

CZECH REPUBLIC

Key contextual data

Compiled by

**Inge Schreyer, Pamela Oberhuemer,
and Barbora Loudová Stralczynská**

Citation suggestion:

Schreyer, I., P. Oberhuemer, and B. Loudová Stralczynská. 2024. "Czech Republic – Key contextual data." In *Early childhood workforce profiles across Europe. 33 country reports with key contextual data*, edited by P. Oberhuemer and I. Schreyer. Munich: State Institute for Early Childhood Research and Media Literacy. www.seeepro.eu/English/Country-Reports.htm

Funded by:



Federal Ministry for
Family Affairs, Senior Citizens,
Women and Youth



State Institute for Early Childhood
Research and Media Literacy



Contents

Early childhood education and care (ECEC)	3
Historical milestones in ECEC in the Czech Republic.....	3
ECEC system type and auspices.....	4
General objectives and legislative framework	5
ECEC entitlement and compulsory attendance	6
Main types of provision	6
Provider structures	7
Participation rates in regulated provision.....	8
Financing and costs for parents	8
Staff to child ratios and group size	10
Curricular framework	10
Digital education.....	11
Monitoring – evaluation	11
Inclusion agenda.....	13
<i>Children with special educational needs and disabilities</i>	13
<i>Children with a migration background – Children from Roma communities</i>	13
Parental leave arrangements	15
Current challenges for the ECEC system in the Czech Republic (Barbora Loudová Stralczynská)	15
Demographic data	17
Total population	17
Total fertility rate.....	17
Children under 6 years of age	18
Single households with children under age 6	18
Employment rates of parents with children under 6 years of age	19
Children at risk of poverty or social exclusion	20
References	20

Early childhood education and care (ECEC)

Please note:

In alignment with country-specific usage, the terms chosen in this report for the main forms of centre-based ECEC settings are: **Children's Group** (*dětská skupina*, 6 months–5 years), **nursery** (*zařízení pro péči o děti do 3 let*, 0–2¹), **kindergarten** (*mateřská škola*, 2/3–5) and **preparatory class** (*přípravná třída*, 5–6/7). Any additional forms of provision are described where appropriate.

Historical milestones in ECEC in the Czech Republic

1832	The first early childhood institutions are established in Prague with an upbringing, educational and care mission. The Czech childcare institutions (so-called <i>opatrovny</i>) had an educational mission from the very beginning. In this aspect, these institutions differed from most of the time, because the triad of education, upbringing and care was always present.
1869	The organisational conditions and regulations for the establishment and operation of day-care centres in the Czech lands were established. Until 1872, these settings focused on reading, writing and arithmetic. They were abolished following the ministerial decree of 1872 (see below).
1872	The Ministry of Education distinguishes systematically between educational institutions (<i>mateřská škola</i>) for 4 to 6 year-olds and social care institutions (<i>crèches</i>).
1948	Kindergartens are recognised as the first stage of the education system.
1948	The first compulsory curriculum documents for kindergartens are issued. In the 1950s these had the character of a syllabus, describing the contents in detail.
1960	Provision for under 3 year-olds comes under the auspices of the Ministry of Health and kindergartens for 3 to 6 year-olds under the responsibility of the Ministry of Education. Both kindergartens and <i>crèches</i> are integrated into the unified school system.
1967	A unified curricular framework is issued both for <i>crèches</i> and kindergartens. Only now are specific goals for <i>crèches</i> also defined. This document is obligatory for kindergartens, for <i>crèches</i> it is considered a recommendation and orientation with the aim of continuously implementing the pedagogical approach throughout the early years. In the following curricular documents, the concept of the curriculum was taken up again in the form of a syllabus which explained the work with children in <i>crèches</i> and kindergartens in great detail.
Post-1989	<ul style="list-style-type: none"> – The compulsory framework is no longer applicable; kindergartens start developing their own curricular approaches, ones that respect humanist and democratic values and principles. Both classical concepts (Montessori, Waldorf) and contemporary programmes (Step by Step; health-promoting kindergartens, forest kindergartens) find their way into kindergartens. – Massive cuts lead to the closing of almost all <i>crèches</i> and the dismantling or merging of many kindergartens.
2001	– A National Curriculum is issued (the so-called White Book) which defines reforms for all stages of the education system, including kindergartens.

¹ **Editors' note:** International data sources use varying ways of presenting the age range of children enrolled in ECEC settings. We have chosen the following age-inclusive format for the SEEPRO-3 reports for countries with a school starting age at 6 (as usually in the Czech Republic): **0–2** years for children **up to** 3 years of age and **3–5** years for 3, 4 and 5 year-olds. In the Czech Republic, school entry may in justified and professionally assessed cases be deferred to 7 years of age.

	<ul style="list-style-type: none"> – A new national curricular framework for kindergartens is published (2001 (pilot), 2004, 2016, 2017, 2021). – Preparatory classes were originally set up for children from socially disadvantaged families at primary schools. Currently, they are intended for children whose admission to preparatory classes will balance their development. Priority is given to children who have been deferred from school and to children who will reach the age of 5 by the end of August of the current year.
2007	All state-maintained kindergartens are required to develop their own ‘educational plan’ in alignment with the national curricular framework.
2014	Multi-age Children’s Groups (<i>dětská skupina</i>) are established for 1 to under 7 year-olds under the responsibility of the Ministry of Labour and Social Affairs (currently for children from 6 months)
2015	Preparatory classes are opened up for all children with special support needs.
2016	Establishment of so-called "mini crèches" (<i>mikrojesle</i>) for children from 6 months to 4 years under the responsibility of the Ministry of Labour and Social Affairs.
2017	Since September 2017, kindergarten enrolment is obligatory for all children who turn 5 at the end of August for four hours per day. A further option is individual teaching, mostly in the child’s home.
2018	Children from the age of 3 have a legal entitlement to a place in a municipal kindergarten.
2022	Compulsory language support in kindergartens for children with a non-Czech nationality in the obligatory kindergarten year (amendment of the Education Act, amendment of the education framework programme for pre-primary education). A more child-centred approach now focuses to better meet the interests and needs of the children.
2023	<ul style="list-style-type: none"> – Fundamental innovation of the curricular framework for early childhood education towards a more open and child-centred pedagogy that protects the child from too much pressure in preparing for school; focus on promoting pre-literacy activities and active learning and exploration. – Amendment of the law on pedagogical staff.

Sources: Oberhuemer, Schreyer, and Neuman 2010; Loudová Stralczyňská 2018; Opravilová und Uhlířová 2021; Eurydice 2023

ECEC system type and auspices²

The system of early childhood education and care in the Czech Republic is not a unitary system. Multi-age facilities for children from 6 months to school entry come under the auspices of the Ministry of Labour and Social Affairs (*Ministerstvo práce a sociálních věcí*). For childcare facilities exclusively for under 3 year-olds, the Ministry of Industry and Trade (*Ministerstvo průmyslu a obchodu*) is responsible; providers of such settings must comply with the provisions of the Trade Licensing Act (e.g. qualifications and hygiene regulations).

Kindergartens (*mateřské školy*) that admit children aged 2–6 years since September 2016 (Education Act 178/2016), and also preparatory classes for 5 to 7 year-olds, mostly deferred from compulsory schooling, come under the jurisdiction of the Ministry of Education, Youth and Sports (*Ministerstvo školství, mládeže a tělovýchovy*). The Ministry of Education is also responsible for the curricular frameworks. Various expert groups (academics, experts and managers from the field) are responsible for developing the content. A completely new curriculum is currently

² The Eurydice country report on ECEC in the Czech Republic provided orientation for legal and regulatory aspects. All other sources are indicated within the text and in the references section.

being developed within the framework of this dialogue between practice and theory, coordinated by the National Pedagogical Institute.

