedagogical workers and schools in participation in competitions and shows, and so in raising the knowledge level of pupils above the scope of the School Educational Programmes.

Basic and secondary schools obtain points depending on the success of their pupils on regional, national and international round of selected competitions. According to their number, the schools will receive in the years 2017 and 2018 financial resources into the fund of salaries for the bonuses of pedagogues taking part in the specialised preparation of a pupil, who was evaluated for results in a competition within this programme. More information can be found at [MEYS website dedicated to excellence](#).

Support of Talented Pupils of Basic and Secondary Schools

The MEYS announced, in line with the [Concept of Talent Development Support 2014–2020](#), a subsidy program, which will financially support organisers of extracurricular educational activities for talented pupils of basic and secondary schools in the age range of 13–19 years of age.

The programme aims

- to strengthen interest and motivation of talented pupils for increasing their knowledge level above the scope of School Educational Programmes;
- to interconnect education of pupils in individual educational areas;
- to interconnect curricular and extracurricular educational activities between individual types of schools, which will lead to higher quality of knowledge, expert knowledge and skills of pupils;
- to support the creation of new extracurricular educational activities supporting the development of talents;
- to interconnect the offer of activities for talented pupils with the activities of [regional talent support networks](#).

The programme will support organisers of educational activities like summer schools, research activities, export projects, training camps, etc, who will provide particularly new, non-traditional forms of educational activities of talented pupils. Within this programme, the subsidies' beneficiaries include tertiary schools, public research institutions, non-governmental organisations or leisure time centres. This subsidy programme will enable the support of projects to subjects, which can support talented pupils in a significant way.

Allocation for the year 2016, as well as 2017, was 10 million CZK (ca. 385 000 EUR).

Programme of State Support of Work with Children and Youth

Takes place annually, whereas its beneficiaries are institutions working with youth. Innovation is not mentioned explicitly, but it is taken into consideration during the competition for the financial subsidy implicitly. For details see Chapter 1.7.

SIPON – Talent Support Network

The Talent Support Network aims to create an environment for systematic care for talented pupils and students through sharing information and best practices, by creation of innovations and systemic proposals and further to advocate interests of participating parties and target groups in the field of policies and to plan the allocation of resources

concerning identification, education, support, care and employment of talented children and youth in the Czech Republic.

In connection to the gradual creation of regional talent support networks as key parts of the Talent Support System in the years 2014–2016 the network has progressively left the concept of an information network for target groups (children, pupils and their parents) and now focuses on creation of innovations, sharing information and best practices.

Talented Children

At the Masaryk University in Brno in accordance with the state Concept is the [Centre for development of gifted children](#) operating. They provide research, support as well as consultations for the wide public in order to support talented children in the country before the potential of youth can get lost.

6.8 Media literacy and safe use of new media

National strategy

There is a governmental strategy in the Czech Republic called [the Digital Czech Republic v. 2.0](#), which offers overall backing to other partial conceptions and one of them is also the [Strategy of Digital Education until 2020](#), which follows up on the governmental document [School for the 21st Century](#).

One of the priorities of the current [Strategy of Digital Education until 2020](#) is, among other things, also “to improve pupils’ competencies in the area of working with information and digital technologies” and “to develop pupils’ thinking of informatics” (page 15).

- Some of the tools of implementation of these priorities are the following measures:
- modernisation of curricular documents (Framework Educational Programmes – FEP) and namely with regards to the emphasis on the issue of ICT across the curriculum;
- interconnection of formal and non-formal education and informal learning;
- support of cooperation of public, private and non-profit sectors by the creation and dissemination of innovations;
- support of teachers’ education in this area;
- introduction of monitoring in this area.

The Czech Republic thus on political level systematically supports the development of digital competences of pupils and students and namely especially through the introduction of curricular changes, changes in teachers’ education and support of cooperation of public, private and non-profit sectors in this area.

The document is in the responsibility of the MEYS, however individual measures are often presented as cross-sectorial with other responsible sectors and departments stated explicitly at the given topics.

Monitoring and evaluation are parts of a document that sums up not only the suggested measures but also introduces the indicators of their achievement.

Besides above-mentioned documents the FEP (national curricular documents) are also certainly in effect, which covers the use of media and ICT, too; see more below.

Media literacy and online safety through formal education

The FEP states the “Informatics and information and communication technologies” (hereinafter “Informatics”) as one of the compulsory areas in regional education.

The Informatics is a wide area, which in the Czech FEP covers the area of work with ICT, as well as the area of information literacy and online security, as it is for example in the [FEP for general secondary schools](#):

“The realization, respect and alleviation of negative influences of modern information and communication technologies on the society and human health to know the means of prevention and protection from misuse and restriction of personal freedom of the human; gaining data from a higher number of alternative sources and differentiating credible and quality information sources credible from unreliable and poor-quality ones; realization of basic legal aspects and ethical principles connected to the work with information and computer technology to respect of intellectual property, copyright, personal data and principles of correct citation of author’s works” (page 63).

Another educational area, which covers the media literacy in the scope of formal education is the cross-sectional topic “Media education”, which, according to the FEP for general secondary schools, should help the pupil in the following areas:

“To develop critical distance from stimuli coming from media products (so to develop the ability of receiving and processing media products with the sense of how they are constructed and with which communication intention they are being offered at the market);

to realize the importance of unmediated interpersonal relations (family, partner) and their inner emotional and cognitive dynamics (in many cases contrasting with the stereotypical offer of their portrayal in the media products);

to adopt procedures of rational and controlled treatment of symbolic contents; to support free decision making based on critical evaluation of provided information of unequal character, especially decision making in the level of the civic dimension of living in the society and its separation from the consumer’s dimension;

to learn to evaluate the quality and relevance of information sources;

to get the idea about the role of media in the individual types of society and different historical contexts” (page. 79)

Methodological support is provided within the scope of implementation of the above-mentioned [Strategy of Digital Education until 2020](#), as well as within continuous methodological support of teachers during the implementation of the FEP (within DVPP see Chapter 6.7 support tools for teachers for details).

Methodological support in the scope of implementing the Strategy of Digital Education includes among other things also the pillar “Support of integration of technologies to schools”, which contains the following areas of methodological support in the area of digital technologies:

- 6.3 Support of ICT methodology specialists and their work;
- 6.4 Methodological support of integration of digital technologies into teaching and school’s life;
- 6.5 Expert and methodological support of development of infrastructure of the digital environment of schools for the founders and management of schools;
- 6.6 Creation of a network of ICT methodology specialists on the regional and alternatively municipal level.

However, these are areas, which are still to a significant degree not implemented, as stated in the document “[State of realisation of the Strategy of Digital Education](#)” for the first half-year of 2017.

Methodological support within the introduction of the FEP is visible in the area of media education, where the National Institute for Education issued a [methodological handbook](#) for teachers.

Promoting media literacy and online safety through non-formal and informal learning

Non-formal and informal learning are covered by the national [Youth Strategy 2014-2020](#), whose strategic goal number 12 states as one of the priorities: “To support the

development of competence of children and youth for safe and creative usage of the media."

Strategic goal number 12 has three main areas, all relevant to media literacy and online safety; they are:

- To support the development of emancipated use of the media, primarily the critical evaluation of media content and understanding the media mediation of the world;
- To support safe use of the media with regard to the risks, which are brought by the new technologies;
- To motivate children and youth to a creative approach when creating their own media content.

This area of the Strategy is in the responsibility of MEYS and the Ministry of Culture, which work on its implementation in the scope of intersectorial cooperation.

With the exception of occasional projects financed by various sources and very often the ESF or the Erasmus+ Programme, there is no systematic education of youth workers in this area in the Czech Republic.

However, in the field of Leisure-based education (according to the educational act) the youth educators can use the support system of DVPP for pedagogical workers.

In the field of youth organizations, The Czech Council of Children and Youth, non-state and independent national youth council, started in 2017 with the project supported by the ESF and offering possibilities of further education of employees of youth organizations (no voluntary youth workers allowed according to the national grant scheme). It is up to the youth organizations if they will select media and media safety topics as relevant for their education.

Raising awareness about the risks posed by new media

The area of cyberbullying and other specific online dangers is very explicitly visible within the scope of [primary prevention of risky behaviour](#), which is roofed by the [Strategy of primary prevention 2013-2018](#).

This strategy states children and youth as a target group and introduces among other things also evaluations standards for awarding certification to the subject, which wish to be active in this area. Subjects, which were up to now certified by the MEYS, are focusing among other things also on the very area of [cyberbullying](#).

Cyberbullying is also explicitly mentioned within the scope of [methodological documents published by MEYS](#) on the area of primary prevention; the area of online security as such is still missing.

Within the scope of primary prevention, the MEYS also has a [subsidy programme](#).

MEYS has its own [Department of Prevention](#), which is dealing with methodological support of regional consulting centres, as well as with certification and subsidy programmes. Furthermore, this structure is supplemented by [regional school coordinators of prevention](#) and [methodology specialists of prevention](#) within the scope of pedagogical-psychological advice bureaux.

There is since 2006 also a non-state organization called "**National Centre for Safer Internet**" (Národní centrum bezpečného internetu) known as well as [SaferInternet](#) realizing many of activities to prevent cyberbullying, help (specifically to youth and seniors) victims of cyberbullying and other negative risks posed by the internet and new media. The organization is cooperating with Ministry of Education, Youth and Sports and other public authorities and run several projects in the awareness raising and helping field. The organization is also delegated by the Ministry of Education as national coordinator of the No Hate Speech Movement by the Council of Europe Youth sector. The organization is supported by several public projects from national, regional as well as EU resources. Main initiatives are Day of Safer Internet, Prague Safe online, European Month of Cybersecurity and provide eSafety Label certification for schools.

6.9 Awareness-raising about non-formal and informal learning and quality youth work

Information providers / counselling structures

Provision of information for youth is anchored primarily in the [Youth Strategy 2014-2020](#), as well as in the [Concept of Development of Information System for Youth in the Czech Republic](#)

The Youth Strategy 2014-2020 states as a strategic goal number 2 the following: “*To facilitate equal access of children and youth to information*”. [MEYS itself claims](#) that providing information is a cross-sectorial topic of this Strategy and it occurs also in other strategic goals.

The Conception of Development of Information System for Youth in the Czech Republic then “[specifies the role of the national](#) coordinator of the information system for youth, which is the [National Youth Information Centre](#) (NICM).

The [National Youth Information Centre](#) (www.nicm.cz) is one of the sections of the je National Institute for Education a directly managed organisation of the Ministry of Education, Youth and Sports.

NICM was founded in 1992 as the first youth information centre in the Czech Republic. It has been called “National” since the year 2008. The National Youth Information Centre (NICM) is a workplace, which provides young people and youth workers with information from these areas free of charge:

- education in the Czech Republic and abroad,
- travelling,
- leisure time,
- social-pathological phenomena and social issues,
- the citizen and the society,
- youth in the European Union,
- career counseling
- work in the Czech Republic and abroad
- Lifestyle
- ecology

It is at the same time an umbrella, methodological, controlling and coordinating subject for other youth information centres in the Czech Republic.

An alternative organization providing information to young people is the network of [Youth Information Centres](#) (ICM) in the Czech Republic, which “is active by a non-governmental non-profit organisation working with children and young people or by the houses for children and youth. Their workers help the youth with answering their questions and makes effort to advise them on various problems. Information is provided free of charge, discreetly and anonymously and according to the principles of the European Youth Information Charter.” These centres are subject to [certification by the MEYS](#).

The Czech Republic also uses the [Eurodesk](#) network, which focuses on information concerning mobilities, and, of course, also non-formal-educational activities for young people.

To certain degree we can also talk about information services of the [Centre for International Cooperation in Education](#), which is the administrator of the Erasmus+ Programme in the Czech Republic and thus offers also information about non-formal-educational activities on its [website](#); yet, to a considerable degree it is information rather for organisers of such activities than for young people as such.

The main provider of information from the youth sector, youth organizations, youth work, youth policy is the **web portal [Adam.cz](#)** and **magazine called [Archa](#)**, both managed by the Czech Council of Children and Youth.

Awareness raising initiatives

In 2017 the [National Conference on Youth](#) took place, which was on one hand a part of mid-term evaluation of the Youth Strategy 2014–2020 and on the other hand a platform for youth workers, *“who are interested in professional growth as individuals, as well as at the same time in development of activities of organisations, in which they work. Its goal is the deepening of competences in the field of youth work, sharing of experience and networking.”*

By the state, no further specific initiatives focused on raising awareness about non-formal education and its forms is being realized in the Czech Republic.

6.10 Current debates and reforms

Implementation of changes in line with the Long-Term Plan for Education and the Development of the Educational System for 2015–2020 is underway.

Implementation of changes towards a more inclusive educational system in line with the Action Plan for Inclusive Education for 2016–2018 is in operation.

Change in the accreditation process related to higher education institutions is ongoing.

Since 2017 also the process of revision and updates of national curricular documents (Framework Educational Programmes) for primary and secondary education has been started. The form of the process of revision is not finalized (October 2017) and only a general information is public. In September 2017 National Institute for Education realized public consultation on the public opinion on the process of the revision. The process will be gradual and first educational area updated will be the area of ICT and media literacy.

Following the [OECD Educational Highlights of 2016](#), the big issue in the Czech Republic 2017 is the low salaries of teachers whose are in OECD comparison one of the lowest within OECD countries.

7. Health and Well-Being

Health and well-being are one of the central focus of the public policies in the Czech Republic as well as one of the strategic goal of the Czech Youth Strategy 2014 – 2020.

The state of the Czech Young people is not the best one in European comparison, **especially by the risky behaviour and consumption of tobacco, alcohol, and drugs**; it is rather on the opposite side. (See chapter [7.1](#))

However, there are **many systemic attempts at the state level to improve the situation, including the new Act on the protection of health from the harmful effects of addictive substances, which came into force in May 2017 and make stronger the protection of children and juveniles.**

New policy and tools were in 2016 also introduced in the field of Sport and improving physical activity of young Czechs. (See chapter [7.3](#))

The public health policy is quite strong in the Czech Republic, and children and Young people are traditionally in focus.

Also, the **educational reforms are reflecting the needs, and there are many large-scale initiatives to bring healthy lifestyle to schools.** (See chapter [7.4](#))

In the field of non-formal and informal education, there are initiatives in the health issues as well.

An area with **larger gaps is in the mental health area** where is no special attention to young people and as such is still problematic in the whole population. (See chapter [7.5](#))

7.1 General context

Main trends in the health conditions of young people

Long-term data about health conditions of children and young people in the Czech Republic are available from the [Institute of Health and Information and Statistics of the Czech Republic](#), and also from international comparative studies as [HBSC](#) and [ESPAD](#).

