



National Youth Strategy 2025–2030



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Dear readers,

You are receiving a document that has the potential to improve the lives of young people in the Czech Republic.

Young people are often seen as a future, but their role in society is already important today. They study, work, engage in different fields and often bring new perspectives on the world. However, unlike other age groups, they do not have so much means, attention or ability to influence things directly themselves. At the same time, any current decision also affects young people and co-creates a world they will inherit from previous generations.

This is why we consider it extremely important for young people to be involved in decision-making on public affairs. Although they lack historical experience or, on the contrary, because they are not burdened with it, they are able to see problems in a different perspective and find novel solutions to them. The involvement of young people is therefore a win-win both for them and for society as a whole. From being inactive objects dependent on others' decision-making, they can become active and respected partners.

The National Youth Strategy 2025–2030 is a document that can contribute to ensuring that young people have equal opportunities for their growth and a chance to develop society. It was created as a result of cooperation across generations, between experts, institutions, people from the field and especially young people themselves.

As members of the Youth Panel, we have written the experiences of young people from different groups and backgrounds, with different opportunities and a different view of the world into the National Youth Strategy 2025–2030. The process of its development is an example of the functioning of intergenerational dialogue and the involvement of young people in decision-making processes.

However, despite all the efforts made in the preparation of the document, the synergies between the actors and responsible bodies mentioned in the following pages will not be sufficient. We also need families, schools, municipalities and other public and private institutions to create opportunities for youth engagement.

If you have a chance to influence young people's lives, do not be afraid to listen to us and see us as partners. And if opportunities arise for you, young people, do not be afraid to take advantage of them.

We hope this document inspires you!

Youth Panel of the Ministry of Education, Youth and Sports



„Young people have the support and equal opportunities to develop their potential and make a successful transition to adulthood, they are a respected group in society and have an interest and opportunities to participate in public affairs.“

Summary

The cross-cutting and comprehensive topic of **supporting young people** is covered by various strategic documents, programmes or initiatives across different governmental departments. Public administration at regional and local level also plays an important role. Such a broad cross-sectoral topic of supporting young people should be seen as a fully-fledged and priority part of public policies. In its complexity, youth support makes a major contribution to creating an environment in which young people live in the Czech Republic, and which should fulfil the following **vision**:

„Young people have the support and equal opportunities to develop their potential and make a successful transition to adulthood, they are a respected group in society and have an interest and opportunities to participate in public affairs.“

What young people address, what they need and what their support should look like is summarised in the following key points:

Framework to support young people				
1) Developing full potential of young people	2) Supporting transition to adulthood	3) Social inclusion and wellbeing	4) Trust and partnership between young people and public administration	5) Effective public administration for young people.

1) Developing full potential

Young people have an intrinsic potential and talent that can benefit both themselves and society as a whole. It is therefore necessary to ensure that young people from all backgrounds and in all circumstances have the opportunity to develop their full potential through targeted support to develop talent and key competences (knowledge, skills and attitudes) based on their diversity and needs.

2) Transition to adulthood

Young people's transition from adolescence to adulthood is characterised by specific characteristics such as insecurity, instability, search for identity and autonomy. In order to support young people in their transition to adulthood, particular attention should be paid to their entry into the labour market, and efforts should be made to improve the position of young people in the labour market, in particular young people in vulnerable situations and/or young people with fewer opportunities.

3) Social inclusion and wellbeing

Social inclusion and wellbeing of young people are inextricably linked by linking physical, mental and emotional health to social relations, personal, professional and civic fulfillment, including the acquisition of subjective experience of life satisfaction and a positive outlook on the future. These two areas in young people's lives need to be supported beyond economic objectives, especially for young people in vulnerable situations and/or young people with



fewer opportunities. At the same time, there is a need to strengthen resilience, entrepreneurship and the ability to take responsibility for one's own life.

4) Young people's trust in public institutions and young people's partnerships with public administration

Trust in government and public institutions reflects trust in the state itself. Its level is crucial for managing societal crises, and it is therefore important to monitor and strengthen it. According to the Organisation for Economic Co-operation and Development (OECD), a global trend of declining citizens' trust in public institutions, politicians and media can be observed over the long term, including in countries with a long tradition of democratic governance. The Czech Republic is also significantly affected by this trend. Therefore, the focus should be on creating a legal, institutional and administrative environment to strengthen young people's trust in government and public institutions and youth participation in influencing public affairs.

5) Public administration processes to effectively support young people

Effective provision of facilities, assistance and support to young people, especially those who find themselves in an unfavourable life or social situation, or at risk thereof, it depends not only on increasing the availability and quality of services, but also on close link with inter-generational solidarity, which contributes to the resilience of society as a whole. Support for young people in this area should be directed towards strengthening the administrative and technical capacity to deliver services targeted at young people, while promoting intergenerational solidarity through coordinated cooperation at all levels of public administration.

The National Youth Strategy 2025–2030 (hereafter the Strategy) is based on the above-mentioned concept and frames the whole topic of youth support policy. The target group of the Strategy is young people aged 15–30. It respects the already existing strategic documents and activities of other governmental departments and complements their focus with the implementation of the proposed measures to help set up processes to ensure that support for young people in the Czech Republic works efficiently and in a coordinated manner (Strategic Objectives 1 and 2).

Finally, the Strategy defines tasks for the Ministry of Education, Youth and Sports itself (hereafter MŠMT) in the field of support for young people not covered by any other existing document (Strategic Objective 3).

The strategic objectives of the Strategy are elaborated into specific objectives and measures. During the lifetime of the Strategy, Action Plans will be developed to specify concrete actions to achieve them, covering the period 2025–2026, 2027–2028, 2029–2030.

The Strategy builds on the OECD Recommendation on Creating Better Opportunities for Young People¹ and is based on the principles of modern youth policies of the European Union (hereafter the EU), the Council of Europe (hereafter the CoE) and the United Nations (hereafter the UN). It was developed in a participatory manner in cooperation with the Youth Panel of the MŠMT and with a wide range of stakeholders. The input received was a valuable input for the development of the whole document and, in addition, provided valuable feedback on the currently implemented youth support policy. They also highlighted the remaining challenges that need to be addressed. The outputs from the participatory involvement of the Youth Panel of the MŠMT and stakeholders form a separate Annex 1 to the Strategy and can be used for further use by all actors of youth support policy in the Czech Republic.



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1. Conception of the Strategy

The Strategy is a cross-sectoral strategic document, covering the whole area of youth policy and/or support for young people in the Czech Republic.

Support for young people aims at inclusive and meaningful participation of young people in education and the acquisition of life competences, both in the labour market and in public life. This has a major impact not only on the personal wellbeing of each young person, but also on the overall economic growth, social cohesion and increased competitiveness of the Czech Republic. This also depends on young people's trust in public institutions and the system of democracy. These efforts must be coordinated, and the support of young people must be seen in its full breadth across different governmental departments.

The target group of this Strategy is young people aged 15–30. This ensures the compatibility of national policy with the EU Youth Strategy. The Strategy also takes into account the fact that this is a heterogeneous group of people with different characteristics and needs. These vary depending on the environment in which young people live (be it a region or, for example, socio-economic status), age, gender, ethnicity, migration experience and all other identities, including religion, with which young people identify themselves. Special attention is given to young people with fewer opportunities.

1.1. Structure of the Strategy

The Strategy should help to have a correct understanding of the whole scope of the topic of support for young people. It was necessary to take into account the fact that the area of support for young people is a broad and cross-cutting issue, and that many areas are already partially covered by the policy documents currently in force in different governmental departments.

This is why **the first part of the Strategy frames the whole topic of supporting young people** and specifies what all is covered by this issue. It also identifies the key responsible bodies and actors that influence how policy is being developed in these areas. The Strategy respects the fact that the existing policy documents of the governmental departments and regions contribute greatly to the realisation of the vision, and therefore the most important documents currently in force are listed here.

In the next part, the Strategy defines three strategic objectives, which will be implemented through several specific objectives and measures over the 2025–2030 period.

- **Strategic Objective 1** To mainstream young people in policy-making
- **Strategic Objective 2** To strengthen young people's active citizenship

The first two strategic objectives should help to set up relevant processes that will contribute to ensuring that the youth support policy in the Czech Republic operates efficiently, in a coordinated manner and in the light of the latest trends.

- **Strategic Objective 3** To develop the system of non-formal education, leisure-time education and youth work

The third strategic objective focuses on an important segment of youth support policy, namely support for key actors in youth work. It makes a significant contribution to addressing the challenges young people face. The Strategic Objective 3 covers, in particular, activities outside the formal education sector, complementing other key strategic documents of the MŠMT, which are the Strategy for the Education Policy of the Czech Republic up to 2030+ and the Strategic Plan of the Ministry for Higher Education for the period from 2021.



1.2. Tools and implementation of the Strategy

Action Plans

Action Plans will be developed for the design part of the Strategy, covering the period 2025–2026, 2027–2028, 2029–2030. Action Plans will specify the specific activities included in a timeline for the achievement of the sub-measures, including the setting of **output indicators**. Action Plans will also allow for a flexible response to the changing needs of young people and the associated new challenges in supporting young people.

The established Working Group on the Implementation of the Strategy will allow responsible bodies and co-responsible bodies to work together on the development of Action Plans, on the regular monitoring of their implementation and on the development of a follow-up strategic document.

The Action Plans will be approved by the management of the MŠMT with the opinion of the Council for Youth, Non-formal and Leisure-time Education, which is a cross-sectoral advisory body of the Minister for Education, Youth and Sports.

The implementation of the Action Plans will be continuously monitored, and, after their expiry, the implementation will be evaluated by the MŠMT in cooperation with the responsible bodies of the individual measures. This evaluation will be submitted for opinion to the Council for Youth, Non-formal and Leisure-time Education and the management of the MŠMT for information.

Once the Strategy expires, an evaluation of the achievement of the strategic objectives will be carried out, using both information from regular monitoring and qualitative inputs, in particular interviews with representatives of young people and other stakeholders.

Monitoring of the general part

In 2027 and 2030, monitoring of strategic documents and other initiatives across governmental departments and regions in the field of support for young people will take place. Particular emphasis will be placed on whether and how sub-strategic documents or other initiatives respond to persistent challenges defined by youth representatives and other stakeholders.

The results of the monitoring will be presented for discussion at the Council for Youth, Non-formal and Leisure-time Education and a short overview will be published on the MŠMT website.

In 2030, the development of a new follow-up strategic document on the area of youth support will be launched. This will make use of the monitoring of existing strategic documents and outputs from the Specific Objective 1.2. “To monitor the changing needs of young people to set up adequate support”. Roundtables with youth representatives (Youth Panel of the MŠMT and others) and other stakeholders will also be organised.

Involvement of the Youth Panel of the MŠMT

The Youth Panel of the MŠMT will also be involved in the implementation and monitoring, in accordance with the Charter of the Youth Panel of the MŠMT and based on proposals of individual current members the Youth Panel of the MŠMT.

The work of the Youth Panel of the MŠMT will be coordinated with the work of the Working Group on the Implementation of the Strategy and the Council for Youth, Non-formal and Leisure-time Education. The Youth Panel of the MŠMT will be involved in the development of Action Plans and their evaluation, based on the proposals of the members themselves and in accordance with the needs of the Youth Panel of the MŠMT and the Charter of the Youth Panel of the MŠMT.



The Youth Panel of the MŠMT should participate in the evaluation of the impact of the Strategy in 2030, ahead of the preparation of the follow-up strategic document. Through semi-structured interviews, it will be determined whether the challenges identified in this Strategy still persist and/or what progress has been made in these areas.

1.3. How the Strategy was developed

The Strategy was developed by the Youth Department of the MŠMT. All principles of youth policy-making were respected and a strong **emphasis was put on a participatory approach**. The topic of youth support concerns not only a large number of governmental departments, but also a wide range of key actors.

Youth Panel of the MŠMT

The most important was the involvement of the target group of young people themselves in the development of the Strategy. This was the main impetus for the establishment of the **Youth Panel of the MŠMT**.

The Youth Panel of the MŠMT is a consultative body to the Education and Youth Section of the MŠMT. The Youth Panel of the MŠMT was established in March 2024 with the vision that the first two years will be piloted and subsequently, in cooperation with the Youth Panel of the MŠMT itself, the future functioning will be designed. It is composed of 20 members with a mandate for two years. In their selection, the main emphasis was put on diversity of young people's representatives. However, the MŠMT assumes that it should function in the long term also for the purpose of implementing, evaluating and setting up a new youth policy for the future. More detailed information about the formation, membership and principles of functioning formulated in the Charter is available online.²

Working Group on the Development of the Strategy

In order to consult the development of the Strategy with representatives of key governmental departments and actors in the field of youth support policy, a working group was set up by extending the existing National Working Group on Structured Dialogue with Youth at the proposal of the members of the Council for Youth Council, Non-formal and Leisure-time Education.

Governmental departments: MŠMT, Ministry of Labour and Social Affairs (hereafter MPSV), Ministry of the Interior (hereafter MV), Ministry of the Environment (hereafter MŽP), Ministry of Defence (hereafter MO), Office of the Government of the Czech Republic (hereafter ÚV)

Other organisations: Czech Streetwork Association (hereafter ČAS), Czech Council of Children and Youth (hereafter ČRDM), Czech National Agency for International Education and Research (hereafter DZS), Children's and Youth Home Worker's Association in the Czech Republic (hereafter SP DDM), National Network of Local Action Groups of the Czech Republic (hereafter NS MAS), Republic Forum of Children's and Youth Parliaments, National Pedagogical Institute of the Czech Republic (hereafter NPI ČR), Association of Museums and Galleries of the Czech Republic (hereafter AMG), Prague Innovation Institute, Díky, že můžem, an independent expert.

Council for Youth, Non-formal and Leisure-time Education

The Council for Youth, Non-formal and Leisure-time Education is an advisory body to the Minister for Education, Youth and Sports. The Council has been designated as the managing authority for the development of the Strategy. During its development, the Council's membership was expanded, to include representatives of other governmental departments. The Council is composed of representatives from governmental departments and other organisations.



Governmental departments: MŠMT (Education and Youth Section, Youth Department, Department of Preschool and Primary Education), MPSV (Department of Family Policy, Child Protection and Social Inclusion – Social Integration Unit), MV (Department of Crime Prevention, Department of Strategic Development and Coordination of Public Administration), MŽP (Department of Financial and Voluntary Instruments – Voluntary Instruments, Science and Research Unit), Ministry of Health (hereafter the MZD; Department of Nursing and Non-medical Professions), MO (POKOS Unit – Preparing Citizens for State Defence), Ministry of Regional Development (hereafter MMR; Department of Regional Policy, Regional Policy, Housing and Social Inclusion Section).

Other organisations: Association of Youth Homes and Boarding Schools of the Czech Republic, AMG, ČRDM, ČAS, Czech Secondary School Union (hereafter ČSU), Czech School Inspectorate (hereafter ČŠI), DZS, Czech Youth Delegates to the United Nations, Spokespeople of Republic Forum of Children's and Youth Parliaments, NPI ČR, Association of Libraries of the Czech Republic, Association of Local Governments of the Czech Republic (hereafter SMS ČR), SP DDM, Union of Towns and Municipalities of the Czech Republic (hereafter SMO ČR), Association of Educators of School Facilities.

Youth stakeholders

Since there is no regularly conducted research on young people's needs in the Czech Republic and the vast majority of available research and analysis was carried out before the COVID-19 pandemic, the MŠMT decided to complement the descriptive analysis with input from both young people and experts from a number of ministries and stakeholders working with young people, and the public policy set for this area deeply affects them and influences their daily work.

A total of three **roundtables** were held in April 2024. Each was dedicated to one of the thematic groups:

- 1) promoting youth participation;
- 2) developing the full potential of young people;
- 3) the transition of young people to adulthood.

The aim of the roundtables was not only to gather input for the development of the Strategy, but also to re-establish cooperation across organisations and institutions dealing with the cross-cutting topic of supporting young people.

In total, 70 participants from 46 organisations, institutions, towns and municipalities were involved. These included representatives of other departments (MV, MŽP, MPSV, MD, MMR) and directly managed organisations, as well as representatives of non-profit organisations from various fields related to children and young people. Representatives of several umbrella organisations also participated. At the same time, representatives of children's and youth parliaments, representatives of the programmes of young delegates of the EU Youth Dialogue and of the Czech Youth Delegates to the United Nations were active participants.

After setting out the basic strategic direction of the Strategy and key challenges for young people, **focus groups** on the identified key challenges took place in September–October 2024. Participants in the roundtables and other actors who had established contact with the Youth Department of the MŠMT during the work were approached. The aim was to enable a wide range of stakeholders, governmental departments and youth representatives to contribute to the development of the Strategy and to outline possible solutions to the identified problems.