General objectives and legislative framework

Overarching government goals for early childhood education and care are to reconcile family life and work and to improve women's labour market opportunities through more flexible parental leave arrangements and working time models. These goals were pursued, among others, within the framework of a 2014–2020 government strategy for gender equality. Other important documents are the "Strategy for Education Policy until 2020" and the "Long-term Plan for Education and Development of the Education System in the period 2019 to 2023".

Goals for 2020–2023 include improving the quality of pre-primary education and integration of more and more children, as well as transforming the content of education to a focus on key competencies, teacher support and individual work with children.

The Ministry of Education, Youth and Sports prepares a long-term plan for education and development of the education system in the Czech Republic. This implementation document of the 2030+ strategy will define the tasks and goals for the Czech education system between 2023 and 2027. The material will be submitted to the Czech government for approval and will influence the development of long-term concepts in the regions. Regions could comment on the already prepared document until 15 May 2023, before inter-ministerial and public comments took place during the summer months (information on the website www.edu.cz). In October 2023, the long-term plan was submitted to the government for approval. The 2030+ strategy is a key document for the development of the Czech education system in the decade 2020-2030+ (MŠMT 2020, 2022).

Overarching goals specifically for kindergartens for (2)3 to 5 year-olds are set out in the Education Act (*Zákon o předškolním, základním, středním, vyšším odborném a jiném vzdělávání*, 2004 with amendments 2016, 2020, 2022, 2023), which emphasises the learning process and lifelong learning. The 2016 amendment focused mainly on strengthening inclusion, the 2020 amendment on funding aspect, and the 2022 amendment on language support for 5 year-olds in compulsory kindergarten. Among other things, the amendment anchored the obligation of kindergartens to provide language support for children with a non-Czech nationality under this Act. Previously, the children with special educational needs and insufficient language skills were entitled to support only within the framework of support measures of Decree 24/2016 Coll. However, this legal regulation only applies to 5 year-old children with a non-Czech citizenship and not to all children with insufficient Czech language skills, which is rated poorly by experts and NGOs. Nevertheless, this regulation remains in place for the time being.

The focus of the new Children's Groups established in 2014 for children aged 6 months up to school entry is mainly on identifying children's needs, developing age-appropriate skills and hygiene education. Since November 2014, the Children's Groups Act (*Zákon o poskytování služby péče o dítě v dětské skupině a o změně souvisejících zákonů*, 2014), the Decree No 350/2021 Coll., on the implementation of certain provisions of the Act on the provision of childcare services in a children's group and the Decree No. 410/2005 Coll., on hygiene requirements for premises and operations of establishments and services for the upbringing and education of children and adolescents – for groups of more than 12 children have been the legal basis.

ECEC entitlement and compulsory attendance

Children from 3 years are entitled to a place in a municipal kindergarten.

Since September 2017, attendance at a kindergarten for children who will be 5 years old by September has been compulsory; for children who have been deferred from school attendance, attendance is compulsory for two years. Participation in educational activities in the morning for four hours per day (20 hours per week in total) is compulsory.

Primary school starts at the age of 6 (cut-off date is 31 August).

Main types of provision

Childcare sector

Multi-age **Children's Groups** (*dětská skupina*) have existed since November 2014 for children between 6 months and school entry. However, children from the age of 5 attend these only in exceptional cases. If a child is 5 years old by 31 August, they may continue to attend a Children's Group, but must also be officially enrolled in a kindergarten for "individual preschool education" and come at least every three months for a so-called methodical consultation in which the child's development is assessed. The Children's Groups are run by employers or non-profit providers and are the responsibility of the Ministry of Labour and Social Affairs. These settings must offer at least six hours of care per day, and parents can decide for themselves on the amount of care. The organisation is usually agreed with the parents.

In total, there were more than 1,400 children's groups with almost 20,000 places at the end of 2022. However, no statistics are available on the use of these places (MPSV 2023).

Nurseries for under 3 year-olds (*zařízení pro péči o děti do 3 let*) are mostly operated by private individuals according to the Trade Regulation Act; however, there are also some public institutions. Registration is carried out by the trade offices in the jurisdiction of the Ministry of Industry and Trade.

Children's Groups have expanded greatly in recent years, offering care that is finally affordable also for middle-income families. Private commercial settings are usually the last choice for parents who are unable to care for their children. Such facilities, which are subject to trade law, exist only in large cities, they are very expensive and pedagogical processes are not controlled. Especially in big cities, individual care is an option for wealthy families during the summer holidays when kindergartens are closed (e.g. in August).

Also, since 2016, so-called **mini-nurseries** (*mikrojesle*) for children aged 6 months to 4 years have been administered by the Ministry of Labour and Social Affairs, in which a maximum of four children are cared for.

Education sector

Kindergartens (*mateřské školy*) for 2 to under 6 year-olds are mostly run by the municipalities, but legally they are part of the school education system. As a rule, primary school begins when a child has turned 6 by the end of August. Children who turn 6 until after that date continue to go to kindergarten, which explains the relatively high number of 6 year-olds in kindergartens. For children over 3 years of age, municipalities have a duty to provide places. Although kindergartens are part of the school system, the annual opening hours are designed in such a way that parents can be sure that their children will be looked after during the holidays. Nevertheless, in July or August, operating hours are often reduced or the setting may close. In this case, children

can be admitted to other kindergartens; however, provision of alternative forms of care is usually only available in larger cities. There are full-day kindergartens with opening hours to 12 hours a day, with some groups opening only in the mornings. In the afternoon children will be grouped so that fewer staff is required. In some settings children can stay overnight. The children are organised into same-age or mixed-age groups. Educational activities during the final compulsory year comprise four hours daily and start between 8:00 and 9:00; in addition, two hours are set aside for outdoor activities.

The compulsory year before starting school can be spent either in a kindergarten or in a preparatory class. All these institutions must adhere to the framework plan for pre-school education.

Preparatory classes (*přípravné třídy*) in primary schools are attended by 6 year-old children who are deferred from school attendance and also by some 5 year-olds. In 2022/23 there were 418 schools with 507 preparatory classes attended by 6,463 children (STATIS 2023, Tab. B 2.1.1). In 2021/2022, 210 children were enrolled in 34 preparatory classes located in special needs schools (Czech Statistical Office 2022, 657).

In addition to church kindergartens, there are also Waldorf, forest kindergartens, Montessori, Step by Step and more rarely Dalton, Reggio, Parentes, facilities. Almost all alternative kindergartens have their own associations controlling quality and all can be registered in the register of schools and school institutions and then provide pre-school education. They are subject to the same regulations as kindergartens.

In 2022/23, there were 5,374 kindergartens in the Czech Republic and 112 special kindergartens attended by 3,018 children (STATIS 2023, Tab. B 1.1.2).

Provider structures

Providers of the multi-age **Children's Groups** (*dětské skupiny*), which have been approved since the end of 2014, can be employers (private, public and state companies and organisations) or non-profit providers (municipalities, regional authorities, church or philanthropic associations).

Most **kindergartens** for 2 to under 6 year-olds are publicly funded institutions run by the Ministry of Education and operated by municipalities and school authorities. Church-affiliated and private institutions are not very common. In 2022/23, they accounted for only 9.2% (0.9% church, 8.3% private) of all kindergartens and were attended by only 4.6% of the age group (see *Table 1*).