According to those studies:

Majority of Czech children sees own health and well-being positively. In international comparison are, however, Czech Kids in those categories in the lowest numbers.

In general, four from 10 children among all age categories and genders have had an injury, which needed to be treated by a doctor.

Czech Children starts significantly earlier than international average drink alcohol, smoke cigarettes and marihuana. Even if the trend of consumption is slowing down in last years, still Czech Children and Young people are also one of the most consumers of these substances among European Youth.

By 15 years old, 20 % of boys and 14 % of girls regularly drink alcohol. State of repeated alcohol intoxication report around 30 % of 15 years old, which is significantly higher than the international average.

Significantly lower is the Czechs experience with bullying and cyberbullying, but in contrary Czech Children are on top in fighting in international comparison. However, bullying is also one of the most reported issues for young people through the structured dialogue with youth.

An overwhelming majority (80%) of Czech Children are lacking enough physical activity; however in international comparison are Czech Children above average.

Overweight is nearly double higher for boys than girls. 15 years old boys are overweight by 23%. Which is similar in international comparison. However, Czech young people 15 years old hold significantly above average special diets or do activities for lowering their weight (19% of boys and 37% of girls).

Around 50 % of 15 years old skip breakfast, which is under the international average.

Approximately 70 % at the same time do not eat dinner with their families, which brought Czech children and young people to the lowest international rating.

Consumption of fruits is average in international comparison; however, consumption of vegetable is slightly lower than the average (24 % of 15 years old).

The vast majority of Czech youngsters cleans their teeth at least once a day, which brought them above average in international comparison.

The 15 years old youngsters are a bit under international average in the sexual activity but above average in using sexual preventive means.

More than 40% of young people (15 and 16 years of age) spent more than 4 hours at the computer during the weekdays and more 53 % during the weekends.

Around 9 % of 16 years old have been gambling in last 12 months, nearly 3 % have problems with gambling.

Main concepts

Health and well-being policies are very much **in line with the EU and WHO standards**. The Czech Republic is one of the countries on the top in the care on babies and children, and many of international and European standards were inspired by the Czech experience, e.g. European standards on the quality of toys for Kids up to 3 years of age.

Quality care for children is seen in long-term as the best prevention and base also for young people and adults.

In the Czech Republic, there is a specific healthcare **system of professionals for children and adolescents** so-called "Praktický lékař pro děti a dorost" (practical doctor for children and adolescents, also a pediatric practitioner). These professionals provide specialised health care service since first days after the birth up to 18 years of age (including). These professionals have [particular medical approbation for the child and youth care](#), which is [unique in the European as well as global context](#). However, in 2016, this particular approbation was merged, and the Parliament in autumn 2017 discussed the renewal of it. According to the [information from the association of these specialists](#), even young students of medicine showed increased interest in the field.

The Ministry of Health wanted to reach the goal of one basic specialisation for children and youth (paediatrics), as far as there is another one "children medicine" (paediatrics, [dětské lékařství](#)). Paediatrics offers to the graduates' possibility being employed only in the children focus hospitals, but not to have own practice. It serves as a basis for further children medical specialisations (e.g. children gastroenterology etc.). The practitioners for children and adolescents are also obligated to do ordered actions in the sense of maintaining the public health policy – **vaccination, regular examination of children and youth and reporting about the state of health of children and adolescent's population and the education is thus wider in this sense**.

National public health statistics are usually publishing information specifically for age groups 0 - 14 years and 15 - 64 or 15+ years or they use the 5 years intervals. Reporting in various medical fields by doctors is also done in the age group 0 - 19 years of age.

Public health issues and policies are coming up from **traditional concepts of hygiene**, which refer to conditions and practices that help to maintain health and prevent the spread of diseases (as national legislation and WHO state).

There is a **specific field of Hygiene for children and juveniles** ([hygiena dětí a mládež](#)) focused on the public health policies of children and juveniles according to the [Act on Protection of Public Health no. 258/2000 Sb.](#) The field is focused especially on health conditions of children and young people in schools, schools facilities and free time and leisure activities. Also [Concept of Safety and Health at work](#), ensuring safe space and conditions for children, pupils as well as workers in schools and school facilities.

An important element of the Czech health policy valid for the whole population, not only youth, is that the *Charter of Fundamental Rights and Basic Freedoms* (Art. 31) within the constitutional order declares the **Right for free medical care** and tools covered from the public health insurance system.

7.2 Administration and governance

Governance

State actors in the health policy

Ministry of Health of the Czech Republic ([Ministerstvo zdravotnictví České republiky](#))

It is the Central governmental authority on health and public health policies.

This Ministry consists of six sections focused on organizational and personal matters, economic and managerial matters, legislation and laws, health care, health insurance, and public health support and protection.

There is no special department or unit for youth issues in general. There is the only *Unit on nutrition hygiene, subjects of common use, children and adolescents*, under the Department on the protection of public health.

There are [71 organizations under the direct management or competence of the Ministry of Health](#).

Among those, we can find three state administration bodies as Inspectorate of Spa and springs,

Inspectorate of narcotics, psychotropic substances, and Chief hygienist.

Further 14 regional Hygiene stations responsible for public health issues in regions including the field of hygiene for children and adolescents, University Hospitals, Hospitals, Children Hospitals, public undertaking on Spa, various institutes, coordination centres, State health Institute or national medical educational institute.

Main state Agencies

The National Institute of Public Health (NIPH) ([Státní zdravotní ústav](#))

It is a healthcare establishment for basic preventive disciplines - hygiene, epidemiology, microbiology and occupational medicine. Its main tasks are health promotion and protection, disease prevention and follow-up of environmental impact on the health status of the population. [The Institute was established by the Act no. 258/2000, Article 86](#).

The main activities of NIPH comprise:

- science and research
- reference and methodological advice
- Providing expert opinions on the health safety of various products (e.g. cosmetics, food supplements, items of daily use etc.)
- systematic monitoring of the environmental impact on population health in the Czech Republic
- preparation of legislation in the field of health protection, including harmonization of Czech legislation with the norms of the European Union
- In the field of health promotion and disease prevention, NIPH concentrates on the most important health problems – epidemiological surveillance of severe infections (AIDS, hepatitis, newly emerging and re-emerging infections)
- promotion of a healthy lifestyle (prevention of cardiovascular diseases and tumours, healthy nutrition, drug abuse prevention)
- The Institute plays an active role in pre- and postgraduate training of physicians and other healthcare workers and provides consultations to professionals working in the field

Institute of Health Information and Statistics of the Czech Republic ([Ústav zdravotnických informací a statistiky ČR](#))

It was established in 1960 and it is an organisational component of the State, its founder is Ministry of Health.

National Health Information System (further on "NHIS") is defined in [Act no. 372/2011 Sb., on health services and conditions of their provision \(Act on health services\)](#)

Administration of NHIS is delegated by the Ministry of Health to the Institute in accordance with the basic purpose and objective of its activity that follows from the Statute of the Institute.

The Institute is a component of the State Statistical Service (according to the competence act) and performs this activity according to [Act no. 89/1995 Sb., on state statistical service](#).

It cooperates with organs of State Statistical Service, mainly with Czech Statistical Office, it secures the connection between NHIS and individual health care providers and it cooperates with the operators of information systems of other organisations in and out of the health sector.

The Institute will continue to follow the principles of the European Statistics [Code of Practice](#) with the aim to secure high quality and credibility of European data.

The Institute cooperates with associations of hospitals, associations of physicians, professional medical societies, health insurance companies and other organisations, particularly on precise specification of the NHIS contents and on utilisation of the collected data.

On the international level of health statistics, the Institute cooperates particularly with WHO, OECD, the UN, EUROSTAT and other organisations. The Institute is the official presenter of NHIS data for the Czech Republic.

Self-governed actors in the health policy

In the scope of self-governed actors in the health policy are regions and municipalities out of the state administration scope. Further **professional Chambers** are important and specific self-governed actors.

The [Act no. 220/1991 Sb.](#) establish these Chambers. All autonomous working experts and even employees in fields of medicine, pharmacy, and dental medicine have to be members of those professional chambers according to the Act. All Czech professional chambers in the health system have a dual function - representing the interests of the members as well as control over them, which is competence under delegated powers of the state to the chambers.

The Czech Medical Chamber ([Česká lékařská komora](#))

The Czech Pharmacy Chamber ([Česká lékárnická komora](#))

Interesting is that in 2011 independent Civic Association "Young Pharmacists" was created with goal change the setting of the Chamber.

Czech Dental Chamber ([Česká stomatologická komora](#))

Main tasks of the professional chambers:

- Expertise and ensuring professional standards and quality
- Representation of members and advocacy of their rights
- Setting up conditions for creating own praxis in the field
- Disciplinary proceedings against members
- They are entitled to negotiate about the tariffs by public health insurance
- Commenting entities on legal matters in their fields
- Education of members
- Public information activities
- Possibility of protests

Cross-sectorial cooperation

State administration in the health policy is partially decentralized on Regions, Municipalities with delegated powers of the state and municipalities (towns, cities).

Regions are responsible for regional health policy (establishing special health facilities, their registration, operation, regional distribution of health services, purchases of specialized medical equipment, etc.)

Municipalities and towns support the development of local medical care, are responsible for the accessibility of the medical care, organize first aid services and other relevant emergency services within the municipality.

In the Youth Chamber, (see details in Chapter 1.4) the representatives of the Department of directly managed organizations represent the Ministry of Health.

7.3 Sport, youth fitness and physical activity

National strategy(ies)

The state strategies in the field of sport are

“Strategy to support sport in 2016 – 2025 – SPORT 2025” by Governmental Decree no. 591/2016

[“Plan of support of sports development 2015 – 2017”](#) by the Ministry of Education, Youth and Sports

[“Health 2020 – National Strategy for Health Protection and Promotion and Disease Prevention”](#) from the year 2014.

There is also [Act no. 115/2001 Sb. on supporting sports](#).

The Strategy SPORT 2025

The main responsible state authority is the Ministry of Education, Youth, and Sports, however practical all other ministries have ascribed co-responsibilities

The priorities of the Strategy in relation to children and Youth:

- stop the decline in the physical fitness of children and youth
- stop the growth of overweight and obesity in children and youth
- to increase the level of motion literacy
- reduce the economic participation of families in the sport

The aims are:

- to promote the development of sports clubs, sports, and physical education unit
- encourage mass promotional and motivational sports events (family action)
- continue to support talented youth programs in cooperation with sports federations
- intensify the education system link with the preparation of talents and representation
- raise awareness of sports for children
- develop a performance of youth sport regardless of the perspective representation
- upgrade the system of training of experts in sports and strengthen the mentoring of children
- develop school and university sport
- restore and build sports infrastructure
- develop sports for disabled young people

There are no revisions or updates, as the strategy is rather new and in the first years of implementation since 2016.

Promoting and supporting sport and physical activity among young people

The promotion of sport and physical activity among young people is a cross-sectorial issue on horizontal and even vertical level when also regional authorities are involved.

Physical education in schools

Physical education is an obligatory part of the state curricular documents.

There is also a promotional activity **“An hour of additional sport”** ([Hodina pohybu navíc](#)) in the extracurricular educational activities for the elementary schools. In January 2017, there have been involved 350 elementary schools across the whole country in this initiative.

[Methodical materials](#) for teachers, schools, and sports trainers were created during the pilot testing.

According to the Strategy SPORT 2025 and the legislation on supporting sports activities, there is also [Subsidy programme IX. For supporting the organization of school and tertiary education sports](#) which can support up to 100 percent of the project costs.

There is also a top-level initiative of the Ministry of Education, Youth, and Sports to support the involvement of the “swimming preparation” into the school activities. Swimming at elementary schools is quite traditional activity since the 1960s, currently, it is up to the school director to decide whether it will be done at that particular elementary school and included into the school curricular document for the obligatory school attendance or not.

Ministry launched [Subsidy call for 2017 and 2018](#) to motivate elementary school to include swimming into their scope of activities.

Collaboration and partnerships

Collaboration and the formation of partnerships between schools, youth workers, health professionals and sports organisations in order to promote youth fitness and physical activity among young people are to some extent promoted under the pilot testing an initiative "An hour of additional sport" ([Hodina pohybu navíc](#)). In the scope of the programme, the sports trainers and youth workers with physical activities are attending schools in the extra-curricular activities in order to promote various sports activities among the pupils and to motivate them to participate in sport also in their free time.

In 2015, The Ministry of Education, Youth and Sports launched a [call for the financial support](#) of the implementation of the initiative. The overall allocation for the initiative was 23 mil CZK (ca. 855 500 EUR). From this allocation 3 mils. CZK were devoted to the development of the methodical materials and testing and 20 mils. CZK for the involved schools – up to 10 mils. CZK for the year 2015 and up to 13 mils. CZK for the year 2016.

7.4 Healthy lifestyles and healthy nutrition

National strategy(ies)

There are several strategies tackling the issues of healthy lifestyle, healthy nutrition, sexual health and prevention of risky behaviour. Some of them are focused on the whole population and children or young people mentioning as one of the target groups, or there are some specific strategies or action plans targeting only children or young people.

National strategy on Primary prevention of risk behaviour of children and youth for the period 2013 - 2018

(for details see Chapter 4.3)

Health 2020 – National Strategy for Health Protection and Promotion and Disease Prevention with related National Action Plans

National Action Plan for Proper nutrition and eating habits of the population for the period 2015-2020 with three sub-plans

1. Proper nutrition and eating habits
2. Prevention of obesity
3. Food safety

National Action Plan to reduce Risky behaviour with three sub-plans

1. Action plan for the creation of an interdisciplinary inter-ministerial framework of primary risk prevention behaviour in highly vulnerable groups of children in the Czech Republic
2. Action Plan for Tobacco Control in the Czech Republic for 2015-2018
3. Action Plan to Limit the Alcohol Damage in the Czech Republic for the Period 2015-2018

National Action Plan on the Prevention of Child Injuries for the years 2007-2017

Encouraging healthy lifestyles and healthy nutrition for young people

There are several activities supporting healthy lifestyles and healthy nutrition among young people

1. [Decree of the Ministry of Education, Youth and Sports no. 282/2016 Sb.](#) on food requirements for which advertising is admissible and can be offered for sale and sell in schools and school facilities.

Advertisement and selling of unhealthy food are forbidden in schools and school facilities.

