



MINISTERSTVO ŠKOLSTVÍ,
MLÁDEŽE A TĚLOVÝCHOVY

National Youth Strategy for years 2014 - 2020

Introduction

Young people under the age of 30 form a significant proportion of the population of any country. They are one of the most vulnerable parts of society, but represent, at the same time, a valuable resource for societal development. Young people play an irreplaceable role in every society regardless their proportional representation. They are not only a source of natural vitality, but also of new perspectives and ideas. Their specific role as potential drivers of positive change for the future of all age groups gives momentum to society as a whole.

Modern society is often characterised using adjectives such as pluralistic, global, multicultural, consumerist, sensationalist, media-conscious, etc. All of these characteristics are especially prominent in the lives of young people, who subsequently reflect most intensely the current societal trends and values. It is therefore vital that national policies reflect the specific needs of young people during the process of their preparation for their familial, working and social lives, and take on the responsibility of meeting these needs.

The Youth Strategy of the Czech Republic for the period 2014 – 2020 (hereinafter referred to as “Strategy 2020”) lays down strategic goals for national policies in relation to young people. It reflects the needs of the youth, especially in the areas of education and mobility, employment of young people and their entrepreneurship, culture and creativity, their participation, health and a healthy lifestyle, young people with fewer opportunities and volunteering. It also addresses environmental and global development problems, including young people’s access to rights and information.

The goal of Strategy 2020, which is closely related to the *Governmental Policy for Children and Young People for the period 2007 – 2013* and *EU Youth Strategy 2010 - 2018 (also known as the Renewed Framework for European Cooperation in the Youth Field)*, is to contribute to improving the quality of life of young people, particularly through the development of their characters so that they can adequately respond to the constantly changing environment and use their creative and innovative potential in practice and in active participation in the community.

Strategy 2020 works with the terms pillars, horizontal priorities, strategic goals, operational goals and measures.

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

Horizontal priorities take into account the priority areas of intervention across all strategic and operational goals.

Strategic goals refer to a defined idea of how Strategy 2020 should contribute in specific areas of youth policy in the long term, until 2020.

Operational goals break down this vision in terms of the short, medium and long-term fulfilment of the strategic goals.

Measures define specific steps taken to achieve the desired operational goals.

The target group for Strategy 2020 are young people under 30 years of age. Pursuant to the Convention on the Rights of the Child, a child is defined in the Czech Republic as a person under the age of 18. Young people are defined as those between 18 and 26 years of age, with the understanding that under the law a person becomes an adult upon reaching 18 years of age. However, young people between 16 – 18 years are generally not considered children: they do not behave or consider themselves as such. Indeed, even

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certain legal norms give this age group certain rights and responsibilities, though they have yet to achieve full criminal liability. Therefore **the primary target group for Strategy 2020 is youth between 13 and 30 years of age**, in accordance with EU documents in the youth field. This is a definition of a social group, where the definition of 13 – 30 years of age is the sociological period of “youth”. The successful implementation of many of the strategic goals and operational goals of Strategy 2020 also requires a systematic approach to working with children falling below the lower age threshold of the primary target group. This reality is taken into account in the wording of relevant objectives that focus on children younger than 13. Strategy 2020 thus covers a considerably wide social group with a specific position and role in society.

Strategy 2020 is the result of two years of work by experts in thematic working groups and extensive consultations in the form of round tables between 2011 – 2013 and including active discussion with youths under the Czech Council of Children and Youth Project “Kecejme do toho – Have your say”, and conclusions from the meeting of the Youth Chamber, an inter-governmental advisory body of the Ministry of Education, Youth and Sports in the youth field. Important resources for the development of Strategy 2020 also include the National Youth Report (Mgr. Hana Maříková, 2013) and the Comparative studies of the situation of youth in the countries of the Visegrad group (Ewa Krzaklewska; Council of Europe 2013). The process of preparing and developing Strategy 2020 culminated at a National Conference on Youth on 8 – 9 November 2013.

The main consulting partners for the preparation and development of Strategy 2020 at the international level, within the framework of Czech – Slovak bilateral cooperation, were IUVENTA and the Department of Youth and Community Programmes of the Slovak Ministry of Education, Science, Research and Sport. Strategy 2020 also takes into account the results of the analysis of national policies of the Visegrad group countries and the outcomes from the involvement of the Czech Republic in an international programme in the field of youth policies based on the principle of peer-learning between 2011 – 2013, with the participation of the Czech Republic, Germany, France, Belgium, Lithuania, the Netherlands and Sweden.

THE BACKGROUND FOR STRATEGY 2020

The legislation of the Czech Republic as it relates to the issue of children and youth, especially

- Act no. 561/2004 Coll., on preschool, primary, secondary, higher and other education (Education Act), as amended;
- Decree no. 74/2005 Coll., on leisure-based education, as amended;
- Act no. 563/2004. Coll., on education workers, as amended;
- Act no. 111/1998 Coll., on universities and on amendments and additions to other Acts (the Higher Education Act), as amended;
- Act no. 109/2002 Coll., on institutional or protective care in school facilities and on preventive educational care in school facilities and on amendments to other Acts, as amended;
- Act no. 359/1999 Coll., on the social and legal protection of children, as amended;
- Act no. 198/2002 Coll., on volunteer service and on amendments to certain Acts (Act on Voluntary Service), as amended.
- Convention on the Rights of the Child;

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The relevant Resolutions of the EU Council and the representatives of governments of Member States represented on the Council, which relate to the youth field, including other EU and Council of Europe policy materials relating to youth policy, especially

- The EU Youth Strategy also known as the Renewed Framework for European cooperation in the youth field, as adopted by the EU on 27 April 2007;
- The EU initiative “Youth on the move”, which is part of the Europe 2020 strategy and which pushes young people into the spotlight of the EU agenda in order to create an economy based on knowledge, innovation, a high level of education and skills, adaptability and creativity, an inclusive labour market and active participation in society
- Council Recommendation of 22 April 2013 on the implementation of safeguards for young people (2013 / C120 / 01),
- Article 165/2 of the Lisbon Treaty, which calls for the promotion of the participation of young people in democratic life in Europe,
- Council of Europe document "The Future of the Council of Europe youth policy: AGENDA 2020",
- Youth Information Charter (ERYICA, 1993)

Strategic and conceptual materials of the Ministry of Education relating to youth policy, especially

- Government Policy on Children and Youth for the period 2007 - 2013;
- Educational Policy Strategy of the Czech Republic till 2020;
- National Programme for Education Development (White Paper);
- Lifelong learning strategy;
- National strategy for primary prevention of risky behaviour in the years 2013-2018;
- National Action Plan for Inclusive Education;
- Concept for the development of information and communication technologies in education;
- Concept for an information system developed for youth in the Czech Republic
- Strategy for Education for Sustainable Development (2008 - 2015)

Strategic and conceptual materials of other ministries relating to youth policy, especially

- National Strategy for the Protection of Children's Rights “The Right to Childhood“;
- The action plan for the implementation of the National Strategy for the Protection of Children's Rights “The Right to Childhood“;
- Strategy to combat social exclusion for the period 2012-2015;
- National Plan for the creation of equal opportunities for persons with disabilities for 2010-2014;
- Updated Concept for Immigrant Integration - Living Together;
- National Strategy for the Prevention of Violence against Children in the Czech Republic for 2008-2018;
- National Action Plan for Child Injury Prevention for the years 2007-2017;
- National Action Plan for the Prevention of Domestic Violence for 2011-2014;
- Crime Prevention Strategy for the years 2012-2015;
- Social Inclusion Strategy 2014-2020.