Table 1

Czech Republic: Number of kindergartens and distribution of enrolment rates by provider, 2022/23

Provider	Number of kindergartens	Share of kindergartens, in %*	Number of children	Share of children, in %*
Public/state	7	0.1	167	0.05
Public/municipal	4,785	89.4	349,402	94.6
Private	447	8.3	14,782	4.0
Church-affiliated	84	1.6	2,717	0.7
Regional	1	0.02	36	0.01
Other	50	0.9	2,101	0.6
Total	5,374		369,205	

Source: STATIS 2023, Table B 1.1.2, *own calculations

In 2022/23, 369,205 children (including 32,714 children under 3 years of age in 2021/22, Czech Statistical Office 2022, 657) attended 5,374 kindergartens (including 498 church or private non-profit); only 20 of the 112 special needs kindergartens (2022/23) were private (STATIS 2023, Tab. B 1.1.2).

Participation rates in regulated provision

There are no data available for the participation rates of children in settings outside the education system.

Traditionally, children under 2 years of age were rarely cared for in institutional settings. In the last 20 years, however, the proportion of 2 year-olds **in kindergartens** rose to about 40% of the age group. However, due to preferential admission of older children, it has now dropped to about one third of the age group; this can partly be compensated by places in **Children's Groups**. In 2022/23, of all children (360,205) in kindergartens, most were 5 year-olds (30.23%), followed by 4 year-olds (28.99%) and 3 year-olds (26.10%). 8.7% were children under 3 years, 5.99% were 6 years and older. Except for the proportion of under-3s, which has been steadily decreasing for about five years (from 12.3% in 2016/17 to 8.7% in 2022/23), the ratios are relatively stable (STATIS 2023, Tab. B 1.4.1, own calculations).

Table 2

Czech Republic: Children in kindergartens according to age, 2022/23

Age of children	Number of children	Share of children in Kindergartens
Under 2 years	214	0.06%
2 to 3 year-olds	10,809	8.64%
3 to 4 year-olds	96,361	26.10%
4 to 5 year-olds	107,031	28.99%
5 to 6 year-olds	111,603	30.23%
6 year-olds and older	22,102	5.99%
3 to 6 year-olds	337,097	91.27%
0 years to school entry	360,205	100.00%

Quelle. STATIS 2023, Tab. B 1.4.1

In 2022/23, 6,463 children attended a preparatory class (5 year-olds: 1,695; 6-year-olds: 4,718; 7 year-olds: 50) (STATIS 2023, Tab. B 2.3.1).

Financing and costs for parents

According to OECD data, total public expenditure on early childhood education and care amounted to 0.48% of GDP in 2019 (OECD 2023).

Multi-age Children's Groups are currently partly funded by the state, and newly established ones can also benefit from grant programmes from the European Social Fund. Since 2022, funding conditions have changed. In particular, it is stipulated that from 2023, parental contributions for children under 3 years of age may not exceed CZK 4,720 (approx. € 200³) per month; the contribution must always be lower than the state contribution for this childcare place (MPSV

³ Conversion rate 25 April 2023

2023). Thus, the majority of the Children's Groups are used by younger children, for whom there are no other options due to their age and the lack of kindergarten places.

Public kindergartens/ Preparatory classes, which are registered in the so-called school register (*Rejstřík škol a školských zařízení*) and meet all legislatively established requirements (spatial, hygienic, staffing, etc.), receive funds from the state and municipalities and can also generate their own funds.

The financing of kindergartens changed in 2020 (Education Act 2020). The so-called "standardised cost-based financing" is now in effect, which re-centralises decision-making powers to the Ministry of Education. Since 2020 it has been implemented in two steps: (1) the Ministry of Education uses most of the state funds for direct education expenditures (e.g., salaries of professionals, learning materials, continuing education, quality development), which are determined for each individual institution; (2) the municipalities in turn distribute these funds in regional per capita amounts. In this new system, the per-capita amount per child is converted into a per-capita amount per specialist member of staff, which is better suited to fund the actual extent of "teaching". In practice, this means that in kindergartens the amount of funding is based on the number of pedagogical specialists and their salary groupings and no longer on the size of the institution. Each facility also receives funding for the salaries of "non-teaching" staff. The operating costs are borne by the respective institution.

In the public settings, the kindergarten heads set the monthly parental fees, which are mostly regulated by ordinances. They do not exceed 50% of the average non-investment monthly expenditure per child (salaries, insurances, materials, etc. excluded). Parental fees for a kindergarten place were highest in Prague in 2018/19 (CZK 712, €30), and lowest in the Vysočina area (CZK 244, €10). Private kindergartens are far more expensive than public ones (see *Table 3*). Often, smaller municipalities try to keep (or recruit) children into their settings by charging low fees. If an ECEC setting is located more than four kilometres from the child's home, the municipality must arrange transportation, but this is not free of charge. In 2023, tax relief of a maximum of CZK 17,300 (€692) could also be claimed for attendance at a kindergarten.

For children aged 5 and over or children in preparatory classes, attendance is free of charge, although this only applies to the four hours of educational activities.

Table 3

Czech Republic: Estimated average parental fees in kindergartens by provider, 2021/22

Kindergarten provider	Monthly fees	
	CZK	€
Public, state-maintained (established by the Regions)	217	9.23
Public, municipal (established by the municipalities)	387	16.46
Private not-for-profit kindergartens	6,259	266.25
Church-affiliated kindergartens	750	31.90
Average overall	938	39.90

Source: Eurydice 2023, 3.1 (Data provided by the Czech Schools Inspectorate)

In private kindergartens, direct educational expenses (e.g., running operating costs, development programmes) are covered by the state budget through per capita funding. If private institutions are registered in the school register and meet other administrative criteria, they can receive a basic subsidy (60%). If they meet other conditions (they have already been subsidised for one year, the last evaluation was at least average, they invest all profits in education, etc.), they can apply for extended subsidies.

In 2022, a couple with two children spent about 16% of net household income on childcare costs⁴ (OECD.Stat 2023).

Staff to child ratios and group size

Regulations on staff to child ratios and group size vary according to the kind of institution.

Multi-age Children's Groups (*dětské skupiny*): Since the amendment of the Children's Group Act 2021 (MPSV 2021), children aged between 6 and 12 months can also be included. At least one professional for a maximum of six children, at least two professionals for seven to 12 children and at least three professionals for 13 to 24 children. There is a maximum of four children under the age of 4 in a group.

In **nurseries** for under 3 year-olds (*zařízení pro péči o děti do 3 let*), neither the group size nor the staffing ratio is prescribed.

Kindergartens (*mateřské školy*): The maximum number of children per group is 24. The maximum number may be exceeded by four children in exceptional cases. Single-group kindergartens must be attended by at least 13 children (MŠMT 2021a).

Each day, both professionals must be present for at least 2.5 hours, with a maximum of 12 children per professional, otherwise one professional is responsible for a maximum of 24 (in exceptional cases 28) children. For outdoor activities, one qualified staff member may only be responsible for 20 children. If children under 3 years of age or children with disabilities are present, the number can be reduced and a pedagogical assistant can be employed. Generally, the number in a group is reduced by two children for each child under 3, however, to no less than 19 children. As a rule, there may not be more than five children with special needs in a group (MŠMT 2021b). In 2021/22, the average number of children per group was 21.5, and the average staffing ratio 1:10.7 (Eurydice 2023, 4.3).

Curricular framework

Childcare sector

Neither multi-age **children's groups** nor **nurseries** for under 3 year-olds have an official curricular framework. However, since October 2021, the **children's groups** are required to comply with certain quality standards (child-appropriate care, staffing, operational procedures) which are laid down in Decree 350/2021 (MPSV 2021). According to the Children's Groups Act, amended in 2021, some basic areas are mentioned, e.g., the development of cognitive and linguistic skills; movement; artistic and cultural competences; health and safety. Providers are required to develop an age-appropriate programme.