2. **Schools for Health** - The National Institute of Public Health is a national coordinator of the World Health Organisation "**School for Health**", which is complex initiative not only to teach about health but to transform the school life into the healthy way. In 1992 – adopted by the Czech Ministry of Education. In 2014 - 300 Czech schools are members of the national network.

3. **Healthy cities (and regions)** – based on the WHO initiative. Interested cities and regions are implementing the [Agenda 21](#) with focus on the primary prevention activities in the public space at all scopes from social, psycho to environmental and healthy and transparent public management focused and including young people (directly targeting). There is [National Network of Healthy cities](#) as supportive and coordination actor.

4. **The Centre for Public Health Promotion** is a centre at National Institute of Public Health and it is running several activities targeting directly young people – at schools, in public or via other channels as doctors or media as mobile apps. Within the Centre, there is Department of Hygiene of Children and Juveniles.

- **Programs for disadvantaged groups and Socially Excluded Localities „Jablíčko”(Apple) - lo'í phabajori** (in Roma language) supporting the healthy eating habits by young Roma.
 - More than 1 500 children were interviewed from 2015 to 2017 across the country.
 - The program continues.
- **The game against AIDS** – interactive program for children and young people.
 - Target Group: students 14+
 - Aim of programme: prevention of HIV and STD, social and legal aspects of HIV + persons, epidemiological situation in the country and in the world,,
- **Healthy balls** – oncology prevention with physical activity
 - Target group: students 16 +
 - The aim of programme: motivation to regular self-examination of testicles and breast
 - Learning of self- examination on models
 - Mobile application „Hands on breast" ([Ruce na prsa](#))
 - Mobil application „Guardian of balls" ([Hlídač koulí](#))
- **„How (Not)to Become An Addictive"**
 - prevention of smoking, alcohol, media, advertising, bullying, assertive techniques....
- **European Immunization Week 2016**
- **Healthy School Canteen Project** ([zdravá školní jídelna](#))
 - Provides advice, recipes, and guides for healthy nutrition. Inspire with the best eateries, consult with nutrition experts and receive the prestigious certificate healthy school canteen experts in nutrition and hygienists, at this moment 49 schools are involved and 192 school canteens.
- **Brief interventions** – motivation techniques for nurses and teachers to intervene by relevant patients
- **World No Tobacco day 2017**
 - Literary and art competition for schools (included DVD spots)
 - Virtual Gallery 2015

- **The life is sweet without added sugar**
- **Have a nice journey for health**
- **Health-promotion materials and posters for young people**

5. **Fruits and vegetable in schools** as the EU project is implemented in the Czech Republic since the school year 2009/2010.

- The main aim is to fight against the child obesity with the target group of ISCED 1 educational level pupils.
- There were 2883 schools participating in 2009/2010 (71 percent) and in 2016/2017 already 3863 elementary schools.
- The [Agricultural Intervention Fund \(SZIF\)](#) coordinates the project.
- The project is in the competence of the Ministry of Agriculture and Ministry of Education, Youth and Sports.

6. **Milk in schools** is EU initiative as well with the same structure as Fruits and vegetable in schools. However, the difference is in the target group, which is elementary, and secondary schools. The aim is to contribute to the healthy nutrition and to create healthy eating habits of children and youth by increasing consumption of milk and dairy products. Moreover, to raise the consumption of dairy products.

The EU projects Fruits and vegetables and Milk in schools are since 2017, following the Decision of the European Parliament, more integrated as one initiative.

Health education and healthy lifestyles education in schools

Health education and educational goals related to health and healthy lifestyles are part of the [state curricular documents at ISCED 1, ISCED 2 as well as ISCED 3 level](#) (Framework Educational Programmes - for details see Chapter 5).

Some updates of the curricular documents linked also to healthy lifestyles education were made in 2013.

At [ISCED 1 and 2 level](#), there is among many cross-curricular subtopics a main educational field no. 5.8 "Human and Health".

At ISCED 3 level ([G](#)), there are also many cross-curricular subtopics linked to health as well as main educational field no. 5.7 "Human and Health" with two educational fields of study: "Education to Health" and "Physical Education" (Sport). In [Vocational education](#), the educational field is usually called as "Education for health".

Education to health in curricular documents:

It has a practical and application character in education. In the context of science and social science education and with the use of specific health information. It is primarily about a deeper understanding of risk and non-risk behaviours (in partner relationships, parental roles, contact with addictive substances and other harmful substances, threats to safety, etc.) for all-around active support of personal as well as community and global health (in everyday life and in extraordinary events).

The teachers' methodical portal [RVP.cz](#) provides methodologies and activities for the health education and promotion within the scope of the curricular documents. There are also examples of the practice of various schools how they tackle the needs related to Education to health from the Framework educational programmes.

Experimental verification "Motion and Nutrition"

In period 2013 – 2015, there was according to the educational legislation official experimental verification process (pilot testing as well) of a [programme aiming at changes in the movement and nutrition regime of elementary school pupils](#).

Hygiene station activities

Regional Hygiene station of Pardubice region is running campaign **Education to Health** ([Výchova ke zdraví](#)) bringing the topics to schools in its region. Other Hygiene regional stations are running own activities in this field and in regards to schools in their regional area.

There are also some **private activities for healthy lifestyle within schools** and among pupils e.g. "Surely healthy school" ([Skutečně zdravá škola](#)), "Healthy 5" ([Zdravá 5](#)).

Sex education and personal relationships education

Sexual education and personal relationships are integrated into [curricular documents for ISCED 1, 2 and 3 level](#). At level 1 and 2 it is part of the ethical education and at 3 level it is part of the Education to health.

ISCED 1 level:

Goal: the pupil applies graceful behaviour to the other sex, and focuses on safe ways of sexual behaviour among boys and girls at a given age

Content: partnerships, marriage, parenthood, the basics of sexual education - family, family relationships, partnerships, personal relationships, ethical aspects of relationships, ethical aspects of sexuality, sexual and other abuse.

ISCED 2 level:

Goal: the pupil respects the importance of sexuality in relation to health, ethics, morality and positive life goals; understands the importance of restraint in adolescence and responsible sexual behaviour.

Content: sexual adolescence and reproductive health - reproductive health, sexuality as part of personality formation, restraint, premature sexual experience, promiscuity; problems of pregnancy and juvenile parenthood; sexual identity disorders, protection from sexually transmitted diseases, sexual crimes, forms of sexual abuse of children.

ISCED 3 level:

Goals:

- The pupil is oriented in its personality, emotions, and needs and applies responsible and ethical approaches to sexuality.
- Pupil decides with the possible consequences - focuses on the issue of reproductive health in terms of responsibility for future parenthood and knows the rights of each individual in sexuality and reproduction.
- The pupil can outline the consequences of the violation of criminal law sections related to sexually motivated crime, hidden forms of individual violence, and derive personal responsibility from them.

Content:

- changes in adolescence - physical, mental and social; searching for personal identity
- focusing on the future, searching for a partner
- experiencing emotional states and deeper emotional relationships ways of self-reflection and emotional control
- reproductive health care - factors affecting fertility
- preventive inspection; education associated with the abuse of nicotine, alcohol, drugs and sexually transmitted diseases
- methods of assisted reproduction, its biological, ethical, psychosocial and legal aspects
- models of mutual behaviour related to ethical and psychosocial aspects of partner and sexual life - responsibility, self-esteem, respect, decision-making
- sexual and reproductive health risks - promiscuity, premature termination of pregnancy

- Sexually motivated crime - pornography, paedophilia, child prostitution, trafficking in women
- hidden forms and degrees of individual violence and abuse - bullying, brutality, neglected and abused children (CAN)

Peer-to-peer education approaches

Peer to peer approaches in education to the healthy lifestyle are used as one of the methodologies by many providers of health education, youth groups or youth organization. However, there is no state initiative or programme directly promoting this methodology as the providers are often using it.

The programmes of the National Institute of Public Health are also using peer-to-peer approaches by specific projects and campaign. E.g. within the programme "Healthy Balls" students of medicine and other volunteers are helping with the implementation and realization of the programme.

Collaboration and partnerships

There is no top-level initiative directly supporting collaboration and partnership among various actors in the field of health education, however, the political strategies are supporting these principles and the project organizers can decide whether to involve partners or not.

Raising awareness on healthy lifestyles and on factors affecting the health and well-being of young people

Apart from the school initiatives, projects and educational content and the above-mentioned activities and campaigns of the National Institute for Public Health, there are no specific state activities in this regard.

Doctors for children and adolescents or their practitioners provide the individual counselling and support to children and young people.

However, there is a **strong segment of the private market and NGO sector** providing support and counselling targeting and children and young people or on the overall population.

In regions and on a **local level, Regional and local Authorities** or Regional hygiene stations may launch special campaigns and programmes.

7.5 Mental health

[Psychiatric care statistics](#) show that despite the fact that persons under the age of 20 years of age accounted for one-fifth of the total population in 2015, their share in selected groups of diagnoses was up to 10% of the total number of patients. The greater proportion of children and adolescents was in developmental disorders in childhood and adolescence. Mental retardation of children and adolescents is around 20% of the total number of patients. The eating disorders of the age group 0-19 represented 37% of the total number of patients with this diagnoses.

Children aged 0-14 years were the most common diagnosis of childhood and adolescence developmental disorder, mental retardation and neurotic disorders for which they have been treated altogether more than 97% of the total number of patients in this age category.

The overall [aim](#) in psychiatric care in the Czech Republic is to deinstitutionalize the care when it is not necessary and bring the services to the community and local centres, which have [started be created in 2017](#) according to the [Health 2020 Strategy](#).

In the Strategy we can find statistics, that between 2000 to 2012 increase of adults patients is around 60 percent, contrary in the age group 0 – 19 years of age it is less than a fifth increase.

There are mapped deficiencies of experts on clinical children and adolescents psychology (acc. Raboch – Wenigová 2012).

There are [3 psychiatric children hospitals](#) in the Czech Republic, which are founded by the Ministry of Health and are in its competence. According to the [annual report 2015 of the Institute of Health Information and Statistics](#), the capacity is 250 beds for young people up to 18 years of age. There are also 18 psychiatric hospitals for adults with [special sections of 188 beds for children patients](#). For comparison, in 1997 there were 5 psychiatric children hospitals with 405 beds.

National strategy(ies)

There is **no special legislation on the mental health in the Czech Republic**, nor for adults, nor for children or young people.

There is also **no special political strategy on the mental health of young people nor children**.

There is only, and for the first time, the National Action Plan on the Mental Health (no. 3) under the National Health Strategy 2020.

The Plan see the success in over-sectorial approach and delegates some tasks also related to children and young people:

- de-stigmatization of mental health within the educational system
- equalize young people with mental illness within the educational system
- consider special support for free-time and leisure time activities of young people with mental illness
- to promote the topic within the pedagogical faculties and their curricula

As the desired activity, it is seen in the Action Plan also the creation of the parallel network of health-social services for children and adolescents, however, without any specification.

Improving the mental health of young people

Apart from the clinical support, there is the topic of mental health of youth more or less un-discussed. In 2017, we can tract only a few new initiatives focused on the mental health of young people.

The National Institute for Mental Health published a short **brochure** with basic information named "**Trauma in Childhood and Adolescents**".

Campaign and project "**Můj Mindset**" (My Mindset)

- Started in 2016 and focus on medical and health secondary schools
- Focused on de-stigmatization of mental health among secondary schools pupils within the health sector.
- NGO project with support among others of the Ministry of Health and National Institute of Mental Health.

Campaign "**Nevypust' duši**" (Do not let go of the soul)

- Started in summer 2015 as an initiative of two students and became NGO later.
- Promotes topics of mental health in the society, special focus on young people and their mental health struggle linked to studies.
- Initiative inspired in the UK
- Supported by the National Institute for Mental Health.

7.6 Mechanisms of early detection and signposting of young people facing health risks

Policy framework

Medical risks

In order to early detect any of medical health issue and risk, the Public Health Insurance system is in place given in the [**Act no. 48/1997 on Public Health Insurance**](#).

The scope, what should be examined by obligatory preventive examinations within the system, is given by [**Decree of the Ministry of Health no. 70/2002 Sb. on preventive examinations**](#).

There are **obligatory preventive examinations by doctors** for children and adolescents (up to 19 years of age) and adults (19 years and above), by the dentists and by the gynaecologists (only for women).

These preventive examinations are **free of charge** for the persons (provided by the Public Health Insurance). The obligation to attend is given in the [**Act no. 48/1997 on Public Health Insurance**](#) art. 12.

The defined **health examination framework** is following:

- in the first year of life 9x a year (of which at least 6x in the first 6 months and of which at least 3x in the first three months of the life)
- in 18 months of life
- in 3 years of age and since that every 2 years (minimum interval between the preventive examination is 18 months)
- the "19 years old" examination needs to be done before the 19 years of age is reached and it is an exit examination from the care of the Practitioner for Children and Adolescents. Then the Young person needs to register by the Practitioner for adults and the preventive examination are still in 2 years interval.
- by dentists the preventive examination is up to 18 years of age 2x a year, after reaching the 18 years, it is 1x a year by pregnant women, it is 2x during the pregnancy period
- by gynaecologist, it is by the end of the obligatory school attendance and since 15 years of age 1x a year

If someone is diagnosed with a disease, above this preventive framework, he or she is ordered within the dispersive care covered by the public health insurance as well. Dispersive care system provides continuous professional medical care including regular monitoring, control and healing visits by specialized doctors, in case of children by specialized children professionals (in hospitals as well as out of hospitals).

Health risks factors in the environment

In order to **early detect risks factors in the environment of children and young people**, the field and system of the "**hygiene of children and adolescents**" within the scope of the protection of public health is regulated in the [**Act no. 258/2000 Sb. On the Public Health**](#) including the control mechanisms and the inspection system to detect (the system of Health Institutes and Hygiene Stations).

Field of study Hygiene of children and youth comes out from premises that in different age groups characterized by specific peculiarities of physical and mental development, it studies the influence of environment, living and working conditions on healthy development and health status of children and youth and identifies risk factors of disease. Apart from the public system, it is also a special field of study in academia in medical sciences.

Social risks affecting health

In order to **detect social issues and unsatisfactory conditions**, social-legal protection of Children is anchored in the **Act no. 359/1999 Sb. On the social-legal protection of Children**

The protection is in fields of:

- the child's right to a favourable development and proper education,
- protection of the legitimate interests of the child, including the protection of his or her assets,
- restoration of disrupted family functions.

