

**LONG-TERM POLICY OBJECTIVES OF
EDUCATION AND DEVELOPMENT OF
THE EDUCATION SYSTEM IN THE CR**
(2011-2015)

MEYS

2011

The Long-term Policy Objectives of Education and Development of the Education System in the Czech Republic 2011 (hereinafter referred to as the “Long-term Policy Objectives”) follow on from, and further elaborate, documents that lay down fundamental strategic objectives for education such as the **Government Policy Statement** pertaining to regional education and the **National Reform Programme**. In evaluating the development of Czech education and setting new objectives, the document also draws on other studies, e.g. a study prepared by **McKinsey & Company: Declining Results of the Czech Basic and Secondary School System: Facts and Solutions**, which presents an analysis of the Czech education system against the backdrop of publicly available reports and resources, and proposes solutions for various challenging areas.

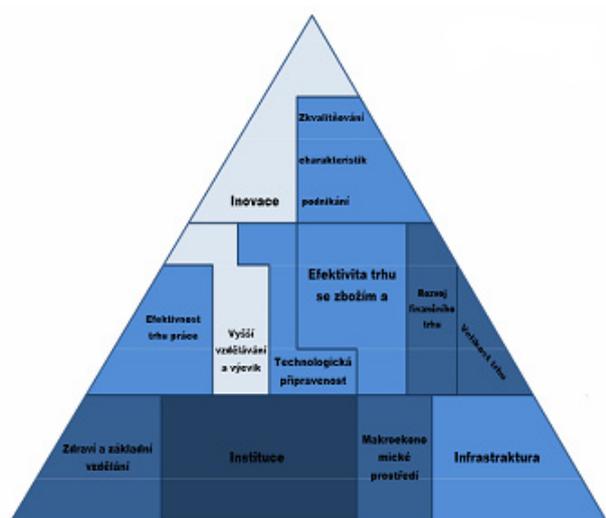
The Long-term Policy Objectives draw on the Government Policy Statement that comprises:

- Introduction of evaluation mechanisms (evaluation in grades 5 and 9 of basic school, school-leaving examination and final examination);
- Instruction of the English language from grade 3 of basic school at the latest;
- Promotion of secondary vocational education and enhancement of its prestige;
- Promotion of technical education so as to achieve and develop a quality administrative and management structure for technical sectors;
- Acquisition and retention of high-quality and motivated teachers and providing for their best possible training and professional development;
- Change of the term of office of headmasters of basic and secondary schools;
- Reduction of the administrative burden of schools and school facilities;
- Reinforcement of parental responsibility for the education and behaviour of their child, in particular towards the school;
- Promotion of a higher number of school psychologists and special education teachers at basic and secondary schools;
- Promotion of the education of children with special educational needs;
- Promotion of protective and institutional education;
- Change of education funding.

With a view to declining results of Czech pupils in international comparison the focus is on **enhancing the quality of education** and completion of the curriculum reform. The declining number of pupils entering secondary schools and subsequently also tertiary professional schools will have an impact on Czech education, and especially the founders will have to respond to it adequately. The anticipated lower budget will have to be utilised more efficiently and funds acquired by **optimising the school network** will be made use of too.

Efficient utilisation of funds in the sector will also have a direct impact on international **competitiveness** of the Czech Republic. Basic education is one of the key pillars of competitiveness, as is clear from the Competitiveness Pyramid. The combination of the pyramid’s structure and shape and its colour says a lot about Czech competitiveness. The darker the colour of an indicator, the worse the prerequisites for competitiveness in global comparison. The pyramid therefore shows that the Czech Republic does not have a very favourable position in terms of its competitiveness.

The Long-term Policy Objectives contain main reform steps together with further measures aimed at enhancing the quality of education. The Annexes present an analysis of development to date, description of the status quo and future development forecast.



Source: Final report of working groups of the government's National Economic Council for Competitiveness and Entrepreneurship Promotion (2011)

REGIONAL EDUCATION DEVELOPMENT STRATEGY

The underlying principle and main objective of the Long-term Policy Objectives for the upcoming period is to enhance the **quality and efficiency** of education and thus also international **competitiveness** of the Czech Republic.

The Long-term Policy Objectives highlight the following topics:

- **Enhancing the quality of education;**
- **Devising new school evaluation methods;**
- **Optimising the education offer;**
- **Developing vocational education;**
- **Supporting teaching staff.**

A) Main reform steps:

1: Pre-school education

Impact of demographic development on pre-school education

- A.1.1 Approval of zoning plans and construction of new housing should bear in mind expected needs as regards placement of children in nursery schools. Further measures need to be taken to ensure the required 95% participation of children in their early age in pre-school education (on an ongoing basis).
- A.1.2 Legislation will allow **company kindergartens** to be operated that will help to increase the insufficient capacity of pre-school education (2012):
- Come up with a definition of a company kindergarten;
 - Define clear rules for their operators;
 - Provide them with the same state aid as private pre-school facilities;
 - Only for children from the company.

Content of pre-school education and its changes

- A.1.3 Continue to provide **methodological guidance** in implementing the nursery school reform (at least until 2013):
- Continue the centrally coordinated further training of teaching staff aimed in particular at the implementation of School Educational Programmes (SEPs) in practice;
 - Make available an **electronic instrument (software) for the preparation, modification and evaluation of SEPs**, which will harmonise SEP with the Framework Educational Programme (FEP) and reduce the administrative burden of nursery schools (available on-line at www.rvp.cz);
 - Systematically collect suggestions for the modification of FEP PE (Pre-school Education), including potential forms of pre-school education;
 - Commence polytechnic education already from nursery schools onwards (creative technical toys, brick boxes).
- A.1.4 Promote native language in nursery school educational programmes (on an ongoing basis).
- A.1.5 Wherever possible and in particular where staffing so allows, acquaint children with a foreign language in a way suitable to their age and skills (on an ongoing basis).
- A.1.6 Incorporate language instruction in the training of nursery school teachers so as to guarantee the highest possible quality of foreign language introductory courses or tuition (from 2012).

- A.1.7 Devise a measure to **reduce the number of postponements** of compulsory school attendance, with the possibility of making use of new educational programmes (FEP PE) (from 2012).

