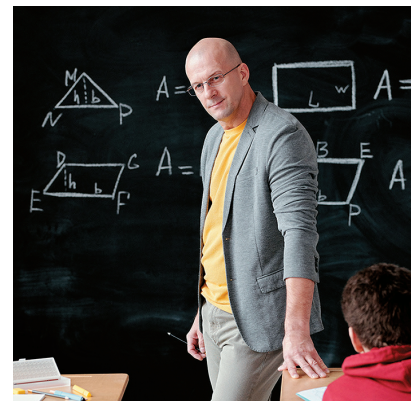


# STRATEGY FOR THE EDUCATION POLICY OF THE CZECH REPUBLIC UP TO 2030<sup>+</sup>





MINISTRY OF EDUCATION, YOUTH AND SPORTS

**STRATEGY FOR  
THE EDUCATION POLICY  
OF THE CZECH REPUBLIC  
UP TO 2030+**



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YOUTH AND SPORTS

Strategy for the Education Policy of the Czech Republic up to 2030+

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*“IF A MAN IS TO BECOME A MAN,  
HE MUST EDUCATE HIMSELF.”*

*JOHANN AMOS COMENIUS*

*The implementation of Strategy 2030+ will lead to the creation and development of an open education system that responds to the changing external environment and provides relevant educational content over a lifelong perspective.*

*The goal of education in the next decade is to nurture an individual equipped with basic and indispensable competences and motivated to make the most of his or her potential in a dynamically changing world for the benefit of his or her own development, for the benefit of others, and for the benefit of the development of society at large.*

**STRATEGIC OBJECTIVE 1**

Focus education more on the acquisition of competences needed for an active civic, professional and personal life.

**STRATEGIC OBJECTIVE 2**

Reduce inequalities in access to quality education and pave the way for the maximum development of the potential of children, pupils and students.

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## INTRODUCTION

- *Strategy 2030+ aims to modernise education so that children and adults can cope in the dynamic and ever-changing world of the 21<sup>st</sup> century.*

# INTRODUCTION

## System of measures

Today we are witnessing many social changes that affect each and every area of human activity. In order to be able to respond to these changes, we need to adequately adapt the education system. Under Strategy 2030+, we are creating a system of measures that aim to address the problems of the education system in the Czech Republic while taking into account the broader transformations taking place in contemporary society. Strategy 2030+ aims to modernise education so that children and adults can cope in the dynamic and ever-changing world of the 21<sup>st</sup> century.

## Competences for personal, civic and professional life

We are trying to achieve this in several ways. One of them is the transformation of the organisation and method of education in the Czech Republic which continues to reflect the needs of the past rather than the future. Strategy aims to develop an education system that enables children, pupils and students to acquire knowledge, skills and attitudes that are useful in their personal, civic and professional lives. Considering the significant changes in society brought about by dynamic developments, it is necessary to adapt the content, methods and forms of education to these developments, while creating an environment in educational institutions that is safe, fair, stimulating and sufficiently challenging for all.

## Access to quality education for all

We want to set up the education system in a way that does not contribute to the development of inequalities, but, conversely, facilitates access to a quality, common education for all students and pupils, regardless of their personal characteristics or the socio-economic conditions in which they live. Strategy emphasises the need to reduce the dependence of learners' educational outcomes on the social status of their parents and to reduce regional and inter-school disparities in the quality of education. We also intend to place a greater emphasis on the individualisation of education in order to develop the potential of each individual.

## Supporting education-sector stakeholders

In order to implement all of the above, we need to provide the necessary support and networking to education-sector stakeholders in the regions where they operate. We will give due consideration and care to teachers and head teachers, as they are the cornerstone of every school. We will support their initial and further training and sharing of good practice. We will encourage the indispensable role played by parents in education, and their involvement and participation in the development of schools and their community aspect.

## The fourth industrial revolution

Strategy also responds to current trends that are reshaping many areas of human activity. One particularly pronounced trend is the fourth industrial revolution, which is usually seen through the prism of technological progress as a revolution in digitalisation and automation. However, it affects many other areas of human life. It is changing the way we work with information – how we create, process and disseminate it. The ways in which we communicate, how we get to know each other and how we solve problems are changing. There is a growing need to understand the flow of information, to be able to analyse it and reflect on it critically. The technological and social aspects of this industrial revolution require the development of competences needed for success in personal and professional life and in the labour market. The environmental changes we are currently facing are equally important. Climate change, the loss of biodiversity, increasing air and water pollution, the ever-increasing consumption of non-renewable resources and a declining raw material base are all contributing significantly to changes in the environment in which we live.

## Environmental changes



These challenges are so fundamental to today's world that it is essential for the education system to respond to them. In Strategy 2030+, we reflect these changes and propose measures to help build a society that is able to face current and future challenges and find creative solutions.

## BACKGROUND INFORMATION ON STRATEGY 2030+

Strategy for the Education Policy of the Czech Republic up to 2030+ (Strategy 2030+) is a follow-up document to Strategy for the Education Policy of the Czech Republic up to 2020. Its aim is to ensure a smooth transition to the next decade, to prepare the education system of the Czech Republic for the new challenges, and to address the problems that persist within the Czech education system. Strategy 2030+, a document of a general, overarching nature, describes the priorities to be addressed in the specified period, especially in the field of regional education, non-formal learning and lifelong learning. For higher education, the Ministry's Strategic Plan for Higher Education from 2021 elaborates on the general priorities formulated by Strategy 2030+.

Overarching document for regional education, non-formal education and lifelong learning

It has two main strategic objectives which focus on transforming the content of education (SO1) and on reducing social inequalities in education (SO2). These objectives are further developed in strategic lines that focus on changing education itself, addressing inequalities, supporting teachers, increasing professional capacity, trust and collaboration, and ensuring stable funding.

The education system in the Czech Republic is very diverse and there are big differences between individual schools and individual teachers. Some parts of the education system are already meeting the proposed objectives and have already implemented the proposed measures. For other schools, specific measures will serve as inspiration on the already initiated journey towards the set objectives. However, there are also schools for which the objectives and measures proposed in Strategy 2030+ will be challenging. These schools will receive efficient support.

## CONTEXT BEHIND THE ESTABLISHMENT AND EXISTENCE OF STRATEGY 2030+

The process of working on Strategy 2030+ began at the end of 2018. In January 2019, the Minister of Education, Youth and Sports established an eight-member external expert group headed by Prof. Arnošt Veselý. The experts were tasked with preparing a baseline document, Guidelines for the Education Policy of the Czech Republic 2030+, which was to define the vision, priorities and objectives of education policy in the period beyond the horizon of 2030. In November 2019, the group presented its work at a public conference and a public consultation was held up to the end of 2019.

External expert group

In January 2020, on completion of the consultation of Guidelines for the Education Policy of the Czech Republic 2030+, work began on the text of Strategy 2030+ itself and on the formulation of individual key measures that would lead to the fulfilment of the set objectives. The process of drafting Strategy 2030+ was affected by the coronavirus pandemic in spring 2020, which significantly limited the public events that had been planned. However, in June it was possible to hold at least an online conference and discussions in order to accommodate the suggestions of as many stakeholders as possible.

S2030+ team

The preparation of the new strategic document was based on maximum openness and transparency. It included a series of public consultations and roundtables involving the widest possible range of education policy stakeholders. We used a variety of communication tools, including social media. The aim was to ensure that both the professional and the general public were as informed as possible about the future plans for the Czech education system and had the opportunity to actively influence these plans themselves.

Participatory process

## Implementation

In order to achieve the objectives of Strategy2030+, key measures will be defined. This will include identified coordinators, outputs, a timetable and, above all, clearly set indicators. In addition to the key measures for the first implementation period, i.e. 2020-2023, the implementation section of Strategy2030+ describes the structure of the implementation plan, basic information on the set of indicators, procedures for monitoring and evaluating implementation, management procedures, the organisational structure of implementation, and the risk management plan. The Guidelines for the Education Policy of the Czech Republic 2030+ are an annex.

## DEFINITIONS

For the sake of precision and clarity for the Czech readers, Strategy 2030+, although not a legal text, prioritises terms anchored in the national legislation. Because of the constraints of this strategic document, it is impossible to clarify all the existing terminological ambiguities, contexts and contradictions that arise between the various terms used.

For the sake of simplicity and readability, the text uses certain general expressions as umbrella terms:

## Overarching terms

Teacher	this term includes all teaching staff according to Act No 563/2004 on teaching staff and amending certain acts
Pupil	this term, depending on the context, encompasses children from nursery schools, primary and secondary school pupils, and students of post-secondary vocational schools
Parent	this term includes all legal guardians of a child/student
School	the term, depending on the context, also encompasses school facilities

The terms teacher and pupil are used throughout the text to refer to male and female teachers and to male and female pupils.

## Definitions

The specific meaning of certain terms, the understanding of which could be confusing without further clarification, is explained below:

**CASE MANAGEMENT** is one of the professional methods of social work. Its importance lies in setting up a unified procedure among various professionals and services aimed at stabilising the situation of people and empowering them to use their natural resources. The basic tenet is that several institutions are cooperating and their activities need to be coordinated.

**COMPETENCE** means a complex set of knowledge, skills and attitudes that enable those who have acquired it to successfully manage the tasks and situations they encounter in their studies, work and personal life. Knowledge consists of facts and figures, concepts, ideas and theories that have been established and that support the understanding of a particular area or subject. Skills are defined as the ability to perform procedures and use existing knowledge to achieve results. Attitudes describe assumptions and ways of thinking that enable us to act on or react to ideas, persons or situations.

**DISPARITY** is a term used primarily to describe qualitative, but also quantitative, differences in education provision at both regional and individual school level.

**EDUCATIONAL LEADER** – a competent and confident educator (head teacher) who recognises the value of education and is in line with trends in educational policy. They know the state and needs of their own school and have a vision of where to direct its development in line with these trends. A leader who listens, communicates and collaborates to find consensus in the needs of all stakeholders in the life of the school, motivates others by example to strive for change, and purposefully prepares conditions for all involved to experience success. A public communicator who can present a vision of change to school staff, the school’s founder, parents and the community around the school. Decisive and accountable in implementing strategic actions.

**FORMAL EDUCATION** takes place mainly in schools and can lead to the attainment of levels of education (primary and lower secondary education<sup>1</sup>, basic education, upper secondary education, upper secondary education with an apprenticeship certificate, secondary education with a maturita (school-leaving examination), post-secondary vocational education at a conservatory, post-secondary vocational education, higher education). Pre-school education, primary and lower secondary art education and primary and lower secondary language education also have the characteristics of formal education in the Czech Republic. Its functions, objectives, contents, organisational forms, and methods of evaluation are defined.

**FORMATIVE ASSESSMENT** assessment is an ongoing assessment that provides useful information about what the learner knows or understands simultaneously with the learning process, and guides the learner towards the achievement of an objective. It enables learners to monitor their own progress, guides them to manage their learning, and helps them to develop their personality in a comprehensive way. The purpose of formative assessment is therefore to identify learners’ learning needs and to adapt teaching and learning to these findings so that all learners achieve the maximum development relative to their individual capabilities.

**FURTHER EDUCATION**, in this document is understood pursuant to Section 2(a) of Act No 179/2006 on the certification and recognition of the results of further education and amending certain acts (the Act on the Recognition of the Results of Further Education). Under that provision, further education is defined as educational activities that do not meet the characteristics of initial education, i.e. formal education in the sense described above.

**INFORMAL LEARNING** could be interpreted as a process of the spontaneous acquisition of knowledge, skills and competences from everyday experiences and activities at work, within the family and in leisure time. It also includes self-learning where the learner does not have the opportunity to verify their learning outcomes. Informal learning, unlike formal and non-formal learning, is not organised and institutionally coordinated. It is generally unsystematic in nature and lacks the formative influence of a teacher.

**KEY COMPETENCES** are the competences that everyone needs for personal fulfilment and development, employability, social inclusion, sustainable living, a successful life in peaceful societies, and the ability to cope with life’s demands with an awareness of the importance of health and active citizenship. They are developed within a lifelong learning perspective, from early childhood and throughout adult life, through formal, non-formal and informal learning in all contexts, including the family, school, workplace, neighbourhood and other settings. All key competences are considered equally important; each contributes to a successful life in society. Competences can be applied in many

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<sup>1</sup> In the Czech Republic, schools that provide basic education are generally divided into two levels – primary and lower secondary level. However, basic education is realised within one institution, as there are no separate institutions for these two levels of basic education.

different contexts and in various combinations. Competences overlap and are interrelated; aspects essential to one area will reinforce competences in another area. Skills such as critical thinking, problem solving, teamwork, communication and negotiation skills, analytical skills, creativity and intercultural skills are integral to key competences. The 2018 European Reference Framework includes eight key competences for lifelong learning: 1) communication in the mother tongue; 2) communication in foreign languages; 3) mathematical competence and basic competences in science, technology and engineering; 4) digital competences; 5) personal, social and learning competences; 6) civic competences; 7) entrepreneurial competences; 8) cultural awareness and expression.

**LITERACY** primarily means the ability to apply knowledge practically in a variety of life situations. Improvements in basic literacy skills pave the way for successful lifelong learning, and for learners and young people to succeed at school and in the workplace. We usually relate literacy skills to individual “subjects”. In this respect, we talk of literacy in reading, mathematics and science.

**NON-FORMAL EDUCATION** is aimed at the development of knowledge, skills and competences in employers’ establishments, private educational institutions, school facilities (e.g. leisure education, which provides participants with activities during their leisure time that focus on various fields), non-governmental organisations, memory institutions (especially libraries and museums), art and other cultural institutions, science centres and other organisations. Non-formal education includes some organised leisure activities for children, young people and adults, such as courses, retraining, training and lectures. A prerequisite for the provision of non-formal education is the participation of a professional lecturer, teacher, educator, trainer or trained leader. However, it does not normally lead to the attainment of an accepted level of education unless it is subsequently recognised by a competent authority or institution.

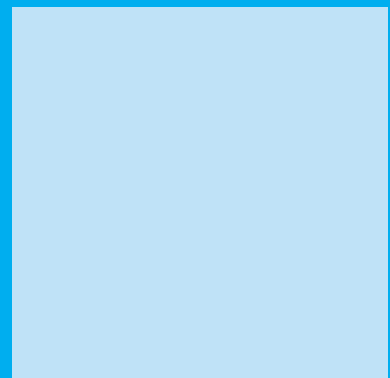
**SERVICE-LEARNING** learning is the most advanced stage of place-based learning, where students help to solve a problem or meet a need in the community as part of their learning. It involves interdisciplinary collaboration. Learners not only acquire new knowledge and skills, but also make a practical contribution to the quality of life in the community.

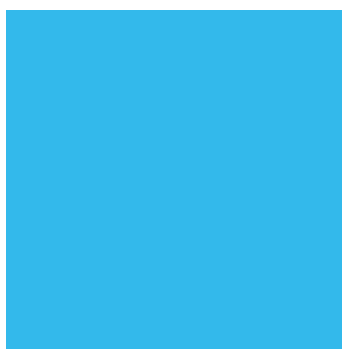
**SUMMATIVE ASSESSMENT** means a final assessment providing information on what a learner has mastered at the end of a certain period (e.g. at the end of term or the end of a level of education). Therefore, it is an assessment of what a learner has achieved and it summarises the learner’s knowledge or the ability to use what has been learnt. Learners receive this assessment as a result of their learning activity. Its purpose is to give a definitive overview of learners’ performance or to classify learners by results.



*“THE MISSION FROM BEGINNING TO END SHOULD BE TO SEEK AND FIND A WAY TO MAKE IT POSSIBLE FOR TEACHERS TO TEACH LESS BUT PUPILS TO LEARN MORE, SO THAT SHOUTING, FEELINGS OF UGLINESS, AND A CONSCIOUSNESS OF FUTILE WORK HAVE NO PLACE IN SCHOOLS.”*

*JOHANN AMOS COMENIUS*





## STRATEGIC OBJECTIVES

## Vision

*The implementation of Strategy 2030+ will lead to the creation and development of an open education system that responds to the changing external environment and provides relevant educational content over a lifelong perspective.*

*The goal of education in the next decade is to nurture an individual equipped with basic and indispensable skills and motivated to make the most of his or her potential in a dynamically changing world for the benefit of his or her own development, for the benefit of others, and for the benefit of the development of society at large.*

## STRATEGIC OBJECTIVES

Modernising the objectives and content of education and the forms and methods of learning at all levels of the system, together with ensuring fair access to quality education and reducing inequalities in education, is a prerequisite for ensuring the full life and long-term participation of individuals in society and their employability.

### STRATEGIC OBJECTIVE 1: FOCUS EDUCATION MORE ON THE ACQUISITION OF COMPETENCES NEEDED FOR AN ACTIVE CIVIC, PROFESSIONAL AND PERSONAL LIFE

## Changes in society

The original role and status of formal education is changing. The pace of technological, economic, social, cultural and environmental change is unprecedented. Moreover, the pace of change can be expected to continue increasing. These profound transformations have also been called the fourth industrial revolution. The skill sets required for traditional and new occupations are changing. Forms of communication are also changing. The pupils who are educated in schools today are very different from previous generations. A particularly common socialising feature of this generation is the use of digital technologies and absolutely unlimited access to a huge amount of information, which, however, needs to be critically evaluated and further worked with. This is also linked to a change in the form of social contacts, which often results in a deficit in the fulfilment of social needs. These and many other trends present us with new challenges, significantly different from those we have encountered so far.

## Changes in education

Long-term trends are leading to the need to transform not only the educational landscape, but also educational content and the ways in which it is delivered. Education in the sense of working with knowledge focuses less on memorising and more on under-



standing, using and interconnecting, developing literacy and increasing competences. Teachers will focus their primary attention not only on pupils' knowledge of the content of their subject and on learning by rote, but also on more challenging tasks requiring deeper understanding and practical application, as well as on pupils' ability to collaborate and find shared solutions. Pupils need to be able to respond to the challenges of the present and, especially, the future, and together we will help them to be able to apply and use the knowledge, skills, attitudes and values they have acquired both in and out of school. However, they should be able to achieve these skills in cooperation with and with respect for others.

Innovation of education content and method

A factor related to the above is the urgent need to innovate content and method at all levels. The common goal must be to achieve higher levels of key competences and literacy for all children and adults. We will therefore support the introduction of new and innovative methods in education in all types of schools and out-of-school institutions throughout the country. We will pay special attention to teachers and educational leaders. These are the key stakeholders in the planned transformation of education.

Further development of digital education

We will strengthen the education system to cope with external changes and respond flexibly to the changing educational needs of pupils. The system will use modern technology to achieve newly set educational goals. It will enable pupils to acquire competences, i.e. knowledge, skills and attitudes that are interconnected and comprehensive, which they will use in their personal, civic and professional lives. We will create conditions for the development of digital learning for all pupils and teachers in order to raise their level of competence in the use of digital technologies, computational thinking and digital literacy.

Dealing with the curriculum overload

The consequence of this change will be to avoid information overload. The curriculum will be discussed with the aim of deeper understanding, in a broad context, without a lot of superfluous knowledge and information. This will enable teachers to discuss the material sufficiently and allow pupils to understand the information and apply it in real situations. All primary and lower secondary schools will have model school curricula, appropriate conditions, and the support needed to implement change.

Engaging with experts in the field

Effective central support available to every school, head teacher, teacher and pupil is essential for success. However, the strongly decentralised education system in the Czech Republic will continue to retain a useful degree of autonomy, both in the design and implementation of school curricula and in the management of the educational process. In this respect, it is essential to ensure a concentration of professional capacities locally, including the involvement of experts in the field, whose main aim will be to provide and coordinate methodical support to schools, to promote their cooperation, mutual communication and the sharing of experience. We will focus on taking concrete steps to reduce the administrative burden on head teachers and teachers so that they can devote themselves fully to the pedagogical process.

Competence-based curriculum

In the context of innovations in content and changes in the organisation, methods and forms of education, we will ensure that there is sufficient support for initial and continuing education and the professional training of teachers and head teachers. A basic prerequisite for the successful modernisation of education is the adoption of a competence-based approach to pupils' education, especially by teachers. The competence-based curriculum will be based on updated key competences, taking into account the Council of the European Union's recommendations on key competences for lifelong learning. The Framework Curriculum for Primary Education will include, among other things, a definition of attainment outcomes for each period (nodal points) and the core outcomes and further development outcomes linked to them.

We will align changes in the content of education with a method for their verification. Tools will be developed to assess the competences achieved. Together, we will ensure that, for example, entrance and maturity examinations also focus more on testing literacy and key competences. The aim is not for pupils to prepare for exams during their education, but for exams to verify the extent to which pupils have mastered the outcomes set out in the Framework Curriculum. Only then can real change in schools be expected. Continuous and systematic verification of knowledge and skills, both at school level and at the level of the education system as a whole, will be a prerequisite for subsequent decisions that will help to improve the quality of education for each pupil and for the education system as a whole.

#### Formative assessment

Beyond the scope of summative assessment, we will strengthen the use of formative assessment, which focuses on each pupil's progress, supports the learning process, leads to pupils' taking responsibility for their own results, and paves the way for achievement. The above requires a necessary improvement in the conditions for pedagogical work in schools, the use of pedagogical diagnostics and the corresponding educational strategies.

#### Digital technology

We will adapt the education system so that it is able to adapt adequately to the dynamic environment and progress associated with the development of new technologies, digitalisation and internationalisation. We will strive to raise the level of digital skills and computational thinking, or digital competences. Critical and responsible use of digital technologies in and out of the classroom is important. Education will include information and data literacy, communication and collaboration, media literacy, digital content creation, safety in the online environment, as well as problem-solving and critical thinking.

#### Civic education

In view of the changing environment and social developments, in the framework of our support for initial and continuing education we will strengthen civic education, which aims to equip citizens with the competences needed for responsible life in a democratic society, i.e. the skills and knowledge to advocate and promote democratic values and attitudes, protect human rights and develop civic cohesion. Civic education will guide pupils to mutual respect and tolerance, to critical thinking and to an active interest in public affairs and life around them.

We will develop students' ability to act as responsible citizens, to protect human rights and sustainable development, and to participate fully in civic and social life based on an understanding of social, economic, legal, environmental and political concepts and structures, as well as an understanding of global development and sustainability. Media literacy, the ability to reflect on oneself, to manage time and information effectively, to work in teams and to have an awareness of diversity and cultural identities in Europe and the world are also essential.

#### Verification

In addition to teaching methods, we will adapt and transform the structure of the education on offer. We will ensure better continuity and coherence between the different levels of education and a higher degree of integration between formal and non-formal education. In our dynamically changing world, we all need to develop our general and professional skills throughout our lives. That is why we will also focus on promoting and innovating vocational education. Equipping pupils with competences for lifelong learning during their initial education is essential. We will support flexible pathways for lifelong learning, enabling everyone to participate in it and add necessary skills, knowledge or qualifications at any time in their lives.

## STRATEGIC OBJECTIVE 2: REDUCE INEQUALITIES IN ACCESS TO QUALITY EDUCATION AND PAVE THE WAY FOR THE MAXIMUM DEVELOPMENT OF THE POTENTIAL OF CHILDREN, PUPILS AND STUDENTS

Despite significant progress in removing many formal and informal barriers, inequalities in education are a persistent feature of the education system and one of its long-term problems. The Czech Republic is one of the countries with the greatest educational inequalities, manifested by the strong dependence of educational outcomes on the social status of parents, significant differences between the results of pupils from different schools and regions, and low intergenerational mobility in education, which is caused by the low ability of the education system to balance the social status of families and motivate pupils to achieve higher levels of education.

Regional disparities

Consequently, a relatively high number of pupils achieve very low levels of basic types of literacy at the end of the lower secondary level of education. Growing regional disparities in regional education can be documented through individual indicators of the education system (e.g. field of education structure, the characteristics of teaching staff, drop-out rates) and in the education outcomes themselves from both blanket and sample surveys. The external differentiation in education is also exacerbated by the limited quality of some parts of the education system and a lack of individualisation. These, among other things, contribute to the departure of aspiring pupils to multi-year gymnasiums or away from the public education system.

Another reason for the poorer results of some regions and schools and the continuously widening inequalities in the quality of education between regions and schools is the significant shortage of qualified and high-quality teachers in specific areas and schools.

Inclusive education

The education system will provide equitable opportunities for access to quality education for all pupils. We will continue to strive for a common environment and to provide for the educational needs of all pupils regardless of their personal characteristics or socio-economic circumstances. We will improve the quality of education in schools and regions that are lagging behind other parts of the education system and support teachers in developing the potential of all pupils.

Individualisation of teaching

In schools, we will purposefully individualise teaching and introduce didactic practices to enable the education of diverse groups. We will significantly strengthen teachers' competences in innovative forms and methods of work that take gender equality into account, with an emphasis on factors specific to girls' and boys' education.

The pedagogical work of a school

We will make changes to support individualisation in education by revising the framework curricula, making it possible to differentiate teaching according to pupils' needs, and by providing training and mentoring for teachers. In this way, and in close connection with Strategic Objective 1, we will improve the conditions for quality pedagogical work at schools. We will strengthen formative assessment methods in schools, as these promote learning and encourage pupils to take responsibility. Assessments will focus on pupils' outcomes, not personality, and will be based on target setting and the monitoring of "evidence of learning".

We will specifically target some of our financial and non-financial support at strengthening and improving the quality of teaching staff in underperforming regions and schools.

External differentiation

In order to avoid early selectivity and the departure of large numbers of pupils for multi-year gymnasiums, we will improve the quality of teaching and strengthen the opportunities for its individualisation at the lower secondary level of education. This will

facilitate better quality education for diverse groups and the optimal development of each pupil's potential. We will provide greater financial and methodical support to schools with a concentration of pupils from disadvantaged backgrounds, in particular to ensure funding for support activities and programmes.

We will reduce the drop-out rate and create conditions for early leavers to achieve qualifications. At the same time, we will reduce the number of pupils achieving very low levels of literacy and strengthen the quality of education in schools and regions with a high proportion of such pupils, thereby reducing inter- and intra-regional disparities in educational achievement.

#### Experience success

We will create opportunities for all pupils to experience educational success, regardless of their socioeconomic and family background, health condition or any other disadvantage.

#### Pre-school education

Pupils who have previously participated in pre-school education perform better in international and national surveys. Therefore, we will increase participation in pre-school education for children aged 3 to 4 years. Nursery school education is a distinctive education that accompanies a child through their developmental stage of life. It is appropriate that it should start early, focusing on the development of competences important for success in the next stage of education and on the development of children's social skills.

#### Cooperation with families

It is also imperative to involve families in the education process. We will promote parental responsibility in care and education, as well as a parental role in education. Cooperation between the family and the school clearly works to the benefit of the child, so we will strengthen this cooperation, both by educating teachers and by providing methodical support to school councils, improving information and increasing mutual trust. Schools and teachers need to be professionally trained to communicate effectively with parents. Parents are an integral part of the school community and it is beneficial for them to be involved in selected decision-making processes and to understand the position of all stakeholders in the education system, and their rights and responsibilities. This understanding and cooperation helps to prevent conflict and meet the needs of particular families. In the interministerial field, we will focus on the early awareness of parents of children and pupils from disadvantaged backgrounds so that they realise the importance of pre-school and quality primary and lower secondary education and, by cooperating with the school, support their children on the path towards developing the competences they will need in life.



