OECD Review of Policies to Improve the Effectiveness of Resource Use in Schools (School Resources Review)

Country Background Report:

Czech Republic

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Executive Summary

The Czech school system is based on European values, but it also has some specific aspects and it faces some challenges. Schools in the Czech Republic are administered in the framework of general administration. The responsibilities are distributed among individual levels of administration – the central government, regions (there are 14 regions) and municipalities. Regions are provided with a high degree of autonomy.

The institution responsible for the state education policy and the overall strategy is the Ministry of Education, Youth and Sports (MoEYS). In terms of legislation, the Education Act defines the principles and goals of education. Framework Educational Programmes are the chief curricular documents. They are set for all levels of the regional school system, save for higher vocational schools. As per the Education Act, these Framework Educational Programmes define the specific goals, forms, duration and compulsory contents of education. At present, the main strategy for the state education policy is called the Strategy of the Education Policy of the Czech Republic up to 2020 (Strategy 2020).

All schools have had the status of legal entities since 1 January 2003. As part of this change, head teachers were given full responsibility for the quality of the educational process, for the financial management of their schools, for appointing and dismissing teachers and for relations with the community and the general public.

Over the past roughly 15 years, the management of the school system has undergone radical changes. The regional school system in particular was decentralized a great deal and the autonomy of schools increased substantially. These changes created space for innovations and the participation of all stakeholders. The decentralization of the school system, however, also led to a high fragmentation of management, disintegration of supporting capacities and problems with coordinating education policies among the state, regions, cities and municipalities. While increased autonomy gave greater responsibility to schools, these new responsibilities were not adequately transferred to schools due to a lack of preparation and support to head teachers and other executives.

Despite many strong points, the current school system has some challenges – they include instability of governing and an unclear distribution of roles between the state, regions and municipalities. It follows from these facts that, in addition to an overall vision, the education system must be provided with functioning strategic management in particular. Strengthening the elements of strategic management in education policy is one of the goals in Strategy 2020.

Strategy 2020 also deals with the idea of lifelong learning, for the development of which it purports to create a conceptual basis in the Czech Republic. This ambitious goal can only be attained if education policy contributes actively to a flexible integration of various educational pathways and to a larger integration of the education system as a whole.

The MoEYS distributes funding for recurrent expenditures (teacher salaries and operational costs) for all schools to the fourteen regions via a system of normative financing based on a funding formula. Regarding governance of resource use in schools, there is a discussion about an alteration to the system of normative financing of the regional school system administered by territorial self-administered entities, specifically at the level of money flows from the MoEYS to the budgets of individual regions. One of the key issues of the ongoing discussions

is the scope of a head teacher's powers, which are not very extensive. Another fundamental problem is the rigidity of the funds obtained from the founder (region, municipality or private entity). The head teacher must strictly abide by the scheme of financing ordered to him by the founder. At present, the planned unification of grants for schools, irrespective of their founders, is considered.

In terms of utilization of resources, the MoEYS annually prepares developmental programmes that react to specific needs of the regional school system. Within the framework of programme financing, the Ministry provides financial assistance for such measures as cannot be included in the main funding distribution mechanism (republic normatives) or for which inclusion would be ineffective in a given case. The programmes are often focused on the area of inclusive education.

The main area of disagreement between educational stakeholders about the utilization of resources is a general effort to bring back some of the features of the former centralized system to the now decentralized one by means of setting central regulations that are to be fulfilled by decentralized institutions (i.e. limits on class sizes, schools size, teacher-pupil ratio, teaching hours, limits to teaching hours dedicated to subjects).

Concerning the management of resources, the Strategy 2020 includes these goals: creation of a national system to monitor how well all important results of education are attained, foundation of the National Council for Education as an expert advisory body of the MoEYS, evaluation of the implementation process and impact of every measure taken in relation to education policy, creation of a coherent system of indicators for evaluating the education system based on specified criteria.

Chapter 1: The national context

Chapter 1 briefly outlines the broad economic, social, demographic, political and cultural developments that shape the challenges facing the Czech school system.

1.1 The economic and social context

25 years after the fall of communist dictatorship the Czech Republic is a country which went through economic transformation and ranks, also thanks to its membership of the European Union, among open economies in the Central Europe region.

The economic efficiency of the Czech Republic according to gross domestic product (GDP) per capita (expressed in purchasing power standards – PPS) attains approximately 80% of the EU 28 average and 74% of the EU 15 average. As far as the countries of the post-communist block are concerned, only Slovenia is more efficient in this aspect, the other countries are after the Czech Republic. **The manufacturing industry is the sector creating the biggest added value to the economy** (25% of the economy's gross added value), which is based on the car and engineering industries in particular. The openness of the economy is reflected in export and import indexes: the Czech Republic import goods and services in a volume of about 74% of GDP and exports approximately 80%. The export and import balance is also an important part of GDP (6% of its volume). The major partners for trading in commodity and services are, of course, the EU countries, especially the states bordering on the Czech Republic – Germany and Slovakia. Out of the EU, Asian states are important with respect to import (China in particular) and Russia and the U.S.A. with respect to export. The inflation rate in the Czech Republic is very low (1 – 2%).

The labour market in the Czech Republic is influenced by diverse factors, such as the industrial structure in a Region, standard of services, price level or level of education. **The unemployment rate in the Czech Republic ranks among the lowest in Europe** (7% pursuant to the Labour Force Survey – LFS) and is the lowest among the countries of the post-communist block (Slovenia with 10% is in second place). However, unemployment rates in the Regions (NUTS 3) vary: the lowest rate is in Prague (3.3%), but on the other hand there are Regions where the unemployment rate exceeds 10%. From the point of view of age it applies that **mainly young people (15 to 19 years of age) having no or insufficient education are at risk of unemployment**. In this age group the unemployment rate reaches 43.1%, however, these people are very few on the labour market (roughly 10 thousand unemployed persons belonging to this age group). The following age group, 20 – 24 years of age, shows a higher unemployment rate than the average too (16.8%), but the other age groups are not threatened by unemployment to such a high extent.

Persons with no education or just with basic education are at greatest risk of unemployment (the unemployment rate amounts to 25% in this group of persons, who are approximately 60 thousand). The risk of unemployment decreases with the rise of education – the unemployment rate in the case of persons with university education is 3%. This is one of the factors influencing the heterogeneity of the Regions. For example, the Capital of Prague, where almost one third of persons over 15 years of age have university education, has a better position from the point of view of the employment situation than the Karlovy Vary Region, where persons with university education constitute just 10%. On the other hand, persons with

basic or no education constitute just 8% in Prague, while in the Karlovy Vary Region they constitute 20%.

The poverty rate in the Czech Republic is very low, thanks to the relevant mechanisms of the social system (according to the Statistics on Income and Living Conditions – SILC, the poverty rate is below 10% in the long-term). Nevertheless, it is also obvious that the households of the unemployed and persons with low education are most at risk of poverty.

1.2 Demographic developments

With its population of 10,517,408, the Czech Republic ranks among the middle-sized European countries. The structure of the population has changed significantly over the past 20 years: the birth rate has decreased steeply, from a value of 1.9 (overall birth rate in 1990) to a value of 1.13 (1999). The birth rate in the Czech Republic is very low, only 1.43 children per woman (2.1 are necessary for the sustainability of the population). Nevertheless, the population rises slightly, particularly due to immigration from Eastern Europe (Slovakia or Ukraine) and Asia (Vietnam and China in particular).

At the same time, the average life span rises thanks to the constantly decreasing mortality by 0.3 years in men and 0.2 years in women per calendar year on average; in 2013, average life span was 75 years in men and 81 years in women.

The demographic development is the crucial point for the strategic planning of the development of the education system as it influences the necessary capacities of the individual parts of the education system, including the financial means allocated to each of these parts.

Decrease in the birth rate in the 1980s and mainly in the 1990s constituted and constitutes one of the problematic points of the Czech education system. In the school year 2012/2013, 1,648,098 pupils were educated within the regional school system and 396,636 students in higher vocational schools and at universities. In the aggregate, consequently, roughly one fifth of the total population is in schools in the Czech Republic (2,044,734 persons, i.e. 19.4% of the population). The number of pupils educated within the regional school system (ISCED 2011: Levels 1, 2, 3 and 4) was the highest in the year 1990/1991, when it amounted to 1,958,629 pupils, while the lowest number was in the year 2013/2014, when it amounted to 1,648,098 pupils.

Since 2002, there has been a registered increase in the number of lively born children, **at present this is reflected in rising numbers of children in nursery schools and at the 1st stage of primary schools**. On the basis of a long-term demographic forecast, we expect a rise in the number of pupils, to a level of about 1.8 million in 2020, with the maximum number in 2024, while in the years thereafter a decline is expected. The age structure of pupils remains the same as a large part of them are educated within the framework of compulsory school attendance and an absolute majority (more than 90%) of pupils continue studying in secondary schools (ISCED 3).

Regarding tertiary education (ISCED 2011: Levels 5 and higher), the number of students rose significantly from the turn of the millennium due to the large numbers of persons born in the 1970s. While in 1998 the number of university students in the Czech Republic was 155,599, in 2011 it was 386,704. In recent years, however, there has been a

slight decline in this number (mainly due to the demographic development, as in the case of the regional school system); in 2013, the number of students falling under tertiary education amounted to 368,300. The degree of entrance to tertiary education rose sharply after 2000 and has stabilized at roughly two thirds of a population year in the last few years. In 2013, the number of applicants exceeded 134 thousand (including repeated entrances – the applicants filed 290,953 applications), of which 93.7 thousand were admitted to study and 88.1 thousand were really enrolled. In the overall number of applicants and university students, women prevail slightly: 80% of women in a population year apply for admission to a university. About 70% of all applicants are between 18 and 20 years of age.

Ethnically, the Czech Republic is still very homogeneous and approximately 95% is of Czech nationality. In 2013, 438,436 foreigners lived in the Czech Republic, of which roughly half had a permanent residence permit. This number has been stable since 2008. A majority of foreigners come from Ukraine, the others come from Slovakia (Slovak and Czech are mutually understandable entirely), Russia, Germany and Poland. A majority of foreign students in the Czech Republic fall under tertiary education (in the year 2012/2013 they numbered 39,696, i.e. about 10% of the total number of students). As far as the other educational levels are concerned, the number of foreign students is negligible – below 2% of the total number of pupils and students. In the year 2013/2014, 29,178 children of foreign citizenship studied within the framework of the Czech Republic's regional school system in total.

1.3 Political context

The Czech Republic is a representative democracy with a two-chamber parliament. Elections to the Chamber of Deputies take place every 4 years, with a possibility of declaring premature elections. Elections to the Senate take place every 6 years, while one third of senators change every two years. Elections to regional councils also take place every 4 years, as do elections to municipal councils. The government of the Czech Republic is appointed by the President and must obtain trust from the Chamber of Deputies.

At the governmental level, the **Minister of education, youth and sports is responsible for the area of the education system, from the pre-primary to tertiary education** (and partly for the area of further education too). Since the creation of the Czech Republic, 15 ministers in all have occupied the post of minister of education, youth and sports. There were 6 ministers between 1993 and 2006. **Since 2006 there have been 9 Ministers with an average time spent in office of one year**. Such instability in the political environment, with frequent changes in Ministers, the Ministry's management (top executives, in particular Deputies) and in organizations subordinated to the Ministry, leads to varying priorities and aims in educational policy making. This is problematic given the long-term character of education policy making, especially the long period from the adoption of a measure to its practical impact on the education system.

However, **in 2014 the Strategy of the Education Policy of the Czech Republic up to 2020 was approved**. (A brief summary of this is included in Appendix 1). It replaced the previous document of similar character, the National Programme of the Development of Education in the Czech Republic (the so-called White Book). The preparation of the strategy was started three years ago and 4 ministers of various governments and from various political parties shared in it, by which it was ensured, at least partially, that it was adopted by the general political public as a non-partisan framework for education policy in the future.

In 2001 a series of measures were introduced to give more autonomy throughout the school system.

- **A decentralised management model was introduced giving new powers to regional and municipal authorities**: the central Education Offices were cancelled and their powers were assigned to Regional Authorities and Municipalities; the most important power was that to found schools. At the regional level (at the level of Regions), the Education Offices of the Regional Authorities are responsible bodies. At the municipal level, including municipalities with extended powers, one of the vice-mayors is usually responsible for the area of education. In some cases, especially in major cities, the Education Office is also responsible for this area.
- **The system of financing was decentralised**: a system of so-called "regional normatives" was added (normative = payment per pupil), which supplemented the state normatives that form the basis.
- **The curricular system was changed**: the original state binding curricula were cancelled and replaced with a system of Framework Educational Programmes (RVP), which each school further transforms, according to its specific situation and needs, into a School Educational Programme (ŠVP).

Another significant change has been the development of private schools (including church ones), which were incorporated in the regional school system (ISCED 2011: Levels 1 – 5) as early as 1990. The creation of private universities was enabled based on a new University Act in 1998.

These efforts to decentralise and diversify the school system characterise the whole political context in which education policies and the Czech school system in general exist. There are a large number of diverse entities and lobbies that enter in various ways both the process of education policy making and above all the sphere of the practical implementation of policies, including the area of the allocation and management of funds in the wide sense of the word. **One of the great challenges ensuing from decentralization, which the education policies face, is lack of relevant information making it possible to conduct a policy based on evidence.**

1.4 Public sector management

Public administration in the Czech Republic is divided into state administration, self-administration and other public administration. State administration comprises above all the central bodies of state administration with the scope of operation for the whole State (such as the government, ministries, etc.) and other state bodies (such as state funds). Territorial self-administration comprises higher self-administered entities – Regions (the Capital of Prague is a Region from this point of view) and municipalities: corporate towns, municipalities with extended powers (ORP) and other municipalities.

The creation and cancellation of public administration bodies lies within the authority of legislators (Parliament of the Czech Republic). In the case of the central bodies of state administration, the underlying legal standard is the Competency Act No. 2/1969 Coll., in compliance with the Constitution of the Czech Republic. The territorial self-administration

bodies are derived directly from the constitutional rules of the Czech Republic and are divided into higher (Regions) and lower ones (municipalities).

The internal organization of individual public administration bodies at all levels is regulated exclusively by the by-laws of these bodies. **Elected representatives are at the head of a majority of state and self-administration bodies** (the minister in the case of ministries; commissioner, Regional Council and regional representatives in the case of a Region; mayor, Town Council and town representatives in the case of a corporate town; mayor, Municipal Council and municipal representatives in the case of municipalities with extended powers and other municipalities). The other ordinary employees and executives are appointed by the elected representatives of the office based on the rules specified by the by-laws and in compliance with the Labour Code (Act No. 262/2006).

The Czech Republic does not have an effective act on the state service of public administration employees and thus **all public administration workers are employees in the private law sense**. Labour law (Act No. 262/2006) relates to them to the full extent, however, no special restrictions or advantages apply to them (unlike, for example, state service performed by the members of the Police, Prison Guard, etc.). **This leads to a high fluctuation of officers, especially in controlling positions, to a loss of continuity in implementing individual policies, low degree of capability of action, low quality of public administration and a relatively high degree of corruption.** These and other problems should be solved by a new version of the Service Act, which is currently discussed by the Chamber of Deputies of the Czech Parliament (August 2014). Its scope of operation, however, will only be limited to state administration and the service relationship proposed in the new act starts from the private law regularization, consequently it cannot differ significantly from the present state and cannot take advantage of similar possibilities as for example the Service Act applicable for the members of the State's security bodies, as is usual in a majority of the OECD countries.

Chapter 2: The school system

This chapter aims to describe the school system in the Czech Republic which is based on traditional European values – pre-school education, basic education, upper secondary education, post-secondary education. The public schools represent the major proportion of schools by the management category (over 90%).

In general, education and teachers are valued by society, although there are several indicators that teaching is not an attractive profession. Education is perceived in society as a relatively important value, if only for the reason that the attainment of a higher level of education is associated with higher average wages and salaries (private return on investments in education is relatively high in the Czech Republic).

Most children are in the public education system and their parents do not have pay any tuition fees. However, other education-related costs (accommodation and catering if a student stays outside his/her home or the costs of study aids) are not insignificant in the Czech Republic.

The principles and goals of education are defined by the Education Act. The chief curricular documents are Framework Educational Programmes, which are set for all levels of the regional school system, save for higher vocational schools. As per the Education Act, these Framework Educational Programmes define the specific goals, forms, duration and compulsory contents of education. The Ministry of Education, Youth and Sports (the MoEYS) is responsible for the state education policy and the overall strategy.

In the area of pre-school education, the Czech Republic ranks, within the framework of the EU countries, among the countries with a higher-than-average share of children at the ages of 0 – 5 in the population (6.7%, while the average of the EU countries is 6.3%). At the same time, however, the Czech Republic has a below-average participation of four-year-old children in pre-school education (88% as against an average value of 93%) – this is caused mainly by a rise in the population year, failure to increase the capacity of nursery schools and preferential admission of children at pre-school age.

2.1 Organization of the school system

Outline the main structural features of the school system – levels of education, types and numbers of schools; the different possible school tracks; the distribution of student numbers across different levels of education (pre-primary, primary, secondary), types of programme (e.g. general and vocational education) and sectors (public and private); and the regulatory and legislative framework governing the school system. What is the starting school age and what is the duration of compulsory education?

The education system of the Czech Republic is based on traditional European values. With the exception of a small number of church schools it is a secular system, which corresponds with a relatively small share of believers in the total population. This section presents an overview of how the Czech education system is organised. An exact structure is provided in Appendix 2. Also, the numbers of students enrolled at individual levels between 2000 and 2013 are shown in Table No. 1 (Appendix 3).

Pre-school education

Pre-school education is not compulsory and, as a rule, is organised for children aged three to six. Its goal is to contribute to a general development of a child's personality at pre-school age, to a healthy emotional, intellectual and physical development and to the acquisition of basic rules of behaviour, basic values in life and human relations. This type of education is currently provided by nursery schools (including nursery schools for children requiring special educational treatment and nursery schools existing with health facilities), preparatory classes for socially disadvantaged children in primary schools and preparatory stages of special primary schools.

Providing pre-school education is a public service under the Education Act. **In general, parents pay for their child to attend nursery school, with the exception of the last year of pre-school** (the 12 month period directly before a child starts compulsory school), which is free of charge for children in nursery schools established by the State, Region, municipality or a union of municipalities (Section 123, Clause 2 of the Education Act, as amended). However, if a child is granted deferment of school attendance, this year is paid for. Children in the last year before compulsory school attendance is started are preferentially admitted to pre-school education under the law (Section 34, Clause 4 of the Education Act, as amended) in order to equalize possible differences in the communicative skills and level of thinking of the children before they enter a primary school and to eliminate possible problems with their integration into primary schools.

Socially disadvantaged children may attend preparatory classes before the start of compulsory school attendance – these preparatory classes are established by municipalities (or unions of municipalities) or Regions, with the consent of the relevant Regional Authority. Such preparatory classes may be established with primary schools and are designed for children in the last year before compulsory school attendance is started, who are socially disadvantaged and are likely to be relieved of their development lag by attending preparatory classes.

Basic education (compulsory school attendance, ISCED 1 and 2)

Czech children must attend school for a period of nine years (Section 36, Clause 1, Act No. 561/2004 Coll. on pre-school, basic, secondary, higher vocational and other education [Education Act], as amended). Compulsory school attendance commences at the beginning of the school year following the day a child turns six years old, unless deferment is granted[1] (Section 36, Clause 3).

All children complete the first five years of compulsory education in a basic school. This corresponds to the first stage of basic education and is equivalent to primary education internationally (ISCED 1). **However, from the age of 11 or 13, they may select to study lower secondary education (ISCED 2) in a different institution**:

- **in basic schools** (including schools established for pupils with special educational needs and falling under basic schools, special basic schools or schools existing with

[1] In the community of the OECD countries, the Czech Republic ranks among the countries with a high percentage of deferments. (OECD)

health facilities), the pupils fulfil compulsory school attendance. A basic school is divided into a five-year first stage (ISCED 1) and a four-year second stage (ISCED 2). Within the framework of teaching pupils requiring special educational treatment, a ten-year programme may be implemented. At the 1st stage of basic school, individual education can be utilized too, which is implemented without regular attendance at classes at school (the pupils only go to school to be re-examined at mid-year intervals).

- **in grammar schools (schools offering either 6 or 8 year studies**). Pupils demonstrating strong academic skills can fulfil compulsory school attendance in grammar schools with several years' attendance, which they may enter on completion of the 5th year at the typical age of 11 (eight-year grammar schools), or possibly on completion of the 7th year at the typical age of 13 (six-year grammar schools).
- **and at *conservatoires***. Pupils with a movement talent can be educated, on completion of the 5th year of basic school (at typical age of 11), at a *conservatoire* in the eight-year branch of study Dance.

The education of pupils with special educational needs is carried out through their individual integration into the common classes of basic schools or through their group integration into special classes in common basic schools. Another possibility is their education at special schools which are designed for pupils with specific educational needs.

Youth and adults without basic education qualification can acquire basic education and elements of education in special courses in basic and secondary schools. In recent years there has been relatively little interest in these courses and the courses have been attended by more or less the same number of participants.

Upper secondary education (non-compulsory, ISCED 3)

"Secondary education" in the Czech Republic is implemented in educational programmes, on completion of which the majority of students acquire a qualification internationally equivalent to an upper secondary qualification (ISCED 3). Studying from the typical age of 15, students may acquire:

- "secondary education" (2 year programmes, ISCED 2C). In 2013, 0.4% of students in secondary schools were enrolled in such programmes (Appendix 3);
- "secondary education with a certificate of apprenticeship" (2 or 3 year programmes, ISCED 3C). In 2013, 21.8% of students in secondary schools were enrolled in such programmes (Appendix 3);
- Or "secondary education with a general certificate of education" (4 year programmes, ISCED 3A and ISCED 3B). In 2013, 71.9% of students in secondary schools were enrolled in such programmes (Appendix 3). Some students in *Conservatoires* would also study toward this qualification.

To study toward these different secondary qualifications, students can attend different types of school:

- **Grammar schools and lyceums (*Gymnasium*)**: These offer students various branches of study that lead to a **Secondary education with a general certificate of education** (ISCED 344/354). Programmes are mainly geared towards preparing students for further education and study. Such programmes and schools are regarded as prestigious. Students are typically aged 15 to 18 when following these programmes, but may enrol in a grammar school at an earlier age (age 11 or 13).

- **Secondary education in other fields**: These offer students 4 year technical secondary programmes that lead to a **Secondary education with a general certificate of education** (ISCED 344/354). Programmes are mainly geared towards preparing students for higher vocational education and study. Such programmes and schools are regarded as prestigious. Students are typically aged 15 to 18 when following these programmes.
- **Vocational secondary schools**: These offer students 2 or 3 year programmes which lead to a **secondary education with a certificate of apprenticeship** (ISCED 353). Programmes are mainly geared towards preparing students for access to the labour market, but can also lead to further study. Students are typically aged 15 to 17 when following these programmes.
- ***Conservatoires***: These develop the skills and capabilities of a pupil acquired in basic and basic artistic education, and prepare pupils for the performance of exacting artistic and artistic and pedagogical activities in the branches of education Music, Dance, Singing and Dramatic Art. In 2013, 0.1% of students in secondary education were enrolled in 18 *conservatoires*. Students can acquire:
    - **Secondary education with a general certificate of education** (ISCED 3B) (this education can be acquired in four years of a full-time form of study within a six-year educational programme at the earliest or after eight years of a full-time form of study within an eight-year educational programme).
    - **Higher vocational conservatoire education** (ISCED 5B) (a student acquires this type of education by passing graduates' examinations on completion of a six-year or an eight-year educational programme), whose acquirers are awarded the degree of "licensed specialist", written behind the name ("DiS." in abbreviation).
- **Practical schools**: These offer students both general and vocational programmes which do not require a certificate of completion (secondary education, ISCED 2C). Programmes are geared towards entering the job market. Students are typically aged 15 to 16.

Post-secondary education

Higher vocational education: The graduates of secondary-school branches of study completed with a general certificate of education who do not want to continue studying at a university can educate themselves in higher vocational schools. The study is usually a three-year one and is completed with passing graduates' examinations. The graduates of this type of study may use the degree of "licensed specialist" (DiS.). Higher vocational education develops and deepens the knowledge and skills of a student acquired in secondary education and provides general and specialized education and practical training for the performance of exacting activities. It is a professionally focused education for those who have acquired secondary education with a general certificate of education and puts the accent on the application aspect of the study.

University education: In compliance with the Bologna Process, **universities** in the Czech Republic offer structured studies in bachelor's, follow-up master's and doctor's study programmes. The courses, subjects or modules implemented particularly in bachelor's and follow-up master's study programmes are, according to their study difficulty and results, evaluated by ECTS[2] credits and subsequently stated in an addendum to a diploma. In addition

[2] *ECTS – European Credit Transfer and Accumulation System*

to study programmes corresponding with the structure set by the Bologna Process, "long" non-follow-up master's study programmes continue to exist (usually five or six-year ones), in the case of which division into a two-level study was not suitable.

Management of the school network

Schools and school facilities are included in a public list, the School Register, as per the Education Act. There are broadly three major types of school management in the Czech Republic:

- schools established by the Ministries or territorial self-administration bodies (public schools);
- schools established by registered Churches and religious societies (Church schools);
- and schools established by legal persons other than those given above or by natural persons (Private schools).

The children, pupils and students of the schools listed in the School Register are guaranteed by the Ministry of Education, Youth and Sports (MoEYS) the relevant education at the level a specific school is designed for. In practice this means that education acquired in private and church schools is equal to education acquired in schools established by the MoEYS, other bodies, municipalities and Regions with the guarantee of the Ministry. Church schools receive the same central per capita funding as public schools for educational costs (salaries and teaching aids) directly from the MoEYS. The funding of private schools is based on the same per capita principle as for public schools. Basic subsidies (50-80 % of the amount granted to similar public institutions, according to the type of school) can be increased to 80-100 % if the school meets a set of criteria (see Section 2.5). Table 2.1 shows the distribution of students by each major type of school management category (universities excluded).

Table 2.1: Portion of students in each major type of school management category, %

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
public	93.45	93.18	93.04	92.88	92.81	93.10	93.42	93.64
private	5.38	5.60	5.69	5.82	5.88	5.57	5.21	4.96
church	1.17	1.22	1.27	1.30	1.31	1.33	1.37	1.40

Roughly at the beginning of the new millennium the process of merging schools began and this process was intensified after 2003. The aim was to attain such a size of a school as enables its effective and economical operation. The Education Act permits that under one legal entity various kinds of school and school facility of the same founder operate, so for example small municipalities are allowed to unite a nursery school and a primary school in one institution. Different legal forms are possible:

Public schools can have the following legal forms:

a) "**allowance organization"** or "**school legal entity"** (if established by a Region, municipality or the MoEYS). "Allowance organisation" is the most common legal form of public school. The schools established under this legal form administer the property entrusted by the founder (which is the State, Region or municipality), receive contributions to their activities from it and are mostly non-profit.

b) "**state organizational unit"** (if established by the Ministry of Defence, Ministry of the Interior or Ministry of Justice).

Church schools (**are mostly established under the legal form of "school legal entity"**. A school legal entity is a new legal form of non-profit organization, which

was established by the Education Act and whose activity is limited to the area of education.

For private schools the prevailing legal forms are those specified by the Commercial Code (such as "limited liability companies" or "joint-stock companies"). Nevertheless, they can also utilize the form of "public utility establishment" and recently also the form of "school legal entity".

The merging of schools into heterogeneous wholes has been the major change to the Czech school network over recent years. No other significant changes in the structure of the education system of the Czech Republic have occurred and no such changes are planned in the next few years.[3]

2.2 Education environment

In general, education and teachers are valued by society, although there are several indicators that teaching is not an attractive profession. Education is perceived in society as a relatively important value, if only for the reason that the attainment of a higher level of education is associated with higher average wages and salaries (private return on investments in education is relatively high in the Czech Republic). According to the results of public opinion research, the reputation of the profession of school teacher is relatively high[3] (in 2013, the school teacher occupied the 5th place, after the doctor, scientist, nurse and university teacher). However, salary conditions do not conform to this result: salaries are relatively low and there is a low level of differentiation of salaries within the framework of the regional school system. Teachers in the public regional school system are remunerated according to the regulations applicable for employees in public service and administration (they are, consequently, remunerated based on all-state tariffs) and teachers in private schools are remunerated according to the practice in the private sector, their remuneration thus being characterized by a considerable contractual freedom. Further, there is little interest among young people in following studies to become a teacher: applicants have a negative perception of study at Colleges of Education and rather apply to have a back-up study plan in the case that they are not admitted to the branch of study they are really interested in; and students who do follow studies to become a teacher have relatively lower academic results.

Most children are in the public education system and their parents do not have pay any tuition fees. However, other education-related costs (accommodation and catering if a student stays outside his/her home or the costs of study aids) are not insignificant in the Czech Republic. It follows from empirical research projects that the children of parents with a higher level of education and with a better social position (both is strongly correlated) have better financial conditions and a better study background for their studies (see results of EUROSTUDENT V survey). This results in a great social selectivity, increasing

[3] Although beyond the scope of the review, it is noted that the role of higher vocational schools in the system of tertiary education is discussed. However, no specific proposal dealing with what the future structure of this segment should look like is available at the present time and consequently any significant change in the near future is unlikely to be made. Reforms in the field of university education have been discussed for about 10 years, nevertheless, the relevant changes, if adopted and implemented, will not affect the structure of the system as a whole.

differentiation of schools at all levels of the education system and the so-called reproduction of élites, despite the above-mentioned cost-free education, i.e. no need to pay tuition fees.

Within the school system, quality assurance systems are still relatively little developed. The quality of educational activities is supervised by relevant bodies (the Czech School Inspectorate or the Accreditation Commission), however, they focus rather on the fulfilment of the minimum standards. The Czech Republic participates in national and international testing programmes, such as the PISA programme (see Chapter 2.6).

The role of the media in relation to the education system corresponds with the overall social importance of the media in the Czech Republic.

2.3 Objectives of the education system and student learning objectives

The principles and goals of education are defined by the Education Act (Section 2). The general goals of education include: (a) development of the personality of man who has intellectual and social capabilities, who acquires moral and spiritual values for personal and civil life and for the pursuance of an occupation or working activity, who can procure information and who is capable of learning for all his life; (b) acquisition of general education or general and vocational education; (c) comprehension and application of the principles of democracy, legal state and fundamental human rights and freedoms, along with responsibility and sense of social cohesiveness; (d) comprehension and application of the principle of equality between men and women in society; (e) creation of the awareness of national and state identity and respect towards the ethnic, national, cultural, language and religious identity of everyone; (f) comprehension of world and European cultural values and traditions and comprehension and adoption of the principles and rules starting from the European integration as a basis for coexistence at the national and international levels; and (g) acquisition and application of knowledge of the environment and environmental protection, based on the principles of permanently sustainable development, safety and health protection.

The chief curricular documents are **Framework Educational Programmes**, which are set for all levels of the regional school system, save for higher vocational schools. As per the Education Act, these **Framework Educational Programmes define the specific goals, forms, duration and compulsory contents of education**. Framework Educational Programmes must conform to the latest knowledge of scientific disciplines, whose elements and practical use are to be imparted by education, and of pedagogy and psychology concerning the effective methods and organizational arrangement of education adequately to the age and development of the person educated. Framework Educational Programmes are modified according to these aspects. Framework Educational Programmes are issued by the Ministry, after being discussed with relevant ministries. In serious cases Framework Educational Programmes can be altered, with effect no sooner than the beginning of the following school year, unless relevant alterations result from legal regulations in force. In such an event the ministry to have issued the Framework Educational Programme shall publicize the alterations sufficiently in advance.

Based on the document of the Ministry of Education, Youth and Sports "Strategy of the Education Policy of the Czech Republic up to 2020" (Download online in Czech only: http://www.vzdelavani2020.cz/images_obsah/dokumenty/strategie-2020_web.pdf; see short summary in English in Appendix 1) we rank the following among the other chief priorities:

reduction of inequality in education, support for quality teaching and for teachers as the necessary pre-condition for quality teaching, and responsible and effective management of the education system.

2.4 Distribution of responsibilities within the school system

Schools are administered in the framework of general administration. The responsibilities are distributed among individual levels of administration - the central government, regions (there are 14 regions) and municipalities. Regions are provided with a high degree of autonomy.

The Ministry of Education, Youth and Sports (the MoEYS) **is responsible for the state education policy and the overall strategy**.[4] Every four years the MoEYS develops a strategic plan entitled Long-term policy objectives of education and development of the education system (Long-term policy objectives) that is submitted to the government for approval. The Ministry of Education, Youth and Sports is responsible, above all, for the following:

- the overall policy, condition and development of the education system;
- specification of the content of education; approval of framework education programmes which are the basis for the development of school education programmes (SEPs);
- accreditation of education programmes for tertiary professional schools and for higher education institutions;
- the state funding policy in education – for setting the budget for education and for determining the principles for its allocation;
- administration of the Register of Schools and School Facilities and the Register of Legal Entities Performing Activities of Schools. The registers provide for the proper working of the education system and for its effectiveness and consistency: only a registered institution is authorised to provide recognised education of the prescribed form and scope within a specified field of education, and entitled to funding from the relevant public resources;
- the establishment (as an organising body) of institutions for the in-service training of teachers and facilities for institutional and protective education.

According to the Education Act (§ 124) the founder of school represents the Ministry, region or Municipality or other legal entity. School opening is related to the date of enrolment at the Register and fulfilling of all conditions stated by the Education Act. School closing is related to the date of erasure from the Register.

Regional authorities are responsible for education in their territories, developing Long-term policy objectives for their specific region in compliance with the national strategic plan every four years. Importantly, regions are responsible for administering the state per capita funding (for educational costs, including salaries and teaching aids) for regional and municipal schools. The state applies a central per capita funding formula to distribute funding among regions and then each region determines the actual per capita amount allocated to each

[4] According to Act No. 2/1969 Coll. on the establishment of ministries and other central state administration bodies of the Czech Republic, the Ministry of Education, Youth and Sports is a central state administration body for pre-school facilities, school facilities, primary schools, secondary schools, universities, science policy, research and development, including international cooperation in this sphere, academic degrees, state care for children and youth, physical education, sports, tourism and sports representation of the country.

regional and municipal school located in the region. Regional authorities are also the organising bodies for various schools, particularly upper-secondary and tertiary professional schools, and are responsible for funding their capital and running (operational) costs.

Municipalities are responsible for establishing conditions for the implementation of compulsory schooling. Therefore they establish and administer basic schools (primary and lower secondary education) (i.e. serve as their organising bodies) and nursery schools (kindergartens) which are, however, not compulsory. Municipalities are responsible for funding the capital and running (operational) costs of all their schools.

All schools have had the status of legal entities since 1 January 2003. As part of this change, **head teachers were given full responsibility for the quality of the educational process, for the financial management of their schools, for appointing and dismissing teachers and for relations with the community and the general public**. Organizing bodies appoint head teachers as a result of an appointment procedure; head teachers can only be dismissed on the grounds as stipulated in the Education Act.

By law, **the school's organising body is obliged to establish a school board** in order to make it possible for the parents, pupils, educational staff, and the public to participate in the administration of the school.

The Czech School Inspectorate is a public administration body reporting to the MoEYS. It is responsible for monitoring schools and school facilities and checking on the conditions and results of the education they provide, the quality of their management, the efficiency of the use of resources and compliance with binding regulations (at all levels except for higher education institutions). According to the Education Act (§ 166) the director of school which is established by the Ministry, region or municipality can be dismissed only it the case of serious violation or not fulfilling legal responsibilities which go along with the office. This has to be detected by the Czech School Inspectorate.

Over recent years there has been **a stronger role for the Centre for the Evaluation of Educational Achievement**. From 2011, an external standardised examination component has been introduced to the school-leaving examination (this was previously fully the responsibility of each school).[5] The standardised examination was administered centrally by

[5] Until 2011, the school-leaving examination was exclusively the responsibility of each school. In secondary schools providing technical/vocational education it consisted of an examination in Czech language and literature, an examination in an optional subject, a theoretical examination in vocational subjects and a practical examination based on practical vocational training (practicum). In secondary general schools (gymnázium) it comprised an examination in Czech language and literature, an examination in a foreign language and an examination in two further optional subjects. Part of the examination in Czech language and literature was a written essay on a given topic. Other examinations were typically oral: students randomly selected a question from a portfolio that had been known in advance, after which they had 15 minutes to prepare followed by 15 minutes during which they demonstrated their knowledge. Starting in spring 2011, students are supposed to take a standardised examination in addition to a school examination. In 2011, they took examination in Czech Language and literature and in either mathematics or a foreign language. Students can also choose up to 3 optional examinations from the following subjects: Czech language and literature, mathematics, a foreign language, civic and social sciences, biology, physics, chemistry, history, geography, and history of art. Deciding which examinations will be optional in individual schools is up to head teachers. In compulsory subjects students can choose between two levels of difficulty, whereas most optional examinations are only offered at the higher level of difficulty.

upper secondary school staff trained by the Centre for the Evaluation of Educational Achievement. Open-ended questions in mathematics were marked electronically and centrally, while language essays and tests were marked in schools according to prescribed criteria. All those involved in the marking have been trained by the Centre for the Evaluation of Educational Achievement.

