

Ministry of Education, Youth and Sports of the Czech Republic and UNICEF Workplan, August 2022 to 30 November 2024														
Area of responsibility	Output	Description of activity	Partner organizations/institutions	RRP	Amended Budget in CZK (1st amendment)	2nd amendment - budget	Indicator	Baseline	Target	Amended Target	Amended Target (2nd amendment)	Means of verification	Modality	Additional information
Early Childhood Development / Education / / Child Protection	1. The competencies of Czech and Ukrainian pedagogical staff and psychologists in preschools and schools in working with heterogeneous groups are strengthened	1.1 Training and follow-up support (incl. additional Czech language courses, peer exchanges) to Ukrainian and Czech pedagogical staff and psychologists	Educational Institute of the Central Bohemia Region (EICBR) and Regional Educational Institutions (REI) as partners	E2: Equitable access to learning - Children and adolescents have equitable access to inclusive and quality learning opportunities	CZK 27 693 600,00	CZK 27 693 600,00	# of education actors trained (disaggregated by sex and geographic location) [# of children accessing formal or non-formal education, including early learning ED1]	0	2 000	2 217	2 217	List of participants and implementation reports	DCT (Direct Cash Transfer) to the EICBR)	Training to obtain qualification for the position of teaching assistant according to § 20 par. 1 of the Act on Educational Staff, including supporting children and pupils with a different mother tongue and structure of the education system in the Czech Republic. The activity will also address creation of parallel support for the Czech language within the qualification study, including study support in Czech/UA, helpdesk to respond to individual enquiries of participants by a Czech speaking specialist, Czech language lessons min. 1x / week (full-time/on-line) with additional courses to be offered after the qualification courses and guidance on use of applications for translation. There will also be support to the trained Teaching Assistants to further develop their skills/competencies through peer-to-peer learning and exchanges. Direct beneficiaries: primary and secondary schoolteachers. <i>Note: To measure impact of the programme implementation: number of refugee and non-refugee children who benefitted from the trained teachers will need to be measured.</i>
		1.2 Training of pedagogical staff in Czech schools in the following topics: working with a heterogeneous group of pupils, pupils with a different mother tongue, individualization of teaching and differentiation of teaching, prevention of school failure and risky behavior, gender-responsive pedagogy, mental health and psychosocial support, communication with parents, safe school (anti-bullying and violence in school), regional support network and training programmes	National Pedagogical Institute	E2: Equitable access to learning - Children and adolescents have equitable access to inclusive and quality learning opportunities	CZK 23 982 629,77	CZK 24 868 614,80	# of education actors trained (disaggregated by sex and geographic location) [# of children accessing formal or non-formal education, including early learning ED1]	0	4 000	9 350	10 550	List of participants and implementation reports	DCT to the NPI	Ensuring equal access to education for students with a different mother tongue, ensuring a higher degree of individualization of the educational process, preventing learning failure and preventing risky behaviors in the context of the integration of children with a different mother tongue. Pedagogical staff also to be trained on gender responsive teaching practices, e.g. how to address gender stereotypes in teaching and be advocates for the prevention of school-related gender-based violence. For this agreement training refers to all possible ways of training, including online training, networking and sharing examples of good practice. <i>Note: To measure impact of the programme implementation: number of refugee and non-refugee children who benefitted from the trained teachers will need to be measured. The adequate means of verification for obtaining these data needs to agreed with the MEYS and municipalities.</i> The duration of the activity will be extended until 30 November 2024. During the extended period the materials developed earlier will be adjusted to meet the needs of secondary school pedagogical and other staff - thematically focused primarily on supporting teaching of Czech as a foreign language and working with heterogeneous groups in secondary schools, and career counselling for pupils and students from Ukraine in primary and secondary schools to increase and maintain their participation in formal education. The activity will be linked to the Cesty Programme.