Education sector (ISCED 02)

Kindergartens are obliged to follow the national curricular framework (*Rámcový vzdělávací program pro předškolní vzdělávání*, 2004, 2021), which is currently managed by the National Pedagogical Institute. Based on this framework, kindergartens draw up their own school education programme. Professionals in the groups work out a class programme that is continuously developed and adapted to the situation and the children during the year. Some curricula documents are also required by the state and are evaluated by the Czech school inspectorate.

⁴ The calculation is based on: full-time working parents (average wage); two children aged 2 and 3 years in full-time childcare; childcare benefits included.

In addition to the description of the main objectives and methods, the framework education programme also contains five content areas and describes tasks of the professionals and provisions for evaluation procedures. Key competences are stated as: Learning and problem-solving competences; communication and social/personal competences; civic competences. In terms of content, five learning areas are mentioned: (1) biological (the child and their body); (2) psychological (language, cognitive abilities, imagination and fantasy, thinking and self-concept, emotions and temperament); (3) interpersonal (the child and others); (4) socio-cultural (the child and society); (5) ecological (the child and the world/environment).

Currently (2023), a new amendment to the supplementary guidance is being prepared. The aim is to encourage pedagogues and kindergartens to follow a child-centred pedagogy more closely and to use methods that activate the children and enable them to learn actively, discover the world and build independence and autonomy in the context of democratic and humanistic values. The amended framework education programme is scheduled to be published in 2024.

Digital education

Digital literacy is not a designated learning area in the national kindergarten curriculum, although the use of information and communication technologies is included in the skills related to communication and the targeted promotion of the development of digital and information skills ("literacy") is also part of the newly elaborated programme (see above). A revision of the concept of digital education in the existing curricular framework is currently under preparation. In particular, the development of critical thinking, problem solving, data handling, and security will be emphasised (European Commission/EACEA/Eurydice 2019b).

Monitoring – evaluation

Children's Groups have been obliged since October 2021 to comply with certain quality standards (child-appropriate care, staffing, operational procedures), which are laid down in Decree 350/2021 (MPSV 2021), but they are not inspected by the Czech School Inspectorate.

Evaluations of kindergartens are generally the responsibility of the Ministry of Education, regional local authorities and the Czech School Inspectorate.

Child-related assessment

In kindergartens, when assessing children, no particular emphasis should be placed on comparing children's performance. The traditional notion of "school readiness" is increasingly being questioned in the professional community and preference is being given to a new concept based on mutual dialogue between kindergarten and primary school (EDUin 2022).

Professionals are required to continuously observe and assess children in order to better support their individual development and to identify potential problems at an early stage. Each professional can use their own system of assessment. According to data from the Czech Schools Inspectorate, professionals mostly (84%) assess children individually, keep portfolios (70,2%) or so-called progress cards (19,8%). Written reports on individual children, in which the progress of educational activities is recorded, are confidential; however, observations about children are shared with parents on a regular basis (European Commission/EACEA/Eurydice 2019a, 119; CSI 2022, 49).

Kindergartens are not authorised to assess a child's "readiness for school." This is reserved for school counselling centres, at the request of parents when a child is to be deferred from school attendance or enrolled earlier.

There are no specific guidelines or materials for easing the transition to primary school; at present, the trend is moving away from "schoolification". Particularly where kindergartens and primary schools form a unit, this is not a prominent topic (EDUin 2022).

Centre-level internal assessment

Multi-age **Children's Groups** are not obliged to conduct internal evaluations apart of the development according to the quality standards.

In **kindergartens**, too, internal assessments do not follow a predetermined form and are not regulated by law. Nevertheless, kindergartens are expected to carry out the self-evaluations specified in the framework programme according to an individually developed evaluation system, which is then also evaluated by the school inspectorate. They usually form the basis for the annual report that the kindergarten head must prepare. Important points are e.g., staff satisfaction, cooperation with the centre head and with parents, compliance with regulations, the quality of pedagogical work and working conditions. Freely chosen methods include questionnaires, checklists and interviews. The National Pedagogical Institute also organises training courses on this topic.

External evaluation

Multi-age **Children's Groups** are inspected by the National Labour Inspectorate and regional supervisory boards in terms of compliance with the conditions and obligations laid down by law. The regional health authority is responsible for the monitoring of hygiene requirements for facilities, catering and overall management. Children's Groups can voluntarily apply for a so-called quality seal audit. Specific quality standards were introduced in the amended Children's Groups Act (2021).

At the national level, the Czech Schools Inspectorate (*Česká školní inspekce, CSI*) is responsible for the external evaluation of **kindergartens** of all provider types through 14 regional school inspectorates. The inspections are based on two key documents: (1) the basic task plan of the CSI and (2) the evaluation criteria, which are set for one school year at a time. Both documents are approved by the Ministry of Education. The activities of the kindergartens are evaluated; the conditions, processes and outcomes according to the respective education plans; the content of these plans and their compliance with the national curricular framework; the compliance with legal regulations and finances; the equipment; and personal assessments. The evaluations result in inspection and thematic reports that list the strengths and weaknesses of an institution as well as set deadlines for possible improvements. In the case of evaluations of private institutions, the report may also have an impact on state subsidies. The reports are published on the CSI homepage.

Inspection visits take place at least once every six years, lasting two to five days – depending on whether the inspection only relates to partial areas or whether it is a total inspection. In addition to the data from the documentation carried out by the kindergarten, they include observations, interviews with the centre head, children and parents, the inspection of the buildings and the data from the internal assessments (CSI 2021).

Inclusion agenda

Children with special educational needs and disabilities

The National Plan for the Promotion of Equal Opportunities for Persons with Disabilities 2015-2020 contains the main goals, objectives and principles for putting the policy of inclusion into practice (EASNIE 2021). In the Education Act (§ 16), the term “children with special educational needs” is used as a collective term for different groups of children with disabilities and disadvantages; further categorisation is intentionally avoided, as the focus is on the individual support of a child. The special educational needs of children are divided into five levels. Depending on the level and the type of disadvantage, the child has a right to certain support measures. Whenever possible, children with special education needs should attend mainstream settings, where they also receive the additional educational and psychological support.

In addition, there are special kindergartens (*speciální mateřské školy*) or special classes in regular kindergartens specifically for children with special education needs who cannot be adequately supported in inclusive kindergarten groups. Some remedial kindergartens also have inclusive classes, which are attended jointly by children with and without special education needs and open up opportunities for transition and further integration into a mainstream setting. In 2022/23, there were 112 kindergartens exclusively for children with special educational needs (STATIS 2023, Tab. B 1.1.2), with groups of six to 14 children. Preparatory classes also include children with disabilities, where they can be better prepared for the transition to elementary school.

In 2022, 18,925 children with special educational needs attended kindergarten (STATIS 2023, Tab. B 1.17.1), 17,853 of whom attended a municipal kindergarten (ibid. Tab. B 1.17.2). Significantly more children with disabilities attended special groups (6,779) than regular groups (6,252) (ibid. Tab B 1.2.1).

The curricular framework programme also applies to children with disabilities. Many kindergartens have integrated inclusive measures in their respective educational programmes. In recent years, educational professionals who support the institutions in the inclusive process have been offered further training from various (non-governmental) organisations. The number of so-called Pedagogical Assistants has increased significantly since 2016 – as a result of the new School Act and Ordinance on the Education of Children with Special Educational Needs 27/2016 Coll.

The state offers kindergartens a range of options for children in need of support: for example, a support plan or an individual education plan can be drawn up for the child; the kindergarten management can employ an additional pedagogical specialist (assistant); the group size is reduced to a maximum of 19 children per group or the children receive special support in certain developmental and educational areas, etc.

