

**THE ACTION PLAN FOR IMPLEMENTING  
THE CHILD GUARANTEE  
FOR THE 2022–2030 PERIOD**

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## Introduction

On 25 March 2021, the European Commission issued a proposal for a Council Recommendation establishing a European Child Guarantee (the 'Child Guarantee'). The Child Guarantee is one of the outcomes of the European Pillar of Social Rights Action Plan of 4 March 2021 and contributes to the implementation of Principle 11 of the Pillar on childcare and support for children. It also complements the EU Strategy on the Rights of the Child 2021-2024<sup>1</sup> adopted on 24 March 2021. On 14 June 2021, the EPSCO Council adopted the Child Guarantee.

The Child Guarantee aims to prevent and combat the social exclusion of children in need by ensuring their equal and effective<sup>2</sup> access to key services pre-school education and care (ECEC), education (including school activities, health care, nutrition and housing). The Child Guarantee is intended to contribute to the implementation of Principle 11 of the European Pillar of Social Rights, which states the right of all children to affordable and quality early childhood education and care, to protection from poverty and specific measures to increase equal opportunities for all children from disadvantaged backgrounds. The Child Guarantee should also help to achieve the newly set target in the Action Plan for the implementation of the European Pillar of Social Rights **of reducing the number of people living in poverty by 15 million, including at least 5 million children, by 2030**<sup>3</sup>.

At the same time, the EC invited Member States to set their national targets as a contribution to the common European effort. The implementation of the targets should be monitored through the tools and processes of the European Semester instruments and processes, through the Social Scoreboard. In the AP EPSR, the Commission also proposed a revision of this social scoreboard in order to better monitor the implementation of the different EPSR principles.

The national targets consider the starting position of each Member State and are consistent with the overall framework and ambition of the European targets set.

The objectives set by the Czech Republic, which are closely linked to<sup>4</sup> the implementation of the Child Guarantee, are described below:

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<sup>1</sup> The text of the EU Strategy on the Rights of the Child 2021-2024 is available [at this link](#).

<sup>2</sup> An effective approach means a situation where the service is of good quality and is both affordable and locally accessible. In addition, the service is provided/delivered in a timely manner. Potential users are aware of the existence of the service and how to use it.

<sup>3</sup> On 4<sup>th</sup> March 2021, the European Commission (EC) published an Action Plan for the implementation of the principles of the European Pillar of Social Rights (EPSR). Within the framework of the EPSR AP, the European Commission proposed the following three headline targets and several sub-targets for the EU by 2030 in the areas of employment, skills and poverty reduction.

- For **employment**, the main objective is to increase the **employment rate** of people aged 20-64 to **78 %**. (The Sub-objectives are halving the gender employment gap; increasing the supply of institutional childcare services; and reducing the rate of young people (15-29) not in employment, education or training (NEET) from 12.6 % to 9 %.)
- In the area of **skills**, the main objective is to increase the **share of adults in training to 60 % each year**. (Sub-targets are to increase the share of 16–74-year-old with at least basic digital skills to 80 % and to further reduce the drop-out rate.)
- In the area of **social inclusion**, the main objective is to **reduce the number of people at risk of poverty or social exclusion by 15 million**. A sub-target is that at least 5 million of these are children.

<sup>4</sup> The national targets were discussed and approved at the EPSCO Council meeting on 16<sup>th</sup> June 2022.

- Employment sub-target: Increasing the supply of institutional childcare services: In the Czech Republic, a further 7.5 thousand places in children's groups for pre-school children will be created by 2030, in order to better reconcile work and private life and promote greater participation of women in the labour market<sup>5</sup>. In addition, the NEET rate (Not in Education, Employment or Training) will decrease to 9 % from the current 11 % (2020).
- Skills sub-target: Reducing early school leaving: In the Czech Republic, early school leaving – the drop-out rate - will be reduced<sup>6</sup> to 5.5 % by 2030<sup>7</sup>.
- The headline target for social inclusion: The Czech Republic's contribution to the Europe-wide target is set at reducing the number of people at risk of poverty or social exclusion by 120 000 by 2030.<sup>8</sup> Inclusive growth, upward social convergence and the prevention of intergenerational transmission of poverty are key factors for achieving the target. Important prerequisites for tackling the root causes of poverty and social exclusion are the integration of disadvantaged people into the labour market, the development of minimum income schemes, the provision of adequate benefit systems for families and people in defined situations, investing in childcare and education and breaking intergenerational cycles of disadvantage, access to quality housing, access to basic services, including preventive social services, etc. **The sub-target is to reduce the number of children (aged 0-17) at risk of poverty or social exclusion by 50 thousand by 2030<sup>9</sup>.**

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<sup>5</sup> The insufficient supply of quality, affordable and locally available childcare services (especially for children under 3 years of age) is a long-term challenge for the Czech Republic. In 2019, around 35.3 % of children under 3 years of age (EU average) attended childcare services in the European Union, but in the Czech Republic it was only 6.3 %. In this way, the MPSV focuses on increasing the supply of institutional childcare services through the development and support of children's groups. The number of children's groups has steadily increased since the adoption of Act No. 247/2014 Coll. in 2014, with more than 1180 such facilities in December 2021 with a capacity of more than 15.5 thousand places. Children's groups are currently receiving financial support mainly through Operating Programme Employment (OPE). On 31 August 2021, the President of the Republic signed an amendment to the Law on Children's Groups, effective from 1 October 2021 with the main objective of introducing a system of national funding for children's groups. Support is also foreseen in the OPE+, the National Recovery Plan and the IROP in the next years. About the capacity of childcare services for children under 3 years of age, it is also necessary to add the fact that the Czech Republic has the possibility to remain on parental leave until the age of 4 and parents often combine two periods of maternity and parental leave into one.

<sup>6</sup> According to Eurostat, (Early SCHOOL Leaving) includes persons aged 18-24 who fulfil two conditions: they have left education and training after having completed only lower secondary or even lower level of education and training and they no longer participate in education and training. In the Czech Republic, this figure is obtained by the Czech Statistical Office based on a labour force sample survey. In the context of the Czech education system, early leavers include both those who do not continue their studies after the primary school and, those who started secondary school but did not complete their studies. Values are given as a percentage of the total population aged 18 to 24.

<sup>7</sup> In the Czech Republic, the worst value was recorded in 2020 (7.6 %) since 2002, when data for the Czech Republic are available. The deterioration may have been partly affected by the COVID-19 pandemic, however, even before the pandemic, there was a clear trend of worsening dropout rates. The deterioration of early departures in recent years has not occurred throughout the territory, but has been problem only in some areas, in particular the Karlovy Vary and Ústí nad Labem regions. The overall early exit rate is long-term below the EU average, but while EU averages are gradually decreasing (i.e., 13.8 % in 2010, 9.9 % in 2020), there is a long-term increase in the Czech Republic. Early school leaving is one of the riskiest phenomena in education and its reduction must be a priority for the Czech Republic. The reduction should be achieved mainly by focusing on problematic regions and maintaining the situation in the rest of the Republic.

<sup>8</sup> The baseline is the number of people at risk of poverty and social exclusion (in 2019): 1.3 million people.

<sup>9</sup> The topic of eradicating child poverty in the context of the implementation of the European Guarantee for Children is one of the sectoral priority themes CZ PRES 2022. Although, according to international statistics, the Czech Republic is one of the countries with the lowest risk of income poverty (around 9-10 %), families with children are more exposed to the risk of poverty and some types of family households are at very high risk of poverty (32.4 % of solo families and 14.6 % of families with three or more children) compared to the population. The Czech Republic has long been working to improve this situation and, in the future, the Action Plan to implement the Child Guarantee should also contribute to it. Children currently account for about the total number of people at risk of poverty. However, 20 %, in line with the targets proposed in the EPSR AP, the MPSV set a higher relative ambition for this age group than their share in total poverty.

The baseline is the number of children at risk of poverty and social exclusion (in 2019): 261 thousand persons.

In the context of the Council Recommendation, the Czech Republic has committed itself (as well as other EU Member States) **to prepare a national action plan for implementation the Child Guarantee 2022-2030** (the Action Plan'), which contains a description of existing and planned **measures aimed at improving equal and effective access to key services for children in need**. These include:

- effective and free **access to early childhood education and care, education and school activities**;
- **access to healthy meals** <sup>10</sup>every school day;
- **access to effective and free health care**;
- **access to adequate and healthy nutrition**;
- **access to adequate housing**.

Social legal protection services for children in need and children from disadvantaged backgrounds are key to improving the quality of and access to the above-mentioned services, in particular in identifying children in abortion and children from disadvantaged backgrounds who face barriers to accessing these services; in assessing their risks and needs; in providing of field and prevention services; in linking them to key child care service settings; in linking them to key childcare facilities or creating a protective environment (especially for children from disadvantaged backgrounds, such as refugee and migrant children or children in alternative family care). The tools applied by social work practitioners (e.g., case management) help to coordinate key services across different sectors to meet the needs of children in need and children from disadvantaged backgrounds and to reorient key services to effectively remove possible barriers to access to such services. These include lowering the accessibility threshold for childcare facilities (such as education or early childhood care), increasing literacy around services and children's rights (knowledge of their rights and available services), building trust and freedom among children and their caregivers to access and use the services available, exercising their rights and providing feedback to improve the quality of services, the possibility to lodge a complaint if necessary, and creating a safe place to report violence, abuse and exploitation.

Passive income of assistance of any kind often leads to overall passivity and a reinforces patterns of dependency on the social assistance system. From this perspective, social work with the family is important. Where possible in the light of the legislative framework, we will also tie in with the activation of beneficiaries.

Member States are also invited to build **an integrated and supportive policy framework to address the social exclusion of children**, focusing on **breaking the vicious intergenerational cycles of poverty and disadvantage and reducing the socio-economic impact of the COVID-19 pandemic** (i.e. ensure coherence between different policies; strengthen investment in education, in quality childcare services and in adequate health and social protection systems; ensure

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<sup>10</sup> Within the Czech Republic, healthy food means a varied, nutritious and tasty diet.

adequate resources for families through labour market integration and income support; address regional dimension and disparities; strengthen cooperation between the different actors; promote inclusion and prevent discrimination; allocate adequate resources to the implementation of the recommendations, including the use of European funds).

### **Process of the preparation of the Czech National Action Plan to implement the Child Guarantee to 2030**

In autumn 2021 the Czech Republic appointed the national coordinator of the Child Guarantee, the Director of the Department for Family Policy and Protection of Children's Rights of the Ministry of Labour and Social Affairs (MoLSA), on the basis of the Council Recommendation. The national coordinator managed the process of drawing up an action plan involving representatives of the Ministry of Labour and Social Affairs ('MoLSA'), the Ministry of Education, Youth and Sports ('MoLSA'), the Ministry of Health ('MoH') and the Ministry of Regional Development ('MfRD'), representatives of local authorities and a wide range of representatives from the non-profit sector. UNICEF representatives were also involved in the process of preparation of the Action Plan, and commented on the material, particularly regarding the target group of children and adolescents of Ukrainian refugees under the age of 18<sup>11</sup>.

In accordance with the Council Recommendation, the Action Plan contains a definition of the target population of children in need, a description of the situation of children in need, a description of the situation of children in need (the analytical part), (the analytical part), an overview of the main problems identified and related objectives, an overview of the main financial resources and an overview of the actions including their timing (the design part).

The Action Plan is based on the following national strategic and conceptual materials:

- Social Inclusion Strategy 2021-2030<sup>12</sup>;
- National Strategy for the Protection of Children's Rights 2021-2029<sup>13</sup>;
  - I. Action Plan to implement the 2021-2029 National Strategy for the Protection of Children's Rights 2021-2024.
- Family policy concept (2017)<sup>14</sup>;

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<sup>11</sup> The inclusion of this specific group in the Action Plan is related to the Russian aggression in Ukraine since 24 February 2022.

<sup>12</sup> The **2021-2030 Social Inclusion Strategy** covers the main areas relevant for the social inclusion of people who are socially excluded and at risk of social exclusion. Its priority group consists of people who are at risk of income poverty and material deprivation while living in households with low work intensity. These are in particular long-term unemployed, people living in families of solo parents and families with three or more children. The strategy contains several objectives that directly affect the Child Guarantee, namely the prevention of indebtedness and assistance with debt problems, family support as well as access to education.

<sup>13</sup> The **National Strategy for the Protection of Children's Rights 2021-2029** is in line with the focus of the Child Guarantee. The main objective of this strategy is to ensure children's well-being so that they can grow up in a safe family environment and have equal opportunities that they can use to develop their full potential.

<sup>14</sup> In the context of the **Child Guarantee, the measures outlined in the Family Policy Framework (2017)** target in particular the development of childcare services for children of pre-school age. Since 2017, when the material was received, a wide range of measures have been implemented to support families, the most important ones (development of children's groups, micro-nurseries, increases in child allowances and other family benefits or the introduction of advance maintenance) are described in the analytical section. A new concept is currently being prepared and is expected to be ready by the end of 2022.

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- The Czech Republic's education policy strategy until 2030+<sup>15</sup>,
- Long-term plan of education and development of the education system of the Czech Republic 2019-2023<sup>16</sup>,
- National Strategy for Primary Prevention of Risk Behaviour for Children and Youth for the period 2019-2027;
  - Action Plan for the implementation of the National Strategy for Primary Prevention of Risk Behaviour for Children and Youth for the period of 2019-2021
- The Czech Republic's Social Housing Concept 2015-2025<sup>17</sup>,
- The Czech Republic's housing concept 2021+<sup>18</sup>,
- Roma Equality, Inclusion and Participation Strategy 2021-2030<sup>19</sup>;
- Health 2030 Strategic Framework<sup>20</sup>;
- Gender Equality Strategy 2021-2030<sup>21</sup>;

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<sup>15</sup> The key steps of the **2030+ Strategy** 2020-2023 include, among others, the promotion of early childhood education, which is summarised in the eponymous implementation card of the 2030+ Strategy, which includes measures related to increasing of children in early childhood education, updating the Framework Programme for Early Childhood Education, improving the quality of early childhood education, supporting pedagogical diagnostics, educators and school leadership. The implementation card of the 2030+ Strategy entitled "Improving the quality of education in structurally affected regions" is also important in the context of the proposal for a Child Guarantee. The main steps and measures of this implementation card include comprehensive support for schools in municipalities with a higher proportion of children and pupils at risk of social exclusion in designated regions, reducing segregation tendencies in primary education, etc. In this context, methodological support for schools in structurally affected regions is also important.

<sup>16</sup> The measures referred to in the Long-Term **Education and Development Plan of the Czech Republic 2019-2023** are primarily aimed at promoting equality in access to education at all levels of schools, inter alia, further training of teaching staff, inter-ministerial cooperation, or the development of cooperation between schools with providers of social work and social services with a view to a multidisciplinary approach to socially disadvantaged children, pupils and students and their families.

<sup>17</sup> The **Social Housing Concept of the Czech Republic 2015-25** considers social housing to be a complex system of assistance to people in housing need, linking housing and social policy tools, including individualised social work and Housing Led and Housing First among the key principles, as well as the use of all tools to prevent loss of housing.

<sup>18</sup> The issue of social housing is currently being discussed and consulted at various levels of the state – between departments, regions and municipalities. In the **Czech Housing Framework 2021+**, which was approved by the Government of 12. 4. 2021, the tasks include both monitoring/registration of social housing and monitoring of the number of people/families with children in housing need.

<sup>19</sup> The main objective of the **Roma Equality, Inclusion and Participation Strategy 2021-2030** is to provide a framework for measures that will develop the positive changes achieved in some areas of Roma integration, and for measures to reverse negative trends where negative trends persist and/or increase. The implementation of the content of the strategy envisages the active participation of representatives of the Roma national minority. The civic empowerment of persons belonging to the Roma national minority is intended to lead to their civic, socio-economic, political and cultural emancipation. The aim is to eliminate all unjustified and unacceptable differences between the situation of a significant proportion of Roma and the majority population, to ensure effective protection of Roma against discrimination and antigypscism, and to encourage Roma emancipation, Roma culture, language and participation.

<sup>20</sup> The Czech Republic has adopted the **Strategic Framework for Health 2030**, which is a basic area-based conceptual material with an inter-ministerial overlap and sets the direction for the development of health care for the Czech population over the next decade. It contains three strategic objectives: improving the health status of the population, optimising the healthcare system and supporting science and research. The main themes are the reform of primary care, including the concept and development of the emergency income network, the focus on prevention, health literacy and citizens' responsibility for their health. It also focuses on the human stabilisation of health sector and the involvement of science and research in addressing priority challenges. Integrated health care and the linking of the health and social care systems are also an important element.

<sup>21</sup> The **Gender Equality Strategy 2021-2030** is already the second framework document for the implementation of gender equality policy in the Czech Republic. The aim of this strategy is to formulate a framework for state administration measures that will contribute to achieving gender equality in the Czech Republic. The vision of this strategy is to eliminate all gender-based inequalities between women and men and to achieve a state in which every person can freely and without being disadvantaged on the basis of their sex and gender develop their potential and be fully realised in all spheres of social life.

- National Plan for the Promotion of Equal Opportunities for Persons with Disabilities 2021-2025<sup>22</sup>;
- Action Plan for the Implementation of the Food Safety and Nutrition Strategy 2030;
- Implementation plan for the Crime Prevention Strategy in the Czech Republic for the years 2022-2027;
- Government Programme Statement;
- Establishment of the Czech Republic's to manage the effects of the migration crisis linked to the invasion of Ukraine by the Russian Federation.

The Action Plan considers the Concluding Recommendations on the combined Fifth and Sixth Periodic Report of the Czech<sup>23</sup>Republic, issued by the UN Committee on the Rights of the Child on 22 October 2021.

The Action Plan is based upon the following European strategic and conceptual materials:

- Commission Recommendation of 2013/112/EU of 20 February 2013 Investing in children: breaking the cycle of disadvantage<sup>24</sup>,
- Council Recommendation on High-Quality Early Childhood Education and Care Systems<sup>25</sup>,
- Communication from the Commission on achieving the European Education Area by 2025<sup>26</sup>;
- Council Conclusions to Contribute Towards Halting the Rise in Childhood Overweight and Obesity<sup>27</sup>,
- Communication from the Commission on Effective, Accessible and Resilient Health Systems<sup>28</sup>;
- Commission Delegated Regulation (EU) 2021/1078 of 14 April 2021 supplementing Regulation (EU) 2021/523 of the European Parliament and of the Council by setting out the investment guidelines for the Invest EU Fund<sup>29</sup>,
- Strategy for the Rights of Persons with Disabilities 2021-2030<sup>30</sup>;
- Roma Strategic Framework for Equality, Inclusion and Participation<sup>31</sup>;

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<sup>22</sup> The National Plan for the Promotion of Equal Opportunities for Persons with Disabilities 2021-2025 was approved by Government Resolution No. 761 of 20 July 2020 and aims to continue promoting and supporting the integration of persons with disabilities and to implement the UN Convention on the Rights of Persons with Disabilities through individual actions.

<sup>23</sup> [https://www.vlada.cz/assets/ppov/rpl/vybor/pro-prava-ditele/ze-zasedani-vyboru/CRC-CO-5\\_6-CZ-preklad-konecna-verze.pdf](https://www.vlada.cz/assets/ppov/rpl/vybor/pro-prava-ditele/ze-zasedani-vyboru/CRC-CO-5_6-CZ-preklad-konecna-verze.pdf)

<sup>24</sup> <https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX%3A32013H0112>

<sup>25</sup> [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C\\_.2019.189.01.0004.01.ENG](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2019.189.01.0004.01.ENG)

<sup>26</sup> <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52020DC0625>

<sup>27</sup> <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=Celex%3A52017XG0629%2801%29>

<sup>28</sup> <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52014DC0215&qid=1634749811006>

<sup>29</sup> <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32021R1078>

<sup>30</sup> <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52021DC0101&qid=1634748554552>

<sup>31</sup> <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52020DC0620&qid=1634748687375>

- Action Plan on Integration and Inclusion 2021-2027<sup>32</sup>;
- EU Strategy on the Rights of the Child<sup>33</sup>,
- Council of Europe Strategy for the Rights of the Child (2022-2027)<sup>34</sup>.

The Action Plan also considers the Russian invasion of Ukraine and the related arrival of Ukrainian refugees in the Czech Republic in its analytical and design part, in view of the emerging new demands on key services and the social system in the Czech Republic. Under the EU Directive, more than 400 thousand refugees from Ukraine have been granted temporary protection status in the Czech Republic. Refugees coming from Ukraine are mainly women and children. This group of refugees has an increased risk of facing gender-based violence, trafficking or exploitation. There are also groups facing cross-cutting disadvantages among refugees. This is particularly the case for children from evacuated care institutions who are separated and unaccompanied (as well as children accompanied by an adult who is not their parent or legal guardian), carers of children with disabilities or children of ethnic minorities. The protection of refugee children includes the early identification and immediate referral of a child at increased risk to child social legal protection authorities and other related care and support services. When considering the risks, systematic screening of persons arriving from Ukraine, decisions on their stay in the country and continuous monitoring of the protection of children and their rights are required. there is a need to develop cooperation between social protection authorities and other key services and to target to strengthen the accessibility of these systems to adequately meet the needs of refugees, ensure equal opportunities for all children in the country, including those who have fled Ukraine, thereby removing barriers to the availability of such services.

For the implementation of the Child Guarantee, our national resources (from the state budget and budgets of local governments) and the following European funds and other sources of funding will be used:

- OPE+<sup>35</sup>,
- IROP,
- OPS HOW,

<sup>32</sup> <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52020DC0758&qid=1634748847169>

<sup>33</sup> <https://eur-lex.europa.eu/legal-content/en/TXT/?uri=CELEX%3A52021DC0142>, in the reference number available from: <https://www.psp.cz/sqw/text/eudoc.sqw?c=7453&r=21>.

<sup>34</sup> [https://search.coe.int/cm/pages/result\\_details.aspx?objectid=0900001680a5a064](https://search.coe.int/cm/pages/result_details.aspx?objectid=0900001680a5a064)

<sup>35</sup> The issue addressed by the Child Guarantee will also be considered in the **Operational Programme Employment Plus (OP+)** funded by the ESF+ under Priority 2 Social Inclusion. Activities to combat child poverty and social exclusion will be implemented to meet the requirement of Article 7(3a) of the ESF+ Regulation to earmark an appropriate amount for the implementation of the Child Guarantee through targeted measures to combat child poverty. At the same time, free meals for children at risk of poverty and material or food deprivation in educational establishments will be supported in the OPE+ under Priority 4 Material Aid to the Most Deprived.

To combat child poverty, the OPE+ indicatively allocates around 10 % of priority 2 allocation, which amounts to around 1.8 billion. CZK (the total allocation of priority 2 in CZK is approximately 18,127 billion. CZK). This amount will be implemented through multiple calls under Priority 2.

- OP RDE<sup>36</sup>,
- National Recovery Plan (NRP),
- Technical Support Instrument (TSI)<sup>37</sup>,
- UNICEF<sup>38</sup>.

All stakeholders will be involved in the implementation of the Child Guarantee... Progress and implementation will be monitored as though the European Semester process, as well as mutual learning and exchange of good practice. progress in the implementation of the Child Guarantee will be reported to the Commission every two years in accordance with the National Action Plan. The Commission, together with the Social Protection Committee, shall establish a monitoring framework, review progress in implementation and report to the Council within five years.

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<sup>36</sup> Schools and school establishments can benefit from financial support through the Operational Programme Research, Development and Education (OP RDE), which currently announces, inter alia, Templates III, whose activities are focused on staff support schools, teacher training, project days, ICT support or teachers' internships abroad.

<sup>37</sup> In autumn 2022, MoLSA will apply through the Technical Support Instrument for Child Care Services Support (see chapter 4.8).

<sup>38</sup> On 21 July 2022, representatives of the Ministry of Social Affairs and UNICEF RECARO signed a working plan for the period August 2022 to August 2023, focusing on supporting and strengthening the Czech social affairs institutions, in response to the needs of child-refugees from Ukraine, as well as ensuring access to early childhood education and care and related cross-sectoral services.

## 1. Definition of the target population

In the Czech Republic, the following are identified as ‘children in need’:

- people under the age of 18 years in or at risk of poverty or social exclusion.

Based on the available data and research, the following groups of children who are most at risk of (or even affected by) poverty and social exclusion in the Czech Republic have been identified<sup>39</sup>:

- 1.1 Children living in a single- family (solo parent),
- 1.2 Children living in a family with three or more children,
- 1.3 Children in housing need,
- 1.4 Children living in socially excluded localities,
- 1.5 children from low-income families – families receiving child allowance, in particular:
  - children living in a family with low work intensity or with parents in precarious jobs,
  - children whose parents are long-term unemployed, children living in a family who are indebted or in execution/insolvency,
  - children living in working poor families,
- 1.6 Children living in alternative family care (excluding adopted children) or in institutional care,
- 1.7 Children living in a Roma minority<sup>40</sup>,
- 1.8 Children from immigrant backgrounds and children with different mother tongue,
- 1.9 Children and adolescents of Ukrainian refugees under the age of 18,
- 1.10 Children of parents with lower educational attainment,
- 1.11 Children living with a parent with a disability,
- 1.12 Children with disabilities (including mental illness),

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<sup>39</sup> Groups are not exclusive, i.e., a child can belong to more than one ‘group’. E.g., a child living with a solo parent who is in need of housing; or a child living in a socially excluded locality in a low-income family.

<sup>40</sup> Considering the Czech context, the Roma minority was selected as the largest ethnic minority in the Czech Republic.

- 1.13 Children living in a household where substance or non-substance dependence or domestic violence is present,
- 1.14 Children engaging in risky behaviour,
- 1.15 Children who are victims of abuse, exploitation or neglect and children as victims of other crimes (including those committed outside the household),
- 1.16 Children who have a minor mother or father or are themselves a minor mother,
- 1.17 Children who have parents restricted to liberty (in prison, in custody, in detention, in protective custody, in institutional treatment),
- 1.18 Early school leavers.

The groups of families with children mentioned above are described in more detail in the following sub-chapters. For each group, more information is given not only on their size but also on their characteristics (based on available data).

### 1.1 Children living in a single family (solo parent)

According to data from 2020, there are **192.8 thousand households of single-parent families with children**, with **more than 90 % of them are headed by a single mother** (RILSA – Incomplete families)<sup>41</sup>. Statistics from 2011 show that there are **around 404 thousand children living in solo parent's households in the Czech Republic**.<sup>42</sup>

In terms of territorial breakdown, the 2011 census recorded the **highest proportion of single-parent families with children in Prague, the Karlovy Vary and the Ústí nad Labem regions**. The City of Prague is characterised by low marriage and fertility rates and higher average age at first marriage and at childbirth. However, the level of divorce is lower. The Karlovy Vary and Ústí nad Labem regions are characterised by a low average age at birth of the first child, a high proportion of children born outside marriage, a low level of marriage with a short average duration of marriage and a higher divorce rate. (VCAPS, 2019).

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<sup>41</sup> In most cases, a single family is headed by a woman, as children are entrusted to a mother rather than a father in the event of separation or divorce (Höhne, Paloncy, 2019). If we compare the results of the census in 2001 and 2011, there were no major changes in this respect, with 88 % of single mothers in 2001 and 83 % in 2011. An incomplete family is defined in this document as a single parent living alone without a partner with their dependent children (where children live with a parent for at least half a month). This definition was used during the 2019 single-parent research carried out by the RILSA in cooperation with STEM/MARK, as well as during the survey 'Solo parents in times of COVID-19'. An incomplete family is therefore not the equivalent to an unmarried family.

<sup>42</sup> The main source of accurate data on the number of families, households and their composition are the population and housing census (hereinafter referred to as the "SLDB"), participation in this survey, which takes place every 10 years, is mandatory for Czech residents and the results are therefore best corresponded to reality. Complete data from the 2011 SLDB were available during the preparation of the Action Plan. The 2021 SLDB data was only available in a limited way, which unfortunately did not include data on single-parent families.

Single parents are permanently the **most vulnerable group** in terms of family type (excluding jobless households). In 2020, **more than 30 % of them were at risk of poverty**.<sup>43</sup> The most important source of income for parents' solo families is labour income (63.8 %), followed by social income (15.4 %) and maintenance (14.6 %), which accounts for around 70 % of single parents. (VCAPS, 2020)

Many parents are facing a problem of non-payment of child support. **According to police statistics, neglect of mandatory child support is one of the most common crimes in the Czech Republic.**<sup>44</sup> According to a survey by the non-profit organisation Club of Single Mothers, almost half of single mothers do not receive regular child support and almost a third have monthly incomes of less than CZK 10 000. **31 % of mothers do not receive maintenance.**<sup>45</sup> Since July 2021, solo parents to whom the other parent does not pay the stipulated maintenance, despite judicial enforcement, can apply for substitute maintenance<sup>46</sup>.

The lower level of income of single parents also reflected in cheaper forms in terms of housing acquisition, but more expensive in terms of monthly expenditure. Solo mothers live more often in rent (35.8 % in 2018) than mothers living in partnership (13 %).<sup>47</sup> They need up to a quarter (27 %) of their net cash income to pay for housing costs (full families with children only 13 %). As a result, housing costs overall represent a relatively significant financial burden for single parents, as is also evident from their subjective assessment: they are a heavy burden for 40 %, for 55 % a certain burden and only for 6 % are not a burden at all.<sup>48</sup> Increasing energy costs linked to the energy crisis or any other housing-related emergency can be a major drain on their budget. If they live in a family house, they do not have the means to invest in home insulation or other renovations that would reduce the energy consumption of the building.

The COVID-19 pandemic has widespread impact on solo family with children. According to a survey by RULSA the<sup>49</sup> pandemic negatively affected the well-being and satisfaction of about half of the parents' solo. In addition, a third of the parents' solo experienced a deterioration their financial situation.<sup>50</sup> A third of solo parents also found it difficult to reconcile work and family life but depended very much on the number of children in the family. In solo single-child families, 27 % of parents saw this area as the worst to manage, while with three or more children 49 % did. The research has also shown alarming results, with one in five solo families

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<sup>43</sup> Full families with children are at much lower risk of income poverty (one- or two-child families at 5–7 % in 2020, in families with more than two children at 14.6 %; ČSÚ, 2021c).

<sup>44</sup> Police of the Czech Republic. 2020 crime statistics. [online] [cit. 2021-06-22]. Available from: <https://www.policie.cz/clanek/statisticke-prehledy-kriminality-za-rok-2020.aspx>

<sup>45</sup> Experience from the practice of non-profit organisations working with parents who are not paid child support shows that there are several reasons for non-payment of child support: over-indebtedness and overall poor economic and social situation, negative relationship with the ex-wife/partner, lack of interest in children and family, preference for newly established family, etc.

<sup>46</sup> Spare maintenance is a benefit that is intended to provide temporary financial support to dependent children in a situation where a parent is ordered by a court (based on an enforceable order) to pay maintenance but fails to fulfil his or her maintenance obligation towards the child (child). That is, they do not pay maintenance at all or pay a lower amount. Replacement maintenance is determined as the difference between the amount of monthly maintenance determined in the enforcement order and the maintenance actually paid by the obligor (parent-debtor) in each month. The maximum amount of substitute maintenance is CZK 3000 per month. Source: Act No 588/2020 on substitute maintenance for a dependent child and on amendments to certain related acts (Surrogate Maintenance Act).

<sup>47</sup> DUD, Council: Analysis of the position of solo mothers on the labour market. Available from:

<https://drive.google.com/file/d/1dx7zyWDbY5oSjhWF7QRzaz8UwBC9mSJ/view?usp=sharing>

<sup>48</sup> ČSÚ. 2021c. Income and living conditions of households – 2020. Prague: ČSÚ. Available from: <https://www.czso.cz/csu/czso/prijmy-a-zivotni-podminky-domacnosti-cdknb922a5>.

<sup>49</sup> RILSA. 2022. Impact of the COVID-19 pandemic on solo parents. (Internal version before approval).

<sup>50</sup>The worst economic situation was significantly more solo parents without baccalaureate education (37 %) compared to higher education (20 %).

having no savings and an almost similar proportion of families having only one month's savings. Approximately one in three single parents had a buffer for two to six months, and one in six solo parents would have savings for an even longer period. However, the remaining tenth could not or would not answer this question.

## 1.2 Children living in a family with three or more children

Families with three or more children make up only 8 % of complete families and 5 % of single-parent families with dependent children. When converted into the Czech population, families with three or more children represent over **138 thousand households**, i.e., one tenth of all families with children.

From a demographic point of view, a higher number of children in the family has a significant positive effect on the achievement of simple reproduction, but it also affects the family's income situation and its economic possibilities. In the long term, families with three or more children (while being aware of possible sub-differences) may face a lack of financial resources to meet the needs of all family members, a lack of time for joint activities and more difficult harmonisation of work and family life compared to families with one or two children.

While women caring for one or two children work in **70 % of cases, only about half (53 %) of women caring for three or more children are in gainful employment**. The remaining third (34 %) are in the household mainly for caring for children or other close relatives and around one in seven (13 %) are unemployed. In half (53 %) of complete families with three or more children, both partners are gainfully employed, while the proportion is two-thirds of families with fewer children. Despite the gainful activity of both partners, the **majority (55 %) of multiple families receive social benefits**. For these families, benefits account for around 12 % of the family budget.

During the family cycle, as the number of children in the family increases, the share of families living in their own family house increases, and the proportion of families living in their own or cooperative apartment decreases. While families with one child live in one third of the cases in their own house, the proportion is more than half for families with three or more children. The second most common form of housing (as opposed to families with fewer children) is a **rental apartment. A quarter of families with three or more children live there. It is these families that have the greatest difficulties in meeting housing costs**. For half of them, they are a major burden, needing average of up to 45 % of their disposable income to cover them, while the other two fifths are a burden with an average 32 % share of disposable income.

The higher number of children for in a family is also a factor that has a significant impact on the family's income situation. Although the average incomes of these families are higher than those of families with one or two children, when calculated on a per-member basis they are generally lower. According to their declarations,

one fifth of the families manage their income without difficulty, while a tenth finds it very difficult. Three quarters of the multiple families surveyed can pay for their children everything they need, one in fourteen families is in a difficult situation, as they are **certainly unable to buy all the necessary for their children**.<sup>51</sup>

### 1.3 Children in housing need

There are **35-62 thousand households in the Czech Republic in housing need**<sup>52</sup> with around **20-51 thousand children** living in these households. **Around 130-190 thousand households are at risk of losing their homes, with around 100 thousand children growing up in them.**<sup>53</sup> Households in housing need are **most located in the Czech Republic's largest cities**, i.e., Prague, Brno and Ostrava. It was also confirmed that northern **Bohemia and northern Moravia** are more affected by housing deprivation as regions with a higher share of the population in a difficult social situation.<sup>54</sup>

Families with children in housing need also include families accommodated in the shelter social service. These homes for mothers/families with children can legally provide accommodation for a maximum period of 12 months. However, the lack of social housing and the overall unavailability of housing for low-income families (in addition to discriminatory treatment towards non-ethnic families or families with more children) means that it is not possible to find adequate housing within a given timeframe and families move to a different shelter after one year, with significant negative effects on the child (changes in school, repeatedly broken links, unstable environment, etc.).

According to the analysis carried out by the Czech Priority Organisation, housing emergency in the Czech Republic generates costs of up to 11 billion CZK per year, of which 2.5 billion CZK is a cost to the state treasury. This analysis also shows, for example, that one five-member family in housing need costs the Czech Republic at least 100 000 per year, which does not include the long-term effects on children's education and development of children. From the calculated impacts, estimates of the cost of model household types in housing need can be derived. For example, public spending amounts to 105 thousand CZK per year in the case of a family in housing need with three children, over 64 thousand CZK for single mothers with two children. The cost of society as a whole ranges from almost 400 thousand CZK per year for a family of five in housing need to 76 thousand CZK per year for an elderly person in inadequate housing.<sup>55</sup>

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<sup>51</sup>RILSA. Families with three or more children. Available from [https://katalog.vupsv.cz/Fulltext/vz\\_460.pdf](https://katalog.vupsv.cz/Fulltext/vz_460.pdf)

<sup>52</sup>Housing deprivation is defined in the context of the Czech Republic as a state of exclusion from standard housing. In residential need, it is not only people without a roof above the heads, but also households living in shelters and residential hotels. In addition, some of the people currently living in psychiatric hospitals and other health care institutions and prisons who did not have housing before entering the institution or who lost it during their stay (those who do not have housing to which they could return after being released) as well as proportion (around 20 %) of service users provided in homes for persons with disabilities, who, if provided with housing and support, would most likely not have to live in an institution but in a natural environment. A person living in housing need may also be in a housing need if the accommodation is functionally inadequate, overcrowded or insecure. (Residential exclusion report 2021)

<sup>53</sup>[Residing-as-problem-2021.pdf \(socialnistanni.org\)](#)

<sup>54</sup>Link from the second Housing Exclusion Report 2021, [online]. 2021 [cit. 2021-10-19]. Available from <http://www.socialnibydeni.mpsv.cz/images/soubory/Ostatni/Bydleni-jako-problem-2021.pdf>

<sup>55</sup>Evaluation of the costs of housing distress and the logical framework of its systemic solution, Zapletalová L. et al., Czech priorities, 2021, available at: <https://ceskepriority.cz/vystupy/>.