In order to early detect potential risks, any person is entitled to contact parents of children and young people to inform them. Doctors for Children and Adolescents as well as teachers are obligated, if they detect, to inform respective public authorities (municipality department, police, etc.)

Stakeholders

If any **doctor or teacher** has any suspicion or hints on other health risks and issues from other areas, he or she needs to take action and to inform proper Authority.

The **National Health Institute, Regional Hygiene Stations, and Hygiene Stations in cities with delegated powers** responsible for the respective local area monitor public health issues affecting (young) people.

The **social departments of municipalities**, so-called OSPOD (Odbor sociálně právní ochrany dětí) monitor social health issues linked to social-legal of Children.

In case that children (up to 18 years) or anybody else are smoking, drinking alcohol or using any other illegal drug in sports grounds for children or mostly devoted or accessible to children, the **groundsmen** should tackle the issue and if necessary to contact respective Authority.

Any person can give an impetus to relevant public authority in case that there is a justified reason as well as should inform the parents about the relevant issue.

Guidance to stakeholders

Guidance to **teachers** is given by the system of preventive measures.

The publically available from this system is web portal www.prevence-info.cz where teachers but also public can find relevant and actual information.

Some aspects are covered by the [Decree on a provision of counselling services in schools and school counselling facilities](#) no. 72/2005 Sb.

Regarding the Drugs and Substances abuse, the web portal www.drogy-info.cz is available for all the stakeholders.

For the professionals in the social-legal protection matters, the web portal www.ospod.cz is available.

For the professionals are also their profession channels in use – counselling, further education structures, etc.

Target groups

The main target group are Children, respectively persons up to 18 years of age. There are no other special sub-groups in relation to age. Practically, also the student status is also depending on the age (26 or 28 years in case of PhD. Studies).

Funding

State budget fully covers services specifically targeting children and adolescents up to 18 years of age. Some streams are delegated for this purpose to regional and local actors as well.

The Public Health Insurance System - the Public Health Insurance Companies, covers the Medical examination and care. **Individual public insurance payers** finance these obligatory, according to the legislation. For **Children, Students** (and other respective groups not linked to age), the Public Health Insurance is **paid by the state budget**.

For specific projects within the system, other resources can be used, especially EU Structural Funds, regional, local or even private sources.

7.7 Making health facilities more youth friendly

There are **no special top-level initiatives to make health facilities more youth-friendly**.

However, we can consider a special system of children and adolescents practitioners and children hospitals as well as children department in hospitals as kind of such environment to some extent and part of the young generation.

The only Initiative spread but focused only on babies, is the [Baby-Friendly Hospital Initiative by the WHO](#), strongly promoted in the Czech Republic.

7.8 Current debates and reforms

The issues currently discussed in the public sector are those covered in policy strategies.

In 2015 – 2017, there was [a discussion on the merging](#) the attestation procedures for new children and adolescents practitioners and medical professionals specialized in children and adolescents potentially working in hospitals. In March 2017, an amendment to the paediatrics basic attestation was established for all and [new ways of the implementation and impact](#) in the field are searched.

On 31st of May 2017, new [Act no. 65/2017 Sb. on the protection of health from the harmful effects of addictive substances](#) came into effect. The Czech Republic stop thus be the last country in the EU where was possible to smoke in the restaurants and pubs. This Act banned it and brought also stronger protection especially to children up to 18 years of age in relation to the protection of addictive substances, e.g. selling and newly also "giving" cigarettes and alcohol to juveniles.

8. Creativity and Culture

Culture is an important part of young peoples' lives in the Czech Republic. According to the data (see Chapter 8.1), **young people are more creative and active in cultural issues, comparing to the older generation**.

Young people have **very good conditions in access and guidance on quality cultural activities, gaining artistic and cultural competencies** and thus foster their creativity as well. There is a **strong and qualitatively high system of free time Basic Artistic Schools**, where young people can learn play music instruments, act theatre, dance or paintings. Expert considers this system as unique in the European context - because of the scope and density from big to many smaller municipalities and because of the quality of expert artists, professionals and teachers involved in the system.

There is also a very **robust system of various national competitions, shows and exhibitions for young people** performing any artistic activity interlinked from local, through regional to national and international level.

Despite high decentralization and freedom in cultural policies and expressions, there is traditional whole-state cooperation and coordination and support in the

field of cultural activities of young people, in the Czech Republic, called usually aesthetic or artistic.

Formal education is paying quite strong attention to cultural and creative competencies development and newly also to entrepreneurial.

Non-Formal education providers are very strong in the cultural field. **Nearly every public cultural or memory institution has special programmes for young people** or provides discounted or free entries.

8.1 General context

Main trends in young people's creativity and cultural participation

Young people are important target group of cultural policies of the Czech Republic. However, there are **no national longitudinal data monitoring the youth participation in cultural activities**. However, there are several studies or surveys on ad hoc bases or in wider academic research.

Czech Statistical Office cooperates on the data collection on culture with NIPOS, National Library and Ministry of Culture as in State statistical service. However, in this service young people are not with a special focus. [Experts from the Statistical Office](#) declare that the statistics in culture is one of the most complicated and problematic. [Official cultural statistics focus only on professional activities](#) and those non-professionals, thus mainly including youth cultural activities, are not monitored officially.

Czech Statistical Office provides relevant data to cultural participation only within special module added to the EU-SILC national implementation ([Výběrové šetření Životní podmínky](#)). This basic module was realized in 2006 and 2015.

Based on the [provided data from 2015](#) we can assume for the age cohort 16 – 30 years that:

Around **5 to 6 % of young people could not afford participation** in basic cultural activities as visiting the cinema, theatre or cultural heritage place in last 12 months. By sports events, it is a bit more, around 8 %.

Around 9 % of young people were in the cinema, theatre, at cultural heritage place or sports event at least 1 to 3 times a year.

More than 3 times in a year visit young people cinema ca. by 17 %, theatre by 9%, cultural heritage place by 7 – 8 % and sports events by 11 %.

No interest in such activities showed only about 2 % by cinema, 6 % by theatre and cultural heritage place and around 5 % by sports events.

By sports events, we see, that with higher age, the interests are lowering. In the age group 16 – 20 years only around 3 % were not interested, in the age group 26 – 30 it was already 6%.

The [survey also showed](#) that with higher age, the interest in active cultural participation is lowering. In the **age group 15 – 24 years, there were 39 % performing at least once a year some cultural activity. By persons older 45 years, it was below 30%.**

Active learning on cultural activities as playing a musical instrument, painting, acting theatre or dancing [within the scope of basic artistic schools](#) (see details below in main concepts) is on rising – **in school years 2010/11 there were around 235 000 pupils of these schools and in 2015/16 it was already around 247 000**. Considering that the total number of children and young people was rather on the decline, we see that higher proportion of children and young people are interested in the artistic education. It makes also easier access of young people to creative learning and culture.

According to the [State Cultural Statistics](#), we can pre-assume that **less young people (students) are visiting museums and galleries**, as there is a rise of persons paying full entry fees contrary to those with discounted one (however, the discounts are monitored in total for all entitled groups including students, seniors, handicapped etc. and young people not studying can be also paying full entry fee if they do not have special discounts cards for youth).

Trends in the cultural theatre infrastructure for children and youth based on the [State Cultural Statistics](#) between years 2012 – 2016:

Up-trends:

- rising repertoire of plays in theatre for Children and Youth (870 - > 1 044)
- rising number of performances on a home stage and touring in the Czech Republic (9 744 -> 11 267)

Downtrend:

- Number of Premiers for Children and Youth (196 - > 173)

Main concepts

Cultural policies and their concepts in the Czech Republic are harmonized with the international framework, especially of UNESCO, Council of Europe and the European Union. There are several main concepts, which are country specific. Among these are Public Cultural Service, Cultural and Creative Industry, the system of Basic Artistic Schools and the idea of aesthetic activities of children and youth.

Veřejná kulturní služba (Public Cultural Service)

It is a term used since the 1960s but with the vague definition given in the [Act no. 203/2006 Sb. on some arts of supporting culture](#) as following:

Public cultural services are services consisting of making the available artistic creation and cultural heritage to the public and in the acquisition, processing, protection, preservation and disclosure of information that is used to satisfy cultural, cultural-formative or cultural-educational needs of the public.

KKO – Kulturní a kreativní průmysly (Cultural and Creative Industry)

KKO is a new concept in the Czech Cultural Policy since 2014, which focus on the economic and social value of creativity and cultural innovations.

The official [definition of KKO by the Ministry of Culture](#):

„KKO include activities which fundaments are human creativity, skills and talent. They have the potential to create wealth and jobs, in particular by using intellectual property. They include activities or products of public, non-profit and market subjects, regardless of the type and the method of the financing entity, who performs them. KKO contribute with their added value to other sectors of economic activity and can be a source of technological and non-technological innovation. KKO have many other positive impacts on society and the particular individual.“

Základní umělecká škola (ZUŠ, earlier also known as „Liduška“ – „Lidová škola umění“, „Basic Artistic schools“, also “Elementary Arts School”)

ZUŠ is special kind of school according to the [School Act no. 561/2004 Sb.](#) within the [system of art education in the Czech Republic](#). Artistic Education is overarching literacy applied in all levels of education.

The system of ZUŠ is by [experts of Research Institute of Education in Prague](#) or by [many artistic professionals](#) considered as unique in the world in relation to the scope and density of the network in the country, structure and its interconnection to the system of art education.

ZUŠ provide the basics of artistic education in music, art, dance and literary-dramatic fields. They do not provide a level of education; however, the pupils are certified as in traditional schools (grades and word evaluation, every semester certificate - vysvědčení). Students are accepted to the study of the relevant discipline based on proven prerequisites (preparatory study) or talent exams (study I, and II degree and adult studies). Studying a given degree in the artistic field is completed by a final exam, which may take the form of a graduate performance or exhibit artwork.

ZUŠ provide education on 4 levels:

- preparatory school lessons
- basic studies of the 1st (7 years) and 2nd levels (4 years)
- studies with an extended number of school lessons (for talented pupils)
- adult education

Basic artistic schools shall also prepare for education at secondary artistic schools and at conservatories or for studies at universities focusing on artistic pedagogical activities.

As other schools, also ZUS are educating according to the [Framework Educational Programme \(FEP\) for Basic Artistic Schools](#). Each school needs to prepare based on the FEP own School Educational Programme as an individual curricular document.

Estetické aktivity dětí a mládeže (Aesthetic activities of children and youth)

The cultural sphere (materialized with state organization NIPOS – for details see chapter 8.2) operates with the concept or may be better, the idea of aesthetic activities of children and youth within aesthetic education. It is rather a traditional term used and supported by the state before 1989. However, in the cultural sector, it is a strong concept, even if there is no official definition.

The NIPOS provides 3x a year [bulletin called "Kormidlo"](#) (rudder) about high-quality events, shows and workshops in all fields of aesthetic activities of children and youth throughout the country.

It focused on fields of:

- children's and youth theatre
- recital and drama
- stage dance
- dance folklore art
- children's and high school choir singing

8.2 Administration and governance

Governance

The central state authority in the field of Culture is the [Ministry of Culture of the Czech Republic](#). Creativity linked to innovations and applied industry is in the competence of the [Ministry of Industry and Trade](#) as well. Education for creativity and culture is also in the competence of the [Ministry of Education, Youth and Sports](#).

Ministry of Culture of the Czech Republic

The [Ministry](#) is divided into 5 sections among those are a section for live arts and for cultural heritage.

There is no separate section of department focus on youth issues in culture; however, youth is one of the relevant target groups in most of the related policies.

In the Competence of the Ministry are 6 types of public institutions or agencies focused on the Heritage, Museums, Galleries, Libraries, Theatre and Music and others. In total [29 institutions](#).

Ministry of Industry and Trade

The [Ministry](#) is divided into 9 sections among those are sections for Business, Digital Economy and Consumers with relation to creativity and innovations.

Ministry is responsible for 12 public Agencies among those are relevant:

[Business and Investment Development Agency - CzechInvest](#)

[Czech Agency for Business and Innovations](#)

Ministry of Education, Youth and Sports

The [Ministry](#) is a Central state authority in the field of Education, for details see [Chapter 1.4.](#) and on educational policies [Chapter 6.](#)

Main public Agencies relevant in the field of Culture and Creativity

National Information and Consulting Centre for Culture (**NIPOS**)

NIPOS was created in 1991 by transformation of earlier structures coming back in 1905 to "Svaz osvětový" (Cultural Enlightenment Union). That Union associated the most significant Czech unions, associations, clubs and other subjects, that realized in a variety of ways and in different areas the enlightenment, cultural and educational activities. The main task of the Union was particularly to coordinate activities of the organisations associated with the Union, to realize the organisational help, later to provide the educational and methodical activities.

The basic mission of NIPOS is the support of cultural development. In particular in the field of culture-social and creative citizen activities both local and regional, in view of non-professional culture activities and copyright matters, information service and expert consultations for both authorities and employees of local government, state administration, civic associations, legal and physical entities and other subjects, operating in the field of local and regional culture, namely on the basis of systematic using of theoretical and practical findings of analytic and research activities in the culture, of the own research and with use of professional knowledge in various branches of culture activities. The professional activity of NIPOS focuses on the obtaining and analysis of the knowledge about the general role and position of the public culture services in the field of socio-economic development of regions.

There are several departments with a particular focus on young people:

ARTAMA is a department for non-professional artistic activities with a strong focus on children and youth cultural activities.

CIK Department (The Centre of Information and Statistics on Culture) provides for the statistical service for the entire area of the culture under the rule of the Act no. 89/1995 Sb. about the government statistical service

KAM Department (Strategy and Planning in Culture) established in July 2012. The department analyses, research, make expertise and strategic documents in the field of culture.

The Editorial Offices is the editor of the journal "[Místní kultura](#)" (The Local Culture).

The Arts and Theatre Institute ([Institut umění – divadelní ústav](#))

The Arts and Theatre Institute (ATI) is a state-funded organization founded by the Ministry of Culture of the Czech Republic. It was founded in 1959 as the Theatre Institute.

In 2007, the institute changed its name to the Arts and Theatre Institute (ATI).

The ATI collects objects and work relating to the theatre, processes and provides access to them, pursues research, initiates and participates in international projects, and publishes scholarly work. The ATI is also the headquarters of the Czech Office of the EU Culture Programme ([Czech Cultural Contact Point](#))

National Heritage Institute (NPU)

National Heritage Institute (NPÚ) is the biggest state-funded organisation under the Ministry of Culture of the Czech Republic. Under current laws, it is entrusted with a number of expert tasks related to state heritage conservation.