2.5 Market mechanisms in the school system

To what extent have market mechanisms been introduced in the provision of educational services (e.g. degree of school choice by parents, public funding of privately-managed schools)? To what extent are parents able to choose the school their children attend? Which criteria are used to select students into schools for which demand exceeds supply?

What policies have been implemented to encourage competition between schools? What type of information about the quality and performance of schools is made public (e.g. results of student standardised tests)? What other measures have been implemented to enhance accountability in the school system?

Before 1989, pupils and students could only attend state schools administered centrally. After 1989, private and church schools could be established (based on Amendment No. 171/1990 Coll.). The aim was to extend educational possibilities in line with the interests of pupils and the needs of the labour market and to create a competitive environment in the school system.

The first significant increase in the number of private and church schools dates back to the school year 1991/1992. A gradual increase in the number of church and private schools can be observed till 1996/1997, especially in the field of secondary schools. In the school year 1997/1998, the number of this type of school is reduced, which is probably caused by an amendment to the Education Act and the State Administration and Self-Administration Act of 1995. This amendment made conditions for the recognition of private and secondary schools and school facilities stricter and simultaneously defined conditions for their deregistration, which was not stipulated by the law before. Up to 2002 a gradual decrease in the number of private schools can be observed. As far as church schools are concerned, their number has been more or less stable since 1998, however, there has been a significant increase in the number of primary church schools since 2003. It is a Czech specificity that a majority of private schools rank among secondary vocational schools. Private schools in the other countries of Central and Eastern Europe develop in the sector of primary and secondary general schools.

Based on an amendment to the Education Act – Act No. 472/2011 Coll., the MoEYS enabled the establishment of a nursery school (company nursery school) pursuant to the provision of **Section 34, Clause 8 of the Education Act.** This provision gives a possibility of the children of the employees of the founder being admitted preferentially based on the decision of the founder of the nursery school – company nursery school; under the legislation in force till that time it was a case of discrimination against other children (it was forbidden to preferentially admit the children whose legal guardians worked with a specific employer). As the other nursery schools, company nursery school too can admit children usually from the age of 3, that means even younger children, who are, however, physically and mentally capable of being educated within a certain form of education. Nevertheless, this does not prevent

company nursery schools from being open to **the other types of care** out of the Education Act and utilizing their conditions (material, personal and other ones) for symbiosis with facilities taking care of children up to 3 years of age, which fall under the scope of operation of other ministries. Furthermore, the amendment to the Education Act did not introduce an independent term for company nursery schools, but it uses the circumlocution **"nursery school designed for the education of the children of the employees of the founder, another employer or other employers."** It is necessary to mention that the company nursery schools entered in the School Register must comply with the requirements of the Education Act as must the other nursery schools of other founders (public, private and church ones). The MoEYS, as the guarantor of the quality of the activities performed by the schools entered in the School Register, namely in the Register of Schools and School Facilities, created the same conditions for company nursery schools as in the case of the nursery schools of other founders entered in the School Register. They will thus be entitled to receive **financial assistance from the state budget** – a grant in the amount applicable for a specific founder (public, private or church one – see Section 160 of the Education Act). In the case of a private founder (legal or natural person), the company nursery school is financed under Act No. 306/1999 Coll. on providing grants to private schools, pre-school and school facilities, as amended. In the first year of its activity it receives 60% of the normative and 100% in the next years, provided that statutory conditions are fulfilled. Legal persons running such a nursery school (company nursery school) entered in the School Register are obliged to observe the provisions of the Education Act and respective implementation regulations or regulations pertaining thereto, which means above all the obligation to observe hygienic standards, to hire professionally qualified pedagogical staff, to provide education in compliance with the Framework Educational Programme for Pre-School Education and to create conditions for the Czech School Inspectorate to be able to inspect and evaluate the quality of the school's activity.

Private schools and school facilities get grants from the state budget by means of the Regions. The grants are designed for financing non-investment expenditures associated with education and for financing the running operational non-investment expenditures, which are covered to public schools by a Region or municipality as a founder. These funds are allocated based on a contract entered into with the Regional Authority for the relevant school year. The contract specifies the educational activities that the grant in question will be provided for, their extent (number of pupils) and the percentage of the normative. Normatives for private schools as per individual branches and forms of education, duration of operation and size of a school are annually set by the MoEYS based on the act on providing grants to private schools. Furthermore, extra payments for pupils requiring special educational treatment are set. The investment expenditures of a private school are covered by the founder.

If a school fulfils basic conditions, which are registration in the Register of Schools and School Facilities and other administrative requisites of the relevant contract, statement of the previous grant, provision of annual reports on the activities and economic management of the school and provision of information on discussions related to the annual reports, it receives a grant in the basic amount. If a school fulfils a set of other conditions, it may submit an application for the conclusion of a contract for an increased grant to the relevant Regional Authority. The conditions for the award of an increased grant are as follows: the school has been making use of the basic grant for at least one year, the last evaluation of the school by the Czech School Inspectorate is average or better, the school is a public utility establishment or school legal entity or (in case of another legal form) it undertakes to put all its profit in education and running operation.

The grant is provided in the amount of the product of the contractually stipulated normative percentage and the real number of pupils in the relevant school year. The Ministry of Education transfers these funds quarterly from the Ministry's account to the Regional Authorities, which allocate them to individual schools.

Table 2.2: Basic and increased grants expressed in normative percentage applicable for private schools

Type of school	Basic grant	Increased grant
Nursery schools	60%	100%
Basic schools	60%	100%
Secondary schools	60%	90%
Higher vocational schools	60%	90%
Special schools[1)] and secondary schools providing secondary education	80%	100%
Other schools and school facilities	50%	80%
Reform school institutions	80%	100%

[1)] i.e. schools implementing educational programmes for children, pupils and students with disabilities and special primary schools

The determination of normatives (amounts per pupil) for the private school system at the central level must correspond with development trends in the budgets of the regional school system of territorial self-administered entities (for public schools). Private primary and nursery schools, which are otherwise established by a municipality, can ask the municipality (a union of municipalities) for another grant to cover non-investment expenditures. Similarly, the Regions, which are typically the founders of secondary schools, complete the grant provided from the centre with other funds, on condition that a specific private school successfully provides for training for the specializations required by the labour market. Private schools usually charge the tuition fee, whose amount depends on the difficulty of the relevant branch of study, technical equipment of the school and economic situation in individual regions (for example, there is a big difference in the tuition fee between Prague and the rest of the country).

Church schools and school facilities are financed directly by the Ministry of Education according to the same normatives as private schools. The grant provided, therefore, does not include funds for care for the property owned by the founder. Unlike private schools, some church schools and school facilities (such as nursery schools) get an increased part of the normative designed for operation costs. The Ministry of Education allocates these funds directly to individual schools and transfers them quarterly from its account to the schools (without the Regions being intermediaries). Church schools too may charge the tuition fee, however, they usually do not do so (with the exception of higher vocational schools).

Another tool of competition among schools is reduction in the number of possible applications for admission to a secondary school from three to one. In the long-term, the number of applications decreased (in the school year 2012/2013), however, this did not have any impact on the number of admitted pupils.

2.6 Performance of the school system

Summarize information on access, participation and completion rates at different levels of the school system such as: entrance rates, student enrolment, transition rates, completion rates, average study duration, incidence of year repetition and early school drop-out. Outline recent trends in these indicators.

In the area of pre-school education, the Czech Republic ranks, within the framework of the EU countries, among the countries with a higher-than-average share of children at the ages of 0 – 5 in the population (6.7%, while the average of the EU countries is 6.3%). At the same time, however, the Czech Republic has a below-average participation of four-year-old children in pre-school education (88% as against an average value of 93%) – this is caused mainly by a rise in the population year, failure to increase the capacity of nursery schools and preferential admission of children at pre-school age.

Within the framework of both the OECD and EU21 countries, the participation rate of inhabitants aged 5 – 14 (corresponding to primary and lower secondary education in a majority of countries) is practically absolute (99%, 98% respectively), due to the fact that in an absolute majority of countries this age span covers the period of compulsory school attendance. The same applies to the Czech Republic (with 98% participation). At the same time, the Czech Republic ranks among the countries having the lowest shares of premature departures from education – share of the population aged 15 – 24 without higher secondary education and absent from the education system (these persons are threatened most by failure on the labour market).

The Czech Republic's population aged 15 – 19 (the population corresponding to secondary education) participates in education at 90%. The Czech Republic thus ranks among above-average countries both within the framework of the OECD countries (where the average is 84%) and the EU21 countries (the countries being members of both the EU and the OECD – the average here is 87%).

As far as secondary education is concerned, in foreign countries general education is much more common than vocational one. Foreign students acquire specialization mostly later on, in post-secondary or even tertiary education (where programmes of the "professional bachelor" type are more common). On average, vocational education of secondary level reaches 46% in the OECD countries and 53% in the EU21 countries, while in the Czech Republic 73% of secondary school students are educated within the framework of the vocational secondary school system. However, it is necessary to emphasise that a large part of foreign professionally focused programmes do not enable the graduates to enter universities, which is not the case of professionally focused programmes completed with a GCE organized in the Czech Republic, if only for the reason that vocational education programmes include a general component in their curricula.

The segment of tertiary education in the Czech Republic has shown the greatest increase in the number of students over the past two decades. In comparison with abroad, in 1995 the Czech Republic ranked among the countries with the lowest percentage of graduations in the sphere of tertiary education (university studies were completed by only 13% of the relevant population, while the average of the OECD countries was 18% and the average of the EU21 was 20%). What's more, in 2000 only 25% entered university education, while in the OECD countries it was 48% and in the EU21 it was 46%. In view of the expansion of tertiary

education in the Czech Republic, the entrance percentage is 60% now, which is a value corresponding with the average of the OECD and EU21 countries, and many more inhabitants also graduate at universities (41% in 2011, which is again a value of the graduation percentage corresponding with the average of the EU21 and slightly higher than the average of the OECD countries).

Provide information on measures of student performance: qualifications attained, results achieved in standardised assessments, levels of education reached by the population.

Provide information about differences in performance across student groups (e.g. students in remote areas, students in disadvantaged areas, cultural minorities, students with special needs) and school types (e.g. public vs. private, urban vs. rural area, by school size).

For the evaluation of pupils the results of international standardised testing (such as PISA, TIMSS and PIRLS) can be used. Another possible source is the results of state school-leaving examinations and pilot investigations of the knowledge and skills of the pupils of the 5th and 9th forms of primary schools.

Based on the last PISA investigation (PISA 2012) it is possible to compare the literacy of students both according to various types of school and according to Regions. Within the framework of the PISA project, the sample of pupils in the Czech Republic is chosen in such a way that the results of fifteen-year-old pupils attending various types of school can be compared. It follows from the results that in the area of mathematical literacy the results of the pupils of all types of school worsened significantly from 2003 to 2012. The total improvement in the results of Czech pupils in mathematics from 2009 onwards is the merit of the pupils of primary schools in particular, whose average result has risen by 16 points since 2009 (from 460 to 476). Improvement of the pupils of primary schools thus compensated for the worsening results of the pupils of grammar schools with several years' attendance, non GCE branches of study at secondary schools and special schools. Furthermore, it follows from the results that between 2009 and 2012 the results of the pupils of primary schools showed a significant improvement as far as reading literacy is concerned (by 21 points) and reached roughly the 2000 level (the value: 474). Unlike mathematics, the pupils of non GCE branches of study at secondary schools improved too (by 10 points), while the results of the pupils of four-year grammar schools worsened (by 13 points). In the area of natural science literacy, the pupils of primary schools scored a significant improvement again (by 17 points). In this area too the pupils of four-year grammar schools worsened a lot (by 13 points), followed by the pupils of grammar schools with several years' attendance (by 12 points). The comparison of the Regions of the Czech Republic is carried out based on the results of fifteen-year-old pupils of the 9th forms of primary schools and corresponding forms of grammar schools with several years' attendance in a mathematical literacy test. The sample of schools was raised in the Czech Republic in such a way so as to be representative at the level of individual Regions, but still the results acquired must be handled very carefully. In view of the number of schools chosen in individual Regions it may happen that the average result of a Region will be influenced by the non-standard result of one or more specific schools. By far the worst result in the area of mathematical literacy was surprisingly shown by the pupils from the South Bohemian Region, whose result in 2003 was average in comparison with the other Regions. On the contrary, the Pardubice Region, whose pupils did not diverge from the average with their 2003 result either, found themselves at the head of an imaginary chart in 2012 and overtook two Regions with above-average results in 2003, the Capital of Prague and the

Liberec Region. The results of the investigation show great differences both between individual schools and inside the schools in question too.

177 schools with more than 4,500 pupils of the 4th forms of primary schools joined PIRLS and TIMSS investigations (in 2011, the investigations took place concurrently). The PIRLS is focused on the reading achievement of pupils, while the TIMSS is focused on mathematics and natural science. What's more, the pupils of the 8th forms of primary schools are included in the TIMMS. In the field of reading literacy the pupils of Czech schools occupied the 14th place, being thus significantly above the average of the PIRLS scale. The mathematical results of the pupils of the 4th forms can be observed for 16 years, during which period four TIMSS measurements took place. The Czech Republic joined three of them (1995, 2007 and 2011). From 1995 to 2007, Czech pupils worsened in mathematics most of all the countries taking part in both investigations (by 54 points). Since 2007 the average result of the Czech Republic has been statistically improving a great deal (the Czech Republic is one of the countries to have increased the score most), nevertheless, in 2011 it remains a country with the highest fall of the average result since 1995. In natural science Czech pupils show above-average results. Better results were only scored by the pupils of five European and OECD countries involved in the investigations.

In addition to the results of international standardised tests, the MoEYS also carries out overall testing of pupils to verify the results of initial education. This kind of testing takes place once in four years and tests of a chosen sample of primary schools are conducted annually.

2.7 Policy approaches to equity in education

What central policies or programmes exist to encourage the school system to advance equity goals? Describe any policies, targets or goals that apply to specific groups such as those from low income families, disadvantaged areas, cultural minorities or students with special needs.

In the case of talented children, pupils and students, the main goal is to systematically support extraordinarily talented pupils (guidance support for extraordinarily talented pupils, individualized teaching, adjustments to educational programmes, scholarships, competitions, exchange of experience abroad, etc.):

- develop the system of identification and further development of extraordinarily talented pupils (creation of a representative set of tools for the identification of talented pupils, completion of nomination and screening tools for pedagogical diagnostics and completion of psychological diagnostics with tools that monitor creativity and specific talent-related skills);
- support, through good examples, the introduction of various models of integrated education designed for extraordinarily talented pupils;
- support the offer of competitions (mainly those having an international framework) and stimulating out-of-school activities (professional workshops, preparatory courses, on-line education, etc.);
- remunerate pupils and students with excellent results, organize foreign exchange programmes, etc.

The Strategy aims to decrease the inequality in education by strengthen the quality of the education system. It focuses on the ability of educational system and the creation of conditions of effective practices for the prevention and compensation of health, social, cultural and other personal disadvantages. The inequality of the results should be minimally affected by the factors which cannot be influenced by the individual.

Special needs education

Pupils with severe mental disabilities, multiple disorders and autism can be educated in special basic schools according to *Framework education programme for educational field basic special school* with the prior consent of their legal guardian and on the basis of 15 recommendation in writing issued by a medical specialist and the relevant educational counselling facility. Pupils with mild mental disabilities can be educated according to *The supplement to framework education programme for children with mild mental disabilities*.
They can either attend mainstream basic schools or be diverted to special needs classrooms or schools where all pupils are educated according to this reduced curriculum. Pupils may be placed in special needs establishments on the basis of an examination carried out by an educational-psychological counselling centre and with parental consent. After finishing compulsory education in a special needs establishment pupils can apply for admission to any upper secondary school.

National minorities

According to the Education Act, the teaching language is Czech. The members of national minorities are granted the right to be educated in the language of a specific national minority, under the conditions specified in Section 14. The Ministry may permit that some subjects are taught in a foreign language. A municipality, Region or the Ministry organizes education for the members of national minorities in the language of a specific national minority in nursery, primary and secondary schools. Such education is provided in municipalities, in which a committee for national minorities has been established under a special legal regulation, provided that the conditions set by the above-mentioned Act are fulfilled. A class of the relevant year of a nursery school can be established if at least 8 children belonging to a national minority ask for education in the language of the national minority, a class at a primary school can be established if at least 10 pupils belonging to a national minority ask for education in the language of the national minority and a nursery school or a primary school teaching in the language of a national minority can be established if all the classes are filled with at least 12 children or pupils belonging to the national minority on average. A class of the relevant year of a secondary school can be established if at least 12 students belonging to a national minority ask for education in the language of the national minority and a secondary school teaching in the language of a national minority can be established if all the classes are filled with at least 15 students belonging to the national minority on average.

Socially disadvantaged individuals

In 2007, the European Court of Human Rights in Strasbourg stated that in the Czech Republic a right related to protection against discrimination had been breached, although the right in question is guaranteed by Article 14 of the Convention for the Protection of Human Rights and Fundamental Freedoms. Based on the judgement known in the Czech Republic as judgement in the case D.H., a measure to execute the judgement and the rest was taken in the Czech Republic. The basic goal is to consistently fulfil the principles of the Education Act, Convention for the Protection of Human Rights and Fundamental Freedoms, Convention on the Rights of the Child and Constitution of the Czech Republic in such a way that ethnicity and social background do not influence including pupils in educational programmes. The

measures (revision of diagnostic tools, pupils without educational indication in group integration with slightly mentally retarded pupils, etc.) arose in cooperation with the Public Defender of Human Rights, Office of the Government of the Czech Republic and the Czech School Inspectorate.

2.8 Main challenges

Discuss the main challenges currently facing the school system in the country. Are there any pressures for further decentralisation, or on the contrary, recentralisation of decision-making in school policy? Is the school system facing any issues of coordination among the different decision-making levels?

What are the main areas of disagreement between education stakeholders about current school policy? Elaborate on the main reasons for disagreement.

With a change in the lifestyle of Czech society, deliberations on education and future career change too. It is just this change that was the incentive for contemplation and formulation of a clear vision of what the Czech education system should look like for a period of at least one generation and what meaning it should have for the quality of life, democracy and competitiveness of the Czech Republic if this change is to be coped with.

The education system of the Czech Republic has a number of **strong points.** On the other hand, however, it also has its weak spots, with respect to which experts and the public have basically been of the same opinion for many years. They include above all **instability of governing**, which is, on top of that, limited by the term of office of the government and the Chamber of Deputies (and weak political support for the necessary reform steps associated therewith) and **unclear distribution of roles** between the State, Regions and municipalities. It follows from these facts that in addition to the vision, the education system must be provided with functioning **strategic management** in particular.

The approved Strategy of the Education Policy of the Czech Republic up to 2020[6] constitutes the basic and binding guide for the State, Regions and municipalities with respect to how to **manage the education system**, not what should be taught and which way; that's why it does not primarily concentrate on a change in Framework Educational Programmes or on a concrete definition of educational standards.

In general, the Strategy starts from the idea of lifelong learning, for the development of which it purports to create a conceptual basis in the Czech Republic. This ambitious goal can only be attained if education policy contributes actively to a flexible integration of various educational ways and to a larger integration of the education system as a whole. Education policy must consequently pay adequate attention to all the main types of educational opportunities that means not only to formal education, but also to informal education and expanding sphere of informal learning. The putting of the concept of lifelong learning into practice is also the chief goal of the basic working plan of voluntary cooperation between the member states of the

[6] Further details, including developed documents, are available at http://www.vzdelavani2020.cz/.

European Union in the area of education and professional training up to 2020 (ET 2020 strategic framework).

Two of its goals, namely reduction in the number of persons failing to complete secondary education and increase in the share of those who acquire university education, were adopted among the chief goals of the EU strategy for growth and employment, Europe 2020. The Czech Republic advocates, through the Strategy of Education Policy, both these European documents and obligations arising from them and will aim at their fulfilling in the years to come.

Chapter 3: Governance of resource use in schools

The school system is principally financed from public budgets. Nevertheless, financial flows in the regional school system (including schools from nursery schools to higher vocational schools and school facilities; this is regulated by the Education Act), university system and further education are different.
The education system in the Czech Republic is decentralized. General supervision, determination of priorities and aims of the whole education system lie within the authority of the MoEYS. The founders of nursery and primary schools are primarily municipalities, while the founders of secondary schools are largely the Regions. Public universities enjoy a high degree of autonomy. They are founded based on an Act. The branches of study to be offered at a university are approved by the Ministry.
There is no system of central evaluation of the effectiveness of financial means spent. Nevertheless, the financial means sent to schools should always be utilized in harmony with their purpose.
The school system is financed on a normative basis (on the basis of the number of children / pupils / students), in combination with complementary programmes, which are focused on the areas where the use of normative financing is not effective. The basis is data on children, pupils, students or other measurable items, which is updated annually.

3.1 Level of resources and policy concerns

What is the total budget allocated to education (including tertiary and adult education)? What is the total budget allocated to schooling (i.e. pre-tertiary education)? Outline the trends in the schooling and education budgets in recent years.

What proportion of the education budget in pre-tertiary education goes to privately-managed schools?

Total budget allocated to education and to compulsory schooling
According to Education at a Glance 2014 there are noted several trends:

- the overall level of educational funding is comparatively low in the Czech Republic: Total expenditure (public and private) on all levels of education in the Czech Republic is 5.0% of GDP (6.1% on average in the OECD); public expenditures on primary, secondary and post-secondary non-tertiary education is 2.6% of GDP (3.6% on average in the OECD; 3.5% on average in the EU21 countries) (Table B2.3, EAG 2014).
- But public expenditure on primary, secondary and post-secondary non-tertiary education as a percentage of GDP has been increasing since 2008 (2.6% of GDP in 2008, 2.8% of GDP in 2010, 2.9% of GDP in 2011) (Table B2.2, EAG 2014). Noting that GDP has remained relatively stable between 2008 and 2011, so this indicates real increases in public expenditure (Table B2.5, EAG 2014).

- At the same time the number of students has steadily decreased from 2008 to 2011, meaning that the expenditure per student in primary, secondary and post-secondary non-tertiary education has increased significantly and particularly in comparison to the OECD on average over the same period (Table B1.5a, EAG 2014).

Table 3.1 Public expenditures, mil CZK

	Total public expenditure in CZK			
	2001	2005	2010	2013
Pre-primary	8,433	11,034	16,283	17,846
Basic education	33,675	43,975	52,340	54,562
Upper secondary education	21,513	29,351	34,487	31,118
Tertiary education	16,456	26,443	32,309	34,229
TOTAL	97,936	130,319	162,965	172,805

	Proportion of public expenditure allocated to each level of education (%)			
	2001	2005	2010	2013
Pre-primary	8.61	8.47	9.96	10.33
Basic education	34.38	33.74	33.72	31.57
Upper secondary education	21.97	22.52	22.18	18.59
Tertiary education	16.80	20.29	21.01	19.81

Source: Ministry of Education

The school system is principally financed from public budgets. Nevertheless, financial flows in the regional school system (including schools from nursery schools to higher vocational schools and school facilities; this is regulated by the Education Act), university system and further education are different.

Public regional schools and school facilities get funds from the state budget and from the budgets of territorial self-administered entities – Regions and municipalities; part of the funds is acquired by the schools through their own economic activities and participation in international programmes. A contribution to education is paid out in nursery and higher vocational schools only and its amount is limited by a decree. The principle of financing was changed substantially in 1992 – financing per institution was changed to normative financing (per capita). Unit non-investment expenditures – so called "republic normatives of non-investment expenditures per pupil" were fixed by the Ministry of Education, Youth and Sports. Since 2003, the Regions have been involved in the allocation of these funds too – the Regions fix regional normatives per pupil in individual types of school and branch of study. A predominant part of non-investment expenditures is financed on a normative basis, just a small part is financed expediently. Investment expenditures are financed non-normatively.

Private schools and school facilities get grants for financing non-investment expenditures associated with education and for financing running operating non-investment expenditures from the state budget by means of the Regions, based on a contract entered into with the relevant Regional Authority for a given year. These schools usually charge a tuition fee.

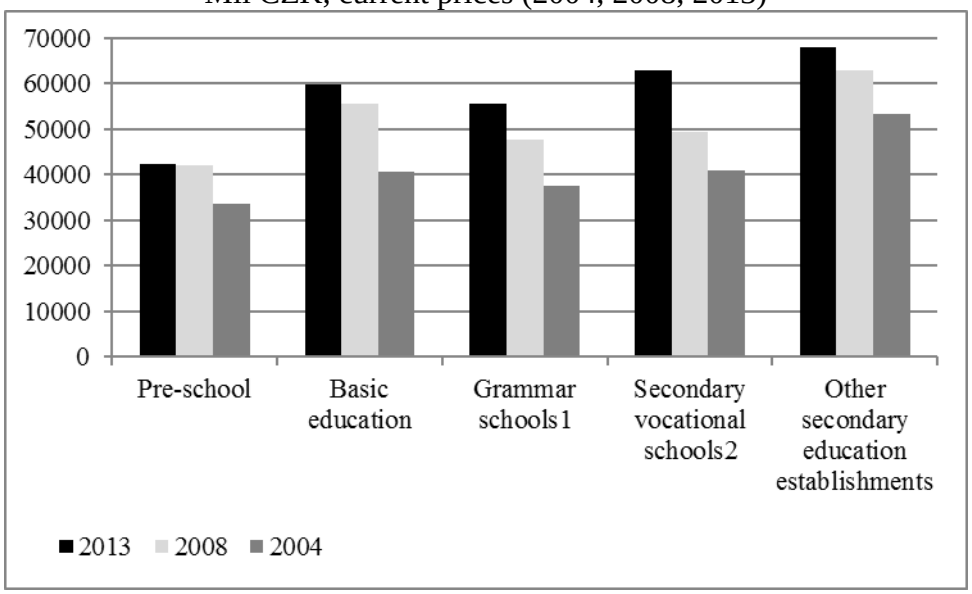
Church schools and school facilities get grants according to the same normatives as private schools, directly from the Ministry of Education.

Comment and present data on unit costs of spending per student across the different education levels, school types and school sectors. Which trends has spending per student followed in the recent past? Where available outline differences in spending per student across different regions or different contexts (e.g. larger, smaller, urban, rural schools).

Expenditure per student at different levels of education

Figure 3.1 Evolution of expenditure per student at different levels of education

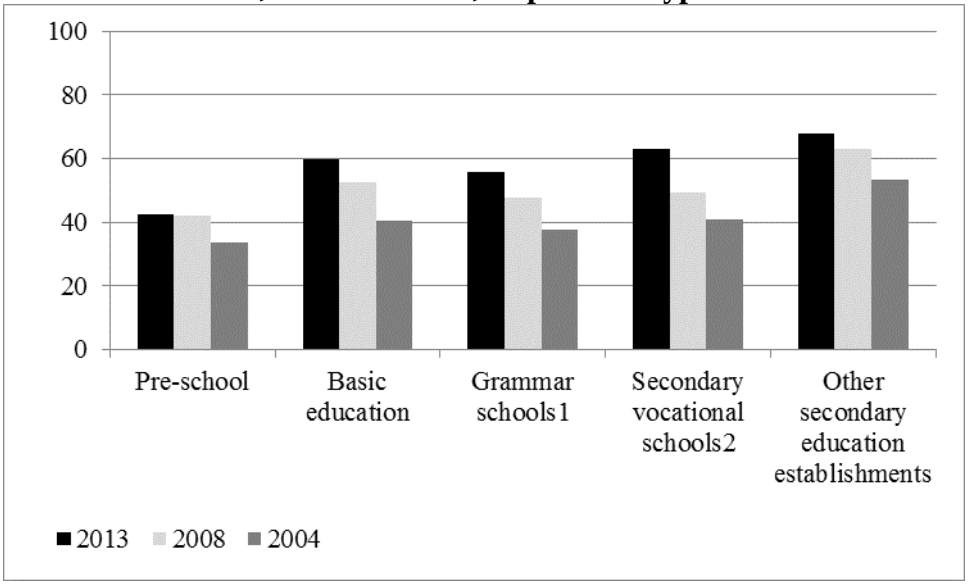
Mil CZK, current prices (2004, 2008, 2013)



1 Including sports schools
2 Including higher vocational schools
Source: Appendix 4.

Unit costs per pupil/student may vary between individual types of school, in view of the possibilities of additional financing from developmental programmes, budgets of the Regions and municipalities and from other entities. The development of unit costs in current prices is shown in Appendix 4.

Figure 3.2: School system in total – unit costs per pupil/student in current prices in 2004, 2008 and 2013; as per kind/type of school



1 Including sports schools
2 Including higher vocational schools
Source: Appendix 5.

Section 4, in Subsection 4.4 in particular, describes the methodology used to calculate republican normatives and regional normatives.

Focusing on the recent impact of the financial crisis and associated processes of fiscal consolidation which may have occurred: Are there any specific programmes or items in the education (and school) budget that are under greater pressure of being reduced? In case the education (or school) budget was reduced recently, what strategies were followed to achieve the reduction? In more general terms, is there a concern about improving the efficiency with which school resources are used? If yes, what strategies are followed to improve the effectiveness of resource use in schools?

The financial crisis and its impact on the school budget

The crises did not have any major impact on the financing of the regional school system because the schools are financed according to normatives. In the long-term, the financial means paid out within the regional school system fluctuate. The volume of the funds paid out is also influenced by the demographic decline.

In 2012, the total public expenditures (Sections 333 and 700 together) on the regional school system amounted to CZK 145.5 billion, in 2013 they amounted to CZK 149.6. The total volume of public expenditures on the regional school system has constantly been rising since 2004 (the exception being 2011) and has reached 129% of the 2004 value.

Section 333[7] – the MoEYS shared in the 2012 expenditures on the regional school system with 69%, Section 700 – territorial self-administered entities – 31%. For the sake of

[7] Section 333 includes expenditures on universities, research, development and innovations, expenditures on the regional school system and directly controlled organizations, expenditures on support for young people and sports activities and other expenditures to fulfil the goals of the sector.

comparison, in 2004 the MoEYS shared in financing the regional school system with 73%. The volume of **capital expenditure** on the regional school system (Section 333 and 700 together) in the observed period rose in an absolute value from an amount of CZK 8.6 billion in 2004 to CZK 22.1 billion in 2012.

In view of the share of the expenditures as per Section 333 in the state budget, in the time row from 2004 Section 333 has been at the level of about 12% of the state budget.[8]

3.2 Sources of revenue

Describe the sources of funding for the school system. What is the relative relevance of centrally, regionally and locally levied resources for financing the school system? How have these evolved in recent years? To what extent are regional and local governments allowed to complement any central transfers with their own resources? Has this led to significant differences in levels of spending between regions and localities?

What is the extent of parental contributions to the funding of the school system? Are there any fees charged in public schools? What is the extent of contributions from private entities other than households (e.g. philanthropy, business sector contributions) in the school system budget?

In the Czech Republic, formal education in public education institutions is provided free of charge. Parents only cover part of the costs of education in the case of pre-school education in nursery schools.

The determination of the amount of a consideration lies within the authority of the head teacher of a nursery school and may vary annually (i.e. the consideration may be increased or reduced)[9]. The amount of a consideration is legislatively restricted in such a way that it must not exceed 50% of the real average monthly non-investment expenditures of the legal person running a nursery school, which relate to the pre-school education of a child in the nursery school. Such expenditures do not include salaries, compensations for salaries, wages, compensations for wages, bonuses for readiness for work, bonuses for work performed based on contracts for work performed out of the employment relationship, severance pays, social security premiums, contributions to state employment policy, general health insurance premiums, allocations to the Cultural and Social Need Fund, other payments resulting from labour law relations, necessary increase in the costs associated with the education of handicapped children, costs of teaching aids, costs of further education of pedagogical workers and costs of activities directly associated with the development of schools and quality of education, for the coverage of which the financial means from the state budget were used. The children attending the last year of a nursery school are exempt from the obligation to pay the consideration for education, however, for a maximum period of 12 months. Neither the amounts of considerations in individual nursery schools nor the total volume of collected financial means is statistically registered.

[8] For more details see http://www.msmt.cz/vzdelavani/skolstvi-v-cr/statistika-skolstvi/statisticka-rocenka-skolstvi-soubor-ekonomickych-ukazatelu-5

[9] The head teacher may adjust the amount of the consideration, for example in connection with investments in school equipment.

Another segment of education where a consideration is collected is higher vocational schools. In this particular case, parents, possibly pupils, pay a consideration ranging from CZK 2,500 to CZK 5,000 per school year at the most (depending on the branch of education), in accordance with the Decree of the Ministry of Education, Youth and Sports No. 10/2005 Coll. on higher vocational education in public schools.

Furthermore, parents cover school services (such as school catering, after-school care centres, etc.). In the case of public facilities, however, they just share in the costs and do not cover them to the full extent.

In private or church facilities, parents share in the coverage of the costs of educating their children. The amount of the tuition fee is fixed by the school itself, at its sole discretion and as necessary. The tuition fee, however, does not have to reflect the real costs spent by the school on education. The Ministry of Education, Youth and Sports supports education in private and church schools financially too, in the form of grants pursuant to the provisions of the Education Act (90% of the normative on average, however, in selected cases the amount may attain 100% of the normative).

In addition to the payments given above, parents are allowed to voluntarily contribute to education and activities related to education, and in practice they really do so. The activities that are frequently supported voluntarily include interest education provided by school, school sports courses, school teaching in the countryside and other cultural, sports or social events. The amounts of these contributions from parents are very different and due to their variety they are not statistically registered. Parents still pay for some teaching aids. With a certain simplification it is possible to say that the higher the level of education, the higher the quantity of teaching aids that pupils, respectively their parents, pay for.

Private entities too may financially support education facilities. However, contributions from private entities are not put into the central system, but they are provided to a specific entity running a specific school or school facility (the contributions may also take the form of estate or services provided free of charge). If the contributions take the form of gifts, they should be registered in the books of accounts of a given entity. However, this information is not monitored at the central level.[10]

Furthermore, schools may make use of financial means from abroad, especially from EU Structural Funds by means of Operational Programmes. For more information see http://www.msmt.cz/strukturalni-fondy. The programme designed for primary and secondary schools works in a simplified administration system.

3.3 Planning of resource use

Describe the recent trends in the demand for different services within the education system. Which levels of the education system are facing increasing demand from the public? Which policies have been undertaken, or are planned, to face this increasing demand? How has this affected the resources available for the school system?

[10] There is a group of entities (schools), which supply information to the central system.

Increasing numbers of children in pre-school and primary education

Since the school year 2006/2007 there has been an increase in the number of children in pre-school education. Since the school year 2008/2009 there has been an increase in the number of pupils in primary education, respectively at the 1st stage of primary schools.[11] Nursery and primary schools are primarily established by municipalities, consequently the issues of possible increase in their capacities lie within the authority of their founders. The financing of these schools depends on the number of enrolled children/pupils – with increasing numbers of children/pupils, the school expenditures covered centrally increase too (financial means intended for staff and teaching aids supplied free of charge). Increase in these expenditures is not caused by any change to the normatives, but by political reasons – the minister exerts pressure on not only the funds spent on teaching aids, but mainly the salaries of teachers in the regional school system being increased constantly.

The result of the Ministry's effort to solve the problem of financing is the declaration of a long-term system of financial assistance with a clear linkage to the demographic development and needs of the labour market: Development of the Teaching Capacities of Nursery and Primary Schools Established by Territorial Self-Administered Entities.