According to the 2017 analysis, around **37 % of children in the Czech Republic live in households suffering from housing deficiencies such as inadequate heating, humidity and leakage, lack of space, noise, dirt, or vandalism in the surrounding area**. The poverty rate (of the total number of people in the relevant age group) was 8.0 % for those aged 18-64, 11.2 % for the age group 18-24, 10.7 % for those aged 65 and over and 11.6 % for children under 17.<sup>56</sup>

One-dimensional cross-sectional data from the SIRIUS Foundation shows **a significant link in the general population with sufficient housing size with problems at school** (30.1 % of children 7-12 years old living in apartments under 25 m<sup>2</sup> per consumption unit versus 21.2 % of children from larger households), **child health problems** (29.4 % versus 16.7 %) and **addictions** (26.9 % versus 16.5 %). In the population of vulnerable families, there is **a significant link with school problems** (73.1 % versus 63.6 %), **educational problems** (66.5 % versus 52.5 %) and **health problems** (40.1 % vs. 21 %).<sup>57</sup>

**Table No 1: Link between children's problems and the size of the apartment per consumption unit**

|   |       | The area of the dwelling converted into household consumption units |                                 |   |
|---|-------|---|---------------------------------|---|
| COMMON POPULATION<br>(reference child aged 7 to 12) | Total | 0 to 24.99 meters <sup>A</sup>                                      | 25 and more meters <sup>B</sup> | Unknown/apartment size N/A <sup>C</sup> |
| Communication issues                                | 15,1  | 17,3  | 15                              | 15,7                                    |
| Educational issues                                  | 15,2  | 16,2  | 15,3                            | 9,9                                     |
| Issues at school                                    | 21,6  | 30,1 <sup>B</sup>   | 21,2 <sup>A</sup>               | 15,4                                    |
| Addictions  | 16,9  | 26,9 <sup>BC</sup>  | 16,5 <sup>A</sup>               | 10,4 <sup>A</sup>                       |
| Abuse and crime                                     | 2,4   | 4,2   | 2,2                             | 2,1                                     |
| Health issues                                       | 17,5  | 29,4 <sup>B</sup>   | 16,7 <sup>A</sup>               | 20,1                                    |

<sup>56</sup> S. 16 Microsoft Word – Strategy 21-30 (mpsv.cz)

<sup>57</sup> [http://www.socialnibydeni.mpsv.cz/images/soubory/Analyzy/Dopady\\_nevyhovujujiciho\\_bydleni\\_na\\_deti.pdf](http://www.socialnibydeni.mpsv.cz/images/soubory/Analyzy/Dopady_nevyhovujiciho_bydleni_na_deti.pdf)

THE ACTION PLAN FOR IMPLEMENTING THE CHILD GUARANTEE FOR THE 2022–2030 PERIOD, approved on 16<sup>th</sup> November 2022

| FAMILIES AT RISK (reference child aged 7 to 12) | Total | 0 to 24.99 meters <sup>A</sup> | 25 and more meters <sup>B</sup> | Unknown/apartment size N/A <sup>C</sup> |
|---|-------|--------------------------------|---------------------------------|---|
| Communication issues                            | 58,7  | 63,1                           | 58,2                            | 47,4                                    |
| Educational issues                              | 54,5  | 66,5 <sup>B</sup>              | 52,5 <sup>B</sup>               | 43,2                                    |
| Issues at school                                | 64,8  | 73,1                           | 63,6                            | 53,9                                    |
| Addictions                                      | 33,6  | 20,6 <sup>B</sup>              | 36,2 <sup>A</sup>               | 32,2                                    |
| Abuse and crime                                 | 15,7  | 27,2 <sup>B</sup>              | 13,4 <sup>A</sup>               | 15,2                                    |
| Health issues                                   | 24,7  | 40,1 <sup>B</sup>              | 21 <sup>A</sup>                 | 38,8                                    |

Source: SIRIUS Foundation data, families with reference children 7-12 years, N=2498 (general population) + N=966 (families at risk)

Explanation of statistical tests: red values = negative chi sq-test of row and column independence, grey cell = significant difference from mean, index B = significant difference from column B

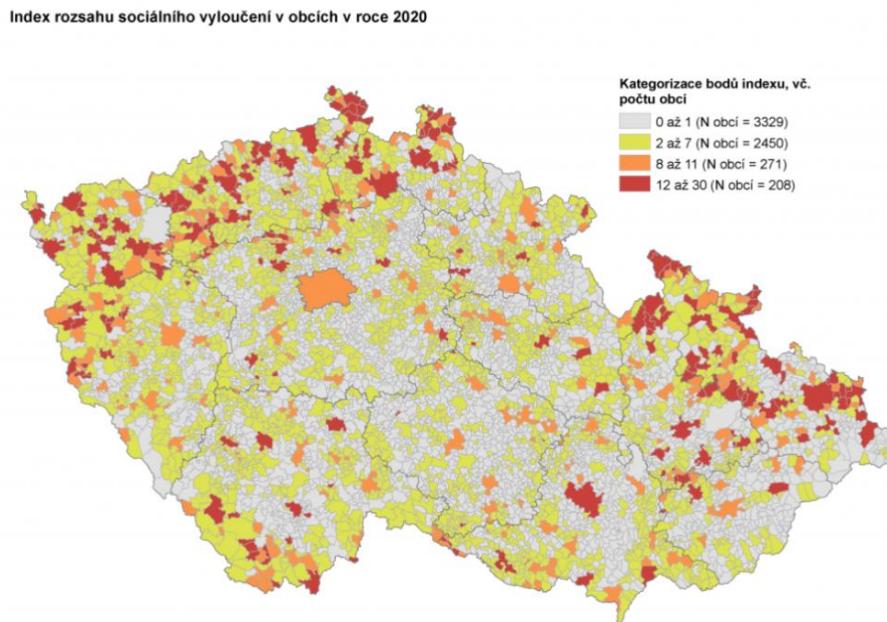
Data from the Sirius Foundation show that a third (32.3 %) of Czech households with a child or children aged 0-12 in the general population suffer from at least one of the problems observed above – very small flats, extreme housing costs and/or very frequent moves. More than 6 % of families suffer more from these problems. In the population of vulnerable families, almost half of the families (49.2 %) suffer from at least one of these problems, and less than a quarter (23.3 %) suffer from more of these problems.<sup>58</sup>

<sup>58</sup> [http://www.socialnibyldeni.mpsv.cz/images/soubory/Analyzy/Dopady\\_nevyhovujujiciho\\_bydleni\\_na\\_deti.pdf](http://www.socialnibyldeni.mpsv.cz/images/soubory/Analyzy/Dopady_nevyhovujiciho_bydleni_na_deti.pdf)

#### 1.4 Children living in socially excluded localities

Data from 2015 show that **95-115 thousand people live in socially excluded localities (hereinafter “SEL”) in the Czech Republic, 41-50 of whom are children.**<sup>59</sup> Despite gradual transformation, SELs continue to maintain a significant disproportional representation of Roma. According to the 2020 Report on the situation of the Roma minority, 28 out of 83 schools with more than 30 % of Roma pupils are in the SEL. Thus, partly due to territorial concentration, Roma children’s

education takes place in a highly segregated environment.<sup>60</sup>



The Social Inclusion Strategy 2021-2030 states that minor children are a significant vulnerable group, especially if they are groups of children at risk within the meaning of Section 6 of Act No 359/1999 on the Social and Legal Protection of Children. Places with high level of children at risk **overlap with places** with a higher number of **socially excluded sites**. The situation of socially excluded families with children is characterised by the occurrence of several interlinked social problems (poverty, material deprivation, housing deprivation, over-indebtedness, etc.) which, overall, destabilise the situation of the family.<sup>61</sup>

Figure 1: Index on the extent of social exclusion in municipalities (Agency for Social Inclusion)<sup>62</sup>

<sup>59</sup> [https://www.esfcr.cz/mapa-svi\\_2015/www/analyza\\_socialne\\_excluded\\_lokalit\\_gac.pdf](https://www.esfcr.cz/mapa-svi_2015/www/analyza_socialne_excluded_lokalit_gac.pdf).

<sup>60</sup> <https://www.vlada.cz/assets/pgov/zalezitosti-romske-komunity/aktuality/Zprava-o-stavu-romske-mensiny-2020.pdf>

<sup>61</sup> [65125f3c-3cd9-4591-882b-fd3935458464 \(esfcr.cz\)](https://www.esfcr.cz/65125f3c-3cd9-4591-882b-fd3935458464)

<sup>62</sup> The index gets values from 0 to 30 points, the value of 0 being the absence or minimal extent of social exclusion and the value of 30 points being the highest level of social exclusion.

## 1.5 Children from low-income families

Children living in low-income families are at risk of poverty and social exclusion precisely because of the lack of household finances. In order to quantify this group of children, we include families receiving child benefit. This is the basic income-tested benefit of a dependent child living in a lower-income family. A dependent child is entitled to child benefit if the relevant (net) income in the family is less than 3.4 times the minimum subsistence level of the family<sup>63</sup>.

In 2021, an average of 117.5 thousand families received child benefit (PND) in the Czech Republic, with a total of 215.7 thousand children under the age of 18 in these households. Almost 66 % of the allowances (for children under the age of 18) were paid at an increased rate<sup>64</sup> (see table below).

The data presented in Table 2 include the numbers for the first half of 2021, when the conditions for entitlement to the benefit were stricter, as well as data for the second half of 2021, when the circle of claimants increased significantly.

**Table No 2: Average monthly number of children with PND in 2021 (in thousands)**

| total | of which<br>under 18<br>years of<br>age | here                |                     |
|-------|---|---------------------|---------------------|
|       |   | in the base<br>area | in elevated<br>area |
| 232,8 | 215,7                                   | 73,6                | 142,1               |

Source: MoLSA statistics.

As of 30 June 2022, a total of 302.6 thousand child benefits payments were made. There was therefore a significant increase (24.3 % year-on-year increase compared to June 2021)

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<sup>63</sup> With effect from 1 July 2021, the income threshold for entitlement to child allowance has moved from 2.7 times the minimum subsistence level of the family to 3.4 times, and the amount of child allowance (basic rate and increased rate) for all children's ages was increased by around 26 %. Since 1 April 2022, there has also been an extraordinary increase of 10 % in the living and subsistence minima. This increase will give more money under the social support system to those families who are receiving a living allowance, housing supplement or foster care allowance. There will also be an increase in emergency aid and an increase in the number of families able to apply for child benefit and childbirth allowance.

<sup>64</sup> A dependent child shall be entitled to child allowance (PND) on an increased amount if, in each calendar month of the relevant period, one of the jointly assessed persons receives income from employment at least equal to the individual's minimum subsistence amount, from self-employment, from sickness insurance benefits, from pension insurance benefits, from unemployment and retraining benefits, from a care allowance for a person up to the age of 18, or from the parental allowance if it is granted after the maternity allowance has been exhausted.

**Table.3: Monthly amount of child allowance (for 2022)**

| Age of child   | Monthly amount of child allowance |                                   |
|----------------|-----------------------------------|-----------------------------------|
|                | Basic amount<br>(explanation)     | Increased amount<br>(explanation) |
| up to 6 years  | CZK 630                           | CZK 1130                          |
| 6 to 15 years  | CZK 770                           | CZK 1270                          |
| 15 to 26 years | CZK 880                           | CZK 1380                          |

Source: MoLSA, Child Allowance (mpsv.cz).

In the context of the Czech Republic, this group of families includes in particular:

- children living in a family with low work intensity<sup>65</sup> or with parents working in precarious positions;
- children whose parents are long-term unemployed;
- children living in a family indebted or enforced/insolvency;
- children living in working poor families<sup>66</sup>.

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<sup>65</sup> Low-intensity work refers to gainful activity, not e. g. unpaid domestic work (e. g. household care, childcare and other family members).

<sup>66</sup> This term is used by Eurostat for employees who earn less than two-thirds of the national median wage. The share of low-paid employees in the Czech Republic was 15.1 % in 2018, which is almost the same as the European Union average (15.3 %). Source: <https://www.statistikaamy.cz/2021/02/16/pracujici-chudoba-v-cesku-a-eu>.

### 1.6 Children living in alternative family care (excluding adopted children) or in institutional care

In the Czech Republic, 8 206 children were placed in residential facilities for children in 2018. This figure has been stagnant in recent years and has not changed much.<sup>67</sup> Every year around 3 thousand children are removed from parental care.

**Table 4: Number and categorization of children placed in child residences in 2011-2019**

|             | <b>Children in children's homes,<br/>children's homes with school,<br/>diagnostic institutions, educational<br/>institutions</b> | <b>Children in children's homes<br/>for children under 3 years of<br/>age</b> | <b>Children in homes for people<br/>with disabilities</b> | <b>Children in institutions for<br/>children requiring immediate<br/>assistance</b> |
|-------------|--|---|---|---|
| <b>2011</b> | 6 586  | 1 428   | 834   | 995   |
| <b>2012</b> | 6 309  | 1 397   | 769   | 1 020   |
| <b>2013</b> | 5 863  | 1 233   | 646   | 1 088   |
| <b>2014</b> | 5 769  | 1 213   | 577   | 1 259   |
| <b>2015</b> | 5 838  | 1 174   | 538   | 778   |
| <b>2016</b> | 5 904  | 1 037   | 521   | 629   |
| <b>2017</b> | 5 838  | 922   | 447   | 720   |
| <b>2018</b> | 5 883  | 876   | 448   | 504   |
| <b>2019</b> | 6 074  | 818   | 483   | 523   |

Source: Desk-statistical monitoring – MoLSA, MoH, MoEYS.

19 626 **children were placed in alternative family care (hereinafter referred to as ‘the NRP’) in 2018**, where the dominant form of care is provided by a grandparent. Since 2011, the number of children placed in alternative family care has increased.

<sup>67</sup> [Microsoft Word – Strategy 21-30 \(mpsv.cz\)](#).

**Box 5: Number of children placed in alternative family care 2011-2020**

|             | Foster care | Temporary foster care | Guardianship of a guardian | Custody of a child by another person | Total number of children in alternative family care |
|-------------|-------------|-----------------------|----------------------------|--------------------------------------|---|
| <b>2011</b> | 7 170       | 1                     | 2 648                      | 4 738                                | <b>14 557</b>                                       |
| <b>2012</b> | 7 448       | 15                    | 2 766                      | 4 941                                | <b>15 170</b>                                       |
| <b>2013</b> | 7 595       | 33                    | 2 764                      | 4 901                                | <b>15 293</b>                                       |
| <b>2014</b> | 9 771       | 302                   | 3 005                      | 4 452                                | <b>17 530</b>                                       |
| <b>2015</b> | 10 380      | 543                   | 3 076                      | 4 152                                | <b>18 151</b>                                       |
| <b>2016</b> | 10 922      | 540                   | 3 013                      | 4 161                                | <b>18 363</b>                                       |
| <b>2017</b> | 11 362      | 605                   | 3 032                      | 4 263                                | <b>19 262</b>                                       |
| <b>2018</b> | 11 643      | 528                   | 3 098                      | 4 357                                | <b>19 626</b>                                       |
| <b>2019</b> | 11 931      | 591                   | 3 136                      | 4 637                                | <b>20 295</b>                                       |
| <b>2020</b> | 12 094      | 504                   | 3 307                      | 4 575                                | <b>20 480</b>                                       |

Source: MoLSA Statistics ([mpsv.cz](http://mpsv.cz)).

In the Czech Republic, the **network of preventive services provided to families in an unfavourable social situation is not evenly and sufficiently developed**, particularly in terrain and outpatient forms (most markedly in structurally affected regions and in the territory of socially excluded localities), or the preventive and advisory activities provided by the SLPCh in accordance with Sections 10 and 11 of the SLPCh Act, by means of which the removal of a child can be prevented in time.<sup>68</sup> Together with the funding for the DBP (36 %), they account for 78 % of the total funding invested in childcare. **Only 8 % of the funds** are spent on **preventive services** for children at risk and their families.

<sup>68</sup> p. 71 [Microsoft Word – Strategy 21-30 \(mpsv.cz\)](#)

The lack of support for young adults who **leave alternative care due to the age** of majority or their full legal capacity is also a problem (there were **1 862** in 2017 and **1 930** in 2018).<sup>69</sup>

This specific group faces low self-confidence, fear of the unknown, social exclusion and unemployment after leaving the institution. It is also very difficult for this group to find housing and are therefore more at risk of homelessness – in the Czech Republic, homeless among young people is the group most at risk of homelessness.<sup>70</sup> Assistance is needed, especially in the field of social services to help this group find suitable employment or housing during the first years after leaving institutional care. For example, half-way houses, training apartments or social housing can be an appropriate tool in this area.<sup>71</sup>

The so-called “children of the street”, i.e., children who are supposed to be in the DBP but who are on the run, would deserve separate attention. These children in the “grey zone” need to ensure the availability of services to meet their needs – food, sleep, housing, healthcare, etc., regardless of their status.

### 1.7 Children living in a Roma minority<sup>72</sup>

Based on qualified estimates based on reports about the Roma minority in the regions, **almost 250 000 Roma lived in the Czech Republic in 2020.**<sup>73</sup> More than half of the total number of Roma in Czech Republic are Roma who are not excluded from majority society. The remaining part (around **110 000 persons**) **are Roma who can be considered socially excluded or at risk of social exclusion.**<sup>74</sup> According to the FRA report, 77 % of Roma adults and 85 % of Roma children are at risk of poverty in the Czech Republic<sup>75</sup>.

In this area, there is a significant lack of school-readiness among Roma children due to their low participation in preschool education, but also a low level of preparedness among teaching staff to work with children from different cultural backgrounds.<sup>76</sup> There is thus no upward mobility of socio-economically disadvantaged children, including a significant proportion of **Roma children**.<sup>77</sup> Unfortunately, Roma children also have a lower chance of being placed in alternative family care in the Czech Republic.<sup>78</sup>

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<sup>69</sup> The data are based on the 2017 and 2018 annual statements on the performance of social-legal protection of children.

<sup>70</sup> MPSV. The concept of preventing and addressing homelessness in the Czech Republic by 2020.

<sup>71</sup> RILSA. 2020 Family Report.

<sup>72</sup> Although Roma minority is not the largest minority in the Czech Republic, it faces a high risk of poverty and social exclusion than other minorities, such as Slovak or Ukrainian minorities. For this reason, children living in all ethnic and national minorities are not included in the Action Plan, but only children living in Roma minority.

<sup>73</sup> Unfortunately, it is still very difficult and almost impossible for public authorities to cover some of the Roma who are not excluded from the majority society and do not use support services. As a rule, the only data on this part of the Roma population are usually targeted analyses and research carried out, e.g., by international institutions, research institutions or non-state non-profit organisations.

<sup>74</sup> <https://www.vlada.cz/assets/ppov/zalezitosti-romske-komunity/aktuality/Zprava-o-stavu-romske-mensiny-2020.pdf>

<sup>75</sup> FRA (European Union Agency for Fundamental Rights) – [https://fra.europa.eu/sites/default/files/fra\\_uploads/pr-roma-poverty-deprivation\\_cs\\_0.pdf](https://fra.europa.eu/sites/default/files/fra_uploads/pr-roma-poverty-deprivation_cs_0.pdf)

<sup>76</sup> Roma Integration Strategy up to 2020, p. 21, available from: [1 \(varada.cz\)](https://varada.cz)

<sup>77</sup> Roma Integration Strategy up to 2020, p. 22 available from: [1 \(varada.cz\)](https://varada.cz)

<sup>78</sup> Roma Integration Strategy up to 2020, p. 69 available from: [1 \(varada.cz\)](https://varada.cz)

From the information provided by the regional coordinators and from NGO research, it can be assumed that the COVID-19 pandemic has hit the Roma minority in all the areas monitored and has further exacerbated social exclusion.

According to almost a third of the children interviewed as part of the Youth Voices 2021 research, the Czech Republic behaves unfairly towards children of minority nationalities or ethnicities. This view was more frequently expressed by children aged 14-17, accounting for up to 41 % of responses.

### 1.8 Children with an immigrant background and children with a different mother tongue (DMT)

Children with a migrant background face language barrier and need support in developing language skills as well as material assistance for schooling, free leisure activities and other support. Families with an immigrant background also often face the risk of social exclusion, have an unstable position on the labour market and face availability of adequate housing.

In the 2020/21 school year, a total of 11 864 foreign children were educated in Czech nurseries, mostly from Ukraine (2 932 children), Vietnam (2 781 children) and Slovakia (2 040 children). A total of 28 380 foreign children were educated in primary school in that school year, again mostly from Ukraine (8 408), Slovakia (5 569 children) and Vietnam (5 497). A total of 9 751 children were educated in secondary school in the school year in question, again most frequently from Ukraine (2 995 children), Slovakia (1 877 children) and Vietnam (1 742). In the 2020/21 school year, almost 50 thousand foreign children were educated in the Czech education system.<sup>79</sup> The largest group of foreigners was the Ukrainian diaspora, which accounted for almost 30 % of children of all foreign children in the Czech education system from kindergarten to secondary school.<sup>80</sup> Children with immigrant backgrounds face language barriers and need support in developing language skills as well as material assistance for schooling, free leisure activities and other support. Families with an immigrant background also often face the risk of social exclusion, have an unstable position on the labour market and face the availability of adequate housing. According to the reporting of special educational needs of primary schools due to different cultural backgrounds and other living conditions (special educational needs due to different cultural backgrounds and other living conditions - "SVP KŽV"), in the 2018/2019 school year, a total of 3,459 children were listed in the section "special educational needs resulting mainly from a different cultural background in the pupil's family, little knowledge of the culture of Czech society, limited knowledge of the language of teaching, including the use of a language other than the language of instruction in the pupil's family", while the category of "pupils whose special educational needs result from a combination of several factors" (e.g. members of ethnic minorities, where the language of instruction is not spoken in the family, different cultural rules apply and the family is socially excluded), 2 357 pupils fell within the same school year. However, there are many more children and pupils with a different mother tongue (DMT) in Czech schools, but their number is not systematically monitored. Only the numbers of foreign pupils are

<sup>79</sup> Statistical Yearbook for Education – 2020/2021 – Performance Indicators ([msmt.cz](https://msmt.cz))

<sup>80</sup> Statistical Yearbook for Education – 2020/2021 – Performance Indicators ([msmt.cz](https://msmt.cz))

monitored - a category that tracks the pupil's nationality of the pupils, not his language skills. However, a relevant group is also pupils with Czech citizenship who do not have sufficient knowledge of (academic) Czech language, e.g., because of the family's long-term residence abroad.

### 1.9 Children and adolescents of Ukrainian refugees under the age of 18

Due to the war situation in Ukraine, many Ukrainian refugees are arriving in the Czech Republic. As of August 2022, the Czech Republic has issued over 400 thousand visas providing temporary protection. The Czech Republic is thus the third most common destination for fleeing Ukrainians and is also the country with the largest number of Ukrainian refugees per 100 thousand inhabitants. According to a survey conducted by the Ministry of Labour and Social Affairs (MoLSA) in June 2022<sup>81</sup>, 44 % of those arrivals are women and 36 % are children and adolescents under the age of 18. The most common type of household is a single-child mother. The second most common is the household of an adult living alone and the third is that of a woman with two children. A significant proportion of households have very young children, 43 % of households are with children under 5 years of age. Ukrainians who arrived in the Czech Republic are generally young. In addition to the high number of children, almost a third of adults are under 30 years of age and a further 46 % are under 45. Only 4 % of arrivals are over 65 years old (MoLSA investigation).

As of August 2022, almost 125 thousand minors were registered on Czech territory. In the 2020/21 school year, the Ukrainian diaspora accounted for almost 30 % of children of all foreigners in the Czech education system from kindergarten to secondary school.

The group of Ukrainian refugee children is already a very specific and even more vulnerable group given that children come out of war and thus face a significant psychological burden related to the involuntary interruption of their past lives, the breakdown of their families (where fathers and other male family members had to stay in Ukraine due to mobilisation) or the loss of their loved ones. Unaccompanied or accompanied children (whether evacuated from institutional care and accompanied by an adult who is not their parent) constitute a specific group of refugee children from Ukraine. Social legal protection, the availability of childcare services and sufficient leisure capacity are needed for refugee children and adolescents from Ukraine. Furthermore, support for community centres for families with children and support for integration at local level in cooperation with non-profit organisations are considered necessary. It is also necessary to ensure the fulfilment of their right to education when Ukrainian children arrive.

According to an international research study on the health and lifestyle of children and schoolchildren, Ukrainian children generally have a positive relationship with school – 30 % of Ukrainian children are very happy to go to school, which differs significantly from both the European (21 %) and the Czech average (10 %).

<sup>81</sup> In the questionnaire, thousands of 65 145 refugees who applied for a humanitarian benefit were e-mailed to complete an online questionnaire about them and the other members of their household. In June, the MoLSA thus collected data on 50 236 refugees, including 29 012 adults and 21 224 children. The rate of return was 27.4 %. In addition to data from the MoLSA survey, data from the Labour Office on humanitarian benefit claimants were used for the survey, which were at 8. 7. 2022 total 310 thousand, MoJV data on employment of foreign workers, data from the Foreign Information System, Frontex and others, publicly available data.

They also have good eating habits and are above-average in regular breakfast and fruit and vegetable consumption. Furthermore, research shows that risky behaviour is rather the exception for Ukrainian children. The proportion of children who ignite a cigarette at least once a week is low and falls every year (6 % for Ukrainian girls and 15 % for boys). Ukrainian children are below the EU average for cannabis and alcohol. Ukrainian children are worse in the field of violence and bullying. Almost a quarter of 11 and 13-year-olds and almost a fifth of 15-year-old boys have repeatedly engaged in physical baths, values higher than the European average. Furthermore, 18 % of children have been victims of bullying at least twice or three times in recent months, compared to the European average of 10 %.<sup>82</sup>

Ukrainian children, as refugees, may face various obstacles and barriers in the host country. The primary barrier for all refugee children is, in particular, the lack of knowledge of the language of the host country, where children cannot properly integrate into the education system, clubs or leisure activities, thus exacerbating social exclusion. Knowledge of the language is therefore an essential prerequisite for the integration of refugee children into society. According to **MoLSA**, 69 % of incoming adults from UA is not spoken Czech but 29 % control it partially and only 2 % a good command of it. Similarly, the level of English is similar, which copies the knowledge of Czech. Only a slight difference is that knowledge is slightly higher ‘well’ and ‘excellently’. The language competence of refugees in Czech and English is therefore low.

In the case of support for this group of children, it is also desirable to involve a wider range of actors and to reflect their needs – i.e., working not only with the children themselves, but also with the child’s parents, educators, other children and the entire class where the refugee child is present. Children may face the label ‘children of a refugee’, which can place them at a disadvantage. However, refugee children are also exposed to increased stress as parents or carers of their children, who face constant insecurity and fear of separation from their home or the possible loss of family members. These adverse situations can to a large extent affect their mental health and their ability to provide adequate care to their children. Parents who face additional disadvantages, such as disability, are particularly at risk. Women may be at risk of gender-based violence. However, more comprehensive knowledge of gender-based violence at national level in the Czech Republic remains insufficient to date.

Ensuring stable housing is a key prerequisite for the successful integration of refugees in other areas (e.g., labour market integration of parents, success rates of children in education)<sup>83</sup>. However, the housing market in the Czech Republic was already tight prior before the arrival of refugees from Ukraine – the Czech

<sup>82</sup> <https://www.unicef.cz/deti-z-ukrajiny-miluju-skolu-zdrave-jedna-nasledujici-evropske-trendy/>

<sup>83</sup> It is necessary to prevent refugee families with children from being placed in socially excluded localities, shelters or other types of substandard housing due to lack of accommodation. In these segregated locations, families with children may face an increased risk of exploitation, violence, as well as an increased level of stress that has a direct impact on their health and mental health. For refugee families with children, effective mechanisms must be put in place to provide them with quality and long-term accommodation.

Republic faces high rental prices, high interest rates or insufficient social or municipal housing capacity, and social or municipal housing can therefore be expected to increase social tensions.

In most regions, collective accommodation centres for Ukrainian families and children (hotels, hotels, student tracks, military and medical facilities, regional or state-owned properties) have been established. According to the **MoLSA**, Ukrainian refugee families with children are most often living in solidarity households (44 %). A further 24 % live in rent or subletting. However, 15 % of refugees live in hostels, equivalent to around 58 thousand people. Over 70 % of solidarity households are Czech and 28 % are Ukrainian. Half of the refugee households have accommodation provided entirely free of charge. The vast majority of refugees accommodated by Bohemia live in an apartment or part of a house reserved for themselves. Over three quarters of refugees are satisfied with their accommodation. 39 % have secured accommodation for 6 months or more. Only 6 % of refugees have accommodation for less than 2 months. Accommodation is therefore relatively stable and there is currently no risk of refugees moving more massively within the Czech Republic, even though they are relatively willing to move for work.

In addition, there are groups of refugees that may face an increased risk compared to most refugees. These are the following specific groups:

**Roma refugees – Children** of refugees from Roma communities, who may face increased risks due to stigmatisation and discrimination, can be considered as the most vulnerable group of all children from Ukraine.

According to the survey ‘Ukrainian Roma in the Czech Republic’, 83 % of Roma refugees<sup>84</sup> speak Ukrainian. In most Ukrainian Roma households, at least some members can write and read, but about 20 % of households do not have one adult literate member – these households need special support, especially in administrative tasks, identifying support possibilities, etc. Half of the Roma refugees have at most basic education, 40 % have not completed even primary education. Roma refugees face trauma caused by war experiences (28 % of them arrived in the Czech Republic because of the war in their place of residence, 72 % from fear of spreading war to their place of residence). Refugees also face intolerance and discrimination in the Czech Republic. 30 % are intolerance from the ordinary population, but also from the Czech authorities (14 %) and other Ukrainian refugees (9 %). Around half of the Roma refugees would like to return to Ukraine. In the Czech Republic, 15 % of Roma refugees do not have access to warm water, 40 % do not have access to common kitchens. However, 70 % of households contacted rate their housing as fully or fairly adequate, with only 5 % being completely inadequate. The non-participation of Roma pupils in education (mainly at the level of primary education) is higher compared to the sample of all Ukrainian refugee children. 78 % of Roma refugees do not participate

<sup>84</sup> PAQ. 2022. Ukrainian Roma in the Czech Republic. Available from <https://www.paqresearch.cz/post/ua-romove>

The research sample included Roma refugees from all over the Czech Republic. A total of 100 households were interviewed (but only households already recorded by non-profit organisations). One adult member was responsible for each household. The collection took place between 30 May and 17 June 2022.

in any form of primary education, compared to 13 % in the general population of Ukrainian refugee children. Roma refugee children also participate less in other forms of education (90 % are not in pre-school education, 56 % are not in secondary education).

#### **Refugees with disabilities/handicap**

Refugee children with disabilities may face difficulties in accessing necessary health and social services, as well as difficulties in obtaining a status that would enable them to qualify for benefits and services. Children of refugees with disabilities are also at increased risk of becoming victims of physical and psychological violence. Effective measures should be put in place that include addressing the needs of these children, including adequate facilities and supporting the care of their careers.

#### **Children of minor parents**

Unlike the Czech Republic, minors aged 15-18 in Ukraine have much greater decision-making autonomy than they would have under Czech law. A specific group in this case are children of minor parents who are at increased risk due to the young age of the parents.

#### **Early school leavers**

Secondary school pupils may be affected by the issue of early school leaving, where schooling in secondary schools is not compulsory in the Czech Republic. Reasons for early leaving may include the lack of knowledge of the Czech language or the pressure to engage in work given the difficult financial situation in which refugee families may find themselves. Based on the experience of other migration crises in other countries, there may also be an undesirable phenomenon of missing school due to language interpretation. It turns out that children learn the language faster than their parents and take them with them, e.g., at local authorities or other places where they often need translation during teaching hours. In the case of early school leavers, it is important to reflect on all the risks and needs arising from the integration of refugee children into the Czech education system in order to minimise this phenomenon.

#### **Children from Ukraine in alternative family care**

Another specific group are children in alternative family care who are at increased risk. The first group are children in institutional care, the other group being foster children. For foster families, it is primary concern to find suitable housing so that the family does not have to be separated. This group is also at increased risk due to the potential high number of children in some Ukrainian foster families.

#### **Unaccompanied minors.**

According to Act No 359/1999 Coll. on Social and Legal Protection of Children, this group is defined as foreigners under the age of 18 who are separated from their parents or other persons responsible for raising. These are children whose parents or legal guardians had to remain on the territory of Ukraine, for example because of work or conscription. According to the investigation of the Ministry of Labour and Social Affairs, as at 22.6. In 2022, there were fewer than 200 unaccompanied children registered in the Czech Republic and around 15 unaccompanied children in institutional care.<sup>85</sup>

From the perspective of larger groups of unaccompanied children, there are currently around 10-20 groups of children's sports clubs from Ukraine currently registered in the Czech Republic, most of which have an authorised guide with them. In addition, there are also roughly three groups of children who have arrived as a class group with their own guides, mostly in partner schools or towns. The stay of these groups is mostly funded by local communities, foundations, or volunteers.

#### 1.10 Children of parents with lower educational attainment

Education in the Czech Republic is often a tool for reproducing inequalities between generations. Parents' income and wealth, social contacts and human capital significantly increase the likelihood of their child attain higher education. And this education significantly increases the chances that the child will achieve good income, wealth and social contacts. **In the Czech Republic, children's educational outcomes are more strongly conditioned by social origin than, for example, in Poland or Estonia** – post-communist countries where overall PISA (Programme for International Student Assessment) educational outcomes are improving. Czech children from socially weaker families score around 50 to 70 points in PISA lower in maths and literacy.<sup>86</sup>

#### 1.11 Children living with a parent with a disability

The 2018 sample survey of persons with disabilities shows a total of 1 151 900 persons with disabilities, of whom 13.9 % (160 thousand) are single, 47.4 % (546.3 thousand) are married, 13.8 % (159.2 thousand) are divorced and 24.9 % (286.5 thousand) are widowed. A total of 29.3 % (337.8 thousand) of persons with disabilities live in a single household, 45.4 % (523.1 thousand) live in a two-person household, either with their partner or with another person, 25.3 % (291 thousand) live in a household of three or more members. In the 35-49 age group, a total of 40 % of people with disabilities live with a partner and another person

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<sup>85</sup> There are currently around 4 evacuated institutional facilities from Ukraine on Czech territory. Children from these facilities are accompanied by their educators. All groups were kept together and were provided with housing, food and other material provision according to their needs and education.

<sup>86</sup> <https://www.nadacecs.cz/data/documents/76/ncs-shrnuti-studie-nerovnosti-fin.pdf>

(The Czech Statistical Office, "ČSÚ" 2019).<sup>87</sup> There are around 2 800 **parents with intellectual disabilities in the Czech Republic. Up to 40 % of children are removed from the care of these parents**, often only because of the mental disability of the parent, not because of care neglect.<sup>88</sup>

Children living with a parent with disabilities often face the risk of social exclusion from everyday life. As a result, parents with disabilities have the right to receive support throughout their child's care. This can be provided by the Social and Legal Protection of Children body (SLPCh) or by social service providers (e.g., field services). This may include, for example, helping to find suitable housing, providing food, clothing or equipment for the child (pram, cot, etc.) or support in practicing parental skills. A child may not be removed from parental care because of the child's or his/her parents' disability or because the parent is limited in legal capacity. If it is in the best interests of the child, he or she may be placed in the care of another person or temporarily in the care of a specialised institution. However, even in this case, the parents have the right to contact them (visits) and to receive support so that the child can be returned to their care. Finally, it is important to ensure sufficient sheltered housing capacity. This is as a social service provided to persons who have reduced self-sufficiency due to disability or chronic illness, including mental illness, whose situation requires the assistance of another natural person. It is within the framework of sheltered housing that comprehensive support can be provided to parents with disabilities (especially in the case of intellectual disabilities) with children's upbringing and household care.

#### 1.12 Children with disabilities (including mental handicap)<sup>89</sup> or children seriously ill and in palliative care

Data from 2018 show that there are around **117 thousand children with disabilities in the Czech Republic**. These are 79.6 boys and 37.4 thousand girls.<sup>90</sup> The most common disabilities among schoolchildren were severe learning disabilities, which were diagnosed in 5.8 % of all pupils under the age of 15<sup>91</sup>.

The number of children with disabilities can also be determined through the number of care allowance recipients, where an average of 15.7 per 1 000 inhabitants was paid each month to people aged 0-17 in 2020. In total, an average of 31.5 thousand allowances were paid each month for this age group. This was a monthly average of 12.2 thousand benefits paid in Stage I, 8.9 thousand in Stage II, 5.8 thousand in Stage III and an average of 4.6 thousand paid each month to 4.6 thousand people under the age of 18. In the Czech Republic there were a total of 15 339 holders of disability cards under the age of 18 as of 31 12. 2020,

<sup>87</sup> Source: ČSÚ. *Disability survey – 2018* [online]. 2019 [cit. 2022-01-17]. Available from: <https://www.czso.cz/csu/czso/vyberove-setreni-osob-se-zdravotnim-postizenim-2018>

<sup>88</sup> In the Czech Republic, the provision of support **to parents with intellectual disabilities** did not undergo major changes until 2013-2018. On the one hand, a pilot specific field programme for these parents, provided by rytmus Benešov, o. p. s., was implemented in the Czech Republic and several supporting self-training materials for parents with intellectual disabilities were also found, which are currently in free distribution in online versions for download. See <http://www.neobycejnerodicovstvi.cz/>

<sup>89</sup> See the **Social Inclusion Strategy 2021-2030**, which states that people with disabilities and mental illness cannot be overlooked when defining the part of the population at higher risk

<sup>90</sup> [Tables – Children with disabilities Σ ČSÚ \(czso.cz\)](#)

<sup>91</sup> <https://www.statistikaamy.cz/2019/12/18/kolik-je-v-cesku-detи-se-zdravotnim-postizenim/>

of which 661 in the category of moderate disability, 4 987 in the category of severe disability and 9 691 in the category of particularly severe disabilities with the need for guide (ČSÚ 2021).<sup>92</sup>

In terms of access to education, data show that in the 2020/2021 school year, there were 114 108 pupils in primary schools with a need for support measures because of their health status, with 77 % of whom were in regular classes. In the kindergartens, there were 11 547 children, 42 % of whom were educated in regular classes.<sup>93</sup>

In the 2017/18 school year, 104.0 thousand clients were given care in pedagogical-psychological consultants, with the predominant conclusion of disability investigations, the most common being learning disorders with a share of 68.5 %. Special pedagogical centres provided care to total of 88.7 thousand clients, with the most frequent predominant examination conclusion being speech disorders with 38.9 %.

A specific group is children who are seriously ill, and in particular children receiving **palliative care**. These children need a comprehensive approach and care for a multidisciplinary team that focuses not only on their own illness, but also on their quality of life. The public is not yet sufficiently informed about palliative care, although around 3 000 **families use it every year**.

Families with a child with disabilities do not receive comprehensive counselling in the Czech Republic, which ends at the age of 7 in the field of early childhood care. In addition, there is a lack of early childhood care services in the Czech Republic and, especially in some regions, families do not receive the necessary support immediately, but after long waiting times. In addition, the Czech Republic lacks sufficient capacity for both relief services and domestic health care<sup>94</sup>. As regards the views of the children themselves, about half (52 %) of the children interviewed in the Youth Voices 2021 survey believe that children with disabilities in the Czech Republic are treated fairly<sup>95</sup>.

### 1.13 Children living in a household where substance, non-substance or domestic violence occurs

Domestic violence is a serious problem with negative impacts not only on the lives of victims (according to research, women are the most frequent victims) but also on other members of the household – especially children. Domestic violence can take a physical, psychological, sexual, economic or other form.<sup>96</sup> On average, some 2 500 cases of domestic violence in families with children are recorded by the social legal protection authorities each year.<sup>97</sup> The number of

<sup>92</sup> Source: ČSÚ. Selected social security data – 2020 [online]. 2021 [cit. 2022-01-17]. Available from: <https://www.czso.cz/csu/czso/vybrane-udaje-o-socialnim-zabezpeceni-2020>

<sup>93</sup> Source: Ministry of Education, Youth and Sports (MŠMT) statistical yearbook for school year 2020/2021.

<sup>94</sup> [https://www.pece-bez-prekazek.cz/wp-content/uploads/2019/06/Vyznam\\_a\\_dostupnost\\_odl\\_sluzeb\\_pohledem\\_pecujicich\\_o\\_deti\\_s\\_postizenim.pdf](https://www.pece-bez-prekazek.cz/wp-content/uploads/2019/06/Vyznam_a_dostupnost_odl_sluzeb_pohledem_pecujicich_o_deti_s_postizenim.pdf)

<sup>95</sup> [Young Voices 2021: Children and luck of UNICEF Czech Republic](#)

<sup>96</sup> Topinka [ed. 2016 Domestic violence from an applied research perspective Enabling facts and results](#)

<sup>97</sup> [Office of the Government of the Czech Republic. 2019-2022 Action Plan on the Prevention of Domestic and Gender-Based Violence.](#)

registered reports of<sup>98</sup> domestic violence in the Czech Republic is generally decreasing. A total of 960 cases were registered in 2021, which is the lowest figure in the last 12 years. Furthermore, in 2021, the Czech Police identified a total of 535<sup>99</sup> children as being at risk of domestic violence.<sup>100</sup> **Up to 14 % of Czech children at home witness domestic violence between parents or face direct aggression directly against themselves**<sup>101</sup>. Among the children interviewed as part of the Young Voices 2021 survey, 9 % had experienced of violence in the family, down from the 14 % found in previous research Young Voices 2017.

A child who grows up in a family where addiction occurs experiences a completely different childhood than other children. Dependent parents tend to be either excessive strict (or overprotective) or, neglectful, or the extremes may alternate. This leads to more frequent behavioural disorders, poor school benefits, higher rates of depression and suicide trends in children. Dependent parents and their children work most often in contact centres, followed by outpatient, substitution and treatment centres. However, attention and technical assistance must also be given to children who themselves engage in pathological behaviour such as substance use, crime, etc. (see Chapter 1.13 for more details). In the area of<sup>102</sup>non-substance addiction, only gambling is systematically mapped, with roughly 5.7 % of adults (510 thousand people) experiencing pathological gambling and 1.4 % of the adult population (120 thousand) in the high-risk zone. Among the most common types of gambling in the Czech Republic are number and instant lotteries. More recently, the risk of online gambling has also increased, while there is a slight decrease in technical games (slot machines), although the Czech Republic is still one of the countries with a very high supply of technical games in international comparison.