2: Introduction of standardised evaluation of pupils and schools in grades 5 and 9 of basic school (including the corresponding grades of six-year and eight-year secondary general schools) and other complementary instruments for enhancing the quality of basic education

Changes of the content of basic education

- A.2.1 Promote the **implementation and innovation of educational programmes** (FEP and SEPs) (2015), e.g.:
- Introduce **evaluation standards** into FEP BE for instance by modifying expected outcomes; prepare these standards for reference outputs from grades 5 and 9 of basic school (and equivalents thereof) for the sake of schools and teachers (see measure A.2.4);
 - Prepare instruments to verify educational objectives pursuant to FEP;
 - Prepare recommended reference **outputs of individual grades of basic school** and propose monitoring instruments that will allow school headmasters and teachers to identify whether education is progressing accordingly;
 - Support schools in completing their SEPs by **organising the subject matter of selected subjects** in individual grades of basic school;
 - Make available an **electronic instrument (software) for the preparation, modification and evaluation of SEPs**, which will harmonise SEP with FEP and reduce the administrative burden of basic schools (available on-line at www.rvp.cz) and prepare an e-learning course with a focus on the use of various instruments for SEP evaluation when SEPs are prepared and implemented in practice;
 - Improve conditions for education at basic schools through the Money for Schools EU programme;
 - Allow schools to incorporate a greater **polytechnic component** in their SEPs and establish conditions for the cooperation between schools and vocational schools in the region.
- A.2.2 Promote **field of study didactics and enhance the quality of education** in cooperation with Faculties of Education and through further training of teaching staff (on an ongoing basis):
- Develop the basic education section at the methodology portal with a focus on required thematic inputs and community modules, preparation of e-texts and e-textbooks;
 - By means of on-line methodology and e-learning courses on individual topics;
 - By providing consultations in a consultancy centre (e.g. the Research Institute of Education, National Institute for Further Education) as well as by consultants, etc. directly in schools;
 - By preparing enough suitable methodological, motivational and monitoring (testing) documents so as to improve the quality of teachers' work when teaching basic school pupils;
 - Prepare documents that would promote and facilitate the introduction of new technologies in instruction;
 - Prepare enough didactic aids with a focus on reader, mathematical, natural science and financial literacy, promote the use of libraries and school IT centres to boost key competencies and functional literacy of pupils;
 - Support underperforming schools (for instance on the basis of evaluating educational outcomes), see measure A.2.4;
 - Support projects and activities with a focus on promoting technical fields of study.
- A.2.3 Recommend the English language as the first foreign language **from grade 3 of basic school**. If another foreign language is selected, allow the instruction of English as a second foreign language from grade 7 of basic school at the latest (from the 2013/14 school-year).

Regular ascertaining of educational outcomes of pupils in grades 5 and 9 of basic school

- A.2.4 **Take gradual steps to prepare and launch on-line** regular ascertaining of educational outcomes in grades 5 and 9 of basic school:
- Following on from FEP BE (Basic Education), add an **evaluation standard** based on expected outcomes, or specify expected outcomes (2011 onwards).
 - Devise supporting instruments in order to safeguard regular ascertaining, support schools in ascertaining outcomes and train teachers and school management (2011 onwards).
 - **Regularly ascertain educational outcomes of pupils in grades 5 and 9 of basic school** (from the 2012/13 school-year):
 - With the aim of using the outcomes for:
 - School self-evaluation;
 - The pupil's awareness of his/her own knowledge, skills and prerequisites for transition to secondary education;
 - Admission to secondary schools.
 - **Introduce ascertaining of outcomes on a gradual basis:** pilot testing of a sample of 50-100 basic schools in 2011, general testing in 2012 followed by full introduction from 2013 onwards;
 - Fields: Czech language, maths, foreign language (pupil questionnaire for a more objective interpretation of outcomes);
 - Ascertaining of outcomes will be covered from ESF funds and the state budget (ESF project).
 - Mainly in the first couple of years, ascertained outcomes should be provided only to pupils and schools. After the system is fully introduced (together with accompanying information e.g. about the socioeconomic background of pupils, level of the school's facilities, etc.), it should be interconnected e.g. with the Czech School Inspectorate (CSI) evaluation with the aim of analysing the work of underperforming schools.
 - When ascertaining of outcomes is devised, draw on agreed evaluation standards that follow on from FEP BE and strive to have a value for money solution, thus making it possible to keep the process going even after the ESF project comes to an end.
 - **Surveys of selected pupils in grades 5 and 9 of basic school** (from 2012):
 - The purpose is to evaluate the efficiency of the education system and the progress of the curriculum reform;
 - Outcomes will be established on a selected sample of 5,000 to 6,000 pupils;
 - Examined fields will be in accordance with FEP;
 - Ascertaining of outcomes will be covered from ESF funds and the state budget (ESF project).
 - Support **ongoing ascertaining of pupil outcomes for diagnostic purposes** at basic schools as a diagnostic instrument for teachers (on an ongoing basis):
 - Promote voluntary ascertaining of outcomes for a certain period within basic school educational cycles;
 - Make it possible to modify teachers' work in the course of education;
 - Ascertain outcomes to an extent in accordance with FEP;
 - Cover the tests delivered by a supplier (that will be selected by the school) from the school's budget or by the founders.

School self-evaluation¹

- A.2.5 Promote and enhance the efficiency of school self-evaluation by a **purposeful procedural methodology** and by suitable self-evaluation instruments, verify the latter in teaching practice and promote communication (both inside a school and with other

¹ This applies also to secondary vocational and tertiary professional schools.

- schools) by having the schools share their experience with self-evaluation (2012).
- A.2.6 **Interconnect** school self-evaluation with the **testing** of pupils in grades 5 and 9 of basic school **that is currently under preparation** and with other external evaluation instruments (e.g. results of the school-leaving and final examination) (2012).
- A.2.7 Implement **further training of teaching staff in the field of self-evaluation** (from 2012).
- A.2.8 Prepare a consensual proposal with all stakeholders (CSI, founders, etc.) for how to interconnect self-evaluation and external evaluation in a desirable way (until 2012).

Ascertaining of the level of education in the CR in international comparison

- A.2.9 Make use of results of projects and international research to devise educational policy and teachers' work (on an ongoing basis).
- A.2.10 **Analyse in detail the reasons for declining results of Czech pupils in international surveys** and propose measures to improve the situation (2011).
- A.2.11 Continue to participate in international surveys: INES (each year), TIMSS and PIRLS (2011), PIAAC (2011), PISA (2012), ICILS (2013).
- A.2.12 Compare results from international surveys with results established by the CSI and carry out a thorough analysis (on an ongoing basis).