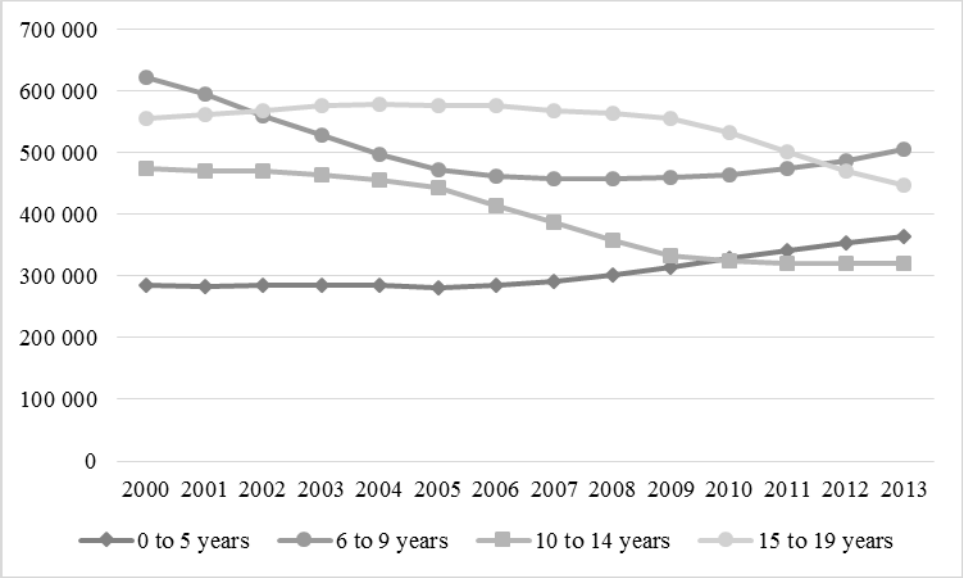
Outline the general trends in the schooled population. Is the school system facing increasing or declining school enrolments? Does this vary across levels of the school system and regions?

Until 2012 a period of decline in numbers of pupils in primary and secondary education

As already mentioned above, the segment of pre-school and basic education (at the 1st stage) faces an increase in demand. On the contrary, a decrease in the number of pupils could be observed up to the school year 2012/2013 at the 2nd stages of primary schools and the level of secondary schools (see Appendix 3, Table 1). In the school year 2013/2014, there was a slight increase in the number of pupils enrolled in the 2nd stage of primary schools. In view of the fact that basic education is compulsory in the Czech Republic and that a majority of pupils continue studying at secondary schools, it is probable that the pupils of strong population years, who currently undergo pre-school education or are at the 1st stage of primary schools, will continue studying at least at the secondary school level.

[11] Which caused an increase in the number of pupils at the 2nd stage in the school year 2013/2014 and will further cause an increase in the number of students at secondary schools in the school year 2017/2018.

Figure 3.3: Number of children according to their school-age, 2000-2013



Source: Appendix 3

Regionally, the current demand differs slightly, however, no significant deviations from the general trend are identified. At the level of the 2nd stage of primary schools, increasing demand can be observed in some regions, while in other regions decrease is still apparent.[12]

How are responsibilities for resource use shared? More specifically, which groups or units have the responsibility for the following tasks: channelling resources to policy priorities; distributing resources across the different levels of education administration; monitoring resource use across the system; managing the teaching workforce; organising school leadership; maintaining the school system infrastructure; communicating with the relevant stakeholders about resource use; setting up budgeting and accounting systems; and setting up relationships with contractors and vendors.

The education system in the Czech Republic is decentralized. General supervision, determination of priorities and aims of the whole education system lie within the authority of the MoEYS. The founders of nursery and primary schools are primarily municipalities, while the founders of secondary schools are largely the Regions. Public universities enjoy a high degree of autonomy. They are founded based on an Act. The branches of study to be offered at a university are approved by the Ministry. The establishment of a private university is subject to state approval. The financing of schools differs depending on the founders of schools. The Ministry is the founder of just a small number of facilities, which are in charge of institutional and protective education, and of highly specialized schools designed for educating handicapped children, pupils and students. Their operation is fully financed by the Ministry. The schools and school facilities established by territorial self-administered entities (municipalities and Regions) are financed both from the state budget by means of the Ministry and by their founders, i.e. from financial means from territorial budgets. Non-public schools and school facilities (both private and church ones) are financed partially by the Ministry.

[12] More information concerning demand for education can be found here: http://www.msmt.cz/search.php?action=result&query=statistika+%C5%A1kolstv%C3%AD

Financing starts from a normative basis (i.e. the number of pupils is decisive) and is combined with programme financing (developmental programmes).

Universities are also financed on a normative basis, but at the present time the influence of qualitative criteria in the process of financing is increasing. Universities get financial means for the instruction of students from the Ministry. Universities are also given relatively large volumes of financial means for research and development, but this sphere is partially financed from other budget constituents too. Education at private universities is not financed from public budgets, save for a few exceptions, but private universities may receive for their students grants for social or accommodation scholarships. In addition, universities may make use of financial means from EU Structural Funds.

All schools and school facilities are accounting units and keep accounts in compliance with the relevant law. Public schools send data to the central information system, which makes it possible to freely acquire budget and accounting information from all the levels of state administration and self-administration.[13] A coherent system of complex monitoring of information on school financing is not available.

Are there any methods and instruments specifically designed to assess the effectiveness and efficiency of resource use? How are "effectiveness" and "efficiency" conceptualised? Have measures of efficiency been developed at system, sub-system and school levels?

There is no system of central evaluation of the effectiveness of financial means spent. Nevertheless, the financial means sent to schools should always be utilized in harmony with their purpose. The effective and purposeful utilization of financial means (books of accounts of individual schools) is checked by the founder in particular. Other inspections can be conducted by the Czech School Inspectorate, within the framework of its inspection activity, or by the Supreme Audit Office (through the founder).

What type of evidence is used for the planning of resource use? Do results of research about the effects of resource use inform such planning?

The school system is financed on a normative basis (on the basis of the number of children / pupils / students), in combination with complementary programmes[14], which are focused on the areas where the use of normative financing is not effective. The basis is data on children, pupils, students or other measurable items, which is updated annually. At present, schools are also financed from financial means from EU Structural Funds. These means are paid out for specific projects, based on an approved application of the entity in question. Two areas of support are expressly focused on schools (those offering primary and secondary education) – the goal is to simplify the system of administration and cost reporting. More than 99% of basic schools joined the relevant projects successfully.[15]

[13] Concrete data and more information can be found here: http://monitor.statnipokladna.cz/2014/.
[14] More information can be found at http://www.msmt.cz/vzdelavani/skolstvi-v-cr/ekonomika-skolstvi/rozpocet-kapitoly-msmt-a-szu

[15] This 99% figure applies to schools outside Prague because the Capital of Prague is not among the regions entitled to support.

Are there any mechanisms that allow schools to share information and their experiences in how to effectively manage their resources, for instance, sharing results about the implementation of innovative forms of organisation? Which methods are available for benchmarking and for the adoption of best practices in resource use between different schools?

Despite the efforts of founders, no mechanism of sharing experience exists at the central level for the time being. Founders can share knowledge, findings and experience within the framework of the schools they have established. One of the examples is the ward of Prague 7, where knowledge and experience are shared in 3 ways:

1. in addition to their own websites, the schools share information which is regularly sent, once in two weeks, to parents, all the teachers and those who have registered through a newsletter on our joint educational website www.jaknaskoly.cz, which is administered by the ward of Prague 7 as the founder;

2. the ward of Prague 7 organizes round tables not only for teachers according to their teaching qualifications, but for operating workers too;

3. always in the preparatory week in August an officer of the ward of Prague 7 meets the employees of all the schools within the ward to discuss mutually what was achieved in the previous year and what should be achieved in the forthcoming school year.

Part of the document of the MoEYS, Strategy of the Educational Policy of the Czech Republic up to 2012, which was approved in the second half of 2014, is dedicated to the issues of good practice sharing. The chief measures to strengthen the elements of strategic management in education policy include, for example, the development of standards for other executive school workers (such standards have already been developed for head teachers of schools and school facilities), better predictability of the development of the education system, improvement in the level of strategic and methodological management by the State (this applies mainly to the MoEYS), simplification of the system of strategic documents and introduction of their clear hierarchy, greater emphasis on long-term goals, creation of a national system of monitoring the degree of attaining all important results of education by means of tendering processes and other tools, etc. The main goals in the area of improvement in the information and knowledge base include better availability of the database for all the parties involved, in all types and forms of education, completion of the system of acquiring data on the participation of children, pupils and students in pre-school, basic, secondary, higher vocational and university education and on conditions of such participation, so that the system can be monitored, better coordination of the system of research and development in the area of education and clear delimitation of its priorities, so that the key aspects of the education system can be examined systematically, and better integration of the findings of pedagogical research carried out by universities and other research organizations.

3.4 Implementation of policies to improve the effectiveness of resource use

Describe how national school policies are developed. Which actors are typically involved in setting school policy? Are there any tensions between these actors about the relative priority that should be given to different objectives?

How are formal stakeholder consultation procedures organised in the school system? What typical strategies are followed to build consensus about priorities for school system spending?

Are pilots and policy experimentation common before implementation of school policy? How are the results of the monitoring of resource use shared with stakeholders?

The Ministry of Education, Youth and Sports holds overall responsibility for developing education policy (see Section 2.4). In the Czech Republic, important issues are often discussed with the other stakeholders involved, for example through round table talks (discussions related to the issues of the reform of financing, pedagogical workers, etc.), working groups or advisory bodies. The conclusions adopted based on such round table talks, possibly the stakeholders themselves have a considerable influence on the final version of education policy. The stakeholders are both non-profit organizations (EUDin, etc.) and interest organizations (Czesha, Czech and Moravian Confederation of Trade Unions and suchlike), mainly in the area of the regional school system, while in the area of tertiary education the stakeholders are mainly the Council of Universities and the Czech Confederation of Vice-Chancellors.

For pilot projects, individual national projects are especially used, such as Q-RAM and KREDO projects for the area of the university system, testing of 5th and 9th form pupils in the regional school system, etc.

In the Czech Republic, financial means from EU Structural Funds in particular are checked. Checks are conducted both by the provider (the MoEYS, and subsequently a certification body represented by the Ministry of Finance of the Czech Republic) and the European Commission. Other checks on the economic purposefulness of the means spent may be conducted by Tax Offices or the Czech School Inspectorate.

3.5 Main challenges

Are there any aspects in the governance of resource use that are being currently challenged or subject to re-examination? What are these aspects and which alternative policy options are currently being considered?

It is typical of every political representation in power that it tries to set effective inspection mechanisms. In this particular case, a wide database is necessary so that starting points for evaluation and setting proper goals are available. Due to the political situation these efforts have been vain so far.

At the present time, round table discussions are held, their theme being the reform of financing in terms of an alteration to the system of normative financing of the regional school system administered by territorial self-administered entities, specifically at the level of money flows from the MoEYS to the budgets of individual Regions. One of the variants submitted is the replacement of the existing system of republic normatives based on age categories with a system of republic normatives and bonuses based on concrete educational activities performed in the regional school system administered by territorial self-administered entities. This alteration would reflect the real network of school facilities in a given Region and would enable the MoEYS to regulate the means designed for individual types of school; in the Regions this would prevent subjective re-allocation of budget resources, especially between municipalities and the regional school system. Another possible model is a model of cost financing of the regional school system, which should unify the levels of financing the educational process and school services and eliminate differences in the system of remuneration of pedagogues. The differences arise in connection with normative financing per pupil because the amount of a salary is crucially dependent on the number of performances.

What are the main areas of disagreement between education stakeholders about the governance of resources in the school system? Elaborate on the main reasons for disagreement.

One of the key issues of the ongoing discussions is the scope of a head teacher's powers, which are not very extensive. Another fundamental problem is the rigidity of the funds obtained from the founder. The head teacher must strictly abide by the scheme of financing ordered to him by the founder.

The issues under discussion also include the reform of financing the regional school system, which is mentioned in the previous Article. The participants in round table talks agree with one voice that the reform is necessary, however, at the present time the stakeholders have different ideas of what the reform should look like (differences in views include, for example, adjustment to the system of branches of education, simplification of normatives related to branches of education, necessity to take the interests of founders into account, determination of the optimum size of a school, dealing with the problem of dissipating financial means, necessity to deal with the affairs of all workers, not only of pedagogical workers, but of non-pedagogical workers too, etc.). Another problem, which is no less important, is the above-mentioned non-existence of financial control on the part of the founder and the Ministry.

Chapter 4: Resource distribution

This chapter is concerned with how resources are distributed within the school system. It deals not only with resources levied at the central level but also with those levied at the more local level (e.g. regions, municipalities). It addresses the distribution of resources between the different levels of the administration (e.g. central, state, regional and local), across resource types (e.g. human resources, physical resources, targeted programmes), between levels of the school system (e.g. pre-primary, primary, secondary), between different sectors (e.g. general programmes, vocational programmes) and between individual schools. In addition, it concerns the distribution of school facilities (e.g. organisation of the school network), the organisation of teacher resources (e.g. number of teachers; teacher preparation), the organisation of school leadership resources (e.g. number and profile of school leaders) and resources targeted at specific student groups (e.g. special needs; compensatory programmes for disadvantaged students).

The MoEYS finances different education levels from the budget Section 333. The greatest volume of financial means is allotted to the regional school system (approximately 62% of all school expenditures). Within this area, financial means are provided for direct costs of education to public schools (schools and school facilities established by municipalities, unions of municipalities and Regions), non-investment grants are provided to the private and church school systems and directly controlled organizations are financed to the full extent. The second most important item of the budget Section 333 is expenditures on grants for the university system (approximately 20% of all Educational expenditure). Furthermore, the MoEYS is the provider of targeted and institutional means for research and development. In addition, the MoEYS supports financially the areas of young people's activities, physical education and sports representation. Since 2004, the MoEYS has been involved in projects implemented based on the joint programmes of the Czech Republic and the European Union, namely developmental programmes co-financed from the European Social Fund, among which the Human Resource Development Operational Programme (OP RLZ), Education for Competitiveness Operational Programme (OP VK) and Research and Development for Innovations Operational Programme (OP VaVpI) are of the greatest importance. The Research, Development and Education Operational Programme (OP VVV) will be implemented in the next programme period.
This chapter includes information about the normative amounts per student in individual age category and formulas for regional normative allocation from several regions.

4.1 Distribution of resources between levels of the education administration

What proportion of the educational budget is decentralised and managed at the different levels of the education administration? Are there any differences between the different levels of the school system in this respect, i.e. is funding more decentralised for some levels of education than others?

The whole budget available for education within the regional school system is factually decentralized and is administered at lower levels. Even the resources from the state budget

are, after their allocation to the budgets of individual Regions, administered exclusively by the Regional Authorities, based on the delegation of the execution of state administration to the Regions. The funds designed for education, which come from the budgets of founders (i.e. the Regions and municipalities), are an entirely autonomous affair of the founders. The actual administration of all the allocated funds is then performed directly by a school/school facility.

On which basis are financial resources allocated to the different levels of the education administration? Which specific criteria are used to estimate the financial resources needed for each administrative unit? How do these criteria account for the particular characteristics of the student population in each administrative unit?

Regarding the monetary transfers from the central government to decentralised entities, what part of these transfers is ear-marked (i.e. the money needs to be spent on specific items)?

The allocation of funds to individual levels is described in detail in Chapter 3, in Subsections 3.1 and 3.3 in particular.

In general, the earmarking of financial transfers from the government level (i.e. of state budget funds) falls under the level Wage Funds – Other Non-Investment Expenditures. More specific earmarking (however, not in relation to items, but to a specific purpose of use, for example to the salaries of pedagogue's assistants for socially disadvantaged pupils, etc.) is applied in the case of only some developmental programmes declared for the regional school system by the Ministry. The volume of such multi-earmarked transfers (unlike general earmarking at the level Wage Funds – Other Non-Investment Expenditures) is about 1% of the total financial transfers from the government level.

Is there any funding outside the main mechanism of distribution that specifically attempts to target resources to regions or localities with specific (or greater) needs? What are the criteria for assigning extra-funding in case such programmes exist?

Just the mechanism of developmental programmes declared by the MoEYS can be considered as such a mechanism. However, in general such developmental programmes are not targeted directly to regions or locations, but to the solution of a specific problem (specific need). Eventually, however, the region or location where a specific need is the highest benefits most from the allocated funds.

4.2 Distribution of financial resources across resource types

For each of the different levels of the administration and educational levels, outline how financial resources are spent on different budget items (e.g. capital and current spending) and resource types (human resources – teachers, school leaders, non-teaching staff ; physical resources – buildings, equipment, school materials; other resources). How has the allocation of funding to different budget items and resource types changed in the past years?

The volume of expenditures and their structure are shown in tables in Appendices 3 to 6. The data shows that the proportion of public educational expenditure to GDP is low. It is about 4% for the whole observed period. The highest portion of expenditures is expenditures on the primary school system – between 2001 and 2013 they ranged from 30 to 37%. The highest

proportion of expenditures on the primary school system was registered in 2003 (36.9%), while in the following years this proportion was reducing gradually (except for the period between 2008 and 2010). In 2013, expenditures on the primary school system constituted 31.6%. The second highest portion of school expenditures is designed for the secondary school level. The proportion of expenditures on the secondary school level to the total expenditures ranges from 18 to 23%. The time development of this proportion copies the development in the primary school system – the highest proportion was also reached in 2003 (22.9%).

4.3 Distribution of resources between levels and sectors of the school system

Describe how financial resources are distributed across the different levels of the education system (exceptionally, for this item, please include tertiary and adult education). What is the relative financial weight of each of the education levels? How have these evolved in the recent past?

The distribution of funds within the framework of the regional school system was described in Chapter 3.

At the present time, the relative financial weight of individual levels is roughly as follows: Pre-school education: 18%; basic education: 56%; secondary education: 25%; higher vocational education: 1%. The financial weight is influenced by the population development in particular. Due to that, the weight of pre-school and basic education has been increasing lately, while the relative weight of secondary and higher vocational education has been decreasing.

Describe how financial resources are distributed across the different sectors of the school system (e.g. general programmes, vocational and pre-vocational programmes) for the educational levels at which different sectors exist. What is the relative financial weight of each of the education sectors? How have these evolved in the recent past?

The weight of the general and vocational sectors can only be evaluated at the secondary education level, and what's more, in a simplified way only: Grammar schools and lyceums: general sector; other branches of secondary education: vocational sector. According to the foregoing, in 2013 the relative weight at the secondary education level would be in total roughly as follows: 24.1% - general sector (grammar schools); 75.9% - vocational sector (other branches of education at secondary schools and conservatoires). The weight of the general sector is rising slightly (in 2012, the weight of grammar schools was only 23.3%).

4.4. Distribution of resources across individual schools

What are the main principles and mechanisms for funding public (and publicly-subsidised) schools (e.g. funding formulae, historical funding, administrative discretion)? Which specific criteria are used to estimate the financial resources needed for each school? How do these

criteria account for aspects such as the socio-economic background of students, or schools' and students' special needs? Please refer to resources levied at the central level but also to those levied at the more local level.

In countries where resources are distributed to schools according to funding formulae: What variables are included in the formula to allocate funds? Are there any adjustments in the formula to specifically account for students' special socio-economic backgrounds? Is the funding formula applied nationwide or is it defined at the level of local administration?

Major approach for allocating public funding to schools

The basic procedure of financing the school system is based on a combination of performance per capita funding and programme financing.

Central methodology for per capita fund allocation (Republic normatives)

The system of per capita funding performance financing is implemented through **republic normatives**. The republic normatives are fixed by the Ministry of Education, Youth and Sports (hereinafter also "the MoEYS") as an amount of direct non-investment expenditures on the education of and school services for one child, pupil or student of a relevant age category (respectively of a relevant education level). At the central level, the republic normatives are annually fixed for 4 basic levels of education provided, based on the age typical of a relevant level (pre-school education: 3 – 5 years of age, basic education: 6 – 14 years of age, secondary education: 15 – 18 years of age and higher vocational education: 19 – 21 years of age). These 4 categories are supplemented with the 5th category, "child, pupil or student placed in Regional Facilities of Institutional Education (KZÚV) for children and young people." All the categories only include full-time students. The republic normatives involve limits for the numbers of employees per 1,000 pupils in a relevant age category.

The republic normatives start from the republic normatives fixed for the previous year. Modifications reflect budget limitations or certain conceptual intentions. The republic normatives (i.e. non-investment expenditures per one pupil) are then the total of fixed wage costs and other non-investment expenditures (particularly the costs of textbooks and teaching aids, further education of pedagogical workers and other expenditures resulting from labour law relations) per one pupil. The total normative budget is calculated by multiplying the amount per one pupil by the planned performances planned number of pupils (i.e. the numbers of pupils in individual age categories in a given year). This total budget is then distributed among individual Regions.

Table No. 4.1: Normative amounts in CZK, in 2005 – 2013

Age category	2005	2006	2007	2008	2009	2010	2011	2012	2013
3 – 5	33,284	34,478	36,183	37,096	37,496	39,858	36,136	38,833	38,833
6 – 14	35,641	37,907	41,542	43,199	44,126	46,747	46,110	49,825	49,825
15 – 18	46,650	48,414	50,775	52,512	52,131	54,495	53,538	57,718	57,718
19 – 21	39,880	41,848	43,905	44,954	45,435	47,651	45,919	49,245	49,245
3 – 18 and KZÚV	-	177,592	186,905	210,262	212,526	222,527	221,809	236,720	236,720

Note: KZÚV – Regional Facility of Institutional Education
Source: MoEYS

Regional methodology for per capita fund allocation (Regional normatives)

Each **Regional Authority** sets and publishes its own system of normatives of non-investment expenditures per performance unit (i.e. a child, pupil, diner, accommodated person, etc.) for individual branches of study and apprenticeship and for individual types, kinds and forms of study in schools and school facilities within its territorial scope of operation, according to the rules specified by the MoEYS Decree on Regional Normatives. The long-term development plan of a specific Region is taken into account when setting the system of normatives. The Region then allocates funds to individual schools in the amount of the product of the number of pupils and the relevant regional normative.

The distribution of funds from the founder (Region) to schools is based on the Region's own methodology of the budget breakdown. The Regions, as founders, set the conversion of regional normatives based on the Regional Normative Decree, nevertheless, the calculation methodology may vary in individual Regions. Examples of the methodologies of selected Regions in the Czech Republic are given below.

Examples of regional methodology

Case of the Zlín Region

For schools, pre-school and school facilities established by territorial self-administered entities, "Basic Principles of Breaking Down and Allocating Financial Means to Direct Education Expenses of the Schools and School Facilities of the Zlín Region" have been developed. The basic criterion, which governs the amount of the contribution provided, is the performances of an organization. Based on the regional normatives, a calculation is made and the amount of the grant is fixed, in compliance with Decree No. 492/2005 Coll. The social and economic status is not taken into account.

Box 4.1 Formula for regional normative allocation in Zlín

The annual normative volume of wage funds (MP) is set in the following way:

$MP = 12 \times (NPp \times Pp + NPo \times Po)$

Where:
NPp = normative number of pedagogues
Pp = average salary of a pedagogue
NPo = normative number of non-pedagogues
Po = average salary of a non-pedagogue

The limit of direct non-investment expenditures forms part of the regional normatives.

Case of the South Bohemian Region

The formula for regional normative allocation in South Bohemia is presented in Box 4.2.

Box 4.2 Formula for regional normative allocation in South Bohemia

The annual normative volume of non-investment expenditure for a particular branch of education (NIV) is set in the following way:

NIV = FiN * 1.35 + ONIV = (FiN P + FiN O) * 1.35 + ONIV = ((12 * Pp/Np) + (12 *Po/No)) * 1.35 + ONIV

Where:
ONIV = Volume of other non-investment expenditures set for each branch of education individually

FiN = Annual fixed wage costs for pedagogical and non-pedagogical workers
FiN P = Annual fixed wage costs for pedagogical workers
FiN O = Annual wages for non-pedagogical workers
Pp = average monthly amount of the salary of pedagogical workers
Po = average amount of the salary of non-pedagogical workers
Np = average number of performance units per one pedagogical worker[1]
No = average number of performance units per one non-pedagogical worker[1]

1. Set by Decree No. 110/2011 Coll. of April 15, 2011, which amends Decree No. 492/2005 Coll. on regional normatives, as amended. These vary for different branches of education.

The values of the Np indicator are set in compliance with Section 2, Clause (2) and Clause (3) of the Decree, starting from the following values:

- average number of pupils in a classroom in the relevant branch of education (Ţ);
- average number of lessons in a classroom according to the relevant educational programme (H);
- average weekly extent of the direct teaching obligation of pedagogical workers (VP) set by the Ministerial Order No. 75/2005 Coll., as amended.

Differences in the above-mentioned values for individual branches of education result in differences in the final values of Np indicators for individual budgeted performances.

The Regional Authority fixes normative numbers of pedagogical and non-pedagogical workers based on the values of Np and No indicators. In order that a relation between the volume of budgeted financial means and the number of loads for individual categories of workers can be attained, the bonuses set in addition to basic normative amounts are also converted as per corresponding loads by means of Np and No indicators.

Further indicators decisive for the determination of the regional normatives under Section 2, Clause (1), Letters c) and d) of the Decree are:

- average monthly amount of the salary of pedagogical workers – Pp
- average amount of the salary of non-pedagogical workers – Po

These indicators are derived, in compliance with Section 2, Clause (5) of the Decree, from the values attained in the relevant type of school in the previous calendar year, however, the values are modified so as to be in the amount which is assumed in 2014 in view of the total volume of financial means allocated to the Regional Authority through the regional normatives. The indicators of the average monthly salary amount do not include, in compliance with the above-mentioned Section 2, Clause (5) of the Decree, payments for overtime work and for performing direct teaching activity above the set extent.

Case of the Pardubice Region

When determining the amount of a contribution to the operation of individual schools and school facilities, a normative method is applied partially. The contribution to operation is annually fixed taking into account real costs of utilities in the previous calendar year, limited amount of covered rent, depreciation, balance of the reserve fund after the allocation of financial means assumed according to the economic result of the previous calendar year is made and performances of a given legal entity (numbers of pupils as per branches of education, diners, accommodated students, etc. – this part of the contribution is set on a normative basis and constitutes, on average, more than one third of the total contribution to operation). All is, of course, limited by the amount of the funds available in the Section "School System and Youth" of the budget of the Pardubice Region for a given calendar year.

Is there any funding outside the main mechanism of distribution that specifically attempts to target resources to schools with specific (or greater) needs? What are the criteria for assigning extra-funding in case such targeted programmes exist? What are the policy objectives of targeted programmes which provide schools with extra resources (e.g. improve school management)?

Additional sources of funding for schools

Next to financial means from the MoEYS or from the founder's budget, schools can also receive funds from other ministries, based on their decisions (earmarked grants or projects of the Ministry for Local Development or Ministry of Culture), from the EU (Education for Competitiveness Operational Programme), from the State Environmental Fund (for example for the thermal insulation of buildings), from the municipality in which a school established by the Region is located, from neighbouring municipalities, etc. The conditions of allocation of specific funds to a school are always specified by the provider, both the conditions of allocation of funds and the conditions of their use.

Schools also acquire financial means through their own activity, within the framework of permitted complementary school activity, possibly as gifts. An integral part of school financing is means and gifts that schools get based on contracts entered into with cooperating firms – such firms provide pupils with scholarships or working and protective aids for practical instruction, possibly with machinery and equipment (in the case of specialized branches of education).

Other financial means flow to schools based on grants, patronages, scholarships and participation in various projects or competitions, such as AMAVET, SKILL or Technohrátky, which are subsidized by the Region from its funds from the School System section.

In the specific case of publicly-subsidised privately-managed schools: What requirements do these schools have to meet to receive public funds? How do funding mechanisms differ from those for public schools? Is public funding for this type of schools mostly targeted for specific resources (e.g. teachers' salaries) or is it open to a more discretionary use?

Requirements for private schools receiving public funding

Pursuant to Act No. 306/1999 Coll. on providing grants to private schools, pre-school and school facilities, private schools are obliged to annually enter into contracts on the provision of a grant and on an increased grant. In order that such contracts can be entered into, private schools must annually meet the following conditions: they must send the settlement of the grant provided by the set deadline, analysis of the way the grant provided under this Act was used, annual report on school activity and information about a debate on the annual report on school activity at the meeting of the School Council, if it exists. Furthermore, a report of an independent auditor must be provided, which confirms that all the profit made in the relevant calendar year was used for education and school services.

The grant is provided for financing non-investment expenditures associated with education at schools, with services and education that supplement or support education at schools or relate thereto directly, with providing institutional and protective education or preventive educational care in school facilities and with running operation of a school.

4.5 Distribution of school facilities and materials

How is the school network organised? Are there established principles or regulations for the organisation of the school network (e.g. size of schools; geographical distribution of schools) at the central or local administration levels?

Regulations on minimum and maximum class and school size

The minimum number of children, pupils and students in individual types of school and the minimum and maximum numbers of children, pupils and students in a class, study group or section are specified by the Ministry based on a legal implementation regulation.

Nursery schools

Decree No. 14/2005 Coll., as amended by Decree No. 43/2006 Coll., as amended by Decree No. 214/2012 Coll.

A class is planned to have up to **24 children** (by arrangement with the founder, the numbers of children can be increased in exceptional cases). If a child with special needs is placed in a class, the class can be filled up to a maximum number of **19 children** only. Regarding activities planned outside the school, no more than **20 children** from normal classes (exceptionally 28 children) or **12 children** in classes where there are children with special needs **(23 at the most)** are allowed per one pedagogical worker. There is a minimum class size of 8 children.

Basic schools

Decree No. 48/2005 Coll., as amended by Decree No. 256/2012 Coll., Section 4, Clause 7, fixes the maximum number of pupils in a class to be 30.

Section 3, Clause 2 stipulates that if events are organized outside the location where a school implements education, one person securing the safety and protection of pupils can be in charge of a maximum of **25 pupils.** The head teacher may permit an exception to this number, taking into account the degree of difficulty to secure the safety, protection and health of pupils. The minimum size of pupils in the class is 17.

Secondary schools

Decree No. 13/2005 Coll., as amended, Section 2, Clause 4 fixes the maximum number of pupils in a class to be 30. Section 5a) orders the head teacher to take into account the requirements for the safety and protection of pupils when determining the number of pupils. The numbers of pupils in classes in secondary schools and rules for splitting and uniting classes for teaching purposes are specified by Section 2 of Decree No. 13 on secondary education and education at conservatoires.

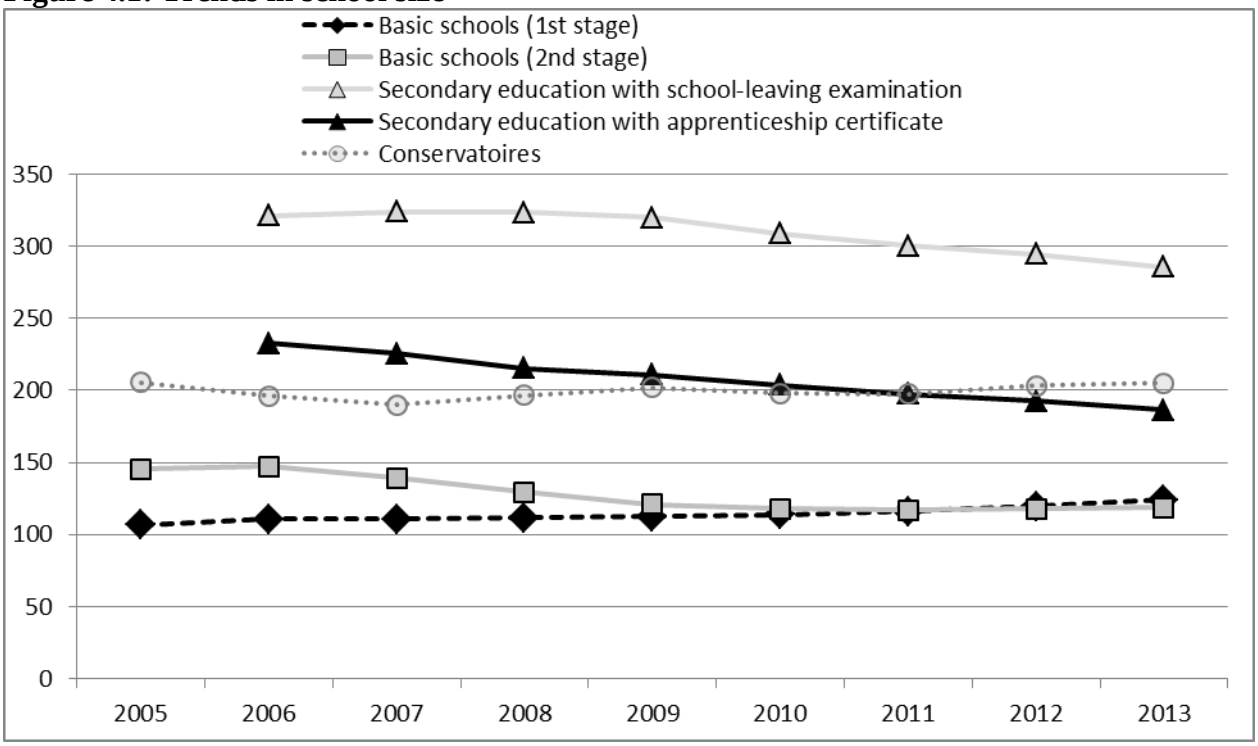
For pupils and students with special educational needs and extraordinarily talented children, pupils and students, the size of a class is specified by Section 10 of Decree No. 73 on the education of children, pupils and students with special educational needs and extraordinarily talented children, pupils and students.

Exceptions

The founder of a school may permit an exception to the number of children, pupils and students specified by the legal implementation regulation up to 4 children, pupils or students and up to 20% of the number specified in Section 14, Clauses 2 (a nursery school teaching in the language of a national minority can be established if at least 10 children ask for education in the language of the national minority) and 3 (a class of the relevant year of a secondary school can be established if at least 12 students belonging to a national minority ask for education in the language of the national minority; a secondary school teaching in the language of a national minority can be established if all the classes are filled with at least 15 students belonging to the national minority on average), and Section 47, Clause 1 (preparatory classes are to have at least 7 children), provided that in the case of a lower number it covers the increased costs of the educational activities of the school and provided that in the case of a higher number such increase in the number of children, pupils and students is not detrimental to the quality of the educational activities of the school and the conditions of safety and health protection are met. In the case of an exception to the number of pupils under Section 14, Clauses 2 and 3, and Section 47, Clause 1, the value calculated is rounded up. The founder of a school, if it is not the State, Region, municipality or union of municipalities, is not bound by the limit of 4 children, pupils and students of the number specified by the legal implementation regulation if it permits an exception to the minimum number of children, pupils and students in individual types of school, in a class, study group or section.

Typically, how big are schools at the different levels of the school system? What is the average number of students per school, and what have been the recent trends in this indicator. Are there any significant differences in the average size of schools across different regions and localities?

Figure 4.1: Trends in school size



See Appendix No. 8.

Small community schools and related policy

At the present time, small community schools are a certain problem at the regional level only, and the urgency of this problem increases with the share of these schools in the total number of schools in a given Region. The main problem is financing, which starts from a normative basis. In comparison with other schools, there are lower numbers of pupils in small community schools, consequently smaller volumes of financial means, but operating costs are similar to those in other schools. As a consequence, municipalities are forced to subsidize the school budgets from their own budgets, which is unsustainable in the long-term. The issue which is discussed in particular is which way and to which extent the different objective existence of these schools in the Regions should be reflected in the principal financial mechanism of transfers from the government level to decentralized units. One possible solution is the creation of a school that is an umbrella entity for individual schools within a union of municipalities. However, attempts in this area fail when it comes to the appointment of director of a union.

In case of the rationalisation of the school network (e.g. closure of some schools): How are the freed resources from a school which shuts down reallocated? In case of school shut down, which were the costs of redirecting students to other schools? Is there any evidence available on the impact of the policies implemented?

Allocation of resources freed as a result of network rationalisation
If within the framework of the process of optimizing a school network some schools are merged, the unused funds will be carried over to the organization of succession in full. In the event that an organization terminates its activity, the unused funds will be put in the founder's reserve and redistributed to other organizations, as necessary. Further expenditures on redirecting students do not arise.

Have there been any experiences with innovative uses of ICT with the purpose of extending the benefits of large schools to small community schools?

Innovative uses of ICT for provision of schooling
In the Czech Republic there is no experience with innovative activities in the field of ICT with a view to spreading ICT to small schools. Such activities are planned in the new programme period within the framework of the Research, Development and Education Operational Programme and also within the framework of the Strategy of Digital Education (see below).

In recent years (since 2000), completely new schools established by the Regions have not been built, but financial means have been put into care for property, for immovable property in particular. For this purpose, financial means from European Funds and grant programmes of the Regions are used. Inspections of effective use of funds for modernization differ in individual Regions.

Developmental programmes are focused on the modernization of school infra-structure (for example compensation aids – MoEYS; diagnostic aids for special pedagogical centres and pedagogical and psychological advice bureaus – MoEYS; grant programmes focused on technological equipment – Region; grant programmes focused on teaching aids for primary artistic schools – Region; applications for technological equipment within the framework of Regional Operational Programmes – Education for Competitiveness Operational Programme; so called patterns – MoEYS).