Since 2006, the non-governmental organisation "People in Need" has opened 14 "pre-school clubs" throughout the country. These are mainly aimed at children between 3 and 6 years of age from disadvantaged areas and children who do not attend kindergarten. The aim is to support them in attending a regular institution and to facilitate the transition to primary school (People in Need n.d.).

Children with a migration background – Children from Roma communities

Currently, there are 14 officially recognised ethnic minorities in the Czech Republic – including persons from Slovakia, Ukraine or Poland, as well as the Roma population. Recognised ethnic minorities have the right by law to be taught in their language and receive support to preserve

their culture. If more than eight children of an ethnic minority attend a kindergarten, the municipality or even the Ministry of Education ensures that they can also be taught in special language groups. Kindergartens attended only by ethnic minority children must consist of at least 12 children. Currently (2022/23), there are 24 kindergartens for the Polish minority only, attended by 845 children.

In the last census in 2011, 5,135 people reported being Roma. The Council of Europe, on the other hand, estimates that there are approximately 250,000 Roma (about 2% of the population) living in the Czech Republic (European Commission 2021).

However, there are not enough reliable data or research studies on Roma throughout the country. Back in 2015, the "Roma Strategy 2020" (European Commission 2015) emphasised the importance of Roma inclusion in social life, which as a bilateral process should aim to preserve their cultural and linguistic identity. Above all, the attendance rate of Roma children at ECEC settings should be improved in order to create good conditions for aligning the educational level of Roma with that of the population as a whole. The aim is to prevent Roma children from being segregated or excluded. To this end, support should also be offered to parents. In order to provide incentives to attend ECEC settings, it was suggested that fees be reduced or waived, that space capacities be increased and that teachers be specially trained in the integration of Roma children.

The new "Roma Integration Strategy 2021-2030" of the Office of the Government Council for Roma Minority Affairs and other experts is now intended to create a framework for action to reinforce positive changes achieved under the 2020 strategy with regard to Roma integration and to counteract negative trends (Vláda České Republiky 2021).

After February 2022, the Ministry of Education created a system to support the integration of Ukrainian refugees into the Czech education system. A recent letter from the Minister of Education to schools included material on the "Education of Ukrainian Children in the Czech Republic", which focuses on the specific procedures for integrating children and pupils into the community and the rules for their admission to schools. Also included is useful advice on dealing with language barriers and educating pupils of non-Czech origin, as well as important contacts (MŠMT 2023a).

In 2022, there was also a general call to all kindergartens and schools to help Ukrainian children to settle in and to support their socialisation (3–15 years old), to support the development of their language skills, especially their ability to speak in Czech, to prepare the children for entry into Czech schools, and to support the mental well-being and mental health of the children (MŠMT 2023b).

At the end of 2021, 6.3% of the population were of non-Czech origin, 2.1% were from other EU countries (more than half of them (51.6%) had a Slovak citizenship), and 4.1% were from non-EU countries, mainly from Ukraine (45.1%) (Czech Statistical Office 2022, 138, 156 and own calculations).

In 2022/23, out of 369,205 children in kindergartens, 94.7% had a Czech citizenship, 0.6% (2,181) were from Slovakia, 0.4% (1,452) were from other EU27- countries, 3.2% (11,988) from other European states, and 1.1% (3,946) were from other countries (STATIS 2023, Tab. B 1.5.1, own calculations).



Parental leave arrangements⁵

Maternity leave (*mateřská dovolená*) is 28 weeks: six to eight weeks before birth and 20 to 22 weeks afterwards. These periods are remunerated at 70% of daily earnings, up to a maximum of CZK 47,700 (€2,00.92) per month, provided the mother has paid into a health insurance scheme for at least 270 days during the last two years. From the seventh week after the birth, the father can also take this leave for at least seven days. During Maternity leave, mothers (or fathers) can also continue to work – but not in the job from which they are taking Maternity leave.

Fathers who are officially registered as the father of the child are entitled to 14 calendar days of **Paternity leave**, which is paid at 70% of daily earnings, up to a maximum of CZK 22,260 (€933,76) for seven days. These days can be taken for six weeks at a stretch after the birth of the child.

Both parents can take **Parental leave** (*rodičovská dovolená*). Regardless of whether Parental leave is taken or whether the parents work full-time or part-time, the parent caring for the child receives parental allowance: up to the child's fourth birthday, a total of CZK 300,000 (€12,584.42), usually in monthly payments (new from 1/2024: CZK 350,000 and only up to the child's 3rd birthday). Parents on leave can work without limitation. For children under 2 years of age, publicly funded childcare may be used for a maximum of 92 hours per month.

In 2021, 43% of fathers took Paternity leave. It is still very rare (currently just under 2% – no recent data) for men to claim the parental leave allowance. Statistical data on the length of parental leave claimed do not exist, but it can be assumed that most return to work on the child's third birthday so that they do not lose their job.

Current challenges for the ECEC system in the Czech Republic

Country expert assessment by Barbora Loudová Stralczyńska

Translating the inclusion agenda into practice

In 2016, new regulations were issued for all schools and school institutions (i.e. also kindergartens). Through current legislative conditions individual support and inclusion in schools could be strengthened. However, a persistent problem is the lack of qualified pedagogical assistants who are appropriately trained to support children with special educational needs. The differentiation of training opportunities at secondary and higher education level according to the work position and content and the creation of a new training system for pedagogical assistants is a challenge for the further development of early childhood education and care in the Czech Republic.

The Ministry of Education recently prepared new legislation that will limit the number of assistants to a certain extent. This proposal has been criticised, especially by institutions and schools attended by many children with special educational needs, that employ many assistants in their groups (classes).

Inclusion is always a controversial and prejudice-laden topic in the general public. However, the experiences of the war in Ukraine and the influx of refugees have positively influenced the general social discourse⁶.

⁵ The brief summary in this section is based on the country note for the Czech Republic by Jirina Kocourková in the *International Review of Leave Policies and Research 2023* (see *References*).

⁶ Czech society in 2022 was clearly united in its efforts to help refugees on many levels. The experience of the Soviet occupation in 1968 is still a strong historical moment, updated in the context of the war in Ukraine.

As a result of the migration wave (2022), half a million Ukrainian refugees arrived in the Czech Republic, a third of whom are children. The integration of Ukrainian children into the education and care system is a major challenge for the education and social sector. The Czech Republic has created special legislation to enable children from Ukraine to benefit from adaptation groups in various forms and to be integrated into early childhood education. Statistical data show that in June 2022, 33% of Ukrainian children were participating in pre-school education in kindergartens, and by the end of 2022 this figure had risen to 65% (PAQ 2023). Thus, the ECEC system has succeeded to a certain extent in caring for Ukrainian children, although the system is struggling with a shortage of places in childcare facilities, especially in larger cities. Many kindergartens and schools have enrolled Ukrainian children beyond their normal maximum capacity. Many women from Ukraine have also been integrated into the education system, working as assistants for Ukrainian children or taking on non-educational tasks in schools. The Ministry of Education provides financial resources for this purpose.

Expansion of places in kindergartens (or other appropriate forms of provision) for 2 and 3 year-olds

The ECEC system has experienced a number of positive developments in recent years. Although many parents take advantage of the 2-year parental leave and the accompanying parental allowances, there is still a lack of financially affordable childcare places for children under 3 years of age. In recent years, there has also been an increasing lack of kindergarten places for 3 year-olds as well, even though there is a legal entitlement to a kindergarten place for children from the age of 2 and municipalities are obliged to provide such places. Therefore, the Czech Republic is a kind of paradox in this respect. Although parents have a legal entitlement, the state is unable to ensure its fulfilment, but at the same time it does not offer an adequate alternative with the same level of quality and similar financial burden for families.