STRATEGY 2020 PILLARS

We monitor changes in the behaviour of young people based on current observations. Not only are young people marrying and becoming parents later in life, they are also delaying their transition into an independent adult life. The transitional period, during which young people test out life before they fully enter the adult world is getting increasingly longer. This reality is also reflected in the three pillars of Strategy 2020:

1. Facilitating the transition of young people into independent individuals responsible for their own lives, their family, community and society

All young people are in a phase of their lives where they have to make many major decisions which will have significant impact on their entire lives. In many respects, however, the transition from childhood to adulthood is far from self-evident. Young people must successfully undertake the significant task of assuming their independence, mainly from their parents and others, to whom they have so far related as children. True independence, however, is not only independent decision-making, but also entails the ability to adopt a responsible approach to the decision-making process, with an understanding of the extent of the impact of a decision not only on oneself, but on others as well.

It is a well-known fact that in the Czech Republic, as in many other countries, there is a growing proportion of young people who, after reaching adult age, do not become independent, but prefer a lifestyle in which they are reliant on the care of their family and their environment, including society in general. Adulthood should be associated with a degree of human maturity, with a person being able to assume responsibility firstly for themselves and their lives, but secondly for others, especially their family. A truly mature person is also aware of the fact that they bear a degree of responsibility for the society as a whole, and learns to live with the consequences of their actions. Youth policy should facilitate this process.

2. A focus on realistic needs and opportunities of young people

Youth policy should respect real needs and opportunities of young people. Above all it is necessary to find a right balance in the areas and the extent to which young people should be supported. Many young people urgently need support for their development in order to become as independent as possible and to contribute to society as fully participating members. However, they often lack this support.

Help in meeting the needs of young people, however, must not exceed a certain limit beyond which it is no longer an impetus for their development but becomes an obstacle for growth. This can happen especially when a particular situation requires that a young person takes on an activity and initiative independently, or at least partially, into their own hands despite limited or no experience. This line is not easy to determine because it is very individual, and therefore must take account of the young person's life situation in all its complexity.

It is also important to help young people to take on activities and initiatives freely even though they may fail or be wrong, and to teach them to take responsibility for their failures, to learn from them and to see them as an impetus for positive change in the future.

3. Promoting young people's potential for societal development

Young people are not only the future, and those who will eventually replace the current productive generation in all critical areas, but they are already, whether they know it or not, an indicator of the most important challenges that society is facing today. It is therefore important for society to react to the problems and challenges of young people, or they will be confronted by them eventually in less opportune circumstances. It is no less important to help the society to realise that young people serve as a mirror, reflecting our own flaws, especially those to which we have resigned ourselves and become apathetic towards.

We need to make appropriate use of this potential of youth, as with adequate support young people are capable of being major drivers of positive change in society, not only thanks to their critical perspective and sensibility, but also due to the idealism, faith in change and the boundless energy that is typical to them.

STRATEGY 2020 HORIZONTAL PRIORITIES

1. Equal opportunities

Strategy 2020 guarantees the right of every young person to respect, support from the state, and equal treatment. In this context, Strategy 2020 facilitates the full integration of young people into society and gives support to both organised and non-organised¹ young people, and to those who work with them, following the principle of equal opportunity so that they are ensured the same opportunities in everyday life, regardless of gender, disability, race, nationality, religious belief or other discriminating factors.

2. Inter-ministerial and cross-sectorial approach

Government policy in relation to the younger generation covers areas of the lives of young people that fall under the agendas of different state authorities. The creation and implementation of an effective youth policy therefore inevitably requires cooperation between ministries and other state administration bodies, whose areas of responsibility include measures affecting young people. In Strategy 2020 this inter-ministerial approach is ensured by the Youth Chamber - an advisory body to the minister responsible for the youth field, and the activity of the cross-sectorial thematic groups coordinated by the Youth Department of the Ministry of Education, Youth and Sports.

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

3. Support for non-formal education (including leisure-based education) and quality youth work

The implementation of Strategy 2020 is based on the support for non-formal education (including leisure-based education) and quality youth work.

Strategy 2020 reinforces in particular the form of non-formal education which allows equal opportunities for young people to learn skills that can be used in employment or society through activities, during which young people are guided by professional youth workers to develop, in particular, so-called “soft skills”. Emphasis is also placed on the recognition of the results of non-formal education during work with children and youth, in particular by employers, representatives of state and local authorities, formal education and organisations working with youth.

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

¹ By organised youth it is understood registered individual members of nongovernmental nonprofit organisations or registered visitors of youth centers and other facilities working with children and youth, who are involved in regular activities or traditional once-off activities of these facilities. Non-organised youth are young people who have not committed to regular participation in organised activities and are not associated with the organisers of these activities as members of the same organisation.

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

The essential tools for this priority are based on the results of the individual national projects “Keys for Life” (<http://www.nidm.cz/projekty/realizace-projektu/klice-pro-zivot>) and “K2 – quality and competitiveness in non-formal education” (<http://www.nidm.cz/k2>) financed by the European Social Fund, which were created and implemented with the active participation of the National Institute for Children and Youth and are further implemented by the National Institute for Further Education.

4. Involving young people in the decision-making process and participation

Effective youth-related policy is based on active cooperation between all interested participants and thorough consultation with young people. The strategic goals and operational goals of Strategy 2020 were developed on the basis of broad consultation with experts in the form of round tables (2011 – 2013), on discussions with experts and youth at the National Conference on Youth (November 2013), and take into account the outcomes of the structured dialogue with young people through the Czech Council of Children and Youth project “Kecejme do toho – Have your say” (<http://www.kecejmedotoho.cz>). The effective involvement of young people in the decision-making process in the areas of implementation and evaluation of Strategy 2020 will be ensured by a National Working Group for Structured Dialogue with Youth established in January 2014, whose leadership was entrusted to the Czech Council of Children and Youth.

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

5. Intergenerational solidarity

Strategy 2020 is primarily focused on young people, but it fully respects the need for intergenerational solidarity and dialogue across generations in the interest of sustainable development and to meet the needs of various age groups of citizens. It uses the principle of intergenerational dialogue and emphasises the role of empathy and the ability to listen to one another in intergenerational relations, especially in areas of employment, and the mutual sharing of cultural and societal norms.

STRATEGIC GOALS, OPERATIONAL GOALS AND SPECIFIC MEASURES TO ACHIEVE THESE GOALS

The main body of Strategy 2020 defines 13 strategic goals for government policy in relation to young people, which are further developed into operational goals and specific measures for the achievement of these goals. The first two strategic goals are cross-sectorial. Their importance for the implementation of Strategy 2020 is so crucial, that they have been broken down into individual operational goals and measures. The order of the subsequent strategic goals does not indicate their relative importance. It follows on the thematic order found in the EU Youth Strategy (http://ec.europa.eu/youth/policy/youth_strategy/index_en.htm). Based on the outcomes of the completed Youth Report (Mgr. Hana Maříková, 2013) great emphasis must be placed on objectives relating to participation and civic education, and healthy lifestyles during the implementation of these goals.

Overview of the strategic goals of the youth policy of the Czech Republic for the period 2014 - 2020

SG 1: To facilitate equal access of children and youth to rights

SG 2: To facilitate equal access of children and youth to information

SG 3: To create favourable and sustainable conditions for the participation of children and youth in leisure-based and non-formal education

SG 4: To expand and make more attractive the offer of leisure activities and to motivate children and youth to make active use of them

SG 5: To support the increase of cross-border mobility of young people

SG 6: To improve conditions for employment and employability of youth

SG 7: To promote comprehensive and harmonic development of children and youth with emphasis on their physical and mental health and moral responsibility²

SG 8: To promote active involvement of children and young people in decision-making processes and in influencing the social and democratic life

SG 9: To create favourable conditions for volunteering for young people including valuation and recognition of voluntary activities

SG 10: To facilitate inclusion of children and young people with fewer opportunities

SG 11: To motivate children and youth towards a life based on the principles of sustainable development and to develop their environmental literacy

SG 12: To encourage the development of competencies in children and young people for safe and creative use of media

SG 13: To offer children and young people a variety of paths to culture, art and traditions

² The measures listed under strategic objective 7 are intended for children and youth in leisure-based and non-formal learning and these measures do not provide a basis for any tasks or activities for the area of specific primary prevention of risky behaviour, inclusive education or the education of students with special needs.