NPU aims to develop an enthusiasm for historic buildings and other types of cultural heritage in both children and adults. In order to help them find a path to them and grow to love them, NPU creates learning programmes for both schools and individuals, one-day workshops and yearlong courses during which we acquaint people with heritage and its care.

The state heritage institutions usually provide also discounts and special programmes for children and youth.

National Institute of Folklore Culture (NULK)

NULK is the main state organization focused on traditional folklore culture, its research, promotion at home and abroad, conservation and development. It plays important role in formulating state policies in this field, cooperates with international organizations like UNESCO or CIOFF.

The important part is also public education and education of children and youth.

Political bodies relevant for culture and creativity**Committee on Science, Education, Culture, Youth and Physical Training**

It is a [committee](#) within the Chamber of Deputies of the Parliament of the Czech Republic

Committee on Education, Science, Culture, Human Rights and Petitions

It is a [committee](#) within the Senate of the Parliament of the Czech Republic

General distribution of responsibilities between top-level and regional/local authorities

Regional and especially local self-governing authorities have own competencies in cultural issues. There are also some delegated competencies of the state that needs to be followed and implemented by the regions and municipalities; however, during the transformation in 1990 the role of the state in culture was diminished and at the centre were given individuals.

In the field of culture, the regional and local authorities should follow the state cultural policy, however, if it is not against, they can also develop own cultural policies. Most of the regions developed own regional cultural strategies. In case of municipalities, those affected by cultural issues did usually as well.

Cross-sectorial cooperation

There is a long historical tradition of cooperation between the Ministry of Culture and Ministry of Education, Youth and Sports. Cross-sectorial cooperation is thus in some ways ensured on several levels from the top level within the Government, top-down to cooperation on projects and relevant activities.

Within the [Youth chamber](#), there is also a representative of Ministry of Culture.

There is a [Czech Commission for UNESCO](#), managed by the Ministry of Foreign Affairs.

There used to be between 2000 and 2004 an [inter-sectorial Commission of the Ministry of Culture and Ministry of Education for after-school children's and youth art activities, art education and art and cultural heritage, art education](#). In 2017, there are some intentions and steps to the renewed similar body.

However, on the level of strategic documents between Ministry of Culture and Ministry of Education, Youth and Sports, problematic of interconnection of education and culture is not sufficiently coordinated. The state Concept of support of Arts sees first connection

within the work of thematic intersectoral working groups during the preparation of the Youth Strategy 2014 – 2020, where were active also representatives delegated by the Ministry of culture from NIPOS.

8.3 National strategy on creativity and culture for young people

Existence of a national strategy

There is no specific National strategy on creativity and culture for or of young people. However, this topic is one of the strategic goals of the Youth Strategy (for details on Youth Strategy see chapter 1.3).

As main strategic documents in the fields of culture and creativity, there are:

[State Cultural Policy for years 2015 – 2020 with prospect to the year 2025](#)

[Concept of supporting Art in the Czech Republic for years 2015 – 2020](#)

Both of them name several times young people as the relevant target group of these policies, especially in relation to artistic and aesthetic education. On the other hand, young people per se are not a primary subject of these policies but culture and arts are. Young people are only seen as the subject of Culture and Arts.

Scope and contents

Youth Strategy in relation to culture and creativity

There is a strategic goal no. 13 **to offer children and young people a variety of paths to culture, art and traditions** in the following scope

SG 13: To offer children and young people a variety of paths to culture, art and traditions			
OG A: To motivate children and youth to participate in artistic activities		Resp.	Co-resp.
Measure:	1. To improve conditions for the creation and public presentation of art activities for children and youth	MEYS MC	
	2. To promote cooperation between various organisations and institutions in the field of artistic activities for children and youth	MEYS MC	
	3. To promote volunteering in culture and arts	MEYS MC	

SG 13: To offer children and young people a variety of paths to culture, art and traditions			
OG B: To promote the availability of culture for children and young people with regard to the limited opportunities of the rural environment		Resp.	Co-resp.
Measure:	1. To motivate cultural and heritage institutions in the countryside and in small towns to create an attractive range of events and programmes aimed at children and youth	MC	
	2. To exploit the potential of the network of libraries and possibly other cultural institutions such as the natural community centres in villages	MC	
	4. To find ways to effectively support the availability of cultural activities	MC	
	5. To promote intergenerational cooperation for the creation of cultural continuity	MEYS MC	

SG 13: To offer children and young people a variety of paths to culture, art and traditions			
OG C: To motivate children and youth to read and support the development of literacy		Resp.	Co-resp.
Measure:	1. To promote cooperation projects of schools and school facilities with libraries and other cultural institutions to develop the literacy of children and youth	MEYS MC	
	2. To support the campaigns for the development of reading and increasing the social prestige of reading	MEYS MC	
	3. To promote the availability of library services and cultural facilities in urban and rural areas	MC	

SG 13: To offer children and young people a variety of paths to culture, art and traditions			
OG D: To stimulate interest in the history, traditions and culture of the region, including cross-border, that of their own nation and of minorities		Resp.	Co-resp.
Measure:	1. To support mobility programmes for children and youth in the arts and culture	MEYS MC	
	2. To arouse the interest of children and youth about the specifics of their own region, including the traditions and customs of the majority society and social, ethnic and cultural minorities	MEYS	MC
	3. To promote educational projects aimed at exploring history, traditions and culture	MEYS	MC
	4. To promote understanding of the multicultural nature of contemporary society	MEYS	

MEYS – Ministry of Education, Youth and Sports

MC – Ministry of Culture

State Cultural Policy for years 2015 – 2020 with prospect to the year 2025

There are six priorities:

1. Support of cultural identity, cultural diversity and intercultural dialogue
2. Development of creativity, support of cultural activities and creation of cultural
3. Maintaining of cultural heritage
4. Use of cultural heritage and cultural activities, services and goods for development of economy and improve competitiveness, support of mobility
5. Use of eCulture tools for cultural development
6. More effective environment for supporting cultural activities, providing public cultural services, creation of cultural goods and maintaining of cultural heritage

Among the second priority, there is a measure no. 2.1.3: More effectively include cultural institutions in the system of education, especially of children, youth and members of socially endangered groups, to implement and widen homeland and international projects with this focus. It is in the competence of the Ministry of Culture in cooperation with Ministry of Education, Youth and Sports and Ministry of Industry and Trade.

Concept of supporting Art in the Czech Republic for years 2015 – 2020

Goals of the Concept are:

1. Support of artistic production, professionalization and strategic planning
2. Use of potential of culture for societal development
3. Support of international cooperation and export⁷

Tools of the Concept are on several levels:

1. Institutional
2. Economical

3. Legislative
4. Governance and steering
5. Methodical
6. Societal

In relation to young people, there are several notions concerning:

- Support of educational activities for Children and Youth in the field of professional and non-professional art.
- Ensuring formative and educational activities for Children and Youth
- Support of Creativity by Children
- Further education of Bohemists about the actual happening in the field of literature for Children and Youth

Responsible authority for the implementation of the strategy

For the implementation of the Youth Strategy is responsible Ministry of Education, Youth and Sports and its Youth Department.

For the Implementation of the State Cultural Policy and the Concept to support of Art is responsible Ministry of Culture.

Revisions/updates

For information on the **Youth Strategy**, see [Chapter 1.3](#).

State Cultural Policy for years 2015 – 2020 with prospect to the year 2025

The actual State Cultural Policy further develop the first State Cultural Policy for years 2009 – 2014, and it is based on its evaluation. If relevant, the revision is expected around the year 2020. The basic outline, however, is expected to stay until 2025.

Concept of supporting Art in the Czech Republic for years 2015 – 2020

It is the second strategical Concept in the field of supporting Art in the Czech Republic. The first predecessor was a Concept of more effective support of Art for years 2007 – 2013. The Government approved it by the Decree no. 676 from the 31st of May 2006.

The actual Concept is not dealing anymore with the field of Cinematography and with Museums and Galleries since in these fields the Government approved new separate strategies. There are also separate strategies for Libraries and Folk culture.

The Concept for period 2015 – 2020 is based on the evaluation of the implementation of the previous Concept. The evaluation is public and it is an Annex of the actual Concept as well. Not all of the measures of the first Concept were successfully realized.

8.4 Promoting culture and cultural participation

Reducing obstacles to young people's access to culture

There are no specific national initiatives facilitating young people's access to cultural environments by removing linguistic, financial, time and geographical constraints in the sense as the youth work does. The national policy focus on equal access to culture for all individuals. Various disadvantages are targeted directly from the perspective of the disadvantage and not the perspective of a social group of youth. General supportive measures are on national as well as mostly on the regional and local level and responsibility of individual organizers of cultural activities.

As statistics show, see chapter 8.1, young people are more participating in cultural activities in comparison to adult and senior parts of the population.

Reducing obstacles, respectively **creating possibilities for participation on cultural life for young people is seen in educational activities, special organized activities, programmes, competitions and contents for Children and Young**

people by professionals as well as non-professionals. Within the concept of [non-professional art and its support](#) are also **aesthetic activities of Children and Youth.**

By the amount of the state support within the programme of Non-professional art, we can see the small decline in the support of aesthetic activities of Children and Youth:

	Subsidy programme for Non-professional artistic activities in CZK (ca. EUR)	Sum of support to Children's and Youth aesthetic activities in CZK (ca. EUR)
2014	36 241 926 (1 343 000 EUR)	2 385 000 (88 300 EUR)
2015	36 558 257 (1 354 000 EUR)	2 352 000 (87 100 EUR)
2016	38 380 293 (1 421 500 EUR)	2 127 000 (78 800 EUR)

Source: Information provided by the Ministry of Culture to the Ministry of Education, Youth and Sports for the purposes of mid-term evaluation of the Implementation of the Youth Strategy 2014 – 2020. EUR calculations made by authors of Youthwiki in respect to the exchange rate in respective years.

There is a Europe-wide **unique coherent and interlinked decentralized system of shows and exhibitions from local to national level.** It is a robust system when the quality activities of non-professional artists, many of those activities are limited only for young people but not all, can attend higher level and for the non-professional artists open thus new opportunities. At the same time, it helps to facilitate contact between the active people and stimulate the quality and peer-to-peer as well as professional education and sharing good practices and artistic value of living arts. In the field of theatre and film were the foundations of this system laid in the 1930s.

NIPOS and its [Department ARTAMA](#), currently steer 23 national competitive shows and exhibitions, of which fifteen precedes with preliminary competition rounds on the lower administrative level. To the other shows and exhibitions, the selection process is others, by expert commissions etc.

Most of them take place every year. Four are Biennale and one the triennial.

Basic Artistic Schools

Most easy and guided access to artistic education and activities is via the **system of Basic Artistic Schools ([Základní umělecké školy, ZUŠ](#) – for basic details on the concept see chapter 8.1)** as special formal and professional educational system in the leisure time, based on the voluntary application of the child or its parents or young person. Within these schools, professionals (artists, artists with pedagogy approbation) teach and work with individual youngsters. **Young people have also opportunities for collective artistic cooperation in various artistic groups, music band, dance groups, theatre ensemble, chamber play, individual performing, youth orchestras etc.** For each of the study field (music instruments, paintings, theatre, dance, youth orchestra ...) are also **organized national competitions under the auspice of the Ministry of Education, Youth and Sports, also with regional, local and often as well schools competition rounds.**

In the [school year, 2016/2017](#) there were **248 524 children and young people participated** in this system of artistic education, roughly 10 percent of the youth population. There are higher interest and more pupils each of last several years.

In total, there are **489 such schools**, founded mostly by municipalities (237), regions (199), private sector (49), churches (3) and the Ministry of Education, Youth and Sports (1).

The education is partially paid by young people (respectively their families) themselves, but most of the expenses are covered by the founder of the school and state and public transferred resources. For young people from an economically disadvantaged background, there can be also remissions on the school fees. From this perspective, it is very accessible option for young people. On the other hand, there is a logical barrier of accepting only pupils based on basic talent exams or artistic predispositions, which

however are on the reasonable level and make sense in the whole concept and context of individual work with professional artists and art teachers.

There have been [studies](#) that children and young people participating in ZUŠ are usually also further consumers of (higher) cultural events.

In regard to reducing obstacles for young people to participate on public tours at the state and public heritage places, students and very often youth discounts are provided by the heritage objects.

Disseminating information on cultural opportunities

Information on cultural events and opportunities is a decentralized field in the Czech Republic.

Regarding state channels, Young people can gain information via the system of schools (see chapter 5) and Youth Information Centres (see chapters 1.7 and 1.4).

Information on aesthetic activities of children and youth provide [NIPOS-ARTAMA state Agency](#).

Otherwise, there are many private sources, regional and local authorities channels, media coverage on culture for the whole population and used by young people as well.

Relevant initiatives

Week of artistic education and non-professional activities

A [promotion week](#) organized by NIPOS since 2013 and supported by the Ministry of Culture and Ministry of Education, Youth and Sports. Partners are a National Institute of Education and Academy of Performing Arts in Prague.

Every year there are more than 200 registered activities within the week.

ZUŠ OPEN

As specific private raising awareness project at the whole-state level from recent years, we can pick up [ZUŠ OPEN](#). The Magdalena Kožená Endowment Fund and the Association of Basic Artistic Schools organize it. It is a whole state happening of Basic Artistic Schools in the public space. The Ministry of Culture and Ministry of Education, Youth and Sports supports the project also financially, as well as other private donors.

Knowledge of cultural heritage amongst young people

There is a [System of artistic and aesthetic education](#) providing knowledge of cultural heritage among young people. Formal and non-formal education mediate to some extent knowledge of cultural heritage. A big part also plays all kinds of media and private actors, regional and local level.

The National Heritage Institute (Národní památkový Ústav, NPÚ) runs [methodical centres](#) and [provides educational activities](#) (for the whole public and young people and school collectives as well). The Institute also operates national heritage institutions and buildings as castles, chateaus etc. There are special discounted entry fees for students and very often for young people as well. Children usually do not need to pay entry fees, or special family prices are in place. Visiting heritage places is very popular and traditional free time activity of the Czech society which is also given by very high density of state and public subjects which are open to the public and organize regular tours as well as many additional activities, festivals, thematic days, night tours, costume tours, children days etc.