According to the demographic scenarios, the number of children will decrease in the next few years, so the shortage of kindergarten places might not be as pronounced in the future. However, if one takes into account the development of migration and the wave of refugees within Europe, the expected decline in the number of children in the future cannot be relied upon.

A systemic solution for ECEC of children up to 6 years of age within the framework of social, family, economic and educational policy is still a challenge, although the care situation for children under 3 years of age has improved greatly in recent years. However, it is not only a question of quantitative, but also qualitative expansion and ensuring quality and continuity in the educational careers of children. In large cities, the focus is no longer on the number of places, but rather on the cost for families and the quality of educational processes.

However, with regard to the recommendations of the Council of Europe to promote the quality of childcare, the Czech ECEC system for children under 6 years–faces a number of challenges. Current childcare in Children's Groups and childcare facilities for children under 3 years of age is usually not available to children from socially disadvantaged families for financial reasons. In most regions of the Czech Republic, there is no low-threshold support for these children that would enable them to achieve equal opportunities in education. The financial demands of childcare in institutions other than kindergartens are also difficult for single parents to cope with. This hinders their return to the labour market and their ability to overcome social problems. The guarantee of generally available and accessible care for children under the age of 3 therefore still needs to be developed.

Introduction of compulsory attendance for the final kindergarten year and supporting transition processes

Since 2017, all children are required to attend kindergarten for at least one year (compulsory pre-primary education). Home-based education remains an option, but parents must apply for approval and agree to send their child to regular tests at a prescribed kindergarten during the compulsory year. It was assumed that this compulsory year would help to increase the attendance of children from socially disadvantaged families. As statistics show, these expectations have not been fulfilled. The overall share of kindergarten attendance in the population of 5 year-olds has actually been declining since 2018. Even though pedagogical practice has become accustomed to compulsory pre-primary education, some doubts remain about its effectiveness. The compulsory pre-school year was supposed to ease the transition from kindergarten to the first grade of primary school. Transition *in* particular is a very topical issue in the current public debate. The compulsory pre-school year has not proven to be a very effective measure. At present, the need to relax the requirements for pupils in the first grade and to intensify cooperation between kindergarten and primary school is in focus. The Czech Republic is at the top of the EU countries in terms of the number of deferrals from school. The creation of systemic conditions for a successful start to school is one of the central themes of current education policy.

Demographic data

Please note: For reasons of comparability, data on children are always reported up to 6 years of age, even if compulsory schooling starts earlier or later in some countries.

Total population

In 2022, the population in the Czech Republic totalled 10,516,707. From 2000 to 2005, a slight decline could be observed; between 2005 and 2020, the population figures increased (2000: 10,278,098; 2005: 10,198,855; 2010: 10,462,088; 2015: 10,538,275; 2020: 10,693,939). After a drop in 2021, they are rising again (Eurostat 2023a).

Total fertility rate

In 2021, the average total fertility rate in the EU27 (from 2020) was 1.53. The highest total fertility rate of the 33 SEEPRO-3 countries was in France (1.84), the lowest in Malta (1.13) (Eurostat 2023d). At 1.83, the Czech Republic had the second highest rate in the EU27 (Eurostat 2023d)⁷.

⁷ Data for **Ukraine** and the **UK** (2021) are from Statista (<https://www.statista.com/statistics/296567/fertility-rate-in-ukraine/> and <https://www.statista.com/statistics/284042/fertility-rate-in-the-united-kingdom-uk/>). Data for the **Russian Federation** (2021) are from WorldBankData (<https://data.worldbank.org/indicator/SP.DYN.TFRT.IN?locations=RU>).



Children under 6 years of age

Table 4

Czech Republic: Number of children under 6, disaggregated by age, 2022

Age	Number
under 1 year-olds	111,659
1-year-olds	108,020
2-year-olds	110,900
3-year-olds	113,326
4-year-olds	114,193
5-year-olds	113,464
Total 0 to under 6-year-olds	671,562

Source: Eurostat 2023a

In 2022, 3.1% of the total population were children under the age of 3, and 6.4% were children under 6 years of age. These shares were well above the EU27 average.

Table 5

Czech Republic: Children under 6 years of age – share in total population from 2000 to 2022, in %*

Year	Comparison Czech Republic/EU	Under 3 year-olds	3 to under 6 year-olds	0 to under 6 year-olds
2000	Czech Republic	2.6	2.8	5.5
	∅ EU15 ⁸	3.2	3.2	6.4
2005	Czech Republic	2.8	2.6	5.4
	∅ EU25	3.1	3.1	6.2
2015	Czech Republic	3.1	3.3	6.4
	∅ EU28	3.0	3.2	6.2
2022	Czech Republic	3.1	3.2	6.4
	∅ EU27	2.7	2.9	5.7

Source: Eurostat 2023a, * own calculations; deviations due to rounding

Single households with children under age 6

In 2022, more than three quarters (79,6%) of all households with children under 6 were couple households. Single-parent households accounted for only 4.8% of all households in the Czech Republic, mostly single mothers (4.5%).

Table 7

Czech Republic: Households with children under age 6, 2022

Household type	Total households	Total households, in %*
All households	1,117,200	
Couple households	889,400	79.6
Other household type	174,400	15.6
Single households, total	53,400	4.8

⁸ The data for 2000 include the EU15-Länder at that time (AT, BE, DK, DE, IE, EL, ES, F, FI, IT, LU, NL, PT, SE, UK). The 2005 data (EU25) include CY, CZ, EE, HU, LV, LT, MT, PL, SI, SK. Data for 2015 include the additional EU28 countries BG, RO und HR. Data for EU27 (from 2020) comprise the countries of the EU28 without the UK.

Household type	Total households	Total households, in %*
Single households, women	49,800	4.5
Single households, men	3,600	0.3

Source: Eurostat 2023j

Employment rates of parents with children under 6 years of age

In the Czech Republic, the overall employment rate for men (aged 15-64) was 83.7% in 2022, and for women 70.4% (Eurostat 2023i).

In 2022, 42.5% of women and 95% of men with children under 6 were in employment. Compared with the EU27(2020) countries, the proportion of working fathers were among the highest (average 87.2%), while those of mothers were the lowest (average: 63.6%) (Eurostat 2023d).

Table 7a

Czech Republic: Employment rates of parents with children below age 6 compared with seepro3-countries, 2010 and 2022

	2010	
	Mothers, in %	Fathers, in %
Czech Republic	36.3	93.1
Highest rate of employment in 27 EU countries ⁹	Denmark: 82.7	Switzerland: 98.6
Lowest rate of employment in 27 EU countries	Hungary: 32.7	Latvia: 74.8
	2022	
	Mothers, in %	Fathers, in %
Czech Republic	42.5	95.0
Highest rate of employment in 27 EU- countries ¹⁰	Luxembourg: 81.9	Sweden: 95.1
Lowest rate of employment in 27 EU countries	Czech Republic: 42.5	Romania: 78.5

Source: Eurostat 2023f

For the SEEPRO-3 countries that were not part of the EU27(2020) in 2021/2022, data are displayed in *Table 7b*.