*“TO ACHIEVE A SITUATION WHERE EVERYONE WHO IS BEING EDUCATED IS EDUCATED FOR A LIFETIME, SO AS TO PREVENT HIS FALLING AND DEGENERATING”.*

*JOHANN AMOS COMENIUS*

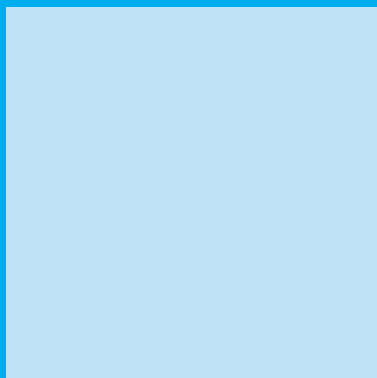
<p><b>STRATEGIC LINE 1</b></p> <p>Transforming the content, methods and assessment of education</p>	<ul style="list-style-type: none"> <li>1.1 Transforming the content, methods and forms of education</li> <li>1.2 Innovation in education</li> <li>1.3 Evaluation in education</li> <li>1.4 Digital learning</li> <li>1.5 Civic education</li> <li>1.6 Safe environment in schools, development of participation and autonomy</li> <li>1.7 Vocational education in upper secondary and post-secondary vocational schools</li> <li>1.8 Non-formal education and lifelong learning</li> </ul>
<p><b>STRATEGIC LINE 2</b></p> <p>Equal access to quality education</p>	<ul style="list-style-type: none"> <li>2.1. Reducing external differentiation in education</li> <li>2.2 Disparities and segregation</li> <li>2.3 Case management and interministerial cooperation</li> </ul>
<p><b>STRATEGIC LINE 3</b></p> <p>Support for teaching staff</p>	<ul style="list-style-type: none"> <li>3.1 Comprehensive career training and support system</li> <li>3.2 Supporting the pedagogical work of schools</li> </ul>
<p><b>STRATEGIC LINE 4</b></p> <p>Increasing professional capacity, trust and mutual cooperation</p>	<ul style="list-style-type: none"> <li>4.1 Concentration of professional capacities</li> <li>4.2 Improving the use of data and increasing the relevance and quality of educational research</li> <li>4.3 Reducing the non-teaching burden on schools</li> <li>4.4 Strengthening information, communication and cooperation</li> </ul>
<p><b>STRATEGIC LINE 5</b></p> <p>Increasing funding and ensuring its stability</p>	<ul style="list-style-type: none"> <li>5.1 Securing funding under the different strategic lines</li> </ul>



## STRATEGIC LINES

*“A SCHOOL IS THE WORKSHOP  
OF HUMANITY, WHERE THE YOUNG AND  
CRUDE ARE MADE TO RECEIVE THE FULL  
TRUE CONTOURS OF EDUCATION, SO  
THAT THEY MAY NOT REMAIN STUMPS,  
BUT BECOME LIVING IMAGES OF GOD,  
CREATURES MOST LIKE THE CREATOR.”*

*JOHANN AMOS COMENIUS*





## 1

## STRATEGIC LINE 1: TRANSFORMING THE CONTENT, METHODS AND ASSESSMENT OF EDUCATION

### STRATEGIC LINE 1

Transforming the content, methods and assessment of education

- 1.1 Transforming the content, methods and forms of education
- 1.2 Innovation in education
- 1.3 Evaluation in education
- 1.4 Digital learning
- 1.5 Civic education
- 1.6 Safe environment in schools, development of participation and autonomy
- 1.7 Vocational education in upper secondary and post-secondary vocational schools
- 1.8 Non-formal education and lifelong learning

# STRATEGIC LINE 1: TRANSFORMING THE CONTENT, METHODS AND ASSESSMENT OF EDUCATION

The organisation and method of education in the Czech Republic still reflects the needs of the past rather than the future. Strategy aims to develop an education system that enables pupils to acquire competences that are useful in personal, civic and professional life.

## 1.1 TRANSFORMING THE CONTENT, METHODS AND FORMS OF EDUCATION

Considering the significant changes in society caused by dynamic developments, it is necessary to adapt the content, methods and forms of education to these developments. At the same time, it is crucial to find ways to motivate pupils internally, to teach them to work systematically with error and, last but not least, to create conditions that enable the individualisation of education in an effort to develop the potential of all pupils. In order to create time for teachers' work, deeper understanding, repetition and mastery of the material, or for the individualisation of teaching, it is necessary to focus on the expected outcomes of the framework curricula with the aim of changing the structure of the curriculum to reduce its overall volume.

Reduction of the total amount of learning

The purpose of moving away from a broad body of expected knowledge is to foster the ability to understand issues in a deeper context, as opposed to the current information overload. The curriculum is too broad and contains a lot of redundant knowledge and information. Teachers do not have time to cover the required content and pupils do not have sufficient space to acquire the knowledge, understand it in context and apply it to real situations. This leads to pupils not being able to really understand the material.

Modernised curriculum content

Therefore, it is necessary to develop a modernised, coherent and, above all, clearly defined curriculum content for the different educational areas and cross-cutting themes at different levels of formal education that better describes the relationship between a given educational area and the expected learning objectives or outcomes, and enables an appropriate pedagogical strategy to be selected. An emphasis will be placed on the use of knowledge for creative activities and teamwork. Linking the disciplines of science and mathematics and applying them in practice will develop pupils' critical thinking and understanding of the principles of entrepreneurship and environmental issues. We will create conditions for schools to be able to implement learning outside the school (in the village, in the countryside, etc.) and to visit a wide range of institutions where, by linking areas of education to real life and offering interaction, they can take advantage of a range of opportunities not only to gain contextual knowledge but also to develop skills and gain practical experience. In addition to research and project-based learning, there is also an opportunity to use creative learning methods and STEM concepts. In addition, the use of these methods in pupils' education has a strong motivational overlap with lifelong learning.

School modernisation and equipment

In view of the planned revision of the curriculum, it is necessary to prepare and sufficiently support schools that are to see their current teaching method transformed in connection with the modernisation of the content of education. A key competence-based approach needs to be adopted. Its widespread and sufficient adaptation in education has not yet been successful, mainly because of insufficient support for head teachers and teachers, both in the development of school curricula and in the modernisation of educational methods and forms. We will also focus on the overall modernisation and equipping of schools. A school must be a place responding to the technological and social changes associated with global megatrends and the concept of the fourth industrial revolution, while taking into account the requirements of sustainable development.

### 1. Revise the curricula

Core and further developed curriculum

The revised framework curricula will be based on the existing framework curricula while maintaining their basic structure and concepts. The two-tiered curriculum, i.e. at the level of the framework curriculum and the school curriculum, will also be maintained. The revision of the framework curricula brings an opportunity to adapt the curriculum and redefine core and further developed curriculum. The primary and lower secondary education curriculum includes a lot of content, not all of which is intended to be part of the common core curriculum. Therefore, the content of the curriculum will be assessed and revised where necessary. The framework curricula will be updated on an ongoing basis (in cycles, taking into account the need not to increase the administrative burden on schools) so that the content and objectives of education truly reflect the educational needs of pupils. Teachers and other education professionals will be involved in their development and updating.

Nodal points

The expected outcomes of the Framework Curriculum for Primary and Lower Secondary Education will be defined for the nodal points in years 3, 5, 7 and 9. In years 5 and 9, the outcomes will be mandatory. In years 3 and 7, only the outcomes in Czech language and literature, mathematics and a foreign language will be mandatory. Other outcomes at these nodal points will be recommended. Compared to the current situation, there will therefore be a nodal point in year 7, which, as now in year 3, is primarily intended to be a tool for the early identification of risks and subsequent targeted support for individual pupils. Among the expected outcomes of the framework curricula, a distinction will be made between so-called core outcomes, defining a common minimum for all pupils, and further development outcomes, which will be the basis for individualising the education of everyone according to their aptitudes and interests and facilitating effective support for talented and gifted pupils. At the same time, the proportion of optional lesson time that schools can use to focus on learning areas of further development, e.g. in the form of separate modules, will be increased.

Reduction of the learning volume

In order to improve the quality of teaching and to reduce the burden on teachers, the revision of the framework curricula will entail updates of the expected outcomes in order to significantly reduce the volume of overall learning content of the school curricula. This reduction is also a prerequisite for creating time in the pedagogical process that will allow teachers to draw on a variety of appropriate forms and methods of teaching, enabling pupils to achieve a deeper understanding in a broad context. We will update the curriculum in the various learning areas and subjects by structuring it into core, further developed and optional learning to enable pupils to acquire key competences. The content of education must be proportionally challenging in relation to the pupils' development, linked between the levels of education and balanced between the different areas.

### 2. Ensure support for the implementation of the revised curriculum

Model school curricula

The aim of the revision of the framework curricula is to create a curriculum that responds to current trends in society with the intensive support of schools and teachers. As part of the preparations for the Framework Curriculum for Primary and Lower Secondary Education, model school curricula will be developed.

Practical and methodical classroom aids

Each primary and lower secondary school will be able to decide whether to use centrally-developed model school curricula or to draw up its own programme with effective support. This will give sufficient freedom to schools that are innovative or operate under specific circumstances, while providing support to those schools that do not have the capacity to develop their own curriculum.

Beyond the scope of support for the creation of school curricula, practical and methodical classroom aids (teaching materials, digital learning resources and classroom aids, including methodical support on how to work with them) will be developed. These will be directly usable in teaching and aimed at actually mastering the core learning outcomes. This form of support will be complemented by the in-depth and intensive methodical support necessary for the actual adoption and practical mastery of the revised curricula.

### 3. Reinforce the competence-based approach in education

Key competences

It is essential for the innovated framework curricula to retain a competence-based approach to education while being feasible and understandable for teachers. To date, the implementation of the competence-based model in education has not been successful due to the lack of a clear definition of key competences and insufficient support for head teachers and teachers. It is therefore necessary to update key competences, taking into account the EU Council Recommendation of 22 May 2018 on key competences for lifelong learning.

The definition resulting from this step will make it possible to refine the terms of reference for the development of curricula that reflect changes taking place in society. The selection of a competence-based approach will also support and strengthen the continuity of the different levels of education, enable better interconnection between formal and non-formal education, and develop pupils' competences for lifelong learning, a prerequisite for long-term participation in society and employability. At the same time, a competence-based approach must not mean moving away from knowledge, but, instead, supporting pupils' ability to apply this knowledge in practice in different contexts and conditions.

### 4. Support the individualisation of education

Developing the potential of all pupils

At the same time, the transformation of the content and methods of education will create sufficient space for the individualisation of teaching. In order to make education more effective and develop the potential of all pupils in mainstream education and to meet the strategic objectives, we will promote the individualisation of teaching and the increased use of didactic practices that enable the education of heterogeneous collectives. The development of the individualisation of the educational process can be supported, among other things, by the greater integration of digital technologies into teaching, as well as by more space for learning in the real world outside the school – in the community, institutions, companies, the countryside, etc. It is also necessary to make greater use of formative assessment to support the learning process and take responsibility for self-learning.

## 1.2 INNOVATION IN EDUCATION

Experience from successful education reforms shows that we need to start with what works, i.e. by using examples of good practice. In order to ensure that all pupils acquire a sufficient and comparable level of knowledge, skills and competences, it is essential that the range of methods and forms of learning be sufficiently diverse to allow for a personalised approach. At the same time, it should be accepted that the effectiveness or relevance of particular approaches may vary, depending on the specific conditions. Similarly, it is essential to ensure conditions for the systematic evaluation and dis-

semination of innovations. The advantage of our education system is that schools enjoy a high degree of autonomy, which is favourable from the point of view of innovation and experimentation.

Educational programmes  
of other institutions

In educational innovation, it would be appropriate to consider, for example, the quality curricula offered by memory, arts and other cultural institutions, or institutions providing environmental or research-based education, locally embedded and service-learning, and outdoor learning. These innovations should be encouraged, interlinked and integrated into learning not only in schools, but also in real natural and social settings.

### 1. Create conditions for innovation

Pedagogical  
experiment

Innovative projects should be viewed as a “laboratory” in which new educational approaches are piloted that can benefit the whole system in the future. Entry conditions will be set and the scope of the pedagogical experiment will be defined, including the limits of possible deviations from existing regulations. The contribution of pilot projects and pedagogical experiments to improving the quality of education will be monitored and evaluated, and proven innovations will be disseminated to other schools, especially by sharing examples of good practice.

### 2. Promote innovation and the dissemination of good practice

Examples of  
good practice

Methodical and financial support will be given to systematically interlink innovative schools with others. High-quality innovative and inspiring schools will become local centres of innovation and will help to introduce innovation and transfer examples of good practice to other schools. The education system must reap the benefits of successful examples of innovation and encourage their widespread dissemination. This is where the central support unit could play a key role.

### 3. Promote principles of sharing

Mutual cooperation

In order to make improvements in the quality of education a common practice, it is necessary to create a system of support for mutual cooperation between schools and professional sharing between teachers, not only in the field of didactics and methodical guidelines. The cooperation of schools and individual teachers, as well as the sharing of experiences, both positive and negative, helps to overcome obstacles and contributes to more uniform improvements in quality at all schools. The sharing of staff, facilities and equipment can be an effective tool in reducing inequalities and maximising the use of resources, whether in the form of shared jobs, specialist classrooms, sports facilities or didactic materials and know-how.

## 1.3 EVALUATION IN EDUCATION

No to studying  
for exams

Day-to-day life in schools is often more influenced by the way final assessments are carried out than by the educational goals set. Pupils and their parents naturally want good grades (and not only) in their end-of-year reports. Parents expect the school to prepare pupils well for upper secondary school, university or matura exams, and they want to know how their school compares to others. Schools have to cope with these expectations. Therefore, the assessment processes set up and the ways in which knowledge is tested have a major impact on what is taught in schools. For this reason, continuous assessment needs to be developed in an innovative way and the concept of a single entrance examination and the common part of the matura examination needs to be changed so that it tests to a much greater extent how much pupils have assumed the competences set out in a particular curriculum.

In the Czech Republic, discussions about the content of education and the way in which educational results are verified have often been held separately. The two areas are also separated institutionally. We need to bridge this gap. The formulation of the

Continuous verification  
of educational progress

required content must always go hand in hand with the search for a way of verifying the extent to which pupils have mastered the content.

The verification of educational progress must become part of the daily pedagogical process. If we want to improve pupils' learning, we need to continually improve work and development of teachers. Unless the teacher is able to assess the extent to which pupils are achieving their learning goals, or at least getting close to them, any change is effectively random. In contrast to assessments of knowledge, the assessment of progress towards competences is more difficult and teachers need to be given useful support in this regard. One of the desired changes is the way of working with an error. An error should not be seen as a reason for punishment but as a natural part of the process of learning, finding solutions and learning effective practices.

In the Czech education system, there is a large gap between schools regarding their expected outcomes. In order to improve the quality of the whole system, sufficient and formative feedback on the quality of the school's work and operational, focused and intensive support for schools facing problems in meeting the Quality Schools criteria is necessary.

Formative  
assessment

Continuous and systematic verification of knowledge and skills at the level of specific pupils and the school itself is essential in order to take measures that will help to improve the quality of education for each individual. Summative assessment serves a specific purpose; and therefore, occupies an important place in education. Nevertheless, the use of formative assessment, which contributes effectively to pupils' educational progress and the development of their competences, should be encouraged most of all. The forms and methods of assessment in education are evolving, and trends include, for example, an increased emphasis on self-assessment of pupils and teachers, which is often non-binding and informative and serves to enhance self-reflection, portfolio assessment, and the use of digital technologies as a tool to facilitate and streamline assessment in education.

We will ensure the gradual introduction of formative feedback in all schools, with a priority focus on the primary level of education. Where schools keep to a summative assessment of outcomes, formative feedback will be used in parallel.

We will provide schools with maximum methodical support in implementing formative assessment, whether in the form of support materials, teacher training or methodical support for staff. An integral part of the transformation of educational assessment in schools will be educating parents and informing them about the principles and benefits of formative assessment so that they understand and accept its introduction into the everyday life of schools.

### 1. Introduce verification of the achievement of outputs at nodal points

Years 3 and 7

An essential part of the school's curriculum work is the ongoing verification of the achievement of expected outcomes and the educational progress of pupils. At the same time, regular verification of the achievement of the outcomes set by the framework curricula at school level also presents a means of providing feedback for a particular school and for managing the effectiveness of the education system. Verification of the achievement of the recommended outcomes in years 3 and 7 will be in the competence of the individual school and will be used to monitor pupil's performance and for formative feedback, as a tool for identifying risks and early support. Schools will be able to use sets of verification tasks and other tools such as coursework, pupil portfolios, etc., for verification.

Years 5 and 9

Verification of outcomes in years 5 and 9 will be carried out in all schools in only three subjects (Czech language and literature, a foreign language, and Mathematics and its applications). The potential of this tool will be used by the schools themselves, primarily

as feedback to help them on their way to the quality implementation of the framework and school curricula. In an anonymised form, it will also be used to monitor the effectiveness of the education system, but not to compare individual schools. It is necessary to identify systemic risks early and provide targeted support to schools. Verification of the mandatory outcomes in the three priority areas of education in year 5 will be ready by 2023. Blanket verification in year 9 will take place for the first time after four years since the start of verification in year 5.

### 2. Change the concept of the single entrance examination

Entrance examinations

The content and form of entrance examinations will be adjusted in correspondence with the revised Framework Curriculum for Primary and Lower Secondary Education and to reflect the competence-based concept of the curriculum as a whole.

Head teachers will be encouraged to use other assessment options within the school-based part of the admission procedure (pupil portfolios, aptitude tests, profile tests, etc.).

After the introduction of blanket verification in both years 5 and 9 and an evaluation of its functionality, options for the organisation of pupils' admission to secondary education will be considered.

### 3. Change the concept of the maturita examination

State maturita

The state maturita examination will be kept as a means of standardising outcomes. The basic version of the didactic tests will set the minimum knowledge and skills baseline to be achieved by each pupil enrolled in the study programme with the maturita examination. The maturita examination as a whole will reflect more closely the competence-based model of education. The distribution of state maturita examination assignments will be computerised.

School-based maturita

Head teachers will be supported in the conception and implementation of the internal (school-based) part of the maturita examination. The aim of the school-based part of the maturita examination is to comprehensively verify how pupils have mastered the outcomes of the curriculum, with an emphasis on the competence-based concept. Appropriate forms include coursework, pupils' portfolios, practical parts of maturita examinations, etc.

## 1.4 DIGITAL LEARNING

Digital environment

Education plays a key role in the transformation of the economy and society influenced by the development of digital technologies. The relationship of pupils and teachers to digital technologies is an important factor in the educational process. While pupils today make extensive use of digital technologies, the aim is for them to be able to use their knowledge and skills responsibly, independently and appropriately in the context of education, work or play. In the digitalised world of the 21<sup>st</sup> century, it should be given that pupils are able to search, sort and critically evaluate information. They need to be able to take advantage of the opportunities of the digital environment, but at the same time be prepared for the risks of using digital technologies. In this process, the teacher is the one who will show pupils the upsides and downsides of using information technology and the risks involved, and teach them how to use it to obtain relevant information.

Computational thinking

The suitable and age-appropriate use of digital technologies should be a matter of course in all areas of education. It should become a meaningful part of the teaching process and promote both computational thinking and digital literacy among pupils. The teaching of Informatics itself should not be limited to the principles of digital technologies, but should be a prerequisite for the effective application of digital technologies in all areas.

In the context of the rapidly advancing digitalisation of society, a crucial task appears to be the educational process's focus on the development of skills that are unlikely to be replaced by automation in the medium term, and to develop unique skills that can be used in positions with high added value. Complex skills, multidisciplinarity and computational thinking will become increasingly important. Considering the momentum of the changes, the education system must also be flexible enough to focus on developing knowledge and skills that will be applicable to the future, rather than the current, labour market.

Thanks to the technological trends affecting education, teachers can improve the efficiency and quality of teaching, but also more easily develop innovative methods and forms of education. In order to introduce technology and innovation into classrooms, it is necessary to ensure appropriate conditions in terms of hardware – equipment, software and the applications of the infrastructure (safe capacity electrification, internal connectivity, external connectivity) and maintenance.

### 1. Ensure the promotion of digital literacy for all pupils

The transformation of the content of education towards digital literacy and computational thinking, or the use of digital technologies and resources in general, must not be limited to the teaching of information science or related areas, but will become an integral part of education as a whole. Methodical support will be provided to teaching staff for the application of digital technologies in all disciplines across educational areas as a natural part of primary, lower and upper secondary education.

### 2. Support the digital competences of all teachers

The support of teachers is a condition for the transformation of the content of education and the quality of education in general. As the role of the teacher is irreplaceable in the development of digital education, we will place an emphasis on strengthening the digital competences of teachers, both during their teacher training and subsequently in their further education. It is also necessary to support mentoring and the sharing of good practice when integrating digital technologies into the teaching practice. Support will be given to activities that strengthen teachers' abilities to work with a variety of digital learning resources, to plan and implement the use of digital technologies at different stages of the learning process, to work responsibly with digital content and to build and develop pupils' digital competences.

Technology should be a tool for developing new methods and forms of education and assessment. We will strive to increase the effectiveness of teaching through technology and to truly integrate digital technologies into communication with pupils. Technology will be used to adapt teaching to the pupils' individual needs and to make didactic practices more effective. This transformation will be carried out through methodical support for teachers and the creation of appropriate conditions.

Teachers and pupils will be assisted by digital tools for the individual assessment of learning outcomes, as well as for self-assessment. We will support platforms that enable pupils to gain greater learning autonomy, as well as the individualised development of their potential. The information and data generated by the new tools will be used to evaluate school curricula (i.e. the achievement of learning outcomes) and as a source of information on the training needs of teachers (i.e. a basis for further training to support the achievement of better learning outcomes).

### 3. Reducing inequalities and preventing the digital divide

Pupils who do not have sufficient digital competences, access to digital technologies or internet access are at risk of digital exclusion. It is incumbent on the education system to close the digital divide among pupils, regardless of their socio-economic, health or other disadvantages, by promoting non-discriminatory access to quality education and



creating conditions conducive to increasing their digital competences at school, not only in the classroom (e.g. school clubs, accessible technology for pupils, etc.). If digital technologies are available and used appropriately in education in all schools, they can make a significant contribution to reducing educational inequalities.

## 1.5 CIVIC EDUCATION

In view of the changing landscape and social developments, the field of civic education and education for sustainable development needs to be considered. The aim of civic education is to equip citizens with the competences needed to live responsibly in a democratic society, i.e. the skills and knowledge to uphold and promote democratic values and attitudes, protect human rights and develop civic cohesion. Civic education should guide people to mutual respect and tolerance, to critical thinking, an active interest in public affairs, and life around them.

The aim of education for sustainable development is to equip citizens with the competences (knowledge, skills and attitudes) to act in a socially and environmentally responsible manner (to act responsibly towards nature and people). In other words, it is the ability to act as a responsible citizen and to participate fully in civic and social life, based on an understanding of environmental social, economic, legal and political concepts and structures of contemporary democratic society, as well as global development and its sustainability. Media literacy, critical thinking, the ability to reflect on oneself, to manage time and information effectively, to understand social events in an international context, to work in teams and to have an awareness of and respect for diversity and cultural identities also count as essential competences.

### 1. Promote the development of civic competences

We will support the development of knowledge, skills and attitudes related to the functioning of the individual in society and the state, with the ability to communicate effectively with others in the common or public interest, including the protection of human rights, the sustainable development of society and the prevention of socio-pathological phenomena. Personal development also includes the ability to choose an educational path and prepare for a career. This includes critical thinking and complex problem-solving skills, as well as skills in developing arguments, and constructive participation in local activities and decision-making at all levels, from local and national to European and international. Equally important is the ability to approach traditional and new forms of media critically, to analyse and work with media outputs and to understand the role and function of the media in democratic societies. This includes the ability to effectively seek out and verify information. These interventions will involve children, pupils and students, as well as their parents and the general public.

### 2. Incorporate sustainable development principles into education

Sustainable development, cross-cutting reflections of sustainable development, and consideration of this area in the forms and methods of education are a prerequisite for understanding the interconnectedness and interrelationship of economic, social and environmental aspects of development at local, regional, national and global levels. We want to ensure that everyone acquires the knowledge and skills needed to promote sustainable development, including through education centred on sustainable development and sustainable living, climate change, human rights, gender equality, tolerance, promotion of the culture of peace and non-violence, citizenship and recognition of cultural diversity, and the contribution of culture to sustainable development.

Living responsibly  
in a democratic  
society

Education for  
sustainable  
development

## 1.6 SAFE ENVIRONMENT IN SCHOOLS, DEVELOPMENT OF PARTICIPATION AND AUTONOMY

Well-being

Compared to the international average, it has been found that Czech pupils do not have a good relationship towards school, and like it the least of all OECD countries. Reluctance to attend school increases at the end of primary education level and is higher among boys. This is also linked to the issue of risky behaviour. The most common problems are poor relationships between classmates, infractions of school rules, bullying and cyberbullying. There is a lack of focus on psycho-hygiene, with almost no programmes to prevent depression, anxiety, distress and suicidal tendencies. Pupils lack information on mental health. A significant percentage of them experience school-related anxiety. In order to address this problem, there is a need to develop functional social behaviour in pupils. This is still limited in the education system. At the same time, conditions need to be created in schools and non-formal education to develop functional social behaviour in pupils.

Participation and accountability

Other phenomena related to the attractiveness of schools and their climate are the possibility of pupil participation and autonomy in the choice of educational methods. Pupil involvement in the participation process has been increasing in recent years. The number of schools with a pupil parliament is increasing. The level of their activity varies considerably across schools and their functioning is often rather formal. In their opinions, pupils often simply support the decisions of adults, without having the opportunity to participate actively themselves. The most common areas in which pupils can be involved are extra-curricular events, their planning and implementation, the handling of relationship problems in class groups and the opportunity to influence the appearance and equipment of the school facilities. They are less able to influence the selection of teaching methods and even less the content and objectives of their education, which is an essential condition for the development of their own educational autonomy.

### 1. Ensure that the framework curricula place an emphasis on the development of personal and social competences across the curriculum

Development of the personality

The framework curriculum will cross-sectionally accentuate the development of pupils' personal and social competences. The topics of psycho-hygiene, psychosomatics, mental changes, mental development, mental hygiene, and mental and social health will be considered. More emphasis will be placed on the prevention of risky behaviour. The acquisition of competences in these areas will help to ensure the development of social sensitivity, interpersonal perception and empathy.