Breakdown of strategic goals into operational goals and specific measures to meet the objectives:

SG 1: To facilitate equal access of children and youth to rights

SG 1: To facilitate equal access of children and youth to rights			
OG A: To create an open environment to enable children and youth to use their rights		Resp.	Co-resp.
Measure:	1. To raise the awareness of society in general of the rights of children and youth	MLSA	MEYS
	2. To promote education of public in the rights of children and youth, with emphasis on mutual respect and dignity	MEYS	MC
	3. To support the creation of simplified texts relating to the rights of children and youth, making them user-friendly for them	MLSA	
	4. To support the development of pedagogical procedures to teach children and youth of their rights	MEYS	

SG 1: To facilitate equal access of children and youth to rights			
OG B: To encourage the development of competencies for promoting the rights of children and youth		Resp.	Co-resp.
Measure:	1. To support and motivate children and youth towards the active enforcement of their rights	MLSA	
	2. To promote leisure activities to develop critical thinking	MEYS	MC
	3. To support activities that assist young people from families, whose functions are seriously disrupted, in transition into independent living	MLSA	MEYS
	4. To help to ensure children and youth are financially literate through leisure-based and non-formal education	MEYS	
	5. To raise awareness in children and youth of the existing forms of legal counselling and the options for their use	MEYS	MC

MEYS – Ministry of Education, Youth and Sports

MLSA – Ministry of Labour and Social Affairs

MC – Ministry of Culture

SG 2: To facilitate equal access of children and youth to information

SG 2: To facilitate equal access of children and youth to information			
OG A: To strengthen effective inter-ministerial cooperation in the provision of information for young people and about young people		Resp.	Co-resp.
Measure:	1. To initiate inter-ministerial exchange of contacts and sources in the provision of information	MEYS	MC
	2. To strengthen the role of the national coordinator of the Information System for Youth in the CR and representatives to the international organisation ERYICA	MEYS	
	3. To support the development of effective information strategies focusing on children and youth, including information campaigns	MEYS	MC

SG 2: To facilitate equal access of children and youth to information			
OG B: To create conditions for the systemic and effective use and sharing of resources in the area of information for young people and about young people		Resp.	Co-resp.
Measure:	1. To expand the information network for youth to all regions of the CR using support from regional authorities, municipalities, schools and educational facilities, NGOs, libraries and other cultural institutes in order to ensure equal access to information	MEYS	MC
	2. To promote cooperation and networking among information providers at local, regional, national and European level, including the exchange of information and best practices	MEYS	MC
	3. To facilitate access to information using methods and forms that are suitable and user-friendly for children and youth	MEYS	MC
	4. To promote increased awareness of the situation of youth, including positive examples from their lives	MEYS	

SG 2: To facilitate equal access of children and youth to information			
OG C: To encourage the development of competencies in children and youth to work with information		Resp.	Co-resp.
Measure:	1. To support initiatives and activities resulting in the development of competencies in children and youth to work with information	MEYS	MC
	2. To support the introduction of new technologies and equal access for children and youth to their active use	MEYS	MC

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SG 3: To create favourable and sustainable conditions for the participation of children and youth in leisure-based and non-formal education

SG 3: To create favourable and sustainable conditions for the participation of children and youth in leisure-based and non-formal education			
OG A: To provide all groups of children and youth with equal opportunities for improving and strengthening the key competencies required for success in professional, civic and personal life		Resp.	Co-resp.
Measure:	1. To promote educational activities, projects and programmes aimed at the systematic development of key competencies for comprehensive personality development	MEYS	
	2. To support the development of organisations working in non-formal and leisure-based education, with emphasis on quality education	MEYS	MC
	3. To support organisations working with children and youth, with emphasis on an inclusive approach and intergenerational dialogue	MEYS	MC
	4. To create conditions for the development of activities by leisure-based educational facilities, with the aim of increasing capacity for potential participants and to provide financial support for their activities	MEYS	
	5. To encourage the development of polytechnic training and technical skills in young people	MEYS	MIT

SG 3: To create favourable and sustainable conditions for the participation of children and youth in leisure-based and non-formal education			
OG B: To encourage innovation in the area of leisure-based and non-formal education		Resp.	Co-resp.
Measure:	1. To recruit and train professionals who will lead children and young people towards the meaningful use of modern technologies	MEYS	MC
	2. To promote research in the field of the use of leisure time by children and youth and to reflect the outputs of this research in youth policies	MEYS	MC
	3. To create opportunities to exchange experiences and examples of good practice in national and international context	MEYS	
	4. To create opportunities for further training of children and youth workers in leisure-based and non-formal education	MEYS	MC

SG 3: To create favourable and sustainable conditions for the participation of children and youth in leisure-based and non-formal education			
OG C: To encourage cooperation between schools and educational facilities with NGOs, cultural institutions and other organisations working with children and youth		Resp.	Co-resp.
Measure:	1. To promote cooperation between schools, educational facilities and other organisations and institutions as centres of learning and social-cultural background for the municipality	MEYS	MC
	2. To improve and expand cooperation between schools and educational facilities with libraries, museums and other organisations and institutions in the context of joint projects	MEYS	MC
	3. To provide guidance and methodological support in the area of leisure-based and non-formal education	MEYS	MC

SG 3: To create favourable and sustainable conditions for the participation of children and youth in leisure-based and non-formal education				
OG D: To promote the recognition of leisure-based and non-formal education			Resp.	Co-resp.
Measure:	1. To enhance cooperation between employers and educators and between educators themselves regarding the recognition of results of non-formal education	MEYS		
	2. To support the training of those attending non-formal and leisure-based education in the area of self-evaluation, with the option of using available evaluation tools	MEYS		
	3. To increase the visibility of the benefits of leisure-based and non-formal education in order to improve their social prestige and the recognition of their results	MEYS		

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SG 4: To expand and make more attractive the offer of leisure activities and to motivate children and youth to make active use of them

SG 4: To expand and make more attractive the offer of leisure activities and to motivate children and youth to make active use of them			
OG A: To raise the awareness of the general public of the importance and range of leisure activities on offer		Resp.	Co-resp.
Measure:	1. To promote the use of information and communication technologies for the active use of leisure time	MEYS	MC
	2. To encourage the dissemination of examples of good practice	MEYS	MC
	3. To encourage the development of critical thinking skills in children and youth in evaluating information on the range of leisure activities on offer	MEYS	MC

SG 4: To expand and make more attractive the offer of leisure activities and to motivate children and youth to make active use of them			
OG B: To motivate children and youth to actively use their leisure time		Resp.	Co-resp.
Measure:	1. To promote intergenerational and peer dialogue concerning the use of leisure time	MEYS	MC
	2. To encourage the development of skills for independent planning and decision-making on how to spend leisure time	MEYS	
	3. To encourage the creation of opportunities for the meaningful and active use of leisure time for children and youth, based on their needs	MEYS	MC
	4. To encourage the interest of children and youth in physical activity	MEYS	
	5. To encourage the interest of children and youth in natural sciences and technical subjects	MEYS	

SG 4: To expand and make more attractive the offer of leisure activities and to motivate children and youth to make active use of them			
OG C: To contribute to developing the talent of children and youth		Resp.	Co-resp.
Measure:	1. To support the creation of conditions to develop the talents of children and youth through formal, leisure-based and non-formal education	MEYS	
	2. To support long-term and systematic work with talented children and youth	MEYS	
	3. To promote a range of activities that encourage the creative and innovative potential of children and youth	MEYS	MC

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SG 5: To support the increase of cross-border mobility of young people

SG 5: To support the increase of cross-border mobility of young people			
OG A: To develop the skills young people need for mobility		Resp.	Co-resp.
Measure:	1. To contribute to improving language skills as a tool to make young people more confident in terms of their mobility	MEYS	MC
	2. To motivate young people to move across borders through seminars and other activities	MEYS	
	3. To support individual and group forms of mobility	MEYS	
	4. To support projects with international participation, cross-border networking and partnerships	MEYS	