		1.3 Adaptation or development of methodological teaching materials for inclusion of children with different mother tongue in pre-school facilities (kindergartens) and trauma-informed pre-school education practice.	National Pedagogical Institute	E2: Equitable access to learning - Children and adolescents have equitable access to inclusive and quality learning opportunities	CZK 638 240,99	CZK 1 110 031,00	# of methodological documents, programmes and products	0	1 000	3	3	Presentation of a list of created methodological materials	DCT to the NPI	Development or adaptation of methodological guidance for teachers (e.g. pictorial didactic cards, descriptions or video examples of activities and didactic games with additional materials, ideas for using didactic aids, methodological manuals, worksheets, infographics) based on UNICEF's materials and international best practices. New materials will highlight and based on the best practices and lessons learned among the teachers and practitioners over the past 12 months in the Czech Republic as well as other countries.
		1.4. Training of preschool teachers and assistants on inclusion of children with different mother tongue and trauma-informed ECE practice based on the developed methodological guidance/materials	National Pedagogical Institute and other educational institutions as partners	E2: Equitable access to learning - Children and adolescents have equitable access to inclusive and quality learning opportunities	CZK 4 342 300,24	CZK 4 128 089,00	# of education actors trained (disaggregated by sex and geographic location) [# of children accessing formal or non-formal education, including early learning ED1]			2 000	2 000	List of participants and implementation reports	DCT to the NPI	Training module (in-person or online) will be developed based on developed methodological guidance. Training of master-trainers (ToT) will be conducted at the first stage on two topics: (1) inclusion of children with different mother tongue, (2) trauma-informed ECE practice. The ToT on the first topic will be conducted by the NPI expert/trainer; the ToT on the second topic will be organized by UNICEF under the regional initiative on refugee response in partnership with International Step by Step Association and others institutions as partners. For this agreement training refers to all possible ways of training, including online training, networking and sharing examples of good practice. 3000 teachers from 150 kindergartens with 10 or more refugees children will be targeted; 5 300 kindergartens (100%) will be informed about the training opportunity. Other partners such as NUDZ (see activity 3.1) and SOFA (formerly known as the Czech Professional Society for Inclusive Education) provide training on similar topics for primary school teachers, and UNICEF ensures that these partners do exchange and collaborate to create a synergy.
		1.5 [NEW, 1st AMENDMENT] Creation of a systemic tools to support sharing of good practice and interconnecting schools, creation of regional peer-to-peer learning centres and connecting communities	National Pedagogical Institute		CZK 2 000 000,00	CZK 1 817 706,00	# of education actors trained (disaggregated by sex and geographic location) [# of children accessing formal or non-formal education, including early learning ED1]			250	250	System (documentation, description, diagrams, tools),and list of participants and implementation report	DCT to the NPI	A system for staff exchanges/peer learning and sharing good practice between primary and secondary schools, Creation and operation of the web environment www.Zapojmeveschny.cz , Communication campaign for the web environment and staff exchange/peer learning system.
		1.6 [NEW, 1st AMENDMENT] Educational and methodological support for teaching assistants (both Ukrainian and Czech) with a focus on multilingual children such as refugee and migrant students	META		CZK 1 419 152,00	CZK 1 419 152,00	# of education actors trained (disaggregated by sex and geographic location) [# of children accessing formal or non-formal education, including early learning ED1]			590	590	Progress reports	DCT to META	Face-to-face and online training, meetings, seminars, methodological support, workshops etc. for both Ukrainian and Czech teaching assistants from kindergarten and primary schools, with a focus on multilingual children. Close collaboration/coordination with VISK is facilitated by UNICEF and MOEYS.
	2. Analytical and methodological activities of the MEYS for vulnerable children are strengthened	2.1 Conduct assessment of alternative forms of care for foreign children, and based on the findings, develop a Report analysing the short and long-term needs of unaccompanied and separated children (UASC) and organize a workshop to validate findings with relevant partners	MoEYS	CP4: Unaccompanied and separated children (UASC) - Separation of children from families is prevented and responded to, and family-based care is promoted in the child's best interest	CZK 376 843,00	CZK 376 843,00	# of UASC identified and provided with alternative care and/or reunified (disaggregated by sex, geographic location, age and disability) [CP2] and [CP3]	0	150	50	50	Assessment Report	UNICEF international Consultant	The Activity will cover assessment of the alternative forms of care for foreign children, including refugees, in the Czech Republic, as well as to provide a forward-looking analysis with recommendations for strengthening the alternative care provided to foreign children and compilation of the documentation of selected Best Practices on alternative care for foreign children, including refugees.