At the same time, through these competences, the capacity for self-knowledge will be developed, enabling pupils to reflect on and regulate their own state of mind. Pupils will be able to better express their own feelings, apply appropriate methods of communication and become aware of stereotypes and prejudices. Pupils will improve their ability to respond appropriately to difficult situations and be able to apply healthy ways of managing stress. These themes will be accentuated in the primary preventive actions of schools. They will also include activities geared towards the destigmatisation of mental illness.

### 2. Strengthen the principle of pupil participation and autonomy in schools

Pupil involvement

In order to develop the role of the school as a democratic institution, pupils' participation skills will need to be strengthened. The framework curriculum will emphasise the development of social and civic competences that strengthen pupils' participation in school and community life. We will encourage schools to develop pupil parliaments as a vehicle for the development of pupils' participation skills. Pupils will be more motivated to participate in other school events where they will be given space to get involved. The revision of the framework curricula will create better conditions to set a mix of subjects giving pupils the opportunity to influence the direction of their education.

The framework curriculum will create space for cross-subject links in activities and projects outside the school. Schools will have sufficient methodical support to develop systems that promote pupil autonomy.

### 3. Reinforce the safe climate at school level

Prevention of risk  
behaviour

The school management should develop a climate in which pupils, teachers and parents feel comfortable. Developing relationships and mutual trust at the level of the participating stakeholders, fostering a motivating environment and setting up support to achieve educational goals and the best possible learning outcomes for pupils are essential. Therefore, we will place a focus on strengthening individual work with pupils and preventing risky and undesirable behaviour in the undergraduate teacher training of the future teachers and in the framework of educational programmes for the further education of pedagogical staff aimed at their further professional development. In the context of the primary prevention of risky behaviour among children and young people, the coordination of school and school counselling services – prevention coordinators and methodologists, and the system of their educational and methodical support – will be strengthened. For school counselling centres to function effectively, it is necessary to take into account the extent of their direct pedagogical activities in line with the number of pupils at the school. Pupils' responsibility for their actions will also be strengthened, in keeping with their age-appropriate intellectual and voluntary maturity.

### 4. Reinforce the participation of parents in the functioning of the school

School councils

In the context of improving the climate at schools, it is necessary to strengthen the relationship between parents and the school, to increase open partnership communication and to boost parental participation in determining the direction to be taken by the school. Therefore, we will focus our attention on supporting the work of school councils, through which parents can participate in the governance and development of the school together with representatives of teachers and the school founders. Methodical support will be established to strengthen school councils. This will include a methodical guide to provide basic information to school council members and potential candidates on what possibilities are open to the school council and how this body can be used effectively at school level.

## 1.7 VOCATIONAL EDUCATION IN UPPER SECONDARY AND POST-SECONDARY VOCATIONAL SCHOOLS

Preparing not only for  
professional life

Vocational education is an integral part of the education system, with almost 80% of upper secondary school pupils being educated in it. The aim of upper secondary and post-secondary vocational education is to prepare graduates for the skilled pursuit of professions and work activities or for further education. At the same time, however, it should also create the conditions for a high-quality and fulfilling life, lifelong learning, independent decision-making and critical handling of information.

The demands on upper secondary education thus reflect the need to focus on strengthening the common elements of the general foundation and emphasising the development of key competences, but not only with a view to long-term employment and further education. There is a need to create the right conditions to facilitate the transition of school-leavers into employment, but also to facilitate the transition of pupils, especially those with disabilities and social disadvantages, into post-secondary vocational or higher education.

New modern fields  
of study

New fields of education demanded by the labour market are being included in the education system, and not only due to the process of digitalisation and robotics. However, there are still certain fields of study that are no longer relevant, either because they are outdated or because they are too narrowly specialised.

Improving permeability

Besides the outdated system of subjects, upper secondary vocational education is problematic in terms of the poor permeability. This creates dead-ends, reducing or preventing opportunities for further employment, development and lifelong learning. The strong link between the attainment of a professional qualification and the successful completion of a level of education can also be viewed as a weakness. It is not uncommon for pupils to successfully complete a three- or four-year course but fail the final exam and, although they have the basics of vocational education, they leave the education system with only a lower secondary education level of attainment and no professional qualification.

Cooperation with employers

Although examples of good practice in vocational education are growing in numbers, as employers are successfully involved in vocational training and in providing pupils with work experience, there is not yet a systematic and well-functioning link between the sphere of education and the world of work, enabling the school system to respond to the changing demands and needs of the labour market. It is necessary to expand the possibilities for training pupils and students in the real working environment. Therefore, the introduction of a dual system of education in a modified form, adapted to conditions in the Czech Republic, i.e. using the broadest possible opportunities and forms of voluntary cooperation between schools and companies, will be supported. Direct communication with representatives of employers will also be supported in order to set up information transfers on the possibilities for the vocational training of pupils in the real workplaces of employers, and on the potential benefits stemming from this cooperation.

For these reasons, it is necessary to find the optimal mix of subjects and then revise the framework curricula. School-leavers must have the competences necessary to enter the labour market, while the subsequent system of training in the professional environment will be loosely build on the previous phase of the education system. School-leavers also have to have acquired the competences for studying and participating in civic life, so that they are prepared for lifelong learning, development and their role in society. In general terms, the education system should prepare school-leavers to be equipped with competences that are transferable over different times, fields and roles in life.

### **1. Innovate the system of subjects in upper secondary and post-secondary vocational education**

Updating fields of study

The main aims of innovating the system of subjects are to make this system clearer and simpler and to define the fields of education in which pupils and students are to be prepared for professional life in the changing conditions of the 21<sup>st</sup> century. The overly narrow profiling of some subjects will be reconsidered. Outdated and overlapping subjects will be discontinued. Under qualification laws, the requirements for attaining the relevant levels of education for each field of study will be revised. Interdisciplinary elements will be encouraged in related fields, such as electrical engineering, mechanical engineering and information science. Vertical permeability between education levels will be ensured so that it is possible to transfer between them on the basis of the principle of the head teacher's recognition of prior learning. A system of units of learning, the acquisition of qualifications and their sub-elements (professional qualifications under the National Register of Qualifications) in the course of education will be implemented. These principles will also be applied on a horizontal – i.e. interdisciplinary – level.

### **2. Revise framework curricula for vocational education**

General basis

Revisions of the comprehensive education component of framework curricula for upper secondary vocational education will pick up on revisions of the framework curricula for primary and lower secondary education. An emphasis will be placed on the competence-based model and the need to develop competences in all pupils for active civic, professional and personal life. The revised framework curricula will include the possibility of linking school curricula with the National Register of Qualifications on the basis of the outputs of the system project titled Modernisation of Vocational Education.

In all fields of study, the development of pupils' digital literacy and computational thinking, along with the topics of sustainable development and responsible citizenship, will be incorporated into revisions of the framework curricula. The current framework curricula will be revised to take into account the redundancy of certain topics and contents. This could free up space to strengthen vocational and transferable competences. In addition, the revisions of the framework curricula should focus on topics related to digitalisation – automation – robotics, as well as on study fields with high added-value.

Vocational  
component

One of the important elements leading to the transformation of vocational education in accordance with the ongoing changes in the labour market may be the modularisation of the curriculum and a greater share of teaching (in terms of both practical and theoretical vocational education) carried out in cooperation with employers. Employers' organisations and representatives of the business community will be involved in the process of optimising and updating the content of fields of study. The modularisation of the vocational component of education in particular will enable the objectives and content of teaching to be linked to the requirements of the labour market in line with its changes. Another area is the creation of space for interdisciplinary links and increased flexibility for schools in the development of the content and organisation of education through their school curricula.

### 3. Modify the conditions for obtaining professional qualifications and attaining levels of education

Qualification  
requirements

Under qualification laws, the requirements for attaining the relevant levels of education will be reconsidered. For example, consideration will be given to whether a field of education must necessarily be completed with a maturita examination if, for the purposes of a trade authorisation, a retraining course or the acquisition of a professional qualification under the National Register of Qualifications is sufficient. The conditions for attaining an upper secondary level of education and a professional qualification will be adjusted.

This measure will also address situations in which a pupil successfully completes education in a three- or four-year field of education but fails the final exam (that would have resulted in either an apprenticeship certificate or a maturita certificate). In this situation, that pupil now has the basics of vocational or comprehensive education, but in the eyes of the system has attained only a lower secondary education. This fact will also be addressed in relation to qualification laws and the needs of employers.

Consideration will also be given to the variant of a "vocational maturita", where a pupil who passes the "profile" (school-set) part of the maturita but fails the "common" (state-set) part may, in terms of qualifications, pursue a regulated profession or trade, but is not entitled to enter university, as this is tied to successful completion of the common part of the maturita examination.

### 4. Strengthen career guidance, cooperation with employers, ministries and other partners

Career  
development

The framework curricula will include systematic work on the career development of each pupil and the strengthening of their professional identity and links with their field of education. The aim is to reduce drop-outs and "cross-disciplinary drift". The focus will be not only on the role of career guidance in schools, but also on developing teachers' skills to support pupils in completing their studies and making the transition to the labour market. Schools will be supported in the ongoing development and strengthening of career guidance services and their individualisation. The system of support for schools will also reflect project activities implemented locally. In the context of drop-out prevention, schools will also be supported in identifying pupils at risk of failure, who should receive increased attention in the guidance process.

Strengthening the entrepreneurial spirit

A well-functioning model will be created to link education and the world of work, enabling the education system to respond to the changing demands and needs of the labour market. It is important for this to be a two-way link and for communication between the world of work and the world of education to be functional and effective. It is equally important to foster the entrepreneurial spirit and encourage pupils' aspirations to start and run their own business.

Quality standard for company and school workplaces

In the field of vocational education, the Ministry of Education, Youth and Sports will focus on expanding the possibility for pupils and students to train in a real working environment. Therefore, the introduction of a dual system of education in a modified form, adapted to the conditions in the Czech Republic, will be supported, i.e. using the broadest possible opportunities and forms of voluntary cooperation between schools and companies. Direct communication with representatives of employers will also be supported in order to set up information transfers on the possibilities for the vocational training of pupils in the real workplaces of employers, and on the potential benefits stemming from this cooperation. This measure will include the development of a quality standard for company and school workplaces where practical training takes place. Conditions will continue to be created to involve more experts in the field in teaching and to organise placements for teaching staff at companies. Cooperation with employers' representatives will be developed, supported by an agreement on the division of responsibilities for the different areas of initial training. Opportunities for training pupils and students in a real work environment using elements of dual education will be expanded. This measure will include the development of a quality standard for company and school workplaces where practical training takes place.

Conditions will continue to be created to involve more experts in the field in teaching and to organise placements for teaching staff at companies. Cooperation with employers' representatives will be developed, supported by an agreement on the division of responsibilities for the different areas of initial training.

The systemic involvement of relevant ministries (e.g. the Ministry of Industry and Trade, the Ministry of Agriculture, the Ministry of Labour and Social Affairs, the Ministry of Health, the Ministry of Regional Development, and the Ministry of Transport) and regions (depending on the link between the sectoral structure and the system of fields of study) in supporting the relevant schools or fields of study will be initiated through a government-approved action plan, which will be drawn up. Employers will also be involved in direct and indirect support to schools under cooperation agreements.

## 1.8 NON-FORMAL EDUCATION AND LIFELONG LEARNING

The skill to learn

The baseline is the concept of lifelong learning, i.e. an individual's readiness to learn throughout their life. One of the roles of the education system is to create a positive attitude towards learning and to prepare pupils to learn continuously throughout their lives. Educational institutions have the task of encouraging people of all ages to be entrepreneurial on a personal, professional and social level – to acquire the skills to learn independently and to seek opportunities to put those skills and knowledge into practice in accordance with their abilities.

Formal education, non-formal education and informal learning

Lifelong learning is a continuous process conditioned by a person's readiness to learn. It is referred to as lifelong learning, not education, in order to emphasise the importance of each individual's learning activities, which are not organised, i.e. it is a process of independent learning. Lifelong learning includes three interrelated components – formal education, non-formal education and informal learning. Civic education, education for sustainable development and the development of digital competences in cooperation with different providers (e.g. schools, universities, memory institutions, and NGOs) must become an integral part of lifelong learning.

Transformation of  
the labour market

It is clear from the forecasts for the development of society, from the increased use of modern technologies, including robots and autonomous systems, and also in the context of new environmental, economic and social challenges, such as sustainable development, that lifelong learning is becoming an inevitable requirement for individuals within society, and this trend is set to become even more important. According to OECD studies, most existing positions will be transformed, new positions will be created and some existing positions will disappear altogether. It will be more necessary than ever to develop both general and vocational skills throughout life. For this reason, a flexible lifelong learning system must be built and promoted, enabling people to enter it at any time, to identify the knowledge and skills they need, to supplement such knowledge and skills according to their individual requirements, and to have the skills and knowledge they have acquired validated in a nationally recognised system.

Compared to previous generations, young people today are experiencing a relatively long period of transition to full adulthood, which is very complex and full of challenges and choices that they must navigate through and respond to in order to cope with life. An important objective of Strategy 2030+ is to contribute to improvements in the quality of life of young people, in particular through the development of their personality so that they can respond adequately to the constantly changing environment and use their creative and innovative potential in practice and in their active participation in society. It is necessary to respond to new trends and the associated new, ever-changing challenges in the life of the young generation.

Non-formal education

It is important that the system of non-formal education has a range of varied, quality and accessible activities offered by organisations providing non-formal education. Non-profit organisations that work with young people all year round play an important role in this aspect. The importance of organisations in non-formal education is not only that they work directly with children and young people in their free time and educate them through shared experiences. They also influence most of these children throughout their adolescence and affect the course of their entire lives. These stakeholders provide the education system with what is much needed and wanted today, and what the formal education is often lacking. This includes education through experience (experiential education), education on personal accountability and responsibility for others, education through direct contact between children and young people and nature, education on volunteering, education on participation, etc.

Life skills

Non-formal education takes many different forms. From small individual or group activities to highly contextualised standardised educational programmes, time-limited or long-term programmes implemented in the formal school system, or, conversely, programmes and leisure activities completely separate from school education. However, even these complement formal education, because it is through non-formal education that key life skills, character development, responsibility, a healthy lifestyle, adaptability, resilience, perseverance, communication, creativity, teamwork, problem-solving, knowledge of strengths and weaknesses, etc., are significantly strengthened.

### 1. Development of competences for lifelong learning

Education  
throughout life

In a rapidly changing environment, it is essential that people learn continuously throughout their lives. In this respect, it is essential to equip children, pupils and students with competences for lifelong learning throughout their initial education. A much more active role can also be envisaged not only for schools and school facilities, but also, for example, for memory institutions (especially museums and libraries), eco-centres and science centres, arts and other institutions in the provision of non-vocational further education (especially civic education) and lifelong learning. The aim of civic education is to equip citizens with the competences needed to live responsibly in a democratic society, i.e. the skills and knowledge to advocate and promote democratic values and attitudes. It is also necessary to promote public information, through appropriate educational tools, on new technologies, so that the public has the opportunity to try out these

tools in practice and to learn about their pros and cons. In this respect, adult education should also be promoted through a sufficient supply and availability of non-vocational training courses that will result in the development of functional literacy and civic competences.

## 2. Support of further education

Interministerial cooperation

Further education is a way for adults to cope with changes throughout their lives, whether social, economic or environmental. Further education is addressed to varying degrees by several ministries, other institutions and social partners – representatives of both employers and employees. It is therefore necessary to place an emphasis on social dialogue and close cooperation between all the stakeholders involved. The Ministry of Education, Youth and Sports will, within its remit, primarily support upper secondary schools and higher-education institutions in their role as providers of further education, as well as the development of career guidance. The National Register of Qualifications will be revised and updated, and the qualifications in the Register will be linked to the vocational component of education in framework education programmes.

## 3. Support for organisations and activities in non-formal education

Leisure activities

The key to the development of non-formal education is the long-term and stable support for organisations working with children and youth in their leisure time. These organisations, through their activities, create a specific educational environment that is different from formal education. The environment develops not only knowledge and skills, but also values and attitudes that are beneficial for the whole life of the individual and society, especially in non-traditional educational forms. The meaningful use of leisure time has long been established as effective form of preventing negative influences. At the same time, non-formal education acts as a safety net for those who fail in formal education (either by dropping out or by not succeeding in their studies). Cooperation between ministries, different sectors of society involved in and affecting the lives of young people and working to their benefit, as well as international cooperation and the implementation of strategic documents in youth-related matters, is essential to the implementation of government policy for the younger generation.

Therefore, we will create a stable and predictable environment for the activities of organisations working with children and young people. We will target subsidy schemes and calls under operational programmes with a view to supporting their activities and stability. These subsidy schemes will focus on direct activities with children and young people, staff training, and personnel costs, as well as on material and technical facilities for non-formal education. We will also support volunteering with the aim of developing solidarity and tolerance between people, recognising volunteering in formal education, and creating opportunities for the population to engage in volunteering activities.

Support for volunteering

## 4. Interlinking different forms of education

Innovative forms of work with children

Interlinking formal and non-formal education is beneficial for both areas of education, and especially for children and young people. It benefits from communication and cooperation between teaching staff and other staff or volunteers working with children and young people. It is essential to take account of informally acquired knowledge and skills in pupils' formal education and to find new and innovative ways of working with children and young people. In both formal and non-formal education, work with children and young people must contribute to the establishment of relationships with adults based on mutual trust across all generations, to the building of healthy relationships with peers, and to the creation of a safe space that motivates young people to develop their full potential.

The change to the Framework Curriculum for Primary and Lower Secondary Education will be of fundamental importance for the further integration of different forms of education. The revised programme will reflect the new concept of interlinking pursuits



After-school care  
and school clubs

and educational activities that take place within the framework of formal education at primary and lower secondary schools and extracurricular education in after-school care and school clubs. This solution will allow for the logical interlinking and direct continuity of these leisure activities with the compulsory component of education, the more efficient use of staff and financial resources, and a reduction in the administrative burden associated with the separate treatment of these activities.

Extracurricular  
organisations

We will support schools at all levels in cooperation with other extracurricular organisations, employers and professional institutions (e.g. libraries, museums and other memory and art institutions), centres of excellence, science centres, environmental education centres and other providers of educational services, programmes, competitions and stimulating extracurricular activities (training camps, training courses, online education, research activities, etc.).

Outcomes of  
non-formal  
education

We will set up rules allowing informally acquired knowledge and skills to be taken into account in a pupil's formal education – for example, by recognising digital badges, online courses and lectures. Schools will be able to take account of documented non-formal and informal learning outcomes, e.g. in individual pupils' school portfolios, in the admissions process, or in the university credit system.

*“FOR PEOPLE, IF THEY GROW WITHOUT EDUCATION, GROW LIKE BARREN TREES, LIKE THORNS, NETTLES, AND BRIERS. IF THEY ARE TO GROW LIKE GRAFTS IN GARDENS, THEN THEY MUST BE ZEALOUSLY CULTIVATED, WATERED, AND GRAFTED.”*

*JOHANN AMOS COMENIUS*



## 2

## STRATEGIC LINE 2: EQUAL ACCESS TO QUALITY EDUCATION

**STRATEGIC LINE 2**  
Equal access to quality  
education

- 2.1. Reducing external differentiation in education
- 2.2. Disparities and segregation
- 2.3. Case management and interministerial cooperation

## STRATEGIC LINE 2: EQUAL ACCESS TO QUALITY EDUCATION

Ensuring comparable and high-quality teaching in all schools forms a fundamental basis for strengthening equal access to education. It is beneficial to society for many reasons if all children are educated together in high-quality primary and lower secondary schools throughout their compulsory schooling. This results in stronger social cohesion and civic engagement, as well as greater career flexibility, which, among other things, reduces the future risk of unemployment.

### Growing inequalities

At present, however, the level of inequality in Czech education is steadily increasing. International surveys show that the educational results of pupils at the lower secondary level of education tend to decline in the long term, and that the growing inequalities are due to the increasing underachievement of some schools. This leads many parents who care about their children's education to seek educational alternatives for their children, whether in public or private schools. This has the effect of widening the gap between schools even further. In some schools, there are concentrations of pupils of lower socio-economic status, often from unstimulating family backgrounds and with little motivation to learn. Teachers at these schools often doubt that pupils can achieve excellent educational results, and thus the quality of teaching gradually declines.

Naturally, great inequality and premature selectivity in primary and lower secondary education also has an impact on upper secondary and higher education. The PISA 2015 analyses show that lower secondary school pupils in grade year 9 (within the basic education system) are much less likely to want to go to university in the future compared to their peers in multi-year gymnasiums, even if they achieve the same levels of knowledge in tests. Regional differences in the proportion of pupils failing the common part of the maturita examination are also increasing.

### Early selectivity

Pupils are assigned to different educational tracks (primary and lower secondary schools, gymnasiums, selective schools) early on. This has negative long-term consequences for society as a whole. The stark homogeneity of the socio-economic backgrounds of pupils within the different upper secondary education tracks leads to a concentration of educational capital, social capital (social contacts) and human capital (digital, linguistic and other competences) in restricted parts of society. Society spends considerable resources on the subsequent social integration of insufficiently or inadequately educated citizens, as well as on eliminating the threat that their social status will be reproduced in the next generation.

### Support for teachers, head teachers and other educators

A range of individual measures and tools need to be put in place across the whole education system to ensure that each and every citizen has a fair chance of access to quality education. We need to transform the content and method of education so that the potential of all pupils, also taking into account gender equality and eliminating gender stereotypes, is developed in schools. It is necessary to provide support to teachers, head teachers and other educational staff in schools, especially (but not only) in those parts of the education system that are underachieving. We will take measures to reduce the external differentiation and selectivity of the school system, which is manifested not only in the high exodus of pupils to multi-year gymnasiums but also in the division of pupils into sets according to their educational performance. It is also essential to focus

on measures strengthening the pre-school preparation of children from socio-economically disadvantaged backgrounds, as this is crucial for the successful completion of later stages of education, and on the support of these pupils throughout their attendance at primary and lower secondary schools as well as upper secondary school.

## 2.1 REDUCING EXTERNAL DIFFERENTIATION IN EDUCATION

Czech education suffers from extreme external differentiation even at primary and lower secondary level. Compared to other OECD countries, pupils' performance in year 9 depends very much on the type of school they attend. This is linked to the problem of early selectivity and the departure of large numbers of pupils to multi-year gymnasiums. This choice is perfectly legitimate and is often the best possible option for specific motivated parents if they believe that the quality of teaching at the lower secondary education level is of insufficient quality. But it is also essential to see the negatives of early selectivity for primary and lower secondary schools and the education system as a whole.

Exodus to multi-year gymnasiums

The departure of 10–25 % of pupils for multi-year gymnasiums in some regions is inconsistent with the original purpose of these schools. Nowadays, the socio-economic status of the pupil, linked to the wishes and commitment of the parents and their ability to pay for tutoring, exam preparation, etc., is a major factor. If a large proportion of pupils leave for multi-year gymnasiums, there may be a decline in the academic optimism of teachers in the “residual” schools at the lower secondary level, where pupils of low socio-economic status are concentrated. Teachers then have lower expectations of pupils in these schools than in selective schools or sets, and consequently the pupils' educational achievements are lower. When pupils move on to multi-year gymnasiums, the pupils who are left behind at mainstream schools at the lower secondary level become less motivated. This is indicated by the fact that pupils in year 9 who are shown in tests to have the same basic literacy skills are much less committed to further education if they have remained in a primary and lower secondary school with a preponderance of other pupils who also lack the motivation to continue their studies.

Conversely, pupils at multi-year gymnasiums usually want to continue their education even if they achieve only an average level of literacy. Premature high selectivity may reduce the effectiveness of subsequent stages of education – the transition to higher education in the Czech Republic is largely determined by decisions taken on the educational path at year 5 of primary school. This step has a significant influence on the commitment to continue education and is largely based on the motivation and socio-economic background of the family.

Pupils at multi-year gymnasiums grammar schools generally achieve better educational results. However, research suggests that the added value lies mainly in their selectivity (children find themselves in an environment of highly motivated classmates), and only secondarily in the added pedagogical or, rather, educational value. It is therefore the added value that is reflected in the negative effects mentioned above in the rest of the education system.

Socio-economic status of families

The high selectivity and external differentiation of the quality of education at lower secondary level is one of the main consequences of the high dependence of educational outcomes on socio-economic background and the very low intergenerational educational mobility in the Czech Republic. The socio-economic status of families today accounts for about 40 % to 45 % of the variance in mathematical, reading and science literacy test scores compared to the standard of about 30 % in other European countries. Increasing inequalities, the impact of socio-economic status and external differentiation in education are factors that, according to PISA findings, have also contributed to the deterioration of average educational outcomes between 2006 and 2015.

Individualisation

### 1. Improve the quality of teaching at the lower secondary education

We will support improvements in the quality of teaching and strengthening of the opportunities for the individualisation of teaching in the schools at the lower secondary level, which will pave the way for a better-quality education of diverse collectives. Innovations in the field of teaching at lower secondary level will be anchored in the revised Framework Curriculum for Primary and Lower Secondary Education. The emphasis on digital education in primary and lower secondary schools will be strengthened. This will include the provision of the necessary equipment and technical facilities. Innovative approaches in the Framework Curriculum for Primary and Lower Secondary Education will include opportunities to develop and apply pupils' competences in the real world.

Development of potential

Formative assessment, providing effective feedback and opportunities for pupils to make further progress, will be strengthened. Schools will be encouraged to differentiate their teaching across the different areas of study. Pupils will be given more opportunity to tailor the content of the further development curriculum to their own interests. These and other tools will serve to ensure that, even in at the lower secondary education level, the full potential of each pupil is developed and that pupils are motivated to continue their learning and studies.

Exceptional academic giftedness

### 2. Limit the external differentiation of educational paths

At the same time as improving the quality of teaching, we will focus on the lower secondary education level, on reducing external differentiation, and on restoring the original role of multi-year gymnasiums in the system. We will do this in cooperation with their founders. Ideally, exceptionally academically gifted pupils (i.e. about 5–10 % of pupils) will be admitted to multi-year gymnasiums throughout the country, and in no region will the number of pupils significantly exceed 10 %. The multi-year gymnasiums will also provide added pedagogical value which will not be based on mere selection, but primarily on the standard of education provided. At the same time, good pedagogical practices and innovative methods in working with gifted children in multi-year gymnasiums will be transferred to primary and lower secondary schools by sharing examples of good practice.

## 2.2 DISPARITIES AND SEGREGATION

Regions of Karlovy Vary and Ústí nad Labem

The Czech Republic suffers from a large disparity in the quality of its schools. Investigations of interregional disparities in the quality of education show that pupils living in structurally disadvantaged regions, where there are a higher number of socially excluded communities, score lower in tests of educational achievement than pupils living in regions with a higher quality of life. The results of international and national surveys infer that the level of educational attainment in the Czech Republic is influenced not only by socio-economic status, but also by the place of residence. The Karlovy Vary and Ústí nad Labem Regions derogate significantly from the norm in terms of educational attainment. At the level of grade 9 in primary and lower secondary schools and the corresponding years of multi-year gymnasia, this is illustrated by the fact that 44 % of the variance in pupils' results in science literacy (PISA) is due to differences between schools, while the average in OECD countries is only 31 %.