The outcomes of the roundtables and the focus groups were an important basis for the development of this Strategy. Whereas this is very valuable feedback on the whole range of youth support policy in the Czech Republic, a summary of the outputs can be found



in the Annex 2 to this document, so that they can be used by a wide range of actors in the field of youth support policy.

Stakeholders involved in roundtables and focus groups also had the opportunity to **comment on** the first version of the Strategy.

1.4. Target group of the Strategy – young people

The Strategy works with a target group of young people aged 15–30, in line with the EU Youth Strategy 2019–2027 and the follow-up programmes working with the same age group.

For a legally binding age definition of the target group of support for young people, there is no Youth Act in the Czech Republic defining the age range of the group of young people.

The most commonly used definition of the age group of young people across Europe is the 15–29 age range. This is a variable period in which the transition from the educational phase to the labour market takes place. This definition is also used by sociologists who commonly examine young people as a group between completion of compulsory education and the attainment of social maturity, i.e. individuals from 15 to 29–30 years old³.

The age range is one of the common characteristics that young people share, although different age groups of young people have different needs and interests or life goals. Young people **are not a homogeneous group**.

The Strategy also uses the term of **young people “with fewer opportunities”**. The term **“disadvantaged” young people** may also be used as the equivalent. These terms refer to persons who, for reasons of:

- economic,
- social,

- cultural,
- geographical,
- health,
- from a migrant background,
- educational difficulties,
- for which they may be considered vulnerable or disadvantaged under other regulations,
- or on any other grounds, including those which may give rise to discrimination under Article 21 of the Charter of Fundamental Rights of the European Union,

face obstacles to their **full participation in civic life**⁴. Some individuals may also face multiple disadvantages due to their multiple identities.

Sometimes the term **“vulnerable groups of young people”** (e.g. OECD) or **young people “from different cultural and living conditions”** (e.g. MPSV) is also used in youth policy.

1.5. Principles of youth policy-making

Several key principles need to be taken into account when developing national policies to support young people. These principles are not only important for this Strategy but should also be followed by other governmental departments in the development of their key public policies, even marginally affecting young people. Adherence to these principles should ensure that public policy is developed in line with good practice and international trends.

- 1. The “evidence-based” principle of public policy-making.** Public policy-making should be based on objective data and a scientific approach.
- 2. Involving young people in public policy-making.** In general, strengthening participatory methods contributes not only to making the real impact of public policies more effective, but also to strengthening



citizens' trust in public administration processes and public institutions.

- 3. Cross-sectoral coordination.** The various public authorities need to inform each other, communicate and cooperate on cross-cutting issues such as support for young people in the Czech Republic.
- 4. Equal opportunities for young people.** Emerging policies should not lead to dependency on public services but should strengthen young people's autonomy and create equal opportunities for them, including taking into account a gender equality perspective.
- 5. Intergenerational fairness and solidarity.** Age discrimination must be reduced in public policy-making, while respecting intergenerational fairness and solidarity across all ages.
- 6. Sustainability and quality of life.** The principles of sustainable development, i.e. targeting not only economic development, but also quality of life and environmental impact, should be reflected in the public policy-making process.

1.6. International strategic documents as a starting point

The Strategy is based on international documents that set direction to support for young people in Europe. If the Czech Republic wants to **compete internationally**, it should implement these cross-cutting international priorities. Modern democratic states invest significant funds and efforts in their young people, helping to shape future citizens who make up human capital and influence many aspects of the state's functioning. The Czech Republic cannot lag behind in this approach. It needs to be able to offer young people a promising future so that they do not tend to move permanently abroad.

EU Youth Strategy 2019–2027

The EU Youth Strategy 2019–2027 was adopted following the *Resolution of the Council of the European Union and the Representatives of the Governments of the Member States meeting within the Council on a framework for European cooperation in the youth field: The European Union Youth Strategy 2019–2027 (2018/C 456/01)* at the Education, Youth, Culture and Sport Council meeting in Brussels on 15 November 2018.

The resolution calls on the Member States to link their national youth policies to the EU Youth Strategy on the basis of three pillars: engage (strengthening youth participation in democratic life, with particular attention to the involvement of young people with fewer opportunities), connect (connecting young people within and outside the EU and strengthening volunteering, solidarity and intercultural understanding) and empower (empowering young people through quality, innovation and recognition of youth work).

These pillars should be reflected at national level in a joint effort by all public sector bodies. In its annex, this strategy outlines the 11 European Youth Goals, which define thematic areas affecting young people's lives and highlight the challenges that need to be addressed in these areas. These European Youth Goals were the result of consultations with young people across the EU, including the Czech Republic, and were formulated directly by young people.



1. CONNECTING EU WITH YOUTH



2. EQUALITY OF ALL GENDERS



3. INCLUSIVE SOCIETIES



4. INFORMATION AND CONSTRUCTIVE DIALOGUE





5. MENTAL HEALTH AND WELLBEING



6. MOVING RURAL YOUTH FORWARD



7. QUALITY EMPLOYMENT FOR ALL



8. QUALITY LEARNING



9. SPACE AND PARTICIPATION FOR ALL



10. SUSTAINABLE GREEN EUROPE



11. YOUTH ORGANISATIONS AND EUROPEAN PROGRAMMES

Council of Europe youth sector strategy 2030

The Council of Europe youth sector strategy was adopted on the basis of *Resolution CM/Res(2020)2 on the Council of Europe youth sector strategy 2030* by the Committee of Ministers RE on 22 January 2020 in Strasbourg.

The CoE strategy focuses on **four priorities in the field of youth, which are reflected in the Strategy:**

- 1) revitalising pluralist democracy, with special emphasis on increasing young people's capacity to promote participatory democracy and democratic citizenship;
- 2) young people's access to rights, with special emphasis on greater progress in promoting young people's access to rights;
- 3) living together in peaceful and inclusive societies, with special emphasis on promoting diversity in addressing the challenges of building an inclusive society;
- 4) youth work, with special emphasis on improving the quality of youth work delivered by both volunteer and paid youth workers, and on extending the access and attractiveness of youth work and non-formal education/learning for the benefit of wider populations of young people.

European Youth Work Agenda

In the field of youth work, the core document is the *Resolution of the Council and of the Representatives of the Governments of the Member States meeting within the Council on the Framework for establishing a European Youth Work Agenda*⁵. The rationale behind the European Youth Work Agenda was to strengthen and further develop youth work practice and policy in Europe.

The Agenda consists of two main elements: the political commitment of the EU and the CoE on the one hand, and the involvement of the youth work community of practice, on the other. The main objectives of the Agenda are to improve the promotion and recognition of youth work, to make youth work an essential part of youth policies, to expand youth work, to strengthen the common basis of youth work through cooperation between the youth work community of practice and beyond, to support the further development of quality youth work and, last but not least, to support the potential of youth work to address new challenges and innovate its practices.

The official launch of the implementation of the European Youth Work Agenda took place at the third European Youth Work Convention in Bonn in December 2020 (known as the **Bonn Process**) with the adoption of a declaration to further strengthen and develop youth work across Europe. The Bonn Process allows for the involvement of a wide range of actors delivering and receiving youth work in cooperation at international level in order to strengthen youth work in the relevant, often different, context at local, regional, national and European level.

Other inspiring outputs, which have also been reflected in the development of the Strategy, are also produced by **the UN and the OECD**.⁶



Strategic Framework Czech Republic 2030

The Strategy at national level is mainly based on the Strategic Framework Czech Republic 2030⁷, which guides the development of our country, namely the principles of **quality of life and sustainability**. Investment in human potential is mentioned here as a prerequisite for sustainable development and improving quality of life (or wellbeing). The topic of supporting young people is one of the basic prerequisites for the development of human potential. At the same time, the **participation** of young people in public life also delivers on one of the visions in the Strategic Framework Czech Republic 2030, namely that the Czech Republic is “has a mode of governance that is both democratic and efficient in the long-term perspective. The decision-making structure is resilient, flexible and inclusive. Citizens participate in decision-making on public affairs and the state creates suitable conditions to facilitate this”.





The page is decorated with several orange-colored geometric shapes. In the top left, there is a large, light-orange semi-circle. In the top right, there is a medium-sized, dark-orange circle. In the center, there is a small, light-orange circle. To the left of the text, there is a large, medium-orange circle. In the bottom left, there is a large, dark-orange circle. In the bottom center, there is a light-orange semi-circle. In the bottom right, there is a small, dark-orange circle and a medium-sized, light-orange circle.

2. Policy framework to support young people

2.1. Future challenges

The Strategy responds to recent crises, in particular the economic and social impact of the COVID-19 pandemic, which have disrupted almost all aspects of the lives of all groups of society. For young people, and especially for vulnerable youth, the COVID-19 pandemic has posed significant restrictions and risks in the areas of education, employment, mental health and disposable income. Young people and future generations will be particularly affected by the long-term economic and social consequences not only of the COVID-19 pandemic, but also of the impact of Russia's aggression in Ukraine on the socio-economic situation.

In order to avoid exacerbating intergenerational inequalities and encourage young people to build and strengthen resilience of society, governments need to evaluate the impacts of their actions and policies across different age groups by means of effective mechanisms.⁸ Although the Strategy is a sectoral conceptual document, **it is necessary to reflect its cross-sectoral overlap** based on the principle of intergenerational solidarity and intergenerational fairness applied in other conceptual and strategic documents that have been approved at national level.

Expected future challenges

In the Czech Republic, young people aged 15-30 make up around 16 % of the population (16.32 % in 2022; 16.40 % in 2023)⁹. The current demographic situation in the Czech Republic is similar to that of most European countries, with an overall ageing of the population over time, i.e. the share of older age groups in the overall age structure is increasing. This is mainly due to the shift of populous post-war years to retirement age, the increase in life expectancy and the decline in birth rates. Changing the age structure of a society has implications for its organisation and life in it. Life-cycle transformation leads to a shift in some phases, in the field of youth mainly de-

laying entry into the labour market or later starting up a family.

From the perspective of long-term visions on the position of young people in society, it is necessary to take into account the projection of the population developed by the Czech Statistical Office (hereafter ČSÚ) of 11 January 2024, according to which the Czech Republic expects a **further ageing of the population**, an increase in the proportion and number of people in older age groups and, conversely, a decrease in the representation and size of the population of people of working age and children¹⁰.

It can therefore be realistically assumed that the position of young people in society, as well as their contribution to society, will change as the ageing population evolves. Young people will lose their position as the most vulnerable age group in society, which will be taken over by the elderly people living to an older age and whose percentage will increase in society. This gradually emerging most vulnerable age group will require a completely new approach to ensuring a dignified life, both in services and healthcare, including mental health, and in the meaningful spending of time to maintain social ties and cognitive functions.

Young people will strengthen their position in society as a dynamic component of the population, which will be an important actor in addressing demographic challenges. It will therefore be desirable for them to be motivated and prepared to recognise and take on their new role in society, to be supported in developing their potential and their successful transition to adult life, and to be led to active conscious participation in public affairs in an ageing population.

The importance and relevance of **strengthening intergenerational fairness, intergenerational solidarity and intergenerational dialogue** will be increased in the field of youth support, so that young people are able to perceive their legitimate demands and



needs in the context of the needs of society as a whole, with the required involvement of young people in decision-making processes in public policy-making. The current youth mainstreaming of youth in public policies (= respect for youth as one of the target groups in setting sectoral priorities and sectoral support, including consultation of young people in policy-making) will be a two-way process in which both young people and public policy-makers will have to learn to work effectively together on the principle of respecting intergenerational justice across the whole population.

Systemic support for young people should be aimed at **strengthening young people's autonomy** and at building and **strengthening their competences to proactively address and manage life challenges**, so as not to make them dependent on passively accepted services. In this expected development, youth policy will need to refocus on strengthening young people's autonomy, **political participation and participation in decision-making processes**, so that they can proactively offer intergenerationally fair and intergenerationally solidarity-based solutions in the context of perception of the needs of all age cohorts.

2.2. What is a youth support policy

There is a timeless conception of how the state should approach support for young people. The following framework helps to define what is meant by youth policy/state support to young people:¹¹

- 1) **Developing full potential**
- 2) **Transition to adulthood**
- 3) **Social inclusion and wellbeing**
- 4) **Young people's trust in public institutions and young people's partnerships with public administration**
- 5) **Public administration processes to effectively support young people**

Each area includes sub-topics. **In particular, the aim of this chapter is to clarify all topics of support for young people and to identify responsible bodies and key actors.**

A more detailed description of the topics and challenges can be found in Annex 1 Defined challenges to support young people.

As part of the development of the Strategy, the MŠMT also reached out to other governmental departments and mapped the policy documents currently in force and the key initiatives of each governmental department in the field of youth support. The monitoring of these activities is structured along the five thematic chapters mentioned above and is attached at the end of this document. The MŠMT will repeat this monitoring on a regular basis (as specified in Measure 1.5.1. To monitor support to young people in the Czech Republic).

2.2.1. Developing full potential

Equal access to quality education is a fundamental prerequisite for the full development of young person's potential and must also be ensured by eliminating stereotypes, especially gender stereotypes, which can limit equal access to quality education for girls and boys and women and men. A young person should get into the habit of learning throughout their life. In this way, they will be prepared for different job opportunities and will gain a flexible approach to the changing dynamics of the labour market, as well as the ability to function in diverse societal structures and groups. However, it is more about lifelong learning, rather than education, to emphasise the importance of learning activities of every individual that are not organised, i.e. independent learning, e.g. when working, living in nature, at cultural events, etc. Lifelong learning is based on everyone being able to manage their learning and actively searching for different learning opportunities throughout their life.



Lifelong learning comprises three interlinked components, namely formal education, non-formal education and informal learning. **Formal education** takes place mainly in schools and leads to the attainment of a certain level of education attested by a certificate, e.g. a school report, a diploma.

Non-formal education is a broader and more modern concept than extracurricular education, encompassing all activities outside formal education aimed at acquiring knowledge, skills and competences. Unlike formal education, it does not lead to a comprehensive school education. These are organised educational activities that offer interested people the deliberate development of life experiences, skills and attitudes based on a coherent system of values. These activities tend to be voluntary as a rule. A major benefit is that it provides an alternative space for the development of young people with fewer opportunities or learning disabilities, as well as gifted young people, who face difficulties in formal education.

Non-formal education providers often differ significantly in their characteristics and range of activities. However, they all play an important role in acquiring key competences and in addressing many challenges young people face. These are NGOs dedicated to working with children and young people either in general or in specific areas such as environmental education, science and technology, sport and culture, as well as school educational, lodging and boarding facilities (boarding homes for youth, school lodging and boarding facilities). Other non-formal education actors can be libraries, museums and galleries, or institutions aimed at developing young people's talent. This also includes actors providing **leisure-time education** in school facilities for leisure-time education (leisure-time centres, after-school centres and school clubs) and memory, artistic, cultural and other institutions such as libraries, museums, galleries and science centres.

They create an offer of quality leisure activities for young people and place a strong emphasis on equal opportunities for all, including gifted young people, in addition to educational objectives.

They create a safe and stimulating environment while contributing to addressing many of the current challenges, such as establishing and consolidating intergenerational dialogue, strengthening communication between young people, building communities and others.

Informal learning is a process of spontaneous acquisition of knowledge, skills and competences from everyday experiences and activities at work, in family and in leisure time.

International and intercultural learning through educational programmes, traineeships, exchanges or volunteering is another key tool for developing young people's competences. Such experiences contribute not only to personal growth and the acquisition of foreign languages, but also to the development of intercultural understanding, entrepreneurship and responsiveness to new challenges in a globalised world. Programmes such as the Erasmus+, the European Solidarity Corps and other regional initiatives play a crucial role in supporting these activities, also due to the fact that they are funded by EU funds and do not impose financial burdens on implementers and participants.

All types of education help develop **key competences** of each individual. According to the recommendation of the Council of the EU¹², these key competences include literacy, multilingualism, mathematical, science and engineering skills, digital and technological competences, personal skills and the ability to acquire new competences, active citizenship, entrepreneurship, cultural awareness and expression..

In addition to the above-mentioned competences, according to the young people



and stakeholders involved in the development of the Strategy, particular attention should be paid to the following competences: **critical thinking and media literacy, responsiveness to changes, resilience, entrepreneurship, financial literacy and communication**, both between different age groups and among young people, in a national and international context.

Volunteering also plays a major role in the acquisition of key competences and skills, contributing to building and strengthening empathy and solidarity and cultivating intergenerational dialogue. At the same time, it offers young people the opportunity to acquire new skills and work experience that will improve their position in the labour market.

Youth mobility and experience abroad are also of particular importance. Mainly, transnational, regional or online mobility of young people consciously organised for educational purposes has a highly positive impact not only on young people themselves, but also on the community and society as a whole.

