

Contribution to the Focus chapter of the Fundamental Rights Report 2022: Social rights and equality in light of the recovery from the COVID- 19 pandemic

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1 Measures implemented to foster social rights and equal treatment in the recovery from the pandemic

1.

Name of the measure in English	Support of disadvantaged schools
Name of the measure in the national language(s)	Podpora škol
Reference document for the measure <i>Include an url, where available</i>	<p>In Czech see Národní plán obnovy k 13.9.2021, 3.2 Adaptace kapacity a zaměření školních program</p> <p>The measure falls under the category "description of reforms" (Popis reformem)</p> <p>In English see Measure no. 3.2 Adaptation of School Programmes European Commission, ANNEX to the Proposal for a Council Implementing Decision on the approval of the assessment of the recovery and resilience plan for Czechia {SWD(2021) 211 final}</p>
Social rights covered by the measure <i>Delete as appropriate</i> <i>Multiple answers possible, but preference should be given to measures that apply to one discrete right</i>	<ul style="list-style-type: none"> - right to education (Article 14) - the rights of the child (Article 24), - integration of persons with disabilities (Article 26)
Population group(s) covered by the measure	<ul style="list-style-type: none"> - Children and youth; - Individuals from disadvantaged socio-economic backgrounds; - Persons with disabilities;

<p>Delete as appropriate</p> <p>Multiple answers possible, but preference should be given to measures that apply to discrete population groups</p>	<ul style="list-style-type: none"> - People with a migrant background (children with a different mother tongue).
<p>Summary description of how the measure applies to the population group(s)</p>	<p>The NRRP remains vague about the measure’s target groups in the population, but it does state that the measure is aimed at schools with an above-average proportion of pupils from disadvantaged socio-economic backgrounds. It focuses on schools located in socially excluded areas and segregated schools, as well as schools with a higher proportion of pupils with a different mother tongue. The measure does not make any reference to Roma children, although they make up the majority of pupils in segregated schools. It also does not specifically mention children with disabilities, but it alludes to children ‘who have a social or other disadvantage’. Children with a migration background are not mentioned explicitly. The document calls attention to stark regional differences in the quality of schools and names the Karlovy Vary and the Ústí nad Labem regions as two outstanding examples for regions in which pupils have significantly worse school outcomes than the national average. It adds that these two regions have the highest rate of inequalities in terms of socio-economically disadvantaged pupils.</p> <p>While no further details are given about the population groups to whom the measure applies in the NRRP, the document makes a number of references to the Strategy for the Education Policy of the Czech Republic up to 2030. Specifically, the measure is linked to Strategic line no 2 (Equal access to quality education), especially section 2.2 (Disparities and segregation). The Strategy clearly defines the issue of ethnic segregation in Czech schools and mentions that segregated schooling primarily concerns Roma children. At various points the Strategy talks about children with disabilities and social disadvantages, but does not explicitly mention children with a migration background (it does, however, mention support programs for “children with a different mother tongue”, especially regarding the acquisition of the national language).</p>
<p>Summary description of how the measure will impact (positively or</p>	<p>The aim of the measure is to increase the staffing at schools attended by pupils who fall in the groups mentioned above. Support will be provided to 400 pre-selected schools through</p>

<p>negatively) social rights and equal treatment in the recovery</p>	<p>teacher-training and engagement with school psychologists, teaching assistants, and school social workers. The document mentions that the “most needy schools” will be identified by the National Pedagogical Institute of the Czech Republic (Národní pedagogický institut České republiky) and the Czech School Inspection (Česká Školní Inspekce) The identification will be based on previous analyses of the Ministry of Education, Youth and Sports which identify schools needing support in their work with a “heterogeneous group of pupils”. No further details on the methodology of identification are mentioned, but the criteria for selection are the following:</p> <ul style="list-style-type: none"> - the proportion of disadvantaged pupils; - the proportion of pupils with different mother tongues; - educational outcomes of the school. <p>The participating schools will receive additional funding, which should improve the quality of education and narrow the disparities between schools.</p>
<p>Summary description of the extent to which the measure foresees the provision of enabling social services</p>	<p>n/a</p>
<p>Entity or organisation responsible to implement the measure</p>	<p>Ministry of Youth, Education and Sports</p>
<p>Duration of the measure</p>	<p>2022-2025</p>
<p>Budget allocated to implement the measure</p>	<p>2,000,000,000 CZK (78,568,000 EUR)</p>
<p>Summary description of how any foreseen impact assessment of the measure will be carried out</p>	<p>Not available.</p>

2.