Below-average results in mathematics and science

Similar findings are made by the current round of TIMSS 2015 – a survey of mathematics and science education among pupils in years 4 and 8 of primary and lower secondary school. In general, it can again be stated that, in particular, year 4 pupils in the Karlovy Vary Region achieved below-average results in mathematics and science in comparison with other regions. However, the differences compared to the PISA testing described above are not that significant.

Significant differences  
in results between  
schools

Taking into account the index of home resources for learning (own desk, own mobile phone, internet connection and PC), it can be stated that regional education systems, again especially in the Karlovy Vary Region, but also in the Ústí nad Labem Region, are not able to compensate for the poor home background (household equipment, parents' education) of the year-4 pupils tested. In the Czech Republic, therefore, there are significant differences in results between schools and, conversely, relatively few differences in pupils' results within schools. Within the OECD, we rank ninth in terms of the highest variation in school quality – i.e. the highest impact of a school on pupil outcomes.

Ethnic segregation

The risk of ethnic segregation is another high-risk phenomenon exacerbating the differentiation within the education system. There are still more than 130 schools in the primary and lower secondary education system where Roma pupils account for one third. Of these schools, Roma pupils are the majority in 77. Only in a small number of cases can such a concentration be explained by the prevalence of Roma pupils living in the area.

Different patterns  
for boys and girls

Studies show that segregationist tendencies can result from the purposeful use of catchment areas in towns, the recommendation of “easier” (in terms of perceived reputation) primary and lower secondary schools as well as former “practical” (i.e. special) schools, and the mass transfer of pupils from the majority population to other schools if the number of minority pupils exceeds a critical threshold (approximately 20 %, but sometimes less). Another factor in the transfer to formerly practical or segregated schools tends to be an increase in school absenteeism and associated poorer performance. The consequences described above show different patterns for boys and girls, which needs to be addressed.

### 1. Reduce regional disparities in the quality of education

We will increase the regional accessibility and affordability of services related to nursery school education, especially in structurally disadvantaged regions where higher numbers of areas are plagued by social exclusion.

Professionalisation  
of teaching staff

We will target some of our financial and non-financial support specifically at strengthening and improving the quality of teaching staff in these regions and in schools with poorer educational outcomes. In regions with long-term lower educational results, we will strengthen the development of teachers' competences in fields aimed at their ability to educate diverse groups of children and to develop the potential of pupils with social and other disadvantages, with an emphasis on pair teaching, the reinforcement of methodical guidelines centred on cooperation with supporting professions (teaching assistants, remedial teachers, etc.), mentoring and the sharing of teachers' experience in working with disadvantaged pupils.

### 2. Remove socio-economic barriers

Particularly in structurally disadvantaged regions and other economically deprived areas, we will make it possible to reduce families' expenditure on the education of their children and pupils, mainly through a system providing free school meals and limiting school-related costs, such as payments for equipment, trips and school events. School transport, various forms of homework, and the interlinking of formal and non-formal education will be supported.

### 3. Curb segregationist tendencies in education

Supporting professions

Increased financial and methodical support will be targeted at schools with a high concentration of pupils from disadvantaged backgrounds. We will create a system for the indexing of financial support that gives schools with pupils from disadvantaged backgrounds more assistance to fund supporting professions (school psychologists, social pedagogues, etc.) and support programmes (tutoring, non-formal education, etc.).

Increased methodical support

We will strengthen our methodical work with school founders in the regulation of catchment areas. We will focus on the creation of maps and the availability of data on segregation in education. We will also provide more methodical support to school counselling centres. We will strengthen their checks and reviews of work in areas where segregation occurs.

## 2.3 CASE MANAGEMENT AND INTERMINISTERIAL COOPERATION

According to many studies, pre-school education generates more added value when it also works with the child's family, thereby reinforcing the family's focus on the child's learning and development. At the same time, research from a Czech setting shows that the academic failure of children from disadvantaged backgrounds is partly related to inadequately addressed psychosocial risks or factors such as children's unstable or non-residential housing.

### 1. Strengthen case management and interministerial cooperation in work with at-risk families and disadvantaged children

Contact with families

We will strengthen the support of case management focused on working with the families of disadvantaged children and on interministerial cooperation between educational institutions, social services (child protection agencies, labour offices, housing support), the health sector (paediatrics, mental health), and non-profit organisations with the aim of consolidating and maintaining contact with at-risk families (low social status, the occurrence of socio-pathological phenomena, etc.) in collaboration with other local institutions.

Preventing academic failure

The aims are to ensure that children participate in pre-school education, to reduce school absenteeism, to strengthen parental competences, to identify other problems that threaten children's academic success (poor-quality and unstable housing, domestic violence, alcoholism and other pathologies within the family or neighbourhood, etc.), and to seek solutions to them.

Interlinking social services

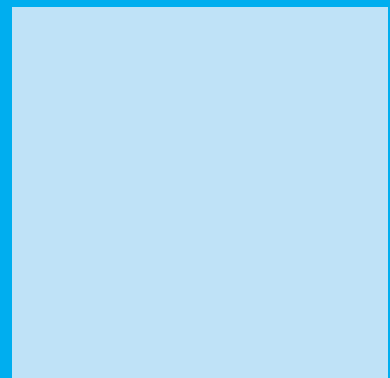
In order to boost the prevention of problems and reinforce early work with families, it is necessary to support the interlinking of social services (child protection agencies, social service providers and other institutions), health care (child psychology, paediatrics, etc.), municipal services (the provision of housing etc.), and non-profit organisations (social problems, over-indebtedness, home tutoring, support for parental competences, etc.).





*“OUR TEACHERS MUST NOT BE LIKE  
THE SIGNPOSTS BY THE ROADS, WHICH  
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*JOHANN AMOS COMENIUS*





# STRATEGIC LINE 3: SUPPORT FOR TEACHING STAFF

<b>STRATEGIC LINE 3</b> Support for teaching staff	3.1 Comprehensive career training and support system 3.2 Supporting the pedagogical work of schools
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# STRATEGIC LINE 3: SUPPORT FOR TEACHING STAFF

To achieve the objectives of this Strategy 2030+, our schools must be run as learning organisations that are able to meet the needs of their pupils and communities. All pupils need to have equal access to quality teaching, so that we can reduce inequalities in access to quality education, and facilitate the maximum development of pupils' and students' potential. School teaching teams need to be able to focus their pupils' education more on the acquisition of the competences needed for an active civic, professional and personal life.

## Motivated teachers

Such schools need capable head teachers and their quality pedagogical leadership, along with well-prepared and motivated teachers who are happy in their profession and can create a quality and equitable learning environment for their pupils. Sufficient numbers of other pedagogical and non-pedagogical staff are also essential to ensure the optimal and effective functioning of the school. The teaching activities of teachers and the head teacher's pedagogical leadership must be supported as key priorities. Effective and equitable education is unthinkable without quality teachers, head teachers and other educational personnel and without their good cooperation.

## Systemic support

In order for schools to provide quality education for every student, they desperately need systemic support. Czech statistics also clearly show that investing in improvements in the quality of teachers (in terms of achieving better learning outcomes for pupils) is a highly profitable investment that is expected to lead to a very significant increase in the country's economic growth.

## Professionalisation of teachers

However, it has not been possible to stabilise the quality of, and promote improvements in, teachers' work. Long-term inadequate financial remuneration, slowly growing but still insufficient support for teachers' work, the increasing demands placed on teachers, the rising average age of teachers, and the teacher shortage on the labour market show that the conditions and requirements of the profession are extremely demanding for Czech teachers. The necessary and desirable support for teachers needs to be provided through a wide range of measures and specific activities.

### 3.1 COMPREHENSIVE CAREER TRAINING AND SUPPORT SYSTEM

Teachers and head teachers must be provided with maximum support throughout their careers, including their teacher training, to meet the demands placed on the teaching profession by changing society, global trends and the reform of education itself, such as the implementation of the new framework curricula.

## Teacher competence profile

Well-prepared and motivated teachers – professionals – are a prerequisite for quality teaching. We will create a teacher competence profile that will define the quality of teaching work for all teachers, regardless of how they made their way into teaching, at various stages of the professional continuum, while also defining the development of competencies throughout their professional life. To guard against the deprofessionalisation of teaching, we need to come up with a transparent system of qualification training for teachers. It must be based on a teacher competence profile, so that the profile of a teacher training graduate is in line with the level of competencies required of a beginner teacher. The train-

ing system for teacher qualifications should be attractive enough to stimulate interest in the teaching profession, to accommodate all candidates with different backgrounds, and to prepare them effectively for the dynamically changing work of teaching.

Concept of  
undergraduate  
training

In accordance with the concept established for the undergraduate training of teaching staff, we will address targeted support for relevant study programmes preparing students for the regulated profession of a teacher. We will take into account the cost-effectiveness of a desirable form of study involving a greater proportion of individual work with the student, a greater proportion of experience being taken into consideration, etc. We will also reflect requirements for changes in undergraduate training in the support and stimulation of pedagogical research carried out at teacher training faculties.

Educational paths to teacher qualifications other than undergraduate studies will be accredited if their content is based on the requirements relating to the competence of a beginner teacher.

### 1. Create a teacher competence profile

A teacher competence profile will be created to describe the professional prerequisites and competencies (knowledge, skills, attitudes) of a teacher who is able to manage the workload of this profession, apply modern forms of teaching, and respond to the changing needs of a heterogeneous population of children, pupils and students. The competence profile is a tool for self-evaluation and for achieving, maintaining and improving quality.

Professionalisation  
continuum

The teacher competence profile will reflect the professionalisation continuum affecting the different stages of a teacher's career – the selection of a student for teacher training, their professional preparation, and the further training of teaching staff after they have qualified. It will describe the key principles that underpin the quality of each stage. A description of the quality of each stage will accompany the competence profile. This perspective of the professionalisation continuum will be consistently applied in the system of teacher training and professional development. In relation to the teacher competence profile, a concept of undergraduate teacher training will be developed, and the content of the framework requirements for study programmes leading to professional qualifications for regulated teaching professions will be updated. The teacher training system will reflect the content of the other measures and the concept and follow-up framework requirements will be developed with a view to meeting the objectives of the other measures, in particular those related to the transformation of the content, forms and methods of education.

### 2. Change the concept of the system for the further training of teaching staff and methodical support

Fulfilment  
of training needs

The further training of teaching staff will be established so that it builds on the teacher competence profile, facilitates the development of the required competences, respects the professionalisation continuum, and to modularly complements the opportunities for the qualification and professional development of teachers. In addition to the professional and personal development of teachers, its purpose will also be to meet the educational needs of schools, their teachers, head teachers and other teaching staff, so that these needs are met to a greater extent directly at the school.

Turning schools into  
learning organisations

The further training of teaching staff will have a keen focus on methodological support for the transformation of schools into learning organisations and effective forms of training for teaching teams, such as professional peer sharing, ongoing support directly in schools, synergies and cooperation between local schools.

The main aim of the training courses and methodical support will be to facilitate mutual learning and support within the teaching teams of schools and between schools, and to transfer proven and functional innovative methods. Teachers will be supported in the joint preparation of teaching by reflecting on it and viewing it as a natural part of teaching work.

The school funding system will take into account tools to facilitate the short-term substitution of teachers who are released to participate in programmes of further training.

### 3. Increase the attractiveness of education professions and attract new high-quality teachers

Bearing in mind the critical shortage of qualified and well-prepared teachers on the labour market and the ageing of the teaching population, we will prepare a set of measures to increase interest among women and men in the teaching profession and other pedagogical positions in the education sector. The main means of doing this will include improvements in the quality of teaching at teacher training faculties and the significant interlinking of studies with work in the field. In addition, there will be a targeted campaign among pupils and students deciding on their future education and among professionals considering a change of profession. Other factors we can use are an increase in salary funding, a higher share of funding for bonus-pay components so that head teachers can reward the quality work of, and support for benefits. The salary system will also be reviewed. Opportunities for professional and personal development will be provided. Last but not least, there will be programmes to encourage peer sharing and international mobility.

Interest in the teaching profession

### 4. Support for beginner teachers and mentors

To support and retain beginner in the education system, a comprehensive induction system will be developed based on the new teacher competence profile and the professionalisation continuum. This will include a clearly defined onboarding period, intensive mentoring support and an evaluation of the onboarding process. The system will also allow for similar support for mentors – training, a reduction in their direct teaching activities, remuneration.

Induction to the teaching profession

### 5. Strengthen the role of the head teacher as a leader in the educational process

In order to improve the quality of schools, an emphasis will be placed on strengthening the role of the head teacher as an educational leader. Head teachers are an important link in the management of the school system, and their pedagogical, professional and managerial skills are crucial to the successful and effective running of a school and the educational process in the school as a fundamental element of pupils' education. Head teachers are responsible for all components of the management of the school as a legal entity and require proper training. In the future, therefore, it is necessary to develop an even more effective method for their initial training and, consequently, to formulate criteria relating to the concept of education, educational leadership, the quality of teaching staff, teaching, pupils' educational results and equal opportunities for pupils in education in such a way that, if these criteria are met, school management will be effective and successful.

Head teacher – leader

For this purpose, a head teacher competence profile will be created. This will not only be the starting point for a concept of functional studies to be a head teacher, but above all it will be a tool for the (self-)evaluation, training and self-development of head teachers with a view to defining which knowledge, skills and personality attributes should be formed in order for head teachers to achieve the professionalism expected of them, broken down by the structure of areas defined in the Criteria for the Evaluation of the Conditions, Process and Results of Education (Czech School Inspectorate). The profile will also provide explicit support to candidates for the post of head teacher.

Head teacher competence profile

In the framework of this activity, the system of training and support for school leadership will be reformed on the basis of the newly defined head teacher competence profile. An emphasis will be placed on offering comprehensive preparatory training before a candidate takes up the position of head teacher, a modular range of advanced training that includes placements at other schools, the establishment of a system for beginner head teachers and their mentors, opportunities for supervision, coaching, etc. To enable head teachers to devote more time to managing the pedagogical process, the administrative

Comprehensive preparatory training

burden on schools will be reduced and non-teaching positions within the school management will be strengthened as a separate measure.

### 3.2 SUPPORTING THE PEDAGOGICAL WORK OF SCHOOLS

Since teaching is the core mission of every school, it is essential to provide schools with the specific support they need in view of the conditions in which they work. The aim is for each individual school to provide quality education to the maximum extent possible. Each school will work in conditions that enable it to meet the objectives of a common education, receive regular formative feedback that enables it to improve continuously, and have the staffing needed to meet the demands of its work and the financial resources it needs to provide quality education. Other measures will reduce the non-teaching burden on schools (administrative activities, organisation, building management, etc.).

#### 1. Ensure conditions for common education

Counselling centres

This activity will provide the necessary conditions for teachers to meet the objectives of common education. There will be sufficient capacity in counselling facilities and school counselling centres, adequate operating conditions, including the necessary equipment and a long-term perspective for the funding of staff. A working methodical guidelines will be published, a system of training for counsellors will be developed and local methodical support will be provided to them. At the same time, additional support staff, including non-teaching staff, will be strengthened in schools in terms of capacity and expertise. The number of counsellors at school counselling centres will be based on the size of schools, and the number and levels of support measures, and will be financed by the regional education budget. Other necessary support and professional assistance will be provided locally in cooperation with other ministries. Together with the Ministry of Labour and Social Affairs and the Ministry of Health, the issue of health services in schools will also be addressed.

Support staff

#### 2. Analyse and support the development of specialised school activities

Minimum standard for specialised positions

An analysis will be carried out to examine the status of specialised positions in the education system. The analysis will focus on the way in which each specialised activity is carried out, any overlap and the problems associated with the performance of these activities. On the basis of the analysis, the system of specialised activities will be innovated. The study programmes for specialised activities will be updated. The conditions under which these activities are carried out at schools will be reviewed and the measures will include the development of methodical support for specialised activities in the regions. A minimum standard for the team of selected specialised positions will be developed, taking into account the specifics of schools, i.e. the size, type of school, number of children and pupils with special educational needs, including a model of financing from the state budget. For the positions of school psychologist, remedial teacher and school assistant, the scope of their hours and workload will be defined to optimally support children, pupils and teachers in the school to ensure that care is provided in the form of education psychology and remedial teaching.

#### 3. Boost teachers' well-being

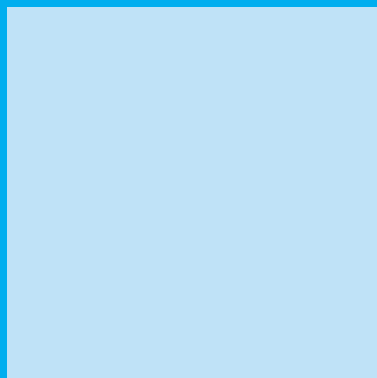
Psychological burden

Teaching is a profession with a high level of psychological burden. In order to ensure that teachers do not lose their intrinsic motivation to teach, are able to effectively resist undue pressures, and do not succumb to burnout, the system of professional support at the school or at least local level will systematically encompass support for stress management, which will include the work of school psychologists, training activities to develop skills for managing conflict and stressful situations, self-management and time-management, the possibility of using the services of a coach or supervisor, and the possibility of sufficient time off for recuperation and further self-education. The need for the psychological support of teachers will also be reflected in activities in the finalisation of the counselling system.

Supervision

*“WHOMSOEVER THOU CANST BENEFIT, BENEFIT GLADLY, FOR THE WHOLE WORLD IF IT BE POSSIBLE. TO SERVE AND BENEFIT IS A QUALITY OF NOBLE NATURES.”*

*JOHANN AMOS COMENIUS*





## 4

## STRATEGIC LINE 4: INCREASING PROFESSIONAL CAPACITY, TRUST AND MUTUAL COOPERATION

**STRATEGIC LINE 4**

Increasing professional capacity, trust and mutual cooperation

- 4.1 Concentration of professional capacities
- 4.2 Improving the use of data and increasing the relevance and quality of educational research
- 4.3 Reducing the non-teaching burden on schools
- 4.4 Strengthening information, communication and cooperation

## STRATEGIC LINE 4: INCREASING PROFESSIONAL CAPACITY, TRUST AND MUTUAL COOPERATION

The education system in the Czech Republic is characterised by a very high degree of decentralised management and is one of the OECD countries with the highest level of school autonomy. This brings a number of positive impacts, such as the opportunity to adapt the content and method of teaching to the needs of pupils and students in a given place, to respond flexibly to changes that occur, and to develop innovations in teaching.

School administration overload

However, it also has downsides: the overloading of schools with many administrative tasks, the fragmentation of professional and support capacities, the growing disparities between schools and regions, and the problems of communication with a large number of stakeholders. At the same time, the volume of data, information and knowledge on educational outcomes and processes is increasing, as are the expectations and demands of children, pupils, students and parents, along with their desire to be involved in decision-making processes.

A decentralised and autonomous system

Managing a highly decentralised and autonomous system requires not only expert knowledge of the issues, but also personal experience and an understanding of the broader context, including societal and economic change. In addition to a lack of truly professional capacities, the Czech education system is also faced with the problem of the considerable fragmentation of these capacities. This is particularly evident in the case of smaller school founders and school facilities, which often do not have sufficient expertise and competence in the field of education and at the same time lack systematic methodical support in this area. The excessive administrative burden, particularly evident in the case of smaller school founders, is also linked to obligations arising from the legal personality of schools.

In order to ensure the effective and quality management of education in an area, it is imperative that all stakeholders know their roles, their responsibilities, and their primary tasks. The activities of schools in an area as a whole are not usually systematically coordinated, as there are a large number of founders who are not responsible for the professional and pedagogical quality of the school. Instead, this is the role of the head teachers who are appointed by the founders.

Lack of communication

Another frequently identified problem is the lack of two-way communication between the centre and individual schools or sites, which leads to a lack of awareness and, combined with the highly competitive environment between schools, lowers the motivation to collaborate, share experiences and examples of good practice, or share capacity where this would be effective.

However, the real solution to the weaknesses of the education system is not a return to centralised management and the removal of competences from schools and founders, but rather support and assistance in the pursuit of effective management that will establish the necessary conditions and support for all stakeholders to obtain sufficient information, have confidence in the system and in themselves, and be willing to communicate and cooperate with each other. A decentralised and highly autonomous education system has existed in the Czech Republic for almost two decades, and the way to improve it is to build on its well-functioning elements, develop them further and seek to eliminate identified weaknesses. It is also necessary to strengthen and promote the use

Promote the use of promising instruments

of existing promising instruments (in particular the creation of “cluster schools” enabling inter-municipal cooperation in the provision of education duties, especially in the context of strengthening the emphasis on quality pre-school and primary and lower secondary education and the need to better plan and respond to local demographic developments and to manage public financial resources efficiently).

## 4.1 CONCENTRATION OF PROFESSIONAL CAPACITIES

### 1. Create conditions for increased expertise in educational management

Training of school management

Systematic training needs to be provided for educational leadership positions. Therefore, much like Study Standards for Head Teachers of Schools and School Facilities are defined, it is necessary to define standards for other educational managers that describe the necessary knowledge, skills and competences for individual educational management positions. These will be linked to the system of their further training and professional development. A modular training course aimed at developing competences in the field of strategic planning and management of educational policy will subsequently be developed further to the defined standards.

Training of founders and officials

This course will be intended primarily for employees of the Ministry of Education, Youth and Sports, employees of education departments at regional and municipal authorities, and employees of organisations directly managed by the Ministry. It will also be open to other interested professionals (head teachers, teachers, school associations, etc.). The course will be organised in theme-based modules (the management of education systems, financing, educational content, etc.) and will include both theoretical basics and practical examples, including from abroad.

### 2. Introduce a middle point of support

The local middle point of support will provide targeted support to schools, ensure the coordination of their activities in the locality, and become an intermediary in communication between the centre and the districts, especially for the mediation of feedback from schools in the locality to the centre and the provision of individual assistance and support to individual schools.

Coordinating and supporting role

The middle point of support will not have direct decision-making power, but only a supporting and coordinating role. Its main tasks will include:

- directly provide methodical support to schools in the area;
- promote mutual cooperation, communication and the sharing of experience between schools;
- provide schools with up-to-date information and explanations relevant to the area (for example, in terms of new school legislation or newly published calls for applications for funding from the Ministry of Education, Youth and Sports);
- monitor and evaluate the quality of education in the area as a whole;
- help to coordinate the plans and activities of individual schools in the area;
- supply up-to-date information from schools directly to the Ministry of Education, Youth and Sports, thus providing it with direct feedback;
- provide legal advice on education;
- provide assistance with the implementation of key measures under Strategy 2030+ and other conceptual documents of the Ministry of Education, Youth and Sports;
- support positive innovations at schools in the area, help to evaluate them and further expand them;
- provide methodical support for the establishment of “cluster schools”;
- provide direct methodical support for the transition from the legal form of a state-funded organisation to the legal form of a school legal entity.

Pilot testing

The actual form in which the middle point of support is institutionally anchored will be based on the results of a pilot test, which will pilot several variants of the arrangement at different levels. The function of the middle point of support will be performed by the public promoter of project implementation.

The pilot will first define the basic models of the form taken by the middle point of support in the area, including their main functions, objectives, staffing and financial requirements, and institutional base, and identify suitable locations for piloting across regions with varying socio-economic conditions for education. The pilot phase will then be evaluated. This will include impact monitoring in each location.

Involvement of local and regional action plans

Representatives of regional and local action plans and system projects will also be involved in the preparation and implementation of the middle point of support in an area. Their functions, interaction and cooperation in the area will be defined.

## 4.2 IMPROVING THE USE OF DATA AND INCREASING THE RELEVANCE AND QUALITY OF EDUCATIONAL RESEARCH

### 1. Create a Ministerial Information System (RIS) and make data available

Data pooling and its use

A Ministerial Information System (RIS) will provide a unified, efficient and effective basis for data managed and pooled by the state administration in education and will enable data to be shared by all stakeholders. Besides the Ministry and its subordinate organisations, the main users of RIS services will be research organisations, public administration in education as such, schools and school facilities. Selected data will also be publicly available in the form of open data. Consequently, the administrative burden on schools and school facilities will be reduced, mainly due to the tightly defined framework of the required data and the optimisation of the process of data pooling and sharing across the Ministry. The system will make it much easier for users to transmit and retrieve the necessary data. In connection with the optimisation of data pooling, an analysis will be carried out to identify duplications in the data pooled by different entities across the Ministry, and to identify areas for which there is no data support (or for which no updated data is available), and where there is a possibility of interlinking existing data outputs. The proposed steps will consolidate the Ministry's data policy, reduce the administrative burden and ensure more efficient use of funds.

### 2. Conduct educational research and make better use of research outputs

A prerequisite for improving the quality of the education system and introducing effective reforms is continuous monitoring of the development of the education system based on up-to-date data and evaluations of the impact of educational policies. To this end, an environment that increases cooperation between state administration and the research sector will be created.

Long-term plan of research activities

A long-term plan of the necessary research activities, with a clearly defined objective and method of use, hierarchisation, prioritisation and interconnection will be established. Implementation will be systematically outsourced to research institutions. In terms of funding, the existing public procurement programme in applied research and innovation for the needs of state administration, as overseen by the Technology Agency of the Czech Republic, and the Johann Amos Comenius Operational Programme will be used.

Online platform

Regular and systematic communication between the Ministry of Education, Youth and Sports and the scientific community and educational experts will be strengthened. An online platform will be created to publish the updated research activity plan, outputs of ongoing educational research, and priorities for the coming years. In addition, a regular conference will be organised to bring together the Ministry, the scientific community and other domestic and international experts to present the latest outputs, discuss op-

opportunities for cooperation, and make suggestions for the better set-up of the data collection and evaluation system. At the same time, the Ministry will coordinate the process of providing the maximum amount of education data in anonymised form for research purposes.

The aim is to be able to track a pupil's progress through the education system, including links to outcomes at educational nodal points (admission to upper secondary school, the matura examination, the completion of university), labour market participation, and interaction with the social system. This is linked to the launch of the aforementioned Ministerial Information System (RIS). As a result, existing datasets will be interlinked and made available for research at the lowest possible level (ideally individual), which will greatly facilitate the identification of the impacts of public policies.

## 4.3 REDUCING THE NON-TEACHING BURDEN ON SCHOOLS

### 1. Reduce the administrative burden on schools

In an effort to reduce reporting and administrative obligations, it is first necessary to thoroughly analyse the administrative burden on schools, not only in terms of the number of administrative tasks, but especially with regard to the purpose of the survey, the author of the request, the financial and personnel requirements of processing, and the frequency of data collection.

The second step will evaluate the analysis and identify redundant surveys, possible duplications and opportunities for the effective interlinking of data from different surveys. This will be complemented by the creation of a Ministerial Information System, which will facilitate the interlinking and sharing of the data obtained, as well as support for the digitalisation of agendas, both at schools themselves and in their communication with the public administration. A solid database is essential for informed decision-making and system management, but the collection of this necessary data must be carried out in the least burdensome way for individual schools.