3: Introduction of measures to monitor the quality of secondary education, in particular implement the school-leaving examination reform (from the 2010/2011 school-year) and introduce a new final examination into the vocational education system (by 2014)

Changes of the content of secondary education

- A.3.1 Provide targeted **methodological guidance when implementing SEPs** in practice (on an ongoing basis):
- By providing consultation visits in schools;
 - By preparing e-learning courses for secondary school teaching staff that address challenging areas;
 - By disseminating the SEP methodology and examples of good practice from vocational schools through the www.rvp.cz methodology portal and through regional consultancy centres.
- A.3.2 **Promote technical and natural science vocational education** by using templates, i.e. ready-made standardised projects funded by the unit costs method (through the **Money for Schools EU programme**) (by 2014).
- A.3.3 Provide targeted methodological and **didactic guidance** (on an ongoing basis, from 2011):
- By preparing instruments for verifying educational outcomes in accordance with FEP;
 - By means of consultation and advisory activities in preparing methodological instruments and curriculum reform documents;
 - By preparing enough didactic aids with a focus on reader, mathematical, natural science and financial literacy;
 - Through the methodology portal by means of a database of methodological documents updated on an ongoing basis, networking of users and sharing of their experience (e-learning);
 - By further training of teaching staff.
- A.3.4 Improve instruction and **systematically evaluate the quality of education** in vocational educational programmes (by 2014):
- Strive for increasing the scope of practical instruction in real work environment – see the chapter on the development of vocational education;

- Prepare national quality standards for pupil on-site training (workplaces of individuals or legal entities, employers, companies, enterprises, etc.) – see the chapter on the development of vocational education.

A.3.5 Monitor suggestions for the modification of the curriculum and educational programmes and support schools in the implementation thereof (from 2012).

School-leaving examination reform

A.3.6 **Complete the school-leaving examination reform** with a focus on its efficiency and interconnection with the admission procedure to a higher education institution (HEI) (by 2015):

- **Implement the school-leaving examination reform** from the 2010/11 school-year and promote its introduction with the help of a comprehensive **awareness-raising campaign** aimed at expert and general public;
- Upon evaluating the results of commencement of the school-leaving examination reform in 2011 prepare a **draft** modification of the above model and of individual parameters of the implemented solution (if need be) that will **reduce the annual state budget expenditures for implementing the school-leaving examination**;
- Find a consensus with representatives of higher education institutions on the **utilisation** of objectivised results of the reformed school-leaving examination by higher education institutions as criteria for the **selection and admission of applicants to higher education studies**.

A.3.7 Prepare measures that would allow the state and founders to **efficiently use objectivised results** of the school-leaving examination **to enhance the quality** of provided educational services and to increase the comprehensive efficiency of state budget funds spent on secondary education (in line with the previous measure).

A.3.8 Discuss or introduce **uniform elements in the profile part** of the school-leaving examination (from 2012).

A.3.9 Introduce compulsory school-leaving examination in maths in selected fields of study (e.g. technical and natural science fields at secondary vocational schools, technical and natural science lyceums, secondary general schools) (2014).

Final examination reform

A.3.10 **Complete the final examination reform in fields of study with a vocational certificate** and introduce it as a standard component of the vocational education system (by 2014):

- Continue to verify national implementation of a uniform final examination in all schools with fields of study with a vocational certificate;
- Each school-year prepare a uniform final examination for secondary education fields of study with a vocational certificate in line with the progress of the curriculum reform (gradually implemented FEP);
- Prepare schools for the implementation of a uniform final examination, drawing on the results of the ESF New Final Examination project that is currently under way;
- Have more experts from the field participate in preparing a uniform final examination in fields of study with a vocational certificate;
- Drawing on support from the New Final Examination project, prepare systemic and operating conditions for national implementation of the new final examination starting from the 2015/16 school-year at the latest.

A.3.11 **Prepare legislative amendments** related to the introduction of the new final examination in all secondary education fields of study with a vocational certificate (by 2014).

4: Optimisation of secondary vocational and tertiary professional school network

Impact of demographic development on secondary vocational and tertiary professional schools

- A.4.1 Carry out an **analysis of the structure of schools and school facilities as well as the structure of instructed fields of study at secondary vocational and tertiary professional schools** in each region according to available demographic development data with an outlook at least until 2015 (by 2013).
- A.4.2 Based on the above analysis prepare an **optimisation strategy** (provided it has not been done already) for the secondary school network and field of study structure of secondary vocational and tertiary professional schools as well as capacity of fields of study offered by the schools (and also capacity of school facilities) with a view to future employment possibilities open to graduates of these fields of study and potential specific local differences (by 2014).
- A.4.3 Whilst meeting **criteria for the development of regional education** as well as **criteria for secondary school admission**, the following is recommended for the preparation and application of regional optimisation strategy by 2014:
- **Reduce the overall number of pupils** in fields of study with a school-leaving examination (and of tertiary professional fields of study) in public secondary vocational and tertiary professional schools by 15-20% (or rather **not increase** the capacity of private and church secondary vocational and tertiary professional schools) **by the 2013/2014 school-year**;
 - When making changes of the structure of schools and structure of their field of study portfolio that reflect local conditions, the following parameters should be considered:
 - The school promotes fields of study with a technical focus and natural science fields of study whose graduates do not face difficulties in finding a job on the labour market;
 - The school has a minimum number of pupils in the on-site mode of study to achieve a value for money solution (whilst maintaining the standard of teaching);
 - The school provides education in multiple modes of study and levels of education;
 - The school implements lifelong learning and requalifications;
 - The school has received positive evaluation in a CSI inspection report (e.g. at least in one item evaluated as an example of good practice).
 - **Negotiate** changes of the field of study structure **with social partner representatives** in the region.
- A.4.4 **Apply the above indicators when approving changes in regions and in MEYS decision-making** as regards registration in the school and school facilities register, including modification proceedings (on an ongoing basis).