		2.2 Strengthening the capacity of the workforce of the institutions to adequately care for and support vulnerable children, including unaccompanied and separated children and children with disabilities with specific needs in line with the principle of best interests of the child	MoEYS	CP4: Unaccompanied and separated children (UASC) - Separation of children from families is prevented and responded to, and family-based care is promoted in the child's best interest	CZK 350 000,00	CZK 350 000,00						Progress report	UNICEF	Support the Ministry of Education, Youth and Sports efforts on effective and efficient transformation of identified institutions (where UASC can also be placed when the capacity of ZDC (Facility for Foreign Children) is exhausted) and providing family-based alternative care arrangements for children, in line with the National Recovery Plan. To this end, UNICEF will transfer a DCT to MoEYS, which will select and contract a DI expert. The arrangement includes the utilization of 100 hours per package (institution) for the DI expert and trainer fees for an 8-hour capacity-building training session. The training, conducted by two experts (the main expert and a co-facilitator), will also cover logistics costs. The duration of the activity will be until 30 November 2024.
		2.3 [REMOVED] Support provision of information through helpdesk in Ukrainian language for unaccompanied and separated children in institutions												
		2.4 Strengthening of the information support for school children in the Ukrainian language for children and families from Ukraine and coordination of support activities and communication	MoEYS	E2: Equitable access to learning - Children and adolescents have equitable access to inclusive and quality learning opportunities	CZK 1 874 304,00	CZK 1 901 384,00	# people reached with messages on prevention and access to services (disaggregated by sex, age and disability) [SBCL]	0	7 000	30 000	30 000	Confirmation of employment contract	DCT to the MoEYS	Human resources for supporting Helpline (September-June: 8 hours/3 days in week, July-August: 8 hour/2 days in week), interpretation and providing information materials on education in Ukrainian language for children and parents, website.edu.cz/ukrajina , Telegram channel MSMTproUA, coordination of support activities. 200 hours per month/2400 hours for the 2023/2024 school year.
		2.5 Collect data and assessments on engagement of refugee children from Ukraine in education to inform national policies	PAQ Research NGO	E2: Equitable access to learning - Children and adolescents have equitable access to inclusive and quality learning opportunities	CZK 3 081 975,80	CZK 2 407 493,00	Rapid assessments are conducted in timely manner	No	Yes	Yes	Yes	Survey reports	DCT to PAQ	3 surveys conducted the NGO PAQ Research in schools and preschools among parents 1 additional wave of survey and analysis to be done by December 2023.
		2.6 [NEW, 1st AMENDMENT] Targeted advocacy and technical support to segregated schools/classes and districts (ORPs) with high numbers of out of school children to promote inclusion of Ukrainian refugee students in mainstream schools	MoEYS		CZK 2 000 000,00	CZK 1 972 920,00	# of schools that were supported by MEYS team			10	30	Progress reports	DCT to the MoEYS	Specific support will be provided by MEYS team, in collaboration with UNICEF and other partners, through e.g. roundtables, consultations, mobile teams, methodological and guidance materials, trainings etc. The duration of the activity will be extended until 30 November 2024. During the extended period social workers in the mobile team will target the districts (ORPs) with high numbers of out of school children.
	3. Safe and inclusive learning environment in schools and preschools strengthened	3.1. Providing Mental Health and Psycho-Social Support response to refugees children from Ukraine, including their Czech and Ukrainian teachers in educational settings	National Institute of Mental Health (NUDZ)	E4: Psychosocial support - Mental health and psychosocial support for students, teachers and other education personnel is available in learning environments	CZK 19 333 200,00	CZK 18 119 554,00	# of children accessing MHPSS in their schools/learning programmes (disaggregated by sex, geographic location., age and disability) [CP1]	0	3000	75000	75000	Progress reports	DCT to the NUDZ	Improving mental wellbeing and preventing mental health conditions among both Ukrainian children residing in Czechia as well as teachers and other professionals (special education teachers, teacher assistants, prevention specialists and other professionals that might need this support) working with these children, via development and delivery of high-quality evidence-based mental health and psychosocial support (MHPSS) programs.