#### 1.14 Children engaging in risky behaviour

Behaviours that children may endanger themselves, such as aggressive behaviour, crime, racism, bullying and cyberbullying, truancy, gambling, addiction and substance use or eating disorders, are generally considered to be risky behaviour in children.<sup>103</sup> Statistics on the number of children affected by such pathological behaviour exist only for some of the areas listed.

**For example, the rate of substance use** in Czech children has generally been decreasing in recent years. A higher risk of substance use occurs in vulnerable groups of children (e.g., children in socially excluded localities or children in institutional education). An exception is the use of cannabis substances, where Czech children achieve the highest levels of use compared to other countries. The lack of early diagnosis of addictive disorders in children and young people

<sup>98</sup> Deportation is a preventive measure of the Czech Police aimed at protecting vulnerable persons. It is imposed on a violent offender if domestic violence is detected.

<sup>99</sup> The figure for August 2021 is not included in the total – data for this month are not available.

<sup>100</sup> [Staff Association of Intervention Centres of the Czech Republic, O.S. Statistics 2021](#)

<sup>101</sup> RILSA. 2016. Children, parents and domestic violence. Available from [613e4bc8edac67458262de03\\_DETIA DOMACI NASILI\\_text\\_final\\_20.6.pdf](https://613e4bc8edac67458262de03_DETIA DOMACI NASILI_text_final_20.6.pdf) (webflow.com)

<sup>102</sup> According to the National Strategy for the Prevention and Reduction of Additional Damage 2019-2027, other areas of non-noise addiction are currently not systematically mapped.

<sup>103</sup> [MŠMT. National Strategy – Primary prevention of risky behaviour of children and young people 2019-2027](#)

persists in the Czech environment.<sup>104</sup> According to research Young Voices 2021, about half of children aged 9-17 have their own experience in smoking cigarettes or alcohol drinking. Up to 40 % of children over 14 years of age have someone depending on cigarettes among their friends or peers, one third on alcohol. Although in the context of the values found in previous research years, these values confirm this a before mentioned downward trend (around three quarters of children experienced cigarettes in 2001, two thirds of alcohol, and in 2008 even more units of per cent), they are still considered alarming by, among others, The Czech UNICEF Committee. In the same way, developments in drug use can be assessed. The number of children with their own drug experience has fallen by about half since 2008 (15 %), while the proportion of children with knowledge of drug addiction was 2 % in 2021 of the surveyed sample, compared to 7 % in 2001 and the highest observed value of 20 years, 13 % in 2008.<sup>105</sup>

In the gambling **area**, around 13 thousand people in the 15–19-year-old age group are at risk of this phenomenon. Boys at the age of 16 prefer course betting and are also further at risk of gambling, with 28 % of 16-year-olds playing computer games daily. 42 % of pupils spend 4 hours or more online.<sup>106</sup>

Unfortunately, an increasing trend can be observed **in children with eating disorders (hereafter PPP)** P. According to the latest statistics from the Institute of Health Information and Statistics of the Czech Republic (ÚZIS), in 2017 12 % of children aged 0-14 years and less than 32 % of children aged 15-19 were treated with PPPs in psychiatric outpatients. The number of hospitalizations with PPPs in the same year was less than a quarter of all hospitalizations for children under the age of 15, and 39 % of hospitalizations were children aged 15-19. It can be seen that children are the most risk group in terms of PPPs.<sup>107</sup>

Another pathological behaviour of children is **bullying**. There are no official statistics to map the number of children who are bullying someone, but according to the latest data from the 2019 TIMSS International Survey, 28 % of 4th-year-old pupils encounter bullying once a month and 6 % of 4th year pupils experience bullying once a week. In the other hand, 66 % of 4th year pupils had hardly ever found bullying – this figure is slightly above the average international level. The most common manifestations of bullying are escaping, spreading lies, throwing away and injured, threatening or coercing unwanted things.<sup>108</sup>

Crime is another monitored pathological behaviour of **children**. According to the latest data from the Ministry of the Interior, child crime decreased by 17.2 % in 2020 compared to 2019. In 2020, a total of 1 069 offences were committed by children under the age of 15 and 1 817 offences by children aged 15-18. Most of these were acts of spraying, hooliganism, obstruction of the execution of official decisions, production and possession of psychotropic substances, theft or damage to foreign property. The Ministry of the Interior also warns of the risk of cyberspace, in which children generally behave very credibly without being aware of the potential risks, in particular cyberbullying, sending nude photos (sexting) or blackmailing. These risks are mainly due to social media, which Czech

<sup>104</sup> Government Council. National strategies for preventing and reducing addiction-related harm 2019-2027

<sup>105</sup> [Young Voices 2021: Children and luck of UNICEF Czech Republic](#)

<sup>106</sup> Government Council. National strategies for preventing and reducing addiction-related harm 2019-2027

<sup>107</sup> [ÚZIS. Care for patients with eating disorders in the Czech Republic in 2011-2017](#)

<sup>108</sup> [ČŠI. TIMSS International Investigation 2019 – National Report.](#)

children start to use on average from the age of 9. This problem has increased significantly during the COVID-19 pandemic, when many children moved to cyberspace due to the impossibility of meeting personally.<sup>109</sup>

Furthermore, convicted children and adolescents are a specific category. According to Act No 218/2003 Coll. on the responsibility of young people for illegal acts and on the judiciary in youth matters, educational measures (e.g., probation programme, warning warnings), protective measures (e.g., protective education) or criminal measures (e.g., community service, prohibition of activities, imprisonment) may be imposed on a juvenile for committing an offence. In the case of imprisonment for young people, the penalty rate may not exceed 5 years (or 10 years in the case of an exceptional penalty). The number of young people convicted in the Czech Republic is less than 1 % of the total number of convicted people. The number of convicted juveniles has been decreasing over the last 10 years, with a total of 59 young people convicted in 2021, 100 fewer than in 2011.<sup>110</sup> In order to successfully integrate this group into society, potential problems and obstacles this need to be assessed. In particular, family support is seen as an important factor in integration.<sup>111</sup>

#### 1.15 Children who are victims of abuse, exploitation or neglect and children as victims of other crimes (also committed outside the household)

In 2020, a total of 3 698 boys and 3 841 girls were abused, exploited and neglected. These included physical and psychological abuse of children, sexual abuse, child pornography and prostitution, and neglect. It is important to note that these are only cases pursued in the context of the social legal protection of children.<sup>112</sup>

In 2019, a total of 4 494 boys and 4 759 girls were abused, exploited and neglected. **Although there has been a year-on-year decrease, experts point out that there has in fact been an increase in the number of children at risk and abuse and maltreatment, including the COVID-19 epidemic contributing significantly.** The pandemic, together with school closures, remote learning, the cancellation of clubs, isolation and reduced contact with peers, has caused great stress for children. In some families, the situation worsened, and domestic violence increased.

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<sup>109</sup> MV. Report on the situation of public policy and internal security in the Czech Republic for 2020

<sup>110</sup> Prison Service of the Czech Republic. Statistical Yearbook 2021.

<sup>111</sup> Petriščová 2007. The perception of convicted young people about the execution of a criminal measure involving deprivation of liberty. Available from: [Perception of the execution of a custodial sentence by convicted young people Σ Šance Dět \(sancedetem.cz\)](http://sancedetem.cz)

<sup>112</sup> Statistics ([mpsv.cz](http://mpsv.cz))

**Table 6: Number of children abused, exploited and neglected in 2020**

|                |                         | Number of children abused, abused and neglected in 2020 |            |                     |            |              |            |                   |           |                    |          |                     |              |              |              |
|----------------|-------------------------|---|------------|---------------------|------------|--------------|------------|-------------------|-----------|--------------------|----------|---------------------|--------------|--------------|--------------|
|                |                         | physical abuse  |            | psychological abuse |            | sexual abuse |            | child pornography |           | child prostitution |          | neglecting children |              | total        |              |
|                |                         | boys  | girls      | boys                | girls      | boys         | girls      | boys              | girls     | boys               | girls    | boys                | girls        | boys         | girls        |
| Cases detected | up to 1 year            | 21  | 9          | 22                  | 22         | 0            | 1          | 0                 | 0         | 0                  | 0        | 254                 | 245          | 297          | 277          |
|                | from 1 to 3 years       | 35  | 25         | 49                  | 40         | 2            | 8          | 1                 | 0         | 0                  | 0        | 370                 | 322          | 457          | 395          |
|                | from 3 to 6 years       | 60  | 35         | 82                  | 76         | 12           | 48         | 0                 | 2         | 0                  | 0        | 518                 | 498          | 672          | 659          |
|                | from 6 to 15 years old  | 156   | 147        | 217                 | 192        | 81           | 378        | 13                | 39        | 1                  | 2        | 1 418               | 1 314        | 1 886        | 2 072        |
|                | from 15 to 18 years old | 26  | 28         | 33                  | 41         | 11           | 83         | 7                 | 15        | 0                  | 2        | 314                 | 279          | 391          | 448          |
|                | <b>TOTAL</b>            | <b>298</b>  | <b>244</b> | <b>403</b>          | <b>371</b> | <b>106</b>   | <b>514</b> | <b>19</b>         | <b>54</b> | <b>1</b>           | <b>4</b> | <b>2 871</b>        | <b>2 654</b> | <b>3 698</b> | <b>3 841</b> |

Source: MoLSA, Annual Statement on the Exercise of Social and Legal Protection of Children 2020.

One of the rights<sup>113</sup> declared in the Convention on the Rights of the Child is the right of children to be protected from violence. Physical punishments, to which Czech society is relatively tolerant, are also a form of violence. Preventing the use of corporal punishment in education can be seen as the primary prevention of violence against children. From the educational point of view, corporal punishment from the educational point of view is not a good pedagogical means, the factors influencing their use are many, and it is usually the result of the parent's failure to manage the problematic situation (exhaustion, conflict in relationship, etc.). The high tolerance of Czech society to physical punishment is based on the fact that most adults have experience of physical punishment from childhood and are now apply these formulas to their own children. However, corporal punishment poses a risk to the safe development of the child's personality, with consequences manifesting themselves both in the form of traumatic experiences and in the implementation of the transmission of violence from generation to generation. The prohibition of physical punishment of children is not aimed at persecuting parents, but rather at changing society's overall attitude towards physical punishment and violence against children. Studies both in Sweden, where corporal punishment was already prohibited in 1979, and in Germany and other countries have shown that the law has led to a reduction in the use of violence against children – States with lower tolerance to corporal punishment in education show lower statistics on child deaths due to ill-treatment.<sup>114</sup>

<sup>113</sup> The Czech legislation on the social and legal protection of children is based on international conventions, in particular the Convention on the Rights of the Child, which entered into force for the Czech and Slovak Federal Republics in 1991, see Convention No 104/1991 on the Rights of the Child.

<sup>114</sup> *The positive impact of prohibition of corporal punishment on children's lives: messages from research.* 2015. Global Initiative to End All Corporal Punishment of Children

#### 1.16 Children who have a minor mother or father or are themselves a minor mother

In 2020, the number of live births to mothers under the age of 18 was **1 204 children**<sup>115</sup>. Unfortunately, there is still a practice in the Czech Republic where minor mothers and their children are placed in institutional education (in case where the minor mother does not have functional background in her extended family), or they remain in institutional education or are transferred from a children's home to an educational institution for reasons of maternity<sup>116</sup>.

Unfortunately, the Czech Republic still lacks a system of assisted housing with accompanying services that would support (not only) minors in their parental role and eliminate the risks of family breakdown through the removal of the new-born child from the family.<sup>117</sup>

#### 1.17 Children who have a parent serving a prison sentence<sup>118</sup>

In the Czech Republic, approximately **30-40 thousand** children are affected.<sup>119</sup> Even though these children have not committed the crime themselves and therefore should not be punished, they are often emotionally deprived, stigmatised, condemned, suffer from separation from their parent, most of them living in severe poverty and are often at risk of psychological and physical development.<sup>120</sup> They are called invisible victims or forgotten children because they are neglected by society and professionals and lack specific support and care for them. They suffer from separation from their parents and very limited possibility of contact with them. Most of them live in uncertainty and fear that threaten their successful development, wellbeing and ability to fulfil their life potential.<sup>121</sup> Measures should be taken in the Czech Republic to ensure that the children of imprisoned parents can remain in contact with their parents as much as possible and, as far as possible, in a way that is normal for children whose parents are not imprisoned.<sup>122</sup> According to Act No 169/1999 Coll. on the enforcement of a imprisonment and on the amending of certain related acts, a convicted woman may, at her request, be allowed, subject to specific conditions, to have her child with her and to care for it during the execution of her sentence, generally up to the age of 3 years. A minor child may only be in a prison where a special section for mothers is established.<sup>123</sup>

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<sup>115</sup> [13006721rd06.xlsx \(czso.cz\)](https://czso.cz/13006721rd06.xlsx)

<sup>116</sup> According to statistical monitoring by the MoEYS, 36 minor mothers and 27 children were placed in educational institutions in the 2020/2021 school year, 5 minor mothers and 5 children in diagnostic institutions and 10 children in children's homes.

<sup>117</sup> p. 14 [4d20b44e-a8c5-6882-d46f-a8d0fb7695d5 \(mpsv.cz\)](https://4d20b44e-a8c5-6882-d46f-a8d0fb7695d5.mpsv.cz)

<sup>118</sup> Children whose parents are in custody, protective custody or in protective medical treatment are also in a difficult situation. However, no statistical data are available for this target group within the Czech Republic.

<sup>119</sup> [The children of imprisoned parents were forgotten. Experts want to change this](https://www.science.muni.cz/the-children-of-imprisoned-parents-were-forgotten-experts-want-to-change-this) Σ Science & Research Σ Science.muni.cz

<sup>120</sup> [Forgotten children](https://forgotten-children.sozialmarie.de/) Σ SozialMarie

<sup>121</sup> [Helping – International Prison Community z.s. \(mvs.cz\)](https://helping-international-prison-community.zs.(mvs.cz))

<sup>122</sup> Specific possible actions are mentioned e.g. in Recommendation 2018/5 of the Committee of Ministers of the Council of Europe, available from <https://rm.coe.int/cm-recommendation-2018-5-concerning-children-with-imprisoned-parents-e/16807b3438>.

<sup>123</sup> This section is currently only in Svelá nad Sázavou Prison and was created in 2021. Source [The Prison Service of the Czech Republic. Detention and imprisonment of mothers of minor children](https://www.policia.cz/prison-service-of-the-czech-republic-detention-and-imprisonment-of-mothers-of-minor-children)

The MUNI Research Project Parenting Behind Bars – will explore how parent's departure for prison affects the life and well-being of the child.<sup>124</sup> First results show that children of parents in prison are significantly traumatised, experience insecurity and fear for their own future, find themselves in social isolation, often cease attending clubs and become withdrawn at home.<sup>125</sup>

The children of imprisoned parents are supported by several organisations, such as the Czech Helsinki Committee, the International Prison Community in the Czech Republic and, more recently, Romodrom<sup>126</sup>. The Prison Service also plays an important role, with programmes in charge of developing and promoting parental competences for convicted people<sup>127</sup>.

### 1.18 Early school leavers

According to Eurostat, early school leaving includes 18–24-year-olds who fulfil two conditions: they have left education and training after having completed only lower secondary or even lower secondary education, and they are no longer participating in education and training. In the context of the Czech education system, early leavers include both those who do not continue their studies after primary school and those who have started secondary school but have not completed their studies. The family environment is the primary factor for successful completion of studies. Research shows that children from families with a higher socio-economic status are more likely to successfully complete their education and thus less at risk of early school leaving.<sup>128</sup> From the point of view of specific groups, Roma children, children with disabilities or children<sup>129</sup> from socially excluded locations are most vulnerable to early school leaving in the Czech Republic.<sup>130</sup>

Recent data from the MoEYS show that 88 737 pupils left compulsory education in the 2019/2020 school year, of whom 4 230 have incomplete primary education. As a result, less than 5 % of pupils did not complete primary education in a given school year and statistics from previous years are similar (between 5-6 %). The 8th year, where the highest percentage of pupils drop out of primary education early, appears to be the riskiest<sup>131</sup>.

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<sup>124</sup> Project Σ Masaryk University ([muni.cz](http://muni.cz))

<sup>125</sup> They were imprisoned by their parents, experiencing trauma. Trestáme and children of prisoners, experts warned – [Actual.cz](http://Actual.cz) (updated.cz)

<sup>126</sup> Both the Czech Helsinki Committee and Romodrom cooperate with COPE, a European network of organisations that focus on helping the children of imprisoned parents. COPE, together with European partners working on the child's prisons, children's rights and living conditions, seeks not only to raise awareness of this difficult issue, but also to find new ways of acting and interacting that could improve the lives of children of imprisoned parents. Source: <https://childrenofprisoners.eu/>.

<sup>127</sup> For example, the project 'Reducing the risks of convicted people through intervention programmes', the objectives of which include promoting the coherence of family ties. Specifically, the project focuses on working with the imprisoned father and his family, aimed at promoting parental rights and responsibilities, maintaining a positive relationship and the role of the parent at the time of imprisonment. Source: <https://www.vscr.cz/sekce/norske-fondy-1>.

<sup>128</sup> Matěj, Strak, Veselý 2010

<sup>129</sup> EU/FRA 2016. Second European Union Minorities and Discrimination Survey Roma. Source: [https://fra.europa.eu/sites/default/files/fra\\_uploads/fra-2016-eu-minorities-survey-roma-selected-findings\\_en.pdf](https://fra.europa.eu/sites/default/files/fra_uploads/fra-2016-eu-minorities-survey-roma-selected-findings_en.pdf)

<sup>130</sup> EU statistics on income living conditions (EU-SILC) – 2021 housing conditions. Source: <https://ec.europa.eu/eurostat/web/microdata/european-union-statistics-on-income-and-living-conditions>

<sup>131</sup> MoEYS 2021

## THE ACTION PLAN FOR IMPLEMENTING THE CHILD GUARANTEE FOR THE 2022–2030 PERIOD, approved on 16<sup>th</sup> November 2022

In terms of regional distribution, children from the Ústí nad Labem Region (18.5 % of the total number of pupils who did not achieve primary education) and the Moravian-Silesian Region (13.6 % of the total number of pupils who did not achieve primary education) did not achieve primary education in the 2019/2020 school year. Research confirms that there are strong regional disparities across the Czech Republic, which are mainly influenced by the socio-economic status of the family and the background in which the child grows up<sup>132</sup>. In the long term, the Ústí nad Labem Region, mentioned above, and the Karlovy Vary Region, are the most divergent<sup>133</sup>. A negative deviation of these two regions can also be observed in the International PISA 2015 Survey<sup>134</sup>.

Strong regional disparities are also confirmed by another international survey, TIMSS 2019<sup>135</sup>, where children from Ústí nad Labem, Karlovy Vary, Moravian-Silesian, Olomouc and Hradec Králové regions have the worst results, with more than a quarter of pupils achieving poor results<sup>136</sup> in mathematics and more than one fifth of pupils achieving poor results in science. Other regions have average or above average values.

Achieving at least secondary education without a matriculation certificate means an increase of more than one third (CZK 8 million) of the average lifetime labor income of an individual compared to primary education. This is mainly due to a decrease in the risk of unemployment by more than two thirds (from over 24 % to 7.2 %). Successful completion of a secondary school with a matriculation certificate means an individual's income increase of more than 60 % compared to obtaining only primary education. As in the case of incomplete primary education, incomplete secondary education is a major problem especially for pupils from socially excluded locations. (SEL)

A representative questionnaire survey conducted by the Agency for Social Inclusion showed that 62.9 % of the population in socially excluded locations has primary and incomplete education, which is more than three times the national average (18 %). The share of people taught in SEL (28.8 %) is only slightly lower than the national average (33 %), while the share of those with secondary education with a high school diploma and higher education is significantly lower in socially excluded locations (see table below).<sup>137</sup>

<sup>132</sup> CZECH SCHOOL 2021, OECD 2016

<sup>133</sup> EDUIN 2019

<sup>134</sup> The *Programme for International Student Assessment*, which focuses on the level of skills of pupils at the end of the secondary school.

<sup>135</sup> The TIMSS (TIMSS) *International Mathematics and Science Study*, focusing on the level of skills of class 4 students in mathematics and science.

<sup>136</sup> Explanatory note, low level and below, i.e., 2nd worst and worst scores on a 5-point scale.

<sup>137</sup> Agency for Social Inclusion. 2019. The financial impact of early school leaving on the state and individuals.

**Table 7: Educational structure of the population of the SEL and the total population (%)**

| Highest educational qualification achieved,              | Residents of SEL | Total population of the Czech Republic |
|--|------------------|--|
| Primary and incomplete                                   | 62,9             | 18                                     |
| Secondary without a high school diploma                  | 28,8             | 33                                     |
| Medium with baccalaureate/HVS (Higher vocational school) | 7,1              | 31,2                                   |
| Higher   | 1,2              | 12,5                                   |
| Undetected   | —                | 5,3                                    |

Source: Touch et al (2018), SLDB 2011

## 2. Screening Step

A chapter describing the current situation of children in need. Available statistical data, research outputs, strategic and conceptual materials were used. General statistics are first presented, followed by a focus on the different areas of the Child Guarantee.

### 2.1. General statistics

**According to international statistics, the Czech Republic<sup>138</sup> is one of the countries with the lowest risk of income poverty and even a low absolute poverty rate for families with children<sup>139</sup>.** At the same time, both income and absolute poverty are increasing and more vulnerable to households with three or more children, solo parents' households and households with lower educational attainment. **The at-risk-of-poverty rate stood at 9.5 % in 2020**, representing 992 thousand people. However, children under the age of 18 are at greater risk, accounting for 11.1 % of them<sup>140</sup>. Hard poverty is still a problem, affecting households whose income, after deduction of housing costs, is below their living wage and is thus not fully sufficient to meet basic living needs – this share has decreased from 3.0 % to 1.8 % since 2009<sup>141</sup>. There is again a higher concentration of groups at risk of severe poverty among households at higher risk of income poverty, i.e., households with three or more children, solo families, unemployed households and poorly educated members. **In 2020, 32.4 % of parents' solo families were at risk of poverty, compared with 5.5 % of families with two adults and one child and 6.8 % of families with two adults and two children<sup>142</sup>.** The relative risk of poverty for single-parent families, according to 2019 data, corresponds to 3.0 relative to the whole population and 4.1 to two-parent families. These values are above the average observed across the 27 Member States of the European Union (2.0, 2.1) (Eurostat, 2019). Children living in a family that cares for a long-term sick family (parent, child) or a member with a disability are also at risk of poverty in the Czech Republic. The family usually loses one income because the parent becomes a career. Families may apply for a care allowance, the purpose of which is not, however, to compensate for the

<sup>138</sup> ČSÚ. 2020. Czech REPUBLIC IN INTERNATIONAL REPUBLIC (selected data). [online] [cit. 2021-06-18]. Available from: [https://www.czso.cz/documents/10180/39997343/370002\\_15.pdf/b47eea4b-e17c-428c-8d2e-be87f12dc06c?version=1.1](https://www.czso.cz/documents/10180/39997343/370002_15.pdf/b47eea4b-e17c-428c-8d2e-be87f12dc06c?version=1.1)

<sup>139</sup> On the basis of the EU-SILC findings, indicators of poverty and social exclusion are calculated only in relation to people living in housing. Homeless people, but also those living in residential social services, school institutions, persons serving prison sentences, as well as those living in emergency homes, shelters, institutions and institutions are not captured in these indicators. In the 2019 population and housing census survey, the Czech Statistical Office ('ČSÚ') attempted to map the lives of homeless people using the services of social facilities. In total, around 11,5 thousand people were found to be homeless in shelters, half-way homes and other social facilities. According to the Czech Statistical Office at the time, this was about one third of homeless people. Source: 8 SOCIAL HOUSING PLATFORM, LUMOS. Housing exclusion report 2018 [online]. 2019 [cit. 3. 12. 2019] Available from: [https://www.czso.cz/csu/czso/24000-13-n\\_2013-030102](https://www.czso.cz/csu/czso/24000-13-n_2013-030102).

If all these people were included in the aggregate indicator, the number of people at risk of poverty or social exclusion would increase by 0.3 % to 12.5 %. Moreover, the data do not take into account the impact of executions and insolvency on households' real disposable income.

<sup>140</sup> ČSÚ. Living conditions 2020. People at risk of poverty 2015-2020. Available from <https://www.czso.cz/documents/10180/142681148/1600212119.pdf/601822c1-919e-4179-8d6c-7ef760377bf6?version=1.1>.

<sup>141</sup> ČSÚ. Living conditions 2020. Households by net income net of housing costs in relation to the minimum subsistence income. Available from <https://www.czso.cz/documents/10180/142681148/160021215a.pdf/3b2ea3aa-79a2-47d3-8692-d8ca6ce56d48?version=1.1>

<sup>142</sup> ČSÚ. Living conditions 2020. People at risk of poverty 2015-2020. Available from <https://www.czso.cz/documents/10180/142681148/1600212119.pdf/601822c1-919e-4179-8d6c-7ef760377bf6?version=1.1>.

loss of that income, but to compensate for the higher costs of the family caused by the need for special care. These families are therefore often dependent on only one income, like the parents' solo families.

In 2020, the Czech Republic experienced a 5.8 % decrease in GDP per capita. Based on this decrease, the UNICEF Innocenti research centre model study predicts an increase in the child poverty rate of around 17 %, an overall increase from 11 % to 12.9 % of children living in poverty. This means an increase of around 35000 children.<sup>143</sup>

From a socio-economic point of view, households without employment income (52.9 %), or other inactive (14.3 %) and retired people (14.9 %) were particularly at risk of poverty in 2020. Because of the form of use of the apartment or house, tenants were at a much higher risk of poverty (23.1 %) than owners (6.8 %).

**Tenants and single parents experienced a deterioration in the situation in 2020 (an increase of 2 pps compared to 2019) and single parents (an increase of 1.6 pps), while pensions saw a decrease of 1.8 pps year-on-year in the at-risk-of-poverty rate.**<sup>144</sup>

**The problem of in-work poverty<sup>145</sup> is closely linked to the share of low-income employees. This was 15.2 % in the Czech Republic in 2018, with 19.4 % for women and 11.4 % for men.** In the EU, the share of earnings below the poverty threshold was 18.2 % for women and 12.5 % for men in 2018.<sup>146</sup>

One of the most vulnerable groups in terms of poverty and social exclusion is **Roma**. As reported by the EU Agency for Fundamental Rights, up to 58 % of Roma in the Czech Republic were at risk of income poverty in 2016. Compared to the income poverty rate of the general population in 2016 (9.7 %), Roma were six times more at risk of poverty<sup>147</sup>. A key document in this area is the Social Inclusion Strategy 2021-2030, as a national document covering the main areas relevant to the social inclusion of people socially excluded and at risk of social exclusion. Roma's are among the most vulnerable groups in terms of poverty and social exclusion according to the Social Inclusion Strategy 2021-2030. In 2018, more than half of Roma (53.2 %) were at risk of income poverty. At the same time, according to the EU-SILC regions with the highest unemployment rates – 20.5 % in the Ústí Region and 16.3 % in the Moravian-Silesian Region – the highest at-risk-of-poverty or social exclusion rates.<sup>148</sup>

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<sup>143</sup> [Poverty after the pandemic threatens 35 thousand children in Czechia – UNICEF Czech Republic](#)

<sup>144</sup> ČSÚ. Living conditions 2020. People at risk of poverty 2015-2020. Available from <https://www.czso.cz/documents/10180/142681148/1600212119.pdf/601822c1-919e-4179-8d6c-7ef760377bf6?version=1.1>.

<sup>145</sup> It penalises the fact that earnings are not sufficient to meet basic needs. These are low earners, which according to Eurostat are those earning less than two thirds of the national median. The working poor often suffer not only from low wages, but also from poor quality employment. The situation of the working poor shows that having a job in itself is not a guarantee of quality of life and that workers can also be poor.

<sup>146</sup> Bare, Dalibor. 2021. Working poverty in Czechia and the EU. Statistics & MY MEMBER STATISTICAL MEMBER [online] [cit. 2021-06-22]. Available from: <https://www.statistikaamy.cz/2021/02/16/pracujici-chudoba-v-cesku-a-eu>.

<sup>147</sup> Microsoft Word – Strategy 21-30 (mpsv.cz) page 15

<sup>148</sup> Microsoft Word – Equality Strategy, zařízení vlada.cz)

In 2020, 5 % of all people were at significant risk of material deprivation. Of the **most frequently mentioned items, families could not afford unexpected expenditure of 12 thousand crowns**, 19.5 % of households, or could not afford **weekly leave away from home** (18.7 %), **eat meat every day** (4.1 %) or **warm enough apartments** (2.2 % for 2020).<sup>149</sup>

The issue of indebtedness and subsequent executions, affecting 720 thousand people in 2020 (783 thousand in 2019) is also linked to insufficient revenues. In 2019, there were **three or more executions of 474 thousand inhabitants**.<sup>150</sup> Children's share of total enforcement was on average 0.4 % in 2019. The share of 18–29-year-olds was 11.6 % on average in this year. An analysis of the Institute for the Prevention and Resolution of over-indebtedness shows that **in 2020 the Czech Republic had 8 % of people over the age of 15 in enforcement. The average principal amount per person was 441 thousand CZK.**<sup>151</sup> The average age of the Czech debtor in enforcement is 43 years. The high number of youngest debtors is alarming, but for which a decline has been observed in recent years (2220 as of 11 November 2020).<sup>152</sup> Data as of October 2021 show that there are a total of 1723 minors in the Czech Republic who are in execution, of whom more than 1000 are under the age of 15, the total number of executions against minors was 2171.<sup>153</sup>

In order to enable children to grow up in a calm and safe environment, it is also essential to promote the stability and functionality of families. A stable family provides an enabling environment for children to develop in a balanced and healthy way and acts as an important factor in the economic situation of the family. It is therefore necessary to pay sufficient attention to preventive activities (i.e., primary prevention).

In international comparison, government support for families can be tracked through three pillars – tax rebates and rebates, direct social support as well as public services such as social housing and quality and affordable early childhood and early school care services. By international comparison, expenditure on cash transfers to families with children in the Czech Republic is slightly above the EU average (1.35 % of GDP), reaching 1.44 % of GDP in 2017<sup>154</sup>. However, family benefit support is very much concentrated in support of families with children under the age of 4. In 2020, a total of 38.5 billion CZK for families with the youngest children in the form of a parental allowance (out of a total of 47.7 billion CZK transfer to state social support benefits)<sup>155</sup> and 10.6 billion CZK for sickness insurance benefits). Expenditure on nursing costs amounted to CZK 779.6 million in 2020. The cost of this benefit was significantly affected by the payment of the so-called emergency care allowance due to school closures. They increased by CZK 625.9 million compared to December 2019.

<sup>149</sup> EUROSTAT. EU-SILC survey. [online] [cit. 2021-06-18]. Available from: <http://ec.europa.eu/eurostat/data/database>

<sup>150</sup> examination of the Map of Enforcements. [online] [cit. 2021-06-18]. Available from <http://mapaexekuci.cz/index.php/mapa-2/>

<sup>151</sup> This is an average figure for the whole population. Source: examination of the Map of Enforcements. [online] [cit. 2021-06-18]. Available from <http://mapaexekuci.cz/index.php/mapa-2/>

<sup>152</sup> Ria for the amendment of the Insolvency Act, <http://www.psp.cz/sqw/text/tiskt.sqw?O=8&CT=71&CT1=0>

<sup>153</sup> Microsoft Word – Enforcement officer\_komora-Staticky\_list VII Yijen\_2021 (eccr.info)

<sup>154</sup> OECD. Public spending on families over time. [online] [cit. 2021-06-24]. Available from: [https://idea.cerge-ei.cz/files/IDEA\\_Studie\\_7\\_2017\\_Podpora\\_rodin\\_s\\_detmi/files/basic-html/page4.html](https://idea.cerge-ei.cz/files/IDEA_Studie_7_2017_Podpora_rodin_s_detmi/files/basic-html/page4.html)

<sup>155</sup> From 1. 2020 increased the amount per child from CZK 220 thousand to CZK 300 thousand (for multiple times from CZK 330 thousand to CZK 450 thousand).

The Czech Republic now has the highest share of expenditure on family tax credits in GDP (0.94 % of GDP in 2017) among OECD countries. The share of expenditure on tax rebates increased for a long time in the Czech Republic, up from 0.43 % in 2007 and 0.87 % of GDP in 2015.

By contrast, in 2010 only 0.51 % of GDP went to support education and services for families with children (i.e., early childhood care, after-school, school clubs, out-of-school activities, etc.), while the average for OECD countries was 0.87 % of GDP. In 2013 and 2014 it increased to 0.57 % of GDP in the Czech Republic and 0.94 % of GDP in OECD countries, up from 0.54 % in 2017.<sup>156</sup> In OECD countries, there is a strong trend in family policies to invest in education and develop services for families.<sup>157</sup>

## 2.2. Area of access to education

**Enabling every individual to maximize their educational potential and ensure good accessibility and permeability of all levels and types of schools is a prerequisite for a quality and functioning education system.** The quality of pre-school and primary education helps to reduce social disparities and, on the contrary, exacerbates these gaps. Investment in high-quality and widely available initial education thus represents not only major savings in future social expenditure, but also an increase in income, as it will lead to more competent and thus better valued workers, who will also be able to compete more internationally.

In a situation where poverty is inherited from one generation to the next in the Czech Republic, the possibility for a child to stay in a children's group in a nursery school or other pre-school facility is an important tool for preventing future social exclusion and poverty. Participation of three-year-olds and older children in pre-school education in the Czech Republic was 85.8 % in 2020, but the EU average was 93 %.<sup>158</sup> The amendment to Act No 561/2004 on pre-school, primary, secondary, higher vocational and other education (the Schools Act) introduced, from September 2017, compulsory pre-school education for children who reach the age of 5 years before the start of the school year. **Compulsory pre-school education is free of charge.** They are primarily carried out in kindergartens for a minimum of 4 hours per day. The law also allows for compulsory pre-school education in the form of individual education, attending a preparatory class of a primary school or a pre-basic primary school, as well as a foreign school. The aim is to ensure the successful entry of all children into primary education. However, according to the findings of the CSI (Czech School Inspectorate), 2-3 % of children will not be able to participate in compulsory pre-school education

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<sup>156</sup> OECD. Public spending on families over time. [online] [cit. 2021-06-24]. Available from: [https://idea.cerge-ei.cz/files/Idea\\_Studie\\_7\\_2017\\_Podpora\\_rodin\\_s\\_detmi/files/basic-html/page4.html](https://idea.cerge-ei.cz/files/Idea_Studie_7_2017_Podpora_rodin_s_detmi/files/basic-html/page4.html)

<sup>157</sup> Starting Strong IV Monitoring Quality in Early Childhood Education and Care [online]. Paris: OECD publishing. [cit. 2021-06-24]. Available from: <http://www.oecd.org/publications/starting-strong-iv-978926423515-en.htm>

<sup>158</sup> Source: Eurostat 2020.

since its mandatory introduction<sup>159</sup>. “This is often the case for children who would benefit most from pre-school education because they come from socio-economically disadvantaged backgrounds that are not able to respond adequately to their educational needs.”<sup>160</sup>

**Since September 2018, the amendment to the Education Act allows children over 3 years of age to be admitted as a matter of priority to a nursery school**, if they have a permanent place of residence in the relevant school district and that the relevant municipality must ensure the conditions for their education. **However, there** is no treatment for the situation of children from families who do not actually reside in the same place as their permanent residence or who often move<sup>161</sup>. However, the provision of **childcare and early childhood education services** still faces a lack of quality, affordable and locally accessible services to meet parents’ wishes. The Czech Republic has also long been criticised by the European Commission for inadequate provision of services for pre-school children.<sup>162</sup> Czech law regulates the provision of childcare services for pre-school children in kindergartens (Nursery Schools), in children’s groups (DS) and the provision of services based on a trade licence. Among other things, these institutions differ mainly in the age of reception of children (in DS from the age of 6 months, Nursery Schools as a rule of three, but also two years old), the number of children per carer (in DS significantly fewer children, which is also linked to their lower age), the required qualifications of carers and the main focus (MN as an educational institution). Services are also different from the point of view of the founder and the overarching department.

The fact that childcare services are organized through several departments – schools under the responsibility of the MoEYS, children’s groups under the responsibility of the Ministry of Industry and Trade and services provided based on a trade license within the remit of the Ministry of Industry and Trade – is an obstacle to mapping the availability of childcare services. The adequacy of the capacity of the MoE can be partially assessed based on the number of rejected applications to kindergartens (see above), the development of the number of children’s groups as demand response is followed by the Ministry of Labour and Social Affairs. Services provided based on a trade license (private facilities) are not monitored in terms of capacity of early childhood care services by the Ministry of Industry and Trade. Childcare services provided in accordance with regulations of a general nature are also not monitored.

In the 2020/2021 school year, there were a total of 357598 children in the school year, while 38953 applications to place a child in the school were rejected, more than one fifth of the total. In the 2017/2018 school year, this was 33237 applications.<sup>163</sup> Children under 3 years of age (24.8 %) were the most rejected

<sup>159</sup> Source: ČSI. 2021. Quality of education in the Czech Republic. Annual report 2020/2021. [online] [cit. 2022-03-25]. Available from [https://www.csicr.cz/CSICR/media/Prilohy/2021\\_p%c5%99%c3%adlohy/Dokumenty/VZ\\_CSI\\_2021\\_e-verze\\_22\\_11.pdf](https://www.csicr.cz/CSICR/media/Prilohy/2021_p%c5%99%c3%adlohy/Dokumenty/VZ_CSI_2021_e-verze_22_11.pdf).

Despite the obligation to participate in pre-school education, around 3 per cent of five-year-olds (including those residing abroad but not mandatory) do not participate in it. Out of the total of almost 110 thousand five-year-olds in the population, more than 106.5 thousand of them completed mandatory pre-school attendance in 2017/2018, of which almost 3.4 thousand children did not participate in any form. Source: <https://www.msmt.cz/ministerstvo/novinar/predskolniho-vzdelavani-se-ucastni-97-procent-petiletych>

<sup>160</sup> [http://www.csicr.cz/html/2018/TZ\\_Dopady\\_povinneho\\_predskolniho\\_vzdelavani/html5/index.html?&locale=CSY&pn=19](http://www.csicr.cz/html/2018/TZ_Dopady_povinneho_predskolniho_vzdelavani/html5/index.html?&locale=CSY&pn=19)

<sup>161</sup> “Children “non-spouses” (i.e., those who do not have their permanent residence in the locality) can be admitted when there are spare capacities in the site.