Criteria for the development of regional education

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| 1. | Only a field of study that is in line with the anticipated or expected future needs of the labour market and that will replace another active inadequate field of study may be included in the structure of vocational education fields of study with a school-leaving examination or a vocational certificate, or its capacity may be increased. Regional development strategy of the given region will be taken into account (economic and social development, need for qualified labour force, employment analysis of graduates of a given group of fields of study on the labour market) together with other factors, such as distance of another school that has the same or related field of study included in its education offer. |
| 2. | As for new fields of study with a unique content or nature in the CR, their inclusion in the field of study portfolio of another school (and another region) will require a consensus of the Association of Regions and MEYS (e.g. fields of study such as fishery, viticulture or fields from group No. 82 Art and Applied Art). |
| 3. | When reducing secondary education capacity, the field of study whose graduates show a significantly higher rate of unemployment compared to regional average (as assessed by the given region) should be reduced . Fields of study to which no students have been admitted for more than 3 years will be cancelled within the meaning of the Education Act unless |

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| | requalification is taking place in the school pursuant to special legislation ² . |
| 4. | Instead of an active unsatisfactory field of study (e.g. one whose graduates have difficulties to find a job) a general education field of study may be supported (with the exception of six-year and eight-year general secondary schools) and with a view to the existing representation of general education capacity in the individual regions). |
| 5. | The establishment of new secondary schools is not envisaged due to a sufficient offer of a broad range of secondary education fields of study and available school capacity. The same applies to places where education is provided. Should in exceptional and justified cases a well-founded need arise, the regional development strategy and the Long-term Policy Objectives of Education and Development of the Education System of the given region should be taken into account together with other factors (see paragraph 1 above). The development of schools established for pupils with special educational needs should be assessed separately with regard to specific features. |
| 6. | When a new secondary school or field of study is envisaged and the above criteria are not met, the region's justified negative position will be adhered to. |
| 7. | It may be recommended to include a new tertiary professional school or to increase capacity of an existing tertiary professional school only if it pursues an educational programme of a field of study that is unique in a given region and that has been established as a result a long-standing social need for experts from that particular field on the labour market. The above has to aim at stabilising the situation in the tertiary professional school sector and at interconnecting these schools with the studies of Bachelor's study programmes offered by higher education institutions in the region. |

Secondary school admission criteria

| Initial situation (evaluation of the 2010/11 school-year) | | Desired situation in 2015 |
|---|--|---|
| 1. | Share of students admitted to secondary school studies with a school-leaving examination (including extension studies)³ | |
| | The share of students admitted to studies with a school-leaving examination sees a y-o-y increase. In the 2010/11 school-year this share stood at 70.8% and the original criterion has therefore been met. | This share should not increase further and should not exceed the (nation-wide) limit of 68%. |
| 2. | Share of students admitted to extension studies⁴ | |
| | The share of students admitted to all modes of extension studies as opposed to the number of graduates of secondary education with a vocational certificate stood at more than 75% in the 2010/11 school-year. In the case of students admitted to the on-site mode of study this share stood at approximately 35%. | As a result of introducing the common part of the school-leaving examination we may expect to see declining interest in extension studies. The share of admitted applicants and the number of secondary school graduates with a vocational certificate now accounts for 40% in all modes of study in the whole of the CR (20% in the on-site mode of study). However, we can come across regional variations. |
| 3. | Share of general education, vocational education with a school-leaving examination and vocational education without a school-leaving examination (students admitted to grade one of secondary school and to corresponding grades of six-year and eight-year general secondary schools, without extension and shortened studies, in the on-site mode of study) | |
| | The share between general education, vocational education with a school-leaving examination and vocational education without a school-leaving examination in the 2010/11 school-year stood at 24.8% | With regard to falling numbers of admitted applicants caused by a demographic decline we may expect a rise in the share of fields of study with a school-leaving examination. |

² Employment Act (No. 435/2004 Coll.), as amended.

³ On-site mode of study without pupils in shortened studies. Pupils in the six-year and eight-year general secondary schools are included in grades corresponding to grade one of secondary school.

⁴ The term "secondary school graduates with a vocational certificate" refers to all graduates of the on-site mode of study of secondary education who were awarded a vocational certificate (E and H categories) in the previous school-year.

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| | : 43.3% : 31.9%, respectively. | The share of fields of study with and without a school-leaving examination should be kept at 70% : 30%, respectively. Regional variation in the share of general education and secondary vocational education with a school-leaving examination is likely. The proposed share of general and vocational education with a school-leaving examination is 25 – 32% : 38 – 45%, respectively. There may be regional variations, though. |
| 4. | Share of students admitted to grade one of secondary school with a vocational certificate compared to the number of basic school graduates (on-site mode of study) | |
| | In recent years the share of students admitted to secondary school studies with a vocational certificate compared to basic school graduates has stabilised. In the 2010/11 school-year this share stood at 41.7% (i.e. 31.9% of all students admitted to secondary school). | This share may be expected to fall with the current demographic decline, but it should not fall below 30% of basic school graduates. |
| 5. | Share of students leaving basic school for six-year and eight-year general secondary schools | |
| | The share of pupils leaving basic school stood at 12.6% in the 2010/11 school-year: 10% of grade 5 students and 2.6% of grade 7 students left for eight-year and six-year general secondary schools, respectively. | This share should drop to 5-10% in the following years (with the exception of Prague, which will be negotiated further). However, this share should not be increased in any of the region (no y-o-y increases either). |

5: Promoting quality assurance of vocational education and further cooperation with employers

Practical instruction of pupils

- A.5.1 Introduce more general training elements in fields of study with a vocational certificate (in particular maths, native language and foreign language) (on an ongoing basis).
- A.5.2 Introduce greater FEP and SEP standardisation in practical instruction (vocational training, vocational or arts work experience) that takes place at the workplace of employers in order to enhance its quality and increase the share of pupils involved. At the same time, there should be more secondary school inspections carried out in this field (inspection of concluded contracts, methodology of inspection activity, etc.) (on an ongoing basis).
- A.5.3 Pave the way for employer tax incentives related to practical instruction for schools (from 2012).
- A.5.4 Strive to increase the number of students in fields of study with a vocational certificate who have concluded a contract with a future employer (not only graduates of fields of study of which there is a shortage on the labour market). As for professions of which there is a shortage, grant various scholarships to students of those fields of study or give students greater remuneration for their engagement in a productive activity (by 2015).