Key responsible bodies: Ministry of Culture (hereafter MK), MMR, MO, Ministry of Industry and Trade (hereafter MPO), MPSV, MŠMT, MV, MŽP, National Sports Agency (hereafter NSA), ÚV, regions, municipalities

Key actors: schools, school facilities for leisure-time education (leisure-time centres, after-school centres, school clubs), NGOs (recognised by the MŠMT for work with children and youth), eco-centres, science centres, memory institutions (libraries, museums), low-threshold facilities for children and young people, social activation services for families with children, school educational, lodging and boarding facilities (boarding homes for youth, school lodging and boarding facilities), ČRDM, DZS, NPI ČR, Association Enterprising Czechia, Association of Non-formal Education (hereafter ANEV), TANDEM, Partnership for Education 2030+

2.2.2. Transition to adulthood

For young people, transition to adulthood (around the age of 14–24 but also later) means new privileges, opportunities and potential, but also concerns, uncertainty and new responsibilities. It is linked to a number of specific life situations, such as finishing studies or moving to a higher level of education (secondary school, university), entry into the labour market and becoming self-sufficient in the sense of leaving parents, own housing and starting up families.

Overall, young people are going through a period of major life changes and new situations, and not every young person can cope with them without problems and therefore there is a need to respond to their needs timely and in effective manner. Similarly, young people should be sufficiently prepared for these new life situations and be able to realise their potential according to their own individual needs.

Entry into the **labour market is a basic prerequisite** for a successful start in adult life. Entry into the labour market can be accompanied by great uncertainty, with young people being more exposed than other age groups to barriers in the labour market, such as lower incomes due to limited work experience, fixed-term contracts, etc., and limited employment opportunities. In the context of different groups of young people in all their diversity, especially young people in vulnerable situations face additional discriminatory prejudices due to their race, background, gender, disability, etc.

Poor or no experience in the field is one of the reasons why companies prefer jobseekers with work experience and established work habits. Companies do not want to invest money and time in graduates who do not yet have established work habits. After that, however, there is a recurring problem of companies not being able to find experienced employees, graduates having nowhere to gain work experience and there is an in-



creasing number of shortage occupations in the labour market. For these reasons, it is important to promote the acquisition of work habits, for example through volunteering or internships, and to achieve recognition of non-formal education experience.

In this context, the issue of unpaid internships for young people also resonates. Internships must be clearly distinguished from regular employment. The educational benefits of an internship must be sufficiently high, and interns must not be discriminated against compared to ordinary employees. Unpaid internships should be exceptional and designed in particular for situations where interns are provided with expertise and experience that cannot be acquired in another form. Discussions on whether internships should be paid are also resonant in order not to discriminate against those who, due to poor economic conditions, have to refuse internships and prioritise paid temporary jobs.

Even more problematic is the filling of jobs by young women, who are often confronted with questions about their plans to start a family during recruitment interviews. In addition, young women face further discrimination in the form of pay inequality compared to their male colleagues in a comparable job position when the same indicators contributing to the determination of salary (educational attainment, length of previous experience, etc.) are met.¹³

Moreover, at the onset of the recession, young people are the first to be at risk of unemployment, in particular because there are no jobs available for them to take up when they finish their education. The time spent between leaving education and finding an employment should ideally be as short as possible.¹³ Long-term separation from both school and work commitments may lead to a loss of knowledge from the school environment, as well as a loss of working habits.

Some regions are also struggling with the departure of young talent. These are mainly

structurally affected regions, which have the biggest problem with talent development and are in the so-called “talent development trap” (Karlovarský, Moravskoslezský, Ústecký region).¹⁵ It is therefore important to monitor data on young people and their needs also at the level of these regions (alternatively the internal peripheries of other regions) and, in cooperation with their management, to support and promote initiatives that can contribute to preventing the departure of young talent (see, for example, some of the measures of the RE:START Strategy, the European Commission’s Talent Harnessing Platform or the strategic document on talent support of the NPI ČR).

Linking employment policy with education policy and employers is essential. As education will play an increasingly important role in future labour markets and the increased robotisation and automation of work activities are expected to reduce the volume of work for those with lower qualifications, employment policy in career guidance and subsequent career counselling needs to support the return of early-school leavers to education. This is why independent and functional **career counselling** from primary to secondary to adult education, modularisation of education, etc. is generally sought. Career counselling must also help to eliminate gender stereotypes. Another tool can be the promotion of internships, traineeships and retraining.

Foreign traineeships and experiences can play a positive role in entering the labour market and can contribute to young people’s employability. These opportunities provide young people not only with valuable work experience but also with the ability to adapt to different cultures and working environments. They thus increase adaptability in the labour market, development of key skills such as communication, critical thinking and teamwork, and often lead to higher employability.

Financial literacy is an important factor that can influence the success of independent



living and reduce the rate of young people at risk of poverty. This is an essential form of preventing falling into **debt traps or executions**. At the same time, digital competences can also contribute to employment in modern professions, but can also be applied in other life situations, in particular when communicating with authorities.

Housing is another prerequisite for becoming of self-sufficient, and a basic need for living. This is a topic that is very resonant among young people, and they perceive it as one of the biggest challenges not only for young people, but for the whole Czech society, and young people belong to one of the vulnerable social groups in relation to housing. Current rents are very high and often completely unaffordable for a young person. The same is true of the purchasing own housing, which, given the prices and interest rates of mortgages, is difficult to achieve without greater support from the family. On the contrary, in rural areas or smaller towns, where housing is more affordable, young people lack the necessary services, job offers or opportunities for meaningful leisure time.

Another important life situation for young people is the **starting a family**. Some young people, especially those who start a family immediately after secondary school or unplanned, may not be sufficiently prepared for the role of parents. They often do not finish their studies, purchase housing, save money, or start building a career. It is therefore important to focus on the development of parental and relationship competences, which can contribute to strengthening family relationships and increasing the stability of families. This approach can also help young people to better prepare for relationships and future parental roles, which can have a positive impact on their overall quality of life. It is also increasingly important to raise awareness of family and reproductive health, as well as of the risks of postponed parenthood.

There is therefore a need for targeted measures for the functionality of young families, particularly in socially disadvantaged situations, as well as for young families in their beginnings, including support for the involvement of young men in childcare.

A specific group of young people with fewer opportunities in the transition to adulthood are those who **leave children's homes, preventive care institutes or alternative care**, or come from **dysfunctional families**, and are often not yet ready to live in the adult world. They can find themselves in financial difficulties, deal with housing problems, can often end up on the street as homeless people because they do not have family background and often have lower education. They are unable to live independently and take responsibility for themselves. They lack role models, do not recognise authority and are easily influenced.

Those who **return to life from a custodial sentence or a school facility for protective education** are also in a similar situation. These groups are often neglected, stigmatised and rejected by society. This often leads to a return to criminal behaviour and recidivism, the percentage of which has been very high in the Czech Republic for a long time. In these cases, the state needs to help young people successfully integrate into society and manage the transition to adult life.

Young people with disabilities are also an important, but often neglected group facing unemployment due to discrimination and lack of awareness of the possibilities to support them among employers.

Key responsible bodies: Ministry of Finance (hereafter MF), MMR, MO, MPSV, Ministry of Justice (hereafter MSp), MŠMT, MV, regions, municipalities

Key actors: Agency for Social Inclusion, Rural Youth Working Group of National Network of Local Action Groups (hereafter NS MAS), United Nations Children's Fund (hereafter UNI-



CEF), ČAS; Anabell Centre, META, family and community centres, Association of Prison Organisations, Rubikon, other NGOs working with young people, municipalities, regions

2.2.3. Social inclusion and wellbeing

Social inclusion should prevent the social exclusion of young people with fewer opportunities, which may result in them not being able to participate fully in the economic, social and political life of the society in which they live. This in turn would have a negative impact on public finances as well as on the cohesion of society.

There are many groups **of young people with fewer opportunities**. These include young people from institutional care, at risk of poverty, from single-parent families, from socially and economically disadvantaged families, with a refugee background, with disabilities, living in rural areas, with other ethnic backgrounds, from LGBTIQ+ communities, living in criminal settings or committing criminality, with a talent, with different nationalities or different mother tongues, etc. For all these groups, the state should be able to ensure that support measures are offered, and that the necessary **assistance is provided to help young people cope with challenging life situations** in the area of education, employment, housing, health, etc.

It is also important to see the principle of intersectionality, i.e. the fact that many young people face multiple disadvantages at the same time. The situation of a person discriminated against for one reason (e.g. ethnicity) is different from that of those who at the same time live in poverty, have disabilities or other specific needs. Such combined disadvantages can lead to deeper marginalisation and require a more comprehensive and sensitive approach in the design of support measures.

Good awareness of services and opportunities, including their inclusive accessibility,

is essential to help young people manage their life situation. At the same time, possible discrimination and prejudice against different minorities must be combated.

In supporting young people, emphasis should also be placed not only on aspects that affect their economic success, but also on successful integration into society and other aspects that affect overall wellbeing, i.e. overall quality of life and a sense of wellbeing and satisfaction. Several key factors play a role here.

Family, social ties and communication prove to be key to successfully managing the transition to adulthood. Communication not only between young people but across generations can have a major impact on social cohesion. However, these aspects have been significantly disrupted by the COVID-19 pandemic. Young people have changed their communication style and are accustomed to spending their leisure time alone and online. The rapid development of technologies also has an impact. The rapid development of technologies has amplified the differences between generations. It may be difficult for older generations, including parents, to understand the world in which young people are growing up today, in particular the opportunities they have, but also the demands placed on them. The older generation grew up in a different world and it can be challenging to find common ground, absorb change and adapt to changing needs and interests of young people.

Good health, both physical and mental, also affects the quality of life of each individual. It is therefore desirable to promote awareness-raising and habits that support a **healthy lifestyle** and to focus on the availability of services aimed at promoting **mental health** (counselling, therapy) where stigmatisation and taboos persist. Promoting mental health may require different approaches among women and men. Young people's mental health has been significantly affected by the COVID-19 pandemic, with signs of



anxiety and depression increasing dramatically¹⁶. However, a number of other factors that have not yet been properly examined may have an impact on this condition. This situation calls for mental health promotion in families, education systems, workplaces and healthcare systems. Related to the topic of health is the raising of public awareness about reproductive health education and family planning.

It can be assumed that young people will increasingly face a variety of challenging situations and rapid changes in the world in which they grow up. Young people need to be able to respond to these changes and strengthen their **resilience**. Crisis situations with an impact on the security situation may be on the increase and it is necessary to prepare for them systematically, to develop adequate responses to crisis situations and thus build the necessary resilience.

Young people may also face problems related to substance use and other addictive behaviour, including addiction to the use of modern technologies, such as mobile phones and social networks. The social environment in which a young person lives can have a great impact here.

When considering the concept of wellbeing also raises the issue of how young people spend their leisure time and whether there is an adequate and inclusive offer of opportunities for **meaningful leisure time** also arises. At the time of adolescence, there is a turning point where young people lose interest in organised leisure activities and their motivation to engage in such activities is restored to university students. Young people tend to look for alternative or completely new forms of activities. There is therefore a need to make the leisure activities offered more attractive, so that young people can better respond to negative trends in their lives, such as lack of social contacts, a different understanding of the world, problematic work with information and escape into online reality.

The topic of wellbeing also involves work-life balance, where young people place a strong emphasis on balancing work and personal life. There is also a need for raising awareness about the prevention of burnout.

Finally, the state of the **environment** also affects the quality of life. Young people have become the most vocal actors in the fight against climate change in many countries. They highlight the inactivity of politicians, the unfair globalised world order and the uncertain future of future generations. Many young people are very concerned about the future of our planet and the protection of the environment. Climate change, the reduction of biodiversity and the increasing number of natural disasters, as well as the loss of contact with nature and of outdoor stay related to lifestyle and environmental changes, can have a major negative influence on mental health and even on willingness to start a family.

Key responsible bodies: MF, MK, MMR, MO, MPSV, MSp, MŠMT, MV, MD, MŽP, NSA, regions, municipalities

Key actors: Agency for Social Inclusion, Rural Youth Working Group of NS MAS, UNICEF, ČAS, Anabell Centre, META, family and community centres, ecological education centres, other NGOs working with young people, municipalities, regions

2.2.4. Young people's trust in public institutions and young people's partnerships with public administration

For the functioning of a democratic system of governance, it is important that citizens have trust in the public institutions that represent it. Across modern democratic states, there has been a marked decline in **citizens' trust in governments and public institutions**, in recent years, which goes hand in hand with the rise of populism and extremism. Trust in



public media in the context of the spread of misinformation and disinformation is also declining¹⁷.

Nowadays, the attitudes of young women and young men differ. According to the 2025 Ipsos research, carried out in 30 countries, young women are more likely to identify as feminists, while men from the Z generation are more likely to agree that efforts towards gender equality have gone too far and discriminate against men. Based on experience abroad, young people's electoral preferences may also vary significantly by gender. Data confirming this experience has not yet been presented in the Czech Republic.¹⁸

It is therefore important to put in place conditions (legislative, institutional, administrative) that contribute to increasing the trust of young people from all different backgrounds in public institutions and the democratic system.

Participation in public affairs is one of the key factors for strengthening trust, enabling young people to learn about and participate in public administration processes.

On the one hand, there is a need for public institutions to create opportunities for youth participation, to have concrete tools and know how to use them. At the same time, certain principles of **meaningful participation** must be respected, namely the guarantee of feedback, or the inclusive involvement of all relevant specific groups and the removal of potential barriers to youth participation.

On the other hand, it is also important that citizens, including young people, are sufficiently **motivated** to participate, are aware of their rights and tools for participation and are sufficiently informed about opportunities. Finally, young people should have equal access to participation. For example, **education on the democratic functioning of the state and active citizenship** can contribute to this. Active young people, who can serve as role models and inspiration for others, can

also strengthen motivation. It is desirable that vulnerable groups of young people, who often need support to participate, are also involved in participation. It also depends on young people's **first experience** of participation in public affairs. They often encounter this for the first time, either in school settings or at local level of government.

The fact that policy-makers or decision-makers tend to be adults above the upper age group of young people can play a role in neglecting the situation of young people and the reluctance to involve a young generation with whom they do not understand much. These prejudices linked to the nature of different age groups need to be eliminated and, on the contrary, **intergenerational dialogue** should be strengthened and cultivated.

Education on active citizenship can also positively affect young people's participation in elections, which is also lower than that of other age groups.

Another positive impact can also be an increase in the **representation of young people in general, and young women in particular, in decision-making bodies**, which is currently very low¹⁹. In doing so, it is crucial to ensure that decisions taken by public administration and politicians take into account different perspectives, benefit from different experiences and that the measures put in place are sustainable and responsive to the interests, needs and specificities of all citizens. Active youth participation can also inspire other age groups and bring unexpected solutions.

The under-representation of young people in decision-making processes can lead to intergenerational inequality, where young people's needs are insufficiently reflected or some topics are not sufficiently addressed from their perspective. The COVID-19 pandemic is an example of a situation where questions about intergenerational equality of the proposed measures have arisen.²⁰ Climate change is an example of a situation that is



not sufficiently addressed from the perspective of young people.

Key responsible bodies: MPSV, MD, MF, MK, MMR, MO, MPO, MPSV, MSp, MŠMT, MV, MZD, Ministry of Agriculture (hereafter MZe), Ministry of Foreign Affairs (hereafter MZV), MŽP, ÚV, municipalities, regions

Key actors: ČRDM, DZS, NPI ČR, leisure-time centres, schools, libraries, ČAS, Díky, že můžem, the People in Need, ecological education centres – the Network of Ecological Education Centres Pavučina, SEVER, Tereza and other NGOs, children's and youth parliaments and the Republic Forum of Children's and Youth Parliaments, ČSU, Digital and Information Agency (hereafter DIA)

2.2.5. Public administration processes to effectively support young people

For the support of young people in the Czech Republic to work in all the areas outlined above, it is necessary to set up the proper functioning of certain processes in public administration.

The topic of youth support is very broad and cross-cutting and relates to a large number of ministries. Not only MŠMT but also other ministries play an important role. Modern democratic states are gradually aware that this fragmented but large topic plays an important role in building the human potential of the state, the cohesion of society and, not least, culture and democracy. Support for young people needs to be addressed in its entirety. The fact that the topic of youth policy is divided into a large number of governmental departments may give the impression that it is a sub-peripheral and unimportant topic. The reality is that this is a broad agenda that should be addressed in **a coordinated manner**.

In general, public policies and services should be developed taking into account **inter-**

generational equality and intergenerational solidarity, i.e. reflecting the needs and specificities of different age and other groups of the population and taking into account the long-term impacts that may affect future generations. There is no doubt that young people are a social group with specific needs and should therefore also be duly taken into consideration, as should other groups of the population. An approach to ensure that this happens is called “youth mainstreaming”. This principle ensures that the perspective and **needs of young people are mainstreamed in policy-making, monitoring and evaluation processes**, as well as in decision-making processes. The challenges faced by young people should not be addressed in isolation but integrated into broader policy frameworks.