<sup>162</sup> Country Report Czech Republic 2020. [online] [cit. 2021-06-24]. Available from: [https://ec.europa.eu/info/sites/default/files/2020-european\\_semester\\_country-report-czech-republic\\_en.pdf](https://ec.europa.eu/info/sites/default/files/2020-european_semester_country-report-czech-republic_en.pdf)

<sup>163</sup> MoEYS. Statistical yearbook for schools – performance indicators. [online] [cit. 2021-06-24]. Available from: <http://toiler.uiv.cz/rocenka/rocenka.asp>;

applications in the 2020/2021 school year<sup>164</sup>. The calculation of the exact number of missing places in kindergartens is made more difficult by the fact that parents may submit multiple applications to admit a child to kindergartens and the resulting numbers of children not actually admitted are not recorded<sup>165</sup>. The chances of recruiting a child under 3 years of age to a school vary significantly according to the regions and the local congestion of the network of the nursery. In the school year 2019/2020, the highest proportion of children aged 5–6 years (28.6 %) in the school year (28.6 %), followed by 4–5 years old (27.8 %), followed by 3–4-year-olds (25.9 %) and children under 3 were 11.8 % (in the previous school year 12.5 %). 5.8 % of children over 6 years of age also attended a school.<sup>166</sup> The number of child groups has been steadily increasing since the adoption of Act No 247/2014 on the provision of childcare services in a child group, with more than 1180 such facilities registered in 2021, with a capacity of more than 15.5 thousand places for children. On 31 August 2021, the President of the Republic signed an amendment to the Law on Children's Groups, which has been in force since 1 October 2021 and has as its main objective the introduction of a system of national funding for child groups. The amendments to the law are based on the practice of children's groups and micro-creams to date. The key to the amendment was the introduction of stable funding from the state budget after the end of the European Social Fund (ESF) support, which ends during the first half of 2022. The method of financing and the amount of the contribution are set in such a way that operators have financial security and parents have an affordable quality care service for children, for children under three years of age.<sup>167</sup> In the 2010/2011 school year, a total of 4788 public schools were registered in the register of schools and school establishments on 30 September 2010, with a capacity of 350363 places. In the 2020/2021 school year, a total of 4908 public schools were registered in the register of schools and schools on 30 September 2020, with a capacity of 393861 places. In ten years, the total number of public schools registered increased by 120, i.e., 2.5 %, and the total capacity of the public schools increased by 43498 places, i.e., by 12.4 %. The number of private schools operating based on enrolment in schools and educational establishments increased from 126 to 404 establishments over the same period, increasing almost four times.<sup>168</sup> The disadvantage of private schools is mainly their financial unavailability and local and regional imbalances. In the 2020/2021

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<sup>164</sup> Compared to other age categories. Data are broken down by age of children – children under 3 years of age, children aged 3 years, 4 years old, 5 years old, 6 years old, over 6 years of age.

<sup>165</sup> In those statistics, the number of children not admitted is distorted by the fact that each school is a separate legal organisation, with parents applying to more than one school. Thus, one child may be admitted to one school, and it can also be reported as not accepted at other schools. This problematic situation can be addressed by introducing a registration system. Thanks to this system, the founder has an overview of the actual number of children not admitted.

<sup>166</sup> Czech School Inspectorate. 2018. Quality and efficiency of education and the education system in the 2017/2018 school year. Annual report of the Czech School Inspectorate. MŠMT. [online]. [cit. 2019-04-15]. Available from: [https://www.csicr.cz/Csicr/media/Prilohy/Obr%C3%A1zky%20ke%20%c4%8d%C3%A1nk%C5%afm/2018/Vyroci-zprava-CSI-2017-2018\\_final-verze.pdf](https://www.csicr.cz/Csicr/media/Prilohy/Obr%C3%A1zky%20ke%20%c4%8d%C3%A1nk%C5%afm/2018/Vyroci-zprava-CSI-2017-2018_final-verze.pdf); Czech School Inspectorate. 2020. Quality and efficiency of education and the education system in the 2019/2020 school year. Annual report of the Czech School Inspectorate. MŠMT. [online]. [cit. 2021-06-24]. Available from: [https://www.csicr.cz/Csicr/media/Prilohy/Obr%C3%A1zky%20ke%20%c4%8d%C3%A1nk%C5%afm/2018/Vyroci-zprava-CSI-2017-2018\\_final-verze.pdf](https://www.csicr.cz/Csicr/media/Prilohy/Obr%C3%A1zky%20ke%20%c4%8d%C3%A1nk%C5%afm/2018/Vyroci-zprava-CSI-2017-2018_final-verze.pdf).

<sup>167</sup> Another important change is that registered providers are obliged to use the designation 'child group' in the name. It also provides that the age for children attending DS is regulated from 6 months to the start of compulsory education, and the amendment also provides for mandatory further training for carers in the field of childcare, for a minimum of 8 hours per calendar year, and once every 2 years, the carer must follow a child-age first aid course. This is also the case for child groups with 13–24 children, where the amendment imposes an obligation on 3 carers, regardless of the age of the children. For smaller groups, the number of carers remains unchanged. The amendment sets out as of 1. 10. 2021 an obligation for all providers of child groups to comply with quality standards for childcare in a child group aimed at establishing basic quality requirements for the services provided. [Dashboard\\_web\\_PIDS\\_novela.pdf \(dsmpsv.cz\)](https://www.dsmpsv.cz/Dashboard_web_PIDS_novela.pdf)

<sup>168</sup> <https://www.czso.cz/documents/10180/143118302/230042210101.pdf/054d3282-62e6-416c-9da2-c1717a9a2bb1?version=1.1>

school year, the amount of remuneration for a place in a private school was CZK 5 729,30 per month, while the national average of all the schools visited by the Czech Schools in a given school year was 1 026,60 per month.<sup>169</sup>

From the perspective of families, affordable and locally accessible childcare services are crucial in many ways – allowing parents to participate in the labour market while contributing to children's development. According to the CERGE-EI study, one additional place in the nursery represents a positive contribution to public budgets.<sup>170</sup> This is a meaningful investment in public services, but the monthly remuneration must not exceed 50 % of the actual average monthly non-investment costs of the child's pre-school education in kindergartens.

Another important area for targeted attention is the **area of early care** for children up to 3 years of age from families facing socio-economic disadvantages. In relation to children from socio-economically disadvantaged families, the effectiveness of intervention is significantly increased due to intensive care from the early age of the child. The Czech legislation does not provide for any support or educational activities for children under the age of 3 who come from such families. **The current system only provides support and comprehensive counselling to families with children with disabilities**, through **early care services**, i.e., to provide support to a child and parents of a child below 7 years of age who has a disability or whose development is at risk due to an adverse health condition<sup>171</sup>. If the child falls ill (disease/accident) later, the family does not receive this care. The aid does not include aid for children who are socially disadvantaged. In addition, there is a lack of early care services in the Czech Republic and, especially in some regions, the family does not receive the necessary support immediately, but after long waiting times. Families with children under 3 years of age can benefit from social activation services (SAS) for families with children (as enshrined in the Social Services Act), which are also included in the field of early care<sup>172</sup>. However, the capacity of these services is insufficient in some regions (the City of Prague and the City of South Bohemia). Given the economic and social impact of the COVID-19 pandemic, the mismatch between needed and actual SAS capacities will increase in the future.<sup>173</sup>

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<sup>169</sup> Czech School Inspectorate. 2021. Quality and efficiency of education and the education system in the 2020/2021 school year. Annual report of the Czech School Inspectorate. MŠMT. [online]. [cit. 2022-04-13]. Available from: [https://www.csicr.cz/CSICR/media/Prilohy/2021\\_p%c5%99%c3%adlohy/Dokumenty/VZ\\_CSI\\_2021\\_e-verze\\_22\\_11.pdf](https://www.csicr.cz/CSICR/media/Prilohy/2021_p%c5%99%c3%adlohy/Dokumenty/VZ_CSI_2021_e-verze_22_11.pdf)**Error! The link is not valid.**

<sup>170</sup> Kalíšková, Klára, Daniel Münich and Filip PETROLD. Public support for nursery places is paid: income and cost analysis. *National Economic Institute* [online]. 2016 [cit. 2016-08-09]. Available from: [http://genderstudies.cz/download/IDEA\\_Studie\\_3\\_2016\\_Verejna\\_podpora\\_mist\\_ve\\_skolkach.pdf](http://genderstudies.cz/download/IDEA_Studie_3_2016_Verejna_podpora_mist_ve_skolkach.pdf)

<sup>171</sup> The service is aimed at supporting the family and supporting the child's development in view of the child's specific needs, in accordance with Act No 108/2006, the Social Services Act.

<sup>172</sup> In the case of children under 3 years of age, it is difficult to distinguish whether a child is neglected, from an inflammatory environment or developing a particular handicap. A social activation service for families with children is specific in that it works with the whole family unit in a comprehensive and continuous manner (as opposed to most other services, SLPCh and other actors that respond only to parts of the child's or family's situation, work only with the child or only with the family, or intervene in a limited time) and is intended for adults who care for a child between birth and 18 years at risk of favourable development due to the long-term critical social situation of the family or dysfunctional family.

<sup>173</sup> The basic social services networks of all regions in the Czech Republic for 2021 included a total of 250 SAS services with a total of 857 social workers' contracts. In 2005, there were only 50 SAS services with less than 150 working hours. It can therefore be said that there has been some rehabilitation of social work on the ground with the family (the promised development of these services during the so-called 'first republic' period was stopped by the communist regime, replaced by the emphasis on collective care and the degradation of field work. Source: LUMOS. Support for vulnerable families in the Czech Republic. Annual report on SAS capacities for families with children. Available from [https://lumos.contentfiles.net/media/assets/file/sas\\_kapacity.pdf](https://lumos.contentfiles.net/media/assets/file/sas_kapacity.pdf)

As of 1<sup>st</sup> September 2016, an amendment to the Education Act (Act No 82/2015) entered into force, laying **down clear rules on entitlement aid for the education of pupils with special educational needs and talents**. Despite the difficulties encountered by the introduction of the amendments, it is clear that children receive support in a predictable manner and that the costs of the aid are guaranteed up to the level laid down in the implementing regulation.

Decree No 606/2020 amending Decree No 27/2016 on the education of pupils with special educational needs and talents also entered into force on 1 January 2021. The Decree specifies the procedures for implementing amendments to strengthen the education of children, pupils and students with special educational needs in mainstream education schools by means of **entitlement support measures guaranteed by the State** based on a recommendation from a school consultancy. The support measures are linked to a standard financial burden which is uniform throughout the Czech Republic. In this way, the **school receives funding to ensure the provision of support measures for the education of the pupil**. Another important change in 2016 was the extensive adaptation of the Framework Program for Primary Education (FIP). The annex to the RVP, which regulated the education of pupils with mild mental disabilities (LMP) and was used in the construction of a unifying curriculum, has been deleted. The amended RVP ZV entered into force on 1 March 2016. **Since the unifying curriculum, both the harmonisation of the conditions of education for all primary school pupils and the individualised education of pupils benefiting from support measures for pupils with special educational needs has been promoted**, including the possibility of adapting educational content from the third level of support, including set minimum levels of expected educational outcomes due to mental disability.

Long-term research, national strategies and international documents also consistently identify education for Roma pupils in the field of education in the Czech Republic. Participation of Roma children in early childhood education has been low in the long term. In the 2018/2019 school year, according to qualified estimates by the Ministry of Education, the total number (125498) of children fulfilling the compulsory pre-school year was 3.57 % of Roma children, a proportion which is slightly lower than the proportion of Roma children in primary schools (3.7 %). By contrast, the proportion of Roma children participating in pre-school education in non-compulsory years of schools was only 1.37 % in 2018/2019. According to qualified estimates for the 2018/2019 school year (MoEYS), 20.1 % of Roma pupils were educated in 70 primary schools (ordinary and special), with a share of Roma pupils of 50 % or more of all pupils in school. The share of Roma pupils educated in segregated schools decreased slightly compared to the 2017/2018 school year (at 22.1 % in 2017/2018). Housing segregation is one of the most common causes of segregation of Roma children in education, where the SEL is a clearly defined form (the number of Roma children in the catchment school is increasing); failure to act or inappropriate action by the founder (e.g. inappropriate setting of school districts); unwhite flight, leaving non-Roma pupils to other schools with a low share of Roma pupils; reluctance/unpreparedness, including fear of segregated environment and loss of prestige of some schools, to accept Roma children (e.g. ad hoc admission tests, lack of readiness of teachers to work with heterogeneous colleagues, biases by teachers and, on the other hand, more responsive attitudes towards Roma pupils in higher schools<sup>126</sup>); placing pupils with a GMP or a higher level of support in segregated schools, which are identified as ‘working with them’; and the lack of a systemic solution and support from the State (e.g. MoEYS’s opinion on

segregated schools). According to qualified estimates by the MoEYS in the 2018/2019 school year, Roma pupils accounted for up to 29.1 % of all primary school pupils trained in programmes for pupils with LMP, i.e., the RVP ZV LMP and the Framework Education Programme with reduced educational output requirements due to mental disability ('RVP ZV UV'). While the number of Roma pupils educated under the RVP ZV LMP decreased compared to 2017/2018 (from 39.0 % to 36.7 %), the share of Roma pupils educated under the RVP ZV UV increased from 24.7 % to 27.5 %. <sup>174</sup>

Another group of children in need of specific support to enter the education system are children from foreign-language families (e.g., Ukrainian or Vietnamese, but also Roma). Children in alternating care who regularly move between two households or who live in the care of their grandparents, who do not have sufficient competence to support children with school preparation, may also require special attention in education.

The continuous evaluation of the implementation of the changes introduced shows that support is used effectively in particular for children with disabilities. On **the other hand, no significant change can be observed so far for children who disadvantage their social status and poverty in education.** Support measures for these children are not sufficiently used.<sup>175</sup> Inequalities continue to be reflected in **high numbers of early school leaving, numbers of children who do not continue education** after leaving compulsory education and children who have left secondary education.

Effective **family and school cooperation is crucial for the development and** support of children at risk. The school supports the socialisation function primarily performed by the family. Schools and educational establishments do not extend to pupils' parents and families, the education sector can only indirectly influence the pupils' parents' population. The integration of schools and families can be promoted by using both internal (e.g., school counselling centres, social educators, school social workers, school psychologists, etc.) and external (social services, community social workers, family and motherhood centres, special-teaching centres, pedagogical/psychological advice centres, informal and voluntary services, etc.) For this reason, cross-ministerial cooperation and the effective involvement of all relevant actors in the territory in addressing the educational needs of children and families/schools should be encouraged. **Tools to prevent and address the consequences of early school leaving should** aim at lowering the threshold for access to education for children with social disadvantages. Thus, education intervention should primarily consist of **developing soft motivation** and **support programmes for both children and their parents**, using alternative approaches to education based on a community-based approach. They can gradually **increase motivation for education** and **prolong learning pathways for children using positive role models** (education should not be linked exclusively to school environments, it is important to move it naturally to excluded communities). Leisure and interest education programmes for children have the potential to increase motivation for education, focusing on their full

<sup>174</sup> [https://www.vlada.cz/assets/ppov/zalezitosti-romske-komunity/aktuality/Strategie-rovnosti--zacleneni-a-participace-Romu-2021---2030--textova-cast\\_OK\\_2.pdf](https://www.vlada.cz/assets/ppov/zalezitosti-romske-komunity/aktuality/Strategie-rovnosti--zacleneni-a-participace-Romu-2021---2030--textova-cast_OK_2.pdf)

<sup>175</sup> Incentive and support tools aimed, inter alia, at removing structural barriers to children's access to quality education (climate change in schools, open atmosphere towards children from different socio-cultural backgrounds, etc.) are used sporadically. Social work in education is also important and unfortunately is still lacking. Schools lack professionals with competences that would allow them to reflect and respond appropriately to children's social problems.

development and stimulating their natural interest in knowledge<sup>176</sup>. Linking education and social intervention is also a prerequisite, as stable social background, material security and the overall well-being of the family are prerequisites for their interest and support for the extension of the child's educational path. It is therefore necessary to ensure adequate availability of preventive social services and to promote their cooperation with schools and to ensure synergies and coordinated cooperation with other institutions relevant to the case.

**It is important that particular emphasis is placed on early childhood education for children (including children with a migrant background), and that the specific needs of parents, primarily those at greater risk of financial distress or social exclusion, such as solo parents or parents of more than 3 children, but also parents with a migrant background, are perceived.** On the other hand, attention must be paid to changes in the education system, helping to **transform the climate in schools in terms of their openness to accept different entities**. Promoting climate change in schools so that they are open to:

- for pupils who may have different needs to which the school is able to respond, while the school does not make efforts to redirect the pupil to the special education segment, the school has set low-threshold conditions for pupils' education,
- parents who are perceived as equal partners of educators who are actively involved in dealing with the situation of the child,
- the community whose resources are used by the school to support disadvantaged families informally, which the school seeks to develop, e.g., by creating spaces for parents' activities or by actively engaging in community planning and in developing the necessary services in the community.

On a practical level, positive changes can also be achieved through **education, the supervision of educators, the dissemination of examples of good practice and the need to diversify teaching in relation to pupils' individual needs**. Consideration must be given to the specific needs of talented children as well as children who are disadvantaged (socially or medically) or at risk of any form of discrimination.<sup>177</sup> Many NNEs also help with early childhood education or coaching for socially disadvantaged children, but it is not a systemic solution, but individual sub-projects. Several NGOs also help with non-formal education and tutoring of refugee children from Ukraine.

#### **The impact of the pandemic on teaching – Primary, Primary and Primary Schools Surveys<sup>178 179</sup>**

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<sup>176</sup> It is thanks to leisure activities and peer-to-peer education that equality in education can be developed and the talents of all children can be developed. Children's participation in learning is also a prevention of unwanted behaviour and behaviour of children and pupils in the post-teaching period.

<sup>177</sup> *Equality and Quality in Education Supporting Disadvantaged Students and Schools*. OECD Publishing, 2012. [online]. [cit. 2019-12-04]. Available from: [http://www.oecd-ilibrary.org/education/equality-and-quality-in-education\\_9789264130852-en](http://www.oecd-ilibrary.org/education/equality-and-quality-in-education_9789264130852-en); Educational pathways and educational opportunities for Roma and primary school pupils around excluded Roma localities. GAC, Prague: 2009; Analysis of the individual approach of educators to pupils with special educational needs. Person in distress, 2009.

<sup>178</sup> [According to teachers, the biggest problem of distance learning in the Czech Republic is the involvement of all students – People in Need \(clovekvtisni.cz\)](http://clovekvtisni.cz)

<sup>179</sup> [PowerPoint presentation \(jsns.cz\)](http://jsns.cz)

The COVID-19 pandemic's limitations in face-to-face teaching have significantly affected the nature of the teaching in 2020 and 2021, there are more surveys on this topic. One school lecturer's survey on teaching during the COVID-19 pandemic was carried out under the heading of the JSNS training programme run by 'People in Need', o. p. s. data collection was carried out in January 2021 on a sample of more than seven hundred respondents from more than two hundred schools in the Czech Republic. Over half of teachers identified the involvement of all pupils in teaching as the biggest problem of distance learning (59 %). Many teachers (58 %) reported a share of problem pupils up to 10 % in relation to distance learning, while one third (31 %) have between 11-30 % of pupils with difficulties in distance learning. A third of teachers (31 %) report that 11-30 % of their pupils have difficulties in distance learning. 72 % of teachers see a lack of motivation (disappearance) to teach online as the main problem for these pupils. According to the PAQ Research and Kalibra<sup>180</sup> study, which measured the mathematical and reading literacy of fifth year-grade pupils, pupils lack an average of 3 months of teaching. This may be due to the low efficiency of distance learning at the beginning of the pandemic, but over time schools have improved both in the organisation and delivery of teaching. The topic is also addressed in the Thematic Report of the Czech School Inspectorate of August 2021,<sup>181</sup> which maps for change how the schools proceeded with the return of pupils to face-to-face teaching, which should have been supported by methodological recommendations for the return of pupils to schools drawn up by the Ministry of Education, the Czech Schools Inspectorate and the National Education Institute. The report covers areas such as the adaptation process on return, the school's communication with parents, the reflection of distance learning periods by schools, the issue of educational content or the way pupils are assessed. Despite the opportunities, innovation and positive experiences brought about by distance learning, the report highlights the focus on reducing inequalities and reflecting on regional specificities in education.

The issue of digital literacy, which presupposes both technical equipment (techniques and connectivity) and the ability to use it, is also key. The opposite is digital exclusion. 5.8 % of households with children do not have a computer (ČSÚ 2020). The smallest proportion of students with computers at home is in the Ústí nad Labem and Moravian-Silesian regions, and only around 86 % of second-level pupils. 70 % of children in fourth school classes have their own computer or tablet available to work in school<sup>182</sup>. 2 % of households with children (ČSÚ 2020) lack internet connection<sup>183</sup>. Other non-profit organisations, in addition to People in Need, also pointed to the need to strengthen the digital skills of parents, especially children of younger school age, who are unable to manage online learning without parents in full autonomy. Difficult or poor-quality housing conditions, where children do not have the space to connect unimpeded to teach, have also proven to be a barrier to successful online learning.<sup>184</sup>

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<sup>180</sup> [The pandemic gave pupils an average of 3 months of learning \(paqresearch.cz\)](https://paqresearch.cz)

<sup>181</sup> [Czech School Inspectorate – Thematic report – Return of pupils to full-time education in primary and secondary schools \(csicr.cz\)](https://csicr.cz)

<sup>182</sup> [IDEA Equalities ve vzdělávání COVID-19 květen2020\\_18.pdf \(CERGE-ei.cz\)](https://cerge-ei.cz)

<sup>183</sup> [1. Computers and internet in households Σ ČSÚ \(czso.cz\)](https://czso.cz)

<sup>184</sup> <https://www.charita.cz/kdo-jsme/pro-media/tiskove-zpravy/prijimaci-zkousky-jsou-za-dvermi/>

The Youth Voices 2021 research included: 424 children asked about attitudes towards online learning imposed by the pandemic. Almost half of the children lived in this teaching model, while the other half expressed a negative attitude to it. 15 % of children were considered to be very non-compliant, 35 % tended to fail, 33 % tended to suit, 13 % were very compliant and the remaining 3 % were unable to assess the change. Furthermore, 19 % of the 420 respondents did not have adequate internet connections, while 20 to 30 % of children lacked the necessary calm, quiet or learning space. This was mostly the case for children with more siblings, up to 50 %.

### 2.3. Area of access to health care

Health is a key prerequisite for the socio-cultural and economic development of individuals and society. The Human Development Index (HDI) understands health – expressed in the life expectancy index – as one of the three basic conditions for human life and development, together with access to education and ensuring a satisfactory standard of living. It is proven that human health is directly determined by a person's environmental and socio-economic conditions, namely the level of education, social status, working conditions, the availability of social and health services and the permanence and level of income and the environment in which people live. When these conditions are in imbalances, health inequalities occur, often without the active involvement of the people concerned.

The differences related to these social, economic and environmental determinants often arise outside people's ability to decide on them. In 2012, the final report of the *WHO Commission on Social Determinants of Health* presented the following call for a whole-of-society response to this situation, which is the basis for today's key international debate: "*Systemic health inequalities are perceived as unjustified and unfair and need to be addressed with the participation of all parts of society, including government departments*". **Vulnerable groups include children and the elderly (especially those living alone), the long-term unemployed, families of solo parents and homeless people.** Ethnicity is another factor contributing to health inequalities. The high proportion of people living in socially excluded localities is Roma and their socio-cultural specificities must be considered when setting individual targets. Research shows that the life expectancy of Roma is around 10-15 years shorter than for the rest of the Czech population.<sup>185</sup> Studies suggest that poor living conditions and risk-related behaviour are the main factors responsible for morbidity and poor health status. The risk factors that are more common among the socially excluded Roma population (such as smoking, poor diets or poor hygiene conditions)<sup>186</sup> are closely linked to higher incidences of diseases such as cardiovascular diseases, diabetes or respiratory and digestive diseases and higher premature mortality.<sup>187</sup>

<sup>185</sup> Implementation of the National Roma Integration Strategy and Other National Commitments in the Field of Health, Czech Republic (A multi-stakeholder perspective report on 2005-2014 developments), p. 13.

<sup>186</sup> [TACR Applied research for policy innovation on access to healthcare for the socially excluded Roma population](#)

<sup>187</sup> [Office of the Government of the Czech Republic \(2017\). Report on the situation of the Roma minority in the Czech Republic 2016](#)

Although equal access to health care is ensured in the Czech Republic by the legislation in force,<sup>188</sup> which reflects, *inter alia*, the Czech Republic's international legal obligations,<sup>189</sup> and strongly supports solidarity and the rights of the insured person in the public health insurance system, research by the Office of the Government of the Czech Republic shows that barriers to real equal access still exist in the Czech Republic (in particular low health literacy, difficult local, geographical and financial accessibility of health services).<sup>190</sup> At the same time, in the Czech Republic there is no legal obligation for parents to register their child with a general practitioner for children and upbringing and dentistry. However, the availability of medical care and of specialists, including paediatricians, remains a problem in many parts of the Czech Republic, particularly in socially excluded or nearby sites. The question of whether the Czech Republic is complying with Article 24 of the Convention on the Rights of the Child when some children are denied access to preventive medical treatment as a result of parents' attitudes is the subject of expert discussion.

In the Czech Republic, in particular, children with permanent residence are insured persons with public health insurance.<sup>192</sup> Public health insurance contributions are paid for children by the state, i.e., children from low-income families or otherwise disadvantaged are insured with a disability. **In the Czech Republic, legislation guarantees equal access to health care** and standard care is covered by the public health insurance system. The reimbursement system is based, *inter alia*, on Act No 48/1997 on public health insurance and amending and supplementing certain related acts.

While Act No 48/1997 Coll. on public health insurance and amending and supplementing certain related acts **does not provide for an obligation for parents to register their minor child with the paediatrician**, there are a number of other obligations which replace this stated objective – e.g. an obligation for insurance payers to notify the birth of the child within 8 days from the date of birth of the child's legal representative, guardian or guardian to the health insurance institution with which the mother of the child is insured on the date of birth.<sup>193</sup> Other obligations of the insured person under the above-mentioned Act include the obligation to submit to preventive examinations at the request of the person concerned, where this is provided for by the mentioned above Act or by generally applicable regulations.<sup>194</sup>

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<sup>188</sup> Act No 372/2011 on health services and the conditions for their provision, as amended (Health Services Act); Act No 373/2011 on specific health services, as amended; Act No 48/1997 on public health insurance and amending and supplementing certain related acts, as amended (Health Insurance Act); Act No 258/2002 on the protection of public health, as amended.

<sup>189</sup> In particular, the obligations arising from the Convention on Human Rights and Biomedicine (No 96/2001 Coll.).

<sup>190</sup> BALTAG, T. *Frydlantsko – Availability of healthcare*. 2018. Prague: Agency for Social Inclusion. Available from: <https://docplayer.cz/127671990-Frydlantsko-dostupnost-zdravotni-pece-zpracovala-mgr-tereza-baltag.html>

<sup>191</sup> FRA – EUROPEAN UNION AGENCY FOR FUNDAMENTAL RIGHTS. *Inequalities and multiple discrimination in access to and quality of healthcare* [online]. European Union Agency for Fundamental Rights, 2013 [2019-11-28]. Available from: [https://fra.europa.eu/sites/default/files/inequalities-discrimination-healthcare\\_en.pdf](https://fra.europa.eu/sites/default/files/inequalities-discrimination-healthcare_en.pdf)

<sup>192</sup> These are not only children with permanent residence in the Czech Republic, but children with other residence permits may also be insured persons, e.g. applicants for international protection.

<sup>193</sup> If the child's mother is not insured under this Act, the legal representative, guardian or legal guardian shall notify the health insurance institution with which the father of the child is insured on the date of birth of the child's birth. The competent municipal authority responsible for administering the register shall notify the birth of the insured person to the Central Register of Insured Persons immediately after the allocation of the birth number.

<sup>194</sup> See Section 29 of the Public Health Insurance Act. The content of the compulsory inspections is specified in Decree No 56/1997. Preventive examinations are paid for by the insurance company (Section 13(2)(c) of the Public Health Insurance Act) and are exempt from the payment of a regulatory fee.

**The Czech Republic has a system of preventive checks for children** (Decree No 70/2012 Coll. on preventive examinations, as amended) from birth until the 19th birthday, both by general practitioners for children and young people and by dentists. Preventive examinations of children by general practitioners for children and adolescents include history, physical examinations, assessment of the child's psychomotor development, eye and vision examinations, speech, voice and hearing, checking the vaccination and vaccination plan, and e.g., early diagnosis of autism spectrum disorders in the 18 months. Dental examinations include history, examination of cartilage, periodontitis, mucous membranes, soft oral cavity tissues, anomalies in the position of tooth and jaw, cancer prevention, oral cavity hygiene, dietary habits, the importance of fluoride prevention. All of the insured persons are covered by the public health insurance system<sup>195</sup>. Screening programmes such as neonatal laboratory screening, hearing screening for newborns and children at 5 years and hip screening, are also covered by the public health insurance system.

Psychiatric care and clinic-psychological care are a separate area in health and social inclusion, at the interface of the social and health system. Czech society joins the trend of European (and other) countries to introduce community-based care, which is linked to the deinstitutionalisation and reduction of large psychiatric institutions and their at least partial transformation into community-based services. Mentally ill people, for whom their disease usually places a high socio-economic burden, are currently forced to take advantage of an outdated care system, which isolates them from their community, labour market and majority society.

Psychiatric diagnosis accounts for around 3.4 % of all hospital stays, but for the 11-20 age group it is 7.2 %.<sup>196</sup> However, in the area of child psychiatric care, lack of capacity and associated long waiting times are a serious and long-standing problem.

Another specific area of healthcare is child palliative care. The time spent together is very important for a dying child and his family. It is very common that after curative treatment, parents (and often the child themselves) want back home. If the condition allows it in this case, ideally leave the child at home and cooperate with a mobile hospice. However, there is a problem with the unavailability of mobile hospice care for children. There is also a lack of organisations to provide assistance and support to dying children and their families.<sup>197</sup> However, since 2018, thanks to the Czech Palliative Medicine Society, the development of child palliative care has been taking place in the Czech Republic, with regular meetings of experts as well as training courses and conferences, which have helped to raise awareness in this area.<sup>198</sup> In 2022, a comprehensive **concept of care for children and adolescents with severe life-limiting and threatening**

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<sup>195</sup> The public health insurance system covers standard dental care, including prevention, seals and ensembles, prosthetics for children under 18 years of age are covered relatively extensively, mostly entirely or with a much higher reimbursement limit than for adults (at least one preparation is fully reimbursed). For visual impairments, children up to and including 5 years of age have to pay for everything (glass, lens, spectacle frames) 3 times a year and children between 6 and 14 years old once a year. There is a reimbursement limit to which at least one medical device should fit.

<sup>196</sup> <https://zdravi2030.mzcr.cz/zdravi-2030-strategicky-ramec.pdf>

<sup>197</sup> The concept of care for children and adolescents with severe lives limiting and threatening diagnoses and their families. Available from [https://pallium.cz/wp-content/uploads/2022/01/Koncepcce-%C3%A9%C4%8De-o-d%C4%9Bti-se-z%C3%A1va%C5%BEenou-diagn%C3%B3zou\\_A5\\_online.pdf](https://pallium.cz/wp-content/uploads/2022/01/Koncepcce-%C3%A9%C4%8De-o-d%C4%9Bti-se-z%C3%A1va%C5%BEenou-diagn%C3%B3zou_A5_online.pdf)

<sup>198</sup> <https://detska.paliativnímedicina.cz/>

**diagnosis and their families was published by the Pallium Institute in cooperation with key stakeholders.**<sup>199</sup> Care for children with severe diagnoses is fully covered by health insurance.

### **Impact of COVID-19**

The drop in mental health in 2021 mainly affected women with children in the home.<sup>200</sup> The development of mental health in women with children follows the trends of introducing and discontinuing face-to-face teaching in schools.<sup>201</sup> In December 2020, there was an improvement after the opening of schools in November, while the re-closure of schools in January was accompanied by an increase in symptoms.<sup>202</sup> Symptoms of at least moderate depression or anxiety were most common among the youngest adults under 24 years of age in both spring and autumn waves.<sup>203</sup>

But the pandemic has had a significant impact on children, not only their parents. An increase in obesity in children,<sup>204</sup> changes in their physical activity, deterioration<sup>205</sup> in mental health (field information refers to a high increase in social films, mental illness, self-harm and suicide tendencies in children due to child isolation) and addictive behavior in children and excessive use of technology have been observed<sup>206</sup>.

### **2.4. Area of access to healthy nutrition**

In the Czech Republic, there is a project (or projects) of lunches for children through which school lunches are funded for children in need. The project was launched in 2013 by a win-win company Women for Women. His aim is to help children whose family hardship is long-term, who do not see an improvement in the situation and for whom lunches in the school canteen can often be the only regular hot meal, even though their parents are trying to deal with it.<sup>207</sup> After three years of private funding, MoLSA and MoEYS were also involved. In the case of the MoEYS, this is financial aid under the subsidy "Support for school catering for primary school pupils". In the 2020/21 school year, the MoEYS allocated CZK 55 million and almost 11 thousand children received lunches, together with Women for Women's private funds.<sup>208</sup> The MoEYS partner is Women for Women, which communicates directly with the individual primary schools that apply to the project. Children are selected by teachers and school leaders based on their knowledge of their life situation and the fact that they have a lunch

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<sup>199</sup> See <https://pallium.cz/koncepce-pece-o-detи-a-dospivajici-se-zavaznou-zivot-limitujici-a-ohrozujici-diagnozou-a-jejich-rodiny>.

<sup>200</sup> [living during the pandemic – What impact on mental health? \(Zivotbehempandemie.cz\)](#)

<sup>201</sup> [living during the pandemic – What impact on mental health? \(Zivotbehempandemie.cz\)](#)

<sup>202</sup> [living during the pandemic – What impact on mental health? \(Zivotbehempandemie.cz\)](#)

<sup>203</sup> [living during the pandemic – What impact on mental health? \(Zivotbehempandemie.cz\)](#)

<sup>204</sup> (non-public survey of PLDD, author: Mrs Hulle, SPLDD) – but was done by printing

<sup>205</sup> (professionary team has a published article in the AJ)

<sup>206</sup> Official data are not, but schools report this.

<sup>207</sup> [Children's lunches Σ WOMEN FOR WOMEN \(women-for-women.cz\)](#)

<sup>208</sup> [The MŠMT will provide children's lunches with CZK 55 million Σ News on the project Σ Children's Lunches \(obedyprodeti.cz\)](#)

financed by the project is completely anonymous. For 2021, the MoEYS also launched a subsidy call for pre-school children ‘Support for school meals for children in the Karlovarské and Ústí nad Labem regions for 2021’.

In the case of MoLSA, this is a ‘child -in-school’ scheme. In the 2020/2021 school year, lunches could be provided for around 20000 children in almost a thousand schools, kindergartens and catering facilities in all 14 regions of the Czech Republic participating in the scheme. The project is funded by the Fund for European Aid to the Most Deprived (FEAD). His target group is children aged 3-15 who attend kindergartens and primary schools and whose legal representatives receive assistance in material deprivation during the relevant period, which is verified by the locally competent Labour office. Eligible applicants in this call are the regions and the City of Prague.<sup>209</sup> Projects funded through the Food and Material Assistance Operational Program will allow for the reimbursement of subsistence costs for Ukrainian children.<sup>210</sup>

In all cases, lunches must be dreamed directly at school or, if the child is not at school, logged out. There is therefore no direct financial support for families.

In the long term, the most supported children are the Moravian-Silesian, Ústí and South Moravia regions. From the 2014-2020 programming period, the last lunches will be covered in the 2022/2023 school year. Support for children’s meals in school facilities will continue through the Operational Program Employment Plus (OP+). The change will occur on the side of the beneficiary, where the Ministry of the Interior becomes the place of the region. However, it should be noted that the school lunch scheme in its current setting does not address children’s access to healthy nutrition during holiday or distance learning periods.

Moreover, healthy nutrition has been important since birth, not only at school age, so the design measures focus on healthy nutrition in a holistic way: nutrition in pregnancy, promotion of breastfeeding, pre-school meals and family education, and the promotion of healthy eating habits in general.

## 2.5. Area of access to housing

The right to housing is understood by the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, as well as the European Pillar of Social Rights, as one of the fundamental social rights, which, although non-claimant, is an essential prerequisite for the well-being of every individual.

In the Czech Republic, there continues to be a trend of prioritizing one’s own housing over rented housing. According to Deloitte’s ‘Property Index’ study (2018), Czechs from the 12 countries compared<sup>211</sup> must save longer on new home ownership than residents of other European countries (e.g., France, Germany, the

<sup>209</sup>[The MPSV's Vacancy in School Scheme has been helping for the fifth year.](#)

<sup>210</sup> Children whose school is involved at partner level in the project will benefit from the assistance.

<sup>211</sup> Deloitte: Property Index Overview of European Residential Markets, 2018, online. Available at: <https://www2.deloitte.com/content/dam/Deloitte/dk/Documents/realestate/Downloads/Property%20index%202018.pdf>

United Kingdom). However, according to Zeitgeist Asset Management, currently the share of ownership housing in the Czech Republic<sup>212</sup> is 78 % and the share of rental housing is only 22 %.

Cooperative construction is minimal (about 1 % of the Czech Republic's total housing stock) as well as municipal construction (about 6 % in 2016 including unused or unoccupied dwellings) and their availability is therefore severely limited. Rent prices have increased by 79 % over the last 12 years (Eurostat, 2019), with a small decrease in only some locations due to COVID-19 and the cessation of housing entrepreneurship – Airbnb (Prague). The availability of homeownership is also decreasing. Property prices have risen by 60 % over the last 12 years (Eurostat, 2019) and the construction of new properties is administratively demanding and thus lengthy.

**The 2021 housing exclusion report states that 35-62 thousand households are in housing deprivation in the Czech Republic, with 20-51 thousand children under the age of 18.** Another 130-190 thousand households with around 100 thousand children are at risk of losing housing.<sup>213</sup> Overall, there are 150-250 thousand children in households affected by a housing problem (housing deprivation, risk of housing loss, excessive housing costs).

Cities in structurally affected regions (notably Ostrava and Ústecko-Chomutov agglomerations) are facing the largest housing emergency problems. In terms of the share of households burdened by disproportionate housing costs, the Ústí and Karlovarský regions (with 16 %) and the Moravian-Silesian Region (with 13 %) are located behind Prague (with 19 %). These regions together raise the Republic average to 11 %. The housing shortage must be seen in the context of the accumulation of other problems. Sites with a disproportional number of households in housing need also perform poorly in other statistics. For example; The Ústí Region with the above-mentioned problems is also a region with an extremely high proportion of people in enforcement,<sup>214</sup> a region leading very poorly compared to PISA, which also monitors – in the Ústí nad Labem region – the index of social, economic and cultural status<sup>215</sup>. Similarly, cities have a low overall quality of life index in data according to the Municipalities survey<sup>216</sup>. PISA results are particularly useful in this respect, as the link between housing and educational problems is well described, while providing a comprehensible description<sup>217</sup> of the depth of the problem of a minority of cases, which is at the same

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<sup>212</sup> Peter Noack, Zeitgeist Asset Management: interest in rental housing in the Czech Republic is growing sharply, 2019, online. Available at: <https://www.zeitgeist.re/cs/news/zajem-o-najemni-bydleni-v-cr-prudce-vzrostle>

<sup>213</sup> Households at risk of loss of housing are included in the category of households who admit that they have experienced a problem in the last year with the payment of rents for dwellings, payments for heat, electricity, gas or water, or mortgage payments. As well as households, which do not yet have problems in meeting housing costs, but at the same time all of the following conditions work: Resides in rental housing or, if they have their own dwelling, repays the mortgage; Spend more than 50 % of their net income on housing; Indicates that they cannot afford to pay unexpected expenditure amounting to CZK 11200; Notes that housing costs are a burden on them; Notes that it is difficult to rely on revenue; 6. in terms of net monthly income, it is not among households with higher than median incomes.

[Resident-as-problem-2021.pdf \(socialni.org\)](#); The resource for 2021 will be [household income and living conditions – 2020 – ČSÚ \(czso.cz\)](#).