Possibilities of cooperation between schools and employers

- A.5.5 Devise models of cooperation (school-employers-region) with regard to the forecasted labour force demand in a given sector and support the development of those schools that clearly meet the criterion of cooperating with their social partners (on an ongoing basis).
- A.5.6 Strive for sectoral agreements with employers in the region and estimated

- requirements for labour force development e.g. through sectoral councils established by the Ministry of Labour and Social Affairs or other social and economic partners, taking into consideration the quantitative demand for graduates (on an ongoing basis).
- A.5.7 Strive for direct financial support from the regions and the business sector for students of those secondary vocational education fields of study where there is a long-standing mismatch between labour market supply and demand and where there is a risk of vanishing from the labour market (on an ongoing basis).
- A.5.8 Support cooperation between experts from the field, i.e. employer representatives, for instance by means of the following (on an ongoing basis):
- **Improvement of the quality of on-site training** in real work environment;
 - Preparation and innovation of SEPs;
 - Participation of employer representatives in evaluating the quality of achieved outcomes of secondary vocational education;
 - Training (internships) of vocational subject teachers and practical instruction in employers' enterprises (e.g. accredited vocational workshops in industrial companies, IQ Auto, IQ Industry);
 - Establishment of vocational training centres in agricultural fields of study (1-2 for the whole CR).
- A.5.9 When updating measures contained in the Action Plan for the Promotion of Vocational Education, incorporate such measures that will support technical education (2012).

Quality assurance of vocational education in the context of European activities and initiatives

- A.5.10 **Continue in the activities of the National Reference Point** with the following aims (on an ongoing basis):
- Identify what has already been achieved to enhance the quality of vocational education;
 - Review results achieved by mutual cooperation and learning;
 - Identify key success factors.
- A.5.11 **Actively cooperate** on European activities of the EQAVET network (on an ongoing basis).
- A.5.12 Gradually **introduce selected instruments** of the EQAVET reference framework, in particular selected indicators, into the evaluation system of vocational education and training in the CR (on an ongoing basis).

6: Tertiary professional education

Impact of demographic development on tertiary professional education

- A.6.1 **Further development of the tertiary professional education sector should allow** schools to pursue mutually complementary types of high-quality education (by 2012):
- Those schools who do not want to or cannot pursue transformation and full-fledged incorporation in the tertiary education sector should retain **their tertiary professional school status**;
 - **Bachelor's studies** should focus on the professional nature of transformation of a part of the tertiary professional school capacity into the tertiary/HEI education sector, e.g. through short-cycle programmes.

Changes of the content and organisation of tertiary professional education

- A.6.2 Introduce descriptors of fields of study, i.e. framework standardisation of educational outcomes in order to enhance the quality of tertiary professional education (2012).
- A.6.3 Devise measures (by amending legislation) that will make it possible to transfer ECTS credits between tertiary professional and higher education (2013).

- A.6.4 Change rules for prolonging the accreditation of programmes (with regard to enhancing the quality of provided education and interlinking its outputs with chances of finding a job on the labour market) (2013).

7: Teacher support in the form of creating an independent system of teaching staff remuneration and establishment of a career system and a new system of further training of teaching staff

Training of teaching staff

- A.7.1 **Enhance the quality of initial education** of teaching staff (on an ongoing basis):
- Prepare a **graduate profile** of teachers' initial education that will define requirements for teacher qualifications and will be one of the prerequisites for the accreditation of a field of study. This profile will also serve as the basic level of teachers' career system (interconnect the National Qualifications Framework of Tertiary Education INP (Individual National Project) with the Teachers' Career System INP);
 - Increase the share of **teaching practice** in teacher training to at least 8% in the study programme;
 - Motivate higher education institutions to adapt the structure, content and organisation of teacher training to the needs of the curriculum reform based on FEPs for individual types of schools and the lifelong learning principle;
 - Increase the **transferability of qualifications in different types and stages of schools**;
 - **Reinforce the distance and combined modes of study** for teachers without the required qualifications.
- A.7.2 **Enhance the quality of further training** of teaching staff (on an ongoing basis):
- Make the existing system of further training of teaching staff more straightforward, i.e. set clear rules for education providers and for the teachers themselves (who provides the training, under what conditions and with what outputs);
 - Set **national priorities** for further training of teaching staff, specify the need for them, outputs as well as modes of their verification, motivate teachers to participate in thematically focused programmes, and entrust other directly controlled entities of MEYS with their implementation;
 - **Innovate the system of granting accreditations** to educational programmes, increase the requirements (professional, organisational, material) so as to enhance the quality of further training of teaching staff;
 - Promote training of teaching staff at all types of schools with a focus on issues laid down in the Long-term Policy Objectives;
 - **Provide systematic guidance to beginning teachers** (i.e. specify the position of teachers who acquaint them with the job);
 - Promote teacher internships as part of partnership between schools and enterprises.
- A.7.3 Besides traditional forms of further training of teaching staff (2013):
- Promote other modes of professional development of teaching staff reflecting their individual needs, targeted methodological guidance and peer learning (mentoring, coaching, sitting in on classes, etc.);
 - Promote various forms of cooperation between schools and sharing of good practice;
 - Promote various forms of teacher and other teaching staff mobility as well as networking;
 - Provide advisory services to schools in preparing professional development plans for teaching staff and evaluating its effectiveness.
- A.7.4 **Amend legal regulations** in accordance with the proposed measures (2013).

Remuneration of teaching staff and career system

- A.7.5 Strive for **better remuneration** of teaching staff (on an ongoing basis).
- A.7.6 Prepare an **independent remuneration system for teaching staff, joining together salary increases and the career system** so as to allow for a gradual salary progress and better evaluation of teachers' work (i.e. abolishment of the existing seniority

principle) (2013):

- Remunerate teachers' work with the help of career stages, the purpose of which will be to prove the degree of quality of their work;
- Prepare a standard for each career stage, describing the degree of competencies in teaching theory and practice to be achieved.

A.7.7 Prepare and negotiate with selected teacher associations a **career system** (2013) that will motivate teachers to strive for further professional development and high-quality teaching work, whose main principles will rely on:

- Required length of teaching practice;
- Standardised evaluation of teaching activity in direct relation to specific results of pupil and student development and education;
- Completion of accredited education for attestation and passing attestation examination (e.g. two attestations following six-year to nine-year and ten-year to fifteen-year teaching practice following preparatory studies, respectively).

A.7.8 **Harmonise the content of existing legal regulations** with professional development needs so as to clearly define rules for all users and set up procedures to recognise, evaluate and remunerate high-quality teachers' work (2013).