In the years to come, the development of capacities in the regional school system can be expected as it is one of the priorities of the present Minister of Education. The main goal is to create a long-term system of support, in a close relation to the demographic development and needs of the labour market (for example mothers returning onto the labour market earlier). This support should help above all the municipalities where demand for placing children in pre-school facilities highly exceeds the existing possibilities. The participation of cities and municipalities will cover 15% of the funds and the rest will be settled from the National Fund for the Support of the Development of Capacities of Nursery and Primary Schools.

Policies to promote the use of ICT and evaluation of their impact
Between 2000 and 2006, the State Information Policy in Education (SIPVZ) was implemented with the help of the Czech Republic's state budget. The SIPVZ included introducing the Internet into schools, the chief goal being the equipment of primary and secondary schools with computers and availability of the Internet. Although the SIPVZ should have been implemented in line with a plan approved by the government ("Conception 1999"), in fact there were numerous deviations from the plan, which were perceived very negatively by the public.

As the level of equipment with ICT is relatively poor in Czech schools, the MoEYS developed the Strategy of Digital Education up to 2020. The goal is to set such conditions and

processes in education as react to the changes in society resulting from the development of digital technologies and their use in various spheres of human activities.

The Strategy of Digital Education proposes seven main interventions:

1. Provide for non-discriminatory access to digital sources of education.
2. Create conditions for the development of the digital competence and informative thinking of pupils.
3. Create conditions for the development of the digital competence and informative thinking of teachers.
4. Provide for the building and reconstruction of educational infra-structure.
5. Support innovative procedures and watch, evaluate and spread their results.
6. Create a system that fosters the development of schools through the integration of digital technologies into instruction and school life.
7. Increase the awareness of the goals and processes of integration of technologies into instruction.

Policies for textbook provision

Pursuant to the Education Act, the pupils of primary schools and children placed in preparatory classes are supplied free of charge with the textbooks and instruction texts contained on the list of textbooks and instruction texts, to which a note of approval applies. This list is published by the Ministry in the Bulletin of the Ministry of Education, Youth and Sports. The pupils in the first years of primary education and children placed in preparatory classes do not give these textbooks and instruction texts back, while the pupils of the other years of primary education are obliged to give the textbooks and instruction texts back by the end of the relevant school year at the latest. The pupils of secondary schools, who fulfil their compulsory school attendance, and handicapped pupils educated in secondary schools are supplied free of charge with the textbooks and instruction texts contained on the list of textbooks and instruction texts. The pupils are obliged to give these textbooks and instruction texts back by the end of the relevant school year at the latest. The students of secondary schools and students in higher years of grammar schools with several years' school attendance (on completion of compulsory school attendance) must procure textbooks themselves. The headmaster of a secondary school establishes a fund of textbooks and instruction texts, which is designed for at least 10% of pupils. These textbooks and instruction texts are lent free of charge to socially disadvantaged pupils and pupils in material need.

The pupils of the preparatory classes of primary schools, pupils of the first years of primary education, pupils of primary education in terms of Section 46, Clause 3 and handicapped pupils who are pupils of primary schools are supplied free of charge with basic school things. The extent of providing basic school things free of charge is determined by the Ministry through a legal implementation regulation.

4.6 Distribution of teacher resources

Describe the size and composition of the teaching body, as well as recent trends in these aspects.

Trends in composition of the teaching body

In the Czech Republic, feminization in teacher posts is obvious. Men only form 0.3% of teachers in nursery schools, 15% of school teachers at basic schools, 35% of teaching staff at higher vocational schools and 66% of teachers at vocational schools – in this particular case the percentage is so high as special qualifications are required (see Appendix 9).

Across the regional school system men form roughly 20% of all teaching staff. In general, men are better paid than women (approximately CZK 26 thousand as against CZK 22 thousand). More information with respect to this issue can be found in Appendix 10**.**

What are the main pathways by which people can become teachers (include details on initial teacher education)? What are the prerequisites to enter the teaching profession? Are there any programmes targeted at attracting high quality secondary school graduates into initial teacher education?

Pathways to the teaching profession

Preparatory education of **workers working in facilities taking care of children up to 3 years of age** and in nursery schools depends on the type of their qualifications. The minimum requirement is usually secondary school education. This kind of education is implemented out of the system of education of pedagogical workers, with the exception of the situation when a worker has qualifications of a nursery school teacher.

Preparatory education of **teachers (pedagogical workers) at primary and secondary schools** starts from the level of education they should be prepared for and from their specializations. Depending on that, the minimum requirement for a teacher's education is university education, higher vocational education or secondary education. Preparatory education for teachers at individual levels of education.

University education of teachers takes the form of either **parallel** or **subsequent** education. At present, studies in most branches of education take the form of **structured** studies, i.e. bachelor's and follow-up master's studies (an exception is teaching for the 1st stage of primary schools – primary level, where a five-year non-split master's study remains the most frequent one). For beginning teachers, no on-the-job qualification phase is prescribed at any level of education, nor is any transitory period between preparation and entry into practice. Students fulfil requirements for **practical experience** in the course of their studies (2 weeks on average, or 4% of the time of study).

Extent of qualifications (teaching qualifications)

Teachers at the 1st stage of primary schools are qualified for teaching all the subjects of the primary level of education. Teachers at other levels of education may have both multi-subject teaching qualifications (most often two-subject ones) and single-subject teaching qualifications (most often teachers of languages, aesthetic education, physical education, special subjects or industrial arts). It is necessary to mention, however, that graduates of teaching branches of study for a given type, respectively stage of school are qualified for teaching all subjects, regardless of their teaching qualifications.

Teachers in classes or schools established expressly for pupils with special educational needs must have special pedagogical qualifications.

Specific requirements for the qualifications of teachers of some subjects

Preparatory education of teachers of artistic subjects (music and art), foreign languages and physical education, who work at primary and secondary schools, can be carried out in the same way as in the case of teachers at the primary level of education and teachers of general educational subjects at the secondary level of education. The Pedagogical Workers Act, however, also specifies other possibilities of attaining qualifications. Music and art at the primary and lower secondary levels of education can be taught by teachers who completed the branch of study "Teaching for Primary Artistic Schools". Physical education at the secondary level of education can be taught by those who completed programmes focused on physical education and sports (not directly on teaching). Foreign languages at the primary and secondary levels of education can be taught by persons having qualifications for teaching at language schools entitled to organize state language examinations.

The basic institution for the preparation of teachers of general educational subjects is a College of Education. However, **other faculties** too prepare teachers, such as Faculties of Arts, Faculties of Natural Sciences, Faculties of Mathematics and Physics or Faculties of Physical Education and Sports – teachers are prepared there in branches of study focused on the education of secondary school teachers (qualifications thus acquired apply to the 2nd stage of primary schools too).

How are teachers recruited and assigned to schools? Have any policies or incentive schemes been implemented to attract qualified teachers to disadvantaged or remote schools? If so, how is this carried out in practice?

Policies for teacher recruitment

The recruitment of teachers is the privilege of every school. In the Czech Republic there are no programmes to motivate teachers to teach in remote or otherwise disadvantaged schools. Within the framework of the regional school system, however, wages were levelled out strongly – wage tariffs were increased at the expense of the supra-tariff wage component (including bonuses paid out) with the intention of stimulating new teachers. This can be exemplified by data from the Average Earning Information System (data applicable for the Czech Republic, 2013, Table M8). While in the salary sphere (which almost all the regional school system falls under) bonuses constitute 5.3% of the average salary of a teacher at the 1st stage, 5.5% of the average salary of a teacher at the 2nd stage and 5.6% of the average salary of a teacher of general educational subjects at a secondary school, in the wage sphere (which, on the contrary, almost all the university system falls under) bonuses constitute 26.2% of the average salary of teachers at universities and higher vocational schools. It follows from the foregoing that in the regional school system there are very limited possibilities of rewarding really good teachers.

4.7 Distribution of school leadership resources

Describe the size and the composition of the personnel in charge of school leadership. Characterise the individuals occupying school leadership positions in terms of age, gender, profession.

In the Czech Republic, executive workers are mainly from 46 to 55 years of age. In women, 52% of women in executive positions fall within this age range, in men this figure is 38% (both figures apply to the regional school system). School leaders in the Czech Republic have been steadily ageing: 29% of school leaders were aged 56 or older in 2013; the equivalent proportion in 2006 was 21.9%; at the same time 33.3% of school leaders were 45 years or younger in 2006, but the equivalent proportion in 2013 was only 23.4%; only 3.1% of female school leaders are 35 years or younger and 5.9% of male school leaders are 35 years or younger (Appendix No. 11). In nursery schools, head teachers are almost exclusively women (unless the case is a nursery school and a primary school united into one entity), while in basic and secondary schools executive positions are occupied largely by men. A significant difference is obvious in the salaries of executives depending on sex: women earn monthly 5 to 6 thousand Czech crowns less than men on average. For more details see Appendix 10.

Which are the prerequisites for school leadership positions? Are there any programmes to specifically prepare school leaders for their functions? How are school leaders recruited? In case school leadership responsibilities are distributed among a group of people, how are these individuals selected?

The worker responsible for the administration and management of a school, possibly a school facility, is its head teacher. In schools which are allowance organisations or school legal entities (i.e. a majority of public and church schools) the head teacher is a statutory body. Head teachers are fully responsible for the quality and efficiency of the educational process, for the financial management of a school, for hiring and dismissing teachers, etc.

The head teacher is responsible for the management of his school, which means that he decides on all affairs related to education, bears responsibility for his school in the sense that it provides education in compliance with the Education Act and relevant teaching documents, is responsible for the professional and pedagogical level of education, creates conditions for further education of pedagogical workers, for the activity of the School Council and for the execution of school inspection activities and taking relevant measures, develops an annual report on school activity, submits it to the School Council, after its approval to the founder and subsequently makes it available to the public, cooperates in implementing programmes focused on inquiring into the results of education, which are organized by the Ministry, etc.

The head teacher of a school established by the State, Region, municipality or union of municipalities performs the duties of the head of an organization having powers in the area of the management of financial means. In addition to an annual report, he makes an analysis of the school's economic activity, as required by the Ministry. As far as labour law relations are concerned, the employer of both the head teacher and individual teachers is the school; the head teacher appoints his deputy and removes him/her from office. Furthermore, the head teacher decides for example on rights and duties in the affairs of compulsory school attendance (see the Section Organization and Structure of the Education System), on

placement of children in a nursery school, on admission to education at secondary and higher vocational schools and at conservatoires, on the contents of entrance, final and school-leaving examinations, on the recognition of education attained, on rustication, on conditional expulsion and expulsion from studies, on a change of a branch of study or apprenticeship, on reduction or cancellation of a consideration for providing education and school services, on awarding and cancelling scholarships, on the amount of a contribution to catering settled by parents or on alterations to teaching documents in harmony with teaching programmes. The settlement of possible increased costs is discussed by him with the founder.

Head teachers of schools established by the Ministry of Education, Region, municipality or union of municipalities, directors of allowance organizations and heads of state organizational units are appointed to their executive posts by the founder, based on a tendering process announced by the founder, for a period of 6 years. If the founder fails to announce a tendering process for the appointment of a new head teacher before the end of this period, the employment relationship of the current head teacher is prolonged for another 6 years. The founder may announce a tendering process at its sole discretion. The founder is obliged to announce a tendering process if its announcement is proposed by the Czech School Inspectorate or the School Council by a certain deadline. The founder may only remove the head teacher from office on the grounds stipulated by the law. These grounds include loss of pre-conditions for the pursuance of the office, material breach of working obligations resulting from his activity, proposal for removal submitted by the School Council or the Czech School Inspectorate and organizational changes leading to the cancellation of the office.

The appointment and removal of the head teachers of schools established by other founders (i.e. head teachers of church and private schools) are not regulated by school legal regulations and are governed by general legal regulations.

Depending on the size of a school, the head teacher may have one or several deputy heads, who, however, substitute for the head teacher to the extent delimited to them by the head teacher only.

Requirements for appointment

The directors of allowance organizations (a majority of public schools) and school legal entities established by the Ministry of Education, Youth and Sports (MoEYS), Region, municipality or voluntary union of municipalities and heads of state organizational units (for example in the case of military and police schools) are appointed to their posts by the founder, taking into account the results of tendering processes announced by it (with respect to the actual appointment, however, the founder is not bound by the opinion of a tender committee). The Ministry stipulates, based on a legal implementation regulation, the requisites of the announcement of a tendering process, the make-up of tender committees for evaluating applicants for posts as well as rules for the forming, activities and decision-making of these committees.

Pre-conditions for the pursuance of the post:

a) The head teacher of a school may only be a person who meets the requirements for the pursuance of the post of pedagogical worker.

b) The head teacher of a school may only be a person who has practical experience with a direct pedagogical activity, with activity for which knowledge of the same or similar character is necessary, with executive activity or with activity in the field of research and development.

The duration of practical experience depends on the level of education that the head teacher works at.

Duration of practical experience required from head teachers:

- Head teacher of a nursery school: 3 years
- Head teacher of a primary school, primary artistic school and school facilities, save for facilities for institutional and protective education and save for school facilities for preventive educational care: 4 years
- Head teacher of a secondary school, language school, conservatoire, higher vocational school, school facility for institutional and protective education and school facility for preventive educational care: 5 years

c) The head teacher of a school may only be a person who, next to the above-mentioned pre-conditions, acquired knowledge in the area of school management by completing studies for head teachers organized within the framework of further education of pedagogical workers, this within 2 years from the day he/she started to perform the post of head teacher. The obligation to complete the above-mentioned studies does not apply to the head teacher who acquired knowledge in the area of school management by completing university studies in the accredited study programme "School Management" or by completing a lifelong learning programme organized by a university and focused on the organization and management of the school system. This condition is only applicable for the head teachers of public schools.

The school's statutory body or a member of the statutory body becomes the head teacher of a private or church school, provided that it meets the pre-conditions under Points (a) and (b), or another person having a labour law relationship with the school, who meets the said pre-conditions. In the case of private and church schools, the institute of appointment cannot be used; employment relationship is always based on a contract of employment (this applies to the head teachers of private and church schools too).

Have any policies or incentive schemes been implemented to attract qualified school leaders to disadvantaged schools? How is this carried out in practice?

No such policy exists at the central level. The choice of head teachers lies within the authority of founders.

4.8 Distribution across specific student groups

What school resources are distributed directly to students (or their families) instead of being channelled through schools (e.g. vouchers, financial aid, extra out-of-school support)? What criteria are used to distribute these resources directly to students (or their families)?

Motivation contribution to education

Based on an amendment to the Income Tax Act, a motivation contribution to education was established in the Czech Republic on January 1, 2011. An employer may include in its tax costs even a motivation contribution to the education of its future employee who prepares for the pursuance of a profession for the employer based on a mutual contractual relationship. In compliance with Section 24, Clause 2, Letter j) of the Income Tax Act, a motivation contribution is provided to a pupil or student. A motivation contribution is meant to be a scholarship or a contribution to catering, accommodation, education in education facilities for the future pursuance of a profession, fare in means of public transport (when travelling to the place of education) or to the procurement of personal protective aids. The contribution is tax deductible up to an amount of CZK 2,000 per month, in the case of a university student up to an amount of CZK 5,000. Consequently, a motivation contribution to the education of a future employee is tax deductible for an employer up to amounts of CZK 24,000 or 60,000 per year. A contribution exceeding these limits will not be considered as tax expenditure (Section 25, Clause 1, Letter j) of the Income Tax Act).

Extra support out of school

Discount fares for pupils and students. It is a tradition in the Czech Republic that a large part of public transport falls under services with regulated prices. Price regulation is also applied by public operators of subsidized transport, which usually condition their order of transport by a tariff that conforms to their requirements. Although various conditions apply to individual types of transport, discount fares for the transport of children, pupils and students are among standard requirements. For example, to regular inland railway passenger transport the following price regulation applies: The transport of a limited number of children up to 6 years of age is free of charge both in 1st and 2nd class carriages. To children from 6 to 15, a discount in an amount of at least 50% must be provided both in 1st and 2nd class carriages. When they travel to school and from school, the discount for 2nd class carriages must be at least 62.5%. Pupils and students from 15 to 26 are entitled to a minimum discount of 25% when travelling to school and from school, under specified conditions. Parents or guardians visiting children in social care institutions and other similar institutions are entitled to a minimum discount of 50% or 75% in 2nd class carriages, depending on circumstances. A similar situation is in other modes of transport (city public transport, integrated transport or routes not included in city public transport), where the Ministry of Transport enables the Regions and municipalities to set maximum prices, through a regulation, but price regulation in relation to children, pupils and students applies there too.

Discount cards for students and young people

Discount cards are designed for students and young people up to 26 years of age; some are designed for teachers too. By producing an ISIC, ITIC, ALIVE or IYTC card, the holder is entitled to discounts in various areas of commerce and services. An ISIC card is designed for pupils and students, an ITIC card is designed for teachers, an ALIVE card is an identification card for students of correspondence, night, distance and combined forms of study, for non-pedagogical school workers and for members of sports associations, an IYTC card is an international card designed for all those who no longer study, but whose age on the date of issue did not exceed 26, and an ISIC SCHOLAR card is an internationally recognized identification card for students of primary schools fully recognized by the Ministry of Education, Youth and Sports of the Czech Republic.

The cards entitle to discounts in sports or cultural events, in theatres, museums, castles, chateaus, etc. and also consumer goods can be bought at discounted prices. Furthermore, the cards can be used to get a discount on accommodation, catering, fare and suchlike. For more information see www.isic.cz, which is an official source of information on ISIC, ITIC and ALIVE cards for the Czech Republic.

Describe programmes targeted at providing specific student groups with extra resources (e.g. financial aid for disadvantaged students; meals at school; extra support to assist students from a cultural minority or a migrant background).

Support for socially disadvantaged Romany pupils of secondary schools and students of higher vocational schools

The MoEYS declares a programme to support socially disadvantaged Romany pupils of secondary schools and students of higher vocational schools, based on the Government Resolution No. 386/2000 of April 19, 2000. Another Government Resolution, No. 607/2004 of June 16, 2004, ordered the Ministry of Education, Youth and Sports to safeguard the functioning of the programme to support socially disadvantaged Romany pupils of secondary schools and students of higher vocational schools.

A grant is provided based on the Ministerial Order No. 98/2002 Coll. of February 20, 2002, which specifies the conditions and way of providing grants for the activities of members of national minorities and to support the integration of members of the Romany community. *The programme is implemented in two rounds: from January to June and from September to December.* Annually, the MoEYS provides ***approximately CZK 6 million*** to this ***programme***.

Through this programme grants are awarded to legal persons performing the activities of a secondary school, conservatoire or higher vocational school entered in the School Register pursuant to Act No. 561/2004 Coll. on pre-school, primary, secondary, higher vocational and other education (Education Act), as amended (hereinafter referred to as a "legal person"), to provide financial and material support for the education of Romany pupils and students in secondary schools, higher vocational schools and conservatoires, whose families the expenses associated with secondary or higher vocational education land in financial trouble.

A grant is provided for the tuition fee, subsistence allowance, travelling expenses, accommodation and procurement of school things and teaching materials.

Eligibility conditions of a pupils' (student's) application:

a) social disadvantage
b) full-time form of education under Section 25 of Act No. 561/2004 Coll.
c) under 27 years of age
d) no probation period of conditional expulsion is applicable
e) in the previous finished semester his/her conduct was not marked down
f) no criminal or offence proceedings are conducted against him/her
g) affidavit that he/she is a Romany

Socially disadvantaged pupils/students in foster care and children put in alternative families entitled to receive recurrent foster care contributions may ask for a grant too.

The motivation of these pupils/students to education is supported by the grading of the grant provided according to the year that a socially disadvantaged pupil/student is in. This measure should not only motivate socially disadvantaged pupils/students to enter school, but it should also motivate them to continue studying and to complete a school successfully.

The amount of a grant per one period may be:

1. no more than CZK 4,000 per one 1st form pupil of a secondary school
2. no more than CZK 5,000 per one 2nd form pupil of a secondary school
3. no more than CZK 6,000 per one 3rd form pupil of a secondary school
4. no more than CZK 7,000 per one 4th form pupil of a secondary school
5. no more than CZK 8,000 per one 1st – 3rd form pupil of a higher vocational school

Statistics: see **Appendix 13**

Describe how students with special needs are integrated in the school system. What type of special provisions and resources exist for students with special needs? Describe any special or additional funding outside the regular funding for schools that is aimed at groups of students with special needs. Is this funding channelled through specific targeted programmes?

1) Describe how students with special needs are integrated in the school system.

Schooling for students with special educational needs
According to legal regulations in force in the area of the school system, there are two ways of integration:

a) individual integration

b) group integration (special classes both in normal schools and in schools designed for pupils with a specific learning defect)

A pupil with special educational needs is:

- a pupil with a health disability
- a pupil with a health disadvantage
- a pupil with a social disadvantage

School consultancy facilities take care of the special educational needs of pupils. In order that a pupil can be included in the regime of special education, an expert opinion of a school consultancy facility is necessary. It is the legal guardian who decides on the way of education. His/her consent is necessary for the inclusion of a pupil in the educational programme for handicapped pupils or for his/her placement in a school established expressly for handicapped pupils.

2) What type of special provisions and resources exist for students with special needs?

- Decree No. 72/2005 Coll. on providing consultancy services at schools and in school consultancy facilities

- Decree No. 73/2005 Coll. on the education of children, pupils and students with special educational needs and extraordinarily talented children, pupils and students

3) Describe any special or additional funding outside the regular funding for schools that is aimed at groups of students with special needs.

Additional funding for students with special educational needs
The MoEYS annually declares grant and developmental programmes. They ensure practical financial assistance to children, pupils and students.

Developmental programmes:

- Support for financing pedagogue's assistants for children, pupils and students with health disabilities and for socially disadvantaged children, pupils and students

- Support for schools that implement inclusive education of disadvantaged children and pupils

- Support for school psychologists, special school pedagogues at schools and methodologists – specialists in school consultancy facilities

- Compensation teaching aids for handicapped pupils

- Equipment of school consultancy facilities with diagnostic tools

- Special textbooks and special teaching texts and materials for pupils with sight and hearing defects, for mentally retarded pupils and for pupils with specific learning defects

4) Is this funding channelled through specific targeted programmes?

Schools are financed from the state budget on a normative basis. Developmental and grant programmes are another source of financing, through which normatively allocated funds are increased.

4.9 Main challenges

Are there any aspects in the distribution of resources that are being currently challenged or subject to re-examination? What are these aspects and which alternative policy options are currently being considered?

What are the main areas of disagreement between education stakeholders about the distribution of resources in the school system? Elaborate on the main reasons for disagreement.

At the present time, round table talks are held (for example within the framework of the group for financing private and church schools). The Minister of Education meets the representatives of both private and church schools with the intention of finding an agreement with respect to the planned unification of grants for schools, irrespective of their founders. Furthermore, the preparation of an amendment to the Education Act, Career Rules or strategy of education of teachers is under way.

In this area, the following issues are discussed too in the Czech Republic:

- Different expenditures on the students of vocational schools and of grammar schools: vocational education is more expensive (approximately CZK 43,000 per student and year); the graduates cannot enter the next level of education (as they are given a certificate of apprenticeship while a GCE is necessary for enrolling at a university). The students of grammar schools are cheaper (approximately CZK 35,000 per student and year).

- Alteration to the system of financing pupils with special educational needs.

Chapter 5: Resource utilisation

As a rule, pupils are placed in classes according to their age. In compliance with the relevant educational programme, when teaching some subjects, classes can be divided into groups, groups of pupils from the same or different years can be created and classes can be united. The number of groups and the number of pupils in a group are determined mainly based on the spatial, personal and financial conditions of the school and based on the character of the activities of pupils, in conformity with the requirements for their safety and health protection and taking into account the didactic and methodological difficulty of the subject. Pupils with severe mental disabilities, multiple disorders and autism can be educated in special basic schools. Special needs schools and classrooms for children with mild mental disabilities have a long tradition in the Czech education system.

An individual approach to pupils is applied. The causes of learning difficulties are inquired into in cooperation with legal guardians, school and school guidance centres, possibly other institutions (early care facilities, medical specialists, bodies of the social and legal protection of the child, etc.).

A school year commences on September 1 of the current year and ends on August 31 of the following year in all types of school; it is divided into the period of school instruction and the period of school holidays. The terms of holidays is regulated by a decree. The period of school holidays comprises autumn holidays, Christmas holidays, mid-year holidays, spring holidays, Easter holidays and main holidays.

The teacher-student ratio, respectively the proportion of students to a teacher's load, is an important characteristic that testifies to the capacity limits of the education sphere. It shows the proportion of those who directly take care of education, on the one hand (measured by the number of teachers), to those who are educated, on the other hand (number of pupils). This indicator is interesting from other points of view too: it corresponds with the total expenditures on education to a high extent as teachers' salaries constitute a significant item in these expenditures, as for example in case of increase in the number of pupils due to demographic changes. However, the teacher-student ratio has a substantial impact on the character of instruction: a relatively low number of pupils per teacher creates significantly better conditions for instruction as the teacher can work with pupils more individually and can perceive the needs and interests of individual pupils better, while if the number of pupils is relatively high, these advantages come to nothing

The number of pupils per teacher's load can be influenced at the macro-level, mainly by the determination of the class sizes for instruction and determination of teachers' teaching obligations. At lower educational levels, the capacity limits of the education system can also be influenced by means of the extent to which small schools are present in the school network in a given region. At the secondary school level, the concentration of professional segments of education into individual schools within the region is significant too.

The worker responsible for the administration and management of a school, possibly a school facility, is its head teacher. In the schools which are allowance organisations or school legal entities (i.e. a majority of public and church schools) the head teacher is a **statutory body**. Head teachers are fully responsible for the quality and efficiency of the educational process, for the financial management of a school, for hiring and dismissing teachers, etc.

In general, the **remuneration** of head teachers of schools and school facilities is governed by the same legislative rules as the remuneration of pedagogical and other workers of schools or school facilities.

Specific salary conditions of the head teacher of a public or state school (the amounts of allowances and bonuses among other things) are set by the body which appointed such a head teacher to his post.
A tariff salary and allowances are governed by the regulations applicable for teachers. The range of management allowances in the case of schools and school facilities starts from the Labour Code and depending on the extent of management it is from 15 to 60% of the highest salary level of the salary category that the head teacher is included in.
Public school administration is characterized by a high degree of decentralization. Individual administration levels as well as individual schools enjoy a high degree of autonomy. Self-administration in the school system is performed through school councils, municipalities and Regions.
The school system in the Czech Republic is fairly decentralized. That's why the school system as a whole is evaluated not only by the Ministry of Education, Youth and Sports as a central state administration body responsible for the school system, but by individual Regions too, and on top of that by the Czech School Inspectorate as a specialized evaluation body. Furthermore, the Ministry instigates and encourages other evaluation activities, whether within its scope of operation or outside. Some other evaluation activities are of commercial character.

5.1 Matching resources to individual student learning needs

How are students organised into learning groups within schools? Are they grouped according to criteria other than age (e.g. based on needs, abilities or preferences)? Is there any evidence on the impact of such practices?

As a rule, pupils are placed in classes according to their age. At the 1st stage, pupils from more than one year may be placed in one class (a so-called small-class school). An extraordinarily talented pupil may be transferred to a higher form without completing the previous form. Such cases, however, are rather exceptional. A pupil having unsatisfactory marks stays on probation for a year, however, no more than once at a given stage. Classes are filled up to a maximum number of 30 pupils. The minimum average number of pupils per class in a school must be 17. A school formed of an independent first stage has a minimum of 10 – 15 pupils per class on average, depending on the number of classes. With respect to the set numbers, the founder may permit an exception:

a) to the lowest number of pupils set by the Education Act and implementation legal regulation, provided that it covers the increased costs of the educational activities of the school going beyond the amount set by the regional normative;
b) to the highest number of pupils set by the implementation legal regulation, which may be increased by up to 4 pupils, provided that the increase in the number of pupils is not detrimental to the quality of the educational activities of the school and the conditions of safety and health protection are met.

In compliance with the relevant educational programme, when teaching some subjects, classes can be divided into groups, groups of pupils from the same or different years can be created and classes can be united. The number of groups and the number of pupils in a group are determined mainly based on the spatial, personal and financial conditions of the school and based on the character of the activities of pupils, in conformity with the requirements for their safety and health protection and taking into account the didactic and methodological difficulty

of the subject. When teaching foreign languages, the maximum number of pupils in a group is 24. Physical training at the 1st stage is usually taught in a co-educated manner, at the 2nd stage a class is usually divided into boys and girls. A specific way of organizing the teaching of physical training is set by the head teacher, taking into account the situation and needs of the school and pupils.

The head teacher is allowed to establish groups of pupils or classes with extended teaching of some subjects or groups of subjects. For handicapped pupils classes with a modified educational programme can be established. Such a class has 6 to 14 pupils and pupils from two or more years may be placed in it.

If a committee for national minorities has been established in a municipality, a class or school with education in the language of a national minority is established. Such a class must have at least 10 pupils and such a school 12 pupils per class on average.

In selected schools the Regional Authorities establish classes for the language preparation of children fulfilling their compulsory school attendance in the territory of the Czech Republic, whose parents are not citizens of the Czech Republic and stay in the territory of the Czech Republic for the long-term. Such classes have 10 pupils at the most.

Pupils with severe mental disabilities, multiple disorders and autism can be educated in special basic schools according to *Framework education programme for educational field basic special school*[16] with the prior consent of their legal guardian and on the basis of a recommendation in writing issued by a medical specialist and the relevant educational counselling facility. Pupils with mild mental disabilities can be educated according to *The supplement to framework education programme for children with mild mental disabilities*[17]. They can either attend mainstream basic schools[18] or be diverted to special needs classrooms or schools where all pupils are educated according to this reduced curriculum.

Special needs schools and classrooms for children with mild mental disabilities have a long tradition in the Czech education system. Before 2004, individuals who completed special needs schools used to have limited educational opportunities. The reason was that the final certificate from a special needs school was not of the same value as the certificate from a basic school. According to the Education Act of 2004, special needs schools were renamed as basic schools and their certificates are considered to have equal validity. They are supposed to provide their students with proper basic education and give them equal educational opportunities. However, the CSI in its annual 2010 report points to severe problems concerning the placement of pupils in special need schools and classrooms as well as problems concerning the quality of their education.

[16] http://www.msmt.cz/vzdelavani/ramcovy-vzdelavaci-program-pro-obor-vzdelani-zakladni-skola

[17] This reduced curriculum puts emphasis upon manual activities (35 lessons vs. 9 lessons for students in mainstream schools) and reduces the content in other subjects (e.g. 4 lessons of foreign language vs. 21 lessons in mainstream schools). See http://www.vuppraha.cz/wp-content/uploads/2009/12/rvpzv-lmp.pdf

Handicapped pupils fall under Section 16 of Act No. 561/2004 Coll. (Education Act). The education of gravely mentally handicapped pupils is regularized by Section 42 of the Education Act.

In nursery school, children are educated in heterogeneous or homogeneous age groups. Division other than according to the age is not stipulated by any regulation. It is within the competence of a nursery school to divide children according to interests, foreign language taught and suchlike. Empirical findings are not available.

In primary schools, pupils can be divided into groups for the whole duration of basic education. The Framework Educational Programme for Basic Education (RVP ZV) states that a school may create groups "according to specific talents and interests of pupils", with a view to "motivating pupils positively to learn" or "including subjects of special pedagogical care". To that end a school may use an "available time grant": at the 1st stage of basic education it is 14 periods (of a total number of 118 periods, i.e. 12%), while at the 2nd stage it is 18 periods (of a total number of 122 periods, i.e. 16%).

A school as a whole can be specifically focused (for example a school focused on teaching of foreign languages), or some classes only (for example sports classes), or pupils associate according to their interests and talents in some lessons only and during the other ones they are in their regular classes (for example, talented pupils are united for the lesson Mathematics 1 – above standard contents, while the others are united for the lesson Mathematics 2 – for the consolidation of knowledge). The available time grant is also used by schools to strengthen the time grant for the subjects taught, through which the compulsory educational contents of basic education are implemented, not for the cultivation of education according to the interests and talents of pupils.

What strategies are typically used to address learning difficulties of individual students? Are additional resources targeted to students with learning difficulties? Is year repetition a common practice?

An individual approach to pupils is applied. The causes of learning difficulties are inquired into in cooperation with legal guardians, school and school guidance centres, possibly other institutions (early care facilities, medical specialists, bodies of the social and legal protection of the child, etc.).

The issues in question are also regulated by the Education Act in Sections 16, 17 and 18.

The election of a specific **secondary school** programme starts particularly from the personal priorities of applicants. Within the framework of secondary education leading to the acquisition of a GCE, on completion of which students may continue studying at the tertiary education level, applicants decide between general educational programmes (in schools where the branches of study pertaining to grammar schools and lyceums are taught) and vocational programmes (branches of study pertaining to vocational secondary education leading to the acquisition of a GCE), possibly they can decide on education at a conservatoire. Applicants with manual skills submit applications to secondary educational programmes leading to the acquisition of a certificate of apprenticeship. The division of the population newly entering vocational secondary education according to the branches of education they submit applications to is governed by the institutional characteristics of the system and intentions of regional self-administrations on the one hand and the interests of pupils on the other hand.

The headmaster may allow a minor pupil with special educational needs or with extraordinary talents, at the request of his/her legal guardian and based on a written recommendation of the school's guidance centre, or may allow a pupil or student of age with special educational needs or with extraordinary talents, at his/her own request, to be educated based on an individual educational programme. At the secondary education or higher vocational education level the headmaster may allow education based on an individual educational programme for other weighty reasons too.

The ways learning difficulties are dealt with

Diagnostics of the causes of learning difficulties

If learning difficulties come up in a pupil, their causes are inquired into first. In many cases these difficulties are just a temporary state, where the cause is internal or external reasons (for example puberty, changes in the family, divorce of parents, etc.), and remedial classes at school or individual remedial classes given to the pupil in the subjects he/she has problems with are enough to improve the situation. If learning difficulties are more serious and long-term, the means of pedagogical and psychological diagnostics are used. The pupil is diagnosed in the school's guidance centre (Section 16, Clause 5 of the Education Act), whose workers examine whether he/she should or should not be included in the regime of special education.

Inclusion of a pupil in the regime of special education

If a pupil is diagnosed for a specific developmental learning disorder (dyslexia, dysgraphia, dysorthographia, dyscalculia or dyspraxia), it is primarily the extent and weightiness of his/her handicap that is decisive for his/her inclusion in the regime of special education. A diagnosis of special educational needs thus must be substantiated with an expert pedagogical and psychological opinion. If special educational needs are confirmed, the school will be allowed to make use of increased financial means provided for the pupil in question.

Creation of suitable conditions for the education of a pupil

The school guidance centre will also recommend conditions which should be created for a pupil with special educational needs in the school. The extent and forms of specific conditions and support provided for the pupil depend on his/her handicap. As a rule, the educational contents are modified (possibly a specialized workplace may be adapted), an individual educational programme (IVP) is developed, appropriate special educational methods and forms are applied and relevant textbooks, compensation or other teaching aids are procured. When evaluating these pupils, including final and school-leaving examinations, the character of the handicap is taken into account and adequate forms and conditions of examining and evaluating are chosen. In exceptional cases, the duration of secondary or higher vocational education can be prolonged to handicapped pupils (Section 16, Clause 6 of the Education Act).

Cooperation with a school guidance centre

Furthermore, the pupil, school and parents usually make use of the system of pedagogical and psychological consultancy, which is in the Czech Republic formed of school guidance centres

(i.e. pedagogical and psychological advice bureaus and special pedagogical centres) and school guidance workplaces. Details are specified by Decree No. 116/2011 Coll. on providing consultancy services at schools and school guidance centres.

Repetition of year is in the Czech Republic regulated by Section 52 of the Education Act and is utilized in case of bad study results and/or insufficient school attendance. At the end of a year it is possible to take an examination, based on the result of which the pupil/student is possibly ordered to repeat the relevant year. In the Czech Republic, the percentage of repetition of year is roughly 3.5% at the primary stage and the share of 15-year-old pupils to have repeated a year at least once is 2.1% at the primary level and 2.3% at the lower secondary level (source of data?).

According to the legislation currently in force, a pupil may only repeat a year once at the 1st stage and once at the 2nd stage of primary school, i.e. twice in all. The education of seriously handicapped pupils may be divided into more years based on an individual educational programme, depending on the type of handicap.

What actions are implemented at the school level to prevent early school drop-out? If available, please provide evidence of the impact of such practices.

According to the European Labour Force Survey, the percentage of premature departures from education in the Czech Republic (a premature departure from education is meant to be the percentage of young people between 18 and 24 years of age with education lower than secondary school education, who no longer continue studying) ranks among the lowest in the long-term, namely 5.5% (in 2012). This percentage, however, rises as against previous years and there are also great differences between individual groups of students, especially as far as socially disadvantaged groups are concerned.