<sup>214</sup> <http://mapaexekuci.cz/>

<sup>215</sup> [http://www.csicr.cz/html/2019/Narodni\\_zprava\\_PISA\\_2018/html5/index.html?&locale=CSY&pn=45](http://www.csicr.cz/html/2019/Narodni_zprava_PISA_2018/html5/index.html?&locale=CSY&pn=45)

<sup>216</sup> <https://www.obcevdatech.cz/mapa>

<sup>217</sup> [https://www.mpsv.cz/documents/20142/225517/Analyza\\_dopadu\\_nedostacujiciho\\_bydleni\\_na\\_skolni\\_a\\_dalsi\\_problemy\\_deti\\_v\\_CR.pdf/26bac884-b124-6f49-beec-a062b2eec275](https://www.mpsv.cz/documents/20142/225517/Analyza_dopadu_nedostacujiciho_bydleni_na_skolni_a_dalsi_problemy_deti_v_CR.pdf/26bac884-b124-6f49-beec-a062b2eec275)

time somewhat invisible and somewhat out of imagination: While children from Prague have achieved results in reading literacy comparable to those of Japan, the Ústí Region is comparable to that of Romania.

Between 2018 and 2020, the number of families in accommodation fell by almost 40 per cent from 2300 to 1,400 families, but the exact causes are unknown, the fact is that housing families have little chance of succeeding in the standard housing market. A few families who had previously resided in accommodation facilities were likely to end up in a housing emergency (they moved to relatives or acquaintances, often simultaneously overcrowding the apartments).<sup>218</sup> In 2020, the average household expenditure on housing totalled CZK 6618 per month.<sup>219</sup> Housing expenditure is a major burden on families' budgets, placing the biggest burden on low-income households, where they can account for up to 65 % of income.

Households in housing need are most located in the Czech Republic's largest cities, i.e., Prague, Brno and Ostrava. Furthermore, it has been confirmed that northern Bohemia and northern Moravia are more affected by housing deprivation as regions with a higher share of the population in a difficult social situation.<sup>220</sup> As energy prices rise rapidly, the number of these households will grow. Indeed, the high housing expenditure burden on households also translates into the energy-intensive operation of the housing stock, with around half of the total housing expenditure accounted for by energy and traffic.<sup>221</sup> The European Union considers energy poverty to be a major problem that further highlights income poverty or health problems (energy availability problems cause additional indebtedness, increased stress and generally worsened conditions for already poor households, which may also lead to disconnection from energy or excessive take-off, which in turn may lead to health problems). 2.8 % of the population, i.e., 298 thousand people, are unable to heat their homes sufficiently in the Czech Republic.<sup>222</sup>

Partial information suggests that households with children (especially solo-parent households) are generally disadvantaged in the rental market – partly due to customs, partly due to noise concerns and partly to fear of being able to pay rent. One of the major problems related to housing is bail. Many people do not have sufficient financial means to pay a bond for their apartment, which prevents them from obtaining affordable housing. Sometimes, there is even a completely paradoxical situation where, due to the absence of a financial reserve, they cannot move to cheaper sublets. As a result, they are forced to spend a disproportionate amount of money on housing, which they sometimes do not have. They lack this money to meet additional living needs, and this situation often

<sup>218</sup> [Residing-as-problem-2021.pdf \(socialnistianni.org\)](#)

<sup>219</sup> ČSÚ. Household income and living conditions. [online] [cit. 2021-06-22]. Available from: <https://www.czso.cz/documents/10180/142681148/1600212119.pdf/601822c1-919e-4179-8d6c-7ef760377bf6?version=1.1>

Housing exclusion220 report 2021, [online]. 2021 [cit. 2021-10-19]. Available from <http://www.socialnibydleni.mpsv.cz/images/soubory/Ostatni/Bydleni-jako-problem-2021.pdf>

<sup>221</sup> Czech Statistical Office (ČSÚ) (2017). Household Issues and Consumption, Household Accounts Statistics 2016. [online]. ČSÚ. [cit. 15. 10. 2018]. Available from: <https://www.czso.cz/documents/10180/46388837/16001817.pdf/580aa93e-a92e-44a5-9255-d7dbcc346955?version=1.0>

<sup>222</sup> Očenášková, A.: *300 thousand Czechs cannot sink at home. They are affected by 'energy poverty'*. (2021) [online]. Available at: <https://zpravy.aktualne.cz/ekonomika/tri-sta-tisic-obyvatel-ceska-si-ve-svem-byte-nemuze-sufficiency/r~4801a41850d011eb9d74ac1f6b220ee8/>

leads them to a debt trap.<sup>223</sup> The possibility is to apply for a one-off emergency benefit from the employment services, which can be paid specifically in connection with housing security. One example of good practice is the Women for Women's "Housing Coach" programme (formerly "Adoptuj Maria"), which focuses specifically on supporting the housing of single parents and their children. The aim is to financially support specific single parents and to enable them to obtain a safe and dignified home by means of a non-refundable security contribution of up to CZK 25000. In 2021, the project received 332 applications and paid CZK 1724910 from private sources and collections.

Following the shortage of communal housing, the disproportionately increasing rent, energy and ownership prices and the growing number of homeless people or at risk of losing it, the number of supported social/accessible apartments financed by SFPI, the State budget and European funds, including the ongoing monitoring of these programmes, should be increased, while providing analytical and methodological support to municipalities, cities and other actors in the development of their housing policies. However, at a systemic level, this can only be achieved if there is a law on housing affordability. MoLSA, in cooperation with other departments, has been working on a systemic solution for more than 10 years. However, there is currently **no comprehensive legislation in the Czech Republic regulating the rules for ensuring protection and support in the area of access to housing, which will include terminological definitions of basic terms, including overarching concepts** (social/accessible housing, housing deprivation, energy poverty, etc.).<sup>224</sup> The Ministry of Regional Development therefore includes in the Government-approved Housing Concept 2021+, issued in spring 2020, among the main objectives of high-quality affordable housing linked to the establishment of an institutional and legal framework for social housing.

The Ministry of Social Housing covers the field of social housing in the Czech Social Housing Framework 2015-2025. This document constitutes a framework document setting out the direction and priorities for the construction of a social housing system for people in housing need in the Czech Republic. The concept considers social housing to be a comprehensive system of assistance for people in housing need, linking housing and social policy tools, including individualized social work, linking it to other social and housing policy or benefit policy instruments, among the key principles relating to the social aspect of housing.

According to social housing experts, the social housing system must include the following comprehensive instruments:<sup>225</sup>

- instruments to prevent loss of housing;
- instruments to support housing retention and the acquisition of new housing through social work;
- a system of social services and social work to deal with life crises;

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<sup>223</sup> [Housing bond – Statistics 2019 – Bydlim, i.e. I am \(housedtedyjsem.cz\)](#)

<sup>224</sup> In 2016, the MoLSA, together with the co-gressors of the Ministry of Regional Development and the Minister for Human Rights, Equal Opportunities and Legislation, created a draft law on social housing and housing benefit. The draft Act was based on the Social Housing Concept of the Czech Republic 2015-2025. However, the draft law was not adopted by the government, and in 2018 the government established as part of the legislative work plan that the Ministry of Regional Development would be the main gesture of the substantive intent and the draft law on social housing.

<sup>225</sup> Conclusions of the Working Groups on the revision of the Czech Social Housing Concept 2015-2025, which ran from 5 to 7/2018.

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- community work tools;
- instruments for the creation and development of a social housing network;
- financial instruments for municipalities and other social housing providers, financial instruments for citizens in the form of housing social benefits.

Social work and activities of social workers are a key and integral part of social housing, without which the effective and sustainable functioning of the social housing system would not occur. At the same time, social work proves to be a necessary condition for the functional design of local social housing systems. In addition, a maximum number of clients per worker, support for the training of social workers and the financial sustainability of social work in municipalities should be set for the quality of social work.

**Support for people in housing need is ensured by** a benefit system (housing allowance and supplement, emergency relief benefit). Housing benefit and housing supplement are provided as a recurring housing benefit and are tested in income. Emergency immediate assistance is a one-off benefit and can be provided in specific situations, including in relation to housing.

**Table 8: Statistics on the number of recipients of social benefits selected and their average amount paid (focusing on persons up to 18 years of age present in the family/household)**

| Social-security benefit | Month of entitlement for which the social benefit was paid | Total number of households/family (in 1000) | of which with at least one person up to the age of 18 | Number of persons up to 18 years of age in households/family (thousands) | Average amount of benefit paid (CZK) |   |   |
|-------------------------|--|---|---|--|--------------------------------------|---|---|
|                         |  |   |   |  | total                                | of which in households with at least one person under the age of 18 | unaffiliated children under the age of 18 |
| Residence allowance     | v June 2019  | 171,5                                       | 76,0  | 135,8  | 3 553                                | 4 871   | X   |
|                         | December 2019  | 160,0                                       | 72,0  | 129,8  | 3 574                                | 4 891   | X   |
|                         | June 2020  | 169,9                                       | 74,2  | 133,4  | 3 865                                | 5 282   | X   |
|                         | December 2020  | 155,0                                       | 64,9  | 118,3  | 3 558                                | 4 882   | X   |
|                         | June 2021  | <b>159,7</b>                                | <b>67,2</b>   | <b>121,9</b>   | <b>3 794</b>                         | <b>5 139</b>  | X   |
| Housing supplement      | v June 2019  | 33,6  | 13,8  | 30,0   | 3 957                                | 4 720   | X   |
|                         | December 2019  | 31,9  | 13,1  | 28,6   | 4 050                                | 4 833   | X   |
|                         | June 2020  | 32,7  | 12,6  | 27,4   | 4 079                                | 4 864   | X   |
|                         | December 2020  | 33,8  | 12,7  | 27,5   | 4 189                                | 4 988   | X   |
|                         | June 2021  | <b>35,5</b>                                 | <b>13,3</b>   | <b>28,4</b>  | <b>4 093</b>                         | <b>4 840</b>  | X   |

Source: internal MoLSA statistics.

**Emergency immediate assistance** is a one-off benefit in material need to be provided to a person in material need, in order to avert serious personal injuries and emergencies (live catastrophe), but also in situations where the individual/family has increased costs related to the education or interest of children or the acquisition or repair of items of long-term need (e.g., washing machine, refrigerator). The use of the ILO to pay a security (coupling) for rental housing is proven to be very effective.<sup>226</sup> However, the benefit is not entitled and depends on an individual assessment of the situation by the Czech Labour Office<sup>227</sup>. The use of this benefit for persons in material need for a wider range of housing needs, while at the same time an individual assessment of her entitlement status, **requires its continuous monitoring and evaluation**.

Methodologies for the implementation of the **Housing Led and Housing First approaches should also be developed in the context of establishing definitions linked to affordable housing**. Contrary to the Housing Led approach focused mainly on housing availability, the Housing First approach is a newly introduced innovative method used in the Czech Republic to help the most vulnerable, homeless, insecure or inadequate housing (the<sup>228</sup> ETHOS definition) who need comprehensive support. This involves the provision of standard housing without prior treatment or ‘training’, while at the same time providing robust support according to the individual needs of the client.

In the Czech Republic, there is a lack of use of innovative tools that would help to speed up the availability of housing or help prevent the loss of housing. Some of the most effective pilot applications in the Czech Republic include the establishment of social property agencies, contact points, guarantee and crisis funds in municipalities, case management. Therefore, the **introduction of new instruments needs to be supported** and monitored.

## 2.6. Russian invasion of Ukraine and arrival of large numbers of Ukrainian refugees – children and adolescents under the age of 18

For the first time, the EU has activated the Temporary Protection Directive to offer quick and effective assistance, including a clear legal status for refugees. Ukrainian citizens and their family members, as well as those for whom Ukraine has become home displaced as a result of the war, are entitled to unprecedented protection across the EU (including access to the labour market, accommodation, education and health care). Given the scale of the support provided, it is necessary to involve all sectors of society – government and local authorities, employers, social partners, employment services, social and health service providers, child social and legal protection bodies, childcare facilities and educational establishments, non-profit organisations, etc.

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<sup>226</sup> In addition, emergency immediate assistance may be requested for the costs of removal and loss of income due to the transition from one form of housing to another, the reimbursement of the overnight accommodation, the release of a person from prison or institutional provision to meet basic living needs.

<sup>227</sup> Mikulec, M., Šnejdrlová, M. (ed): Methodology for social work in social housing, online, 2019. Available from: [Methodology\\_social\\_work\\_v\\_social\\_housing.pdf](#) (mpsv.cz)

<sup>228</sup> ETHOS definition online. Available from: [ethos2484215748748239888.pdf](#) (feantsa.org)

At this point in time, it is not certain how long support will be provided to Ukrainian refugees<sup>229</sup>. The support must therefore be immediate, but at the same time account must be taken of the possibility of extending the stay of refugees. Children coming from Ukraine (and, as a result, incoming adults) have often been exposed to terrible experience and will therefore need special protection, care and psychosocial support. In addition, many of them left Ukraine without their parents or even without any escorts.

On 13 April 2022, the Czech Government approved a strategic document setting out the Czech Government's strategic priorities for managing the effects of the migration crisis linked to the invasion of Ukraine by the Russian Federation<sup>230</sup>. This document defines the main objective for the Czech Republic to emerge stronger from the current situation caused by the Russian Federation's aggression in Ukraine in the areas of values, social reciprocity, culture and the economy. To achieve this objective, action is proposed to be implemented in 13 priority areas<sup>231</sup>. The implementation of these measures shall be monitored by the national coordinator. The government has temporarily appointed a Minister of the Interior for this position.

Under primary assistance, persons seeking safety in the Czech Republic are granted legal status (temporary protection), access to health care (registration in the public health insurance system), provision of an initial humanitarian benefit and emergency accommodation, which in some cases had to be transformed into temporary emergency shelter.

However, the total number of arrivals already significantly exceeds the capacity of the state. The underlying objective is now to ensure follow-up as part of the medium- to long-term strategy for their adaptation/integration to the Czech environment. It is necessary to allow refugees to start meeting their own needs in their own right. To do so, they need stable housing and employment, education for children, access to healthcare and social services.

Following Council Decision (EU) 2022/382 of 4 March 2022, which established, for the first time in the history of the EU, that there was a mass influx of displaced persons within the meaning of Article 5 of Directive 2001/55/EC, thereby introducing temporary protection (at pan-European level), the Czech Republic prepared the so-called Lex Ukraine, which responded to the concept of temporary protection and amended Act No 221/2003 on the temporary protection of foreigners and other laws, allowing for a more flexible response to large numbers of refugees arriving from Ukraine.

The lex Ukraine consists of three standards to help refugees from Ukraine:

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<sup>229</sup> The Russian invasion of Ukraine officially started on 24 February 2022. Several cities (e.g.: Mariupol) was almost compared with the country during the first month of the war.

<sup>230</sup> <https://www.mvcr.cz/soubor/stanoveni-strategickyh-priorit-vlady-pdf.aspx>

<sup>231</sup> Those areas are the following: Among the priorities of the government are the main areas to focus on. These areas are: coordination and organisational provision, legal status, digitalisation of refugee management and management, accommodation and housing, employment and labour market integration, education, social, health security, adaptation and integration in the Czech Republic, internal security, European and international strategies, financing and communication.

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- the law proposed by the Ministry of the Interior provided for the granting of temporary protection, the legal status of refugees and access to healthcare;
- the law proposed by MoLSA regulates employment, social security and child groups;
- the law proposed by the MoEYS modified access to education.

The laws were fast-tracked by Parliament, signed by the President and entered into force with publications in the Collection of Laws on 21 March 2022. They shall be adopted for a period of one year and shall expire on 31 March 2023. On 28 June, the amendment, the so-called Lex Ukraine II, entered into force. According to the amendment, those who have been provided free of charge with accommodation, including total meals and basic hygiene equipment, are not entitled to a new humanitarian benefit. The amount of the benefit paid is also changed from CZK 5000 to CZK 4620 for persons aged 18 and over and CZK 3320 for children under the age of 18. Under this scheme, the humanitarian benefit will be provided until March 2023.

### **TEMPORARY PROTECTION AND REFUGEE LEGAL STATUS**

Temporary protection applies to citizens of Ukraine who stayed in Ukraine before 24 February and then left the country, or who legally resided in the Czech Republic on 24 February based on visa-free travel or short-stay visas, stateless persons and holders of international protection in Ukraine who resided in Ukraine before 24 February and left the country thereafter, and family members of the above-mentioned groups who resided with them in Ukraine before 24 February. The lex Ukraine extends this category to foreigners permanently resident in Ukraine who are unable to travel to their country of origin (or previous permanent residence for stateless persons) due to the threat of real danger under Section 179(2) of the Aliens Residence Act. Temporary protection will last for one year and can be automatically extended for a maximum of one year. A further extension will be subject to a further Council decision.

Temporary protection was first available (according to Lex Ukraine I) in any EU country (except Denmark), but the benefits from it could only be claimed in the country that granted it. According to the amendment (Lex Ukraine II), it is currently possible to apply for temporary protection in only one country, while temporary protection ceases to apply in the Czech Republic when applications are granted in another EU country.

The visa issued entitles a foreign national to travel throughout the Schengen area in the same way as visa-free travel for 90 days out of 180. Entry into the labour market and other benefits in other EU countries are regulated by national legislation. In the Czech Republic, foreigners who have been granted temporary protection in another Member State do not have free access to the labour market. Holders and applicants for temporary or international protection in the Czech Republic or in another EU country will not be able to apply for any type of visa or residence permit (study, work, etc.) at embassies.

In order to apply for temporary protection, proof of accommodation (except for refugees who have been provided by a crisis management authority) is required (according to Lex Ukraine II). A declaration from the owner or authorised user of the property may be used where the signature of the owner or authorised user does not need to be authenticated.

## EDUCATION

Given the structure of arrivals, education is fundamentally affected, as more than a third of the arrivals are children, of whom children are up to a quarter of the total number of arrivals at the age of compulsory education. According to statistics from the Ministry of Education and Training, as of 6 May 2022, the number of children with temporary protection enrolled in the nursery school amounted to 3730 (20 % of the total number of arrivals at pre-school age). As of 29 June 2022, 5136 children coming from Ukraine were enrolled in the MN, who were admitted to education in the school year 2021/2022. Almost one fifth of these children (929; 18.1 %), however, has stopped attending school. 3711 children arriving from Ukraine have been received so far for the 2022/2023 school year.<sup>232</sup> The highest numbers of these children remain in kindergartens in Prague (753; 14.7 %), followed by nursery schools in the Central Bohemia region (577; 11.2 %) and Moravian-Silesian Region (559; 10.9 %). Adding to the above figure the 3711 children coming from Ukraine who have already accepted schools for the new school year 2022/2023, the total number of these children registered in kindergartens will increase to 8847 (of which 3471 children, i.e., 41.4 %, were admitted to compulsory pre-school education).

In the field of primary education, 25799 pupils (38 % of the total number of arrivals at the age of primary education) were enrolled at the secondary school.<sup>233</sup> Due to the low share of children attending educational establishments in the school year 2021/2022, an increase in the number of Ukrainian children in the Czech education system can be expected in the following school year, especially in kindergartens and primary schools due to the fulfilment of compulsory schooling. An increase in pupils can also be expected in secondary schools where they were at 31 3. In total, only 469 children with temporary protection are included in a daily form. Given the already insufficient capacities, especially in the field of pre-school education, a strong strain on the Czech education system can be expected, which will also be conditioned by regional disparities.

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<sup>232</sup> However, this is not the final figure

<sup>233</sup> In the 2021/2022 school year, the highest number of newly enrolled Ukrainian primary school pupils fleeing the war was registered in the Karlovy Vary, Nepomuk and Vodňany ODA (84.6-106.3 Ukrainian pupils per 1000 school pupils). Source: Šl. 2022. Interim report on the integration and education of Ukrainian children and pupils. Subsidiary from: <https://www.csicr.cz/cz/Aktuality/Tematicka-zprava-Prubezna-zprava-o-integraci-a-vzd>

In the context of language preparation and adaptation of children from Ukraine, the MoEYS launched two subsidy calls in April 2022: *The Adaptation Group for the Children of Foreigners migrating from Ukraine 2022*<sup>234</sup>(focused on supporting free-time adaptation groups for foreigners' children from 3 to 15 years old) and *Language courses for the children of foreigners migrating from Ukraine 2022*<sup>235</sup>(focused on supporting intensive language courses for children aged 14-18 years). The MoEYS has also already prepared several methodological materials for schools and educational establishments in relation to the education of Ukrainian children, pupils, and students<sup>236</sup>. Furthermore, a key focus will be on intensive language education for Ukrainian educators and Czech teachers to teach OMY pupils.<sup>237</sup> In the 2021/2022 school year, almost most of the schools visited by the Czech Republic took at least some measures aimed at integrating and adapting Ukrainian children. Measures include the creation of an adaptation group, created by less than one fifth of primary schools, or the creation of a coordinating position, which has been set up by almost two thirds of primary schools and half of nurseries.<sup>238</sup>

As regards Lex Ukraine I, the following changes have taken place:

- a **special deadline for enrolment in kindergartens and primary schools** was opened for children from Ukraine from the 2022/23 school year from 1 June 2022 to 15 July 2022;
- **secondary school directors, conservatories and higher vocational schools may also admit and assign aliens to the current 1st year and the deadline for applying for secondary education** for the 2022/2023 school year has been **extended until 5 April** for refugees from Ukraine and until 8 April 2022 for other subjects;
- depending on the needs of the child, pupil or student, it is possible to replace, in part or in full, for as long as strictly necessary educational content, regardless of compliance with the framework educational programme (in this way, intensive Czech teaching or assistance with social inclusion and psychosocial support to refugees from Ukraine can be provided);
- when the recruitment procedure took place, the **time limit for the admission test was increased by 25 %** and it was possible to take it in Czech, Ukrainian or English of your choice;

<sup>234</sup> The purpose of the call of the Adaptation Group for Children of Foreigners migrating from Ukraine 2022 is, in particular, to support the adaptation and socialisation of Ukrainian children to the Czech environment, to support the development of their language skills, in particular spoken language, to prepare children for entering Czech schools, to promote children's mental well-being and mental health.

<sup>235</sup> The purpose of the Call for Language Courses for Children of Foreigners migrating from Ukraine 2022 is, in particular, to increase language skills in the Czech language and to eliminate early school leaving due to a lack of knowledge of the Czech language.

<sup>236</sup> An overview of the main information and supporting material can be found at: <https://www.edu.cz/ukrajina/hlavni-informace-msmt/#metodiky-manualy-letaky-a-doporuceni>

<sup>237</sup> A key document of the MoEYS in this area is the supporting methodological material to provide free language training in pre-school and primary education. Available here. [Methodological material of the Ministry of Education and Training for the provision of free language training in pre-school and primary education – update as of 1 September 2022, Ministry of Education of the Czech Republic \(msmt.cz\)](https://www.msmt.cz)

<sup>238</sup> ČŠI. 2022. Interim report on the integration and education of Ukrainian children and pupils. Available from: <https://www.csicr.cz/cz/Aktuality/Tematicka-zprava-Prubezna-zprava-o-integraci-a-vzd>

- proof of completion of previous education may be replaced by a declaration on honour;
- teaching staff from Ukraine may work in classes, groups or units where only refugees from Ukraine will be trained, without the need for knowledge of the Czech language;
- **allow an increase in the authorised number of children, pupils and students kept in the school register** without the need to meet hygiene requirements for space conditions;
- the university may impose individual admission conditions for a refugee from Ukraine without an obligation to publish information in good time;
- the Rector (or MoI and MoD for military and police schools) may decide to exempt a foreign national from both the enrolment fees and the tuition fees; it may also decide to interrupt studies, the duration of which shall not be included in the total period of interruption.
- a university may use funds other than earmarked funds for humanitarian purposes related to the situation of foreigners.

On 29 June 2022, the New Law on Education Measures in the Context of Armed Conflict on the Territory of Ukraine, triggered by the invasion of Russian Federation troops (as part of the so-called lex Ukraine II<sup>239</sup>), was approved to significantly help schools integrate Ukrainian children/pupils in the 2022/2023 school year. At the same time, this amendment extends the period of validity of all Lex Ukraine I rules for education until 31 August 2023. This amendment includes in particular:

- **Enabling the integration of Ukrainian children and pupils into regular (mixed) classes**, allowing for more efficient and faster teaching of Czech as a second language, as well as the competences and literacy required by the Czech education system.<sup>240</sup>
- **Possibility of homogeneous/segregated classes, but only in necessary and exceptional cases**. An educator who does not meet the Czech language requirement will be able to continue to work in the resulting classes. It also remains a condition that children and pupils will also be educated in these classes according to the Czech framework and school curricula but using the possibility of adapting educational content to the needs of the child, pupil or student in order to adapt it.
- **The possibility for the Ministry of Education and Training to adapt the dates and conditions for receiving or leaving education** in the form of measures of a general nature.

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<sup>239</sup> This is a special law that follows the so-called Lex Ukraine I, which was adopted in March 2022.

<sup>240</sup> The Czech School Inspectorate also supports the recommendation to place children in regular or mixed classes. Practice shows that so far only a small proportion of schools, including kindergartens, have opted for the education of Ukrainian children exclusively in the groups composed only of Ukrainian pupils (around 10 % for nursery schools and around 6 % for primary schools). ČŠI. 2022. Interim report on the integration and education of Ukrainian children and pupils. Available from: <https://www.csicr.cz/cz/Aktuality/Tematicka-zprava-Prubezna-zprava-o-integraci-a-vzd>

- **Postponement of compulsory schooling until 90 days** after obtaining compulsory schooling since obtaining temporary protection.
- **Exception to the requirement of knowledge of the Czech language for a Ukrainian assistant teacher** in order to support teachers in heterogeneous classes as an effective tool in the integration of foreigners<sup>241</sup>. The teacher's assistant must prove knowledge of the Czech language only to the extent of his/her work – this will be checked by the school director through an interview.
- Due to the frequent change of residence and movement of foreigners in the Czech Republic or return to Ukraine, the deadline for notification is changed **from 60 to 20 days of absence** (plus 15 days of formal notice) in order to speed up the vacancy for other applicants. This period also applies to preparatory classes and compulsory pre-school education in kindergartens.

#### Health & healthy nutrition

According to Lex Ukraine II, the Czech Republic ensures that all temporary protection holders aged 18-65<sup>242</sup> enter the public health insurance system for 150 days from the granting of temporary protection, with health services provided at the same standard as Czech citizens. At the end of that period, temporary protection holders must ensure their own health insurance. Students aged 18-26 years studying in secondary and university schools do not have to pay health insurance (including students studying online in their school in Ukraine in the Czech Republic) as they are considered dependent persons. Where the holder of temporary protection is employed in the Czech Republic, the health insurance is borne by the employer. If he is registered as a jobseeker, the health insurance is paid by the Labour office. On permanent departure back to Ukraine, there is an obligation to unsubscribe from health insurance.

In the Czech Republic, a web portal has also been created ([Introduction – Doctors for Ukraine \(lekariproukrajn.cz\)](http://lekariproukrajn.cz)) with contacts for individual medical practice providing free healthcare to Ukrainian citizens who do not yet have valid insurance but who need urgent treatment.

The provision of health care in the Czech Republic is most limited by the number of healthcare workers. The IHR, like other EU Member States, is preparing the conditions for the involvement of Ukrainian doctors and nurses in the provision of medical services.<sup>243</sup> (Governance strategic priorities)

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<sup>241</sup> The possibility to derogate from the Czech language requirement for teaching staff can only be used for homogeneous classes. For teaching in mixed classes, Ukrainian educators who do not meet the conditions of KAU knowledge can only act alongside the Czech pedagogue (e.g., as a teacher assistant or tandem teacher). At the same time, they must demonstrate basic knowledge of the KAU for at least an elementary agreement with a Czech pedagogue. The basic knowledge of the KAU is always checked individually by the head of the school. The exemption from the KAU's knowledge requirement is now extended to other educational establishments, e.g., school accommodation facilities or educational establishments for institutional or protective education, or in self-provided education (e.g., in the case of pedagogical intervention or the operation of a school psychologist).

<sup>242</sup> For children under the age of 18, students aged 18-26 studying in secondary and higher education institutions in the Czech Republic, and persons over 65 years of age, the State pays insurance premiums.

<sup>243</sup> Source: Setting the Czech Government's strategic priorities for managing the impact of the migration crisis linked to the invasion of Ukraine by the Russian Federation

The influx of refugee children and their families from Ukraine is a burden on the current health care system in the Czech Republic. Refugees need to be provided with basic health care, including the vaccination of children. There are differences in vaccination patterns (in the Czech Republic and Ukraine) and there are also some difficulties in obtaining vaccination records. However, refugee children need to be vaccinated in order to have access to education.

Currently, there is no mandatory medical check-up for refugees in help centres where many register for health insurance. Given the epidemiological situation in Ukraine (already before the invasion), the Czech Republic remains concerned about the spread of infectious diseases such as measles<sup>244</sup>.

Many refugee children and their parents/accompaniers have psychosocial and mental needs that need to be met, as failure to meet them can have negative consequences for them and others. Children/parents/carers of refugees with disabilities, chronic diseases and other needs requiring specialised health care have also arrived in the Czech Republic. In the Czech Republic, it will now be very important to pay sufficient attention to literacy in the areas of health services and rights, health promotion and prevention (including vaccination) for both refugees themselves and community health professionals who are in contact with refugees and connect them with existing services. It is also essential to train medical staff to identify the health risks and needs of refugee children as well as their parents/accompanied persons.

As with the Czech children's population, children from Ukraine are struggling with the impact of the COVID-19 pandemic. However, these, together with all other stress factors, increase the risk of mental problems. It is also likely that there will be several refugees (including adolescents) who have not yet been vaccinated against COVID-19 in the Czech Republic.

In the field of mental health promotion and psychosocial support within the framework of SLPCh, the most frequent use of mentoring, accompanying, providing an interpreter, or offering support through municipalities and non-state non-profit organisations has so far been used in the various regions. Most regions also reported in the Ministry's internal survey that the number of social workers in the region is insufficient to cope with the support needed for the migrant family. The lack of capacity of psychologists, child psychiatrists, field social workers and SLPCh personnel is most frequently mentioned.

Projects funded through the Food and Material Assistance Operational Programme allow for the reimbursement of school lunches to Ukrainian children<sup>245</sup>.

## **HOUSING**

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<sup>244</sup> Vaccination rates for measles (especially in some areas of the UA) are low compared to the Czech Republic.

<sup>245</sup> Children whose school is involved at partner level in the project can benefit from the assistance.

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Shortly after arriving in the Czech Republic, persons with temporary protection currently have several emergency accommodation options supported by the State:

1) the huge accommodation capacity of the state, regions or municipalities (educational and recreational buildings owned by the state administration and the government – space available for interiors, etc.). These are capacities in the order of tens of thousands.

Private accommodation, which is contracted by individual regions or municipalities (hotels, guesthouses and hostels or residences of legal persons). According to Lex Ukraine I, compensation of up to CZK 250 per year can be granted from the state budget. Both regions and municipalities with extended powers may set compensation higher or lower. Any compensation is linked to an agreement with municipalities or regions. This accommodation in the apartments of legal persons is capped at the same amount as family accommodation (so-called solidarity household allowance), i.e., CZK 12000 per month for a family of 4 persons.

(3) Temporary emergency shelter, which may be provided by the relevant municipalities with extended competence by a decision of the region. According to Lex Ukraine I, compensation of CZK 200 per year per day should be covered in full by assistance linked to the provision of emergency accommodation (including provision of meals). As a general rule, the duration of the stay should not exceed 30 days, but in view of the possible evolution of the situation, it may be necessary to provide such accommodation for longer periods.

In the context of the Lex Amendment Ukraine II, the following changes have been made in the area of accommodation:

- For the solidarity household allowance, a new distinction will be made **as to whether households have provided separate accommodation to refugees, or the refugees live together with other members of the household**. If the person accommodated shares the accommodation with the applicant, the maximum amount of the contribution is **set at CZK 9000 per month**, if the accommodated person lives himself, the maximum amount of the allowance for the applicant is set at **CZK 15000. In both cases, the contributions** based on the number of persons accommodated.
- There is also a new condition that the space reserved for refugees **must be unoccupied at least 1 month before the start of use**, in order to prevent the eviction of Czech tenants in order to receive the allowance.
- The accommodation of solidarity households must be provided free of charge to refugees, but **it is newly established that cases where refugees participate in the payment for services (in particular gas and electricity) are also considered as free accommodation**.
- You must also **report a change of stay in the Czech Republic** (place of new residence) **within 3 working days** (when there is a change of stay of more than 15 days).

## EMPLOYMENT AND INTEGRATION OF PEOPLE INTO THE LABOUR MARKET

Because of Act No 66/2022 Coll. (lex Ukraine) all persons with temporary protection have free access to the labour market and thus enjoy the same rights as Czech citizens, including support under employment policy. For employment and integration into the labour market, the provision of public employment services and other measures for the target group of temporary protection holders from Ukraine for 1 year (with a view to a longer timeframe) is key. The Ministry of Transport is currently preparing a series of programmes to work with these persons as jobseekers who can make use of the employment services of the Labour Office. In addition to the training of existing workers, it will be necessary to provide for staff reinforcement in this area (both the Czech Labour Office and the Ministry of the Interior) in order to facilitate employment. The creation of new posts is also necessary for the provision of translation and interpretation services, the recognition of qualifications and diplomas, the preparation of language and other retraining courses. There should also be automatic recognition of diplomas and greater flexibility in cases where the necessary administrative documents to enter the labour market are lacking, which are a key element for the smooth integration of people seeking refuge into the labour market.

According to Lex Ukraine I, Ukrainian citizens are exempt from notification fees.<sup>246</sup> If Ukrainian citizens are self-employed, they can obtain a trade licence in the Czech Republic without the need for a special visa or permit. Missing documents may be replaced by a declaration on honour.

A targeted employment policy that ensures fair working conditions for all employees, an inclusive labour market and social support for parents with children should also be pursued with a view to the swift integration of Ukrainian people. In the field of work and care harmonisation, free early childhood care should be introduced in order to facilitate the participation of parents (especially women) in the labour market and to promote the social development of children<sup>247</sup>.

Currently children of persons with temporary protection can also benefit from children's groups, but for a normal fee. In the area of children's groups, adjustments have been made to facilitate access for parents (aliens with temporary protection) to these services. For the first 6 months from the granting of temporary protection to a parent's child, the parent does not need to prove a link to the labour market when placing the child in a child group (the carer is also considered to be a carer decided by the competent authority or the child's parent). A foreign national with temporary protection may also carry out child-raising activities in a child group, provided that the conditions of education, integrity and practice are documented by a solemn declaration<sup>248</sup>. In addition, funding opportunities

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<sup>246</sup> These are: (a) the fee for the receipt of an application for recognition of validity or the issue of a certificate recognising the equivalence of evidence of primary, secondary or higher vocational education acquired in a foreign school, (b) a fee for the receipt of an application for recognition of foreign higher education and a foreign higher education qualification, (c) a fee for acts connected with the procedure for applying for recognition of foreign higher education and qualifications.

<sup>247</sup> According to the European Parliament resolution on the protection by the EU of children and young people fleeing the war in Ukraine ([2022/2618\(RSP\)](https://www.europarl.europa.eu/doceo/document/B-9-2022-0213_CS.html)) of 5.4.2022. Available from: [https://www.europarl.europa.eu/doceo/document/B-9-2022-0213\\_CS.html](https://www.europarl.europa.eu/doceo/document/B-9-2022-0213_CS.html)

<sup>248</sup> For the first 6 months following the granting of temporary protection, proof of experience and training may be provided by a solemn declaration, hereinafter referred to as a self-certification, unless a document can be obtained otherwise, it shall always state the reason for doing so. For the first 6 months following the granting of temporary protection, proof of good repute may be provided by a solemn declaration, as well as by means of an extract from the Criminal Register for the period of residence in the Czech Republic.

have been extended, whereby an application for a contribution can be submitted at any time of the year, as well as expected support under the new Operational Programme OPE+ for newly emerging child groups and financial support for entities that cannot apply for a contribution to operate with the State budget.<sup>249</sup>

## **ADAPTATION AND INTEGRATION**

For more than 20 years, the Czech Republic has been successful in building integration policy mainly because of 18 centres to support the integration of foreign nationals located in the regions and a strong sector of non-governmental non-profit organisations, which focus on assisting foreigners. Prague and Brno already have their own concepts of integration of foreigners and long-term municipal projects supporting the integration of foreign nationals at local level (26 municipalities and districts in 2022) are also supported. This helps more than 40000 foreigners per year and the total cost of all sources (mainly EU funds and state budget) is around CZK 450 million. With the arrival of large numbers of people from Ukraine, it is not possible, within the system set up to date, to provide the necessary adequate support for adaptation and integration. The system does not have sufficient human capacities and is not programmed to respond to an unprecedented situation now. As a solution, it is proposed to substantially support the adaptation of new arrivals to return to Ukraine. By providing adaptation courses in Ukrainian, by strengthening their orientation in the Czech Republic, by rigorous warning of exploitation, follow-up work at the activation and social levels, and, in selected cases, by the necessary psychological assistance.

The MoEYS has currently launched several calls for the adaptation and integration of Ukrainian refugees, as follows: *Holiday language courses for children of foreigners migrating from Ukraine 2022* (focused on supporting in-person language courses for children aged 6-18), *language courses for children of foreigners migrating from Ukraine 2022* (focused on supporting intensive language courses for children aged 14-18) and *Adaptation Group for children of foreigners migrating from Ukraine 2022* (focused on supporting leisure adaptation groups for children aged 3-15 years). As of 25 May 2022, a total of 47 adaptation groups have been established and a total of 369 requests to set up the Adaptation Group have been registered.

Non-profit sector organisations and local authorities also play an essential role in this area, providing a variety of integration and adaptation courses for refugees.

## **SOCIAL AND LEGAL PROTECTION OF CHILDREN**

Support for the care of children at risk should also be an important area of support. In the field of social and legal protection of children, the Czech Republic shall act in accordance with its rules and international obligations. The 2001 Bilateral Treaty on Legal Assistance in Civil Matters plays a major role here.

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<sup>249</sup> The text of the call and the necessary information available here: [https://www.mpsv.cz/web/cz/vyzva-c.-31\\_22\\_002-budovani-kapacit-detskych-skupin](https://www.mpsv.cz/web/cz/vyzva-c.-31_22_002-budovani-kapacit-detskych-skupin)

According to this Treaty, the Czech Republic recognises the decisions of the Ukrainian authorities and applies the principles of Ukrainian legislation to Ukrainian children (e.g., that minors aged 15-18 have much more autonomy in decision-making than they would have under Czech law, or a wider range of persons who are legal representatives of the child).

Children who are in the Czech Republic without legal representatives or in alternative family care and come with their careers are a specific group. Currently, these groups of children are primarily supported by local groups involved in their arrival (municipalities, regions, churches, NGOs). Despite the humanitarian benefit, the financial security of this group of children is relatively costly and is largely provided through host organisations, volunteers, foundations and collections. In this area, there should be reinforcement of staff, reimbursement of stays and other material facilities by the State, or professional services for children.

As part of the proposed measures for refugee children fleeing the war in Ukraine, emphasis should be placed on deinstitutionalisation, supporting community and family facilities so that children can grow up in a family environment and not in institutional care. For unaccompanied children, priority should be given to foster care and the groups of children who know, should remain together and should not be distributed<sup>250</sup>. The Czech Republic is directly seeking to deinstitutionalise the care of vulnerable children. According to the National Strategy for the Protection of Children's Rights and the Strategy for Social Inclusion, collective residential care should be gradually transformed into community-based care (promoting outpatient and field services), developing alternative family care and supporting children's own families. Acts such as adoption, adoption require the consent of the Ukrainian authorities and should not otherwise take place.

According to an investigation by the Ministry of the Interior, problems of child protection in the form of domestic violence, risks of child neglect, financial security problems, psychological strain, suspected abuse have been identified in some regions.