Table 7b

Employment rates in non-EU SEEPRO-3 countries, 2021/2022/2023

Countries	Parents with children under 6 years		Overall employment rate	
	Mothers in %	Fathers in %	Women in %	Men in %
*Norway (2022)	82.9	94.3	75.4	80.1
***Russia (2021/2022)	67.1 (2021)	k.A.	55.6 (2022)	70.4 (2022)
*Serbia (2022)	64.4	78.3	57.9	71.0
**Switzerland (2022/2023)	46.9	95.3	60.0 61.1 (2023)	83.5 84.2 (2023)
†Ukraine (2021)	n.d.	n.d.	60.7	69.9

⁹ AT, BE, BG, CY, CZ, DK, DE, EE, EL, ES, F, FI, IE, IT, HU, LV, LT, LU, MT, NL, PL, PT, RO, SE, SI, SK, UK

¹⁰ AT, BE, BG, CY, CZ, DK, DE, EE, EL, ES, F, FI, IE, IT, HR, HU, LV, LT, LU, MT, NL, PL, PT, RO, SE, SI, SK

+++United Kingdom (2021/2023) with dependent children	75.6	92.1		++72.3	++79.2
with children under 2 years	72.4	93.1			
with children 3–4 years	70.7	95.0		++72.1 (2023)	++79.4 (2023)

*Eurostat 2023f, 2023i

**[BFS] Bundesamt für Statistik. 2023. *Erwerbsquoten in Vollzeitäquivalenten nach Geschlecht, Nationalität, Altersgruppen, Familientyp* [Full-time equivalent employment rates by gender, nationality, age groups, family type]. <https://www.bfs.admin.ch/asset/de/je-d-03.02.00.01.03>

***Rosstat. 2022. *Statistical annex SDG in Russia 2022*. <https://eng.rosstat.gov.ru/sdg/report/document/70355>;
BRICS. 2023. *Joint Statistical Publication 2023*. https://brics2023.gov.za/wp-content/uploads/2023/12/BRICS-2023-JSP_Final_Web.pdf

+[SSSU] State Statistics Service of Ukraine. 2022. *Employed population in 2021, by age group, sex and place of residence*. <https://ukrstat.gov.ua/operativ/operativ2017/rp/eans/eanse/Archznmve.htm>

++Statista. 2023. *Employment rate in the United Kingdom from June 1971 to January 2023, by gender*. <https://www.statista.com/statistics/280120/employment-rate-in-the-uk-by-gender/>

+++Office for National Statistics. 2023. *Families and the labour market, UK: 2021*. <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/articles/familiesandthelabourmarketengland/2021>

Children at risk of poverty or social exclusion¹¹

In 2022, 13.2% of children under 6 in the Czech Republic were at risk of poverty or social exclusion. This proportion was below the EU27 average (23.3%) for this age group. The share of all persons at risk of poverty or social exclusion in the total population was 11.8% (EU: 21.6%). In 2020, 4% of children under 6 and 2% of the total population suffered from severe material deprivation (EU average 6.1% and 4.3% respectively) (Eurostat 2023g, h).

References

[CSI] Czech School Inspectorate. 2021. *Basic information*. <https://www.csicr.cz/en/About-us/Basic-Information>

[CSI] Czech School Inspectorate. 2022. *Kvalita a efektivita vzdělávání a vzdělávací soustavy ve školním roce 2021/2022 – výroční zpráva ČŠI* [Quality and Efficiency of Education and the Education System in the School Year 2021/2022 – CSI Annual Report]. [https://www.csicr.cz/cz/Dokumenty/Vyrocnizpravy/Kvalita-a-efektivita-vzdelavani-a-vzdelavaci-s-\(5\)](https://www.csicr.cz/cz/Dokumenty/Vyrocnizpravy/Kvalita-a-efektivita-vzdelavani-a-vzdelavaci-s-(5))

Czech Statistical Office. 2022. *Statistical Yearbook of the Czech Republic 2022*. <https://www.czso.cz/documents/10180/171419384/32019822.pdf/8ac5e2b3-d4f3-44c5-aa3f-35909556d663?version=1.1>

[EASNIE] European Agency for Special Needs and Inclusive Education. 2021. *Country Policy Review and Analysis: Czech Republic*. <https://www.european-agency.org/country-information/czech-republic/legislation-and-policy>

EDUin. 2022. *Školní připravenost není otázkou pouze dítěte a rodiny. Podmínky pro vzdělávání musí přizpůsobit i škola* [Schulreife ist nicht nur eine Angelegenheit des Kindes und der Familie. Auch die

¹¹ 'At risk of poverty or social exclusion' refers to the situation of people either at risk of poverty (threshold set at 60% of the national median equivalised disposable income after social transfers), or severely materially deprived or living in a household with a very low work intensity. (https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Material_deprivation)

- Schule muss die Bedingungen für das Lernen anpassen]. https://audit.eduin.cz/analyza-obecna-detail/?analyza_id=4003
- European Commission. 2015. *Strategie romské integrace do roku 2020* [Roma Integration Strategy 2020]. https://ec.europa.eu/info/sites/default/files/roma_czech_republic_strategy2_cs.pdf
- European Commission. 2021. *Roma inclusion in the Czech Republic*. https://ec.europa.eu/info/policies/justice-and-fundamental-rights/combating-discrimination/roma-eu/roma-inclusion-eu-country/roma-inclusion-czech-republic_en
- European Commission/EACEA/Eurydice. 2019a. *Key data on early childhood education and care in Europe: 2019 edition*. Publications Office. <https://data.europa.eu/doi/10.2797/966808>.
- European Commission/EACEA/Eurydice. 2019b. *Digital education at school in Europe*. Publications Office. <https://data.europa.eu/doi/10.2797/66552>
- Eurostat. 2023a. *Population on 1 January by age and sex*. https://ec.europa.eu/eurostat/databrowser/view/demo_pjan/default/table
- Eurostat. 2023b. *Formal Childcare by Age Group and Duration – % over the population of each age group*. https://ec.europa.eu/eurostat/databrowser/view/ilc_caindformal/default/table
- Eurostat. 2023c. *Population on 1 January by age group, sex and citizenship*. https://ec.europa.eu/eurostat/databrowser/view/migr_pop1ctz/default/table
- Eurostat. 2023d. *Fertility rates by age*. https://ec.europa.eu/eurostat/databrowser/view/DEMO_FRATE__custom_1559524/default/table
- Eurostat. 2023e. *Pupils enrolled in early childhood education by sex, type of institution and intensity of participation*. https://ec.europa.eu/eurostat/databrowser/view/EDUC_UOE_ENRP01__custom_1559550/default/table
- Eurostat. 2023f. *Employment rate of adults by sex, age groups, educational attainment level, number of children and age of youngest child (%)*. https://ec.europa.eu/eurostat/databrowser/view/LFST_HHEREDCH/default/table
- Eurostat. 2023g. *People at Risk of Poverty or Social Exclusion by Age and Sex*. [https://ec.europa.eu/eurostat/databrowser/view/ILC_PEPS01N\\$DV_1161/default/table](https://ec.europa.eu/eurostat/databrowser/view/ILC_PEPS01N$DV_1161/default/table)
- Eurostat. 2023h. *Severe housing deprivation rate by age, sex and poverty status*. https://ec.europa.eu/eurostat/databrowser/view/ilc_mdho06a/default/table
- Eurostat. 2023i. *Employment and activity by sex and age – annual data*. [https://ec.europa.eu/eurostat/databrowser/view/LFSI_EMP_A\\$DV_881/default/table](https://ec.europa.eu/eurostat/databrowser/view/LFSI_EMP_A$DV_881/default/table)
- Eurostat. 2023j. *Number of adults by sex, age groups, number of children, age of youngest child and household composition*. https://ec.europa.eu/eurostat/databrowser/view/LFST_HHACE-DAY__custom_4495620/default/table
- Eurydice. 2023. *Early Childhood Education and Care – Czech Republic*. <https://eurydice.eacea.ec.europa.eu/national-education-systems/czech-republic/early-childhood-education-and-care>
- Kocourková, J. 2023. “Country Note Czech Republic.” In *International Review of Leave Policies and Research 2023*, edited by S. Blum, I. Dobrotić, G. Kaufman, A. Koslowski, and P. Moss. https://www.leavenetwork.org/fileadmin/user_upload/k_leavenetwork/annual_reviews/2023/CzechRepublic2023.pdf
- Loudová Stralczyńska, B. 2018. “Czech Republic – ECEC Workforce Profile.” In *Early Childhood Workforce Profiles in 30 Countries with Key Contextual Data*, edited by P. Oberhuemer and I. Schreyer, 206-245. Munich. www.seepro.eu/ISBN-publication.pdf
- [MŠMT] Ministerstvo školství, mládeže a tělovýchovy – Ministry of Education, Youth and Sport. 2020. *Strategy for the Education Policy of the Czech Republic up to 2030+*. https://www.msmt.cz/uploads/brozura_S2030_en_fin_online.pdf
- [MŠMT] Ministerstvo školství, mládeže a tělovýchovy – Ministry of Education, Youth and Sport. 2021a. *Preschool Education in the CR*. <http://www.msmt.cz/areas-of-work/preschool-education>.
- [MŠMT] Ministerstvem školství, mládeže a tělovýchovy – Ministry of Education, Youth and Sport. 2021b. *Vyhláška č. 27/2016 Sb., o vzdělávání žáků se speciálními vzdělávacími potřebami a žáků nadaných, ve znění účinném od 1. 1. 2021* [Decree No. 27/2016 Coll., on the education of pupils with special educational needs and gifted pupils, as amended effective from 1 January 2021]. <https://www.msmt.cz/file/54675/download/>
- [MŠMT] Ministerstvo školství, mládeže a tělovýchovy – Ministry of Education, Youth and Sport. 2022. *Tabulka opatření a klíčových aktivit* [Table of measures and key activities]. <https://www.edu.cz/strategie-msmt/s2030/implementacni-karta-podpora-predskolniho-vzdelavani/>