A.7.9 Set up a new **selection, training, evaluation and development system for headmasters** of pre-school, basic and secondary schools (2013):

- Improve the quality of headmaster training and further development (by introducing a three-stage career system for school headmasters), e.g. by extending teacher training, exchange of good practice, promotion of further training, etc.;
- Introduce a term of office for headmasters (e.g. six years), set rules for prolonging the term of office as well as rules governing a transition period for existing headmasters;
- Introduce headmaster evaluation in relation to their term of office;
- Devise a system for selecting suitable candidates to the position of headmaster.

8: Reform of regional education funding

Fundamental objectives of the reform of regional education funding

A.8.1 **Better value for money in the system:**

More targeted funding allocated to regional education from the MEYS budget. The existing system of regional education funding (i.e. national and regional regulations) will be replaced by a new system that will **combine** a system of **field of study regulations** (in particular for pre-school education and education that leads to a given level of education) and a system of **regulatory costs** (for education that does not lead to a level of education, school services and operating staff of schools and school facilities).

The field of study regulations will also define conditions and higher support in justified cases (small schools and schools with only a few classes, small fields of study in particular of vocational education, education of pupils with special educational needs, etc.).

A.8.2 **Optimisation achieved by the new system:**

Enhance the responsibility of founders for regional education funding in those cases when the school or the school facility cannot make do with state budget funds allocated in the new funding system.

At the same time, a fundamental review of conditions for determining the amount of payments (where applicable) will be carried out in MEYS implementing regulations. The principle should be that payments can be made in the amount of the difference between the need and public budget funds (with possible reliefs for the socially weak).

A.8.3 **Add other parameters to the existing regulatory (performance) financing "per pupil" to the new field of study regulations** that reflect the organisation of pupil education in a given school or rather divergences from optimal organisation (from the economic viewpoint as well as in terms of ensuring quality of instruction) defined by the Framework Educational Programme for the given field of study.

A.8.4 **Reduce the administrative burden that stems from the process of funding schools and school facilities:**

MEYS will strive to reduce the number of binding indicators for funds allocated to schools and school facilities from the state budget.

9: Centres of excellence and pre-seed fund

Talented children, pupils and students

- A.9.1 **Systematically support extraordinarily talented pupils** (advisory support for the extraordinarily talented, individualised instruction, adjustments of educational programmes, scholarships, competitions, international exchange of experience, etc.) (on an ongoing basis):
- Develop a system for the identification and further development of extraordinarily talented pupils (devise a representative set of instruments to identify talented pupils, add nomination and screening instruments for pedagogic diagnostics, add instruments to psychological diagnostics that map creativity and specific skills in relation to talent);
 - Support examples of good practice by introducing various models of integrated education of extraordinarily talented pupils;
 - Promote competitions (in particular international) and stimulate extracurricular activities (training camps, training courses, on-line education, etc.).
- A.9.2 Provide support (also financial) to schools that achieve excellent results in competitions announced by MEYS or in the school-leaving examination as **centres of excellence** (from 2012):
- Reward pupils and students who achieve excellent results, allow international exchanges, etc.

Possibilities of cooperation between schools and employers

- A.9.3 Promote the establishment of “incubators” of entrepreneurial activity pursued by students of secondary and tertiary professional schools to transfer achieved results into future commercial application in newly established companies, e.g. by establishing a pre-seed fund with the following objectives (from 2012):
- Provide assistance to employees and students with project preparation;
 - Establish ties between secondary and tertiary professional schools and the business sector or financial institutions;
 - Prepare incubated companies, technologies and know-how for the sale of the seed fund (or to an investor).

10: Reducing red tape in education – amendment to the Education Act and other regulations

Establishment of a central school information system

- A.10.1 Gradually introduce selected individual elements of the ICT development strategy in education for the period of 2009-2013 (by 2013):
- The School Portal project;
 - The Pupil Electronic Card project;
 - The School Register project⁵.
- A.10.2 Devise a policy for a central school information system (by 2013):
- Carry out an analysis of ICT sources in Czech education;
 - Create permeability between individual available applications on the basis of harmonised data instruments, e.g. by devising a system of descriptors (by 2013).

⁵ Project title, not a register of schools and school facilities.

Reduction of administrative burden of schools and school facilities

- A.10.3 Reduce administrative burden of schools and school facilities (by 2014):
- Final output evaluation of pupils will be abolished;
 - School councils will be voluntary;
 - Withdrawal of enrolment forms will not be possible;
 - Model parts of fields of study in SEP BE will be prepared.
- A.10.4 Take measures to reduce red tape in the Education for Competitiveness OP (2012).
- A.10.5 Reduce the number of various surveys, analyses and research, evaluate the need for them and their objectives more considerably so as to prevent duplicity (on an ongoing basis).
- A.10.6 Analyse the administrative burden of schools in the remit of other Ministries and get in touch with them so as to reduce this burden in the field of administrative proceedings, occupational health and safety, fire prevention, waste disposal and environmental protection, preparation of financial plans, etc. (2014)

Support for Czech School Inspectorate staff

- A.10.7 Promote further training of CSI staff and develop their professional experience (on an ongoing basis).
- A.10.8 Strengthen evaluation mechanisms in education with CSI involvement: take gradual inspection activity steps in accordance with MEYS and in compliance with the Long-term Policy Objectives. Determine suitable monitoring indicators in line with MEYS (on an ongoing basis).

11: Promotion of adult continuing education, notably establishment of the National Qualifications System and its interconnection with the European Qualifications Framework

System for the recognition of continuing education outcomes

- A.11.1 Develop a system for the recognition of continuing education outcomes (on an ongoing basis):
- Develop and update the NQS (National Qualifications System) and its harmonisation with qualification needs of the labour market;
 - Promote development of the recognition system and its quality;
 - Interlink the NQS with other qualifications systems (also through legislative changes), ensuring transferability between the initial and continuing education systems;
 - Strengthen cooperation with social partners;
 - Support schools and school facilities in introducing the recognition system and extending their activities in continuing education. Prepare educational programmes that lead to obtaining qualifications in the NQS system;
 - Optimise the process of taking partial qualifications examinations to reduce the administrative burden of applicants who wish to obtain the status of a certified person and increase the flexibility of examinations.