There can be many concrete tools for youth mainstreaming. One example is the involvement of young people in policy-making, or, at the very least, the consultation of young people in the development of public policies. Another frequently used tool is the assessment of the impacts of public policies on young people, the so-called “youth check”, which can also be part of the RIA (Regulatory Impact Assessment) process.

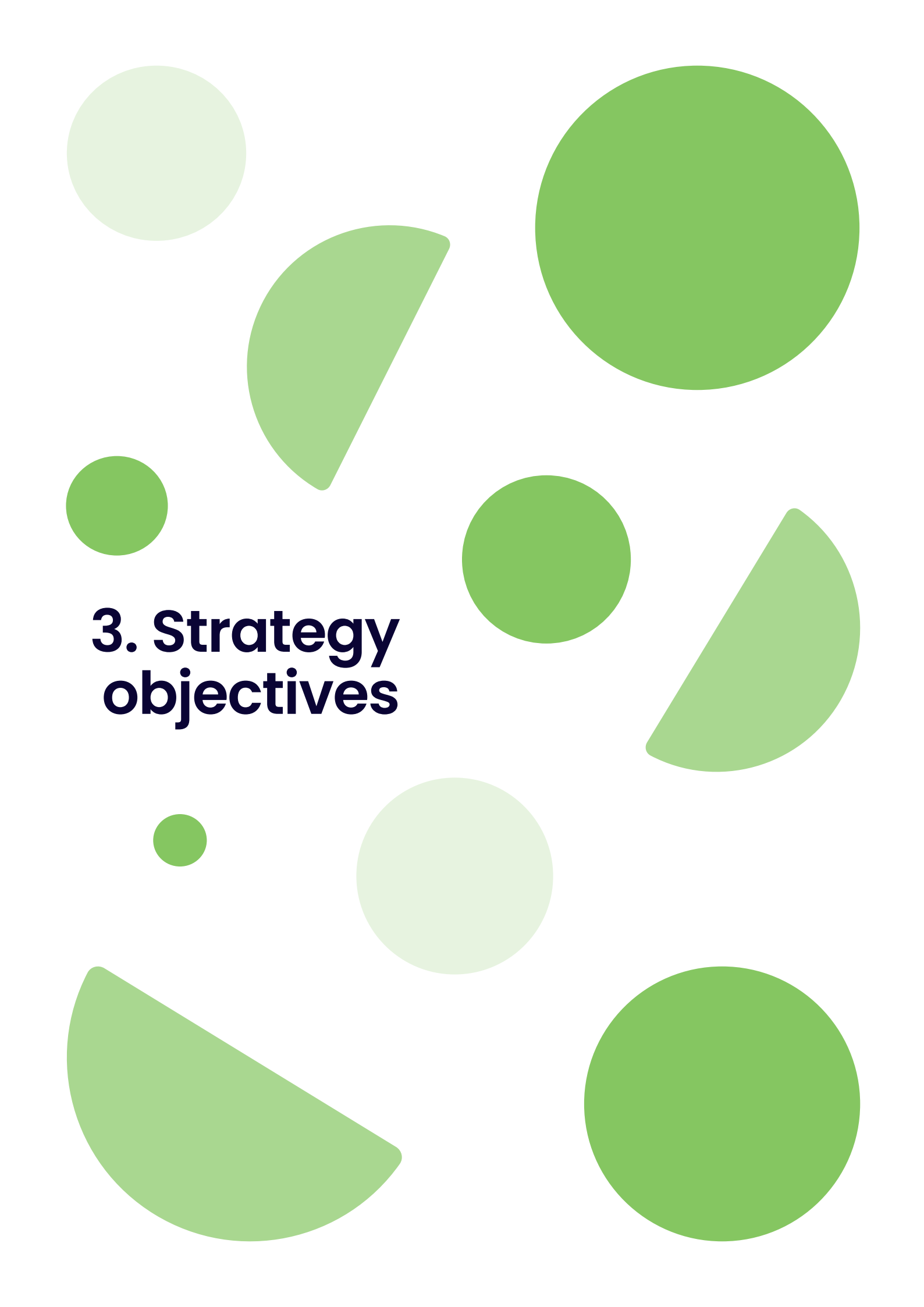
Public policies aimed at supporting young people must be based on the so-called evidence-based principle, i.e. on the basis of relevant data. **Research and data on young people**, their opinions, needs and characteristics are the basis for successful youth policy.

Key responsible bodies: MPSV, MD, MF, MK, MMR, MO, MPO, MPSV, MSp, MŠMT, MV, MZD, MZe, MŽP, ÚV, municipalities, regions

Key actors: ČRDM, DZS, SVČ, NPI ČR, ČSÚ, DIA, academic sector



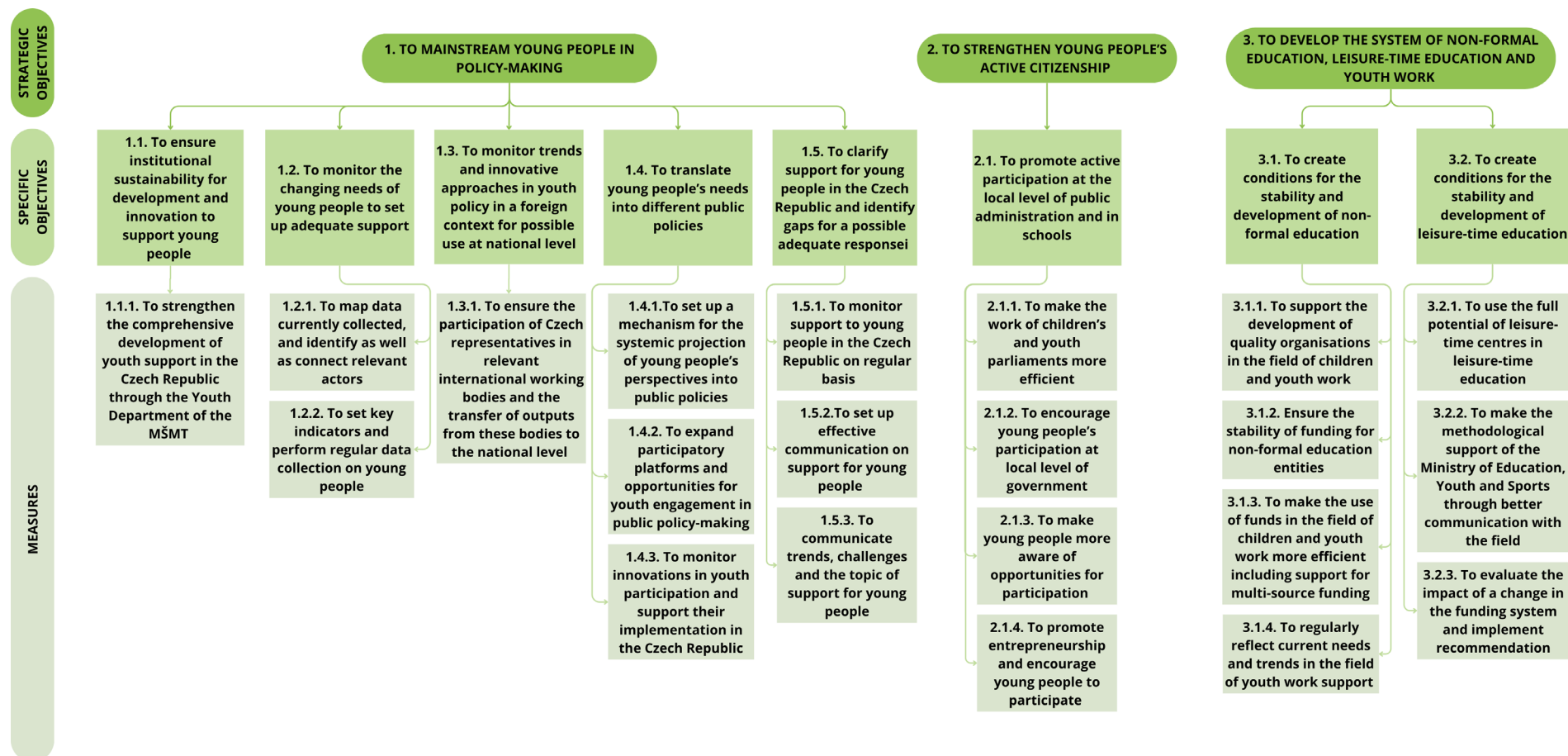


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3. Strategy objectives



LOGICAL FRAMEWORK OF THE OBJECTIVES OF THE STRATEGY



STRATEGIC OBJECTIVE 1 TO MAINSTREAM YOUNG PEOPLE IN POLICY-MAKING

This strategic objective reflects the need for young people to be a respected group in society. The perspective of young people and the potential specificity of their needs should be considered when defining societal challenges and setting them out.

Investment in youth policy must be seen as an investment in building the Czech Republic's human capital and competitiveness. In particular, the state should serve as a spring to help those with fewer opportunities or who find themselves in a difficult situation, and to restore their ability to become independent and economically successful adult citizens in our state. Public services should be set up accordingly. On the other hand, the state must also, in the short and long term, have a clearly defined vision of what to offer young people so that they do not permanently leave for what they consider to be better living conditions abroad, to be economically active and therefore independent from the state, in order to participate in social, community life, etc. and, ultimately, to develop their full potential.

Otherwise, there is a risk that the needs of young people will be neglected in newly developed policies. The lack of attention paid to their specific needs which young people may experience can not only lead to ineffectiveness of these policies, but also to a decline in young people's trust in modern democratic institutions. Practice also shows that the involvement of young people in addressing challenges can bring unexpected and innovative solutions.

For being able to respond correctly to the needs of young people in its sectoral policies at national level, but also at regional and local level, the state should focus on supporting several factors.

First and foremost, the changing needs of young people need to be regularly identified through research considering statistical time series, so that the solutions and decisions set are supported by sufficiently relevant information. It is also important to monitor the development of youth support abroad and to introduce new trends and innovations in supporting young people.

Public institutions need to know and be able to properly use adequate tools for reflecting perspectives of young people in public policies. Involving young people in public policy-making is one such tool. This engagement should respect certain principles of good practice, in particular emphasising inclusive participation (low threshold without incurring additional necessary expenditure) of young people with fewer opportunities or providing feedback on the use of the provided suggestions within the framework of youth engagement.

Efforts to support young people in the Czech Republic need to be systematically supported and to some extent coordinated. There is a need for capacities to provide an overall overview of what is being done by all countries to support young people, and to direct this support to respond to new challenges and, where appropriate, to help set priorities for the effective use of public finances in this support. It is also important to identify space for improvement, development and innovation in supporting young people.





SCHEME OF STRATEGIC OBJECTIVE 1

STAFF CAPACITY FOR YOUTH POLICY IN THE MŠMT

MŠMT – will ensure is the existence of a Youth Department to fulfil the objectives of the Strategy and future strategic documents

The MŠMT initiates and supports:

ADDRESSING THE NEEDS OF YOUNG PEOPLE

MŠMT Youth Department – will propose a systemic solution for taking into account young people's perspective, provide methodological support for their implementation

MINISTRIES – communicate with the MŠMT, introduce/implement/reflect tools for youth mainstreaming (take into account the youth perspectives) in newly-developed policies (youth panels, round tables, etc.)

National Youth Council (ČRDM) and National Agency (DZS) and other organisations – ensure bilateral communication and cooperation with the youth field

To determine whether we are doing this, we need:

It serves as a basis for the proposed

MONITOR, COMMUNICATE AND STREAMLINE THE SUPPORT OF YOUNG PEOPLE

MŠMT Youth Department – monitors, communicates gaps, meets stakeholders and adapts its platforms

MINISTRIES – **Actively engage** in platforms, cooperate, share information and propose solutions to challenges and gaps

ČRDM – coordinates and expands the platform of the EU Youth Structured Dialogue Working Group

To ensure youth perspective in public policies, we need to know:

WHAT ARE THE NEEDS OF YOUNG PEOPLE AND THE CHALLENGES THEY FACE

MŠMT Youth Department and Academic Sector – design and conduct regular qualitative and quantitative research

MINISTRIES – are synergistic in monitoring and data sharing

National Youth Council – ensures follow up on research conducted by the MŠMT and carries out sub-analyses

TRENDS AND INNOVATIONS ABROAD

MŠMT Youth Department – generates foreign trends and innovations and spreads them at national level

MŠMT, MZV, MŽP – support programmes of young delegates

ČRDM – ensures Structured EU Youth Dialogue and coordinates the programmes of young delegates

SPECIFIC OBJECTIVE 1.1. To ensure institutional sustainability for development and innovation to support young people

The topic of youth support is crosscutting with a strong inter-ministerial dimension. In the Czech Republic, there is no sub-ministerial body that manages and coordinates the whole Youth Agenda, there is neither a directly managed organisation under the Ministry of Education, Youth and Sports implementing youth policy, nor a Youth Act that assigns clear roles and financial security to individual actors. However, there is a set of tasks that must be ensured:

- Youth-led organisations, organisations working with children and youth, youth workers and other actors, not least foreign actors, need to have a clearly defined coordinating and managing entity at central government level. The existence of such a body gives a clear signal to the public about the perception of the importance of the subject and the development efforts and innovation in supporting young people in the Czech Republic.
- The Czech Republic must be represented abroad by one specific entity, especially during negotiations at the level of the European Union, the Council of Europe, the Organisation for Economic Co-operation and Development (OECD), the United Nations (UN) and other subordinate bodies. It is also important that this body can pass on recommendations, knowledge and experience, including examples of good practice from abroad to all relevant actors on the Czech side.
- There is a need to influence public institutions and provide them with methodological assistance, in particular for the correct involvement of young people in decision-making and youth policy-making processes and the transmission of information on recent trends and good practice in the field of youth policy.
- The fragmentation of youth policy between different sectors and the lack of a coordination mechanism result in a lack of comprehensive information on how support for young people in the Czech Republic is addressed and whether it responds to the real challenges and needs of young people. Another negative consequence is that the agenda is misconceived as marginal or considered as part of education and schooling, which is perceived, by young people and youth experts in both the national and European contexts as an unacceptable narrowing of the broad approach to youth support. The topic of youth support needs to be erudite, monitored and addressed in a comprehensive and knowledgeable manner.

Measure 1.1.1. To strengthen the comprehensive development of youth support in the Czech Republic through the Youth Department of the MŠMT

The Youth Department of the Ministry of Education, Youth and Sports was resumed in 2023. While the Youth Department does not have supra-sectoral coordination responsibility for the entire youth policy, it should fulfil an important function for development and innovation in supporting young people in the Czech Republic, in particular through the following activities/implementation of the measures set out in this Framework:

- Regularly defining the main challenges in the field of youth support that need to be addressed and the transmission of these outputs to the government and other government departments;
- Enabling inter-ministerial communication and cooperation in shaping youth policy;
- Basic monitoring of youth support across departments and other public administration actors;



- Representing the Czech Republic abroad in the field of youth policy and youth work and subsequent mediation of the results of these meetings to all relevant actors in the Czech Republic;
- Acting as a liaison body at government level for young people and their organisations;
- Methodological support in the development of youth policy for other public administrations and its development and implementation;
- Ensuring the functioning of the Youth Panel of the MŠMT.

The Youth Department of the Ministry of Education, Youth and Sports will be a key player in **the implementation of the Action Plans of this Strategy**.

Responsibility: MŠMT

SPECIFIC OBJECTIVE 1.2. To monitor the changing needs of young people to set up adequate support

During the phase of developing the Strategy, it was identified that the regular collection of data as well as the evaluation of statistical and other data on young people to monitor their needs and the challenges they face has not been systematically set up. Various organisations carry out ad hoc research on the current young generation. However, as the regular and systematic data collection is not ensured, it can only be used to some extent to set up the strategic governance of youth policy. There is also no comprehensive overview of what statistics on youth are currently being collected and by which bodies.

The developments so far have shown that the needs of each young generation are changing over time and that there is therefore a need to enable public bodies to respond adequately to the current challenges faced by young people. Indeed, it can be expected that the challenges faced by the younger generation can later become challenges for a society.

The aim is to set up the regular and effective collection of relevant data and the monitoring of the collected data on the target group of young people considering their diversity, and to set the future policy to support young people based on the data collected.

Measure 1.2.1. To map data currently collected, and identify as well as connect relevant actors

To monitor existing statistical data and research on young people, the MŠMT will liaise and interact with other relevant governmental departments and actors and try to identify other potential sources/data holders on young people. Based on this cooperation, **an overview of the type and the extent of the data collected, and their owners will be created.**

Responsibility: MŠMT (Youth Department)

Co-responsibility: MD, MF, MK, MMR, MO, MPO, MPSV, MSp, MV, MZD, MZe, MŽP, ÚV, DIA, ČŠÚ, Child Rights Ombudsman, DZS, ČRDM, ANEV and other institutions/organisations identified during the implementation of the measure which own or have access to statistical data on young people



Measure 1.2.2. To set key indicators and perform regular data collection on young people

The MŠMT will target the group of young people aged 15–30 in its work with statistical data outside formal education and will mainstream youth perspective in relevant research and analysis.