8.5 Developing cultural and creative competences

Acquiring cultural and creative competencies through education and training

There are several educational spheres related to acquiring cultural and creative competencies:

- Formal school system and National Curricular documents – Framework Educational Programmes (FEP)
- Basic artistic school system (for details see [Chapters 8.1](#) and [8.4](#)), have own FEP
- Leisure-based and Interests Education, have own FEP
- Non-formal Education, without state FEP

Cultural competencies are developing systematically through [arts education](#) and [aesthetic education](#) and also many others related and similar approaches as an entrepreneurship and creativity education (see Chapter 8.6) and others.

Formal school system

Creative activities ([tvůrčí činnosti](#)) are the bases of general education in obligatory and optional contents. Their help to gain and develop sum of creative and cultural competencies.

Obligatory content

Art Education	Music Education	
Elementary schools <ul style="list-style-type: none"> • Development of sensory sensitivity • The application of subjectivity • Authentication of communication effects Gymnázium (specific ISCED 2 form) <ul style="list-style-type: none"> • Image signal systems • Visual art systems 	Elementary schools <ul style="list-style-type: none"> • Vocal activities • Instrumental activities • Music and movement activities • Listening activities Gymnázium (specific ISCED 2 form) <ul style="list-style-type: none"> • Production • Reception and reflection 	Arts and communication <ul style="list-style-type: none"> • The artistic process and its development • The role of the subject in the artistic process • The role of communication in the artistic process

Optional content offers dramatic education, film/audio-visual education dance and movement activity education

Pre-school education – Art, music, movement and drama activities are implemented under the five Educational areas (Child and his body, the child and his psyche, the child and the other one, the child and society, the child and the world).

Elementary schools – The area of art and culture is one of the nine educational areas. Includes educational fields of music education and art education. Educational content areas of art and culture are in the form of school subjects included education as a required component in the 1 - 9 year of elementary school (1 - 4 year of eight-year and in 1st and 2nd-year six-year grammar school). Drama, Film/Audio-visual education and Dance Education is included in the Additional educational disciplines. Their educational content can be implemented at the level of school education programs as an additional optional teaching subject, course or module or integrated into other subjects.

Gymnázia – The area of art and culture is one of the nine educational areas. Educational disciplines in the arts and culture are a music and Visual Arts. These fields are included as a mandatory part of the training to the 1. and 2. year of the four-year cycle (6th and 7th-grade eight-year cycle, and the 4th and 5th-year six-year cycle). The student chooses one of the mandatory fields. Part of the educational content of Arts and culture is a topic that integrates the arts and communication, the content of which is mandatory for all students. Subjects coming from the area of art and culture can be included in the upper grades of the Gymnázium, and it is possible that the students of these subjects

undertake the final leaving exams (maturita). Drama and Film/Audio-visual are included in the scope of supplementary educational disciplines. Their educational content is possible to implement at the level of school education programs as an additional, optional teaching subject, course or module or integrated into other subjects.

Conservatory – provide the level of education in vocational artistic education in music, drama and dance field. Prepare students for professional careers in the arts as performers, teachers in ELEMENTARY SCHOOL of ARTS, etc., or to study at universities with an artistic focus or faculties.

Secondary vocational schools, lyceum and vocational school – Depending on the type of expertise of the education, cultural competencies are incorporated either in training directly in the art (art and applied art), or pedagogical education (secondary school and Lyceum), or as so-called Aesthetic education as a general basis for exploring art and culture and for the strengthening and deepening of knowledge of this area's acquired in primary school (mainly from literature and in general cultural review).

Higher Education Institutions with artistic focus or faculties of education – Professional artistic and cultural education. Graduates are to succeed in artistic professions (performing artists – artists, designers, composers, conductors, actors, etc.) or as teachers of artistic disciplines in different types of schools.

Leisure-based and Interests Education

Leisure time centres, school play-centres and school clubs help further to develop cultural and creative competencies. Youngsters interested in cultural activities can attend special courses or undertake own projects and activities with the support and guidance of educator.

Non-formal Education

Most, if not all, public cultural institutions are providing educational activities or opportunities as one of their regular or project activities. Museums, galleries, theatres, libraries and other memory institutions usually have also special cultural programmes for children and young people. Chateaus, castles and other cultural and cultural heritage institutions provide usually special educational programmes or organize special events or festivals with educational elements for children and young people and for school and out-of-school youth collectives.

Activities of the Basic Artistic Schools are also de facto very specialized form of non-formal education (see above and [Chapter 8.4](#) and [8.1](#)).

Also, youth organizations and youth work are paying attention to cultural development and creativity with many of their activities, depending on the art, activities and focus of those organizations. We can find cultural summer camps, special music, art, dance, theatre projects and activities and creative activities are usually the base of all the work with Children and Youth in the Czech Republic.

Specialised training for professionals in the education, culture and youth fields

Teachers informal education

There are general systems of supporting teachers in all fields and culture and creativity are not the exception. Among the most important are the methodical and sharing national-wide portal RVP.cz and the system of further education of teachers (DVPP). For details, see [Chapter 6.7](#).

As the teachers and educators in Basic Artistic Schools and Leisure-time centres are according to the Educational Act considered as teachers, they can also participate in the DVPP.

Educators and youth workers

As the teachers and educators in Basic Artistic Schools and Leisure-time centres and Leisure-based and interest education are according to the Educational Act considered as

teachers, they can also participate in the DVPP and the RVP portal has also sections for their activities.

For other forms of Youth Work, there is no state centralized system of further education for youth workers and it is up to each (youth) organization to develop own strategies, which is quite common.

Since 2017, the Czech Council of Children and Youth start to realize EU funded project for further education of employees of the youth organizations and their further education. Within this project, the interested organization can select their own topics of interest and within the project, there will be organized or paid educational courses, however, if there will be interest I cultural competencies and creativity are not possible to forecast and it will show during the project period.

There is also an annual non-institutionalized and non-formal a Whole-state Mutual Exchange of Experiences for youth workers and volunteers and usually culturally and creatively oriented courses are present and popular.

Professionals in the cultural sector (e.g. artists, managers of cultural institutions, curators...)

Further education of adults is up to their activity or the activity and support of their employers. There are possibilities to attend courses organized by the educational institutions, universities, private actors and experts...

The National Information and Consulting Centre for Culture (NIPOS) organize also educational seminars and other opportunities as conferences etc.

For young artists up to 35 years of age, it is possible to apply for a [scholarship](#) at any professional arts institution at home or abroad with the aim to create some artistic creation. These scholarships of the Ministry of Culture are for professionals as well as there is an opportunity for non-professionals.

Providing quality access to creative environments

There are several top-level initiatives to support quality access of young people to creative environments:

Basic Artistic Schools (see [Chapters 8.1](#) and [8.4](#))

Aesthetic activities of children and youth (see [Chapters 8.1](#) and [8.4](#))

National system of competitions (see [Chapter 6.7](#))

National system of competitive shows and exhibitions (see [Chapter 8.4](#))

8.6 Developing entrepreneurial skills through culture

Developing entrepreneurial skills through cultural activities

Formal education

For ISCED 1 and 2 level, national curricular documents (Framework Educational Programme) **do not involve creativity as separate key competence**. Category of creativity is involved in the field of competencies for problem solving and field of competencies linked to work. Through the work competencies, pupils should be able to adapt to various work conditions. Entrepreneurship is involved in work competencies in relation to developing entrepreneurship thinking of pupils.

For ISCED 3 level, type Gymnázium (general education) is **creativity directly involved** in the field of personal and social key competencies. **Competencies for entrepreneurship are separate key competence field** connected, among others, to critical evaluation of risks and skill of bearing the risks and responsibilities.

For Vocational Education and Training, creativity and entrepreneurship are nearly invisible. However, the similar contents are partially tackled by other fields as problem solving and competencies for employability and entrepreneurship activities.

At all levels of education (ISCED 1 – 4), there is also a **cross-cutting topic of the “Human and the World of Work”** where can be creativity and entrepreneurship tackled.

Creative entrepreneurship is seen as a specific concept and as a non-transferable skill, contrary to creativity and entrepreneurship. It could be tackled within the cross-cutting topic or by relevant educational programmes linked to Creative and Cultural Industries (Concept KKP – for details see [Chapter 8.1](#)).

Career Counselling at schools also [work](#) with these competencies and pupils can gain thus individual support.

Teachers support is within their system of Further Education of Pedagogical Workers. National Institute for Education offers [methodical](#) and [educational support](#) and [guidelines on the entrepreneurship education](#).

Non-formal, informal learning and youth work

There is **no central top-level activity to support creativity, entrepreneurship and creative entrepreneurship in Non-formal learning or youth work**.

General State subsidies for work with Children and Youth (for details see [Chapter 1.7](#)) can support these topics if the applicant wishes as it is in line with the Youth Strategy.

By informal learning, persons can learn at relevant places dealing with the fields.

Support young entrepreneurs in the cultural and creative sectors

There are no central top-level initiatives focused directly on young people in order to support young entrepreneurs in the cultural and creative sectors. Young people can use the general schemes and initiatives for general public e.g. by the [Technical Agency of the Czech Republic](#), [Czechinvest](#) and its project [Support of Start-ups](#) or [Arts and Theatre Institute](#) with its initiative [Creative Czechia](#) (Kreativní Česko) with the possibilities of [favourable loans from the EU Funds](#).

8.7 Fostering the creative use of new technologies

New technologies in support of creativity and innovation

There are not yet any specific initiatives focused directly on young people in this field.

On media literacy and use of media by young people see [Chapter 6.8](#)

Facilitating access to culture through new technologies

There are not yet any specific initiatives focused directly on young people in this field.

On media literacy and use of media by young people see [Chapter 6.8](#)

For the general population, there is a vision of supporting the development of an eCulture within the Strategical Documents on Culture (for details see [Chapter 8.3](#)).

8.8 Synergies and partnerships

Synergies between public policies and programmes

In general, policy programmes need to comply with the main policy strategies, priorities and tasks of the public policies, action plans and similar strategical policy documents. Usually, there are two ways of synergies. Firstly, there is a programme or activity already ongoing and its continuation or further support is enhanced by adding it to strategical documents. Secondly, there is a political priority of a proven or lobbied need in the field

and it is proven within the robust process of strategy creation. Since there is a political priority in a strategic document and responsible administrative unit, it needs to work on the implementation, which can finish in creating new programme or initiative and if possible with involving relevant other actors in partnership.

The process of creation of certain policy strategy usually facilitates meetings of experts and representatives on preparatory roundtables, conferences, expert groups etc., which enhance the synergies. Before the Strategy goes for discussion and approval to the government, it needs to fulfil the inter-sectoral commenting procedures and settlement of the comments in order not to have discrepancies among sectors, actors and state policies.

Usually, there are not public or available information about the exact processes, unless they are stated in respective documents or its explanatory report or accompanying analyses documents.

In the field of promotion of creativity and cultural entrepreneurship, there is no available public information.

Partnerships between the culture and creative sectors, youth organisations and youth workers

There is no central top-level policy, initiative or guidelines directly on promoting young people's creativity and capacity for innovations through partnerships. It does not mean that there are no such partnerships. Many companies, schools and school facilities, public authorities at all levels, youth work providers, NGOs and other actors are joining common or partnership initiatives on official, non-formal basis or project bases. Usually, it is a matter of local level or vertical or horizontal coordination of respective issue or problem.

There is general support of partnerships especially within the Program LEADR, Local Agenda 21. European Funds (ESIF) are probably the most significant promoters of partnerships.

Example project of partnership with youth cultural element

An example with the involvement of cultural field – aesthetic education for young people, is the [project called "Úsvit"](#) (dawn). It is a project of partnership on improving the situation in the housing estate "Chanov" which is one of the most known and symbolic socially excluded areas with a very high ratio of Roma population. The project was in a way a pilot for similar activities. Aims were improving security and safety in the housing estate, prevention of criminality, creation of conditions for new methods of education by Roma children, social work in the Roma community, sustainability of the public property, improving the image of Roma community in the area and among other citizens of the city.

8.9 Enhancing social inclusion through culture

Cultural activities used as a tool for social inclusion is not yet much-recognized concept at the state public policy level. [The State Inclusion strategy 2014 – 2020](#) is mentioning mainstreaming of social inclusion in many areas, including culture, however, it does not bring any concrete actions in this field. Similar is the situation within the youth sector.

The Czech Office of the EU Culture Programme published already in 2010 a booklet "[Artists for society. Examples of cultural projects in the field of social inclusion.](#)" Some of them were focused on children and young people – in hospitals, in difficult life situations, Roma youth...

There are more such projects popping up from the bottom-up and using various resources for funding from the public as well as private resources.

Fostering equality and young people involvement through cultural activities

There are no central policy top-level initiatives in this field, however, it is a decision of each subject. From the state cultural institutions, there are many local initiatives from museums, libraries, theatres when we can follow such intention or secondary effects by their educational or youth activities, programmes, exhibitions etc.

There is a [Museum of Roma Culture](#) created initially by Roma Activists and since 2005 it became a budgetary organization of the Ministry of Culture. It runs several activities for young people and young Romas.

From bigger public initiatives, there is in 2017 in a granting process [prepared project Inclusion with the National Technical Museum](#). If it will be realized depends on the process.

There are used cultural methodologies by various actors to make an intervention in public space, by educational programmes or social inclusion activities or for the general public, very often with the aim of fostering equality e.g. on minorities situation, gender equality etc. There is a [Centre for Theatre of the oppressed](#), which is, however, a non-formal platform of the subject using this method including non-formal groups, individuals NGOs but also a university faculty.

Combating discrimination and poverty through cultural activities

There are plenty individual initiatives used at all levels, usually local or community, and by various subjects, and also quality and impact.

From the activities of the state, [Museum of Roma Culture](#) is very significant. This museum has strong educational and social work programme also for children and young people from their surrounding, which is one of the socially excluded areas. The museums help majority to understand the history and culture of the Roma minority. At the same time provides support to the Roma community and young individuals with education, preparation for schools etc. There is a Low threshold centre for Children and Youth as one of the social service and youth work activities for Children and Youth.

Another famous project with involvement of many public partners including the Ministry of Interior o Police is the [project called "Úsvit"](#) (dawn). It focuses on improving the situation in the housing estate "Chanov" which is one of the most known, and a symbolic socially excluded area in the Czech Republic with a very high ratio of Roma population. The project was in a way a pilot for similar activities. Aims were improving security and safety in the housing estate, prevention of criminality, creation of conditions for new methods of education by Roma children, social work in the Roma community, sustainability of the public property, improving the image of Roma community in the area and among other citizens of the city. For the activities with children and young people, aesthetic education was used as well and young people participating in cultural activities were also supported in their inclusion in society and planning own life path.