Support of systemic pillars of continuing education

- A.11.2 Promote the **quality and offer** of continuing education (on an ongoing basis):
- Strive for quality improvement of educational programmes on offer (quality evaluation of educational institutions including quality of the tutor);
 - Systematic support of educators: prepare a standard for tutors and market the continuing education on offer.
- A.11.3 **Stimulate demand** for continuing education so as to increase adult participation to 15% (2020):

- Multi-source funding of continuing education;
- Tax incentives;
- Promotion of individual education of citizens.

A.11.4 Develop cross-cutting areas of continuing education (from 2011):

- Establish a professional and conceptual background for continuing education;
- Support a career guidance system in the lifelong perspective (including information tools);
- Educate towards active citizenship, social cohesion and financial literacy;
- Make legislative amendments to legal regulations pertaining to continuing education (extension of the existing amendment to Act No. 179/2006 Coll.; amendment to Act No. 561/2004 Coll., which defines the possibilities of providing continuing education by schools);
- Promote the continuing education system.

B) Further measures to enhance the quality of education

1: Equal opportunities in education

Inclusive education

- B.1.1 Prepare **draft measures and legislative amendments for the development of inclusive education** at schools (2013).
- B.1.2 Establish material, financial and other **conditions for the operation of the second stage of basic school (as compared to lower grades of six-year and eight-year general secondary schools)** so as to gradually increase the prestige of this type of schools in a natural way (on an ongoing basis).
- B.1.3 Support **teaching staff training** at all types of schools within the further training system with a focus on the education of pupils with special educational needs (on an ongoing basis).
- B.1.4 Update the National Action Plan for Inclusive Education so as to replace other national plans and care strategies aimed at inclusive education of children, pupils and students with special educational needs (2012).

Children, pupils and students with a health disability or disadvantage

- B.1.5 Guarantee the **staffing and methodological readiness of schools** and school facilities to provide conditions for the education of pupils with a health disability and/or other disadvantage (2014):
- Analyse the success rate of the education of pupils with special educational needs in mainstream and special schools;
 - Expand the support provided by teacher assistants in education;
 - Prepare methodologies for the given fields;
 - Support equipping schools and school advisory facilities with compensatory and rehabilitation aids for pupils with a health disability;
 - Provide organisational and methodological guidance to promote the access of pupils with a health disability to interest education;
 - Promote the activation of persons with a severe health disability by making use of the professional and technical potential of special basic schools (activation centres).
- B.1.6 Support the activity of schools established independently for pupils with a health disability (2014):
- Unify and support **methodological, organisational and staffing aspects** for the education of children and pupils with a **severe health disability and with a combined disability** in these schools;
 - Unify methodological, organisational and staffing aspects for the education of children with a severe mental disability;

- Support their activity as educational, methodological and coordination centres to provide education for pupils with a health disability and take measures to promote inclusive education of children, pupils and students with special educational needs.
- B.1.7 Promote the **activity of regional coordinators** providing **logopaedic care** and regional coordinators for **autism** (2014):
- Provide methodological guidance for regional coordinators providing logopaedic care and regional coordinators for autism;
 - Increase and improve the quality of staffing of special pedagogy centres.

Children, pupils and students with a social disadvantage

- B.1.8 Support measures to increase the participation of socially disadvantaged children in pre-school education (on an ongoing basis).
- B.1.9 Support **basic schools in establishing preparatory classes**, introduce a system of evaluating their benefit in terms of promoting inclusive education of socially disadvantaged pupils and take measures (in cooperation with the Ministry of Labour and Social Affairs) to ensure regular attendance of these children throughout the school-year (2014).
- B.1.10 Systematically **prepare mainstream basic schools for the education of socially disadvantaged pupils** (on an ongoing basis).
- Interconnect pedagogic intervention with social intervention so as to identify the special educational needs of this target group and interlink school activity with the system of care of children at risk.
- B.1.11 **Inspect the placement of children** in a basic school or in a class of basic school that provides education **pursuant to an Annex to FEP BE for pupils with mild mental disabilities** and establish an efficient system of transferring those pupils with a potential to be educated in the mainstream into a regular basic school (on an ongoing basis).
- Add and harmonise instruments, methods and procedures for diagnosing pupils who fail to succeed in the mainstream on other grounds than a mild mental disability.
- B.1.12 **Support** socially disadvantaged pupils in **pursuing secondary education** (on an ongoing basis).
- B.1.13 Prepare an **analysis of MEYS development programmes** and continue efficient MEYS development programmes that have been implemented (2012).

Children, pupils and students of national minorities, foreigners and asylum-seekers

- B.1.14 So as to achieve inclusion, promote the **instruction of Czech as a foreign language** (2015):
- Recommend Faculties of Education to include the instruction of Czech as a foreign language for pupils and students who speak a different native language;
 - Provide methodological guidance in teaching staff training, supplement didactic and teaching aids.

Improvement of climate at schools and school facilities

- B.1.15 Find a **suitable way of monitoring social climate** at schools and school facilities and determine efficient measures (2012):
- **Strengthen parental responsibility for their child's education and behaviour**, in particular towards the school, e.g. by means of concluding a mutual agreement in writing between the school and parents that would stipulate responsibilities and forms of cooperation of both parties;
- B.1.16 Provide methodological and staffing **support** to schools **in preventing risk behaviour** (on an ongoing basis):
- Create reasonable conditions for the work of prevention methodologists at schools, in particular by reducing their teaching duties;

- Support the introduction of school advisory centres with school psychologists and school special teachers with the aim of interconnecting primary and secondary prevention;
 - Promote multi-source and multi-annual funding of primary prevention and early intervention projects;
 - Incorporate diversified forms of support in professional development of teaching staff with a focus on preventing risk behaviour of pupils.
- B.1.17 Create a mechanism for a primary prevention system in the whole region based on the following (2013):
- Having a uniform quality and efficiency system of preventive programmes (extend professional qualifications standards to all forms of risk behaviour);
 - Having available, interconnected and follow-up preventive programmes so as to eliminate duplicity.
- B.1.18 Find out **information about early school leavers** and prevent this so that the share of pupils leaving school early is under 10% (on an ongoing basis).