Most pupils who leave their branch of study at a secondary school find **other ways** of attaining secondary school education. They change to **another school or another branch of study**, whether the reason is its specialization that more suits their ideas or that it is less exacting. In this aspect they can utilize short-time and practically focused educational programmes, which are ended with just a certificate of passing the final examination, and programmes on completion of which they are given a certificate of apprenticeship – these programmes make fewer demands on the general and professional training of pupils. The completion of vocational education with a certificate of apprenticeship does not make it possible to directly continue studying at the tertiary level, however, the pupils may continue follow-up studies, which are also ended with a GCE. This way is relatively widely utilized (about one third of those who completed apprenticeship enters this type of education) and education in branches of apprenticeship is thus not a closed educational way.

The demographic development helps dropouts change to another school: the number of pupils entering the 1st forms of secondary schools has been declining since 2006, while the educational offer of schools is very good, which **makes the mobility of pupils** within the framework of vocational education **easier**. A transfer to another secondary school as well as the change of a branch of study is relatively easy. A majority of schools teach simultaneously branches of apprenticeship and GCE branches of study, and so it is usually advantageous to make a transfer within the school.

The non-existence of a political framework (see the Chapter "Legislation") containing the term "premature departures" or dealing exclusively with premature departures can be deemed as a weak spot in the area of the prevention of premature departures from education. **The ministerial orders only deal with the issue indirectly and do not contain specific regulations or instructions providing complex information to school guidance centres on when and how the issues of premature departures should be dealt with.** The methods and procedures of prevention, intervention and compensation currently lie fully within the authority of schools. On that score they differ in their intensity and quality, and consequently in their results too.

The **Pupil Personal Data Protection Act** of 2000 currently makes it impossible to gather and release the personal data of a pupil without his/her consent. In practice this means that once a pupil leaves school for good, the school has no longer a possibility of providing his/her personal data to other institutions or consultancy entities that could intervene. The Act says that the release of personal data would be justified if the relevant provision of a special legal regulation existed. With respect to dropouts, however, **no such a special legal regulation** has been developed yet.

How diverse is the offer of educational programmes at lower and upper secondary levels (e.g. existence of vocational tracks)? At what stages of the school system are students selected into different tracks? What criteria are used to select students into the different tracks?

Pupils can leave basic school (základní škola) after successfully completing the fifth grade (in the case of the eight-year secondary general school - gymnázium) or the seventh grade (in the case of the six-year secondary general school - gymnázium). The enrolment procedure usually includes an admission examination set by the head teacher. There are 12,5 % pupils in the age group (between 11 and 15 years) attending secondary general school - gymnázium (2012/13). The enrolment procedure for education at conservatoires takes the form of an aptitude test.

Admission to upper secondary education is conditional upon completion of compulsory education and fulfilment of admission requirements set by the head teacher of the relevant school who also makes decisions concerning admission. The admission proceedings may include an entrance examination (possibly also an aptitude test) organised by the school. The admission procedure at conservatoires takes the form of an aptitude test that aims to prove the applicant's talents. Pupils may apply for studies at three schools of their choice. Those who were not admitted can participate in another round of the admission procedure at schools that still have places available.

The issues of individual study programmes are generally regulated by Section 18 of the Education Act.

5.2 Organisation of student learning time

Describe the organisation of the school calendar (e.g. number of instruction days in the year, duration of school holidays) for the different levels of the school system. What is the average number of hours of instruction per week and year? How is the school week organised? What is the duration of a regular school day, and how is it organised? How are learning activities distributed among regular instruction, extracurricular activities and homework?

A school year commences on September 1 of the current year and ends on August 31 of the following year in all types of school; it is divided into the period of school instruction and the period of school holidays. The terms of holidays is regulated by a decree.

The period of school instruction commences on September 1 and ends on June 30 of the following calendar year; it is divided into the first and second semesters. The first semester commences on September 1 and ends on January 31 of the following calendar year. The second semester commences on February 1 and ends on June 30. If the beginning of the first semester falls on Friday, the instruction commences on the following Monday. If the end of the second semester falls on Monday, the instruction ends on the preceding Friday.

The period of school holidays comprises autumn holidays, Christmas holidays, mid-year holidays, spring holidays, Easter holidays and main holidays.

Autumn holidays last two days and are attached to the National Holiday of October 28. Christmas holidays last from December 23 to January 2 of the following calendar year. Mid-year holidays last one day and fall on Friday in the period between January 29 and February 4. Spring holidays last one week and their term is set by a decree depending on the place of a specific school, in the time range from the first complete week in February to the last complete week in March (the spring holidays are set in such a way so as not to coincide with Easter holidays). Easter holidays fall on the Thursday and Friday preceding Easter Monday. Main holidays last from the end of the second semester to the beginning of the following first semester, in principle from July 1 to August 31. Details on the organization of a given school year are annually specified by the Ministry of Education, Youth and Sports.

On weighty grounds, especially organizational and technical ones, the head teacher may declare free days for pupils, however, no more than 5 in one school year.

In individual cases, a different organization of a school year may only be set by the Ministry of Education.

Daily and weekly schedule

The time schedule of a school is determined both by the Education Act and decrees specifying the organization of a school year and framework for weekly and daily schedules, and by educational programmes. A school week is, as a working week, a five-day one, from Monday to Friday. The head teacher decides on a concrete arrangement of a daily schedule, based on general rules ensuing from legislative and teaching documents. The time for out-of-instruction activities is not determined officially.

Five-day instruction week

The beginning and end of instruction are delimited by a decree. The maximum number of lessons per week is decreed by the Education Act, the minimum number of lessons is set by the framework teaching programme of the Framework Educational Programme for Basic Education (RVP ZV).

Table No. 5.1: Number of lessons per week for individual years:

Year	1	2	3	4	5	6	7	8	9
Range	18-22	18-22	22-26	22-26	22-26	28-30	28-30	30-32	30-32

The minimum hourly grant for individual areas of education, respectively branches of education, is specified in the RVP ZV by a framework teaching programme, always totally for the 1st (1st to 5th years) and 2nd (6th to 9th years) stages. A concrete teaching programme is set in a School Educational Programme, which is issued by the head teacher.

Instruction usually begins at 8:00, however, it may begin another time too, as determined by the head teacher, but at 7:00 at the earliest. Instruction must be ended at 17:00 at the latest. The head teacher shall enable the pupils to enter the school at least 20 minutes before instruction starts and at the break between morning and afternoon classes. A lesson lasts 45 minutes. In justified cases lessons can be divided or united. Breaks last at least 10 minutes. As a rule, after the 2nd lesson a break lasting a minimum of 15 minutes follows. The break between morning and afternoon classes lasts at least 50 minutes. In special cases, taking into account the basic physiological needs of pupils, some 10-minute breaks can be reduced to at least 5-minute breaks and the break between morning and afternoon classes can be reduced to at least a 30-minute break. If instruction is organized other than within the framework of lessons, the character of activities and physiological needs of children must be taken into account when deciding on breaks. Within morning classes, pupils may have a maximum of 6 lessons and within afternoon classes they may have a maximum of 6 lessons. The concrete number of lessons is set by the school, taking into account the character of educational activities and basic physiological needs of pupils.

The foregoing also applies to a school year in secondary schools and at conservatoires, it being understood that if professional or artistic traineeship or sports training is planned for July and August in accordance with the teaching programme, instruction in the second semester ends by the relevant number of instruction days earlier as against the generally valid deadline. The course of a school year in the last year is influenced by the period of final examinations.

The weekly number of lessons at a secondary school starts from the teaching programme and amounts to **35 lessons at the most** (in the case of professional training and professional practical experience within the framework of practical instruction, no more than 40 compulsory lessons a week), no more than 40 lessons a week in the case of branches of study where a talent examination forms part of entrance proceedings and no more than 46 lessons a week in the case of Grammar School with Sports Training.

A lesson lasts 45 minutes, while a lesson in the case of **professional training and professional practical experience** lasts **60 minutes.** In justified cases lessons can be divided or united. An educational programme for pupils with special educational needs may provide for a different duration of a lesson.

A daily schedule starts from the weekly number of lessons and regulations on the beginning and end of instruction. The minimum number of lessons in a year per week is set by teaching documents, the maximum number of lessons per week: see above.

The beginning and end of **theoretical instruction** in the full-time form of study are determined by the headmaster in such a way that **the beginning is usually at 8:00**, at 7:00 at the earliest, and **the end is at 20:00 at the latest. The highest number of lessons** of compulsory subjects in one day with a noon break **is 8,** exceptionally 9 lessons, and 7 lessons if there is no noon break. As a rule, after the 2nd lesson a 15-20-minute **break** follows, while a break between the other lessons usually lasts 10 minutes. The duration of a noon break is at least 30 minutes.

In branches of study leading to the acquisition of a certificate of apprenticeship and in some GCE branches of study **professional training** forms part of instruction. The way of its inclusion in instruction is stipulated by the School Educational Programme, but **typically a week of professional training follows a week of theoretical instruction**. In the case of professional training in the full-time form of study, an instruction day is a teaching period. **An instruction day starts at 7:00 at the earliest**, in justified cases in the 2nd – 4th years it may start as early as 6:00. **It ends at 20:00**, in the case of the pupils of the 3rd and 4th years it may exceptionally end as late as 22:00. It applies that the pupils must have a rest in the duration of at least 12 hours between two instruction days. The professional training of 1st year pupils must not exceed six 60-minute lessons a day. As a rule, after two lessons of professional training in a school or school facility a 15-20-minute **break** follows. The pupils performing professional training at workplaces have the same breaks as the employees (in compliance with the relevant provisions of the Labour Code), it being understood that the duration of breaks is not included in the duration of an instruction day.

Studying practical experience is a regular part of instruction, while **professional and artistic practical experience** is a part of instruction too, but it is implemented in sections, usually in whole weeks.

A lesson in the area of sports training is a **training lesson in the duration of 45 minutes**, the maximum number of training lessons **in one day** being **6.** An instruction day commences **at 7 am at the earliest**, exceptionally as early as 6 am, and **ends at 8 pm**, exceptionally at 10 pm. It applies that the pupils must have a rest in the duration of at least 12 hours between two instruction days.

Schools may offer **out-of-school activities** (out-of-instruction education) to their pupils as a way of spending their leisure time. Out-of-school activities are usually focused on an active rest, development of the pupils' capabilities and interests, preparation for instruction and participation in competitions and exhibitions. At the time out of school instruction, pupils may also make use of consultancy services, services of leisure-time centres, school libraries, etc.

This is regulated by Section 24 of the Education Act. School director can for special reason (especially technical and organizational) announce maximum of 5 free days in school year. The Ministry may in individual cases deserving special consideration to determine differences in the organization of the school year. The Ministry defined the details of the school year, species, length and dates of school holidays, deadlines for issuing reports, and organization of the school year.

5.3 Allocation of teacher resources to students

For the different levels of school system, what is the average class size in schools? What is the teacher-student ratio? Are there differences in terms of class size or number of teachers available for students with greater needs? Outline recent trends in these indicators.

Section 4.5 outlines the regulations in place for minimum and maximum class sizes at different levels of education.

Table 5.2: Average number of students in class

Year	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Basic school	20,0	19,7	19,5	19,2	18,9	18,9	18,9	19,4	19,6
Secondary school	26,5	26,4	26,2	26,1	25,8	25,2	24,6	24,2	23,8

The teacher-student ratio, respectively the proportion of students to a teacher's load, is an important characteristic that testifies to the capacity limits of the education sphere. It shows the proportion of those who directly take care of education, on the one hand (measured by the number of teachers), to those who are educated, on the other hand (number of pupils). This indicator is interesting from other points of view too: it corresponds with the total expenditures on education to a high extent as teachers' salaries constitute a significant item in these expenditures, as for example in case of increase in the number of pupils due to demographic changes. However, the teacher-student ratio has a substantial impact on the character of instruction: a relatively low number of pupils per teacher creates significantly better conditions for instruction as the teacher can work with pupils more individually and can perceive the needs and interests of individual pupils better, while if the number of pupils is relatively high, these advantages come to nothing[19]. On the other hand, a small size of a class complicates splitting the class into groups and thus the possibility of adapting instruction to the capabilities of pupils. With higher numbers of small classes, personal and financial demands on instruction rise.

Table 5.3: Average teacher-student ratio in primary and secondary schools

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Primary schools	15.2	14.5	14.0	13.9	13.7	13.6	13.6	13.7	14.0
Secondary schools	12.0	12.0	11.9	11.9	11.8	11.6	11.2	11.1	10.9

Source: MoEYS

The number of pupils per teacher's load can be influenced at the macro-level, mainly by the determination of the class sizes for instruction and determination of teachers' teaching obligations. At lower educational levels, the capacity limits of the education system can also be influenced by means of the extent to which small schools are present in the school network

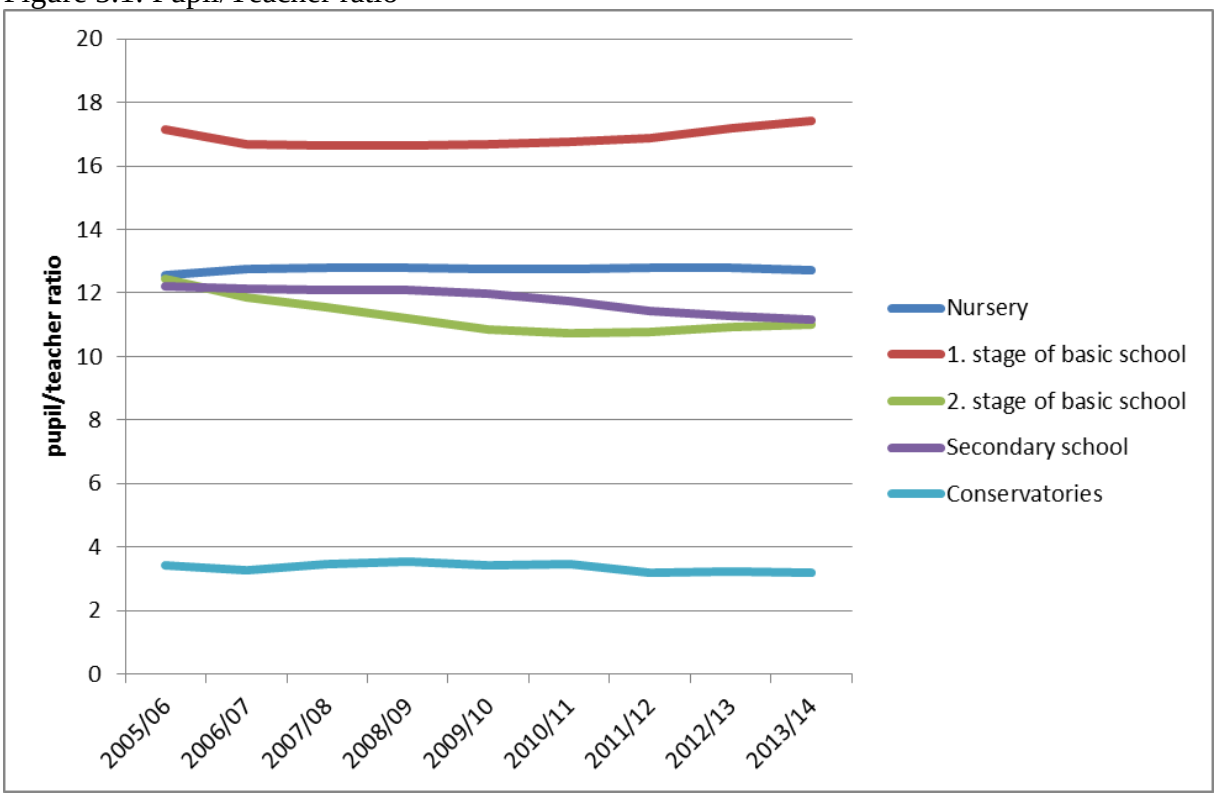
[19] http://www.eduin.cz/clanky/fokus-idealni-trida-by-mela-mit-15-20-zaku-tvrdi-studie/

in a given region. At the secondary school level, the concentration of professional segments of education into individual schools within the region is significant too.

According to the gathered data, the relatively highest teacher-student ratio is at the 1st stage of primary schools (16.7 pupils per teacher). This relatively high value is a consequence of both increase in the number of children at the 1st stage of primary schools over the past few years and especially of the organization of instruction: almost all subjects are taught by the only teacher and classes are split into groups exceptionally. At the 2nd stage of primary schools, the teacher-student ratio is considerably lower (10.7) and is comparable with the values applicable for secondary schools (11.0 pupils per teacher on average) and higher vocational schools (11.5 students per teacher). In nursery schools, there are 12.8 children for one teacher on average. Conservatoires are a special category, where there are only 3.3 pupils for one teacher on average. This extremely low value is a consequence of mainly the specificity of instruction and individual approach to pupils in this type of school. As far as secondary schools are concerned, it is necessary to mention that the personal limits of instruction differs according to the type of school, in other words there is a difference between schools providing general education and those providing vocational education.

Differences also exist between individual branches of secondary school education. Unfortunately, the available data does not make it possible to compare teacher-student ratios in individual types and branches of secondary schools. If we have a look at the time development of the observed indicator over the past few years, it is necessary to say that no substantial changes have occurred over the past four years. Specifically, in nursery schools the teacher-child ratio has basically been the same since 2006 (12.8) and in primary schools the number of pupils has declined slightly (from 14.0 to 13.6 between 2006 and 2010). A more significant drop in the number of pupils, respectively students per teacher's load was shown in secondary schools (from 12.2 to 11.0) and in higher vocational schools (from 12.7 in 2006 to 11.5 in 2010). In the case of conservatoires, the number of pupils for one teacher has stabilized at 3.3 in recent years.

Figure 5.1: Pupil/Teacher ratio



Source: Appendix 14

How many hours do teachers spend teaching (teaching hours per week and year)? What proportion of working hours does teaching time represent? Besides teaching, what other activities typically take place during teachers' working hours (e.g. planning, professional development)? What proportion of time is dedicated to each of them?

The weekly working time of teachers (pedagogical workers) is set, as in the case of an absolute majority of workers, by the Labour Code and amounts to **40 hours.** It consists of the time of **direct pedagogical activity**, which is delimited by the number of teaching lessons per week, and the time of performing **work related** to this activity and resulting from the organization of education at schools (for example the time of preparation for lessons falls under this category). The obligations and framework job description of the teacher follow from the Education Act and the Pedagogical Workers Act – in greater detail they are specified by the Ministerial Order on the Extent of the Direct Pedagogical Activity of Pedagogical Workers and by the Working Regulations for the workers of schools and school facilities. The Ministerial Order and the Working Regulations only apply to the workers of schools and school facilities established by municipalities, voluntary unions of municipalities, Regions or the Ministry of Education, Youth and Sports, not to private and church schools and not to schools controlled by departments other than those existing within the school system.

The set weekly teaching time is the same for all the teachers of a given category, irrespective of the kind or duration of a contract of employment. For a regular teacher, without any additional role or responsibility, the number of direct pedagogical hours is: 31 hours in nursery schools; 22 hours in basic schools; 21 hours in secondary schools (general and vocational) and conservatoires (Appendix 12 gives a full listing). The regulation specifies exceptions – if certain conditions are met, a weekly working time may be shorter. **The direct pedagogical activity of head teachers and their deputies is reduced** depending on the size

of the school they manage. The extent of the direct teaching activity of teachers-education advisers is reduced depending on the size of their school by 1 to 5 hours a week. Likewise, the weekly extent of direct teaching activity is reduced for teachers-methodologists of information and communication technologies by 1 to 5 hours.

Appendix 12 contains a table showing "A weekly schedule for direct teaching activities".

The head teacher may order a pedagogical worker to perform **direct pedagogical activity beyond the extent set to him/her**, however, to a maximum extent of 4 hours a week; additional hours may be agreed upon with the worker. A worker is entitled to receive a bonus for such extra hours. In the event that overtime work is ordered or agreed upon, or in the event that the number of working hours is increased, there is no need to change the contract of employment or any other formal conditions of the employment relationship.

The job description outside the scope of direct pedagogical activity – other **work connected with direct pedagogical activity** – is determined by the head teacher.

If the case is not the performance of direct pedagogical activity or another time when a pedagogical worker must be present at the workplace based on the head teacher's decision (for example keeping watch over children, substitution for another pedagogical worker, participation in teachers' meetings or school events, etc.), **the pedagogical worker may perform work at the place and at the time that he/she himself/herself chooses.** Teachers are required to perform work related to instruction on the days when school instruction does not take place and they are not on holiday (provided that they are not on study leave or leave of absence).

Are there requirements for professional development? How is professional development encouraged and supported?

Professional development requirements
The obligation of further education, through which teachers renew, consolidate and complete their qualifications for the period of their pedagogical activity, is fixed in the Pedagogical Workers Act explicitly for the pedagogical workers of public schools and schools established by the Ministry of Education, Youth and Sports.

The Ministry of Education determines the kinds and conditions of further education of pedagogical workers and the way of its completion based on a decree. (These conditions for the pedagogical workers of schools established by the Ministry of the Interior or the Ministry of Defence are determined by these ministries.)

Completion of further education may be part of other qualification pre-conditions necessary for the inclusion of a pedagogical worker in a certain career class.

Further education is implemented:

- institutionally at universities;
- institutionally in facilities for further education of pedagogical workers and in other facilities accredited by the Ministry of Education;
- by self-teaching.

Institutional further education was divided into three types based on a decree:

- study to meet qualification pre-conditions;
- study to meet other qualification pre-conditions;
- study to extend professional qualifications.

Details on individual types of study are given in independent sections.

The decree also stipulates the duration of individual types of further education. Number of hours depends on type of education and is between 100 and 350 hours. There is no other regularly obligated education for teachers.

The educational institutions and programmes focused on further education are accredited by the Ministry of Education, Youth and Sports based on the request of a natural or legal person. The Ministry has the Accreditation Commission as an advisory body. An educational institution is granted accreditation for a period of 6 years and an educational programme for a period of 3 years. The Ministry of Education checks the activities performed within the framework of accredited programmes and keeps records of all accredited educational institutions and programmes.

The number of entities offering further education is very large. Some programmes of further education of teachers may only be implemented by universities, within the framework of lifelong learning. The widest offer is provided by the National Institute of Further Education (NIDV), which was established in 2004 by the transformation of pedagogical centres, and currently takes the form of an allowance organization of the Ministry of Education. It has 13 regional workplaces, each of which develops an offer of educational programmes for its region. The NIDV plans and organizes educational programmes, develops nation-wide projects, for which it draws funds from the European Social Fund, and implements government priorities in the field of further education of pedagogical workers.

The educational programmes implemented by the NIDV make use, apart from other means, of the financial means of the MoEYS (developmental programmes) and of the European Social Fund (nation-wide projects). The advantage of the programmes financed in this way is minimum expenses on the part of teachers. This education, that's to say, is mostly free of charge or its participants only cover basic fees. The NIDV aims at the widest possible utilization of these ways of financing as they burden the budgets of individual schools very little. Recently, the NIDV has also been focusing its activity, in addition to the practical preparation and implementation of educational programmes, on analysing the needs in the area of further education of pedagogical workers and on creating its own conception in this area.

As far as the offer of programmes of further education is concerned, other institutions too win recognition – those which obtained accreditation to that end from the Ministry of Education, Youth and Sports. They include both education centres established by individual Regions (which, consequently, fall within the regime of a public institution) and private persons and education agencies, whose number rises quickly. Regional education facilities and the NIDV are often competitors in the field of providing programmes for teachers, which is one of the weak spots of the school management system (as part of the school system is managed centrally and part is managed regionally).

The financial aspect may be significantly limiting for more than a half of schools. Only some two fifths of head teachers thought the career and remuneration systems were motivating in 2007[20]. Since then this proportion has dropped further. Teachers most frequently take part in short, one-day courses and in programmes leading to a qualification. Participation in other courses is less than 20 %. Apart from in-service training courses teachers make use of peer observations within one school and customised training courses. Customised training is hardly ever (or just exceptionally) an option for nearly 80 % of the smallest schools [21]Classroom observations at a different school appear very rarely, and the same is true for internships abroad. The situation in this respect has not virtually changed over the last three years.

How is the career structure of teachers organised? Does it have multiple stages associated with differentiated responsibilities? What roles and responsibilities can teachers have in schools in addition to their teaching duties (e.g. head of department, mentor of beginning teachers, curriculum development work, co-ordination of professional development)?

Teachers' career structure

A "pedagogical worker" is someone who carries out direct teaching activities and is employed by a school. The law distinguishes 9 categories of educational staff:

a) teacher;

b) teacher in a facility for the in-service training of pedagogical staff;

c) educator;

d) special education teacher;

e) psychologist;

f) teacher responsible for leisure activities;

g) teacher's assistant;

h) coach;

i) education manager.

The career system is a set of rules for classifying educational staff into career levels. Each career level is characterised by a description of the work activities, the professional qualification (or other qualification requirements) and a system of evaluation the pedagogical worker must undergo to be able to carry out the relevant activities.

The description of career levels for teachers at basic schools, basic artistic schools, secondary schools and conservatoires (with the exception of teachers of practicum and teachers of vocational training) is in **Appendix 14**.

The definition of a teacher's standard (SU) is the basis of the newly developed **career system** (KS) for the teachers of nursery, primary, secondary and higher vocational schools. The teacher's standard summarizes the requirements of the State, as "the largest employer" of

[20] http://www.oecd.org/education/school/48801463.pdf
[21] http://www.oecd.org/education/school/48801463.pdf

teachers, for the teacher's personal qualities, professional capabilities and their development all through the teacher's career.

For the practical application of the career system and teacher's standard by schools, the teacher's standard will be supplemented with concrete examples of descriptions of possible fulfilment of the teacher's standard at individual career levels by the teachers of various types of school and various teaching qualifications.

The teacher's standard provides a uniform framework describing the quality of the teacher's work, scope of his/her activity and his/her professional development at four career stages. At the same time, it takes into account the professional background of a teacher, quality pursuance of his/her profession, scope of his/her activity and also defines what is expected from a teacher at the individual levels of the career system.

How are teachers' salaries determined? Which incentive structures are used to reward teacher performance and experience? How do teachers' salaries compare to salaries of other occupations requiring broadly similar qualification levels?

Determination of teachers' salaries

The conditions of remuneration at **schools** form part of the new Labour Code and the relevant Ministerial Order and apply to all the group of employees in public service and administration (save for the service relationship of soldiers and members of security bodies). A salary is paid out monthly. The salary system comprises 12 monthly pays. The structure of a salary is described in greater detail in the following two sections:

For remuneration in the **non-entrepreneurial** sphere and in the entities from the **entrepreneurial sphere**, in which a collective agreement has not been entered into, the system of a **guaranteed salary** exists, which means that an employer cannot set a lower salary (wages) to an employee than the lowest level of the guaranteed salary. This lowest level of a guaranteed salary is decreed based on a Ministerial Order and is categorized into 8 classes according to the complicacy, responsibility and strenuousness of performed work. In public schools, the salary tariffs fixed by the Ministerial Order on the Salary Conditions of Employees in Public Service and Administration exceed the relevant lowest level of a guaranteed salary at the present time, which means that this system of a guaranteed salary is essential mainly for private schools (and private facilities taking care of children up to the age of three).

Since January 1, 2012, one special **salary tariff scale** has existed for pedagogical workers. According to this scale, pedagogical workers are remunerated based on the work they perform, i.e. according to their job titles, irrespective of whether they meet the requirements for professional qualifications and irrespective of the education they have attained.

In the case of pedagogical workers, the tariff system has **16 categories** and **5 salary levels** within the framework of each category.

The employer includes a teacher in the relevant salary category according to the most exacting activity it requires from the teacher within the framework of the kind of work stipulated in the contract of employment. To pedagogical workers, the range from the 8th to the 13th salary categories applies in most cases. Pedagogical workers can be included in the 13th salary category only exceptionally – this is mainly the case of education advisers who

have completed relevant studies and head teachers. As far as the 14th salary category is concerned, only workers developing the conceptions of nation-wide or international educational programmes can be included in it.

Table No. 9: Inclusion of pedagogical workers in salary categories according to the Work Catalogue and annual salary tariff

Job title	Salary category	Minimum	Maximum
Nursery school teachers **Leisure time pedagogues**	8 – 10	CZK 180,000	CZK 271,200
School-teachers at the 1st and 2nd stages Teachers of general and vocational subjects at **secondary schools, conservatoires and higher vocational schools** Teachers at **primary artistic schools** **Pedagogues in facilities for the in-service training of pedagogical staff** **Special pedagogues and psychologists**	11 – 13	CZK 244,200	325,200
Teachers of practical instruction and professional training	9 – 11	CZK 240,000	CZK 279,000
Pedagogue's assistants	4 – 9	CZK 114,600	CZK 264,600
Educators (according to the type of facility they work in)	8 – 12	CZK 180,000	CZK 301,800

Source: MoEYS

The tariff system does not make it possible for **pay rise** to be influenced by the attainment of further education. Exceptions are the positions of education adviser and pedagogical executive. The relevant legal regulation stipulates requirements for the completion of prescribed further education for the pursuance of these positions. On completion of such education, the head teacher may charge such a teacher with the performance of such work as advances him/her in a higher salary category (in the case of primary, secondary and higher vocational schools – from the 12th to the 13th salary category). Some other specialized and managerial activities of teachers are remunerated based on the system of bonuses.

Within the framework of a salary category, teachers are included in salary levels, based on the previous **practical experience**. It is at the head teacher's discretion which practical experience and to what extent will be recognized – the basic rules are set by the relevant

Ministerial Order. The duration of practical experience in the sphere of the work required will be recognized to the full extent if the same or similar knowledge is required; in the case of teachers this usually means any pedagogical practical experience. The duration of another kind of practical experience will be recognized to the maximum extent of two thirds, depending on the degree of usability of such practical experience for the performance of the work required. In the event that pedagogical work is interrupted temporarily for a fair time, the time of interruption is included in the time necessary for salary advancement in some cases only and to various extents (for example, maternity or parental leave up to a maximum of 6 years).

If a teacher **changes the employer**, he/she is usually assigned the same salary level as with the previous employer. An exception to this practice may be a situation when the new employer recognizes practical experience other than pedagogical one differently (the employer evaluates quite subjectively whether another kind of practical experience is usable for teaching at its school).

Since January 1, 2012, **head teachers** have had the authority to decide that the salary tariff of pedagogical workers will not be fixed based on the number of years of practical experience, but it may be fixed by them (wherever) in the range between the first and the last levels of a given salary category.

The head teacher may also decide on an amount going beyond the tariff salary as well as on personal bonuses.

Have there been any recent changes to teachers' career structure or working conditions? Which ones? What were the reasons for these changes?

Development of a career system starting from the approved Conception of the New Teachers' Career System, which motivates teachers and head teachers to further professional development and quality pedagogical work and enables them to choose various career ways and procedures. The career of a teacher will principally be based on extending his/her professional competence, which includes knowledge, capabilities and teacher's attitudes and values. Those procedures are currently being developed.

How extended is the use of support staff to support teachers in their duties inside and outside the classroom? What kinds of support staff are commonly used in schools? What tasks are typically performed by the support staff? Are there any mechanisms in place to target support staff to specific groups of students with greater learning difficulties?

Support staff in schools

If pedagogical problems come up, the teacher can ask a specialist – methodologist for advice, within the framework of a regional expert group (**methodological cabinet**). This cabinet is formed of renowned experts in a given region. The appointment of these experts has not been binding since 1990, however, the established practice continues as it has become a tradition.

In the event of extraordinarily serious learning difficulties, the experts of the **Czech School Inspectorate**, as a state administration body for the school system, can be utilized. If a regional methodologist is used, nobody influences the teacher's decision to consult him about relevant learning difficulties. If the assistance of the Czech School Inspectorate is used, such

assistance may be instigated by the head teacher or the teacher himself/herself. This sphere, however, is not regularized by any legal regulation. Advice is provided free of charge.

Educational problems and special educational needs of pupils are discussed by the teacher with an **education adviser**, who works at every school.

In the class where a pupil with special educational needs is educated (whether he/she is integrated or it is a class specially designed for such pupils), the teacher may establish the position of **assistant**.

Form teachers, teachers performing certain specialized activities, teachers teaching in special classes or schools and some other teachers are entitled to receive **bonuses** in various amounts – see the relevant Section.

If an exception to the highest number of pupils in a class is permitted to a school, the teacher is not automatically entitled to any relief or support.

Teachers may work in a class with heterogeneous groups of pupils, some of which suffer from learning defects, are mentally or physically handicapped or come from diverse ethnic groups. Possible **supporting measures taken for the education of heterogeneous groups** are designed both for those who are educated and those who educate. The teacher of a common class where there are integrated pupils with special educational needs is not legally entitled to be awarded a higher salary. However, the head teacher may remunerate him/her for example in the form of higher personal bonuses.

Workers providing consultancy services work both directly at schools and in school consultancy facilities. In primary, secondary and higher vocational schools, **education advisers** and **prevention methodologists** work. **In some schools** school psychologists **and special school pedagogues work too**.

The position of **education adviser** is usually established in all primary, secondary and higher vocational schools. If it is purposeful, even more education advisers may work in one school. An education adviser is a teacher appointed to this position by the head teacher. According to the Ministerial Order specifying the extent of the direct teaching, direct educational, direct special educational and direct pedagogical and psychological activity of pedagogical workers, the extent of the direct teaching activity of a teacher – education adviser is reduced by 1 – 5 hours a week depending on the number of pupils he/she provides his/her services to.

The pre-condition for the performance of the specialized activity of an education adviser is professional teacher's qualifications for the relevant kind or stage of school. In order that more strenuous consultancy work can be performed, the pre-condition is the completion of study for education advisers, which is organized by universities as one of the programmes of lifelong learning. The duration of such study is at least 250 hours and it is closed by the defence of a final written work and a final examination taken before a commission. The tasks of an education adviser are specified in detail in the Decree on Providing Consultancy Services at Schools and in School Consultancy Facilities.

School prevention methodologists have been appointed at schools since 1996; originally the name of their position was school prevention coordinator. Their activities are specified in detail in the Decree on Providing Consultancy Services at Schools and in School Consultancy

Facilities and in the Section "Consultancy in Pre-School and School Education". A school prevention methodologist is usually a pedagogical worker with at least 2 years' practical pedagogical experience. Under the law, this position exists in all primary, secondary and higher vocational schools.

The Decree on Further Education of Pedagogical Workers, Accreditation Commission and Career System of Pedagogical Workers, along with the Pedagogical Workers Act, provides that the prevention of socially pathological phenomena is one of the specialized activities for the performance of which a pedagogical worker must acquire further qualifications (study in the duration of 250 hours, whose general contents are stipulated exactly). A school prevention methodologist is entitled to receive a bonus in an amount of CZK 1,000 – 2,000.

At some schools, **school psychologists** and **special school pedagogues** work. Their job description is set by the Decree on Providing Consultancy Services at Schools and in School Facilities. If the character of pupils requires so, the providing of consultancy services at school may be supplemented with a school psychologist. It is up to the head teacher whether a school psychologist will or will not work at school. The number of school psychologists is increasing.

The conception of consultancy services provided at schools plans for a gradual appointment of these workers at schools, especially at schools with 500 and more pupils. The extent of the activity of these experts should not drop below half a load. Pursuant to the Pedagogical Workers Act, psychologists and special pedagogues working at school or in a school facility rank among pedagogical workers.

The qualification requirement for the position of psychologist under the above-mentioned Act is finished university education acquired by completing the branch of study "Psychology" in a master's study programme.

The qualification requirement for the position of **special pedagogue** under the Pedagogical Workers Act is finished university education acquired by completing a master's study programme in the area of pedagogical sciences, which is focused on special pedagogy. Since September 1, 2012, special pedagogues can also be persons who have acquired education in a master's study programme in the area of pedagogical sciences, which is focused on pre-school age pedagogy, on the training of school teachers, on the training of schoolmasters of general educational subjects or on the training of educators, or who have completed the branch of study "Pedagogy". However, these persons must also complete follow-up studies to extend their professional qualifications. Such follow-up studies are organized by universities within the framework of lifelong learning programmes.

School consultancy facilities providing specialized consultancy services are formed of pedagogical and psychological advice bureaus (PPP) and special pedagogical centres (SPC). Education care centres (SVP) also participate in providing consultancy services – these centres are established based on the Act on Institutional or Protective Education in School Facilities and on Preventive Educational Care in School Facilities. The qualification requirements for psychologists and special pedagogues working in pedagogical and psychological advice bureaus, special pedagogical centres and education care centres are the same as in the case of workers of these professions who work at schools.

