



AT SCHOOL TOGETHER
NEXT STEPS FOR ROMA EDUCATION
IN THE CZECH REPUBLIC

EQUALITY DATA IN EDUCATION IN THE CZECH REPUBLIC

What is Equality Data?

Equality data refers to all types of disaggregated data (e.g. about race, ethnic origin, health status) used to: (1) assess the comparative situation of a specific group at risk of discrimination; (2) design public policies that can contribute to promoting equality; and (3) assess the implementation of those policies.

Why is the collection of equality data important/necessary?

The situation of groups at risk of discrimination in Europe is difficult to ascertain. This is because general statistics or surveys often are not structured in a way that permits data to be broken down into categories linked with potential grounds of discrimination, such as race, ethnic origin, health status, etc. Without the possibility of analyzing data taking into account potential grounds of discrimination, it is impossible to adequately measure the extent and depth of inequality between social groups, target social policies, design effective remedies (including positive action measures), and monitor their implementation.

D.H. and others v. Czech Republic

In its 2007 ruling in the D.H. case on school discrimination against Roma students in the Czech Republic, the European Court of Human Rights said: “The Court considers that when it comes to assessing the impact of a measure or practice on an individual or group, statistics which appear on critical examination to be reliable and significant will be sufficient to constitute the prima facie evidence the applicant is required to produce.”

Data collection in the Czech Republic

The most complex set of data on equality data in the Czech Republic is the registry of the Ministry of Education, published annually. The database contains information on disabilities and other personal information on pupils. The Ministry of Education also has been collecting disaggregated data on Roma children in elementary schools from the school year 2016/2017, which is based on third-party identification. Similar data collected since 2012 has confirmed discriminatory practices of channeling Roma children into special schools.

TABLE 1: ROMA CHILDREN AND CHILDREN WITH MILD MENTAL DISABILITY (MMD)

SCHOOL YEAR	2013/2014	2014/2015	2015/2016	2016/2017
Number of all children with MMD	14,908	10,695	14,810	13,983
Number of Roma with MMD	4,198	3,468	4,539	4,318
Share of Roma children with MMD	28.4 %	32.4 %	30.6 %	30.9 %
Number of Roma children in elementary schools	no data	no data	34,191	33,858
Share of Roma children in elementary schools	no data	no data	3.9 %	3.7%

SOURCE: CZECH SCHOOL INSPECTORATE, MINISTRY OF EDUCATION

Roma children labeled with the diagnosis of ‘mild mental disability’

The Czech government’s own data indicates that Roma children are frequently and incorrectly classified as children with mild mental disabilities. Roma children make up less than 4% of elementary school children in the Czech Republic, yet they represent more than 30% of children diagnosed with mild mental disability. This number has not significantly changed over the last four years. Roma children also face systematic segregation in mainstream schools. According to data from the 2016/2017 school year, there are 83 segregated schools in which the overwhelming majority of the pupils are Roma children.

Roma kids in pre-school

The Czech state does not collect disaggregated data on Roma children in pre-school. Apart from the data on Roma in children in elementary mainstream and special schools, we need to rely on data from the European Union Agency for Fundamental Rights or other research institutions. According to the FRA, just 34% of Roma children starting compulsory primary education in 2016 had received early childhood education, compared with 86% for the general population.

Pupils with ‘mild mental disability’ in elementary schools

The proportion of children receiving a diagnosis of mild mental disability compared to the overall number of children in primary education in the Czech Republic has fallen from 2.7% in the 2006 school year to 1.4% in 2016.

Despite a noticeable decrease in the number of children classified as having mild mental disabilities, the Czech government’s own data indicates significant regional disparities. In 2016, for example, the Usti region (Ústecký) had twice as many children diagnosed with mild mental disabilities (2.7% percent) than is the average share in the Czech Republic (1.4%).

Children with special educational needs in elementary schools

There has been a long-term trend in the number of children attending special and mainstream schools, where more children with disabilities are educated in mainstream schools. Less than half of children with disabilities were in mainstream schools in the school year 2006/2007. After a decade, two thirds of children with disabilities are enrolled in mainstream schools.

TABLE 2: CHILDREN WITH DISABILITIES IN MAINSTREAM SCHOOLS, IN SPECIAL CLASSES IN MAINSTREAM SCHOOLS AND SPECIAL SCHOOLS

TYPE OF SCHOOL YEAR	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Special Schools	41%	41%	42%	43%	40%	36%	34%	33%	31%	30%	28%
Special Classes in Mainstream Schools	10%	12%	11%	10%	9%	9%	9%	8%	8%	7%	7%
Mainstream Schools	49%	47%	47%	48%	51%	55%	57%	59%	60%	63%	65%

SOURCE: THE MINISTRY OF EDUCATION