Reductions in the administrative burden will therefore mainly entail eliminating the duplication of redundant data in reporting, simplifying reporting through the RIS, optimising administrative processes, and digitalising agendas in schools.

We will strengthen non-teaching staff capacities by adjusting the funding rules. The current performance of activities in the non-teaching work of schools will be analysed and possible ways of distributing competences will be examined to provide enough room for head teachers to manage the pedagogical process.

### 2. Provide local systematic support

School founders (especially larger municipalities and cities) will be motivated to cooperate with the schools they have founded, leading to a higher degree of coordination of activities related to building management, public procurement, project administration, accounting, etc. At the same time, methodical assistance and support will be provided in particular to those founders who have founded a smaller number of schools and do not have sufficient capacity or expertise to deal with all the administrative tasks and non-teaching burdens of the schools, especially through direct methodical support for the establishment of "cluster schools", the transition to the legal form of "school legal entity", etc.

This role will be played in particular by a gradually introduced middle point of support in individual areas. It should also serve as an intermediary (an information and communication channel) between the centre and individual regions and schools, coordinate the activities of schools in a given area, support their mutual cooperation and provide, for

Analysis of the administrative burden

Elimination of reporting duplications

Non-teaching staff capacities

Support for founders

Middle point of support

Stakeholder  
cooperation

example, legal assistance in the implementation of the plans and activities of individual schools.

On the basis of cooperation between stakeholders (e.g. founders, the Czech School Inspectorate, local action groups, regional offices of the National Pedagogical Institute, counselling facilities, child protection agencies, etc.) coordinated by the middle point of support, schools will be provided with sufficient and formative feedback on the quality of the work carried out. There will be ad hoc, focused and intensive support for those schools facing problems in this respect.

From the point of view of the Ministry of Education, Youth and Sports, it is essential to provide high-quality methodical explanations of the schools legislation and reform measures introduced and to publish them in an appropriate place.

## 4.4 STRENGTHENING INFORMATION, COMMUNICATION AND COOPERATION

### 1. Strengthen awareness, communication and cooperation between stakeholders across all levels of education

Functional  
communication

From the point of view of the Ministry of Education, Youth and Sports, the potential of new technologies will be better and more systematically used, with information clearly grouped and regularly updated in an appropriate place, and modern communication channels and platforms will be used to better inform all stakeholders and improve their mutual communication.

Better communication between the centre and the regions will be further improved, in particular through the gradual introduction of a middle point of support, which, in addition to providing methodical, legal and other targeted support to schools, will also act as an information and communication intermediary both among individual schools and between the centre and the given area.

At the same time, cooperation between the different levels and stages of education will be strengthened to ensure continuous and individualised support for children, pupils and students and to reduce their dropping out of education or academic failure after changing schools.

Sharing of good  
practice

Sharing examples of good practice is proving to be one of the most effective methods of improving the quality of the education system, and it is imperative that it is applied both across levels of educational management and among teachers themselves.



*“WE ALL STAND ON THE ONE STAGE  
OF THE GREAT WORLD, AND WHATEVER  
PLAYS OUT HERE CONCERNS  
EVERYONE.”*

*JOHANN AMOS COMENIUS*





## 5

## STRATEGIC LINE 5: INCREASING FUNDING AND ENSURING ITS STABILITY

**STRATEGIC LINE 5**

Increasing funding and  
ensuring its stability

5.1 Securing funding under the different strategic lines

# STRATEGIC LINE 5: INCREASING FUNDING AND ENSURING ITS STABILITY

Until 2017, the education system in the Czech Republic was persistently and severely underfunded, both in international comparisons of the share of education spending relative to the total gross domestic product (GDP) in OECD countries and in comparisons of total government spending on education or comparisons of spending per pupil or student. This is one of the reasons why state budget expenditure on education has seen a steep increase in recent years and it can be assumed that the Czech Republic will be close to the OECD average in 2021.

1 January 2020 – reform of regional education funding

On 1 January 2020, the reform of regional education financing came into force. The aim, particularly through financial instruments, is to promote elements of quality in education and to eliminate inefficient and uneven use of state funds.

Consequences of underfunding

The consequences of the underfunding of the system are particularly pronounced in three areas. The first of these is that the wages and salaries of teachers at all school levels lag behind those of other university-educated professionals. Secondly, the teaching profession is of low appeal, which further compounds the problem of the unfavourable age structure of the teaching population. Thirdly, there are growing social inequalities at different levels of schooling.

Share of expenditure on education

For the set strategic objectives to be met, there needs to be an increase in the financing of the education system, measured as the share of total expenditure on education relative to GDP, up to the level of the OECD average. Other conditions include a change in the structure of the financing of the education system, which will be aimed at the targeted support of strategic priorities and needs and at ensuring the transparency, stability and predictability of financing for all levels of management in the education system. This structural change also requires effective involvement and integration of various public resources directed towards education, not only at the state level, but also at the level of the school founders and school facilities (municipalities and regions). The salary systems for teaching and non-teaching staff in education must also be reviewed.

## 5.1 SECURING FUNDING UNDER THE INDIVIDUAL STRATEGIC LINES

### 1. Strengthen funding to transform the content, method and assessment of education

In order to transform the content and method of education, it is necessary to ensure sufficient funding for curriculum reform and its functioning, and at the same time to financially support an adjustment to the assessment of educational processes and educational results at the individual levels of education. Head teachers must ensure that schools have adequate technical facilities and material conditions to implement the curriculum comprehensively. In view of rapid societal developments and labour market changes, it is necessary to support the innovation of the upper secondary vocational education system. Educational innovations will also be promoted together with extra-curricular and non-formal education so that the education system can fully exploit their potential.

## **2. Strengthen funding to reduce inequalities**

In particular, funding for schools with the highest shares of disadvantaged pupils and students will be increased in an effort to reduce inequalities in education. We will financially support instruments to motivate pupils to move from lower secondary education to upper secondary education and to stay in education. Funding for innovation, experience sharing and further pedagogical training in this area will also be strengthened. At the same time, following an analysis and evaluation of the current situation, the so-called support staff infrastructure working with pupils and students with social disadvantages and special needs will be bolstered, particularly in order to strengthen the stability of funding and to ensure administrative simplification.

## **3. Strengthen funding for the support of teaching staff**

These interventions will be directed in particular at undergraduate training, strengthening the onboarding period and the further training of teaching staff. In an effort to create the conditions necessary for the quality of teachers' work, support will be provided to strengthen the pedagogical leadership of head teachers and to increase teachers' wages and salaries accordingly, both in relation to the average wage in the national economy and in relation to the average salary of university-educated persons. At the same time, the system of methodical support for teachers and head teachers will be strengthened and will be open and accessible to all of them in the course of their profession.

## **4. Strengthen funding for the management of the education system**

In an effort to create the conditions necessary for quality work by schools, the non-teaching work of schools will be financially supported and the so-called middle point of support will be introduced to provide schools with methodical, administrative and legal assistance. At the same time, other instruments will be supported to reduce the non-teaching burden on schools, such as a lower level of reporting obligations following an analysis of the current situation or the creation of a Ministerial Information System (RIS), which will enable data to be interlinked and shared. Financial interventions will also be directed towards the implementation of relevant educational research and improvements in the use of its outputs.

# SUMMARY

**SO1** Focus education more on the acquisition of competences needed for an active civic, professional and personal life  
**SO2** Reduce inequalities in access to quality education and pave the way for the maximum development of the potential of children, pupils and students

**SL1** Transforming the content, methods and assessment of education

## **SL1.1 Transforming the content, methods and forms of education**

- Revise the framework curriculum
- Ensure support for the implementation of the revised curriculum
- Reinforce the competence-based approach in education
- Support the individualisation of education

## **SL1.2 Innovation in education**

- Create conditions for innovation
- Promote innovation and the dissemination of good practice
- Promote principles of sharing

## **SL1.3 Evaluation in education**

- Introduce verification of the achievement of outputs at nodal points
- Change the concept of the single entrance examination
- Change the concept of the maturita examination

## **SL1.4 Digital learning**

- Ensure the promotion of digital literacy for all pupils
- Support the digital competences of all teachers
- Reducing inequalities and preventing the digital divide

## **SL1.5 Civic education**

- Incorporate sustainable development principles into education
- Promote the development of civic competences

## **SL1.6 Safe environment in schools, development of participation and autonomy**

- Ensure that the framework curricula place an emphasis on the development of personal and social competences across the curriculum
- Strengthen the principle of pupil participation and autonomy in schools

## **SL1.7 Vocational education in upper secondary and post-secondary vocational schools**

- Innovate the system of subjects in upper secondary and post-secondary vocational education
- Revise framework curricula for vocational education
- Modify the conditions for obtaining professional qualifications and attaining levels of education
- Strengthen career guidance, cooperation with employers, ministries and other partners

## **SL1.8 Non-formal education and lifelong learning**

- Development of competences for lifelong learning
- Support of further education
- Support for organisations and activities in non-formal education
- Interlinking different forms of education

**SO1** Focus education more on the acquisition of competences needed for an active civic, professional and personal life  
**SO2** Reduce inequalities in access to quality education and pave the way for the maximum development of the potential of children, pupils and students

### SL2

Equal access to quality education

#### SL2.1 Reducing external differentiation in education

- Improve the quality of teaching at the lower secondary education
- Limit the external differentiation of educational paths

#### SL2.2 Disparities and segregation

- Reduce regional disparities in the quality of education
- Remove socio-economic barriers
- Curb segregationist tendencies in education

#### SL2.3 Case management and interministerial cooperation

- Strengthen case management and interministerial cooperation in work with at-risk families and disadvantaged children

### SL3

Support for teaching staff

#### SL3.1 Comprehensive career training and support system

- Create a teacher competence profile
- Change the concept of the system for the further training of teaching staff and methodical support
- Increase the attractiveness of education professions and attract new high-quality teachers
- Support for beginner teachers and mentors
- Strengthen the role of the head teacher as a leader in the educational process

#### SL3.2 Supporting the pedagogical work of schools

- Ensure conditions for common education
- Analyse and support the development of specialised school activities
- Boost teachers' well-being

### SL4

Increasing professional capacity, trust and mutual cooperation

#### SL4.1 Concentration of professional capacities

- Create conditions for increased expertise in educational management
- Introduce a middle point of support

#### SL4.2 Improving the use of data and increasing the relevance and quality of educational research

- Create a Ministerial Information System (RIS) and make data available
- Conduct educational research and make better use of research outputs

#### SL4.3 Reducing the non-teaching burden on schools

- Reduce the administrative burden on schools
- Provide local systematic support

#### SL4.4 Strengthening information, communication and cooperation

- Strengthen awareness, communication and cooperation between stakeholders across all levels of education

### SL5

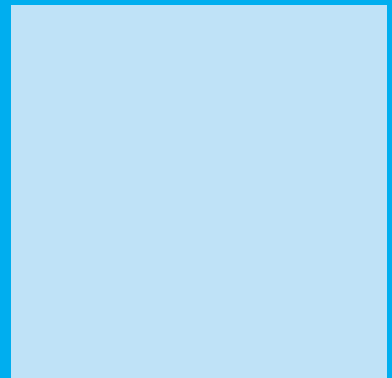
Increasing funding and ensuring its stability

#### SL5.1 Securing funding under the different strategic lines

- Strengthen funding to transform the content, method and assessment of education
- Strengthen funding to reduce inequalities
- Strengthen funding for the support of teaching staff
- Strengthen funding for the management of the education system

*“WHAT YOU HAVE TO DO, DO IT WITH GUSTO; WHAT YOU YOURSELF CAN DO, DO NOT EXPECT OTHERS TO DO, AND DO NOT DELAY WITHOUT CAUSE. IF YOU CAN HELP SOMEONE, DO IT WITH THE GREATEST JOY.”*

*JOHANN AMOS COMENIUS*





## IMPLEMENTATION

- *The implementation of Strategy 2030+ is divided into three phases, each based on the identification of five key measures that have the most significant potential to contribute to the objectives of Strategy 2030+ itself. These will subsequently be drawn up as separate cards of measures with a defined structure.*

# IMPLEMENTATION

## IMPLEMENTATION STRUCTURE AND SYSTEM FOR THE MANAGEMENT OF THE IMPLEMENTATION OF THE STRATEGY

In the first stage of preparations for Strategy 2030+, Guidelines for the Education Policy of the Czech Republic up to 2030+ were created. These defined two strategic goals (what we want to achieve) and four strategic lines (how we want to achieve it). As the text of Strategy 2030+ was being drafted, a fifth strategic line was added, dealing separately with the issue of disparities.

### Document structure

Strategic objectives:

1. focus more on the acquisition of competences needed for an active civic, professional and personal life;
2. reduce inequalities in access to quality education and pave the way for the maximum development of the potential of children, pupils and students.

Strategic lines:

1. transforming the content, methods and assessment of education;
2. equal access to quality education;
3. support for teaching staff;
4. increasing professional capacity, trust and mutual cooperation;
5. increasing funding and ensuring its stability.

The definition of the strategic lines involves outlining the pathways to achieve the strategic objectives set. This chapter sets out the basic principles for the implementation of key actions that build on the strategic lines.

### Structure of the implementation plan and principles for effective implementation

The structure of Strategy 2030+ has been compiled in accordance with the Methodical guidelines for the Preparation of Public Strategies (2019) and on the basis of knowledge of the structure, management and procedural setup of the Ministry of Education, Youth and Sports.

### Implementation conditions

Effective implementation of Strategy 2030+ depends largely on ensuring the following conditions:

- sustained political support;
- ability to seek optimal solutions in a dialogue;
- structured implementation process;
- sufficient resources;
- effective coordination;
- stability of conditions.

### Cards of measures

#### Structure of work via the cards of measures

In the initial period, 2020–2023, the implementation of Strategy 2030+ will be based on the identification of five key measures that have the most significant potential to contribute to the objectives of Strategy 2030+ itself. These will subsequently be drawn up as separate cards of measures with a defined structure.



The cards of key measures will be submitted to the Government for approval as annexes together with Strategy 2030+. At the end of the first implementation phase in 2023, the implementation progress will be evaluated, and further key measures for implementation in the second implementation phase will be selected. The measures for 2023–2027 will be incorporated into the Long-Term Plan for Education and the Development of the Education System of the Czech Republic (the “Long-Term Plan”). The same procedure will be followed for the last, third implementation phase in 2027–2031. The newly defined key measures, including their card format, will be part of the new Long-Term Plan.

In connection with the linking of Strategy 2030+ and the Long-Term Plan, Implementing Decree No 15/2005 laying down the particulars of long-term plans, annual reports and self-assessments of schools will be amended so that the long-term plans of individual regions must take into account the key measures defined for the period in question.

The cards of the key measures include a description of the following areas:

- purpose of the key measure and objectives pursued by implementing it;
- specific activities to implement the key measure;
- coordinating (co-)responsibility of other ministries or organisations (unless specified otherwise, coordinating responsibility rests with the Ministry of Education, Youth and Sports);
- timetable for the performance of individual activities;
- financial support for the performance of individual activities;
- outputs of specific activities.

#### Background information on the set of indicators

In its indicators, the implementation plan will build on the commitments under Strategy of the Education Policy of the Czech Republic up to 2020 and will develop a set of indicators for the development of the education system that will not only be able to reflect back on developments to date, but will also explicitly define the required state or at least the trend in the new Strategy’s key areas of interest.

Indicators as a means of feedback

This set of indicators, which will be continuously updated, will constitute a basic tool for feedback on the fulfilment of strategic objectives and implementation of key measures. They will be monitored on an annual basis with clearly defined responsibilities for data delivery and evaluation. The indicators will cover all key areas covered by the Strategy. The final set of indicators will be published in an open form (open data or a web application) on the Ministry’s website.

Preparation of the indicator system

The indicator system will be prepared in several steps:

1. creation and consultation within the Ministry;
2. consultations with the Czech School Inspectorate, the National Pedagogical Institute and the Centre for the Survey of Educational Results;
3. international consultation under the SRSP project;
4. consultation with other stakeholders and the public;
5. publication in the first half of 2021.

The indicator system will be approved in 2021 by a meeting of the Ministry’s management and subsequently submitted to the Government of the Czech Republic for information.

#### Procedures for the monitoring and evaluation of implementation

The monitoring system will be used to continuously evaluate the progress of the implementation plan. The way it is set up will allow for continuous adjustments/updates. The monitoring system comprises internal and external evaluations.

## Internal evaluation

Internal evaluation includes continuous monitoring of the timetable for the cards of measures and their annual submission to the management meeting. The tool also includes ongoing monitoring of processes in the roll-out of sub-measures under Strategy 2030+ implementation plan and regular reporting to the Minister of Education in accordance with the settings of the system for the early prevention of risks and for proposals of how to deal with them. Both of these tasks will fall within the competence of departments identified in the organisational rules.

## External evaluation

The external evaluation will use two basic tools. The first tool is a comprehensive independent external evaluation of Strategy 2030+ at the mid-term of its effectiveness, with a deadline for submission by the end of 2026. The second tool is ongoing collaboration with experts, in particular members of the external expert group (academics, analysts, sociologists, representatives of umbrella organisations of teachers, founders, employers, etc.), who may be either permanent members or ad hoc invited guests of Strategy 2030+ steering committee.

## Monitoring period

The monitoring system also includes reporting to the Government in the form of a regular document submitted at periods corresponding to the implementation phases defined above (2024, 2028, 2032). While the evaluation of the first phase (2020–2023) will be presented independently of the evaluation of the implementation of the Long-term Plan, in order to ensure consistency between the two documents (key measures for the phase will be defined in the Long-term Plan), it is desirable that the subsequent evaluation is presented together with the evaluation of the Long-term Plan.

### Description of the management procedures and organisational structure of implementation

The organisational structure of the implementation of Strategy 2030+ is based on:

- designation of the promoter and coordinator of the Strategy's implementation;
- configuration of the management structure for the Strategy's implementation;
- setting of the roles and responsibilities of the individual entities involved in the implementation of the Strategy;
- establishment of rules and processes for managing the implementation of Strategy 2030+.

## Strategy 2030+ steering committee

The Ministry of Education, Youth and Sports is responsible for pursuing the goals and measures of Strategy 2030+. Any other cooperating organisations co-responsible for meeting the objectives will be listed in the cards of measures. The organisational structure for the implementation of Strategy 2030+ distinguishes three basic roles: management, monitoring and executive. The management role is played by the 2030+ steering committee, consisting of the minister, the state secretary, deputy ministers and the director of the department in charge of the 2030+ agenda. The monitoring role is played by the Strategy and Analysis Unit. The executive role falls within the competence of the individual management working groups for the cards of key measures and will be determined by service order.

The steering committee is tasked with the overall management of the implementation of Strategy 2030+ and the coordination of key measures.

## Management working groups

The management working groups for each card of measures are the key executive bodies responsible for the development and implementation of each card of measures. They comprise the project manager managing the implementation of the specific card, a duty which is laid down in a service order. In addition, they comprise members of the departments or subordinate organisations of the Ministry that have competence and expertise in the area targeted by the measures. A representative of the Strategy and Analysis Unit is always a member of the management working group. The management

working group is tasked in particular with the management and control of activities under key measures according to the established implementation plan. Where measures require the involvement of more than one body to achieve the objective, in particular government departments, a system of interministerial cooperation will be set up, always involving the departments concerned. The implementation of the Strategy will also involve professionals and social partners.

### **Risk management system and prerequisites for the implementation of Strategy 2030+**

Risk factors

Numerous risk factors may accompany the implementation of Strategy 2030+. In order to be able to prevent them and address potential problems, risk management needs to be implemented during the implementation stage. The organisation of risk management is divided into three roles – monitoring, management and executive. The risk monitoring role is played by the Strategy and Analysis Unit. The management role for risk management is played by Strategy 2030+ steering committee. The executive role is played by the different working groups for the cards of key measures. One of the basic tools for monitoring and evaluating risks is the risk register. It will be updated during implementation and the persons responsible for its maintenance will oversee the implementation of the proposed measures.

Risk management report

The basic risk management procedures are as follows: risk owners (working groups for the cards) inform the managing authority and the monitoring unit semi-annually about changes in their risk portfolio (e.g. whether the circumstances of individual risks have changed, whether their materiality needs to be reassessed, measures to eliminate them are needed, etc.). The risk management report is regularly discussed by Strategy 2030+ steering committee.

Risk owners inform the monitoring unit without delay of the threat of occurrence or the actual occurrence of a risk in their portfolio, while proposing a course of action. The monitoring unit informs the steering committee at its next meeting of the threat or occurrence of key and material risks and proposes a course of action.

Review of the risk register

The individual management working groups review the risk register semi-annually, in particular its completeness, with an assessment of the materiality of risks and the relevance of the measures. They are also responsible for identifying new risks.

Strategy 2030+ steering committee oversees the risk management process, approves appropriate corrective actions in the event of a key risk, and reviews the risk register annually, in particular its completeness, with an assessment of the materiality of risks and the relevance of measures.

Anyone in the organisational structure who identifies a new risk immediately notifies the monitoring unit. If a new risk is identified, it will be assessed for its gravity, a measure to mitigate its gravity will be set, and the very nature of the risk will be added to the risk register.

# LIST OF ABBREVIATIONS

List of  
abbreviations

**A–V** – Indication of the level of qualifications attained:

- A** No education
- B** Incomplete primary education
- C** Primary education
- D** Lower secondary education
- E** Lower secondary vocational education
- H** Secondary vocational education with an apprenticeship certificate
- J** Secondary (or secondary vocational) education without matura (or apprenticeship certificate)
- K** Upper secondary comprehensive education
- L** Upper secondary vocational education with both an apprenticeship and matura
- M** Upper secondary vocational education with matura (without an apprenticeship)
- N** Post-secondary vocational education
- P** Post-secondary vocational education at a conservatory
- R** Bachelor's degree
- T** Master's degree
- V** Doctoral degree

**AŘZŠ** – Association of Primary School Head Teachers

**OSH** – Occupational safety and health

**ČŠI** – Czech School Inspectorate

**CZVV** – Centre for the Survey of Educational Results

**DPS** – Supplementary pedagogical studies

**DVPP** – Further training of teaching staff

**EU** – European Union

**ERDF** – European Regional Development Fund

**ESF** – European Social Fund

**ESIF** – European Structural and Investment Funds

**EQF** – European Qualification Framework

**GDP** – Gross Domestic Product

**HVSP 2030+** – Guidelines for the Education Policy 2030+

**ICT** – Information and communication technologies

**IT** – Information technology

**IROP** – Integrated Regional Operational Programme

**KAP** – Regional action plan

**MAP** – Local action plan for education development

**LAG** – Local action group

**MoT** – Ministry of Transport

**MIT** – Ministry of Industry and Trade

**MoLSA** – Ministry of Labour and Social Affairs

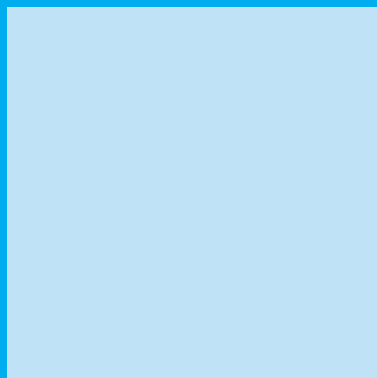
**MOV** – Modernisation of vocational training

**MŠ** – Nursery schools

**MoEYS** – Ministry of Education, Youth and Sports  
**MoH** – Ministry of Health  
**MoA** – Ministry of Agriculture  
**NGO** – Nongovernmental organisation  
**NPI CR** – National Pedagogical Institute of the Czech Republic  
**NSK** – National Register of Qualifications  
**OECD** – Organisation for Economic Cooperation and Development  
**OMJ** – Different mother tongue  
**ONIV** – Other non-capital expenditure  
**OP VVV** – Operational Programme Research, Development and Education  
**ORP** – Municipality with extended powers  
**OSPOD** – Child protection agency  
**OŠD** – Deferment of school attendance  
**PC** – Personal computer  
**PISA** – Programme for International Student Assessment  
**PIRLS** – Progress in International Reading Literacy Study  
**PK/ÚPK** – Professional qualifications/full professional qualifications  
**PO** – Legal entity  
**PPP** – Education psychology counselling centre  
**RIS** – Ministerial information system  
**RVP** – Framework Curriculum  
**RVP PV** – Framework Curriculum for Pre-school Education  
**RVP ZV** – Framework Curriculum for Primary Education  
**SO1** – Strategic Objective 1  
**SO2** – Strategic Objective 2  
**SMO CR** – Union of Towns and Municipalities of the Czech Republic  
**SMS CR** – Union of Local Government Units of the Czech Republic  
**SPC** – Special Education Centre  
**SB** – State budget  
**SRSP** – Structural Reform Support Programme  
**ŠPO** – School legal entity  
**ŠPZ** – School counselling facilities  
**ŠVP** – School Curriculum  
**TAČR** – Technology Agency of the Czech Republic  
**TIMMS** – Trends in International Mathematics and Science Study  
**VOŠ** – Post-secondary vocational college  
**HEI** – Higher-education institution  
**ZŠ** – Primary school

*“THEORY WILL REMAIN THEORY  
UNLESS WE TAKE ACTION.”*

*JOHANN AMOS COMENIUS*



## ANNEXES

### ■ Cards of key measures for 2020–2023

*Support for pre-school education*

*Review of the Framework Curriculum for Primary and Upper Secondary Education and methodical support for schools*

*Support and management of schools*

*Innovation of the system of subjects*

*Improvements in the quality of education in structurally disadvantaged regions*

# SUPPORT FOR PRE-SCHOOL EDUCATION

*“There is a lot to learn from play that will then be applied when circumstances require.”*

*Johann Amos Comenius*

## OBJECTIVE OF MEASURE

The main objective of the measure is to continuously improve the quality of pre-school education and to involve more and more children in it. The way to improve its quality will be the transformation of its content with an emphasis on the key competences, the support of teachers, and individualised work with children.

SET OF MEASURES AND KEY ACTIVITIES	
<b>Measure 1</b>	Increase children’s participation in pre-school education
<b>Key Activity 1.1</b>	Analyse the causes and propose a measure
<b>Key Activity 1.2</b>	Interministerial cooperation to support communication with legal guardians
<b>Key Activity 1.3</b>	Provision of the necessary capacities
<b>Measure 2</b>	Revision of the Framework Curriculum for Pre-school Education and improvement in the quality of pre-school education
<b>Key Activity 2.1</b>	Revision of the Framework Curriculum for Pre-school Education
<b>Key Activity 2.2</b>	Support for the implementation of the Framework Curriculum for Pre-school Education
<b>Key Activity 2.3</b>	Support for pedagogical diagnostics
<b>Measure 3</b>	Support for teachers and school management
<b>Key Activity 3.1</b>	Improvement in the quality of preparatory training
<b>Key Activity 3.2</b>	Strengthening of the managerial competences of managers
<b>Key Activity 3.3</b>	Support of further education
<b>Measure 4</b>	Setting of the parameters for the financing and costing of nursery schools
<b>Key Activity 4.1</b>	Financial cost of reducing the number of children per teacher
<b>Key Activity 4.2</b>	Rationalisation of financial flows



## OBJECTIVE OF MEASURE

The main objective of the measure is to continuously improve the quality of pre-school education and to involve more and more children in it. The way to improve its quality will be the transformation of its content with an emphasis on the key competences, the support of teachers, and individualised work with children.