- [MŠMT] Ministerstvo školství, mládeže a tělovýchovy – Ministry of Education, Youth and Sport. 2023a. *MŠMT vytvořilo speciální portál k Ukrajině* [The Ministry of Education has created a special portal on Ukraine]. <https://www.msmt.cz/msmt-vytvorilo-specialni-portal-k-ukrajine>
- [MŠMT] Ministerstvo školství, mládeže a tělovýchovy – Ministry of Education, Youth and Sport. 2023b. *Adaptacní skupiny pro děti cizince migrující z Ukrajiny 2022* [Adaptation groups for children of foreigners migrating from Ukraine 2022]. <https://www.msmt.cz/mladez/adaptacni-skupiny-pro-deti-cizince-migrujici-z-ukrajiny-2022>
- [MPSV] Ministerstvo práce a sociálních věcí – Ministry for Labour and Social Affairs. 2021. *Novela zákona o dětských skupinách* [Amendment of the Act of Children's Groups]. http://www.dsmpsv.cz/images/ke_stazeni/Dokumenty_pro_poskytovatele/P%C5%99ehled_zm%C4%9Bn_web_PIDS_aktualizace.pdf
- [MPSV] Ministerstvo práce a sociálních věcí – Ministry for Labour and Social Affairs. 2023. *Portál podpory implementace dětských skupin* [Portal to support the implementation of children's groups]. <http://www.dsmpsv.cz/cs/>
- [MPSV] Ministerstvo práce a sociálních věcí – Ministry for Labour and Social Affairs. 2021. *Standardy kvality péče* [Quality standards of care]. <http://www.dsmpsv.cz/cs/pro-poskytovatele/standardy-kvality-pece>
- Oberhuemer, P., I. Schreyer, and M. J. Neuman. 2010. *Professionals in early childhood education and care systems. European profiles and perspectives*. Opladen und Farmington Hills, MI: Barbara Budrich.
- PAQ. 2023. *Hlas Ukrajinců—Vzdělávání* [Voice of Ukrainians-Education]. PAQ Research. <https://www.paqresearch.cz/post/vzdelavani-uprchlici-let-2023>
- People in Need. n.d. *Pre-school klubs*. <https://www.clovektisni.cz/co-delame/socialni-prace-v-cr/predskolni-kluby>
- Co-operation and Development. 2023. *Public spending on early childhood education and care*. https://www.google.de/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjym-XKwsfzAhVchPOHHcq7B7oQFnoECA4QAQ&url=https%3A%2F%2Fwww.oecd.org%2Fels%2Fsoc%2FFPF3_1_Public_spending_on_childcare_and_early_education.xlsx&usq=AOvVaw1vQhuFn3HHO4UH9eTPAy24
- OECD.Stat. 2023. *Net childcare costs for parents using childcare facilities*. <https://stats.oecd.org/Index.aspx?DataSetCode=NCC>
- Opravilová, E., and J. Uhlířová. 2021. *Příběhy české mateřské školy: vývoj a proměny předškolní výchovy. 2.díl 1948-1989* [Stories of the Czech kindergarten: development and transformations of pre-school education. 2.vol. 1948-1989.]. Univerzita Karlova, Pedagogická fakulta [Charles-University, faculty of pedagogic].
- [STATIS] – Statistický informační systém Ministerstva školství, mládeže a tělovýchovy [Statistisches Informationssystem des Ministeriums für Bildung, Jugend und Sport]. 2023. *Statistická ročenka školství – výkonové ukazatele školního roku 2022/23*. [Statistisches Jahrbuch des Bildungswesens – Leistungsindikatoren für das Schuljahr 2022/2023]. <https://statis.msmt.cz/rocenka/rocenka.asp>
- B1.1.2 *Mateřské školy – školy, třídy, děti, z toho dívky – podle zřizovatele* [Kindergartens – schools, classes, children, of which girls – by founder]
- B1.4.1 *Mateřské školy – věková struktura dětí – podle území* [Kindergartens – age structure of children – by territory]
- B1.2.1 *Mateřské školy – děti se ZP podle formy integrace, z toho dívky – podle území* [Kindergartens – children with disabilities by form of integration, of which girls – by territory]
- B1.5.1 *Mateřské školy – děti podle státního občanství – podle území*. [Kindergartens – children by nationality – by territory].
- B1.12 *Mateřské školy – školy, třídy, děti, z toho dívky – podle území – vyučovací jazyk polský* [Kindergartens – schools, classes, children, of which girls – by territory – language of instruction Polish].
- B1.17.1 *Mateřské školy – děti se SVP, nadané a děti s přiznaným PO s kódem NFN, z toho dívky – podle území* [Kindergartens – children with special needs, gifted and children with a with support measure, of which girls – by territory]
- B1.17.2 *Mateřské školy – děti se SVP, nadané a děti s přiznaným PO s kódem NFN, z toho dívky – podle zřizovatele* [Kindergartens – children with special needs, gifted and children with a support measure, of which girls – by founder]

B2.1.1 Přípravné třídy ZŠ – školy, třídy, děti, z toho dívky – podle území [preparatory classes – schools, classes, children, of which girls – by territory]

B2.3.1 Přípravné třídy ZŠ – věková struktura dětí – podle území [preparatory classes – age structure of children – by territory]

Vláda České Republiky [Government of the Czech Republic]. 2021. *Strategie rovnosti, začlenění a participace Romů (Strategie romské integrace) 2021–2030* [Strategy for Equality, Inclusion and Participation of Roma (Roma Integration Strategy) 2021-2030.] https://www.vlada.cz/cz/ppov/zalezitosti-romske-komunity/aktuality/strategie-rovnosti--zacleneni-a-participace-romu-strategie-romske-integrace-2021_2030-188413/