## **INTEGRATION**

The Centres for Support for the Integration of Foreign Nationals, located in each region, play an essential role in the field of integration of foreign nationals in the Czech Republic. The founder of the centres is the Refugee Facilities Administration, except for the centres in Prague (Magistrate of the City of Prague), Brno (South Moravia region together with five NNOs), Ústí nad Labem (Counselling centre for Integration, o.s.) and Hradec Králové (Diecéni Catholic charity). The centres for supporting the integration of foreign nationals form a comprehensive network throughout the Republic, which ensures the implementation of the

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<sup>250</sup> According to the European Parliament resolution on the protection by the EU of children and young people fleeing the war in Ukraine (2022/2618(RSP)) of 5. 4. 2022. Available from: [https://www.europarl.europa.eu/doceo/document/B-9-2022-0213\\_CS.html](https://www.europarl.europa.eu/doceo/document/B-9-2022-0213_CS.html)

Czech Republic's integration policy in relation to the target group, i.e., foreign nationals legally resident in the Czech Republic. In particular, they offer free social and legal advice, Czech language courses, sociocultural courses or interpretation. Furthermore, since the beginning of 2021, they have organised adaptation-integration courses, which are mandatory by law for selected groups of foreigners. Since the beginning of 2022 (as of 30 June), these centres have provided services for a total of 21 672 unique clients and organised 596 adaptation-integration courses for 9 301 foreigners.

The Centres for Integration also play a crucial role in addressing the current influx of Ukrainian citizens fleeing their homeland due to armed conflict. The representatives of the Centres are located at the various offices of the Regional Assistance Centres to assist Ukraine, where, in addition to interpretation, they help Ukrainians to arrange practical arrangements such as providing accommodation, finding a doctor, enrolling children in schools, helping to find a job, etc.<sup>251</sup>

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<sup>251</sup> Quarterly Migration Report Q2 2022. Available from: <https://www.mvcr.cz/migrace/clanek/ctvrteletni-zprava-o-migraci-za-2-ctvrteleti-2022.aspx>

### 3. Overview of the main challenges and objectives identified, monitoring and evaluation framework

This chapter is an overview where it provides an overview of the main problems identified in the Czech Republic in the field of support for children in need and the related objectives in the various areas of the Child Guarantee. As a follow-up, an overview of the main indicators monitored, the method of monitoring and evaluation is also provided.

The overview tables below contain only the main objectives of the Action Plan. This chapter is followed by a draft section detailing all milestones and follow-up actions.

#### 3.1. Overview of access to education

| The main issues  | Main objectives   | Indicators   | Monitoring and evaluation   |
|--|---|--|---|
| <b>Insufficient capacity of educational and care facilities for children under 3 years, with a focus on regions and locations with low availability of services</b>                      | <p>Higher share of children under 3 years of age in education and childcare facilities, especially in regions and locations with low availability of such services<sup>252</sup></p> <ul style="list-style-type: none"> <li>To achieve the so-called Barcelona objectives.</li> </ul> | Share of children under 3 years of age in education and childcare facilities, especially in regions and locations with low availability of such services   | <ul style="list-style-type: none"> <li>Share of children below 3 years enrolled in educational establishments and childcare services broken down by gender, age and region. <ul style="list-style-type: none"> <li>Further disaggregated as necessary to capture the number of children enrolled from the described key target groups ("children in need")</li> </ul> </li> </ul>   |
| <b>Insufficient capacity of educational and care facilities for children over 3 years of age by the start of compulsory education (in the context of the involvement of UA-refugees)</b> | <p>Higher share of children over 3 years of age up to the start of compulsory education in education and childcare facilities, especially in regions and locations with low availability of these services and SEL</p>  | Share of children over 3 years of age up to the start of compulsory education in education and childcare facilities, especially in regions and locations with low availability of these services and SEL | <ul style="list-style-type: none"> <li>Share of children over 3 years old at the start of compulsory education enrolled in educational establishments and childcare services broken down by gender, age and region. <ul style="list-style-type: none"> <li>Further disaggregated as necessary to capture the number of children enrolled from the described key target groups ("children in need")</li> </ul> </li> </ul> |

<sup>252</sup> Education and childcare facilities in the Czech Republic are attended by 15.8 % of two-year-olds (compared to 34.5 % of the EU average), 77 % of three-year-olds (p. 87.9 % of the EU average), 87.9 % of four-year-olds (p. 94.4 % of the EU average), 92.7 % of five-year-olds (p. 94.1 % of the EU average). (Eurostat, 2021)  
In 2022, the Czech Republic did not reach the so-called Barcelona targets set in 2002. The revision of the Barcelona targets, which will be part of the forthcoming European Care Strategy, is expected to be even more ambitious.

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|  |  |  |   |
|--|--|--|---|
| <b>Early school leaving</b>                                  | Lower early school leaving rate <ul style="list-style-type: none"> <li>Reduction to 5.5 %<sup>253</sup></li> </ul>   | Early school leaving rate  | <ul style="list-style-type: none"> <li>monitoring of early school leaving rates (to be ensured by the Ministry of Education and Training)</li> <li>evaluation of the activities carried out in the framework of the draft document "Early leaving education"</li> </ul>   |
|  | Higher success rate in the transition from primary to secondary education  | Share of pupils continuing to secondary education  | <ul style="list-style-type: none"> <li>monitoring of the proportion of pupils who continue to secondary education after leaving primary education</li> </ul>  |
| <b>Segregation of specific groups of pupils in education</b> | Fewer so-called segregated schools where Roma pupils represent more than 50 % of all pupils <ul style="list-style-type: none"> <li>Reduction from 70 to 35 schools<sup>254</sup></li> </ul> Higher share of pupils with special needs educated in mainstream schools <sup>255</sup> <ul style="list-style-type: none"> <li>increasing the share of GMP pupils in common (not special) classes</li> <li>support for educational support measures</li> </ul> | Number of schools where Roma pupils represent more than 50 % of all pupils<br><br>Share of GMP pupils in 'normal' and 'special' classes<br><br>Number of support measures used (mainly in LAS) | <ul style="list-style-type: none"> <li>monitoring the number of schools where Roma pupils represent more than 50 % of all pupils</li> <li>monitoring the share of GMP pupils integrated into mainstream education</li> <li>monitoring the use of support measures (in particular in the LAS)</li> <li>evaluation of the contribution of educational support measures</li> </ul> |

<sup>253</sup> See national targets.

<sup>254</sup> See Roma Equality Strategy, Task Force 05\_Roma [Equality Strategy\\_UKOLOVA\\_CAST.xlsx – Disk Google](#). In 2018/2019 it was 70 schools, down to 35 by 2030.

<sup>255</sup> The concept of "mainstream education" is closely linked to inclusive education. Inclusive education or inclusion is the practice of placing all children in mainstream school (the so-called mainstream school) that is well prepared to do so. In an inclusive school, children with special educational needs are not separated from children without them. Children with disabilities, talented children, children of foreigners, children of another ethnic community as well as majority society are educated in one class. Source: <http://www.inkluzevpraxi.cz/apivb/co-je-inkluze>.

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3.2. Overview of access to healthcare

| The main issues  | Main objectives  | Indicators   | Monitoring and evaluation  |
|--|--|--|--|
| <b>Low health literacy, especially among people (families) living in LAS</b>   | <p>Increase the health literacy of the population</p> <p>Increase the number of awareness-raising activities (focused on the general public) and prevention programmes (including mental health) in schools</p> <p>Increase health and psychosocial literacy inside school (school counselling centre) on a daily basis as part of education</p>   | <p>Number of preventive school programmes (including mental health theme), including the number of pupils involved, in schools.</p> <p>Number of awareness-raising activities (summary, including their focus).</p>                  | <ul style="list-style-type: none"> <li>monitoring of the number of persons supported in prevention programmes</li> <li>evaluation of health literacy activities carried out</li> </ul>   |
| <b>Difficult access to health services, in particular in the field of child psychiatric, adictological and palliative care</b> | <p>Increase the availability of health services for families with children in need, in particular for child psychiatric, adictological and palliative care:</p> <ul style="list-style-type: none"> <li>strengthening the capacities of health services;</li> <li>shortening waiting times for examination</li> <li>adapting the conditions of use also for migrant children and other ethnicities</li> </ul> <p>Promote the functioning and use of interlinkages between primary (outpatient) care and in-patient care (mental health centres, multidisciplinary teams).</p> | <p>Health services capacities, in particular in the field of child psychiatric, adictological and palliative care.</p> <p>Waiting times for examination, in particular in the field of child psychiatric and adictological care.</p> | <ul style="list-style-type: none"> <li>monitoring the capacities of health services, in particular in the field of child psychiatric, adictological and palliative care;</li> <li>monitoring waiting times for examination, in particular in the field of child psychiatric and adictological care.</li> </ul> |

### 3.3. Overview of access to healthy nutrition

| The main issues   | Main objectives   | Indicators  | Monitoring + evaluation   |
|---|---|---|---|
| <b>Lack of access to healthy meals for families with children in need, even outside school days</b> | Increase the share of children consumed in school settings (including during holidays). | Share of children not attending lunches in schools.<br>Share of children participating in the projects (so-called school lunches, etc.): <ul style="list-style-type: none"> <li>• providing meals on teaching days</li> <li>• providing meals outside school days</li> </ul> Developing an analysis of the unavailability of adequate diets for children, with an emphasis on children in need. | <ul style="list-style-type: none"> <li>• monitoring of the proportion of children consumed in school settings (including during holidays);</li> <li>• monitoring of children involved in projects;</li> <li>• evaluation of implemented projects</li> <li>• evaluation of the analysis of the unavailability of adequate diets for children, with an emphasis on children in need.</li> </ul> |

### 3.4. Overview of access to housing

| The main issues  | Main objectives   | Indicators   | Monitoring + evaluation   |
|--|---|--|---|
| <b>Decreasing access to housing for families with children in need<sup>256</sup></b> | Increase access to housing for families with children in need.<br>Prepare a draft law on housing support.<br>Reduce the share of families with children living in shelters and other substandard housing. | A draft law on housing support. Share of families with children in housing need (including number of families with children in hostels, etc.).<br>Share of families with children receiving housing benefit or housing supplement.<br>Number of social/available housing financed by SFPI and other sources. | <ul style="list-style-type: none"> <li>• monitoring of people in housing need</li> <li>• monitoring the take-up of housing benefits</li> <li>• monitoring of social/available housing financed by SFPI and other sources</li> <li>• evaluation of implemented projects</li> <li>• evaluation of the analysis and revision of housing benefits.</li> </ul> |

<sup>256</sup> High house prices make access to owner-occupied housing more difficult, and, at the same time, high rental prices make it difficult to access quality rental housing.

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|   |  |  |   |
|---|--|--|---|
|   | <p>Increase the construction and take-up of social/available housing financed by SFPI and other resources.</p> <p>Increase the number of programmes or projects aimed at promoting social and affordable housing.</p> <p>Make housing benefits more efficient.</p>   | <p>Number and scope of programmes or projects aimed at promoting social and affordable housing</p> <p>Analysis and revision of housing benefits</p>  |   |
| <b>Difficult transition of children from institutional to family care, lack of support for young adults leaving the DBP</b> | <p>Increase the share of children moving from institutional to quality family care</p> <p>Increase the availability of preventive and professional services to the care system for vulnerable children and families (including services for young adults leaving the DBP)</p> <p>Increase access to community and preventive services</p> <p>Reduce the maximum number of children in family groups/households<sup>257</sup></p> <p>Increase the number and scope of projects to support young adults leaving alternative care (including ensuring coordination of cooperation between all stakeholders in the departure of young adults from the NRP)</p> <p>Reduce the number of children taken from biological families</p> | <p>Share of children moving from institutional to quality family care</p> <p>Capacities of prevention, community and professional services of the care system for vulnerable children and families (including services for young adults leaving the DBP)</p> <p>Developing a coordinated process of cooperation between all stakeholders on the exit of young adults from the NRP to ensure their continuous support</p> <p>(Average) number of children in family groups/households</p> <p>Number (and scope) of projects to support young adults leaving alternative care.</p> | <ul style="list-style-type: none"> <li>Monitoring of children moving from institutional care to quality family care</li> <li>Monitoring the capacities of the prevention, community and professional services of the care system for children and families at risk (including services for young adults leaving the DBP)</li> <li>Monitoring of the (average) number of children in family groups/households</li> <li>Evaluation of implemented projects in this field</li> </ul> |

<sup>257</sup> For the purposes of this text, family or educational groups of residential institutions operating in ordinary apartment units outside the institution are referred to as family households.

### 3.5. Overview for the supporting policy framework

| The main issues   | Main objectives   | Indicators  | Monitoring + evaluation   |
|---|---|---|---|
| <b>Insufficiently anchored cooperation between national and regional levels, and with other actors (NNOs and other stakeholders) on supporting families with children in need</b> | <p>Coordinate and strengthen cooperation:</p> <ul style="list-style-type: none"> <li>• create a communication platform for all actors to work together;</li> <li>• strengthen the so-called secondary link in support of<sup>258</sup> schools, bringing together representatives of the Ministry of the Interior and the regions and other family and child support actors.</li> </ul> | <p>The creation of the communication platform (and the dates for its activities).</p> <p>Number of meetings between representatives of the Ministry of the Interior and the regions and other family and child support actors.</p> <p>Piloting of the so-called middle link of the aid.</p> | <ul style="list-style-type: none"> <li>• Monitoring and evaluation of the communication platform</li> <li>• Mid-cell piloting evaluation.</li> <li>• Monitoring and evaluation of meetings between actors</li> </ul>  |
| <b>Lack of systemic inclusion of children in decision-making processes</b>  | <p>Ensure the systemic inclusion of children in decision-making processes:</p> <ul style="list-style-type: none"> <li>• development of techniques for obtaining children's opinion in administrative processes and judicial proceedings.</li> </ul>   | <p>Development of a methodology.</p> <p>Implementation of training.</p>   | <ul style="list-style-type: none"> <li>• Monitoring and evaluation of activities carried out</li> </ul>   |
| <b>Insufficient focus on preventive and educational activities for families with children</b>   | <p>Increase the number and availability of prevention and education activities for families with children:</p> <ul style="list-style-type: none"> <li>• increase the number of projects focusing on these activities</li> <li>• increase the availability and capacity of social activation activities (SAS);</li> </ul>  | <p>Number and scope of projects focusing on prevention activities for families with children</p> <p>SAS capacities and detailed overview of their use</p> <p>Capacities of home, family and community centres and a detailed overview of their use</p>                                      | <ul style="list-style-type: none"> <li>• Monitoring and evaluation of implemented projects</li> <li>• Monitoring of SAS Capacity and Use</li> <li>• Capacity monitoring and use of maternal, family and community centres</li> <li>• Monitoring and evaluation of the funding system of a guaranteed network of services for families and children</li> </ul> |

<sup>258</sup> The concept of a middle article is enshrined in the Czech Education Policy Strategy for 2030+ and its main objective is to improve the quality of education through a comprehensive system of support for schools.

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|   |  |  |  |
|---|--|--|--|
|   | <ul style="list-style-type: none"> <li>increase access to maternal, family and community centres</li> <li>define a sustainable funding system for a guaranteed network of services for families and children</li> </ul>  | Definition of a sustainable funding system for a guaranteed network of services for families and children  |  |
| <b>Difficult access to the labour market for parents with children</b>  | <p>Increase the share of parents involved in the labour market, through flexible forms of work and childcare services (see education)</p> <ul style="list-style-type: none"> <li>promote the use of flexible forms of work (including) part-time work;</li> <li>promote the use of the National System of Qualifications (NQS) for the validation and recognition of further learning outcomes;</li> <li>support retraining courses and counselling, support projects and programmes to promote the integration of parents with children into the labour market</li> </ul> | <p>Share of parents with children benefitting from short-time work and childcare services</p> <p>Linking the NQF standards to the profiling component of VET secondary education.</p> <p>Capacity for retraining courses and allocation to support them</p> <p>Number (and scope) of projects supporting the integration of parents with children into the labour market</p> | <ul style="list-style-type: none"> <li>Monitoring the use of part-time work and childcare services for parents with children</li> <li>Monitoring of retraining courses</li> <li>Monitoring the use of NQF for the validation and recognition of further learning outcomes</li> <li>Monitoring and evaluation of projects in this area</li> </ul> |
| <b>Insufficient support for social work with families with children in need</b>   | Increase the share of families with children in need who benefit from social work in relation to education, healthcare and housing.  | Share of families with children in need who use social work in relation to education, healthcare and housing.  | <ul style="list-style-type: none"> <li>Monitoring families with children in need who use social work in relation to education, healthcare and housing.</li> </ul>  |
| <b>Lack of awareness of activities and measures to support families (education, healthcare, healthy nutrition, housing)</b> | <p>Raise awareness and raise awareness (in all of the following areas):</p> <ul style="list-style-type: none"> <li>promote awareness-raising activities;</li> <li>develop communication tools.</li> </ul>  | <p>Number and scope of awareness-raising and awareness-raising projects.</p> <p>Overview of communication tools.</p>   | <ul style="list-style-type: none"> <li>Monitoring and evaluation of awareness-raising activities</li> <li>Monitoring of communication tools</li> </ul>   |

#### 4. Financial Resources

The national action plan for the implementation of the Child Guarantee is based on a wide range of strategic and conceptual documents which have been approved in the Czech Republic and are in force at the time of preparation of the action plan (see chapter). Introduction). These are documents from housing, education, healthcare (e.g.: Health 2030 Strategic Framework) but also materials targeting specific target groups (e.g.: Roma Equality, Inclusion and Participation Strategy 2021-2030).

The Action Plan includes many actions to which funding is allocated through already approved national conceptual and strategic materials. The measures contained in the national plan, which are not part of the conceptual and strategic materials approved so far, will be financed from European funds and other foreign financial resources (see more below) and from the national state budget according to its current possibilities.

The main financial sources of policies to combat child poverty are national resources (Cap. 4.1) and European funds, including the National Recovery Plan (described below in Chapter). 4.2-4.6). Since 2022, UNICEF has been involved in the implementation of several actions (Cap. 4.7). Other financial resources are described in Chapter. 4.8.

##### 4.1. National Resources – State Budget

National resources, in particular the State budget, will be used to implement the measures set out in the Action Plan. In the Czech Republic, the state budget takes the form of an act proposed annually by the Government and approved by the Chamber of Deputies of the Czech Republic. The State budget shall include an estimate of revenue from different sources and a breakdown of expenditure into different chapters. Through it, the government implements both economic and social policies and reflects its programme priorities. In January 2022, the Government Programme Statement was approved,<sup>259</sup> summarising the main steps the current government coalition wants to take during its term of office (i.e., 2021-2025). Among the priorities of the current government of the Czech Republic are, for example, the promotion of education<sup>260</sup> and housing<sup>261</sup>.

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<sup>259</sup> <https://www.vlada.cz/assets/jednani-vlady/programove-prohlaseni/programove-prohlaseni-vlady-Petra-Fialy.pdf>

<sup>260</sup> "Education: The future of our country depends on the education of our children. The education system must harness the potential of quality teachers, creating space for the development of the knowledge, skills and competences of pupils and students, in modern content and environment. The education system must be able to help the weakest, as well as to support talent." Programme statement, January 2022)

<sup>261</sup> "Housing: We don't close our eyes to the problems that people have in our country. And housing has recently been one of them. We will provide solutions that help both owner-occupied and rental housing, including social housing. The most important thing now is the crucial acceleration of building procedures." (cit. Programme statement, January 2022)

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To support a variety of activities, the Czech Republic uses, among other things, national subsidy certificates, which are administered by individual ministries. The total amount of funding allocated to each subsidy title is limited by the amount of funds allocated for this purpose each year in the national budget in the relevant budget chapter. Below is an overview of the selected national grant degrees and other subsidy instruments that will be used to finance the actions identified in the Action Plan.

### Ministry of Labour and Social Affairs

**National grant title ‘Rodina’<sup>262</sup>**, which aims to promote services for families that are preventive and supportive in nature and are implemented by non-state non-profit organisations. The services aim to strengthen parental competences, improve family relations, support families in childcare, upbringing and reconciling work and family, and assist in preventing risk situations within the family, addressing crisis situations in the family, including domestic violence, child abuse and abuse. The aim is to provide comprehensive assistance to the family as a whole (i.e., the wider family including children and grandparents) and to strengthen the importance of the family for society. On 13 September 2021, the ‘Rodina’ subsidy programme for 2022 was announced, with a total of 358 projects applying for more than CZK 306 million. A total of 285 projects were supported, including CZK 139.4 million. **The grant title “Friendly Families and Elderly”<sup>263</sup>** is a national programme to support municipalities, towns, statutory cities, neighbourhoods, conurbations and towns in the area of pro-family and pro-Senior activities. In 2022, 97 municipalities applied for aid. In total, aid of CZK 16.2 million was distributed among the 28 municipalities awarded.

### Ministry for Regional Development

Housing: **State Investment Support Fund**<sup>264</sup> – Selected grant and loan programmes aimed at increasing housing availability announced in 2022 are described below. The programmes are drawn up for a given calendar year in accordance with the Czech Republic’s current needs and the possibilities of the State budget.

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<sup>262</sup> <https://www.mpsv.cz/documents/20142/225508/Metodika+Rodina+2022.pdf/8cdfd58f-3ad6-f1e8-121d-37d9af2cb9eb>

<sup>263</sup> <https://www.mpsv.cz/documents/20142/225508/Metodika+sout%C4%9B%C5%BEe+Obec+p%C5%99%C3%A1telsk%C3%A1+rodin%C4%9B+a+senior%C5%AFm+2022+%281%29.pdf/ea61ff67-e1f1-4652-5ae7-10b3f83eadce>

<sup>264</sup> <https://sfpi.cz/>

- Home Housing Programme – Credit programme for the acquisition or modernisation of dwellings for people up to 40 years of age caring for a child under the age of 15,<sup>265</sup> which is linked to a reduced EU standard rate for the Czech Republic by 0.2 % for each child under the age of 15 who is permanently cared for by the beneficiary and permanently resides with the beneficiary.<sup>266</sup>
- Construction programme for municipalities – Subsidy and loan programme for the acquisition of social and accessible housing and social, mixed and accessible homes.
- Rental apartments programme – Loan programme for the construction of rental apartments and houses or for the conversion of buildings for a defined population (senior 65+, persons with a disability or income), adults under the age of 30 and people whose dwellings have been destroyed by a natural disaster.

Ministry of Health

State resources, resources from the Employment OP and the Norwegian Funds will be used to finance the various measures. The selected subsidy programmes aimed at achieving the individual objectives of the Action Plan, which are already being implemented and approved before the Action Plan and projects are being prepared for implementation and are closely linked to the Action Plan, are described below.

- Project proposal: A proposal for a system of comprehensive shared health-social care for patients with rare diseases. The project focuses on the development of general standards for a system of care for rare disease (RDP) patients. This includes highly specialised, specialised, general and primary health care, palliative and social care. The optimal way of integrating these heterogeneous levels and types of care is the ‘shared care’ system, which clearly defines the roles and competences of the individual providers and the patient’s travel by the system so that the patient’s individual care

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<sup>265</sup> Amount of credit:

• not less than 50 thousand. CZK and a maximum of 750 thousand. CZK for the modernisation of dwellings,  
• maximum CZK 3.5 million for the purchase of a family house by construction, but not more than 90 % of the actual construction costs or purchase, but not more than 90 % of the agreed price, or the price normally agreed under the Asset Valuation Act if lower than the agreed price, including the price of the land;  
• a maximum of CZK 3 million for the purchase of dwellings by purchasing an apartment or cooperative share in a housing cooperative, but not exceeding 90 % of the agreed price, or the price normally agreed under the Asset Valuation Act if lower than the agreed price.

<sup>266</sup> The interest rate may not be less than 1 % p.a. Loan maturities of up to 10 years in the case of a modernisation loan, up to 30 years in the case of a loan for the purchase of a dwelling. The Fund shall allow, at the request of the beneficiary, the suspension of principal payments for a period of up to 2 years on account of birth, adoption, guardianship, custody or foster care. The total maturity of the loan shall then be extended by the period for which the suspension of the repayment of the principal has been authorised. The Fund may also, at the request of the beneficiary, authorise the suspension of the repayment of the principal due to loss of employment for a period of more than 3 months, illness of more than 3 months or death of a household member. The total duration of the suspension of the repayment of the principal for these reasons shall not exceed 2 years. The total maturity of the loan shall then be extended by the period for which the suspension of the repayment of the principal has been authorised. The interest rate is fixed over a period of 5 years.

needs are optimally met regarding their quality, availability and timeliness. The system design for comprehensive shared care will then be piloted by selected providers involved in the healthcare system for patients with rare diseases (Centre of highly specialised care for rare disease patients).

- Support for palliative care – Increasing the availability of palliative care health services in acute and after-care hospitals reg. CZ.03.2.63/0.0/0.0/15\_039/0007277, is implemented under the Operational Programme Employment and is co-financed by the European Social Fund. This project supports new consensual palliative teams (one focused on child palliative care). Since 2022, insurance companies pay teams in 25 hospitals in the Czech Republic.
- Another implemented project of the Ministry of Agriculture is the Triple P project (one of the most effective parental programmes in the world based on evidence-based continuous scientific research). Triple P was developed by a clinical psychologist Professor Matt Sanders and his colleagues at the University of Queensland, Australia, and was tested with thousands of families during more than forty years of continuous research. 980 studies and published works, including more than 335 evaluation studies, of which 172 are randomised controlled studies, have shown that they operate across cultures, socio-economic groups and in many different family structures. Triple P is an internationally recognised programme that teach parents the skills needed to build strong family relationships, healthy communication, manage challenging situations with children and prevent problems in education. This pilot programme is implemented in selected centres within the Czech Republic. Selected professionals who work with parents in the form of group courses have been trained and accredited. The first parental groups took place in spring 2022, the next round is planned in autumn 2022. Courses are free of charge for parents.

Regional and municipal budgets will also be used to finance measures in the Action Plan. Several city counties also run their own grant degrees and programmes linked to current local needs.

#### 4.2. European Social Fund (ESF+) – Operational Programme Employment+ (OP+)

The European Social Fund + (ESF+)<sup>267</sup> is the European Union (EU)'s main instrument for investing in people. With a budget of almost EUR 99.3 billion for the period 2021-2027, the ESF+ will continue to provide an important contribution to the EU's employment, social, education and skills policies, including structural reforms in these areas. The table below shows the funds allocated to the ESF+ between 2021 and 2027.

**Table 9: Funding by year**

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<sup>267</sup> The ESF+ brings together four funding instruments that were separate in the programming period 2014-20: The European Social Fund (ESF), the Fund for European Aid to the most Deprived (FEAD) the Youth Employment Initiative and the European Programme for Employment and Social Innovation (EaSI).

THE ACTION PLAN FOR IMPLEMENTING THE CHILD GUARANTEE FOR THE 2022–2030 PERIOD, approved on 16<sup>th</sup> November 2022

| Fund  | Category of region | 2021        | 2022        | 2023        | 2024        | 2025        | 2026                        |                    | 2027                        |                    | Total         |
|-------|--------------------|-------------|-------------|-------------|-------------|-------------|-----------------------------|--------------------|-----------------------------|--------------------|---------------|
|       |                    |             |             |             |             |             | Funds without flexibilities | Flexibility amount | Funds without flexibilities | Flexibility amount |               |
| ESF+  | Less developed     | 102 763 382 | 104 822 769 | 106 923 201 | 109 067 499 | 111 252 644 | 56 740 380                  | 56 740 380         | 57 875 036                  | 57 875 036         | 764 060 327   |
|       | Transition         | 92 185 327  | 94 032 338  | 95 916 433  | 97 837 618  | 99 799 235  | 50 900 402                  | 50 900 402         | 51 922 897                  | 51 922 898         | 685 417 550   |
|       | More developed     | 1 219 003   | 1 243 426   | 1 268 340   | 1 293 745   | 1 319 684   | 673 076                     | 673 076            | 686 597                     | 686 596            | 9 063 543     |
| Total |                    | 196 167 712 | 200 098 533 | 204 107 974 | 208 198 862 | 212 371 563 | 108 313 858                 | 108 313 858        | 110 484 530                 | 110 484 530        | 1 458 541 420 |

Source: MoLSA, Operational Program Employment Plus 2021-2027

The implementation of the actions set out in the Action Plan is closely linked to all the priorities of the Operational Programme Employment+ (hereinafter referred to as “OPS”), in particular the selected specific objectives – described in more detail below.<sup>268</sup>

### Priority 1 Future of work

Specific objective 1.1: improve access to employment and activation measures for all jobseekers, in particular young people, notably through the implementation of the Youth Guarantee, the long-term unemployed and disadvantaged groups in the labour market and the inactive, as well as by promoting self-employment and the social economy.

Activities under this specific objective will support improving access to the labour market for disadvantaged people (women, low-skilled, elderly, disabled, young people under 30,<sup>269</sup> carers, minorities)<sup>270</sup>, including increasing support for early school leavers.<sup>271</sup>

<sup>268</sup> The priorities and specific objectives, which are not specifically mentioned here, are focused on areas that are more marginally affected by the Child Guarantee and are therefore not described in more detail here. Nevertheless, their implementation will indirectly contribute to the implementation of the Guarantee (e.g., through *Specific Objective 1.3: promoting the adaptation of workers, enterprises and entrepreneurs to change, active and healthy ageing and a healthy and well-adapted working environment in view of health risks* will be supported, inter alia, by supporting parents and other carers of children returning or remaining in the labour market).

<sup>269</sup> The activities in Specific Objective 1.1, which also target young people (under 29 years old), will fulfil the requirement of Article 7(5) of the ESF+ Regulation to earmark an appropriate amount to support youth employment, in the context of the implementation of the Youth Guarantee. The indicative amount allocated to these activities represents around 6 % of the funds allocated to priority 1.

<sup>270</sup> Supporting parents (and generally all carers of minor children or other dependent family members) is one of the objectives of the guarantee.

<sup>271</sup> It is one of the identified target groups of the Action Plan (see Chapter 1.18).

In addition to sub-supporting pupils and students in the last year of schools, NEETs, early school leavers and those leaving institutional education facilities (where they have not yet reached the age of 18), children will be supported mainly indirectly through increasing employment and employability of carers and young people. The total allocation of the specific objective for all target groups (not only young and parents) amounts to CZK 12.3 billion.

The following challenges are foreseen under this specific objective:

- To promote youth employment: call for the Czech Republic Youth Guarantees (EUR 1.2 billion) Calls under the ALMA initiative, partly calls for support by the non-state sector for people at a disadvantage in the labour market, ITI call for employment support, partly for employment support in the context of regional partnerships of employment pacts.
- To support carers: in part, calls for support for disadvantaged people on the labour market provided by the non-state sector, as well as calls from the Czech Republic to implement employment policy instruments at national and regional level (for a total of around 9 billion. CZK).

Specific objective 1.2: promote gender-balanced labour market participation, equal working conditions and a better work-life balance, including through access to affordable childcare and care for dependent persons.

Activities supported under this specific objective will significantly contribute to improving access to the labour market for parents, in particular women with young children. Support will be given to the capacity of childcare facilities for pre-school children and the introduction of flexible forms of work. In addition, a number of specific activities aimed at promoting gender equality, non-discrimination based on sex and reducing horizontal and vertical gender segregation of the labour market will be supported.

The following challenges are foreseen under this specific objective:

- Increasing the capacity of non-state non-profit organisations in the field of equal opportunities for women and men (planned financial allocation of CZK 100 million)
- Diversity and flexible working culture (planned for an innovative allocation of CZK 210 million)
- Implementation of the Gender Equality Strategy 2021-2030 (planned financial allocation of CZK 150 million)
- Gender-non-stereotypical choice of study field and profession (planned financial allocation of CZK 40 million)
- Implementation of audits on equal pay by employers (planned financial allocation of CZK 70 million)
- Financing of the operation of children's groups in public administration (planned financial allocation of CZK 200 million)
- Building up children's groups (planned financial allocation of 1.5 billion. CZK)

- Strengthening the competences of disadvantaged women in the labour market and in entrepreneurship (planned financial allocation of CZK 50 million)
- Implementation of equal pay measures (planned financial allocation CZK 170 million)

#### Priority 2 Social inclusion

Under this priority, 10 % of the total allocation of priority 2 (i.e., around 1.9 billion) will be earmarked for combating child poverty. CZK). Funding will be directed towards addressing crisis situations, empowering vulnerable children and families at risk. The Ministry of the Interior will focus on measures and services that contribute to improving the status of families in the Czech Republic and reducing the number of families in danger. Priorities include guaranteeing safe care for children in family settings and involving children and families in decision-making processes to address their situation. The calls launched in 2022-2030 will respond to the three specific objectives.

Specific objective 2.1: foster active inclusion in order to promote equal opportunities, non-discrimination and active participation and improve employability, in particular for disadvantaged groups<sup>272</sup>.

Interventions under this specific objective will aim to support selected social services, interface services and other social inclusion services and programmes. Support for these services and programmes will contribute to social inclusion while reducing the number of people at risk of poverty, social exclusion and institutionalisation in residential institutions. In the area of services for families and children, prevention and intervention services will be put in place to help address the adverse situation of the child and the family in a timely and comprehensive manner. Promoting these services will make the family and childcare system more efficient in the long term and support the activation of families and children to deal with adverse situations in the future by using their own natural sources of support. Increased attention will be paid to the situation in socially excluded locations, using the widest possible range of tools for prevention, early resolution of problems and socio-economic integration of socially excluded people (especially Roma). Interventions under this specific objective will also contribute to the implementation of relevant actions from the Roma integration strategy.

Specific objective 2.2: enhancing equal and timely access to quality, sustainable and affordable services, including services that promote the access to housing and person-centred care including healthcare; modernise social protection systems, including promoting access to social protection, with a particular focus on

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<sup>272</sup> The activities in Specific Objective 2.1 targeting children and families with children will fulfil the requirement of Article 7(3a) of the ESF+ Regulation to earmark an appropriate amount for combating child poverty. The indicative amount allocated to these activities (together with the activities in SO 2.2) represents approximately 10 % of the funds allocated to priority 2.

children and disadvantaged groups; improve accessibility, including for persons with disabilities, effectiveness and resilience of health systems and long-term care services<sup>273</sup>

Interventions under this specific objective shall contribute to increasing the accessibility and development of a network of social services, health services, social interface services, services aimed at preventing housing loss and maintaining housing, and services for families and children. In addition, multidisciplinary cooperation in the territory will be strengthened. Coordinated action by actors in the service network, in particular in the field of services for families and children, will contribute to preventing early school leaving for young people and thus enable their full potential to be exploited. The process of transformation and deinstitutionalisation of facilities providing services for vulnerable groups of people (including care for children under 3 years of age, people with disabilities, mental illness, etc.) will be further supported, at the same time extending the range of community-based, outpatient and field services.

Specific objective 2.3: promote the socio-economic integration of marginalised communities such as Roma

Interventions under this specific objective will contribute to the implementation of relevant actions from the Roma Integration Strategy 2021-2030, in particular in the areas of anti-Gypsyism, emancipation, promotion of equality, inclusion and participation. Capacity building of Roma and pro-Roma NNEs will be supported, contributing to inclusion and non-discrimination. Other expected impacts include moving towards changing perceptions of traditional gender roles and raising awareness of domestic and gender-based violence in Roma families. Furthermore, community work and services for families with pre-school children and the strengthening of their parental competences will be promoted.

### Priority 3 Social innovation

Specific objective 3.1: foster active inclusion in order to promote equal opportunities, non-discrimination and active participation and improve employability, for disadvantaged groups

This axis will support activities aimed at identifying, developing, validating or disseminating new solutions that are more effective, efficient, sustainable and fairer than existing alternatives. The challenges will not be defined thematically, but according to the level of understanding of the problem, the

<sup>273</sup> Activities under specific objective 2.2 targeting children and families with children will fulfil the requirement of Article 7(3a) of the ESF+ Regulation to earmark an appropriate amount for combating child poverty. The indicative amount allocated to these activities (together with the activities in SO 2.1) represents around 10 % of the funds allocated to priority 2. Capacity building activities of non-governmental non-profit organisations (NRPs) in line with Article 8(2) of the ESF+ Regulation will contribute to enhancing the sustainability and quality of services provided by NRPs to people who are socially excluded or at risk of social exclusion, or to persons with disabilities, such as patients with rare diseases. An amount of around 1 % of the funds allocated to priority 2 will be earmarked for specific challenges dedicated to capacity building of NNOs. The specific level of absorption of funds will depend on the absorption capacity of the NNEs and the number of quality projects.

needs of the target group, the stage of maturity in the development of the solution and the need for the most appropriate solution to be identified or the most suitable solution already exists and it is desirable to disseminate it – the incubation challenge and the implementation challenge of the development of the solution and the incubation and implementation challenge of dissemination.

A total of around CZK 960 million is foreseen.

#### Priority 4 Material aid to the most deprived

Specific objective 4.1: addressing material deprivation through food and/or basic material assistance to the most deprived persons, including children, and providing accompanying measures supporting their social inclusion.

Interventions are aimed at providing basic material and food assistance to people and families at risk of poverty. The assistance is provided in two forms: (1) in the form of a contribution to the provision of free school meals<sup>274</sup>, (2) the distribution of material and food aid to the<sup>275</sup> target groups, the beneficiary of which may be a public body or an NRP which itself provides or arranges for the distribution of material and/or food aid to final recipients in cooperation with partners and collaborators. The entity aiding directly to the target group shall also provide accompanying measures.<sup>276</sup>

Under the OPE+, funding of CZK 300 million is foreseen for food aid to children in social need through call No 03\_22\_026, which will be launched in March 2023.

#### [4.3. Operational programme Jan Amos Comenius \(OP JAK\)](#)

The JAK OP aims to promote the development of an open and educated society based on knowledge and skills, equal opportunities and the development of the potential of each individual to boost the competitiveness of the Czech Republic and improve the living conditions of its people. The total allocation of the JAK OP for the 2021-2027 programming period is EUR 90 billion. CZK 43 billion for science and research, 19 billion for higher education and 28 billion for regional education. Priority 2 Education is essential in the context of the Child Guarantee, including:

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<sup>274</sup> Children are included in the supported target group based on the income and social situation of families assessed. The contribution in the form of the reimbursement of unit costs is not paid to the legal representatives, but to partner organisations such as nurseries, nurseries, multi-year-old secondary schools, secondary schools, home education establishments, independent catering facilities, and/or children's groups and others. The allowance corresponds to the amount to be paid by the child's legal representative as laid down in the internal guidelines of the educational establishment following the relevant legislation. The distribution of the aid takes place in catering facilities. In order to prevent the risk of stigmatisation of children, assistance is given together with meals for other children.

<sup>275</sup> This includes aid in the form of food and basic consumer goods (e.g., clothing, footwear, hygiene products, school equipment, household goods, etc.).

<sup>276</sup> Accompanying measures shall have the character of any intervention enabling the target group to improve the personal situation. These include consultancy, social services activities, courses, etc.

- modernizing the objectives and content of education, including forms and methods of learning at all levels of the education system (i.e., from early childhood education to tertiary and other education);
- **ensuring equitable access to quality education and reducing segregation, inequalities and the risk of exclusion of vulnerable groups from education.**

Both objectives are in line with the European Child Guarantee, its objectives and recommendations.

#### 4.4. Integrated Regional Operational Programme (IROP)<sup>277</sup>

The priority of the programme is to develop territories in a balanced way, improve infrastructure, improve public services and public administration and ensure sustainable development in municipalities, cities and regions. For 2021-2027, IROP has a dedicated amount of almost 4.8 billion from European funds. EUR 117,7 billion CZK).

The IROP supports 10 areas, the so-called specific objectives, and the following are essential for the Child Guarantee:

- Educational infrastructure: The objective of this area is to promote regional education, to expand and improve school infrastructure for science education, polytechnical education, foreign languages or digital work. Support will also be given to increasing the capacity of kindergartens in areas where capacity gaps are identified. Total amount per project: EUR 14.1 billion CZK.<sup>278</sup>
- Social infrastructure: The objective of this area is to ensure greater accessibility and quality of services leading to social inclusion, to support the emergence of housing for social housing and to complete the deinstitutionalisation of social services. Total amount per project: EUR 9 billion CZK.
- Health infrastructure: The objective of this area is to improve the quality and accessibility of health services, integrated, long-term and after-care, including palliative and hospice care. Continue the reform of psychiatric care and improve the functionality of the epidemiological vigilance system and the preparedness of the public health protection system to address possible threats to infectious diseases. Total amount per project: EUR 9.6 billion CZK.