## JUSTIFICATION OF THE NEED FOR THE MEASURE

**To increase the participation in pre-school education of children of all age groups** who are the target group of pre-school education under the Schools Act. The increase in children's participation in pre-school education from the age of three is aimed at maximising their potential. This has a significant impact on later academic success (it reduces the risk that school attendance will be deferred). The aim is to prevent pupils from dropping out of school early and for them to acquire the competences they need for professional, personal and civic life. A specific focus is needed on compulsory pre-school education, which is not attended by all children, especially those from groups at risk of future academic failure.

**Revise the content of the Framework Curriculum for Pre-school Education and update the content of education in schools.** The content may take into account the promotion of the acquisition of key competences, the promotion of the motor development, physical activity and fitness of children, initiative, independence, problem-solving, creativity, teamwork and the use of age-appropriate technology. In connection with the innovated Framework Curriculum for Pre-school Education, it will be appropriate to ensure that the provision of didactic material in schools is used effectively for the individualised provision of education. This also includes children at risk of social exclusion. A pedagogical focus on these children could significantly help their success in the transition to primary level of education and in their education in general.

**Monitoring of the development and personal educational progress of individual children needs to be more systematic.** Children's progress also needs to be monitored and supported in partnership with their legal guardians. The ideal would be to consistently take into account the individual needs and differences of each child throughout their education. Ongoing formative feedback on children's behaviour and their social and emotional competences, activities and learning outcomes is very useful for their development. It is advisable to promote children's self-assessment even in pre-school education. Nursery school teachers should be encouraged to use activating teaching methods, principles for the positive support of behaviour, and social and emotional learning.

**Focus on the persistently high number of children deferring their school attendance** by supporting children in all nursery schools – in an early and comprehensive way. Children's graphomotor and communication skills need to be encouraged systematically, with consideration for their individual needs.

**Support the quality of educational leadership in schools** by specifically focusing professional development on the skills linked to managing the quality of education itself, providing feedback to teachers on the quality of their work and in their subsequent professional leadership. Enable all schools to carry out effective self-evaluation aimed at assessing the educational process, as well as methodical support for beginner teachers and teachers with longer experience from the part of the school's management.

**Support the education of the growing number of children with a different mother tongue in nursery school.** The number of foreign children in nursery schools increased from 7,214 to 11,942 in 2014–2019, an increase of about 65 % in five years. The support of primary teachers in nursery school classrooms is essential for teaching foreign children in Czech. The need for language support applies to all foreign children in nursery school.

## SET OF MEASURES AND KEY ACTIVITIES

### Measure 1 Increase children's participation in pre-school education

The aim of this measure is to increase the proportion of children participating in pre-school education through a coherent set of activities and by strengthening the appeal of this education. It is important to motivate legal guardians who have not included their children in pre-school education for a long time and to strengthen cooperation between the family and the school. We will support founders in fulfilling their legal obligation to provide the necessary capacity in nursery schools.

### Key Activity 1.1 Alysis of causes and proposal of measures

Through the Technology Agency's research, we will analyse the real reasons why children have not entered pre-school education and propose targeted measures based on the findings. (Coordinated approach – Technology Agency, research by the Institute for Educational Development Research for the Ministry of Education, the Office of the Government, the Ministry of Labour and Social Affairs, the Ministry of Justice, the Ministry of Health, the Agency for Social Inclusion, and others).

Implementation period	2021–2023
Financing	State budget – within the framework of the Ministry's activities
Outputs	Vinitial analysis of the implementation of compulsory pre-school education Measures proposed

### Key Activity 1.2 Interministerial cooperation to support communication with legal guardians

Working with other stakeholders, we will deepen our cooperation with children's legal representatives. The main tools will include, in particular, the work of school assistants, social workers and communication mediators. We will draw on the experience of stakeholders who have been successful in involving families and children at risk of social exclusion in education to increase the proportion of children attending nursery schools through an integrated approach.

We will provide methodical guidance and systematic training for teaching staff on the subject of cooperation with parents and other external partners of schools using contact-based and online forms of educational activities.

We will publicise and strengthen the educational and socialising role of nursery schools and the importance of involving children in pre-school education in order to pave the way for competences needed for a subsequent successful civic, professional and personal life.

Implementation period	2020–2023
Financing	State budget – within the framework of the Ministry's activities
Outputs	Methodical guidelines for communication with legal guardians of children at risk of academic failure, including examples of good practice Publication of expert materials, communication campaign Further training of teaching staff

### Key Activity 1.3 Provision of the necessary capacities

To support founders in fulfilling their legal obligation to provide the necessary pre-school education capacities, especially through the correct setting of criteria and conditions for subsidy schemes and calls under the IROP 2021–2027, and in cooperation with LAGs and entities implementing local action plans. Support for founders in fulfilling their legal obligation will also include identifying cases of insufficient capacities that are worthy of special consideration, a definition of the criteria of necessity, and methodical guidance for capacity-sharing in the region and for clustering.

Implementation period	2023
Financing	ERDF
Outputs	Configuration of calls under IROP+

## Measure 2 Update of the Framework Curriculum for Pre-school Education and improvement in the quality of pre-school education

The aim of this measure is to update the Framework Curriculum for Pre-school Education and to methodically support the pedagogical teams of nursery schools not only in updating their school curricula, but especially in working with the curriculum, in its evaluation and constant improvement. The school's feedback role in monitoring and evaluating the effectiveness of the educational process and learning outcomes needs to be strengthened. Procedures for the management and use of pedagogical diagnostics in order to individualise education will be made more specific. This will also help to reduce deferments of school attendance. An emphasis will be placed on cooperation with legal guardians in the education and upbringing of children.

### Key Activity 2.1 Update of the Framework Curriculum for Pre-school Education

We will update the Framework Curriculum for Pre-school Education in line with the objectives of Strategy2030+ and in response to current changes in society and the needs of children. The updated Framework Curriculum for Pre-school Education will place an emphasis on the acquisition of a level under each key competence that is achievable for a particular child and on striking a balance between social, emotional and cognitive development. We will update the Framework Curriculum for Pre-school Education in the following areas in particular:

- the objectives and content of this education;
- the monitoring of each child's progress and the pursuit of individualised learning strategies;
- the development of social and emotional skills, positive enforcement of expected behaviours, positive support of children's mental health;
- the transition from nursery school to primary level of education;
- reinforcement of the professional role played by the nursery school and cooperation with children's legal guardians;
- strengthening of a school's self-evaluation activities.

Implementation period	2020–2023
Financing	State budget – within the framework of the Ministry's activities
Outputs	revised Framework Curriculum for Pre-school Education

### Key Activity 2.2 Support of the implementation of the Framework Curriculum for Pre-school Education

We will prepare and provide nursery schools with comprehensive methodical support in creation and updating of their school curriculum. The main tools will include the offer of training seminars/webinars, methodical support for staffrooms, the application of the InspIS ŠVP (school document editing application) and the possibility of using a model school curriculum for pre-school education.

Methodical materials for teachers will be created for the updated Framework Curriculum for Pre-school Education. The main principles underpinning the personal development of children according to the outcomes of the Framework Curriculum for Pre-school Education will be taken into account.

The school's feedback role in monitoring and evaluating the effectiveness of the educational process and learning outcomes will be strengthened. We will guide schools to interlink external and internal assessments based on the Czech School Inspectorate's Quality School model. The school's internal assessment must be carried out systematically, in collaboration with parents and with a focus on formative feedback, which is essential for improving the quality of the educational process. We will identify and share examples of inspiring practice.

Implementation period	2021–2023
Financing	National budget – no increased entitlement; ESF+
Outputs	Model school curricula Sets of methodical documentation applicable to the Framework Curriculum for Pre-school Education Methodical guidelines for the evaluation of school curricula – achievement of educational objectives

### Key Activity 2.3 Support for pedagogical diagnostics

We will anchor the use of pedagogical diagnostics, intended to individualise education, and the procedures for its systematic evaluation in methodical documentation and targeted courses of further training for teaching staff. Pedagogical diagnostics will also include the screening of children at psychosocial risk (children at risk of not having their basic and developmental needs met in their family setting).

Well-conducted pedagogical diagnostics will lead to the adoption of early preventive measures and thus to a reduction in the high proportion of children deferring school attendance. Any potential general or social immaturity among children should be addressed early on. This can be compensated for with adequate measures throughout the pre-school years and in cooperation with the legal guardians. The effectiveness of the measures implemented will be evaluated and, if necessary, cooperation will be established with the relevant experts (remedial teaching centres, education psychology counselling centres, child protection agencies, etc.). In the unified methodical management of school counselling facilities, we will establish clear rules and diagnostic procedures for the assessment of any deferment of school attendance. We will support the field work of staff from education psychology counselling centres and remedial teaching centres directly in nursery schools.

Implementation period	2020–2023
Financing	State budget – within the framework of the Ministry’s activities
Outputs	Set of methodical documentation Diagnostic standard Examples of good practice Targeted further training of teaching staff

### Measure 3 Support for teachers and school management

This measure aims to improve the quality of pre-school education by providing support to teachers. It is necessary to analyse the content and method used in the training of teachers and head teachers of nursery schools and to support the possibility of an increase in requirements for their professional qualifications. We will modernise the content of initial training in accordance with the current needs of common education, the education of children with a different mother tongue, the education of children from socio-culturally disadvantaged backgrounds. We will support the professional competences of pre-school teachers in their further training, and we will consolidate the management competences of nursery school managers.

#### Key Activity 3.1 Improvement in the quality of preparatory training

Analyse the quality of secondary education provided in the field of pre-school and extracurricular pedagogy, preparatory post-secondary vocational education and higher education in relation to needs in practice and, based on the findings, prepare for the possibility of revising the content and method of teaching pre-school pedagogy at upper secondary schools, post-secondary colleges and universities. Redefine the profile of graduates by considering factors specific to pre-school education. Methodical guidance of colleges teaching pre-school and extracurricular pedagogy.

Implementation period	2021–2023
Financing	State budget – within the framework of the Ministry’s activities
Outputs	Analysis, graduate profile, proposal for the revision of the upper secondary framework curriculum for the teaching of pre-school and extracurricular pedagogy

### Key Activity 3.2 Strengthening of the managerial competences of managers

Revise the vocational course for head teachers and managers and develop modules for the various types of school so they have their own specific content, taking into account the requirements of that type of school. A module will be developed for nursery schools that addresses the needs of and factors specific to pre-school education. Set up a comprehensive system of further training for head teachers, taking into account the requirements of pre-school education and management of the pedagogical process. Analysis of the plan to increase requirements for the professional qualifications of the nursery school head teachers, taking into account the current situation in this position, at the level of a bachelor’s and master’s degree.

Strengthen the managerial competences of the managers of the nursery schools through further training, provide methodical support to nursery school head teachers in the field of pedagogical leadership and management of the organisation.

Implementation period	2021–2023
Financing	State budget – within the framework of the Ministry’s activities
Outputs	Revised and accredited content of vocational course Analysis of requirements for the professional qualifications of nursery school head teachers Methodical guidance for the planning of teachers’ professional development Update of further teaching training for managers

### Key Activity 3.3 Support for further education

We will support the implementation of joint training programmes directly in nursery schools for all staff, both teaching and non-teaching, in order to develop a common interest in continuous quality improvement at the level of the individual nursery school.

In the further training of teaching staff, a wide range of training will be supported to facilitate individual professional development at the level of the specific teacher, as well as the fulfilment of the vision and strategic development of individual nursery schools according to their specific situation.

Implementation period	2021–2023
Financing	State budget – within the framework of the Ministry’s activities
Outputs	Updated range of further training for teaching staff

### Measure 4 Setting of parameters for the financing and costing of nursery schools

The aim of this measure is to adjust the financing of nursery schools so that it supports further reductions in the number of children per teacher while burdening neither the school management nor legal guardians with unnecessary administration.

#### Key Activity 4.1 Reduction in the number of children per teacher

We will guide nursery schools to use resources efficiently following a change in regional education funding in a way that will allow for further reductions in the number of children per teacher, mainly by increasing the overlap of direct teaching activities during guided learning activities.

Implementation period	2020–2023
Financing	State budget – within the framework of the Ministry’s activities; 2.2 billion, included in the draft law on the state budget for 2021, approved in the medium-term outlook.
Outputs	Reduction in the number of children per teacher

#### Key Activity 4.2 Rationalisation of financial flows

We will comprehensively analyse the economic set-up of operations at nursery schools with a view to rationalising financial flows, aimed at a potential reduction in redundant administrative procedures.

Implementation period	2021
Financing	State budget – within the framework of the Ministry’s activities
Outputs	Analysis of the current situation and set of proposed measures



# REVIEW OF THE FRAMEWORK CURRICULUM FOR PRIMARY AND LOWER SECONDARY EDUCATION AND A SYSTEM OF METHODOLOGICAL SUPPORT FOR SCHOOLS AND TEACHERS

*“Nothing is vainer than to know and to learn much that is not profitable. Wise is not he who knows many things, but he who knows useful things. Therefore, the work of the schools will be made easier if many things are spared. That is to say if unnecessary, irrelevant things or those of too much detail, are omitted.”*

*Johann Amos Comenius*

## OBJECTIVE OF MEASURE

The objective of the measure is to modernise the content of education so that it corresponds to the dynamics and needs of the 21st century. Schools must develop critical thinking, work with information, place an emphasis on collaboration, and promote competence for lifelong learning. The foundation of education lies in competences for life and a core curriculum that pupils must be able to connect to, develop and apply in their daily personal, professional and civic lives.

SET OF MEASURES AND KEY ACTIVITIES	
<b>Measure 1</b>	Review of the Framework Curriculum for Primary and Lower Secondary Education in the field of ICT
<b>Key Activity 1.1</b>	Revision of the content of the Framework Curriculum for Primary and Lower Secondary Education – integration of the new concept of information science and digital literacy
<b>Key Activity 1.2</b>	Preparation of model school curricula drawn up to complement the revised Framework Curriculum for Primary and Lower Secondary Education – covering information science and digital literacy
<b>Key Activity 1.3</b>	Preparation of methodical documentation for the new outputs expected in information science and digital literacy
<b>Key Activity 1.4</b>	Preparation of a minimum standard of school equipment for teaching the new concept of information science and digital literacy
<b>Key Activity 1.5</b>	Implementation of frameworks for digital learning



SET OF MEASURES AND KEY ACTIVITIES	
<b>Measure 2</b>	Review of the Framework Curriculum for Primary and Lower Secondary Education
<b>Key Activity 2.1</b>	Proposal of educational objectives and content
<b>Key Activity 2.2</b>	Innovation of the structure and content of the Framework Curriculum for Primary and Lower Secondary Education
<b>Key Activity 2.3</b>	Interlinking of formal and non-formal education in primary and lower secondary schools
<b>Measure 3</b>	Create methodical support for the revised Framework Curriculum for Primary and Lower Secondary Education – a model school curricula, teaching materials and tasks
<b>Key Activity 3.1</b>	Creation of teaching texts, modification of the system of textbook endorsements
<b>Key Activity 3.2</b>	Creation of a set of learning tasks, creation of a set of tasks to test learning outcomes at nodal points
<b>Measure 4</b>	Support for teachers
<b>Key Activity 4.1</b>	Support for teaching staff in their work with the curriculum
<b>Key Activity 4.2</b>	Improvement in the quality of the preparatory training of teaching staff
<b>Key Activity 4.3</b>	Strengthening of the competences of managers in the pedagogical management of a school
<b>Measure 5</b>	Experimental testing of a combined form of education in primary and lower secondary schools
<b>Key Activity 5.1</b>	Implementation of a combined form of education for selected classes of primary and lower secondary schools and selected individual pupils of primary and lower secondary schools

## OBJECTIVE OF MEASURE

The objective of the measure is to modernise the content of education so that it corresponds to the dynamics and needs of the 21st century. Schools must develop critical thinking, work with information, place an emphasis on collaboration, and promote competence for lifelong learning. The foundation of education lies in competences for life and a core curriculum that pupils must be able to connect to, develop and apply in their daily personal, professional and civic lives.

## JUSTIFICATION OF THE NEED FOR THE MEASURE

The purpose of moving away from a broad body of expected knowledge is to foster the ability to understand issues in a deeper context, as opposed to the current information overload. The curriculum is too broad and contains

a lot of knowledge and information that is part of the further developed rather than the core curriculum. Teachers do not have time to cover the material with pupils and pupils do not have sufficient space to acquire the knowledge, understand it in context and apply it to real situations. This leads to pupils not being able to really understand the material.

- a) **The review of the framework curricula is an opportunity to lighten, adapt and redefine the core and further developed curriculum.** The primary and lower secondary education curriculum includes a lot of content, not all of which is intended to be part of the common core curriculum. Therefore, the content of the curriculum will be assessed and revised where necessary. The curriculum will be reworked and the heavy intensity of those topics that lack relevance to the core curriculum in primary and lower secondary education will be removed. The redefined, more expansive curriculum will provide opportunities for the individual support and development of pupils in particular learning areas.
- b) **The review of the framework curricula is an opportunity to innovate the content of education.** The basic education curriculum includes content that is outdated due to advances in scientific knowledge and the application of technology. The area of digitalisation in education will be now integrated to a greater extent in the curriculum. Many schools have followed the trends in digitalisation, but the current limited number of teaching hours (information science has the absolute lowest number of teaching hours in any area of the curriculum), for example, now falls short of real requirements. The innovation of the content will also focus on deeper integration of the required knowledge and skills of pupils, with an emphasis on developing the practical application of the knowledge they have acquired in and out of the classroom.
- c) **Support for teaching staff must assist them in implementing the revised learning objectives and the revised curriculum in schools.** Systematic, long-term and coordinated methodical support for teachers as they work with the revised curriculum is a prerequisite for the successful implementation of that curriculum. Support for teachers in the framework of further pedagogical teacher training will focus on the development of pedagogical skills when working with the new curriculum, and on new trends in the teaching of subjects and, in particular, educational areas. Programmes for the further training of teaching staff will focus primarily on whole school teams, not just on support for individuals. The outputs of innovative projects and examples of good practice in primary and lower secondary schools will also be used for this purpose. The Czech School Inspectorate has noted the low level of reflection of the national curriculum requirements in actual teaching practice. Work with the revised curriculum at schools will not entail the production of a revised school curriculum, but will be reflected in innovative work with the revised content of the material that is taught, and in work with the newly established core and broadening curriculum in teaching.
- d) **To achieve the objectives of education under the curriculum, it is necessary to support the didactic and methodical preparedness of teachers.** According to the Czech School Inspectorate, modern teaching methods are still not sufficiently used. The preponderance of teacher-dominated frontal forms of work still often leads to a lower level of active pupil involvement in teaching. There is a need for a higher degree of individualisation in teaching, inclusion of cooperative activities or differentiated tasks in order to contribute to the effective fulfilment of educational objectives and to better respect the individual learning needs and capabilities of pupils. The Czech School Inspectorate has repeatedly drawn attention to deteriorating conditions in terms of the qualifications and professional skills of teaching staff (a failure to meet the requirements for this work). There are significant differences between regions in this area, including differences in the so-called approbation (i.e. a teacher's qualification to teach a particular subject) and the consequent impact on the quality of teaching. These facts underline the need for systematic support for teachers, including innovations in the content of the framework requirements for study programmes taken to qualify for regulated teaching professions. This will increase the quality of undergraduate training. Teachers need to be supported to develop pupils' attitudes and skills in a targeted way in the classroom, so that the focus on knowledge alone is not dominant and the development of pupils' functional literacy skills is systematic.

## SET OF MEASURES AND KEY ACTIVITIES

### Measure 1 Review of the Framework Curriculum for Primary and Lower Secondary Education in the field of ICT

#### Key Activity 1.1 Revision of the content of the Framework Curriculum for Primary and Lower Secondary Education – integration of the new concept of information science and digital literacy

Following the piloting of the new concept of information science and digital literacy, the application of the new parts of the curriculum in schools will be evaluated. On the basis of the conclusions, an innovated Framework Curriculum for Primary and Lower Secondary Education will be prepared in the areas of information science and digital literacy. Once the revised Framework Curriculum is published, schools will have two years to create the conditions for its implementation and to amend their school curriculum.

Tools	piloting, analysis and evaluation (Ministry of Education, Youth and Sports), production of an amendment to the Framework Curriculum for Primary and Lower Secondary Education (National Pedagogical Institute)
Dates	2021
Financing	State budget – within the framework of the activities of the Ministry of Education, Youth and Sports
Outputs	Innovated Framework Curriculum for Primary and Lower Secondary Education in the areas of information science and digital literacy

#### Key Activity 1.2 Preparation of model school curricula drawn up to complement the revised Framework Curriculum for Primary and Lower Secondary Education – covering information science and digital literacy

Model school curricula covering information science and digital literacy will be drawn up to complement the Framework Curriculum for Primary and Lower Secondary Education. This is a support that has been repeatedly requested by schools. In order to facilitate the application of the new information science and digital literacy in education as much as possible, the model school curricula will also be published electronically in the InspIS ŠVP information system for further editing.

Tools	working group of the National Pedagogical Institute and DigiKoalice
Dates	2021
Financing	State budget – within the framework of the Ministry's activities
Outputs	Set of model school curricula drawn up to complement the revised Framework Curriculum for Primary and Lower Secondary Education – covering information science and digital literacy – for voluntary use by schools

#### Key Activity 1.3 Preparation of methodical documentation for the new outputs expected in information science and digital literacy

Methodical support materials and textbooks will be developed for the new concept of information science and digital literacy, or more specifically for the individual binding outcomes expected of them. Further methodical documentation will be obtained for schools from the partners of the Ministry of Education, Youth and Sports grouped together in the DigiKoalice platform. All methodical documentation will be published for schools in a clearly arranged way.

Tools	working group, <a href="http://www.edu.cz">www.edu.cz</a> and <a href="http://www.digiskola.rvp.cz">www.digiskola.rvp.cz</a>
Dates	2022
Financing	State budget – within the framework of the activities of the Ministry and the Comenius Operational Programme
Outputs	A set of methodical support materials for use in teaching on the individual outputs expected of the new information science and digital literacy: instructional videos illustrating the teaching

#### **Key Activity 1.4 Preparation of a minimum standard of school equipment for teaching the new concept of information science and digital literacy**

In cooperation with the Association of Primary and Lower Secondary School Head Teachers, a minimum standard of school equipment for teaching the new concept of information science and digital literacy will be created. This will form the basis for negotiations with school founders (especially the Union of Towns and Municipalities, the Union of Local Government Units, in cooperation with the Ministry of Education, Youth and Sports and the Association of Primary and Lower Secondary School Head Teachers).

Tools	Working group of the Ministry, AŘZŠ, SMO ČR and SMS ČR
Dates	2021
Financing	State budget – within the framework of the Ministry's activities
Outputs	Minimum standard of school equipment for teaching the new concept of information science and digital literacy; Consultation on the standard of school equipment for teaching the new concept of information science and digital literacy, opinions received from the SMO, SMS, and AŘZŠ

#### **Key Activity 1.5 Implementation of frameworks for digital learning**

Further support for developing teachers' digital skills means (a) offering all primary school teachers the opportunity to self-assess according to the Digital Competence Framework for Teachers (DigCompEdu) and then (b) offering each school team, based on the DigCompEdu assessment, targeted support to develop the digital competencies of the school team and to integrate digital technologies effectively into their teaching.

Draw on experience from the implementation of the frameworks for teachers' digital skills (see above), adapt the Standards of Supplementary Pedagogical Studies, the syllabuses for qualification courses and specialisation studies.

Implementation period	2021–2023
Financing	State budget – within the framework of the Ministry's activities
Outputs	Targeted support packages, supported schools, revised standards of supplementary pedagogical studies

## Measure 2 Review of the Framework Curriculum for Primary and Lower Secondary Education

### Key Activity 2.1 Proposal of educational objectives and content

Formulate, in collaboration with the professional community, general curriculum objectives (based on S2030+; build on and update existing objectives; also build on objectives already supported in primary schools).

Tools	public debate, working group
Dates	2021
Financing	State budget – within the framework of the Ministry's activities
Outputs	Proposal of educational objectives

### Key Activity 2.2 Innovation of the structure and content of the Framework Curriculum for Primary and Lower Secondary Education

The Framework Curriculum for Primary and Lower Secondary Education will define the core expected outcomes and further development outcomes for the fields of study. The core outcomes should be acquired by all pupils, while further development outcomes are intended for the individualisation and differentiation of teaching and the development of pupils according to their interests and talents. For grades 5 and 9, the core outcomes for all learning areas will be mandatory. For the nodal points in grades 3 and 7, only the outcomes in Czech language and literature, mathematics, and a foreign language will be mandatory; the other outcomes will be recommended.

The content of the Framework Curriculum for Primary and Lower Secondary Education will be innovated in key competences, with a priority focus on the following key areas: mother tongue and a foreign language, mathematics and science (STEM), and the use of digital technologies. The cross-cutting themes will be updated in the light of societal developments and will be appropriately integrated into fields of study and expected outcomes.

The ratio of compulsory and optional lesson time will be adjusted in favour of optional lesson time. Compulsory lesson time will primarily be for core content and outcomes. Conversely, a greater number of optional hours will allow for modularity, greater individualisation of the pupil's educational pathway adapted to their interests and talents within the area of further development.

Principles and rules for the use of formative assessment as an effective and constructive feedback tool supporting the educational progress of each pupil and the development of key competences will be anchored in the Framework Curriculum for Primary and Lower Secondary Education.

Tools	expert teams headed by the National Pedagogical Institute
Dates	2021–2023
Financing	State budget – within the framework of the Ministry's activities
Outputs	Revised Framework Curriculum for Primary and Lower Secondary Education

### Key Activity 2.3 Interlinking of formal and non-formal education in primary and lower secondary schools

Create, through the revised Framework Curriculum for Primary and Lower Secondary Education, preconditions for a functional link between formal and non-formal education in the form of all-day school at primary level and in school clubs. Create a set of outcomes and competences within the Framework Curriculum for Primary and Lower Secondary Education that can be used for this link. Develop methodical guidelines for interlinking formal and non-formal education.

Tools	working group; debate with experts in the field
Dates	2021–2023
Financing	State budget – within the framework of the Ministry’s activities
Outputs	Set of outcomes and competences under the Framework Curriculum for Primary and Lower Secondary Education, identified for use in targeting non-formal education Substantive plan of a concept for all-day school

### **Measure 3 Create methodical support for the revised Framework Curriculum for Primary and Lower Secondary Education – a model school curricula, teaching materials and tasks**

#### **Key Activity 3.1 Creation of teaching texts, modification of the system of textbook endorsements**

Create functional methodical support for the transformation of content through didactic support for teaching in primary and lower secondary schools.