Prevention methodologists in pedagogical and psychological advice bureaus must have at least university education acquired by completing a bachelor's study programme. Social workers are mostly secondary school graduates, higher vocational school graduates or university graduates, branch of study "Social Work". SVP educators are qualified if they have acquired university education in a study programme focused on special or social pedagogy or higher vocational education focused on special pedagogy, or if they have extended the education prescribed for other educators by education acquired on completion of a lifelong learning programme focused on special pedagogy.

With the consent of the relevant Regional Authority, the head teacher may establish the position of **pedagogue's assistant** at school or in a school facility. These workers perform a direct pedagogical activity, consequently they are pedagogical workers too. The Pedagogical Workers Act distinguishes between two categories of pedagogue's assistant, for which different qualifications are prescribed:

a) pedagogue's assistant who performs a direct pedagogical activity in a class in which children or pupils with special educational needs are educated, or in a school providing for the education of children or pupils in the form of individual integration. Qualifications required: university, higher vocational or secondary education with a GCE in a pedagogical branch of study, or at least secondary education with a GCE in another branch of study, which is supplemented with education acquired by completing a university lifelong learning programme focused on pedagogy, with pedagogical studies or studies intended for pedagogue's assistants.

b) pedagogue's assistant who performs a direct pedagogical activity consisting in auxiliary educational work at school, in a school facility providing for interest education, in a school educational or accommodation facility, in a school facility for institutional or protective education or in a school facility for preventive and educational care. Qualifications required: in addition to those stated in Letter a), secondary education with a certificate of apprenticeship supplemented with pedagogical studies, secondary education in the area focused on the training of pedagogue's assistants, secondary education supplemented with pedagogical studies or studies intended for pedagogue's assistants or primary education supplemented with studies intended for pedagogue's assistants.

5.4 Organisation of school leadership

How is school leadership typically organised? Are the tasks of school leadership concentrated on a single individual or are they divided among a group of people in a tem?

The worker responsible for the administration and management of a school, possibly a school facility, is its head teacher. In the schools which are allowance organisations or school legal entities (i.e. a majority of public and church schools) the head teacher is a **statutory body**. Head teachers are fully responsible for the quality and efficiency of the educational process, for the financial management of a school, for hiring and dismissing teachers, etc.

The head teacher is responsible for school leadership. As his advisory body, the head teacher establishes a pedagogical council, whose members are all the pedagogical workers of the

school. A pedagogical council holds its sessions both regularly and occasionally, if some pedagogical problems come up. In larger schools, subject commissions exist too.

Information follows from the Education Act. Although in larger schools the tasks resulting from school leadership are normally delegated to other persons (deputy head, economic officer, etc.) it is necessary to emphasize that it is only the head teacher who always bears full responsibility for school leadership.

Depending on the size of a school, the head teacher may have one or several **deputy heads**, who, however, substitute for the head teacher to the extent delimited to them by the head teacher only.

School council

A school council is a body which enables parents, pupils of age, school workers, citizens and other persons to participate in school administration. It is established by the founder of a primary, secondary or higher vocational school, which simultaneously fixes the number of its members and issues an election decree. In private and church schools, the duties of a school council are performed by the head teacher. If an institution comprises more kinds or types of school, only one school council can be established, however, for a higher vocational school an independent school council is always established.

One third of school council members are appointed by the founder, one third is elected by pedagogical workers and on third is elected by pupils or their parents. The term of office of these members is 3 years. The head teacher is not a member of the council, but he is obliged to take part in the negotiations of the school council if he is invited, and he is obliged to provide the school council with the source materials required for the negotiations by the school council. A school council holds its sessions at least twice a year.

School council

- approves the school's annual report, discusses a draft budget, comments on an economic report and submits proposals for improvement, by which it ensures that the school is under public control;
- comments on proposals of School Educational Programmes and their implementation;
- approves rules for evaluating the results of education of pupils in primary and secondary schools;
- approves school rules (scholarship rules in secondary and higher vocational schools) and proposes changes thereto;
- participates in working out the conceptual goals of the school's development;
- discusses inspection reports of the Czech School Inspectorate;
- makes submissions and sends notices to the head teacher, founder or state administration bodies, including proposals for the removal of the head teacher.

What are the main tasks carried out by school leaders (e.g. administration, pedagogical leadership)? What proportion of time is dedicated to each of these activities? Are there any external support systems in place to assist school leaders in their tasks?

The duties and areas of responsibility of the head teacher are described in Section 4.7. Other differences associated with the pursuance of executive positions may include:

The **working time** of head teachers is the same as that of other pedagogical workers. Head teachers (of public, private and church schools) are obliged to participate in the instruction of pupils. However, it may not necessarily be direct instruction, but also education or another direct pedagogical activity. Head teachers are not forbidden to carry out their respective obligations of direct pedagogical activity for example as educators, psychologists, special pedagogues, etc.

Table No. 10: Categories of pedagogical workers

Category of pedagogical workers	Weekly number of hours of direct pedagogical activity
	Director
Nursery school teacher	13 – 24, 5 – 16(16)
School teacher	8 – 16(2), 5 – 8(3), 4 – 16(4)
Schoolmaster at a **secondary school, conservatoire and higher vocational school**	2 – 6
Teacher at a **primary artistic school**	3 – 9
Educator	5 – 8(12,14), 15 – 20(13), 9 – 10(15)
Leisure time **pedagogue** (director of a leisure-time centre)	at least 2
Teacher at a language school having the authority to organize state language examinations	2 – 6
Pedagogue in a facility for further education of pedagogical workers	at least 3
Psychologist, special pedagogue / director of a school consultancy facility	at least 3

(2) primary school with the 1st stage
(3) primary school with the 2nd stage or with the 1st and 2nd stages
(4) primary school established independently for handicapped pupils and special primary school
(12) hall of residence
(13) after-school care centre and school club
(14) school facility for institutional education, protective education or preventive educational care
(15) youth home
(16) head teacher of a nursery school with a boarding school-type (round-the-clock) operation or of a nursery school with a boarding school-type operation and a special pedagogical centre

According to the TIMSS 2011 research[22], almost two thirds of head teachers stated they dedicated a lot of time to activities related to the monitoring of the educational process so that

[22] http://www.csicr.cz/Prave-menu/Mezinarodni-setreni/TIMSS/Narodni-databaze-setreni-TIMSS-2011

the set goals would be met, while one third of head teachers claimed they dedicated "some" time to these activities. A similar difference was in activities related to the support of educational projects. Head teachers also participate in activities related to professional development, to the professional development of executive workers in particular. Half of the respondents dedicate themselves to these activities "for some time", while approximately 40% of them dedicate themselves to the said activities a lot.

What initiatives have been undertaken to develop leadership and management capacities of school leaders? What relevance is attributed to the professional development of school leaders?

Pre-conditions for the pursuance of the position of head teacher (of public, state and private/church schools) see Section 4.7.

How are school leaders' salaries determined? Are there any mechanisms that reward performance? Which reward systems or incentive structures attempt to reward participation in school leadership activities for other personnel? How do school leaders' salaries compare to occupations requiring similar qualifications?

In general, the **remuneration** of head teachers of schools and school facilities is governed by the same legislative rules as the remuneration of pedagogical and other workers of schools or school facilities.

Specific salary conditions of the head teacher of a public or state school (the amounts of allowances and bonuses among other things) are set by the body which appointed such a head teacher to his post.

A tariff salary and allowances are governed by the regulations applicable for teachers. The range of management allowances in the case of schools and school facilities starts from the Labour Code and depending on the extent of management it is from 15 to 60% of the highest salary level of the salary category that the head teacher is included in.

As pedagogical workers (teachers, educators, etc.) performing educational activities at schools and in school facilities, head teachers too are included in salary categories, in compliance with Section 4, Clause 1 of the Salary Act, according to the strenuousness of performed pedagogical work and based on the characteristics of performed work – see the Work Catalogue, Part 6:

- the head teacher of a nursery school is included in the 7^{th} – 8^{th} salary categories;
- the head teacher of a primary school, special school and primary artistic school is included in the 9^{th} salary category;
- the head teacher of a school facility – for example of a children's and youth home or after-school care centre having legal personality – is included in the 7^{th} – 9^{th} salary categories; the head of a school catering establishment (head of a school canteen) having legal personality is included in the 7^{th} – 8^{th} salary categories, in conformity with Part 1 of the Work Catalogue.

Inclusion of pedagogical workers in salary categories according to the Work Catalogue and annual salary tariff – see Section 5.4. A tariff salary and allowances are governed by the regulations applicable for teachers. The range of management allowances in the case of

schools and school facilities starts from the Labour Code and depending on the extent of management it is from 15 to 60% of the highest salary level of the salary category that the head teacher is included in.

How is the career structure of school leaders organized? Does it have multiple stages associated with differentiated responsibilities?

The career structure of school leaders is not organized anyhow at the present time. Head teachers are appointed for 6-year terms of office. The deputy head is appointed based on the decision of the head teacher.

Have there been any recent changes to school leaders' career structure or working conditions? Which ones? What were the reasons for these changes?

Head teachers of **public and state schools** (i.e. schools established by the Ministry of Education, Region, municipality or union of municipalities) are appointed to their executive posts **by the founder, based on a tendering process announced by the founder, for a period of 6 years**. If the founder fails to announce a tendering process for the appointment of a new head teacher before the end of this period, the employment relationship of the current head teacher is prolonged for another 6 years. The founder may announce a tendering process at its sole discretion. The founder is obliged to announce a tendering process if its announcement is proposed by the Czech School Inspectorate or the school council by a certain deadline. The Ministry stipulates, based on a legal implementation regulation, the requisites of the announcement of a tendering process, the make-up of tender committees for evaluating applicants for the post as well as rules for the forming, activities and decision-making of these committees. The standpoint of a tender committee is of recommendatory character only and the founder is not bound by it. This was placed in 2012[23].

5.5 Teaching and learning environment within school

What role do individual schools typically have in curriculum development and student assessment criteria?

Curriculum development

Based on the Framework Educational Programme, schools develop School Educational Programmes (ŠVP). A School Educational Programme is usually developed by a team led by the head teacher. The School Educational Programme of each school is a public document and is often available at the websites of the relevant school.

A School Educational Programme starts from the Framework Educational Programme (RVP), which specifies and determines the conditions, organization and contents of education according to school-related specifications, local conditions, etc.

The Framework Educational Programme for Pre-School Education provides that a regular daily rhythm and order are to be ensured, however, in a flexible manner, so that the activities performed during the day can be adapted to the current needs and situation. The daily programme respects the individual needs of activity, sleep and rest of individual children, the

[23] http://www.atre.cz/eporadna/dulezita-informace-zobrazeni/id/156

children are in the open air every day and for a sufficiently long time, controlled health prevention movement activities are regularly included in the daily programme and the proportion of spontaneous activities to controlled ones is balanced in the daily programme – the children have enough time and space for a spontaneous play; they can finish it or continue it later on.

The Framework Educational Programme for Basic Education (RVP ZV) stipulates the goals of basic education, key skills that a pupil should have at the end of education, nine basic educational areas (composed of one or more branches of education), cross-section themes and complementary branches of education. For each branch of education the contents of education are set, i.e. both the recommended content of the curriculum and orientation (at the end of the 3rd year) and binding (at the end of the 5th and 9th years) expected outputs. From this point of view, the 1st stage is divided into 2 periods: the 1st – 3rd years and the 4th – 5th years. With effect from September 1, 2012, the Addendum describing the standards for basic education which specify expected outputs was amended, namely for the branches of education "Czech language and literature", "Mathematics and its applications" and "Foreign language – English". With effect from September 1, 2013, it was also amended for "German" and "French". Standards for other branches of education are being prepared. The standards for basic education specify minimum target requirements for education, which are formulated bindingly in the RVP ZV. By means of indicators the standards specify the contents of the expected outputs of the RVP ZV and set the minimum level of their command, which applies to all pupils. The standards are developed irrespective of the ways and methods of verification.

The Framework Educational Programme for Grammar Schools (RVP G) and the Framework Educational Programme for Grammar Schools with Sports Training (RVP GSP), which are designed for four-year grammar schools, respectively for the higher stage of grammar school with several years' attendance (ISCED 3A), were issued in August 2007. Every school created its own School Educational Programme (ŠVP), based on which it began teaching, starting from the 1st year, from the school year 2009/2010 at the latest (consequently, since the school year 2012/2013 teaching in all years has been performed according to School Educational Programmes). At the same time, the number of branches of study at grammar schools was reduced. A School Educational Programme should respect the needs of a specific school and should enable it to create its own specifications.

In addition to the branch of education "Grammar School", the branch of education **"Grammar School with Sport Training"** has been maintained. The general part of the RVP GSP is identical with that of the RVP G (see below), while the specific part was developed in cooperation with the Association of Head Teachers of Grammar Schools with Sports Training, that is directly with the head teachers and teachers of these grammar schools. 64 hours are dedicated to physical and sports training. The total weekly time grant for the study is thus 184 hours, while a weekly grant in a year is 46 hours.

The Framework Educational Programme for Basic Education applies to the lower stage of **grammar schools with several years' attendance** (ISCED 2). Grammar schools with several years' attendance can develop one School Educational Programme for all the six or eight years of education, or they can develop two independent Schools Educational Programmes for the lower and the higher stages of education. In six-year grammar schools where selected subjects are taught in a foreign language (bilingual grammar schools), experimental teaching according to School Educational Programmes developed based on the

pilot version of the **Framework Educational Programme for Bilingual Grammar Schools** (RVP DG) has been verified since 2007.

Framework Educational Programmes (RVP) for individual specialized branches of education were gradually issued between 2007 and 2010; in 2012, four more RVP's were added. Based on these documents, schools developed their own School Educational Programmes (ŠVP) and began teaching according to them, starting from the 1st year, within two years from the issue of the relevant RVP at the latest. Consequently, since the school year 2012/2013 teaching in the case of an absolute majority of all branches of education (at least in the 1st years) has been performed according to School Educational Programmes.

The process of developing RVP's is associated with a **reform of the system of branches of education**. The number of branches of education was reduced significantly (for example, the original 90 branches of education focused on individual aspects of entrepreneurial activities, management or various economic sectors were replaced with the only branch of education, "Economy and Business". The linkages of branches of education to the labour market and the National System of Qualifications were taken into account.

Student assessment

Student assessment lies within the authority of a school and a relevant teacher. Overall student assessment is carried out on a six-month basis, students are given reports twice a year. Pupils and students are classified based on a scale from 1 to 5. In the first years of primary schools, assessment takes the form of a written text in a pupil's report. Under certain conditions it is possible in the Czech Republic to repeat a whole year even if a pupil or student fails to meet the requirements of "only" one subject.

In the course of sitting in on classes, the Czech School Inspectorate monitors whether in a school, respectively in classes, the self-evaluation of pupils is supported.

RVP in English: http://rvp.cz/informace/wp-content/uploads/2009/09/RVP_ZV_EN_final.pdf

Are school self-evaluation practices well established? Is it typical for schools to have internal teacher evaluation systems?

School self-evaluation

Schools carry out their self-evaluation regularly, it being understood that the terms, structure and contents of self-evaluation are set by the school itself. ***The Way to Quality national project offers schools professional assistance*** (the full name is SELF-EVALUATION – Building a System and Support for Schools in the Area of Self-Evaluation). The author of the project is the National Institute of Professional Education. The outputs of the project (evaluation tools – for example questionnaires, records from sitting in on classes, surveys or methodological guides) are available at: http://www.nuov.cz/ae

The Czech School Inspectorate checks whether schools carry out self-evaluation. For the sake of interest, the 2012/2013 annual report[24] of the Czech School Inspectorate says that school

[24] http://www.csicr.cz/cz/DOKUMENTY/Vyrocni-zpravy/Vyrocni-zprava-CSI-za-skolni-rok-2012-2013

climate monitoring, which is performed by 92% of schools, is carried out in schools most frequently in the form of annual self-evaluations.

Internal teacher evaluation system

An internal teacher evaluation system falls thoroughly within the competence of the head teacher. The head teacher sits in on classes and evaluates teachers. In some schools a peer review system exists, which means that teachers sit in on the classes of their colleagues and subsequently work together on possible improvements. Cooperation between schools is also possible, and it is utilized in practice.

The inspectors of the Czech School Inspectorate sit in on classes within the framework of regular institutional inspections – they watch the conditions, course and quality of education in individual lessons. They communicate the results of their monitoring directly to the teaching teacher, in the form of a dialogue after sitting in on the class is over, and subsequently to the head teacher. It is necessary to say, however, that the Czech School Inspectorate does not evaluate primarily individual teachers, but a school as a whole.

Within the framework of the Way to Quality project (http://www.nuov.cz/ae), tools having the attainment of professionalism and development of human resources as its goal have been created for school self-evaluation. They are freely available after registration in the system is made and are of great assistance for those head teachers who pay great attention to systematic internal teacher evaluation.

Every year the head teacher of a primary, secondary and higher vocational school develops an annual report on the activity of the school for the period of the preceding school year. He submits it to the school council for approval by October 15. After being approved, it is sent by the head teacher to the founder within 14 days and is published at an accessible place in the school.

An annual report on the activity of a school always contains the following:

- basic details related to the school (its name, seat, description, founder, details on the school management, address for remote access and details on the school council)
- overview of the branches of education that are taught in the school and included in the School Register
- general description of the personal background of the school
- list of school workers
- details on entrance proceedings or enrolment in compulsory school attendance and subsequent admission to the school
- details on the results of education of pupils according to the goals set in School Educational Programmes and according to the level of education provided, including the results of final examinations, school-leaving examinations and graduates' examinations
- details on the prevention of socially pathological phenomena
- details on further education of pedagogical workers
- details on the activities of the school and its public presentation
- details on the results of inspections conducted by the Czech School Inspectorate
- basic details on the economic management of the school
- details on the involvement of the school in developmental and international programmes

- details on the involvement of the school in further education within the framework of lifelong learning
- details on the projects submitted and implemented by the school, which were financed from foreign sources
- details on cooperation with trade union organizations, employers' organizations and other partners in performing educational tasks

Is it common practice for schools to prepare and publish a school development plan? Are these informed by internal evaluation procedures?

A school development plan is not common practice. Nevertheless, some schools publish this document. These documents start from the Conception of Long-Term Development of Education and Education System in the Czech Republic, possibly from those parts of the conceptions of long-term development of the Regions which relate to education issues.

What policies exist to create adequate learning environments also beyond the classroom? How developed are safety and well-being policies in schools?

Within the framework of policies dealing with education out of regular school attendance we distinguish the following:

a) occasional, educational, interest and thematic recreational activities not performed outside the place where the legal entity performs the activity of a school facility for interest education

- *thematically diverse single events, such as sports afternoons, dance parties, theatre, concert and other cultural performances, participation in sports competitions, cultural festivals and shows, various traditional competitions and other events of amusement and recreational character and organization of seminars, single training seminars, talks, lectures and other events of educational character. Occasional events include "city" or "suburban" camps. The above-mentioned activities are usually organized at the place of the relevant school facility for interest education. Exceptions are trips, tours, excursions and suchlike.*

b) regular educational and interest activities

- *activity of permanent interest groups (traditionally called "hobby groups") and regular activity of child's activists ("children's parliaments"), if such activities are directly organized by a school facility for interest education. Furthermore, these activities include various educational and information activities, courses, seminars, etc. These activities also include regular physical (sports) exercises, activity in ensembles of music and drama, artistic activity (music, the fine arts), etc.*

c) camping activity and other activities performed outside the place where the legal entity performs the activity of a school facility for interest education

- *set of activities organized for a closed group of participants within the framework of staying at a place, which is usually not identical with the place of residence of the participants. The duration of such stays usually exceeds 5 days.*

d) activities of public enlightenment, including gathering information and providing it to children, pupils and students, possibly to other persons too, and activities related to the prevention of socially pathological phenomena

- *activities of public enlightenment and gathering information and providing it to children, pupils and students, possibly to other persons too, which activities should be performed by all school facilities within their scope of operation. The goal should be to help children in particular create and develop their own personalities, personal commitment and active participation in public and social life, of course in a manner adequate to the age and intellect of a child.*

The area of the prevention of risky behaviour (formerly "prevention of socially pathological phenomena") is one of the serious, pressing and urgent tasks. Interest education constitutes a significant tool of **pre-primary and primary prevention of spreading risky behaviour among children and young people.**

e) individual work, especially creating conditions for the development of the talents of children, pupils and students

- *interest education should* **discover and encourage gifted and talented pupils.** *This area includes organizing various rounds of competitions and shows for pupils, which are organized based on a special legal regulation.*

f) utilization of an open offer of spontaneous activities.

School facilities for out-of-classroom education:

- after-school care centres and school clubs
- leisure-time centres
- youth homes
- preventive educational care
- ecological centres
- associations of children and young people

<u>After-school care centres and school clubs</u>

Tasks of after-school care centres:

- learn to know (acquire knowledge in many diverse areas, learn to discover things, analyze them, learn to adapt oneself to new situations, create something new and deal with new problems)

- learn how to do it (acquire a large number of personal skills necessary for life, such as capability of communicating with other people or working in a team, as well as to absorb practical skills)

- learn to live together (develop understanding with other people, learn that each of us has his/her rights and duties, learn to behave towards the others in such a way as we want the others to behave towards us, learn to work together and deal with problems constructively)

- learn to be (develop spiritual qualities and acquire the capability of living our lives in harmony with what we really consider true and correct)

The basic organizational unit is a department. The alteration of pupils in departments is very considerable every day as the pupils leave for afternoon classes, hobby groups or elsewhere. That's why departments are made up taking into account such alteration and are filled up to a number of 25 pupils present daily. A maximum of 30 pupils with regular attendance can be enrolled in one department of an after-school care centre. After-school care centres are designed primarily for the pupils of the 1st stage of primary schools.

Leisure-time centres (activity, workers and documentation)

Leisure-time centres for children and young people can be established as children's and youth homes with a wide interest scope, or as interest activity stations specialized in specific spheres of interests. They are established under Act No. 79/1985 Coll. on Pre-School and School Facilities, as amended. Their mission is to fulfil a recreational and educational function by offering a large number of interest activities. The operation of leisure-time centres is governed by the relevant Directive of the MoEYS. The founder of a leisure-time centre may be an Education Office, municipality, civic association, Church or another entity. Leisure-time centres are also designed for threatened social groups. Within the framework of interest activity, handicapped children can successfully be integrated too.

Youth homes

A youth home provides the students of secondary and higher vocational schools with accommodation, educational activities that follow up on the educational activities of secondary and higher vocational schools and catering. A youth home motivates students to spend their leisure time purposefully as various forms of interest activities can be utilized there.

Preventive educational care

An important part of the education system is also alternative education and prevention of socially pathological phenomena at schools and in school facilities. The conception of special education thus also includes the area of preventive educational care.

Ecological centres

The goal of ecological education is to arouse and encourage in people a friendly and positive relation to the environment, all live beings and other people and thus to find the way to themselves. Ecological education teaches to comprehend things in the context, to use reason

and emotion in a mutual harmony, to behave responsibly towards the world and to be an active participant, not just a passive consumer of events. A direct contact with the countryside or natural materials is an important part of this education.

Associations of children and young people

Following the 1989 revolution, associations of children and young people are on the rise. Up to 1989, the only lawful children's association was the Pioneer Association. At the present time, there are hundreds of these associations, which offer interesting activities and programmes that children and young people may dedicate themselves to in their leisure time. The basis is a child's decision to voluntarily join such an association and to participate in its activities. In the distant past only associations of adults existed, the first associations of children and young people date back to the beginning of the 20th century. A majority of Czech associations are members of the Czech Council of Children and Youth – an umbrella organization which is a partner for negotiations for the Ministry and other institutions.

Basic artistic schools

Basic artistic schools provide the elements of education in artistic branches of education – in music, the fine arts, dance and literature and drama. They organize preparatory studies for pupils up to the age of five, basic studies at the 1st stage (7 years), basic studies at the 2nd stage (4 years) and studies designed for adults (4 years), possibly studies with an extended number of lessons. A Framework Educational Programme approved by the MoEYS exists for this type of school.

What policies seek to strengthen the links between individual schools and their communities?

Primary schools cooperate most frequently within the framework of the Association of Head Teachers of the Czech Republic. The Association of Head Teachers of the Czech Republic, as a professional non-political organization, associates both legal and natural persons and performs its activities in the territory of the Czech Republic. From the professional point of view, it is focused above all on primary education and processes of primary education, but at the same time on all the other areas that influence conditions for providing this stage of education.

Secondary schools cooperate most frequently based on associations of professionally related schools (such as the Association of Technical Colleges, Association of Secondary Schools for Hairdressers and Beauticians, etc.), possibly based on the region they belong to (such as the Association of the Secondary Schools of the Olomouc Region, etc.) or based on their founder (such as the Association of Private Schools). There are a large number of such associations in the Czech Republic. General legal regularization in the form of a law or decree does not exist in this area.

Which policy instruments or incentive schemes attempt to encourage cooperation among teachers and facilitate the development of professional learning communities in schools?

Teachers mostly associate in professional organizations, such as the Union of Czech Mathematicians and Physicists, Association of French Teachers, Association of History Teachers, Association of English Teachers, Association of Spanish Teachers, etc.). Some associations have a long tradition and organize various professional meetings, participate in

preparing pedagogical aids and hold conferences and seminars. Membership of these associations is voluntary.

In addition to these associations, there are also other means supporting the development of pedagogues. They include, for example, methodological portals (with video instructions for teaching and discussion forums).

The teachers of nursery, primary and secondary schools can involve both themselves and their pupils in international cooperation and develop professionally within the framework of programmes administered by the Foreign Cooperation House. The teachers themselves can participate in both short-term and long-term specialized courses, can take advantage of various sojourns, substitute for their colleagues abroad, develop their capabilities in international professional communities or can enter the field of innovative educational methods. The workers involved in teaching foreign languages can be rewarded for the implementation of projects. The workers engaged in career consultancy can share in the activities of the all-European network.

5.6 Use of school facilities and materials

Describe the typical use of school facilities and buildings. Are school buildings and facilities used beyond regular school time? Are they used for activities such as remedial courses, tutoring, summer and evening schools?

Most primary schools run after-school care centres (see Section 5.5), which provide space for pupils even outside their official curriculum.

Depending on the equipment of schools, participation in various hobby groups is offered too – not only pupils, but other persons too may join hobby groups. Let's mention, as examples, hobby groups focused on ceramics, movement (dance and sports hobby groups), languages, etc.

The spaces of some schools are used for evening schools or universities of the third age (lectures for senior citizens).

Have school facilities been made available for broader educational or non-educational purposes, for instance providing diverse community activities or services, such as adult learning classes or after-school and holiday clubs for children? Refer to any uses that may be considered out of regular school activities.

A majority of schools offer their spaces for commercial lease. The most frequent case is the lease of gymnasiums and playing fields to various professional associations and sports organizations. Schools are usually able to keep the money they received for renting out their space. Accounting and other rules are under the regulation of the founder of the school.

What is the extent of use of ICT in schools? What improvements did ICT bring to the daily teaching and learning activities?

The use of ICT in schools

The Czech School Inspectorate and the MoEYS monitor the equipment of schools with ICT; they evaluate its involvement and effectiveness during instruction. The summary results of the observations of the Czech School Inspectorate with respect to the equipment of schools with ICT and its use are contained in the annual report of the Czech School Inspectorate for the school year 2012/2013[25]. This annual report specifies in greater detail the results from nursery, primary and secondary schools. All data in this section come from the CSI report.

Nursery schools

47% of nursery schools did not have ICT in their classrooms. Interviews with the head teachers of nursery schools showed that a number of schools did not use ICT intentionally, the reason being that computers are used excessively in the children's families. For the time being, nursery schools use ICT in the educational process minimally (5.9%). Where ICT was used, its utilization was effective. In nursery schools, the Internet and websites are used to a relatively high extent as by means of them nursery schools present themselves and inform parents.

Primary schools

The schools equipped themselves with modern technologies mainly thanks to the "EU Money for Schools" project. Modern technologies are used purposefully and effectively during instruction in those schools where an interactive board and computing technologies are located directly in a classroom. A number of teachers quite routinely use data projections for the presentation and visual rendering of the content of the curriculum, others set interactive tasks or create web applications designed for the individual preparation of pupils. Exemplary work with ICT enables teachers, for example, to involve all the pupils in discussions, to formulate questions in a tricky way or to present variants of solutions. Modern technologies are used for instruction across subjects and in all phases of a lesson. It follows from sitting in on classes that modern technologies are more utilized at the 2nd stage.

Secondary schools

The material equipment of schools has improved, especially due to making use of financial means from the Education for Competitiveness Operational Programme (falling within the European Social Fund – ESF). The schools involved in this project mostly focused on the procurement and utilization of computing technologies, individualization of teaching foreign languages and development of education in the field of natural science. Effective and mass utilization of ICT in teaching resulted in a significant rise in the utilization of data projections and interactive boards. The ICT at schools was modernized in general. Schools often build computer classrooms for non-split classes, which are used for other subjects too.

Everyday use of ICT – prospects

The utilization of modern technologies is crucial also for the future ways of education and for graduates to succeed on the labour market. This is mentioned in the new draft of the Strategy of Education in the Czech Republic up to 2020.

[25] http://www.csicr.cz/cz/DOKUMENTY/Vyrocni-zpravy/Vyrocni-zprava-CSI-za-skolni-rok-2012-2013

The Strategy of the Education Policy of the Czech Republic up to 2020 sets three main goals of education policy, namely:

- reduction of inequality in education
- support for quality teaching and teachers
- responsible and effective management of the education system

The use of ICT at schools relates to the first goal: to improve the knowledge, skills and competence of children, pupils and students, to inspire and motive them to lifelong learning and thus to help them live better. With respect to this goal, the Strategy says, among other things: *"In the future the greatest attention should be paid to that knowledge, skills and competence which are the most important for further learning and for involving in life in society adequately. It is the case of mainly 8 key competences defined at the European level: communication in a mother tongue, communication in foreign languages, mathematical capabilities and basic knowledge in the area of science and technologies, capability of working with digital technologies, capability of learning, social and civic capabilities, sense of initiative and spirit of enterprise and cultural awareness and expression."*
The MoEYS is also working on the Strategy of Digital Education up to 2020 (see Chapter 4 Section 4.5).

5.7 Organisation of education governance

What units are typically part of the education administration at the different levels (e.g. curriculum development and assessment, inspection services, statistics and analysis? What is the typical size of the education administration at the different levels (i.e. central, regional, local) and how is staff typically distributed across the different areas of responsibility (e.g. curriculum development and assessment, inspection services, statistics and analysis)?

Public school administration is characterized by a high degree of decentralization. Individual administration levels as well as individual schools enjoy a high degree of autonomy.

As explained in Section 2.4 State administration in the school system is performed by:

- at the central level: the Ministry of Education, Youth and Sports, possibly other central bodies (the Ministry of the Interior, the Ministry of Defence, etc., if they establish schools or school facilities), and the Czech School Inspectorate (ČŠI);
- at the regional level: Regional Authorities;
- at the local level: municipal offices with extended powers;
- at the level of institutions: head teachers and heads of school facilities.

Self-administration in the school system is performed through school councils, municipalities and Regions.

<u>Ministry of Education, Youth and Sports</u>
The Ministry of Education, Youth and Sports has 987 employees (April 2015) of which 462 work on education, youth policies and sports and 525 on administration of EU funds. The Ministry of Education holds overall responsibility for education policy and develops legislative standards for executive and operational activities. In the area of school financing,

the Ministry of Education is responsible for the implementation of state financial policy in the school system. In view of a high degree of administrative decentralization and a high autonomy of institutions, **financial tools are an important means of governing the school system**.

Regional Authorities

There are 14 regions in the Czech Republic. Typically, each region has an Education Department with staff overseeing its responsibilities for creating conditions to implement secondary and higher vocational education, educate children with disabilities and disadvantaged children, for language, basic artistic and interest education, and partially for institutional education too. Usually structure of regional authority in education field is together with some other field as culture or sport for example Pardubice region has 20 staff members in education department and 20 in economy department (in education part) South Bohemia region has 30 in education and 20 in economy department. Bigger region as South Moravia has 35 members of economy department and 35 education staff. A Region administers the schools and school facilities it has established. It covers their investment expenses and operating costs from its own budget, save for those covered by the State. Regional authorities are independent self-government administrations but there is strict connection with MoEYS and education policy on the national level as regions are influenced by financial limits and binding MoEYS set policies (setting the framework of operation).

Czech School Inspectorate

The Czech School Inspectorate (ČŠI) is an administrative body with a nation-wide scope of operation. It is an organizational unit of the State and an accounting unit. Towards its employees, who are the employees of the Czech Republic, the ČŠI acts on behalf of the State if relations pertaining to labour law are to be dealt with. ČŠI is subordinated by MoEYS and head of ČŠI is appointed by MoEYS.

Inspection activities in schools and school facilities entered in the Register of Schools and School Facilities are performed by school inspectors, control workers and invited persons, based on a written authorization. An authorization for inspection activities is issued by the director of an inspectorate (in the event that an inspection team is composed of the school inspectors and control workers of the inspectorate that such a director manages) or the deputy for the Inspection Activity Section (in the event that an inspection team is composed of school inspectors and control workers from various inspectorates or of the workers of the ČŠI headquarters), who were authorized to do so by the central school inspector.

Within the framework of their activities, school inspectors and control workers do the following in particular:

- investigate and evaluate the conditions, course and results of education at schools and in school facilities according to relevant educational programmes;
- investigate and evaluate the fulfilment of a School Educational Programme and verify and evaluate the compliance of the School Educational Programme with legal regulations and with the Framework Educational Programme. In schools where instruction is implemented based on a few School Educational Programmes, the harmony of all the existing school programmes is evaluated;

- check, on behalf of the State, the observance of legal regulations related to the provision of education and school services at schools and in school facilities entered in the School Register, and at the workplaces of various entities where practical instruction or professional practical experience is organized; they check, for example, whether the School Catering Decree or regulations governing the area of health and safety at work (BOZ) are observed;
- gather information about the education of children, pupils and students and about the activities of schools and school facilities entered in the School Register; this information is the basis for thematic reports on certain areas of education and for an annual report on education in the Czech Republic.

School inspectors and control workers always work in teams. The director of a local inspectorate decides on the make-up and size of an inspection team; in the event of supra-regional teams, it is the deputy for the Inspection Activity Section or the central school inspector who makes the decision.

The central school inspector is at the head of the ČŠI. Deputies managing individual sections report to him (at the present time, the ČSI is split up into the Inspection Activity Section and the Informatics and Economy Section). The sections are further split up into departments, which are managed by directors. The largest section is the Inspection Activity Section, which comprises 15 organizational units, namely 1 department at the ČŠI headquarters and 14 Regional Inspectorates. The directors of the Regional Inspectorates coordinate and control the work of subordinated employees in the inspectorate managed by them. These directors report directly to the deputy to the central school inspector, who manages the Inspection Activity Section.

The Czech School Inspectorate evaluates the education system in the Czech Republic, namely in the area of education and school services provided by schools and school facilities entered in the School Register.

The Czech School Inspectorate develops the conceptual intentions of inspection activity and evaluation systems for the area of education and performs inspection activities in all schools and school facilities registered in the School Register, regardless of their founder. The Czech School Inspectorate performs **inspection activities** based on a plan of main tasks for the relevant school year, which is approved by the minister of education, youth and sports.

In the school year 2012/2013, there were 244 school inspectors and 85 control workers (after conversion) within the ČŠI. 159 invited persons cooperated in performing inspection activities.

Foreign Cooperation House of the MoEYS (DZS)

The Foreign Cooperation House (DZS) is an allowance organization established by the Ministry of Education, Youth and Sports of the Czech Republic. It carries out tasks ensuing from school, educational and other contacts with abroad, according to the instructions of the Ministry. The DZS is in charge of a number of international programmes and performs activities related to the area of support for education. The services of the DZS are intended both for individuals, students, pedagogues, head teachers of all types of school and other professionals, and for organizations and companies having education as their sphere of

activity, local self-administration bodies and for the Ministry of Education, Youth and Sports too. In this organization work around 120 employees.

National Institute of Education, school advisory facility and facility for further education of pedagogical workers

The mission of the National Institute of Education, school advisory facility and facility for further education of pedagogical workers (NÚV) is to universally foster the development of general, specialized, artistic and language education and to help schools in the area of pedagogical, psychological, educational and career consultancy and further education of pedagogical workers. In this institute work around 170 employees.