SG 5: To support the increase of cross-border mobility of young people			
OG B: To support the quality, availability and sustainability of information provided concerning options for mobility for young people		Resp.	Co-resp.
Measure:	1. To increase young people's awareness of the possibilities of mobility through schools, educational facilities and NGOs	MEYS	
	2. To adapt the content and forms of the information service for youth to the target groups and the current situation	MEYS	

SG 5: To support the increase of cross-border mobility of young people			
OG C: To encourage the removal of barriers to the recognition and use of knowledge and skills acquired through study, work, volunteering and non-formal education abroad		Resp.	Co-resp.
Measure:	1. To raise awareness of stakeholders in the recognition of competencies and knowledge gained through mobility	MEYS	
	2. To support the motivation of stakeholders to recognise competencies and knowledge gained through mobility	MEYS	

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SG 6: To improve conditions for employment and employability of youth

SG 6: To improve conditions for the employment and employability of youth			
OG A: To facilitate the transition between school and the work environment for young people and to create conditions for their gradual involvement in the work process		Resp.	Co-resp.
Measure:	1. To promote competitions and shows for pupils, focusing on practical activities and apprenticeships	MEYS	
	2. To support the involvement of information providers and counselling services in the area of studies and career orientation, employment and entrepreneurship of young people	MEYS	MLSA
	3. To encourage young people's motivation for active development of the entrepreneurial environment, for running their own businesses and for transforming their creative and innovative ideas into business plans	MEYS	MIT MLSA MA
	4. To support the development of competencies that facilitate equal access to the labour market	MEYS	
	5. To promote trans-generational transfer of work experience and skills	MEYS	MC

SG 6: To improve conditions for the employment and employability of youth			
OG B: To promote greater cooperation between schools, educational facilities and their founders, other educators, employers, professional and sectorial associations and labour offices to improve opportunities for young people on the labour market		Resp.	Co-resp.
Measure:	1. To motivate employers to offer internships for young people	MEYS	
	2. To motivate employers to strengthen the recognition of leisure-based, non-formal and further education	MEYS	
	3. To increase the effectiveness and quality of career counselling in leisure-based and non-formal education	MEYS	
	4. To promote the systematic development and future employability of gifted children and young people	MEYS	
	5. To motivate employers to participate in youth leisure activities, e.g. to provide staff and material support for technical clubs	MEYS	MIT

MEYS – Ministry of Education, Youth and Sports

MLSA – Ministry of Labour and Social Affairs

MC – Ministry of Culture

MIT – Ministry of Industry and Trade

MA – Ministry of Agriculture

SG 7: To promote comprehensive and harmonic development of children and young people with emphasis on their physical and mental health and moral responsibility

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OG A: To motivate children and youth to have a healthy lifestyle and to behave responsibly		Resp.	Co-resp.
Measure:	1. To motivate children and young people to eat healthily and to engage in physical activity	MEYS	MH
	2. To support the development of critical thinking in order to protect children and young people against manipulation, leading to risky behaviour	MEYS	MC
	3. To promote awareness of the availability of preventive health care, particularly regular preventive check-ups	MEYS	MH
	4. To support activities leading to active personal development and health protection by linking all its components (social, mental and physical)	MEYS	MH
	5. To support activities leading to a recognition of health as an important value within the context of other life values	MEYS	MH

SG 7: To promote comprehensive and harmonic development of children and young people with emphasis on their physical and mental health and moral responsibility			
OG B: To have a preventive impact on children and youth in the area of risky behaviour		Resp.	Co-resp.
Measure:	1. To support a reduction in the percentage of children and young people using addictive or harmful substances	MEYS	MH MLSA
	2. To promote activities leading to safe behaviour and preventing accidents	MEYS	MH MT MI
	3. To support a reduction in violence against others and oneself through prevention	MEYS	MH
	4. To promote preventive programmes linking the physical and psychosocial consequences associated with risky behaviour	MEYS	MH MLSA

SG 7: To promote comprehensive and harmonic development of children and young people with emphasis on their physical and mental health and moral responsibility			
OG C: To strengthen the creation of positive interpersonal relations		Resp.	Co-resp.
Measure:	1. To support activities leading to the development of interpersonal relations, to communication and cooperation, focusing on the family, inter-generational and peer relations	MEYS	MLSA MC
	2. To support intercultural and inter-religious dialogue	MEYS	MC MLSA

SG 7: To promote comprehensive and harmonic development of children and young people with emphasis on their physical and mental health and moral responsibility			
OG D: To support the development of children and youth according to their individual needs		Resp.	Co-resp.
Measure:	1. To promote the use of individual counselling to prevent risky behaviour and when resolving problem situations	MEYS	MI MH MLSA
	2. To encourage activities leading to creating competencies in children and young people in the areas of self-awareness, self-esteem, self-control and self-organisation and the transition from childhood to adolescence and then adulthood	MEYS	MH
	3. To support individual spiritual and moral development	MEYS	

Ministry of Education, Youth and Sports

MEYS – Ministry of Education, Youth and Sports

MLSA – Ministry of Labour and Social Affairs

MC – Ministry of Culture

MI – Ministry of Interior

MT – Ministry of Transport

MH – Ministry of Health

SG 8: To promote active involvement of children and young people in decision-making processes and in influencing social and democratic life

SG 8: To promote active involvement of children and young people in decision-making processes and in influencing the social and democratic life			
OG A: To motivate children and youth towards active, informed and responsible participation in public life, including discussion		Resp.	Co-resp.
Measure:	1. To stimulate interest in dialogue between children, youth and their partners in public life	MEYS	MC
	2. To expand the options for involving children and youth in public life, with emphasis on supporting youth initiatives at a local level	MEYS	
	3. To stimulate feedback on the impact of child and youth participation in public life	MEYS	
	4. To support educational activities to develop competencies in children and young people for their involvement in public life, including civic education	MEYS	
	5. To share good practices in the area of involving children and young people in public life	MEYS	

SG 8: To promote active involvement of children and young people in decision-making processes and in influencing the social and democratic life			
OG B: To ensure that children and young people are aware of the possibilities of participation		Resp.	Co-resp.
Measure:	1. To initiate mapping of channels of information providing information of the options for participation of children and youth	MEYS	MC
	2. To support the production and use of information channels between non-profit organisations, schools, educational facilities and young people themselves in the area of participatory democracy	MEYS	MC

SG 8: To promote active involvement of children and young people in decision-making processes and in influencing the social and democratic life			
OG C: To support children and young people in the use of diverse opportunities for participation, including new forms of participation		Resp.	Co-resp.
Measure:	1. To promote cooperation in the area of participation at all levels	MEYS	
	2. To reinforce civic education programmes, particularly those targeting first-time voters, to improve political literacy	MEYS	MC
	3. To promote sharing of national and international examples of good practice	MEYS	
	4. To motivate children and young people to become involved in specific forms of participation, particularly structured dialogue for youth and school parliaments	MEYS	

MEYS – Ministry of Education, Youth and Sports

MC – Ministry of Culture

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

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

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

SG 9: To create favourable conditions for youth volunteering including valuation and recognition of volunteer activities			
OG C: To promote the improvement of the quality of work with volunteers		Resp.	Co-resp.
Measure:	1. To support the system of awarding accreditations to organisations working with volunteers	MI	
	2. To promote the certification of the work provided by volunteers and its recognition	MI	MEYS
	3. To support the announcement of grant programmes contributing to the quality of work with volunteers	MI MEYS	
	4. To provide methodological support to organisations and institutions working with volunteers	MI MEYS	

MEYS – Ministry of Education, Youth and Sports

MLSA – Ministry of Labour and Social Affairs

MI – Ministry of Interior

SG 10: Facilitate the inclusion of children and young people with fewer opportunities