		3.2. Provision of interpretation services in school guidance, counselling and assessment of refugee children, including children with disabilities	National Pedagogical Institute	E2: Equitable access to learning - Children and adolescents have equitable access to inclusive and quality learning opportunities	CZK 186 829,00	CZK 186 829,00	# children accessing formal or non-formal education, including early learning (disaggregated by sex, geographic location, age and disability) [ED1]	0	2 754	2 505	2 505	Progress reports	DCT to the NPI	Interpreter services to support the effective use of counselling services for children and families with limited knowledge of the Czech language. The target includes 2,750 hours of interpretation service NPI was able to finance the interpreting services from other sources. Based on the agreement with the Ministry of Education, funds for this activity were used to translate the Maths middle school entrance exam tests (both mock and actual). 2,505 Ukrainian pupils took the actual entrance exam. The remaining funds were reallocated to activities 1.2 and 1.3 under which more teachers have been supported than originally planned.

		3.3 [NEW, 1st AMENDMENT] Supporting children and adolescents from Ukraine up to 19 years of age in qualification, training and participation in further education within the secondary school system and addressing early school leaving, through situation analysis, development of system and network to provide guidance and services.	National Pedagogical Institute		CZK	3 500 000,00	CZK	4 426 859,00	# of systematic and methodological documents			4	4	Descriptive documentation and implementation report	DCT to the NPI	Mapping of situation in regions in a topic of training refugees under 19 who are outside the secondary education system. Draft of a system and network to support training. Identifying and addressing barriers to training and drop-outs from the education system. Providing advice and support in the training process. Involving children and adolescents in qualification, training and further education within secondary schools. Identifying and addressing barriers to training that lead to early exit from the education system. This activity would involve consultation and collaboration with Labour Offices, private sector and other partners. The duration of the activity will be extended until 30 November 2024. During the extension the existing coordination and support to partnering organisations by regional coordinators will continue and methodological package will be adjusted based on the feedback received during summer workshops and focus groups. The activity will be linked to the Cesty Programme.
	4. Awareness of refugees on education in the Czech Republic increased and their motivation to participate in the education system strengthened	4.1 Implementation of Back-to-School communication campaign "Together in School" in relation to refugees	META	E6: Community engagement for behaviour and social change - Children and caregivers have timely access to culturally appropriate, gender- and age-sensitive information on educational options and other social services, and are engaged in interventions creating a conducive learning environment	CZK	8 580 848,00	CZK	8 580 848,00	# people reached with messages on prevention and access to services [SBC1]	0	100 000	150 000	150 000	Progress reports	DCT to META	Target groups: parents and families of all migrant children and youth of 15+ years of age. The campaign will be implemented in several forms, including distribution of information materials to schools and parents, digital products and channels, engagement and communication activities by Czech schools with youth 15+, including the offer of relevant support and information, such as safe environment in schools, peaceful co-existence and benefits of diversity. It will also include collecting feedback from refugee young people who are not enrolled in secondary schools. Cooperation with media in the form of interviews, articles or participation in relevant discussions/programs as well as paid advertising are expected. For the realization of video assets, a cooperation with Ukrainian creators in the Czech Republic will be established. The campaign messages will also take into account any identified needs for shifting gender norms, stereotypes, mindsets and approaches towards education continuity for girls.
									# people who shared their concerns and asked questions/clarifications to address their needs through established feedback mechanisms	0	1 000	1 500	1 500			META specialist (with the command of Ukraine) will answer questions and respond to concerns received on the specialized website
TOTAL BUDGET					CZK	99 359 922,80	CZK	99 359 922,80								

NOTE: Funding for 2024 is conditional to the results achieved in 2023 and availability of funding.

Mgr. Jan Mareš MBA

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Mgr. Jan Mareš, MBA
vrchní ředitel sekce vzdělávání a mládeže
Ministerstvo školství, mládeže a tělovýchovy