Ensure that the revised Framework Curriculum for Primary and Lower Secondary Education is reflected in textbooks and workbooks. Remove redundant assessment criteria and greatly simplify the education ministry’s endorsement system. The assessment will focus on whether a textbook or workbook is consistent with the curriculum, and on the existence of a digital format. The assessment of compliance with the Framework Curriculum for Primary and Lower Secondary Education will focus on the required distinction between core and further development outcomes. Enable schools to fund textbooks from other non-capital expenditure without the need for a textbook endorsement.

Organise the existing methodical support materials in relation to the new Framework Curriculum for Primary and Lower Secondary Education and publish them on edu.cz. The aim is to methodically support schools as they make the transition to apply the revised Framework Curriculum for Primary and Lower Secondary Education in practice (by 2023). Support the actual transformation of school learning objectives, contents, methods and forms in line with the revised Framework Curriculum for Primary and Lower Secondary Education.

Make existing electronic teaching materials usable for teaching according to the revised Framework Curriculum for Primary and Lower Secondary Education available to all schools. Keep all schools consistently informed about existing and new electronic teaching materials available for teaching.

Make existing tools and applications that can be used in primary school education available to all schools (specifically based on knowledge of distance education, on how to draw up a school curriculum, how to assess learning outcomes at a school).

Dates	2023
Financing	State budget – within the framework of the activities of the Ministry and the Comenius Operational Programme
Outputs	Updated curriculum texts, sets of teaching materials; Publication of high-quality electronic teaching materials and tools on an ongoing basis

### Key Activity 3.2 Creation of a set of learning tasks, creation of a set of tasks to test learning outcomes at nodal points

Draw up the following for core outcomes at nodal points under the Framework Curriculum for Primary and Lower Secondary Education:

- a) learning tasks to master the required outcome
- b) tasks to test the skills envisaged (tasks to tell whether pupils have mastered the content) at the nodal points of primary and lower secondary education.

The method for working with these tasks will also be included in the professional development programme for teachers.

Dates	2023
Financing	State budget – within the framework of the Ministry’s activities
Outputs	Set of learning tasks + methodical guidelines Set of tasks to test skills + methodical guidelines

## Measure 4 Support for teachers

### Key Activity 4.1 Support for teaching staff in their work with the curriculum

A thematic survey will be carried out. This will result in an evaluation of the quality of curriculum work in primary and lower secondary schools. All primary and lower secondary schools will be contacted in order to obtain structured information on the curriculum work skills of each school as a basis for follow-up targeted methodical support for all schools. Based on the data, targeted support for schools will be proposed to improve the quality of curriculum work in each individual school, with a primary focus on the approximately 30% weakest schools.

Methodical guidelines on the effective functioning of the two-stage curriculum (framework curricula – school curricula) in schools will be developed. This will form the basis for the methodical support of schools, developed in cooperation with head teachers and other stakeholders. The methodical guidelines will describe the functional methods and parameters of curriculum work in schools.

After that, an electronic environment will be created for the high-quality display of the revised Framework Curriculum for Primary and Lower Secondary Education and its easy updating. The electronic environment will include methodical and support materials linked to specific expected outcomes under the Framework Curriculum for Primary and Lower Secondary Education.

Create functional methodical support for improving the quality of the curriculum work carried out by schools and teachers in accordance with the revised Framework Curriculum for Primary and Lower Secondary Education (model school curricula for further editing in the electronic environment). Ensure that electronic systems are compatible for the production of school curricula, thus minimising the administrative complexity of drawing up such programmes. The skills of school teams in relation to curriculum work will be developed (in further training programmes) through the following activities:

1. Familiarise primary and lower secondary school teams with the criteria for evaluating work with the school curriculum at the school. Through professional development programmes, guide school teams through a functional evaluation of work with the school education programme.
2. Provide, through the professional development programme, functional methodical support for the development of the school curriculum and for the evaluation of the work with that programme at the school.
3. Create an electronic environment of methodical support for further changes in educational content so that they can be reflected in school curricula smoothly and always in accordance with innovations in the content of the Framework Curriculum for Primary and Lower Secondary Education.

Based on the evaluation of curriculum work at schools, targeted methodical support will be provided to schools in the regions. Schools with inspiring practices will be identified with a view to sharing their experience with other schools.

Dates	2021–2023
Financing	State budget – within the framework of the activities of the Ministry and the Comenius Operational Programme
Outputs	Thematic report Methodical guidelines for working with a curriculum Electronic environment for the creation of a school curriculum Professional development programmes Trained school teams

#### Key Activity 4.2 Improvement in the quality of preparatory training of teaching staff

In parallel with revisions to the framework curricula, an innovative concept of undergraduate teacher training will be developed and eventually reflected in measures at university level. In particular, the education psychology and didactic component of teacher training will be strengthened in line with the competence-based concept of the curriculum.

Dates	2021
Financing	State budget – within the framework of the Ministry's activities
Outputs	Concept of undergraduate teacher training Innovation of framework requirements for study programmes, leading to professional qualifications for regulated teaching professions

#### Key Activity 4.3 Strengthening of the competences of managers in the pedagogical management of a school

Using the outputs of projects under the Operational Programme Research, Development and Education, a modular system for the training of senior teaching staff will be created, including the development of skills centred on the analysis of the external and internal environment of a particular school or school facility, leading to an increase in the competencies of managers to create their own system for the monitoring or supervision of teaching and the projection of findings obtained in this way into all downstream managerial functions (planning, organising, personnel activities, people management, checks), and in all parallel phases through which they pass (analysis, decision-making, implementation).

Implementation period	2022–2023
Financing	State budget – within the framework of the Ministry's activities
Outputs	Programmes for the professional development of senior teaching staff



## Measure 5 Experimental testing of a combined form of education in primary and lower secondary schools

### Key Activity 5.1 Implementation of a combined form of education for selected classes of primary and lower secondary schools and selected individual pupils of primary and lower secondary schools

The experimental testing of a combined form of education in primary and lower secondary schools will be based on schools' experience of distance learning in the second half of the 2019/2020 school year. It will be carried out on the principle of the voluntary participation of schools, selected by size, founder and level of progress in working with distance forms of learning. Participating schools will be able to involve whole classes, groups or specific pupils. Pupils' involvement will require the consent of their legal guardian. The aim will be to determine how effective distance learning and its elements are in primary and lower secondary education. The activity expects teachers of the participating schools to receive initial training on how to implement the combined form of education (provided by the National Pedagogical Institute).

Implementation period	2021–2023
Financing	State budget – within the framework of the Ministry's activities
Outputs	<p>Interim implementation reports by the participating schools</p> <p>Inspection reports – evaluation of educational activities for pupils in the combined form of education, evaluation of the educational results of pupils in this combined form of education (2023)</p> <p>Methodical guidelines for the combined form of education in primary and lower secondary schools, with examples of variants in implementation (2023)</p>

# SUPPORT AND MANAGEMENT OF SCHOOLS

*“This habit of throwing all sorts of papers into the audience at will must cease entirely, as it is a breeding ground of all confusion.”*

*Johann Amos Comenius*

## OBJECTIVE OF MEASURE

Building a functional system of support for schools that will help to improve the quality of education, cooperation, streamline the management of schools and the school system, and reduce inequalities in education.

SET OF MEASURES AND KEY ACTIVITIES	
<b>Measure 1</b>	Piloting a middle point of support
<b>Key Activity 1.1</b>	Piloting a middle point
<b>Measure 2</b>	Optional legal personality of public schools and school facilities
<b>Key Activity 2.1</b>	Allow a school to operate without legal personality
<b>Measure 3</b>	Reductions in the administrative burden on schools
<b>Key Activity 3.1</b>	Implementation of a research project
<b>Key Activity 3.2</b>	Information systems
<b>Key Activity 3.3</b>	Streamlining financial flows
<b>Measure 4</b>	Optional distribution of the school management’s competences and support for non-teaching work
<b>Key Activity 4.1</b>	Possibility of delegating the head teacher’s competences to more than one person
<b>Key Activity 4.2</b>	Non-teaching team at a school
<b>Key Activity 4.3</b>	Co-participation of founders in the non-teaching activities of a school
<b>Measure 5</b>	Effective cooperation between founders, head teachers and officials
<b>Key Activity 5.1</b>	Information support and training activities for founders, head teachers, officials and other managers in the education system

SET OF MEASURES AND KEY ACTIVITIES	
<b>Measure 6</b>	Institutionalisation of specialised positions in schools
<b>Key Activity 6.1</b>	Creation of a model for the gradual institutionalisation of specialised positions in schools
<b>Measure 7</b>	Support for the education of children and pupils with a different mother tongue
<b>Key Activity 7.1</b>	Securing systemic financing
<b>Key Activity 7.2</b>	Targeted offer of further teacher training
<b>Key Activity 7.3</b>	Determining a child's required linguistic proficiency
<b>Key Activity 7.4</b>	Production of a curriculum for Czech as a second language

## OBJECTIVE OF MEASURE

Building a functional system of support for schools that will help to improve the quality of education, cooperation, streamline the management of schools and the school system, and reduce inequalities in education.

## JUSTIFICATION OF THE NEED FOR THE MEASURE

Some of the problems with management in education are related to the fact that the Czech Republic is the country with the most decentralised education management, or with the highest degree of school autonomy, in the world. This high degree of autonomy has a number of benefits, such as the ability to adapt the content and method of teaching to the needs of pupils and students in a given place and to respond quickly to changing needs. Relevance is better achieved in a system that is decentralised and allows for rapid adaptation to local conditions. Furthermore, schools that are closer to the local community, the municipality, etc., nurture a positive, healthy environment of cooperation and sense of local belonging. However, it also brings problems: the overburdening of head teachers (and teachers) with many tasks, the fragmentation of professional and supportive capacities and growing differences in their quality, competition between schools, growing differences between schools and regions, difficult communication between many stakeholders, and the complexity of implementing any national strategy.

The high degree of decentralisation in the Czech Republic is further complicated by the large number of small municipalities. Many municipalities set up only one or a few schools, often small, and logically may lack the necessary professional and organisational facilities for the effective administration and support of the schools they have set up. This can be readily documented by the number of school founders. To illustrate: there are now 4,172 primary and lower secondary schools in the Czech Republic (28.8 % of mainstream primary and lower secondary schools have fewer than 50 pupils), which have been established by 2,560 different founders. The problem stemming from a high degree of decentralisation is thus a lack of capacity, as this can only be meaningfully created for a group of schools. Examples include legal advice to schools, methodical support for teachers of individual subjects, methodical support for head teachers, targeted further education programmes, the centralised expert administration of didactic technology, IT infrastructure management, etc. In some cases, when the founder is a larger city, capacity is concentrated. However, this only further increases the differences between the levels of support for different schools, contributing to the growth in regional differences and differences between schools.

We believe there is an opportunity to reduce regional disparities if there is an improvement in the quality and management of the education system. The proposed measures must respect the form and structure of the education system, building on what works and making changes only where there will really be a direct contribution to better education.

## SET OF MEASURES AND KEY ACTIVITIES

### Measure 1 Piloting a middle point of support

The aim of the pilot testing is to find a functional model for a middle point of support in the area. In the pilot phase, we will focus mainly on the institutional support of public nursery schools and primary and lower secondary schools in selected, type-different localities (in cooperation with the Local Action Plan for Education Development). Institutional support means support that targets a school as a legal entity cooperating with local stakeholders, and focuses on management, legal, economic and grant processes and personnel and administrative matters at schools. The pilot testing will also include the proposal and validation of an optimally set relationship between the middle point of support and those implementing local action plans. The middle point of support will not have direct management powers, but instead will play a supporting and coordinating role. As part of this implementation stage, the pilot testing will also focus on analysing suitable model entities that could be a middle point of support.

The main tasks of the middle point of support will be as follows:

1. provide or coordinate methodical support to schools in the given area, including support for the development of managerial and management competencies of head teachers;
2. encourage cooperation between schools and other stakeholders, their mutual communication and the sharing of effective practices;
3. coordinate the plans and activities of individual schools and stakeholders in education in the given area;
4. provide support in the field of administrative activities;
5. provide schools with up-to-date information relevant to the local area;
6. provide the Ministry of Education, Youth and Sports with up-to-date information from schools;
7. provide basic legal support and counselling in the education sector;
8. support positive innovations in schools, help with their evaluation and further dissemination in cooperation with the National Pedagogical Institute;
9. monitor how development and support activities in schools improve the quality of pupils' learning, key educational outcomes and increase equal opportunities in education, in cooperation with the Czech School Inspectorate;
10. provide support to schools in the development of the use of their ICT tools, in cooperation with the National Pedagogical Institute.
11. Methodically support the activities of school councils and cooperation between schools and parents' associations.

### Key Activity 1.1 Piloting a middle point

A model middle point of support in the area will be created and its contribution will be examined, i.e. how much it contributes to higher awareness and its use as an effective tool for reducing disparities in education. In the pilot phase, the testing will focus only on the institutional support of public nursery schools and primary and lower secondary schools established by municipalities or a voluntary association of municipalities. The implementation will include an analysis of model entities suitable to be a middle point of support from the field of public administration. Appropriate forms of cooperation with local action plans will be examined, together with a proposal on how to set the optimal relationship between the centrally managed support unit and entities implementing local action plans after 2025.

Implementation period	2021–2023
Financing	State budget – for 2021 this is covered within the framework of the Ministry’s activities. Claims will then be sought from the state budget and ESF+.
Outputs	Verification of a functional model of a middle point of support in the area

### Measure 2 Optional legal personality of public schools and school facilities

The aim of the measure is to prepare a plan enabling public schools and school facilities to operate without legal personality. The solution would enable smaller founders in particular to establish schools and school facilities without legal personality (e.g. as organisational units of a municipality). For schools and school facilities without legal personality, the founder would then provide, for example, bookkeeping, property and technical management, etc., i.e. activities that are not directly related to the provision of education or school services under the Schools Act. The head teacher managing the activities of a school or school facility without legal personality would continue to have all rights and obligations under Sections 164–165 of the Schools Act.

#### Key Activity 2.1 Allow a school to operate without legal personality

The preparation of a plan to amend legislation, enabling schools and school facilities to operate without an independent legal personality.

Dates	2022
Financing	State budget – within the framework of the Ministry’s activities
Outputs	Plan for a solution

### Measure 3 Reductions in the administrative burden on schools

The aim is to reduce the administrative burden on schools and to streamline the processes related to it, both in areas that are directly related to the activities of the school or school facility (registries, data collection, pedagogical documentation, administrative proceedings, etc.) and in administration related to the activities of a legal entity as such (economic reporting, OSH, contracts). The measure will follow up on the outputs of the Technology Agency research project focusing on a detailed analysis of the administrative activities of primary and lower secondary schools. The activity will be mapped from several perspectives: 1) the identification of administrative activities that a legal entity performing primary and lower secondary school activities must carry out, as required by law, 2) the identification of administrative activities, the performance of which does not directly follow from legislation, 3) a description of how activities are performed, 4) the identification of possible inter-regional differences in this area, and 5) the identification of possible differences in the scope and content of administrative activities, taking into account the size and character of the school’s founder. In the next step, a basic system will be set up to classify how schools deal with the division of administration among individual school staff. Based on the results of this research, specific measures proposed in it will be implemented with an impact expected in all schools.

#### Key Activity 3.1 Implementation of a research project

Based on the outputs of the Technology Agency research project, reporting obligations will be reduced where possible and duplicate activities will be eliminated.

Implementation period	2020–2023
Financing	State budget – within the framework of the Ministry’s activities
Outputs	Rationalisation of schools administrative activities

### Key Activity 3.2 Information systems

With the introduction of a functional ministerial information system, we will simplify the transmission and acquisition of information and information sharing between authorised persons. Attention will also be focused on increasing the compatibility of existing school information systems.

Implementation period	2020–2023
Financing	State budget and ERDF – without the need to increase the appropriation beyond the funds already allocated
Outputs	Functional information system

### Key Activity 3.3 Streamlining financial flows

The weight of contracted (project) financing will be reduced and institutional financing will be strengthened. Some funds from development programmes will be included in the system for the financing of regional education.

Implementation period	2020–2023
Financing	State budget – within the framework of the Ministry’s activities
Outputs	Strengthening of institutional financing

### Measure 4 Optional distribution of the school management’s competences and support for non-teaching work

The aim of this measure is to provide comprehensive support for non-teaching work and to divide competencies within the management of an organisation, enabling schools to devote the maximum possible time to the quality of the pedagogical process.

According to current legislation (Section 166 of the Schools Act), the head of a “school legal entity” or ordinary “legal entity” (or the head of an organisational unit of the state or part thereof) is the head of all schools and school facilities whose activities are performed by that legal entity. Unlike schools operated by other legal entities (in the form of a private limited company, for example), the heads of school legal entities and organisations partly funded from the public purse necessarily play a dual role – they are the governing bodies of the legal entity and at the same time the head teacher of (all) schools and school facilities. They are thus subject not only to the duties of a head teacher under the Schools Act (Sections 164–165), but also to the obligations arising for all legal entities under other legislation. This dual role (“executive director x head teacher/educational leader”) means that head teachers often do not have the conditions and time to devote themselves sufficiently to pedagogical leadership, which is essential for the development of quality education.

Within a school, it is essential to transfer administrative and other work related to direct teaching activities to non-teaching staff as much as possible, e.g. the keeping of the school’s pedagogical documentation, including school registers, records of absences, supervision of pupils, the organisation of educational and other extracurricular events, etc. For this purpose, in connection with the results of the Technology Agency research, a standard of non-teaching work and minimum requirements for a team of non-teaching staff will be drawn up, depending on the type and size of the school.

### Key Activity 4.1 Possibility of delegating the head teacher’s competences to more than one person

A plan will be created for the potential division of the head teacher’s roles in two basic variants:

- school manager x teaching director;
- head teacher x technical director.

Dates	2022
Financing	State budget – within the framework of the Ministry’s activities
Outputs	Creation of a plan for the solution

#### **Key Activity 4.2 Non-teaching team at a school**

A minimum standard for a team of non-teaching staff will be created, reflecting the type and size of the school, that defines the necessary non-teaching positions and scope of work for the optimal functioning of the school in its technical, operational, administrative, economic and organisational aspects. The funding of such a standardised team will be part of institutional funding.

Dates	2023
Financing	State budget – within the framework of the Ministry’s activities
Outputs	Standard for a non-teaching team at a school

#### **Key Activity 4.3 Co-participation of founders in the non-teaching activities of a school**

A plan will be created for the possibility for certain non-teaching activities to be taken over by the founder (e.g. ICT administrator, maintenance of the garden, buildings, etc.).

Dates	2023
Financing	State budget – within the framework of the Ministry’s activities
Outputs	Proposed solution

#### **Measure 5 Effective cooperation between founders, head teachers and officials**

The aim is to strengthen effective cooperation between founders, the school management, officials and the Ministry of Education, Youth and Sports with a positive impact on the development of the education system by increasing the competencies, knowledge and skills of these stakeholders and increasing their mutual trust.

##### **Key Activity 5.1 Information support and training activities for founders, head teachers, officials and other managers in the education system**

In autumn 2020, the Ministry of Education, Youth and Sports will launch a new web portal, the aim of which will be to ensure that all stakeholders in the field of education are kept informed. It will serve as a communication channel where guaranteed information, methodical guidelines, and models will be collected, good practice will be shared, community content will be posted, etc.

A handbook for founders will be issued and regularly updated. It will cover the founder’s position, rights, responsibilities and roles in the education system, the function of the school council, school funding rules, school facilities and equipment, competitions for head teachers and a practical section with model documents (e.g. charters of incorporation, election rules of the school council, applications for the registration of the school, competitions for head teachers, possible criteria for the remuneration of head teachers and the evaluation of schools...).

Following previous educational activities, further ones will be organised for local and central government representatives and other leaders in education – conferences, seminars, combinations of professional papers, panel discussions and practical workshops. A new modular course for officials of local government units will be created

and the contents of the examination of professional competence will be updated. A new modular educational programme will be prepared for managers that focuses primarily on effective ways to manage schools in their area in order to increase the quality of children's learning and equal opportunities in schools (intended for senior officials and school management). The strengthening of information support for founders will be accompanied by the announcement of a competition rewarding municipalities that positively influence education.

Implementation period	2020–2023
Financing	State budget and ESIF – without no need to increase the appropriation for information support and educational activities, with an increase in the appropriation by CZK 300,000 for the purpose of implementing a competition for founders
Outputs	Announcement of a competition in 2021 Handbook for founders in 2022 Modular course for officials and managers of local government units in 2023

### Measure 6 Institutionalisation of specialised positions in schools

The aim of this measure is to create a draft standard for a team of specialised positions in schools, including a model of funding from the state budget.

#### Key Activity 6.1 Creation of a model for the gradual institutionalisation of specialised positions in schools

A minimum standard for the team of selected specialised positions will be developed, taking into account the specifics of schools, i.e. the size, type of school, number of children and pupils with special educational needs, including a model of financing from the state budget. For the positions of school psychologist, remedial teacher and school assistant, the scope of their hours and workload will be defined to optimally support children, pupils and teachers in the school to ensure that care is provided in the form of education psychology and remedial teaching. The model will propose opportunities of financing from the state budget while ensuring the continuity of positions.

Dates	2021
Financing	State budget – within the framework of the Ministry's activities
Outputs	Proposed model

### Measure 7 Support for the education of children and pupils with a different mother tongue

We will provide systematic financial and methodical assistance to primary and lower secondary and nursery schools educating children and pupils with a different mother tongue, aimed at increasing the quality of education provided to these children and pupils.

#### Key Activity 7.1 Securing systemic financing

We will set up a model for the systemic financing of support for primary and lower secondary and nursery schools that educate children and pupils with a different mother tongue.

Implementation period	2021–2023
Financing	State budget – within the framework of the Ministry's activities for 2021. An application for appropriations will be submitted for 2022-2023.
Outputs	Preparation of a model for the systemic financing of support for children and pupils with a different mother tongue Amendment to Implementing Decree No 48/2005 Amendment to Implementing Decree No 14/2005



**Key Activity 7.2 Targeted offer of further teacher training**

Training programmes focused on the development of the language and communication skills of children and pupils with a different mother tongue will be provided for teachers.

Implementation periode	2021–2023
Financing	State budget – within the framework of the Ministry’s activities, and ESF+
Outputs	Programmes of further teacher training

**Key Activity 7.3 Determining a child’s required linguistic proficiency**

In the methodical guidelines for the development of language skills, we set the necessary language level that a child with a different mother tongue should achieve during the transition from nursery school to primary level of education so that they are ready to continue their education successfully at primary and lower secondary school.

Implementation periode	2021–2023
Financing	State budget – within the framework of the Ministry’s activities
Outputs	Methodical guidelines for the development of children’s linguistic competences

**Key Activity 7.4 Production of a curriculum for Czech as a second language**

A curriculum for Czech as a second language will be developed. It will be revised and supplemented according to the needs of schools educating pupils with a different mother tongue. Schools will use an entrance aptitude test to roughly determine how much language support is required.

Implementation period	2021–2023
Financing	State budget – within the framework of the Ministry’s activities
Outputs	Curriculum for Czech as a second language Entrance language aptitude test

**FOLLOW-UP MEASURES**

- Evaluation and blanket implementation of a middle point of support in the area
- Extension of the middle point of support in the area to include pedagogical support
- Verification of the model for the implementation of the middle point of support for upper secondary schools at regional level
- Implementation of measures arising from consultation plans

# INNOVATION OF THE SYSTEM OF SUBJECTS

*“The objective of education and wisdom for a man is to see a clear path of life ahead, to walk it carefully, to remember the past, know the present and foresee the future.”*

*Johann Amos Comenius*

## OBJECTIVE OF MEASURE

The aim is a functional, permeable and attractive system of subjects, which, after a review of the content of education, will ensure that those who undertake it have the competencies needed for further professional and non-professional education, personal life and long-term employability.

SET OF MEASURES AND KEY ACTIVITIES	
<b>Measure 1</b>	Modern, open vocational education with high added value
<b>Key Activity 1.1</b>	Review of subjects and innovation of the system of fields of education
<b>Key Activity 1.2</b>	Flexible organisation of school curricula and teaching
<b>Key Activity 1.3</b>	Review of framework curricula in the field of basic literacy
<b>Key Activity 1.4</b>	Review of framework curricula in the field of a common vocational basis
<b>Measure 2</b>	Acquisition of professional qualifications
<b>Key Activity 2.1</b>	Acquisition of professional qualifications during studies
<b>Measure 3</b>	Facilitation of school-leavers' transition to the labour market
<b>Key Activity 3.1</b>	Improvement in the quality of practical teaching
<b>Key Activity 3.2</b>	Support of career guidance

## OBJECTIVE OF MEASURE

The aim is a functional, permeable and attractive system of subjects, which, after a review of the content of education, will ensure that those who undertake it have the competencies needed for further professional and non-professional education, personal life and long-term employability.

## JUSTIFICATION OF THE NEED FOR THE MEASURE

The aim of upper secondary and post-secondary vocational education is to prepare school-leavers for their personal, civic and professional life. At the same time, it should pave the way for lifelong learning and long-term employability. The demands on upper secondary education thus reflect the need to focus on strengthening common elements of the general basis in upper secondary education, placing an emphasis on the development of key competences, creating suitable conditions for school-leavers' easier transition to employment, greater interconnection between schools and employers, and facilitating the transition of disabled and socially disadvantaged pupils to post-secondary vocational or higher education. In connection with technological progress and the changing needs of society, we also anticipate that some fields of study will be reduced and replaced by fields consistent with contemporary needs.

Pupils still opt for one of approximately 280 fields of study at a relatively young age, with very little scope to change course to a new educational path during their studies, whatever the level of education or field. Many pupils, because they lack either the skills or the motivation, do not complete their chosen field of vocational education and drop out. They often then start studying again in another field, perhaps several times, and their studies become more protracted and more expensive. The measures and activities listed below present an opportunity to transform the system in order to create an attractive, open and open-ended education system of vocational fields of study.

### Three main pillars for the transformation of vocational education:

1. Curriculum – two-level: framework curriculum at the national level, school curriculum at regional level  
Comprehensive educational component for individual categories of education (E, H, M/L)  
Vocational component of education (common vocational basis, vocational/qualification component)
2. Qualifications – specific qualification component (e.g. National Register of Qualifications, professional qualifications/full professional qualifications)
3. Partnership – cooperation between schools and companies, cooperation with employers and other partners in the field of vocational education

## SET OF MEASURES AND KEY ACTIVITIES

### Measure 1 Modern, open vocational education with high added value

The innovated system of study fields will be conceived as an open system, so students can pick up where they left off at any time and proceed to a higher level of education (qualifications), and their previous learning will be recognised. This will improve the possibility of change educational path during studies, whether this concerns a level or a field of education, and students will not have to keep start studying from the beginning.

The framework curriculum for vocational education will heavily reflect the trend of preparing for lifelong learning, i.e. it will reinforce the common comprehensive and vocational basis of the curriculum and support the development of key competences that can be used in the labour market in general. In principle and in terms of content, it will follow up on the revised primary and lower secondary education curriculum.