SG 10: To facilitate the inclusion of children and young people with fewer opportunities			
OG A: To improve access to services in education, employment, health and social care for children and youth with fewer opportunities		Resp.	Co-resp.
Measure:	1. To support social activation services for families with children	MLSA	
	2. To encourage children and youth to become aware of their own worth and to raise their self-esteem	MEYS	
	3. To support organisations and institutions dealing with children and youth with fewer opportunities regardless of their legal status	MEYS MLSA	MI
	4. To improve the access of children and young people with fewer opportunities to information by means available to them	MEYS	MI MC

SG 10: To facilitate the inclusion of children and young people with fewer opportunities			
OG B: To improve access for children and youth with fewer opportunities to leisure-based and non-formal education		Resp.	Co-resp.
Measure:	1. To promote the use of cultural, social and educational centres to provide opportunities for non-formal education	MEYS MC	
	2. To support leisure-based and non-formal education projects focusing on the integration of children and young people with fewer opportunities	MEYS	
	3. To promote further education and sharing of good work methodology with children and young people with fewer opportunities	MEYS	

SG 10: To facilitate the inclusion of children and young people with fewer opportunities			
OG C: To encourage the development of skills for children and youth to promote tolerance across cultural and social groups		Resp.	Co-resp.
Measure:	1. To support activities leading to the mutual recognition of traditions and cultures, eliminating prejudice and stereotypes	MEYS	MC
	2. To support activities leading to the development and preservation of a sense of an identity, culture, traditions and language	MEYS	MC
	3. To promote the dissemination of positive personal and professional role models that motivate children and young people at risk of social exclusion to full participation in the educational and employment process	MEYS	
	4. To promote the development and application of pedagogical approaches in the field of education for tolerance and the prevention of racism and extremism	MEYS	
	5. To promote cooperation between schools and educational institutions with organisations and institutions that help children and youth with fewer opportunities	MEYS	
	6. To promote the sharing of national and international examples of good practice in improving social cohesion	MEYS	

MEYS – Ministry of Education, Youth and Sports

MLSA – Ministry of Labour and Social Affairs

MC – Ministry of Culture

MI – Ministry of Interior

SG 11: To motivate children and youth towards a life based on the principles of sustainable development and to develop their environmental literacy

SG 11: To motivate children and youth towards a life based on the principles of sustainable development and to develop their environmental literacy			
OG A: To contribute to linking environmental education in areas of formal, non-formal and leisure-based education		Resp.	Co-resp.
Measure:	1. To support the implementation of effective pedagogical approaches in education for sustainable development in the area of leisure-based and non-formal education	MEYS	
	2. To promote the development of competencies for environmentally responsible behaviour within the educational programmes in the field of leisure-based and non-formal education	ME MEYS	
	3. To support the activities of non-governmental organisations and educational institutions for leisure-based and non-formal education in the field of environmental education and awareness	MEYS ME	MC
	4. To promote joint projects and initiatives of organisations from the public, non-profit and commercial sectors at national and international level	MEYS	
	5. To support the National network of environmental education centres	ME	

SG 11: To motivate children and youth towards a life based on the principles of sustainable development and to develop their environmental literacy			
OG B: To encourage children and youth to gain direct contact with the natural environment		Resp.	Co-resp.
Measure:	1. To support specific educational activities that enable children and young people to have direct contact with living and inanimate nature in the natural environment	MEYS	ME MA
	2. To have impact on parents, explaining the importance of direct contact of children and youth with nature	MEYS	

SG 11: To motivate children and youth towards a life based on the principles of sustainable development and to develop their environmental literacy			
OG C: To promote the participation of children and youth in addressing issues of sustainable development at the local level ("act locally, think globally")		Resp.	Co-resp.
Measure:	1. To support the creation and implementation of activities deepening relationships with the locale and youth participation in community life and in solving environmental problems in the region	MEYS ME	
	2. To promote leisure activities and voluntary actions for specific support for nature and the environment in towns and cities	MEYS ME	
	3. To support the sharing of examples of good practice	MEYS ME	

SG 11: To motivate children and youth towards a life based on the principles of sustainable development and to develop their environmental literacy			
OG D: To promote the dissemination of the principles of sustainable development and environmental protection		Resp.	Co-resp.
Measure:	1. To raise environmental awareness of children and young people by promoting systematic awareness, education and eco-counselling	ME MEYS	
	2. To promote the awareness of children and young people of the objectives, principles and issues related to global, development and environmental problems of today's world in the context of extracurricular activities offered	MEYS	ME
	3. To familiarise children and youth with the principles of sustainable development through concrete model examples involving the public, non-profit and commercial sector	MEYS ME	
	4. To promote sustainable development in tourism with a focus on children and youth	MRD	

MEYS – Ministry of Education, Youth and Sports

ME – Ministry of Environment

MC – Ministry of Culture

MA – Ministry of Agriculture

MRD – Ministry of Regional Development

SG 12: To encourage the development of competencies in children and young people for safe and creative use of media

SG 12: To encourage the development of competencies in children and young people for safe and creative use of media			
OG A: To contribute to the development of emancipated use of media, especially critical evaluation of media content and understanding of the world interpreted by media		Resp.	Co-resp.
Measure:	1. To promote the awareness of children, youth and the general public of the appropriate media content and suitability of specific media content for various ages of children and youth	MC	MEYS
	2. To encourage schools, educational facilities and cultural institutions in creating educational plans focused on understanding the media and its active use	MEYS	MC
	3. To promote the systematic identification of programmes by media operators with regard to the content of the material being broadcast or published and its suitability for children and youth	MC	MEYS

SG 12: To encourage the development of competencies in children and young people for safe and creative use of media			
OG B: To promote safe use of the media with regard to the risks presented by new technologies		Resp.	Co-resp.
Measure:	1. To encourage the development of educational activities aimed at risk prevention and solutions for possible critical situations associated with the use of media	MEYS	
	2. To encourage the development of the ability to detect and prevent media manipulation	MEYS	
	3. To promote appropriateness and balance in the integration of new information technologies in work with children and youth	MEYS	MC

SG 12: To encourage the development of competencies in children and young people for safe and creative use of media			
OG C: To motivate children and youth to a creative approach in creating their own media content		Resp.	Co-resp.
Measure:	1. To promote the development of media content created by children and youth	MC MEYS	
	2. To raise awareness of copyright	MC	MEYS
	3. To develop skills of children and youth in creating their own creative media content	MEYS	MC
	4. To encourage the media to publish children and youth works and to work with children and youth authors	MC	MEYS

MEYS – Ministry of Education, Youth and Sports

MC – Ministry of Culture

SG 13: To offer children and young people a variety of paths to culture, art and traditions

SG 13: To offer children and young people a variety of paths to culture, art and traditions			
OG A: To motivate children and youth to participate in artistic activities		Resp.	Co-resp.
Measure:	1. To improve conditions for the creation and public presentation of art activities for children and youth	MEYS MC	
	2. To promote cooperation between various organisations and institutions in the field of artistic activities for children and youth	MEYS MC	
	3. To promote volunteering in culture and arts	MEYS MC	

SG 13: To offer children and young people a variety of paths to culture, art and traditions			
OG B: To promote the availability of culture for children and young people with regard to the limited opportunities of the rural environment		Resp.	Co-resp.
Measure:	1. To motivate cultural and heritage institutions in the countryside and in small towns to create an attractive range of events and programmes aimed at children and youth	MC	
	2. To exploit the potential of the network of libraries and possibly other cultural institutions such as the natural community centres in villages	MC	
	4. To find ways to effectively support the availability of cultural activities	MC	
	5. To promote intergenerational cooperation for the creation of cultural continuity	MEYS MC	

SG 13: To offer children and young people a variety of paths to culture, art and traditions			
OG C: To motivate children and youth to read and support the development of literacy		Resp.	Co-resp.
Measure:	1. To promote cooperation projects of schools and school facilities with libraries and other cultural institutions to develop the literacy of children and youth	MEYS MC	
	2. To support the campaigns for the development of reading and increasing the social prestige of reading	MEYS MC	
	3. To promote the availability of library services and cultural facilities in urban and rural areas	MC	

SG 13: To offer children and young people a variety of paths to culture, art and traditions			
OG D: To stimulate interest in the history, traditions and culture of the region, including cross-border, that of their own nation and of minorities		Resp.	Co-resp.
Measure:	1. To support mobility programmes for children and youth in the arts and culture	MEYS MC	
	2. To arouse the interest of children and youth about the specifics of their own region, including the traditions and customs of the majority society and social, ethnic and cultural minorities	MEYS	MC
	3. To promote educational projects aimed at exploring history, traditions and culture	MEYS	MC
	4. To promote understanding of the multicultural nature of contemporary society	MEYS	

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MC – Ministry of Culture

IMPLEMENTATION STRUCTURE OF STRATEGY 2020

In accordance with the implementation of the operational goals detailed in Strategy 2020, the competent central government bodies will participate in the implementation and evaluation of the Youth Policy of the Czech Republic for the period 2014 – 2020.