Name of the measure in English	Tutoring of pupils
Name of the measure in the national language(s)	Doučování žáků škol
Reference document for the measure <i>Include an url, where available</i>	<p>In Czech see Národní plán obnovy k 13.9.2021, 3.2 Adaptace kapacity a zaměření školních programů. The measure falls under the category “description of investments” (Popis investic)</p> <p>In English see Measure no. 3.2 Adaptation of School Programmes European Commission, ANNEX to the Proposal for a Council Implementing Decision on the approval of the assessment of the recovery and resilience plan for Czechia {SWD(2021) 211 final}</p>
Social rights covered by the measure <i>Delete as appropriate</i> <i>Multiple answers possible, but preference should be given to measures that apply to one discrete right</i>	<ul style="list-style-type: none"> - right to education (Article 14) - the rights of the child (Article 24)
Population group(s) covered by the measure <i>Delete as appropriate</i> <i>Multiple answers possible, but preference should be given to</i>	<ul style="list-style-type: none"> - Children and youth; - Individuals from disadvantaged socio-economic backgrounds.

<i>measures that apply to discrete population groups</i>	
Summary description of how the measure applies to the population group(s)	The measure targets children from disadvantaged backgrounds and children who are at risk of failing at school as a result of the remote learning process used during the COVID 19 pandemic. The measure only mentions that such children tend to come from socio-economically disadvantaged families and families with low wages. No further details are given about the socio-economic or ethnic background of such pupils.
Summary description of how the measure will impact (positively or negatively) social rights and equal treatment in the recovery	<p>The aim is to reintegrate targeted children into the education system upon their return to school, so that they do not lag behind their peers and end up at risk of dropping out of school. Tutoring is provided to identified pupils in order to reintegrate them into school-based learning and make up for their insufficient participation in the remote learning schemes which were at place in 2020 and 2021.</p> <p>The measure involves two specific activities:</p> <ol style="list-style-type: none"> 1. "Tutoring," which takes place at school twice a week. Pupils are identified by the school principal in cooperation with teachers (no specific methodology mentioned in the NRRP). 2. "Targeted preparation for lessons", which takes place four times a week for at least 48 hours in total in the afternoon. The identification method for pupils to be involved in this activity is not clear. <p>It remains unclear how the two types of tutoring differ from each other except for the number of tutoring hours, as the description of the target group and the support activity appears to be identical in the NRRP. The second activity is implemented during afternoon hours (i.e. after classes are over), which may imply that the first activity is implemented during main lesson time, but this is not entirely clear. Both activities are to be led by a teacher, assistant teacher or "other person designated by the school", and they should prepare children for regular/standard school subjects.</p>
Summary description of the extent to which the measure	n/a

foresees the provision of enabling social services	
Entity or organisation responsible to implement the measure	Ministry of Youth, Education and Sports
Duration of the measure	2022-2023
Budget allocated to implement the measure	1,000,000,000 CZK (39,249,283 EUR)
Summary description of how any foreseen impact assessment of the measure will be carried out	Not available.

3.

Name of the measure in English	The development of employment policy
Name of the measure in the national language(s)	Rozvoj politiky zaměstnanosti
Reference document for the measure <i>Include an url, where available</i>	In Czech see Národní plán obnovy k 13.9.2021 , 3.3 Modernizace služeb zaměstnanosti a rozvoj trhu práce In English see measure 3.3 Modernisation of Employment Services and Labour Market Development European Commission, ANNEX to the Proposal for a Council Implementing Decision on the approval of the assessment of the recovery and resilience plan for Czechia {SWD(2021) 211 final}

<p>Social rights covered by the measure</p> <p><i>Delete as appropriate</i></p> <p><i>Multiple answers possible, but preference should be given to measures that apply to one discrete right</i></p>	<ul style="list-style-type: none"> - right to education (Article 14), - equality between women and men (Article 23), - integration of persons with disabilities (Article 26), - right to fair and just working conditions (Article 31).
<p>Population group(s) covered by the measure</p> <p><i>Delete as appropriate</i></p> <p><i>Multiple answers possible, but preference should be given to measures that apply to discrete population groups</i></p>	<ul style="list-style-type: none"> - Individuals from disadvantaged socio-economic backgrounds (specifically mentions marginalized Roma); - People in precarious working conditions (specifically mentions people who are disadvantaged on the labour market).
<p>Summary description of how the measure applies to the population group(s)</p>	<p>While the measure applies to a broader target group, marginalised Roma and people who are in a disadvantaged position in the labour market are explicitly included. It is not clear what part of the measure specifically applies to these two groups.</p>
<p>Summary description of how the measure will impact (positively or negatively) social rights and equal treatment in the recovery</p>	<p>The measure focuses mostly on the development of digital skills, the promotion of active labour market policies, and support for re/upskilling. The objective is to promote life-long learning and thus improve the adaptability of the labour force in the digital age.</p>
<p>Summary description of the extent to which the measure foresees the provision of enabling social services</p>	<p>n/a</p>

Entity or organisation responsible to implement the measure	Ministry of Labour and Social Affairs – Labour Office
Duration of the measure	2022-2025
Budget allocated to implement the measure	7,000,000,000 CZK (274,822,080 EUR)
Summary description of how any foreseen impact assessment of the measure will be carried out	Not available.