8.10 Current debates and reforms

Most recent debates are around topics and tasks from the state cultural strategical documents (see chapter 8.3.). The debates are, however, not much linked with the youth perspective, but the topical and general population perspective. Relevant and close are especially topics of creative entrepreneurship and eCulture.

There are tries for more official and systemic cooperation between the cultural and educational sector on the issues of art education. For example, in November 2017 there is planned another [conference on art education and society](#). Between years 2000 – 2004 there was already common intersectoral commission with thematic working groups on the subject and it seems that it was effective and a needed tool.

In 2017 started the [process of national curricular documents revision and updates](#). The process is not exactly known yet and it will take several years to finish the curricular updates. It could have impacts also on the field of culture, creativity, entrepreneurship and cultural entrepreneurship within the curricula.

There are several initiatives in preparation on the state level, in order to use culture and arts by the social inclusion of relevant groups, among others migrants.

9. Youth and the World

The **concept of „Youth and the World” is rather artificial and new in policy sphere of the Czech Republic**. It is mostly a domain of civil society, individual approach, activity and attitude to the role and life of a person in the society and in the world. It could be marked with the motto “think globally and act locally” with all the connotations and various interpretations of the motto – to think in a global perspective and to act according to that at home or to help those who are not so fortunate abroad. These ideas are seen also in many activities of especially civil society organizations and initiatives related to young people.

There are two main concepts in the Czech Republic linked to global issues education in the widest meaning of the concept of education. Those are **“EVVO” – “Environmental education, upbringing and enlightenment”** also known as environmental education and **“GRV” – “The global development education”**. (See details in Chapter 9.1)

Regarding the transcontinental youth work, there is no special concept and support from the state level as it is a domain of youth NGOs and rather low as more the international cooperation and exchanges and cross-border volunteering are in place. The Czech Republic was not a colonial country and thus more international, thematic and humanitarian supports are common. However, in particular fields of international cooperation, there are few interstate agreements and contracts on cooperation with states from other continents.

9.1 General context

Main concepts

The concept of „Youth and the World” is rather artificial and new in policy sphere of the Czech Republic. It is mostly a domain of civil society, individual approach, activity and attitude to the role and life of a person in the society and in the world. It could be marked with the motto **“think globally and act locally”** with all the connotations and various interpretations of the motto – to think in a global perspective and to act according to that at home or to help those who are not so fortunate abroad. These ideas are seen also in many activities of especially civil society organizations and initiatives related to young people.

There are two main concepts in the Czech Republic linked to global issues education in the widest meaning of the concept of education. Those are “EVVO” – “Environmental education, upbringing and enlightenment” and “GRV” – “The global development education”.

The “EVVO” Concept

In the Czech Republic, there is quite long and specific tradition of “ecology education” or “environmental education” linked to global, local and environmental issues in the widest sense of environment. Since the end of the 1990s is on the policy level spoken about [“EVVO – Enviromentální vzdělávání, výchova a osvěta”](#) (“Environmental education, upbringing and enlightenment”).

EVVO is also anchored in the legislation, concretely in the [Act no. 123/1998 Sb. on the right on information about the environment](#). According to the Article 13, the public authorities from state to the local level are obligated to support the environmental education. Further, the Ministry of Education, Youth and Sports is also obligated to ensure, that EVVO in the sense of the sustainable development education, is in the basic national curricular documents and the state support the pedagogues in their education in the field of protection of the environment and sustainable development.

[The goal of environmental education in the Czech Republic](#) is the development of competencies (within this concept in the sense of knowledge, skills, and attitudes) required for environmentally responsible behaviour. It is behaviour which is in a given situation and the best options for the current and future status of the environment. Environmentally responsible behaviour is perceived as the responsible personnel, civic and professional acting, regarding the treatment of nature and natural resources, consumer behaviour and active influence of own surroundings with the use of the democratic process and legal ways. EVVO prepares and motivates to such acting, however, the acting as such is a matter of free decision of the individual.

EVVO was developing quite well and under this concept is established a rich country-wide governance network of various, mostly non-state and non-public actors, on this kind of educational activities in the widest meaning of the education including environmental volunteering, reduction of consumption impact, sustainability in all its practical aspects, nature protection etc. Currently, the concept is steered and supported by the Ministry of the Environment and its [state programme on EVVO and Environmental counselling on the years 2016 – 2025](#).

The basic history of the development of the EVVO concept can help for wider insight:

During the former Czechoslovakia and under the communist regime ecological activities were popular in the society and especially among young people. However, as since the 1970s these activities became not only related to the protection of nature but to wider connotations linked to life and humanity, the totalitarian communist regime was kind of suspicious as they could endanger the [concept "new socialist man"](#) – a person under the communist ideology without freedoms as the "western" free liberal world, and the current Czech Republic, recognize and perceive them.

In the year 1985 in research paper justifies RNDr. Danuše Kvasničková, CSc. introduction of "ecological education": "... it is more obvious that it is an education that reinforces the versatile knowledge and respect for the principles of the relations of man and the environment at the global level and the biosphere " (According [Nástin vývoje EVVO v letech 1918 až 1989](#) – Outline of the EVVO development in years 1918 till 1989). Something which was against the communist official ideology.

The year 1974 was at the impulse of the basic organization of the then Socialist Youth Union declared as a "year of development and environmental protection". The aim of the action was the coordination and unification of relatively inconsistently designed activities for children's and youth organizations in the area of care for the environment (in the meaning of global issues as well). These actions came to the public consciousness as the **action "Brontosaurus"** and grew into a lasting movement, which has turned to Brontosaurus movement and later Association Brontosaurus. [Brontosaurus](#) is still non-governmental non-profit youth organization aiming at the issue of the environment, sustainability and also in the wider sense of global issues.

Such activities attract free-minded people and this could have been seen as a danger for the communist totality until 1989. In many aspects, these activities have been developing within the underground or as parallel to the official establishment, even if the establishment needed to some extent to recognize them in order to be able to steer them. We can assess that they have been on the edge of the social and political development.

From this very brief and insufficient outline, we can illustrate roots of a quite wide caution of people of older generations active in this sphere to official cooperation on a policy level and thus also strong accent on the decentralization and non-state development of the cooperation of young people on global and environmental issues. Of course, after the regime changed, the situation changed dramatically, however, the focus on the issue and outcomes to some extent persists rather than focus on “policy” and state institutionalization. The state needed to prove that it is honestly supportive.

The “GRV” Concept

A parallel concept to EVVO and also more globally and internationally oriented is the concept of “[GRV – Globální rozvojové vzdělávání](#)” (Global Development Education). Global development education is a lifelong learning process, which contributes to the understanding of the differences and similarities between the lives of people in developing and developed countries and facilitates the understanding of the economic, social, political, environmental and cultural processes that affect them. Develops skills and supports the creation of values and attitudes so that people are able and willing to actively participate in solving local and global problems. Global development education aims at taking responsibility for creating a world where all people have the opportunity to live a decent life.

GRV is more promoted as linked with the international cooperation, humanitarian aid developmental international cooperation.

GRV is also in a way domain of civil society and also some youth organizations. However, both of the concepts are very much linked also to the formal school system and both are anchored in the national curricular documents in formal elementary and secondary education.

Formal youth participation programmes on global issues decision-making

Basically, the Czech Republic is, when possible, using the opportunities to delegate young people or youth representatives to international events for young people. However, there is no generally known system of the youth delegation and the activities are rather ad hoc and based on capacities and worldview of actors and financial resources.

Most developed is the Cooperation with the [Czech Council of Children and Youth](#), as the recognized and only National Youth Council and an umbrella organization of Children and Youth organizations in the Czech Republic. Alternatively with the [National Parliament of Children and Youth](#) as the umbrella initiatives for children and youth parliaments.

The Czech Council of Children and Youth is a member of the [European Youth forum](#) and since 2016 has its own first elected representative to the Youthforums’ board. In the mandate 2016 – 2017, there was also first elected representative of the Council to the [Advisory Council on Youth by the Council of Europe](#).

[Programme of the UN Youth Delegates in the Czech Republic](#) was initiated by the Czech Council of Children and Youth in the cooperation with the Ministry of Foreign Affairs and Ministry of Education, Youth and Sports since 2016 and it is running [within the scope of the Structured Dialogue with Youth](#).

Youth interest in global issues

The participation and interest of Czech youth in global issues is not systematically studied nor monitored by the Czech state nor academia. There are only partial studies of private actors and NGOs or tertiary education students within the scope of their bachelor, master and occasionally doctoral thesis.

9.2 Administration and governance

Governance

This section describes main actors involved in policy-making on youth and global issues on the level of governmental authority, public actors and non-public actors.

Governmental authority

On the level of the Government are the youth issues in the competence of the **Ministry of Education, Youth and Sports**.

The main responsible entity within the ministry is the Youth department within the section V. for governing the Sport and Youth issues. The international cooperation, in general, is in the competence of the Section VI. on legislation and international relations. Within this section is also the Department for international relations and EU with three sub-units on bilateral and multilateral cooperation, on compatriots and organizational and on the EU matters.

The competence of foreign affairs policy and international relations is the domain of the **Ministry of Foreign affairs**. Within the section on security and multilateral cooperation is also the Department of the United Nations which is responsible among others also for the UN Youth Delegates Programme.

In the scope of the Ministry of Foreign affairs is also the Council for International Development Cooperation and the Department of the International Development Cooperation.

In specific topical issues, other respective Ministries can be involved in their international cooperation and activities and competencies in youth, especially the **Ministry of Culture** and **Ministry of Environment**.

Public actors

The main public Agency responsible for the international cooperation in youth issues is the **Centre for International Cooperation in Education (DZS)**.

It is a semi-budgetary organisation, established by the Ministry of Education, Youth and Sport of the Czech Republic, performing tasks involved with ensuring educational, training and other relations with foreign countries under the instructions of the ministry. DZS is responsible for a number of international programmes, including the Erasmus+, and carries out activities relating to the promotion of education. DZS services are aimed at both individuals, students, teachers, directors of all types of schools and other professionals, and organisations and companies involved in education and local authorities and, last but not least, also the Ministry of Education, Youth and Sport.

In the field of global development is operating the **Czech Development Agency**.

Bilateral projects of development cooperation between the Czech Republic and other countries are the main activity of the Czech Development Agency. Based on the Development Cooperation Strategy of the Czech Republic 2010-2017 and 2018 - 2030, the Agency focuses in each country on projects in specific sectors. The sectors were selected in consideration of Czech experience and build upon Czech comparative advantages. They also reflect priorities of the international community in general and activities of other donors.

At the same time, the Czech Development Agency supports projects under its specific programmes. They include the Programme Engaging the Private Sector in Development Cooperation with its Programme Feasibility Study and Programme Development Partnership for the Private Sector, Programme Temporary Expert Assignment and Programme Placement of Czech Teachers to Developing Countries.

The Agency also supports trilateral projects. Such projects are co-financed by other donors, for instance by the European Commission.

Last but not least the Agency supports local projects. Such projects are focused on raising awareness about development cooperation and capacity building of Czech entities. The Agency also provides support to the projects during their implementation.

In the competence of the Agency is also the [Global development education and awareness](#).

Non-public actors

In the sphere of non-public actors, we can list many of youth organizations, NGOs and private actors. Among those most significant for the youth field we can name:

- [The Czech Council of Children and Youth](#), national youth council
- [The People in Need](#), the Largest NGO with many relevant activities for young people, especially within their programmers [One World at Schools](#) and [Varianty](#).
- [Movement Brontosaurus](#), youth NGO
- [INEX-SDA](#), youth NGO
- [AFS Mezikulturní programy](#), youth NGO
- [Junák – Český skaut](#), Czech Scouting Movement
- [YMCA](#), youth NGO
- [Pionýr](#), youth NGO
- [Duha](#), youth NGO
- [ADRA](#), humanitarian organisation
- [Tamjdem](#), NGO
- [AIESEC](#), student organization
- [DOFE - The Duke of Edinburgh's International Award](#), youth organization
- and many others...

Cross-sectorial cooperation

Existing mechanisms of cross-sectorial cooperation between Ministries, Departments, Agencies involved in defining policies and measures regarding youth's contribution to global processes of policy-making, implementation and follow-up, including youth cooperation at the global level are on the **ad hoc bases** or linked to **concrete needs of various activities** and projects. There is **no central cross-sectorial body on the international cooperation in defining the youth's contribution to global processes**.

9.3 Exchanges between young people and policy-makers on global issues

Global issues exchanges with policy-makers at the domestic level

There are **no systematic or top-level state initiatives on the global issues exchange of youth with policy-makers at the domestic level**.

The space for such exchanges is rather ad hoc, organized by the civil society, academia and the interested policy-makers themselves.

As one of the most widely known and oldest youth initiatives is the "[Prague Student Summit](#)" organized by the [Association for International Affairs](#) and supported by the Ministry of Foreign Affairs and Ministry for Education, Youth and Sports.

There are also several other model projects on UN, NATO, EU or American Congress.

Global issues exchanges with policy-makers at the international level

Basically, the Czech Republic is, when possible, using the opportunities to delegate young people or youth representatives to international events for young people with the aim to exchange their view on the global or any other social and political issues. Such activities are supported by all International Organizations where is the Czech Republic member

and where it is possible to ensure proper representation and the funding for such mission.

Within the scope of the [Structured Dialogue with Youth](#), youth representatives are regularly sending to the **EU Youth conferences and other international events of the EU Structured Dialogue with Youth**.

Since 2016, there is the [UN Youth Delegate Programme](#) offering the opportunity for two selected youth representatives, based on the open public annual call to exchange their view within the General Assembly of the United Nations and respective UN youth forums as Youth ECOSOC Forum and similar UN For a for Youth.

Since 2010, there was renewed the [Visegrad cooperation in the Youth Field](#) and youth representatives are invited to the V4 meetings in the youth field and youth policy.

Young people from the Czech Republic are also regularly participating in various [youth events](#), Fora, competitions and activities of the European Union, [youth events of the Central European Initiative](#), [UNESCO Youth Forums](#) and [youth activities of the Council of Europe](#), including the representation in the Advisory Council on Youth and the Youth delegate programme of the Congress of Local and Regional Authorities.

Within bilateral relations, there is standing international **Czech-German Council for youth exchanges and cooperation**, where are members also the youth representatives from the Czech Council of Children and Youth as well as from the Czech-German Youth Forum.

The [Czech-German Youth forum](#) involves annually interested young people in the political and social cooperation including activities with the exchange on international issues with policy-makers.

Apart from these publically institutionalized opportunities, Youth from the Czech Republic is active within many others non-governmental international activities and projects as [European Youth Parliament](#), various models of international institutions as UN Models etc.