- The National Institute of Education is in charge of the development of Framework Educational Programmes and helps schools develop their own educational programmes and introduce them into instruction.
- It pays attention not only to initial education at schools, but also to further (lifelong) education of adults.
- It deals with the situation of pupils who are disadvantaged in various ways, aims to secure equal access to education for them and sees that they can make use of the necessary advisory services.
- The National Institute of Education monitors how graduates succeeded on the labour market, the rate of their unemployment, whether they work within their branches of education, what makes them extend their qualifications and how successful they are in tertiary education. It also inquires into what demands employers make on graduates and which changes in instruction could improve their position.
- Furthermore, the National Institute of Education deals with pedagogical, psychological, educational and career consultancy and primary prevention of risky behaviour and tries to contribute to improvement in the whole system of these services. It monitors the qualifications and other competence of workers providing school advisory services and develops and implements programmes of further education of pedagogical workers for them.

National Institute of Further Education

The National Institute of Further Education (NIDV) prepares and offers lectures, courses and seminars for further education of teachers. For more details see the previous Chapter 5.3. Number of employees in this institution is approximately 50.

Centre for the Evaluation of Educational Results – CERMAT

The purpose and sphere of activity of the Centre for the Evaluation of Educational Results (hereinafter referred to as "the Centre") are specified by the deed of foundation issued by the Ministry of Education, Youth and Sports on March 24, 2009 under ref. No. 6 498/2009-23 and in compliance with the provision of Section 80, Clause 2, and Section 169a of Act No. 561/2004 Coll. The Centre performs activities in many areas. One of the most important activities is organizing state school-leaving examinations for the students of secondary schools.

What is the typical background of staff in the education administration? What is their employment status? What initiatives have been undertaken to develop capacities of education administrators?

A general standard defining basic requirements for workers in a specific position in the Czech Republic does not exist. For selected professions, requirements are defined in special regulations. Such requirements are defined, for example, for school inspectors.

A school inspector must have university education, must be professionally and pedagogically competent and must have at least 5 years' pedagogical or pedagogical and psychological practical experience (preferentially in executive positions in the school system). He/she must be familiarized with all aspects influencing the success of an educational process (for example current trends in education, modern teaching aids and ICT, pedagogical experience in a multicultural environment, integration of handicapped children and pupils, work with talented pupils, identification and solution of socially pathological phenomena at school, etc.). He/she must know legal standards related to education. In addition, he/she must know the elements of psychology, social sciences, rhetoric, law and management (human resource management, management, school administration, etc.). One of the requirements is also computer skills.

A control worker must have economic or law university education and at least 5 years' practical experience in the school system or state administration (possibly secondary school education with a GCE and 20 years of practical experience). Managerial experience is welcome. He/she must know legal standards related to the school system, economy, control and control procedures.

Are schools, school leaders and teachers evaluated in the context of a national or a sub-national framework? Are the results of the evaluations used to reward or sanction them? Is there evidence on the impact of such approaches?

National concept of evaluation by the ČSI

The Czech School Inspectorate is an administrative office with a nation-wide scope of operation, which evaluates education at schools and in school facilities entered in the School Register in the whole of the Czech Republic. The criteria, which are annually approved by the MoEYS and based on which schools and school facilities are monitored, are valid for all the Czech Republic. The MoEYS publishes the evaluation criteria.

Impact of school inspections

The Czech School Inspectorate evaluates a school in the first place, not individual teachers or head teachers. Notwithstanding, it must necessarily dedicate itself to their evaluation too so that a report on the quality of a school can be produced.

The impacts of findings are as follows:

1. The conclusions of the ČŠI drawn based on sitting in on the classes of a specific teacher are communicated to the head teacher, who is entitled to take relevant labour law measures.

2. The results of the evaluation of a school are publicly available (an inspection report is a public document).

3. In the case of private schools (i.e. schools that are not established by the Ministry or a territorial self-administered entity), negative conclusions may lead to the reduction of the subsidy from the state budget.

4. The ČŠI may require that measures be taken in relation to deficiencies ascertained in a specific school (such deficiencies may include bad quality of work of a teacher or head teacher); the relevant measure may be enforced by the ČŠI through a penalty in an amount of up to CZK 50,000.

5. The ČŠI may submit a proposal for the removal of a head teacher from office or for the announcement of a tendering process for the appointment of a new head teacher. The final decision lies within the authority of the founder.

6. At worst, the ČŠI may submit a proposal for the erasure of a school from the Register, i.e. for the termination of its existence.

As a rule, each school remedies its deficiencies by the set deadline. Minor deficiencies are usually remedied in the course of the actual inspection.

What typical approaches are followed to monitor the national and sub-national school systems? What instruments are typically used to assess whether student learning objectives are being met at the national and sub-national levels?

Monitoring instruments used in the Czech school system

The school system in the Czech Republic is fairly decentralized. That's why the school system as a whole is evaluated not only by the Ministry of Education, Youth and Sports as a central state administration body responsible for the school system, but by individual Regions too, and on top of that by the Czech School Inspectorate as a specialized evaluation body. Furthermore, the Ministry instigates and encourages other evaluation activities, whether within its scope of operation or outside. Some other evaluation activities are of commercial character.

The rules for the external evaluation of schools and school facilities are based on the Education Act. The evaluation of schools and school facilities is systematically carried out by the Czech School Inspectorate. An external evaluation function may also be fulfilled by the School Register – public list of schools and school facilities and register of school legal entities – as one of the conditions for inclusion in the Register is the evaluation of a given institution from the point of view of material and personal conditions, among other things.

The Czech School Inspectorate develops the conceptual intentions of inspection activity and evaluation systems for the area of education. Furthermore, it performs inspection activities in all schools and school facilities registered in the School Register, regardless of their founder. Within the framework of its inspection activities at schools it does the following:

- acquires and analyzes information about the education of children, pupils and students and about the activity of schools and school facilities entered in the School Register and evaluates the effectiveness of the education system;
- investigates and evaluates the conditions, course and results of education according to relevant school educational programmes and applicable teaching documents;

- investigates and evaluates the fulfilment of a School Educational Programme and verifies its compliance with legal regulations and the Framework Educational Programme;
- conducts a state inspection of the observance of legal regulations related to the provision of education and school services; the said state inspection is conducted by it based on a special legal regulation;
- conducts a public inspection of the way the financial means from the state budget are used.

Sociological public opinion research projects focused on the school system and education can be considered as a kind of evaluation. These public opinion research projects are organized by various organizations, for example by the **Public Opinion Research Centre of the Sociological Institute of the Academy of Sciences of the Czech Republic**, which has been organizing these projects for many years. The project of continual public opinion research including issues related to the school system has been implemented since 2002; the last round of this research took place in September 2011. Within the framework of the research in question it was examined, for example, whether everybody in this country can acquire education adequate to their capabilities, or opinions of the quality of education at various types of school were mapped out.

Another kind of research, **quick research projects**, is described in Section 2.5.

Two non-state evaluation projects are carried out at schools. They are commercial projects and the costs of them are covered by the schools which decided to join them.

Primary and secondary schools have the **Kalibro** evaluation project available, which makes it possible for schools to measure the results of education competently. The tests are focused on these subjects: Czech language, mathematics, social science subjects, natural science subjects, English language and German language. Along with the results of pupils, the school gets summary results per class and per school (which are announced to the relevant school only) and overall average results per Republic, Region, school type or pupil category. The school uses such results as a benchmark for the evaluation of its own results. In addition, the overall results and the answers of pupils in particular are analyzed, which helps teachers in their pedagogical work.

The **SCIO** project ranks among commercial evaluation projects too. This project is focused both on individuals and schools. It offers national comparative testing of knowledge for primary and secondary schools, evaluation comparative testing, practice tests for the preparation of pupils for entrance examinations at secondary schools and universities, etc. SCIO tests are annually utilized by hundreds of primary and secondary schools and universities. Some secondary schools and universities take the results of these tests into account when deciding on the admission of pupils or students. A number of primary and secondary schools, including grammar schools with several years' attendance, use these tests to assess the results of instruction and to look for possibilities of its improvement.

Schools currently pay for the commercial tests but there is the intention of the Ministry and CSI to offer comparative instruments to all schools for free.

The Czech Republic is involved in the **OECD PISA project – Programme for International Student Assessment.** Data collection within the framework of the first cycle of the project was carried out in the Czech Republic's primary and secondary schools in April

2000. Among the OECD countries, Czech pupils attained slightly below-average results in the area of reading literacy, average results in the area of mathematical literacy and slightly above-average results in the area of natural science literacy.

Another project implemented in the Czech Republic is the TIMSS assessment, which examines the level of the knowledge and skills of the 4th or 8th form pupils of primary schools in mathematics and natural science subjects. This assessment has a four-year cycle. At the international level, the assessment is coordinated by the International Association for the Evaluation of Educational Achievement (IEA). In the Czech Republic, it is implemented by the Czech School Inspectorate. Next to the level of the knowledge of pupils other issues are inquired into too, such as the influence of a home environment, attitude of parents, etc., which makes it possible to acquire information for example about the selectivity of education. The last assessment took place in the Czech Republic in 2011.

The international PIRLS study (*Progress in International Reading Literacy Study*) is focused on testing the reading literacy of the 4th form pupils of primary schools. This study has a five-year cycle. At the international level, the study is coordinated by the International Association for the Evaluation of Educational Achievement (IEA). In the Czech Republic, it is implemented by the Czech School Inspectorate. The PIRLS study also aims to map out the significance of a family, school and surrounding environment of pupils for the development of reading literacy. The last study took place in the Czech Republic in 2011.

The purpose of the international ICILS study (*International Computer and Information Literacy Study*) is to acquire knowledge about the skills of pupils in the area of computer and information literacy (CIL). It is the first international comparative study monitoring the readiness of pupils for life in information society, i.e. the capability of using a computer for retrieving, creating and sharing information with a view to being able to successfully exist at home, at school, at work and in society. At the international level, the study is coordinated by the International Association for the Evaluation of Educational Achievement (IEA). In the Czech Republic, it is implemented by the Czech School Inspectorate. The study inquires into differences in the CIL results both in individual countries and in schools in individual countries, so that the differences ascertained can be put in correlation with the way of providing education in the area of CIL. Furthermore, the study inquires into links between the success of pupils and various aspects of educational programmes, technological background of schools, family background and individual characteristics of pupils. The tested group of pupils in the Czech Republic is the 8th form pupils of primary schools and corresponding forms of grammar schools with several years' attendance. The last study took place in the Czech Republic in 2013.

In 2014, the Czech School Inspectorate carried out a selective verification of the 4th and 8th form pupils of basic schools and of the 2nd form students of secondary vocational schools (schools offering technical secondary education with school-leaving examination), electronically through the electronic testing inspection system (iSET). The sample contained 384 schools in all, of which 305 were basic schools (including grammar schools offering basic education) and 79 were secondary vocational schools. The schools were included in the sample proportionally, according to their registered office, size or founder. In the case of secondary vocational schools, both GCE branches of study and branches of education leading to the acquisition of a certificate of apprenticeship were included. The tested areas were "Man and his World" (4th years of primary schools), natural science literacy and language literacy-foreign language (8th years of primary schools) and language literacy-foreign language (2nd

years of secondary vocational schools; the level of difficulty corresponded to the requirements at the end of primary education, i.e. to level A2 according to the Common European Framework of Reference for Languages). The goal of the testing was to provide all participants in the educational process with a relevant feedback in respect of the actual degree of fulfilment of the outputs of relevant Framework Educational Programmes.

What structures exist to support the work of schools (e.g. advisory services, inspection services, agencies to improve quality in education, institutes to provide professional development to education practitioners, provision of information)?

See the Section above.

Is capacity building and technical leadership an important function of the education administration (e.g. through the provision of national frameworks, guidance materials, tools for the use of school agents)?

The capacity of equipment (buildings or material) is within the competence of founders and is not regulated on a central (state) basis anyhow. The individual stages of the education system are managed from various levels of territorial self-administration, where certain optimization operations may be performed. Across the individual stages of the education system no such activity is performed. However, the equipment of schools is adapted to the needs of educational frameworks and there are not major differences among schools.

5.8 Main challenges

Are there any aspects in the utilisation of resources that are being currently challenged or subject to re-examination? What are these aspects and which alternative policy options are currently being considered?

The Ministry of Education, Youth and Sports annually prepares **developmental programmes that react to specific needs of the regional school system.** Within the framework of programme financing, the Ministry provides financial assistance for such measures as cannot be included in republic normatives (for example due to the fact that they do not apply to all schools and school facilities) or such inclusion would be ineffective in a given case. The programmes are often focused on the area of inclusive education. For 2014, about CZK 540 million were allocated to developmental programmes, which is an increase by CZK 220 million as against 2013. The pecuniary means thus increased will be used above all for financing a new developmental programme to support professional education.

What are the main areas of disagreement between education stakeholders about the utilisation of resources in the school system? Elaborate on the main reasons for disagreement.

A general effort is to bring back some of the features of former centralized system to the now decentralized one by means of setting central regulations that are to be fulfilled by decentralized institutions (i.e. limits on class sizes, schools size, teacher-pupil ratio, teaching hours, limits to teaching hours dedicated to subjects).

Chapter 6: Resource management

This Chapter contains comments on measures taken at the national level (such as recommendations or orders to founders at lower territorial levels) and as examples concrete measures taken in selected Regions are described.
In the school system no generalizing processes guaranteeing the utilization of experts for the distribution of funds exist. The relevant persons charged with the distribution of funds are chosen based on the current professional need of a given executive. When state budget means are broken down, the legislation (Education Act, normatives, etc.) specifies control mechanisms, and the means thus broken down are settled at the end of the year, along with the settlement of the state budget.
The conception and structure of support for schools and school managements in the area of resource management are not centrally governed in the Czech Republic. Activities related thereto should be, in essence, performed by the founder of a school (which itself should also encourage handling resources effectively), but in practice this is either not done or implementation at the levels of the Regions and cities is carried out on an individual basis, without generally defined rules.
From the point of view of the national audit system, no general system of audits of the educational process exists. In a specific case, depending on the founder, a specific institution may be audited, and in such a case it is always the head teacher who bears responsibility for economic management (if mistakes are ascertained). In the last resort, mistakes ascertained may result in a proposal for the removal of the relevant executive from office.
With the exception of publishing annual reports, schools are not obliged to automatically publish information of this character. However, the legislative framework in force in the Czech Republic provides free access to information, and on the basis of this provision every citizen is allowed to ask for information of such character (and the relevant institution is obliged to provide him/her with the information required).
Over the past roughly 15 years, the management of the school system has undergone radical changes. In compliance with the goals of the White Book, the regional school system in particular was decentralized a great deal (transfer of responsibilities/power from the central level of state administration to the level of regional and municipal self-administration) and the autonomy of schools increased substantially. These changes created space for innovations and the participation of all stakeholders. The decentralization of the school system, however, also led to a high fragmentation of management, disintegration of supporting capacities and problems with coordinating education policies among the State, Regions, cities and municipalities. While increased autonomy gave greater responsibility to schools, these new responsibilities were not adequately transferred to schools due to a lack of preparation and support to head teachers and other executives. Strategic materials in the past did not pay the necessary attention to the area of management.

6.1 Capacity building for resource management

These issues lie entirely within the authority of the school founder, which may be the MoEYS, Region, municipality, etc. Taking into account available information, this Chapter contains comments on measures taken at the national level (such as recommendations or orders to founders at lower territorial levels) and as examples concrete measures taken in

selected Regions are described, namely in the South Bohemian, Hradec Králové and Pardubice Regions.

What programmes and processes guarantee expertise in the management of resources throughout the school system? Which policies attempt to ensure capacity to effectively manage resources, especially at the local and school levels?

In the school system no generalizing processes guaranteeing the utilization of experts for the distribution of funds exist (save for the requirements for the professional education of head teachers – see Section 4.7). The relevant persons charged with the distribution of funds are chosen based on the current professional need of a given executive.

When state budget means are broken down, the legislation (Education Act, normatives, etc.) specifies control mechanisms, and the means thus broken down are settled at the end of the year, along with the settlement of the state budget. Inspection of effective utilization of the means can also be conducted by the Czech School Inspectorate (see Section 5.7), possibly by the Supreme Audit Office (which sees that the budget means are spent in compliance with the purpose they are designed for and also checks whether a given institution works effectively).

The example of the Pardubice Region shows that the Region considers public control to be of fundamental importance. Information on the allocation of financial means (their amount, purpose, etc.) is not only obtained by the school that the means are allocated to, but also by all the other schools in the Region, so that the system of allocating public funds will be under public control and the other schools won't have a feeling that the process of allocating financial means is not transparent.

Are there any competency frameworks for the selection of school leadership, or professional development programmes that support the resource management capacities of schools? What types of competencies are developed for different actors in the school system to ensure an effective management of resources?

The conditions of the selection of school executives (head teachers) are specified by Decree No. 54/2005, as amended, and by the Pedagogical Workers Act No. 563/2004 Coll., including requirements for the education of school management representatives, requirements concerning further education of pedagogical workers, participation in seminars, etc. The Czech Republic also participated in the International Cooperation for School Leadership Project (whose goal was, among other goals, to delimit the competence scope of the activity of a head teacher, but the subsequent implementation of the scope thus delimited has not met with success up to now). One of the components of the Career System Project, which is an individual national project, was the section "Head Teacher Career System". Concrete outputs from this project are not known yet, however, it is obvious that the system applies a similar approach as in the case of the Teacher Career System (individual levels and closed advancement – see Section 5.3).

Example of the Pardubice Region

The head teacher is appointed in terms of the Education Act, it being understood that all the other positions within school management and selection of persons for these positions are fully within the competence of the head teacher.

Education: Education is implemented in two programmes independent to each other, within the framework of the offer of the regional subsidiary of the National Institute of Further Education in Pradubice and as per the offer of the allowance organization Lifelong Learning Centre of the Pardubice Region. Both organizations offer relevant educational programmes.

Competence of responsible posts: Competence of posts in charge of effective administration of funds at schools and in school facilities is not specified by the Regional Authority, except for the head teacher's responsibility for such administration and effective utilization of funds.

What support is given to schools and their leadership in the task of managing resources (e.g. in the form of regional agencies providing advice, sharing of resources and expertise within school networks)?

The conception and structure of support for schools and school managements in the area of resource management are not centrally governed in the Czech Republic. Activities related thereto should be, in essence, performed by the founder of a school (which itself should also encourage handling resources effectively), but in practice this is either not done or implementation at the levels of the Regions and cities is carried out on an individual basis, without generally defined rules.

These activities are partially performed by the Czech School Inspectorate (see Section 5.7 for more information on the Czech School Inspectorate), but they are not among the Inspectorate's basic defined activities, although according to the Strategy of Education Policy the Czech School Inspectorate should dedicate itself to this sphere much more intensively (even at the expense of its primary inspection activity).

The example of the Pardubice Region shows that the Regional Authority of the Pardubice Region provides methodological and legislative help in the affair of resource management to all allowance organizations, i.e. to the schools and school facilities established by the Pardubice Region too, by means of expert officers, officers of its Legal Department and School Portal of the Pardubice Region. http://www.klickevzdelani.cz/

Furthermore, the Pardubice Regional Authority unifies some services that are an integral part of resource management, such as uniform insurance of administered assets, unification of services provided in the area of telecommunications and basic software equipment, monitoring economies made by the thermal insulation of buildings, etc.

What initiatives at the system and sub-system levels are taken to build up a knowledge base, tools and guidelines to assist resource management procedures (e.g. tools for planning resource use, systems of budgeting and accounting, guidelines for school leaders and education administrators to report on resource use, instructions to purchase education materials and establish contracts, and information about choices of education materials)?

The activities of such character are not performed at the national level. In some cases, founders collectivize data (such as annual reports or economic reports), but this is rather a passive support for resource management (see the examples from some Regions below). Data information policy is one of the planned activities of the sector, but its real outline is still very dim.

An example from the South Bohemian Region shows that analytical data is summarized annually – annual reports, long-term plans, strategies, investment plans, property reproduction, repairs, wage audits, etc., but this is, again, rather a passive support for resource management.[26]

In the Pardubice Region, at the level of regional self-administration there is a system making it possible to plan, in the long-term, the administration and maintenance of the buildings and other properties of the Region put into the care of allowance organizations. This system is a supporting element for budgeting and distributing resources in the area of property administration and maintenance.
In addition to this system, a "Data Warehouse" module is currently prepared, which will contain a complex set of information and data necessary for budgeting and allocating resources.
Systematically, the Pardubice Region School Portal belongs to this area too. It is a dialogue portal which provides services mainly in methodological, legislative and information areas and enables quick investigation outputs, communication through discussion panels and other forms of mutual communication.

6.2 Monitoring of resource use

What approaches exist to monitor the use of resources at the different levels of the school system? Which actors or agencies are involved in the process of monitoring and supervising how resources are used in the school system? What is the importance of monitoring the equity of resource use across student groups and regions of the country?

Pursuant to the Education Act, the Ministry of Education, Youth and Sports prepares and conducts checks on the correct and effective use of financial means allotted or contractually provided from the state budget, the National Fund and international organizations from abroad based on international contracts. At the same time, it conducts preliminary, concurrent and subsequent checks under a special legal regulation. Pursuant to the Education Act, the Czech School Inspectorate conducts public inspection of the utilization of financial means allocated from the state budget under Sections 160 – 163 of the Education Act, which includes inspections of their utilization to a relatively broad extent.
From the repressive point of view, ineffective use of financial means (uncovered by various state administration bodies) can be directly penalized by the founder only (however, the founder is actually punished too as it must cover a possible penalty from its own resources). To a certain extent, the tools that the Czech School Inspectorate, possibly the Ministry, has available can be viewed as tools of penalization too; for example, the Ministry may instigate proceedings leading to the erasure of a given organization from the School Register.

The next inspection body is the Supreme Audit Office, which, however, only checks the effective utilization of the financial means provided by the MoEYS.

Are financial audits of individual schools and local education authorities organised and, if so, by which entities? Is there a tradition of education performance audits by the national audit system? Are evaluations of individual resource managers conducted? Or, else, is

[26] http://www.kraj-jihocesky.cz/281/koncepce_z_oblasti_vychovy_vzdelavani_a_sportu.htm

financial/resource management an area assessed in the performance evaluation of individuals who perform duties as resource managers (e.g. school leaders, local education administrators)?

From the point of view of the national audit system, no general system of audits of the educational process exists. In a specific case, depending on the founder, a specific institution may be audited, and in such a case it is always the head teacher who bears responsibility for economic management (if mistakes are ascertained). In the last resort, mistakes ascertained may result in a proposal for the removal of the relevant executive from office.

The founders conduct public inspection of the economic management of the financial means of schools and school facilities established by the Regions – they mostly carry out a general inspection of an organization's economic management – correctness, transparency, completeness and lucidity of bookkeeping, observation of budget discipline, effective and economical use of the means provided, observation of generally binding legal regulations, etc.

Is there a tradition of policy and programme evaluation? How is the effectiveness of different school policies or targeted programmes assessed? Which entities take responsibility for policy and programme evaluation?

From the point of view of general rules, no framework for evaluating programmes and policies exist. In some periods, however, ad-hoc studies or projects aimed at the evaluation of education policies are developed. An example of this may be an analysis of the White Book in 2009 or various analyses made by external consulting companies (McKinsey & Comp. in 2010). The subject of evaluation is often basic documents concerning the development and policy of the school system (such as the evaluation of the Strategy of Education Policy or Long-Term Development Plan for the Regional School System).

Main findings in project of Center of education policy (2008) were focused on labour market and position of graduates on it, teachers (their motivation, needs, demand for teachers on labour market) and regional schools. Details can be found on http://www.strediskovzdelavacipolitiky.info/default.asp?page=kII_vys

Institutions performing these activities are mostly academic institutions or consulting companies. A general conception of evaluation is missing in this particular case.

6.3 Transparency and reporting

What requirements exist for schools and the education administration to publicly communicate information about how resources are used and to provide evidence of their impact on learning (e.g. student achievement results)? What type of information is publicly provided?

What requirements exist for schools to communicate information about resource use to the education administration? What type of information needs to be provided to the education administration?

With the exception of publishing annual reports, schools are not obliged to automatically publish information of this character. However, the legislative framework in force in the

Czech Republic provides free access to information, and on the basis of this provision every citizen is allowed to ask for information of such character (and the relevant institution is obliged to provide him/her with the information required).

6.4 Incentives for the effective use of resources

Are there any mechanisms in place that link future resources of individual schools or local education authorities to past educational performance? How are such mechanisms implemented? Is there any evidence on their effects on the use of resources at the school level?

Are individual local education authorities, schools or school agents (e.g. school leader, education administrator) rewarded for gained efficiencies? For instance, can schools, at least in part, retain the benefits of their improved efficiency? Conversely, are individual local education authorities, schools or school agents sanctioned for decreased efficiencies? If available, please provide evidence of the impact of these approaches.

The issues of evaluation of the efficiency (or rather success) of schools and influence of the results on the future allocation of funds are not elaborated at the central level. At present, funds are allocated according to the republic normatives (various normative levels for various schools), which do not take into account differences between the Regions or regional economic needs (school structure from the point of view of the size and branches of education of individual schools). The only conformity with the previous policy is that the schools which succeeded in estimating demand for a specific branch of study are given preferential treatment in certain situations. The existing proposals for modifications to the way of allocation currently in force do not include any intentions of evaluating how successful the educational activities of a given institution were in the past (their goal is rather to reduce the differences in the conditions of education in individual Regions). Consequently, it is possible to say that these issues fall exclusively within the founder's competence. However, the founders often face a dynamically developing demographic situation and any mechanisms taking into account effective (or ineffective) use of resources in the past are often reduced to mere safeguarding of the basic needs of the educational process in a given locality.

From the point of view of measuring efficiency it is necessary to say that no model of measuring efficiency exists because in principle only "performance" is measured in the educational process in the Czech Republic. Performance in this sense is meant to be numbers of educated individuals. Qualitative tools to express differences between individual forms of education are not applied in the current practice of measuring outputs.

In the opinion of the Hradec Králové Region, no such mechanisms exist. The South Bohemian Region attributes all competence to the MoEYS. In the opinion of the Zlín Region, the reform of public administration in the school system in 2001 shifted competence towards regional self-administered entities and this fact has a fundamental influence on the functioning of processes in the regional school system and possibilities of these processes being directly regulated by the MoEYS. The Pardubice Regional Authority does not monitor the connection between the amount of future funds and results of education in the past. We are not even aware that something like that exists at the level of allowance organizations, which fall under the competence of the Department of the School System and Culture.

6.5 Main challenges

Are there any aspects in the management of resources that are being currently challenged or subject to re-examination? What are these aspects and which alternative policy options are currently being considered?

What are the main areas of disagreement between education stakeholders about the management of resources in the school system? Elaborate on the main reasons for disagreement.

Inadequate attention to the importance of management capacity at the local level

Over the past roughly 15 years, the management of the school system has undergone radical changes. In compliance with the goals of the White Book, the regional school system in particular was decentralized a great deal (transfer of responsibilities/power from the central level of state administration to the level of regional and municipal self-administration) and the autonomy of schools increased substantially. These changes created space for innovations and the participation of all stakeholders. The decentralization of the school system, however, also led to a high fragmentation of management, disintegration of supporting capacities and problems with coordinating education policies among the State, Regions, cities and municipalities. While increased autonomy gave greater responsibility to schools, these new responsibilities were not adequately transferred to schools due to a lack of preparation and support to head teachers and other executives. Strategic materials in the past did not pay the necessary attention to the area of management. In respect of the challenges listed above, the Strategy 2020 includes the following goals:

- Creation of a national system to monitor how well all important results of education are attained (by means of tendering processes and other tools); preparation of professional frameworks and educational programmes for school executives (namely officers from the Ministry, workers of directly controlled organizations, workers of the Czech School Inspectorate, representatives of founders and other persons).
- Foundation of the National Council for Education as an expert advisory body of the Minister of Education, Youth and Sports. This should encourage continuity in education policy.
- The implementation process and impact of every measure taken in relation to education policy shall duly be evaluated. Attention must be paid to the way the evaluation is carried out – the evaluation does not need to be formal, but it must bring factual information, on the basis of which it will be possible to modify the implementation of a given measure.
- Creation of a coherent system of indicators for evaluating the education system based on specified criteria.

Regions prepare Long-term policy objectives of education and development of the education system. In those document policy representation expresses visions and plans in the future. For example you can see some of those documents here:

- http://www.kr-vysocina.cz/dlouhodobe-zamery-vzdelavani-a-rozvoje-vzdelavaci-soustavy/ds-300669
- http://www.kr-jihomoravsky.cz/Default.aspx?ID=175386&TypeID=2
- https://verejna-sprava.kr-moravskoslezsky.cz/assets/sk/dz_msk_2012_fin_27_3.pdf
- https://www.kr-stredocesky.cz/web/skolstvi/koncepcni-materialy

http://www.plzensky-kraj.cz/cs/clanek/dlouhodoby-zamer-vzdelavani-a-rozvoje-vzdelavaci-soustavy-plzenskeho-k raje-2012

Appendices

Appendix 1: Short summary of the Strategy of the Education Policy of the Czech Republic up to 2020

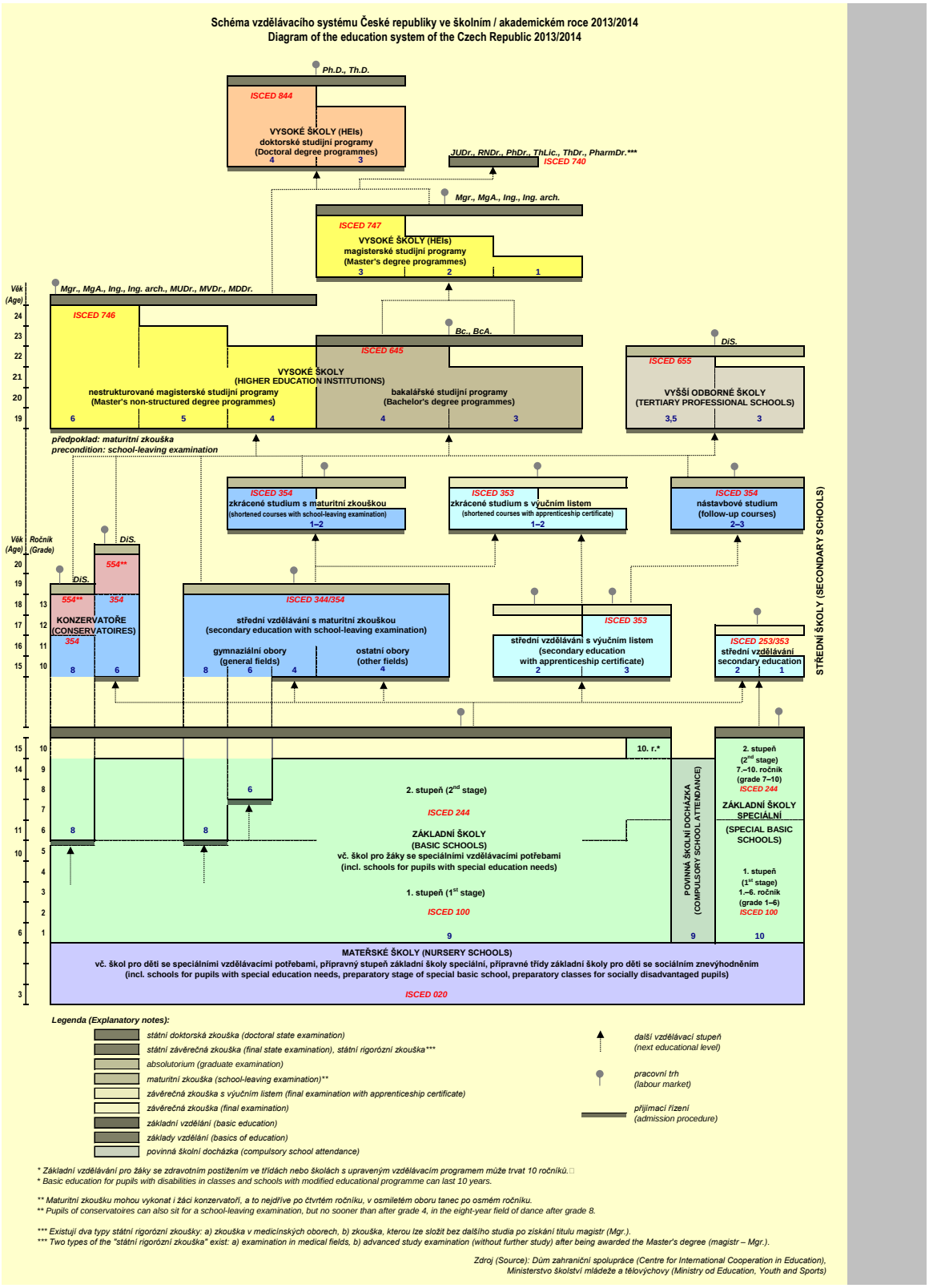
The Strategy of the Education Policy of the Czech Republic up to 2020 aims to ensure that none of social group has limit to access the educational system and educational opportunities. Factors which cannot be influenced by the individual such as gender, socio-economic status, region, nationality etc. cannot represent the reasons to disadvantaged individuals. The Strategy aims to improve the quality of education. This can be caused only if the objectives and needs of education understand a majority of the population and if all the participants in the educational process are motivated and committed to the idea of continuous improvement in teaching. The main prerequisites represent:

- Complete and implement the career rules for teachers and improve conditions for their work
- Modernize initial education of teachers and initial education of schools' directors
- Strengthen additional education and methodological support of teachers and directors
- Strengthen the importance of the quality of teaching at the higher education
- Clearly describe the main aims of education

The responsibility and effective management of education system were not deeply described in previous strategic documents. The main idea in the Strategy represent:

- Strengthen the elements of strategic management in the education policy
- Improve information and knowledge and develop the research in education
- Strengthen evaluation of the education system
- Improve communication between stakeholders in education including public

Appendix 2: Education system of the Czech Republic in the school/academic year 2013/2014



Appendix 3: Number of students, by type of school and status of study, 2000–2013

Table 1: Number of students, by type of school and status of study, 2000–2013

Type of schools	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
	Total number of students													
Nursery schools	286 147	282 642	284 950	286 340	286 230	282 183	285 419	291 194	301 620	314 008	328 612	342 521	354 340	363 568
Basic schools	1 101 288	1 071 049	1 036 632	998 026	958 203	916 575	876 513	844 863	816 015	794 459	789 486	794 642	807 950	827 654
1st stage	622 946	596 362	561 252	529 291	497 275	473 269	462 820	458 046	458 197	460 754	465 380	474 327	488 106	505 983
2nd stage	474 314	470 517	470 886	463 883	455 762	443 306	413 693	386 817	357 818	333 705	324 106	320 315	319 844	321 671
Secondary schools	555 971	561 454	567 951	576 615	579 505	577 605	576 585	569 270	564 307	556 260	532 914	501 220	470 754	448 788
secondary education	4 057	3 361	2 977	2 829	2 664	2 381	1 988	1 749	1 795	1 917	2 105	2 053	1 965	1 965
secondary education with school-leaving examination	366 569	366 233	373 541	382 274	389 077	393 264	399 989	400 191	400 644	395 710	378 265	357 911	336 655	320 888
shortened courses with school-leaving examination	0	0	0	0	0	102	521	284	411	504	810	1 089	1 410	1 962
secondary education with apprenticeship certificate	156 806	156 391	152 701	147 838	142 641	136 503	130 730	123 412	116 272	113 336	108 100	103 065	99 708	96 319
shortened courses with apprenticeship certificate	10	3	58	53	40	100	117	141	126	273	427	620	850	1 174
follow-up courses	28 529	35 466	38 674	43 621	45 083	45 255	43 240	43 493	45 059	44 520	43 207	36 482	30 166	26 480
Conservatoires	3 405	3 448	3 511	3 543	3 505	3 495	3 534	3 606	3 535	3 435	3 560	3 557	3 656	3 690
Tertiary professional schools	26 605	26 680	27 584	30 681	29 759	28 792	27 650	28 774	28 027	28 749	29 800	29 335	28 980	28 332

	Number of students – full-time study													
Nursery schools	286 147	282 642	284 950	286 340	286 230	282 183	285 419	291 194	301 620	314 008	328 612	342 521	354 340	363 568
Basic schools	1 101 288	1 071 049	1 036 632	998 026	958 203	916 575	876 513	844 863	816 015	794 459	789 486	794 642	807 950	827 654
1st stage	622 946	596 362	561 252	529 291	497 275	473 269	462 820	458 046	458 197	460 754	465 380	474 327	488 106	505 983
2nd stage	474 314	470 517	470 886	463 883	455 762	443 306	413 693	386 817	357 818	333 705	324 106	320 315	319 844	321 671
Secondary schools	526 687	532 978	538 275	542 937	543 587	542 027	541 770	533 940	527 045	519 468	496 962	470 347	443 719	423 863
secondary education	3 981	3 321	2 922	2 790	2 602	2 296	1 852	1 692	1 675	1 802	1 960	1 966	1 940	1 933
secondary education with school-leaving examination	357 069	357 088	364 238	372 100	378 445	383 150	389 556	389 837	390 410	385 714	368 678	349 286	328 412	313 130
shortened courses with school-leaving examination	0	0	0	0	0	0	73	44	50	23	31	68	118	283
secondary education with apprenticeship certificate	155 748	155 324	151 431	146 495	141 032	135 159	129 551	122 049	114 994	112 031	106 684	101 694	98 233	94 640
shortened courses with apprenticeship certificate	10	0	17	14	10	3	16	86	69	199	350	490	659	917
follow-up courses	9 879	17 245	19 667	21 538	21 498	21 419	20 722	20 232	19 847	19 699	19 259	16 843	14 357	12 960
Conservatoires	3 265	3 319	3 366	3 371	3 366	3 334	3 356	3 411	3 323	3 238	3 349	3 311	3 396	3 418
Tertiary professional schools	22 691	22 559	22 858	25 550	25 033	23 881	22 696	22 295	20 759	20 681	21 234	20 737	20 407	19 882
	Number of students – part-time study													
Nursery schools	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Basic schools	.	.	.	.	.	.	.	.	.	.	.	.	.	.
1st stage	.	.	.	.	.	.	.	.	.	.	.	.	.	.
2nd stage	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Secondary schools	29 284	28 476	29 676	33	35	35	34	35	37	36	35	30	27	24

				678	918	578	815	330	262	792	952	873	035	925
secondary education	76	40	55	39	62	85	136	57	120	115	145	87	25	32
secondary education with school-leaving examination	9 500	9 145	9 303	10 174	10 632	10 114	10 433	10 354	10 234	9 996	9 587	8 625	8 243	7 758
shortened courses with school-leaving examination	0	0	0	0	0	102	448	240	361	481	779	1 021	1 292	1 679
secondary education with apprenticeship certificate	1 058	1 067	1 270	1 343	1 609	1 344	1 179	1 363	1 278	1 305	1 416	1 371	1 475	1 679
shortened courses with apprenticeship certificate	0	3	41	39	30	97	101	55	57	74	77	130	191	257
follow-up courses	18 650	18 221	19 007	22 083	23 585	23 836	22 518	23 261	25 212	24 821	23 948	19 639	15 809	13 520
Conservatoires	140	129	145	172	139	161	178	195	212	197	211	246	260	272
Tertiary professional schools	3 914	4 121	4 726	5 131	4 726	4 911	4 954	6 479	7 268	8 068	8 566	8 598	8 573	8 450

Source:MŠMT

Note: Full-time students include students studying within the framework of the attendance form of study, while part-time students include students studying within the framework of the combined, possibly correspondence form of study. These two forms differ from each other, consequently, from the point of view of school attendance.