The need and usability of the data collected in the past on the Youth in Numbers website will be reviewed and its use in a modified form will be considered for the future.

Qualitative research on young people by the Institute for Research on Socio-economic Impacts of Diseases and Systemic Risks (SyRi Institute) will be published in 2025. The MŠMT shall evaluate the appropriateness of the methodology used and, together with representatives of the academic sector, shall set up **regular quantitative research** enabling the collection of data and particularly the establishment of their time series. Data should be collected via a periodic online questionnaire at an estimated interval of 1x in 3 years. Quantitative data collection will be **complemented by qualitative research** at an expected interval of 1x in 5 years.

Cooperation between the MŠMT and the Analytical Centre of the National council of Children and Youth will be revised and the implementation of research needs aligned to avoid duplication in data purchase and sub-analysis.

Cooperation with universities will be established to identify potential topics for final student thesis.

Responsibility: MŠMT (Youth Department)

SPECIFIC OBJECTIVE 1.3. To monitor trends and innovative approaches in youth policy in a foreign context for possible use at national level

If the Czech Republic wants to remain competitive, it is necessary to reflect global trends in national youth policy, monitoring development and innovation in the youth field in an international context and reflecting this practice at national level. Active cooperation with organisations and institutions with a strong focus on supporting young people, especially at EU, CoE, OECD and UN levels.

In the context of international cooperation and the functioning of expert platforms, a number of recommendations, technical publications, methodologies or guides are also issued by the above-mentioned institutions. For their use in Czech practice, these outputs need to be monitored, their content known and awareness of their existence disseminated.

Measure 1.3.1. To ensure the participation of Czech representatives in relevant international working bodies and the transfer of outputs from these bodies to the national level

Sufficient **capacities will be defined for the involvement of the Czech side in international working and statutory bodies will be defined and statutory bodies** dedicated to the field of



youth support. Representatives will be active in these bodies and will spread awareness of good practice from the Czech Republic, while monitoring foreign practice and considering its relevance for use at national level. The Czech Republic should be represented, through the Youth Department of the MŠMT, particularly the level of the following international organisations/institutions: EU, CoE, OECD, CEI.

At the same time, the **participation of young Czech female delegates and male delegates will be encouraged**, particularly concerning the EU Youth Dialogue and the Czech Young Delegates programmes to the United Nations. Their participation in international events not only ensures a good representation of the Czech Republic abroad but will also ensure the subsequent **awareness-raising activities** of delegates at national level and will ensure that international experience will be transferred to a wider group of Czech young people. Peer-learning can be better accepted by peers because they can be role models for them that are often lacking for young people (based on the outputs from the analytical part of the Strategy).

For key outputs issued by foreign organisations or institutions, the MŠMT **will provide information to the Czech professional public** about their existence via social networks, the MŠMT website, or through existing working bodies.

Responsibility: MŠMT

Co-responsibility: DZS, ČRDM, MŽP, MZV

SPECIFIC OBJECTIVE 1.4. To translate young people's needs into different public policies

Reflecting young people's perspectives and needs into public policy settings is a practice that should not be lacking in a modern democratic state (see Conclusions of the Council and of the Representatives of the Governments of the Member States meeting within the Council on promoting youth mainstreaming in policy decision-making processes in the European Union (C/2023/1342)¹⁸ and European Parliament Resolution on the legacy of the European Year of Youth 2022¹⁹).

Young people's needs in the demographic projection of an ageing population may be increasingly marginalised, which has a very negative impact on the level of young people's trust in public institutions and policies. The principle of intergenerational solidarity and intergenerational fairness must be observed and when developing public policies, the needs of not only the prevailing ageing generation but also the current and future young generation, including the impact that public policies may have on different generations, must be reflected equally.

In practice abroad, there are already several examples of systematically considering young people's perspectives in public policy-making, but many countries are still looking for ideal solutions in line with their national realities. As well as with the specificities of their public administration system. The Czech Republic should also propose its own approach to this issue in the short term.

Involving young people in policy-making and decision-making to address societal challenges is one of the tools that can contribute to addressing young people's needs. The Youth Panel of the MŠMT, established in March 2024 at the Education and Youth Section of the Ministry



of Education, Youth, and Sports can serve as a successful example of good practice to inspire other ministries.

Measure 1.4.1. To set up a mechanism for the systemic projection of young people's perspectives into public policies

The foreign practice of systematically reflecting young people's perspectives in the development of public policies will be mapped and its transferability to the public administration system in the Czech Republic assessed. On this basis, options for a **systemic solution for reflecting the perspective of young people in the public policies being developed**, as well as being acceptable at the central level of public administration, will be proposed. This solution will be communicated within the central public administration.

Responsibility: MŠMT

Measure 1.4.2. To expand participatory platforms and opportunities for youth engagement in public policy-making

Several examples of good practice regarding engaging young people and reflecting their perspective in public policies at the central level of state administration can be reported from the period of developing the Strategy. At the same time, efforts have also been made in some ministries to establish similar youth participatory platforms.

Ministries that target more a group of young people or address challenges that young people consider to be key should consider **setting up a long-term platform composed of young people's representatives** to involve them in their public policy-making and reflect young people's views and needs. These are the following ministries: Ministry of Labor and Social Affairs (working with young people from different cultural and living conditions), Ministry of Transport (mental health and healthy lifestyle), Ministry of the Environment (climate change) and Ministry for Local Development (housing).

Other governmental departments should use the appropriate **tools to involve young people** in their public policy-making if the issue affects them and measures targeted at young people are created (for example round tables, focus groups, etc.).

The MŠMT, in cooperation with its directly managed organisations, will seek for and provide tools for possible funding of such activities to other ministries.

Support for young people's participation at local level is addressed under a specific measure under Objective 2.

Responsibility: MŠMT, DZS, NNE partners

Co-responsibility: MD, MF, MK, MMR, MO, MPO, MPSV, MSp, MV, MZD, MZe, MZV, MŽP, ÚV, DIA, Child Rights Ombudsman, Public Rights Ombudsman



Measure 1.4.3. To monitor innovations in youth participation and support their implementation in the Czech Republic

The MŠMT will regularly monitor the emergence of new innovations in participatory tools, including digital (Civic Tech) and **raise the profile of successful innovations** among professionals. In the case of digital tools, the MŠMT will verify the tools selected in terms of their functionality and usability and then recommend their use for other public entities.

Responsibility: MŠMT

Co-responsibility: Government Office and other innovation-evolving partners

SPECIFIC OBJECTIVE 1.5. To clarify support for young people in the Czech Republic and identify gaps for a possible adequate response

At the time of the drafting of the Strategy, it became clear that a large proportion of ministries were implementing support for young people in their agendas in some way. However, no body monitors this support in a comprehensive way, meaning that the topic of youth support is misunderstood as a marginal topic, or there is often no idea of what is hidden under this term.

Regular monitoring of activities to support young people in the Czech Republic is needed. It aims to contribute to providing the state and the government with an overview of the level at which support for young people is implemented in the Czech Republic, to map weak points and to facilitate the planning for the future development of support for young people. It is also important that the topic of supporting young people is well understood and addressed in its entirety.

Measure 1.5.1. To monitor support to young people in the Czech Republic on regular basis

Regular monitoring of **youth support will be set up at the level of ministries and regions**, at the foreseen intervals of **2027 and 2030**. This will be ensured in particular by mapping strategic documents, programmes and projects to support youth at national and regional level, including Long-term plans for education and the development of the regional education system. This **overview will be presented to the Council for Youth, Non-formal and Leisure-time Education) and published on the MŠMT website**. The monitoring will be carried out by the Ministry of Education, Youth and Sports in the cooperation with other governmental departments and regions in such a way that it does not create excessive administrative burdens.

Responsibility: MŠMT

Co-responsibility: MD, MF, MK, MMR, MO, MPO, MPSV, MSp, MV, MZD, MZe, MZV, MŽP, ÚV, DIA, Child Rights Ombudsman, Public Rights Ombudsman

Measure 1.5.2. To set up effective communication on support for young people

Revisions will be made to streamline communication in existing platforms (Council for Youth, Non-formal and Leisure-time Education and the Working Group on Structured Dialogue



with Young People) in the context of youth support in the framework of the implementation of the Strategy, and **new elements will be introduced to enable more effective communication and cooperation between governmental departments**. Where appropriate, consideration will be given to the creation of a new platform to facilitate communication and mutual awareness among services from different ministries concerning their youth support activities.

There is a need for a working-level platform which would ensure to meet regularly and would help share problem-solving or consultation on cross-cutting issues.

Based on the positive feedback and demand from the key actors involved in the development of the Strategy, the Ministry of Education, Youth and Sports will continue its participatory implementation and **regular round tables**.

Responsibility: MŠMT

Co-responsibility: National Working Group on Structured Dialogue with Youth (ČRDM)

Measure 1.5.3. To communicate trends, challenges and the topic of support for young people

Based on regular research, monitoring indicators in the field of young people's needs, monitoring of foreign practice and input from relevant stakeholders and young people, the **MŠMT will regularly inform about the needs and challenges of young people** in the Czech Republic. It will use websites, social networks, existing working platforms and, where appropriate, other events or conferences suitable for information sharing.

Responsibility: MŠMT

STRATEGIC OBJECTIVE 2 TO STRENGTHEN YOUNG PEOPLE'S ACTIVE CITIZENSHIP

For young people's participation in public affairs and their perspectives in public policies, it is important not only that public institutions are able to use the right tools, but also that young people know their possibilities and opportunities. At the same time, young people need to be appropriately motivated to participate and be supported in developing their entrepreneurship.

Often, the same active individuals are re-participated or involved. Therefore, it is desirable that different specific groups of young people be represented, considering their age, the region in which they live or their status (student, working, unemployed). A specific focus should be placed on the representation of young people with fewer opportunities, who need to be more motivated than others.

This strategic objective aims to strengthen young people's motivation and active citizenship by promoting and developing participation opportunities that are closest to them, thereby enabling them to gain a first positive experience of participation in public life. It is mainly about participation in the school environment, particularly children's and young people's parliaments,



and participation at local level, i.e. at the level of municipalities and regions, where a wide range of instruments exists. Experience can also be drawn from foreign practice.

If the first experience of young people in participation is perceived as meaningful, it can become a major incentive for the future and have a positive effect on their lifelong active citizenship.

SPECIFIC OBJECTIVE 2.1. To promote active participation at the local level of public administration and in schools

Measure 2.1.1. To make the work of children's and youth parliaments more efficient

There are different types of children's and youth parliaments in the Czech Republic. Based on the opinions of some of the representatives of young people, not all of these bodies operate ideally. A certain overview of the number and types of parliaments is gradually being processed by the Republic Forum of Children's and Youth Parliaments. However, the MŠMT does not keep any records of the school parliaments. It would be desirable to map out any specifics of the functioning of existing children's and youth parliaments.

Since it is an ideal instrument to promote youth entrepreneurship and civic engagement, the **biggest barriers to the effective functioning of children's and youth parliaments will be defined** and **actions will be proposed to eliminate them**. The proposed actions will be implemented gradually.

Examples of good practice will also be identified and collected to identify the main factors that positively influence the functioning of children's and youth parliaments and contribute to the engagement of diverse groups of children and youth. These **models of effective functioning of parliaments** will be disseminated to all actors concerning children's and youth parliaments.

Responsibility: MŠMT

Co-responsibility: ČŠI, ČRDM, Republic Forum of Children's and Youth Parliaments, ČSU, SVČ, other NGOs

Measure 2.1.2. To encourage young people's participation at local level of government

Examples of **good practice in youth participation at local level will be identified and collected in cooperation with the** umbrella organisations of municipalities. At the same time, good practice will also be mapped at foreign level. Subsequently, these examples of good practice will be disseminated on relevant platforms to representatives of local public administration, such as the annual Modern Public Administration Conference.

In addition, a **methodology will be developed focusing on the different forms of youth participation and on how these forms can be supported** at local or regional level, providing an overview of existing tools, including guidance on how to use them in practice. Similar methodologies issued abroad can also serve as a model (e.g. Slovenia).

Gesce: MŠMT



Co-responsibility: MV, National Network of Healthy Cities, SMO ČR, SMS ČR, Association of Regions of the Czech Republic, ČRDM, SVČ, academic sector, centres for environmental education, non-profit sector

Measure 2.1.3. To make young people more aware of opportunities for participation

Youth participation opportunities are often fragmented and lack a comprehensive overview of youth participation opportunities. Given that on the part of young people initiatives are being developed to improve this situation, the MŠMT will **support innovative projects** particularly through the granting of patronage, and will promote awareness of their existence.

At the same time, the MŠMT will use contacts with both organised and non-organised young people and offer them information on emerging opportunities to participate, particularly central government level, using appropriate communication tools such as **online newsletter**.

In cooperation with youth representatives a handout **informing about key opportunities for youth participation** will also be created.

Responsibility: MŠMT

Measure 2.1.4. To promote entrepreneurship and encourage young people to participate

Entrepreneurship is one of the basic key competences for young people. Entrepreneurial thinking encompasses a wide range of skills, from having a good idea, to having the courage to implement it and being able to inspire others to do the same. EntreComp²⁰ European Competence Framework for Entrepreneurship defines entrepreneurship as the ability to exploit opportunities and ideas and create values from them for others, whether financial, cultural or social. Similarly, GreenComp²¹ highlights the European sustainability competence framework as an important component of competences 'acting for change in cooperation with others'. Based on labour market projection and civil society developments, entrepreneurship skills are and will be increasingly needed. Entrepreneurship is thus strongly linked to participation in public affairs.

At the time of the development of the Strategy, entrepreneurship and civic engagement were actively promoted as key competences, particularly through formal education. However, it is desirable to make full use of the potential of non-formal and leisure-time education in promoting young people's entrepreneurship and particularly, their participation in public affairs. Support for these activities will **be integrated into existing subsidy calls**.

Responsibility: MŠMT

Co-responsibility: Association Enterprising Czechia, SP DDM, other NGOs



STRATEGIC OBJECTIVE 3 TO DEVELOP THE SYSTEM OF NON-FORMAL EDUCATION, LEISURE-TIME EDUCATION AND YOUTH WORK

Working with young people, whether on the basis of non-formal or leisure-time education, is a key tool for developing young people's full potential, particularly for developing their competences for independent living. The importance of organisations in non-formal and leisure-time education is not only that they provide opportunities for educating children and young people through leisure activities and going through shared experiences, but also that they influence most of these children and subsequently young people also in their adolescence period and often in their life course. These actors bring to education what is often lacking in formal education. It is education through experience, education in responsibility for oneself and others, education in the form of direct contact with nature, education in volunteering, resilience, participation, tolerance, etc.

This is why the MŠMT places great emphasis on promoting non-formal education and linking formal education to non-formal education. It is important to ensure that linking formal to non-formal education does not only work in selected organisations and schools but becomes self-evident for most actors of both types of education across the Czech Republic, across regions.

How young people spend their leisure time can not only play a major role in developing their potential and future career paths, but the way they spend their leisure time affects overall wellbeing and satisfaction. There is a need to ensure that young people enjoy meaningful leisure time, to support them in their talents and aptitudes, to enable them to thrive, all with an emphasis on equal access.

The field of non-formal education is characterised by a wide variety of providers. This includes both NGOs working with children and young people, sports and cultural associations, environmental education centres, memory institutions (libraries, museums), galleries, science centres and others. Non-formal learning methods are also used by non-formal education entities, particularly the SVČ leisure-time centres. However, unlike other forms of non-formal education, their activities are regulated by law, so for their stability and development a different type of measure must be laid down in comparison with other organisations (e.g.: NGO).

NGOs are important actors in the field of child and youth work and non-formal education. They generally have a long-standing tradition dating back to the beginning of the last century.²² The activities of these organisations have been financially supported by the MŠMT since the early 1990s. under the so-called state aid schemes for work with children and youth for NGOs. Thanks to this support, these organisations have been able to develop their activities for the benefit of children and young people as part of their activities, both traditional and historically created after 1989.

According to the 2024 School Register, the Czech Republic also has a unique network of 335 (leisure-time centres, which, as educational establishments, provide training of interest and thus also operate in the field of primary prevention. The activities of the leisure-time centres are governed by the Education Act and Decree No 74/2005 Coll. on leisure-time education. In compliance with this Education Act and Decree, leisure-time centres provide a wide range of activities ranging from regular interest units (groups and clubs) and one-off events, work-



shops and debates to suburban and residential camps, training camps or talent development programmes from regular interest groups (groups and clubs) and one-off events, workshops and discussions, to suburban and residential camps, training camps or talent development programs. The quality of the services provided is guaranteed by qualified staff.