Also, the Czech political representatives in international bodies as European Parliament, European Economic and Social Committee, Committee of Regions and others are often allowing via their opportunities to bring young people relevant meetings where they can exchange on global and political issues.

9.4 Raising awareness about global issues

Formal, non-formal and informal learning

In the Czech Republic, there are two basic strong and quite developed concepts on education to global issues as described in Chapter 9.1 – [The Global Development Education](#) and the [Environmental Education \(EVVO\)](#) which are included also in the state curricular documents in formal education and are promoted by youth and other NGOs also in non-formal education. Within the Formal education there are also enhanced educational areas as “Human and Society”, “Human and World” where pupils can be taught about the global issues as well, however the form and exact content depends on the schools curricular documents and programmes.

There are also several public initiatives how to motivate interested school to provide attractive education on global issues as “[Světová škola](#)” (A World School), [UNESCO Schools](#), or private NGO programmes as “[Jeden svět na školách](#)” (One World at Schools) or “[Škola pro udržitelný rozvoj](#)” (School for sustainable development), “[Zelená škola](#)” (Green school), “[Ekoškola](#)” (The Eco-School)...

Special importance in raising awareness in global issues from the point of view of non-formal and informal learning has also the [European programme Erasmus+](#) and its possibilities for international and global issues youth projects.

Youth-targeted information campaigns on global issues

There were no special state youth-targeted information campaigns on global issues per se since 2010.

Information providers

There is a general system of Youth information Centres coordinated by the National Information Centre for Youth (for details see Chapter 1.4). This system is providing information to young people not directly on global issues, but similar areas as environmental, Citizen and society and Youth and the EU.

However, the most promoters in this field are respective NGOs, usually those operating above mentioned educational programmes. The topic of Global Development Education is at the state level in the competence of the Czech Development Agency as described above.

Key initiatives

There are several main initiatives on the state level to promote Global topics among wide society with particular attention to young people.

1. [State Strategy to for Education on Sustainable development for the period 2008 – 2015](#).
2. [The European Week of the Sustainable development](#) is since 2015 as an annual initiative of the Office of the Government and its Department on Sustainable development.
3. [Hate Free Culture](#), a wide public campaign of the Office of the Government and its department – The Agency for Social Inclusion.
4. [The state Agenda 2030](#) as a national vision for the year 2030 implementing also the SDGs to the national context.

9.5 Green volunteering, production and consumption

Green volunteering

Main state initiative in the field of green volunteering is providing support to non-governmental organizations active in the field.

The Ministry of Environment is providing annually two types of activity support.

[Programme A](#): for NGOs active in the field of protection of nature and sustainable development. There are 18 specific topics eligible for funding, including the new innovative programmes within the EVVO. The highest possible subsidy is up to 200 000 CZK (ca. 8 000 EUR) and the Ministry is contributing up to 70 percent of the project costs.

[Programme B](#): for NGO subjects capable to redistribute the resources for supporting significant local NGOs and voluntary activities in the field of protection of nature. There are two main field – Coordination of Projects supporting Biodiversity where is possible to reach on 3 000 000 CZK (ca. 120 000 EUR) and Coordination of Land Groups where is possible to reach subsidy of 2 000 000 CZK (ca. 80 000 EUR).

The Ministry also monitored in an [Overview of the NGOs work in the field of protection of nature](#) what the NGOs were doing in the period 1992 – 2010.

In 2011 the Ministry in cooperation with Foundation “Partnerství” realized [study on the voluntary activities of the Non-governmental environmental organizations](#). According to that study, **13 percent of the voluntary activities in the field are focused on the education of children and young people**. The study did not differentiate between the youth environmental NGOs and general environmental NGOs. However, the environmental youth organizations as [Movement Brontosaurus](#) or [Czech Union of Young](#)

[Nature protectors](#), [Young Nature protectors](#), [the Czech Union of young breeders](#) etc. are important of the Czech organized youth movements.

Green production and consumption

There are no special state initiatives targeting young people in regard to green production and consumption.

However, we can find state initiatives targeting the whole population partially also with the topic of green consumption as e.g. campaign “The farm in the hand” (www.farmanadlani.cz), “Learn about your farmer” (<http://poznejsvehofarmare.cz>). On the other hand, one of the main aims of these initiatives is to support of local farmers and homeland production. In this scope, there are also other initiatives, but the green aspect is rather implicit and secondary.

9.6 Intercontinental youth work and development cooperation

Intercontinental youth work cooperation

Intercontinental youth work cooperation is not really strong in the public policy of the Czech Republic. It is usually the domain of Charities, youth organizations and NGOs.

The only specific source of public support for young people and their intercontinental youth work cooperation is thus the European programme Erasmus+.

[Ad-hoc support for international youth work activities](#), or more precisely cross-border volunteering, was provided by the Ministry of Education, Youth and Sports in relation to the European Year of Volunteering in 2011.

Youth organizations can, however, apply for supporting of such activities within the standard state subsidy for youth work if they are interested. (For details on the subsidy scheme see Chapter 1.7)

Development cooperation activities

Development cooperation activities of young people are not really strong in the public policy of the Czech Republic. It is usually the domain of Charities, youth organization and NGOs or the wider public and general state development cooperation policies (with no direct mentioning of youth work and youth policy).

The only specific source of public support for young people and their development cooperation activities is the regular subsidy scheme of the [Czech Development Agency for the development activities of NGOs](#).

9.7 Current debates and reforms

The Czech Republic is in negotiation with South Korea about the bilateral treaty on cooperation. One of the aspects of cooperation should be also the field of Youth and Youth work. Similar Treaty was in effect until 2012 and there has been a common exchange of youth Workers from the Czech Republic and South Korea organized by the Czech Council of Children and Youth with the Support of the Ministry of Education, Youth and Sports.

New opportunities could be brought by the further development of the recent UN Youth Delegate Programme.

Glossary

Career counselling: represents an institutionalised system of advisory services, designed to help individuals decide on their professional and educational path at any

stage of their life. This package provides services both for individuals who have not yet entered the labour market, and also job seekers who are looking for work, as well as for those who are currently employed.

Critical thinking: is a careful and considered decision on whether we accept or reject a claim, or whether we forego any judgement of it. Critical thinking also involves a degree of certainty with which we accept or reject a particular claim.

Cultural continuity: Cultural continuity is understood to be the creative preservation and transmission of cultural heritage, which is considered to be a set of tangible and intangible values, works and cultural relations, which originated in the past but whose origin and meaning contribute to the creation of contemporary cultural and social values.

Education for sustainable development: Is a prerequisite for the acquisition of the type of ways of thinking, decision-making and behaviour by the individual, which lead to sustainable behaviour in his/her personal, professional and civic life.

Emancipated use of the media: This means a type of approach to the media that will enable their instruction and, therefore, also their safe and effective use.

Employment: is defined as the number of people involved in productive activities in the economy. This concept includes both employees and self-employed persons.

Employability: is understood to be a form of specific active job adaptability, which enables workers to identify their career opportunities and to exploit them

Environmental education, training and awareness: Training, awareness and education are provided in such a way as to promote thinking and activities that are consistent with the principle of permanently sustainable development, and which encourage awareness of responsibility for maintaining the quality of the environment and its individual components, and of respect for life in all its forms.

Environmental literacy: This covers the knowledge, skills, disposition and behaviour of an individual to enable him/her to make competent decisions and to act in situations relating to the environment at a local, regional and global level. An environmentally literate person makes informed decisions regarding the environment, is willing to act upon these decisions to improve the quality of life of other people and participated in civic life.

ERYICA (European Youth Information and Counselling Agency): The European Youth Information and Counselling Agency is an independent European organisation, composed of national youth information co-ordination bodies and networks. It aims to intensify European co-operation in the field of youth information work and services.

Formal education: is education which is provided in educational institutions, whose function, aim, content, means and methods of assessment are defined and specified in the legislation. A typical educational institution is the school. Formal education includes consecutive levels and types of learning, which are either intended for the population as a whole (e.g. mandatory basic education), or for specific groups (e.g. secondary and tertiary education). Completion of this education is generally confirmed by a certificate. The outcome is a certain level of education.

Healthy lifestyle: is a healthy way of life, which leads to minimising the risk of disease.

Information youth network in the CR: consists of youth information centres, which are independent workplaces providing children and young people, as well as other interested members of the public, with information and services that are primarily related to the life of the younger generation.

Informal learning: can be understood to be a process of spontaneous acquisition of knowledge, skills and competencies from everyday experience of work, the family and leisure activities. It also includes self-learning, where the learner is unable to verify the results of learning. Unlike formal and non-formal education, informal learning is unorganised, generally unsystematic and not coordinated through institutions.

Intercultural dialogue: is seen as an open and respectful exchange of views between individuals and groups from different ethnic, cultural and linguistic backgrounds and historical conditions, based on mutual understanding and respect.

Intergenerational dialogue: serves to ensure that demographical changes were not only perceived to be a conflict and competition for resources between the younger and older generation. The aim is to improve contacts between different generations and to ensure that all groups benefit from these contacts. This helps to reduce barriers and prejudices between different groups and promoted intergenerational respect and solidarity.

Inter-religious dialogue: In the context of religious pluralism, dialogue means any type of positive and constructive inter-religious relations with individuals or communities that belong to another religion, a dialogue that seeks mutual understanding and mutual enrichment, with full respect for truth and the freedom of both parties.

Key competencies: represent a set of knowledge, skills, abilities, attitudes and values that are important for the personal development and success of every member of society. Their selection and conception is based on values that are generally accepted by society and on generally shared ideas about which competencies contribute to an individual's education, to a happy and successful life, and to strengthening the function of civil society.

Leisure time: is a period when a person carries out the activities he/she wants, at a pace that allows him/her to relax, without any intention of being productive for the benefit of society. Leisure time is also a period outside work, liberated from overtime work and commuting to the workplace.

Leisure-based education in the youth field: Provides participants with leisure time activities focusing on different areas. The term "education" refers to both education and training. Interest education takes place in school facilities for interest education, particularly in leisure centres, after-school centres and school clubs. Leisure centres are also involved in additional care of gifted children, pupils and students, provide for the organisation of competitions and exhibitions in collaboration with schools and other institutions. The objectives, content and outcomes are usually closely linked to all types of school education and are guaranteed by the State as part of the school system.

Memory institutions: This term refers to archives, museums, libraries, research institutes and universities, whose goal is to protect and display documents from our cultural heritage. These facilities tend to the national memory and also create new sources of information on cultural events at a local and a national level.

National Coordinator of the information system for youth in the CR: In the CR, the national coordinator is the National Information Centre for Youth, the specialised department of the National Institute for Further Education, which provides methodological assistance for issues concerning the construction and operation of the IYN.

National network of environmental education centres: Is a joint programme run by the Ministry of Environment and the Ministry of Education, Youth and Sports and administered by the Association of environmental education centres, Pavučina, in close cooperation with the Czech Union for Nature Conservation. The programme was launched in 1999 to stabilise the development of existing, and to initiate the establishment of new environmental education centres in the Czech Republic

New media technologies: This is a type of public communication based on the internet, which enables a far greater degree of interactivity: the recipient is able to actively participate in the form of a media product or in menu selection and at the same time the (media) product is better able to respond to user requests.

Non-formal education: Usually takes place outside the formal education system and without additional recognition by the competent body or institution does not generally

lead to the acquisition of a level of education. Non-formal education focuses on the acquisition of life skills and training for active citizenship and includes both individual and group learning using a collective approach. It is self-contained and focuses on the learning process and on experiences and activities based on the needs of the participants. A necessary condition for non-formal education is the participation of a professional facilitator, trainer or manager.

Political literacy: Helps people to become politically conscious and active. It focuses on developing those skills that help individuals to observe and explain social phenomena in political terms. Political literacy is more pedagogically focused on the development of political thinking, than on fostering knowledge of political institutions.

Public space: is broadly defined as a part of the life of each person which is distinguished from both the private and the public sector.

Risky behaviour: is the type of behaviour which results in a demonstrable increase in health, social, educational and other risks to the individual or to society.

Self-awareness: is a cognitive component of the self-concept of the individual's "I", as an image of oneself, one's personality and its components. It is the cognitive aspect of man's relationship to himself.

Self-concept: is a summary of opinions of oneself, of one's place in the world. It is a summary of feelings through which we experience satisfaction or dissatisfaction with ourselves, greater or less self-confidence, self-esteem and influence on others. Self-concept is also an awareness of our personal characteristics, albeit distorted or stylised, but always with the intention of making a certain impression on others.

Self-organisation: expresses the continuous process of organising complexity and creating order. Organised complexity with internal order thus becomes both the creator and the creative processes. The system therefore performs the processes – it organises itself – which in turn enable the existence of the system.

Self-regulation: is a person's ability to manage their voluntary actions; conscious efforts to achieve the established goals; also the adoption of social norms, which then become part of the self-regulatory system of the individual.

Social activation service: are field or outpatient services provided to families with a child whose development is at risk due to the impacts of a long-term critical social situation, which the parents are unable to overcome without help and which presents further risks which threaten his development. The service covers the following basic activities: educational and motivational activities; mediating contacts with the social environment; social therapeutical activities; assistance in the enforcement of rights, legitimate interests and in dealing with personal matters.

Structured dialogue with young people (SD)

SD at EU level:

Structured dialogue with young people and youth organisations serves as a permanent forum for joint reflection on the priorities for European cooperation in the youth field, its implementation and evaluation.

SD at the national level (equivalent to SD at the EU level):

Structured dialogue with young people and youth organisations serves as a permanent forum for joint reflection on priorities for cooperation in the youth field at a national level, its implementation and evaluation.

Sustainable development: Permanent sustainable development is development enabling current and future generations to retain the possibility of satisfying their basic needs while at the same time preserving biodiversity and the natural function of ecosystems.

Young people with fewer opportunities: are young people who are disadvantaged in comparison with their peers, because they face one or more situations and obstacles such as social barriers, economic barriers, disability, educational difficulties, cultural differences, health problems, geographical barriers, etc. In certain contexts, these situations or barriers prevent young people from having effective access to formal and non-formal education, trans-national mobility and participation, active citizenship, empowerment and social inclusion.

Young people's initiative (or youth initiative): is a project where young people participate actively and directly in activities of their own devising and which allow them to develop their initiative and creativity. The project is initiated, created and implemented by young people themselves. Young people's initiative projects help to develop the personalities of young people and brings changes that benefit the general public (and in particular the areas where these young people live).

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