Appendix 4: Public expenditure on education in current prices (mil. CZK)

			2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Public spending on education in current prices[)]			**97 935.5**	**108 532.7**	**115 856.6**	**123 041.6**	**130 319.2**	**142 834.1**	**152 987.8**	**151 003.0**	**163 943.0**	**162 965.1**	**173 722.0**	**171 369.9**	**172 805.2**
in	ISCED 0		8 433.1	9 512.9	9 764.4	10 290.1	11 034.3	11 975.0	12 677.8	14 094.5	15 983.4	16 283.3	16 279.4	16 933.5	17 846.3
		Nursery Schools[)]	8 120.2	9 105.1	9 396.7	9 911.5	10 617.9	11 575.1	12 315.4	13 720.1	15 620.5	15 899.4	15 927.1	16 565.9	17 722.8
	ISCED 1 – 2		33 675.1	37 197.7	42 717.5	44 870.7	43 975.3	48 148.9	47 866.4	49 543.0	54 104.0	52 340.3	54 543.4	52 983.4	54 562.4
		Basic schools and daycare services	30 653.9	33 755.4	39 042.8	40 856.0	39 818.7	43 896.4	43 518.7	45 144.2	49 409.4	47 794.3	49 807.5	48 479.4	50 299.9
	Basic Art Schools		2 034.0	2 266.7	2 479.9	2 784.1	3 037.7	3 146.1	3 351.3	3 544.4	3 803.6	3 854.2	3 813.9	3 961.8	4 009.1
	ISCED 3 - 4 including Art Schools		21 513.2	24 659.7	26 536.7	27 977.7	29 350.8	31 495.5	32 395.0	33 691.7	35 585.9	34 486.5	33 965.6	33 339.1	32 118.3
	from which	Gymnaziums. Sport Schools	4 239.7	5 039.0	5 319.7	5 732.6	6 115.3	6 764.2	7 134.4	7 552.2	7 789.7	7 512.4	7 556.4	7 539.9	7 601.6
		Vocational High Schools. conservatories. Higher Vocational Schools	8 431.4	9 430.6	9 858.1	10 410.3	11 066.0	12 102.6	12 448.5	13 037.8	14 439.4	14 177.5	14 041.6	13 815.3	13 535.3
		Vocational Trainning Schools	7 528.5	8 987.0	10 065.8	10 450.5	10 762.9	11 155.0	11 500.7	11 906.1	12 188.3	11 630.0	11 204.1	10 796.7	9 813.9
	Catering for pupils ISCED 1 – 3		5 527.1	5 239.3	2 064.2	2 068.1	3 419.6	3 409.3	3 446.5	3 616.1	3 819.0	3 699.1	3 275.5	3 080.1	3 122.3
	Dormitories		2 814.6	3 019.8	3 276.2	3 828.7	4 055.2	4 202.1	4 074.6	4 159.9	4 571.9	4 325.8	4 186.6	3 144.4	3 858.6
	Universities		16 456.2	18 579.5	20 506.3	22 845.5	26 442.5	29 009.2	34 603.9	31 244.2	33 710.3	32 308.9	34 225.0	34 258.6	34 229.4
	Public Administration		515.5	567.6	642.5	704.2	662.1	709.2	806.5	826.1	750.4	762.4	812.9	784.4	725.9
	Personal Expenditures		6 966.8	7 489.3	7 868.9	7 672.6	8 341.7	10 738.8	13 765.7	10 283.2	11 614.5	14 904.6	22 619.6	22 884.5	22 332.9

Source: Czech Statistical Office

Appendix 5: Unit costs per pupil/student in current prices in 2004 – 2013; as per kind/type of school

Kind/type of school		2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Pre-school education		CZK 33,621	CZK 35,731	CZK 38,924	CZK 40,492	CZK 41,979	CZK 44,123	CZK 42,477	CZK 41,709	CZK 43,104	CZK 42,398
of which nursery schools[1)]		CZK 33,014	CZK 35,183	CZK 38,272	CZK 39,946	CZK 41,519	CZK 43,651	CZK 42,017	CZK 41,271	CZK 42,698	CZK 42,661
Basic education, incl. after-school care centres and clubs		CZK 40,571	CZK 42,237	CZK 46,962	CZK 50,371	CZK 52,572	CZK 57,643	CZK 57,293	CZK 60,343	CZK 60,594	CZK 59,950
of which basic schools, incl. after-school care centres and clubs[1)]		CZK 38,377	CZK 40,635	CZK 44,374	CZK 46,300	CZK 49,740	CZK 54,599	CZK 54,278	CZK 57,214	CZK 57,519	CZK 57,005
Secondary education and conservatoires		CZK 44,972	CZK 47,292	CZK 50,515	CZK 53,018	CZK 54,813	CZK 57,271	CZK 57,010	CZK 59,340	CZK 63,210	CZK 64,194
of which	grammar schools, incl. sports schools[1)]	CZK 37,525	CZK 39,927	CZK 43,114	CZK 45,484	CZK 47,766	CZK 49,668	CZK 49,280	CZK 51,391	CZK 54,212	CZK 55,647
	secondary vocational schools, incl. higher vocational schools[1), 2)]	CZK 40,981	CZK 43,016	CZK 47,724	CZK 48,372	CZK 49,484	CZK 52,416	CZK 52,684	CZK 55,522	CZK 59,368	CZK 63,092
	conservatoires[1)]				CZK 154,800	CZK 160,972	CZK 178,49	CZK 180,496	CZK 179,795	CZK 182,302	CZK 185,190
	secondary educational establishments, educational establishments and practical instruction centres[1)]	CZK 53,375	CZK 57,072	CZK 58,888	CZK 61,376	CZK 63,051	CZK 65,486	CZK 64,608	CZK 66,604	CZK 69,417	CZK 67,973
Universities, incl. residential halls and students' canteens		CZK 82,770	CZK 89,026	CZK 93,538	CZK 95,597	CZK 93,763	CZK 99,019	CZK 94,454	CZK 97,396	CZK 99,502	CZK 104,763

Source: Regional Authority – Section 333-MoEYS; 700-Municipalities and voluntary unions of municipalities, Regional Authority; database of the MoEYS.

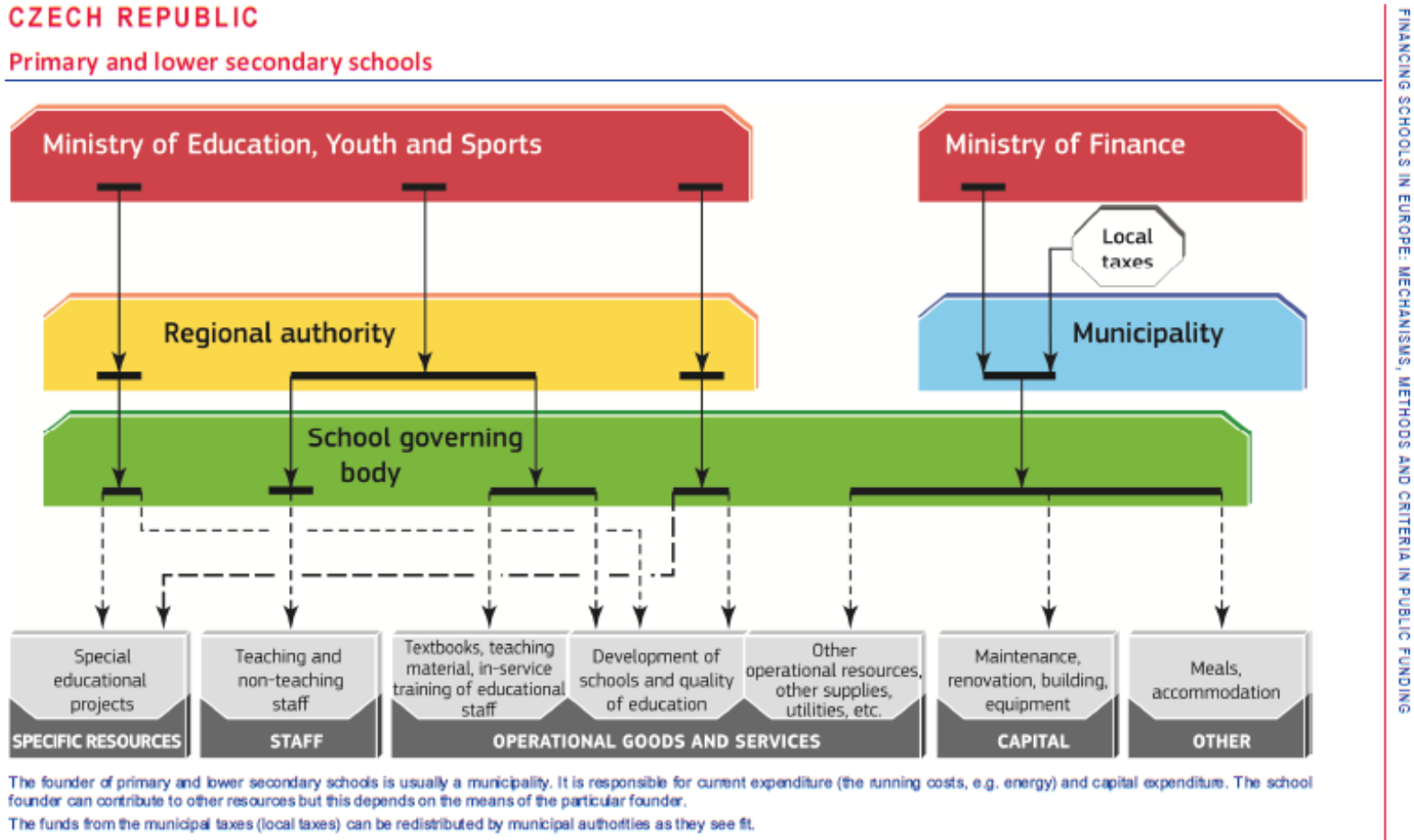
NOTES FOR TABLE B1.10: Methodology used for the calculation of costs per pupil/student

- *number of pupils/students in school year = number of children/pupils/students in full-time form of education + 1/3 of number of children/pupils/students of other forms of education, from 2006 1/4 of number of children/pupils/students of other forms of education*
- *converted number of children/students in calendar year = 2/3 of number of children/students in school year, which ends in a given calendar year + 1/3 of number of children/students in school year which begins in a given calendar year*
- *total school expenditures = running (non-investment) expenditures from the budgets of the MoEYS, municipalities, voluntary unions of municipalities and Regional Authorities (excluding expenditures from the budgets of the Ministry of Defence, Ministry of the Interior and Ministry of Justice, which are not available in a coherent flow chart).*

[1)] Without schools for children/pupils/students with special educational needs

[2)] Up to 2006 including conservatoires

Appendix 6: Distribution of Government Funding in Basic and Upper Secondary Education



Appendix 7: Structure of public expenditure on education between 2001 and 2013 in current prices

		2001	2002	2003	2004	2005	2006	2007	20086)	2009	2010	2011	2012	2013
ISCED 0		8,61%	8,77%	8,43%	8,36%	8,47%	8,38%	8,29%	9,33%	9,96%	9,96%	9,37%	9,88%	10,33%
Nursery schools		8,29%	8,39%	8,11%	8,06%	8,15%	8,10%	8,05%	9,09%	9,73%	9,73%	9,17%	9,67%	10,26%
ISCED 1 - 2		34,38%	34,27%	36,87%	36,47%	33,74%	33,71%	31,29%	32,81%	33,72%	33,72%	31,40%	30,92%	31,57%
Basic schools including daycare services		31,30%	31,10%	33,70%	33,21%	30,55%	30,73%	28,45%	29,90%	30,79%	30,79%	28,67%	28,29%	29,11%
Basic art schools		2,08%	2,09%	2,14%	2,26%	2,33%	2,20%	2,19%	2,35%	2,37%	2,37%	2,20%	2,31%	2,32%
ISCED 3 – 4		21,97%	22,72%	22,90%	22,74%	22,52%	22,05%	21,17%	22,31%	22,18%	22,18%	19,55%	19,45%	18,59%
from which	gymnasiums including sports schools[)]	4,33%	4,64%	4,59%	4,66%	4,69%	4,74%	4,66%	5,00%	4,85%	4,85%	4,35%	4,40%	4,40%
	Vocational High Schools, conservatories, Higher Vocational Schools	8,61%	8,69%	8,51%	8,46%	8,49%	8,47%	8,14%	8,63%	9,00%	9,00%	8,08%	8,06%	7,83%
	Vocational Training Schools	7,69%	8,28%	8,69%	8,49%	8,26%	7,81%	7,52%	7,88%	7,60%	7,60%	6,45%	6,30%	5,68%
Catering for pupils ISCED 1 – 3		5,64%	4,83%	1,78%	1,68%	2,62%	2,39%	2,25%	2,39%	2,38%	2,38%	1,89%	1,80%	1,81%
Dormitories		2,87%	2,78%	2,83%	3,11%	3,11%	2,94%	2,66%	2,75%	1,72%	1,72%	2,41%	1,83%	2,23%
Universities		16,80%	17,12%	17,70%	18,57%	20,29%	20,31%	22,62%	20,69%	21,01%	21,01%	19,70%	19,99%	19,81%
Public Administration		0,53%	0,52%	0,55%	0,57%	0,51%	0,50%	0,53%	0,55%	0,47%	0,47%	0,47%	0,46%	0,42%
Other		7,11%	6,90%	6,79%	6,24%	6,40%	7,52%	9,00%	6,81%	6,20%	6,20%	13,02%	13,35%	12,92%

Source: Final Account – budget 333-MŠMT, 700-Municipalities; 380- regions, 307- Ministry of Defense, 329-Minsitry of Agriculture

Appendix 8: Average number of students per school, by type of school and region, 2013

Average number of students per school, by type of school and region, 2013

Type of school	Czech Republic	Administrative unit (NUTS 3)													
		Hlavní město Praha	Středočeský kraj	Jihočeský kraj	Plzeňský kraj	Karlovarský kraj	Ústecký kraj	Liberecký kraj	Královéhradecký kraj	Pardubický kraj	Vysočina	Jihomoravský kraj	Olomoucký kraj	Zlínský kraj	Moravskoslezský kraj
Nursery schools	**71,5**	108,6	64,0	76,4	72,5	79,0	75,6	66,4	65,3	60,4	63,9	62,6	62,4	65,8	86,7
Basic schools	**202,1**	327,7	197,2	201,4	204,9	218,2	254,3	178,0	169,4	168,5	158,1	189,8	168,0	182,6	222,0
Secondary schools	**337,2**	322,8	277,3	325,5	404,6	313,0	374,4	330,8	309,2	303,3	304,8	394,2	303,4	375,6	390,4
secondary education	**15,8**	23,9	11,8	10,1	18,3	12,5	12,5	34,5	19,6	17,2	12,1	16,3	11,9	11,2	24,1
secondary education with school-leaving examination	**267,2**	280,8	232,9	268,6	314,5	221,5	296,7	221,0	242,5	241,2	241,4	296,3	267,8	285,2	277,2
shortened courses with school-leaving examination	**51,6**	49,0	93,7	15,0	3,0	x	16,5	21,0	24,0	x	180,5	17,3	47,8	16,5	57,5
secondary education with apprenticeship certificate	**184,9**	179,3	153,1	178,8	182,6	164,6	228,0	254,8	160,6	159,2	169,5	206,7	158,7	157,0	245,0
shortened courses with apprenticeship certificate	**31,7**	48,3	12,0	18,3	39,5	x	28,7	x	7,0	8,0	3,0	59,3	13,0	18,5	35,2
follow-up courses	**69,5**	84,3	71,1	78,6	62,0	54,8	80,7	68,5	51,0	47,8	57,2	70,1	67,8	64,1	79,8
Conservatoires	**205,0**	206,6	x	147,0	208,0	x	213,0	x	x	230,0	x	240,5	119,0	179,0	230,0
Tertiary professional schools	**162,8**	165,8	128,0	112,1	317,0	121,0	267,4	72,5	89,0	152,1	116,0	318,2	171,6	125,8	217,9

Average number of students per school, by type of school, 2005–2013

Type of school	2005	2006	2007	2008	2009	2010	2011	2012	2013
Nursery schools	58,4	59,3	60,6	62,7	65,1	67,3	69,5	70,7	71,5
Basic schools	204,9	208,8	203,3	197,4	192,6	191,5	193,3	197,3	202,1
1st stage	106,7	110,9	110,9	111,5	112,4	113,6	116,0	119,8	124,2
2nd stage	145,3	147,3	139,4	129,6	121,1	117,9	117,0	117,7	118,9
Secondary schools	288,2	389,1	393,4	392,4	388,2	374,5	359,8	349,5	337,2
secondary education	.	18,2	16,5	16,2	16,7	17,1	16,3	16,0	15,8
secondary education with school-leaving examination (incl.shortened courses)	.	321,2	324,0	323,7	319,8	308,7	300,2	294,5	285,5
secondary education with apprenticeship certificate (incl.shortened courses)	.	232,8	225,5	215,2	210,8	203,6	197,5	192,6	186,4
follow-up courses	.	97,8	99,3	101,7	103,5	100,2	87,5	75,4	69,5
Conservatoires	205,6	196,3	189,8	196,4	202,1	197,8	197,6	203,1	205,0
Tertiary professional schools	163,6	158,9	162,6	152,3	156,2	163,7	163,0	162,8	162,8

Appendix 9: The portion of men in the educational system, 2006-2013

	The portion of men in the educational system							
	2006	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**
Total	**19.4%**	**19.4%**	**19.2%**	**18.9%**	**18.6%**	**18.5%**	**18.1%**	**17.8%**
Total of men teachers	21.4%	21.5%	21.3%	20.9%	20.4%	20.7%	20.1%	19.6%
Nursery school	0.1%	0.2%	0.2%	0.2%	0.2%	0.2%	0.3%	0.3%
Basic school	14.1%	14.1%	14.0%	13.8%	13.6%	15.1%	14.9%	14.7%
Secondary school (vocational schools and conservatories included)	36.1%	36.1%	36.1%	35.9%	35.5%	35.8%	35.4%	35.0%
School leaders (total)	32.9%	32.7%	32.3%	32.0%	31.5%	31.0%	30.8%	30.6%

Appendix 10: Average wages, female and male –in 2006–2013

Average monthly wage	Female								Male				
	2006	2007	2008	2009	2010	2011	2012	2013	2006	2007	2008	2009	
Employees (total)	**18 078 Kč**	**19 097 Kč**	**19 716 Kč**	**21 101 Kč**	**20 663 Kč**	**21 558 Kč**	**22 067 Kč**	**22 254 Kč**	**21 792 Kč**	**23 218 Kč**	**23 959 Kč**	**25 375 Kč**	
Nursery schools	17 118 Kč	17 904 Kč	18 544 Kč	19 611 Kč	18 893 Kč	19 747 Kč	22 176 Kč	22 365 Kč	.	.	.	.	
Basic school	21 855 Kč	22 860 Kč	23 592 Kč	25 035 Kč	24 044 Kč	25 345 Kč	25 757 Kč	26 021 Kč	22 093 Kč	23 050 Kč	23 749 Kč	25 155 Kč	
Secndary school	23 294 Kč	24 712 Kč	25 358 Kč	26 583 Kč	25 894 Kč	27 043 Kč	27 107 Kč	27 163 Kč	23 901 Kč	25 372 Kč	26 098 Kč	27 215 Kč	
School leaders – nursery school	.	.	.	.	.	29 710 Kč	31 803 Kč	32 508 Kč	.	.	.	.	
School leaders – basic school	.	.	.	.	.	37 859 Kč	38 503 Kč	39 410 Kč	.	.	.	.	
School leader – secondary school.	.	.	.	.	.	42 852 Kč	43 429 Kč	44 070 Kč	.	.	.	.	

Appendix 11: Age structure of school leaders – female and male –in 2006–2013

	Year	Female					Male					Total				
		Age					Age					Age				
		-35	36–45	46–55	56–65	66+	do 35	36–45	46–55	56–65	66+	do 35	36–45	46–55	56–65	66+
% of school leaders	2006	4,6%	29,6%	48,3%	17,4%	0,1%	6,6%	25,1%	37,6%	30,0%	0,7%	5,2%	28,1%	44,8%	21,6%	0,3%
	2007	4,2%	27,9%	49,2%	18,5%	0,2%	6,7%	23,9%	38,0%	30,6%	0,8%	5,0%	26,6%	45,5%	22,5%	0,4%
	2008	4,1%	26,2%	49,8%	19,7%	0,3%	6,5%	23,1%	38,1%	31,3%	0,9%	4,9%	25,2%	46,0%	23,5%	0,5%
	2009	3,8%	23,7%	51,2%	21,1%	0,3%	6,3%	22,0%	38,5%	32,0%	1,2%	4,6%	23,1%	47,1%	24,6%	0,6%
	2010	3,8%	21,7%	51,8%	22,3%	0,4%	6,0%	21,7%	39,1%	32,0%	1,3%	4,5%	21,7%	47,8%	25,3%	0,7%
	2011	3,1%	19,6%	53,3%	23,6%	0,5%	5,6%	21,6%	39,2%	32,5%	1,2%	3,8%	20,2%	48,9%	26,3%	0,7%
	2012	3,3%	19,6%	52,3%	24,2%	0,6%	6,6%	22,4%	38,7%	31,5%	0,8%	4,3%	20,5%	48,1%	26,5%	0,6%
	2013	3,1%	18,5%	51,6%	26,2%	0,6%	5,9%	21,8%	38,3%	32,7%	1,3%	3,9%	19,5%	47,6%	28,2%	0,8%

Source: MŠMT

Appenix 12: Education of school leaders – female and male in 2006–2013

	Year	Female				Male				Total			
		Education Level				Education Level				Education Level			
		Apprenticeship Training	Maturita Exam	Higher Voc. Training	Uni.	Apprenticeship Training	Maturita Exam	Higher Voc. Training	Uni.	Apprenticeship Training	Maturita Exam	Higher Voc. Training	Uni.
% of school leaders	2006	0,3%	35,8%	2,3%	61,7%	0,2%	4,9%	4,2%	90,6%	0,3%	25,6%	2,9%	71,2%
	2007	0,3%	35,2%	2,2%	62,3%	0,2%	5,0%	4,3%	90,6%	0,2%	25,3%	2,9%	71,6%
	2008	0,2%	34,6%	2,2%	62,9%	0,1%	4,6%	4,5%	90,7%	0,2%	24,9%	3,0%	71,9%
	2009	0,2%	33,8%	2,3%	63,8%	0,1%	4,5%	4,5%	90,9%	0,2%	24,4%	3,0%	72,5%
	2010	0,2%	32,3%	2,2%	65,2%	0,1%	4,5%	4,3%	91,0%	0,2%	23,6%	2,9%	73,3%
	2011	0,2%	31,3%	2,2%	66,3%	0,3%	3,7%	4,4%	91,6%	0,2%	22,8%	2,9%	74,1%
	2012	0,2%	30,4%	2,3%	67,2%	0,2%	4,0%	4,1%	91,6%	0,2%	22,3%	2,8%	74,7%
	2013	0,1%	29,3%	2,2%	68,4%	0,3%	3,9%	4,1%	91,7%	0,2%	21,5%	2,8%	75,5%
ISCED 0	2011	0,3%	76,2%	1,7%	21,8%	.	.	.	.	0,3%	74,6%	1,7%	23,4%
	2012	0,2%	73,4%	1,7%	24,7%	.	.	.	.	0,2%	72,7%	1,7%	25,4%
	2013	0,1%	71,7%	1,7%	26,4%	.	.	.	.	0,1%	71,1%	1,7%	27,1%
ISCED 1 and 2	2011	0,1%	8,1%	1,8%	90,0%	–	1,2%	3,4%	95,5%	0,1%	5,7%	2,3%	91,9%
	2012	0,0%	5,8%	1,6%	92,5%	–	1,5%	3,4%	95,2%	0,0%	4,3%	2,2%	93,5%
	2013	0,0%	5,6%	0,8%	93,5%	–	1,4%	1,8%	96,8%	0,0%	4,1%	1,2%	94,7%
ISCED 3 and 4	2011	0,2%	3,7%	2,5%	93,6%	0,2%	4,1%	3,7%	92,0%	0,2%	4,0%	3,2%	92,7%
	2012	0,2%	4,5%	0,8%	94,5%	0,1%	4,0%	1,8%	94,1%	0,2%	4,2%	1,4%	94,3%
	2013	0,1%	4,5%	0,7%	94,6%	0,4%	4,1%	1,8%	93,8%	0,3%	4,3%	1,3%	94,1%
Schools for children with special needs	2011	–	50,9%	0,5%	48,6%	0,5%	4,1%	0,5%	94,9%	0,1%	45,0%	0,5%	54,4%
	2012	–	47,0%	1,1%	51,9%	0,6%	4,4%	1,0%	94,0%	0,1%	41,6%	1,1%	57,2%
	2013	0,0%	46,5%	0,9%	52,6%	0,6%	3,8%	1,1%	94,6%	0,1%	41,1%	0,9%	57,9%
Other	2011	1,3%	38,4%	10,6%	49,7%	2,6%	19,0%	18,5%	59,9%	1,8%	31,6%	13,3%	53,3%
	2012	1,4%	35,0%	14,8%	48,8%	2,0%	18,9%	19,7%	59,4%	1,6%	28,7%	16,7%	52,9%
	2013	1,2%	28,1%	17,8%	52,9%	1,3%	15,5%	23,8%	59,4%	1,3%	22,9%	20,2%	55,6%

Source: Own calculations of MŠMT

Appenix 13: Support of socially disadvantaged Roma pupils and students with special needs

Table 13: By type of support

Year	Term	Tuition	Catering	Dormitory	Travel	School supplies	Total
2012	January – June	1.640.500,-	540.500,-	167.500,-	596.300,-	337.200,-	**3.282.000,-**
2012	September - December	1.771.000,-	840.100,-	191.400,-	930.600,-	962.200,-	**4.695.300,-**
2013	January – June	356. 200,-	613. 000,-	148. 300,-	760. 200,-	569. 300,-	**2.447 000,-**
2013	September - December	425. 300,-	696. 300,-	186. 200,-	881. 500,-	970. 700,-	**3.160 000,-**
2014	January – June	487. 000,-	661 100,-	184 900,-	752. 200,-	453. 500,-	**2.538 800,-**

Table 14: By number of supported pupils of secondary school by school year

Year, number of pupils						
Year	**Term**	**1**	**2**	**3**	**4**	**Total**
2012	January – June	279	210	151	52	**692**
2012	September - December	501	259	204	76	**1040**
2013	January – June	257	138	108	29	**532**
2013	September - December	343	221	134	31	**740**
2014	January – June	242	172	107	25	**546**

Table 15: By number of supported pupils of higher vocational schools (ISCED 4) by school year

Year, number of pupils					
Year	**Term**	**1**	**2**	**3**	**Total**
2012	January – June	3	1	3	**7**
2012	September - December	2	5	5	**12**
2013	January – June	3	4	1	**8**
2013	September - December	4	4	3	**11**
2014	January – June	3	3	9	**15**

Appenix 14: A weekly schedule for direct teaching activities

School / Educational staff	Number of classrooms, sections, study groups, courses, or number of children, pupils and students in the school	Number of hours of direct teaching work per week
1. Nursery school		
Teacher		31
Head teacher	1 2 3 to 4 5 to 6 7 and more	24 21 18 16 13
Deputy head teacher	5 to 6 7 and more	20 17
Head teacher of a boarding nursery school	1 2 3 and more	16 14 12
Deputy head teacher at a boarding nursery school	3 and more	16
Head teacher of a boarding nursery school (with continual operations) or at a boarding nursery school with a special education centre		5
2. Basic school		
Teacher		22
Teacher of 1st grade of basic school and level 1 (primary) of basic school designed for pupils with special educational needs and of basic special school		20-22
Head teacher of basic school providing 1st level (primary) education	1 to 2 3 to 6 7 to 10 11 and more	16 13 108
Head teacher of basic school a) providing level 2 (lower secondary) education b) providing both level 1 and level 2 education	Up to 9 10 to 18 19 to 23 24 and more	8 7 6 5
Head teacher of basic school a) designed for pupils with special educational needs b) special school with 1st level of basic education and separated 2nd level grades	1 to 2 3 to 6 7 to 10 11 and more	16 13 108
Head teacher of basic school a) designed for pupils with special educational needs b) special basic school providing level 1 education	1 to 2 3 to 6 7 to 10 11 and more	14 12 9 7
Head teacher of basic school a) designed for pupils with special educational needs b) special basic school providing 1st and 2nd level of basic education	Up to 9 10 to 14 15 to 18 19 and more	7 6 54

Deputy head teacher	Up to 14 15 to 22 23 and more	11 97
Boarding facilities		
Educator		27 to 28
Senior educator		15 to 17
Head teacher	Up to 9 10 to 14 15 tp 18 19 and more	8 7 65
Deputy head teacher	5 to 14 15 to 22 23 and more	11 98
3. Secondary school, conservatoire, tertiary professional school		
Teacher of general and vocational subjects		21
Head teacher	Up to 8 9 to 16 17 and more	6 42
Deputy head teacher	Up to 8 9 to 14 15 to 17 18 to 20 21 and more	14 10 8 64
Senior teacher at a facility providing theoretical education		16
Teacher of practicum		21 to 25
Driving instructor as part of practicum		30 to 35
Senior teacher of vocational training and deputy head teacher for practicum		Up to an average of 7 hours a week during the period of schooling
Senior teacher of practicum	Up to 120 pupils 121 to 240 241 and more	14 1210
Teacher of vocational training		25 to 35
Senior teacher of vocational training and senior teacher of practicum in a school designed for pupils with special educational needs	Up to 42 43 to 84 85 to 126 127 and more	14 12 108
Teacher of vocational training in a school designed for pupils with special educational needs		21
Coach		21 to 26
15. Special education teacher		20 to 24
17. Teacher's assistant		20 to 40

Appenix 15: The description of career levels for teachers

The description of career levels for teachers at basic schools, basic artistic schools, secondary schools and conservatoires (with the exception of teachers of practicum and teachers of vocational training)

Level	Basic activities	Specialised activities or specialisation	Professional qualification	Other qualification requirements
1.	Educational activities aimed at facilitating the acquisition of knowledge and skills in general or vocational subjects in line with the school education programme, tertiary professional school education programme or in line with individual educational plans (in cooperation with other specialists and in line with other methodological recommendations in the area of pedagogy and psychology) (11th pay category)	No	Section 7 and 8, Section 9 par.1,2,6, Section 10, Section 11 par. 1,4, Section 12, Section 13 a 14 of Act No. 563 Coll. on Pedagogical Staff (the Act)	No
2.	Comprehensive educational activities in general and vocational subjects combined with the development and updating, on a continuous basis, of pedagogical documentation (according to which the pedagogical worker carries out his/her direct educational activities), or combined with the development and updating, on a continuous basis, of individual educational plans. (12th pay category)	No	Section 7 and 8, Section 9 par.1,2,6, Section 10, Section 11 par. 1,4, Section 12, Section 13 and 14 of the Act.	1 year or work experience
3.	Comprehensive educational activities in general or vocational subjects combined with the development and updating, on a continuous basis, of pedagogical documentation (according to which the	Yes	Section 7 and 8, Section 9 par.1,2,6, Section 10, Section 11	Section 9 of Decree No. 317/2005 Coll. (the Decree) 3 years of work

	pedagogical worker carries out their direct educational activities), or combined with the development and updating, on a continuous basis, of individual educational plans. Provision of methodological and specialised counselling for teachers and the development of prevention schemes. (12th pay category)		par. 1,4, Section 12, Section 13 and 14 of the Act.	experience
4.	Designing a policy for the development of a programme of secondary education completed by "*maturita*" or "absolutorium", or a policy for the development of framework education programmes; designing and coordinating international projects concerned with education and projects focusing on in-service training that reach beyond the work of schools; coordinating education programmes for tertiary professional schools. (13th pay category)	No	Section 7 and 8, Section 9 par.1,2,6, Section 10, Section 11 par. 1,4, Section 12, Section 13 and 14 of the Act.	4 years of work experience
5.	Designing a policy for the development of a programme of secondary education completed by "*maturita*" or "absolutorium", or a policy for the development of framework education programmes; specialised methodological activities in the area of pedagogy and psychology the performance of which is conditional upon acquisition of a specialisation laid down by the Decree; designing and coordinating international projects concerned with education and projects focusing on in-service training that reach beyond the work of	Yes	Section 7 and 8, Section 9 par.1,2,6, Section 10, Section 11 par. 1,4, Section 12, Section 13 and 14 of the Act.	Section 7 or Section 8 or Section 9 of the Decree. and 4 years of practical experience

	schools; coordinating education programmes for tertiary professional schools. (13th pay category)			
6.	Designing policies concerned with national or international programmes concerned with education. (14th pay category)	Yes	Section 7 and 8, Section 9 par.1,2,6, Section 10, Section 11 par. 1,4, Section 12, Section 13 and 14 of the Act.	Section 9 of the Decree. 5 years of work experience

Appendix 16: Number of pupils (children and students) and teachers

		2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Students	Nursery	282 183	285 419	291 194	301 620	314 008	328 612	342 521	354 340	363 568
	1. stage of basic school	473 269	462 820	458 046	458 198	460 754	465 380	474 327	488 106	505 983
	2. stage of basic school	443 306	413 693	386 817	357 817	333 705	324 106	320 315	319 844	321 671
	Secondary school	577 605	576 585	569 267	564 326	556 260	532 918	501 220	470 754	448 792
	Conservatories	3 495	3 534	3 606	3 535	3 435	3 560	3 557	3 655	3 690
Teachers	Nursery	22 485	22 368	22 744	23 568	24 584	25 737	26 781	27 739	28 583
	1. stage of basic school	27 586	27 727	27 520	27 529	27 635	27 796	28 115	28 375	29 025
	2. stage of basic school	35 572	34 931	33 453	31 963	30 782	30 227	29 700	29 294	29 244
	Secondary school	47 352	47 452	47 124	46 735	46 489	45 385	43 876	41 789	40 214
	Conservatories	1 020	1 084	1 046	1 001	998	1 030	1 121	1 127	1 158