The main coordinator for the implementation and evaluation of Strategy 2020 is the Ministry of Education, Youth and Sports, which ensures an inter-ministerial approach to achieving the objectives, through

- the activities of the Youth Chamber³, an inter-ministerial advisory body to the Ministry of Education, Youth and Sports, responsible for the youth field in the Czech Republic, which holds a management role in meeting the objectives of Strategy 2020;
- the activities of thematically focussed inter-ministerial working groups in direct coordination with the Department for Youth of the MEYS, which is responsible for the professional aspects of implementing Strategy 2020, monitoring and data collection for continuous and periodical evaluation;

In addition to its coordination role, the Ministry of Education, Youth and Sports has also taken on other tasks within the framework of the implementation structure for Strategy 2020:

- it communicates and promotes Strategy 2020 in cooperation with other bodies, while also appointing institutions and public service organisations to carry out selected tasks;
- it ensures the performance of Strategy 2020 in the respective areas within its competence, such as, for example, in areas of formal and non-formal education, participation, volunteer work and the mobility of young people, etc.;
- it creates conditions to support systems established for quality work with young people and for the recognition of outputs from non-formal education and informal learning in the field of youth work;
- it ensures the performance of Strategy 2020 in close cooperation with **leisure centres (youth centres and hobby centres), school clubs and after-school activity centres**;
- it supports synergies between the Strategy 2020 objectives and the activities of regional and municipal authorities and the National Network of Local Action Groups (LAG) including collaborating with them to develop and implement their own strategies for the benefit of the younger generation;
- it promotes close cooperation between the Czech Council of Children and Youth and NGOs involved in youth work, including cooperation with church youth organisations;
- it creates conditions for the implementation of a structured dialogue with young people and supports the work of the National Working Group for structured dialogue with young people.

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

³ The members of the Chamber are representatives of the Ministry of Education, Youth and Sports, the Ministry of Health, the Ministry of Labour and Social Affairs, the Ministry of Interior, the Ministry of Culture, the Ministry of Environment, at least at the level of Head of Department, representatives of the National Institute of Children and Youth, representatives of the Czech Council of children and youth, representatives of **leisure centres**, employer representatives, representatives of the Association of school educators, representatives of religious societies, representatives of municipal authorities and experts in the field of promotion and protection of youth. Candidates for membership in the Chamber are nominated by the institutions and organisations represented in the Youth Chamber.

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The involvement of young people in decision-making processes associated with drafting, implementing and evaluating Strategy 2020 is ensured through support for the active participation of young people and creating conditions for systems establishing the activities of *National Working Group for Structured Dialogue with Young People*, in which a leading role is guaranteed for the Czech Council of Children and Youth. In response to European Commission requirements concerning the operation of national working groups for structured dialogue with young people, representatives of the CCCY, the Centre for International Cooperation and the MEYS will be permanent members of this working group, while membership in the group will also be open to other interested parties.

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

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

MONITORING AND EVALUATION OF STRATEGY 2020

The starting point for the continuous, mid-term and final evaluation of the impact of Strategy 2020 on the target group is the national youth report (Mgr. Hana Maříková, 2013, <http://www.msmt.cz/mladez/zprava-o-mladezi-2013-1>) which was presented to the professional public at the National Conference on Youth in Prague on 8 – 9 November 2013 and the Comparative Study of the Situation of Youth in the Countries of the Visegrad Group (Ewa Krzaklewska; Council of Europe and European Commission Partnership 2013, http://youth-partnership-eu.coe.int/youth-partnership/documents/Research/V4_broszura.pdf) presented at an expert seminar on youth policies to representatives of the Visegrad group countries (the Czech Republic, Slovakia, Hungary, Poland) and the Eastern Partnership (Ukraine, Moldova, Belarus, Armenia, Georgia, Azerbaijan) in Sulejówku, Poland from 15 – 17 April 2013.

Progress towards meeting strategic goals and operational goals will be monitored on an on-going basis and evaluated by thematically oriented working groups, whose inter-ministerial activities are coordinated by the Department for Youth of the Ministry of Education, Youth and Sports. The format for the activities of these working groups will be expanded each year through the organisation of round tables on different thematic areas that are covered by the activities of these groups. These working groups will also be responsible for the collection of data summarising the tools currently used by the individual resorts to meet the objectives of Strategy 2020 (strategic, conceptual, grant programmes, projects, round tables, conferences, etc.).

Since 2012, in response to the need for the creation, implementation and evaluation of Strategy 2020, the Department for Youth of the MEYS has coordinated 12 working groups focusing on the following topics in the youth field:

1. rights of children and youth
2. information for youth
3. leisure-based and non-formal education
4. leisure time
5. youth mobility

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6. employment and employability
7. lifestyle and health
8. participation
9. volunteering
10. young people with fewer opportunities
11. environment
12. media and culture

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

The results of the monitoring activities of the working groups will be presented at least twice a year at meetings of the Youth Chamber (an inter-ministerial advisory body reporting to the Ministry of Education, Youth and Sports) which will comment on progress made in achieving the objectives set, and adopt measures for the effective implementation of Strategy 2020.

The evaluation of the impact of Strategy 2020 on the target group will be carried out through national youth reports at the mid-term and the end of the period covered by Strategy 2020, in other words in 2017 and 2020. Thematically oriented inter-ministerial working groups will participate in the drafting of the national youth reports (preparation of background materials) as well as cross-cutting working group of researchers⁴ (data collection, report processing). During the preparation of the national youth reports, the periodic Youth reports of the European Commission⁵ will also be taken into account, using indicators for the youth field at the European level (the so-called EU youth indicators)⁶. The evaluation of the impact of Strategy 2020 in the form of youth reports in 2017 and 2020 will monitor the trends set by the indicators used for the various thematic areas of Strategy 2020.

The mid-term youth report will be presented at a meeting of the Government of the Czech Republic for information by 30 April 2017. The overall evaluation of the impact of Strategy 2020, in the form of a final youth report and the draft of a new strategic document on youth policy in the Czech Republic after 2020 will be presented at a meeting of the Government of the Czech Republic without debate by 30 November 2020. The Ministry of Education, Youth and Sports is responsible for finalising the reports and the draft of a new strategic document to cover the period after 2020 and for presenting them at the meetings of the Government of the Czech Republic.

SECURING FINANCING FOR STRATEGY 2020

Different ministries cover the performance of the tasks arising from Strategy 2020 from their budgets. The Government will not allocate special funds for this area. Within the framework of their cooperation with the Ministry of Education, Youth and Sports, the individual ministries will use their grant programmes to meet the objectives of Strategy 2020 and projects being currently implemented that are financed by the European Structural funds that are under their responsibility, including activities resulting from the

⁴ This cross-cutting working group of researchers has already been involved in the preparation of the Strategy for the period from 2011 - 2013

⁵ The European Commission issues EU Youth Reports at intervals of three years. The last current report was issued in 2012. Data from the European Commission reports from 2015, 2018 and 2021 will be taken into account in the mid-term and final evaluation of the Strategy.