Youth workers or leisure-time educators are often a social role model for young people and have huge potential in youth work not only for providing leisure activities but also for providing primary prevention activities. They should therefore regularly reflect current developments and continuously be trained in addressing new trends and approaches in working with young people, such as adapting working methods to young people aged 15+, being able to respond when young people find themselves in difficult situations, for example in the case of victims of bullying, sexual violence, or young people facing mental health problems.

Strategic objective 3 aims to ensure the conditions for the stable functioning of this key instrument and to enable its further development. It should be taken into account that the support of non-formal education and the linking of formal and non-formal education is addressed not only in the Education Strategy 2030+ and its implementation document for 2023–2027, which is the Long-term Plan for Education and Development of the Education System of the Czech Republic, but also in the Strategy for Cooperation between Public Administration and Non-State Non-Profit Organizations for 2021–2030 and other documents.

SPECIFIC OBJECTIVE 3.1. To create conditions for the stability and development of NON-FORMAL education

Non-formal education needs clear recognition by the state of its key role in developing the full potential of young people and adequate support, especially in the form of stable and predictable funding, not only from ministries but also from regions.

On the other hand, the state should also ensure that the support system responds to the current needs and challenges of young people, youth workers and leisure-time educators and partially reflects them when setting financial support. It is also important that non-formal education entities have an overview of all the possibilities for supporting their activities and try to use them as much as possible.

The state should ensure the development of recognition of non-formal education in various forms. One of them is to increase awareness of the competences acquired by youth and children workers in non-formal education among themselves (self-evaluation), in educational institutions, in society in general and finally among employers. Another form is the development of a system of professional qualifications in the field of youth and children work within the legally anchored National Qualifications Framework.

Support for international programmes and exchanges as well as raising awareness about them is also a key aspect. The Erasmus+ Programme offers opportunities for both young people and youth workers, and a significant part of the programme is dedicated to the professional development of organisations and partnerships. This makes it possible to ensure the development of organisations offering opportunities in non-formal education without increasing the requirements for the state budget.



In addition to the measures listed below, the MŠMT should apply an approach in its financial support for leisure activities and non-formal education that takes into account different types of providers (e.g. by legal entity) and different mechanisms and possibilities for their financing.

Measure 3.1.1. To support the development of quality organisations in the field of children and youth work

Since 2016, the Ministry of Education, Youth and Sports has clearly set the conditions for awarding the title „organization recognized for children and youth work“. NGOs seeking to obtain this title must meet several qualitative and quantitative criteria, such as supra-regional scope, the existence of a strategic plan, functioning internal management processes in the organization, an internal education system, work with volunteers, and others. Those organizations that have received the title (always related to a certain period) from the Ministry of Education, Youth and Sports can use this certificate for their external presentation and can also automatically apply for subsidies in selected subsidy calls.

The Ministry of Education, Youth and Sports will continue the established Strategy of awarding the title „organization recognized for children and youth work“ after 2026 and will further develop it considering current developments and the needs of society.

The Ministry of Education, Youth and Sports will raise awareness of the competences acquired by children and youth workers in non-formal education in educational institutions, in society in general and among employers. It will also support the activities of NGOs improving the self-awareness of children and youth workers about the competences they acquire (self-evaluation) and the ability to articulate them externally through more or less formal channels. Currently, several professional qualifications have been created for the field of work with children and youth, which are included in the National Qualifications System according to Act No. 179/2006 Coll., on verification and recognition of further education outcomes and on amendments to certain acts. **The Ministry of Education, Youth and Sports will strive to raise awareness of these qualifications across various groups in society and contribute to the development of recognition of non-formal education in various forms.**

Responsibility: MŠMT

Measure 3.1.2. Ensure the stability of funding for non-formal education entities

In addition to NGOs recognized by the Ministry of Education, Youth and Sports for children and youth work, which work at a supra-regional level (7 or more regions) and meet clearly, defined criteria, other NGOs working with children and youth at the local, regional and supra-regional levels and other organizations in the field of non-formal education also have their irreplaceable position in the Czech Republic.

An important and historically developing group of NGOs are the so-called umbrella organizations in the field of children and youth work. Their goal is to represent the common interests of their members externally, e.g. towards public administration, and further provide service facilities and ensure joint activities of their member organizations. Umbrella organizations include the Czech Council for Children and Youth at the national level and regional children and youth councils, or other umbrella organizations. Today, the Czech Council for Children and Youth represents a representative and respected platform that brings together more than a hundred



organizations in the field of work with children and youth. Regional children and youth councils cover regions in the Czech Republic only partially – in some regions they are more developed, in others less so and in some region these councils are completely absent.

For all these types of organizations, it is necessary to find options for all-round support (methodological, financial, moral) that correspond to their scope and focus, across public administration.

In 2024, the Ministry of Education, Youth and Sports launched a pilot of multi-year (three-year) financing of umbrella organizations for youth work. The aim is to ensure greater stability and predictability and reduce the administrative burden on both applicants for financial support and providers of this financial support. Within the pilot period, **the multi-year financing process will be continuously evaluated**. Subsequently, a decision will be made on the abolition or expansion of this practice in financial support for youth work. If this system proves successful, **this practice can be spread as an inspiring example for other ministries**.

This measure targets actors in non-formal education, except for leisure-time education.

Responsible: MŠMT

Measure 3.1.3. To make the use of funds in the field of children and youth work more efficient including support for multi-source funding

In previous years, the Ministry of Education, Youth and Sports, in cooperation with other partners, has tried to gradually increase the limited financial resources intended to support children and youth work and non-formal education in NGOs. This was more successful in some years, less so in some years. However, in 2024, there was a significant decrease in the volume of these resources due to the general reduction of all subsidy titles as part of the austerity package and the recovery of public finances. Therefore, it is necessary to look for other options and ways to support this area.

The Ministry of Education, Youth and Sports will continue to **adjust the conditions and requirements of the announced subsidy calls, leading to greater efficiency** in the use of subsidy resources.

Some opportunities for financing certain activities are not always fully used by non-formal education entities, for example, the European Community programs Erasmus+ and the European Solidarity Corps, funds from the European Youth Fund of the Council of Europe. The financial sub-programs of the Ministry of Defence in the area of preparing citizens for state defence (POKOS) are, in turn, used by a narrow spectrum of non-profit organizations that submit their applications. For this reason, **possible barriers to insufficient or inefficient use of financial resources for the area of non-formal education will be mapped and steps to eliminate them will be recommended, which will be gradually implemented**. There will also be greater promotion of possible opportunities for the use of various financial instruments concerning non-formal education.

Regions also play an important role in supporting these topics. Especially after the Ministry of Education, Youth and Sports stopped supporting projects at the regional or local level as part of the Children and Youth Work call for NGOs at the supra-regional level from 2022. **Regions should also include in their support the area of children and youth work and non-formal education**



in NGOs, volunteering, support for nonorganized youth and other topics, which are included in the Long-term Plan for Education and Development of the Education System of the Czech Republic 2023–2027 in card H: education in a lifelong perspective.

Responsibility: MŠMT

Co-responsibility: MO, DZS, MK, ÚV, regions, umbrella organizations and organizations recognized for children and youth work

Measure 3.1.4. To regularly reflect current needs and trends in the field of youth work support

In the future, it is necessary to define the main challenges that young people face based on the newly established regular collection of data on the generation of young people. **These defined challenges will be adequately reflected in supported activities in the field of youth work..**

The analytical materials created during the development phase of this Strategy and the research carried out by the SYRI Institute in 2025 will serve as a pilot reflection of the current needs and challenges of young people. The competences or needs of young people that have been and will be defined as key need to be reflected in the system of financial support of the Ministry of Education, Youth and Sports.

Responsibility: MŠMT

SPECIFIC OBJECTIVE 3.2. To create conditions for the stability and development of LEISURE–TIME education

Leisure-time centres (leisure-time centres, children's and youth centres, and hobby activity stations) form a unique network of school facilities that play a key role in the educational system by connecting formal and non-formal approaches to education. On the one hand, they are formally anchored, as mentioned above, on the other hand, they also use non-formal and experiential methods in their activities. This unique approach allows leisure-time centres not only to develop the key competencies of participants, but also to provide educational programs that are attractive, accessible to everyone without distinction, and adapted to the current needs of society.

Each leisure-time centre is specific, both in terms of material equipment, focus, and its offer, which is based on local needs or the demographic structure of the region. These organizations create conditions for active leisure time, but also significantly contribute to the prevention of socio-pathological phenomena, support for inclusion, building civic values, youth participation, and the like.

Leisure-time education provided by leisure-time centres is not just a leisure activity, but an important educational tool that connects educational, training and preventive functions. The offer of the centres includes activities from regular leisure-time centres (groups and clubs) to courses, one-off events, to talent development programmes and specialised educational programmes.



In 2023, the system of financing leisure-time centres changed. The change revealed significant differences in the approach of individual regional authorities to financing these organisations. From the regional education financial envelope, it is possible to finance only units of performance in leisure-time centres and camps, but it is necessary for leisure-time centres to be supported in the full range of their potential activities, which are defined by Decree No. 74/2005 Coll., see the measure „Using the full potential of leisure-time centres in leisure-time education“.

The funding reform also affected private and church leisure-time centres in 2024. Church centres, which often work specifically with children and youth from economically disadvantaged backgrounds and offer activities mostly free of charge, have limited ability to provide quality and affordable services under this funding system.

Another problem pointed out by the analytical materials of the Strategy is the insufficient funding of outreach activities of youth clubs that could reach young people directly in their communities. At the same time, there is a lack of systematic support for innovative projects that could attract new participants, especially in the age category 15+, who prefer one-off or shorter educational activities to regular leisure-time groups throughout the school year. After the COVID-19 pandemic, the tendency of youth to avoid large groups and public spaces increased, youth have embraced digital technologies, and this contributes to the reduced interest in the traditional form of leisure-time education, i.e. clubs. One-off activities, events, workshops, discussions and the like can more effectively reach young people, support their interaction and facilitate a gradual return to normal life. In addition, one-off events allow youth clubs to respond flexibly to the current needs and interests of youth, thereby increasing the attractiveness of their programs and supporting the inclusion of young people with limited opportunities.

The state needs to ensure the conditions for the smooth functioning of these entities and enable them to fully utilize their potential. Youth clubs are one of the key tools for addressing many of the challenges defined by this Strategy. Thanks to the scope and variety of Youth clubs' activities, they can support a healthy lifestyle and active (purposeful) spending of free time, fair play, civic engagement and participation, work with young people and people with limited opportunities, but also the transition of young people between individual levels of education or start a professional direction, support intergenerational dialogue, develop solidarity, and more. Utilizing the full potential of Youth clubs represents comprehensive primary prevention.

Measure 3.2.1. To use the full potential of leisure-time centres in leisure-time education

It is necessary that **leisure-time centres be supported in the full range of their activities defined by Decree No. 74/2005**, i.e. that their full potential is used. Their activities cannot be reduced to regular hobby units only, because they are the only ones financed on performance basis by the Ministry of Education, Youth and Sports.

It is necessary that, above all, **the founders, or regional authorities in cooperation with founders who have knowledge of local specifics, clearly support leisure-time centres in the full range of activities**, and not only financially. Leisure-time centres are diverse, de facto each one is specific, and that is why it is the task of the founder to considering the needs of their region and support youth through these entities. Support often does not have to be directly dependent on financial resources, but also on two-way communication between the founder and the organization, spatial and material security, and networking within the region, city or municipality. Support for SVČ can also include assistance with the promotion and visibility of organizations,



their involvement in community life. SVČs, when used to their full potential, can play an important role not only in the leisure activities of children and youth, but also in the entire local community.

Therefore, **the Ministry of Education, Youth and Sports will ensure the development of methodological materials and recommendation aimed at supporting the development of SVČ activities in the full range of their activities** defined by Decree No. 74/2005 Coll. These materials will include, for example, examples of good practice, standardization of data reporting in the Z-15 report, and proposals for the effective use of existing resources. The Ministry of Education, Youth and Sports **will also support the sharing of information and experience between founders through meetings**, online platforms, or round tables. At the same time, **it will map and connect centres with similar specificities** – regional, spatial, and material. The Ministry of Education, Youth and Sports will prepare supporting materials for founders that will explain the importance of the SVČ for the community and society, their potential, and the possibilities for cooperation across various entities.

Responsibility: MŠMT

Co-responsibility: SVČ founders (municipalities, regions, churches), regional authorities

Measure 3.2.2. To make the methodological support of the Ministry of Education, Youth and Sports through better communication with the field

It turns out that not only in each SVČ specific, but their support also varies in individual regions. To effectively set up methodological support from the MŠMT, it is necessary to support the identification of the specificities and needs of SVČ in individual regions.

Regular meetings of representatives of the MŠMT, SVČs, and representatives of regional authorities will be held. Once every six months, a meeting of directors of all SVČs from a given region will take place in one of the regions. Each such meeting will produce an output in the form of defined specific initiatives that will help make further methodological support from the MŠMT more effective.

Responsibility: MŠMT

Co-responsibility: SP DDM, SVČ, regional authorities

Measure 3.2.3. To evaluate the impact of a change in the funding system and implement recommendation

In 2025, **an analysis of the impacts of the change in financing on the operation of SVČs will be finalized, including recommendations for further steps.** Any recommendations resulting from this analysis will be desirable to be implemented in the following years to support the operation of SVČ and the use of their broad potential not only for the young generation.

At same time, the analysis will serve to create **a basic overview of various types of SVČs, which will be published in an interactive form.**

Responsibility: MŠMT

Spolugesce: SP DDM, SVČ



MONITORING OF THE ACTIVITIES OF THE YOUTH SUPPORT IN GOVERNMENTAL DEPARTMENTS AS OF 31 DECEMBER 2024

1. DEVELOPING ITS FULL POTENTIAL				
Gestor with main responsibility	Strategy paper/ initiative	Targeting of the document/initiative	Target group	Thematic areas
Ministry of Culture	Subsidy programme to promote non-professional artistic activities – Children's aesthetic activities:	Support for approximately 90 projects per year with a supra-regional reach, focused on nationwide shows of children and youth in various artistic fields.	Children and Youth in culture	Entrepreneurship
Ministry of Culture	Subsidy programme to promote foreign contacts in the field of non-professional artistic activities	Support for non-professional artistic activities of youth, including participation in foreign shows and festival projects aimed at representation and development. Support for foreign contacts in the field of non-professional artistic activities. In 2024, 22 projects focused on youth and children were supported. Trips of high-quality ensembles to prestigious shows, competitions or festivals with the aim of representation and international cooperation.	Youth interested in arts	Mobility, Competences
Ministry of Culture	Subsidy programme Support for creative learning projects	The content is to support projects where art and creative activities are consciously and purposefully used to develop the competencies, affective and cognitive abilities, skills and knowledge of children, youth and adults. The subsidy title has two thematic areas that directly concern children and youth: 1. Creative learning projects implemented in educational institutions (in schools); 2. Creative learning projects implemented in cultural institutions in close cooperation with schools.	Children and Youth	Competences





Ministry of Culture	Library development strategy in the Czech Republic for 2021–2027, with a 2030 perspective	Development of the library system within three basic pillars: Libraries as pillars of civil society and natural centres of communities, Libraries as educational and education-supporting institutions and Libraries as administrators of cultural and knowledge wealth. Within pillar I., activities aimed at developing the potential of libraries as community centres, including adequate spatial, technological and material facilities and personnel, will be supported. Within pillar II. Activities to strengthen the educational function of libraries and cooperation between libraries and schools will be supported. Within Pillar III., activities that enable the provision of cultural and scientific wealth in both non-digital and digital form to all users will be supported.	Children and Youth	Non-formal education
Ministry of Regional Development	Non-formal education IROP 2021–2027	Construction, modernization and equipment of professional premises for natural sciences, polytechnic education, foreign languages and digital technologies in facilities for leisure-time education and lifelong learning.	Centres of expertise working with youth	Non-formal education
Ministry of Defence	Strategy for Preparing Citizens for State Defence 2025–2030	Voluntary preparation of citizens for the defence of the state in peacetime, mandatory preparation in a state of threat to the state or a state of war. It includes in particular medical preparation, preparation for civil defence, hobby activities with a technical and sports focus, preparation of the population for self-defence and mutual assistance and other activities related to military service and ensuring preparation for the defence of the state.	Schools, educational centres, citizens, NGOs	Non-formal education
Ministry of Industry and Trade	Economic strategy of the Czech Republic	The strategy focuses, among other things, on modern and high-quality education that supports entrepreneurship. The aim is for schools at all levels to prepare students for the future by supporting entrepreneurship, creativity and perseverance/resilience, to raise a generation that will succeed in a rapidly changing economy.	Young people	Entrepreneurship
Ministry of Education, Youth and Sports	The Czech Republic's education policy strategy for 2030+ and the implementation document Long-term Education Plan of the Czech Republic	The strategy focuses on non-formal education and lifelong learning and further elaborates on both of these components. Within the framework of non-formal education and lifelong learning, the basic starting point is the concept of lifelong learning, i.e. the individual's readiness to learn throughout life. The task of educational institutions is to guide people of any age towards entrepreneurship. The strategy also aims to acquire the competences needed for an active civic, professional and personal life.	Young people	Non-formal education, Competences, Entrepreneurship