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<sup>277</sup> IROP is one of the operational programmes through which money from European funds, namely the European Regional Development Fund (ERDF), is distributed in Czechia.

<sup>278</sup> Supported activities: increasing the capacity of kindergartens; modernising and building vocational classrooms for primary schools; modernising and building vocational secondary school classrooms; modernising and building classrooms for non-formal, non-formal and lifelong learning; the infrastructure of schools pursuant to Section 16(9) of the Schools Act and school consultancy facilities.

- Community-led local development (CLLD): It aims at balanced sustainable territorial development of rural areas in Czechia, reducing regional disparities and stabilising rural areas, preventing depopulation from rural areas to larger cities and their hinterland, exploiting the local specific potential of territories, improving the availability of services and upgrading technical infrastructure in rural areas. Total amount per project: EUR 8 billion CZK.

#### 4.5 Asylum, Migration and Integration Fund (AMIF OP)

The activities supported by the AMIF OP are mainly aimed at promoting effective integration – successful management of the integration process is key to a successful migration policy and the programme helps to achieve this objective. The Programme shall further support return policy activities, such as ensuring effective and dignified return and reintegration, both based on voluntary returns and, where necessary, forced returns. The fight against irregular migration, including aspects of labour exploitation, is also supported. Finally, the programme supports the effective functioning of the asylum system.

The total financial allocation for the AMIF operational programme for the 2021-2027 programming period is around EUR 70 million for the Czech Republic, equivalent to EUR 1.7 billion. CZK. This funding will support the integration of foreigners into Czech society, including Ukrainian citizens currently residing in the Czech Republic. The AMIF Operational Programme is thus another instrument to help address the consequences of the current migration wave.

The AMIF Operational Programme will provide, among other things, Czech language training, counselling and assistance with life management. Another important area is support for return policy, i.e., ensuring a dignified departure for persons no longer allowed to stay in the Czech Republic. Other supported activities include ensuring that foreign nationals are well informed about their rights and obligations, e.g., through the Ministry of the Interior's special call centre, and projects to rehabilitate the infrastructure of the Refugee Facilities Administration.

#### 4.6 National Recovery Plan (NRP)

As a result of the COVID-19 pandemic, the Czech economy is undergoing a period of recession. Domestic and foreign protection measures and uncertainty about future developments have affected the domestic and foreign economies. The Czech economy's gross domestic product decreased by 5.8 % in 2020. The joint response of the countries of the European Union is to implement policies that help mitigate the effects and support the recovery of the economy. The Recovery and Resilience Facility (RRF) is an essential economic element among them<sup>279</sup>. This instrument is designed to help EU countries recover from the consequences of the pandemic and support investment in the green and digital transformation of the European economy.

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<sup>279</sup> The Recovery and Resilience Facility is one of the results of the agreement reached by the members of the European Council at its meeting on 17-21 July 2020 on the EU's multiannual financial framework and Next Generation EU for 2021-2027.

In particular, the Action Plan is linked to Component 3.3 Modernisation of employment services and development of the labour market, which includes reforms and investments in the following areas:

1. Development of employment policies – The reform aims to promote lifelong learning in Czechia. The reform consists of a number of systemic measures – the establishment of a tripartite mechanism, the creation of a database of retraining and training courses, the creation of 14 regional training centres, legislative changes to make retraining courses more flexible and efficient. Financial allocation: EUR 7 billion CZK<sup>280</sup>.
2. Increasing the capacity of childcare facilities – The reform aims to promote the availability of affordable care for children under the age of three to enable parents to return to employment or other work activities. The aim of the measure is to increase the availability of care services for children under 3 years of age. It will help address the low labour market participation of women with young children and reduce gender inequalities in the labour market. The investment also aims to increase access to childcare for lower income families. The investment is expected to increase the number of childcare facilities by 40 %. The total allocation for capacity building for pre-school facilities in the NRP amounts to EUR 7 billion. CZK.
3. Development and modernisation of social care infrastructure – The reform aims to address the challenge of fragmented governance and financing of long-term care and the low share of community-based and domestic services in Czechia. The essence of the measure is a legislative reform aimed at integrating health and social long-term care, ensuring a stable system of adequate funding for quality long-term services, providing incentives for community-based and home-based care, enabling access for private providers and improving the supervision of social care. The total estimated cost is 9 billion. CZK 8.3 billion CZK for the development of social care services infrastructure (creation of new capacities of a community-based and out-patient and field social services, including facilities, reconstruction of existing capacity).

#### 4.7 UNICEF

In July 2022, the first work plan of activities between MoLSA and UNICEF (Regional Office for Europe and Central Asia) was signed for the period August 2022–August 2023, with an allocation of 56.6 ml. CZK 2.3 million. The activities will focus on supporting and strengthening the Czech social affairs bodies, in response to the needs of children-refugees from Ukraine, as well as ensuring access to early childhood education and care and related cross-sectoral services.

A grant title (with a total allocation of approximately CZK 25 million, whereby part of the funds will be allocated for 2022 and part for 2023) will be financially supported for temporary activities supporting families from Ukraine within centres for families with children up to the age of 6. The extraordinary grant title is

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<sup>280</sup> EUR 6.5 billion. Crowns are non-investment (CZK 490 million are funds for the creation and development of a network of modern educational centres that would meet the technological challenges of digitalisation processes and the needs of industry 4.0 with its material technical equipment).

intended for non-profit organisations, municipalities and their state-funded organisations, regions and their state-funded organisations which carry out activities to promote the adaptation and integration of families with children coming from Ukraine into Czech society.

The work plan will also extend existing methodological material for children's groups to address the issue of war trauma childcare and implement training in this area.

#### 4.8 Other foreign financial resources (TSI, Council of the EU)

MoLSA is implementing the Council of Europe's 2-year project 'Child participation in Europe – Strengthening the national framework and participation activities', which focuses on involving children and young adults in policymaking at national level. The participation of children in decision-making has become increasingly important in recent years. Listening to the views of children and young adults is considered key to building their human dignity and healthy development. This project is the next step in making child participation a normal part of any activity, not as an exception. The project is coordinated by the Council of Europe and funded by the European Union Programme for Rights, Equality and Citizenship (2014-2020). The project is implemented between 1 April 2021 and 31 March 2023 and cooperates with Finland, Slovenia, Portugal and Iceland, except for the Czech Republic. The main objective of the project is to raise awareness about the participation of children in the European Union, Council of Europe member states and to support national activities in the field of involving children and young adults. The key expected results of the project are 'children's ability to participate in individual decision-making processes', 'enhanced awareness and political willingness of decision-makers', 'training for professionals on how to implement children's participation in their working life', 'legislative recommendations and policy changes on involving children'. The project will create a "European Platform for the Participation of Children and Young Adults" to share examples of good practice. The budget of the project is EUR 35200.

MoLSA plans to submit a request for support under the Technical Support Instrument (TSI) in autumn 2022 to develop childcare services. The request will focus on the development of a framework for monitoring and evaluation of childcare services, as well as on the development of a communication strategy towards self-governance (in order to strengthen the capacity of childcare services set up by the local government).

## 5. Design section

A gender perspective is considered throughout the support framework.

### 5.1 PRE-SCHOOL EDUCATION AND CARE, INCLUSIVE EDUCATION AND SCHOOL ACTIVITIES AND HEALTHY FOOD EVERY SCHOOL DAY

To ensure that children in need have effective and free access to high-quality pre-school education and care, school activities and healthy food every school day, Member States are encouraged to:

| PRE-SCHOOL EDUCATION AND CARE, INCLUSIVE EDUCATION AND SCHOOL ACTIVITIES AND HEALTHY FOOD EVERY SCHOOL DAY |   |   |                                  |                                       |                                |                            |   |              |
|--|---|---|----------------------------------|---------------------------------------|--------------------------------|----------------------------|---|--------------|
|  | Goal  | Measures, including specifications  | Indicator                        | Date of implementation <sup>281</sup> | Responsibility                 | Financial resources        | Building on   | Target group |
| A.1  |   |   |                                  |                                       |                                |                            |   |              |
| A.1.1.1  | Identify financial and non-financial barriers to participation in education and early childhood care and other school activities. | Develop an initial analysis to propose systemic steps to remove barriers. | Input analysis                   | 12/2023                               | MoLSA, MoEYS                   | National resources, UNICEF | Action Plan 2021-2023 for the Social Inclusion Strategy 2021-2030 | All groups   |
|  |   |   |                                  |                                       | Regions, NGOs, school entities |                            | Gender Equality Strategy 2021-2030                                |              |
| A.1.1.2  |   | Implementation of a Roundtable with stakeholders.                         | Implementation of the Roundtable | 12/2023                               | MoLSA, MoEYS                   |                            | Government Programme Statement                                    | All groups   |

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|         |   |   |   | Regions, NGOs, school entities | national resources   | Action Plan 2021-2023 for the Social Inclusion Strategy 2021-2030  |            |
| A.1.2.1 | Support the expansion of the capacity of education and early childhood care facilities. | Expanding the capacity of education and care facilities for pre-school children (especially) up to 3 years of age, through the development of DS and kindergartens, with a focus on regions with low accessibility to these services - in line with the Barcelona objectives. | Number of new jobs supported <sup>282</sup> | ongoing/2030                   | MOLSA, MoEYS, founders of kindergartens and day-care centres<br><br>Municipalities | Action Plan 2021-2023 for the Social Inclusion Strategy 2021-2030<br><br>Gender Equality Strategy 2021-2030 (Strategic Objective 1.3)<br><br>OPE+: CZK 3 482 294 407, <sup>283</sup><br><br>NRP, IROP, (TSI) | All groups |

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|         |  |  |   |              |                                   |                          | Education -<br>Proposal for<br>Measures in<br>the Field of<br>Education and<br>Social Work"<br><sup>284</sup>                          |  |
| A.1.2.2 |  | Strengthening pedagogical work and administrative support in kindergartens | Methodological and financial support              | ongoing/2030 | MoEYS                             | national resources       | National Recovery Plan<br><br>Government Programme Statement   | All groups                                   |
| A.1.3.1 |  | Mapping the social work capacity in each region.                           | Overview of social work capacities in the regions | ongoing/2023 | MoLSA, MoEYS<br><br>Regions, NGOs | National resources, OPE+ | Project "Early school leaving - proposal for measures in the field of education and social work"<br><br>Government Programme Statement | All groups, especially SEL and Roma families |

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| A.1.3.2  | Support social work with families with children directly in the locality, i.e., through targeted social work | Involve facilitators from minority groups in communicating with and supporting the family.   | Number of families contacted by the moderators.                | ongoing/2023 | MoLSA  | national resources, NRP         | Proposal document "Early school leaving - Proposal for measures in the field of education and social work"         | All groups, especially SEL, immigrant families (including UA families) and Roma families |
|          |  |  |  |              | Regions  |                                 |  |  |
| A.1.3.3. |  | Support for the position of social pedagogue in schools (including kindergartens), primarily in the most disadvantaged schools <sup>285</sup> , and methodological support for these workers. <sup>286</sup> | Number of schools supported by the position of social educator | ongoing/2025 | MoLSA, MoEYS                                   | national resources, NRP, JAK OP | Proposal document "Early Leavers from Education - Proposal for Measures in the Field of Education and Social Work" | All groups, especially SEL, immigrant (including UA families) and Roma families          |
|          |  |  |  |              | Regions, Municipalities, NGOs, school entities |                                 |  |  |

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|          |  |   |                          |   |                    |                     | with Disabilities 2021-2025<br>Government Programme Statement   |            |
| A.1.3.4. | Creating a framework for cooperation between educational institutions, childcare services, local communities, social and health services, child protection services, families, and other entities to promote inclusive education, provision of out-of-school care and opportunities for participation in sports, leisure, and cultural activities. | Development of a framework with individual objectives and pilot verification in practice through the involvement of selected NGOs | 12/2023 ongoing/2030     | MoLSA, MoEYS<br>Regions, NGOs               | national resources |                     | All groups, especially SEL, immigrant families (including families from UA), Roma families and families with disabilities |            |
| A.1.3.5  | Support the increase in the number of social workers in municipalities with extended competence, especially in relation to social work with families (in SEL).   | Number of social workers in MEP   | ongoing/2030             | MoLSA<br>Regions, Municipalities            |                    |                     |   |            |
| A.1.3.6  | Support for cooperation with the Prison Service of the Czech Republic in the area of supporting parental competences and maintaining relationships with minor children in conditions of imprisonment.  | Number of supported parents   | ongoing/2030             | MoJ, MoLSA<br>Regions, Municipalities, NGOs | national resources |                     | Children of parents who are in prison   |            |
| A.2      | <b>Recommendation:</b> Take measures to reduce early school leaving and reintegrate children at risk, by supporting them through individual work and counselling, considering the gender perspective.  |   |                          |   |                    |                     |   |            |
| A.2.1.1  | Support the cooperation of the state   | Support for the development of action plans and local concepts  | Number of municipalities | ongoing/2030                                | MoEYS, MoLSA       | national resources, | Action Plan 2021-2023 to  | All groups |

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|         | administration and local government with municipalities in the development of local concepts focused on services for families with children (especially in the area of childcare and education, and in the area of work with families at risk). | focusing on pre-school and school education   | supported/number of local action plans |              | Regions,<br>Municipalities,<br>NGOs | JAK OP,<br>OPE+    | the Social Inclusion Strategy 2021-2030<br><br>Proposal document "Early school leaving - Proposal for action in the field of education and social work"<br><br>Government Programme Statement |  |
| A.2.2.1 |   | Monitoring of dropouts from primary and secondary education (based on linking data from school registers and data on pupils passing the common part of the matriculation examination as well as data on pupils completing non-matriculation courses in aggregation at the regional level) | Introduction of monitoring             | ongoing/2030 | MoEYS                               | National resources | Action Plan 2021-2023 to the Social Inclusion Strategy 2021-2030<br><br>Proposal document "Early school leaving -   | All groups, especially SEL, Roma families and early school leavers |

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|         | Identify and support tools to prevent early school leaving and targeted work with the family and child (i.e., targeted support for the child and family to successfully transition to primary school and from primary to secondary school)   |   |                      |                         |                                  | Proposal for action in the field of education and social work"<br>Government Programme Statement   |   |
| A.2.2.2 | Support to expand the capacity of social activation services for families with children, community centres and other preventive services and to establish the availability of and entitlement to early childhood care services for children from socio-economically disadvantaged families | Capacities of the SAS<br>Establishing eligibility   | ongoing/2030<br>2030 | MoLSA<br>Municipalities | national resources, OPE+         | Government Programme Statement   | All groups, especially SEL, immigrant families (including UA families), Roma families and low-income families |
| A.2.2.3 | Strengthening counselling services by introducing systemic funding for school special educators, school psychologists and social workers in primary schools  | Introduction of systemic funding for school special educators, school psychologists and social workers in primary schools | ongoing/2024         | MoEYS, MoLSA            | national resources, JAK OP, OPE+ | Action Plan 2021-2023 for the Social Inclusion Strategy 2021-2030<br>Proposal document "Early school leaving - Proposal for measures in the field of | All groups, especially SEL, Roma families and children who drop out of school                                 |

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|         |  |  |              |                |                                  | education and social work"<br>Government Programme Statement  |   |
| A.2.2.4 | Strengthening counselling services by introducing systemic funding for school special educators, school psychologists and social workers in secondary schools                      | Introduction of systemic funding for school special educators, school psychologists and social workers in secondary schools. | ongoing/2030 | MoEYS, MoLSA   | national resources, JAK OP, OPE+ | Action Plan 2021-2023 for the Social Inclusion Strategy 2021-2030<br>Government Programme Statement   | All groups, especially SEL, Roma families and children who drop out of school |
| A.2.2.5 | Strengthening the personnel capacity of school counselling centres in regions where their capacity is insufficient to meet the deadlines for the provision of counselling services | Capacity of school counselling facilities  | ongoing/2024 | MoEYS<br>MoLSA | national resources, JAK OP, OPE+ | Action Plan 2021-2023 for the Social Inclusion Strategy 2021-2030<br>Proposal document "Early school" | All groups, especially SEL, Roma families and children who drop out of school |

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|         |  |   |              |              |  | leaving -<br>Proposal for<br>measures in<br>the field of<br>education and<br>social work"<br><br>Government<br>Programme<br>Statement  |   |
| A.2.2.6 | Training of teaching personnel working in primary school preparatory classes (especially in regions with SEL) and support for activities for children attending primary school preparatory classes | Number of supported schools with preparatory classes<br><br>Number of children supported in preparatory classes | ongoing/2025 | MoEYS, MoLSA | national resources,<br>JAK OP,<br>OPE+ | Action Plan<br>2021-2023 for<br>the Social<br>Inclusion<br>Strategy<br>2021-2030<br><br>Proposal<br>document<br>"Early school<br>leaving -<br>Proposal for<br>measures in<br>the field of<br>education and<br>social work" | All groups, especially SEL,<br>Roma families and children<br>who drop out of school |

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|         |  |                            |              |              |                                  | Government Programme Statement  |   |
| A.2.2.7 | Supporting the preparation for the secondary school entrance examination - preparation and training of teachers in counselling for the transition to secondary school and career counselling | Number of trained teachers | ongoing/2025 | MoEYS, MoLSA | national resources, JAK OP, OPE+ | Action Plan 2021-2023 for the Social Inclusion Strategy 2021-2030<br><br>Proposal document "Early school leaving - Proposal for measures in the field of education and social work"<br><br>Government Programme Statement | All groups, especially SEL, Roma families and children who drop out of school |

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| A.2.3.1 | Acquire professional qualifications during study  | Designing a model for the acquisition of professional qualifications during education  | Establishment of the model       | ongoing/2025 | MoEYS          | national resources | Proposal document "Early school leaving - Proposal for measures in the field of education and social work" | All groups |
| A.2.3.2 |   | Establishment of an assignment map and methodology for synergistic linking of the RVP and the PQ and the FPQ within the NQF.                 | Creation of a map                | ongoing/2025 | MoEYS, CFIER   | national resources | Proposal document "Early school leaving - Proposal for measures in the field of education and social work" | All groups |
| A.3     | <b>Recommendation:</b> Support the learning of children with learning disabilities to compensate for their linguistic, cognitive and learning differences and, using inclusive teaching and learning methods, adapt facilities, services and materials for early childhood education and care and for education to respond to the specific needs of children (children with special educational needs and children with disabilities); Further, ensure the availability of qualified teachers, caregivers and other staff such as psychologists, speech therapists, rehabilitation workers, social workers or teaching assistants |  |                                  |              |                |                    |  |            |
| A.3.1.1 |   | Issue a methodological statement for identifying different living and cultural conditions as a cause of a pupil's special educational needs. | Issuing a methodological opinion | 2030         | MoEYS<br>MoLSA | national resources | Action Plan 2021-2023 for the Social Inclusion Strategy 2021-2030  |            |

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|         | Provide methodological support and streamline diagnostic procedures in the field of inclusive education  |                                |              |                                 | National Plan for the Promotion of Equal Opportunities for Persons with Disabilities 2021-2025<br><br>Government Programme Statement             |  |
| A.3.1.2 | Improving and unifying the diagnostic procedures of school counselling centres in diagnosing children, pupils and students with different living or cultural backgrounds through financial and methodological support <sup>287</sup> . | Changing diagnostic procedures | ongoing/2030 | MoEYS<br><br>national resources | Action Plan 2021-2023 for the Social Inclusion Strategy 2021-2030<br><br>National Plan for the Promotion of Equal Opportunities for Persons with | Children with disabilities, children from SEL, Roma children, children with DMT, children of immigrants (including UA) |

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|          |  |   |  |              |              | Disabilities<br>2021-2025<br><br>Government<br>Programme<br>Statement |  |
| A.3.2.1. | To support training, practical skills and education in the field for all teaching and non-teaching staff in education, pre-school care, etc. | Provision of courses and support for supervision and interviews in order to strengthen the collaboration between teachers/teaching assistants and classroom assistants/teaching assistants. | Number of courses implemented and their capacities | ongoing/2030 | MoEYS, MoLSA | national resources,<br>JAK OP   | Action Plan<br>2021-2023 for<br>the Social<br>Inclusion<br>Strategy<br>2021-2030<br><br>Children with disabilities,<br>children from SEL, Roma<br>children, children with DMT,<br>children of immigrants<br>(including UA) |
| A.3.2.2  |  | Support for training activities for teaching assistants in the framework of the FTTS.   | Number of persons supported                        | ongoing/2030 | MoEYS, MoLSA |   | Action Plan<br>2021-2023 for<br>the Social<br>Inclusion<br>Strategy<br>2021-2030<br><br>Children with disabilities,<br>children from SEL, Roma<br>children, children with DMT,<br>children of immigrants<br>(including UA) |
| A.3.2.3  |  | To develop a Methodology for the training of caregivers in children's groups aimed at supporting children with special educational needs  | Development of the Methodology                     | 2025         | MoLSA        | national resources,<br>OPE+   | Action Plan<br>2021-2023 for<br>the Social<br>Inclusion<br>Strategy<br>2021-2030<br><br>Children with disabilities,<br>children from SEL, Roma<br>children, children with DMT,<br>children of immigrants<br>(including UA) |

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| A.3.2.4 |                                    | Educate caregivers in playgroups and staff in nursery/family/community centres in supporting children with special educational needs  | Number of persons/SP providers/organisations supported          | ongoing/2030 | MoLSA  | national resources, OPE+, UNICEF |   | Children with disabilities, children from SEL, Roma children, children with DMT, children of immigrants (including UA) |
| A.3.2.5 |                                    | Development of a proposal to support the cooperation of pedagogical/counselling staff and social workers in order to support social work methods in schools within the framework of inter-ministerial negotiations, including the setting of the competences of the different actors, the way of coordination and cooperation, the transfer of information, the frequency of joint meetings, the possibility of joint supervision or interviews | Origin of the proposal<br><br>Number of pilot tests in practice | 2025         | MoEYS, MoLSA<br><br>Regions, NGOs, professional associations of pedagogical and social workers<br><br>To detect disadvantaged children, there is a need to bring together all stakeholders - schools, paediatricians, social services, SLPCh providing e.g., low threshold services, SAS, etc. | national resources, OPE+         | Action Plan 2021-2023 for the Social Inclusion Strategy 2021-2030 | Children with disabilities, children from SEL, Roma children, children with DMT, children of immigrants (including UA) |
| A.3.3.1 | Introduce and validate elements of | Psychosocial support <sup>288</sup> for pupils in the educational process,  |   | ongoing/2030 | MoLSA, MoEYS   |                                  |   | Children with disabilities, children from SEL, Roma  |

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|         | multidisciplinary to support the processes of education and training in schools and educational institutions | including cooperation with their family background  | Number of persons supported   |                         | NGOs, school entities   | national resources, JAK OP, OPE+ NRP | Government Programme Statement   | children, children with DMT, children of immigrants (including UA)  |
| A.3.3.2 |  | Promote a coordinated multidisciplinary approach in supporting families with children in cooperation with the SLPCh, social workers of the municipality, social service providers, schools and other stakeholders through the work of a social educator | Number of schools supported   | ongoing/2030            | MOLSA, MoEYS<br>Regions, municipalities, NGOs, educational entities | national resources, JAK OP           | Government Programme Statement   | All groups, especially SEL and Roma families  |
| A.3.4.1 | Raise awareness and promote good practice  | Promote pupils' awareness of the conditions of education at secondary school or university  | Outreach activities in the area   | 2025/ongoing until 2030 | MoLSA, MoEYS<br>NGOs, educational entities                          | national resources, JAK OP           | Proposal document "Early school leaving - Proposal for measures in the field of education and social work" | All groups, especially SEL and Roma families  |
| A.3.4.2 |  | Support regular meetings of school leaders to share good practice and experiences.  | Number of meetings  | ongoing/2030            | MoEYS   | national resources                   |  | All groups  |
| A.4.3.1 | Support social pedagogues and other specialised professions for children in need.                            | Support social pedagogues in schools and create quality standards for their work and explicitly embed social pedagogues in the Law on Teaching Staff  | Anchoring the social pedagogue in the Teaching Staff Act<br><br>Methodological material / quality standard for the work of the social | 2030                    | MoEYS   | national resources, JAK OP, NRP      | Proposal document "Early school leaving - Proposal for measures in the field of"                           | All groups, especially children with disabilities, children from SEL, Roma children, children with DMT, children of immigrants (including UA) |

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|         |   |   | pedagogue or other specialised positions.<br><br>Number of social pedagogues, career counsellors and (shared) school psychologists in primary and secondary schools. |              |   |                                 | education and social work"   |   |
| A.4.3.2 |   | Possibility of using a (shared) school psychologist and support for educational diagnostics                                 |  | ongoing/2024 | MoEYS   | national resources, JAK OP, NRP | Proposal document "Early school leaving - Proposal for measures in the field of education and social work" | All groups, especially children with disabilities, children from SEL, Roma children, children with DMT, children of immigrants (including UA) |
| A.4.3.3 |   | Methodological support for career counsellor positions in primary and secondary schools, including sharing of good practice |  | ongoing/2024 | MoEYS   | national resources, JAK OP, NRP | Proposal document "Early school leaving - Proposal for measures in the field of education and social work" | All groups, especially children with disabilities, children from SEL, Roma children, children with DMT, children of immigrants (including UA) |
| A.5     | <b>Recommendation: introduce measures to promote inclusive education and prevent the creation of segregated classes and schools</b> |   |  |              |   |                                 |  |   |
| A.5.1.1 | Introduce quality standards in the context of setting and delivering inclusive measures   | Establish quality standards for the provision of school counselling services and ensure their availability.                 | Establishment of standards   | ongoing/2025 | Regions, municipalities, MoEYS, MoLSA, (methodological support) | national resources              | Action Plan 2021-2023 to the Social Inclusion Strategy 2021-2030   | All groups, especially children with disabilities, children from SEL, Roma children, children with DMT, children of immigrants (including UA) |
| A.5.1.2 |   | Promote inclusive measures through ChG quality standards.   | Number of measures supported   | ongoing/2023 | Regions, municipalities,  |                                 |  | All groups, especially  |

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|         |   |   |                                   |              | MoEYS, MoLSA,<br>(methodological support) | national resources         |   | children with disabilities,<br>children from SEL, Roma<br>children, children with DMT,<br>children of immigrants<br>(including UA)            |
|         |   |   |                                   |              |   |                            |   |   |
| A.5.2.1 | Support schools and adjust the conditions of their activities towards increasing inclusion in education | Creation of a comprehensive training module in the DVPP system with a focus on methodological support for pedagogical staff/staff of kindergartens.               | FTTS module created               | ongoing/2025 | MoEYS                                     | national resources         | Action Plan 2021-2023 to the Social Inclusion Strategy 2021-2030  | All groups, especially children with disabilities, children from SEL, Roma children, children with DMT, children of immigrants (including UA) |
| A.5.2.2 |   | Strengthening the staffing capacity of school counselling centres   |                                   |              | MoEYS, regions                            | national resources, JAK OP |   | All groups, especially children with disabilities, children from SEL, Roma children, children with DMT, children of immigrants (including UA) |
| A.5.3.1 | Reduce the number of segregated schools/classes and prevent the creation of more                        | Establish a system of effective support for pupils/schools to eliminate unjustified segregation in public education, e.g., based on family socio-economic status. | Establishment of a support system | ongoing/2025 | MoEYS, regions, municipalities            | national resources         | Action Plan 2021-2023 to the Social Inclusion Strategy 2021-2030<br><br>Education Policy Strategy 2030+ | All groups, especially SEL, Roma families and low-income families   |
|         |   |   |                                   |              | MoEYS<br>(Methodological support)         |                            |   |   |

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| A.5.3.2 |  | Creation of motivational tools to increase the interest of parents from SEL to involve their children in pre-school education and childcare services           | Creation of tools         | ongoing/2025 | MoLSA, regions, municipalities | national resources, OPE+   | Action Plan 2021-2023 to the Social Inclusion Strategy 2021-2030<br><br>Education Policy Strategy 2030+<br><br>Government Programme Statement | All groups, especially SEL and Roma families                                    |
|         |  |  |                           |              | MoEYS (Methodological support) |                            |   |   |
| A.5.3.3 |  | Increased participation of children from families from socio-economically disadvantaged backgrounds in non-formal and extracurricular education and activities | Number of pupils involved | ongoing/2030 | MoEYS, regions, municipalities | national resources, JAK OP | Action Plan 2021-2023 to the Social Inclusion Strategy 2021-2030<br><br>Education Policy Strategy 2030+                                       | All groups, especially SEL and Roma families, children from low-income families |
|         |  |  |                           |              | MoEYS (Methodological support) |                            |   |   |

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| A.5.3.4 |   | Methodological support for founders in the field of regulation of the catchment area of kindergartens and primary schools  | Individual methodological support | ongoing/2030 | MoI, regions                      | national resources               | Action Plan 2021-2023 to the Social Inclusion Strategy 2021-2030<br><br>Education Policy Strategy 2030+ | All groups                                   |
|         |   |  |                                   |              | MoEYS<br>(Methodological support) |                                  |   |  |
| A.6     | <b>Recommendation: provide at least one healthy meal every school day</b>   |  |                                   |              |                                   |                                  |   |  |
| A.6.1.1 | Map the area of non-/accessibility of meals for children, with an emphasis on children in need  | Analyse the lack of availability of adequate meals for children, with an emphasis on children in need, as an initial analysis of the situation for the design of a systemic measure unifying various forms of support for school meals in the Czech Republic | Input analysis                    | 12/2023      | MoLSA, MoEYS                      | national resources, OPE+, OP FMA |   | All groups, especially SEL and Roma families |
| A.6.2.1 | Increase the number of children who are provided with school meals  | Financial support for school feeding programmes with emphasis on children in need.   | Number of children supported      | ongoing/2030 | MoLSA, MoEYS<br><br>Regions, NGOs |                                  |   | All groups, especially SEL and Roma families |
| A.7     | <b>Recommendation: In order to ensure access to online education as well as to improve the digital skills of children in need, their parents, and teachers, make the necessary investments and provide educational materials, including digital tools and appropriate equipment necessary for distance learning</b> |  |                                   |              |                                   |                                  |   |  |
| A.7.1.1 | Ensure availability of  | Financial and material support for the availability of school supplies,  | Allocation of support/number of   | ongoing/2030 | MoLSA, MoEYS                      |                                  |   |  |

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|         |   |   |   |              |  |                                       |  |   |
|---------|---|---|---|--------------|--|---------------------------------------|--|---|
|         | school supplies (including PC technology) and accessibility of education for children in need                     | including PC technology, for both schools and entities working with disadvantaged families  | programmes implemented - schools/children supported                                 |              | Regions, municipalities, NGOs, school entities                 | national resources, JAK OP, OPE+, NRP | Government Programme Statement   | All groups, especially SEL and Roma families, children from low-income families |
| A.7.1.2 |   | Analysis of possibilities to provide support for children from SEL in case of distance education (internet availability, transfer, support, etc.)   | Input analysis  | 12/2025      | MoLSA, MoEYS   | national resources                    |  | All groups, especially SEL and Roma families                                    |
| A.7.2.1 | Promote the digital skills of children in need, their parents, and teachers                                       | Support the improvement of digital literacy - revision of the FCPE <sup>289</sup>   | Revision carried out and methodological materials developed                         | ongoing/2030 | MoLSA, MoEYS<br>Regions, municipalities, NGOs, school entities | national resources, JAK OP, OPE+      | National Plan for the Promotion of Equal Opportunities for Persons with Disabilities 2021-2025<br>Government Programme Statement | All groups  |
| A.8     | <b>Recommendation: Provide transport to pre-school education and care facilities and schools where necessary.</b> |   |   |              |  |                                       |  |   |
| A.8.1.1 | Provide transport to pre-school education and care facilities and schools <sup>290</sup>                          | Support programmes to provide transport to/from schools for all children, with an emphasis on children in need - Support concessionary transport, special routes, for younger children, possible rides, escorts, etc. | Allocation of support/number of programmes implemented - schools/children supported | ongoing/2030 | MoLSA, regions, municipalities<br>NGOs, MoEYS, MoT, MoIT       | national resources, OPE+              | National Plan for the Promotion of Equal Opportunities for Persons with  | All groups, especially SEL and Roma families                                    |

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|          |   |  |   |              |  |   |  |  |
|----------|---|--|---|--------------|--|---|--|--|
|          |   |  |   |              |  |   | Disabilities for the period 2021-2025                              |  |
| A.8.1.2  |   | Mapping of needs by region in each area as input for a systemic solution.  | Input analysis  | 12/2025      | MoLSA, MoIT,<br>MoT, region,<br>municipalities | national resources, OPE+                            | All groups, especially SEL and Roma families                       |  |
| A.9      | <b>Recommendation: promote equal and inclusive access to school activities, including participation in school trips and sports, leisure, and cultural activities</b>  |  |   |              |  |   |  |  |
| A.9.1.1  | Introduce systematic preparation for parenthood and promote the development of parenting competences  | Support from family centres or individual outreach - skills training, exercise, nutrition, safety, etc.<br>Depistage, targeted work with family needs; support for the creation of low-threshold (accessible) services for parents with young children, family centres and support for outreach services for parents with young children (support for parenting competences in the home) (SAS), support for parents in the field of children's education | Allocation<br><br>Number of services supported<br><br>Number of training events to support parents in the field of children's education | ongoing/2030 | MoLSA<br><br>NGOs, regions                     | National resources (e.g., NST Family), OPE+, JAK OP | Family Policy Concept (2017)<br><br>Government Programme Statement | All groups, especially SEL and Roma families |
| A.9.2.1. | Promote equal and inclusive access to school and leisure activities   | Support for the linking of primary school activities and the activities of after-school clubs and their financing  | Number of entities/activities supported   | ongoing/2025 | MoEYS, regions, school founders                | JAK OP, national resources                          | Family Policy Concept (2017)                                       | All groups, especially SEL and Roma families |
| A.10     | <b>Recommendation: create frameworks for collaboration between educational institutions, childcare services, local communities, social and health services, child protection services, families, and others to promote inclusive education, after-school care, and opportunities for participation in sport, leisure, and cultural activities</b> |  |   |              |  |   |  |  |

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|----------|---|---|--|--------------|---|--------------------------|---|---|
| A.10.1.1 | Strengthen intensive cooperation between school, family, and other stakeholders | Support for field work in municipalities/support for field social services (through linking SLPCh + social workers of the municipality, social services, SAS + school + other stakeholders) including support for mentoring and case conferences  | Number of capacities and funds created, number of families supported | ongoing/2030 | MolSA   | national resources, OPE+ | Proposal document "Early school leaving - proposal for measures in the field of education and social work"                                  | All groups, especially SEL and Roma families  |
|          |   |   |  |              | Regions, municipalities, schools  |                          |   |   |
| A.10.1.2 |   | Promoting volunteering in education (including extracurricular) and extracurricular activities  | Number of projects/allocations                                       | ongoing/2030 | MoEYS   | national resources       |   | All groups  |
|          |   |   |  |              | Regions, municipalities   |                          |   |   |
| A.10.2.1 | Promote interdisciplinary cooperation   | Creation of an interdisciplinary team to define a guaranteed network of services for families with children:<br>The team will discuss the areas of health disadvantage; mental illness; addictive behaviours; abused and exploited children; parents whose child has been removed from their care, unaccompanied minors, children with parents in custody, etc. | Creating a team<br>Establishment of monitoring of target groups      | ongoing/2023 | MolSA<br><br>MoEYS, MoH, MoJ, Department of Drug Policy, NGOs, Committee for the Prevention of Domestic Violence and Violence against Women and | national resources, OPE+ | Action Plan for the National Strategy for the Protection of Children's Rights 2021-2029 2021-2024<br><br>National Plan for the Promotion of | All groups, in particular SEL and Roma families, families with disabilities, children in households with addiction or violence, children with parents in prison, abused/abused/neglected children |

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|----------|--|---|--|--------------|--|---|---|--|
|          |  |   |  |              | Working Group for Work with Children at Risk of Violence |   | Equal Opportunities for Persons with Disabilities 2021-2025   |  |
| A.10.2.2 |  | Anchoring the responsibility of the competent public authority for ensuring the availability of a defined network of services | Paragraphs of the new legislation approved by the Government | ongoing/2025 | MOLSA<br><br>national resources                          | Action Plan for the National Strategy for the Protection of Children's Rights 2021-2029 2021-2024 | All groups, in particular SEL and Roma families, families with disabilities, children in households with addiction or violence, children with parents in prison, abused/abused/neglected children |  |

## 5.2 HEALTH CARE

In order to guarantee effective and free access to quality health care for children in need, Member States are encouraged to:

| B       | HEALTH CARE  |                                   |           |   |                   |                     |                 |              |
|---------|--|-----------------------------------|-----------|---|-------------------|---------------------|-----------------|--------------|
|         | Goal   | Measures, including specification | Indicator | Deadline for implementation<br>(By 2025 and 2030) | Responsibility    | Financial resources | Is connected to | Target group |
|         |  |                                   |           |   | Co-responsibility |                     |                 |              |
| B.1     | Recommendation: ensure early detection and treatment of diseases and developmental problems, including those related to mental health, and ensure access to regular medical check-ups and screening programmes, including dental and ophthalmic; ensure timely medical and rehabilitative aftercare, including access to medication, treatment and assistance and access to vaccination programmes |                                   |           |   |                   |                     |                 |              |
| B.1.1.1 |  |                                   |           | continuously/2030                                 | MOLSA, MoH        |                     |                 |              |

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|         |  |   |  |         |                                  |  |  |
|---------|--|---|--|---------|----------------------------------|--|--|
|         | Promote the connection between social and health care for children | <p>Support for the transformation of psychiatric care and deinstitutionalization of facilities providing services for people with mental illness</p> <ul style="list-style-type: none"> <li>- developing and expanding tools for identifying and addressing the impact of deinstitutionalisation on clients of residential services,</li> <li>- the development of individual support planning aimed at integrating clients of residential services into the regular environment,</li> <li>- development of community care services, destigmatization activities providing care for children with psychiatric illnesses whose stay in a psychiatric hospital is finished and they cannot stay with their families guaranteeing the availability of accessible paedopsychiatric care in every regional city</li> <li>- creation of multidisciplinary teams, field teams working with children and their families, which include social activation services and other services</li> </ul> | <p>Decrease in the total number of treatment days in aftercare in psychiatry</p> <p>Increase the number of patients supported in community and ambulant services functioning under mental health care reform</p> <p>Monitoring the number of patients transferred to follow-up ambulatory or community care</p> <p>Quantification of the number of paedopsychiatrists in relation to the number of children in the population of the region and ensuring adequate capacity of paedopsychiatrists</p> <p>Regular annual meetings between the Ministry of Health and the Ministry of Labour and Social Affairs to connect social and health care</p> <p>The formation of multidisciplinary teams</p> |         | Regions, service providers, NGOs | <p>Action Plan 2021-2023 to Social Inclusion Strategy 2021-2030 (Objective 4.7. d:)</p> <p>Health 2030</p> <p>National Plan for the Promotion of Equal Opportunities for Persons with Disabilities 2021-2025</p> <p>Government Programme Statement</p> <p>National Action Plan for Mental Health 2020-2030</p> | All target groups, especially children with disabilities |
| B.1.2.1 | Promote the availability of  | Based on a work group on connecting social and health care  |  | 12/2023 | MoLSA, MoH                       |  | All target groups,                                       |