⁶ This concerns the results of the work of the Expert Group of the European Commission for EU indicators in the youth field that take into account the following areas: demographic data; education; employment and entrepreneurship; health and a healthy lifestyle; social inclusion; participation and use of the Internet.

http://epp.eurostat.ec.europa.eu/portal/page/portal/employment_social_policy_equality/youth/indicators

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mandatory sustainability of such projects. The basic overview of financial instruments available to finance the implementation of the Strategic goals will be regularly updated by inter-ministerial thematic working groups and made available to the professional public.

The activities of the inter-ministerial advisory body to the MEYS, the Youth Chamber, the thematic working groups, cross-cutting working group of youth researchers and National Working Group for Structured Dialogue with Young People will be paid from the budget of the MEYS, the group responsible for the youth field, and will not result in an increase in funding from the state budget. The National Working Group for Structured Dialogue with Young People uses centralised grants from the European Commission each year to support national structures for structured dialogue with young people through a new programme launched by the European Commission, "Erasmus Plus" (<http://www.scribd.com/doc/194614738/Erasmus-Plus-Programme-Guide>).

Having regard to the options realistic available to it, the Government will continue to include funding of grant programmes to support the activities of non-profit organisations working with children and youth, leisure activities for children and young people, primary prevention of socially pathological phenomena, support for minorities and others in the state budget. According to the possibilities of the state budget, it will ensure that the volume of these funds will at least keep pace with inflation each year.

DEFINITION OF TERMS

DEFINITION	SOURCE
<p>Career counselling</p> <p>represents an institutionalised system of advisory services, designed to help individuals decide on their professional and educational path at any stage of their life. This package provides services both for individuals who have not yet entered the labour market, and also job seekers who are looking for work, as well as for those who are currently employed.</p>	<p>http://www.vychova-vzdelavani.cz/karierove-poradenstvi/ 29. 1. 2014</p>
<p>Critical thinking</p> <p>is a careful and considered decision on whether we accept or reject a claim, or whether we forego any judgement of it. Critical thinking also involves a degree of certainty with which we accept or reject a particular claim.</p>	<p>Moore, B. N., Parker, R.: Critical thinking (Kritické myšlení), Mayfield Publishing Company, 1998</p>
<p>Cultural continuity</p> <p>Cultural continuity is understood to be the creative preservation and transmission of cultural heritage, which is considered to be a set of tangible and intangible values, works and cultural relations, which originated in the past but whose origin and meaning contribute to the creation of contemporary cultural and social values.</p>	<p>Arts Lexikon</p>
<p>Education for sustainable development</p> <p>Is a prerequisite for the acquisition of the type of ways of thinking, decision-making and behaviour by the individual, which lead to sustainable behaviour in his/her personal, professional and civic life.</p>	<p>according to the Strategy of Education for Sustainable Development of the CR</p>
<p>Emancipated use of the media</p> <p>This means a type of approach to the media that will enable their instruction and, therefore, also their safe and effective use.</p>	<p>Defined as such by the working group for the purposes of Strategy 2020</p>
<p>Employment</p> <p>is defined as the number of people involved in productive activities in the economy. This concept includes both employees and self-employed persons.</p>	<p>Eurostat</p> <p>http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Glossary:Employment</p>
<p>Employability</p> <p>is understood to be a form of specific active job adaptability, which enables workers to identify their career opportunities and to exploit them.</p>	<p>Fugate, M., Kinicki, A.J., Ashforth, B.E. 2004. Employability: A psycho-social construct, its dimensions, and applications. Journal of Vocational Behavior. 65, p. 16</p> <p>http://mfugate.cox.smu.edu/Fugate%20et%20al--Employability--A%20psycho-social%20construct%20dimensions%20and%20applications--JVB%202004.pdf</p>

<p>Environmental education, training and awareness</p> <p>Training, awareness and education are provided in such a way as to promote thinking and activities that are consistent with the principle of permanently sustainable development, and which encourage awareness of responsibility for maintaining the quality of the environment and its individual components, and of respect for life in all its forms.</p>	<p>According to the Act on the Environment No. 17/1992 Coll., Section 16</p>
<p>Environmental literacy</p> <p>This covers the knowledge, skills, disposition and behaviour of an individual to enable him/her to make competent decisions and to act in situations relating to the environment at a local, regional and global level. An environmentally literate person makes informed decisions regarding the environment, is willing to act upon these decisions to improve the quality of life of other people and participated in civic life.</p>	<p>according to the Draft Framework for the assessment of environmental literacy, the North American Association for Environmental Education (NAAEE) 2011</p> <p>www.envigogika.cuni.cz/index.php/Envigogika/article/.../385/pdf_385 27. 1. 2014</p>
<p>ERYICA (European Youth Information and Counselling Agency)</p> <p>The European Youth Information and Counselling Agency is an independent European organisation, composed of national youth information co-ordination bodies and networks. It aims to intensify European co-operation in the field of youth information work and services.</p>	<p>www.eryica.org</p>
<p>Formal education</p> <p>is education which is provided in educational institutions, whose function, aim, content, means and methods of assessment are defined and specified in the legislation. A typical educational institution is the school. Formal education includes consecutive levels and types of learning, which are either intended for the population as a whole (e.g. mandatory basic education), or for specific groups (e.g. secondary and tertiary education). Completion of this education is generally confirmed by a certificate. The outcome is a certain level of education.</p>	<p>Andragogical dictionary</p> <p>http://www.andromedia.cz/andragogicky-slovník/formalni-vzdelavani</p>
<p>Healthy lifestyle</p> <p>is a healthy way of life, which leads to minimising the risk of disease.</p>	<p>World Health Organisation 1947</p>
<p>Information youth network in the CR</p> <p>consists of youth information centres, which are independent workplaces providing children and young people, as well as other interested members of the public, with information and services that are primarily related to the life of the younger generation.</p>	<p>IYN development strategy, MEYS ref.no.: 6853/200851</p>

<p>Informal learning</p> <p>can be understood to be a process of spontaneous acquisition of knowledge, skills and competencies from everyday experience of work, the family and leisure activities. It also includes self-learning, where the learner is unable to verify the results of learning. Unlike formal and non-formal education, informal learning is unorganised, generally unsystematic and not coordinated through institutions.</p>	<p>Based on the definition set out in the Government Policy for Children and Youth for the period 2007 - 2013</p>
<p>Intercultural dialogue</p> <p>is seen as an open and respectful exchange of views between individuals and groups from different ethnic, cultural and linguistic backgrounds and historical conditions, based on mutual understanding and respect.</p>	<p>White paper on intercultural dialogue, Council of Europe, 2008</p>
<p>Intergenerational dialogue</p> <p>serves to ensure that demographical changes were not only perceived to be a conflict and competition for resources between the younger and older generation. The aim is to improve contacts between different generations and to ensure that all groups benefit from these contacts. This helps to reduce barriers and prejudices between different groups and promoted intergenerational respect and solidarity.</p>	<p>according to the Partnership between the European Commission and the Council of Europe in the field of youth http://youth-partnership-eu.coe.int/youth-partnership/ekcyp/BGKNGE/Intergenerational.html 11. 2. 2014</p>
<p>Inter-religious dialogue</p> <p>In the context of religious pluralism, dialogue means any type of positive and constructive inter-religious relations with individuals or communities that belong to another religion, a dialogue that seeks mutual understanding and mutual enrichment, with full respect for truth and the freedom of both parties.</p>	<p>“Dialogo e Annuncio”, no. 42, Pontifical Council for Inter-religious Dialogue 1991</p>
<p>Key competencies</p> <p>represent a set of knowledge, skills, abilities, attitudes and values that are important for the personal development and success of every member of society. Their selection and conception is based on values that are generally accepted by society and on generally shared ideas about which competencies contribute to an individual’s education, to a happy and successful life, and to strengthening the function of civil society.</p>	<p>Framework teaching programmes (e.g. FTP for basic education p. 10)</p>
<p>Leisure time</p> <p>is a period when a person carries out the activities he/she wants, at a pace that allows him/her to relax, without any intention of being productive for the benefit of society. Leisure time is also a period outside work, liberated from overtime work and commuting to the workplace.</p>	<p>Framework teaching programme for basic education (version valid from 1. 9. 2013)</p>