2 Tools or mechanisms to monitor the effectiveness of national schemes to foster social rights and equal treatment in the recovery from the pandemic

In the Czech NRRP no unified, complex mechanisms are foreseen which assess the fundamental rights considerations. It is assumed that the organization responsible for implementing the measure conducts the monitoring of the targets, milestones and indicators developed for each individual measure. For instance in the measures above, the implementing organizations (ministries) are responsible for the monitoring of the measures. The two examples described below pertain to the first and the third measure detailed in part 1 of the annex. They do not constitute specific tools, and they are based on targets, indicators and milestones (some of which are not specified). [Government resolution No. 467 from 17 May 2021](#) appointed the Ministry of Industry and Trade as the coordinating body and the Ministry of Finance as the audit body for the plan. The Managing Council of the NRRP is the highest decision-making and approval body with the

responsibility for the overall coordination and monitoring, and it also approves payment claims. The Ministry of Industry and Trade is responsible for coordination, monitoring and reporting and it is the main point of contact for the European Commission.

<p>Name of the monitoring tool or mechanism in English</p>	<p>Support of disadvantaged schools within Measure no. 3.2 Adaptation of School Programmes European Commission, ANNEX to the Proposal for a Council Implementing Decision on the approval of the assessment of the recovery and resilience plan for Czechia {SWD(2021) 211 final}</p>
<p>Name of the monitoring tool or mechanism in the national language(s)</p>	<p>Podpora škol Národní plán obnovy k 13.9.2021, 3.2 Adaptace kapacity a zaměření školních program</p>
<p>Reference document for the monitoring tool or mechanism <i>Include an url, where available</i></p>	<p>See above</p>
<p>Organisation(s) involved in the monitoring tool or mechanism <i>Delete as appropriate</i> <i>Multiple answers possible</i></p>	<p>None of the organisations listed by FRA are involved in the monitoring. The measure is implemented by the Ministry of Education, Youth and Sports in cooperation with the selected school. Participating schools will be selected by the National Institute of Pedagogy in cooperation with the Czech School Inspection.</p>

<p>Summary description of how these organisation(s) are involved in the monitoring tool or mechanism</p>	<p>See above.</p>
<p>Summary description of the functioning of the tool or mechanism used to monitor the effectiveness of schemes adopted to foster social rights and equal treatment in the recovery</p>	<p>Not available.</p>
<p>Summary description of the obligations, standards and benchmarks against which the effectiveness will be evaluated</p>	<p>The document does not reference any of the documents listed by FRA, but it mentions that the measure corresponds to the Council of the European Union's suggestion that the Czech Republic increase the inclusivity of its education system (Country-Specific Recommendation 2, 2019).</p> <p>The only indicator provided is the Proposal of a new system of financing of schools according to socio-economic disadvantage. The applicable milestone is the proposal's approval by the Ministry of Education, Youth and Sports. The goal is to support 400 schools.</p>
<p>Summary description of what the tool or mechanism foresees when non-compliance with obligations and standards is identified, with a particular emphasis on enforcement and remedial action</p>	<p>Not available.</p>

2.

<p>Name of the monitoring tool or mechanism in English</p>	<p>The development of employment policy within measure 3.3 Modernisation of Employment Services and Labour Market Development European Commission, ANNEX to the Proposal for a Council Implementing Decision on the approval of the assessment of the recovery and resilience plan for Czechia {SWD(2021) 211 final}</p>
<p>Name of the monitoring tool or mechanism in the national language(s)</p>	<p>Doučování žáků škol Národní plán obnovy k 13.9.2021, 3.2 Adaptace kapacity a zaměření školních programů.</p>
<p>Reference document for the monitoring tool or mechanism <i>Include an url, where available</i></p>	<p>See above.</p>
<p>Organisation(s) involved in the monitoring tool or mechanism <i>Delete as appropriate</i> <i>Multiple answers possible</i></p>	<p>None of the organisations listed by FRA are involved in the monitoring. The measure is implemented by the Labour Office, which will provide company-based training (up/reskilling). Preference will be given to the SMEs and the self-employed, but it is not clear how these will be selected. It is also unclear how the measure will reach vulnerable groups.</p>

<p>Summary description of how these organisation(s) are involved in the monitoring tool or mechanism</p>	<p>See above.</p>
<p>Summary description of the functioning of the tool or mechanism used to monitor the effectiveness of schemes adopted to foster social rights and equal treatment in the recovery</p>	<p>Not available.</p>
<p>Summary description of the obligations, standards and benchmarks against which the effectiveness will be evaluated</p>	<p>The document references the UN Convention on the Rights of Persons with Disabilities in general terms. The measure corresponds to the Council of the European Union’s Country-Specific Recommendation 2, 2020, according to which the Czech Republic should support employment through active labour market policies, the provision of skills, including digital skills, and access to digital learning.</p> <p>The goal is to reach 130,000 people:</p> <ul style="list-style-type: none"> - 65,000 people are to receive upskilling or reskilling in digital skills; - 65,000 people are to receive upskilling or reskilling in the skills needed for Industry 4.0.
<p>Summary description of what the tool or mechanism foresees when non-compliance with obligations and standards is identified, with a particular emphasis on enforcement and remedial action</p>	<p>Not available.</p>