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|---------|---|---|---|---------|-----|--|---|------------------------------|
|         | health and social services to all population groups, including socially excluded localities | provided to persons socially excluded or at risk of social exclusion, to create an initial analysis of the availability of health services (not only in the SEL) and to compare the availability of health and social services in the SEL and across regional capacities. | Input analysis<br><br>Proposal for systemic measures, including a proposal for capacity strengthening, following the conducted analysis |         |     |  | Action Plan 2021-2023 to Social Inclusion Strategy 2021-2030<br><br>(Objective 4.7. a:)<br><br>Health 2030<br><br>National Plan for the Promotion of Equal Opportunities for Persons with Disabilities 2021-2025<br><br>Health 2030<br><br>National Action Plan for Mental Health 2020-2030 | especially families from SEL |
| B.1.3.1 |   |   |   | 12/2023 | MoH |  |   | All target groups            |

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|---------|--|---|--|-------------------|---|--------------------------|---|---|
|         |  | Development of a methodology and pilot testing of detection of two serious genetic diseases (spinal muscular atrophy and severe combined immunodeficiency) in neonatal laboratory screening | Methodology prepared and pilot project launched                          |                   | health insurance companies, IHIS                                  | national resources, OPE+ | Action Plan 2021-2023 to Social Inclusion Strategy 2021-2030<br><br>Health 2030   |   |
| B.1.3.2 | Promote early detection and treatment of diseases and developmental problems | Promoting early care and access and awareness of the service in maternity clinics and with general practitioners  | Allocation/Number of programmes supported                                | 12/2023           | MoLSA, MoH<br><br>health insurance companies, IHIS, regions, NGOs | national resources, OPE+ | Action Plan 2021-2023 to Social Inclusion Strategy 2021-2030<br><br>National Plan for the Promotion of Equal Opportunities for Persons with Disabilities 2021-2025<br><br>Health 2030 | All target groups                         |
| B.1.4.1 | Support the development of addiction care                                    | Support for complex addiction care for families with children<br>- Quantification of capacities of addiction care (focused on children,   | Capacities of children's addiction care<br><br>Capacities of therapeutic | continuously/2030 | Government Council for Drug Policy Coordination, MoH              | national resources       | Conception of the development of addiction services   | Families dealing with addiction, children |

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|         |   |  |   |                   |  |                          |   |   |
|---------|---|--|---|-------------------|--|--------------------------|---|---|
|         |   | parents) in relation to the population of the region   | programmes for addicted parents<br><br>Capacities of recovery centres for parents struggling with addiction   |                   | Regions, municipalities, MoLSA   |                          | Health 2030   | engaging in risky behaviour                     |
| B.2     | <b>Recommendation: provide targeted rehabilitation and medical rehabilitation services for children with disabilities</b>   |  |   |                   |  |                          |   |   |
| B.2.1.1 | Promote social services and medical rehabilitation care for children with disabilities  | Development of social services and medical rehabilitation care for children with disabilities  | Allocation/Number of programmes supported   | continuously/2030 | MoLSA, MoH<br><br>Regions, service providers   | national resources, OPE+ | National Plan for the Promotion of Equal Opportunities for Persons with Disabilities 2021-2025<br><br>Health 2030 | Children with disabilities                      |
| B.3     | <b>Recommendation: Support health promotion and disease prevention programmes targeting children in need and their families and professionals working with children</b> |  |   |                   |  |                          |   |   |
| B.3.1.1 | Support programs and services in the area of prevention and education of families with children   | Promoting parental responsibility education and prevention programmes to increase health awareness among people at risk of health inequalities - targeting projects and other measures at parents, guardians, and children | Allocation/support of programmes/ number of people from the target group of socially excluded and at risk of social exclusion educated in health awareness. | 12/2023           | MoLSA, MoH, National Institute of Public Health, Agency for Social Inclusion<br><br>NGOs | national resources, OPE+ | National Strategy for the Protection of Children's Rights 2021-2029<br><br>Health 2030                            | All target groups, especially families from SEL |
| B.3.1.2 |   | Supporting the development of parenting competences among parents with mental disabilities   | Allocation/support of programmes  | continuously/2030 | MoLSA, MoH   | national resources, OPE+ |   | Children living with a parent with a disability |

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|         |   |   |                   |            |  |                   |
|---------|---|---|-------------------|------------|--|-------------------|
| B.3.1.3 | Ensuring the promotion of children's mental health in the education system. | <p>The availability of a training programme and 14 trained and methodologically supported regional coordinators actively helping to integrate mental health into primary prevention in schools.</p> | continuously/2030 | MoEYS, MoH | <p>National Action Plan for Mental Health 2020-2030</p> <p>Operational Programme Research, Development, Education, national resources</p> <p>National Plan for the Promotion of Equal Opportunities for Persons with Disabilities 2021-2025</p> <p>Health 2030</p> |                   |
| B.3.1.4 |   |   |                   | MoLSA, MoH | <p>National Action Plan for Mental Health 2020-2030</p> <p>National Plan for the Promotion of Equal Opportunities for Persons with Disabilities 2021-2025</p> <p>Health 2030</p>   | All target groups |



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### 5.3 HEALTHY NUTRITION

In order to guarantee effective access to adequate and healthy nutritional food for children in need, including through the EU School Fruit, Vegetables and Milk project, Member States are encouraged to:

| C       | HEALTHY NUTRITION   |   |                              |   |                                      |                          |   |   |  |
|---------|---|---|------------------------------|---|--------------------------------------|--------------------------|---|---|--|
|         | Goal  | Measures, including specification   | Indicator                    | Deadline for implementation<br>(By 2025 and 2030) | Responsibility                       | Financial resources      | Is connected to   | Target group  |  |
| C.1     | <b>Recommendation: Promote access to healthy meals beyond the school day, including through in-kind or financial support, especially in exceptional circumstances such as school closures</b> |   |                              |   |                                      |                          |   |   |  |
| C.1.1   | Analyse the area of lack of access to adequate nutritional food for children  | Analysis of the unavailability of adequate nutrition for children (including dietary meals - e.g., for children with celiac disease, gluten allergy, etc.), with emphasis on children in need. The analysis will serve as an input document for the proposal of a systemic measure unifying different forms of support for school meals in the Czech Republic | Analysis                     | 12/2024   | MoLSA, MoEYS                         | national resources, OPE+ | National Strategy for the Protection of Children's Rights 2021-2029 | All target groups, especially SEL, Roma families, low-income families, single-parent families |  |
| C.1.2.1 | Ensure access to healthy food   | Supporting school meals for children at risk (including during distance learning)   | Number of supported children | 12/2025   | MoLSA, MoEYS<br>Municipalities, NGOs | national resources, OPE+ | National Strategy for the Protection of Children's Rights 2021-2029 | All target groups, especially SEL, Roma families, low-income families, single-parent families |  |
| C.2     | <b>Recommendation: Ensure that nutritional standards in ECEC and educational institutions meet specific nutritional requirements</b>  |   |                              |   |                                      |                          |   |   |  |

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|         |   |   |   |                   |  |                            |   |                   |
|---------|---|---|---|-------------------|--|----------------------------|---|-------------------|
| C.2.1.1 | To ensure that nutritional requirements and nutritional standards are met in pre-school education and care facilities and educational institutions in the Czech Republic                    | Mapping the fulfilment of nutritional requirements for nutritional standards in pre-school education and care facilities and educational institutions in the Czech Republic   | Study   | 12/2025           | MoLSA, MoEYS   | national resources         | Government Programme Statement  | All target groups |
| C.2.1.2 |   | Increased inspection activities in canteens (in kindergartens and primary schools) aimed at controlling the quality of food served  | Number of controls  | continuously/2030 | MoH  | national resources         |   | All target groups |
| C.3     | <b>Recommendation: restrict advertising of foods high in fat, salt and sugar and limit their availability in early childhood education and care facilities and educational institutions</b> |   |   |                   |  |                            |   |                   |
| C.3.1.1 |   | Awareness-raising on the topic of promoting a healthy diet  | Number of workers trained<br>Number of families supported                 | continuously/2030 | MoEYS  | national resources, OP JAK |   | All target groups |
| C.3.1.2 | Increase awareness of healthy nutrition among the general and professional public   | Opening a discussion on the impact of advertising on children and possible solutions  | Number of round tables/discussions  | continuously/2030 | MoLSA, MoIT, MoH<br><br>NGOs                         | national resources, OPE+   | Action Plan for the implementation of the Food Safety and Nutrition Strategy 2030 | All target groups |
| C.4     | <b>Recommendation: Provide children and families with appropriate information on healthy food for children</b>  |   |   |                   |  |                            |   |                   |
| C.4.1.1 | Support for healthy eating programmes   | Promote healthy eating programmes for children + revise the setting of existing projects  | Supported programmes  | continuously/2030 | MoEYS, National Institute of Public Health           | national resources         | Government Programme Statement  | All target groups |
| C.4.1.2 |   | Include implementation and monitoring of compliance with Nutri-score food labelling   | Changing the control process  | 12/2030           | MoA, Czech Agriculture and Food Inspection Authority | national resources         |   | All target groups |
| C.4.1.3 | Promoting awareness   | Support programme for pregnant and breastfeeding women with the aim to <ul style="list-style-type: none"> <li>• promote breastfeeding education and reduce obesity</li> </ul> | Epidemiological study of breastfeeding status and obesity reduction among | continuously/2030 | MoH  | national resources         | Action Plan for the implementation  | All target groups |

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|         |  |  |   |                   |          |                    |   |                   |
|---------|--|--|---|-------------------|----------|--------------------|---|-------------------|
|         |  | <ul style="list-style-type: none"> <li>among mothers and their children,</li> <li>encourage initiation and continuation of sole breastfeeding up to 6 months of age and then breastfeeding with complementary feeding up to 2 years and beyond.</li> </ul> | mothers and their children<br>Number of breastfed only infants at 6 weeks, 3 months, and 6 months |                   |          |                    | of the Food Safety and Nutrition Strategy 2030                                    |                   |
| C.4.1.4 |  | Supporting public communication programme (focusing on healthy lifestyle principles, appropriate food combinations, handling food to maintain quality and minimise food waste)   | Updated and extended nutritional recommendations for population groups in the Czech Republic      | continuously/2030 | MoH, MoA | national resources | Action Plan for the implementation of the Food Safety and Nutrition Strategy 2030 | All target groups |

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#### 5.4 APPROPRIATE HOUSING

In order to guarantee effective and free access to appropriate housing for children in need, Member States are recommended to:

| APPROPRIATE HOUSING |   |   |                            |   |                   |                          |  |   |
|---------------------|---|---|----------------------------|---|-------------------|--------------------------|--|---|
| D                   | Goal  | Measures, including specification   | Indicator                  | Deadline for implementation<br>(By 2025 and 2030) | Responsibility    | Financial resources      | Is connected to  | Target group  |
|                     |   |   |                            |   | Co-responsibility |                          |  |   |
| D.1                 | <b>Recommendation: to provide homeless children and their families with adequate accommodation, rapid transfer from temporary to permanent accommodation and the provision of appropriate social and counselling services</b> |   |                            |   |                   |                          |  |   |
| D.1.1.1             | Legislative coverage of social and affordable housing   | Preparation of a law on housing support or other legislative proposal aimed at ensuring social/affordable housing                                     | Proposal for a law         | continuously/2023                                 | MfRD              | national resources, OPE+ | Action Plan 2021-2023 to Social Inclusion Strategy 2021-2030 | All target groups, especially low-income families, families in housing need |
|                     |   | Year-on-year increase in the number of supported social/affordable housing financed by the State Investment Support Fund, the state budget, and funds | Number of people supported | continuously/2023                                 | MoLSA             |                          | Gender Equality Strategy 2021-2030 (strategic objective 4.2) |   |
| D.1.1.2             |   |   |                            |   | MfRD              | national resources, OPE+ | Action Plan 2021-2023 to Social Inclusion Strategy 2021-2030 | All target groups, especially low-income families, families in housing need |
|                     |   |   |                            |   | MoLSA             |                          |  |   |

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|         |  |  |  |                                  |   |                          | Government Programme Statement   |   |
|---------|--|--|--|----------------------------------|---|--------------------------|--|---|
| D.2     | <b>Recommendation: continuously assess and review national, regional, and local housing policies and take measures to ensure that the interests of families with children in need are adequately addressed, including dealing with energy poverty and avoiding the risk of homelessness; this evaluation and review should also include policies on social housing or housing assistance, housing benefits, and further improving accessibility for children with disabilities</b> |  |  |                                  |   |                          |  |   |
| D.2.1.1 | Monitor and evaluate state-funded programs and projects aimed at promoting social and affordable housing   | Monitoring and evaluation of state-funded programmes or projects aimed at promoting social and affordable housing  | Allocation/Number of supported projects/people               | continuously/2023                | MfRD, MoLSA   | national resources, OPE+ | Action Plan 2021-2023 to Social Inclusion Strategy 2021-2030   | All target groups   |
|         |  |  |  |                                  | Municipalities  |                          |  |   |
| D.2.2.1 | Assess and revise housing benefits to reflect the interests of families with children in need  | Analysing the possibilities of using benefits for people in material need (in particular the so-called exceptional immediate support) to pay the deposit and other possible fees associated with obtaining housing and ensuring continuous evaluation and monitoring of the use of benefits in material need in relation to housing for families with children in need | Analysis<br><br>Monitoring                                   | 12/2024<br><br>continuously/2030 | MoLSA   | national resources       |  | All target groups, especially low-income families, families in housing need |
| D.3     | <b>Recommendation: ensure priority and early access to social housing or housing assistance for children in need and their families</b>  |  |  |                                  |   |                          |  |   |
| D.3.1.1 | To define a system of assistance in the area of affordable housing and material aid with emphasis on the group of vulnerable children  | Setting up a functional system of assistance in the area of affordable housing, material aid etc. using innovative methods e.g., coordinator - case manager in the area of housing, contact centres etc. focused on the target group of children at risk and possible prevention of removal of children from parental care   | Assistance system for practical counselling of target groups | 12/2023, continuously            | MoLSA, MfRD   | national resources, OPE+ | Action Plan for the National Strategy for the Protection of Children's Rights 2021-2029<br><br>2021-2024 | All target groups, especially low-income families, families in housing need |
|         |  |  |  |                                  | NGOs, municipalities (especially municipalities with extended competence), NGOs |                          |  |   |

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|---------|---|--|---|-------------------|---|--|---|---|
| D.3.2.1 | Support the introduction of innovative approaches to affordable housing   | Developing methodologies to implement Housing First and Housing Led approaches   | The creation of methodologies   | 12/2023           | MoLSA / MfRD<br>municipalities (especially municipalities with extended competence), NGOs | national resources, OPE+                       | Action Plan 2021-2023 to Social Inclusion Strategy 2021-2030                            | All target groups, especially low-income families, families in housing need             |
| D.3.2.2 |   | Institutional and financial support for the implementation of social housing programmes, specifically Housing First  | Support for specifically targeted programmes  | continuously/2030 | MfRD, MoLSA<br>Municipalities, NGOs   |  | Gender Equality Strategy 2021-2030 (strategic objective 4.2)                            | All target groups, especially low-income families, families in housing need             |
| D.3.3.1 | Systematically plan the capacities of residential social services for children in need  | Systematic planning and provision of sufficient capacities in residential social services for children with not fully acquired legal rights (15+).   | Capacities of the selected residential social services + number of unfulfilled applications | continuously/2030 | Regions<br>MoLSA  | national resources                             |   | All target groups   |
| D.4     | <b>Recommendation: when placing children in institutional or foster care, consider the best interests of the child as well as the overall situation and individual needs of the child; ensure the transition of children from institutional care to quality family care and support their independent living and social integration</b> |  |   |                   |   |  |   |   |
| D.4.1.1 | Increase the availability of preventive and professional services for children and families at risk   | Developing a proposal for a guaranteed network of preventive and professional services in the system of care for children and families at risk, including ensuring their accessibility through involvement in the mainstream community environment | Prepared proposal for a guaranteed network of preventive and professional services          | 12/2023           | MoLSA<br>MoEYS, MoH, GO (Drug Policy Department), NGOs, Committee                         | national resources, OPE+<br>IP MoLSA 2022-2025 | Action Plan for the National Strategy for the Protection of Children's Rights 2021-2029 | All groups, especially children in households with addiction or violence, children with |

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|         |   |  |   |                   |   |  |  |   |
|---------|---|--|---|-------------------|---|--|--|---|
|         |   |  |   |                   | for the Prevention of Domestic Violence and Violence against Women and the Working Group for Work with Children at Risk of Violence |  | 2021-2024<br>Government Programme Statement  | parents in prison, abused/abuse d/neglected children, children with a minor parent, children in foster care or institutional care |
| D.4.2.1 | Incorporate the family element into all services and interventions provided | Establishing family reintegration as a basic principle and goal of services and interventions in the case of a child leaving the care of his/her own parents | Incorporating the principle of family reintegration into working practices, setting up support services | 12/2024           | MoLSA   | IP MoLSA 2022-2025                               | Action Plan for the National Strategy for the Protection of Children's Rights 2021-2029<br>2021-2024<br>Government Programme Statement | All target groups, especially children in foster care or institutional care   |
|         |   |  |   |                   | MoEYS, NGOs   | national resources                               |  |   |
| D.4.2.2 |   | Development of community services while reducing the maximum number of children in family groups/households  | Allocation per project/number of persons supported  | continuously/2030 | MoLSA   | national resources, OPE+, National Recovery Plan | Government Programme Statement   | All target groups, especially children in foster care or institutional care   |
|         |   |  |   |                   | NGOs  |  |  |   |

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|         |   |   |   |                   |              |  |   |  |
|---------|---|---|---|-------------------|--------------|--|---|--|
| D.4.2.3 |   | Strengthening support for young adults leaving foster care - Setting up a support system for young adults entering independent living   | Prepared design of a system   | 12/2024           | MoLSA        | IP MoLSA 2022-2025, national resources | Action Plan for the National Strategy for the Protection of Children's Rights 2021-2029 | Target group of children leaving foster care |
|         |   |   |   |                   | MoEYS, NGOs  |  | 2021-2024   |  |
| D.4.2.4 |   | Developing post-adoption support  | Recommendations for developing forms of post-adoption support                             | continuously/2030 | MoLSA        | national resources, OPE+               |   | Children in foster care                      |
| D.4.2.5 |   | Increasing the number of foster carers, including temporary foster carers, and supporting the development of foster care  | Number of foster carers (including temporary ones)  | continuously/2030 | MoLSA        | national resources, OPE+               | Government Programme Statement  | Children in foster care                      |
| D.4.2.6 |   | Maintaining continuity of support for the family and the child (i.e., ensuring support for the family before and during the process of removal of the child and at the same time after the child's return from institutional care or foster care) | Proposal for coherent and continuous work with a family in which a child is being removed |                   | Regions      |  |   |  |
| D.4.3.1 | Reduce the number of children taken from their families and reduce the number of children in institutional care | Setting up a guaranteed service network   | Guaranteed network of services at the level of all regions                                | 2029              | MoLSA, NGOs  | national resources                     | Government Programme Statement  | All target groups                            |
|         |   | Setting up a system for early identification of child endangerment.   | Universal instrument for early identification of child endangerment                       | 2024              | MoLSA, MoEYS | national resources                     | Government Programme Statement  | All target groups                            |

## 5.5 POLICY SUPPORT FRAMEWORK

Member States are recommended to develop an integrated and supportive policy framework to address the social exclusion of children, focusing on breaking the intergenerational cycle of poverty and disadvantage and reducing the socio-economic impact of the COVID-19 pandemic, while ensuring that the best interests of the child are a primary consideration.

| E       | POLICY SUPPORT FRAMEWORK   |   |  |  |  |                                  |   |                   |
|---------|--|---|--|--|--|----------------------------------|---|-------------------|
|         | Goal   | Measures, including specification   | Indicator  | Deadline for implementation (by 2025 and 2030) | Responsibility   | Financial resources              | Is connected to   | Target group      |
| E.1     | <b>Recommendation: Coordinate social, education, health, nutrition, and housing policies at national, regional, and local levels and increase the relevance of these policies for supporting children in an integrated way. Strengthen cooperation with and involvement of national, regional, and local authorities, social economy organisations, NGOs promoting children's rights, children themselves and other stakeholders in the design, delivery and monitoring of policies and quality services for children.<sup>281</sup></b> |   |  |  |  |                                  |   |                   |
| E.1.1.1 | Coordinate and strengthen cooperation with national, regional, and local authorities, NGOs, and other stakeholders   | Support for systemic cooperation between the MLSA and regions - creation of a communication platform and meetings between representatives of the MLSA and regions and other actors in the field of family and child support | Platform activity, number of meetings  | continuously/2023                              | MoLSA<br>Regions, NNO and other subjects   | OPE+, national resources         | Family Policy Concept (2017), Regional Family Policy Project (till 6/2022)                        | All target groups |
| E.1.1.2 |  | Initiation of discussion and elaboration of regulation in the areas of public protection of children, services for families and children, alternative forms of childcare  | Draft modifications  | 12/2024  | MoLSA<br>GO (Department of Drug Policy), MoEYS, MoH, GO – Government Council for Human Rights, Republican Committee for Crime Prevention | national resources, OPE+         | Action Plan for the National Strategy for the Protection of Children's Rights 2021-2029 2021-2024 | All target groups |
| E.1.1.3 |  | Improving the quality of education through a comprehensive school support system  | Piloting of the central support link - verification of the functional model of the central support link in the territory | 12/2030  | MoEYS  | national resources, ESF+, OP JAK | Czech Education Policy Strategy 2030+   | All target groups |

<sup>281</sup> Due to the proximity of Recommendations A (to coordinate social, education, health, nutrition and housing policies at national, regional and local levels and to increase the relevance of these policies for supporting children in an integrated manner) and E (to strengthen cooperation with national, regional and local authorities, social economy organisations, NGOs promoting children's rights, children themselves and other stakeholders and their involvement in the design, delivery and monitoring of policies and quality services for children), they have been merged. Recommendation A has been de facto expanded to include recommendation area E. The original labelling of the recommendation "F.: take measures to promote inclusion and to prevent and combat discrimination and stigmatisation of children in need" will be shown in the table under E, and the same sequence will be maintained.

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|         |   |  |  |                   |   |   |  |  |
|---------|---|--|--|-------------------|---|---|--|--|
| E.1.1.4 |   | Monitoring the needs and supply of services in relation to children from immigrant families  | Establishment of the monitoring framework  | 12/2025           | MoLSA   | UNICEF, national resources                |  | Children from immigrant families (including those from UA) |
| E.1.1.5 |   | Creation of a functional database of support and counselling services for families according to specific services for municipalities, regions, professional and lay public   | Database creation  | Continuously/2025 | GO, MoLSA, MoEYS<br>Municipalities, regions, NNO                        | National resources, OPE+                  | Action Plan 2021-2023 to the Social Inclusion Strategy 2021-2030<br>Government Programme Statement   | All families   |
| E.1.2.1 | Creating an environment friendly to children's involvement in decision-making processes | Definition of technical and organizational measures to create a child-friendly environment in key areas of children's lives (education and social care, administrative and judicial areas) and their subsequent implementation | Development of methodological material to eliminate identified barriers to children's participation in decision-making processes | 12/2022           | MoLSA   | National resources, project Participation | Action Plan for the National Strategy for the Protection of Children's Rights 2021-2029 2021-2024 Project Participation <sup>282</sup>                 | All target groups  |
| E.1.2.2 |   | Developing techniques for ascertaining the views of children in administrative processes and court proceedings   | An overview of innovative techniques for eliciting children's views in administrative processes and court proceedings            |                   | MoLSA<br>MoEYS, MoJ, Mol, NNO, GO – Government Council for Human Rights |   | Action Plan for the National Strategy for the Protection of Children's Rights 2021-2029 2021-2024 (Concerned measures: 4.3.a)<br>Project Participation | All target groups  |
| E.1.2.3 |   | Implementation of training activities for professionals to acquire the necessary skills in the   | A series of training sessions for professionals on   | 12/2023           | MoLSA   | National resources, IP MoLSA              | Action Plan for the National Strategy for the  | All target groups  |

<sup>282</sup> This is the project "Strengthening the participation of children in policy and decision making at the national level in EU member states", implemented by Council of Europe and the MoLSA is a project partner.

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|         |  |   |   |                   |  |   |  |  |
|---------|--|---|---|-------------------|--|---|--|--|
|         |  | field of communication with children and involvement of children in decision-making processes   | communication skills with children and involving children in decision-making processes  |                   | MoEYS, MoJ, GO, NNO                            | 2022-2025   | Protection of Children's Rights 2021-2029 2021-2024  |  |
| E.1.2.4 |  | Development of a methodology for communication with disadvantaged children and their families.  | Methodology creation  | 12/2023           | MoLSA  | National resources, IP MoLSA 2022-2025              | Action Plan for the National Strategy for the Protection of Children's Rights 2021-2029 2021-2024  | All target groups                            |
|         |  |   |   |                   | MoEYS, MoH, NNO                                |   |  |  |
| E.2     | <b>Recommendation: Continue to invest in education and in adequate health and social protection systems to effectively address the needs of children and their families, in particular those at risk of social exclusion, and increase investment where necessary.</b> |   |   |                   |  |   |  |  |
| E.2.1.1 |  | Support for primary prevention (including primary prevention programs to deepen relational competences - in schools and lifelong learning) <sup>283</sup>   | Allocation/number of programs supported   | continuously/2030 | MoLSA  | National resources                                  | Family Policy Concept (2017)<br><br>National Plan for the Promotion of Equal Opportunities for Persons with Disabilities 2021-2025<br><br>Government Programme Statement | All target groups                            |
|         |  |   |   |                   | NNO, Republican Committee for Crime Prevention |   |  |  |
| E.2.1.2 |  | Support from family centers or individual outreach - skills training, exercise, nutrition, safety, etc.<br><br>Depistance, targeted work with family needs; support for the creation of low-threshold (accessible) services for parents with young children, family centers and support for outreach services for parents with young children (support for parenting competences in the home) (SAS), support for parents in the field of children's education | Allocation<br><br>Number of services supported<br><br>Number of training events to support parents in the field of children's education | continuously/2030 | MoLSA  | National resources (i.e., NGT Family), OPE+, OP JAK | Family Policy Concept (2017)<br><br>Government Programme Statement   | All groups, especially SEL and Roma families |
|         |  |   |   |                   |  |   |  |  |

<sup>283</sup> Primary prevention includes various forms of support for families (e.g., support for parenting and relationship competences, self-help groups, support for leisure activities, parent/family or community centres, intergenerational cohesion, etc.). It is about supporting family functions. This means preventing a functional family from becoming a family at risk.

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|         |  |   |   |         |                      |                              |  |   |
|---------|--|---|---|---------|----------------------|------------------------------|--|---|
| E.2.1.3 |  | Definition of a sustainable financing system for a guaranteed network of services for families and children   | Proposal for financial mechanisms                             | 12/2023 | MoLSA                | National resources, IP MoLSA | Action Plan for the National Strategy for the Protection of Children's Rights 2021-2029, 2021-2024         | All target groups   |
|         |  |   |   |         | MoEYS, NNO           |                              |  |   |
| E.2.1.4 |  | Development of tools to evaluate the effectiveness of work with children and families   | Processed tools and workflows                                 | 6/2024  | MoLSA                | National resources, IP MoLSA | Action Plan for the National Strategy for the Protection of Children's Rights 2021-2029, 2021-2024         | All target groups   |
| E.2.1.5 |  | Support for funding SOS lines and crisis centers  | Financial allocation  |         | MoF, MoEYS, MoH      |                              | Government Programme Statement   |   |
| E.2.1.5 |  | Definition of risk factors that lead to child abuse and neglect   | Methodology for identification and assessment of risk factors | 12/2023 | MoLSA                | National resources, ESF+     | Action Plan for the National Strategy for the Protection of Children's Rights 2021-2029, 2021-2024         | All target groups   |
| E.2.1.6 |  | Implementation of awareness-raising activities in the field of positive parenting and reduction of social tolerance of child abuse and neglect (including the inadmissibility of corporal punishment of children) | Outreach activities   |         | MoJ, MoEYS, MoH, Mol |                              | Action Plan for the National Strategy for the Protection of Children's Rights 2021-2029, 2021-2024         |   |
| E.2.2.1 | Increase support for caring parents through social and health services | Creation of support coordinator positions for careers   | Number of coordinator positions                               | 12/2025 | MoLSA, MoH           | National resources, OPE+     | National Strategy for the development of social services for the period 2016-2025 (Specific objective D.2) | All target groups, especially families with a parent or child with disabilities |

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|         |   |   |   |         |                       |  |  |
|---------|---|---|---|---------|-----------------------|--|--|
| E.2.2.2 |   | Systematic provision of relief service and care service capacities for cases when the family is suddenly unable to provide care.  | Capacity of relief services                                 | 12/2025 | MoLSA<br>Regions, NNO | National resources, OPE+<br>National Strategy for the development of social services for the period 2016-2025 (Specific objective D.2)<br>National Plan for the Promotion of Equal Opportunities for Persons with Disabilities 2021-2025<br>Government Programme Statement | All target groups, especially families with a parent or child with disabilities                                  |
| E.2.2.3 |   | Ensuring awareness among carers, employers, and the general public  | Creation of an information website and information leaflets |         | MoLSA<br>Regions, NNO | National resources, OPE+<br>National Strategy for the development of social services for the period 2016-2025 (Specific objective D.2)<br>National Plan for the Promotion of Equal Opportunities for Persons with Disabilities 2021-2025                                   | All target groups  |
| E.3.1.1 | Respond to the development of crime committed by and against children | To monitor developments and trends in crime committed by and against children (including criminally risky phenomena) and to monitor the implementation of recommendations from the material Analysis of the situation of children and juveniles at risk of crime and criminally risky phenomena (RDM) | Revised RDM measures  | 12/2027 | MoI                   | National resources<br>Implementation Plan of the Crime Prevention Strategy in the Czech Republic for 2022-2027   | All target groups, especially children who are victims of abuse, etc. and children who engage in risky behaviour |

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|---------|--|---|--|-------------------|--------------------|--------------------------|--|---|
| E.3.1.2 |  | Strengthen the prevention of risky behavior in cyberspace among particularly vulnerable groups, especially children, youth, and the elderly   | Prevention and educational awareness campaigns                             | Continuously/2027 | MoI                | National resources       | Implementation Plan of the Crime Prevention Strategy in the Czech Republic for 2022-2027       | All target groups   |
| E.3     | <b>Recommendation: Ensure adequate policies and resources, including through measures to integrate children's legal guardians and caregivers into the labour market, support measures and income support for families and households, so that children are not prevented from accessing quality services by financial barriers</b> |   |  |                   |                    |                          |  |   |
| E.3.1.1 | Promote flexible forms of work and support counselling, retraining and placement in the labor market   | Implement measures to promote part-time and flexible forms of work  | Use of part-time jobs  | 12/2025           | MoLSA              | National resources       | Gender Equality Strategy 2021-2030 (Strategic Objective 2.1)<br>Government Programme Statement | All target groups, especially families with 3 or more children and single-parent families                       |
| E.3.1.2 |  | Motivate employers to offer part-time and flexible forms of work  | Outreach activities<br>Number of people supported                          | Continuously/2030 | MoLSA              | National resources, OPE+ | Gender Equality Strategy 2021-2030 (Strategic Objective 2.1)<br>Government Programme Statement | All target groups, especially families with 3 or more children and single-parent families                       |
| E.3.1.3 |  | Promote retraining courses, verification of educational results according to Act No. 179/2066 Coll. within the NQF system and counselling for parents with children   | Number of programs/people supported  | Continuously/2030 | MoLSA              | National resources, OPE+ |  | All target groups   |
| E.3.1.4 |  | Increase flexibility in the use of parental allowance in relation to eligible recipients  |  |                   | Labour office, NNO |                          |  |   |
| E.3.1.5 |  | Conduct an expert discussion on tax issues related to shorter and flexible working hours for parents of young children.<br>Conduct an analysis of family policy instruments and their impact on the labor market participation of parents of young children, with an emphasis on low-income families. | Activity of the expert platform, number of meetings, creation of analysis. | 12/2023           | MoLSA, MoF         | National resources, OPE+ | Gender Equality Strategy 2021-2030   | All target groups, especially families with 3 or more children, single-parent families, and low-income families |

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|---------|--|---|--|-----------------------|------------------------------------|-------------------------------------|--|--|
| E.3.2.1 | Increase public awareness of employment rights in relation to maternity and parental leave   | Implement awareness-raising measures on the rights of male and female employees in connection with maternity and parental leave and return to the labor market after taking it, and provide training for employees of the Labour Office                                     | Number of implemented awareness-raising activities/number of supported persons | continuously/2030     | MoLSA                              | National resources, OPE+            | Gender Equality Strategy 2021-2030 (Strategic Objective 2.1) | All target groups  |
|         |  |   |  |                       | NNO                                |                                     |  |  |
| E.4     | <b>Recommendation: to address the territorial dimension of social exclusion, considering the special needs of children typical of urban, rural, remote, and disadvantaged areas, based on an integrated and multidisciplinary approach</b> |   |  |                       |                                    |                                     |  |  |
| E.4.1.1 | Analyze the territorial dimension of social exclusion  | Mapping SEL by specific regions <sup>284</sup> with an outlook, including coverage of services in the areas and identification of white spaces.   | Analysis   | 12/2023               | MoLSA, MoH                         | National resources, OPE+            | Government Programme Statement                               | Families especially from SEL   |
|         |  |   |  |                       | MfRD - Agency for Social Inclusion |                                     |  |  |
| E.5     | <b>Recommendation: take measures to promote inclusion and prevent and combat discrimination and stigmatization of children in need</b>   |   |  |                       |                                    |                                     |  |  |
| E.5.1.1 | Prevent discrimination and stigmatization of children in need  | Reduce the risk of poverty and vulnerability of particularly vulnerable parent groups: develop a model of family assistance service (nanny for in-home support) and ensure the availability of SAS for families with children and other services for families with children | Creation of the model, social activation services capacities                   | 12/2023               | MoLSA                              | National resources, OPE+            | Gender Equality Strategy 2021-2030.                          | All target groups, especially the SEL, Roma families, parents with a health disability |
| E.5.1.2 |  | Outreach to local government and municipal officials  | Allocation/number of supported projects  | continuously/2030     | MfRD - Agency for Social Inclusion | National resources, OPE+            |  | All target groups, especially the SEL, Roma families, parents with a health disability |
| E.6     | <b>Recommendation: Support strategic investment in quality services for children, including basic infrastructure and a skilled workforce</b>   |   |  |                       |                                    |                                     |  |  |
| E.6.1.1 | Develop the quality of childcare services  | Support for the establishment and operation of children's groups, kindergartens, and extracurricular activities   | Allocation/number of supported projects  | 12/2023, continuously | MoLSA, MoEYS                       | National resources, OPE+, NRP, IROP | Gender Equality Strategy 2021-2030.                          | All target groups  |
| E.6.1.2 |  | Support for further training of all staff involved in work with children at risk (including caregivers in children's groups), including an increase and   | Number of people supported   | Continuously/2030     | MoLSA, MoEYS                       | National resources, OPE+            |  | All target groups  |

<sup>284</sup> According to the Social Exclusion Index of the Agency for Social Inclusion, the share of SELs is higher in some regions of the Czech Republic than in other regions - these are mainly regions in the Ústí nad Labem, Moravian-Silesian, Karlovy Vary, Liberec and Olomouc regions.

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|         |  |   |  |                           |                                       |                |                                |                   |
|---------|--|---|--|---------------------------|---------------------------------------|----------------|--------------------------------|-------------------|
|         |  | comparison of the financial evaluation of the staff concerned   |  |                           |                                       |                |                                |                   |
| E.7     | <b>Recommendation: allocate adequate resources and make optimal use of national and Union funds, in particular the European Social Fund Plus, the European Regional Development Fund, REACT-EU, Invest EU, the Recovery and Resilience Facility and the Technical Assistance Facility, where appropriate</b> |   |  |                           |                                       |                |                                |                   |
| E.7.1.1 |  | Using the full potential of the funds to support families and children<br>(European Social Fund +, European Regional Development Fund, Invest EU, Recovery and Resilience Facility and Technical Assistance Facility) |  | 2026 <sup>285</sup> /2030 | MoLSA, MoEYS, MfRD, MoH<br>All actors | European funds | Government Programme Statement | All target groups |

<sup>285</sup> NRP support will be implemented until 2026.

List of abbreviations

|           |  |
|-----------|--|
| AP EPSR   | Action Plan for the implementation of the principles of the European Pillar of Social Rights |
| ChG       | Children's group   |
| <b>CP</b> | <b>Local municipality</b>  |
| CVO       | The Office of the Government   |
| CZVVV     | The Centre for Assessing Learning Outcomes   |
| ČSÚ       | Czech Statistical Office   |
| ČŠI       | Czech School Inspectorate  |
| DVPP      | Further training of teaching staff   |
| EC        | European commission  |
| EPSCO     | Council (Employment, Social Policy, Health and Consumer Affairs)                             |
| ERDF      | European Fund for Regional Development   |
| ESF       | European social fund   |
| EU        | European Union   |
| EU SILC   | European Union – Statistics on Income and Living Conditions                                  |
| FEAD      | Fund for Aid to the Most Deprived  |
| FPQ       | Full professional qualification  |
| GMP KŽV   | Special educational needs due to different cultural backgrounds and living conditions        |
| GO        | Governments office   |
| HDI       | Human Development Index  |
| ICT       | Information and communication technology   |
| ILO       | Emergency immediate assistance   |
| IP        | Implementation plan  |

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|          |  |
|----------|--|
| IROP     | Integrated Regional Operational Program  |
| JSNS     | One world in schools                     |
| LMP      | Light mental disability                  |
| MEP      | Municipality with extended powers        |
| MfRD     | Ministry for Regional Development        |
| MoA      | Ministry of Agriculture                  |
| MoD      | Ministry of Defense                      |
| MoEYS    | Ministry of Education, Youth and Sports  |
| MoF      | Ministry of Finance                      |
| MoH      | Ministry of Health                       |
| MoI      | Ministry of the Interior                 |
| MoIT     | Ministry of Industry and Trade           |
| MoJ      | Ministry of Justice                      |
| MoLSA    | Ministry of Labor and Social Affairs     |
| MoT      | Ministry of Transport                    |
| MUNI     | Masaryk University                       |
| NEETS    | Not in Education, Employment or Training |
| NGT      | National grant title                     |
| NNO      | Nongovernmental nonprofit organizations  |
| NON-DIFF | Alternative family care                  |
| NPHI     | National Public Health Institute         |
| NRP      | National Recovery Plan                   |
| NQF      | National Qualifications Framework        |

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|          |   |
|----------|---|
| OECD     | Organization for Economic Cooperation and Development   |
| DMT      | Different mother tongue   |
| OP JAK   | Operational program Jan Ámos Komenský   |
| OP FMA   | Operational program Food and material assistance  |
| OP RDE   | Operational Program Research, Development, Education  |
| OPE      | Operational program Employment  |
| OPS BOTH | Operational Program Jan Amos Comenius   |
| PAQ      | Prokop Analysis and Quantitative Research   |
| PISA     | Program for International Student Assessment  |
| PQ       | Professional Qualifications   |
| PLDD     | General practitioner for children and upbringing  |
| RDM      | Analysis of the situation of children and adolescents at risk of crime and criminally risky phenomena |
| RILSA    | Research Institute, Labor and Social Affairs  |
| RVP      | Framework training program  |
| RVP ZV   | Framework Education Programme for Primary Education   |
| SAS      | Social activation service   |
| SEL      | Socially excluded location  |
| SFPI     | State Investment Support Fund   |
| SLPCh    | Social and Legal Protection of Children body  |
| UN       | United Nations  |
| UNICEF   | United Nations Children's Fund  |
| ÚZIS     | Institute of Health Information and Statistics  |
| WHO      | World Health Organization   |

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