<p>Leisure-based education in the youth field</p> <p>Provides participants with leisure time activities focusing on different areas. The term “education” refers to both education and training. Interest education takes place in school facilities for interest education, particularly in leisure centres, after-school centres and school clubs. Leisure centres are also involved in additional care of gifted children, pupils and students, provide for the organisation of competitions and exhibitions in collaboration with schools and other institutions. The objectives, content and outcomes are usually closely linked to all types of school education and are guaranteed by the State as part of the school system.</p>	<p>according to the Education Act No. 561/2004 Coll.</p>
<p>Memory institutions</p> <p>This term refers to archives, museums, libraries, research institutes and universities, whose goal is to protect and display documents from our cultural heritage. These facilities tend to the national memory and also create new sources of information on cultural events at a local and a national level.</p>	<p>according to the Czech terminology database for library and archiving services and information science (TDKIV)</p>
<p>National Coordinator of the information system for youth in the CR</p> <p>In the CR, the national coordinator is the National Information Centre for Youth, the specialised department of the National Institute for Further Education, which provides methodological assistance for issues concerning the construction and operation of the IYN.</p>	<p>IYN development strategy, MEYS ref.no.: 6853/200851</p>
<p>National network of environmental education centres</p> <p>Is a joint programme run by the Ministry of Environment and the Ministry of Education, Youth and Sports and administered by the Association of environmental education centres, Pavučina, in close cooperation with the Czech Union for Nature Conservation. The programme was launched in 1999 to stabilise the development of existing, and to initiate the establishment of new environmental education centres in the Czech Republic</p>	<p>according to the ME portal www.ekocentra.cz 28. 1. 2014</p>
<p>New media technologies</p> <p>This is a type of public communication based on the internet, which enables a far greater degree of interactivity: the recipient is able to actively participate in the form of a media product or in menu selection and at the same time the (media) product is better able to respond to user requests.</p>	<p>according to the article: http://clanky.rvp.cz/clanek/o/z/547/ME-DIALNI-TECHNOLOGIE---NOVA-MEDIA.html/</p>

<p>Non-formal education</p> <p>Usually takes place outside the formal education system and without additional recognition by the competent body or institution does not generally lead to the acquisition of a level of education. Non-formal education focuses on the acquisition of life skills and training for active citizenship and includes both individual and group learning using a collective approach. It is self-contained and focuses on the learning process and on experiences and activities based on the needs of the participants. A necessary condition for non-formal education is the participation of a professional facilitator, trainer or manager.</p>	<p>Based on international definitions and the definition set out in the Government Policy on Children and Young People for the period 2007 - 2013</p>
<p>Political literacy</p> <p>Helps people to become politically conscious and active. It focuses on developing those skills that help individuals to observe and explain social phenomena in political terms. Political literacy is more pedagogically focused on the development of political thinking, than on fostering knowledge of political institutions.</p>	<p>Matějka, O.: Politics does belong in schools, Brno: MU, 2012</p>
<p>Public space</p> <p>is broadly defined as a part of the life of each person which is distinguished from both the private and the public sector.</p>	<p>Jandourek, J.: Dictionary of Sociology, Prague: Portál, 2007</p>
<p>Risky behaviour</p> <p>is the type of behaviour which results in a demonstrable increase in health, social, educational and other risks to the individual or to society.</p>	<p>Miovský, M. et al.: Glossary of basic terms in risky behaviour prevention education, Addictology Clinic, 1st MF CU in Prague and GUH in Prague, 2010</p>
<p>Self-awareness</p> <p>is a cognitive component of the self-concept of the individual's "I", as an image of oneself, one's personality and its components. It is the cognitive aspect of man's relationship to himself.</p>	<p>Kohoutek, R.: Self-awareness, self-education and self-regulation of university students http://rudolfkohoutek.blog.cz/1001/sebepoznani-sebevychova-a-autoregulace-posluchacu-vysokych-skol 27. 1. 2014</p>
<p>Self-concept</p> <p>is a summary of opinions of oneself, of ones place in the world. It is a summary of feelings through which we experience satisfaction or dissatisfaction with ourselves, greater or less self-confidence, self-esteem and influence on others. Self-concept is also an awareness of our personal characteristics, albeit distorted or stylised, but always with the intention of making a certain impression on others.</p>	<p>Smékal, V.: Invitation to the psychology of personality, Barrister and Principal, 2009</p>
<p>Self-organisation</p> <p>expresses the continuous process of organising complexity and creating order. Organised complexity with internal order thus becomes both the creator and the creative processes. The system therefore performs the processes – it organises itself – which in turn enable the existence of the system.</p>	<p>Nývlt, J.: Research on "self-organisation" in the context of success and social status, Philosophical Faculty MU Brno (thesis), 2010 http://is.muni.cz/th/144950/ff_m/</p>

<p>Self-regulation</p> <p>is a person's ability to manage their voluntary actions; conscious efforts to achieve the established goals; also the adoption of social norms, which then become part of the self-regulatory system of the individual.</p>	<p>Hartl, P.: Psychological Dictionary, publ. Budka, Prague 1994, s. 297</p>
<p>Social activation service</p> <p>are field or outpatient services provided to families with a child whose development is at risk due to the impacts of a long-term critical social situation, which the parents are unable to overcome without help and which presents further risks which threaten his development. The service covers the following basic activities: educational and motivational activities; mediating contacts with the social environment; social therapeutical activities; assistance in the enforcement of rights, legitimate interests and in dealing with personal matters.</p>	<p>Act No. 108/2006 Coll., on social services, Section 65</p>
<p>Structured dialogue with young people (SD)</p> <p><i>SD at EU level:</i></p> <p>Structured dialogue with young people and youth organisations serves as a permanent forum for joint reflection on the priorities for European cooperation in the youth field, its implementation and evaluation.</p> <p><i>SD at the national level (equivalent to SD at the EU level):</i></p> <p>Structured dialogue with young people and youth organisations serves as a permanent forum for joint reflection on priorities for cooperation in the youth field at a national level, its implementation and evaluation.</p>	<p>Council Resolution of 27 November 2009 on a renewed framework for European cooperation in the youth field 2010 – 2018 (Official Gazette 311 of 19. 12. 2009)</p> <p>This term was introduced by the EU and the Czech Republic adopted it as part of its international obligations towards the EU in the youth field. The definition was subsequently modified to respond to needs at a national level.</p>
<p>Sustainable development</p> <p>Permanent sustainable development is development enabling current and future generations to retain the possibility of satisfying their basic needs while at the same time preserving biodiversity and the natural function of ecosystems.</p>	<p>according to the Act on the Environment No. 17/1992 Coll., Section 6</p>
<p>Young people with fewer opportunities</p> <p>are young people who are disadvantaged in comparison with their peers, because they face one or more situations and obstacles such as social barriers, economic barriers, disability, educational difficulties, cultural differences, health problems, geographical barriers, etc. In certain contexts, these situations or barriers prevent young people from having effective access to formal and non-formal education, trans-national mobility and participation, active citizenship, empowerment and social inclusion.</p>	<p>according to Youth in Action, Programme Guide, effective from 1 January 2013, p. 8</p>

<p>Young people's initiative</p> <p>Young people's initiative (or youth initiative) is a project where young people participate actively and directly in activities of their own devising and which allow them to develop their initiative and creativity. The project is initiated, created and implemented by young people themselves. Young people's initiative projects help to develop the personalities of young people and brings changes that benefit the general public (and in particular the areas where these young people live).</p>	<p>Decision No. 1719/2006/EC of the European Parliament and of the Council of 15 November 2006, establishing the "Youth in Action" programme for the period 2007 - 2013</p>
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