#### Key Activity 1.1 Review of subjects and innovation of the system of fields of education

The total number of fields of education will be reduced. Education will be conceived with an emphasis on a common vocational basis within a relevant group of fields of education. This innovation will allow students to make their career choice gradually and postpone early specialisation.

The framework curriculum for *fields of education with vocational training* (categories E, H, L0) will be structured as a broadly profiled, branched field of education with the possibility of completing studies after the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year. For a school, this will mean the possibility of creating a school curriculum for two-year, three-year or four-year fields of education, or for all of the listed levels of fields, or combinations thereof. For students, this means that various paths of education remain open to them. This approach to the structuring of framework/school curriculum should enable pupils to reach as high as possible according to their abilities and motivation.

A framework curriculum with a common vocational basis will be created for an individual group of *fields of education in category M*.

Implementation period	2021–2022
Financing	State budget – within the framework of the Ministry’s activities
Outputs	Draft Government Regulation on a system of fields of education

### Key Activity 1.2 Flexible organisation of school curricula and teaching

The new framework curricula will enable schools to:

- divide school curricula into educational modules;
- flexibly organise the school year, including holidays;
- organise individual work placements during school hours;
- organise work placements during holidays;
- plan the cooperation of schools and companies in the field of practical and theoretical teaching and upon the completion of education.

The implementation of the concept prepared under the project for the modernisation of vocational training project will allow for school curricula to be flexible and modularised. Educational modules can be flexibly included in various curricula, and pupils can be tested on them independently. Therefore, for example, a pupil need not repeat the entire year or resit an exam in an entire subject, but only in the part they failed. Previous learning can always be recognised. In addition to modularisation, however, other changes are also needed, which will enable, in particular, better cooperation between schools and employers.

Due to the rigid organisational structure of school teaching (a fixed weekly timetable, weekly alternation of vocational training and theory, a fixed school year, holidays, etc.), schools cannot meet the needs of vocational training and work experience at employers. Employers tend to require a greater concentration of time. Seasonal work, for example, also plays a role. A flexible organisational set-up for teaching would make it possible to bring the possibilities of the work and school environment closer together, thus creating conditions for the provision of vocational training and work experience at employers, while also making it easier for experts in the field to come into the classroom.

Due to the declining number of students in vocational education and the greater fragmentation of the structure of fields of study in individual schools, it is also necessary for framework/school curricula to allow schools to organise teaching for smaller groups of pupils who choose different final qualifications, i.e. besides traditional classes, to teach in multidisciplinary classes or to teach “small classes”, where different groups of pupils are learning different content in the same class.

Implementation period	2022–2022
Financing	State budget – within the framework of the Ministry’s activities
Outputs	Model school education programmes Identified examples of good practice

### Key Activity 1.3 Review of framework curricula in the field of basic literacy

The main changes in comprehensive education will consist of changes in content and relevance, further to the review of the Framework Curriculum for Primary and Lower Secondary Education. As part of the review, there will be no overall increase in the lesson time for comprehensive education at the expense of the vocational component. Qualitative changes will focus mainly on:

- strengthening the importance of key competences and basic literacy (especially language, mathematical, digital), with an emphasis on their cross-cutting nature in relation to the comprehensive and vocational components of education;

- strengthening the application part of comprehensive education, which is preparatory for follow-up vocational education.

Implementation period	2021–2023
Financing	State budget – within the framework of the Ministry’s activities
Outputs	Revised framework curricula

#### Key Activity 1.4 Review of framework curricula in the field of a common vocational basis

The review will be based on defining common vocational foundations (technical, economic, humanities, social sciences, arts, etc.), which will provide students with a broad base of professional competencies that will allow them to further specialise according to the possibilities of the particular school, the regional labour market’s needs, and their interests. This approach to the concept of the vocational component of education will enable pupils to be well prepared to continue their education in the tertiary sphere or to attend retraining and corporate training.

Implementation period	2021–2023
Financing	State budget – within the framework of the Ministry’s activities
Outputs	Amendment to Government Regulation No 211/2010 on the system of fields of education in primary, lower and upper secondary and post-upper secondary vocational education Revised framework curriculum for upper secondary education

#### Measure 2 Acquisition of professional qualifications

This measure is aimed at early school-leavers. Pupils may drop out of education early either during their studies or at the end of their studies (if they fail their final or maturita examination).

##### Key Activity 2.1 Acquisition of professional qualifications during studies

For this activity to be carried out, a plan needs to be drawn up with a solution that would enable the results of previous education to be recognised for the purposes of obtaining a qualification. The implementation of the plan will increase pupils’ chances of finding a job if they fail to complete the entire cycle of education, and at the same time it will facilitate their continuation of or return to the education system.

In the framework curriculum for fields of education with an apprenticeship certificate, a link will be made to the relevant qualifications under the National Register of Qualifications. In fields of education in category M with a maturita examination – where possible (i.e. there is a corresponding professional qualification under the National Register of Qualifications at EQF level 4) – there will also be a link to Register qualifications or other qualification systems (e.g. in pedagogy, health, social work, etc.). Generally vocational fields of the lyceum type will have no qualification output, with the assumption that these school-leavers will continue on to tertiary education.

The framework curriculum will be loosely linked to specific professional qualifications, i.e. newly emerging or amended professional qualifications can be assigned to the framework curriculum without any change to the programme. While the lifespan of a framework curriculum is assumed to be in the medium term (5–10 years), the lifespan of professional qualifications may be significantly shorter in rapidly developing sectors of the economy (1–2 years). The continuous assignment of professional qualifications will thus make it possible to maintain initial vocational training relevant to the needs of the labour market.

We will create an input analysis focused on the possibility of validating a “professional diploma” if pupils fail to finish their studies properly but have skills for the labour market.

Implementation period	2020–2022
Financing	State budget – within the framework of the Ministry’s activities
Outputs	<p>Consultation plan addressing the recognition of the results of previous education</p> <p>Allocation map and methodical guidelines for the synergistic linking of framework curricula and (full/) professional qualifications under the National Register of Qualifications</p> <p>Creation of an input analysis aimed at validating the introduction of a “professional diploma”</p> <p>Measure 3 Facilitation of school-leavers’ transition to the labour market</p> <p>Improving conditions for school-leavers to transition to the labour market</p>

### Key Activity 3.1 Improvement in the quality of practical teaching

The aim of this activity will be to analyse current performance in professional practice, especially in relation to the acquisition of professional, civic and personal competencies. On the basis of the analysis, a standard of quality and conditions for practical teaching in corporate and school workplaces where practical teaching takes place will be created.

Implementation period	2021–2023
Financing	State budget – within the framework of the Ministry’s activities
Outputs	<p>Analysis of the quality and content of professional practice in 2022</p> <p>Standard of quality and conditions for practical teaching at workplaces up to 2023</p>

### Key Activity 3.2 Support for career guidance

The framework curricula will include systematic work on the career development of each pupil and the strengthening of their professional identity and links with their field of education. The aim is to limit early school leaving and repeated enrolments in the first years of various fields. In these activities, we will focus not only on the role of career guidance in schools, but also on developing teachers’ skills to support pupils in completing their studies and making the transition to the labour market.

Implementation period	2021–2023
Financing	State budget and ESIF
Outputs	<p>Revision of the framework curriculum</p> <p>Methodical support for career guidance during a pupil’s education</p>



# IMPROVEMENT IN THE QUALITY OF EDUCATION IN STRUCTURALLY DISADVANTAGED REGIONS

*“But if the remedy is to be successful, it must be comprehensive and versatile, because if it does not remedy simultaneously everything interrelated, you will never proceed any further...”*

*Johann Amos Comenius*

## OBJECTIVE OF MEASURE

To increase the quality of education in structurally disadvantaged regions, with an emphasis on increasing the participation of children in pre-school education, methodical support for schools educating a high proportion of socially disadvantaged pupils, and their founders.

SET OF MEASURES AND KEY ACTIVITIES	
<b>Measure 1</b>	Comprehensive support for schools in municipalities with a higher proportion of children and pupils at risk of social exclusion in the Karlovy Vary and Ústí nad Labem Regions
<b>Key Activity 1.1</b>	Strengthening of the professional capacity and competence to work with diverse groups of children and pupils
<b>Measure 2</b>	Reduction of segregation tendencies in primary and lower secondary education
<b>Key Activity 2.1</b>	Methodical support of founders in the regulation of catchment areas
<b>Measure 3</b>	Increase in the participation of children in pre-school education in the Karlovy Vary and Ústí nad Labem Regions
<b>Key Activity 3.1</b>	Removal of an objective financial barrier preventing access to education
<b>Key Activity 3.2</b>	Support for family and school cooperation
<b>Measure 4</b>	Targeted financial support for the entry of recent graduates into pedagogical placements in schools in the Karlovy Vary and Ústí nad Labem Regions
<b>Key Activity 4.1</b>	Financial motivation for recent graduates to join schools in the Karlovy Vary and Ústí nad Labem Regions



## OBJECTIVE OF MEASURE

To increase the quality of education in structurally disadvantaged regions, with an emphasis on increasing the participation of children in pre-school education, methodical support for schools educating a high proportion of socially disadvantaged pupils, and their founders.

## JUSTIFICATION OF THE NEED FOR THE MEASURE

The Czech education system is distinguished by significant inequalities in the quality of schools – in the form of regional inequalities and inequalities within regions – which largely determine individual educational outcomes and lead to a reduction in the equal opportunity to achieve a quality education. Another persistent problem is the great dependence of educational results on the socio-economic and cultural status of a pupil's family and the dependence of their educational paths on their parents' aspirations. As a result, the differentiation of schools according to the socio-economic and cultural status of parents leads to limited academic optimism<sup>2</sup> among Czech teachers – i.e. they have little confidence that, in an environment where pupils with a lower status are concentrated, the results of pupils from disadvantaged backgrounds can be strengthened.

Pre-school education plays an important role in levelling out inequalities in education. According to foreign studies, this has a significant effect on the development of conditions for the successful integration of children from disadvantaged backgrounds into primary and lower secondary schools and further success in life. However, a positive effect is mainly recorded in cases where attendance lasts two or more years and is of sufficient quality. **Investing in quality pre-school programmes for socially disadvantaged children can result, during their lifetime, in a return amounting to 7–10 times an increase in their academic success, higher employment, lower morbidity and less crime.** The positive effects are also passed on to the families of the children supported. According to available data, including research conducted in the Czech Republic, from socially disadvantaged areas, two years of schooling, with other factors controlled (parental education, location, age, ethnicity), are associated with higher success in the transition to mainstream primary and lower secondary schools and in the move to upper secondary school. Strengthening pre-school attendance may be one way of reducing the problem of school deferments.

**In the Karlovy Vary and Ústí nad Labem Regions**, where there is less of a capacity problem compared to other regions, it is necessary to consider ways to involve a larger proportion of children, often from disadvantaged backgrounds, in pre-school education. Similarly, other indicators such as the **share of deferments and the drop-out rate** show that **the biggest problems can be found in the Karlovy Vary and Ústí nad Labem Regions**. These are also the regions with the highest share of pupils entering fields of study resulting in an apprenticeship certificate. International surveys and sample surveys conducted by the Czech School Inspectorate show that pupils from Prague tend to have the highest results, whereas the lowest results are reported for pupils in the Ústí nad Labem Region. The Karlovy Vary Region is a case in itself, as in the vast majority of surveys it is on the lower rungs along with the Ústí nad Labem Region (2017 Sample Survey 2017, Literacy Survey, TIMSS, PIRLS, PISA, except in 2018).

Similar figures are documented by the average results achieved in the uniform entrance examinations for upper secondary schools and matura examinations.

**It is in the Ústí nad Labem and Karlovy Vary Regions that a number of problems are combined.** This may be the reason, but it is also the key to improving the situation. In the Czech Republic, there is an extremely **strong correlation between a child's socio-economic background and educational outcomes, i.e. the educational outcomes achieved** by pupils are influenced by their family background and place of residence. In the Karlovy Vary and Ústí nad Labem Regions, not only do the parents have a low socio-economic status, but their **situation is compounded by social problems** – poor quality housing, enforcement orders, etc.

<sup>2</sup> "Academic optimism" means the potential that a teacher believes exists in educating pupils well and overcoming socio-economic factors that negatively affect individual pupils' results. Instead of emphasising powerlessness in the face of a disadvantaged family environment, it focuses on the opportunities offered by school and learning. This optimism has a positive impact on pupils' results regardless of their socio-economic background. However, in the Czech Republic it depends on the overall socio-economic status of the class, which may limit the boost to pupils' results (Straková, Greger, Simonová, 2018). The Czech uses the more appropriate term "pedagogical optimism", as "academic optimism" refers more to the academic career and development of the teacher.

On the other hand, an analysis encompassing municipalities with extended powers reveals a more comprehensive picture, where there are still significant differences within regions and perhaps also between individual parts of municipalities and schools.

Some municipalities further complicate the position of socially disadvantaged families by marginalising them in the educational process (segregation).

The Karlovy Vary and Ústí nad Labem Regions derogate significantly from the norm in terms of educational outcomes. The PISA scores for these regions are around or below 450, while the scores of the best regions are around or above 500. Socio-economic status currently accounts for over 40% of the variation in overall regional performance in PISA tests. Consequently, there is great potential to reduce regional inequalities by improving the quality of the education system, i.e. by working to reduce the correlation between the socio-economic status of individual pupils and their performance.

## SET OF MEASURES AND KEY ACTIVITIES

### **Measure 1 Comprehensive support for schools in municipalities with a higher proportion of children and pupils at risk of social exclusion in the Karlovy Vary and Ústí nad Labem Regions**

The aim of the measure is to contribute to the goal of *“Reducing regional inequalities in educational attainment and reducing the dependence of educational attainment on the social status of the family”* through a comprehensive system of support for the most at-risk schools that face heterogeneous collectives, inadequate facilities in the form of supporting professions and, as a result, below-average educational outcomes.

In regions with long-term lower educational results, we will strengthen the development of teachers’ competences in fields aimed at their ability to educate diverse groups of children and to develop the potential of pupils with social and other disadvantages, with an emphasis on pair teaching, the reinforcement of methods centred on cooperation with supporting professions (teaching assistants, remedial teachers, the school psychologist, etc.), and with field workers from non-governmental organisations.

Programmes for the further teacher training will be organised to order for the entire teaching staff. Professional development will extend beyond the existing further teacher training to include class observations (also in the form of video recordings followed by an expert-led analysis) and placements at other schools. Greater space will be available to share experiences of training programmes with colleagues. The programmes will also be aimed at expanding supervision and coaching. The content of further teacher training will emphasise new trends in teaching and individual fields of study.

The National Pedagogical Institute will select the schools in conjunction with the Czech School Inspectorate. The identification of the neediest schools will be followed by offers to those schools in the form of a comprehensive further teaching training, work with their founder, parents, assistance with subsidies, etc.

The measures will be implemented in accordance with the activity in the implementation card on the central unit, which should be responsible for these activities after the pilot phase.

### **Key Activity 1.1 Strengthening of the professional capacity and competence to work with diverse groups of children and pupils**

**a) Implementation of targeted training programmes in the form of further teacher training in line with the needs of the school** – work with heterogeneous teams, reductions in academic failure, strategic school management, training for teachers in order to eliminate stereotypes.

- increase in the ability of teachers to identify and respond to the individual needs of children and pupils (the support of dynamic diagnostics at the level of the school’s work, formative assessment and methods that increase the autonomy of children and pupils, the ability to work with error, encourage cooperation, and promote well-being);
- support for cooperation between teachers and other professions within the school (e.g. cooperation between teachers and teaching assistants);

- targeted education aimed at developing the language skills of children and pupils of Roma ethnicity and, in general, children and pupils at risk of poorer language proficiency, including the systematic expansion of their vocabulary, which is essential for success in education;
- targeted education aimed at developing the language skills of children and pupils with a different mother tongue, including the systematic expansion of their vocabulary, which is essential for success in education.

A modular programme of targeted support will be created and used for schools in municipalities with a higher number of socially excluded communities and segregated schools, as well as schools educating a higher proportion of pupils with a different mother tongue. In the places of implementation (the Ústí nad Labem and Karlovy Vary Regions), staffing capacities will be created within the National Pedagogical Institute that are capable of ensuring the coordination of support (in the future, this task will move to the middle point of support, in the pilot phase of trialling the middle point of support it would be appropriate to test this task). The full-time employees of the National Pedagogical Institute, in cooperation with the Czech School Inspectorate, will contact selected schools with the offer of support. Within the scope of the support provided, they will look for suitable forms of further teacher training, and will provide or mediate further teacher training. They will also coordinate main stakeholders in the area (school, founder, child protection agency, NGOs).

#### **b) Targeted support for an increase in the capacity of supporting pedagogical positions**

The activity will support an increase in the capacities of professional positions providing support to pedagogical staff, i.e. salary funds ensuring the possibility of employing remedial teachers, school assistants, etc. The support will be intended for schools with the highest burden of socio-economic status and for schools educating a high number of pupils with a different mother tongue.

#### **c) Research into securing sufficient numbers of graduates for supporting pedagogical positions**

An analysis will be conducted of how many master's-degree holders are needed to fill the required supporting pedagogical positions in schools and school facilities. The aim is to determine whether the existing capacities of universities are sufficient. If they are not, the output will be a proposal on how to address this.

#### **d) Cooperation of the state and stakeholders in education, including the founders and their methodical support**

- case management and coordination of stakeholders working with specific families (schools, child protection agencies, non-profit organisations, labour offices, paediatricians, psycho-social services);
- sharing of the positions of professionally qualified specialists (e.g. remedial teacher, school psychologist, etc.);
- advice on subsidies;
- sharing of good practice, explanations of the benefits of inclusive education;
- cooperation with the non-profit sector (e.g. collection of computers or the creation of a platform/fund in which equipment that can be shared will be collected);
- support for children and pupils with disabilities and their access to special equipment in order to participate in education;
- in cooperation with school founders (dialogue with the Union of Towns and Municipalities and Union of Local Government Units in the search for positive examples of practice), the allocation of sufficient funds for schools and school facilities for the acquisition and ongoing renewal of equipment, and arrangements to ensure the sufficient digital infrastructure at schools.

Implementation period	2021–2023
Financing	State budget – within the framework of the activities of the Ministry and the Comenius Operational Programme
Outputs	Number of schools affected, number of teaching staff trained in the thematically focused further teacher training, number of founders affected

## Measure 2 Reduction of segregation tendencies in primary and lower secondary education

Ethnic segregation is a risky phenomenon that deepens differentiation within the education system. In primary and lower secondary education, there are still schools where more than a third of pupils are Roma and some where there is a predominance of Roma pupils. Only in a small number of cases can this concentration be explained by spatial segregation. Studies show that segregation tendencies can result from the purposeful use of catchment areas in towns, the recommendation of “easier” (in terms of perceived reputation) primary and lower secondary and former practical schools, and the mass flight of pupils from the majority population if the number of minority pupils exceeds a critical threshold (about 20% or less). Another factor in the transfer to former practical or segregated schools tends to be an increase in school absenteeism and associated poorer performance.

### Key Activity 2.1 Methodical support of founders in the regulation of catchment areas

The aim is to strengthen methodical support for school founders in the regulation of catchment areas with a focus on the creation of maps and the availability of data on segregation in education. Higher methodical support will also be provided to school counselling facilities and their checks and inspections of work in areas where segregation occurs will be strengthened. The aim of this key activity is to reduce the level of segregation.

The activity will regularly update and use, in work with founders, a map of catchment areas for individual sites, which identifies risk-adjusted catchment areas enabling the emergence of segregated schools. The map will be used as an information source for founders, schools and legal guardians (it will be public data) as well as a tool for further modifications of the school system in the procedure for registration in the register of schools and school facilities.

The procedure for the cooperation of key stakeholders in the area will also be established. This know-how (associated both with specific employees who will participate in the implementation of the project and at the level of organisations – the National Pedagogical Institute and the Ministry of Education, Youth and Sports) will then be used in the introduction of the middle point of support. Other external entities dealing with the founders in the field of education will also be involved in the implementation of the activity.

Implementation period	2021–2023
Financing	State budget – within the framework of the activities of the Ministry and the Comenius Operational Programme
Outputs	Number of founders who are recipients of methodical support in reducing segregation.

## Measure 3 Increase in the participation of children in pre-school education in the Karlovy Vary and Ústí nad Labem Regions

The aim of the measure is to help increase the participation of children from socially disadvantaged backgrounds in pre-school education as a means of preventing potential academic failure and reducing the impact of risk factors linked to the family through timely measures. One of the reasons for non-participation in pre-school education is the existence of objective financial barriers hampering access to education.

### Key Activity 3.1 Removal of an objective financial barrier preventing access to education

One of the key factors that can help increase children’s participation in pre-school education is the coverage of the cost of meals. This could bring children to pre-education who have not been participating due to the financial situation of their parents. In addition, the available data shows that eating in school facilities has positive effects on the inclusion of a child in the collective and on school attendance. The positive effect of free lunches for children from poor families is considered mainly by nursery school head teachers, with 70% of them observing an improvement in attendance, 60% an improvement in their results. There is also a rise in the number of poorer children in nursery school (37%), so some children do not attend nursery school regularly due to financial demands.

This activity will result in the expansion of the subsidy scheme “Support for school meals for primary and lower secondary school pupils” to include the target group of children attending nursery schools in the Ústí nad Labem and Karlovy Vary Regions, as the amount of funding will be increased.

Implementation period	2021–2023
Financing	State budget – within the scope of the activities of the Ministry and the ESF, an increase by CZK 20 million was secured for 2021 in the draft budget. Included in the draft medium-term outlook for 2022–2023.
Outputs	Modification of the subsidy scheme to support meals in schools and its extension to nursery schools, targeting the Karlovy Vary and Ústí nad Labem Regions

### Key Activity 3.2 Support for family and school cooperation

Another important factor is the cooperation of the family and school in the field of pre-school education. In this context, there is a need to raise parents' awareness of the benefits of pre-school education for their children and their active involvement in education. These activities are arranged mainly by non-governmental organisations, so it is necessary to establish close cooperation with local NGOs in activating the parents of children who do not attend pre-school education, and inform them about the possibility that their meals will be covered and that field social work is available. The coordination of activities with stakeholders in the area (the school, the founder, a child protection agency, NGOs) will also be supported, e.g. in case management, work with families, social activation services, etc.

These activities are currently supported in relation to the integration of the Roma minority through a subsidy scheme of the Ministry of Education, Youth and Sports ("Promoting the integration of the Roma minority"). Objective of the call will therefore be **extended to ensure the integration of children, pupils and young people from socio-economically disadvantaged families** through NGO projects to support the education of children, preparation for successful school attendance, the support of cooperation between the family and the school, and action to prevent them from dropping out of school.

Implementation period	2020–2023
Financing	State budget – within the framework of the Ministry's activities, ESF, increase in the call's allocation by CZK 20,000,000, to be claimed for 2022–2023.
Outputs	Modification and extension of the subsidy scheme "Promoting the integration of the Roma minority", targeting it on the Karlovy Vary and Ústí nad Labem Regions, with an increase in the allocation

### Measure 4 Targeted financial support for the entry of recent graduates into pedagogical placements in schools in the Karlovy Vary and Ústí nad Labem Regions

The aim of the measure is to reinforce teaching capacities in the Karlovy Vary and Ústí nad Labem Regions, which have long had the highest share of unqualified teachers. One of the reasons for the poorer results of some areas and schools is the concentration of a shortage of qualified and quality teachers. The most pressing problem is in the Karlovy Vary Region, where 12.5% of teachers are not qualified and there is a lack of professionally qualified specialists (e.g. special remedial teachers and school psychologists). **One of the reasons for this situation is that there is no teacher training college in the Karlovy Vary Region** and there are generally limited opportunities to achieve higher education. Upper secondary school graduates go to other cities for tertiary education, where they tend to stay on graduating. The Karlovy Vary Region also has the highest average age of teachers in any region of the Czech Republic (48.7 years).

The aim of the measure is to **provide financial motivation, in the form of a recruitment allowance, to recent graduates to work at schools in the Karlovy Vary and Ústí nad Labem Regions.**

#### Key activity 4.1 Financial motivation for recent graduates to join schools in the Karlovy Vary and Ústí nad Labem Regions

The aim of the activity is to **provide financial motivation, in the form of a recruitment allowance, to recent graduates** (within 5 years of their graduation) from universities (qualified teaching staff) **to start working at schools in the Karlovy Vary and Ústí nad Labem Regions**. The recruitment allowance is a standard personnel policy tool widely used in the public sector (including by the Police of the Czech Republic, the Army of the Czech Republic, and Czech Post) and is linked to long-term work in a position (a commitment to work for 5 years). For fully qualified beginner teachers and graduates of teacher training who start working in schools in the Karlovy Vary and Ústí nad Labem Regions, the prepared call will be financed from the funds of the Ministry of Education, Youth and Sports, with the participation of the regions. The incentive will be provided in full after the probationary period. With annual support expected to cover a maximum of 100 beginner teachers – graduates – with CZK 100,000.

Implementation period	2021–2023
Financing	State budget – within the framework of the Ministry’s activities and ESF. Will be claimed for 2022–2023.
Outputs	Call

### FOLLOW-UP MEASURES

Due to the limited time scope of this implementation card, increased attention was not paid to all relevant topics related to the quality of education, whether in or beyond structurally disadvantaged regions. These topics are primarily action to prevent pupils from dropping out of school, as well as the quality of apprenticeship education in relation to the innovation of the upper secondary vocational education system.

#### A) Comprehensive support for schools in municipalities with a higher proportion of children and pupils at risk of social exclusion

Evaluate the benefits of the programmes and establish the activity as one of the tasks of the middle point of support.

#### B) Reduction of segregation tendencies in primary and lower secondary education

Evaluate the benefits of the activity and it as one of the tasks of the middle point of support.

#### C) Increase in the participation of children in pre-school education in the Karlovy Vary and Ústí nad Labem Regions

Evaluate the benefits of the activity and decide on its potential nationwide scope.

#### D) Targeted financial support for recent graduates to enter teaching placements and their return to the Karlovy Region

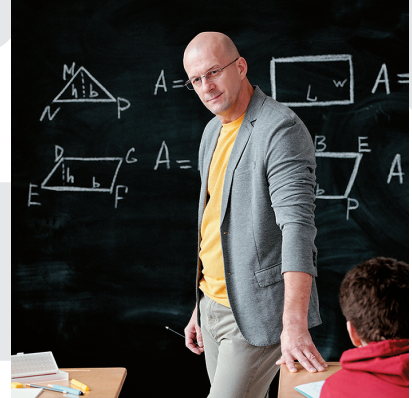
Evaluate the benefits of the activity and decide whether to continue it. Following an evaluation of individual measures, they may be revised and extended to the other regions of the Czech Republic.

### TERRITORIAL SCOPE

Ústí nad Labem and Karlovy Vary Regions.



# STRATEGY FOR EDUCATION POLICY L



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