Ministry of Education, Youth and Sports	Subsidy calls in the field of children and youth work for NGOs	Support for the activities of organizations recognized by the Ministry of Education, Youth and Sports for children and youth work, support for NGOs with a supra-regional impact and support for umbrella organizations. The aim is to ensure the development of competencies necessary for the active civic, professional and personal life of children and youth from 6 to 26 years of age through activities usually in their free time, further improving/developing the offer of informal education and upbringing of children and youth and improving the conditions for NGOs working with children and youth and their development.	Children and young people between 6 and 26 years old	Non-formal education, Competences, Entrepreneurship
Ministry of Education, Youth and Sports	ESF+ support for leisure-time and non-formal education (Operational programme Jan Amos Comenius)	Templates for kindergartens and elementary schools II: activities focused on the personal, social and professional development of educational workers, support for innovative education of participants in leisure-time education, tutoring of participants in leisure-time education in after-school groups and school clubs, and professionally focused thematic and community meetings in leisure-time centres. Templates for non-formal education: development of educational activities in non-formal education, thanks to which there can be further support for equal access to quality and inclusive non-formal education for all children and youth and for linking formal and non-formal education. PRO-ROMA (Support for pro/Roma local actors): support for educational activities in non-formal education focused on Roma children and youth in the Czech Republic. Support for civic education and education for democracy: lifelong learning in the field of civic education and education for sustainable development, development of competencies associated with the functioning of an individual in society and the state, the ability to communicate effectively with others in the common or public interest, including the protection of human rights, media literacy and the fight against hybrid threats and disinformation, sustainable development of society, gender equality and prevention of socially pathological phenomena.	Children and young people between 6 and 26 years old	Non-formal education, Competences





Ministry of Education, Youth and Sports DZS (National Agency for EU programmes)	Erasmus+ and European Solidarity Corps	Erasmus+ for the period 2021–2027 aims to support the educational, professional and personal development of people in the fields of education, training, youth and sport in Europe and beyond. The main horizontal priorities of the programme are to support the involvement of all types of participants in the programme, innovation, digitalisation and sustainability. The aim of the European Solidarity Corps programme is to offer young people the opportunity to help with people in need, participate in solving social problems and advocate for the creation of a more inclusive society. Thanks to this, they will gain valuable experience inspiring further development and personal growth.	Young people	Mobility, Volunteering, Competences
Ministry of the Interior	Strategy for the development of volunteering in the Czech Republic by 2030	The Strategy is a cross-cutting strategic document oriented towards the comprehensive development of volunteering in the Czech Republic, including targeting youth at three levels: national, regional and local.	Young people	Volunteering
Ministry of Agriculture	Subsidy programmes, education and awareness-raising actions in the fields of agriculture, forestry, food and veterinary	Example of subsidy programmes: Vocational training centres 2024–2028 (the purpose of the programme is to improve the quality of vocational education of pupils and students of secondary and higher vocational schools, by purchasing teaching aids with the aim of teaching pupils and students to work with the latest mechanization tools, elements of digitalization, automation and robotization in the field of precision agriculture and forestry, food and veterinary science School plants (supports practical teaching of students of secondary and higher vocational schools)	Young people	Competences
Ministry of the Environment	State Programme of Environmental Education, Training and Enlightenment and Environmental consultancy for 2016–2025	Environmental education, upbringing and awareness (EVVO) and consultancy (EP) with visions, goals and measures, in which, in addition to state administration bodies, regions, municipalities and cities, schools, including universities, ecological education centres and ecological advice centres, as well as non-profit organisations, educational and research institutions, museums, zoos, botanical gardens, libraries participate.	Young people	Competences, Non-formal education

Ministry of the Environment	NGO Project Support Programme	Promoting youth volunteering in nature and landscape protection, environmental education and youth involvement in environmental policy-making. Activities include landscape management, environmental education, youth participation in governance and media activities.	Youth interested in environmental issues	Volunteering
Government Office	Strategy for public administration cooperation with non-governmental non-profit organisations (NGOs) for 2021–2030	Systemic changes in linking formal and non-formal education and the active involvement of the non-profit sector in education processes.	Non-profit organisations	Non-formal education
National Pedagogical Institute of the Czech Republic	Support for talents and gifted children and pupils in the Czech Republic's 2022–2030	Teaching staff and other educational actors are continuously provided with services to support talents and care for talented individuals in learning, information, consultation, networking and other activities.	Talented young people	Competences
Other key actors: Czech Council for Children and Youth (ČRDM), National Agency for EU Programmes (DZS), National Pedagogical Institute of the Czech Republic, SVČ, Association Enterprising Czechia, Association of Informal Education, TANDEM, NGOs (NOT recognised by the Ministry of Education, Youth and for Children and Youth Work), centres for environmental education a Network of Ecological Education, Centres Pavučina, science centres, memory institutions (libraries, museums), youth homes, municipalities, regions				





2. TRANSITION TO ADULthood

Gestor with main responsibility	Strategy paper/initiative	Targeting of the document/initiative	Target group	Thematic areas
Ministry of Finance	National financial education strategy 2.0	Enhancing financial literacy through the activities of public institutions, the non-profit sector and commercial entities.	Primary and secondary school students	Entry into the labour market, Employability
Ministry of Finance	Financial administration – Tax project and school duties	Internships and lectures in schools on tax and customs issues.	Interested youth	Entry into the labour market, Employability
Ministry of Regional Development	Housing Strategy in the Czech Republic 2021+	Aims to create the conditions for the fulfilment of the right to housing, particularly the disadvantaged and their access to housing. It focuses on increasing the availability and quality of rental housing as a suitable form of housing for young people.	Young people, people with fewer opportunities in housing	Housing
Ministry of Regional Development	Affordable rental housing	A back-to-back loan scheme aimed at increasing the availability of rental housing.	Young adults	Housing
Ministry of Defence	Scholarships	Scholarship offers for secondary school students. And opportunities to participate in the Voluntary Military Training for students over 18 years of age.	Pupils from upper secondary schools	Entry into the labour market, Employability

Ministry of Regional Development (+ Ministry of Labour and Social Affairs)	Draft Act on Housing Promotion	It creates a system of contact points for housing across the Czech Republic, which provide advice and distribute so-called support measures, which include guaranteed housing, supported municipal housing and housing assistance. Preventive tools target people with housing problems (threatened by housing shortage, with excessive housing costs or in energy poverty – in the Czech Republic approximately 1.6 million people), while support measures target people in housing shortage (in the Czech Republic 154 thousand people). Priority target groups include, among others, children at risk and vulnerable young adults.	Children, youth, vulnerable young adults	Housing
Ministry of Defence	Professional internship, involvement in state defence	Offering internships to university students in the Ministry of Defence Department, campaigning for recruitment of soldiers also civilian staff within the Ministry of Defence. The possibility of being placed in the Active Contingency, the possibility to participate in the Voluntary Military Exercise or to request pre-determination to supplement the armed forces.	University students	Entry into the labour market, Employability
Ministry of Labour and Social Affairs	Youth Guarantee	ESF+ co-funded project targeting young people at risk of unemployment to increase their employability, education, professional experience and employability. Cooperation between schools, employers and the Labour Office of the Czech Republic.	Young people (15–29), unemployed	Young people with fewer opportunities
Ministry of Labour and Social Affairs	Family policy strategy 202–2030	It focuses on all types of families according to their needs in their life cycle, including young families and senior families.	Families, young families, seniors	Young families
Ministry of Labour and Social Affairs	Strategy of social housing of the Czech Republic 2015–2025	It targets young people and adolescents leaving institutional care institutions as a vulnerable group of homelessness. It identifies the problem of LGBTQI+ homelessness and the need to address this situation.	Young people, young people leaving institutional care, LGBTQI+ youth	Housing
Ministry of Labour and Social Affairs	Strategic Employment Policy Framework for 2030	Active employment policy, preventing unemployment through career guidance, promoting occupational mobility through effective career guidance throughout an individual's career.	Citizens, including young people	Entry into the labour market, Employability





Ministry of Labour and Social Affairs	Support for young adults leaving alternative care	Backup allowances, individual planning, job-search support and housing. Support to curators in connection with the Departments of Social and Legal Protection of Children.	Young adults leaving institutional care	Entry into the labour market, Employability
Ministry of Education, Youth and Sports	The Czech Republic's education policy strategy for 2030+	Strengthening career guidance, working with employers and partners, systematic career development of pupils, supporting educators to motivate pupils to complete their studies and transition to the labour market.	Students	Career guidance
Ministry of Labour and Social Affairs	Triple P	Supporting young and new parents through workshops and mentoring to improve education and enhance parental skills.	Young parents, novice parents	Young families
Ministry of Agriculture	Subsidy programmes to support young farmers (18–40 years old)	Start-up subsidy under the CAP Strategic Plan 2023–2027) for the implementation of the business plan. Complementary income support for young farmers (CAP 2023–2027) Annual receipt of payment applications for young farmers in order to develop their newly established farm, its sustainability and its competitiveness.	Young farmers	Promoting entrepreneurship
Other key actors: National Pedagogical Institute of the Czech Republic, Agency for Social Inclusion (Ministry of Regional Development), SVČs, WG Rural Youth (National Network of Local Action Groups), UNICEF, ČAS, Centrum Anabell, META, other non-profit organisations working with young people, municipalities and regions				

3. SOCIAL INCLUSION AND WELLBEING

Gestor with main responsibility	Strategy paper/initiative	Targeting of the document/initiative	Target group	Thematic areas
Ministry of Culture	BORNK subsidy programme	Promoting the integration of Roma youth members through cultural projects (music and dance groups, other activities). Culture serves as an integration tool to connect the Roma minority with the majority society. In addition to promoting Roma culture itself, there is a strong emphasis on the integration component.	Roma youth	Fighting discrimination and prejudices
Ministry of Culture	Subsidy title Cultural activities to support the development of a healthy civil society	The clusters focus on educational cultural activities for a specific group of children, young people and adults and the general adult population, which include, inter alia, the prevention of a person's risk-taking behaviour towards themselves and society, or some specific socio-cultural phenomena, as well as strengthening socially desirable attitudes and values, or fostering positive social interaction.	Groups at risk of children and young people	Young people with fewer opportunities
Ministry of Defence	Strategy of Citizens' Preparation on State defence 2025–2030	Activities for citizens to acquire and deepen defence knowledge and skills, e.g. project days, mentoring competitions, courses for educators and support to non-profit organisations and associations.	Citizens, schools, educational centres, NGOs	Resilience and a sense of security
Ministry of Labour and Social Affairs	Family policy strategy 2024–2030	Highlights the role of non-profit organisations working with children and youth and supports the availability of professional and leisure activities for children with special needs.	Children and Youth	Leisure time
Ministry of Labour and Social Affairs	National Strategy for the Development of Social Services 2016–2025	Provision of social care and assistance to children and young people, especially in low-threshold facilities and through social curators.	Children and Youth	Young people with fewer opportunities





Ministry of Labour and Social Affairs	Social inclusion strategy 2021–2030	Ensuring accessible, coherent and quality services for families, children and young people; developing low-threshold free services and promoting primary prevention. Individual approach of public employment services to persons with multiple disadvantages, development of social entrepreneurship, support of young people in the transition from school to the labour market through career counselling. Comprehensive support of public employment services for disadvantaged persons, development of social entrepreneurship, motivation of young people in the transition from school to the labour market. Reconciliation of work and education for persons with incomplete education.	Children from low-income families, families with children, young people	Young people with fewer opportunities
Ministry of Labour and Social Affairs	National Strategy for the Protection of Children's Rights 2021–2029	A system of support for young adults to enter an independent life, with a focus on leaving alternative care or a dysfunctional family environment.	Young adults leaving alternative care	Young people with fewer opportunities
Ministry of Justice	Probation Development Strategy and mediation by 2025	Focusing on working with youth and children under the age of 15 as a measure to divert them from a criminal career.	Children and Youth	Young people with fewer opportunities
Ministry of Justice	Subsidy titles	Development of probation and resocialisation programmes for juvenile offenders.	Juvenile offender	Young people with fewer opportunities
Ministry of Education, Youth and Sports	The Czech Republic's education policy strategy for 2030+	Limiting educational segregation and supporting pupils at risk of ethnic and other segregation resulting from disadvantage. Supporting pupils' mental health through the development of personal and social competences and reflecting on the topics of psych-hygiene, psychosomatics and mental development. Supporting organisations working with children and young people in their free time, which create specific educational and educational environments different from formal education. Supporting overall health, resilience and preventive activities in children, pupils and students in cooperation with partners such as the State Institute of Public Health.	Students	Mental health, Specialised care and mental literacy, Free time, Healthy lifestyle, Young people with fewer opportunities

Ministry of Education, Youth and Sports	Strategy for the promotion of sports 2016–2025	Promoting community life and the integration of all social groups through sport at local and national level. Priority focused on halting the decline in physical fitness, the rise in overweight and obesity in children and youth.	Children and Youth	Mental Health, Healthy Lifestyle
Ministry of Education, Youth and Sports	Plan to promote the movement of children, pupils and students in schools, school facilities and state policies and higher education sport for 2024–2028	Active transport to and from school, physical activity breaks in classes, changes in physical education teaching, open playgrounds, more school sports competitions, more intensive support for sports talents, support for dual careers of athletes at universities.	Children, pupils and students	Healthy lifestyles
Ministry of Education, Youth and Sports	Commissioner for wellbeing, mental health and institutional education	Coordination of wellbeing and mental health agendas between ministries, directly managed organisations and stakeholders, including improving the quality of institutional and protective education.	Children and Youth in institutional care	Mental health, Specialised care and mental literacy
Ministry of Education, Youth and Sports	National Strategy for Primary Prevention of Risk Behaviour 2019–2027	Setting up systemic, consistent and cooperative cooperation between all actors involved in the primary prevention of risk-taking behaviours at both horizontal and vertical levels.	Children and Youth	Healthy lifestyles
Ministry of Education, Youth and Sports	Framework Educational Programme and development of personal and social competences	The strategy ensures an emphasis on the development of students' personal and social competences across the curriculum, emphasizes the prevention of risky forms of behaviour, and strengthens communication methods with the aim of preventing stereotypes and prejudices.	Students	Fighting discrimination and prejudices
Ministry of the Interior	Crime Prevention Strategy 2022–2027	Protecting children from violence, identifying children at risk, intervention, developing a system to search for missing children.	Children at risk of crime	Young people with fewer opportunities
Ministry of Justice	Strategy of penitentiary by 2025	Improving the professional treatment of juveniles in prisons, expanding programmes and improving the conditions of execution of prison sentences.	Juveniles serving sentences	Young people with fewer opportunities





Ministry of the Interior	Strategy of countering expressions of extremism and prejudiced hatred 2021–2026	Establishing a unified anti-extremist platform, supporting probation and re-socialisation programmes for both juveniles and adult offenders, reducing the risk of crime.	Juveniles and adult offenders	Fighting discrimination and prejudices
Ministry of Health (Responsible for the Strategy Paper) Ministry of the Interior (Responsible for the measure)	National Mental Health Action Plan 2020–2030	Development of competences of education workers, methodological guidance and building of an information system for mental health care and mental disorders of children and adolescents.	Children and Youth	Mental health, Specialised care and mental literacy
Ministry of Health	National suicide prevention action plan	Supplementing primary prevention methodologies for risky behaviour with procedures for self-harm and crisis situations, including cooperation with suicide experts and crisis intervention.	Children and Youth	Mental health, Specialised care and mental literacy
Ministry of Health	Subsidy programmes based on strategy papers	Promoting health care and prevention in the field of HIV/AIDS, equal opportunities for the disabled and programmes to promote young people's health through specific programmes.	Young people affected	Mental health, Specialised care and mental literacy, Healthy Lifestyle
Ministry of Health	Strategic framework for the development of health care in the Czech Republic by 2030	Prevention of the use of addictive substances, including tobacco and alcohol, among children and adolescents, with an emphasis on consumer education aimed at young people under the age of 18.	Children and adolescents	Healthy lifestyles
Ministry of Agriculture	Awareness-raising and education on food safety, nutrition and healthy diets	Public awareness and education, e.g. e-learning course 'Feeding in Health', information to the public via the Food Safety – Food Safety Information Centre (www.bezpecnostpotravin.cz), What's you? (www.viscojis.cz), and the mobile app 'Are you know what you eat?', etc.	Young people	Healthy lifestyles