2: Guidance system at schools

Pedagogical-psychological guidance

- B.2.1 Support a **system of methodological guidance for advisory services provided at schools and school facilities** (2013).
- Increase the number of advisors providing methodological guidance to schools and school advisory facilities;
 - Improve quality and promote methodological guidance through further training of teaching staff;
 - Establish a methodological portal for advisors working at schools and school advisory facilities;
 - Prepare an **evaluation instrument for the assessment of schools and school advisory services** as part of inspection and control activities.
- B.2.2 Increase the number of advisors in relation to pupil needs (2013):
- Increase the number of school special teachers;
 - Increase the number of school psychologists.

Career guidance

- B.2.3 Devise a **policy** for the system of **career guidance** (2012).
- B.2.4 Develop further training of teaching staff in career guidance, improve access to quality education for the existing staff (on an ongoing basis).
- B.2.5 Improve the quality of career guidance (2014):
- Interlink career guidance with labour market needs, pay attention in the first place to the education of career advisors for the second stage of basic school and knowledge of the real work environment;
 - Interconnect and strengthen cooperation and coordination of career guidance providers from different sectors and career guidance fields;
 - Propose an instrument for monitoring the quality of career guidance;
 - Promote career guidance for pupils with special educational needs.
- B.2.6 Develop an **information system** to promote qualified decision-making about selecting a profession and education path leading to it, provide information and guidance in continuing education based on an interconnection of the existing data sources and information systems (on an ongoing basis).

3: Institutional and protective education

- B.3.1 Complete **standards governing the quality of work** in facilities where institutional and protective education is pursued as well as for preventive educational activity in the powers of MEYS (2012).
- B.3.2 Cooperate with regional authorities in a working group with a focus on children homes so as to create a mutually complementary network of children homes (on an ongoing basis).
- B.3.3 Continue cooperation with the Ministry of Labour and Social Affairs on the **transformation of the foster care system** (2013):
- Reduce the number of children in all types of institutional care (in particular by strengthening the preventive component of work with children at risk and their families, supporting the development and availability of related services including an increase in the number of qualified staff);
 - Optimise, differentiate and specialise foster care to help children for whom placement in a facility is the best or only viable solution;
 - Educate and train staff of the facilities.
- B.3.4 **Amend legal regulations** in accordance with the proposed measures (2013).

4: Language, arts, environmental and special education, information and communication technologies

Promotion of instruction of foreign languages

- B.4.1 Provide methodological and didactic instruction support mainly for English language teachers and teachers of other foreign languages as part of further training of teaching staff and in cooperation with Faculties of Education (on an ongoing basis):
- Make use of the CLIL instruction in training, in particular in approbations of “language + other than language subject”;
 - Provide methodological guidance in particular to the existing teachers of children in pre-school facilities and at first stage of basic school.
- B.4.2 Promote language education at schools through the Money for Schools EU programme (by 2014).
- B.4.3 Increase the share of qualified foreign language teachers in particular at basic schools (by 2015).

Language schools with the right of state language examination

- B.4.4 Commence instruction pursuant to SEPs at all language schools (from the 2011/12 school-year).
- B.4.5 Harmonise terminology pertaining to the degree of language knowledge laid down in FEP LS (Language Schools) with Decree No. 33/2005 Coll., which makes provision with respect to language schools with the right of state language examination. When amending the Decree, terminology in line with the Common European Framework of Reference for Languages should be used (2014).

Promotion of information and communication technologies

- B.4.6 Enhance ICT literacy skills of both pupils and teachers (on an ongoing basis):
- Reflect the current development in **teaching staff training** with the aim of **incorporating technologies in the instruction**;
 - Harmonise the **use of instruction technologies** with the ongoing reform (**introduction into SEPs**) as well as with **verification of pupil educational outcomes** (state school-leaving examination);

- Pay greater **attention to ethical aspects of the use of technology** with the aim of minimising its abuse and enhancing Internet security;
- Implement national ICT policy in education so as to create a level playing field for all pupils and **prevent** major social implications caused by a widening **digital gap**.

Education for sustainable development

- B.4.7 Promote healthy eating at schools, community schools, healthy physical development of children, pupils and students through sports and outdoor activities (on an ongoing basis).
- B.4.8 Promote environmentally friendly operation of school buildings and plots of land (on an ongoing basis).
- B.4.9 Provide targeted support to regional systems of environmental education and awareness-raising as a suitable institutional environment to support practical activities from the field of education for sustainable development (on an ongoing basis).
- B.4.10 Increase the level of knowledge and skills of pupils and teachers in the field of education for sustainable development (on an ongoing basis).

Special basic schools

- B.4.11 Continue to support the introduction of FEPs in special basic schools (from the 2011/12 school-year):
- Through the Money for Schools EU programme (by 2014);
 - By teacher training and methodological guidance in instruction pursuant to SEPs through the methodology portal (on an ongoing basis);
 - By systematically collecting suggestions for amendments to the FEPs (September 2013).
- B.4.12 Support **field of study didactics and enhance the level of education** in cooperation with Faculties of Education and through further training of teaching staff (on an ongoing basis).

Basic schools of art

- B.4.13 Continue to support the introduction of FEPs into basic schools of art (from the 2011/12 school-year):
- Commence instruction pursuant to SEPs at all basic schools of art (September 2012);
 - Promote teacher training as regards the preparation of SEPs for basic schools of art.
- B.4.14 With regard to the development to date **do not increase** the capacity of basic schools of art (reduce them in areas where there is a demographic decline) (on an ongoing basis).
- B.4.15 Prepare a material standard for basic schools of art as a binding source document for inclusion in the register of schools and school facilities (2012).

Conservatoires

- B.4.16 Promote the implementation of educational programmes of conservatoires (from the 2011/12 school-year):
- Through the Money for Schools EU programme (by 2014);
 - By systematically collecting suggestions for amendments to the FEPs and by updating them.

Interest education

- B.4.17 Systematically promote content improvement of interest education and activities of school facilities in this field, in particular from the legislative and staffing point of view and also in terms of its availability (on an ongoing basis).
- B.4.18 Promote examples of good practice in interest education and make use of outputs from the Education for Competitiveness OP (on an ongoing basis).
- B.4.19 Cooperate with the Ministry of Culture to support and develop interest education (on an ongoing basis).

Promotion of cultural and arts education

- B.4.20 Promote partnership between schools and cultural institutions (libraries, museums, galleries, theatres, concert halls, cinemas, etc.) and between schools and professional artists and remove obstacles of this cooperation (on an ongoing basis).
- B.4.21 Strengthen partnership between the Ministry of Education, Youth and Sports and the Ministry of Culture (on an ongoing basis).