Ministry of the Environment	State Environmental Education, Education and Education Programme and environmental advice 2016–2025	A key national strategy for the area of environmental education, upbringing and awareness (EVVO) and consultancy (EP) with an overlap into the support of various forms of non-formal/out-of-school and lifelong education and upbringing in nature from preschool children to teenagers.	Children and Youth	Environment
Ministry of the Environment	State Environmental Policy 2030 with a 2050 perspective	The state environmental policy aims to support environmental education, upbringing and awareness-raising and volunteering in the protection of nature and landscape. In addition to standard education and upbringing of children and adolescents, it also includes awareness-raising campaigns for the public and support for civic activism and participation in environmental protection.	Children and Youth	Environment
Government Office	Strategy for the development of addiction services	The Strategy establishes the framework and content of the field of addictionology and addiction services, defines the starting points on which addiction services in the Czech Republic are based, the principles on which they are built, and the criteria for their provision (Secretariat of the Government Council for the Coordination of Drug Policy et al., 2021). Finally, the Strategy determines the basic principles of creating a network of addiction services, and the system of its financing in the future with the aim of further developing and improving the system of addiction services.	Young people and adults	Addictive behaviour
Government Office	National Strategy for the Prevention and Reduction of Addictive Behaviour Damage 2019–2027	The Strategy follows on from the National Drug Policy Strategy for the period 2010–2018. It focuses on preventing and reducing harm resulting from the use of addictive substances, pathological gambling and the overuse of modern technologies in Czech society. The strategy aims to prevent and reduce, particularly health, social, economic and non-material harm resulting from the use of addictive substances, gambling and other addictive behaviour and from the existence of legal and illegal markets for addictive substances, gambling and other products with addictive potential.	Young people and adults	Addictive behaviour
Other key actors: National Institute of Mental Health (NUDZ), National Institute for Health (SZÚ), National Agency for EU Programmes (DZS), National Pedagogical Institute of the Czech Republic, SVČs, Czech Council for Children and Youth (ČRDM), Nevypust' duši, SOFA and other non-profit organisations working with young people, municipalities and regions				





4. YOUNG PEOPLE'S TRUST IN GOVERNMENT AND PUBLIC INSTITUTIONS

Gestor with main responsibility	Strategy paper/initiative	Targeting of the document/initiative	Target group	Thematic areas
Ministry of Defence	Strategy for preparing citizens for national defence 2019–2024	Developing pupils' civic and legal awareness, strengthening their sense of personal and civic responsibility and encouraging active and quality participation in democratic society in relation to the performance of State defence tasks.	Pupils, young people	Encouraging young people to participate
Ministry of Labour and Social Affairs	Project to unify the approach to children at risk	Implementation of methods of children's participation in key areas of their lives, including discussions with children in focus groups and awareness-raising for professionals and the public.	Children under 18	Equal opportunities for participation, motivating young people to participate
Ministry of Labour and Social Affairs	Family policy strategy 2024–2030	Promoting youth citizenship competences, intergenerational cooperation and participation of older people and youth in society (promoting community meetings and family participation), considering the crediting of such participation, for example in the recruitment process.	Young people	Encouraging young people to participate, Intergenerational Dimension
Ministry of Education, Youth and Sports, Czech Council for Children and Youth (ČRDM)	EU Youth Dialogue programme	Representation and advocacy of young people's interests at EU level. The Structured Dialogue is a dialogue with young people and youth organisations, involving policy-makers and decision-makers, as well as experts, researchers and, where appropriate, other relevant civil society actors. The Programme contributes to the development of the objectives and implementation of the EU Youth Strategy.	Young people	Encouraging young people to participate, Intergenerational Dimension

Ministry of Education, Youth and Sports, Ministry of Foreign Affairs, Ministry of the Environment, Czech Council for Children and Youth (ČRDM)	Programme of Czech Young Delegates to the United Nations	Representation and advocacy of the interests of young people at the UN, promotion and fulfilment of human rights and subsequent dissemination of awareness about the functioning of the UN and the possibilities of participation, active citizenship and the Sustainable Development Goals among Czech youth.	Young people	Encouraging young people to participate, Intergenerational Dimension
Government Office	Direct involvement of youth in the Government's Committee on the Rights of the Child	Three young representatives from youth organisations with full voting rights represent young people in the Committee and have continuous support for their participation.	Young people sent by participating organisations	Representation of young candidates and decision makers in public policies
Other key actors: Czech Council for Children and Youth (ČRDM), National Agency for EU Programmes (DZS), National Pedagogical Institute of the Czech Republic, SVČ, schools, libraries, ČAS, Thanks to the Fact that We Can initiative, People in Need and other NHOs, the parliaments of children and young people and the Republic Forum of Children's and Youth Parliaments, Czech School Inspectorate, regions, municipalities				

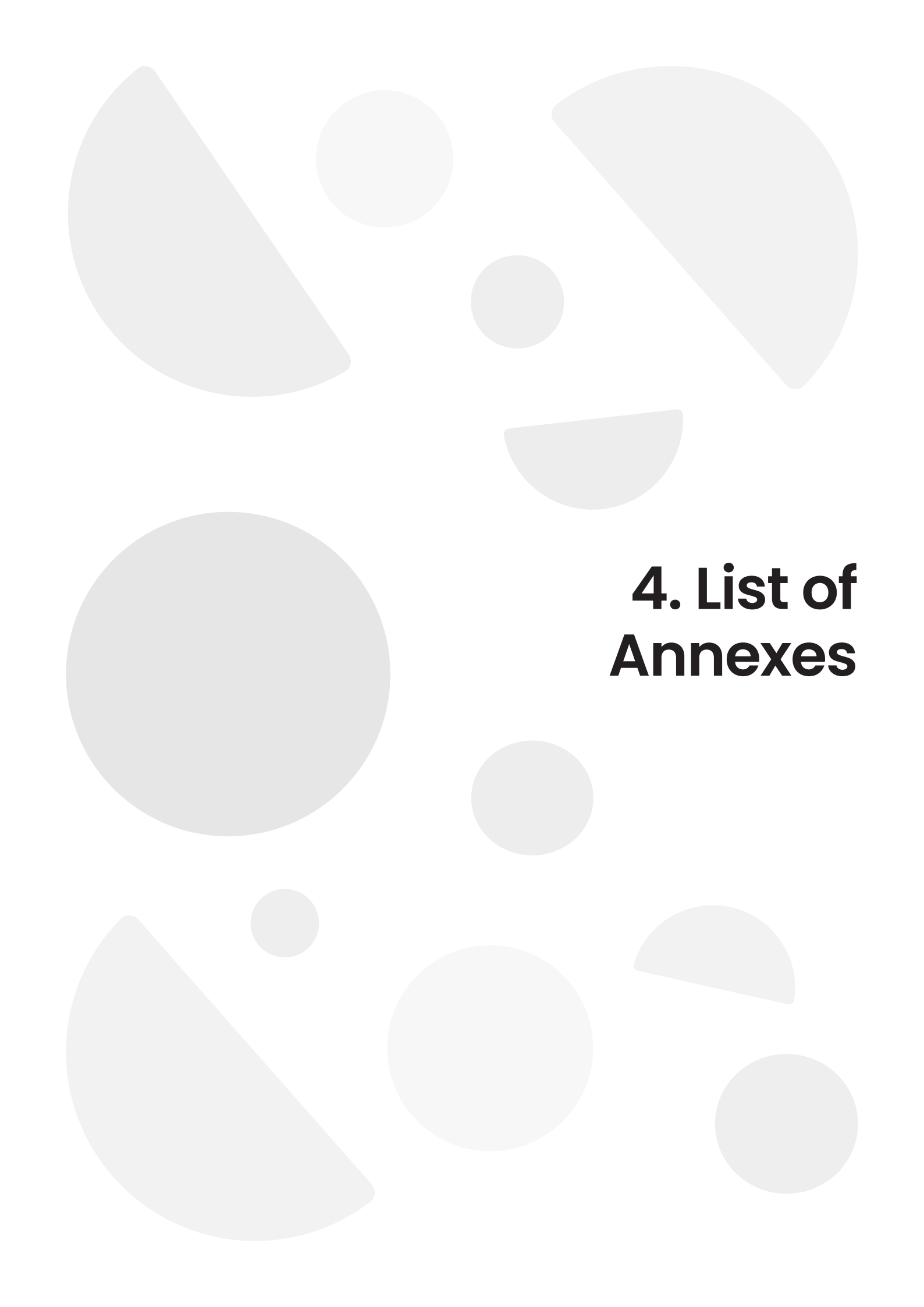




5. CAPACITIES TO SUPPORT YOUNG PEOPLE IN A COORDINATED WAY

Gestor with main responsibility	Strategy paper/initiative	Targeting of the document/initiative	Target group	Thematic areas
Ministry of Labour and Social Affairs	Family policy strategy 2024–2030	Promoting young people's participation in community life.	Young people	Participatory culture
Ministry of Labour and Social Affairs	The Czech Republic's education policy strategy for 2030+	Promoting children's participation in decision-making processes and raising awareness of participatory principles through articles and methodological materials.	Children at risk and professionals	Meaningful engagement of young people
Ministry of Education, Youth and Sports	Strategie vzdělávací politiky ČR do roku 2030+	Promoting active citizenship and sustainable development principles.	Lifelong learning of citizens, including young people	Participatory culture
Ministry of Education, Youth and Sports	Youth Panel of the MŠMT	The MŠMT Youth Panel is an independent advisory body operating in the Education and Youth Section of the Ministry of Education, Youth and Sports. The aim is to enable young people from a wide range of Czech society to contribute to the development, monitoring and evaluation of youth policy.	Young people	Meaningful engagement of young people
Ministry of the Interior	Updated Strategy for the Integration of Foreigners – Mutual Respect 2024	Actively promoting the participation of foreigners in public life so that they can feel part of it and felt co-responsible for community action.	Young people with a migration background	Participatory culture
Ministry of the Environment	NGO Project Support Programme	Promoting youth volunteering in nature conservation.	Interested young people (environmental area)	Meaningful engagement of young people

Other key actors: Government Office, Czech Council for Children and Youth (ČRDM) – Structured Dialogue with Youth, National Agency for EU Programmes (DZS), National Pedagogical Institute of the Czech Republic, leisure-time centres (SVČ), ČAS, Czech School Inspectorate, non-profit organisations working with young people, municipalities, regions, young citizens



4. List of Annexes



Annex 1. Defined challenges to support young people

Annex 2. Analytical background

- 2.1. Descriptive analysis
- 2.2. Conclusions from the roundtables for the preparation of the new Youth Strategy 2025+
- 2.3. Ideas from the Youth Panel of the MŠMT
- 2.4. Input from youth delegates to the EU
- 2.5. PEST analysis of support for young people in the Czech Republic

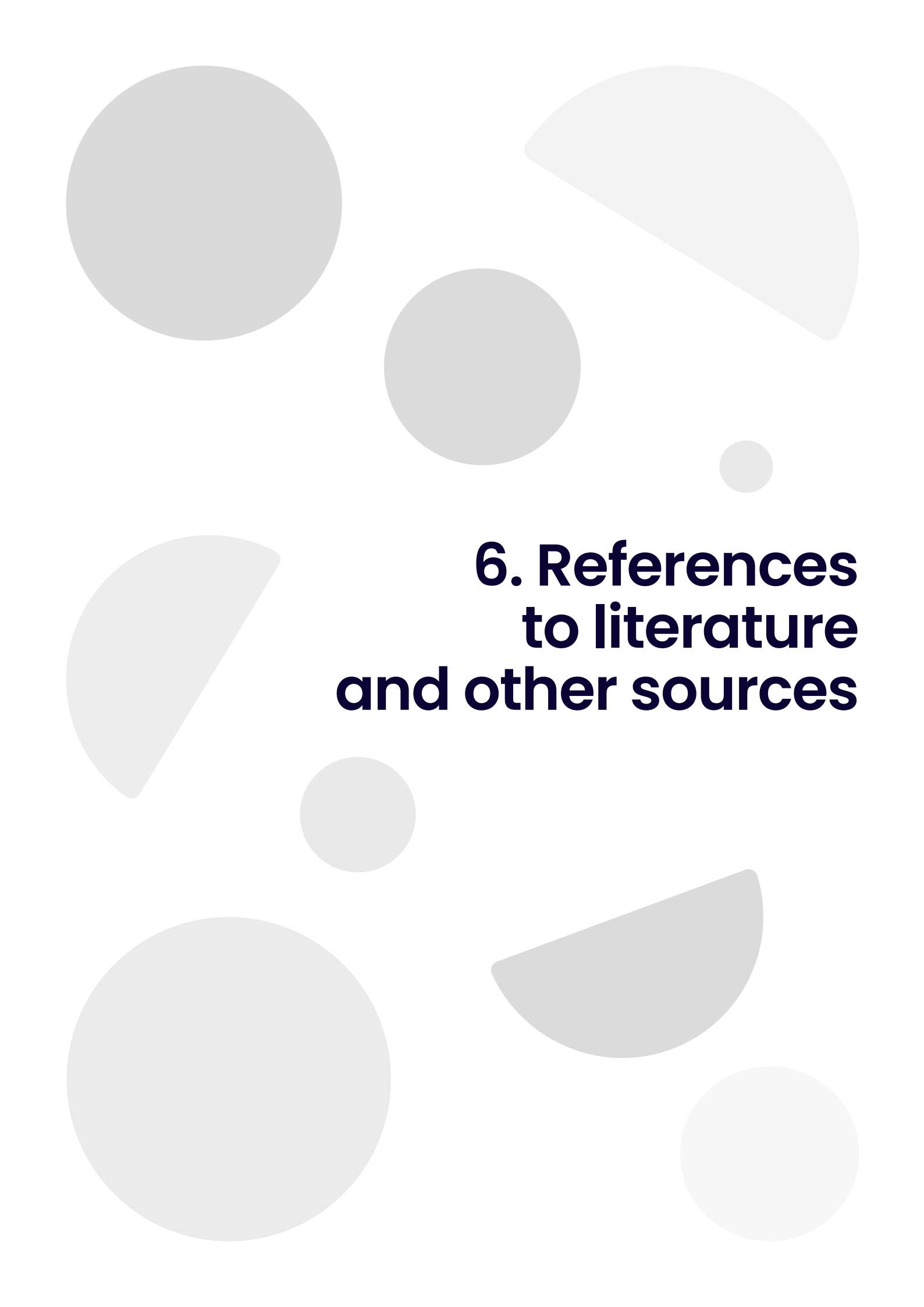
Annex 3. Financial plan and long-term perspective for implementation



5. List of abbreviations

AMG	Association of Museums and Galleries of the Czech Republic	NSA	National Sports Agency
ANEV	Non-formal education association	NGO	Non-governmental organisation
CEI	Central European Initiative	NPI ČR	National Pedagogical Institute of the Czech Republic
ČAS	Czech Streetwork Association	NS MAS	National Network of Local Action Groups
ČR	Czech Republic	POKOS	Preparation of citizens to defend the state
ČRDM	Czech Council of Children and Youth	PS	Working group
ČSU	Czech Secondary School Union	OECD	Organisation for Economic Cooperation and Development
ČSÚ	Czech Statistical Office	ORNK	Department of Regional and National Culture of the Ministry of Culture
ČŠI	Czech School Inspectorate	OSN	United Nations
DIA	Digital Information Agency	OSPOD	Department of the social and legal protection of childr
DZS	Czech National Agency for International Education and Research	RE	The Council of Europe
ESF	European Social Fund	RIA	Regulatory Impact Assessment
EU	European Union	RVP	Framework training programme
IROP	Integrated Regional Operational Programme	SMO ČR	Union of Towns and Municipalities of the Czech Republic
MD	Ministry of Transport	SMS ČR	Association of Local Governments of the Czech Republic
MF	Ministry of Finance	SP DDM	Children's and youth home workers' association
MK	Ministry of Culture	SŠ	Secondary school
MMR	Ministry of Regional Development	SVČ	Leisure-time centres
MPO	Ministry of Industry and Trade	UNICEF	United Nations Children's Fund
MPSV	Ministry of Labour and Social Affairs	ÚP ČR	Labour Office of the Czech Republic
MO	Ministry of Defence	ÚV	Office of the Government of the Czech Republic (Government office)
MSp	Ministry of Justice	VŠ	University
MŠMT	Ministry of Education, Youth and Sports	ZŠ	Primary school
MV	Ministry of the Interior		
MZD	Ministry of Health		
MZe	Ministry of Agriculture		
MZV	Ministry of Foreign Affairs		
MŽP	Ministry of the Environment		





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The logo consists of two parts, with the main element being two figures representing young people working together. Their joined hands reflect cooperation. The differing gestures of their other hands point to their individual interests, yet they still complement each other. The colour separation of the figures symbolises their differing opinions, but the symmetrical positioning of their bodies and heads reflects the equality of thought. The logo is composed of circles, which evoke a sense of security.

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